



**WACHUSETT
SEPAC**

Supporting our Families

SPECIAL MEETING

AUGUST 13, 2020

AGENDA

Presentation of Special Education updates
Presentation of Questions from parents

Progress during Extended School Year

Extended School Year

During the summer of 2020, the District worked tirelessly and collaboratively with the WREA to meet the ever-changing guidance from DESE. Meanwhile, DESE worked to provide leadership as we all grappled with how to define the school, safety, and FAPE in the face of the COVID pandemic and the rising and falling infection rates, deaths, impacts on children and families, and levels of caution. In WRSD for our Summer Extended School Year session, where we serve the children that require more services throughout the entire school year, we set a goal to have in-person sessions with our highest-need students by July 27th, 2020. We made significant progress towards our goal, but even as we adjusted our goal date, we still did not succeed in meeting the myriad requirements for safety.

We did accomplish many steps towards opening for ESY. With our collaborative partners in the WREA and SEPAC and with teachers and parents, we established weekly meetings to review protocols, discuss purchasing, review DESE guidance, and establish the next steps. Parents provided important feedback regarding their proclivity to make use of in-person sessions for the summer. The leadership and staff worked to set up “Routines” for loading and unloading from vans and parents cars, safety measures for hallway travel and bathroom usage, and classroom design and material storage. All of the ESY ABA staff were trained by our nurses in handwashing and PPE. All of this work set us up for a quicker transition into the fall re-opening.

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Looking into 2020-2021

School year 2020-2021

As we consider the fall and the reopening of schools for all children in WRSD, the Special Education Department is charged by DESE and by School Committee with opening school as soon as possible for in-person sessions for our highest-need students. (Our “highest need children” are defined by their IEP PL3) We believe we must serve these children and we believe our building and classrooms can be made to meet the safety protocols for our students and staff. Our collective goal is to see children in-person for academic sessions by October 5th, 2020.

Given the DESE guidelines, we need to continue our health and safety work and ensure that:

- all spaces for teaching and learning meet the guidelines for social distancing of 3-6 feet, consider other spaces and buildings
- ensure that all of the staff has been trained on the use of PPE, the donning and doffing of PPE, and the proper disposal of PPE
- our air exchange systems are fully functional and in some situations that additional air purifiers have been added,
- purchases that have been made need to arrive that will allow less sharing of teaching and learning materials and devices
- parents and teachers will work together to establish a remote and then in-person learning plan/schedule **Parent Engagement Document** created
- Create van routes with our vendors that comply with safety guidelines
- Create an ongoing monitoring system to ensure we have cleaning, sanitizing, and PPE supplies at all times

How will next year feel typical?

- All students will be moving onto the next grade, teacher, classroom, or paraprofessional as expected.
- Students will be reassigned to new paraprofessional, teachers, providers, or aba staff as typical for a new school year.
- Students will have work with teachers and work to do without teachers every school day.
- Parents and teachers are stronger together. Teachers are expected to design the educational roadmap (curriculum) and ultimately grade students. Parents (especially when remote) are the teacher's facilitator of the instruction.
- Students will see, hear, and engage with peers and staff as a part of their school day.

How will school feel really different?

- Staff will be wearing PPE.
- Health and safety are always highly important, but in this time, health and safety are of the utmost importance.
- The classrooms are mostly empty to allow for cleaning and to allow for the maximum seating
- Students will be using computers to receive instruction during remote and hybrid
- Van students who use car seats will have to use five point harnesses that are installed into the vans and not removed daily. Students can still use buckle buddies or other necessary adaptations written in the IEP.
- Students will be expected to wear masks and will be taught how to tolerate the mask and how to take a break

Our rooms look different







fred flintstone

ID: 94746

Age:

School: Central Tree Middle School

Record: Last IEP

Plan:

59:47

Screen: 31. PL3: Age 6-21 Primary Disability / Level of Need Application: IEP and Notices

SPECIAL EDUCATION SUMMARY DATA FOR ALL AGES (6-21 year olds)		
DOE036 Nature of Primary Disability	500	Does not apply

Determining Level of Need for 6-21 year olds

Check one box in each on the following columns that best describes the student's program.

Primary Setting(s):	Service Provider(s):	Percent of Program Time Receiving Special Education Services:
1. <input type="radio"/> in general ed classroom.	<input type="radio"/> general educators and paraprofessionals with consultation.	<input type="radio"/> under 25% of program time
2. <input type="radio"/> in and out of general ed classroom.	<input type="radio"/> combination of general educators, paraprofessionals, special educators and related service providers.	<input type="radio"/> between 25% and 75% of program time.
3. <input type="radio"/> out of general ed classroom.	<input type="radio"/> special educators and related service providers.	<input type="radio"/> over 75% of program time.
<input type="radio"/> Clear choices	<input type="radio"/> Clear choices	<input type="radio"/> Clear choices

These criteria are provided for your convenience. If the result of applying these criteria does not satisfactorily reflect the student's Level of Need, use **professional judgment**.

What can I expect for services or sessions?

Look at your child's IEP
Service Grid

Screen: 15. IEP5 - Service Delivery Application: IEP and Notices

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel and/or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/nonacademic activities and to allow the student to participate with nondisabled students while working towards IEP goals.

[New Service](#)

Services: 1 - 3 of 3

Status as of:

[Recalculate Mins](#)

						Update Start/End Dates					
		Goal	Service type	Personnel	Freq/Duration	Cat.	Start	End	Min.	Status	
1.		1	Case Conferencing	Special Education Teacher	1 x 10	A	12/19/2019	12/18/2020	10	Current	
2.		1	Inclusion Support: Math	Paraprofessional	6 x 55	B	12/19/2019	12/18/2020	330	Current	
3.		1	ASR	Special Education Teacher	6 x 55	C	12/19/2019	12/18/2020	330	Current	

Days per Cycle: 7 Minutes per Cycle: 2695

Services provided as of 12/19/2019 are shown with status='Current' and are included in the Total Service Minutes: 660

Total Service Minutes are used in Placement and Level of Need percentages: [Show Svc Percentages](#)

The following information does not print on the IEP, but is used to facilitate district reporting:

- Services provided may be eligible for Medicaid Reimbursement
- Student may be a candidate for Circuit Breaker Reimbursement

FTE calculation includes all services provided in the current school year (per district preferences). [See FTE Calculation](#)

A Grid Services in remote/hybrid

The A GRID is the CONSULT services. This will happen very similarly as it does in a typical year. Teachers will reach out to related service providers and other teachers to ensure that the student's goals and objectives are being addressed.

Parent Clinic meetings that are held for students in the ABA program will be held remotely or in person depending on the preference of the team.

B Grid Services in remote/hybrid

B GRID SERVICES are the services that are pushed into the gen ed classroom. When we are in a typical year, these services get scheduled carefully to make sure either a paraprofessional or a special ed teacher are in the gen ed room, providing direct instruction, reteaching the lesson, using specific accommodations, and presenting material in multiple modalities. In remote or hybrid these services will be provided in a similar way. The paraprofessional or the sped teacher will be in the same platform and will be providing direct instruction, reteaching the lesson, using specific accommodations, and presenting material in multiple modalities.

Students who are having live in-person sessions in school while their inclusion class is occurring may attend the inclusion session remotely from their classroom with support from school staff.

C Grid Services in remote

C GRID SERVICES are the direct service instruction that happen outside of the general education setting with a special education teacher.

In a typical school year, students physically leave the gen ed classroom and go to a special education setting and get very specific instruction to address their IEP goals and objectives.

In the remote setting, students will have a separate meeting planned to do this work outside of their inclusion time or gen ed homeroom schedule.

C grid services in hybrid

Hybrid splits the time between in person and remote therefore the services will be split at times too.

C GRID SERVICES in hybrid will be delivered to students by special ed staff in the school buildings when the student is in the building.

When the student is remote the services will be scheduled and provided over the computer.

Parent Engagement and Student Learning Plan

We are awaiting a form from DESE that will document the conversation between the parent and the Special Education staff that delineates what the child's educational services will look like and how they will be delivered when in remote and then when in hybrid also.

This plan will developed on an individual basis and will be delivered to the family electronically within the first few weeks of teachers returning to school.

My child has a 1:1 how will that work?

Students who have this level of support are most often our most complex children. They are most likely students who will be considered for in-person services during Phase One. Parents should expect that if the assistance is used for academic instruction/access that the 1:1 will be remotely supporting the student throughout the duration of their synchronous and asynchronous learning as needed.

Students who require support or assistance for attention or behavioral needs may need a different approach. This should be discussed with the child's Team Chair to help establish clear expectations that can be documented on the Engagement Form

Post Grad

The post-grad will follow the same as HS students. Our post-grad program has a new teacher. We are hopeful to get our post-grad kids in as soon as possible (Oct 5th or before). We will begin with up to a half-day of service and move rather quickly to a full day. We certainly know that this time away from school has been very challenging. We are not sure at this point about how much time we will be able to access community-based sites and vocational placements outside of our school building. More details on that should be forthcoming as we see how school opens and what happens across the state with infection rates

Developmental/Life Skills Programs

Our Developmental program has students of various levels of inclusion participation. We cannot say that all developmental kids will return during phase one because that may not be the case. We will use the PL3 to guide the return process by bringing in our neediest students and then moving on to our more moderate students. Again this is defined in your child's IEP and can be easily determined by the amount of time a child spends outside of the general education class.

As we bring these students into the buildings we will begin with up to a half-day of service and move rather quickly to a full day. We certainly know that this time away from school has been very challenging.

As more moderate students come in for in person services they may attend remote inclusion classes with school support from their self contained classroom.

ABA program classrooms

Our ABA classrooms most often are the class assignments for our neediest students. However, we do have some ABA students who use the classroom as a homebase to inclusion classes. For PHASE ONE students who spend most of their day engaged in direct ABA discrete trials with intensive 1:1 instruction will be in person as soon as possible.

Students who typically participate in inclusion classes will have opportunities to join these classes virtually with ABA classroom support.

LBC Language Based Center Program

Our LBC program has students of various levels of inclusion participation. We cannot say that all students in the LBC will return during phase one because that may not be the case. We will use the PL3 to guide the return process by bringing in our neediest students and then moving on to our more moderate students. Again this is defined in your child's IEP and can be easily determined by the amount of time a child spends outside of the general education class.

As we bring these students into the buildings we will begin with up to a half-day of service and move rather quickly to a full day. We certainly know that this time away from school has been very challenging.

As more moderate students come in for in person services they may attend inclusion classes virtually with school support from their self contained classroom.

TLC Therapeutic Learning Center Classes

Our TLC program has students of various levels of inclusion participation. We cannot say that all of the students in TLC will return during Phase One because that may not be the case. We will use the PL3 to guide the return process by bringing in our neediest students and then moving on to our more moderate students. Again this is defined in your child's IEP and can be easily determined by the amount of time a child spends outside of the general education class.

As we bring these students into the buildings we will begin with up to a half-day of service and move rather quickly to a full day. We certainly know that this time away from school has been very challenging.

As more moderate students come in for in person services they may attend inclusion classes virtually with school support from their self contained classroom.

Preschool

The Preschool will open classes for the neediest students as expected on Oct. 5th. All supports and services will be increasingly offered beginning with a half day of service. Related services and inclusion classes will be offered virtually in order to limit the number of adults entering the classroom setting.

Other Questions

When will teachers know their special ed caseloads? **When they return to their buildings on Sept. 1**

When can families expect to be contacted about their IEP timeline? **I need to understand this question better.**

What services can be provided to IEP standards and which are still pending? **We cannot be in the community for voc and post grad services, inclusion and peer to peer contact is limited, and we are making plans with parents and providers about how to provide related service sessions while limiting the number of cross-contact of adults to classrooms.**

When will families know their teachers? **That is typically done at the building level.**

What are the current blocks? We are a very small central office. We don't have different people to do the varied tasks that need to get done. This impacts how quickly we can move. For example, I am planning these conversations, responding to over 150 emails, delegating to my staff, and trying to open school for teachers and paras, and related service providers while hiring and designing meaningful PD. And that's just my department.

What decisions does the Superintendent need to make to move forward? I can't even tell you that.

Which buildings have been cleared for services? none. We considered moving programs to one location, but it would be much too hard on the kids, we hope to move to hybrid which would mean another move, and we want to make sure all of the related service providers can stay connected to the buildings they are assigned to.

What creative solutions are we considering to deliver services? We are really out of the box thinkers. We had some testing over the summer and we have had counseling over the summer. For the school year we are looking at increasing the varied of technology, that we use. Ensuring we have the correct materials for kids so they are not sharing materials. Virtually attending inclusion classes.

Are home services on the horizon? For some families this has been the only or best option. How are we addressing parents biggest concerns from the spring? What is the biggest concern from families?

What materials will be provided to special ed families? Families will get an Engagement Form that will outline how and what services are being provided in the remote and then in the hybrid model

What do you need from parents? Feedback that is timely. I want families to tell your building admin if you are or are not satisfied with the services that your child is getting so we can make effective adjustments. I am not on the FB site and I don't know what you are hearing or what you are experiencing. If you want to have the best educational program for your child, please lean in and help us make it so.