

Pupil Personnel Services Town Hall Meeting

August 18, 2020---11:30 AM

August 19, 2020---7:00 PM



WELCOME AND INTRODUCTIONS

Dawn Condello- Director of Pupil Personnel Services

Julisa Rincon-Tomizawa- Assistant Director of PPS



AGENDA

-
- ❑ Hybrid Learning Model
 - ❑ Special Education Reopening Plan
 - ❑ Accommodations and Modifications
 - ❑ Special education programs
 - ❑ Integrated Co-Taught
 - ❑ Resource Room
 - ❑ Related Services Only
 - ❑ Special Class Setting
 - ❑ Social Emotional Learning
 - ❑ 504 and CSE meetings
 - ❑ Testing
 - ❑ Aide and nursing services support if noted on IEP
 - ❑ Wednesdays
 - ❑ Closing-we will examine all questions posted which will guide our next forum

Special Education Reopening Plan

Beacon City School District's reopening plan, whether services are provided in-person, remote, and/or a hybrid model address the provisions of a Free Appropriate Public Education (FAPE), consistent with the need to protect the health and safety of students with disabilities and those providing special education services.

Hybrid Learning Model for Students with Disabilities

Pending further guidance/directives from Governor Cuomo, the BCSD plans to reopen school using a Hybrid Model. Students will be split into two cohorts. The district understands that families may have children within the same household with different last names and will ensure that the students are going to the same cohort.

- Cohort 1 (Blue) Last name A-L attend school on Monday and Tuesdays
- Cohort 2 (Gold) Last name M-Z attend school on Thursday and Fridays
- Wednesday- PPS Program options may include: face to face testing, related services, check-ins, professional development, and teacher planning

IEP Accommodations and Modifications

District's reopening plan ensures access to the necessary accommodations, modifications, supplemental aids and services, and technology (including assistive technology) to meet the unique disability needs of each student

- Each student within the Beacon City School District (including Out of District Students) will have access to a Chromebook to be used both at home and school.
- Additional accommodations related to technology support will be discussed and considered via the formal CSE/504 process.
- Collaboration with the director of technology to assess the status and accessibility tools available to support student needs as per the IEP.
- The District will provide the appropriate training and support to teachers, staff, and parents on the use of such assistive technologies as needed to the extent possible.

Special Education Programs

Integrated Co-Teaching Classrooms

Students participate in the ICT model with both the general education and special education teachers during virtual and in person sessions.

- If delivery of instruction is virtual:
 - Special Education Teachers conducts small group sessions to reinforce the content covered
 - Special Education Teacher and the Teaching Assistant work within the small group to provide reinforcement lessons and provide specially designed instruction & supports
 - Students who have related services on their IEP
 - Students will receive related services in person to the extent possible,
 - related service staff will work with teachers to develop schedules so that students can receive back to back services on the day(s) the student will attend in-person classes
 - Students will receive related services virtually if needed to the best extent possible.
 - related services staff will work with classroom teachers and parents to develop schedules so that students can access the services online or brought to the school if it is safe and accessible

Special Education Programs

Special Class Programs (6:1:1, 8:1:2, 12:1:1, 15:1)

Special Class Setting- Students in the smaller class settings will be able to receive daily FOUR (4) Days (M,T, Th.& Fri.) educational services within the school/classroom setting. Students in this setting will receive their related services as noted in the IEP recommendations.

- Mainstreaming opportunities for students with IEP's will be **considered** based on students ' ability to access a larger classroom setting through either in-person or a virtual classroom.
- Students who participate in the Special Class programs (6:1, 8:1 or 12:1) and have an IEP recommendation for an ICT class for one or more core content areas (i.e. Math or ELA)- will also be assigned to the other classes by their teachers. Students will participate in the Google Classroom for the LRE.
- The Teaching Assistant (TA) will be an additional support to the student when participating in the LRE.
- Continue mainstreaming students into specials based on the three possible reopening models of instruction.

Special Education Programs

- Resource Room- Daily as per student IEP
 - Resource Room support will be provided within in the classroom if your child is attending school and on the days they will receive their instruction remotely
 - For students who will be electing full remote learning, the resource room teacher will provide services daily remotely.

Special Education Services

Related Services Only- As noted on student IEP

Students who receive related services only:

- The related service provider will coordinate a schedule to ensure that the student obtains their required frequency and duration of the related service as noted on the IEP.
- Related Services can be provided but not limited to:
 - Related service are provided either in person in the school or virtually
 - For parents who are opting for the remote learning only- will their services will be provided virtually or in-person in a school
 - As a push in service while student is engaged in the classroom setting
 - As a remote service
 - Student attends session on Wednesday in the school setting

Supplemental Aids and Services

- Students with an IEP who are accessing in-person learning and require the additional support of an Aide or Nurse as noted in their IEP, they will continue to be provided such support while in school.

Social Emotional Learning

Behavioral Health/Emotional Support for Children and Adolescents

The District will be prepared to provide various, developmentally appropriate, approaches for mental health support which will include, but not limited to:

- ❑ The District is prepared to continue to check-in with students and connect frequently to help decrease anxiety and ensure a positive and safe return to school.
- ❑ Social stories on various topics such as health and safety; wearing a mask, self-advocacy, and more.
- ❑ Use of Responsive Classroom strategies to build community and trust
- ❑ School teams, as needed, can help students build their increased tolerance for wearing a mask and maintaining social distance using a variety of tools such as rease students' tolerance and willingness to socially distance
 - ❑ Social stories
 - ❑ Positive reinforcers
 - ❑ Visual supports such as signs around the classroom and the school environment
 - ❑ Students will be provided with positive feedback for social distancing
- ❑ Schools will provide training to classroom teachers and other educators on how to talk to and support children during and after the COVID-19 pandemic.
- ❑ Students requiring mental health support will be referred to school mental health (School Social Workers/School Psychologists) and the team, along with the family, will outline appropriate support(s).

504 and CSE meetings and evaluations

- 504 annual meetings will be scheduled for September and October. This will allow your child's team to contribute and understand the components of the 504 plan
- CSE meetings: Initial Evaluation/Reevaluation

The Beacon City School District's reopening plan ensures a process and protocol to provide special education evaluations (i.e., initial and reevaluations) are conducted whether in-person or remotely within required timelines.

504 and CSE meetings and evaluations

In more detail:

- ❑ The use of technology should be considered to meet timelines for evaluations and reevaluations that must be conducted remotely.
- ❑ CPSEs/CSEs have determined which students are due for an initial evaluation or reevaluation and have a plan to address any backlog of evaluations.
- ❑ The PPS Department will continue to follow OSE's [March 27, 2020](#) and [April 27, 2020](#) guidance for conducting evaluations and reevaluations during the COVID-19 pandemic to meet the special education timelines.

Testing: Psychoeducational, OT, PT, etc

To the best extent possible, testing will be conducted face to face.

The following procedures are provided to ensure that both students and staff are safe during COVID-19. This applies to students who are receiving face to face individual services as noted on their IEPs or who are participating in face to face testing with an evaluator.

- Evaluator and student will wear masks to the best extent possible
- Face shields will be provided to evaluators so that during times in which the student requires to see the examiner's face, they can do so by keeping the face shield on and temporarily remove their mask (while the student keeps their mask on)
- All testing materials, table, chairs, and tools will be wiped down before and after each testing
- District is looking into table top clear dividers for evaluators

Wednesdays

Wednesdays in Beacon will provide a variety of options for students. This is time where teachers and staff can check and connect with students.

Wednesday can be an additional day where face to face testing can be scheduled.

Wednesdays can be an additional day where your child can be brought to their school to receive their related service.

Closing

We will examine all questions posed during this community forum to guide us in our next Zoom meeting. We appreciate your questions as they will allow us to consider all options available and direct our conversations to answer questions that were not covered during this forum.