



DEPARTMENT OF
SPECIAL EDUCATION

Special Education Fireside Chat

Thursday, August 6, 2020

6:00 pm

Emmaundia Ford, Director

Anne Dirden, Assistant Director

Dr. Katika Lovett, Assistant Superintendent, Student Services



AGENDA



- ✓ Targeted Intervention Plan & Compensatory Services Plan
Emmaundia Ford, Director
- ✓ Preschool Updates
Ms. Wanda Granger-Kleckley, Coordinator
- ✓ Psychological Services Updates
Ms. MaryAnn Green, Coordinator
- ✓ Speech & Related Services Updates
Dr. Chang Robbins, Coordinator





Targeted Intervention Plan Overview

Targeted Intervention Plan

Schools will offer up to 2 days of face-to-face interventions for academics, wellness or engagement.	Tuesday-Friday or Saturdays (where applicable) for identified students before school, during school, after school.
Schools will have the ability to determine what expanded interventions are offered, how interventions are staffed and delivered.	APS' health safety protocols are required and are based on recommendations by state and local public health officials and as recommended by the CDC.
Interventions DO NOT replace core instruction and should be scheduled around the instructional model.	Transportation and nutrition will be provided.



Expanding the Work through Targeted Interventions




One way to put the whole child practices discussed into practice is through intervening with our highest need students



Teachers and staff meet consistently to discuss and coordinate the provision of whole child services to meet student needs



ATLANTA
PUBLIC
SCHOOLS

INTERVENTION	Criteria for Selecting Students
<p>ACADEMICS</p> 	<ul style="list-style-type: none"> • Failing 2 or more courses • Credit deficient or incompletes from previous school year's transcripts • Tier 2 or 3 Academic Plans • Students with Disabilities attending Low Incidence Programs (Note: ALL SWD are eligible for participation in intervention programs as recommended by the CARE Team. However, SWD in Low Incidence classes may be considered for face-to-face instruction via this model). • Students who scored in the Urgent Intervention range on Star Assessments
<p>WELLNESS (Supports from Social Workers, Counselors, Mental Health Providers, Psychologists, etc.)</p> 	<ul style="list-style-type: none"> • Referred by staff • Referred by a parent/guardian • Referred by a student • Students who have demonstrated a need for mental health supports • Students in need of wraparound supports • Students who have been referred for Psychological Evaluations • Students currently being served under McKinney-Vento
<p>ENGAGEMENT</p> 	<ul style="list-style-type: none"> • Less than 50% weekly engagement as measured by: <ul style="list-style-type: none"> • Low or no attendance and participation during synchronous virtual instruction • Lack of access to technology or connectivity challenges • Students with active truancy referrals



Special Education Low-Incidence Programs

- SWD served in low-incidence, regional classrooms will also have the opportunity to receive up to 2 days of in-person instruction during school- designated intervention days.
- Teachers may utilize this time to provide instruction, implement needed accommodations/modifications not available virtually and address IEP goals and objectives.
- Regional classrooms included are as follows: Autism, DHH, Preschool, MOID, SID/PID, and GNETS (both center-based and outpost).
- Parents will be provided the option for their child(ren) to participate in the in-person learning opportunity alongside intervention programs.



Health and Safety Guidelines for Intervention

APS' Health & Safety Guidelines

All schools are expected to adhere to the district's guidelines for health and safety in the implementation of in-person interventions as follows:

- ★ Temperature screening upon arrival for all students and staff
- ★ Intervention groups limited to 8 or less (inclusive of students and staff) within each setting
- ★ Campus capacity limited to 25% at all times
- ★ Consistent and correct use of masks for all students and staff
- ★ Social (physical distancing) at a minimum of 6ft within each setting
- ★ Hand hygiene and respiratory etiquette are followed
- ★ Cleaning and disinfection procedures are maintained throughout the day and between groups
- ★ CARE Rooms must be identified and staffed for all schools



Compensatory Services

**COVID-19
IMPACT**



Compensatory Consideration

1. Who will be considered for compensatory services?

All students with disabilities will be considered for compensatory services.

2. What's the first step?

The case manager will conduct an extensive initial student data review for each student on their assigned caseload.

3. What's next?

The case manager will make a recommendation regarding the need for compensatory services. Parents will be notified in writing.



Initial Data Review

- ✓ Documentation of Services Form
- ✓ Summary of Performance
- ✓ IEP Progress Reports (Spring to Fall 2020)
- ✓ Digital Learning Platform Data
- ✓ Current Grades
- ✓ Benchmark Testing





lack of progress on
goals and objectives

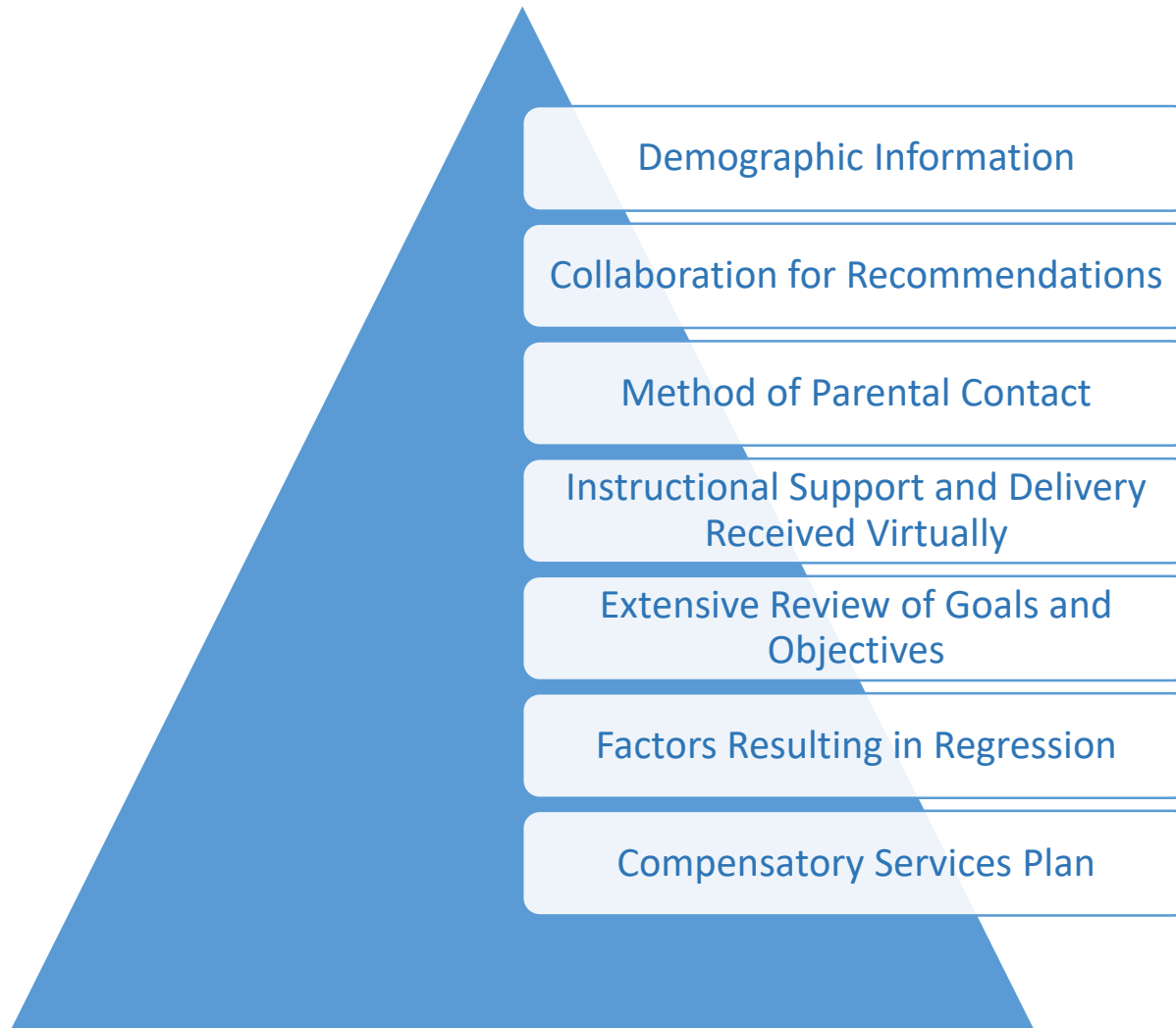
goals and objectives
that were not
addressed virtually

regression

failing grades



CCS Form & Process



Tentative Timeline

November

- Finalize District Compensatory Plan

December

- Parent Communication

January

- IEP Team Meetings (if required)

Implementation in February 2021





- Connecting Face To Face
- Preschool Hearing/vision screenings
- Guidance for Preschool Evaluations



Reconnecting Face-to-Face

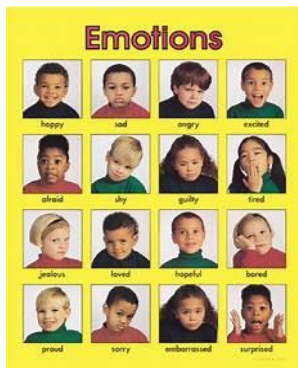
Once a child has experienced a long break from school, it's likely he/she and adults may forget some of the routines that make the school day go smoothly. To help with the transition from home to school, it's important to...



Social Conversations



Routines



Classroom Rules



Preschool Hearing/Vision Screenings

- The Special Education Preschool Team will adhere to all health and safety procedures as outlined by the APS, Georgia Department of Public Health, and the Centers for Disease Control and Prevention.
- Special Education Preschool office schedules preschool age children who have completed a preschool intake packet.
- **Only ONE parent/ONE child will be allowed in for testing.**
- Hearing/vision screening results will be given to parent on the day of testing.



Guidance for Preschool Evaluations

- Referral conference are conducted using the virtual platform and a parental consent for evaluation signed before administering any assessments.
- Evaluations should be conducted on district-approved virtual platforms.
- Preschool evaluations will continue through virtual platform. Face to Face evaluations will resume once we return face to face.



Guidance for Preschool Evaluations

Babies Can't Wait Transition



- BCW Coordinator contacts Atlanta Public Schools to schedule transition conferences no later than 90 days of the child turning three. Per BCW guidance, all transition conferences are conducted through the virtual platform WebEx.
- All conferences are held through the virtual platform until further notice.
- Hearing/visions screening are scheduled with outside agency or parent contact Atlanta Public Schools to schedule hearing/vision screening.
- Evaluations are currently conducted using the virtual platform. In person evaluations will resume once we return face to face.



Preschool



Ada Hall, Administrative Assistant

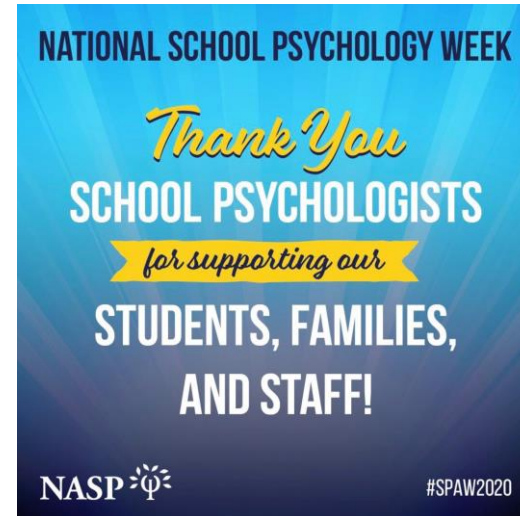
Phone: 404-802-1690 or 404-802-2615

Email: ahall@apsk12.org



Psychological Services and Evaluations

- School Psychologists and Specialized Supports
- Evaluations: Types, Updates, Timelines
- Parental Support



Ms. MaryAnn Green, Coordinator



School Psychologists Provide Specialized Supports

APS School Psychologists:

- Serve on district-level Risk Assessment and Crisis Response Teams
- Provide parent and staff consultations/trainings
- Provide school-based counseling/social skills training
- Remain committed to utilizing best practices in school-based mental health
- Conduct psychological evaluations



Types of Evaluations

Initial Evaluations: A comprehensive assessment to obtain data to determine initial eligibility for special education and related services. This type of referral is generated through the Student Support Team process for students with academic, social-emotional, communication, and behavior concerns that impact students' educational functioning.

Reevaluations: For students currently receiving special education services, a review of current information to consider what, if any, additional information is needed to decide a) whether a student continues to have a disability and b) the needs of the student.

Reevaluations can include one or more of the following:

- A review of existing data
- A decision to gather select information for planning purposes
- Comprehensive evaluations



Psychological Evaluations

The district has begun in-person and virtual evaluations by appointment. School Psychologists call parents to schedule appointments and review safety precautions.

Initial evaluations are conducted in-person at one of the district's specially equipped evaluation centers (ISC or Coan).

Most reevaluations are conducted virtually with exceptions made for students who **require/need** in-person evaluations.



When Will Students Be Evaluated ?

School Psychologists have begun evaluations and are completing evaluations in the following order:

- Evaluations that were started prior to March 15, 2020
- Initials- in order of the date parental consent was signed
- Reevaluations- in order of triennial due dates

2020-2021 Referrals for Evaluations

- Initial referrals submitted during the 2020-2021 school year will be completed in-person, once face-to-face instruction begins for all students in the district.
- Should students remain virtual, face-to-face evaluations will be scheduled at one of the previously mentioned testing sites.



How Parents Can Help

- **Ensure that APS has your current contact info** (phone number and address in Infinite Campus).
- **Expect calls** from APS School Psychologists and district personnel.
- **Collaborate with SELTS and School Nurses** to schedule updated hearing and vision screenings, if needed.
- **Return mailed materials** using the self-addressed envelope you have or will receive.
- **Choose appointment times that work for your schedule**, especially if your child is younger or requires monitoring to stay on task.
- **Let us know if weekdays don't work for you!** As a part of the Targeted Intervention Plan, school psychologists may be able to schedule your **virtual appointment** on non-instructional days, which may include the weekend.





- ✓ Virtual Services
- ✓ January 2021
- ✓ Evaluations

Chang Robbins, Ed.D., CCC-SLP, Coordinator



How are students receiving Speech Language & Related Services?

Speech-
Language
Therapy

Occupational
Therapy



Physical
Therapy

Assistive
Technology

creative



Orientation
& Mobility



Speech, OT, PT, AT Services

Therapists:



- ✓ Provide direct services through virtual sessions as indicated in students' Virtual Learning Contingency Plan (VLCP).
- ✓ Collaborate with classroom teachers
- ✓ Sessions are interactive and provided in small group or push-in
- ✓ Services are provided with Zoom links for sessions where Boom Cards, Green Screen, and other technology is incorporated.



How is assistive technology being addressed?

AT Specialists:



- Collaborate with classroom teachers in low-incidence classes to provide direct instruction and support to TeachTown, Unique Learning and News to You
- Our AT specialist work directly with teachers and students to ensure the appropriate use of classroom technology and software as well as address individually assigned software and device needs.





How do students receive Orientation and Mobility Services?

O&M Specialists will:

- collaborate with visually impaired teachers to determine students' needs.
- address goals related to appropriate cane use.
- collaborate with parents and students for various needs.
- provide direct services virtually to address appropriate navigation goals in their home and community environment.

O&M Specialists may navigate the community via a virtual platform to address the following skills:

- ✓ Application of mental mapping and directions
- ✓ Cardinal directions
- ✓ Traffic patterns
- ✓ Clues and landmarks



Web-based Digital Resources

- Boom Cards 
- Interactive Worksheets 
- Epic Books 
- Vooks 
- Education.com 
- Digital Spinning Wheel, Rolling Dice, Whiteboard



Whiteboard.chat



Google Classroom



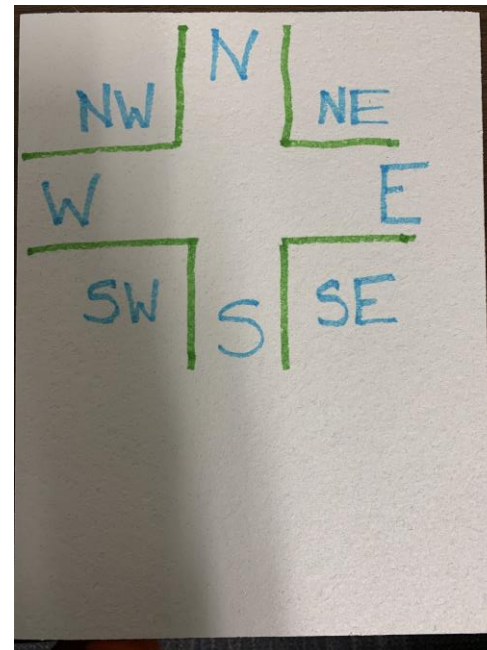
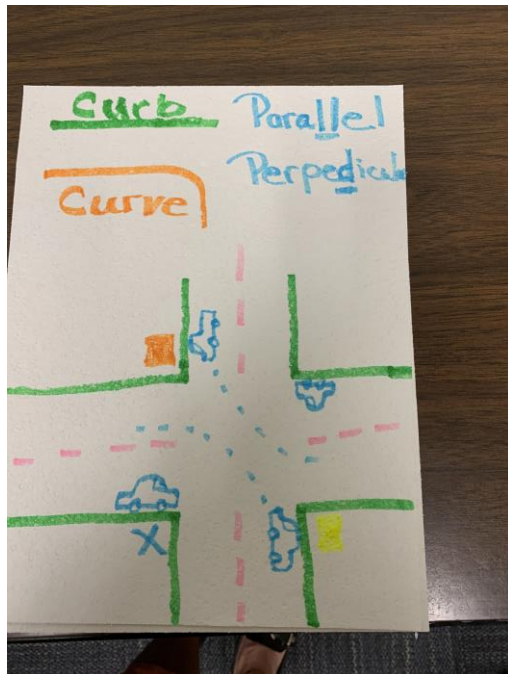
Physical Therapy





How do students receive Orientation and Mobility Services?

Be a detective, see if you can determine where the sun is hiding. It is 4:30 in the afternoon, what direction is the sun? What business is on the side with the sun? What direction is Publix?





How do students receive Orientation and Mobility Services?



Services in January 2021

Anticipated return to in person instruction:

- ✓ Therapists will utilize appropriate grouping that follows CDC recommendations to provide Face to Face services. This includes the use of proper PPE, safe distancing and cleaning of any materials
- ✓ Virtual therapy will continue for students who do not return for in person instruction.



Evaluations during November and December

- Initial evaluations received last year will be completed at in-person sites
(Coan Building and Instructional Services Center)
- Therapists will use Monday, Wednesday, and Friday to evaluate (not more than two students per day)
- Re-evaluations will be prioritized by date for virtual completion by an evaluation team of OTs, SLPs and PTs
- Students awaiting re-evaluation are still receiving services as determined by the IEP team



Evaluations

January 2021 Anticipated Return to Face to Face

- New initial referrals as well as re-evaluations for speech, OT, PT and AT will be completed in-person by the assigned therapist at the home school.
- Should a student remain virtual, an initial face to face may be scheduled for an evaluation at one of the sites if it is feasible.



