

CARLYNTON SCHOOL DISTRICT SPECIAL EDUCATION SERVICES DURING REMOTE INSTRUCTION

Community Excellence Character

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Dr. Patricia Serdy- School Psychologist

Rebecca Braithwaite- School Psychologist

Gerald Pepe- Transition Coordinator



A photograph of a person's legs from the knees down, splashing in shallow water. The water is dark and splashing upwards, creating a dynamic scene. The quote is overlaid in white, bold, sans-serif capital letters.

**LIFE ISN'T ABOUT WAITING
FOR THE STORM TO PASS.
IT'S ABOUT LEARNING HOW
TO DANCE IN THE RAIN.**

- VIVIAN GREENE



TOPICS

- Elements of Remote Learning
- Related Services
- Mental Health Services
- COVID-19 Compensatory Services
- Transition Services
- Evaluations/Reevaluations



Elements of Remote Learning

- Provide Free Appropriate Public Education (FAPE)
 - Collaborating with general education, paraprofessionals and related service providers
 - Push in support by special education teacher
 - Pull out just with special education teacher or related services
- Combination of Synchronous & Asynchronous learning
 - *Synchronous* – Students learning at the same time
 - Live classroom lessons delivered by teachers using Google Classroom
 - Engaging interactions among teachers and students
 - Opportunity for remote group work
 - Opportunity for feedback and assessment
 - Scheduled reporting time for students as per student schedules
 - *Asynchronous* – Students learning at different times of the day
 - Recorded videos prior to entering live instruction
 - Recorded videos to further explain content
 - Independent practice with prepared material
 - Working in consumable textbooks



Elements of Remote Learning

- Recorded lessons uploaded to Google Classroom
 - Allows students to watch recordings of live lessons for reteaching or if missed
- Teachers available for office hours during the day
- Evening support for students by paraprofessionals
- Learning supplies
 - Distribute Chromebook devices and learning materials on Friday, August 21 and Saturday, August 22nd
 - Consumable material, text, manipulatives, online expectations . . .
- Engaging, Flexible, and Safe



Related Services

- Speech & language, occupational therapy, physical therapy, vision, orientation & mobility hearing, and counseling services
- Synchronous
 - Live classroom lessons delivered by therapists using Google Classroom
 - Engaging interactions among therapists and students
 - Opportunity for remote group sessions
 - Opportunity for feedback and assessment
 - Scheduled reporting time for students will be set up by therapists
- Manipulatives will be sent home for occupational therapy sessions



Mental Health Services

- Wesley Family Services- Crafton and Jr./Sr. High School
 - Individual
 - Group
- Allegheny Health Network (AHN)- CHILL Project- Carnegie
 - Preventative skills and teach mindfulness curriculum to all students
 - Individual
 - Group
 - Medication management
- Self-care for adults
 - Drink water
 - Take time for yourself



Social & Emotional Support

- School Nurses
 - Trina Howells (elementary) & Sharon Keruskin (secondary)
- School Counselors
 - Sheree Lee (elementary), Stefanie Barnes & Scott Canty (secondary)
- School Psychologist
 - Dr. Patricia Serdy & Rebecca Braithwaite
- Student Assistance Program (SAP)
- Additional Resources
 - [Helping Children Cope With Changes Resulting From COVID-19](#)
 - [How to Talk to Your Kids About the COVID-19 Outbreak](#)
 - [PBSKids helps talk with kids about tragedies, natural disasters and upsetting events](#)
 - [National Association of School Nurses \(NASN\)](#)



COVID-19 Compensatory Services

- COVID-19 Compensatory Services (CCS) are services as determined by an Individualized Education Program (IEP) team needed to remedy a student's loss of skill and/or behavior and/or lack of progress that resulted during the extended school closure.
- Compare Fall 2020 baseline data to 2019-20 school year progress monitoring data within two weeks of resuming instruction.
 - Does the data indicate a regression in skills and/or behavior patterns and/or a lack of progress on IEP goals?
 - If YES
 - Instruction and services will be provided for recoupment of skills
 - Data will be collected, tracked, and reviewed
 - Communication with families will continue Maintain current educational placement



COVID-19 Compensatory Services

- Compare Fall 2020 baseline data to 2019-20 school year progress monitoring data within two weeks of resuming instruction.
 - Does the data indicate a regression in skills and/or behavior patterns and/or a lack of progress on IEP goals?
 - If NO
 - Continue with planned instruction per IEP
 - Continue communication with families
 - General education curriculum is foundational for ALL students A determination will be made no later than the end of the 3rd month (November)
 - Maintaining current educational placement



COVID-19 Compensatory Services

- A determination will be made no later than the end of the 3rd month
 - Did the student regain lost skills and/or behavior patterns and/or make progress on IEP goals?
 - YES • Continue with planned instruction per IEP • Maintain communication with families
 - NO • Determine required CCS for student (skills, supports, and delivery)
 - Discuss information with the family
 - Document the offering of CCS on a Notice of Recommended Educational Placement/Prior Written Notice (NOREP/PWN)
 - Outside of the school day
- Additional Resources

[COVID 19 Comprehensive Services Chart](#)



Transition Services

- Gerald Pepe- Transition Coordinator
- 14 years or older preparing for further education, employment, and independent living
- Virtual job shadow opportunities
- No Community Based Instruction at this time
- Pre-Employment Transition Services (PETS)
- Office of Vocational Rehabilitation (OVR)



Evaluations/Reevaluations

- Protocols in place for in-person assessment; can't be done remote to preserve the validity of the assessments
 - Staff will wear mask
 - sneeze/cough guard
 - asking parents to self monitor student
 - wear mask/shield when possible
- Related Services
- Remote observations while in live sessions
- FBA may be difficult to collect data
- Contracting with an independent contractor to assist
- Prioritizing
 - Students from last year who were unable to complete ER/RR
 - Early Intervention (students with a developmental disability)
 - New requests since March 2020



Provide Free Appropriate Public Education (FAPE)

- Case managers will review all IEPs
- Contact families and set up meetings if need to make adjustments to goals or SDIs.
- Communication is the key
- [Supports for Families- PaTTAN](#)
- [COVID 19 Pandemic Support for Education](#)
- [PEAL Center](#)



Engaging - Flexible - Safe

“Educational responses to the crisis are capable of changing the meanings, purposes and values of 'school' ”

Keith Holmes

UNESCO Futures of Education Ideas LAB

