ELMIRA CITY SCHOOL DISTRICT SPECIAL EDUCATION SERVICES DURING THE COVID-19 CLOSURE

DR. JOYCE A. CARR
CSE MEETING PROCEDURES

- Started to hold virtual CSE meetings two days after the closure was announced via Zoom. Held over 100 annual reviews in three days. Prioritized holding Annual review meetings first. Held professional development PODS to train teachers on Zoom.

- Re-evaluation meeting were held if assessments were complete. Parents were contacted if evaluations needed to be conducted in person to establish they would occur when school returned.

- Re-evaluation pre-planning meetings were completed through virtual meetings. Discussion revolved around what assessments could occur virtually versus in-person assessments. Meetings were scheduled with the assessments that could be completed.

- For initials parents were asked to sign a form to extend the timeline until school closure is lifted.
Related services (Speech, OT, PT, TOD, TVI, etc.)

- Parents were provided a survey to see how they would like their child to participate in the therapy and to gain written consent for teletherapy when Zoom became compliant.
  - Paper packets
  - Video therapy
  - Lesson plans with modeling video
SERVICE PROVISIONS

- **Elementary**
  - Each grade level appointed a general education point person and a special education point person. Lessons were completed in two week blocks, concentrating on ELA and Math. General education lessons completed by Mondays given to the Special Education point person by Wednesday to provide SDI, accommodations, modifications, visuals, manipulatives etc. Lessons posted on Friday for the following week. Packet pick up by grade levels at assigned times on Monday.
  - Added Resource room folders
  - Added IEP folders to address IEP goals not incorporated into the lessons

- **Secondary**
  - Same procedure but done by departments
  - IEP folders to address transition activities
Welcome to Mrs. Aber’s Virtual Classroom

Please click on your child’s folder for lessons.

Your child’s folder contains color coded folders with materials that reflect your child’s IEP.

Your child does not need to do every folder.

Please choose the ELA and Math that they are most comfortable with.

Green folders have the General Education Plans for the Week:
- Week of May 4th
  - Must Complete

Blue Consultant Folders contain modified lessons:
- Kindergarten Consultant ELA Week of 5/4
  - Must Complete
- Kindergarten Math Consultant Week of 5/4
  - Must Complete

Red folders contain 1:2:1 Materials Modified by Mrs. Aber:
- Kindergarten 1:2:1 ELA Modifiications Week of 5/4
  - Must Complete
- Kindergarten 1:2:1 Math Supports Week of 5/4
  - Must Complete

Purple folders contain some support resources specific to your child’s IEP:
- IEP Goal Supports
  - 1

Previous weeks folder
IEP CONTACT LOG

Contact logs are being kept in the IEP electronic system (Cleartrack). Three types of contacts are listed:

1. Parent contact log
2. Instructional log
3. Case management log

Provided directions and a “transcript” of what the contact should look like to staff
To Create a New Contact Log:

- Click the 'Create Contact Log' button.

- Select the Person Contacted by clicking the specific bullet for Staff Person, Parent Guardian, or Student. The dropdown arrow to select the person’s name is for the staff table only, the Other field has box to type a name.

- Select the Person making contact by clicking the specific bullet for Staff Person, Parent Guardian, or Student. The dropdown arrow to select the person’s name is for the staff table only, the Other field has box to type a name.

- Enter the Date of Contact.

- Select the Purpose of Contact.
  - Case Management Contact Log
  - Instructional Contact Log
  - Parent Contact Log
<table>
<thead>
<tr>
<th>Date of contact</th>
<th>Active</th>
<th>Contactor</th>
<th>Purpose</th>
<th>Outcome</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>05/13/2020</td>
<td>Yes</td>
<td>Waters, Paul</td>
<td>Case Management Contact Log</td>
<td>is accessing integrated work. Email to mom about missing work in Science and PE. Also sent updates on grading and instructional changes for next year.</td>
<td></td>
</tr>
<tr>
<td>05/11/2020</td>
<td>Yes</td>
<td>Coss, Donna</td>
<td>Parent Contact Log</td>
<td>Mom emailed back stating to contact daughter regarding scheduling. Texted Maggie. Consistent times set up for treatment. Wednesday's and Friday's at 8:00 a.m.</td>
<td></td>
</tr>
<tr>
<td>05/08/2020</td>
<td>Yes</td>
<td>Waters, Paul</td>
<td>Case Management Contact Log</td>
<td>Text to mom asking about work completion in Music. Also, an email to the teacher asking if she needs to help with differentiation and making the work accessible to Austin.</td>
<td></td>
</tr>
<tr>
<td>05/06/2020</td>
<td>Yes</td>
<td>Coss, Donna</td>
<td>Parent Contact Log</td>
<td>Email thread - emailed mom to determine service times for tx this week. She provided siblings name and cell phone number to set up time due to the needed assistance to sign into zoom. Provider texted Austin's sister and time was set for 5/7/2020.</td>
<td>Emailed mom to clarify how to send answers in for assignments for Social Studies assignments this week.</td>
</tr>
<tr>
<td>05/06/2020</td>
<td>Yes</td>
<td>Balash, Michael</td>
<td>Parent Contact Log</td>
<td></td>
<td></td>
</tr>
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<td>Date of contact</td>
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<tr>
<td>05/15/2020</td>
<td>Yes</td>
<td>Affeldt, Sanford,</td>
<td>Case Management</td>
<td>The student has an autism quarterly consult. Two contacts were made. At</td>
<td>At 2:15pm, the staff person contacted the parent and left a message explaining the reason for the call-quarterly consult, how were the visuals working for him, reach out if there are questions, concerns or if moral support is needed. At 6:52pm, the staff person text the parent-&quot;Hi...This is Kim Sanford. I called you earlier and left a message. Has a quarterly consult so just wondering how he is doing? How are the visuals helping him? Let me know if you need help with anything. Take Care...&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kim</td>
<td>Contact Log</td>
<td>6:52pm, the staff person text the parent-&quot;Hi...This is Kim Sanford. I called you earlier and left a message. We have a quarterly consult so just wondering how he is doing? How are the visuals helping him? Let me know if you need help with anything. Take Care...&quot;</td>
<td></td>
</tr>
<tr>
<td>05/11/2020</td>
<td>Yes</td>
<td>Sackett, Heather</td>
<td>Parent Contact Log</td>
<td>Made contact with Heather to address Brendan's total communication goal. I would like to try to meet via zoom or facetime with Brendan, myself and the aides to discuss baseball and work on this goal of total communication. Set up an appointment to zoom 5/12/2020 at 10:30 with Mrs. E.</td>
<td></td>
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<tr>
<td>05/04/2020</td>
<td>Yes</td>
<td>Sackett, Heather</td>
<td>Case Management</td>
<td>Materials were sent home for online learning resources for Brendan. At parents request. A letter explaining the materials and resources was included. The letter explained IEP goals to work on such as the total communication and how to engage with Brendan during the activities.</td>
<td></td>
</tr>
<tr>
<td>05/01/2020</td>
<td>Yes</td>
<td>Heather</td>
<td>Parent Contact Log</td>
<td>Attempted to contact parents at 2:05 pm to introduce myself and get an update on Brendan. Phone was not answered. Email was sent to Brendan with therapist's contact information.</td>
<td></td>
</tr>
<tr>
<td>04/29/2020</td>
<td>Yes</td>
<td>Sackett, Heather</td>
<td>Case Management</td>
<td>Checking in with Heather and see if he completed the modified assignments that were sent of the short stories and activities. Parent reported that they did receive the materials, however, Brendan was uncooperative and did not want to complete the activities. Offered facetime support. She would contact me if needed. She also was concerned about summer school, and was losing his progress made in school.</td>
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IEP PROGRESS MONITORING

The graph shows progress monitoring scores over time. The goal is to achieve 80 percent accuracy by March 1, 2020. The scores are currently tracking towards the goal with recent scores of 75 and 80.
"I needed to let go of 'the school day' as I was trained to know it."

- Holly Spinelli
  in Education Week Teacher