

# 2020 - 2021 School Year and Special Education

Hosted by the Special Education  
Advisory Council (SEAC)

# SPPS SEAC



## What is SEAC:

SEAC is a group of parents, guardians, staff and community members that meet monthly.

## How does SEAC work:

At SEAC meetings different topics are presented to inform members and member input is shared to improve programs and systems for students with disabilities and their families.



# The OSS TEAM

Marcy Doud, Assistant Superintendent  
Brenda Natala Special Ed. Supervisor  
Larry Wren, Special Ed. Supervisor  
Amy Johnson, Special Ed. Supervisor  
Leslie Hitchens, Special Ed. Supervisor  
Hai-Yen Vo, Special Ed. Supervisor  
Jennifer Krueger, Compliance Lead

# Start of the School Year

School Starts Tuesday September 8th in a  
Distance Learning Environment!

PreK and K start on the September 10th!

# Instructional Design

Setting a Strong Foundation in  
Distance Learning 2.0

# Distance Learning 2.0 Includes:

## Instruction

- Daily Same-Time (Synchronous) Lessons
- Daily Student to Student Interaction using tech tools
- District-wide Course Design Expectations
- District-wide Course Guidelines developed for each grade band
- Course and grading expectations will be taught and shared with families
- Course design will include Culturally Responsive Instruction via the Ready 4 Rigor framework

# Distance Learning 2.0 Includes:

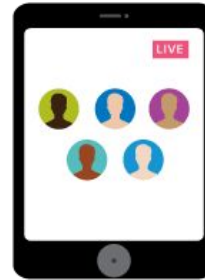
## District-wide Course Design Details:



**Full “class”  
meeting/Morning  
Meeting**→  
SYNCHRONOUS



**Independent work time**→  
ASYNCHRONOUS



**Small  
groups/Tutoring/Check-In**  
→ SYNCHRONOUS set  
times to work on specific  
assignments/ discussions/  
projects/etc.



**Office Hours**→ set times  
each week when teachers  
are available to answer  
questions/work with  
students in specific classes.

# Distance Learning 2.0 Includes

## Technology

- iPads for PreK-12
- Seesaw for PreK-2 and Special Education Fed III and IV, option for grade 3
- Schoology for grades 3-12
- Video conferencing (Google Meets) enhancements for ALL students
- Fall technology launch support for staff, students and families



# Special Education Instructional Supports

- **Increased digital instructional resources** for special education teachers to support goals and objectives on IEPs/ IFSPs.
- **Increased monitoring** of student progress.
- **Increased access to Seesaw** for our ECSE, K-12 Federal III programs and IV buildings per feedback from teachers and families.
- **Increased number of ipads** for the ECSE program.
- Increased technology options for students in our **Deaf and Hard of Hearing Programs**.
- Increased options for **virtual special education evaluations**.
- **Additional days of professional development** for special educators.
- **Exploring a mobile service** for our Birth-3 students and students who are medically fragile.

# Planning for 2020-2021



Special education teachers will be contacting parents/guardians to collaboratively develop a Contingency Learning Plan for the 2020-2021 school year.

## Consider:

- How much same time (synchronous) and anytime (asynchronous) time services are needed to meet IEP/ IFSP goals and objectives.
- What assistive technology is needed to support your child in distance learning environment

# What is Assistive Technology



✦ Resources

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## Assistive Technology Tech Tips for Parents

The following newsletters were created as a resource for parents of students receiving services from the office of specialized services in St. Paul. Please contact your child's IEP team with questions about considering your child's need for assistive technology.

*Funding for these newsletters were made possible with a grant from the MN Dept. of Education. The source of the funds is federal award Special Education – Programs to States, CDFA 84.027A*

- [Assistive Technology Parent Newsletter Introduction](#) ↕
- [Assistive Technology Parent Newsletter for Reading](#) ↕
- [Assistive Technology Parent Newsletter for Organization](#) ↕
- [Assistive Technology Parent Newsletter for Math](#) ↕

**In this section:**

- [Resources](#)
- [Notification and Consent for Reimbursement for IEP Health-Related Services](#)
- [Third Party Reimbursement](#)
- [Restrictive Procedures](#)
- [Assistive Technology Resources for Parents](#)

1. SPPS.org
2. Click on Departments
3. Click on Special Education
4. then click on Parent Resources



# Legal Guidance

- Students with IEPs must have access to a Free Appropriate Public Education (FAPE)
- Students with IEPs must have equal access when compared to general education peers
- Students must be provided services and supports in accordance with the IEP/IFSP

# IEPs & IFSPs: Covering 3 Models for 2020-21

**Current IEP/IFSP**  
(in person model)



**Contingency Learning Plan**  
(distance learning & hybrid models)



**Services  
for 2020-21  
School  
Year**

# Adding Contingency Learning Plan to IEP/IFSP

- Services minutes will be as similar as possible to current IEP/IFSP for distance learning & hybrid
- Contingency Learning Plan:
  - Requires parent/guardian input
  - Covers differences from IEP/IFSP for distance learning & hybrid
  - Does not change goals and objectives or due dates
  - Describes how services will be delivered to provide FAPE in distance learning & hybrid
- Service delivery will revert back to the original IEP/ IFSP when not in distance learning or hybrid

# Distance Learning



IEPs/IFSPs may be amended to include the Contingency Learning Plan without holding an IEP team meeting as long as the parent/guardian agrees not to meet. (34 C.F.R. § 300.324(a)(4)(i)).

If a student's annual IEP/IFSP is due, we will hold a virtual meeting and write an IEP/IFSP as usual and include a Contingency Learning Plan.

# Communication is KEY!!

**Communication with your child's case manager/ special education teacher if your child is struggling or needs more assistance with Distance Learning.**





# Question and Answer

# Question and Answer Session

Q: What is the difference between:

Asynchronous  
(anytime learning)



Independent work  
Completing assignments  
Watching an instructional video  
Reading

Synchronous (same time  
learning)?



Virtual classroom  
Whole group/ class instruction  
Small group instruction  
1:1 instruction with a teacher/ para  
Teletherapy

# Question and Answer

Q: If we start in a distance learning environment, will there be any special education services that are face to face?

A: No, all services will be delivered virtually. If your child has a special education evaluation that was delayed or upcoming, they might come in for testing.

# Question and Answer

Q: When will the district move to the hybrid model?

## SPPS Hybrid Checklist

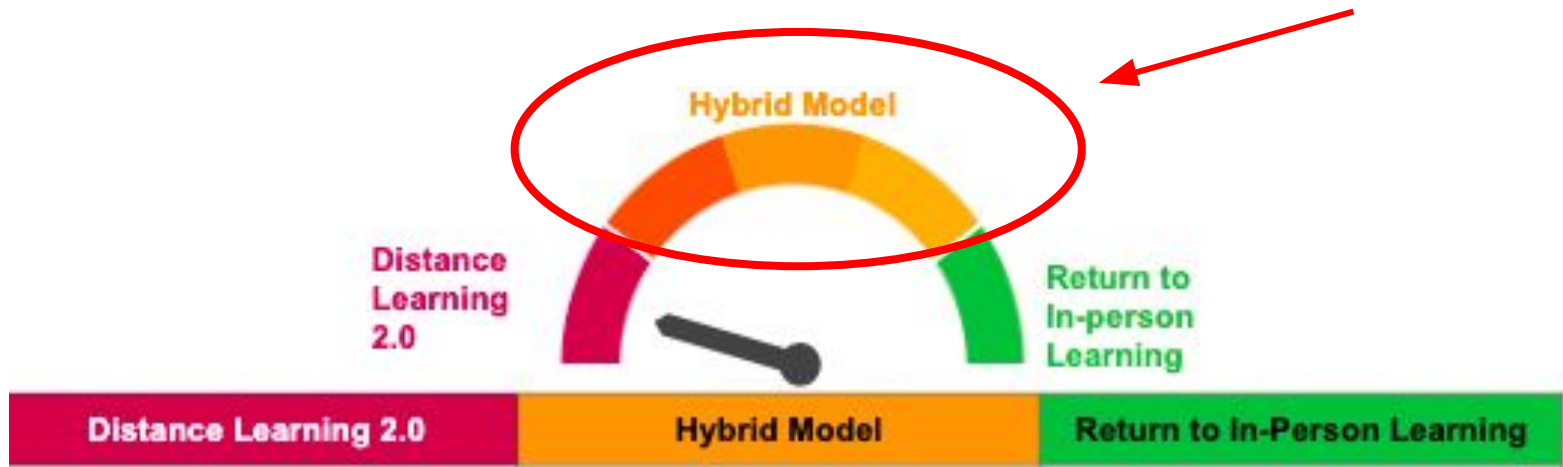


### SPPS Hybrid Readiness Checklist

- Community virus spread**
- Distance Learning 2.0 **instructional design** and supports in practice
- Site logistics** for social distancing in place
- Enrollment** in SPPS Virtual Learning School known
- Sufficient staffing** available to work on site identified
- School rituals/routines** adjusted to reflect Family/Student and Staff wellness manuals
- School schedule, class groupings, and other systems** adjusted for rotating days
- Transportation and Meal** logistics determined
- Sufficient communication time** for families to adjust to new schedule

# Question and Answer

Q: Will some students in special education be able to come back sooner than others in a hybrid model?



# Question and Answer

Q: Where do I find information regarding the SPPS Virtual Learning School?



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FALL PLANNING



DISTANCE LEARNING

# Question and Answer

Q: Will there be special education support in the SPPS Virtual Learning School (VLS)?

A: Yes. The VLS students will start and remain in their currently enrolled home schools and classrooms until a transition is made to the hybrid model. If you have not enrolled and are considering it, you will have an opportunity to enroll at a later date.

# Question and Answer

Q: Can I keep my same case manager and special education team if I enroll in the VLS?

A: No. There will be a separate special education team providing special education services in the VLS.



# Question and Answer

Q: What if I have my child not participate in school during distance learning and start school until it is in a hybrid model, what will happen to their special education services?

A: Before making this decision, have an IEP/ IFSP meeting and ask that a special ed. supervisor attend so they can discuss your educational options and legal rights as a parent/ guardian.

# Question and Answer

Q: Will there be any face to face support for my child?

A: Yes.

## District Academic Support Centers

### Social Distance In-Person Academic Support

- PreK-12 grade students
- Multiple sites easily accessible throughout the city
- Student referral process that prioritizes students with greatest need
- Adequately staffed with academic, social emotional, health and technical supports
  - 1 - 3 hours of support services per day per student, depending on need
  - Flexible hours to accommodate student and family needs

# Question and Answer

Q: Where will I get my child's schedule, meet their teacher, learn who their case manager is?

A: You will get all of this information from your school and the staff that work there. Staff return August 31st.

# Question and Answer

Q: Will speech and occupational therapy be virtual?

A: Yes. While we are in a distance learning environment, your child will receive all therapies in the form of teletherapy.

# Question and Answer

Q: How can my child socialize with other children and/or work on social skills during distance learning?

A: Distance Learning 2.0 includes same time learning (synchronous) so students can interact with other students and have social skills groups.

# Question and Answer

Q: My child has multiple needs, will there be flexibility with the learning day?

A: Yes. Discuss your child's needs at the IEP/ IFSP meeting in the fall and develop a Contingency Learning Plan that is individualized for your child.

# Question and Answer

Q: Can services or a paraprofessional come and support my child at home?

A: No. In a distance learning environment, there will not be home visits or staff supporting students in the home environment.

# Question and Answer

Q: What if prolonged screen time is difficult for my child?

A: Work with your special education teacher to develop a Contingency Learning Plan that addresses any screen time issues. Paper and pencil options will be available and/ or assistive technology options to reduce eye fatigue.



# Question and Answer

Q: My child has outside therapies that he needs to attend. Will there be flexibility in his schedule to allow for this?

A: Yes. Work with your special education teacher to develop a Contingency Learning Plan that addresses the educational day and scheduled therapies.

# Question and Answer

Q: Distance learning in the spring did not work for my child. What can be different?

A: At the fall IEP/IFSP meeting be honest and share what did and did not work for your child. This will assist in developing a Contingency Learning Plan and services that will better meet the need of your child.

# Question and Answer

Q: Will there be virtual paraprofessional to provide services?

A: Yes. The entire team including paraprofessionals will be supporting Distance Learning 2.0 and the services on the Contingency Learning Plans.

# Question and Answer

Q: Will students still be able to attend community outings and worksites?

A: No. In a distance learning environment, there will not be onsite opportunities. All services will be virtual. When the district moves to hybrid, onsite services will be considered.

- We fully understand that distance learning may not be the most beneficial learning environment for your child.
- Due to the pandemic and safety considerations, this is the learning environment that we will be in for the fall.
- It is a team effort between home and school.
- The special education teachers and teams will work to ensure your child receives FAPE in a distance learning environment.

- All teachers will be returning on August 31st for professional development and planning for instruction.
- Special education teachers will be contacting you to work collaboratively to develop a contingency learning plan for the 2020-21 school year.

# Brenda Natala, *Supervisor, ECSE*

Email: [brenda.natala@spps.org](mailto:brenda.natala@spps.org) w 651-744-6048 c 651-336-2063

- Belvidere Building
- Rondo ECSE
- Birth- 3 Early Intervention
- 3-5 Community Inclusion
- ECSE Evaluation teams
- Frost Lake
- The Heights
- Battle Creek
- Dayton's Bluff
- Eastern Heights
- John A Johnson
- Mississippi
- Como Elem
- Crossroads
- Benjamin E Mays
- Four Seasons
- Global Arts
- Highland Elementary

## Larry Wren, *Supervisor, K - 12 Schools*

Email: [larry.wren@spps.org](mailto:larry.wren@spps.org) w 651-767-8342 c 651-231-8459

- Mississippi
- Global Arts Plus Lower
- Global Arts Plus Upper
- St. Paul Music
- St. Anthony Park
- Como Elem.
- Creative Arts
- Galtier
- Hamline
- Four Seasons
- Chelsea Heights
- OWL
- Humboldt
- Gateway
- LEAP
- AGAPE
- Gordon Parks



## Amy Johnson, Supervisor, K - 12 Schools

Email: [amy.johnson@spps.org](mailto:amy.johnson@spps.org) W 651-744-7414 C 612-364-4567

- Bruce Vento
- Obama
- Maxfield
- Cherokee Heights
- Nokomis North
- Nokomis South
- JJ Hill
- Crossroads Montessori
- Crossroads Science
- John A. Johnson
- Groveland
- Como Sr
- Parkway
- Horace Mann
- Randolph Heights
- Murray
- Washington

## Dr. Leslie Hitchens, *Supervisor, K - 12 Schools*

Email: [leslie.hitchens@spps.org](mailto:leslie.hitchens@spps.org) w 651-744-4534 c 612-554-5460

- American Indian
- Frost Lake
- Farnsworth Upper
- Eastern Heights
- Dayton's Bluff
- 
- E-Stem
- Hazel Park
- Battle Creek Middle School
- Farnsworth Lower
- Highwood Hills

## Hai-Yen Vo, Supervisor, K - 12 Schools

Email: [hai-yen.vo@spps.org](mailto:hai-yen.vo@spps.org) w 651-744-7335 c 612-258-3565

- Wellstone
- EXPO
- Highland Park Elem
- Phalen Lake
- Ramsey MS
- Jie Ming
- Jackson
- L'Etoile Upper
- L'Etoile Lower
- Riverview
- Adams
- Ben Mays
- Capitol Hill
- Central HS
- Highland MS
- Highland HS

## Lisa Carrigan, Principal

- Bridgeview - 651-293-8640
- Focus Beyond - 651-293-5997

## Dan Wolff, Principal

- Journeys - 651-744-1900

## Katie Horton, Principal

- River East - 651-744-1940

# More Questions?

Contact Jackie Kelly at:  
[jackie.kelly@spps.org](mailto:jackie.kelly@spps.org)



Want to learn more about Assistive Technology?  
Attend the Virtual SEAC Meeting on Sept. 14th from 6-8pm  
More information will be coming!