

Special Education Advisory Committee SEAC

January 21, 2021

Agenda

- Introductions from the Co-chairs
- Plan for re-entry
- Classroom cohorts and service delivery
- PPE and classroom set ups
- Research documents and resources
- Networking

Special Education Discrete Program

1.1

Re-entry

March 15, 2021

Group 1.1

- Autism K-12 Program (E, M, H)
- Bridge (M, H)
- Extensions Program (E, M, H)
- Learning For Independence (E, M, H)
- Learning Center (E - K-5)
- School Community-based (E, M, H)
- Special Schools (E, M, H)
- Pre-K (Special Education Programs)

Grades K-5, Grades 6 and 12:

- Asperger's
- Autism Resource Services
- GTLD (Discrete Program)
- Social Emotional Special Education Services (SESES)
- D/HOH (Discrete Program)
- HSM, HBS, LAD, Resource

**Special
Education
Discrete
Program**

**Re-entry Group
1.2**

**Re-entry date
(TBD)**

Group 1.2

Grades 7, 8, 9, 10, 11

- Asperger's Program
- Autism Resource Services
- GTLD (Discrete Program)
- SESES
- D/HOH (Discrete Program)
- HBS, LAD, Resource

Instructional Models

Virtual

- Students are physically at a non-campus setting (Home).
- Students remain enrolled and engaged in a virtual class.
- Individualized IEP/504 accommodations are provided virtually
- Para staff works in collaboration with the teacher to support students engaging in the virtual classroom.
- In a virtual model, the teacher provides primary instruction to students.

Support to Virtual

- Students are physically in the building with staff.
- Students remain enrolled and engaged in a virtual class.
- Students have supervision and support with accessing the virtual instruction.
- Staff can work with and support students directly when there are breaks in the virtual schedule or during the virtual class as appropriate
- Individualized IEP/504 accommodations can be provided virtually or in person by staff in a safe manner (**This would depend on the level of needed accommodation to access instruction*)
- Co-teachers or Paras can support students in engaging in the virtual classroom.
- Paras may or may not be the main source of supervision for students.
- The Co-teacher could either deliver instruction through the virtual platform or in person with students.

Simultaneous

- ❑ Students are physically in the building with staff.
- ❑ The classroom teacher and another staff member support students in person and virtually at the same time.
- ❑ Requires the assignment of staff to provide equal attention to both virtual and in person students.
- ❑ Individualized IEP/504 accommodations can be provided virtually or directly by staff in a safe manner (**This would depend on the level of needed accommodation to access instruction*)
- ❑ Para staff will support a classroom teacher with either the students on virtual or the students in person and may alternate between groups.
- ❑ The teacher will collaborate with another professional to deliver instruction to students both virtually and in person at the same time.

Direct In Person

- Students are physically in the building with staff.
- Primary instruction is in a face-to-face, in-person mode
- Individualized IEP/504 accommodations can be provided virtually or directly by staff in a safe manner (**This would depend on the level of needed accommodation to access instruction*)
- Paras will support the teacher in the delivery of instruction, as they traditionally would and/or where needed to support the rotation of in person students.
- Teacher delivers instruction in person to students who are also in person.

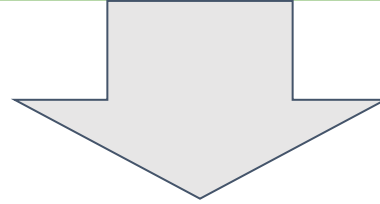
Students Fully Included in General Education Classes

- Each School is developing a plan based on the number of students coming back and remaining virtual.
- Each school is responsible for making sure students who receive services will receive the on the IEP services during the school day
- Each school will be presenting a plan to the school community

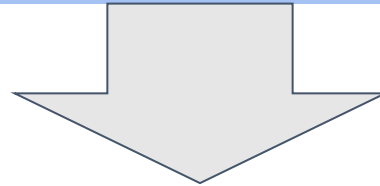
Instructional Models (Scheduling)

- In-person learning will take place (four) days a week, Monday, Tuesday, Thursday, Friday, while following the current schedule for virtual learning on Wednesdays
- In-person schedules will follow virtual schedules as closely as possible
- Students with disabilities will participate in inclusion settings as described on their Individualized Education Programs (IEPs)

Health & Safety
CDC & Research Guidance



Service Delivery
Cohort principles, Service Models, PPE, PD



Administrative Considerations
Instructional models, Scheduling

Consistent Classroom Cohorts

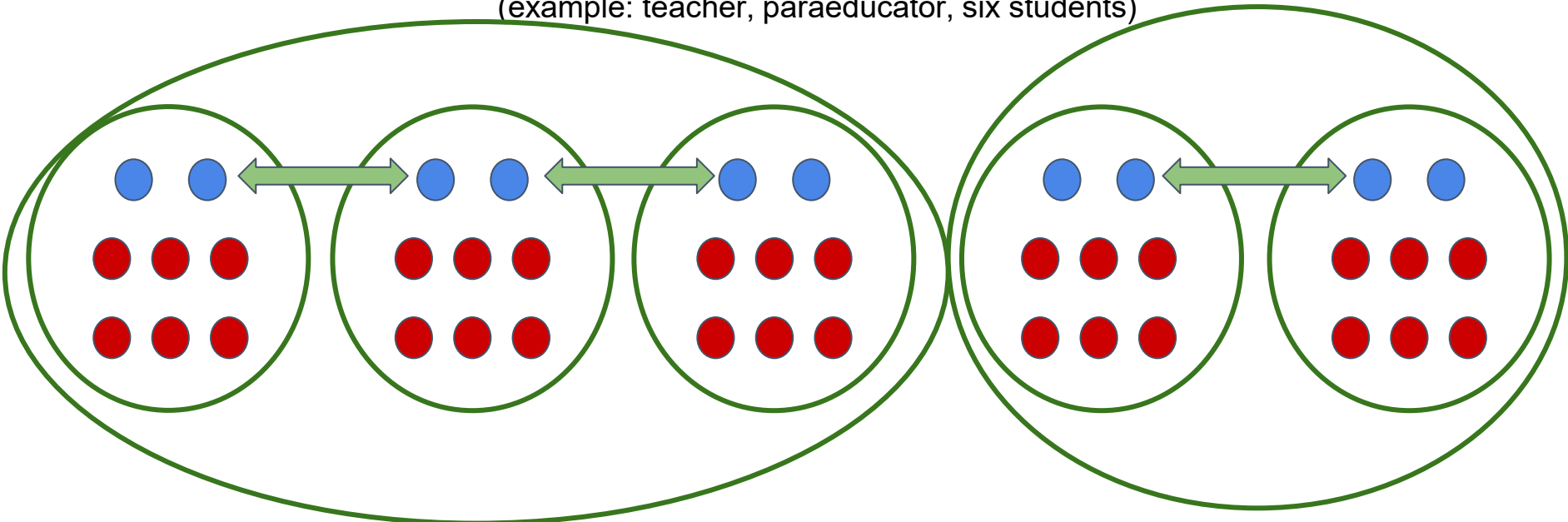
- Important health and safety model when student characteristics limit mask wearing and social distancing
- Implications for location and method of related services, specials/electives, and program support

Why Consistent Classroom Cohorts?

- Provides specialized instruction to our students with the most needs who are struggling with remote learning while limiting the number of staff members going in and out of a teacher's classroom
- Reduces the risk to the staff members and students in the cohort to unnecessary exposure from outside of the cohort community

Cohorts Model for Classrooms Primarily Self-contained Programs (LRE C)

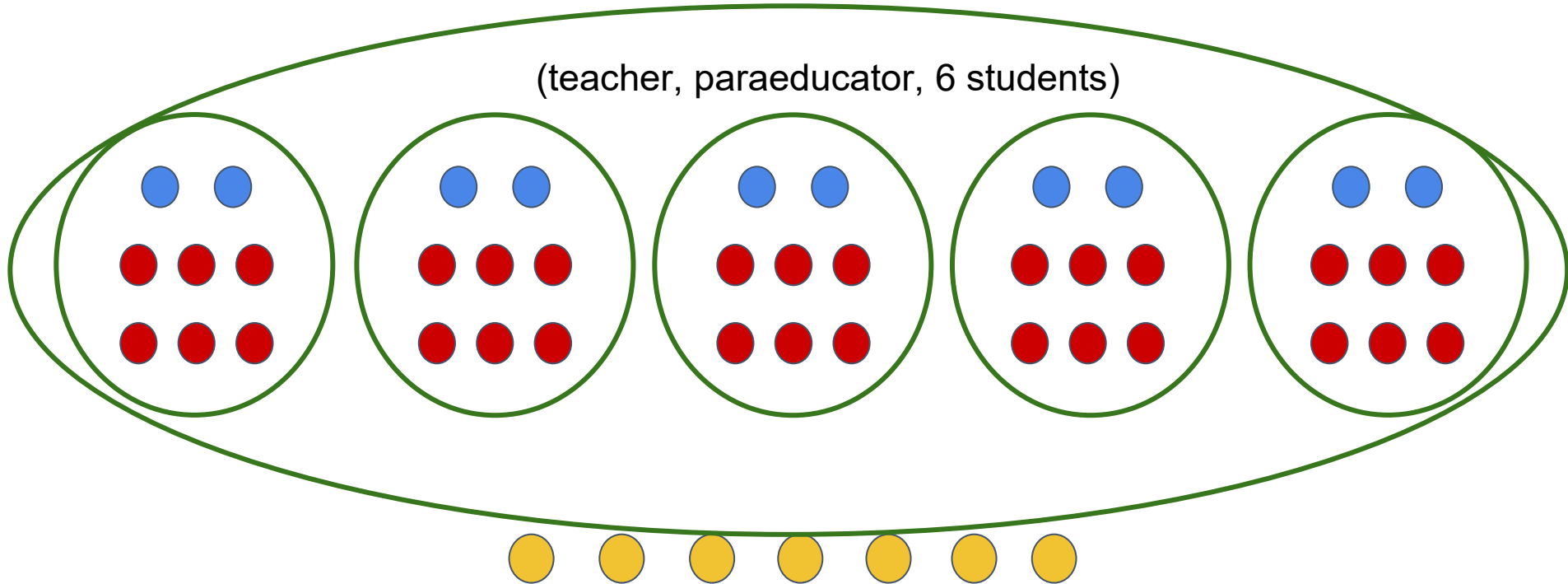
(example: teacher, paraeducator, six students)



(teachers of specials, related service providers, program support staff)

Expanded Cohort model (LRE A, B, Special Schools)

(teacher, paraeducator, 6 students)



(teachers of specials, related service providers, program support staff)

Resources: Consistent Classroom Cohorts

- CDC: [Preparing K-12 School Administrators for a Safe Return to School in Fall 2020](#)
- Rhode Island Department of Education: [Returning to School and Close Contact Services with Dr. Erin Bromage \(recording\)](#)
- Harvard Medical School: [COVID-19 School and Community Resource Library](#)

Service Delivery Models and Scheduling

ALO Scheduling Framework

Time	Monday & Friday	Wednesday	Tuesday & Thursday
45 min	Morning Meeting	Morning Meeting	Small-group Instruction
15 Minute Break			
90 min	English Language Arts	Real World / Community Connections	Mathematics lesson
75 min	Lunch Rotation (Motor / Outdoor Break)		
45 min	Mathematics lesson	Real World / Community Connections	English Language Arts
45 min	Social Studies, Science, Adapted P.E., Be Well 365, Activities of Daily Living, Health, Transition Activities	Flexible scheduling for staff	Afternoon Meeting

Related Services: Remote with In-class Facilitation

Health and Safety: Emphasis on the greatest reduction in risk of transmission in cohort community, potential primary contacts, and need for quarantine across multiple cohorts/schools if positive test.

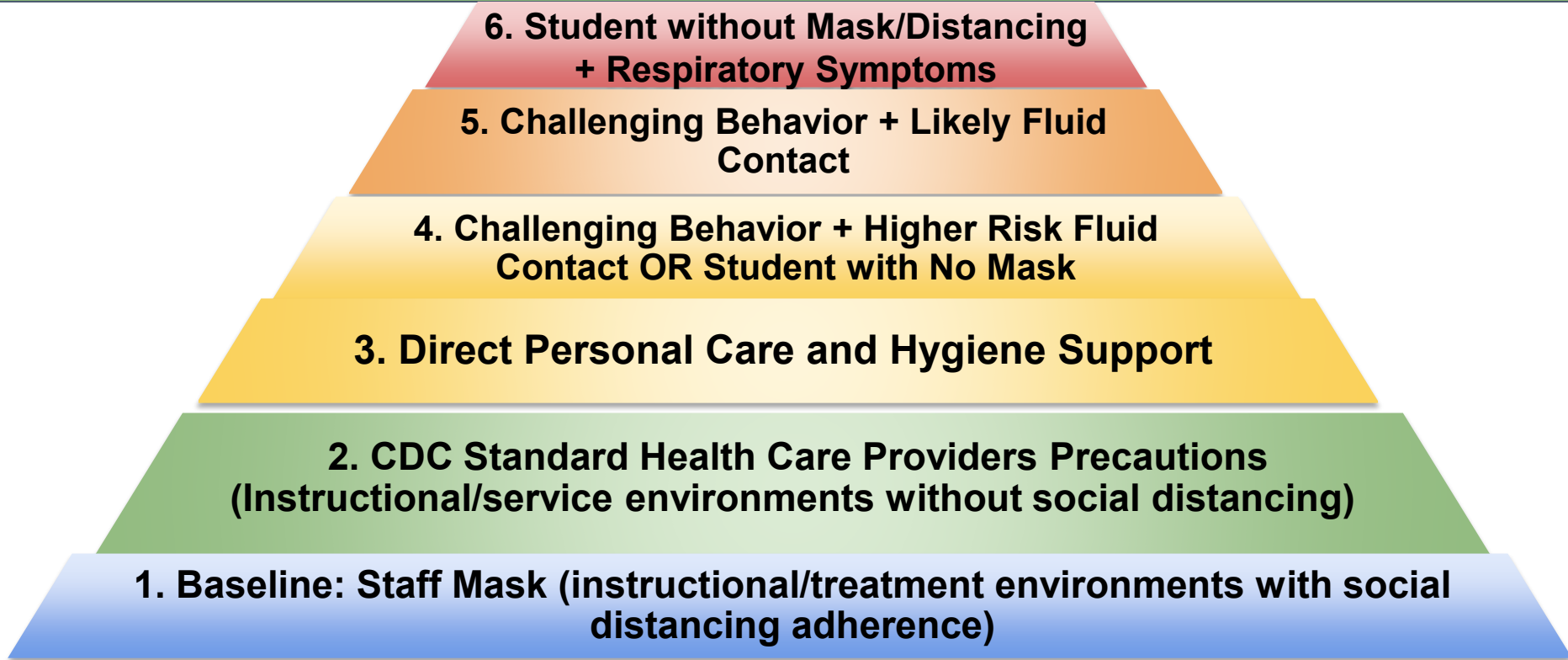
Service Delivery: Requires additional technology to promote effective service delivery and PD on best practices for effective facilitation. Critical needs (equipment fitting) which cannot be addressed through remote services may require periodic pull-out or plug-in services within cohort (not more than every two weeks)

Administrative Considerations: *Scheduling for in-class facilitation of services would be integrated into cohort master schedule. Related services provider schedule for other school and program services may impact scheduling flexibility.*

PD

- PD models are designed to meet the unique needs of programs and students. Not all staff members may require all modules.
 - Preventing Challenging Behaviors
 - De-escalation training for students with significant behavioral challenges
 - Classroom environment and set-up
 - Use of PPE and hygiene support
 - Nonviolent Crisis Intervention (CPI, for certification)

Considerations for Determining Differentiated Level of PPE



Differentiated PPE

Personal protective equipment will match the unique needs of each program with flexible access to additional PPE to address special circumstances and crisis situations.

- **Enhanced PPE:** face shields, closed goggles, disposable masks, gloves, disposable gowns, KN-95 masks
- **Supplemented PPE:** face shields, disposable masks, gloves, disposable gowns
 - Access to maximum PPE level
- **Standard:** disposable masks, gloves

PPE for Students

- Schools have been supplied with various sizes of cloth and disposable face masks for students who need them
- Specialized face masks, such as ClearMasks, will be provided to students with specific needs (e.g., articulation therapy, hearing needs, etc.)
- Additional items such as student face shields will be provided on an as-needed basis

Additional Health and Safety Supports from DMM

- Cloth and disposable masks for adults
- Sanitizing wipes
- Spic and Span® Germicidal Spray
- Gallon-sized hand sanitizer stands and refill for front entranceway
- Touchless dispensers for halls and stairwells
- More dispensers are ordered and on the way
- If schools need support right now with any of the items above, **they should contact DMM:**
Orlando_L_Taylor@mcpsmd.org
Eugenia_S_Dawson@mcpsmd.org

Guiding Principles for Classroom Set Up

Cleanliness

- Items that remain in the classroom should have a nonporous surface and be easily cleaned.
- Students should have their own set of instructional materials

Simplicity

- Tape out student spaces
- Label classroom areas
- Remove excess items
- Create intentional classroom spaces

Classroom Layout

- The classroom layout will differ based on the needs of the students/program and students
- Student work spaces
- Targeted space for in-classroom movement
- Defined space and sealed PPE or cleaning materials (locked area for PPE storage)
- Visual supports for transitioning within the classroom
- Simplified and prioritized bulletin boards
- Designated space and technology for related services and specials

Classroom Set-Up





- Turn desks to face in the same direction (rather than facing each other) or have students sit on only one side of tables, spaced apart
- Provide physical or visual guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff members and children remain at least six feet apart in lines and at other times



Student Work Spaces



- [Students should be seated six feet apart](#)
- [Students should have their own set of instructional materials](#)
- Space between work spaces should have a clear path for easy mobility and staff support
- Tape can be ordered through [MCPS Warehouse Catalog, item 0721981](#)

Separate each child's belongings in individually labeled containers, cubbies, boxes, or areas.



Defined space
for staff
movement and
proximal
support



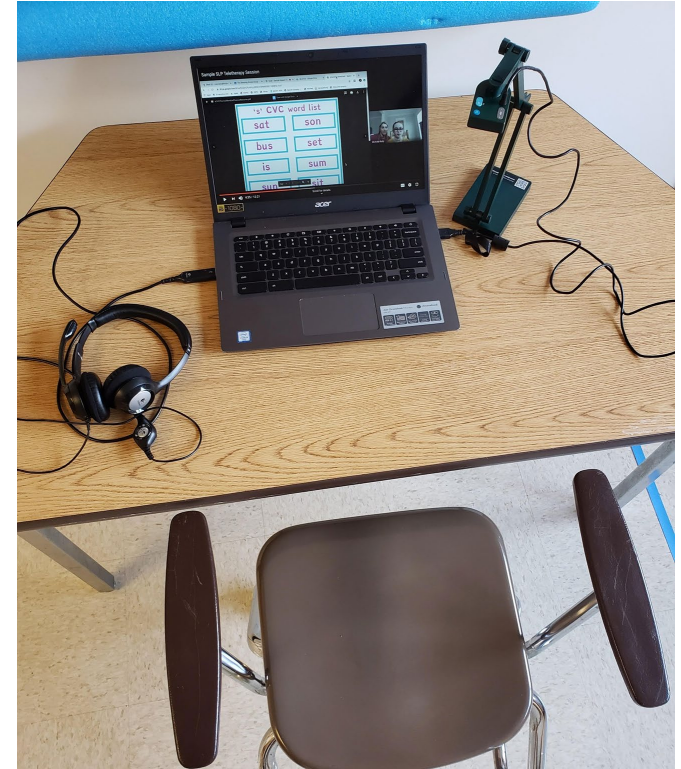
Targeted Space for In-classroom Movement





Student doc
cam and mic

Visually defined
spaces for student
and facilitator



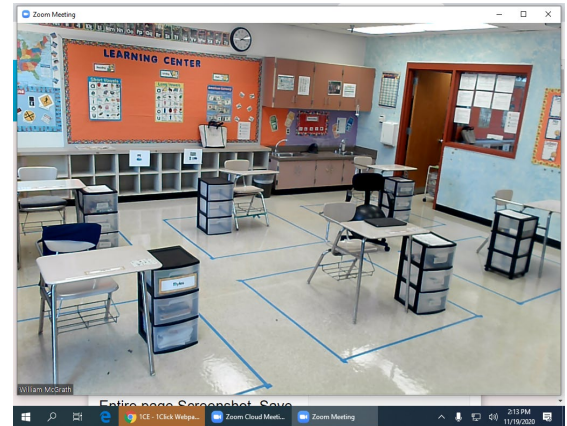
Station for Remote Service Provision with Cohort Staff Facilitation

Whole Group Facilitation—Specials, Related Services, or Classroom Observations

- Student work stations should face the Promethean Board
- Webcam placed with a full view of the classroom
- Chromebooks can be used instead of the webcam to allow the provider see each student individually
- Students will have protective cases for their Chromebooks



Upgraded class webcam allows provider to see entire class



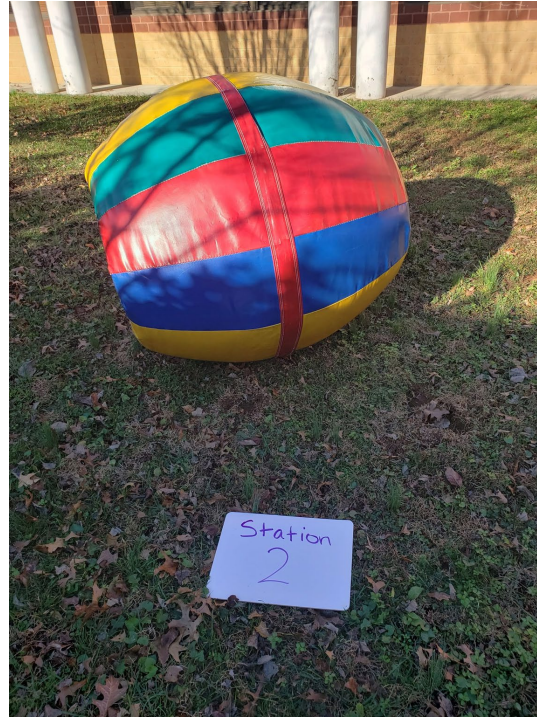
Designated Space for Scheduled Out-of-Classroom Student Movement

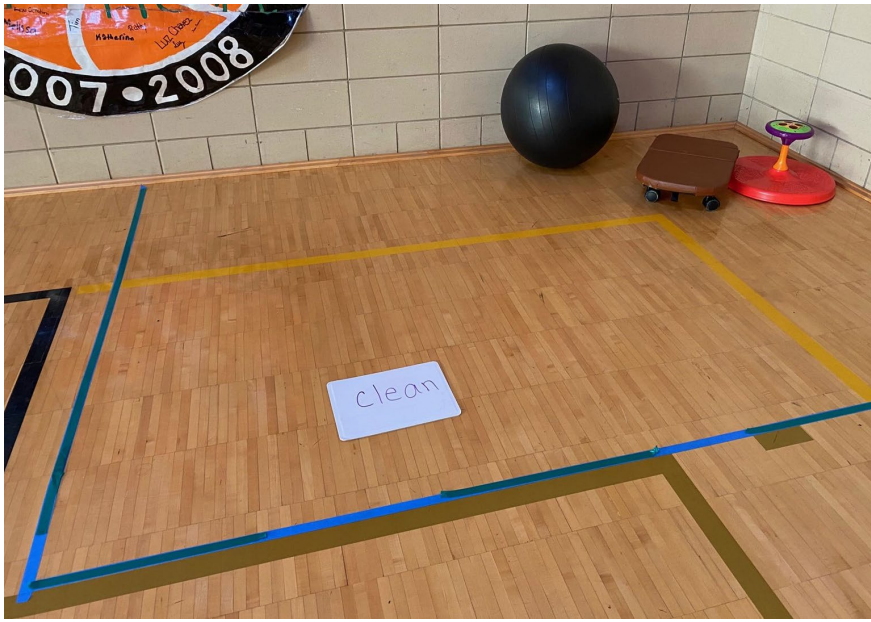
Sensory Paths



Collaborative Use of School Spaces

Outdoor and
cleanable
activities for
movement





Hallway used as a
gross-motor circuit



Assessment Center Updates

Regional Centers:

- Hallie Wells Middle School (Upcounty)
- Julius West Middle School (Mid-county)
- Sligo Middle School (Down county)

Evening & weekend access:

- Priority assessments
 - Date of authorization
 - Students scheduled to exit

Day-time access:

- Bilingual Assessment Team assessments
- Voluntary access for school-based staff

Area / Program Supervisor Updates

Supervisors

- Faith Fischel: Child Find/Early Childhood Disabilities
- Simone Geness: Transition Services
- William McGrath: OT/PT, Assistive Technology
- Sandi Posner: Social Emotional Special Education Services
- Kristin Secan: Autism Services
- Anne Marie Tagliaferri: Extensions

OSE Updates: Parent/Guardian Workshops

MCPS will not hold the Special Education Summit in FY21

MCPS would like to provide smaller-scale workshops for Parents/Guardians

Please complete this form to suggest workshop topics - [Parent/Guardian Workshops](#)

Additional Resources

- [Step-by-Step Checklist for ALO Classroom Set-up](#)
- [Classroom Signs](#)

Resources

[Considerations for Outpatient Physical Therapy Clinics During the COVID-19 Public Health Crisis](#)

[CDC: Guide to Infection Prevention for Outpatient Settings: Minimum Expectations for Self Care](#)

[CDC: Selecting PPE](#)

[CDC: How to Protect Yourself & Others](#)

[CDC: Guidance for school administrators on face coverings, K-12](#)

[Offer reasonable accommodations for students who are unable to wear face coverings.pdf](#)

[Social Distancing Wearing Masks-Help Students with Autism follow rules.pdf](#)

[8 tips to prevent communication challenges while wearing a mask in school.pdf](#)

Additional Partners—Crisis Prevention Institute, Ivymount School,

The Foundation School

Resources for PPE

- <https://www.cdc.gov/coronavirus/2019-ncov/more/scientific-brief-sars-cov-2.html>
- <https://www.cdc.gov/niosh/npptl/pdfs/UnderstandDifferenceInfographic-508.pdf>
- <https://www.cdc.gov/infectioncontrol/pdf/outpatient/guide.pdf>