

Meeting with Bobbi Pedrick on 8/31

Where is Special Ed as of the current moment?

- Special Ed will continue with the plan for remote teaching
- There is still an interest to bring in the small groups
 - Currently the teachers do not feel able to return to face to face instruction
 - Should there be teachers that feel able to return to centers then those targeted families would be contacted
- There will be continued communication by the Special Education Department
 - There will be a question and answers page on the Google Site
 - There will also continue to be letters put out by the department

TSA's

- Typically have 600-700 TSA's
- Approved to hire 50% of TSA (e.g. a school that has 4 TSA's normally will have 2 TSA's)
- The TSA's may not have devices
- There are 300 staff that need devices
 - The priority is: staff, Teachers and Related service providers

SACC

- If a student is in SACC program and the TSA is able, the TSA could work with the targeted student in the SACC program

Co-teaching

- Please refer to the co-teaching portion of the guidance document
 - AACPS is returning to co-teaching
 - The Special Educator will not be in the co-taught classroom the entire time
 - One model could be:
 - 15 minutes of co-taught
 - Break out to provide SI in a break out room
 - Another model could be:
 - One day co-teaching
 - One day providing Specialized Instruction

Should co-teachers create their own Google Classroom?

- Yes, Co-teachers should create a google classroom for any small groups

Developmental Centers

- The county acknowledges that some of the students would struggle with social distancing and some students will not wear a mask
- There has been no official decision on caregivers
- If a student has symptoms there will be an isolation space (if no caregiver)
 - If there is a caregiver, the caregiver will take the child home
 - If they rode a bus then a cab would be called

Recording of classes

- According to the document below, all meetings will be recorded:
<https://www.aacps.org/cms/lib/MD02215556/Centricity/Domain/1765/Copy%20of%20Google%20Meet.pdf>

Schedule and curriculum

- Flexibility will be necessary as we move into virtual learning
 - Times that a teacher could provide Specialized Instruction:
 - The community wellness time
 - Club time
- Curriculum
 - We need to focus on what is important because the curriculum is condensed

Services

- There is no formula service hours
 - If a student is getting ECI services (depends on group size and student needs)
 - Whole group x10 mins
 - Activity x20 mins
 - 1:1 services
- Multiple Grades
 - You could teach students at the same level
 - You could meet with small groups based on grade

Process Questions

- **Could there be an editable contact log in Tienet?**

IEP meetings

- Due to the schedule there will be challenges at some schools to schedule meetings. Some ideas to allow IEP meetings to take place are:
 - Excusing someone from clubs
 - Substitutes to cover meetings
- Sharing IEP documents
 - Bobbi will continue to look into ways to allow staff to share
- Triennials
 - Testing:
 - Testing has to occur in person:
 - We are going to do the best we can but we do have a big backlog
 - Currently, the testing is occurring at Point pleasant right now
 - Working on having testing occur at the homeschools as that would be the most comfortable spot for everyone. Another idea is to have testing occurs at the middle schools.
 - If a teacher does not want to test, then a co-worker at the school will be asked to test than staff at other schools.
 - If a parent refuses to test in person:
 - May have to do it virtually

Interventions

- The Special Education Department has gotten a grant and IEP students could receive 1 hour per day of intervention **after** school
 - There is space for 30 extra students that do not have IEPs but receive intervention services at school
- K-2 students will receive 20 minutes of Foundations per day
- 3-5 will receive intervention during flex time