

Eugene School District 4J

Student Services NEWSLETTER

November 2020



Overview

In this newsletter,

- Director's Update
- Job Alike Meetings
- Tools and Resources
- Expected Actions- **Census Information; Students enrolled in homeschool**
- Self Care

Comprehensive Distance Learning (CDL) Happenings

Director's Update: Happy fall everyone! Hope everyone had a great Halloween COVID style and are looking forward to a little time off for Thanksgiving. There is a lot of information in this newsletter, so please make sure you take a close look. Some things I would like to highlight are:

*Census is right around the corner so please be on top of finalizing your IEP's and getting those meetings done. Remember that you have 5 IEP release days - use them if you need them - this is what they are there for. To alleviate the sub issue, know that you can schedule that day as an asynchronous day and push out materials to your families. Just communicate with the families and your administrator so they know your plan for the day. I can't tell you enough how important it is for us to be able to count each student for funding. One student not reported = a huge loss for us financially. If you are running into issues, please connect with your building administrator and your SSD administrator. We would like for you to shoot to have all things done by the 24th so our team can prep and get things ready for Dec. 1. Waiting until Dec. 1 makes it tough for us to get things prepared and the Thanksgiving break always throws us for a loop. If you do have a meeting after this date, please just work with Deanna so she is aware of your situation. Thank you for working hard to get this completed on time.

*Please make sure you are getting your Talent Ed goals done. Evals will look very different this year (even if we go back to hybrid due to cohorting) so please be patient as we try and figure out how to do this with you all. We need to get started soon, so self-assessments and goals should be done ASAP.

*Please read the homeschool information below.

*We have had a few concerns come our way about EA's being expected to plan for classes/groups that they are teaching. I know we are all trying to do the best for our students and need our EA's to support, but please remember they should not be doing the planning, but implementing instruction that is directed by a certified teacher.

*We have been working closely with the union on the concerns surrounding the Collaboration Log. Please know that we are trying to make this as simple as possible, but we desperately need this information for our students. If you have concerns about your building, please let Tom or Seth know and we will make a plan to help assist your administrators in supporting this important work in your school.

*Mid-term grades are out and many of our students are not doing well. Please make sure you are working with your teachers, parents and students to create a plan for how to assist our students in bringing their grades up.

*If you have a student that is not engaging and you have sent a Stand Ready but they are enrolled, you need to continue to hold the upcoming IEP meeting and treat it just like you would if they were at school. If you need more information about this, please contact your SSD Administrator.

Thanks for all you do - I can't say enough how much we appreciate you all. It isn't easy - know we are here to support you.

Stay healthy and safe during these crazy times -

Kat

SSD Information- November

Job Alike Meetings:

Due to very limited options available for teachers, we have condensed the job alike groups to levels (elementary and secondary) until we are able to find other possible options. As always, you are welcome to attend either meeting if one time does not work for your schedule.

High School: The 1st and 3rd Wednesdays, 9am-10am

<https://zoom.us/j/94935897419?pwd=bkpIS3N6cmxIVHlzVkdEbmFsNm1wQT09>

Middle School: The 2nd and 4th Tuesday, 10:45-11:45

<https://zoom.us/j/94994127461?pwd=a2NwM2JyQXlwVndwb2tCK2Vyb1JMZz09>

Elementary Level: The 1st and 3rd Thursday, 3:00-4:00

<https://zoom.us/j/91620768657?pwd=M25Sa01jWjZJeWlmNG5OSlV5Zmd6QT09>

Motor Team- Every Tuesday, 8:30am-10:00am

Psych/consult - 1st and 3rd Friday of the month at 1:00.

SP/L- TBD?

Rep Council Dates: We will be the **third Thursday**'s of the month. For those that sit on Rep Council, look for more information and a Zoom link soon.

Tools and Resources:

- ❑ [Oregon Department of Education resources](#)
 - ❑ [Ensuring Equity and Access, Section 3, pp. 27-41, August 2020,](#)
 - ❑ [Virtual IEP Meeting Tips](#)
- ❑ [Technology PD and Support](#)
- ❑ [4j K-5 Learning Hub](#) (Prioritized standards, Learning Targets, Criteria for Success,

Assessment items by grade/standard K-5)

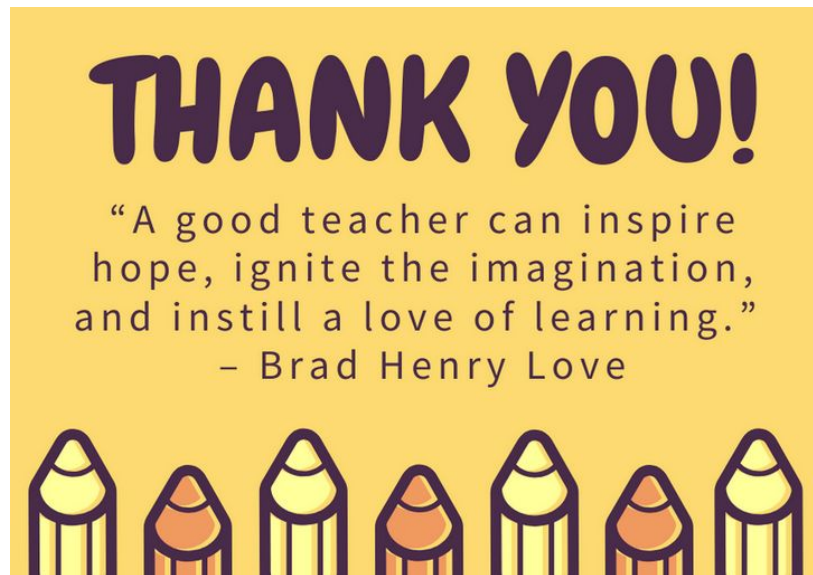
❑ **Universal Design for Learning (UDL)**

- ❑ [UDL Video](#) from 2019-2020
- ❑ [UDL Planning Tool \(daily\)](#)
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- ❑ [Collaboration and SDI video](#) (Principals should have delivered to staff)

Expected Actions :

- ❑ **Census is coming!** Don't forget that December 1 is around the corner so IEP's need to be up-to-date and finalized in Synergy to count. If you are feeling stressed about this date rapidly approaching, remember you have IEP days you can use to get some much needed work done! Every student counts towards our funding and every student not counted that we serve means we lose funding....thanks for your efforts to get this done as I know everyone is feeling like there aren't enough hours in the day to make it happen.
- ❑ **Students enrolled in homeschool options:** Please be aware that many of our students have signed up to be homeschooled through Lane ESD. I have an initial list which has around 70 students on it and the number is growing. I reached out to each case manager with the names of these students, only to find that the list is very messed up, so be patient as I try and work through this. If you know of a student that is being homeschooled, we do have obligations (just like with private school students) so please go to the manual (link is in this newsletter) and follow the steps for our obligations for students that are homeschooled (you can put home school in the search bar and it will take you to it).

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- ❑ If the team determines that services are not appropriate for the student or the parents decline services for now, please make sure you are following the steps in the manual. Also, as a note, it is important to state in a PWN and Stand Ready that we ***stand ready to convene an IEP meeting to discuss options and create a plan at any time*** - that would always be something we are offering and needs to be reflected in that paperwork.
 - ❑ **Finalizing IEP's and other paperwork:** We have had a large amount of tickets and requests for paperwork to be mailed home that is not finalized in Synergy. Please know that we should not be sending home paperwork that is not finalized. Rule of thumb would be to send all paperwork from a meeting home at the same time - an exception may be when we have one off PWN's (which we have a lot of right now) or some Ad Hoc document for something. Of course if you need to send something home for a signature, that would also be something that is sent home before finalizing - there are exceptions, just think about things going home that are to be a final copy being finalized first please.
 - ❑ Please pay attention when you are doing paperwork that you **take note of what process the student you are working on is in**. If they are in the reevaluation process you cannot finalize an IEP before the rest of the paperwork is completed. Ideal situation would be for you to move the student to the annual if the reeval is not going to be started or be done in combination with the IEP. If you have questions about any of this, please ask Deanna or your School Psychologist/Sped Consultant for help. The most appropriate thing to do if paperwork is finalized and needs changing is to not to reopen the paperwork but create an amendment/PWN of the changes. Sometimes accidents happen and that is when Deanna can assist. Thank you for your help with this!
 - ❑ **Send collaboration documentation form out to teachers who are helping to provide SDI and gather information on what is provided to support access.**
 - ❑ **Finish setting up, organizing your progress monitoring schedule and start/continue collecting data**



November is a good time to pause and give thanks for all that you do and a good time to pause and recognize others around you. Use a few minutes right now to write a few notes to those around you that support you. This may be family members, colleagues, educational assistants, administrators, students, student families, or others. It doesn't need to be a formal card, just a sticky note will work to let them know you are thinking of them and thankful for their help and support.

Thank you!



Eugene 4J Special Education Procedural Manual

Eugene School District 4J

Student Services NEWSLETTER

October 2020



Overview

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- Director's Update
- Job Alike Meetings
- Tools and Resources
- Expected Actions
- Self Care

Comprehensive Distance Learning (CDL) Happenings

Director's Update:

Welcome to October already! I have a feeling this year is going to fly by. Hope you are all settling in and week 3 is a bit easier to navigate. I sent an email out last week with a few updates, but a little reminder of what was listed in there is below in the actions part of the newsletter so you have that to refer back to and to refresh your memory.

As we move into our third week, I am in hopes that we have all reached out to families, done a great deal of caring and connection work and are moving into more of the instructional realm of our work. Although this year is crazy and we got started super late, it is important that we start working with students and delivering instruction so we aren't losing valuable time. Week 3 is also a good point in time to look at which students have engaged and which students have not (or have only marginally) and make sure we take some time to reach out and see what the barriers are if they are not attending on a regular basis. Once we know what the barriers are, hopefully we can work with the families to get their student online and engaging in some way - even if it is only for the connection piece of it all! Remember to document your attempts and your conversations - not only is this good practice in the world of Sped, it is always nice to look back and see the students that you were able to connect with and bring back just by reaching out to them and letting them know you miss them!

As a reminder, Tom is out for a few weeks so Cheryl Linder is stepping in for him. She has a 4J email and is all good to take over the schools that Tom was in charge of. She is only here M, W and Friday's so just keep that in mind. If anything comes up in between, feel free to reach out to me so we can get your questions answered in a timely manner.

Continue to stay strong and healthy - we appreciate all that you are doing for our kids!

Kat

SSD Organizational Chart -

Katherine Lange - Student Services Director

Shawna Scroggins - Front Office Administrative Assistant

Sue Quillan - Administrative Assistant

Joyce Smith-Johnson - Health services/Covid related incidents

K.C. Clark - EOA; Alternative Education Options; Charter School; Transition Services;
Long-term care and treatment

Tom Horn- Sheldon and North Region SSD Administrator; Bridgeway

Seth Pfaefflin - South and Churchill Region SSD Administrator

Leila Schuck - Fox Hollow Administrator; Child Center/SAFE/Jasper/Lane School

Della Thomas - 504 Coordinator; Deaf and Hard of Hearing Coordinator

Marlee Litten - SSD TOSA

Julie Lindsay and Jonni Zehr - Finance Department for SSD

SSD Information- October

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SP/L- TBD?

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- ☐ [Dates to calculate yearly minutes for SDI](#)
 - ☐ [Cover sheet for assessment tasks](#)
 - ☐ [Cares Flyer- English](#)
 - ☐ [Cares Flyer-Spanish](#)

Expected Actions :

During continued rollout of synchronous instructional time (weeks 1-3 of instruction)

- ☐ Focus on building **relationships, engagement, and community**
- ☐ Get to know your students, this may include some formative items to help you guide your instructional planning.
- ☐ Allow for a learning curve and limited access to tech, small steps, support & guidance
- ☐ Document **attendance**, e.g. who engaged, who did not engage
- ☐ **Collaborate and connect with general education teachers** around SDI and providing accommodations and UDL strategies and resources
- ☐ **Document collaboration** regarding delivery of SDI and accommodations
- ☐ **Follow up** with families of students not engaged, why?, what do they need?
Coordinate communication with families so not to overwhelm them
- ☐ **Teach and practice needed routines, expectations, and norms**
- ☐ **Stick to your schedule**, for students, for families, for yourself

Once the full schedule is implemented and core content instruction has been started

- ☐ **Continue:**
 - ☐ Building relationships, engagement, and community
 - ☐ Provide tech support and follow up
 - ☐ Document attendance and follow up absences
 - ☐ To work on engagement and family follow up as needed
 - ☐ Model teach and review norms, expectations, routines
 - ☐ Collaborate with general education teachers, especially those providing SDI (and document)
 - ☐ Updating IEPs to reflect CDL as needed
 - ☐ Collecting data (ESY and baseline)
- ☐ **Weekly, send collaboration documentation form out to teachers who are helping to provide SDI**
- ☐ **Start setting up and organizing your progress monitoring schedule**

Email Update and IEP update:

-
- ❑ Non-participation justification statements were discussed - you can write 2 pieces to address CDL vs. face to face so you don't have to rewrite the whole IEP when we go back to buildings.
 - ❑ How to write SDI minutes were discussed in the email. Reach out to one of us if you have clarifying questions.
 - ❑ Start progress monitoring and doing baseline data on student's goals. Winter break will be here soon so we need to have that baseline data.
 - ❑ Use your collaboration time with teachers to fill out the log and discuss students



(Next page)

What do I do for self-care?

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- | | |
|--|--|
|  Get plenty of sleep |  Tidy |
|  Enjoy sunshine |  Read |
|  Cook |  Read about people whose lives are more complicated |
|  Write or draw (think out loud) |  Garden |
|  Talk to myself |  Get a hug |
|  Cuddle cats | |
|  Walk or bike (esp. in a park) |  Talk to select people |



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Eugene School District 4J

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September 2020



Why a newsletter?

We started the SSD Newsletter last year in an attempt to keep everyone up to speed on constant changes and updates. It also served as a hub to link tools and resources. We plan on continuing the SSD Newsletter this year on a monthly basis. There may be an additional issue here and there if we need to get new information out to you as change does happen!

We welcome any feedback and suggestions. Please send any happenings that we can celebrate or supports that might help others in these changing times.

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Comprehensive Distance Learning (CDL) Happenings

Director's Update:

Welcome back to this crazy 2020 beginning of the school year! YIKES....and we thought we would be prepared for anything after this spring.

Let me start out by saying that I hope you are all safe and finding ways to cope as things seem to be falling apart all around us. I recognize how difficult these times are for all of us, some much more so than others, so please know that you and your well-being is what is most important to us right now. My heart goes out to all of you that have experienced loss or the threat of loss and have had to deal with all of the unthinkable things as you also try and get ready for a different start to the school year. Know that none of this work stuff is important, it will all come, and that you and your families are the most important thing to prioritize right now. Take care of you and the things that are precious to you. We are here to support you as school starts so just reach out to any of us and let us know what you need.

With everything going on, those are really the only words that come to mind today. It has been an exhausting summer of work and we have created, designed, brainstormed and recreated more than I

can possibly explain to any sane person. I appreciate each of you and all that you contribute each and every day in your important role in our district. You are all amazing and our students look up to you and depend on you - I am glad you are here to fill those shoes for our kids!

With that being said, welcome to the 2020-2021 school year. It hasn't been a smooth start, but I know we are all here for each other and will hold each other up during this time of need - that is what family does and we are all like family here. We will come out on the other side of all of this stronger and better - that I know!

Be well and safe my friends,

Kat

Follow up email about 1:1 in breakout rooms-

Hi everyone - Seems to be some confusion about using EA's and if they can "teach" breakout groups and be alone with kids etc...the answer is YES, as long as you are directing the work and letting parents know this is part of the format, you are good to use them. You are also good to assign kids into breakout groups even if there is no adult supervision for that period of time in the group...a few tips if you are thinking about doing this are

- * Make sure you clearly teach expectations for how to behave in breakout groups
- * Pop into sessions randomly so they know you will be checking in
- * If a student can't behave, keep them with you in your group or turn their camera and voice off so they can hear but can't be a distraction etc.

OK, if you have questions let me know.

Kat

Email sent 9/28

Hi everyone - Hope the first week went well and you are ready to embark on week 2. I know there have been a lot of questions and we are trying to work as fast as we can to get answers so here are just a few:

1) Non-participation justification: So that we do not have to rewrite the IEP when we go back to brick and mortar, if the rest of the IEP is set to include both settings, you can include 2 paragraphs within this - one for what non-participation looks like in CDL and one for when you go back. Just be careful as you make these changes that you do not create a change in placement as you change these 2 scenarios.

2) I know there has been a bunch of discussion about rewriting minutes and looking at an annual

minutes. This is not a necessity but makes sense in certain situations. You need to look at how you have written your SDI and decide how you can best meet the students needs both now and when we get back to in person. If you have written SDI well and can meet those minutes within the schedule we currently have then keep as is...if you have written in a lot of SDI minutes and meeting them on a weekly basis is impossible, you may want to look at changing them to monthly or yearly if that makes better sense. This is a time to really analyze how you are writing your SDI - remember that instruction time does not equal SDI.

4) With easyCBM pushed back for grades that use it, you have to think about how you will be collecting data. easyCBM is one measurement...there are plenty of others. Here are just a few things to think about -

*Look at the priority standards that have been developed. For some of these standards we have assessment tools that have been created and criteria for success for those standards - use those for data collection.

*You can also use other curriculum based measures, work samples etc. - there are a lot of things you can be using for data collection so don't let not using easyCBM be a stop gap (for those of you were not in the group that already did easyCBM). **All of the measures above can be used for those grades that do not use easyCBM as well.**

5) Use your collaboration time with teachers to fill out the log and discuss students - this is a perfect time to fill out these logs together and make it a team effort while engaging in conversation about how to support students in their classes.

There will be more coming - I will add this to the upcoming newsletter that will be out by early next week, but I know many of you are working on IEP's as I type this so wanted to get this out ASAP.

Hope everyone is doing well - let us know if you need anything.

Kat

Katherine Lange
Student Services Director
Eugene School District 4J
Office: 541-790-7828
Email: lange_k@4j.lane.edu

SSD Organizational Chart -Coming soon!

SSD Information- September

Job Alike Meetings: *These will begin following the start of school, twice monthly. We will try to find a common time that works for as many as possible.

High School Level: TBD, Day, time, zoom link

Middle School Level: TBD,

Elementary Level: TBD

LC-

CLC-

Life Skills- TBD

Motor Team- TBD

Psych/consult-TBD

SP/L- TBD

Tools and Resources:

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Expected Actions (also refer to [SSD Information September](#)):

1. ASAP - DO NOW

- Set up and start documenting contacts- Synergy contact log on each student's page or create a doc that is then transferred to Synergy (with same fields)
 - Include attempted contact, method, date, time. Include notes from contact.
- **Review IEPs-**
 - Goals: Deliverable, measurable in CDL?
 - Time/frequency of SDI: Does it reflect SDI, versus just non-participation?
 - Accommodations/supports: Deliverable and appropriate for CDL?
 - Need for IEP meeting, amendment, PWN?
 - Communicate with family, set up meetings as needed
- [Documentation Consultation Log for SDI and 504 services](#)-(tabs at bottom of sheet)
- [Elementary Form- Weekly Collaboration](#) (template to gather information from teachers, review process with teachers and expectations)
- [Secondary Form-Weekly Collaboration](#) (template to gather information from teachers, review process with teachers and expectations)

2. Before students start

- **Reach out to families** (conference suggested or required?)
- Hold **IEP meetings** as needed/required
- **Consult** with general educators and other providers
- Check on **schedules**, supports, and where, when who will deliver SDI, **EA assignments**, document and communicate
- Is the majority of each student's SDI teacher-led? (ODE requirement)
- Continue to **document consultation** and specific students discussed
- **Identify barriers and possible strategies** (See UDL Resource links in Tools). Suggest accommodations/strategies to increase access for ALL students.
- Collaborate on **Seesaw** and **Canvas** lessons.
- Establish and share your **schedule, office hours, communication options**, etc. with staff and parents/students
- Plan how you will **protect your time and care for yourself** (breaks, routines, social, collaboration, etc.)

3. Once students start

- Focus on building **relationships, engagement, and community**
- Get to know your students
- Allow for a learning curve and limited access to tech, small steps, support &

guidance

- Document **attendance**, e.g. who engaged, who did not engage
- **Follow up** with families of students not engaged, why?, what do they need?
- **Coordinate** communication with families so not to overwhelm them
- **Teach and practice needed routines, expectations, and norms**
- **Stick to your schedule**, for students, for families, for yourself



Practicing Self-Care During the Coronavirus: 5 Tips for Teachers



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