

# **Special Services Building Report**

**For: October 2020**

## **Board Meeting**

Submitted by: Maureen Stott,  
Director of Special Services

### **Special Education Activities**

- The final two SpEd teachers have been placed at BMS and BHS with emergency licenses. Neither of these educators are able to write IEP's at this time, but are able to provide academic services.
- The final SLP needed to adequately provide services for BMS
- Students with special needs are meeting regularly with their special service providers.
- SpEd Child count date was Monday, October 5, preliminary numbers will be available on October 14, 2020
- Pivot Plans continue to be completed by the SpEd certified staff for each learner in the district. Meetings are occurring virtually to initiate the IEP amendments and Pivot Plans. Below is a review of the Pivot Plan that each certified staff member completes for the areas they are responsible for with each learner.



## Pivot Plan

**Attached to IEP effective:**

<b>Student Name</b>	
<b>Case Manager</b>	
<b>Related Service Provider</b>	
<b>Contact Person for Parent Questions</b>	

**School:**

**COMMUNICATION PLAN:**

Team Member	Mixed Model	Remote Only
<b>Case Manager</b>		
<b>Speech Therapist</b>		
<b>Adaptive P.E.</b>		
<b>Counselor</b>		
<b>Parent's Preferred Means of Contact</b>		

**Specially Designed Instruction:**

IEP GOALS	Mixed Model	Remote Only	How Data Will be Collected
<b>Math:</b>			

<b>Reading:</b>			
<b>Speech/Language:</b>			
<b>Adaptive P.E.:</b>			
<b>Behavior:</b>			
<b>Life Skills:</b>			

<b>Work Study:</b>			

**Supplementary Aids and Services:**

	<b>Mixed Method</b>	<b>Remote Only</b>
<b>Behavior</b>		
<b>All Areas</b>		

**Service Minutes:**

<b>Goal Area</b>	<b>Mixed Model</b>	<b>Remote Only</b>
<b>Math</b>		
<b>Reading</b>		
<b>Speech/Language</b>		
<b>Adaptive P.E.</b>		
<b>Behavior</b>		
<b>Life Skills</b>		
<b>Work Study</b>		

**Description of how the effectiveness of this plan will be measured and communicated to the IEP team:**

After being in an alternate setting outlined by the Pivot Plan for at least \_\_\_\_\_ (amount of time determined by the IEP team), the team will have a status meeting with the parent to review the data and determine if any changes to the Pivot Plan are warranted, given the data-based decision making process for this student.

- As we continue the discussion of the Procedural Safeguard as the guiding principles and rights for parents with students that have been identified as SpEd eligible, and the different categories of qualification, the next area of identification under IDEA I would like to discuss this month is.

Criteria for: Emotional Disturbance

Emotional disturbance means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance

- \*An inability to learn that cannot be explained by intellectual, sensory, or health factors.
- \*An inability to build or maintain satisfactory interpersonal relationships with peers and teachers.
- \*Inappropriate types of behavior or feelings under normal circumstances.
- \*A general pervasive mood of unhappiness or depression.
- \*A tendency to develop physical symptoms or fears associated with personal or school problems.
- \*Emotional disturbance includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.

Below is the Criteria Checklist Provided by OPI to help the Evaluation Team determine if a learner is a child with an Emotional Disturbance.

### 10.16.3015 CRITERIA FOR EMOTIONAL DISTURBANCE

A condition, which includes one or more of the following characteristics, is present:

- Yes No An inability to build or maintain satisfactory relationships with peers and teachers;
- Yes No Inappropriate types of behavior or feelings under normal circumstances, including behaviors which are psychotic or bizarre in nature or behaviors which are atypical and for which no observable reason exists;
- Yes No A general, pervasive mood of unhappiness or depression, including major depression and dysthymia, but excluding normal grief reactions;
- Yes No A tendency to develop physical symptoms or fears associated with personal or school problems, including separation anxiety, avoidant disorder and overanxious disorder;
- Yes No Schizophrenia.

Each of the conditions above shall meet the criteria of having been present:

- Yes No To a marked degree,
- Yes No Over a long period of time, **and**
- Yes No Adversely affecting the student's educational performance.
- Yes No The student has been observed in more than one setting within the educational environment; **and**
- Yes No The local education agency has planned and implemented one or more positive behavioral interventions specific to the individual student.

Interventions shall not unnecessarily delay appropriate identification when it can be shown through a student's social or developmental history, compiled directly from the student's parents or from records when the parents are not available, the existence of characteristics that clearly identify emotional disturbance.

**EXCLUSIONARY FACTORS:**

The student may not be identified as having emotional disturbance if:

Delays in educational performance are primarily due to visual impairment, hearing impairment, orthopedic impairment, cognitive delay, health factors, cultural factors or limited educational opportunity.

Common disciplinary problems may exist in conjunction with emotional disturbance, but cannot be used as the sole criteria for determining the existence of an emotional disturbance.

The term emotional disturbance does not apply to students who are socially maladjusted, unless it is determined that they meet the criteria for emotional disturbance.

**DEFINITIONS:**

"Adversely affect the student's educational performance" means that there is evidence that measures of student performance (e.g., achievement tests, grades, behavioral assessments, analysis of classroom assignments, or criterion-referenced tests, etc.) indicate a pattern of educational attainment that can wholly or in part be attributed to the disabling condition.

**Student Name:** \_\_\_\_\_ **Evaluation Meeting Date:** \_\_\_\_\_

**ADDITIONAL REQUIRED TEAM MEMBER:**

A required team member for the determination of cognitive delay must be a school psychologist, whom is qualified to conduct individual diagnostic examinations of children.

**Psychologist Name:** \_\_\_\_\_