



**Student Services Report to
School Committee
June 5, 2020**

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Office of Student Services

The Office of Student Services for the Weston Public Schools hosts a broad range of services, programs and supports including:

- Special Education and Related Services for students ages 3-22
- Section 504 of the Rehabilitation Act
- English Language Education
- Guidance / Counseling
- Health Services
- McKinney-Vento Homeless Assistance Act
- Home-based Services

Many of these supports are in place as a result of federal and state laws and regulations. Other services are provided to all students in the Weston Public Schools to support them throughout their classrooms, schools and community.

This year, the Office of Student Services focused our goals on Systems, Communication and Opportunities for Collaboration.

Update on 2019-2020 Goals

Systems

- *Working in collaboration with the Office of Teaching and Learning, support faculty in understanding DCAP, Tiered Supports, RtI, IST and the role each plays in supporting students academically and socially.*
 - Collaborated at the elementary level with the Director of District Advancement to support implementation of the Classroom Support Teams and introduce the role of the School Support Assistants (SSA) in each elementary school.
 - Collaborated with the administration teams at the middle and high school level on a weekly basis to further their work with IST and the role of the DCAP in order to support all students.
- *Continue to clarify processes to ensure smooth transitions between grades and schools for students with disabilities.*
 - Continued collaboration with Riverside Early Intervention for preschool transition.
 - Meetings between levels (3-4, 5-6, 8-9) to discuss and plan for transitions.
 - Earlier parent nights at all levels (also during *School from Home*).
- *Continue to remain nimble with the scope of programs to meet needs of students.*
 - High School Compass Program with dedicated Counselor.
 - Internal examination of ACCESS Program.

Communication

- *Through regularly scheduled meetings there will be an increase in communication both between Student Services and other departments and within the varied Student Services departments.*
 - Reinstated monthly meetings PreK-5, 6-8, 9-12.
 - Quarterly meetings with related service providers and ELE teachers.
 - Collaboration with other content area departments.

- *Establish a Steering Committee with representatives from all departments for quarterly meetings.*
 - Representatives from all areas within Student Services.
 - Met three times over the year (last occurred during school closure).
- *Publish department newsletter.*
 - Student Services information inserted into Case House newsletter
 - Website updated with resources.
 - Published Special Education Program Guide in September 2019.
 - Published Preschool Family Handbook in November 2019.

Collaboration

- *With principals, identify specific times for general education and special educators to meet consistently.*
 - Elementary grade level meetings scheduled to allow for staff to attend.
 - Collaborative department meetings at secondary level.
- *With principals, provide professional development on topics such as special education laws, the IEP process, and inclusive practices.*
 - High School faculty meetings with District Attorney.
 - Training for Leadership Academy.
- *With the Office of Teaching and Learning, support faculty with IST and DCAP.*
 - Intervention Committee at elementary level established (had to stop due to school closure).
 - Meetings with secondary school administration.
- *Continue to support ELE, general education teachers' and special educators' Professional Learning Communities (PLCs) that focus on sharing best practices and strategies*
 - Elementary Special Educators' PLC met monthly.
 - ELE PLC at secondary level.
- *Continue to build relationships with Riverside Early Intervention personnel and neighboring districts to support students and programs, preK through high school.*
 - Ongoing consultation and planning for EI to preschool transitions.
 - Asst. Director attends quarterly meetings with Riverside EI and preschool directors from Needham, Wellesley, and Newton.
 - Connections with Newton and Sudbury.

Update on Special Education Enrollment

Students qualify for special education services after a comprehensive evaluation. Assessments conducted are based on the student's suspected area of disability. Students are deemed eligible if they are identified as having a disability and requiring specialized instruction in order to access and be successful in the general education curriculum. Currently, the total number of students eligible for special education services is 381. Of those, 31 are placed out of district; two-thirds of those students are in private day schools. Some are in collaboratives or in residential settings.

In-district Students Eligible for Special Education Services as of March 1, 2020

Grade	Number of Students	Total
PreK	17	
K	12	
Grade One	21	
Grade Two	24	
Grade Three	18	
		92
Grade Four	17	
Grade Five	23	
		40
Grade Six	23	
Grade Seven	31	
Grade Eight	38	92
Grade Nine	37	
Grade Ten	29	
Grade Eleven	29	
Grade Twelve	31	
Post	0	126
Total:		350

Eligible Students by Disability

Primary Disability	3/1/19	10/1/19	3/1/20
Autism	37	38	40
Communication	41	42	40
Developmental Delay**	38	38	36
Emotional	32	35	34
Health	89	79	85
Intellectual	10	8	9
Multiple Disabilities	*	*	*
Neurological	27	28	29
Physical	0	0	0
Sensory/Deaf Blind	0	0	0
Sensory/Hearing	*	*	*
Sensory/Vision	*	0	0
Specific Learning	95	97	104

* Indicates a number too low to report and ensure confidentiality.

** The diagnosis of Developmental Delay is only applicable to students under age 9. Students are often re-evaluated and their disability identification changed as a result.

Out of District Placements

When a student's needs cannot be met within Weston Public Schools, an appropriate out of district school is identified by the team, including the family (and student if appropriate). Students may attend another public school program, a collaborative or a DESE approved private school.

Students in Out of District Placements by Disability

Primary Disability	3/1/19	10/1/19	3/1/20
Autism	8	9	8
Communication	4	4	3
Developmental Delay	0	*	*
Emotional	9	8	10
Health	0	0	0
Intellectual	4	5	5
Multiple Disabilities	*	*	*
Neurological	*	*	*
Physical	0	0	0
Sensory/Deaf Blind	0	0	0
Sensory/Hearing	0	0	0
Sensory/Vision	0	0	0
Specific Learning	*	0	0

* Indicates a number too low to report and ensure confidentiality.

Students with 504 Accommodation Plans (as of May 2020)

Grade	Number of 504s
PK-3	19
4-5	11
6-8	12
9	13
10	10
11	23
12	19
TOTAL	107

At the elementary level, many students are on 504 plans for specific learning and health disabilities such as allergies, diabetes or ADHD. At the secondary level, students are on 504 plans for specific learning, health disabilities, or social/emotional disabilities.

English Language Education (ELE formerly known as ELL)

Our English Language Education Program continues to support students across the district in all schools. As of May 2020, we are supporting 56 students in grades K-12.

Grade	5/1/18	5/1/19	5/1/20
K	3	2	4
1	13	8	3
2	6	14	10
3	6	6	12
4	8	5	5
5	4	6	8
6	4	3	5
7	5	3	3
8	5	6	2
9	0	7	3
10	2	2	1
11	10	2	0
12	0	6	0
Total	66	70	56

We continue to see a rise in the number of students at all levels arriving with a WIDA score of 1, 2 or 3 and requiring the most support.

Weston has students who speak the following as their primary language:

Arabic	German	Marathi
Bengali	Gujarti	Portugese
Cantonese	Hindi	Spanish
Dutch	Japanese	
Farsi	Korean	
French	Mandarin	

Update on English Language Education department (ELE)

This year, ELE teachers at the elementary level continued to provide support and instruction to students within and outside of their classrooms. A Parent Coffee was held to provide an opportunity for families to meet one another, their child's ELE teacher, and to learn more about the ELE program and the support ELE teachers provide. Parents were so enthusiastic about meeting other families that they formed a group to organize follow-up gatherings for this community. At this coffee, the recently published ELE Handbook was distributed. At the Middle School and High School, ELE teachers offered a Parent Information session on Curriculum Night. The ELE teachers' PLC, established last school year, continued its focus on ongoing best practices and strategies to support ELs through collaboration with general education teachers..

ELE teachers worked in their buildings and as a team to develop the following: (partial list)

- EL parent handbook for families.
- Elementary EL parent coffee.
- HS parent meeting on Curriculum Night (translators present).
- Changes to ELE Course/Program at the High School:
 - Academic English for Emergent Bilinguals.
 - Graded, Qualifies for Seal of Biliteracy.
 - For students at lower levels of proficiency: Double block class
 - Counts for ELA and Foreign Language requirement
 - Students at higher proficiency: Single block class
 - Counts for ELA or Foreign Language Requirement

Similar course changes are anticipated at the Middle School as well. They will be based on student numbers and schedules.

Program Updates

Integrated Preschool Program

Weston Windows, our integrated preschool program, is a fully inclusive program that provides a comprehensive range of services within a supportive environment. Through play and planned activities, our preschoolers develop their skills, creativity and curiosity. Teachers support social skill development through an engaging social skills curriculum, modeling language, guiding interactions and establishing clearly defined expectations. Within a caring and respectful classroom community, teachers adapt and modify activities based on the needs of each child and to ensure all students' full participation. Related service providers (OT, PT, Speech Language Pathologists) provide support to students within and outside of their classrooms. Through ongoing collaboration with colleagues, families and outside providers, our skilled and dedicated preschool teachers support and address each preschooler's individual needs including their transition to preschool and from preschool to kindergarten.

We currently serve 48 students within our preschool program in classrooms at the Country and Woodland Schools. Each classroom is led by a preschool teacher and supported by classroom aides and learning assistants. This year, the preschool teams, at both schools include our BCBA in addition to related service personnel (OT, PT and SLP). The teams meet weekly with the Team Chair, Principal and Assistant Director of Student Services to review and plan for upcoming evaluations and cases. This year, we also held monthly meetings, with both teams combined, that have focused on integrating Responsive Classroom strategies into our preschool classrooms; sharing and reviewing computer programs; and Assistive technology consultations.

This school year, preschool teams completed and published our Preschool Parent Handbook and have finalized forms related to preschool transition and enrollment; and a questionnaire for new students. The Assistant Director of Student Services and Team Chairs have continued to work closely with Riverside Early Intervention case coordinators to conduct Transition Planning Conferences in order to plan for preschoolers' evaluations and possible transition to our program. Close collaboration among teachers, related service personnel and, as needed, BCBA's, nurses and others has helped us to ensure a smooth transition for children with complex profiles and significant challenges. We'll continue to focus on promoting family and community connections by hosting more Parent Coffees; welcoming preschool staff from community preschools to observe our program; and participating in Early Childhood workshops and professional development events.

Language-Based Programs

Our Language-Based Classrooms (LBC) at the Woodland, Field, Weston Middle School and Weston High School are classrooms designed to provide explicit, multisensory instruction in reading and written expression and specialized support for content subject areas to students with language-based learning disabilities. In addition to daily classroom instruction, students receive specialized, small group intervention based on individual needs. Providing students with opportunities for success academically, socially, and emotionally within a fully inclusive classroom is an essential goal of this program. Developing a positive attitude, self-confidence and self-advocacy is also emphasized.

This school year, elementary LBC teachers, Special Education teachers K - 5 and the Assistant Director of Student Services met monthly in their Professional Learning Community (PLC). This work focused on sharing and extending knowledge of best practices for intervention; assessment (i.e. KTEA III, Gray Oral Reading Test V); academic evaluations and discussion and review of profiles, including dyslexia. The PLC discussion topics have also included instructional resources and materials that have proven to be effective for providing practice and reinforcement of specific skills in reading, writing and math including computer-based programs.

Students in LBC classrooms by grade
(May 2020)

Grade	Number of Students
2	3
3	6
4	5
5	5
6	8
7	10
8	12
9	9
10	4
11	10
12	6

Given the effectiveness of this program, the number of students with language-based learning disabilities who we have been able to serve in-district, within a fully inclusive classroom, has increased. Some students have returned to the Weston Public Schools from private schools. We also receive inquiries from personnel in neighboring districts about potentially placing students in our language-based classrooms.

ACCESS

The ACCESS program is a highly individualized program that serves students with complex academic, social and behavioral needs at Country, Field, Weston Middle School and Weston High School. While this program was initially designed to serve students with autism, it has evolved to meet the needs of students with a broader range of profiles. Students are fully included in general education classes and may receive small group instruction with a special educator, outside of the classroom. The common goal for students in the ACCESS program is for them to participate fully in the school community. Staff provide a range of academic and behavioral supports to help students participate in the general education curriculum and the classroom and school community.

As of May, 2020, the total number of students in our ACCESS program K-12:

- Elementary: 5
- Middle School: 9
- High School: 11

In addition, our ACCESS teachers at Country, Field and the Middle School are providing behavioral consultation to their schools. As a district, we are looking at ways to expand programming within ACCESS to support students with more social/emotional/behavioral needs.

Middle School Compass Program

Originally named “Transitions,” Compass is a general education program for students returning after an extended period out of school due to medical hospitalization or social/emotional needs. Compass also supports students who require a place to check in with a Counselor or Learning Assistant during their day to support their emotional needs. It was this dual role that inspired the team to change the name of the program to “Compass,” as while all students are finding their path to success in the program, not all are transitioning out completely. The District Psychologist serves as a resource for clinical decision-making. The program moved to an ideal location that is close to Guidance and has a private office for the Adjustment Counselor connected to the space. As of May, 2020, the Middle School Compass Program has provided support to 9 students in grades 6-8 this year.

High School Compass Program

At the High School level, Compass is also a general education program for students returning from extended time out of school as a result of medical hospitalizations or social/emotional needs. Because of its flexibility to work with a range of circumstances, the program renamed itself from “Transitions” to match the middle school program. As at the middle school, the District Psychologist serves as a resource for clinical decision-making.

Both programs also work closely with the BRYT Network that provides consulting, resources and professional development. The Counselor for this program is funded through the Comprehensive School Health Services Grant.

As of May 2020, 7 freshmen/sophomores and 5 juniors/seniors have been supported in Compass this school year.

High School Bridge Program

The Bridge Program is a therapeutic, highly specialized program that supports students with significant social and emotional needs. A common goal of the Bridge program is to provide students with support to establish positive relationships so that they can develop the confidence and skills necessary to take academic and social risks, and to increase their independence. Students in Bridge benefit from small group academic support, access to clinical support services, as well as organizational and study skills instruction.

As of May 2020, for the 2019-2020 school year: 16 students are currently in Bridge: 7 freshmen/sophomores and 9 juniors/seniors.

It is important to note that for the first time, no students transitioned from Compass into Bridge. This speaks to the success of the two programs individually, the importance of keeping the programs separate and the long term benefit that has to students. Several students also successfully transitioned to “program graduate” status, returning fully to the general education curriculum without regular support from Compass.

Health Services

Laurie Melchionda is in her second year as the Director of Health Services. She met monthly with the entire nursing staff and district administrators throughout the school year. During the COVID-19 crisis, Laurie assumed a Public Health Nursing Leadership role for the Weston Board of Health and was a member of the Weston Emergency Management Team to combat the virus through epidemiology contract tracing needs. Laurie coordinated the training for all the school nurses in this role.

Comprehensive School Health Service Grant

This school year began with the roll out of the first year of four of the Comprehensive School Health Service (CSHS) grant. The scope of the grant focuses on student health status, resilience and well-being. Funding from the grant assists the district in ensuring the integrity and continuous improvement of Weston’s school health programs and our students’ health and safety. Specifically, the grant helps:

- Strengthen the capacity of the schools by providing health care coordination activities and support to students with more significant health needs.
- Continuous quality improvement through data collection and analysis.
- Programs that provide access to care to address health disparities and racial inequities in the community and reduce chronic absenteeism.

The goal of the grant is to foster the growth, development, and educational achievement of all students. Funding assists with monitoring health status and identifying and addressing the unmet needs of students, families and school personnel. through the following initiatives:

- Providing health care coordination activities in each school setting that addresses the needs of students with chronic health conditions, including medical, social emotional, behavioral, and other areas so that all students with these conditions may attend school safely. The activities provide each school nurse with substitute coverage for two hours a week to actively engage with healthcare providers in the community, to provide strategies for meaningful access to services in order to address disparities and inequities, and improve school attendance and academic achievement.

The 2018-19 and 2019-20 data on attendances > 18 days absent is:

Year	Grade # students	# days absent >18	Year	Grade # students	# days absent >18
2018-19	PK, 4 students	24-38	2019-20	PK, 1 students	18
	K, 6 students	18-39		K, 1 student	22
	1, 3 students	18-21		1, 2 students	18-19
	2, 2 students	20-25		2, 4 students	18-22
	3, 6 students	19-25		3, 1 student	20
	4, 6 students	18-35		4, 0 students	0
	5, 9 students	18-34		5, 0 students	0
	6, 5 students	18-42		6, 2 students	18-20
	7, 16 students	18-63		7, 1 student	20
	8, 3 students	18-24		8, 0 students	0
	9, 4 students	18-40		9, 3 students	30-47
	10, 1 student	74		10, 3 students	22-69
	11, 4 students	42-127		11, 3 students	33-84
	12, 5 students	18-23		12, 0 students	0
Total	74 students Chronic Absenteeism	18-127 (2052 days missed)		21 students Chronic absenteeism	0-84 (638 days missed)

- Collaboration with the school community, families, and community partners through weekly case management activities in order to provide comprehensive school and community-based health programming resulted in improved student attendance.
- Provide a safe environment for students, families and staff through CPR and AED certification for staff twice a year. The department had two staff trained as CPR and AED instructors along with two other staff already trained. With grant funding they purchased 20 full sets of adult and infant CPR manikins and AED equipment to sustain certification of Weston staff in CPR and AED. 20 staff were certified in January 2020.
- Grant funded the Weston High School Compass program with a full-time licensed Counselor who worked to enhance and sustain the program for students returning to school after an extended absence. The need for a separate Counselor for the Compass program was identified last school year through data collection and consultations with the current Transitions/Bridge staff. Having a dedicated Counselor has allowed more students to access the supports provided in the program.

Weston also has the CSHS Regional Nurse Consultant Program grant. Weston hosts a Regional Consultant who is both an expert in school health services in the region as well as the coordinator for other districts who are grant recipients. Hosting the Regional Consultant gives the Weston community access to increased supportive services and professional development funding. This year the funding provided CPR, AED equipment, and electronic communication with the state immunization system to streamline student immunization records to increase family compliance with sending these records to school. This system provides quicker confirmation of immunization status for students and student-athletes on the required yearly basis. The funding will also provide needed COVID-19 pandemic PPE and sanitizing equipment.

These are four-year grants, after which time Weston can re-apply for six additional years, for a total of ten years of grant funding.

Guidance / Counseling

Having completed an extensive in-depth self-assessment and review of practice as the first step in the Comprehensive Program Review of Weston Public School's district-wide Guidance/ Counseling Program in spring 2019, counselors received the guiding questions for the external review committee in the fall. The committee members were finalized, and the initial date of the visit was planned for March 16-17, 2020 (although then postponed until May). School then closed on March 12, 2020. While it might have been possible to run some of the visits remotely, counselors felt that it would be too difficult to get all the feedback necessary from key constituents. The visit will be scheduled in 2020-21 as soon as it is feasible. The final phase of the Review will be completed when counselors respond to the external review and develop an implementation plan that addresses proposed enhancements to the counseling program.

We look forward to sharing results and implementing changes, resulting in positive impact on students.

Professional Development (partial list)

- Team Chairs attended the Legal Summit to understand the latest rulings at the BSEA to better inform our practices at school. This not only centers around special education law, but also trends/hot button topics in schools today.
- The Special Education Department 6-12 used their monthly department meetings to collaborate with other departments(World Language, History, Mathematics). Discussions were focused on what was working for students and teachers in the current format, and what areas of growth we could identify. We look to continue this work through next year and meet with the departments that were missed this year.
- Continued work in the BRYT Network to support students with social-emotional needs.
- Transition planning: High School staff met with Mass Rehabilitation to discuss their new format including Pre-Ets work prior to graduation from high school, as well as representatives from Mass Bay Community College to discuss their tiered levels of support.
- Two high school trainings with Angela Smagula, District Attorney, related to mandated reporting, DCAP/accommodations implementation, and communication.
- Human Relation Services (HRS): Counselors meet with clinicians from HRS on a regular basis for case consultation, discussion of practice, and other issues pertinent to counseling. There are three such monthly professional development meetings:
 1. All school and adjustment counselors, K-12, along with the District Psychologist
 2. High school counselors (school, adjustment, clinicians from Bridge/Compass), school psychologist, nurse, and the District Psychologist
 3. Middle school counselors (school and adjustment), Guidance Department head, and the District Psychologist.
- Elementary counselors meet regularly with the District Psychologist.
- Elise Wulff: Executive Function, Transition and Anxiety (Field, MS and HS).
- Jim Ellis, BCBA Consultant (monthly meetings with school staff and school consults).
- Special Educators at Field School were trained in and implemented *Just Words* (Wilson Reading) for use with students requiring specialized instruction in advanced phonics skills for decoding and spelling.

- Preschool teachers and the Asst. Director of Student Services completed a course entitled Early Identification and Supports for Young Children with Autism through AANE. Resources were shared with colleagues.

Student Services during Weston's School from Home

During Weston's *School from Home* Special Education teachers and related service providers worked hard to provide resources, supports, services and instruction to students with IEPs. To the greatest extent possible, teachers and related service providers addressed IEP goals and objectives, virtually.

Preschool teachers, OTs, PTs and Speech Language Pathologists provided preschool students and their families with a variety of online resources that include familiar songs and poems and recorded stories. Preschool staff also held Morning Meetings using Zoom, and provided individual meetings with some children and their families, as needed, which included Zoom sessions during play and chats with parents to share ideas.

In the lower elementary grades, Special Educators and related service personnel collaborated closely with classroom teachers to provide support for assignments and scheduled sessions to provide services such as phonics instruction and math instruction. Special Educators also met with curriculum specialists to plan and help with differentiation before assignments were posted online. Special Educators and their colleagues supported one another, and families, in learning features of SeeSaw and Google Classroom, and worked to ensure engagement of all students. Special Educators and Learning Assistants frequently joined Classroom Zoom meetings and then met with students in smaller group breakout sessions to provide instruction and support, and provide alternative tasks. Children with counseling on their IEPs, received individual or small group sessions with the School Adjustment Counselor or School Psychologist via Zoom or Google Meet. Special educators report that virtual learning has required increased communications with families and guardians which is a positive outcome.

Upper elementary, Middle School and High School teachers used Google Classroom as their platform for virtual instruction. Zoom meetings or Google Meet were used to provide small group and individual direct instruction and practice. Special Education teachers and Learning Assistants joined general education classes to support students and gather content information, so as to further support students in Academic Strategies classes. Special Education teachers and Learning Assistants also met with students individually and in small groups related to classroom assignments and overall support with remote learning.

Team Chairs communicated with families about Remote Learning Plans, the status of evaluations and IEPs. The district was able to reschedule many meetings initially canceled during the school closure. Weston continued to follow State and DESE guidelines throughout Weston's *School from Home*.

Counselors at all levels communicated with families and caregivers frequently. They met with students individually and in small groups, to maintain their connections during *School from Home*. Counselors also collaborated with outside agencies for students/families in crisis as needed. Administrators and faculty at all schools closely monitored students who struggled with remote learning. There was on-going, close collaboration with families and sometimes the students themselves to support their participation as much as possible. This is an area of growth that will be further developed when we return to school in the fall.

Extended School Year

At the writing of this report, based on the Governor's prohibition on in-person instruction and the school closures currently in effect for the remainder of the school year, we are planning for remote Extended School Year (ESY) service to ensure the safety of all students. We are awaiting guidance from state and local health officials and the Department of Elementary and Secondary Education (DESE). Once we receive this information, we will assess our ability to meet the expectations. We anticipate specific requirements related to staff training, cleaning procedures, student screening, space and protective equipment. In addition, the next phase of re-opening will be based on health data from the Department of Public Health and could change if there are increased cases of COVID-19. As soon as information is available, we will share any changes with families as soon as possible.

Collaboration with SEPAC

The Office of Student Services continues to collaborate with Weston Special Education Advisory Council (SEPAC). The Director of Student Services, the Assistant Director of Student Services and the SEPAC Board members met monthly to plan presentations for families. Presentations this year included: Introduction to District Administrators, Post-Secondary Planning, and Understanding Parents' Rights in Special Education. In November 2019, SEPAC changed its meeting format to include monthly business meetings that included various topics. In recent months, Student Services administrators joined SEPAC meetings for discussions on district updates, Extended School Year planning, and the Tiered Focused Monitoring process. School closure in March halted our work earlier than planned, although several remote meetings were held while schools were closed. We look forward to working together again next school year.

Goals for 2020-2021

The Office of Student Services includes multiple departments throughout the district that impact all schools, teachers and students. As a result, collaboration is critical. Conversations with teachers, administrators and families, as well as data from our *School from Home*, have informed our decision-making and goal setting for the 2020-2021 school year.

Next year, the Student Services department will continue to focus on Systems, Communication and Opportunities for Collaboration, with particular focus on the district's return to school, based on state guidelines.

Systems

- Plan for Re-entry from School from Home with Principals and Administrators:
 - Schedules for students/staff.
 - Space.
 - Support for families.
- Plan for Re-entry within Student Services:
 - Health Services: training, monitoring, ordering/maintaining PPE for schools, family support, collaboration with Board of Health.
 - ELE: assessment, curriculum and connections with families.
 - Special Education: assessment, evaluations, range of service delivery.
 - Guidance/Counseling: assessment, support for students, families, staff.
- Plan for remote provision of Special Education, ELE, counseling and related services
 - Professional development.

- Service platforms.
 - Support for those students that have difficulty accessing remote learning.
- Transition of Out of District cases to Team Chairs
 - Connection with families and schools.
- Continue work with Office of Teaching and Learning toward creating and implementing a Multi-tiered System of Supports while teaching in person and remotely.
- Continue to support the Office of Teaching and Learning in clarifying systems for interventions while teaching in person and remotely.

Communication

- Continue to improve the Student Services website as a resource for staff and families.
- Continue to meet regularly with the Student Services Steering Committee.
- Continue regular meetings between and among departments.

Collaboration

- Continue collaboration with the Office of Teaching and Learning to support Classroom Support Teams, and additional work related to IST and DCAP, including during remote learning.
- Continue work at all levels on differentiation, universal design for all students. Explore materials, tools, programs that provide access and equity for our most vulnerable students during in person and remote learning.
- Promote on-going collaboration with general and special education teachers for instruction and data-based decision-making.

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