



SPECIAL EDUCATION DEPARTMENT UPDATE

District, In-Person & Online Program

Gena Jacobson, District Special Education Manager

A little bit about me:

I am finishing my 9th year working for CCS

This is my 34th year working in the field of special education

My husband Wayne and I will be married 30 years in July

We have 4 adult children (Deanna, Paulie, Tony, and Sam)
and 1 adult cat named Brad

I grew up in New Jersey

I can and do fix the cars we have because I do not like paying to do so

Overview of Student Numbers/Providers

Total number of students enrolled district wide: 594

Total number of special education students served district wide: 124 (20.88%)

In-person program - 21 (4.04%)

Online program - 100 (16.84%)

Case managers - 2 In Person, 7 Online

Caseload Sizes - 10/11 In Person, 15 Online

(The Speech Language Pathologist has a caseload of 5 - 3 In Person & 2 Online)

Paraprofessionals - 9 In Person, 2 Online

Related services are provided by the Paul Bunyan Education Cooperative

In-Person Special Education Program

Program structure and service delivery model

- Continuum of services:
 - Push-in / pull-out support
 - Specialized instruction
 - Supports in place:
 - Behavior supports
 - Academic interventions
- Collaboration with general education staff

Online Special Education Program

- Caseloads and student demographics - we have students who reside all over the state of minnesota.
- How services are provided virtually:
 - IEP implementation - services are through Google Meet
 - Progress monitoring - through a variety of platforms: Edgenuity, Canvas, MyPath, IXL, Easy CBM, Buzz, FastBridge
 - Communication with families - consistent. Depending on the student, sometimes it is a few times per week, bi weekly, via text, email, phone call.
 - Engagement - I've been working online since 2008 and this has been the million dollar question. How can we increase engagement?
 - Accessibility - We are at the mercy of students logging in, using their provided devices instead of a phone, being where they have wifi

Compliance & Accountability

- IEP compliance rates - The only time an IEP is out of compliance is when a student enrolls with either an expired IEP or an IEP that is due the day/week they arrive.
- Evaluation timelines - for an initial evaluation, we need a parent signature giving us permission to perform the assessment. Once we receive the signature, we have 30 school days to finish the evaluation, write the report, and have it in the parent's possession in time for a results meeting.

For a reevaluation, the same applies, however, if we do not receive the prior written notice back by 14 days of being sent, we can begin to evaluate on day 14. From there we have 30 school days to finish the evaluation, write the report, and have it in the parent's possession in time for a results meeting.

- Progress monitoring practices - Progress is reported 2 times a year in written format, around the same time that general education students receive report cards, in addition to their yearly IEP. This pertains to the IEP progress report on a student's goals and objectives. Case managers are in contact with parents aside from the progress report.

Family & Student Engagement

- Parent communication - Parents are communicated with via phone call, email, text (whichever is their preferred method). Information is shared with them throughout the quarter/semester.
- IEP participation - Parents are the most important team member of an IEP meeting, aside from the student. Their voice is heard throughout the meeting. It is important to remind every parent that it is not the school calling the shots.
- Student voice - By law, when a student becomes a high school student, they must be invited to the IEP meeting. Having the student at the meeting provides vital information. We explain to the student that it is *their* plan and we are writing it *for* them to help them in any way we can.

Celebrations & Shout Outs

- Staff recognition

Quite honestly, I would be writing for days. I work with an amazing staff.

- Program successes

Collaboration between in person/online

Retention of students year after year

Please reach out to me any time:

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Thank you so much for giving me the opportunity to do what I love. I can not express enough how special this school district is. I know how incredibly lucky I am.