

## Question numbers correspond to the numbers in the Needs Assessment

RTSC's 2020 Needs Assessment- Comments
<b>8. Is your SESP student(s) able to access remote learning?</b>
No (enter barriers below), Chrome book
Appointments within more than one district with different results
Finished 2 cases before COVID 19 began
He is in residential placement
No (enter barriers below), Chrome book being mailed to him, but no staff at group home to work with him to access lessons is what seems might happen once he has it.
No (enter barriers below in Other section), As far as I know neither has received anything
Appointments within more than one district with different results
I am not yet assigned a child
I think so, but do not have particulars
I don't know. I haven't gotten clear information from the residence.
Yes, For one of two students
I do not know.
lives at [removed] - computers limited
Appointments within more than one district with different results
He is residential. He attends their school during COVID 19
unknown - no communication regarding current learning situation
No (enter barriers below in Other section)
Appointments within more than one district with different results
residential setting; classes offered in dorms
residential living on site school
No (enter barriers below in Other section)
Appointments within more than one district with different results
No (enter barriers below in Other section), congregate care facility does not allow remote devices of any kind
No (enter barriers below in Other section), School attempting to get Chromebook to student
one student can, I do not know about the other
Student attends a residential school and is taking classes as usual.
Student attends a residential school and is taking classes as usual.
Student attends a residential school and is taking classes as usual.
If staff direct him to. They don't seem to care that much.
Don't know
No (enter barriers below in Other section)
Appointments within more than one district with different results
Preschool age
No (enter barriers below in Other section)
Student struggling in school so school didn't feel he was appropriate for chromebook. So they are not offering him BPL.

Appointments within more than one district with different results
in some cases
No (enter barriers below in Other section)
Appointments within more than one district with different results
I am not sure at the moment, I was just appointed as an SESP
My student is in transition at this point. Cannot easily access.
Appointments within more than one district with different results
residential setting
My student has computer and internet access, but remote learning is not an accessible format for my student, particularly in the environment of the group home
Appointments within more than one district with different results
He's in a residential placement and attends school on-site.
13. DCF begins transition planning for a student at the age of 16. Have you been in contact with your SESP student's social worker regarding the transition plan?
No, I am not aware of what DCF's transition plans are, It was mentioned at program review last week but seemed to be a surprise to the student
In contact with worker and ed liaison but not specifically about transition
No, I am not aware of what DCF's transition plans are, I've advocated for solid transition plan but I seem to be the only one prioritizing it. Transition begins at age 14 and readiness rivals should be carried out to identify need participate.
Yes, but am involved in a complicated student situation so it's unclear
15. If your appointment ended for any reason, did you have the opportunity to assist in the transition process to the next SESP?
No, I was not involved in the transition process, N/A (I have not been in this situation as an SESP)
No, I was not involved in the transition process, That's always VERY difficult. I have always found out about a student moving or going to a foster home after the fact.
My first student, no. My second student, yes. My third student, n/a.
I currently need to end an appointment early but no sure how to proceed at this time
No, I was not involved in the transition process, I don't understand why there's no contact with prior or next SESP, to discuss the student or transfer records
Mother.
Yes, I was able to discuss the student with the new Education Decision Maker (SESP, foster/adoptive/kinship caregiver, This answer is in relation to a prior appointment.
27. Please provide additional comments, reflections, or suggestions you would like to share with us.
her school system look unprofessional. DCF Regional Supervisor was truly excellent - dedicated, engaged, good coach. Your call-in support services have been extremely helpful.
I am located in Western MA but have no contact info for a person in my area to contact if I need advice. It seems that all those resources are Boston centric. Wish there were people closer to my area to talk with or meet.
I completed the training this past winter but have not yet been assigned a child
Is it possible to have a weekly or biweekly checkin with all SESP's ? Zoom meetings to offer suggestions and supports

Thank you for the work you do in supporting some of our neediest students.
I'd like to learn more about the legal side of what schools are required to offer. My student was out of school with no placement (after a public school turned him away) for I believe over 2 full weeks.
Have been a Special Educator and Team leader for IEP and transition planning for over 15 years in the school system before I retired and became an Ed Surrogate Parent
Current case very frustrating. Poor communication from child's residence, DCF worker, made it hard to evaluate some school issues
It was very hard to connect with personnel at the 766 school I was working with a couple of months ago in a different district but had just started school when they shut down. The new district's Sp Ed admin has been communicative but the first district was not so an IEP was never completed for me to in or checked up on - although I know there's no parenting manual and I figured out parenting issues without check ins.
Training on the psychological effects (if different from trauma) for kids who have grown up without a forever home and how that impacts their learning.
I have some difficulties with the out of district coordinator agreement on transition options for a child /teenager not making progress (with supports in place); how to convince them to continue with services after age 18
It is difficult to work with the residential schools.
I do not feel I can accurately label my experience as a SESP. Advocating for the student, while very frustrating at times is concurrently very rewarding.
responsibilities. and rights of the SESP to the school in many cases, and the seemingly small amount of knowledge some teachers and school districts have around working with trauma students ( classroom
Team seemed to down play some very unusual behavior from my student
The experience can be mixed. Often DCF contacts go well. Contact with LEAs is mixed. SESP. Throughout my appointments, they've most often almost ignored my role. Also, having a person from RTSC check in on each SESP from time to time would be nice. In person connection is always better than
Webinar last week was excellent and helpful - great resources
I enjoy working as an SESP. It is an excellent program, providing a critical service for children. in this current environment whether student is making progress without seeing work or having records of work done.
I would like to know more about placement discussions, when to reject an IEP and what legal resources are available when there is disagreement with the district about placement.
Could trainings and other meetings be done via webinar? I do not have access to transportation to get to the locations that are most often used
Is there a way for the school districts to get more information about the SESP role? I feel that I am constantly re-explaining my place at the table and justifying why I need to be included.
I can't physically be there for my students. How can I make sure residential programs do what they're supposed to?
Thank you for the training.

me. Kids move or are planned to move and usually I find out from my ongoing conversations with school Team Chair or school provider, not DCF. I also - confidentially- have found
Would like instructions regarding disposition of records once SESPP ends
This is a wonderful program.. wonderful opportunity to make a difference in the life of children. school where the student resides. The program I am currently working with is much more open, responsive and professional than the program of my two former students.
My professional background is in special education. As a result, I have been able to maneuver as needed with DCF and/or with the schools. Also, the DCF Education Coordinators have been very strong and helpful.
Importance of mentor
My professional background is in special education. As a result, I have been able to maneuver as needed with DCF and/or with the schools. Also, the DCF Education Coordinators have been very strong and helpful.
with the students, their caregivers and their teachers. One of the students is new to me and I participated in an IEP meeting for her remotely on Zoom.
There should be more training and support and DCF workers should be more collaborative and communicative.
It would be nice to see some networking opportunities on Cape Cod/ South Shore.