

# Exceptional Education Services Logic Model

Exceptional Education Services (EES) by Imagine Learning provides third-party comprehensive instructional resources and guidance to support K-12 students with exceptional learning needs. Additionally, EES Extended Services provide targeted support to help students meet their learning goals.

The logic model below provides a conceptual model of how Exceptional Education Services is intended to work, the resources required to make it effective, and the outcomes that educators can expect students to demonstrate.

## Program Inputs

### EXCEPTIONAL EDUCATION SERVICES

- Exceptional Education Coordinators are certified, special education teachers that work directly with educators to review and communicate necessary accommodations and modifications from IEPs, 504 plans, English language programs, and general learning plans
- Exceptional Education Resource Specialists are certified special education professionals. They coordinate with school district Special Education Teachers and Imagine Learning virtual Instructors to provide individualized, intensive 1:1 support to help students meet the goals outlined in student learning plans
- Imagine Learning Virtual Portal (ILVP) provides a one-stop shop for documentation, instructional resources, and progress monitoring
- If EES Extended Services are selected, students are enrolled in Imagine Learning Instructional Services courses

### DISTRICT

- Assigned School/District Partner Mentor
- Assigned Special Education Teacher of Record
- Creation, maintenance, and oversight of all IEP's and 504 plans
- Student documentation uploaded to the ILVP by district to initiate services, including learning plans (IEP/504/ELL/Gifted), IEP at a Glance, and Secondary or Elementary Accommodation and Modification Request Form
- Networked computers with proper memory, media appliances, and headsets
- Online access to ILVP and Imagine Learning Instructional Services and appropriate bandwidth to support use

## Activities

### STUDENT ACTIVITIES

- Attend between one to five individualized or small-group sessions for up to 120 minutes per week, as specified in the student learning plan
- Complete assigned work and participate in learning activities as assigned by teacher of record
- Schedule additional time with Resource Specialist as needed
- Complete weekly lessons in Imagine Learning virtual learning program(s) as assigned by Resource Specialist

### EXCEPTIONAL EDUCATION COORDINATOR ACTIVITIES

- Review and audit compliance of student IEP plans provided by schools/districts
- Review student learning plans and coordinate with educators
- Collaborate with Imagine Learning virtual instructors to provide best practice instruction
- Ensure applicable accommodations and modifications to coursework are implemented as needed
- Provide support and resources for IEP meetings and parent conferences

### EXCEPTIONAL EDUCATION RESOURCE SPECIALIST ACTIVITIES

- Design and provide individualized or small-group support to help students meet IEP goals
- Monitor course progress and performance
- Communicate weekly with students, parents/guardians, and schools
- Provide support at IEP and parent conferences as needed
- Meet regularly with district Partner Mentors and Teacher of Records to review student progress and plan needed supports, accommodations, and opportunities
- Document weekly attendance, session details, progress on IEP goals, and any communications with students, parents, or teacher of record

## Outputs

### STUDENT OUTPUTS

- Students attend all scheduled 1:1 and small group sessions.
- Students complete all assigned lessons in Imagine Learning curriculum
- Students make consistent progress through Imagine Learning curriculum of increasing difficulty
- Students demonstrate improvement on IEP goals as documented in goal data report

### EXCEPTIONAL EDUCATION COORDINATOR OUTPUTS

- Coordinators attend all applicable coordination meetings with educators, virtual instructors, Resource Specialists, and caregivers

### EXCEPTIONAL EDUCATION RESOURCE SPECIALIST OUTPUTS

- Resource Specialists attend and facilitate all scheduled 1:1 and small group sessions
- Resource Specialists regularly communicate with caregivers, educators, and administrators
- Resource Specialists complete all session summaries in ILVP

## Outcomes

### SHORT-TERM

- Enhanced ability to complete assignments and participate in classroom activities
- Increased/improved performance on school/district administered benchmarking assessments
- Enhanced ability to interact with peers and form positive relationships
- Improved self-esteem and confidence
- Increased motivation and engagement in learning activities

### LONG-TERM

- Increased percentage of students transitioning to general education
- Reduced percentage of students requiring an IEP
- Increased performance in core subject areas such as reading and mathematics
- Increased graduation rates and post-secondary education enrollment