Reminders

- Mute phones/computers
- Will be recorded and posted
- Post questions/comments in chat box

August 26, 2020 LEA Call



Agenda

Reminders of Definitions
- Types of instruction
- Types of instructional delivery models
- Types of services plans

Reminders

Fiscal Reminders

Resource on SL, OT, PT, AT, O&M, Interpreters

Medicaid

Upcoming

Types of Instruction - "real" vs "emergency"

- “Real Instruction”
  - Standards-based
  - High quality
  - Rigorous
  - Regardless of instructional delivery model
  - **Needs a “real” IEP**
- “Emergency Deployment of Continued Learning Opportunities"
  - Short-term, temporary
  - Delivered as response to an emergency
  - Needs a contingency plan

Instructional Delivery Models for Standards-based High-Quality Instruction: All need an IEP

INSTRUCTIONAL DELIVERY MODELS

Face-to-Face	Hybrid	Virtual-Synchronous	Virtual-Asynchronous
Provides traditional, in-person learning	Combines face-to-face instruction several days a week and virtual learning the other days	Instruction is provided through a live virtual format using an on-line learning platform	Instruction is provided via pre-recorded lessons that can be accessed at any time

Services Review

- Academic Recovery Services – necessary for all students
- Supplemental School Closure Services – may be necessary depending on what access and service levels were provided in spring
- Compensatory Services – necessary due to denial of FAPE
- Contingency Plan Services – necessary only if there is an emergency school closure and students will not be able to flip to another instructional delivery model and continue receiving standards-based, high quality instruction

Instruction determines services and plan

- If all students are receiving “real” instruction (standards-based high-quality instruction), regardless of the delivery model (face-to-face, hybrid, or virtual), the IEP must be designed to enable the child
  - To advance appropriately toward attaining IEP goals
  - To be involved in and make progress in gen ed curriculum
  - To participate in extracurricular and other academic activities
  - To be educated and participate with nondisabled peers to maximum extent possible
- **This requires a “real” IEP**

Short-term Emergency Closure

- If the school/grade/class will need to close due to an emergency and “real” instruction cannot be provided, what will the "emergency deployment of continued instructional opportunities" look like?
  - How will students with disabilities need to access these opportunities?
  - These students will need a contingency plan

• IEP

- Standards-based, high-quality instruction for all students
- Across all instructional delivery models
- Documentation of SpEd Services form or hold IEP amendments each time

• Contingency Plan

- Emergency, short-term closure
- Instruction for all students changes and becomes "less" than "real" instruction

Considerations

- Health and safety needs continue to drive decisions
- Regardless of instructional model, students with disabilities retain their right to receive a FAPE and be educated in the LRE
- Communication continues to be critical
- Support and training for staff, parents, and students may be needed

Reminders

- An IEP must be in place for all students with disabilities
- The IEP must reflect the LEA's offer of FAPE
- FAPE can be provided across all instructional delivery model
- The IEP team determines how the student’s disability impacts his/her access to the general education curriculum and his needs are as a result
- FAPE must be provided consistent with the need to protect the health and safety of students, families, and staff
- If all students are in the "home" setting, this becomes the general education setting

Continued

- Asynchronous instruction is direct instruction
- Remember the intention of mainstreaming
- Pre- and post-assessment data will be critical
- Virtual discipline

Reminders from OSEP

- If the time/amount of general education instruction for all students has been reduced, is it appropriate to assume the time/amount of special education services for a student might be reduced?
  - It depends.....
  - This can't be exactly proportionate
  - Has to be individually-determined based on how the student needs to access the instruction
  - Might be less, might be more
- Nothing in IDEA requires face-to-face instruction

FY 21 ALLOCATIONS

Email signed GANS for First Allocation to SpecialEdServicesFDM @ed.sc.gov no later than September 1, 2020. Expect to receive Second GAN in October/November.

Budgeting Option 1 (611)

- Wait until receipt of Second GAN to budget total Allocation in October/November in GAPS.
- Will not be able to request reimbursement until approved budget has been loaded and approved in GAPS in October/November.

Budgeting Option 2 (611)

- Budget partial allocation in August and budget total allocation in October/ November in GAPS.
- Will be able to request reimbursement for partial allocation when budget has been loaded and approved in GAPS.

Financial Aid Applications

- Were due August 15

- Reminder to request cost share within 15 days of placement

Resources – recorded webinar for related services

- Safety – masks, PPE
- Workload
- Service delivery models
- Contact Angie Neal (aneal@ed.sc.gov) or Carmen Wilm (cwilm@ed.sc.gov)

Social-Emotional Learning

SEL website

- New SCDE website for resources for parents, students, teachers, and support professionals.
- Social-emotional competencies



Medicaid - requested

- Requested considerations for temporary waivers for service provision and evaluation/reevaluation

- Requested for clarification of 90-day progress reports and "face-to-face" format

Must make decisions based on what the student needs not on what is reimbursable

Data Reporting Reminders

- Indicator 8 Survey is in progress
- Table 4 Exiting is due on Friday, August 28, 2020
- 2020-2021 Reporting Calendar

Upcoming events

- New Directors' Academy
- Fall Administrators' Conference