Reminders

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

Where did July go?
August 5, 2020 LEA Call



Agenda

It’s all about survival



Can't Touch This

Beliefs

- All students feel a sense of belonging and value, as full members of the school community.
- All students have access to equitable and high-quality, meaningful instruction.
- Instruction is culturally responsive, and student and family centered.
- Students with disabilities are general education students first.

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

Recovery Services	Supplemental School Closure Services	Compensatory Services	Contingency Plan Services
• Offered to all students as a result of missed instruction due to COVID closures • Address unfinished learning for all students • Designed to recover priority standards to ensure all students will be able to continue in the learning progression at the next level	• Based on degree to which services during emergency deployment of continued learning opportunities were accessed • Will include special education and related services needed to ensure student with a disability can continue to make progress toward annual goals • Will be part of the school day • Should not change LRE	• Needed when there was a denial of a FAPE due to the school/district's failure to provide services in the IEP • Provided in addition to school day and services currently in the IEP • Designed to close the gap between where the student would have been if services had been provided and where the student is now	• Provided during an emergency school closure when the school/district is unable to provide "typical" instruction and must deploy emergency continued learning opportunities • Designed to provide reasonable and practicable access to the continued learning opportunities • Designed for short-term, emergency closure when the school/district is unable to provide standards-based, high quality instruction through an alternative model

IEPS must reflect the instructional delivery model chosen by the parent so that appropriate special education and related services, supports, accommodations, and modifications are designed to provide meaningful educational benefit (FAPE) in the least restrictive environment.

Instructional Delivery Models

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

Considerations

- 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
  - Between district and school personnel
  - Between school personnel and families
  - IEP teams must be familiar with their district's reopening plan
- Support and training for staff, parents, and students may be needed

Areas for Discussion

- Special education services
  - Instructional delivery model – hybrid, virtual (synchronous), virtual (asynchronous)
  - Type and domain
  - Amount
  - Frequency
- Accommodations and modifications
- Related and supplementary services
- Progress monitoring
- Parent training
- Technology
- BIP considerations

Documentation of Special Education Services based on Instructional Model

- May be used to document services across instructional delivery models
- May completed in consultation with IEP team members with the option for a meeting provided to any parent upon request
  - Documentation of consultation is critical
- Should be completed as soon as possible
- If completed, would suffice for any changes in instructional delivery models during the school year
- Complete contingency plan in Enrich during next IEP meeting/annual review

Referrals, Evaluations, and Reevaluations

- Some students may have been more significantly impacted by the school facility closure than others, and that this does not constitute a disability
- A team must be able to determine whether a student's needs are the result of a lack of instruction or a disability
- Schools must be prepared to meet students' needs without special education being the only avenue to high quality, intensive instruction/intervention
- All interventions should include data collection prior to intervention and regular progress monitoring during the intervention to determine if the student is responding to the intervention.

Referrals

- Schools must continue to carry out Child Find obligations.
- Plan for how to execute Child Find across all instructional delivery models.
- Teams will need to consider what “behind” in these areas actually looks like after these exceptional circumstances and separate school facility closure as a primary reason for the needs.
- A lack of instruction is not a disability.
- Consider what the student’s access and engagement during emergency deployment of continued learning opportunities were like.

Evaluations and Reevaluations

- Safety of students, families, and staff continues to be the driving factor.
- Consider appropriate assessment methods in light of safety concerns.
  - Do not use standardized normative tests in a virtual setting if they have not been normed for this setting
- Prioritize any evaluations or reevaluations that were delayed due to health and safety issues in the spring and summer.

- Traditionally, there has been a reliance on individually administered standardized cognitive and achievement tests
- These are not legally mandated for eligibility in most categories of disability (see Standards for Evaluation and Eligibility Determination)
- Think beyond your traditional definitions of “assessment”, “evaluation”, “observation”, “testing”,…
- Be flexible and creative in the manner and methods for information/data gathering

- Beef up your review of existing information
  - State assessment data
  - District benchmark data (MAP, STAR, iREADY,…)
  - Grades
  - Teacher input
  - Parent input
  - Progress prior to school closure
  - Progress during recovery services
  - Access and engagement during emergency deployment of continued learning opportunities

Masks

- SCDE is requiring face coverings to be worn on school buses and within public school facilities
- On the bus while boarding, riding, and existing
- In a building while entering, moving in hallways, during drop-off/pick-up, and when social distancing is not possible.
- Not required for
  - Students who have trouble breathing
  - Students who are unable to remove mask without assistance
  - Students who have special healthcare or educational needs as determined by the IEP team, ISHP, or medical doctor

Masks, continued

- Additional considerations
  - Younger students (prK – 2nd grade)
  - Students with severe asthma or other breathing problems
  - Student with special educational or healthcare needs, including intellectual or developmental disabilities, mental health conditions, and sensory/tactile sensitivities
- Consider adaptations and alternatives if possible

Clear face coverings

- Those interacting with students who are deaf or hard of hearing
- Teachers of young children learning to read
- Teachers of English learners
- Teachers of students with disabilities, as applicable
- NOT face shields

Masks