OFFICE OF
Student Support Services

Reopening Schools
SWD Return to Learn
SEAC Presentation
August 14, 2020

Exceptional Support Branch

<u>TOPICS COVERED</u>

- Return to Learn - FAPE
- Individualized Educational Programs and Section 504 Plans
- Distance Learning as SDI
- Least Restrictive Environment
- Contingency Plans
- Parent Request for Distance Learning
- ESY

Return to Learn

- Under the "Act with Care" Level of Care schools ~~are reopening using a face to face, blended rotation of a hybrid model.~~
  - *full distance learning for the first four weeks of the 2020-21 school year*
  - *Special considerations will be given to vulnerable students and their families for more in-person access to the school and teachers.*

- All schools must fully implement students' Individualized Education Programs (IEPs)/Section 504 Plans regardless of their school's instructional model.

Schools must continue to provide FAPE via the IEP through the return to school recovery phase.
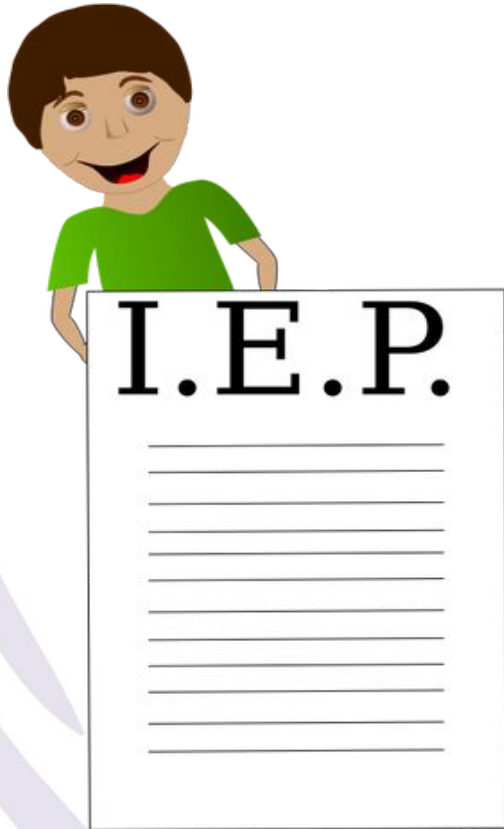
Review IEPs/504 Plans
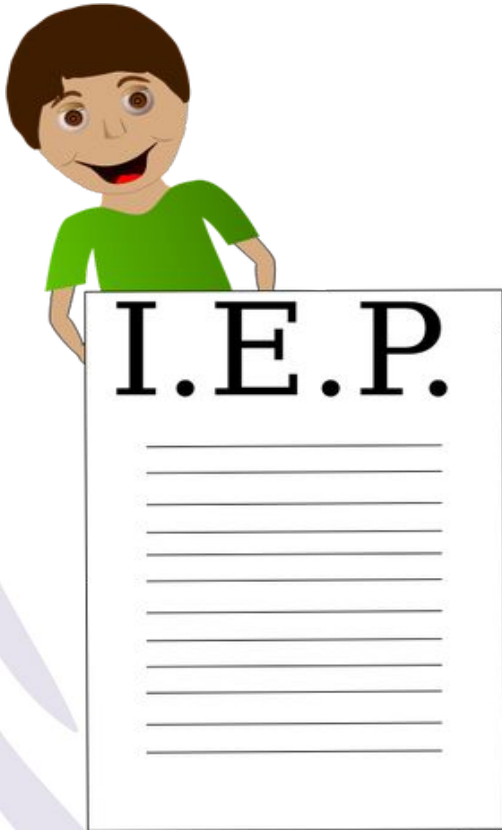
Schools must:

1. Determine what accommodations and/or modifications to access distance learning when distance learning is appropriate

2. Develop an individualized contingency plan

3. Identify any different or additional needs due to COVID-19 school closure

How to Prioritize Meeting

Student has:

- New needs
- Disengaged in distance learning
- Obvious severe regression and skill loss

OR:

- IEP annual due
- Parent requesting a meeting

Distance Learning as Specially Designed Instruction

Specially Designed Instruction (SDI) is:

1. Adapting, as appropriate to the needs of an eligible child the **content**, **methodology** or **delivery of instruction**

2. Addresses the unique needs of the child that result from the child's disability; and

3. Ensure access of the child to the general curriculum, so that the child can meet the educational standards

Distance Learning as Specially Designed Instruction

Delivery Model	Definition	Might look like…
Synchronous (online)	Online instruction that happens in real time	Explicit instruction in foundational reading skills using "model, lead, test" in small group sessions or one-on-one support
Asynchronous (online)	Online instruction that does not occur in real time (e.g., Achieve 3000)	Use adaptive computer-assisted instruction, provide opportunities for additional practice, teach students assistive technology tools included in the program
Asynchronous (offline)	Instruction that does not occur in real time and is not online (e.g., homework packets)	Considerations for packets: scaffold content, chunk material, provide visual directions, include sentence starters or graphic organizers

Distance Learning as Specially Designed Instruction

Kim is a 4-year old student with an intellectual disability and speech/ articulation impairment. She is verbal, but has difficulty with expressive language and processing auditory information.	
Synchronous (Online instruction that happens in real time)	● Repeated practice with targeted skills i.e. speech sounds ● Slow down auditorily presented information ● Small groups to allow multiple opportunities to practice ● Limit the amount of material on page ● Record instruction to replay later
Asynchronous (Instruction that does not occur in real time)	● Repeated practice with targeted skills i.e. speech sounds ● Review recorded instruction ● Pre-recorded instructions and assignments that allow for multiple opportunities to practice ● Extend time limits for activities ● Text-to-speech ● Speech-to-text ● Visual directions ● Visual schedule to organize their time

Least Restrictive Environment

publicdomainvectors.org

Placement in the least restrictive environment (LRE) continues to be a regulatory requirement that has not been waived.

LRE Considerations/Ideas

● A virtual classroom consisting of general education students is considered a general education setting
● Instruction time with their non-disabled peers can be either face-to-face or distance learning
● Related service providers may provide services through telepractice
● Individual or group SDI can be provided virtually in the general education setting
● Adult providers can move in and out of Ohana bubbles (instead of mixing student bubbles)
● Ohana bubbles can join in same lesson virtually

Contingency Plans

Given the unpredictable nature of COVID-19, schools must prepare for any future disruption to educational services. Thus all students with disabilities are required to have a Contingency Plan.

School Closure Contingency Plan

Student Name: _____   Plan Date: _____

School: _____   Care Coordinator: _____

IEP Team Member Names and Positions: _____

In the event that a school closes due to unforeseen safety concerns (e.g., natural disaster, disease outbreak), a Free Appropriate Public Education (FAPE) must be provided to the greatest extent possible so that students with disabilities can participate in distance learning during the school closure. This includes providing all services, accommodations, and/or modifications listed in a student's Individualized Education Program (IEP) to the greatest extent possible. This plan outlines how these services will be temporarily implemented until it is safe to return to the program outlined in the IEP.

Goal/Objective	Mode of Delivery/Frequency	Accommodations/Supports

# General Education Minutes Provided	# Special Education Minutes Provided	Least Restrictive Environment

Contingency Plans

When developing a Contingency Plan:

- Work with the parent
- Determine what services will be provided
- Determine how those services will provided
- Determine what additional supports are needed to access distance learning
- Include this discussion in the PWN
- Upload into eCSSS

Parent's Option for Distance Learning

- Parent(s)/legal guardian(s) who do not wish to bring their child to a school campus may opt for distance learning

- [Distance Learning Considerations](#)

- If the the IEP cannot be implemented via distance learning in its entirety, the IEP team develops a *Total Distance Learning Plan*

- The IEP is implemented to the *greatest extent possible*

Extended School Year Services (Aug 4-14)

- May not have been provided to our students

- will need to be made up