



Office of Student Support Services Exceptional Support Branch

SEAC Meeting
Friday, August 10, 2021



Guidance on Students with Disabilities

Office of Special Education Programs



*“...the Department expects that all LEAs **will provide every student with the opportunity for full-time, in-person learning for the 2021–2022 school year.** The Department recognizes that **some parents may have specific health and safety concerns** about sending their children back to in-person instruction because of the perceived health risk to the student’s immediate family and to other household members ...*

***Therefore, reopening schools safely is of utmost importance.** SEAs and LEAs should put in place layered prevention strategies including promoting vaccination and universal and correct mask-wearing in schools. 2 ED COVID-19 Handbook... “*

(OSEP August 24, 2021 [letter to its state and local partners](#))



Guidance on Students with Disabilities

Hawaii Department of Education

“A meeting shall be scheduled with the parent/guardian to discuss concerns and look at:

*a. **EL, IEP, 504:** If the student has been identified as EL, or has an IEP/504 plan, then a meeting will be arranged with the school team to discuss if the student learning plan/IEP can be provided in a distance learning program including social and emotional learning needs.*

*b. **General Education:** Evaluate a student’s past performance (academic, social, emotional) in distance learning using available data such as attendance, formative assessments, grades, report card GLO marks or comments, Panorama SEL survey, and teacher observation. A student is a likely candidate if past performance has shown they can be successful in a distance learning environment.”*

[\(HIDOE State Distance Learning Program for School Year 2021-22; Distance Learning for SY 21-22 Guidance Update\)](#)

[Distance Learning and Implementation of IEPs and 504 Plans Memo](#)



Contingency Planning

[Distance Learning and Implementation of IEPs and 504 Plans Memo](#)

*“...if here is a significant **school disruption** (e.g., pandemic, flooding, volcanic activity, etc.), and therefore students may need to participate in distance learning during such closure. If this is the case and **the school cannot implement the IEP/Section 504 Plan in its entirety** because the campus is closed due to a significant school disruption, the school team must work with the parent(s)/legal guardian(s) to **develop a School Closure Contingency Plan to implement the IEP/Section 504 Plan to the greatest extent possible.**”*

- Contingency plan is not required legal mandate
- Outlines what can be provided via distance learning (need not be virtual)
- Schools were advised at the reopening of last school year to develop
- Applicable during school disruptions



Addressing Learning Loss

- Supersedes July 31, 2020 memo
- Addressing learning loss is ongoing now
- Learning loss is defined as:
 - defined as educational loss
 - skill loss
 - lack of expected progress
- any new needs)
- Reminder of OSEPs requirement on individual decision making
- Progress monitoring process to identify learning loss
- Conducting IEP meetings to address learning loss

[Addressing the Needs of Students with Disabilities 4.30.21](#)



**THANK
YOU**