OFFICE OF
Student Support Services

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

Exceptional Support Branch
TOPICS COVERED

- 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

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

<table>
<thead>
<tr>
<th>Synchronous (Online instruction that happens in real time)</th>
<th>Asynchronous (Instruction that does not occur in real time)</th>
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</thead>
<tbody>
<tr>
<td>● Repeated practice with targeted skills i.e. speech sounds</td>
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<tr>
<td>● Slow down auditorily presented information</td>
<td>● Review recorded instruction</td>
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<tr>
<td>● Small groups to allow multiple opportunities to practice</td>
<td>● Pre-recorded instructions and assignments that allow for multiple opportunities to practice</td>
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<td>● Limit the amount of material on page</td>
<td>● Extend time limits for activities</td>
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<td>● Record instruction to replay later</td>
<td>● Text-to-speech</td>
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<tr>
<td></td>
<td>● Speech-to-text</td>
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<td>● Visual directions</td>
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<td>● Visual schedule to organize their time</td>
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Least Restrictive Environment

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.

<table>
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<tr>
<th>Goal/Objective</th>
<th>Mode of Delivery/Frequency</th>
<th>Accommodations/Supports</th>
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<tr>
<th># General Education Minutes Provided</th>
<th># Special Education Minutes Provided</th>
<th>Least Restrictive Environment</th>
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</table>
Contingency Plans

When developing a Contingency Plan:

- Work with the parent
- Determine what services will be provided
- Determine how those services will be 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 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
THANK YOU!

you are making a difference every day.