OFFICE OF

Student Support Services
Exceptional Support Branch

Update on the COVID 19 Impact Services Plan

SEAC Presentation
Friday, October 16, 2020
Presenters:
Annie Kalama, Director, Exceptional Support Branch
Michael Jose, District Educational Specialist, AMR Complex Area
Highlight

PLCs for Special Education Teachers of Students with Significant Disabilities

- All together we held 14 PLCs (2 PLCs per District)
- Average attendance was 25 participants
- These Quarterly PLCs will continue in each district for Quarters 2, 3, and 4
- Specially Designed Instruction through distance learning and a review of Health and Safety Guidelines
- Teachers were given time to communicate and collaborate with one another
PLC Best Practices Shared
Best Practices Shared
Parent Resources for Students with Disabilities Memo

October 15, 2020

TO: Complex Area Superintendents, Principals (AII), Public Charter School Directors (AII), and District Educational Specialist

FROM: Dr. Christina M. Kubo
Superintendent

SUBJECT: Parent(s)/Legal Guardian(s) Resources for Students with Disabilities

The purpose of this memorandum is to assist schools in providing families with resources and information regarding services for a child with a disability during the reopening phase for school year (SY) 2020-21. A hard copy of these resources titled, Reopening of the School Year Packet for Parents of Students with Disabilities must be offered to the parent(s)/legal guardian(s) at their child’s first Individualized Education Program (IEP) meeting for SY 2020-21.

For parent(s)/legal guardian(s) who prefer digital versions, a one-page(s) with links to resources can be provided to the parent(s)/legal guardian(s). If the IEP meeting was held prior to the date of this memo, resources must be provided to the parent(s)/legal guardian(s) as soon as possible. The Reopening of the School Year Packet for Parents of Students with Disabilities includes the following resources:

- 7 Definitions for Learning During a Pandemic in Hawaii
- Reopening Requirements for Students with Disabilities
- A Checklist for a TOTAL Distance Learning Plan
- School Closure Contingency Plan Checklist
- Addressing the Impact of COVID-19 on Students with Disabilities
COVID 19 Impact Services

- Funding to date
- Review of Plan
- Numbers
- COVID 19 Impact Services
Funding to Date

39613 - CARE-ESSER- IMPACT SERVICE

- Purpose is to fund COVID 19 Impact Services for students with disabilities (IDEA/504)
- 2.4 million allocated to complex areas by proportionate student count
- SY 20/21 through summer
- Allowable Expenses (COVID 19 Impact Services)
  - Payroll/Fringe
  - Sub costs related to IEP meetings
  - Contracted Services
  - Instructional Materials and Supplies
  - Transportation
Addressing the Impact of COVID-19 on Students with Disabilities

During the 1st Quarter of SY 2020-21 IEP and 504 Plan Teams will determine if there was a loss in skill(s) due to school closures.

**INFORMATION GATHERING**

In order to determine whether a student lost skills during the school closure from mid-March to August, information from a variety of sources should be gathered prior to an IEP or 504 Plan team meeting:

**SCHOOL DATA**
Right before and during school closure:
- 1st & 4th Grade

**IEP OR 504 DISCUSSION**

Meetings will be held to review the IEP or 504 Plan during the 1st Quarter of the school year to see if the plan is addressing the student's current needs. Parents may request to have an immediate meeting, if they are concerned about big changes in their child's academic, functional, emotional or behavioral needs.

**REVISING THE IEP/504 PLAN**

An IEP or 504 Plan revision may be required if the student has significant skill(s) loss or needs that require individualized supports and services beyond HMTSS.

Plan revisions may include:
- Updating the Present Levels of Academic and Functional Performance

**COVID-19 IMPACT SERVICES**

COVID-19 Impact Services are services to make up for the student's skill(s) loss which are in addition to the current IEP or 504 Plan services. They are temporary and high impact specially designed instruction or related services delivered beyond the school day.

The purpose of these services is to quickly
Review of Plan

<table>
<thead>
<tr>
<th>7. The following are identified skill(s) loss due to COVID-19:</th>
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<tbody>
<tr>
<td>Student will:</td>
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<td>- initiate varied appropriate topics with others</td>
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<td>- initiate communicative interactions with others by asking questions.</td>
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<tr>
<td>- engage in appropriate turn-taking skills by attending to peer's turn and waiting for their own turn.</td>
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<tr>
<td>- refrain from interrupting others by exhibiting appropriate social interaction skills.</td>
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The following Services and Supplementary Aids and Services, Program Modifications and Supports for School Personnel will be provided beyond the typical school day to address skill(s) loss.

<table>
<thead>
<tr>
<th>SERVICES</th>
<th>Start Date</th>
<th>End Date</th>
<th>Frequency (Mins/Times/Period)</th>
<th>Location</th>
<th>Mode of Delivery</th>
</tr>
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<tbody>
<tr>
<td>Special Education and Related Services</td>
<td>07/29/2020</td>
<td>09/02/2020</td>
<td>60 / 1 / WEEK</td>
<td>School</td>
<td>In-person</td>
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<p>| 8. Supplementary Aids and Services, Program Modifications and Supports for School Personnel: |</p>
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<thead>
<tr>
<th>Start Date</th>
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</table>

10. Clarification of Services and Supports:
Student will participate in an after school social skills group for 60 minutes per week for 5 weeks to address the loss in skill for all of these communication objectives.
COVID 19 Impact Services

- Related Services
- Contracting Teachers
- Contracted Providers
- Fall Break
- After school on campus (AMR examples)
THANK YOU