

**SPECIAL EDUCATION  
REOPENING GUIDANCE**

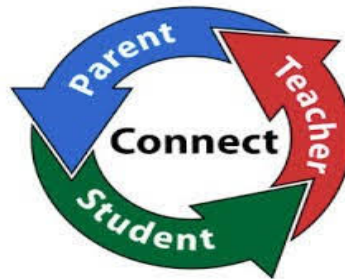
**2020/2021**

# A PLAN TO LEARN AND GROW TOGETHER

*SCHOOL DISTRICTS MUST PROVIDE A FREE AND APPROPRIATE PUBLIC EDUCATION CONSISTENT WITH THE NEED TO PROTECT THE HEALTH AND SAFETY OF STUDENTS WITH DISABILITIES AND THOSE INDIVIDUALS PROVIDING EDUCATION, SPECIALIZED INSTRUCTION, AND RELATED SERVICES TO THESE STUDENTS*



# FAMILY PARTNERSHIPS AND COMMUNICATION

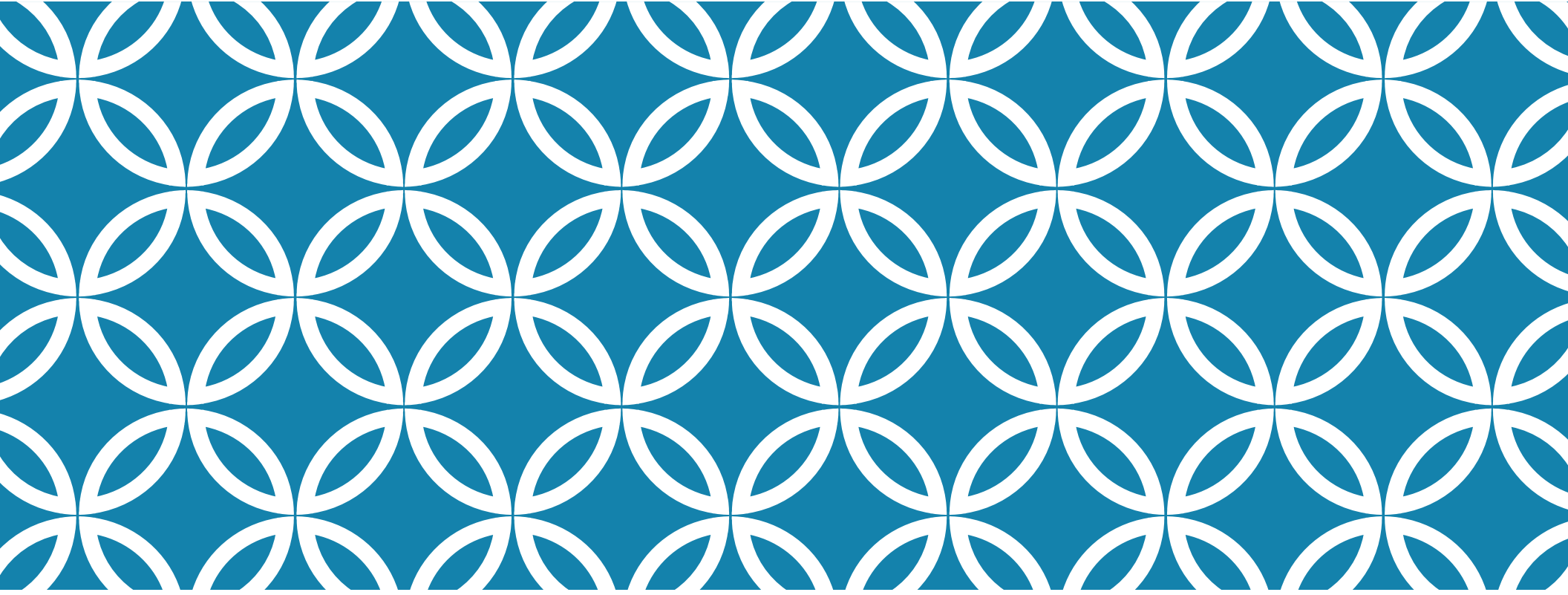


Reopening school require that our district and families work together to support positive, safe learning experiences for our students with disabilities.

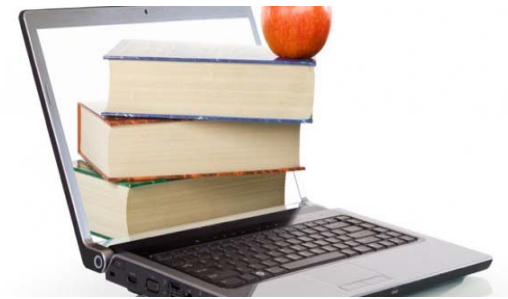
Collaborative, ongoing discussion about an appropriate path forward for each student given each student's unique needs and circumstances is critical to ensuring equitable access and offering of FAPE for students with disabilities.

Parent support will be given in relation to the various online platforms used at each grade level.

Office Hours will be available to give parents/guardians an opportunity to ask questions and provide feedback on a weekly basis.



# LEARNING MODELS



# FULL-TIME IN-PERSON LEARNING

The in-person learning model will deliver instruction to our students with complex needs 5 days weekly in our substantially separate classrooms with physical distancing and health and safety measures in place to protect students and staff per CDC guidelines.

Modified transportation will be provided, with physical distancing

Safety training will be provided for educators who provide direct physical support to students with disabilities on use of additional PPE supplies they will need.

Physical space will be determined using 6 foot distancing guidelines, adding classrooms and teachers where necessary to minimize class sizes.

# HYBRID MODEL

Students will engage in standards-based and specialized direct instruction, assignments and activities that focus on core subject areas of instruction.

The distance portion will complement in-school instruction with dynamic synchronous and asynchronous learning opportunities.

Special Education services will be provided both in person and virtually to meet the services to every extent possible.

General classroom instruction will feature whole group, small group, and individually support at all grade levels.

# DISTANCE LEARNING

The distance portion will complement in-school instruction with dynamic synchronous and asynchronous learning opportunities.

Small group work

Video introduction of new content

Independent practice; assessment of proficiency

Access help during intervention period

Opportunities to review previously taught material to remediate or strengthen understanding and/or skills

Individualized Learning Plans will be developed to provide written notification of any services that are provided differently than those described in the IEP

# INCLUSIONARY PRACTICES

Special and general educators will meet regularly to share information and plan instruction for students with disabilities.

Accommodations and modifications will be planned and implemented through continuous collaboration between educators and families.

General education class schedules will be shared with special educators and as a result both educators may collaborate to deliver lessons.

General education materials will be provided to special educators so that they can modify assignments if necessary.



# INDIVIDUALIZED LEARNING PLANS

The plan will describe how and when the district obtained parental input regarding the proposed differences in provision of special education services.

It will describe how the accommodations, modifications, and services outlined in the student's IEP will be provided differently than those outlined in the current IEP.

The plan will outline what the parent should expect in the way of regular, ongoing communication from their child's special education team.

If the student is engaged in distance learning, it will describe how IEP accommodations, modifications and services will be provided remotely.



# SAMPLE REMOTE LEARNING PLAN

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00 SPED Teacher/Para	Morning Meeting Zoom	Morning Meeting Zoom	Morning Meeting Zoom	Morning Meeting Zoom	Morning Meeting Zoom
9:00-9:30	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom
9:30-10:00 Paraprofessional	Academics	Academics	Academics	Academics	Academics
10:00-10:45	Science Zoom	Science Zoom	Science Zoom	Science Zoom	Science Zoom
10:45-11:00	Break	Break	Break	Break	Break
11:00-11:30	SLP	SLP	OT	OT	SLP
11:30-12:00	Social Group	Social Group	Office Hours	Office Hours	Social Group
12:00-12:30	lunch	lunch	lunch	lunch	lunch
12:30-1:00	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom
1:00-1:30					
1:30-2:00	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom	Academics Zoom
2:00-2:30	Independent Practice	Independent Practice	Independent Practice	Independent Practice	Independent Practice

# RELATED SERVICE PROVIDERS

Speech and Language providers, Occupational Therapists, Physical Therapists and School Adjustment Counselors will provide direct service with students attending school in an in-person model by adhering to school safety and health for students for students protocols.

Tele-Therapy will be provided for students using a distance platform.



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# IEP DEVELOPMENT

The district will continue to prioritize Team meetings and complete those that were unable to be completed due to school closure.

Annual IEPs should document the level of service needed by the student in order to receive FAPE.

Teams must document how services will be provided across the school reopening models and in the event of school closure on an ILP.

Any compensatory and/or additional services will be determined at a Team meeting.

Continue to conduct virtual IEP meetings as much as possible unless the entire Team agrees that an in-person meeting is required to make a decision. If this is required, Team members must adhere to school safety and health protocols.

# EVALUATIONS

The district will prioritize the completion of any delayed initial evaluations and re-evaluations that were unable to be completed in spring 2020 as a result of school facility closures.

In-person evaluations will take place following school safety and health protocols in a 1:1 setting with a plexiglass partition between the evaluator and the student.



# PROGRESS REPORTS

The district will issue Progress Reports at least as often as report cards are provided for students without disabilities.

Progress Reports will be sent to families, guardians and state agencies involved with the student through the school and translated into the language of the home when required.

Educators and service providers will continue to review a student's IEP to review goals and objectives that are being addressed via distance platforms and identify the type of data that can be collected from the student and the family during distance learning. Together, they should develop a plan to collect ongoing data.

# TRANSPORTATION

## **Guidance from DESE includes the following:**

Masks are required at all times

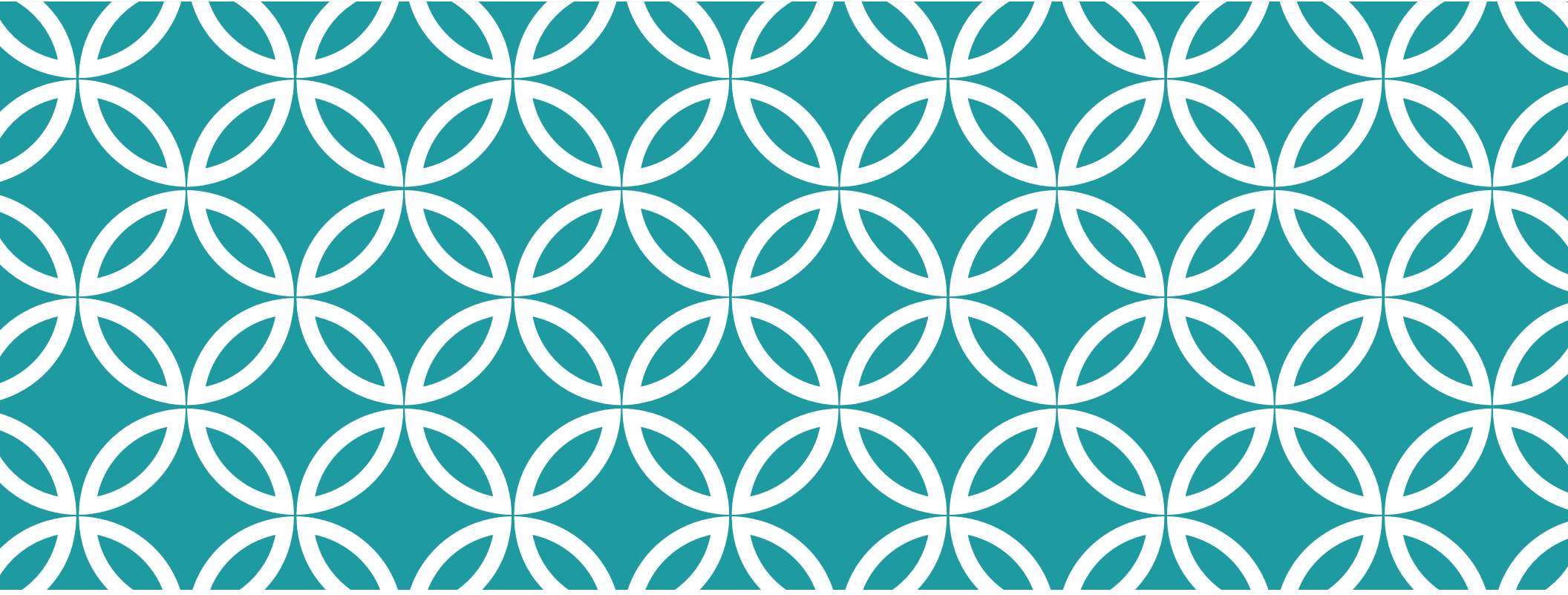
Distance guidelines include the allowance of no more than one student per bench, alternating sides for each row.

Students will have assigned seating.

Screenings will be conducted before children board the bus.

Parents of students for whom special transportation is provided for in their IEPs and who transport their students are eligible for Federal reimbursement.

The district is working closely with families requiring specialized transportation.



“COMING TOGETHER IS A BEGINNING;  
KEEPING TOGETHER IS PROGRESS;  
WORKING TOGETHER IS SUCCESS”

Henry Ford