Coeur d'Alene Public Schools
DISTRICT ADMINISTRATIVE CENTER
1400 N. Northwood Center Court, Coeur d'Alene, ID 83814

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Special Education Guidance for IEP/504 Services During Long Term School Site Closure

<u>Family Communication: Top priority</u>
- The number one priority is to communicate with each family on your caseload in a meaningful way to discuss the plan you have created for their student during the closure and post closure for learning.
    - **Please log all communication and services using this [document](#), as of April 6.**

- Regardless of your mode of communication to each family and student please ensure that you cover the following items:
    - What is the plan to deliver Specially Designed Instruction (SDI) to each student?
    - How you will communicate during the closure.
    - How you will communicate with them post closure.

<u>General Guidance</u>
- Students on IEPs/504s **MUST** be provided with materials in the same manner as general education students and have access to instructional support via [Google Hangouts](#), [Zoom](#), Email, [Google Classroom](#), or other technology options and/or typical assignments, such as paper/pencil.
    - [Visit the i-Tech Support Page on My CDA Schools](#)

- Modifications and accommodations, as noted in students' IEPs/504s will be provided to the extent possible and necessary, based on the type of instruction and specific to the student/family's circumstances during the pandemic.

- General Education Teachers:
    - Will be responsible for IEP and 504 accommodations, and implement to the extent that they can be applied.
    - Will coordinate with the IEP and 504 case managers to implement accommodations.

- 504 Case Managers:
    - Will maintain 504 paperwork and track timelines. Case managers will work with individual teams if 504 meetings are going to be held via phone or in another format such as Zoom or Google Hangouts. It is recommended to check in with families who have upcoming yearly evaluations or 3 year re-evaluations. All 504 plans, even those that "expire" during closure, will remain valid.
    - Contact Kate Keinert for questions regarding 504s and upcoming evaluation dates.

- SPED Case Managers (as appropriate to student/population served):
    - Will support general education teachers with lesson planning to implement accommodations and modifications. Case managers will work with individual teams if IEP meetings are going to be held via phone or in another format such as Zoom or Google Hangouts.
    - Will hold IEP meetings via phone or in another format such as Zoom or Google Hangouts.
    - Will launch activities for their own classes.

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- Will work on IEP paperwork, and meet required timelines
- Will communicate with parents regarding task options and log this into the instructional tracking log.
- Will provide supplemental materials and resources in addition to daily lessons as appropriate for students using platforms such as email, Google Classroom, N2Y, Seesaw, etc.

FAPE Requirements
- When a district has extended school closures, the district will remain responsible for FAPE of students with IEPS.
  - See COVID-19 Staff Information/Resources
- If a school closure causes educational services for all students to pause within a school district, then the district is not required to provide special education services to students with IEPs during that same period of time. After extended closures, case managers are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPs on a case-by-case basis to determine if compensatory services are required.
- Identify students who may not have home access to virtual learning or who are unable to access virtual learning due to their disability. Provide these names to Frank Maier, Director of Special Education.
- Please review: On March 12, 2020, The U.S. Department of Education issued the following guidance related to services for students with IEPs.

IEP Services
- Specific materials will be provided either in a paper/pencil format, or via technology, as appropriate, for making progress on IEP goals.
- Services will be delivered for each IEP goal.

Primary Services
IEP services/instruction will be delivered to the extent possible.
- For example, if the student gets daily academic/behavior services (reading, writing, math, behavior skills, etc.), lessons/materials for each goal will be provided frequently. For example a short video and/or paper/pencil guidance alone with task(s) to complete to practice the skill.
- Special education teachers will communicate frequently with all general education teachers with whom they co-teach. This communication will include lesson planning, lesson execution, and student feedback.
- Special education teachers will provide activities or work pertinent to IEP goals for each student.

Related Services
Related Service providers will provide materials where possible. For related services, a short segment for therapy implementation will be provided each day the student(s) is typically scheduled for therapy (could be once per week, twice per week, etc).
- Related service providers will provide activities pertinent to IEP goals for each student. Activities can be provided via paper copies or on-line.
- Related services can be scheduled via technology platform.
- Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student.
- All services need to be logged.

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SLP

- As a case manager, ensure your students have access to all the online material, or other mode of service.
- For direct therapy, identify the best method to deliver instruction based on individual student learning style.
- Specially designed instruction could include, but not is not limited to virtual teletherapy, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed home practice activities.
- If interventions are delivered online, work with families to ensure they have the ability to access instruction.

OT/PT

- Related services should continue throughout the school closure. Collaborate with case managers and families to ensure students can access the material (e.g., correct positioning/seating, access to sensory breaks, etc.).
- For specific therapies, identify the best method to deliver instruction which could include, but is not limited to virtual telepractice, consultation/collaboration with the family through conference call or virtual chat, and/or home practice activities.
- If these interventions are delivered online, work with families to ensure they have the ability to access instruction.

Vision/DHH

- Related services should continue throughout the school closure. Collaborate with case managers and families to ensure students can access the material (e.g., enlarged text, braille, ASL, closed captioning, etc.).
- For specific therapies, identify the best method to deliver instruction which could include, but is not limited to virtual telepractice, consultation/collaboration with the family through conference call or virtual chat, and/or home practice activities.
- If these interventions are delivered online, work with families to ensure they have the ability to access instruction.

Paraprofessionals

Paraprofessionals are available to help deliver services to students. The following are some examples of how they can help:

- Record themselves in short videos completing daily living skills, such as vacuuming, folding laundry, cleaning, cooking etc.
- Creating set virtual office hours where students/parents can contact them and work through assignments.
- Deliver small group instruction, virtually.
- Video themselves reading a story and asking comprehension questions.
- Video themselves delivering short math and language arts lessons.
- Provide support to the Principal and special education case manager.

If parents request to not participate in services during this time, complete a written notice sharing what has been offered to the parent and also note that this has been declined. In addition, note that these services are available when the students return to the buildings.

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Students accessing alternative curriculums

For students who participate in alternative curriculums, districts are required to provide families with educational materials and learning activities.

- Prepare some "learning packets" that can be sent home. These can be created in collaboration with a general education teacher.
- Provide suggested independent living and vocational activities that parents can facilitate in the home to support retention of skills.
- Suggest functional learning activities that students can practice at home with materials typically found in the home; money, time, measurement, menus, newspapers, magazines, grocery lists, etc. to support ELA/Math skills.

IEP Meetings

- Be prepared to hold IEP meetings via the phone or Google Hangouts with families.
- You will still need all participants who would have normally attended, attending in the virtual format.
- If parents do not prefer to attend virtually, maintain the current IEP and provide a written notice.
  - Share the specifics, such as "due to the COVID-19 virus, scheduled annual IEP/Eligibility meeting did not occur as parent(s)/guardians were not able to attend via phone, Zoom, Google Hangout, etc. as offered. Meeting has been rescheduled for....".
- If parents do not respond to multiple meeting invites, document three varied attempts to include them. You can hold a review/revise meeting face-to-face once virtual learning ends.

Initial and Re-evaluation Meetings

- If the evaluation team determines that there is sufficient data to determine eligibility, then the evaluation team should proceed to determine eligibility, it would be appropriate to conduct the meeting as planned via phone conference, Google Hangouts or other virtual platform.
- **If you do not have the data needed to complete the initial or re-evaluation:**
  - Think about all the ways to get information - checklists, videos of the child engaged in specific activities you ask the parent to facilitate with, engage in live/Google hangout, Zoom, etc., and conversation with the student, parent interview, recordings of language samples, etc.
  - If the data cannot be gathered in any way, consider the student "not available" because the school is closed, therefore, the "student not available" exception would apply, and the timeline could be extended. A written notice must be provided.

This is a new challenge for all of us and we will do the best we can. We will be flexible throughout this process to adapt things if needed as we go. We understand that services may not look the same as they would in the classroom. What is important is that everything we provide as a district is accessible, reasonable, and shows a good faith effort when trying to maintain and grow skills.

The Special Education Department

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<u>Additional Resources</u>

AFIRM Modules
https://afirm.fpg.unc.edu/afirm-modules

i-Tech Support Page
https://sites.google.com/cdaschools.org/mycda/itech-support

Collection of Guidance and Resources for Special Education on COVID-19
https://padlet.com/CDEspecialEd/COVID19SEAResources

COVID-19 Information and Resources for Schools and School Personnel
https://www.ed.gov/coronavirus

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