

## COVID-19 SPECIAL SERVICES GUIDANCE DOCUMENT



Updated: July 28, 2020

Dear PCSD 25 Parent,

As we move closer to the beginning of the 2020-21 school year, and with the release of our Road Map, the Department of Special Services is providing further guidance to our students who currently receive special education services or our students who are currently receiving accommodations through a 504 plan of the Rehabilitation Act.

### General Guidance:

- All decisions will be determined through Individual Education Plan (IEP), or 504, team meetings, and each student's individual needs will be considered.
- In all levels of operation, students in special education or on 504 plans will receive services comparable to what their general education peers are receiving.
- Students with IEPs/504s will be provided with materials in the same manner as general education students and have access to same instructional support via PCSD25 Road Map instructional model.
- IDEA and 504 Timelines are still in place in all levels of operation.
- During Hybrid or a Remote Learning Instructional scenario modifications and accommodations, as noted in student IEPs/504s, will be provided to the extent possible.
  - General Education Teachers:
    - Will be aware of IEP and 504 accommodations, and implement them to the greatest extent possible throughout all instructional models. Special Education case managers will coordinate with IEP/504 team members to implement accommodations.
    - Ensure that all materials are accessible to all their students.
  - 504 Case Managers:
    - Support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Support general education teachers with lesson planning as needed to ensure materials are accessible.
    - Will work on 504 paperwork, and meet required timelines.
    - Will communicate with parents regarding task options as needed.
  - Special Education Teachers and Related Service Providers:
    - Support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Support general education teachers with lesson planning as needed to ensure materials are accessible.
    - Will continue to monitor student growth and collect data as outlined on IEPs

- Will meet all required timelines for drafting and completing referrals, evaluations, eligibility reports and annual IEPs
  - Will work with general education teachers to maintain consistent communication with parents
- Special Education and 504 Paperwork
    - Timelines are still in place no matter if we are in low community spread, moderate community spread or substantial community spread. Special education teachers and related service providers will continue to work on IEP/504 and evaluation paperwork within required timelines.
      - ❖ Case managers will work with individual teams and parents if IEP/504 meetings are going to be held via phone or other virtual option.
      - ❖ So as to reduce the number of people in a given space, IEP team members who are required to attend an in-person meeting will be given the opportunity to participate using a remote platform.
  - The Pocatello/Chubbuck School District Special Services Program will follow guidance from the Office of Special Education and the Idaho Department of Education.
    - Office of Special Education Programs Q&A on Providing Services to Students During the COVID Outbreak
    - Idaho Department Of Education Guidelines for Providing Special Education Services During the COVID-19 Pandemic
  - FAPE REQUIREMENTS (providing equal access instruction during a soft closure event)
    - Service times for academic instruction and related services may not be delivered to the amount written in the IEP, but all service minutes will be logged. ([Special Education Instructional Tracking Log](#))
    - Alternate modes of services still need to allow progress toward IEP goals.
    - 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.
    - Service log and progress monitoring data will be critical for IEP and 504 teams to make future program decisions.

#### Low/No Community Spread - Traditional Schedule

- Follow district guidelines for PPE, cleaning and other safety measures
- Traditional instruction schedule
- Normal IEP/evaluation process.
- Plan for vulnerable students:
  - IEP and 504 teams will meet to build plans to meet individual student needs.
    - [Extended Absence Flow Chart](#)
    - [Alternate Instruction Flowchart](#)
    - [Supporting Parents Through Alternate Instruction](#)
    - Normal IEP process, but may need to have virtual IEP meeting.

#### Minimal/Moderate Community Spread – Mixed face-to-face Teaching/Virtual Schedule

- Follow district guidelines for PPE, cleaning and other safety measures.
- Follow traditional instruction schedule with possible implementation of a hybrid model.
- Normal IEP/evaluation process with enhanced safety precautions such as masks or barriers used in testing areas.
- Students that ride the special education bus will have their temperature taken before boarding using a no touch thermometer. If they have a fever, students will not be permitted on the bus.
  - Staff will wear face coverings.
- All related services therapists ( OT, PT, SLP) will wear face coverings or use barriers.
  - All work areas and materials and will be cleaned after each session
  - Staff will wash hands or use hand sanitizer between sessions.
- Plan for vulnerable students:
  - IEP and 504 teams will meet to build plans to meet individual student needs.
    - [Alternate Instruction Flowchart](#)
    - [Supporting Parents Through Alternate Instruction](#)
    - Track services being provided using Special Education Instructional Tracking Log. All services SLP, OT, PT, CBRS should be on one sheet.
    - Normal IEP process, but may need to have virtual IEP meeting.
      - [IEP Quick Guide](#)

#### Substantial Community Spread: Full Distance Learning Schedule

- Individual Distance Learning Plan written for all students on an IEP.
  - [Alternate Instruction Flowchart](#)
  - [Supporting Parents Through Alternate Instruction](#)
- Track services being provided using Special Education Instructional Tracking Log. All services SLP, OT, PT, CBRS should all be on one sheet.
- Progress monitoring toward IEP goals will continue.
- All IEP meetings should be conducted virtually
  - All members required at face-to face meetings are required at virtual meetings.
  - [IEP Quick Guide](#)

- IEPs will be written as if students will be attending school during the Low/No Spread Level.
- Initial and Re-evaluations
  - [Initial Evaluation Quick Guide](#)
  - [Reevaluation Quick Guide](#)
  - Teams will use existing data as much as possible to determine continued eligibility.
  - If the IEP team determines that there is sufficient data to determine eligibility, it would be appropriate to conduct the meeting as planned through a phone conference or virtual platform.
  - If the team does not have the data needed to complete the initial or re-evaluation:
    - Consider additional avenues to collect data - checklists, conversation with student, parent interview, Google Meet, recording of specific activities being performed, recording of language samples, etc.
    - If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until:
      - School reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504. Document with written notice.
      - All evaluations that were postponed will need to be completed within 45 days once it is deemed safe to conduct face to face assessments.