



# **Remote Learning Considerations for Special Education Students**

July 23, 2020



- Update on current Individualized Education Program (IEP) process
- Additional SB 98 requirements
- Considerations and implications for services and instruction during remote learning
- Next steps



## **IEP processes required during remote learning**

- Virtual meetings
- Parent accessibility to virtual meetings
- Offer of Free and Appropriate Public Education (FAPE) remains
- Continue evaluation of educational benefit/consideration



## New processes from SB 98

- SB 98 requirements
  - IEPs must have this emergency plan by the next “regularly scheduled revision of an individualized education program that has not met the requirements”. (SB98 section 56345(a)(9)(A))
  - Emergency conditions = instruction or services cannot be provide in person for more than 10 days
  - Initials, annuals, transitions, and triennial IEPs must be held



# Special Education requirements during remote learning

## During the 2020 Spring Closure (emergency closure)

- No assessments required during shelter in place
- Delay codes allowed for overdue initial, annual, transition, and triennial IEP meetings
- Distance Learning Plans created
- Limitations of records review in lieu of traditional assessment

## During Remote Learning Fall 2020 (phase in in-person)

- Current assessments must take place
- Overdue assessments must take place
- Initial, annual, transition, and triennial IEPs are expected to be held according to the Individuals with Disabilities Education Act (IDEA) timelines
- “A description of the means by which the individual education program will be provided under emergency conditions” (SB98 section 56345(a)(9)(A))



# Accessibility for remote learning

## Technology

- Ability to access through the internet
- Integration of Assistive Tech in the virtual environment
- Considerations for students with low-incidence disabilities
- Additional training for families on tech devices
- Tech support for in home devices
- Additional tech devices

## Skills and Abilities

- Does the student have the skills to use Canvas and additional online curriculum?
- Considerations for different learner types (students with limited motor skills, limited vision, etc.)
- Does the student require an interpreter for sign language or assistance with vision?
- Does the student's family require language support and/or interpreting?



# Instructional implications

- Service minutes
- Daily participation
- Parent's choice in program
- Determination of present levels in a virtual environment
- Progress monitoring



# Instruction during phase 1 and 2

## **During remote learning (phase 1):**

- Special Day Classes - use the Canvas learning management system combined with existing online curriculum
- Google meetings and group synchronous learning
- Asynchronous assignments and projects
- Additional Google meeting support
- Resource Specialist Program(RSP) students will participate in small group Google support meetings

## **Limited blended learning (phase 2):**

- In-person class participation - 10 or less students
- In-person related services
- Synchronous class instruction
- Additional in-person academic and social skills support
- In-person behavior supports
- In-person direct services
- Existing curriculum and additional use of Canvas and online curriculum





## Related services during phase 1 and 2

### During remote learning (phase 1):

- Occupational Therapy (OT) - consultation and some teletherapy guided by parents/guardians
- Speech - some consult, some teletherapy
- Counseling - teletherapy/Google meets
- Academic supports - some consult, some face time 1:1, some face time small group
- 1:1 para support/behavior support, some consult, depending on student needs

### During limited blended learning (phase 2):

- Occupational/Physical Therapy - in person direct services
- Speech - in person direct services
- Counseling - in person direct services
- Academic supports - in person direct services
- 1:1 para support/behavior supports - in person direct services, consultation



## Next steps

- Continue to meet with special education groups to identify professional development areas
- Provide professional development
- Continue to participate in the Educational Services reopening team
- Work with related service provider groups to establish service processes
- Continue working with California Department of Education and the Yolo County Special Education Local Plan Area (SELPA) to determine adjustments based on current guidance



# Questions