MAC COVID-19 Chat

Fall School Re-Opening
Students with Disabilities

7/23/2020


MAC is grateful for
the generous support of the Nancy Lurie Marks Family Foundation, Tower Foundation, & Kenrose Kitchen Table Foundation
Overview

• **Health and safety** remain the priority

• **Parent input** and ongoing communication required

• **All IEP services must be provided** (in-school or remote)

• **Parent choice** about attending school in–person
HEALTH AND SAFETY RE-OPENING REQUIREMENTS

- Desks at least 3 feet apart (6 feet if possible)
- Masks required 2nd grade and older
- Handwashing required
- Facility cleaning
DIFFICULT CHOICES: CONCERNS ABOUT HEALTH AND SAFETY

Parents can choose to continue remote learning at home

• Health and safety are priority

• Schools must implement IEPs through remote learning

• IEP teams must coordinate with parents
• Educators should **first** contact parents to discuss how IEP services might be delivered

• IEP Teams must consider parent information about child’s experiences during COVID-19

• Districts must notify family in writing about changes in how IEP services will be provided

• Regular, ongoing 2-way communication in parents’ primary language
FALL RE-OPENING PLANS

1. In-school learning for all students

2. Hybrid: in-person and remote learning

3. Remote learning

All models: Must provide all IEP services and get parent input
IEPs may be implemented differently to address safety

- Grouping and mixing
- Inclusion
- Teletherapy
- Must get parent input
Full-time in-person learning for preschoolers and students with complex and significant needs:

- Identified as “high needs” on IEP form
- Can’t engage in remote learning
- Use AAC (Augmentative Alternative Communication)
- Who are homeless
- In foster care or congregate care
- Students with disabilities who are English Learners
Primary Disability / Level of Need – PL3: 3-21 year olds

(For school district record keeping only)

<table>
<thead>
<tr>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
</tr>
<tr>
<td>Student:</td>
</tr>
<tr>
<td>SASID:</td>
</tr>
<tr>
<td>IEP Dates:</td>
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<tr>
<td>To:</td>
</tr>
</tbody>
</table>

SPECIAL EDUCATION SUMMARY DATA FOR ALL AGES (3-21 year olds)

<table>
<thead>
<tr>
<th>Nature of Primary Disability</th>
<th>Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Intellectual</td>
<td>01-Low-less than 2 hours of services per week</td>
</tr>
<tr>
<td>02-Sensory/Hearing Impaired or Deaf</td>
<td>02-Low-2-5 hours of services per week</td>
</tr>
<tr>
<td>03-Communication</td>
<td>03-Moderate</td>
</tr>
<tr>
<td>04-Sensory/Vision Impaired or Blind</td>
<td>04-High</td>
</tr>
<tr>
<td>05-Emotional</td>
<td></td>
</tr>
<tr>
<td>06-Physical</td>
<td></td>
</tr>
<tr>
<td>07-Health</td>
<td></td>
</tr>
<tr>
<td>08-Specific Learning Disabilities</td>
<td></td>
</tr>
<tr>
<td>09-Sensory/Deafblind</td>
<td></td>
</tr>
<tr>
<td>10-Multiple Disabilities</td>
<td></td>
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<tr>
<td>11-Autism</td>
<td></td>
</tr>
<tr>
<td>12-Neurological</td>
<td></td>
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<tr>
<td>13-Developmental Delay</td>
<td></td>
</tr>
</tbody>
</table>

Determining Level of Need for 3-5 year olds

<table>
<thead>
<tr>
<th>How many total hours does the child receive special education services each week?</th>
<th>DOE038 Level of Need</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-Less than 2 hours of special education services per week</td>
<td>01-Low-less than 2 hours of services per week</td>
</tr>
<tr>
<td>02-2-5 hours of special education services per week</td>
<td>02-Low-2-5 hours of services per week</td>
</tr>
<tr>
<td>03-6-14 hours of special education services per week</td>
<td>03-Moderate</td>
</tr>
<tr>
<td>04-15 or more hours of special education services per week</td>
<td>04-High</td>
</tr>
</tbody>
</table>

If the hours of service the child receives does not appear to be consistent with the child’s level of need, or if partial hours of services are provided to the child (e.g., 5.5 hours), please use professional judgment to make the level of need determination.

Determining Level of Need for 6-21 year olds

Check one box in each of the following columns that best describes the student’s special education program.

<table>
<thead>
<tr>
<th>Primary Setting(s):</th>
<th>Service Provider(s):</th>
<th>Percent of Program Time Receiving Special Education Services:</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROW 1</td>
<td>in general education classroom</td>
<td>general educators and paraprofessionals with consultation</td>
</tr>
<tr>
<td>ROW 2</td>
<td>in and out of general education classroom</td>
<td>combination of general educators, paraprofessionals, special educators and related service providers</td>
</tr>
<tr>
<td>ROW 3</td>
<td>out of general education classroom</td>
<td>special educators and related service providers</td>
</tr>
</tbody>
</table>

Decision Criteria for 6-21 year olds

These criteria are provided for your convenience. If the result of applying these criteria does not satisfactorily reflect the student’s Level of Need, use professional judgment.

- If two or three boxes are checked in Row 1, Indicate Low.
- If two or three boxes are checked in Row 2, Indicate Moderate.
- If two or three boxes are checked in Row 3, Indicate High.
- If one box is checked in each row, indicate either Moderate or High depending on the need of the student.
REMOTE LEARNING STUDENTS WITH DISABILITIES

• Students must receive direct instruction and services
• Schools must fully implement IEP
• Regular and consistent schedule for each student
• Consider home and community in-person services
• Effective, ongoing two-way communication with parents
TRANSPORTATION - ALL STUDENTS

• One student per alternating bench and seat assignments

• Masks required for all

• Schools encouraged to add bus monitors

• Keep windows open

• Encourage parents to transport, walking, and biking

• Training for parents, students, and staff
TRANSPORTATION
STUDENTS WITH DISABILITIES

- Districts must develop plans and training for students with disabilities
- If students are unable to wear a mask – maintain 6 feet and face shield if possible
- Reimburse parents who provide IEP required transportation
- Districts must provide transportation if families are unable (including out-of-district)
• Contact district if you think your child needs support or services to transition back to school in the fall

• Inform district if your child couldn’t access remote learning, experienced regression, has new areas of need, or other areas of concern to help plan for fall services

• Ask any questions you have about health and safety
• Every district is planning now

• Share your experiences, concerns, and ideas

• What is working?

• What would help ensure your child has a smooth transition in the fall?
WHAT ELSE CAN PARENTS DO

• Document what school is offering and how your child is doing [APP]

• E-mail the principal or team leader

• E-mail the special ed director or superintendent

• File a PRS [complaint] or BSEA [mediation]

• Contact MAC’s [Helpline] at 617-357-8431 ext. 3224
Main Take-Aways

• **Health and safety** remain the priority

• **Parent input** and ongoing communication required

• **All IEP services must be provided** (in-school or remote)

• **Parent choice** about attending school in–person
• Helpline: (617) 357-8431 or massadvocates.org/helpline

• Visit massadvocates.org/covid19

• Sample E-mail: In-Person ESY Services for Summer 2020 during COVID-19

• View Q&A on Special Education and COVID-19

• Q&A: Summer Extended School Year (ESY) Services for Students with Disabilities

• Previous Chats (Recordings and Presentation Materials): massadvocates.org/events

• Follow us on Facebook, Twitter, and Instagram: @MassAdvocates

• Additional questions & topic suggestions? Contact communications@massadvocates.org