

**4-22-2020**  
**Parent Communication**

**To Richland School District Parents of Students with Disabilities:**

Our families and school communities are experiencing unprecedented changes as a result of the COVID-19 outbreak. As schools, students, families, and communities experience school facility closures and plan for continued learning, providing equitable access and instruction will require creative and flexible thinking where students and educators are in different locations. While the process of shifting lessons out of a brick-and-mortar school building to flexible delivery systems may feel unfamiliar and unsettling, patience, practice, and partnerships will carry us through. The Office of Superintendent of Public Instruction's (OSPI's) guidance is grounded in compassion, communication, and common sense rather than the traditional compliance measures our educational community is more familiar with.

During this period of school closures due to COVID-19, the Richland School District Special Education office would like to communicate with you our plan for students with disabilities. Current guidance from OSPI has directed school districts to provide 'continuous learning' during the closure. They define continuous learning as establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms).

Staff will continue to prioritize their work in the following targeted areas:

1. Health and safety of students, staff, and communities
2. Considerations for supporting educational opportunities during school closures
3. Maintain timelines for re-evaluations and annual IEPs

It is our desire to update this plan as we receive new information from OSPI and the RSD district office.

**How is the Phase II At-Home Learning Plan different?**

Phase II of the RSD At-Home Learning Plan follows the latest guidance from OSPI. This guidance called for a revision to the existing RSD At-Home Learning Plan in the following ways:

- A shift from optional/supplemental instructional opportunities to standards/goal-based ongoing instruction
- Grading of academic work for middle and high school students.
- Recommended guidelines for maximum student commitment each day by student grade level
- To support student individualized student planning for the delivery of special education, OSPI provided a sample Continuous Learning Plan template to document individual decisions in special education services during school facility closures.

### **What is a Continuous Learning Individual Plan (CLIP)?**

The [CLIP](#) is to support individualized student planning for the delivery of special education and related services through continuous learning instruction during school facility closure. The CLIP is not intended to replace a student's IEP, but rather to document individual decisions for special education services throughout the duration of the school facility closure. Each case manager should collaborate with a student's IEP team to create a CLIP. Through this process, the team will determine service minutes for qualifying areas, address present levels, identify appropriate accommodations and modifications, discuss progress monitoring, and identify supports for the providers and family. The CLIP **DOES NOT** replace a student's IEP, instead, it is intended to document individual decisions in special education services during school facility closures.

### **Will my child still receive special education services during the closure?**

Yes, special education services will be provided during the closure. However, given the Washington State Stay Home, Stay Safe and social distancing requirements, the services provided will not match exactly as they are outlined in the student's current IEP.

Any decisions regarding special education and related services for an individual student should be made by the Individualized Education Program (IEP) Team. Your child's IEP case manager should be your primary point-of-contact regarding special education services during this time. If you have questions or concerns, please reach out to him/her and they will schedule a remote IEP team meeting if necessary.

**My child has a district assigned assistive technology device. Can we take it home during the closure?**

Please reach out to your student's case manager this week if your student has an assistive technology device that needs to be checked out during the closure. You will be asked to complete a device checkout form at the time of pickup.

**What if my child's re-evaluation and/or annual IEP is due during the closure?**

Special education staff and IEP teams may still hold re-evaluation and IEP team meetings during the closure. However, these meetings will be held in a method that allows for social distancing which may include virtual or phone participation. District staff will be making every effort to maintain re-evaluation and IEP timelines during the school closure.

If you prefer to wait until after the closure, please notify your child's school psychologist and/or teacher. Per guidance from OSPI at the state level, we will be documenting any missed deadlines due to the closure.

**I do not have a computer or internet at home. How can my child access the District's online resources?**

We understand that some of our families do not currently have Internet access in their homes, making it difficult for their children to stay connected to their teachers. Charter Communications will offer free Spectrum broadband and Wi-Fi Internet access for 60 days to households with K-12 and/or college students who do not already have a Spectrum broadband subscription and at any service level up to 100 Mbps. Families may enroll by calling 1-844-488-8395. Installation fees will be waived for new student households.

**Will the district consider the need for compensatory education and/or Extended School Year (ESY) services upon returning to school after the closure?**

There may be some students for which the district needs to determine whether compensatory education and/or ESY services are required. IEP teams will consider these needs on a case-by-case basis once school is back in session.

With regards to compensatory services, the following will be considered:

- The district will consider the impact of the days missed on each student's progress and performance and determine how to ensure the continued provision of FAPE.
- Each student's IEP team will determine whether compensatory education is needed to "make up" any skills that may have been lost.

With regards to ESY services, the following will be considered:

- Each student's IEP team will determine the need for extended school year services that include regression and recoupment time based on documented evidence or on the determinations of the IEP team, based upon the professional judgment of the team and consideration of factors including the nature and severity of the student's disability, rate of progress, and emerging skills, with evidence to support the need.

**When will the district consider the need for compensatory education and/or Extended School Year (ESY) services?**

Upon returning to school after the closure, IEP teams will convene to determine a student's need for compensatory and/or ESY services. Prior to and throughout the closure, data is being collected to assist teams with making informed decisions. Additionally, upon returning to school, any additional data collection that is necessary to assist teams with making the best decisions for a student will be conducted.

**We will continue to communicate with parents as we receive new guidance and information. Thank you for your patience and understanding as we share this new experience. While responses may be delayed during the closure, we are monitoring emails and voicemails and welcome your questions. You can reach the special education office at 509-967-6050.**