

District Re-opening Plan *Special Education*

Frankfort-Schuyler Central School will use a hybrid model to address the provision of FAPE and will follow all federal and state mandates, regulations, and guidance when providing special education programs and services.

A hybrid model will be used to address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education programs and services.

- Students in all K-12 special classes, including 15:1 and 12:1:1, will attend school in person on a daily basis and will participate in their program per their IEP. Related services will be provided per their IEP.
- Students in K-5 resource room will attend school in person on a daily basis and will receive services per their IEP.
- Students in 6-12 resource room will attend school in person every other day with their cohort and will participate virtually every other day with the same cohort. They will receive services per their IEP, whether in person or virtually.

Meaningful parent engagement in the parents' preferred language and mode of communication will be conducted regarding their child's special education program and services.

- A letter will be sent to parents with a form for them to indicate their preferred method of communication.
- An informational letter will be sent to parents informing them of the reopening school processes, procedures, and expectations as well as information on how their child's IEP requirements will be met. This information will also be posted on the Support Services portion of the school district's website.
- Teachers will use a variety communication methods including, but not limited to, phone calls, letters, text messages, email correspondence, Class Dojo, Google Classroom, parent meetings, CSE/CPSE meetings, and teacher websites.
- Quarterly progress reports will be sent home at the end of every marking period.
- Required notices, invites, and other documents will be sent home either by mail or electronically prior to and after CSE/CPSE meetings.
- Parents will attend CSE meetings via conference phone.

The CSE/CPSE will collaborate with program providers and stakeholders representing students with disabilities to ensure there is clear communication regarding IEP recommendations, programs and services, monitoring student progress, and commitment to sharing resources.

- Special education teachers and service providers will meet with classroom teachers and/or content teachers to discuss each students' strengths, weaknesses, needs, and goals.
- Teachers will monitor students' progress per the IEP.
- All teachers will collaborate to ensure students' needs are being met and instruction is being provided using Specially Designed Instruction (SDI).

Students with disabilities will have access to necessary accommodations, modifications, supplementary aids and services, and technology including assistive technology.

- Classroom and/or content teachers as well as special education teachers will provide all necessary accommodations, modifications, supplementary aids and services, and technology to students who are attending school in person.
- All of these items will be provided to the greatest extent possible to students who will be attending classes virtually every other day.

Programs and services provided to students with disabilities will be documented as well as communicated with parents.

- Special education teachers will share students' IEPs with all classroom and/or content teachers. Classroom/content teachers will sign a Chapter 408 form upon reviewing and reading each individual's IEP.
- Special education teachers will share this information as well as progress made and/or any concerns regarding their child with parents.

Least Restrictive Environment (LRE) & Documentation

- All K-5 students with disabilities will follow the daily in person schedule as students in general education.
- Students in grades 6-12 receiving resource room, consultant teacher, and related services will follow the hybrid model (in person every other day with their cohort; remote learning every other day with their cohort) as students in general education.
- Students in grades 6-12 who participate in special class (15:1; 12:1:1) will attend school in person on a daily basis. Due to more severe and challenging needs, this meets the provision of FAPE for these students.
- All K-12 students with disabilities will meet the provision of FAPE through the programs and services within each individual's IEP.
- The Frankfort-Schuyler Re-opening School Special Education Subcommittee and other stakeholders will create a schedule to meet LRE.
- Any parent concerns will be recorded and addressed.

IEP Implementation & Documentation

- Students with disabilities in grades K-5 as well as students enrolled in special class in grades 6-12 will receive programs and services in person per their IEP.
- In accordance to OSE's March 27, 2020 and April 27, 2020 guidance documents, students with disabilities in grades 6-12 enrolled in resource room and/or consultant teacher will be provided special education and related services to the greatest extent possible per individual's IEPs.
- Data will be collected in a manner to ensure students' changing needs are addressed.
- Teachers will progress monitor annual goals in a consistent manner per the students' IEPs.
- Conversations with parents will be documented and concerns will be addressed.

Referral & Evaluations

- CSE/CPSE will take all factors into consideration that may have influenced students' progress during the extended school closure prior to referring a student for an evaluation. *Referrals for underperformance due to school closures will not be warranted.*
- Records reviews for reevaluations were conducted during the extended school closure. Four initial referral evaluations will be conducted upon the re-opening of school.
- Moving forward, all evaluations and reevaluations will be conducted in person. The use of washable pointers and clear barriers will be used in place of face masks.

Annual Review Meetings

- To limit visitors in school buildings, parents and agency representatives including BOCES personnel will participate in CSE/CPSE via conference line.
- For meeting rooms with limited space, only the CSE Chairperson, psychologist, and special education teacher will attend in person. All other district committee members will attend from their classroom/office via conference line.

Contingency Plan for Total Remote Learning

Specific to Special Education Programs, Services, Process, & Procedures

- In the beginning of the school year, the Frankfort-Schuyler School District will issue 1:1 Chromebooks to all students, K-12, including students with disabilities. Students will also learn and/or review how to access and log in to Google Classroom, the primary platform being used for all instruction.
- In grades K-5, school days may be shortened, providing an opportunity for resource room and related services to be scheduled in the afternoon. Otherwise, a 'normal' school day schedule will be followed.
- In grades 6-12, students will follow a 'normal' school day schedule.

Provision of Services

- Per OSE's March 27, 2020 and April 27, 2020 guidance documents, each student with a disability is ensured that special education programs and related services identified in the student's IEP will be provided to *the greatest extent possible*.
- Special classes including 15:1 and 12:1:1 programs in K-12 will utilize Google Classroom and Google Meet to provide mainly synchronous instruction by the appropriate special education teacher. All students will be expected to attend per their scheduled class on a daily basis.
- Resource Room may be more individualized per students' needs. Google Classroom and Google Meet will be used to meet with students individually or in small groups. Special education teachers will join classroom/content teachers' Google Classrooms as a form of 'push in' support. Every effort will be made to provide resource room support to the greatest extent possible.
- Due to the large caseloads, scheduling challenges, as well as the nature of related services, related service providers will meet with individual students a minimum of one session per week via Google Meet. Every attempt will be made to provide related services to the greatest extent possible.

- Special education resource room teachers and related service providers will work with parents to establish scheduled days/times for the student to participate in sessions. The parents' preferred method of communication will be used.
- All K-12 special education teachers will document parent communication and student attendance/participation. All outreach efforts and/or lack of participation will be communicated with the Director of Student Support Services.

Accommodations and Modifications

- All teachers and providers will provide necessary accommodations and/or modifications as per students' IEPs to *the greatest extent possible*.
- Students with disabilities will have access to notes and information via Google Classroom. Hard copies will only be provided upon request, which will include a legitimate reason for this provision.
- Assistive technology needed at home for individual students will be able to have access via their Chromebook provided by the district.

Progress Monitoring

- Progress Reports will be mailed home to parents at the end of each marking period. Every attempt will be made to monitor individual students' progress towards annual goals listed in the IEPs. For annual goals which are impossible to measure via virtual means, one of the following statements may be used:
 - "Progress could not be measured due to lack of face-to-face interaction." (Example: a social skills goal)
 - "Progress could not be measured due to invalid results." (This would be used when the learning environment at home is too distracting, adults or siblings are giving answers, or other observable behavior which would skew results.)
 - "Progress could not be observed due to excessive lack of participation and/or attendance."

Parent Communication Documentation

- Special education teachers and related service providers will consistently communicate with parents in order to share their child's progress, any concerns, as well as provide transparency of program and/or service expectations. Collaborative conversations will be documented in a Communication Log using Google Sheets or Google Docs and shared with the Director of Student Services.
- If a parent chooses to refuse any services, they will be required to sign a form stating what services are being refused to be kept on file in the CSE office. This will also be documented in the teacher's or provider's Communication Log.

Referral

- It will be clearly communicated to stakeholders and parents that prior to referring a student for special education, we will be taking all factors that may have influenced the student's progress during the extended school closure into consideration. *A referral may not be warranted if the reason for underperformance is due to school closures and a change in the provision of education.*

Evaluations/Reevaluations

- Per OSE’s March 27, 2020 and April 27, 2020 guidance, Frankfort Central School District will work with parents to reach mutually agreeable extensions of time for initial evaluations, as appropriate. Any delay in meeting timelines due to school closure will be documented appropriately and communicated to parents in their preferred mode of communication.
- Record reviews will be conducted, per parent’s verbal consent, to serve as information for reevaluations.

Annual Review Meetings

- CSE/CPSE meetings will be conducted via conference call. All committee members will call into a bridge line. They will sign the attendance sheet via the use of Google Docs, which will be kept in the students’ files.