
Pittsford Schools

Reopening Plan 20-21

Special Education Assurances

The school reopening plan, whether services are provided in person, remote, and/or through a hybrid model, must address the provision of FAPE consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

The District will provide in-person and remote programs and services as closely aligned to individual IEP requirements as is safely possible. All students with disabilities will continue to receive a free appropriate public education, as well as access to participate and progress in the general education curriculum to the maximum extent possible. In consideration of the health, safety, and well-being of students, families, and staff, the District's reopening plans are designed to enable transitioning between in-person, remote, and hybrid learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Within the full-time in-person reopening plan at the elementary level, students will receive in-person programs and services; adjustments to ratios and locations of programs and services may be required in order to maintain the current health requirements for social distancing.

Within the hybrid reopening plan at the secondary level, IEP services will be delivered through a combination of remote and in-person services, in order to ensure that students receive FAPE and that their programs and services are provided as closely as possible to their IEP. The initial reopening plan will allow for secondary students in district-based full day special class programs (8:1:1, 12:1:1 and 12:1:(3:1)) to attend on every in-person day in the hybrid model. Additional in-person instructional time for students with IEPs who are not enrolled in a full day special class program will be considered as needed and as additional students can be safely brought into the building while still complying with social distancing requirements.

If periods of complete remote learning for all students are required at any point in the school year, programs and services will be delivered via live videoconferencing or asynchronous videos and supplemental materials to allow for each student to continue to progress in the general education curriculum and toward their IEP goals. Parent input and the ability of each student to engage in and access different methods of service delivery will be considered and documented, with the goal of providing remote services as closely aligned to the IEP and to the student's regular schedule as possible. The CSE/CPSE will discuss progress and supports that individual students need during periods of remote learning, in order to allow for needs to be addressed in order to be prepared for potential future periods of remote learning.

For individual students who select the remote learning option while school is open, special education programs and services will be delivered remotely to the maximum extent possible, using the staff available to provide these services individually and in small groups. Synchronous learning experiences are the preferred mode of delivery for the majority of services and IEPs will be implemented as fully as possible, given the nature of the remote learning environment. In this model, access to co-taught or consultant teaching may not be available, as the majority of the general education classes will be meeting in person. In addition, there may be individual student needs which require us to modify the delivery of services in the remote environment. The CSE/CPSE will convene in these cases to review the IEP programs and services through the lens of remote instruction and will consider appropriate adjustments as per student need.

The school reopening plan must address meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. The school reopening plan must address collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.

The District will continue to follow its regular process of communicating with parents via progress reports, service coordinator responsibilities, the Pupil Services Team process at each building and the CSE/CPSE process, including Prior Written Notices to convey information in written form to parents regarding proposed changes to student IEPs. In addition, the District will develop written protocols to seek parent input and communicate situations in which the services are delivered in a different manner than the IEP specifies, due to health and safety requirements. This could include an adjustment to paraprofessional support due to social distancing requirements, class ratio changes due to hybrid instruction, or changes in the way programs and services are delivered during periods of remote instruction, for example.

The school reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.

Students will be provided with direct instruction when they return to school in September around the use of the technology platforms that will be utilized throughout the school year, as well as the use of their needed assistive technology supports, so they are prepared for hybrid and/or remote learning. The CPSE/CSE will consider how the individual student responds to remote instruction and will consider needed supports or accommodations that might be required to support progress during remote learning periods. Special education providers will ensure that students receive the accommodations, modifications, supplementary aids and services and technology as required in their IEP documents.

The school reopening plan must address how it will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication.

The District will develop communication protocols to document the programs and services offered and provided to students with disabilities as well as communications with parents, in

their preferred language or mode of communication. Parent input will be documented and considered throughout this process.