

Chimacum School District's Reopening Plan for Special Education

August 28, 2020

Systems Planning and Operations:

- As part of IEP team decisions and family preference (for remote or the blended model), families will be provided with options for the learning model that best suits their child, whether it is the remote, blended, or primarily face to face services. For consideration of an increase of in-person services, IEP teams will convene to plan for the best model for their students keeping in mind county and district safety guidelines and PPE.
- Families will be offered training if needed regarding online learning in order to support their children from home.
- Students will be provided with consistent schedules that best support their learning.
- District training is being offered for all staff on safety guidelines and protocols as well as on how to best utilize technology for remote learning using consistent platforms district-wide.
- Families can expect Special Education staff to engage families in the progress of their child and communicate by reaching out frequently, systematically and across multiple mediums.
- Inclusionary practices and communication and collaboration between families, educators, and related service providers will be an ongoing focus.

Evaluations and IEPs:

- In person initial and re-evaluations will be offered using safety protocols or performed remotely based on family preference.
- The Special Education Department will transition students from the Continuous Learning Plans created during the spring closure to fully implementing IEPs as written with amendments made as necessary for changes in service times or settings. Amendments may be made based on whether a student needs recovery services, according to the learning model chosen for the student by the IEP team, and if additional accommodations and modifications are needed in the learning model chosen.
- Recovery services are additional, supplemental services needed to address gaps in special education service delivery due to COVID-19 health and safety limitations, of which districts had no control. In the first few weeks of school, Special Education teachers will assess students' performance to obtain a baseline in their IEP goals. If a student has regressed in their performance to an extent that cannot be explained by the summer break, then recovery services should be offered to that student.
- Examples of Recovery Services (OSPI Reopening Schools 2020: Special Education Guidance) include the following:
 1. A student who regressed behaviorally during the closure may need new or different positive behavior interventions during the school day.
 2. A student who lacked social skills opportunities during the closure may need additional instruction in social communication.

3. A student who lost academic skills during the closure may need additional supplementary aids and services in the general education classroom.
- Progress monitoring will continue to take place in as many formats as needed. As part of progress monitoring in a distance format, documentation of services offered and delivered and data will be recorded by Special Education staff.

Related Services, Supplementary Aids and Supports including Paraeducators

- Related services to students will be provided across the continuum of reopening models while adhering to the established Department of Health safety recommendations and guidelines.
- Consideration will be given to determine what assistive technology, adaptive devices, and teletherapy may be necessary for students to have access to instruction and related services in each different learning model.
- Paraeducators will be working both in person and remotely to support students in making progress and in engaging in learning opportunities. They may also reach out to families as part of a check-in process and to facilitate regular and consistent communication.

Preschool and Secondary Transition

- Preschool will be offering in person school for four-year olds on Monday, Tuesdays, and Wednesdays, and for three-year olds on Thursdays and Fridays. The Preschool staff is going through training and planning in order to provide a healthy and safe environment for kids to learn in. Please call (360) 302-5821 if you have further questions.
- More information regarding the secondary transition services will be coming. Please check back to the Special Services webpage for updates.