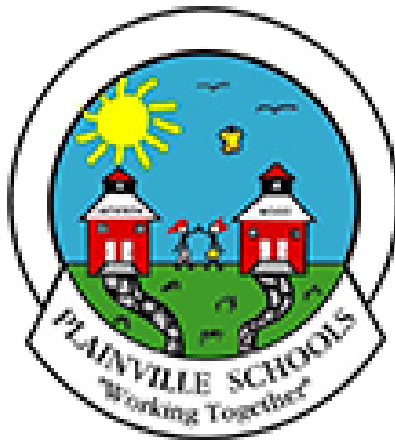


Plainville Public Schools Special Education Reopening Plan



Office of Student Services
68 Messenger Street
Plainville, MA 02762

Contact Information

Dr. Ann Dargon
Director of Student Services
adargon@plainville.k12.ma.us
508-699-1309

Wendy Moriaty
Administrative Assistant
wmoriaty@plainville.k12.ma.us
508-699-1309

Kathleen Griffin
School Psychologist and Team Chair
kgriffin@plainville.k12.ma.us
508-699-1304 x310

Carolyn Robbins
Jackson School Principal
crobbsins@plainville.k12.ma.us
508-699-1304

Robin Roberts-Pratt
Wood School Principal
rrpratt@plainville.k12.ma.us
508-699-1312

Purpose

The Plainville Public Schools is committed to providing a free and appropriate public education (FAPE) to our students, consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services. Students will receive their IEP services this fall, with some in person and some remote opportunities. In support of some of our more vulnerable populations, high needs students were invited to attend in person for four full days of in person learning per week.

Special Education Services

On July 9, 2020, the Department of Elementary and Secondary Education released guidance on Special Education Services in relation to the reopening of schools. This guidance advised districts to provide services identified in the student's IEP using in person instruction, remote instruction, or a combination of both while emphasizing providing in person instruction for preschool aged students and students with significant and complex needs to the greatest extent possible.

Students with 504 Plans

Regardless of the learning model in place at any given time, most accommodations under Section 504 will be provided to students as outlined on their 504 plans. Teachers will follow students' 504 Plans for all in person instruction as well as any accommodations that may be necessary for remote instruction in which the student participates.

- 504 Plans will be updated as needed and reviews will be scheduled.
- Any necessary evaluations and reevaluations will be completed.
- All 504 meetings will be conducted remotely.

Delivery of Individual Education Program (IEP) services

Students will receive the services documented in their IEPs through in person instruction, remote instruction, or a combination of both, with a strong emphasis on providing in person instruction to the greatest extent possible, while abiding by the current necessary health and safety requirements.

As remote learning is often more challenging for specific students, the district prioritized in person instruction for our preschool aged students and students defined as high needs. The Plainville Public Schools implemented a hybrid model of instruction for our students,

therefore, students are prioritized based on the criteria below for “full in person”. This subset of students will attend on a continuum of days based on individual need. Cohort C students (high need students) may also be a part of Cohort A and/or Cohort B, with additional time for in person instruction. Additionally, students in specialized programs will have the opportunity to attend all four in person days.

Special Education “Full” in Person Model

Per the Department’s guidance, the Plainville Public Schools offered in person instruction to students meeting the minimum criteria set forth by DESE for in person instruction. Additionally, the Plainville Public Schools went above the minimum guidance and offered all high needs students the opportunity to attend in person classes all four days.

- As stated above, Cohort C students may also be part of Cohort A and/or Cohort B, with additional time for in person instruction.
- Cohort C students will receive in person instruction to the greatest extent possible, based on individual student need.
- Cohort C receiving in person services, can be grouped with students receiving remote services.

Special Education Hybrid Model

The Plainville Public School District Hybrid Model includes both in person, synchronous and asynchronous learning experiences. In a learning environment that rotates between in person (location in our school buildings) and remote learning, some services and instruction will be delivered synchronously through online platforms, that allow for optimal instruction, communication, and observation between special educators, related service providers, support staff and students. Synchronous remote learning platforms allow teachers and students to communicate and interact in real time. Asynchronous delivery will also be utilized, as students may need other approaches and supports to engage in during the remote component of the day. Additionally, special educators and related service providers may spend a portion of their day supporting some students in person and another portion of their day providing students remote synchronous support. All learning and services provided remotely within a hybrid learning model is following the guidance provided in the section below on Remote Learning. Similarly, instruction and services provided in person follows guidance in the section above on full in person learning, while meeting all current health and safety requirements.

Some examples include, but are not limited to the following:

- Small group instruction - Academics
- Speech and Language therapy
- Occupational therapy
- Physical therapy
- Counseling
- Other related services

Schools and service providers (Speech, OT, PT, counseling, etc.) will collaborate with parents/guardians on this as it may require a modified service delivery model. An example of this might be: *Student X is attending the hybrid model and has Speech and Language services 1x30 minutes per week in their IEP. The child's school assigned Speech and Language Pathologist may propose 2x30 bi-weekly so they can receive all speech services in person.*

Students, in some cases that are receiving special education services virtually, may also be grouped with other students receiving in person special education services. When appropriate, peers without disabilities may be included to ensure inclusionary services are delivered in the least restrictive environment (LRE).

Special Education Remote Learning Plan

On July 9, 2020, the Department of Elementary and Secondary Education released their comprehensive guidance related to special education services during the 2020-2021 school year. As part of this guidance, DESE stated the following:

If in-person instruction cannot be provided and students with disabilities must receive instruction remotely in full, or in part, through a hybrid model, they must receive special education instruction and related services necessary to provide FAPE through an Instruction and Services model of delivery (e.g., structured lessons, teletherapy, video-based lessons, etc.) instead of relying solely on a Resources and Supports model (e.g., packets and assignments), as it has been also stated in this guidance that the "Resources and Supports" delivery model can only be used on a temporary basis for a limited period of time (no more than two weeks). This delivery will be utilized if there is a case in which the district enters into a full remote learning model for the health and safety of our students, as teachers and service providers will need no longer than two weeks to adjust to the shift (i.e. scheduling, groupings, etc.).

Within a remote learning model, your child is entitled to receive both services and accommodations set forth on his or her IEP consistent with the need to protect the health

and safety of students with disabilities, teachers and staff. The district will make every effort to use creative approaches and strategies to provide special education instruction to students. Parents will be contacted to develop a detailed learning plan that will include a detailed schedule of when services will take place. Please note that we are providing services in the school setting and will not be providing services physically in the home and/or community settings at this time.

During the Spring of 2020, the district utilized two models of remote service delivery to satisfy the requirement to provide a FAPE to students with disabilities: Resources and Supports model (e.g., sending packets and assignments home coupled with communication with parents) and an Instruction and Service model (e.g. structured learning time, teletherapy and video conferencing). For the 2020-2021 school year, the district is planning to remotely implement IEPs through the Instruction and Services model; if necessary, as stated earlier, the “Resources and Supports” model will only be used on a temporary basis for a limited period of no more than two weeks.

Our Instruction and Services model will include the following components:

- A regular and consistent schedule of supports, services and therapies as required by the student’s IEP, offered synchronously or asynchronously; the schedule will include time interacting directly with teachers and related service providers
 - Independent work time, as appropriate, and opportunities for interacting with classmates
- Structured learning time designed so that the students can access state standards
- Frequent interactions with teachers and other staff members to ensure participation and engagement
- For students receiving most of their daily instruction through special education, supplemental work (beyond lessons taught synchronously or asynchronously) during the school day that can be accomplished independently with guidance from and accountability to the teacher or service provider
- Additionally, if the district enters the remote learning platform to instruct students, all efforts will be made for high needs students to have the choice to receive some of their “C” grid services in person if all health and safety guidelines have been met.

The Plainville Public Schools is providing a learning management system (Google Classroom or See Saw) for academic instruction. Some students are also receiving virtual services and therapies. This platform provides learning time and opportunities so our students can access our state standards.

Resources and Supports Model of Services

As the Plainville Public Schools shift between any of the three models (remote, hybrid or in person), we reserve the right to implement the “Resources and Supports” model on a temporary basis, for up to two (2) weeks. This delivery will be utilized if there is a case in which the district enters into a full remote learning model for the health and safety of our students; as teachers and service providers will need no longer than two weeks to adjust to the shift (i.e. scheduling, grouping, etc.). Examples of this model include the following:

- Provision of strategies, assignments, projects and packets for the students
- General education materials with accommodations
- Materials directly from special educators and related service providers
- Online resources
- Education Apps to meet the needs of individual students

Preschool Program

Preschool age students with disabilities are particularly in need of in person services so that they can develop the socialization, motor and communication skills that are vitally important at this age. The Plainville Public Schools prioritized in person instruction for this age group but will also be prepared to adjust to remote services if necessary. If that happens, the integrated preschool will return to in person instruction based on DESE and EEC guidance regarding IEP compliance and health and safety measures.

Transition from Early Intervention

An extension of Early Intervention (EI) services is available for children who turned three between March 15, 2020 and August 31, 2020. For those students, EI services can continue until special education eligibility determination can be completed and the child has transitioned to special education or until October 15, 2020. All Preschool related meetings (eligibility, TPC, etc.) will be held remotely.

Inclusion and the Least Restrictive Environment (LRE)

As we planned for the implementation of physical distancing requirements for students and staff in our classrooms, each of our schools considered the additional special educators and related service providers who need to enter classrooms throughout the

day to provide services to students with disabilities in the least restrictive environment. For in person learning, our schools and staff developed classroom assignments and service delivery schedules for students with disabilities so that they receive services consistent with their IEPs in the least restrictive environment, while also maintaining current health and safety protocols. In addition, special education teachers and related service providers (Speech Language Therapists, Occupational Therapists, etc.) may provide special education services in the general education setting remotely from within the school building via video conferencing, instead of entering the classroom to provide services. This practice may help minimize foot traffic in and out of classrooms while also providing access to services that support the inclusion of students with disabilities.

Initial Evaluations, Re-evaluations and IEP Team Meetings

Due to the closure of school and the unexpected suspension of in person education in March, some annual review team meetings, initial and re-evaluations and/or parts of the evaluations were postponed. Evaluations have resumed and will continue throughout the school year. Students will be evaluated when they are in-person at schools and results will be reviewed virtually. For students attending remotely, or in the hybrid model, assessors (School Psychologist, Speech and Language therapists, Occupational Therapists etc.) will contact parents to set up times for individual in person testing. As per guidance from DESE, IEPs will be updated as though students are attending school full time, in person. The district is prepared to adapt our approach to the delivery of IEP services, at any time, based on current health guidelines. Unless prohibited by current health guidelines, in person special education evaluations will be conducted regardless of the learning model adopted at a given time (in person, hybrid or remote). All IEP Team meetings will continue to be conducted remotely.

Student Learning Plans

Special Education teachers/liaisons have started to contact parents/guardians of students on their caseload to discuss how a given student's IEP service will be delivered. For most of our high needs students, compensatory services for any springtime learning loss will be provided over the four days of in person learning. Individual Learning Plans will be developed.

Parent Engagement

The District will implement a robust two-way communication system with families. The level and frequency of communication will vary due to the child's individual needs. Each child's main line of communication will be their special education liaison. All written and

oral communication will be in the primary language of the home in a language that can be easily understood by the family. Ongoing parent communication is vital as determining if and how services of students with disabilities will be provided differently as a result of the changes in the overall learning environment, which is any of the three models of instruction that the District may employ during the 2020-2021 school year.