

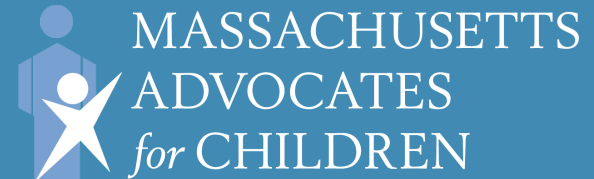
MAC COVID-19 CHAT

FALL SCHOOL RE-OPENING
STUDENTS WITH DISABILITIES
NEWEST INFO, QUESTIONS, CONCERNS

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*MAC is grateful for
the generous support of the Nancy Lurie Marks
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COVID-19 COMPENSATORY SERVICES

- General Education Recovery support
- COVID-19 Compensatory Services
- Additional IEP Services

State guidance delayed until later in the month

FALL RE-OPENING OVERVIEW

- **Health and safety** remain the priority
- **Parent input** and ongoing communication required
- **All IEP services must be provided** (in-school or remote)
- **Parents can choose** whether to send child to school

RE-OPENING PLAN PROCESS

1. In-person learning for all students
2. Hybrid: in-person and remote learning
3. Remote learning

All models: Must get parent input and provide all IEP services

- Initial district plans—being reviewed by state
- Final district plans— now due August 14

DIFFICULT CHOICES:
CONCERNS ABOUT HEALTH AND SAFETY

Parents can choose to continue remote learning at home

- Health and safety are priority
- Schools must implement IEPs through remote learning
- IEP teams must coordinate with parents

IN-PERSON LEARNING FOR STUDENTS WITH DISABILITIES

Full-time in-person learning for preschoolers and students with complex and significant needs:

- Identified as “high needs” on IEP form
- Can’t engage in remote learning
- Use AAC (Augmentative Alternative Communication)
- Who are homeless
- In foster care or congregate care
- Students with disabilities who are English Learners

ESY In-Person Instruction Survey Results

- "As time went on, staff appeared comfortable working in person. Staff report that students adjusted well and that students who we expected not to be able to wear masks, have been able to wear them all day with breaks. Also, students were able to transition back and follow schedules."
- "It went very well. I wanted to keep it small so we could manage it. Students were engaged and you could tell by their body language when they got out of the car in the morning they were happy to be in school. Staff were so dedicated and professional, families were thrilled."
- "Most students were good about wearing masks, however, physical distancing was very challenging with students not understanding, and also requiring physical support for mobility and prompting which is unavoidable. While this is concerning, all precautions were taken and lots of handwashing and cleaning."
- **Survey remains open:** <https://www.surveymzmo.com/s3/5754989/Summer-ESY-Services>



REMOTE LEARNING STUDENTS WITH DISABILITIES

- Students must receive instruction and services
- Schools must fully implement IEP
- Regular and consistent schedule for each student
- Consider home and community in-person services
- Effective, ongoing two-way communication with parents

PARENT INPUT AND ENGAGEMENT

- Educators should first contact parents to discuss how IEP services might be delivered
- IEP Teams must consider parent information about child's experiences during COVID-19
- Regular, ongoing 2-way communication in parents' primary language
- Sample family communication plan in state guidance
(<http://www.doe.mass.edu/sfs/familyplan.docx>)
- All communications must be in parents' home language

PARENT INPUT AND NOTIFICATION

Schools must notify family in writing about changes in how IEP services will be provided:

- How and when school obtained parental input regarding delivery of IEP services
- How accommodations, modifications, and IEP services will be provided differently
- Schedule for regular, ongoing communication between parent and IEP Team
- Describe any difference in the child's schedule compared with the district plan

WHAT CAN YOU DO?

- Contact your school district if your child:
 - Experienced regression
 - Has new areas of need
 - Other areas of concern to help plan for fall services
- Contact school district if you believe your child needs in-person learning and has complex and significant needs
 - Provide information and details about your child's progress and struggles

WHAT CAN YOU DO?

- Contact school district if your child couldn't access remote learning
 - Does your child need a device, internet, or tech support?
 - Is your child unable to access due to the nature of their disability?
 - Are communications provided in the home language?
- Ask any questions you have about health and safety
- Organize and coordinate with other parents

WHAT ELSE CAN PARENTS DO

- Document what school is offering and how your child is doing [APP](#)
- E-mail the principal or team leader
- E-mail the special ed director or superintendent
- File a PRS [complaint](#) or BSEA [mediation](#)
- Contact MAC's [Helpline](#) at 617-357-8431 ext. 3224

RESOURCES

- Helpline: (617) 357-8431 or massadvocates.org/helpline
- Visit our **NEW** COVID-19 Information Clearinghouse massadvocates.org/covid19
- View [Q&A on Special Education and COVID-19](#)
- Previous Chats (Recordings and Presentation Materials): massadvocates.org/events
- Follow us on Facebook, Twitter, and Instagram: @MassAdvocates
- Additional questions & topic suggestions? Contact communications@massadvocates.org