CCSD Special Education Virtual Learning/School Closure FAQ 20-21 for Families

Please note, all of the following information is subject to change depending on district guidance and the prevalence of Covid19.

FAQ Re: Serving Students with Special Needs Fall 2020

- ❏ **What did we learn from the school closure in March?**
  - ❏ All students receiving virtual instruction need access to a consistent schedule and assigned to virtual learning classes.
  - ❏ Planning time is required to create engaging virtual lessons.
  - ❏ Plans should be in place to help support students to access learning both virtually and in person.
  - ❏ The best method of communication with each family should be identified in advance of potential virtual learning.

- ❏ **What will the CCSD do differently moving forward?**
  - ❏ A master schedule for each level (elementary, middle, and high) will be created by the district. All students will be assigned to a virtual classroom led by a certified teacher.
  - ❏ Teachers will prepare engaging, standards-based virtual lessons during the month of August.
  - ❏ While State and Federal guidance recommends Digital Learning Plans, this is not a requirement. The CCSD has decided to ensure all students have a plan in place developed by the IEP team.
  - ❏ Communication will be established with all parents. Information in Infinite Campus will be checked for accuracy by all caseload managers.

- ❏ **How will the CCSD solicit feedback from parents of students with disabilities?**
  - ❏ The CCSD Special Education Department created a survey to solicit feedback from families of students who receive special education services. This information is being used to strategically plan for fall instruction.
  - ❏ As planning continues, the CCSD Task Force will conduct virtual "Town Hall" style meetings with CCSD staff and parents/guardians.
  - ❏ Parents are always welcome and encouraged to reach out to special education case managers, team leaders and/or coordinators with questions or concerns.

- ❏ **How will the CCSD provide FAPE for students with IEPs who voluntarily enroll in virtual learning?**
  - ❏ All students in CCSD have the opportunity to participate in Digital Learning regardless of disability-status.
  - ❏ Students will have a Special Education Case Manager assigned to them who will continue to provide guidance and support in addition to being provided instruction by any applicable teacher(s).
  - ❏ For each student who has elected a digital learning option, the IEP team will meet to develop a *Digital Learning Plan* that will be in place for any period of time that the parent elects digital learning. This plan will dictate services that will be provided in the home.
  - ❏ These meetings will be noticed as an IEP meeting. Parents will be invited and encouraged to participate. The Digital Learning Plan, developed by the IEP team, will only be in effect during digital learning. Electing digital learning will not affect the student's least restrictive environment (LRE) as determined by the IEP team.

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❏ It is possible that not all classes, programs, services, or accommodations may be appropriate through a digital learning platform. Some goals may not be appropriate for the home setting. Some service delivery models may not be appropriate for the home setting. For example, if your child is receiving the equivalent of 60 minutes/day of small group reading instruction, the IEP team may determine a one-on-one 15 minute/day segment via the online platform is appropriate. As a result, services identified in the *Digital Learning Plan* may be different based on parent choice for virtual learning. If you disagree with the *Digital Learning Plan* developed for your child, you will have seven (7) days to change your designation to face-to-face instruction. If after seven (7) days you do not make this request, your child will follow the CCSD guidelines outlined for changing educational settings.

❏ Students will have access to CCSD created curriculum units of study designed for the virtual learner. Special Education teachers assigned to work with students accessing instruction virtually will ensure Digital Learning Plans are implemented.

❏ Group and individual instruction will be designed to address IEP goals and objectives as identified on the *Digital Learning Plan*. This could include small group sessions designed to target common goals and objectives, additional work tasks, and/or individualized activities.

❏ All students enrolled in virtual learning will have the support of a certified teacher. This teacher will provide ongoing support to all assigned students.

❏ Students enrolled in virtual learning activities will follow a schedule and be expected to log in for class time. They will be able to interact with other students and the teacher assigned to teach that course. They will be able to reach out and receive individualized support from their instructor.

❏ Regular communication with students and families will occur so that students remain connected to their teacher and school.

❏ Increased supports, guidance, and training for Special Education educators will be provided regarding scheduling and implementation of virtual learning.

❏ **Will students who received special education services and related services continue to receive these services during virtual learning or school closure?**

❏ Students that receive speech, OT, PT, DHH, VI, and /or OI services will receive these services virtually. There will be documentation of all services being provided to students with disabilities in the *Digital Learning Plan*.

❏ **What services will be provided to students with disabilities during periods of school closure?**

❏ Students enrolled in face-to-face instruction will have a Digital Learning Plan created in case schools are no longer able to provide face to face instruction at some point during the 20-21 school year.

❏ This plan will outline appropriate services for each student. Some examples of services to be provided are: digital instruction (either virtual small group or individual instruction), learning materials, etc. Your child's Digital Learning Plan will outline appropriate supports necessary to access the curriculum. Parents are an integral part of the team working to create this plan.

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❏ **Is Hospital Homebound an option if I choose virtual learning?**
  ❏ To be eligible for HHB services, a student must be confined to their home or a hospital due to a physical or psychiatric condition. A medical certification form is required from the physician or psychiatrist who is treating the student for the qualifying condition.
  ❏ HHB services are not intended to supplant regular school services and are by design temporary.
  ❏ Hospital Homebound Services (HHB) are not the same as distance/digital learning and we continue to require the HHB packet be completed by a medical physician. The IEP team will determine HHB services and will consider the CDC guidelines in the development of the IEP.
  ❏ If a student qualified for HHB services prior to COVID-19 school closures, they would still qualify per a medical specialist's orders. HHB paperwork must be submitted at the start of each school year. A student will not qualify for hospital homebound services solely out of concern due to the pandemic.
  ❏ In alignment with the CDC recommendations, the CCSD will educate students, staff, and parents on the proper usage of face coverings, as well as how to maintain them for effectiveness. We will have signage posted throughout school buildings and information will be sent to families to remind them of proper safety practices.

❏ **How will the CCSD monitor my child's progress on goals and objectives?**
  ❏ Progress reports will be sent consistent with the way the district typically provides progress reports to all parents.
  ❏ Individual Communication Logs were used during the school closure in the Spring. This allowed the district to capture services and document any communication related to individual student services. This documents student services and their alignment to your child's Digital Learning Plan and provides protection under FAPE. This method of communication will continue during virtual learning or school closure.
  ❏ All teachers will utilize the district's progress monitoring tools.
  ❏ Case managers will assess progress on individual goals and objectives using a variety of assessment tools.

FAQ re: Students served in Adapted Curriculum Settings Fall 2020

❏ **What happens when my child won't wear or isn't able to wear a mask and follow safety/hygiene protocols without assistance?**
  ❏ Requests for an exemption from the mask requirement will be considered on an individual basis using the District's process for considering any reasonable accommodation of a student's disability.
  ❏ While we understand that not all students accessing adapted curriculum settings will be able to wear a mask at all times and engage in hygiene steps, they will continue to receive adult support and prompting per their IEPS to help them learn these pertinent daily living skills.
  ❏ To this end, reusable masks with clear material over the mouth (for the purposes of seeing facial expressions and to ensure students are able to see and imitate mouth movements for effective communication and social skills practice) were requested to increase your protection.

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The district has ordered alternate forms of masks intended to provide options when social distancing is not feasible. The code of conduct will not be used to address issues arising from students unable or refusing to wear a mask. If a viable solution can not be determined, virtual learning might have to be discussed.

❏ This will be addressed on an individual basis. The IEP team will work together to arrive at a solution that will keep your child and other children safe. The district has secured clear partitions, has a variety of mask types on site and will identify a plan that will keep our children safe.

❏ **What are the online platforms for elementary school students and middle and high school students in Adapted Curriculum programs?**
  ❏ The CCSD will utilize the upcoming weeks to develop specific plans for digital/distance learning for parents choosing to enroll in virtual learning.
  ❏ As is typical, students accessing adapted curriculum programs will continue to receive an individualized education plan and functional curriculum tailored to their needs.
  ❏ Elementary teachers have the instructional and assessment tools iReady, News2You, and TeachTown (for previously identified groups) to address academic needs.
  ❏ Secondary teachers have the instructional and assessment tool Edgenuity, News2You, Start to Finish, and TeachTown (for previously identified groups) to address academic needs.
  ❏ Teachers will continue to have the autonomy to utilize the most appropriate digital platform for their students (Google Classroom, SmartNotebook, Unique In addition, all communications with parents will be documented. If a parent cannot be reached, that will be documented and additional attempts to reach them will be made and documented as well.

❏ **How is the district going to maintain safety on special education buses for students with significant disabilities?**
  ❏ The CCSD is guided by information from the Georgia Department of Education and our Transportation Department. We will not transport more than the suggested number of students on a bus and adhere to social distancing and safety guidelines as much as possible. All bus drivers will wear a mask.
  ❏ With less students per bus, monitors will be especially cognizant and cautious of monitoring all students closely.

Additional Resources for Parents
CCSD School Reopening FAQ 7.10.20
CCSD School Reopening Info Graphic 7.10.20
CCSD Reopening Letter to Parents 7.7.20 ENGLISH
CCSD Reopening Letter to Parents 7.7.20 SPANISH
GA DOE's K-12 Restart and Recovery Recommendations
Get the Facts About Coronavirus- CDC

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If you have additional questions, please contact the coordinator listed below assigned to your school:

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Shelby Anderson andersons@clarke.k12.ga.us Phone 706-546-7721, ext. 65725	Special Education Coordinator serving: Cedar Shoals High School, Hilsman Middle School, W.R. Coile Middle School, Rutland Academy, CCSD Learning Center East, Assistive Technology Coordinator
Amanda Barham barhama@clarke.k12.ga.us Phone 706-546-7721, ext. 65724	Special Education Coordinator serving: Alps Road Elementary, Barrow Elementary School, Fowler Drive Elementary, HB Stroud Elementary, JJ Harris Elementary, Timothy Road Elementary School, Winterville Elementary, GAA Support
Katie Hanks hanksk@clarke.k12.ga.us Phone 706-546-7721, ext. 65714	Special Education Coordinator serving: Office of Early Learning, Barnett Shoals Elementary, Chase Street Elementary School, Gaines School Elementary, Oglethorpe Avenue Elementary, Whit Davis Elementary, Whitehead Road Elementary
Utevia Tolbert tolbertu@clarke.k12.ga.us Phone 706-546-7721, ext.	Special Education Coordinator serving: Cleveland Road Elementary School and BHL: Compass and RISE Specialized Programs
Sabrina Webster websters@clarke.k12.ga.us Phone 706-546-7721, ext. 65733	Special Education Coordinator serving: Clarke Middle School, Burney Harris Lyons Middle School, Clarke Central Middle School, Classic City High School and CCSD Learning Center West