



IMPLEMENTATION OF PROGRAMS & SERVICES FOR STUDENTS WHO RECEIVE SPECIAL EDUCATION & RELATED SERVICES and 504 PLANS

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Overview of Presentation:

1. Virtual instruction
 - a. Virtual accommodations
2. Hybrid model
3. Special education programs
 - a. ICR & RR
 - b. Full replacement
 - c. Self-contained
4. Related services
5. OOD
6. Wearing a mask
7. PPE/Cleaning
8. Transportation
9. Implementing an IEP/504 plans
10. Cohorting
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VIRTUAL INSTRUCTION

1. SPECIAL EDUCATION TEACHERS WILL FOLLOW THE [VIRTUAL SCHEDULE](#) FOR THEIR SCHOOL REGARDLESS OF YOUR CHILD'S PROGRAM
2. A VARIETY OF PLATFORMS WILL BE IMPLEMENTED TO DELIVER INSTRUCTION INCLUDING:
 - a. LIVE INSTRUCTION THROUGH GOOGLE MEET
 - b. PRERECORDED LESSONS
 - c. SCREENCASTIFY
3. ALL ACADEMIC INSTRUCTION IS TAUGHT VIRTUALLY
4. ADDITIONAL SUPPORT IS AVAILABLE AT THE END OF EACH DAY FOR STUDENTS TO WORK VIRTUALLY WITH THEIR SPECIAL EDUCATION TEACHER
5. ACCOMMODATIONS AND MODIFICATIONS THAT APPLY TO A VIRTUAL MODEL WILL BE PROVIDED
6. SPECIAL EDUCATION TEACHERS AND YOUR CHILD'S CASE MANAGER WILL MONITOR STUDENT'S PROGRESS THROUGH PROGRESS MONITORING

ACCOMMODATIONS/MODIFICATIONS VIRTUALLY

VIRTUAL ACCOMMODATIONS WILL INCLUDE REVIEWING THE FOLLOWING:

- THE WAY THE INFORMATION IS PRESENTED TO THE STUDENT: FONT SIZE, BACKGROUND COLOR, FORMAT, INSTRUCTIONAL PLATFORM USED
- MODIFICATION TO HOW THE STUDENT WILL COMPLETE THE ASSIGNMENT OR DEMONSTRATE PROFICIENCY IN THE SKILL
- SUPPORTS THAT ASSIST WITH ORGANIZATION, SCHEDULING AND TIMING: WEBSITE BLOCKER, TIMER, ALARM
- OTHER INDIVIDUAL SUPPORTS AS DETERMINED BY THE IEP TEAM

HYBRID MODEL

1. SPECIAL EDUCATION TEACHERS WILL FOLLOW THE [HYBRID SCHEDULE](#) FOR THEIR SCHOOL REGARDLESS OF YOUR CHILD'S PROGRAM
2. ADDITIONAL TIME WILL BE PROVIDED VIRTUALLY AT THE END OF EACH DAY FOR STUDENTS IN THE HYBRID PROGRAM TO WORK WITH THEIR SPECIAL EDUCATION TEACHER
3. MATHEMATICS WILL BE SYNCHRONOUS (LIVE INSTRUCTION FROM THE CLASSROOM)
4. THE TEACHER WILL PROVIDE YOUR CHILD WITH THE NECESSARY MATERIALS AND SUPPORTS THEY WILL NEED FOR THE VIRTUAL DAYS
5. THE TEACHER WILL DELIVER INSTRUCTION THROUGH A VARIETY OF PLATFORMS AS PER THE [VIRTUAL SCHEDULE](#)
6. ACCOMMODATIONS AND MODIFICATIONS THAT APPLY TO A VIRTUAL MODEL WILL BE PROVIDED
7. YOUR CHILD WILL HAVE THE SAME TEACHER FOR IN PERSON AS WELL AS VIRTUALLY

IN PERSON ICR & RR

1. YOUR CHILD WILL RECEIVE THE SERVICES IDENTIFIED IN THEIR IEP
 - a. Students in ICR can participate in the general education classroom lessons and receive additional support from the special education teacher to supplement the understanding of concepts, skills and work completion
2. DURATION OF THE ACADEMIC SERVICES IS DRIVEN BY THE SCHOOL SCHEDULE
3. ACCOMMODATIONS AND MODIFICATIONS THAT APPLY TO AN IN PERSON MODEL WILL BE PROVIDED AS IDENTIFIED IN THE IEP
4. RESOURCE ROOM STUDENTS WILL HAVE TWO COHORTS: THE GENERAL EDUCATION CLASS FOR HOMEROOM AND SCIENCE/SOCIAL STUDIES (AS PER IEP) AND A RESOURCE ROOM.
5. BEHAVIOR PLANS WILL BE IMPLEMENTED AS PER THE IEP
6. SPECIAL EDUCATION TEACHERS AND YOUR CHILD'S CASE MANAGER WILL MONITOR STUDENT'S PROGRESS THROUGH PROGRESS MONITORING

FULL REPLACEMENT PROGRAM FOR GRADES 6-8

1. STUDENTS CAN ATTEND FIVE DAYS PER WEEK FOR FOUR HOURS OF IN PERSON SCHOOL
2. TRANSPORTATION IS PROVIDED
3. STUDENTS WILL RECEIVE ADDITIONAL SUPPORT VIRTUALLY AT THE END OF EACH DAY
4. SOCIAL DISTANCING WILL BE IMPLEMENTED TO THE GREATEST EXTENT POSSIBLE
5. MAINSTREAMING WILL OCCUR VIRTUALLY
6. THE IEP WILL BE FOLLOWED AS WRITTEN
7. PLEASE NOTIFY US IMMEDIATELY IF YOUR CHILD IS ATTENDING THE PROGRAM VIRTUALLY

SELF-CONTAINED PROGRAMS

1. STUDENTS IN SELF-CONTAINED HAVE THE OPTION OF ATTENDING SCHOOL IN PERSON EACH DAY FOR MOST OF THE SCHOOL DAY
2. TRANSPORTATION IS PROVIDED
3. SOCIAL DISTANCING WILL BE IMPLEMENTED TO THE GREATEST EXTENT POSSIBLE
4. MAINSTREAMING WILL OCCUR VIRTUALLY
5. THE IEP WILL BE FOLLOWED AS WRITTEN
6. PLEASE NOTIFY US IMMEDIATELY IF YOUR CHILD IS ATTENDING THE PROGRAM VIRTUALLY

RELATED SERVICES: Speech, OT, PT & Counseling

- Related Services (speech, OT, PT & counseling) frequency and duration will be delivered as per your child's IEP.
- Delivery of services will be virtually, in person, or a combination of both depending on the goals and objectives, as well as the setting for learning (hybrid, 5 days a week in person self contained (preK-8th grade), 5 days a week full replacement (6th -8th grade), or 100 % virtual.
- Related Services (speech, OT, PT & counseling) can be waived by the parent/guardian if for example, there is concern regarding exposure of their child while working in small groups as per a child's IEP. In small groups masks are required (as per CDC guidelines), socially distancing guidelines will be in place, and all cleaning protocols will be followed (before and after therapy).

Related Services: Speech

Hybrid Program:

- ESLS (speech only) and special education students with articulation goals will receive their speech services virtually
- Special Education students with language goals will receive services with a combination of in person therapy and virtual therapy

Self Contained (prek-8th grade) / Full Replacement (6th-8th grade) Students:

- Speech services will be delivered in person while students are attending 5 days a week

100 % Virtual Students:

- Speech services will be 100% virtual

Related Services: Occupational/Physical Therapy

Hybrid Program:

- Occupational/Physical Therapists will determine what goals and objectives can be worked on virtually or need to be worked on in person in order to best meet the needs of students

Self Contained (prek-8th grade) and Full Replacement (6th-8th grade):

- OT/PT services will be delivered in person to students attending 5 days a week

100 % Virtual Students

- OT/PT will be provided 100 % virtually to students

STUDENTS IN AN OUT OF DISTRICT PLACEMENT

APPROVED PRIVATE SCHOOLS FOR STUDENTS WITH DISABILITIES INFORM THE MANALAPAN-ENGLISHTOWN SCHOOL DISTRICT OF THEIR REOPENING PLANS WHEN PARENTS ARE INFORMED. WE ARE WORKING ON SECURING TRANSPORTATION CONTRACTS. INDIVIDUAL PARENTS WILL BE CONTACTED AS SOON AS A TRANSPORTATION ROUTE IS SECURED. PLEASE NOTIFY US IMMEDIATELY IF YOU PLAN TO ATTEND YOUR OUT OF DISTRICT SCHOOL VIRTUALLY.

WEARING A MASK

[Link](#) to August 3rd update on Conditions for Learning:

Students are required to wear face coverings, unless doing so would inhibit the student's health. It is necessary to acknowledge that enforcing the use of face coverings may be impractical for young children or individuals with disabilities.

- Exceptions: Doing so would inhibit the student's health. A student's documented medical condition, or disability as reflected in an Individualized Education Program (IEP), precludes the use of face covering. o The student is under the age of two (2), due to the risk of suffocation.

Currently, the CDC does not recommend use of face shields as a substitute for face coverings. Therefore, they may not be used to satisfy the face covering requirement detailed above. However, they may be an option for students with medical or other challenges that preclude the use of face coverings. If face shields are used without a mask, they should wrap around the sides of the wearer's face and extend to below the chin.

WEARING A MASK

- FACE COVERING BREAKS WILL BE PROVIDED THROUGHOUT THE DAY
- GOVERNOR MURPHY'S DECLARATION:
 - Critical Area of Operation #3: Transportation
 - Accommodations for students who are unable to wear a face covering should be addressed according to that student's particular need and in accordance with all applicable laws and regulations

WEARING A MASK

1. STUDENTS WILL BE ASSESSED WITHIN THE FIRST FIVE DAYS OF IN PERSON LEARNING TO DETERMINE IF A MASK IS TOLERATED. THIS ASSESSMENT WILL BE BASED ON THE FOLLOWING:
 - a. DATA WILL BE COLLECTED DURING FREQUENT OBSERVATIONS TO DETERMINE
 - i. WILL THE STUDENT PUT ON A MASK
 - ii. HOW LONG WILL THE STUDENT WEAR THE MASK
2. IF THE STUDENT IS UNABLE TO WEAR THE MASK WITH FREQUENT MASK BREAKS INCORPORATED THROUGHOUT THE DAY, THE STUDENT'S IEP WILL BE AMENDED TO INCLUDE A DESCRIPTION OF THE ASSESSMENT AND A GOAL DEVELOPED

MASK CONTINUUM

1. Below is a quick guide describing the continuum for when a student has difficulty wearing or tolerating a mask:
 - a. If a student is unable/refuses a mask, the student will be given a face shield
 - b. If a student is unable/refuses a face shield, a clear barrier will be introduced
 - c. If a student is unable/refuses a barrier, staff will use a face mask and face shield when interacting with the student
 - d. Data will be taken to demonstrate the success or need to revert to the next step on the continuum.
 - e. Students who are able to wear a mask for short periods of time will interchange with a face shield until tolerance is built
- *Staff will be utilizing an expanded version

PPE/CLEANING

DISTRICT WIDE MEETINGS HAVE OCCURRED TO ADDRESS PPE/CLEANING

1. TEACHERS & RELATED SERVICES PROVIDERS ARE DEVELOPING PROTOCOLS FOR CLEANING FREQUENTLY TOUCHED AREAS AND MATERIALS IN THEIR CLASSROOM
2. WHERE POSSIBLE INDIVIDUAL MATERIALS ARE BEING PURCHASED AS WELL AS BINS TO SEPARATE MATERIAL
3. STAFF WILL BE PROVIDED ADDITIONAL PPE IN SELF-CONTAINED, FULL REPLACEMENT AND RELATED SERVICE PROGRAMS
4. ICR/RR TEACHERS WILL HAVE A BARRIER WHEN PROVIDING DIRECT INSTRUCTION

TRANSPORTATION

1. STUDENTS WHOSE IEP INDICATES THEY ARE NOT WEARING A MASK WILL BE ON A MINI BUS
2. STUDENTS WILL MAINTAIN SOCIAL DISTANCING TO THE GREATEST EXTENT POSSIBLE WHILE ON A MINI BUS
3. PARENTS ARE NOT PERMITTED ON THE BUS FOR ANY REASON
4. IF YOUR CHILD NEEDS ASSISTANCE GETTING ON THE BUS OR SECURING HIS/HER SEATBELT, THE BUS ASSISTANT IS RESPONSIBLE FOR THESE TASKS
5. BUSES WILL BE LOADED FROM BACK TO FRONT
6. MINI BUS WILL HAVE LESS THAN SIX STUDENTS

IMPLEMENTING THE IEP & 504 PLAN

Prior to COVID-19 IEPs were developed by the IEP team utilizing information such as the location (your child's school) and schedule to assist in determining supports and services. Due to COVID-19, Governor Murphy has mandated declarations that directly impact the location, delivery of services and schedule.

Scheduling: The CDC set guidelines and Governor Murphy required school district to follow these guidelines. The Manalapan-Englishtown Regional School District is implementing the hybrid and virtual model from these guidelines. The two models chosen include "lowest Risk" which is virtual and "More Risk" which is the hybrid model. Further information can be found [here](#):

More Risk: Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects (e.g., hybrid virtual and in-person class structures, or staggered/rotated scheduling to accommodate smaller class sizes).

Location: Programs and services were identified for delivery in school. A virtual program is now part of a student's program

COHORTING

Delivery of Services:

The CDC defines cohorting as follows:

“Cohorting (sometimes called podding) is a new term for a strategy that schools may use to limit contact between students and staff as part of their efforts to limit transmission of SARS-CoV-2 (the virus that causes COVID-19). These strategies work by keeping groups of students – and sometimes staff – together over the course of a predetermined period of time. Ideally, the students and staff within a cohort will only have physical proximity with others in the same cohort. This practice may help prevent the spread of COVID-19 by limiting cross-over of students and teachers to the extent possible”

Cohorting may directly impact the delivery of services in your child’s IEP. Where possible the district will have your child participate in virtual mainstreaming. In other situations, the IEP team will convene to determine how to proceed.

GUIDANCE FROM THE UNITED STATES DEPARTMENT OF EDUCATION

“If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).”

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>

IMPLEMENTATION OF THE IEP & 504

The goal of the district is to implement your child's IEP or 504 plan as it is written to the greatest extent possible while adhering to the requirements set forth by the CDC and Governor Murphy. There may be times where the guidelines are in direct conflict with your child's IEP or 504 plan. In these instances, our attention focuses on providing your child with a free and appropriate public education while being committed to the health and safety of students and staff.

We also recognize a student's rate of progress may be impacted by the current situations that did not exist prior to March of 2020 such as the onset of the pandemic, social and emotional health due to current issues in society, virtual or hybrid model, and life skills goals such as [respiratory etiquette](#), social distancing and wearing a mask. Pupil Personnel Service recognizes the importance of a collaborative effort to factor in these new circumstances as we move forward. We are committed to working collaboratively with you

PUPIL PERSONNEL SERVICES CONTACT INFORMATION

EACH IEP & 504 IS DESIGNED TO MEET YOUR CHILD'S INDIVIDUAL NEEDS. THERE ARE MANY QUESTIONS THAT WERE NOT ADDRESSED IN THIS PRESENTATION. PLEASE FEEL FREE TO REACH OUT TO ME TO DISCUSS YOUR CHILD'S INDIVIDUAL NEEDS AND HOW YOUR CHILD'S IEP OR 504 PLAN WILL BE IMPLEMENTED.

THE PUPIL PERSONNEL OFFICE IS LOCATED AT THE FOLLOWING ADDRESS: 36 GORDONS CORNER ROAD, MANALAPAN, NEW JERSEY 07726

FAX: 732-786-2751

PHONE: 732-786-2750

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