

Supporting Students with Special Needs through the COVID-19 Pandemic



The Central Valley School District Special Education Department is committed to providing high levels of academic instruction; social and emotional skills supports; reliable nutrition; and physical and speech therapy services, to each student we serve – from students at the Early Learning Center to those in our transition program – in alignment with their Individualized Education Plan (IEP). These needs have been compounded by the resulting trauma and increased social emotional impact from isolation and stress due to COVID-19. We believe, for certain students, these services and supports are not optimal when only provided in a virtual environment.

Service Delivery Models

As a district, we are prioritizing the education and support of students farthest from educational justice while maintaining alignment with federal, state and local health and safety guidelines. **To address the unique needs and concerns of our students with special needs** and their families during this time, we will be providing a **choice between three service delivery models**, which operate independently from the district-wide learning options:

OPTION 1:



On-site Service Delivery

- Safe access to in-person learning for specially designed instruction.

OPTION 2:



Hybrid Service Delivery

- Remote learning for general education instruction.
- Safe access to in-person learning for specially designed instruction.

OPTION 3:



Remote Service Delivery

- Remote learning for general education instruction.
- Remote learning for specially designed instruction.

OPTION 1:

On-site service delivery – for students who *cannot* access remote learning



- This option is available for those students with unique needs that cannot be delivered through remote learning.
- If chosen, specially designed instruction and related services will be delivered in person.
 - If it is determined that a student requires in person service delivery because they are unable to access remote learning opportunities and it is documented through the IEP process, a plan will be developed to deliver services in person, **even if the rest of the district is utilizing the board-approved hybrid or virtual instruction environment.**
- ***If you feel that your child is unable to access remote learning and needs in-person supports, this is a good choice for you.***

OPTION 2:

Hybrid Service Delivery – for students who *can* access remote learning



- This option is available for those students are able to access general education services remotely, but require in-person support for specially designed instruction.
- ***If your child is able to access remote learning, but needs specific help to address individualized goals, this is a good choice for you.***

OPTION 3:

Remote Service Delivery – for students who - for any reason - will *not* be accessing in-person service delivery



- This option is available for those students who, for any reason, choose to participate in a remote learning service delivery model.
- ***If, for any reason, you are concerned about having your child engage with peers or teachers in person during this time, even when other students return to in person instruction, this is a good choice for you.***

As a district, we are focused on the importance of balancing current health and safety concerns with the need to provide the most effective services and supports to each student. In addition, we understand that students and parents/guardians are essential partners in the decision-making process to determine which service delivery model will work best for each student.

To make sure that we are maintaining a strong collaborative partnership, school staff will reach out to the parent/guardian of each student prior to the beginning of this school year so we can document which service delivery model best meets the needs of your child and develop a plan of implementation.

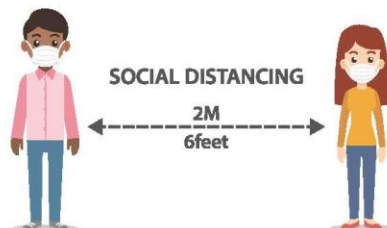
Regardless of the model that works best for your child and your family, all services provided will directly correlate with the service times previously documented on your child's IEP. We are committed to ensure that all students are able to maintain high levels of engagement with the curriculum in the most appropriate learning environments as determined by their most recent evaluation and IEPs.

Safety and Health Precautions

When delivering services and providing supports in person, our district staff is committed to abiding by all current health and safety guidelines outlined by the Spokane Regional Health District and Washington Health Department. Plans and protocols have been developed to ensure safe practices in classrooms, therapy rooms and throughout the school building:



Wear a mask.



Stay 6 feet apart.



Stay home if sick.



Wash hands often.

If an IEP team determines that a student is unable to consistently wear Personal Protective Equipment (PPE) or maintain physical distance due to sensory, behavioral or other disabilities, a plan will be developed to ensure that all health and safety guidelines are followed while delivering services and providing supports.

Collaborative Communication

Collaborative, ongoing discussion about an appropriate path forward for each student is critical to ensuring equitable access and offering FAPE for students with disabilities. As such, as a district, we commit to being accessible to the questions, concerns and ideas of our students, parents and guardians as we develop the individualized plans for each student. Case managers will be in contact with the parents and/or guardians of each student to develop a plan prior to the beginning of the school year. Multiple opportunities will be provided throughout the school year for the student and family to provide information regarding evolving needs as the year progresses.

Accommodations and Modifications

When meeting to determine the best service delivery model for each student, the IEP team will also review the previously determined accommodations and modifications and make any changes to ensure that each student is able to maintain high levels of access to any and all instructional materials and learning environments.

Transportation

If specialized transportation is necessary, this service will be provided in accordance with current guidance and recommendations from regional and state health districts.