

Student Services Public Forum Questions-Answers

Question	Answers
<p>When speaking of students with IEP's, with face-to-face time being determined by the team. Would teams be meeting to make this determination if this has not been previously discussed in IEP?</p> <p>Will we have the ability to have new IEP meetings as soon as possible to address the accommodations that need to be added due to this new method of schooling? So many of our students with disabilities fell through the cracks this spring.</p> <p>What is the time frame for looking at the IEPs? That seems huge!</p>	<p>Regardless of the instructional option selected, each child's Individualized Education Program (IEP) will be reviewed before the beginning of the school year. In order to ensure that each child receives FAPE, special education teachers will be required to complete an extensive review of their students' IEPs and contact families before the beginning of the school year. IEP teams for all eligible students will meet as needed to discuss plans for the student's education for the upcoming school year. IEPs will be developed to meet each student's unique needs and individual circumstances and implemented consistent with the School Board's Instructional and Health Plans, and will consider remote learning opportunities. Special education teachers, in collaboration with parents, will propose the least restrictive environment and special education and related services for each child. Any changes from the last agreed upon IEP will require an amendment and parental consent to implement.</p>
<p>How are compensatory hours going to be handled for SPED students that have regressed while schools have been closed?</p>	<p>The term compensatory services includes the provision of additional special education and related services due to the failure of a school division to provide FAPE. However, in the situation of the Governor's order to close schools, this should not be the case. Rather, the IEP Team should determine what impact the extended school closure had on the student's progress. Teams can then determine whether any remedial or recovery services should be provided to the student. Proposals and agreement for any additional services will be made within the context of an IEP meeting. Teams should allow time for students to get acclimated to school and for special education teachers and related service providers to assess students' current level of functioning before determining the need for additional services.</p> <p>Requests for compensatory services will be considered on a case-by-case basis and decisions will be made by the IEP team.</p>

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<p>Is there a plan for delivering services such as speech?</p>	<p>IEP teams will determine how and in what learning environment related services will be delivered. The division is currently establishing means for delivery of both in-person and virtual related services using Microsoft Teams and is exploring additional tele-therapy platforms that are compliant with privacy laws.</p>
<p>How is the curriculum missed while schools were closed going to be addressed and how will individual student's learning needs assessed?</p>	<p>Special education teachers will be using multiple methods of assessment to determine each student's level of academic and behavioral performance. The data from the assessments will assist teachers in developing plans for skill recovery and address individual learning needs as appropriate. Progress for students with disabilities will continue to be monitored and adjustments will be made as determined by the IEP and 504 team.</p>
<p>Young students have a hard time understanding social distancing, what protocols are in place for preschool students?</p>	<p>YCSD preschool teachers will follow procedures related to social distancing as outlined in the school division Health Plan. The Health Plan was developed following the guidelines set by CDC and state guidance. Teachers will participate in division training on PPE, COVID symptoms, illness procedures, and clinic guidelines, prior to the beginning of the 2020-2021 school year. Students will receive instruction on proper handwashing, wearing a mask, and social distancing. Modified layouts will occur at each classroom and on school buses to support social distancing. A scheduled plan including rotations for recess will be followed. Playground equipment or shared toys will be not be permitted.</p>
<p>Will there be extra help, such as paraeducators, for children with IEPs?</p>	<p>Student Services will have available resources to assist our teachers, paras, and parents in providing instructional supports to students. Each instructional option provides opportunities for students with disabilities to participate in additional support from a teacher or para educator face-to-face in school or virtually. Additional resources will be identified and implemented to address the specific needs of individual students.</p>
<p>How will paraeducators be utilized in when students are learning remotely?</p>	<p>Special education para educators will continue to provide supplemental instruction both virtually and during face-to-face instruction as directed by the special education teacher and as outlined in the student's IEP.</p>
<p>What if I have a question unique to my child? Who can I contact?</p>	<p>On Wednesday, July 29 from 10 AM to 4 PM, parents may call a dedicated phone line to have their questions answered by a Coordinator of Student Services regarding special education within the two instructional options. The phone line will be monitored until August 2. Voicemail will be monitored daily, and parent phone calls will be returned within 24 hours. To access the special education information line, please call 757-833-2333.</p> <p>On Tuesday, July 28, a special education webinar will be posted to the division website. The webinar explains special education and related services within the Flexible Framework and Virtual Academy options. Families are encouraged to watch the webinar and may call the special education hotline beginning July 29th if they have any additional questions.</p>

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	<p>Additionally, YCSD is considering multiple options to address the needs and concerns of families of students with disabilities. Communication regarding updates and resources for families of students with disabilities will be shared through the <i>Family Connection Newsletter</i>, Blackboard Connect, and the YCSD website. Families may also reach out to the SEAC Chair at and the Office of Student Services at 898-0308.</p>
<p>In the leveled model, would/could Sped and ELL students be considered for inclusion for in-person?</p>	<p>In the leveled model, all elementary students will be participating in inclusive in person instruction two days per week. Individualized and small group face-to-face instruction on student support days may also be considered by the child's IEP team. For secondary students with disabilities the IEP team will consider options to address face-to-face instruction based on student needs, strengths, and preferences.</p>