What will Special Education Programming Look Like this Fall?
8.10.2020
In consultation with our Royal Oak staff, legal counsel and Special Education Directors in Oakland County, we will be developing *Contingency Learning Plans* for all students with IEPs.

- Currently, all of our IEPs are written for Traditional School. The *Contingency Learning Plan* will be developed as an additional document to the IEP.

- The *Contingency Learning Plan* will indicate what the service delivery model will be, the time, location, and supplemental aids and services necessary to support the student.

- The plan should be developed to reflect what learning will look like in:
  - Phases 1-3 Virtual
  - Phases 4-5 Limited face to face, hybrid model
Why are Contingency Learning Plans Important?

- Our current IEPs were not written to support learning in Phases 3 & 4.
- Parents, staff and students need to understand how we will support them during this pandemic with transparency and trust.
- IDEA does not have language that is forgiving of a pandemic. Therefore, we need to create a document that clearly defines what, why, how, when, and where we will provide services to our students.
Unlike general education, we cannot develop one Return to School Plan for students at each level; PreK-8, 6-12. Special education requires individualized plans.

Therefore, we will look closely at individual student needs and determine what their plan should include in a totally virtual setting and hybrid model.

All plans should be developed in collaboration with our families.
“Don't let the situation get the best of you. Let it bring out the best in you!”

- Jon Gordon | JonGordon.com
How Do We Get Started?

- Oakland Schools is collaborating with the Tri-County Intermediate Special Education Directors to develop a template for all districts to use.

- We are hopeful this will be shared within the next week.

- As a district we need to be thinking about our students, their programs, and identify those with greatest needs.
  - How can we support them virtually?
  - Does everyone need face to face instruction in Phase 4?
  - Are there students that will continue to flourish with virtual small group and individual live lessons?
Considerations for Fall 2020

- The health and safety of our staff and students continues to be a priority.

- The following slides include pictures of our Royal Oak staff and students engaged in individual therapy/instruction. PPE is utilized, as well as a symptom checklist and temperature check prior to each session.

- Consideration of this model may assist us in providing individual and/or small group sessions to our high needs students in the fall.

- Teachers and therapists have shared positive results when working with students individually on a weekly basis.

- Trained paraprofessionals under the guidance of their special education teacher should also be considered when planning for the fall.
ESY Services have been provided this summer to students who qualify.

Mrs. Daibess, Occupational Therapist, is working with one of our students who receives ASD Programming.

All sessions have been scheduled individually to ensure the health and safety of staff and students.

Clear face masks, gloves, plexiglass partition, and disinfectant wipes are the PPE utilized.
Mrs. Kubicki, Speech Pathologist, is working with a student during ESY Services.

- In addition to PPE, a symptom checklist is signed by the parent prior to each session.
- Temperatures are recorded before entering the building.
- Parents remain outside of the building.
Mr. Jim Sullivan, Paraprofessional for the Emotionally Impaired Program works with an incoming 9th grader on his writing.

Mr. Sullivan works under the supervision of Mrs. Prokurat, Academic Support Teacher at Upton Elementary.
Physical Therapist, Ms. Claire Weidle works with one of her students during an ESY session.

The Plexiglass table divider is not used during PT sessions, however the student and therapist are both wearing masks.

The Symptom Protocol and temperature check is completed prior to each session.
Academic Support Teacher, Mrs. Prokurat is working with an elementary student on Read Live. This is a web based intervention program to assist students with their reading fluency skills and also their reading comprehension.

Mrs. Prokurat noted that her student did not experience regression since the school closure in March, 2020.

Her student is now moving forward with individual intervention time and will be ready to meet the new challenges in the fall.
Relationships + Communication + Flexibility = Positive Outcomes!

- We have positive relationships with families that we will continue to nurture; if this is not established then we know our first steps.
  - Positive relationships with our colleagues will also be paramount during this time.
  - Again, if we are not in trusting relationships then we know where to begin.

- Ongoing communication with our families about how their student is doing, asking questions about challenges, successes, and ideas to improve a virtual lesson.
  - Communication with colleagues in general education and special education will also be a priority
  - Transparency regarding service delivery and monitoring student progress

- Flexibility for scheduling live lessons and consideration for the family work schedule
  - Flexibility in our thinking about student needs and a growth mindset allowing us to implement strategies that may be unfamiliar.
Next Steps In Preparation for Fall 2020

- SE Staff to familiarize themselves with the *Contingency Learning Plan Template*
  - As soon as it becomes available it will be shared with everyone
  - Specific guidelines in completing the form will be provided

- SE staff will need to prioritize their caseload in terms of their students’ needs as well as considering their progress in the spring of 2020.

- SE Director will send a letter to all families of students with IEPs to explain what the *Contingency Learning Plan* entails and what to expect moving forward.

- Building administrators can assist by providing a list of high priority students based on their involvement with their students and families.

- Additional considerations for programming and moving forward should be shared with Jane and Jason.
Relationships + Communication + Flexibility = Positive Outcomes

https://www.youtube.com/watch?v=zy81xq4BPUM