

Continuity of Instruction and IEP Implementation Plan

Date of School Closures: March 17-March 20, (Week of March 23-27 was Spring Break, School was not in session) March 30-May 22

Dates when educational services were provided to all students: March 17-March 20, March 30-May 22

Description of specific education services provided at the student's grade level:

During a school closure, the district will continue to provide distance learning for all students in order to continue to have access to grade level or course standards and expectations. The methodology and process of providing distance learning will be communicated to parents and students. Communication between administration, teachers, parents, students, Board of Education and community will be maintained during the school closure.

Each school will organize paper packets to go home as well as assigning electronic devices to students when available. Schools will also provide guidelines and assignments to be completed on electronic devices such as Middle School and High School assigned work on iReady, Google classroom, Aleks and elementary assigned work on iReady, RazKids, IXL, Google classroom etc. depending on the on-going instruction at each grade level.

Teachers are expected to have regular contact with students via email or technology. Lessons are to be provided to the students and teachers are to be accessible to provide direct instruction or assistance with assignments. Teachers are to monitor progress and adjust assignments according to student needs.

Emails and logins will be provided to both students and parents.

Limited school staff will be available at the school site for pickup of packets and devices. Arrangements for packet pick-up and return will be determined by each school.

The Administration team will continue to meet via technology during the closure period to discuss each school's plan which included contact with parents, students, and collaboration with co-teachers, and a food services plan. Administration from each building will be in contact with teachers and parents to gather feedback and share with the Administration team. The Administration team will revise and update the process according to the data received in meetings.

Grade levels will continue to meet via technology to discuss assignments, future plans and free educational programs available to assist students at each grade level. The emphasis on each grade level will be to use technology as much as possible.

If school is already scheduled to be closed during the period of school closure, then the days are treated as a holiday or scheduled day off. Teacher daily work hours will be determined by district administration and specific daily schedules will be determined by each building based on student population and needs.

Description of specific services, supports, accommodations, and modifications provided consistent with the student's IEP considering the following: evaluation timelines, IEP timelines, parent contact and other information relevant towards making decisions based on the unique circumstances of the student.

The special education department, in collaboration with general education, will make every effort to provide special education and related services to students qualifying for special education services.

Special education teachers will directly contact students and parents to assist with assignments. Office hours will be established for teachers and will be shared with parents and students. Communication may consist of daily emails, phone calls, and/or technology.

Special education teachers involved in a co-teaching or push-in model will collaborate with regular education teachers and may share instructional time with the students via technology, phone conferencing or other venue of choice. Special education teachers will follow up with individual students as necessary and will document the time and service provided. Both the regular education teacher and the special education teacher will continue to modify and provide accommodations. Teachers are to be accessible to the students during the instructional time set by the regular education teacher and or a separate time set by the special education teacher.

Special education teachers involved in a resource setting will continue to provide resources and instruction to the students via email, technology, phone conferencing or other venue of choice and will document the time and service provided. Lessons will be based on goals and skills as indicated in the student's IEP (Individual Education Plan).

Special education teachers will complete and maintain the service document. The document will include data such as the date, time, individuals involved (parent/guardian, student, teacher), purpose (meeting, academic instruction, special education meeting, goal implementation/progress, webinars, staff meetings, etc.), method of contact (phone, email, technology, etc.) and outcome of the session. Special education teachers may elect to maintain one document for all contacts or one per student. The form will be shared on Google Doc with their Building Administrator and Special Education Director.

Related services will continue to provide services through teletherapy, phone conferencing, and/or email and will document time and services provided.

Special education teachers needing to conduct IEP (Individual Education Plan) meetings will follow procedures of contacting the parent/guardian and setting up the meeting date. The actual IEP meeting may be conducted through technology or phone conferencing. All attempts will be made to continue the IEP process as normal. It is encouraged to send a draft of the document home if using phone conferencing. If signatures are needed, electronic signatures will be encouraged. If electronic signatures are unavailable, a copy of the document will be sent home for parent/guardian to sign and returned.

Special education teachers needing to complete an evaluation will follow procedures of conducting an evaluation meeting. The actual EDM (Eligibility Determination Meeting) meeting may be conducted through technology or phone conferencing. All attempts will be made to continue the process as normal. It is encouraged to send a draft of the document home if using phone conferencing. If signatures are needed, electronic signatures will be encouraged. If electronic signatures are unavailable, a copy of the document will be sent home for parent/guardian to sign and returned.

Special education teachers who have initial evaluations in process will notify the parent/guardian that the evaluation will be completed upon returning to school.

If all necessary parties are not available for an IEP or EDM meeting, an excusal form will be provided to the parent/guardian for a signature. The form may be emailed to parent/guardian prior to the meeting for signature and be returned to the special education teacher or the parent/guardian may email or text the special education teacher stating agreement that the IEP/EDM meeting can be held without the specific person(s) present. The specific person will be listed on the written document. The parent/guardian may also write the above document, sign it and send a picture of the document to the special education teacher.

If you have comments and or concerns, please contact Trudy Williams, Special Education Director at twilliams@gsastl.org or at 314-261-4361.