

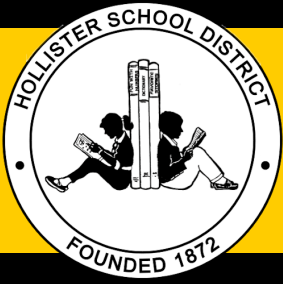


# SPECIAL EDUCATION REOPENING PLAN 2020-2021

# BACK to SCHOOL



Feasible • Safe • Equitable • High Quality Instruction



# SPECIAL EDUCATION LEARNING CONTINUITY PLAN

## LEARNING PHASES

## EDUCATIONAL OPPORTUNITIES

PHASE 1

Distance Learning



Curriculum and  
Instruction



Progress  
Monitoring

PHASE 2

Hybrid Learning



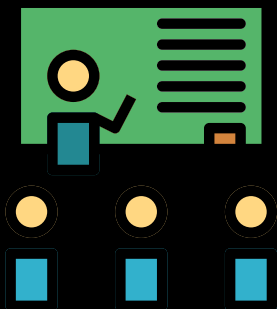
Equitable Access  
to Learning



Social  
Emotional  
Learning

PHASE 3

In-Person Learning



Engaging and  
Supporting  
Staff and Families

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS

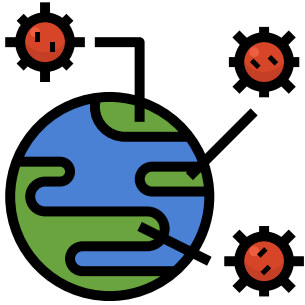


The Special Education Reopening Plan for Small Cohorts is designed to assist for the safer reopening of the schools within Hollister School District to safely bring back small cohorts of students with disabilities in accordance with the California Department of Public Health guidance related to small groups of children and youth, which outlines cohorts must be limited to no more than 16 adults and students are not allowed to mix. This plan is a hybrid of distance learning and socially distanced in-person instruction at school for all students whose families want in-person learning. Some teachers and service providers continue to teach remotely based on health needs and student enrollment needs.

The hybrid learning for small cohorts would provide students with disabilities direct access to resources to equitably meet their significant needs thus helping them make progress toward their individualized education program. This addresses the need to meet critical assessment, instructional needs and remediate learning loss through in class differentiation utilizing small group/individualized instruction and use of instructional assistants or paraprofessionals.

In-person learning refers to the days a student is physically present on campus and is engaged in the classroom. Remote learning or remote services refers to the learning or IEP services that take place online and may include review of previous learning and IEP goals and assessment of 'of' and 'for' learning.

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## MARCH 2020

School closure  
Work packet  
Family/student check-in

## JUNE/JULY 2020

Extended School Year (ESY) Distance Learning  
Discussion on fall reopening plan  
Town Hall Meetings

Hollister School District developed a school reopening plan

California Department of Education (CDE) and California Department of Public Health (CDPH) provided guidelines for school reopening

## SEPTEMBER/OCTOBER 2020

California Department of Public Health (CDPH) updated the guidelines for reopening in-person learning for small cohorts

Development of reopening plan for in-person learning for Special Day Class (SDC) Small Cohorts

## DECEMBER 7, 2020

First Day of Hybrid Learning (*in-person and distance learning*) for Special Day Class (SDC) Moderate to Severe classes at Rancho San Justo and SOAR class at Cerra Vista



## JANUARY 25, 2021

First Day of Hybrid Learning (*in-person and distance learning*) for Special Day Class (SDC) Mild to Moderate classes at Maze and Rancho

## APRIL/MAY 2020

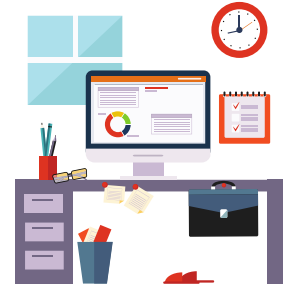
Distance Learning started: Synchronous/Asynchronous

Parent Support Group and Workshops

Staff Professional Development

Parent Survey

Town Hall Meetings



## AUGUST 2020

Distance Learning continued: Synchronous/Asynchronous Parent Workshops/Town Hall Meetings Staff Professional Development

HSD SPED Department Learning Continuity Plan which includes plan for reopening for in-person learning

In-Person Special Education assessment

## NOVEMBER 9, 2020

First Day of Hybrid Learning (*in-person and distance learning*) for Special Day Class (SDC) Moderate to Severe classes at Ladd Lane school



## JANUARY 11, 2020

First Day of Hybrid Learning (*in-person and distance learning*) for Special Day Class (SDC) Mild to Moderate classes at Sunnyslope, Cerra Vista, and RO Hardin and SOAR class at Maze Middle School

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## HEALTH AND WELLNESS

- ✓ All staff must wear appropriate face coverings (face masks or face masks with face shields) and maintain at least 6 feet of physical distancing. Staff will have the necessary protective resources, as appropriate for their risk exposure, such as masks, gloves, face shields, disposable gowns, etc.
- ✓ All students must wear masks or face shields.
- ✓ Staff members will receive an allotted number of reusable cloth masks from the district. If a staff member or a student forgets or loses the mask, a disposable mask will be provided.
- ✓ School administration or staff will be stationed at entry points throughout each campus to remind students to wear face coverings prior to entering campus. In instances where reusable masks are left at home, a disposable mask will be provided for the day.
- ✓ Staff will provide learning activities and reminders for safety and health measures.

## Screening Process

- ✓ Staff will answer the daily Health Protocol Questionnaire and will be expected to follow the safety and sanitation guidelines.
- ✓ Parents will be provided with the In-Person Instruction Cohort Safety and Health Protocol. The parent must read the protocol, answer the health screening questionnaire and agree to follow safety and health measures.
- ✓ The parent must consent to an in-person instruction and understand the health risks prior to bringing the student to the school site.
- ✓ The parent must check the child's temperature prior to taking the child to school or bus.
- ✓ The Parent/bus brings the student to the designated drop off area.
- ✓ The completed questionnaire needs to be submitted to the school staff or bus driver daily.

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS

## Screening Process



It is important to assess your wellness using the following questions:

Have you experienced any of these symptoms, not associated with previously diagnosed conditions, in the past 72 hours:

- Temperature 100 degrees or greater
- Cough/shortness of breath
- New loss of taste or smell
- Nausea/vomiting/diarrhea

In the last 14 days, have you:

- Been in close contact with anyone who has been diagnosed with COVID-19
- Been placed on quarantine for possible contact with COVID-19
- Traveled abroad to an area of the country where it is recommended that you self-quarantine
- Have a COVID-19 test pending

## Clinic Protocols



Our district is committed to assigning health clerks for each school to help create a safe and healthy environment.



There will be two separate spaces for students with basic first aid situations, and students exhibiting symptoms of COVID-19.



Students exhibiting possible COVID-19 symptoms will be isolated from others within the clinic area. Students who are isolated should be picked up as soon as possible.



The cohort must self-isolate when a staff or student tests positive.

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## School-based Staff or Student Positive COVID Results

School-based staff or student with positive test result

Principal Informed

Contact Student Services Director and Superintendent

Contact District Nurses

- Initiates in-school contact tracing
- Coordinates with Department of Health

Contact Facilities Department

- Determines cleaning and sanitizing needs
- Schedule deep cleaning and sanitizing

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## PHYSICAL DISTANCE

- ✓ Stable cohort of no more than 16 students and adults per session.
- ✓ SDC staff and students should remain with one group throughout the day.
- ✓ Different Cohorts cannot interact with each other. Outdoor space or other dedicated space may be used when it allows for separation from other cohorts and adequate physical distancing.
- ✓ Students changing cohorts or groups must be avoided when in-person resumes, unless a change is needed for the student's overall safety and wellness.
- ✓ One-to-One Adult supports and services must be done individually and cannot be done with other students within the group.
- ✓ Staff who are providing specialized services or targeted support – such as speech, occupational therapy, assistive PE, mental health therapist, behavior specialist -- should be assigned to work with students in as few cohorts as possible and must observe appropriate precautions to prevent transmission, including wearing appropriate personal protective equipment (PPE).
- ✓ Physical distancing requirement: six feet of distance from one another on the school campus. for both indoor and outdoor spaces.
- ✓ Depending on the need, some moderate-severe will require physical prompting or hand-over-hand guidance during instructions, and staff must wear gloves and facial masks during such time.
- ✓ Signages or Visuals reminders are posted to remind students and staff about physical distancing in prominent locations throughout each school campus and along well-traveled walk or bike routes to school.
- ✓ Prevent other staff people (e.g., administrators, counselors, or nurses) who are not a supervising adult in a cohort or providing one-on-one services from interacting with cohorts unless necessary to respond to exigent health or safety issue



# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## CLASSROOM SETTING MATERIALS AND EQUIPMENT

- ✓ Visual supports to define boundaries and for procedures and reminders.
- ✓ Maximize spacing between student desks, six feet or more.
- ✓ Distance teacher and staff desks at least six feet away from students' desks to minimize the risk of adult-to-child disease transmission.
- ✓ Stable seating arrangements for students to ensure that close contacts within classrooms are minimized and easily identifiable.
- ✓ Reduced amount of furniture and equipment in the classroom to facilitate distancing and reduce high-touch surfaces.
- ✓ Student desks are faced in the same direction (and not facing each other) to minimize risk of disease transmission.
- ✓ Adequate supplies to minimize sharing of high-touch materials (art supplies, equipment, electronic devices, etc.) limiting the use of supplies and equipment to one group of students at a time and clean and disinfect between uses.
- ✓ Students' belongings are separate so that students do not come in contact with other students' belongings.
- ✓ 1:1 devices/equipment/supplies/books/materials to be placed in individual areas, dedicated bins or low traffic/low-touch areas

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## MEAL STRUCTURE

- ✓ Students have access to a free snack daily. Staff will deliver the individually packaged snack. An assigned classroom staff will distribute it to the students.
- ✓ Teachers will explain to students that they are not to pass or share any items, including food, with other students.
- ✓ Unwanted snacks can be sent home to the student or tossed. It is not recommended to save the unwanted snack past the day it arrives.
- ✓ Students eat inside the classroom or designated outdoor seating areas.
- ✓ Students will be reminded that the expectation is to wear face covering up to the point of beginning their meal and immediately upon finishing the face cover will be put back on. Any free time/recess after eating commences will require face coverings to be placed back on.
- ✓ Custodial staff will create a schedule to clean lunch tables throughout the day.
- ✓ Students will eat lunch at home.

# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## TRANSPORTATION



Follow bus expectations and procedures.



Completed health screening questionnaire is required prior to bus entry or school entry for parents transporting students.



Parents/guardians must wear face coverings while bringing their child to the bus or transporting the child to school.



Designated areas for bus/car drop offs/pickups are assigned. Staff from each classroom cohort should meet children who are dropped off and accompany children to their bus or car during departure.



Students will be socially distanced as much as the physical capacity of the bus allows. Students will load the bus from back to front unload front to back to avoid students passing through each other. (Students can sit together if siblings). District/school administration, in conjunction with the driver, will establish seating charts with social distancing in mind to the best of their ability.



Students must wear facial masks or face shields while social distancing in the bus.



Bus drivers will have disposable masks to hand out to students in the event a student does not have his or her mask.



Air windows will be open to promote the air circulation (weather and safety permitted).



Bus disinfection measures will be in place. Bus drivers will wipe down high-touch areas between each run.



For students with transportation in their IEPs, mileage reimbursement for parents who are willing to transport their students. Notify the SPED Department at (831) 630-6300 x 320.

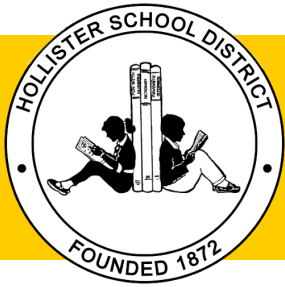
# SPED SCHOOL RE-OPENING PLAN FOR SPECIAL DAY CLASS (SDC) SMALL COHORTS



## CLEANING DISINFECTION AND HYGIENE MEASURES

- ✓ Consistent cleaning and wiping surfaces (e.g., desks/tables, door handles, eating tables etc.) be maintained between multiple student uses, even in the same cohort.
- ✓ Prioritized focus for cleaning and disinfecting will be on high touch areas: door handles, student desks, light switches, sinks/faucets, toilets, hand rails, and restroom accessories.
- ✓ Proper cleaning must be done in between different groups of students occupying the same space.
- ✓ Hand sanitizers are available in the classrooms, facilities, including offices and other traffic areas.
- ✓ All classes have access to sinks and/or hand washing stations.
- ✓ Soap dispensers are stocked with antimicrobial soaps and checked daily for proper functioning and supply.
- ✓ Posters to assist students and staff in following hygiene protocols be posted around the campus and above all sinks.
- ✓ Each classroom has an air purifier.
- ✓ Scheduled cleaning and disinfecting of classrooms and highly touched areas. Custodial staff have appropriate tools, equipment and training to provide enhanced disinfecting.

**Feasible • Safe • Equitable • High Quality Instruction**

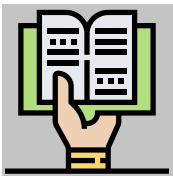


# **SPECIAL EDUCATION LEARNING CONTINUITY PLAN**

## **EDUCATIONAL OPPORTUNITIES**

### ***Feasible, Safe, Equitable and High Quality Instruction***

In accordance with the Individuals with Disabilities Education Act (IDEA), each student with a disability has unique needs and it is the purpose of the education system to ensure every student has access to their grade-level standards and makes progress in their education. The HSD Special Education Learning Continuity Plan increases the district's ability to equitably meet the needs of student with disabilities by providing a high-quality instructional program in the most feasible way while adhering to health and safety guidelines during a national pandemic emergency. Due to the threat of COVID-19, the HSD SPED Department recognizes that provision of IEP services may not be in the same manner as they are typically provided. The Special Education Learning Continuity Plan is designed to provide contingency plans for implementation of educational opportunities and related service supports to students in different learning phases as the school district pivots in and out of Distance Learning.



### **Curriculum and Instruction**

*Standard Based Curriculum, Functional Academics, Best practices in teaching, Instructional Models, Evidence-Based Instruction and Service Delivery*



### **Progress Monitoring**

*Assessments to Identify needs, gaps in learning, instructional supports and Monitor Learning and IEP Goal Progress*



### **Equitable Access to Learning**

*Accommodations, Assistive Technology, Universal Design for Learning*



### **Social Emotional Learning**

*Social Emotional Learning and Supports for Building Social Emotional Resilience Self and Social Awareness and Self-Regulation Skills*



### **Engaging and Supporting Staff and Families**

*Ongoing Professional Development opportunities for Staff,  
Ongoing Parent Workshops*

# CURRICULUM AND INSTRUCTION

## Instructional Models

PHASE 1



### Distance Learning

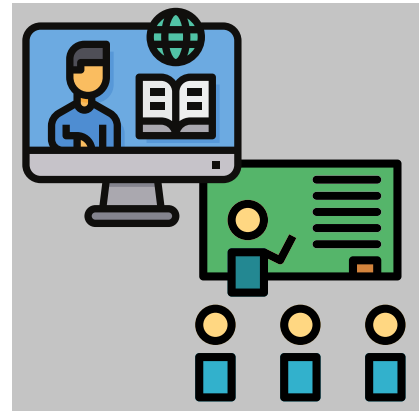


- All learning is virtual
- Blended Learning Platform: Synchronous, Asynchronous and technology
- All IEP services are provided remotely either video conference, telephonically and/or learning packets
- Geared for Medically fragile student or family preference due to safety concerns when school re-opens
- If Local Health Jurisdiction does not meet the Opening Guidelines set by the state

PHASE 2



### Hybrid Learning

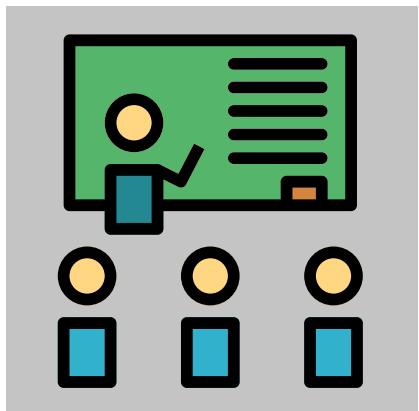


- Combination of distance and in-person learning. Direct instruction takes place on campus on some days of the week.
  - Phase 2.1 Ladd Lane SDC MS - November 9th
  - Phase 2.2 Rancho SDC MS and CV SOAR - December 7th
  - Phase 2.3 SDC MM: SS, CV, ROH and Maze SOAR - January 11th
  - Phase 2.4 SDC MM: Maze and Rancho - January 25th
- Other SPED service, i.e Speech, OT, APE, LI, counseling etc. are provided either remotely and/or in-school depending on the schedule
- Safety and health guidelines are observed

PHASE 3



### In-School Learning



- All IEP Services take place predominantly in-person when students are in attendance
- Safety and health guidelines are observed
- In-person instruction at respective school sites

# CURRICULUM AND INSTRUCTION

## Core and Supplemental Materials

Grade	Resource Program (RSP)	SDC Mild to Moderate	SDC Moderate to Severe
ELA TK-5th	Benchmark Wilson Foundations Explode the Code	Benchmark UNIQUE Learning System* SPIRE	UNIQUE Learning System* EDMARK
ELA 6th-8th	California Collections Wilson Just Words iSpire*	California Collections UNIQUE Learning System* SPIRE	UNIQUE Learning System* EDMARK
Math TK-5th	EUREKA TouchMath	EUREKA UNIQUE Learning System* TouchMath	UNIQUE Learning System* EQUALS TouchMath
Math 6th-8th	EUREKA Math Support Coach TouchMath	EUREKA UNIQUE Learning System* TouchMath	UNIQUE Learning System* EQUALS TouchMath
Science and History	Not applicable	Modified Gen Ed Curriculum UNIQUE Learning System*	Modified Gen Ed Curriculum UNIQUE Learning System*
Social Emotional Learning and Behavior	Sanford Harmony Second Step*	Sanford Harmony Second Step* UNIQUE Learning Sytem*	UNIQUE Learning System* SEL Center

\*Digital Version

# CURRICULUM AND INSTRUCTION

## Best Practices in Teaching & Instruction

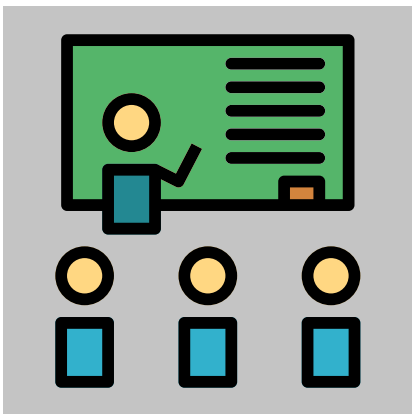
### Distance Learning



#### GENERAL CONSIDERATIONS

- Establish office hours (regular availability) as well as build in regular check-ins with students or families.
- Build in ways for students to stay connected with teachers and classmates. Focus on relationships and connections whenever possible.
- Have a good balance between on-screen and off-screen tasks.
- Focus more on “active” versus “passive” learning activities. Have a mix of discussion (even with chat), collaborative work, hands-on activities, individual or creative work time.
- Be flexible with pacing...build plans that go over a week, with windows of time and opportunities for differentiation of deadlines and due dates.

### In-School Learning



#### EXAMPLES OF RESEARCH-BASED PRACTICES FOR TEACHING STUDENTS WITH DISABILITIES

- Use a combination of direct instruction and cognitive strategy instruction
- Teaching in small, interactive groups
- Control of task difficulty
- Present and assess learning in multiple ways
- Use technology and other learning tools
- Extended practice and application of skills/concepts
- Teach self-regulation and self-monitoring

*Best Practices for Hybrid Learning is a combination of distance learning and in-school learning. Visit the Special Education Department web page for more information at <https://www.hesd.org/specialeducation> under the Parent Resources tab*



# PROGRESS MONITORING

## Progress Monitoring



Progress Monitoring is used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

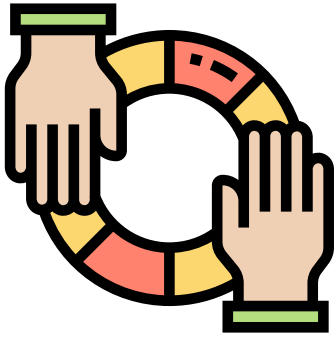
## Types of Assessments

Type	When	Why
Diagnostic	Before	Identify skill strengths and weakness
Formative	During	Assessment <u>for</u> learning
Summative	After	Assessment <u>of</u> Learning

## Characteristics of Effective Progress Monitoring

- ✓ Reliable, valid and evidenced-based
- ✓ Regular and frequent data collection
- ✓ Uses an equivalent measure each time
- ✓ Repeated measures that capture student learning
- ✓ Allows for analysis of performance over time

# EQUITABLE ACCESS TO LEARNING



## Accommodation

Accommodations alter how a student learns. They do not change what the student is expected to learn. Accommodations describe an alteration of the environment, curriculum format, or equipment that allows an individual with a disability to pursue a regular course of study and/or complete assigned tasks.

### Examples of Accommodations

#### PRESENTATION

- Large print
- Text read aloud
- Present instructions orally

#### RESPONSE

- Allow verbal responses as needed
- Use a calculator or table of math facts
- Use a word processor to type notes

#### SETTING

- Work or take a test in a different setting
- Preferential seating (where they learn best)
- Use sensory tools

#### TIMING AND SCHEDULING

- Daily visual schedule
- Allow frequent breaks
- Take a test at a specific time of day



## Assistive Technology

Assistive technology assists students with disabilities to increase their overall capacity to work, accomplish specific tasks, or participate in activities that otherwise might have been difficult or impossible. Assistive technology includes both devices and services.

### Examples of Assistive Technology

#### LOW TECH

- Notepad
- Cue Cards
- Highlighter
- Manipulative
- Graphic organizer

#### MID TECH

- Audio book
- Screen magnifier
- Calculator
- Word prediction software

#### HIGH TECH

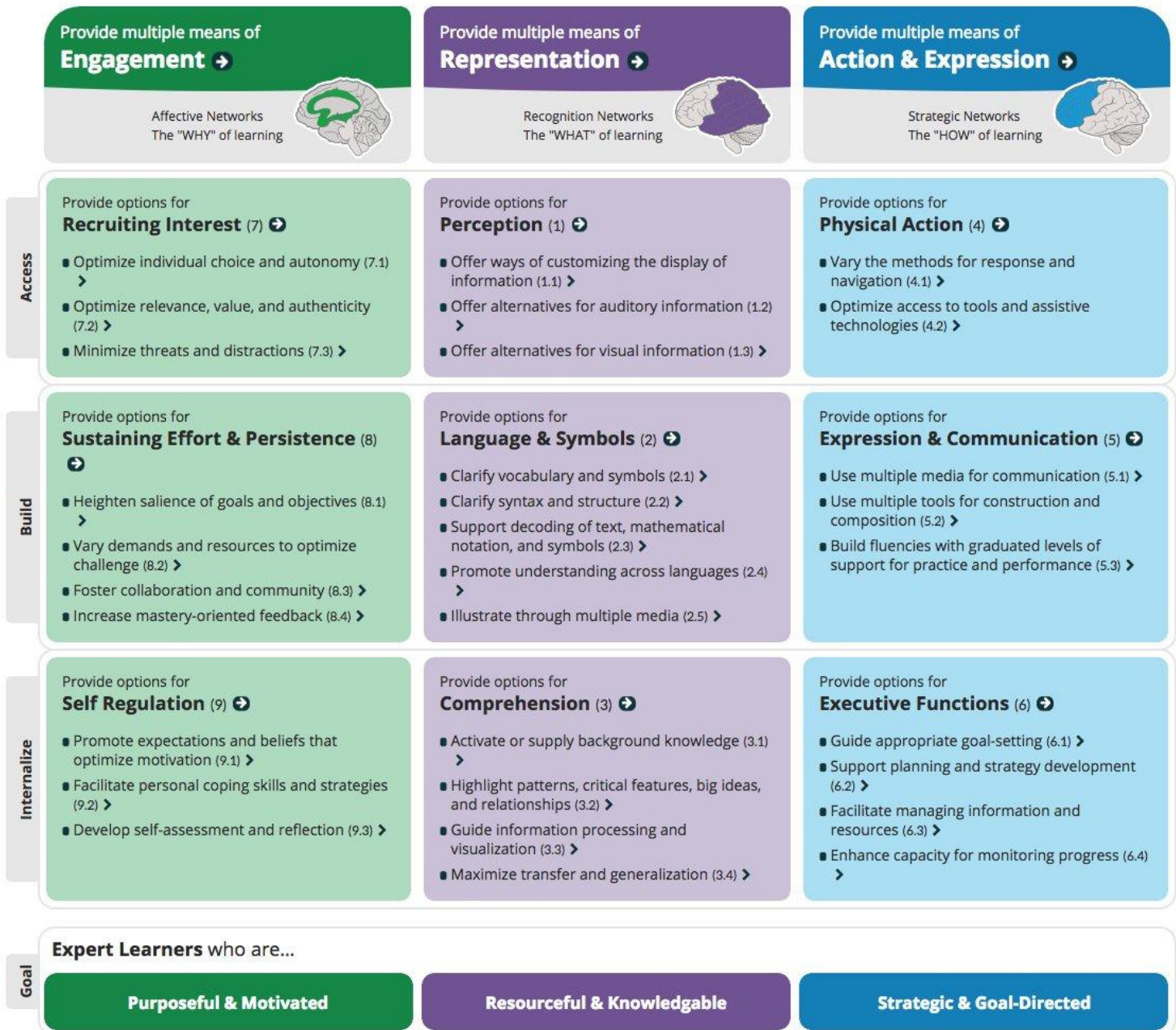
- Computer
- Text-to-Speech
- Speech-to-Text
- AAC Device
- Smart board
- Portable word processor

Visit the Special Education Department web page for more information at <https://www.hesd.org/specialeducation> under the Parent Resources tab

# EQUITABLE ACCESS TO LEARNING

## Universal Design for Learning (UDL)

Universal Design for Learning or UDL is a way of thinking about teaching and learning that helps give all students an equal opportunity to success. This approach offers flexibility in the ways student access materials, engage with it and show what they know.



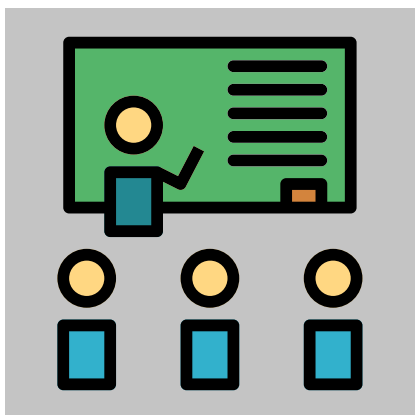
# MENTAL, SOCIAL AND EMOTIONAL LEARNING AND WELLNESS

## Distance Learning



- Using evidenced-based programs that offer direct SEL instruction such as Second Step, SEL Center and Sanford Harmony.
- Regular check-in with students and families virtually or telephonically.
- Teach strategies on organization, planning and self-regulation, specifically skills on how to access online schoolwork, how to make a schedule and how to stay focused.
- Assign at-home project that encourages students to be "helpers." Taking action can ease anxiety and depression. It also gives students a way to build social awareness and relationship skills.
- Share stress-reduction and mindfulness strategies.

## In-School Learning

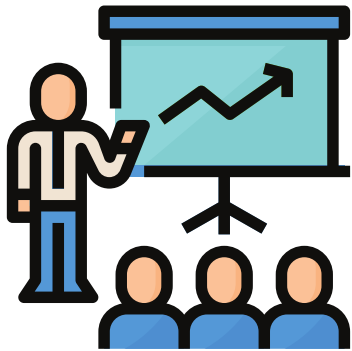


- Using evidenced-based programs that offer direct SEL instruction such as Second Step.
- In-person classroom activities to explicitly teach social-emotional skills and to embed practices that reinforce these skills throughout the school day.

*Mental, Social and Emotional Learning for Hybrid Learning is a combination of distance learning and in-school learning.*

*Visit the Special Education Department web page for more information at <https://www.hesd.org/specialeducation> under the Parent Resources tab*

# ENGAGING AND SUPPORTING STAFF AND FAMILIES



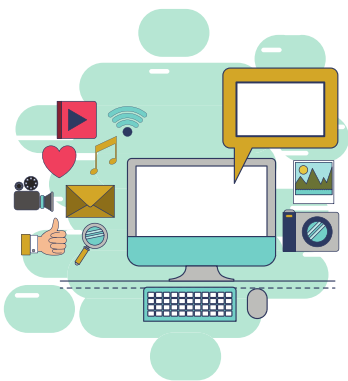
## Ongoing Professional Development for Staff

Topics may include but are not limited to distance learning, curriculum, teaching and instruction, behavior strategies, social-emotional learning, Autism, or service-provider specific trainings



## Ongoing Parent and Family Workshops

Topics may include but are not limited to Special Education, academic support, behavior support, social-emotional learning, supporting students during distance learning or Autism awareness



## Digital Resources

Dedicated Special Education website which provides resources for staff and families

Visit the Special Education Department web page at <https://www.hesd.org/specialeducation>

# IEP CONSIDERATIONS

## Assessment Timelines: Initials and Triennials



- Assessment Clinic to start August 4, 2020 to complete Initial SPED assessment for referrals prior/during March COVID school closure
  - *Initial Psychoeducational and/or Initial Speech Assessment during Spring School Closure (if allowed by the County Health) can start on August 4th Assessment Clinic*
- Schedule IEPs on time, unless directed otherwise by CDE or Federal government
- Complete triennial reassessments and IEP meetings for initials and triennials within 30 days of the return to school or 60 day timeline if applicable

## IEP Guidelines



- Individualized Distance Learning Plan (IDLDP) is developed for each student with IEPs that details how IEP goals, services, and supports are provided during Distance Learning. IEP team has to collaborate in adjusting the IDLP to ensure access to learning.
- When it is safe to reopen schools, the student with IEP will receive the placement and related services that are written in his or her IEP.
- Utilize student data points collected prior to COVID-19 school closures to report progress, and to develop present levels and draft goals
- Be cognizant to weigh IEP and/or IDLP decisions on what is appropriate in light of the current circumstances and making good faith efforts to provide appropriate services