

**Old Bridge Township Public Schools**  
**Department of Special Services**  
**Parent Frequently Asked Questions (FAQs)**

**1. How are my child's special education and IEP needs being met?**

General education and special education teachers are ensuring that accommodations and modifications are being met. All modification and accommodations outlined in a student's IEP (or 504) should be implemented to the greatest extent possible. If a parent has a question on the provision of modifications or accommodations as outlined in their student's IEP, their first point of contact should be their student's teacher. If no resolution is determined after discussing with the teacher, the parent should contact their student's case manager. Additionally, our related service providers (OT, PT and Speech Language Pathologists) are providing activities, self-directed videos (Flipgrid), and beginning April 13<sup>th</sup>, Teletherapy. The Department of Special Services continues to implement all student IEPs to the greatest extent possible and will make a good faith effort to meet the goals as outlined with a student's IEP during these unique educational times.

**2. How am I going to be scheduled for my student's Annual or Re-evaluation Planning meeting? Who is going to schedule the meeting?**

Beginning the week on March 30<sup>th</sup>, continuing the week of April 13<sup>th</sup> through the end of the governor's closure of schools, the Department of Special Services is holding meetings through Zoom. This online system provides parties with an opportunity to contribute collectively as a team and facilitate communication towards the development of an IEP. Your case manager will ask for your consent to complete the Zoom meeting prior to scheduling the meeting. If you do not consent to the Zoom meeting, an in-person meeting will be held once the district returns to a regular schedule.

**3. My student received 25 minutes per session for Speech in their IEP. Why are they only receiving 20 minutes during distance learning?**

There are many students who receive related services in Old Bridge. Some students receive individual or group therapy or both. In order for the Speech Language specialists to schedule as many students as possible, 20-minute sessions were determined the best length of time for all students. In theory, this would allow the SLSs to schedule three sessions per hour and provide the most amount of service for all the students needing services.

**4. Will the related services in my student's IEP be changed to reflect the 20-minute distance learning session?**

No IEPs will be changed to reflect the change of time (e.g. from 25 to 20 minutes). If we were to go back to school on Monday, April 20<sup>th</sup> (or whatever the earliest possible day of return), all times reflected in a students' IEPs will be implemented.

**5. How are the number of Related Service sessions determined?**

The amount of time/amount of sessions would be based on the individualized goals as outlined in a student's IEP. The district continues to use multiple modalities to address the goals as outlined in the students' IEP. All speech language specialists and OT/PT providers have been instructed to review their students' goals and determine the most appropriate avenue to address those goals. These methods can include:

- **Synchronous** (client interactive)—services are conducted with interactive audio and video connection in real time to create an in-person experience similar to that achieved in a traditional encounter. This will begin in Old Bridge on April 13th.
- **Asynchronous** (store-and-forward)—images or data are captured and transmitted (i.e., stored and forwarded) for viewing or interpretation by a professional. Examples include transmission of voice clips, Flipgrid activities, or videos shared with parents. This has been used on a case-by-case basis based on student IEP goals.
- **Provision of goal-oriented resources and activities**-- e-mail activities, provision of online access to programs, collection of projects or assignments. This has been used from the very beginning of the distance learning platform.

**6. My student has group speech/OT/PT in his/her IEP? Why was he/she scheduled as an individual session?**

The department is examining the provisions surrounding group therapy. As there are privacy issues, to begin this virtual service model, the district is only using individual sessions. We hope to have more information about group sessions towards the end of April.

**7. Can parents opt-in to certain Related services via Teletherapy and opt-out of others?**

Parents can choose to do virtual therapy for speech and choose not to do virtual therapy for OT/PT. The parent can just let your provider aware and let your case manager know. For further information, please refer to the letter available through the district website under "Services."

**8. My child does not have access to a computer at home, what do I do?**

Please contact the building Principal if you are in need of a device for your student to use at home and/or refer to the OBTPS Remote Learning Plan which provides information about device pickup.

**9. My child is in the process of being tested by the CST during a school closure. Can testing be completed during this time?**

CST testing will be completed upon the reopening of schools. This includes all testing with the exception of social evaluations. Social evaluations can be completed over the

phone. Upon completion of all evaluations, a new eligibility meeting date will be provided to you upon our return to school.

**10. I do not feel my child is receiving appropriate related services. I would like to discuss compensatory education.**

Compensatory Education will be reviewed and addressed with parents on a case-by-case basis. The amount of time/amount of sessions would be based on the individualized goals as outlined in a student's IEP and the overall progress of the student during this distance learning model. The Department recognizes the possibility of regression for students utilizing this distance learning model. Compensatory education would be reviewed upon our return to school and based on assessing the goals of each student upon their return.

**11. My child is unable to complete the general education assignments as provided and it does not address their IEP modifications.**

Please contact your child's special education teacher to share your concerns and request clarification on the modifications being provided for your child to complete the necessary assignment. If additional modifications are necessary, that can be addressed through an IEP meeting.

**12. My child is in a specialized program (i.e., ABA, MD) and I am unsure how to practice a particular skill and/or teach a new target.**

Your child's teacher has provided you with a physical packet of skills to be targeted in the home. The teacher can contact you and provide step by step instructions on how to practice individually based skills. This can be done via telephone and/or email. Additionally, many of the teachers have adopted asynchronous methods of providing instruction to their students (i.e. Flipgrid). Please contact your teacher directly with any specific questions.

**13. My child is spending an inordinate amount of time "in school?" Is there too much work?**

Our initial direction for the first three weeks of distance learning was for teachers to present mostly review material. Beginning April 13<sup>th</sup>, it was necessary to introduce new material. While it depends on grade level, the general expectation is two hours per day for elementary students and additional time above that for Middle School and High School students as their coursework dictates.