Special Education

1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model addresses the provision of free appropriate public education (FAPE) consistent/with the need to protect the health and safety of students with disabilities and those providing special education and services.
   - All learners continue to require flexible and responsive support for their academic, behavioral and wellness needs. RSCSD provides specialized instruction and related services for students with disabilities. They will continue to receive a high-quality education in alignment with a learner's IEP. Students with individualized education plans have access to rigorous and research-based instruction in the least restricted environment, whether in-person, distance or in a hybrid model. All safety precautions are adhered to and compensatory services will be provided in-person with social distancing, distance through virtual conferencing or tele-therapy when possible.

2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well communications with parents.
   - ClearTrack is our management system for students with IEPs. It is a data warehouse of meetings notes, IEPS, services and communication. Students receive a variety of services including, but not limited to integrated co-taught classes, direct consult teacher, indirect consult teacher, resource, speech/language therapy, occupational therapy, counseling, vision therapy, special classes and/or physical therapy. Teachers and staff utilize a multi-tiered system of supports reaching across synchronous and asynchronous instruction, in-person and online. The RTI team and the CSE team analyze data, progress monitoring, behavior plans, functional behavior assessments, qualitative and quantitative data and then work with families to create rich and equitable learning experiences for students. RTI notes and plans are documented and stored in RTI edge a component of ClearTrack. Students' progress, program, services and needs are communicated with parents through phone calls, letters, in-person meetings, and virtual meetings.

3. Each school and/or district reopening plan addresses meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of IDEA.
   - Flexible modes of communication, including telephone conversations, virtual meetings, written correspondence, email, and in-person meetings are leveraged to engage caregivers in the decision-making progress with regard to their child's services, programs, needs, and school experience.

4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served

to ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs (IEPS), plans for monitoring and communicating student progress, and commitment to sharing resources.

- o The CSE and RTI teams meet to ensure that the district's in-person and distance learning programs are individualized for each student. Together with BOCES, the district' CSE and CPSE explore ways that related services can be provided including telephone call, instructional support materials, virtual lesson and therapies, and other distance learning based applications. These teams work together to assess students' needs and determine, with families, the best program, provider, and/or setting that meets the individual learner's needs. The district leverages resources and tools for systematic data collection, ongoing progress monitoring, and timely implementation of interventions. Progress monitoring assessments are conducted utilizing diagnostic assessments and curriculum-based measures. Scheduled meetings to review data and student progress, including all stakeholders, take place to ensure student learning and efficacy of the program. Such communication allows for shared decision making, equity, and access.

5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids, and services, technology (including assistive technology) to meet the unique disability related needs of students.

- o All instructional models, in-person, distance or a hybrid, allow students to access the necessary supports and services that they need to access a free and appropriate education, and meet the requirements dictated by their IEPS. Educators scaffold their teaching and ensure that their lessons are designed in accordance with the principles of Universal Design for Learning (UDL), offering multiple ways for students to engage. They consider what built-in supports are available through technology, and maintain the same high standards and expectations for all students. In some instances, classes are co-taught by a generalist and a special educator. Many services, if distance learning is required, are provided virtually including speech-language, instructional interventions and mental health counseling. Tele-therapy is also an option for some interventions. Most accommodations and modifications listed on IEPS can be met in any learning model, including small group instruction, simplified directions, modified homework, attention and focus cuing, behavioral intervention plans, text read, increased time, visual models, and explicit instruction of content and expectations. Technology applications or paper-pencil modification and accommodations are put in place with purposeful communication between caregivers, instructors and students. Based on IEP goals, in-person or synchronous specialized instruction will take place, and students will receive access to instructional materials for in school use or use at home including assistive technology tools. The student support model is complemented by enhanced professional development for staff and training on differentiated instruction, co-teaching, collaboration, student agency, student engagement and universal design for learning, especially in a virtual or distant environment.