



OREGON
DEPARTMENT OF
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Special Education and COVID-19

HB 3350

House Education Committee

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April 27, 2021

READY SCHOOLS, SAFE LEARNERS

GUIDANCE FOR SCHOOL YEAR 2020–21



Ensuring Equity and Access

COMPANION GUIDANCE TO
*READY SCHOOLS, SAFE LEARNERS AND
COMPREHENSIVE DISTANCE LEARNING*



IEP Teams

For Each Individual Student



Developing IEPs for 2020-21

OPTION A

Amend Plans as Instructional Models Change

OPTION B

Proactively Plan for Changes in Instructional Models

As in any previous year, regardless of option chosen, IEP meetings must address the following elements for IEP development:

- Use up the Present Levels of Academic and Functional Performance (PLAFP Statements) based on age/grade level expectations.
 - Discuss and describe strengths and challenges the student has accessing the general curriculum.
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In addition to the elements addressed in Option A, in order to develop IEPs that are resilient to changes in instructional models, IEP teams must also consider:

- Develop the Present Levels of Academic and Functional Performance (PLAFP Statements) based on age/grade level expectations.
 - How do changes to the general education context (i.e., level of need) could potentially impact the strengths and challenges the student has in access to the general curriculum?
 - How does the child's disability impact their ability to receive either the individualized instruction or the general education curriculum?

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 - How does the child's disability impact their ability to receive either the individualized instruction or the general education curriculum?

This option is the same as previous years. Districts/programs using this option will need to address questions in Option B upon shifts in instructional models.

This option requires additional consideration for districts/programs in requirements for the 2020-21 school year. Districts/programs using this option will need to minimize the need to amend IEPs due to shifts in instructional models.

Regardless of which option a district/program uses to develop plans, FAPE must be provided to each eligible student throughout the entire 2020-21 school year. ODE recommends Option B to proactively minimize the need for multiple IEP amendments throughout the school year.



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Types of Services Provided

Services	Examples from COVID-19 Era
General Education Services and Supports	<ul style="list-style-type: none"> • Comprehensive Distance Learning • Hybrid or On-Site Instruction • Limited In-Person Instruction
Specially Designed Instruction	<ul style="list-style-type: none"> • Instruction in specific content (e.g., math) • Instruction in specific skills (e.g., using a graphic organizer) • Speech therapy
Related Services	<ul style="list-style-type: none"> • Speech, Language, Occupational, or Physical Therapy • Transportation • School Health Services
Supplementary Aids And Services	<ul style="list-style-type: none"> • Support from an Educational Assistant • Implementation of a Behavior Intervention Plan based on a Functional Behavioral Assessment • Provision of Study Guides • Note Taker or Scribe • Use of Assistive Technology

Challenges Districts Faced in Providing Services

Challenges At Large	Challenges Specific to Students Experiencing Disability
<ul style="list-style-type: none"> • Digital Divide • Comprehensive Distance Learning <ul style="list-style-type: none"> • Teachers had to learn to teach in an entirely new way. • Students had to learn to learn in an entirely new way. • Lack of in-person teacher and peer interaction • Stressors Related to COVID-19 	<ul style="list-style-type: none"> • Completing Evaluations • Telehealth Services • Need for Additional Support <ul style="list-style-type: none"> • Parents in role of quasi-Teacher/Instructional Assistants • In-person services that could not translate to a distance learning setting • Face Coverings



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Questions?



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