

# Remote Learning Information for Special Education & Related Services

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# NJ DOE Guidelines for Special Education Services During School Closure

**How should students with disabilities, including students in special class programs, medically fragile students, students with one-to-one paraprofessionals, and students receiving related services, be accommodated in the plan?**

*Home instruction/services shall be consistent with the student's Individualized Education Plan Program (IEP) to the most appropriate extent possible. Districts should talk to parents, who are key members of the IEP team, and help them consider how they may best ensure that students with disabilities have the necessary supports, including medical supports, in place during a public health-related school closure. Consultation with the parents should explore how students with disabilities will gain equitable access to home instruction. This is a temporary situation, and districts must offer special education services to the most appropriate extent possible while students are away from their schools/programs. IEP teams may need to consider compensatory services when students return to school and IEPs may need to be adjusted accordingly. The IEP team should determine the amount of compensatory related services students with IEPs may require, on a case-by-case basis, when school resumes.*



- *School officials have an obligation to avoid discrimination on the basis of disability under Title II and Section 504, while cooperating with public health authorities to ensure that students with disabilities have access to the school's education program. School officials should acknowledge the expertise and role of public health authorities, as well as parental concerns, to determine whether students should stay home. If a student who has an individualized education program (IEP) through the Individuals with Disabilities Education Act, or is receiving services under Section 504, is required or advised to stay home by public health authorities or school officials for an extended period of time because of COVID-19, provision should be made to maintain education services. This also applies if the student is absent from school as advised by the student's treating physician, consistent with school policy and documentation requirements. During such absences, if the school is open and serving other students, the school must ensure that the student continues to receive a free appropriate public education (FAPE), consistent with protecting the health and safety of the student and those providing that education to the student. If feasible, the student's IEP Team, or the personnel responsible for ensuring FAPE to a student for the purposes of Section 504, can be utilized to assist with the effort to determine if some, or all, of the identified services can be provided through alternate or additional methods. Accessible technology may afford students, including students with disabilities, an opportunity to have access to high-quality educational instruction during an extended school closure, especially when continuing education must be provided through distance learning. If a school district closes its schools and does not provide any educational services to the general student population, then a school would not be required to provide services to students with disabilities during that same period of time. Once school resumes, the school must return to providing special education and related services to students with disabilities in accordance with the student's IEP or, for students entitled to FAPE under Section 504, consistent with any plan developed to meet the requirements of Section 504. The Department understands that there may be exceptional circumstances that could affect how a particular service is provided. If a student does not receive services after an extended period of time, the student's IEP Team, or appropriate personnel under Section 504, must make an individualized determination whether and to what extent compensatory services are needed consistent with the respective applicable requirements, including to make up for any skills that may have been lost. Additionally, IEP Teams are not required to meet in person while schools are closed. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504.*

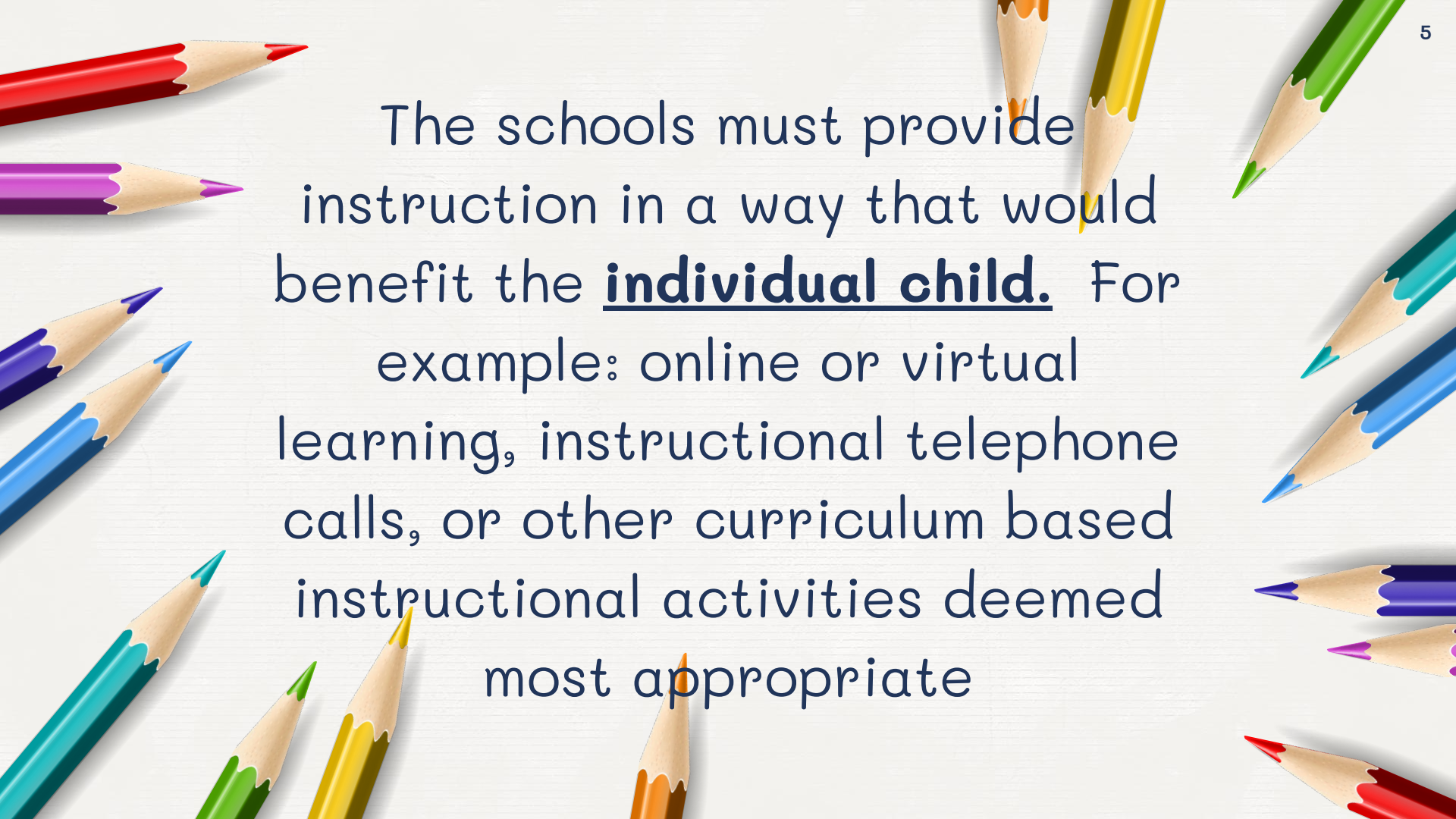
Update from the Office of Civil Rights





? What Services Must We Provide?



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The schools must provide instruction in a way that would benefit the **individual child**. For example: online or virtual learning, instructional telephone calls, or other curriculum based instructional activities deemed most appropriate

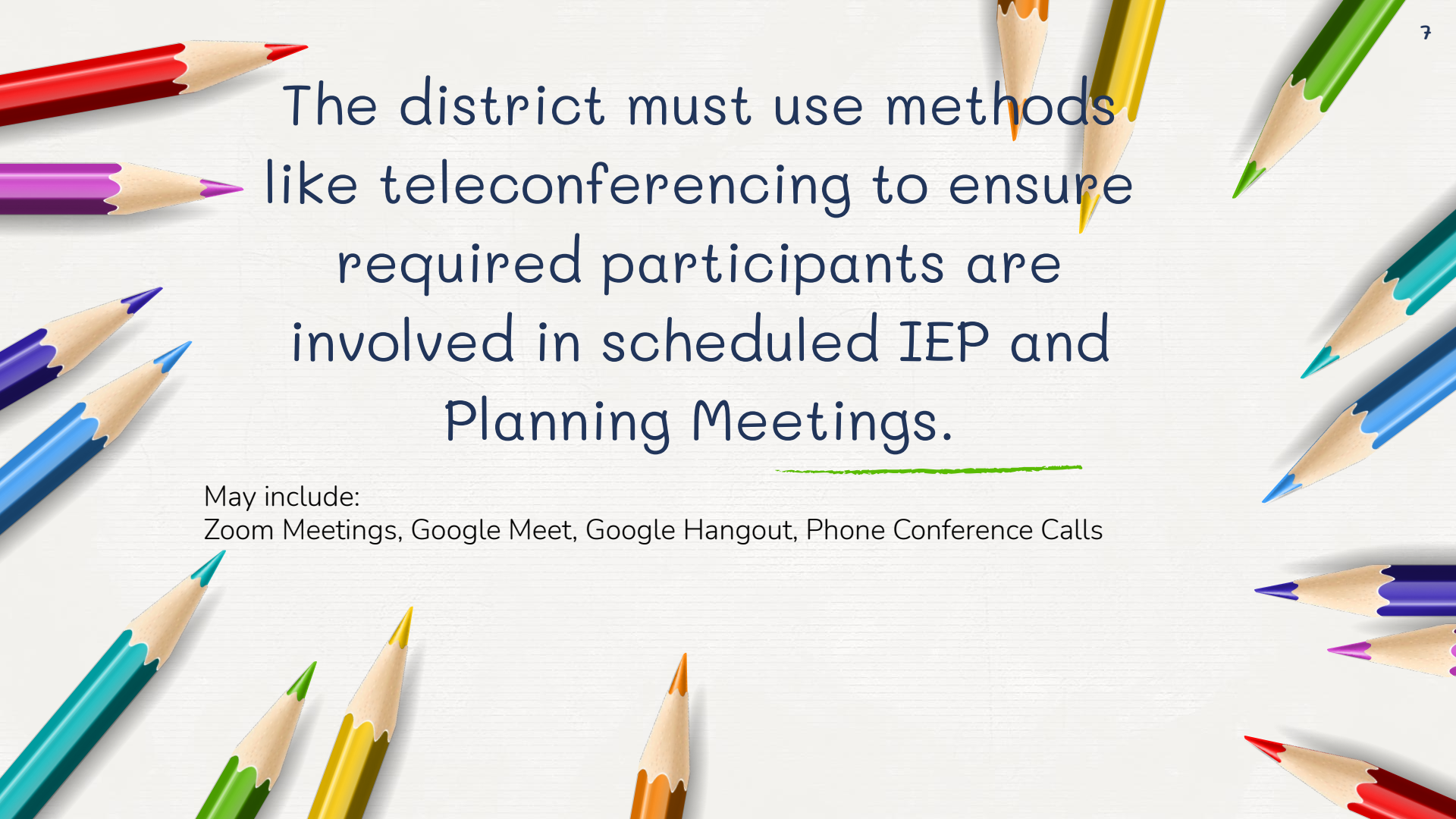


# Information for CST, Teachers & Parents regarding Child Study Team Meetings, Evaluations & IEPs

**All Previously Scheduled IEP Meetings will be held, unless you are told otherwise by the case manager or secretary.**

The NJ DOE is NOT waiving compliance during this time!



A decorative border of various colored pencils (red, purple, blue, teal, green, yellow, orange) surrounds the central text. The pencils are arranged in a circular pattern, pointing towards the center.

The district must use methods like teleconferencing to ensure required participants are involved in scheduled IEP and Planning Meetings.

May include:

Zoom Meetings, Google Meet, Google Hangout, Phone Conference Calls

# Child Study Team Members Should:

- ✗ Determine what platform they are comfortable using to hold meetings.
- ✗ Share the platform with parents and required participants
- ✗ Obtain best contact information from participants
- ✗ Have all paperwork ready in Realtime
- ✗ Complete and finalize paperwork during the meeting, adding in any necessary information from the meetings
- ✗ Document that the meeting was held via telephone or teleconference
- ✗ Note participants who are participating via telephone or teleconference on the attendance sheet
- ✗ Email the secretary after the meeting is complete to give them a specific list of documents to mail home





# Teachers Should:

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## Teachers:

- ✗ Be prepared to participate via phone for all meetings scheduled
- ✗ Reach out to the case manager with the best number to be reached for the meetings
- ✗ Be prepared with updated PLAAFP information to share at the meeting
- ✗ Provide individualized work for students to meet their needs most appropriately from home
- ✗ Monitor Progress of their students daily
- ✗ Update Plans and Materials as needed based on student need and performance
- ✗ Use more than paper documents
  - If paper documents are necessary and most appropriate, Teachers should be planning out for future weeks
  - If copies need to be made and delivered, let your building principal know
- ✗ Begin to plan for future weeks home



# Parents Should

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## Parents:

- ✘ Be prepared to participate via phone/teleconference for all meetings scheduled
- ✘ Reach out to the case manager or secretary if you are unavailable to participate
- ✘ Expect paperwork to be mailed home after the meeting is held with a self-addressed envelope for you to return all signed forms
- ✘ Check your child's Google Classroom or Class Dojo if applicable and stay in communication with your child's teacher



# Helpful Tips For Parents:

Get familiar with online platforms:

[Google Classroom Tutorial](#)

[Google Hangouts Tutorial](#)

Set up a schedule with your child:

- ✗ Include Learning Times
- ✗ Include physical activity time
- ✗ Add in Life-Skills and Chores

Maintain contact with Teachers, CST, Service Providers & Administration

- ✓ All staff will be available via email during school hours (including CST)
- ✓ Secretaries will be in district and able to relay phone messages
- ✓ Administrators will be available via phone and email





# Speech & Language Therapy

- ✗ Have a platform to communicate with the students on your caseload (i.e. Google Classroom, Class Dojo, Zoom, Google Meet, Bloomz)
- ✗ Review the guidance from NJSHA on teletherapy  
[www.njscha.org](http://www.njscha.org)
- ✗ Be prepared to participate in IEP meetings at their scheduled times
- ✗ Keep a log of services provided and services that will need to be made up when we return to school
- ✗ Complete IEP Information in open drafts for upcoming meetings



# Nursing Responsibilities

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- ✘ Check with Medically Fragile students 3x/week (n/a)
  - Create a list and log of students to share with each other and administrators.
- ✘ Gather medications and prepare to distribute back to parents if needed
- ✘ Rotating schedule may begin in the future



# Child Study Team Information

- ✗ Available via email
- ✗ Secretaries available via phone
- ✗ Checking email on an hourly basis
- ✗ Opening draft IEPs for all upcoming meetings so teachers can begin adding in information
- ✗ If parents request a meeting, case manager will work with secretaries to schedule
- ✗ Keep track of students / teacher's needs
- ✗ Check in with teachers and students on caseload on a regular basis
- ✗ When mailing documents include a self-addressed envelope for parents to return all signed forms





# Resources

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- ✗ [Free ZOOM Site](#)
- ✗ [List of Free Online Resources](#)
- ✗ [PRSD Technology Home Page Resources](#)
- ✗ [No Red Ink Online Learning Guide](#)
- ✗ [Scholastic Learn At Home Free Resources](#)
- ✗ Recorded Lesson Forums:
  - ✗ <https://screencast-o-matic.com/>
  - ✗ <https://screencast-o-matic.com/tutorials>





# Thanks!

**Any questions or needs?**

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