Special Education Planning Guide[1] for Reopening Washington Schools 2020

This special education planning guide was developed to support districts with planning for the provision of special education and related services throughout the school reopening process. These questions were compiled from considerations and concerns raised by stakeholders and workgroup members. Additional information, strategies, and resources to support special education planning for school reopening are included in the publication Reopening Washington Schools 2020: Special Education Guidance.

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES[2]
Systems Planning and Operations					
How will your district learning management system(s) provide consistency and access for students, staff, and families, including those engaged with special education supports?					
How will you review and revise policies, practices, and school-wide expectations to support students receiving special education and related services in the continuum of reopening models for 2020–21?					
How will the budget and CARES Act funds be allocated to ensure equitable special education funding for those students furthest from access to services and educational justice?					
Closing out 2019–20					
How will you prioritize school facility usage and in-person instruction for ESY for students needing hands-on learning opportunities and face-to-face instruction and support to learn?					
How will you ensure that students who were unable to access specially designed instruction and related services during the closure (whether under the district's control or not) will be offered timely and effective recovery services?					
Staffing Considerations					
How will you provide and document training to all staff supporting students with disabilities, including administrators, educators, paraeducators, and classified staff on safety protocols to prepare for transitioning back to the classroom in alignment with safety guidelines?					

[2] This prompt is intended to support teams with consensus around "look fors" for success – how will you know your plans are working?

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[1] This planning guide format was adapted from the CCSSO Virtual Summer School 2020—Lea Planning Guide

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Inclusionary Practices					
Family Partnerships & Communications					
How will you streamline communications with families and ensure that documentation and materials going home are representative of populations and languages, and culturally responsive?					
How will you document and respond to family preferences and barriers to distance learning, including strategies/materials, training, and staff supports?					
What language access measures are needed so families can participate and communicate? What internal protocols will be developed to ensure all special education staff can access interpretation and translation supports to communicate effectively with families?					
Student Engagement, Social-Emotional and Behavioral Supports					
How will you ensure students with disabilities are integrated throughout the day, including at lunch and recess, when mixing of classes is limited?					
What staff training and supports are needed for all students to be included and to prevent exclusion?					
Instructional Delivery & Universal Design for Learning (UDL)					
How will you provide training and support for accessible methods of instruction and ensure staff have resources to respond to lack of student growth (e.g., collaboration, UDL, removing barriers)?					
What strategies will support personal and educational support needs of students across the continuum of reopening options?					
Special Education Services					
Evaluations & Eligibility					
What policies and practices are needed to meet child find obligations and prevent delay of initial evaluations and reevaluations, including those that need to be conducted in person? What training, materials, and equipment are needed by evaluators in order to safely complete evaluations?					
How will evaluation groups consider the impact of COVID-19 school facility closure on achievement, adverse impact, and need for SDI?					
DIMENSION	**ACTIONS**	**IMPLEMENTATION TIMELINE**	**OFFICE/PERSON RESPONSIBLE**	**DELIVERABLES/ MATERIALS**	**FIDELITY MEASURES**

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How will overdue initial evaluations and reevaluations be prioritized for timely completion, including considerations of student needs, the impact of school facility closures, and timelines?					
IEP Development					
How can compliance or documentation obligations be maintained while limiting clerical demands on case managers, to increase opportunities for individualized instruction and family outreach?					
How will you document and provide training around SDI and related services across the continuum of school reopening models, including distance learning?					
How will overdue initial IEPs and annual IEPs be prioritized for timely completion?					
What is the plan for scheduling IEP meetings district-wide to review student progress and determine if additional IEP services are needed?					
Provision of Special Education and Related Services					
How will you prioritize safety, in-person services, and supports based on student need, including individualized help from staff for students with vision, deaf and hard of hearing needs, 1:1 paraeducator services, etc.?					
How will you ensure students with disabilities receive appropriate services and supports, and make meaningful progress, without relying on parents to deliver or facilitate instruction?					
Technology Supports and Assistive Technology (AT)					
How will materials and instruction be accessible, appropriate to individual needs, and usable for all (e.g., home or native language, students with visual impairments, complex communication needs, deaf and hard of hearing, specific learning disability, access to supports from technical assistance partners, etc.)?					
How will student access and technology needs be included in school reopening plans, across the continuum of school reopening models?					
How as a system will you train and support educators in deploying technology to support unique populations of students who may need additional support, including low tech solutions?					
DIMENSION	**ACTIONS**	**IMPLEMENTATION TIMELINE**	**OFFICE/PERSON RESPONSIBLE**	**DELIVERABLES/ MATERIALS**	**FIDELITY MEASURES**

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Specific Strategies for Supporting Individualized Student Needs					
Supporting Individualized Student Needs					
What equipment and staff supports are available to provide specialized services across the continuum of school reopening options, while offering in-person supports to all students?					
How will you ensure ongoing communication around specialized, medical, and health supports, across the continuum of school reopening models?					
Progress Monitoring and Reporting					
How will you measure, evaluate and improve communication efforts of staff at all levels to ensure that teams are collaborating as needed to meet student and family needs?					
What internal controls will ensure ongoing progress monitoring for students with disabilities, including protocols for identifying and responding to lack of progress, across reopening models?					
Early Learning					
What training and supports are needed by early childhood special education staff to conduct child find, to provide inclusive early learning services across the continuum of school reopening models, and to complete data collection and reporting (e.g., child outcome summary (COS) data)?					
*How will you ensure inclusive access **and** a continuum of early learning options in the context of changes to early learning programs in response to physical distancing requirements and/or staffing and funding cuts due to COVID 19?*					
How will you meet timelines for Part C to B transition requirements, including communicating and collaborating with Part C provider agencies and families?					
Graduation & Secondary Transition					
How will service needs for students with disabilities who are nearing graduation or age 21 (exit from special education) be prioritized, while offering in-person supports to all students?					
What training and equipment are needed to support transition services for students with disabilities, including transportation and access to off-site and employment settings?					

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