



Distance Learning Plan for PPS - March 16, 2020

1 message

Ann Leffert <do_not_reply@westportps.org>
Reply-To: do_not_reply@westportps.org

Mon, Mar 16, 2020 at 3:19 PM

Westport Public Schools
Department of Pupil Services
Distance Learning Plan for Special Education and Related Services
March 16, 2020

The Westport Public Schools will begin using a Distance Learning format, for students prek-12, beginning Tuesday, March 17th. During these uncertain times, we will work together to provide a sense of community and consistency for our students and families regarding students' continued learning.

To that end, special education teachers and related services providers will work to create online learning opportunities designed to meet students' IEP goals and objectives. The following pages document recommendations for how special education and related services staff can continue to meet students' IEP goals and objectives. As recommended in the "Distance Learning Guidelines" which was previously sent to Westport Families:

- Special Education teachers will work in conjunction with classroom teachers throughout the duration of the closure to determine additional modifications and adjustments to instruction, resources, and assessments.
- Special Education teachers will provide alternative or additional online assignments, when appropriate, and monitor student progress.
- Related Services - will provide weekly assignments, provide email support to parents and students, and direct instruction by video conferencing, when appropriate and possible.

Over the next few weeks, school teams will begin focusing on conducting annual review and triennial review Planning and Placement Team (PPT) meetings according to the end dates on IEPs. These meetings will take place on conference calls between the school team and families. When setting up the PPT, the school secretary will provide families with a conference call phone number and access code to enter to join the meeting. For any triennial evaluations that have been completed and are ready to be reviewed at a PPT, you will receive evaluation reports ahead of time and will have a pre-meeting conference call to review the results and ask any questions you might have about the evaluation.

It is likely there will be changes and adaptations to this plan along the way if this closure extends for a longer duration. Working together, we can continue to provide the instruction and support for our students receiving special education and related services. Please reach out with questions to your service providers or building administrators and we will work to support each other along the way.

Ann Leffert
Interim Director of Pupil Personnel Services

Special Education Teachers

<p style="text-align: center;">Stepping Stones Preschool</p>	<ul style="list-style-type: none"> • Teachers will provide materials/lessons/links for home-based learning activities for all students aligned with Early Learning and Development standards and/or student IEP goals and objectives • Teachers will provide guidance to caregivers via phone and/or email a minimum of twice weekly, providing additional materials and resources as needed. • Teachers will collaborate to identify appropriate learning activities for students.
<p style="text-align: center;">Elementary Schools</p>	<ul style="list-style-type: none"> • Teachers will provide contact with students/caregivers as follows: <ul style="list-style-type: none"> ◦ Weekly service time on the IEP up to 5 hours per week: 1-2 contacts per week through phone, email or Google Hangouts ◦ Weekly service time on the IEP of greater than 5 hours per week: 2-3 contacts per week through phone, email or Google Hangouts • Teachers will provide home-based activities (materials to be provided by special education teachers, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Consult with classroom teachers to modify classroom materials as appropriate
<p style="text-align: center;">Middle School</p>	<ul style="list-style-type: none"> • Teachers will provide contact with students/caregivers as follows (separate for each area of instruction: Language Arts, Math, Resource): <ul style="list-style-type: none"> ◦ Weekly service time on the IEP up to 5 hours per week: 1-2 contacts per week for each service through phone, email or Google Hangouts ◦ Weekly service time on the IEP of greater than 5 hours per week: 2-3 contacts per week for each service through phone, email or Google Hangouts • Teachers will provide home-based activities (materials to be provided by special education teachers, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Consult with classroom teachers to modify classroom materials as appropriate
<p style="text-align: center;">High School</p>	<ul style="list-style-type: none"> • Teachers will provide contact with students/caregivers as follows: <ul style="list-style-type: none"> ◦ Weekly service time on the IEP up to 5 hours per week: 1-2 contacts per week through phone, email or Google Hangouts ◦ Weekly service time on the IEP of greater than 5 hours per week: 2-3 contacts per week through phone, email or Google Hangouts • Teachers will provide home-based activities (materials to be provided by special education teachers, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Consult with classroom teachers to modify classroom materials as appropriate

School teams will proceed with annual review Planning and Placement Team (PPT) meetings through conference calls between service providers and family members. Any triennial evaluations already completed can proceed to a PPT. Any triennial evaluations not yet completed can proceed in one of two ways: (1) evaluation postponed until direct evaluations can be completed, or (2) work with families to get permission to determine continued eligibility without completing the triennial evaluation. In the second case, the PPT can determine it will convene once school reconvenes to plan an evaluation again and agree on the timeline to complete that reevaluation. In that case, the date of the last reevaluation would be now, with the next reevaluation to be in the timeframe you recommend. I would suggest within one year. Any initial evaluations will be on hold until school reconvenes. You will indicate in the Process Log of the IEP that the evaluation was delayed due to the emergency closing of schools. The same process will be used for students in outplacements, dependent on the availability of outplaced program staff members.

Intensive Resource Classroom Teachers
(In collaboration with BCBA's from the Center for Children with Special Needs)

Stepping Stones Preschool	<ul style="list-style-type: none"> • Teachers will provide learning materials with instructions for implementation for identified IEP goals and objectives • Teachers will have daily contact with caregivers through phone or email. • BCBA's will work to develop behavior support protocols, instructional plans, sharing of materials • BCBA will set up online drives where information can be shared and to update documents for families • BCBA will be available to set up video conferencing with families
Elementary Schools	<ul style="list-style-type: none"> • Teachers will develop home-based lesson plans and materials. • Teachers will have daily contact with caregivers through phone or email. • BCBA's will work to develop behavior support protocols, instructional plans, sharing of materials • BCBA will set up online drives where information can be shared and to update documents for families • BCBA will be available to set up video conferencing with families
Middle School	<ul style="list-style-type: none"> • Teachers will develop home-based lesson plans and materials. • Teachers will have daily contact with caregivers through phone or email. • BCBA's will work to develop behavior support protocols, instructional plans, sharing of materials • BCBA will set up online drives where information can be shared and to update documents for families • BCBA will be available to set up video conferencing with families
High School	<ul style="list-style-type: none"> • Teachers will develop home-based lesson plans and materials. • Teachers will have daily contact with caregivers through phone or email. • BCBA's will work to develop behavior support protocols, instructional plans, sharing of materials • BCBA will set up online drives where information can be shared and to update documents for families • BCBA will be available to set up video conferencing with families

School teams will proceed with annual review Planning and Placement Team (PPT) meetings through conference calls between service providers and family members. Any triennial evaluations already completed can proceed to a PPT. Any triennial evaluations not yet completed can proceed in one of two ways: (1) evaluation postponed until direct evaluations can be completed, or (2) work with families to get permission to determine continued eligibility without completing the triennial evaluation. In the second case, the PPT can determine it will convene once school reconvenes to plan an evaluation again and agree on the timeline to complete that reevaluation. In that case, the date of the last reevaluation would be now, with the next reevaluation to be in the timeframe you recommend. I would suggest within one year. Any initial evaluations will be on hold until school reconvenes. You will indicate in the Process Log of the IEP that the evaluation was delayed due to the emergency closing of schools. The same process will be used for students in outplacements, dependent on the availability of outplaced program staff members.

Speech and Language Pathologists (SLPs)

Stepping Stones Preschool	<ul style="list-style-type: none"> • SLPs will provide home based activities to caregivers related to the student's goals and objectives • SLPs will provide consultation with caregivers via phone or email as follows: <ul style="list-style-type: none"> ◦ For service hours on the IEP of 2.5 hours per week: 3x weekly contact ◦ For service hours on the IEP of 2 hours per week: 2x weekly contact ◦ For service hours on the IEP of 1.5 hours per week: 1-2 weekly contacts ◦ For service hours on the IEP of 1 hour per week: 1 weekly contact • SLPs will provide consultation to teachers
Elementary Schools	<ul style="list-style-type: none"> • SLPs will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • SLPs will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • SLPs will consult with special education teachers
Middle School	<ul style="list-style-type: none"> • SLPs will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • SLPs will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • SLPs will consult with special education teachers
High School	<ul style="list-style-type: none"> • SLPs will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • SLPs will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • SLPs will consult with special education teachers

School teams will proceed with annual review Planning and Placement Team (PPT) meetings through conference calls between service providers and family members. Any triennial evaluations already completed can proceed to a PPT. Any triennial evaluations not yet completed can proceed in one of two ways: (1) evaluation postponed until direct evaluations can be completed, or (2) work with families to get permission to determine continued eligibility without completing the triennial evaluation. In the second case, the PPT can determine it will convene once school reconvenes to plan an evaluation again and agree on the timeline to complete that reevaluation. In that case, the date of the last reevaluation would be now, with the next reevaluation to be in the timeframe you recommend. I would suggest within one year. Any initial evaluations will be on hold until school reconvenes. You will indicate in the Process Log of the IEP that the evaluation was delayed due to the emergency closing of schools. The same process will be used for students in outplacements, dependent on the availability of outplaced program staff members.

School Psychologists, Social Workers, Middle School Counselors

Stepping Stones Preschool	<ul style="list-style-type: none"> • Service Providers will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • Service Providers will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Service Providers will consult with special education teachers
Elementary Schools	<ul style="list-style-type: none"> • Service Providers will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • Service Providers will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Service Providers will consult with special education teachers
Middle School	<ul style="list-style-type: none"> • Service Providers will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • Service Providers will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Service Providers will consult with special education teachers
High School	<ul style="list-style-type: none"> • Service Providers will provide contact time with students/caregivers through email, feedback on work completed or district technology platforms as follows: <ul style="list-style-type: none"> ◦ If the IEP service is 1x/week, contact time is 1x/week ◦ If the IEP service is 2x/week, contact time is 2x/week ◦ If the IEP service is 3x/week, contact time is 3x/week • Service Providers will provide home-based materials according to the same structure, above (materials to be provided by SLPs, either modified classroom materials or materials specific to a student's IEP goals and objectives) • Service Providers will consult with special education teachers

School teams will proceed with annual review Planning and Placement Team (PPT) meetings through conference calls between service providers and family members. Any triennial evaluations already completed can proceed to a PPT. Any triennial evaluations not yet completed can proceed in one of two ways: (1) evaluation postponed

until direct evaluations can be completed, or (2) work with families to get permission to determine continued eligibility without completing the triennial evaluation. In the second case, the PPT can determine it will convene once school reconvenes to plan an evaluation again and agree on the timeline to complete that reevaluation. In that case, the date of the last reevaluation would be now, with the next reevaluation to be in the timeframe you recommend. I would suggest within one year. Any initial evaluations will be on hold until school reconvenes. You will indicate in the Process Log of the IEP that the evaluation was delayed due to the emergency closing of schools. The same process will be used for students in outplacements, dependent on the availability of outplaced program staff members.

Occupational Therapists, Physical Therapists and Adaptive Physical Education Teachers

Stepping Stones Preschool	<ul style="list-style-type: none"> • Home-based motor activities will be provided • Occupational Therapists, Physical Therapists and Adaptive Physical Education Teachers will consult with families once per week via email or phone
Elementary Schools	<ul style="list-style-type: none"> • Home-based motor activities will be provided • Occupational Therapists, Physical Therapists and Adaptive Physical Education Teachers will consult with families once per week via email or phone • Adaptive Physical Education Teacher will consult with the Physical Therapist
Middle School	<ul style="list-style-type: none"> • Home-based motor activities will be provided • Occupational Therapists, Physical Therapists and Adaptive Physical Education Teachers will consult with families once per week via email or phone • Adaptive Physical Education Teacher will consult with the Physical Therapist
High School	<ul style="list-style-type: none"> • Home-based motor activities will be provided • Occupational Therapists, Physical Therapists and Adaptive Physical Education Teachers will consult with families once per week via email or phone • Adaptive Physical Education Teacher will consult with the Physical Therapist

School teams will proceed with annual review Planning and Placement Team (PPT) meetings through conference calls between service providers and family members. Any triennial evaluations already completed can proceed to a PPT. Any triennial evaluations not yet completed can proceed in one of two ways: (1) evaluation postponed until direct evaluations can be completed, or (2) work with families to get permission to determine continued eligibility without completing the triennial evaluation. In the second case, the PPT can determine it will convene once school reconvenes to plan an evaluation again and agree on the timeline to complete that reevaluation. In that case, the date of the last reevaluation would be now, with the next reevaluation to be in the timeframe you recommend. I would suggest within one year. Any initial evaluations will be on hold until school reconvenes. You will indicate in the Process Log of the IEP that the evaluation was delayed due to the emergency closing of schools. The same process will be used for students in outplacements, dependent on the availability of outplaced program staff members.

confirm: [Unsubscribe](#)

SchoolMessenger is a notification service used by the nation's leading school systems to connect with parents, students and staff through voice, SMS text, email, and social media.