

School Reopening for 2020-2021
Planning for Students with Disabilities
July 9, 2020
Presented by Samantha Hollins
Follow up Questions and Answers

1. What are the VADOE Special Education direct supports mentioned at the very beginning of the meeting? *The Virginia Department of Education (VDOE) works with a variety of entities to provide services and support to students with disabilities. As mentioned on the call, many of these are related to transition support services as well as support for self-determination curriculum, support and resources for students throughout the Commonwealth. Note, however, that these are supports provided in conjunction with the student's school division and IEP team, which remains responsible for services to the student.*
2. Chesterfield County has not at all placed high-risk students in any priority, throughout spring nor summer learning. Any advice? *Consult with your local school division regarding their plans for the upcoming school year (2020-2021). Many school divisions are in the process of making decisions and seeking public input. While schools were closed during the Spring of 2020, schools must plan for instructional delivery and services beginning in the 2020-2021 academic year.*
3. Just wondering about an estimated timeline of planning and parent communication of happenings before the end of August- in local school districts in VA? *Much of this work is happening now and over the next few weeks, any may be dependent on your school division's start date. Consult your local school division on their timeline for decision making and communication with parents, families and caregivers. As shared on the call, school divisions are also required to submit a plan for providing new instruction to all students in the 2020-2021 academic year, regardless of phase or the operational status of the school at the time. This plan is also required to be publicly available by being posted on the division website.*
4. When should IEP meetings take place if and when school reopens? A month before, 2 weeks? *Convening an IEP meeting is dependent on the needs of students. If a consideration for additional services is a component, the IEP team may need time to make a full assessment of student performance and progress so that it can collect data to inform its decision making.*
5. I've had parents request that we not change their student's goals when we next update their IEP, since they feel that their child did not meet those goals or backslid on those goals, due to not having enough time in school. However, it has always been against policy to "repeat" any previous goals. If the parent and team both agree that a student needs to continue working on a previous goal, how do we work around that policy? I know you said there was no lenience or changes with IEP process but special circumstances call for special measures and I want to be able to do what is best for the Student. *Decisions regarding IEP goals (as well as every other component) are the purview of the IEP team. Any updates or changes to a student's IEP should be documented to reflect current status as well as any impact from the extended school closures.*
6. I'd like to get a better understanding how synchronous learning will be delivered for students with significant support needs. Our school district says middle school students will be in over 3 hours a day of synchronous learning. My student can't do this without 1:1 support, but due to

health risk can't be in school. *Questions regarding a school division's specific plan regarding the provision of virtual learning should be directed to a case manager or to the Director of Special Education for your local school division ([Educational Directory Information from VDOE](#)).*

7. How can they do Co-Teaching (its on the IEP) but students will be fully virtual? *The provision of services and supports in a student's IEP in a virtual program should be a discussion of the IEP team. A co-teaching setting is able to be provided virtually in both the provision of support and specially designed instruction with the support from both the general and special education teacher.*
8. If students are in the at risk categories and families opt to do distance learning will they still be able to access their direct and real related services? *Each student's participation in a distance learning option should be clarified in the discussion with the IEP team, this discussion and documentation should include the provision of related services and supports.*
9. My school division is requiring families to choose between fulltime virtual learning or an in-school option, with a hard deadline and no opportunity to switch after the deadline. Is it wrong for a school division to not allow a student with a disability to switch if they need to? A student with a disability may need to switch out of in-school learning for medical reasons, or may need to switch out of distance learning if it's not working instructionally. *Decisions regarding changes in educational setting are within the purview of the IEP team. With regard to medical need to engage in out-of-school learning, check with your school division regarding its homebound policies and procedures. In general, we expect that these would remain in place.*
10. If the school says hybrid and rotating schedule, can you say that my child needs to be there every day? *The [Virginia Return to School Plan](#) provides the maximum flexibility for in-person instruction that a school division may offer in each phase. It allows divisions the flexibility to operationalize a plan in ways that best meet the needs of their staff, students, and school communities. Each school division's approach will likely look different as they work on adjusting their operations, schedules, and transportation to provide safe environments for students and staff to return to school. This comprehensive plan provides guidance to Virginia's school divisions, however the way in which it is implemented will be decided locally. Each student's participation in a distance learning option should be clarified in the discussion with the IEP team, this discussion and documentation should include the provision of related services and supports. Each student's participation in a distance learning option should be clarified in the discussion with the IEP team, this discussion and documentation should include the provision of related services and supports.*