

Jordan School District Special Education

Return to School FAQ

The purpose of this document is to address questions regarding the provision of services to students with disabilities during the 20-21 school year. As questions arise and new information becomes available we will update this Google document. We will highlight updates and put a date in the margin so that you know what information is new.

Four Priorities for JSD Special Education

1. Focus on the safety and welfare of the students and staff
2. Provide FAPE: Deliver as many services as we reasonably can the best we can
3. Document our efforts; focused, consistent, detailed documentation that demonstrates a good faith effort to provide services
4. Stay in compliance with IDEA

General Questions:

What is our obligation to provide services to students with disabilities that return to school?

Our obligation to provide services has not changed. We follow the services outlined in the IEP as we have always done. This includes any health care plans, behavior intervention plans and/or other related services.

As we move into a new school year, more parents and school staff are referring students for special education evaluations. How do we respond to these referrals?

Our process of referrals for Special Education has not changed. We still go through the same process that we have always gone through when referring a student for eligibility. We are a combination district and require classroom intervention data and formal evaluation data. Please follow the pre-referral eligibility process linked here: [Pre Referral for Special Education Services Flow Chart](#)

In addition to this flow-chart process, review data regarding how the student was performing educationally prior to the soft closure of schools. If there were no red flags, no academic, social/emotional or communication concerns, then there is no data to support moving forward with an evaluation. At this point the school would provide a prior written notice to the parent. Administrators need to work with their teacher specialist if a prior written notice of refusal for an evaluation is warranted.

If there is data regarding the student education performance prior to the soft closure then move forward with the eligibility process.

What about Home/Hospital and Home Instruction?

Home/Hospital – This should be addressed via the student’s boundary school and the instruction should be offered virtually.

Home Instruction – This is a placement and should be addressed in the IEP – Please talk to your Teacher Specialist for further information.

Schools require masks to be worn by all students, but due to a disability, a particular student cannot wear a mask, will not keep a mask on, or does not understand social distancing, what are the legal rights of that child and the other children in the school?

Jordan School District has a mask exemption form that will need to be filled out by the parent prior to the student being excused from wearing a mask. The form was sent out to parents by the district and is accessible at: [Student Face Covering Exemption Form](#).

If the student has a current health care plan or medical documentation that meets the guidelines for an exemption, the team can mark the box for “This medical exemption is permanent.” A medical reason for not wearing a mask does not go into the IEP as a goal or an accommodation. It is attached to the most current Health Care Plan.

Preschool will use the following link: [SPED Face Covering Exemption Form](#).

Based on the individual needs of students, the teacher can implement a program that will teach students to be able to adapt to wearing a mask or PPE. If the team determines it is appropriate, the team should create a plan in order for students to be able to wear a mask or PPE all day while attending in-person learning. This would be addressed through an IEP goal. However, the team may want to consider trying different forms of masks and PPE prior to writing a goal that addresses tolerating a mask.

How will transportation know which kids in Self-Contained Support Classrooms, Kauri Sue, South Valley and River’s Edge need to be picked up on Fridays?

Teachers will need to plan a week in advance regarding which kids they would like to work with on Fridays. The first two weeks will be a little tricky, but it should be decided by Friday or Monday which kids you’d like to see on the following Friday. Once that list is put together please email to transportation. Please send that list to either

Stephanie Erickson at stephanie.erickson@jordandistrict.org or Mandy Shaw at

mandy.shaw@jordandistrict.org

Transportation services will not be provided for distance learning students.

Schedule Options	Elementary	Middle	High School	Special Schools
Transportation Block	10:30 - 1:25 11:00-1:55 *See notes below for 5 schools	9:30 - 12:30 9:50 - 12:50 10:00 - 1:00	12:00 - 2:25	KSH - 11:00 - 1:55 Rivers Edge - 10:00 - 1:00 SVS - 9:30 - 12:30
Planning block/period	Minimum 2 hours	Regular prep time	Regular prep time	Regular prep time
PLC Block/Imbedded PD	Minimum 2 hours	Minimum 2 hours	90 Minutes	Minimum 90 minutes
Lunch Block	Schedule with lunch manager	30 minutes prior to buses coming	12:00 - 12:40	Schedule with lunch managers

*Start/End times for 5 schools were scheduled based on transportation options and conversations with principals

- o Heartland - Excel 9:30 - 12:25/Walking 10:30 - 1:25
- o Majestic - 10:30 - 1:25
- o Oquirrh - 9:30 - 12:25
- o Southland - 10:30 - 1:25
- o Westland - 9:30 - 12:25

What will itinerant services look like in a face-to-face setting? Will service minutes stay the same?

Itinerant service providers will continue to provide direct services to students. Itinerant service providers will wear PPE when providing those services in a space designated within the school. Minutes of service should be the same as whatever is defined within the current IEP.

Distance Learning (Online) Questions:

What is a distance learning plan (DLP Addendum)?

This is an addendum to the IEP. This is not the same as an amendment to the IEP, it will be a separate document. It is in place to guide conversations regarding services, if any, may be prioritized as we move through the distance learning experience. The addendum will document services and accommodations that will be provided during distance learning that is part of the IEP. The DLP Addendum is to be created and discussed with the students' parents. It allows for a formal plan to guide distance learning. In essence, the IEP represents the offer of 'in school' services and the DLP Addendum represents the offer of 'alternate learning format' services as a way to change the IEP as needed based upon the circumstances of school changes. An IEP team may change the IEP as the IEP team sees a need.

How do I create a Distance Learning Plan Addendum (DLP Addendum)?

The case manager will meet with parent/s and discuss/create an addendum to the IEP. This addendum is called a Distance Learning Plan Addendum (DLP Addendum). **The case manager is the person who is responsible for the maintenance of the file at the brick and mortar school the student would attend.**

***** Please be aware this is a very collaborative process between the case manager, distance learning teachers, and parents. *****

The process is...

1. The case manager will **make a copy** of the DLP Addendum and start a rough draft of the template. You will make a DLP Addendum for each distance learning student on your caseload. [DLP Addendum Template Link](#)
2. Review the IEPs and identify the core goals and services that could be addressed while the student is engaging in distance learning. **This would be a rough draft.**
3. The case manager will share a Google Doc of the DLP Addendum with all distance learning teachers and related service providers on the student's team.
4. The distance learning teacher(s) will review the google doc DLP addendum and suggest days and minutes for each of the goals.
5. Service minutes are determined by the IEP team. When a DLP Addendum is created, the minutes of service need to be addressed. Minutes should address goals and be reasonable. Reasonability is defined by the ability to provide the minutes and most importantly, the student to have the opportunity to make appropriate progress.
6. The case manager will meet with the parent via a virtual platform to create the final DLP Addendum. The distance learning teacher will implement the DLP Addendum and provide documentation of the implementation.

When do I start teaching?

In-person teaching begins on the first day of school, August 25, 2020. **Distance learning teaching will begin Monday, August 31, 2020.** This is due to the fact that distance learning teachers will not have a caseload list of students on the first day of school. This also gives additional days for case managers to create DLP Addendum and give copies to the distance learning teachers. SCRAMs should still reflect the entry date as 8/17/20.

Do we need to offer the same services to a student whose parent opts for virtual

learning? Can brick and mortar services look different than virtual services and can we tell parents that?

Schools should offer FAPE via an IEP that has been written for in-school, in-person services, if that is what the team deems appropriate for an individual student. If parents opt for virtual instead, those services will be different. The case manager should explain the difference(s) to the parent(s) and develop, with the parent(s), a DLP Addendum for what those services will entail.

The DLP Addendum can look different from the IEP as not all services can be delivered in the same way or for the same amount of time in an alternate learning format as they can in a school based setting.

Guidance from OCR(Office of Civil Rights) and OSERS (Office of Special Education and Rehabilitative Services) indicated that “there may be exceptional circumstances that could affect how a particular service is provided.” There is not an expectation that IEP services designed for in-person education would be delivered exactly as the IEP states for online learning. This is a national emergency, and we should be communicating with families and making decisions based on student needs and how those services can be provided. There is no one right way to provide services.

Can the DLP Addendum provide related services?

Yes. These services would be determined through your meeting and discussion with the parent and related service providers.

Does data have to be taken on goals in a Distance Learning Plan Addendum?

Yes. Progress monitoring data should be collected and documented as it would during typical ‘in school’ instruction. Data should be taken and used to determine effectiveness of instruction and necessary instructional adjustments. Documentation forms will be shared with distance learning teachers.

The link for elementary documentation forms can be found [here](#). A link to a tutorial video to explain the documentation can be found [here](#).

The link for secondary documentation forms can be found [HERE](#).

Can we list accommodations on the DLP Addendum to ensure access to distance learning that may not have been considered at the time of the IEP but are necessary now?

Yes. We can provide equally effective alternate accommodations to access curriculum or services other than previously designated. In a conversation with the parents/guardian these adjustments can be documented on the DLP Addendum in the Accommodations, Instructional and Assessment Access Tools and Instructional Supports section. Teams should consider specific accommodations that are pertinent to accessing the method of instructional delivery (online learning).

What if the parent wants a special education provider to come into the home as part of the DLP Addendum?

No in home instruction will be provided while the student is enrolled in distance learning. This includes all academic and related services. Distance learning by definition means at a distance, not in-person, in the home.

For situations in which the special education teacher is unable to establish regular contact with the parent/student to provide distance learning services, where should we document that?

All efforts to communicate with parents should be documented, just as you would during in-person instruction. Documentation should be kept in a folder with all other DLP documentation.

What documentation should I keep as a distance learning teacher and where should I keep it?

The following documentation should be kept in a folder (1 per student):

- Daily Attendance (daily logs, Skyward, service records) - Printed quarterly
 - Preschool and related service providers would collect daily participation data such as daily logs.
- Progress monitoring data
- Any communication documentation
- Any consent forms, such as a consent for small groups (for specific therapies) or the FERPA/HIPPA forms required for guidance services

[Small Group Consent Form](#) [Spanish Small Group Consent Form](#)

When distance learning is complete each folder would be given to the case manager.

What is the guidance on IEP goal progress reporting during this time?

Because we are providing FAPE, progress reports should continue to be provided to parents on the schedule indicated in the IEP. It is the responsibility of distance learning teachers/related service providers to prepare and send the report of progress home to parents. The case manager will print and file the final copy from Goalview.

How do we provide services to students with significant behavioral difficulties and require a high level of behavioral support ?

There is no one way to provide services and there is not an expectation that IEP services would be delivered exactly as the IEP states when in distance learning. Decisions should be made based on individual student needs. The focus should be on supporting students and their parents/caregivers in engaging in systems that promote safe and compliant behaviors in the home and community. Behavioral supports at home will likely look very different than behavioral supports in schools and parents/caregivers may need support on how to implement interventions and supports. If teachers require further support, please contact a district behavior specialist by following the link to the Jordan Behavior Assistance Team: [JBAT Link](#)

Can we provide any related services in-person on Fridays for distance learning students?

The general answer is this should not happen on a regular basis. If there is a rare occurrence, the LEA should be made aware and the time should be scheduled. However, services on Fridays should be the exception of the rule and not the rule.

Transportation services will not be provided for online students. Transportation will need to be agreed upon with the parent on the rare occasion an online student comes into the school for special education or related services.

When can distance learning students come into the school building?

All students, including distance learning students, can come into schools to get lunch.

Do special educators document Medicaid services during distance learning?

Yes. Medicaid services should be documented using the same process utilized for 'in school' session services.

What if a parent claims the DLP Addendum is not good enough?

If the parent disagrees with the DLP Addendum then revisit the priorities and goals within the IEP. If needed, reprioritize the goals and rewrite the DLP Addendum. If the parent still has concerns or continues to disagree contact your teacher specialist.

Do we need to do a DLP Addendum for hybrid students?

A DLP Addendum would only be written for the services that are being provided via distance learning. A DLP Addendum would not be created for any services that are being provided in-person, in the building.

For example, if a student has both math and reading services written in the IEP and the student attends in-person for the reading services and distance learning for the math services, the DLP Addendum needs to only be written to address the math services that are offered through distance learning.

IEPs and Timelines

Who will be the case manager for distance learning students? (This is a change from what you have heard so please read carefully)

Each school is responsible for maintaining their student caseloads regardless of in-person, hybrid or distance learning. Please work with your team/team leaders and teacher specialists. All distance learning students need to be SCRAM'd to their in-person/boundary/assigned school prior to the parental distance learning decision. Teachers and related service providers will need to communicate often regarding distance learning students so that related service providers know where their students are and what services they are expected to provide.

What do I do if an IEP and/or re-evaluation is due and a student is receiving online services with a DLP Addendum? (This is a change from what you have heard so please read carefully)

First, we are no longer extended any timelines of any sort. So IEPs, re-evaluations and any initial evaluations need to be held on time.

When a student's IEP and/or re-evaluation becomes due during the time distance learning is taking place, the case manager will be responsible for the re-evaluation and/or the IEP meeting. The Special Education teacher, parents, LEA, regular educator, and any related service providers, if needed, will convene and write the new IEP. The case manager will be responsible for coordinating these evaluations and meetings.

Case managers will need to determine if the DLP Addendum needs to be updated based on the new IEP and communicate these changes to the distance learning teacher.

How do we obtain signatures from parents whose students are receiving online

instruction?

The options are as follows:

1. In-person signatures
2. Mark the box at the bottom of the signature page and note the platform and presence of all members (i.e., phone, virtual meeting, etc)
3. An email from virtual members stating they were present and attach to IEP (this would be in conjunction with #2 above)
4. Online secure digital signature platforms such as DocuSign, AdobeSign. (The district is working on a RFP for a possible purchase of a secure digital signature program).

Is it legal to send drafts of documents, finalized documents, and progress reports via email?

Jordan School District uses the Move-It platform to send/receive confidential correspondence. Please use this mode of communication. If the parent is unable to use this platform, they can pick up hard copies of the documents at the school.

Can we extend IEP's or evaluations?

There is currently no provision in the law for extending an IEP or evaluations.

What platform can be used for IEP meetings?

IEP meetings may be held in-person, virtually, via teleconferencing, or any combination therein. The IEP team members may attend in any of these platforms depending on their own comfort levels. In-person IEP meetings should follow all district guidelines for social distancing and safety.

What happens if a parent wants ALL of the IEP goals listed on the DLP Addendum and addressed?

The DLP Addendum is not intended to replace an IEP. It is a document that shows a temporary, mutually (parent and school team) agreed upon plan for Special Education and/or Related Services to be offered to a student during the first quarter of distance learning. This plan is only in place based on the parent choice of distance learning instead of in-person learning while COVID-19 precautions are in place.

The goals of the DLP Addendum align with the goals of the IEP. In most cases, they may even be cut and pasted from the IEP to the DLP Addendum. Parents and the case manager should meet and discuss which goals, or parts of goals will be

addressed. Review how often the goals will be addressed (days and minutes).

Evaluations, Evaluation Timelines, and Eligibility Meetings

Should we hold off on new referrals for evaluation at this time since everyone will be behind coming back to school, or should we move forward as usual to satisfy child find?

There is presently no change in the law as it relates to Child Find. Procedures are in place as outlined in the Special Education Rules and remain during this time.

The child find duty to refer for an evaluation under IDEA is triggered when there is reasonable suspicion that a student has a disability and a need for special education services. If sufficient “referral red flags” are already evident, new referrals should proceed in a timely manner in the same way that they would have prior to COVID.

What are we going to do for observations for eligibility requirements completed over the summer and now they are on distance learning?

Observations that were not completed as a part of the evaluation process during the summer testing should be completed as soon as possible during the 2020-21 school year. Observations can and should be completed virtually if the student is receiving instruction through distance learning. The Special Education teacher will need to log into their virtual learning class and complete an observation through observation of participation, monitoring the chat box, etc.

How are we going to handle evaluations when parents may not be comfortable allowing their child to have face-to-face contact, especially where some evaluations require face-to-face administration?

We resumed evaluations in the summer of students whose parents agreed to bring them in for the evaluation using CDC recommended practices. It is important for us to communicate with parents and talk about the reasons for the discomfort. If the parent continues to object to the evaluation, an evaluation site may be offered at the District Office, in the Special Education conference room. There are no students in this room on a daily basis. Only the one adult tester and the student will occupy the room during the evaluation. If the parent still disagrees to the evaluation they would indicate their refusal to consent for testing.

How will Child Find and initial evaluations work due to the lack of appropriate instruction during the school closures?

If an eligibility team finds that sufficient data are not available to make a valid determination about eligibility, it should be documented and a plan put in place for obtaining the needed information and completing the eligibility process. Data should be collected from a longer period of time than that of the spring soft closure when considering an evaluation for a student. Data collected before the spring soft closure should also be considered. For example, benchmark data, running records, grades, samples of work, RTI data, etc. should be gathered and used to determine the next steps.

What if I have an extension for an evaluation, do I use that permission to test or obtain a new permission?

A new Prior Written Notice and Consent for Evaluation needs to be obtained for evaluations with extensions which have not been completed.

There were many students who were evaluated over the summer months without an eligibility meeting completed. What do we do now?

Eligibility teams should convene and review eligibility data, including any new formal evaluation data. Once data is collected, hold an eligibility meeting and determine eligibility as soon as possible.

Receiving schools of new files with incomplete evaluations need to complete these evaluations as soon as possible.

Online Service Delivery Considerations

Is there a required platform for distance learning?

Canvas is the preferred method for delivering distance learning instruction.

Do I need permission for students to participate in live virtual instructional sessions?

If no other students are shown on your virtual instructional session, no consent is required.

If you are offering small group instruction, and students may be seen or heard, then a

consent form is required. A new consent form should be obtained for the new school year. Below are the links to the English and Spanish Small Group Consent Forms:

[Small Group Consent Form](#)

[Spanish Small Group Consent Form](#)

What training can I find to assist in establishing a learning management system such as google classroom or canvas? Canvas Courses: How to individualize toward particular students?

Please contact Digital Learning within the Teaching and Learning Department.

Information and training modules are available through our Digital Learning Specialist in the Teaching and Learning Department: [Digital Learning Specialist List](#)

Miscellaneous FAQs

How do we provide services for students who choose the hybrid model? Do we provide IEP services while they are at school, or do we need to complete a DLP Addendum?

This depends if the student is choosing to have special education services in-person or via distance learning. .

Hybrid Model:

- In-person: If the student/family chooses to have special education in-person, the student would join whatever sessions or classes are required for the in-person service.
- Distance Learning: A DLP Addendum may need to be created for services provided via distance learning.

We anticipate providing teletherapy during the upcoming school year. What documentation is required for Medicaid?

Medicaid documentation requirement is the same whether it is in-person or teletherapy.

What happens if schools close completely? Do DLP Addendums continue?

Teachers would maintain their caseloads and classes. DLP Addendums would continue.

How will I know who is teaching my students via distance learning?

Elementary: The lists were sent to your Administrator.

Secondary: As soon as courses are assigned to students

How do we SCRAM distance learning students?

Distance learning students will be SCRAM'd by their case manager. They are SCRAM'd for the minutes on their IEP. A DLP Addendum does not change this.

What does a Friday look like for special education?

Fridays should be used in order to ensure that special education students are receiving the correct number of service minutes per their IEP. This means you may have them come into the building, work with them online, or the related service provider may meet with students as arranged with the family. Special education students may be in your buildings on Fridays. This does not mean all of your kids or even the same kids every Friday. This should vary based on student need. For example, some kids may come in for related services and some additional academic services, evaluations, etc. They would have lunch and head home at the end of their three hours. Or based on individual students, a teacher or related service provider may make individual arrangements with parents for students to come for a short, specific period of time for service.

Principals have been given a guide of how that time should be used. Some time will be for PLCs and planning. A portion of the day should also be spent with kids, in-person or online as needed.

Can I have Peer Tutors in my class?

Please work with your building administrator on how peer tutors or other visitors will be addressed in your classes and buildings

Can students move from in-person to distance learning at will?

No. There is a limited amount of space available for distance learning students.

Please contact your teacher specialist or a Program Administrator (Shelly or Amanda)

Will we have Skyward, Goalview and Canvas access for our new students?

- Teachers should refer to their building administrator for Skyward access.
- All online teachers now have Goalview access. Please contact Raj Sharma for questions.
- Ross Menlove, in the Digital Learning Department, has set up trainings for Canvas. If you need additional help, please contact this department.

How will we schedule for several different teachers across several different

schools?

Distance learning teachers will have to collaborate with your gen ed distance learning teachers, just like you would in your buildings. Contact via email, phone calls, virtual platforms and start to coordinate and collaborate.

Where are the Special Education files for the students who are receiving distance learning instruction kept?

Special education files stay with the case manager at the student's in-person school assignment.

When support students move from distance learning to in-person will they go back to their original class?

Yes, students in support classes will go back to their originally assigned classes.

How many goals do we focus on for each child?

Goals are an IEP team decision and should be addressed by the IEP team. When a DLP Addendum is being created keep in mind what can be done in a quarter and readdress IEP goals on a DLP Addendum as needed.

What if the parent doesn't want any sped services while on distance learning?

The parent had the choice of in-person services, distance learning services or a hybrid. If the parent is overall refusing services, the parent will need to revoke services. If this happens please be clear that the student would have to go through the eligibility process again if special education services are desired. This is not something that we recommend.

Can a parent pick and choose services?

A parent can never pick and choose services. Services are an IEP team decision and should directly reflect the classification and data. If the service is directly related to the primary classification the service is required. For example, if the student is SLI and happens to also have reading services the parent cannot stop speech services and maintain reading services.

When the online general education teacher has a concern regarding an online general education student, who does that teacher contact?

The general education distance learning teacher should contact their building administrator. The normal Child Find and Pre-Referral process is followed even though the student is a distance learning student. [Pre Referral for Special Education Services Flow Chart](#)

When do I need to hold an IEP meeting instead of an Amendment?

Any time the overall minutes change more than 30 minutes total, an IEP meeting will need to be held. For example, if you have a self-contained support student and services on Fridays change you will have to hold an IEP meeting in order to adjust the minutes that are unable to be met. Keep in mind that students should be doing some work at home on Fridays, so do not remove 5 hours of services just because it is Friday. Students should be provided either an activity on some Fridays and coming into the building on other Fridays, so the overall SCRAM should not change.

What happens when we have an aide in our classroom that goes out ill?

You will need to contact your teacher specialist to problem solve the situation.

The Families First Coronavirus Response Act (FFCRA) was recently passed. This act may entitle eligible employees who have worked for the District for 30 days to receive a limited amount of paid sick leave and expanded family and medical leave for specified reasons related to COVID-19. These provisions will apply from April 1, 2020 through December 31, 2020. Attached to this email is a FFCRA notice from the Department of Labor outlining eligibility, paid leave entitlements and qualifying reasons for leave related to COVID-19.

[FFCRA Eligibility](#)

Also attached is a tutorial on how employees can submit a FFCRA Leave application through Skyward Employee Access if they believe they have a qualifying reason. If employees need assistance in accessing their Skyward employee account, direct them to contact the Information Systems Help Desk at 801-567-8737. For questions regarding FFCRA, please review the attached notice or contact HR at 801-567-8249.

[FFCRA Application Tutorial](#)