

Hampton Bays Union Free School District
Hampton Bays, New York 11946

SPECIAL EDUCATION SERVICES

The provision of special education and related services operates within the broader context of the general education curriculum and instruction. A Free Appropriate Public Education (FAPE) continues to be the cornerstone for the IEP process, including special education eligibility and services. Following is guidance in addressing special education and related services in the 2020-21 school year, with a focus on providing a free appropriate public education (FAPE) and complying with procedural requirements under federal and state law. The Hampton Bays School District will consider the unique needs of each student and their IEP, and will keep the FAPE obligation at the forefront of its decision-making. This transition period considers the needs of the student and provides flexibility as appropriate.

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Child Find

Program/Service	In-Person/Hybrid	Fully Remote
Parent Engagement	<p>A Child Find program is currently in place which includes assessment for at-risk students and can be transitioned to a remote platform:</p> <ul style="list-style-type: none"> ~Survey in preferred language to assess transportation, language, child care, exposure to reading ~Speech, OT, academic, psychological, social history screens ~Flyer and timeline to advertise to the community 	<p>Efforts will increase to identify students who are at-risk through additional phone calls, mailings and/or social media platforms in English or the preferred language of the parent.</p>
Transition to kindergarten begins the year prior to entering and involves preparatory steps to be ready to receive students who are coming from CPSE programs and services, as well as other preschool programs	<p>The typical model of transition will take place with Early Intervention (EI) to CPSE (Preschool) to CSE (school age, Kindergarten). When in hybrid, the District will work closely with all CPSE providers in ascertaining best practices in the virtual delivery of services.</p>	<p>CPSE to CSE such as Speech and Language, Autism, multi- disabilities support, where evaluative information can be applied to school-age exceptionalities. Direct Consultant Teacher support services and Life Skills Academy (NYSAA) programs are designed to meet the needs of students who are considered developmentally delayed in preschool to begin the school year receiving needed support at the onset. During full remote instruction, support personnel (Aides & TA's) will be utilized to offer direct and indirect instruction & support remotely.</p>
Behaviors that interfere with access to education	<p>Through our robust RTI process as well as the use of FBA's and BIP's will be utilized to collect the necessary documentation and observation required.</p>	<p>The behaviors of students in the virtual instructional environment will be considered. If behaviors interfere with education, a Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) will be addressed by the CSE.</p>
Assessment tools for Psychologists, Speech and Language pathologists, OT, PT, etc.	<p>Typical tools and testing protocols will be utilized to conduct evaluations.</p>	<p>Tools and testing protocols will be used that are designed for virtual administration if in-person evaluation cannot be completed. Additionally, consideration will be emphasized in the area of technology (Teletherapy)</p>

Evaluations

Program/Service	In-Person/Hybrid	Fully Remote
Limitations imposed by assessments only available through face-to-face administration (Intelligence and Achievement testing)	As per SED guidelines, evaluations are to be conducted in-person, to the maximum extent possible. We will provide a safe environment for cleaning manipulatives, PPE, and practice social distancing guidelines.	Review of updated testing, parent and teacher input will be utilized for Reevaluations and consideration of a different placement, if appropriate.
Parent consent for evaluation	Evaluations will be conducted per NYSED regulatory guidelines.	A letter and phone call to parents explaining the status of only conducting valid and reliable assessments in a virtual delivery will be done. This will include: <ul style="list-style-type: none"> ● Outlining the approach for addressing the question of eligibility and needs until the opportunity presents for face-to-face assessment. ● Addressing issues such as FBA's conducted in multiple settings in a remote model and to clearly delineate evaluation/re-evaluation timeframes
Evaluations/ re-evaluations in the event school is open or virtual assessment is not feasible	Consideration will be made for additional safety measures including social distance with the evaluator and child still in the same room, in a way that renders masks unnecessary, to address possible student anxieties, plexiglass shields/dividers. Each will be evaluated and assessed on a case by case basis.	Supports will be established to address remote evaluations including assistive technology and behavior modification strategies. Example: Social stories to prepare students for their transition to a new school environment – remotely or in school (wearing face masks and PPE issues).

Committee on Special Education (CSE), Committee on Pre-School Special Education (CPSE) and IEPs

Program/Service	In-Person/Hybrid	Fully Remote
<p>CPSE/CSE Meetings:</p> <ul style="list-style-type: none"> - Annual Reviews - Program Reviews - Initial Referrals - Reevaluations - Manifestation Determination Meetings 	<p>To the maximum extent possible, CPSE and CSE meetings will be held virtually (via Google Meet or Zoom). If a parent wishes to conduct a meeting in person, all safety protocols including wearing a mask, will be adhered to. A CSE meeting must be held for parents opting into the remote learning model in order to document this choice (as per NYSED guidance), modify the IEP to reflect the available and appropriate services and supports in the remote learning option, and to discuss potential intended and unintended consequences.</p>	<p>IDEA allows the IEP meeting to take place via virtual means upon agreement on the part of the parent. 34 CFR 200.328 Consideration will be made to add a section of the IEP for flexibility between traditional, hybrid, or remote models ONLY as per the direction from NYSED. Students opting into the remote learning model will be assigned an IEP Responsible Teacher, so the student can remain connected to the school community and be provided with a seamless transition back to in-person learning, should that option be chosen at a later date.</p>
PLEPS	<p>Obtain present education levels upon re-entry and continue with assessment over the course of multiple weeks to obtain baselines.</p>	<p>Documentation is essential Virtual progress monitoring into present education levels of annual IEP even though the IEP may reflect traditional delivery.</p>
Annual goals/objectives	<p>Revisit goals and objectives and assess baselines. Progress monitoring will be completed utilizing a Google Doc (see Appendix B).</p> <p>Consideration will be made for each student's "circumstance" to account for COVID-19 for what is reasonable in light of those circumstances for how much progress a student is expected to make.</p>	<p>Determination will be made if goals/objectives should be added to address a student's individual needs as a result of online/remote instruction. Progress monitoring will be completed utilizing a Google Doc (see Appendix B).</p>
Specially Designed Instruction (SDI)	<p>SDI is revised only if needed in the traditional environment.</p>	<p>Accommodations and considerations will be made for additional or different SDI/modifications for a virtual learning platform. Only those</p>

		modifications and accommodations that are appropriate in a virtual environment will be addressed by the CSE.
Extended School Year (ESY)	IEPs will continue to reflect traditional ESY programming. Substantial Regression statements continue to be required (Appendix)	Related services and direct instruction will be provided in both synchronous (Google Meet – live instruction – screen-castify) and asynchronous learning opportunities (Google Classroom, pre-recorded videos, etc.).
Least Restrictive Environment (LRE)	Placement and LRE considerations remain as per the recommendation of the CSE.	In a virtual delivery, accommodations, modifications, and revisions of level of support & services will be made by the CSE on a case by case basis.
Parent Engagement	<p>Increased communication and maintaining positive parent communication: Documentation in the IEP under IEP Process Logs (related service providers) and Contact Logs (Teacher).</p> <p>Parent training (in English or preferred language) will continue and include “how to use technology and assistive technology or other types of interventions (behavior, scaffolding, etc.). This will be done virtually, to the maximum extent possible</p>	Increased communication and maintaining positive parent communication and maintaining documentation of communication in IEP Direct Process log for related service providers and IEP Direct Contact Logs for Teachers. Parent training (in English or preferred language) will continue and include “how to use technology and assistive technology or other types of interventions (behavior, scaffolding, etc.).
Prior Written Notices	Prior Written Notices (PWN) will continue to be issued in accordance with the Part 200 Regulations	Prior Written Notices (PWN’s) will continue to be issued and electronic invitations to meetings and emails with procedural safeguards in the parents’ preferred language will be provided at the parent’s preference..
IEP changes	Following progress monitoring, IEP changes may occur as a result or lack of progress toward completion of goals. Meetings and strategies will follow the	Following progress monitoring, IEP changes may occur as a result or lack of progress toward completion of goals. Meetings and strategies will follow the recommendations of the IEP

	recommendations of the IEP protocols.	protocols.
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Transition Planning

Program/Service	In-Person/Hybrid	Fully Remote
Use of community-based instruction to learn how to access community resources, transportation and/or job training sites.	On-site job development, use of public transportation, support from job coaches, vocational specialists, and partnerships with businesses/community agencies.	Virtual tours of community resources, real- life video streaming for businesses willing to participate. Direct instruction on how to access the resources available for secondary transition. State Resources include OPWDD and ACCESS-VR
Travel training	Individualized, face-to-face, one-to- one instruction. Classroom instruction on travel safety, modes of transportation, schedules, disability access/discounts. Culminating activity for travel training: trip using different modes of transportation.	Using video conferencing with the student, as appropriate. Each individual provider will establish a protocol for delivery that will be mutually agreed upon by the parents and the district.
CDOS – Career, Development & Occupational Studies	Onsite visits to local businesses, job shadowing, internships and job exploration within the community and volunteer positions.	Job searching, virtual visits, practicing needed skills through guided instruction and visual supports, video modeling, virtual mock interviews, Naviance or college and career database with virtual tours.
Transition to postsecondary education	State Agencies: OPWDD and ACCESS-VR College visits, pre-visit the office of disability, taking college credit, visits to postsecondary placements.	Virtual visits, Zoom meetings with postsecondary placements. Online college classes. Virtual support groups.

Compensatory Services

Program/Service	In-Person/Hybrid	Fully Remote
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Present levels of performance	<p>Determined by the CSE on a case by case basis, based on regression statements which will include progress monitoring data collected (see Appendix). These data will include but not be limited to:</p> <ul style="list-style-type: none"> • Wilson/Fundations • BAS (Benchmark Assessment System) for reading comprehension, fluency, sight words, phonemic awareness, letter identification • AimsWeb for fluency & Math • iReady assessments 	The use of virtual progress monitoring tools will be used with consideration made to methods to progress through the curriculum, instructional levels, and academic achievement.
Review of educational services provided during the virtual learning period	Utilize all supports and methods of delivery available in traditional settings while employing safety strategies and protocols as per relevant guidance.	Purchase additional technology, use paraprofessionals (Teacher Assistants), contracted services, additional staff training to ensure delivery of FAPE through virtual means.
Behavioral progress across educational settings	Utilize all supports and methods of delivery in traditional settings while employing safety strategies.	School Psychologists conduct FBA virtually through observation of lessons and work at home.
Available time to provide compensatory services	Review staff and student schedules to find open time slots and work within contractual capacity to find agreeable adjustments.	Review staff and student schedules to find open time slots and work within contractual capacity to find agreeable adjustments. Additional training of staff in an online environment.

Students with Complex Needs and/or Medically Fragile

Program/Service	In-Person/Hybrid	Fully Remote
Health and safety of students and staff	Virtual or face-to-face training.	Virtual training if possible.

Supplementary aids and services	Utilizing traditional supplementary aids and services.	With family engagement, virtual sessions will be provided to guide them through teacher- designed activities. This will include the use of paraprofessionals (Aides & TA's) to offer another layer of support.
Assistive technology	Safety strategies when needing to be in close proximity to students will be utilized including plexiglass dividers, face shields, and gloves.	Videos and virtual modeling will be provided on how to use equipment properly and interact with the student for desired responses. Online platforms will be used to post videos demonstrating the use of necessary equipment.
Parent confidence	Parents share medical information and individual health care plans with the educational team, including the nurse who reviews the plan to assure it is appropriate for the school setting. Staff are trained by the nurse in the plan implementation.	Parents review medical information and individual health care plans with the educational team. Related service providers communicate frequently with the family (in their preferred language) and provide parent training and parent/caregiver coaching remotely.
Transportation	Students may require specialized bus with lift, air conditioning, and matron or nurse, wheelchair, car seat or with harness in seat, may need medical equipment transported as per medical documentation and the IEP.	Transportation is not required.

Paraprofessionals

Program/Service	In-Person/Hybrid	Fully Remote
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Role of the Paraprofessional	<p>TA's and Aides' roles and responsibilities will be mandated by the IEP or program (Life Skills Academy). In specific cases mandated by the IEP, the paraprofessional will require gloves for hand-over-hand support and redirect</p> <p><u>Teacher Assistants:</u> roles/responsibilities are dictated by the IEP and/or program. TA's will also be available to provide direct instruction, as necessary.</p> <p><u>Aides:</u> roles/responsibilities are dictated by the IEP. Aides will also provide support in a remote environment as guided by the teacher. This will include reteaching of previous taught material. Additionally, they will assist students with organization, redirection to task, and review of previously taught lessons in virtual sessions.</p>	<p><u>Teacher Assistants</u> will provide support in a remote environment working collaboratively with the teacher and as per the IEP. They will also provide direct instruction and support as guided by the instructor and delineated on the IEP.</p> <p><u>Aides:</u> Aides will provide reteaching as guided by the instructor, virtually and may be utilized in another capacity (see Appendix C)</p>
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Programs/Instruction/Related Services

Program/Service	In-Person/Hybrid	Fully Remote
Direct Consultant Teacher (Inclusion)	Virtual Instruction will consist of both synchronous (Google Meets) and asynchronous (Google Classroom assignments, videos, etc.) learning opportunities so that students are able to "absorb, do & connect" with learning.	Instruction will consist of both synchronous (Google Meet) and asynchronous (Google Classroom assignments, videos, etc.) learning opportunities so that students are able to "absorb, do & connect" with learning.
Integrated Co-Teaching (ICT)	Instruction will consist of both synchronous (Google Meets – screen castify so that both in-person and remote students are getting the same live instruction at the same time) and asynchronous (Google Classroom assignments, videos, etc.)	Both co-instructors will work collaboratively in planning and providing instruction both synchronously (Google Meets) and asynchronously (Google Classroom assignments, videos, etc.) so that students are able to "absorb, do & connect" with learning. At the professional discretion of the teachers,

	<p>learning opportunities so that students are able to “absorb, do & connect” with learning. Both co-instructors will work collaboratively in planning and providing instruction both synchronously (Google Meets, Zoom) and asynchronously (Google Classroom assignments, videos, etc.). Co-teachers collaborate and can bifurcate virtual/synchronous instruction heterogeneously.</p>	<p>a Parallel model may be utilized where the class is bifurcated heterogeneously.</p>
Resource Room (5:1)	<p>Services/instruction will supplement content area classroom instruction and will consist of both synchronous (Google Meets – screen castify so that both in-person and remote students are getting the same live instruction at the same time) and asynchronous (Google Classroom assignments, videos, etc.) learning opportunities so that students are able to “absorb, do & connect” with learning.</p>	<p>Instructors will work collaboratively with General Education Teachers in planning and providing instruction both synchronously (Google Meets, Zoom) and asynchronously (Google Classroom assignments, videos, etc.) so that students are able to “absorb, do & connect” with learning.</p>
Special Class 15:1 (Departmental Self-Contained DSC)	<p>Our Departmentalized Self-Contained classes (DSC) will attend in-person instruction daily to accommodate for students’ unique cognitive, social and emotional disabilities.</p>	<p>Instruction consists of both synchronous (Google Meets) and asynchronous (Google Classroom assignments, videos, etc.) learning so that students are able to “absorb, do & connect” with learning. The TA assigned to a student in DSC will follow the IEP as to his/her role and work collaboratively with the teacher in supporting the student.</p>
Special Class 8:1:1 and 12:1:1 (Life Skills Academy LSA)	<p>Life Skills Academy classes (NYSAA) will attend in-person instruction daily to accommodate for students’ unique cognitive, social and emotional disabilities.</p>	<p>Synchronous instruction will be provided utilizing Unique Learning Systems, N2Y, & EdMark; Asynchronous instruction/activities will be provided using BrainPOP, Scholastic News Online, and Education.com. The TA assigned to the program in the LSA will assist the Teacher and if necessary, provide synchronous instruction. Asynchronous instruction/activities will be provided using BrainPOP,</p>

		Scholastic News Online, and Education.com. (see Appendix D for LSA Remote Schedule exemplar)
Related Services (Speech, OT, PT, Counseling)	Related services will be provided in-person or remotely upon the mutual agreement of the provider and the parent. Physical space will be made available at a centralized location in order to provide services, evaluations, and assessments that are difficult to administer virtually. Accessing the physical space will be an option to be discussed by the Committee on Special Education (CSE) and in conjunction with each respective building). Progress monitoring will take place through the IEP Direct Related Services Log.	To the maximum extent possible, services will be provided in person. In the event that they cannot, remote services will be provided using virtual platforms including, but not limited to, Google Meet, Zoom, & Teletherapy.

Definitions for Distance Learning

Term	Definition	Local Tools
Streaming Video	Pre-produced video, (i.e., YouTube clip or screencast)	<i>Screencastify, Unique Learning Systems, N2Y, EdMark, and BrainPop/Jr., other online texts and subscription services</i>
Video Conferencing	Face-to-face virtual meeting with two-way communication	<i>Google Meet - individual, group</i>
Live Streaming	A real time broadcast that can reach many users. This could be used for assemblies, concerts, ceremonies, sports, and other live events that usually garner a large audience.	<i>Facebook Live Streaming</i>
Synchronous Instruction	A lesson that provides for simultaneous two-way communication so that teachers can provide instruction and address student needs in real time.	<i>Live conferencing: Google Meet Live chat: Google Meet, Google Docs Live collaborative work: Google Docs</i>

Asynchronous Instruction	A lesson where the teacher provides instructional materials that students access on their own time. Methods of asynchronous online learning include self-guided lesson modules, streaming video content, virtual libraries, posted lecture notes, and exchanges across discussion boards or social media platforms. These exchanges are not in real time.	<i>Google Classroom</i>
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Appendix A – Substantial Regression Testing Form

HAMPTON BAYS PUBLIC SCHOOLS

OFFICE OF STUDENT SERVICES

SUBSTANTIAL REGRESSION TESTING FORM

Student: _____ Grade: ____ Teacher: _____ Subject: _____

Pre-Test Testing done for a secured skill related to area of disability	Post Test Testing done on secured skill in identified area of disability that was pre-tested	Skill Reteach When regression is noted on post-test; determines if regression is substantial	Follow-up Post Test Administered after appropriate reteaching
Pre-Test Date Administer within 1 week prior to break	Post Test Date Administer within 1 week after returning from break	Skill Reteach 1 day of reteaching for each day of break, immediately following lower score on post-testing	Follow-up Post Testing Date Administer immediately following reteaching of skill
Material Used:	Material Used:	Dates:	Material Used:
Skill Assessed:	Skill Assessed:	Dates:	Skill Assessed:
Score:	Score:		Score

Appendix B: Progress Monitoring Document

Progress Monitoring: Use this document to progress monitor your student's progress in Reading, Math, & IEP goals. These datapoints are necessary to ascertain the effectiveness of an intervention and to better inform decision making and recommendations made at CSE.

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Appendix C – Remote Support Log

HAMPTON BAYS PUBLIC SCHOOLS OFFICE OF STUDENT SERVICES

Special Education Aide / Teacher Assistant Remote Support Log

If the school moves to a Fully Remote model, classroom aides and teacher assistants will complete a daily log for the support they provided the assigned student in the remote setting via a Google Form.

Daily Remote Support Log

For each student, the aide or teacher assistant will identify which of the following tasks were accomplished:

- ☐ Monitored student behavior during instructional period
- ☐ Assisted student with virtual learning supports
- ☐ Monitored student's assignment completion
- ☐ Assisted student with emotional/behavior skills identified in the IEP (interpersonal relationships, following rules, etc.)
- ☐ Assisted student with social skills (interacting with others, pursuing areas of interest, etc.)
- ☐ Assisted student with transitional support (time management, related services, lunch, recess, etc.)
- ☐ Assisted teacher with implementing lesson plans aligned to meet IEP goals
- ☐ Prepared various teaching aides to support teacher's lesson plans
- ☐ Communicated with teacher about academic, emotional, behavioral and/or social matters
- ☐ Participated in meetings with administration and educational team
- ☐ Participated in professional development/training courses

Appendix D – Life Skills Full Remote Sample Schedule

HAMPTON BAYS PUBLIC SCHOOLS OFFICE OF STUDENT SERVICES

Life Skills Academy Full Remote Sample Schedule

Time Frame	Activity
7:45am – 8:30am	Whole Group Morning Meeting; <i>preparing for the day, Daily Living Skills, social skills, vocational concepts</i>
9:00am – 9:30am	Small Group 1
10:00am – 10:30am	1:1 Instruction
11:00am – 11:30am	Small Group 2
11:30am – 12:30pm	Lunch
12:30pm – 1:00pm	1:1: Instruction
1:00pm – 2:15pm	Specials, Student Daily Assignment, Individual check-ins

- Each student would be scheduled at least 1-2 times per week for 1:1 instruction.
- Aides and TA will Google Meet with students to assist with their daily assignments.
- Aides and TA will assist in preparing weekly packets and materials to be delivered to students.
- Related services will be provided over Google Meet and scheduled accordingly.
- Live Instruction can be scheduled during 1:1 instructional time or Student Daily Assignment time slots.
- Aides and TA will assist with previously taught material/ assignments through Google Meet.
- Assignments will be dropped off weekly and assigned through Google Classroom.