

Rocky River City School District Special Education Services

Equity by Design:
Proactively Mitigating and
Supporting Special Populations



Rocky River
CITY SCHOOL DISTRICT
Caring · Exceptional · Competitive

District Safety Protocols

- Face masks required for all students and staff.
 - Daily cleaning of classrooms, common areas, restrooms, hallways, buses.
 - Weekly building and transportation deep disinfection (electrostatic treatment).
 - Air purification and disinfection in all buildings.
 - Hand sanitizer stations in hallways, common areas, and classrooms
 - Portable sinks in each building for hand washing.
 - Sneeze guards in all main office areas.
 - Sneeze guards and hand sanitizer on buses.
 - Social distancing reminder signage in all buildings.
 - Socially distanced desks in classrooms.
 - All desks facing the same direction.
 - Building signs at each entrance sharing COVID19 healthcare guidelines.
 - Hand washing reminder signage in all bathrooms.
 - Health self-assessment reminder signage in all buildings.
 - Hands free light switches in buildings.
 - Socially distanced restrooms.
 - Touchless flushers in most bathrooms.
 - Touchless bottle filling drinking fountains in buildings.
 - Regular disinfection of turf at RRHS stadium.
 - Full-time RN added at GPS.
 - Full-time LPN's added at KIS, RRMS, RRHS.
 - No field trips or large group assemblies.
 - No visitors or volunteers in buildings.
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- ***Plans are subject to change based on evolving conditions, new information, and recommendations and guidance from public health officials.***

Special Education Services for 2020-21

The Rocky River City School District recognizes that most students, especially those with disabilities, learn more effectively with in-person instruction and delivery of intervention services.

At this time, the District is committed to providing services to students with disabilities in a manner that is most comparable to the educational services provided to non-disabled students while providing a Free Appropriate Public Education (FAPE).

The District continues to receive guidance from the Cuyahoga County Board of Health and the Ohio Department of Education. We hope that this plan for services is one that meets student needs while following recommendations to keep everyone safe.



Facts First

- There is no one-size-fits-all approach. Continuous meaningful instruction during the pandemic requires a focus on doing what is right.
- The health of students, families, staff and community will remain our top priority.
- Most of our families and teachers want their child to have direct in-person services.
- We will ensure students are provided a FAPE, and regardless of instructional model (Open - Green, Hybrid - Yellow, Closed - Red), goals will be implemented.
- We will use best practices in each instructional delivery model.
- A student's needs (as identified in their evaluation team report) do not change because of setting or instructional model.
- We will provide a predictable, structured schedule for your child.
- We will work with families to ensure students have the tools they need to access instruction.
- Students are essential in planning, regardless of the model. We need to hear from them what works and what does not. We value and find it essential to work together.
- Some of our students require hand-over-hand assistance or help with discrete needs. In these cases, two layers of Personal Protective Equipment (PPE) will be provided to ensure safety.
- Special PPE is on hand to accommodate student need.
- We will prioritize instruction by gathering baseline data to determine present levels of performance on IEP goals.
- "Case Management" class will show up on your child's schedule. This will allow necessary staff to access certain technology tools available to your child.

CUYAHOGA COUNTY
BOARD OF HEALTH
YOUR TRUSTED SOURCE FOR PUBLIC HEALTH INFORMATION

Board of Health Recommendations

- CCBH letter on July 30, 2020 - Schools open in a remote learning model.
- CCBH letter on August 5, 2020 - Schools are permitted to provide services to groups of 10 or less and to conduct evaluations in accordance with the five basic tenants of COVID Prevention (hand washing, health screening, social distancing, cleaning, and masks).

Instructional Models



Open (Green) Model

All synchronous learning

Services delivered as typically done during a traditional school year



Hybrid (Yellow) Model

Synchronous and asynchronous learning

How do we best support students with special needs in a hybrid model?
Continual positive communication with families.

Support staff will be on hand to reinforce skills and content as needed.

For our students with high levels of need we will seek to deliver as many services as possible in-person.



Closed (Red) Model

Online learning

Synchronous and asynchronous learning

Students will have specially designed instruction delivered via a learning plan

Related-services provided online

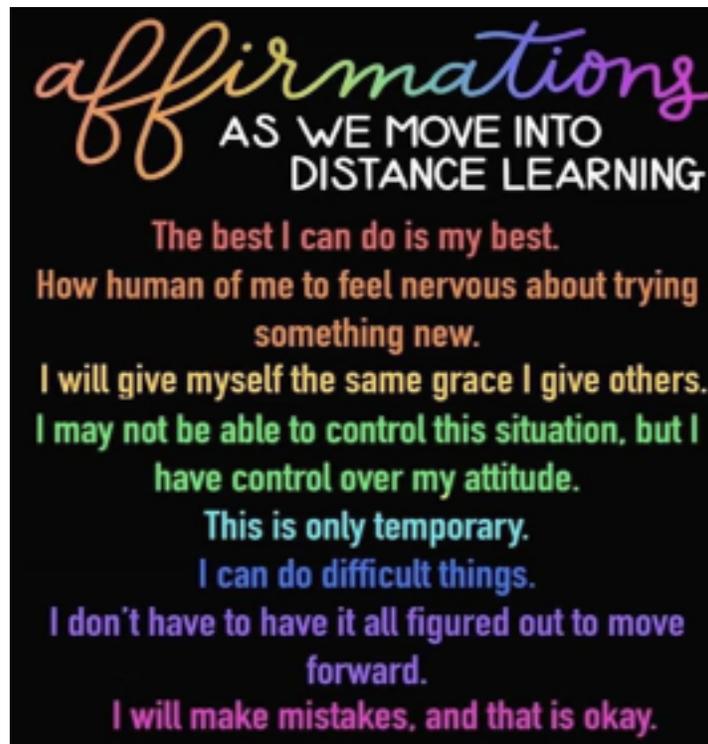
Definitions

- Synchronous learning, also called “real time” learning, is when the student(s) and teacher(s) are in the same place at the same time in order for learning to take place. Synchronous learning can take place in-person or online.
- Asynchronous learning refers to learning where there is no “real time” interaction between student and teacher. Rather, content is created and made available for consumption in a self-paced fashion later on.

Remote Learning

Share with your case manager:

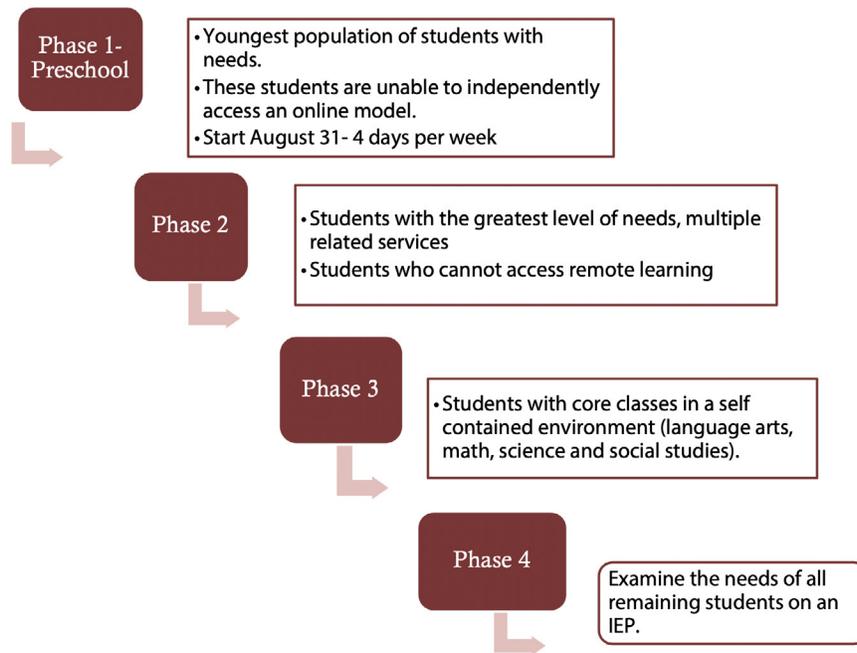
- What makes your child frustrated during online learning?
- How can we help you get your child online?
- What does your child need to be successful in a virtual environment?
- What are your concerns about online learning?
- How can we help in a virtual environment?
- What skills do you need us to build upon so your child can be successful during online learning?



Closed (Red) Model Reintegration Phases

Equity By Design

- We will work to bring students back to in-person instruction in phases.



Considerations for Phases Within Closed (Red) Model

- RRCSD is designing plans that aim to assist all students with needs. When considering how to bring back students with needs to in-person learning and comply with Cuyahoga County Board of Health recommendations at the same time, we ask ourselves:
 - Whose IEP goals cannot be met virtually?
 - What data do we have to support in-person needs?
 - Is the student independent online?
 - Is the student independent with self-care?
 - Does the student require a functional curriculum?
 - Is the child alternatively assessed? Is the child participating in the extended standards?
 - What is the level/ amount of intensive IEP services/ related services?
 - What is the age of the child?
 - Does the child's disability prohibit access to virtual learning?

Communication

- IEP and ETR meetings will all be held via Zoom in 2020-21.
- Discuss with your child's teacher what communication method works best for them- email, phone, zoom, notes.
- ETR- direct assessments will be done in person regardless of instructional model



Student Support Contacts

- Preschool Coordinator - Dania Beard (beard.dania@rrcs.org)
- Goldwood LRS Coordinator - Tara Young (young.tara@rrcs.org)
- Kensington LRS Coordinator - Angela Bowman (bowman.angela@rrcs.org)
- RR Middle School LRS Coordinator - Terri McNeely (mcneely.terri@rrcs.org)
- RR High School LRS Coordinator - Diane Boylan (boylan.diane@rrcs.org)
- Pupil Services Supervisor - Tara Zbin (zbin.tara@rrcs.org)
- Executive Director, Pupil Services - Jennifer Norman (norman.jennifer@rrcs.org)

Tips to Support & Improve Distance Learning for IEP Students

- Check in regularly with the case manager or teacher.
- Communicate weaknesses as they pertain to the virtual environment.
- Share your child's interests with the teacher so lessons can be customized or tailored to your child's interests.
- Set up a space for your child to work each day.
- Ensure all supplies are in your child's workspace.
- Set up a visual schedule for the day/ week.
- Provide student with movement opportunities/ ball chair.
- Have your child spend time practicing wearing a mask so they are ready to wear one for a longer duration of time.



Questions to Ask Case Managers

- How will my child's services be delivered?
- What will the plan look like?
- What are attendance expectations?
- How are related services being delivered for my child?
- How will my child turn in work?
- How do I access resources?
- What is the best way to communicate with you in each model?

What Case Managers Need From You

- Your assistance to make sure your child logs on, participates in online learning sessions and completes the work.

Our Promise to You

We Will:

- Provide you ways to contact us.
- Provide regular feedback to students.
- Provide a sense of community regardless of model so students feel connected to school.
- Provide high quality, meaningful and engaging work.

