San Diego Unified School District
Frequently Asked Questions

1. **If I am unable to hold an Initial/Triennial due to needing standardized assessment(s), what do I do?**

   Complete all parts of the assessment you can (e.g. rating scales, interviews, records) and summarize your findings as a team. Then indicate in the team action page what additional assessments will need to be completed when we return to a physical school setting.

2. **How do we respond to requests for compensatory services?**

   Since ALL instruction has been impacted, it is too early to determine if lack of service is due to an inability to offer support through an IEP versus a significant change of instruction and learning environment for all students across the state and nation. Once we return to traditional school each IEP team can meet as needed to determine if compensatory services are needed.

3. **How do we get consent and signatures?**

   Create a virtual signature by: /person's name/ which indicates a virtual signature or initials /initials/ on the SEAS signature page. The / / indicates it is a virtual signature. When we return to school, you will print this from SEAS and put into the cum as the hard copy.

4. **How do I determine SAI for distance learning?**

   SAI is adapting to meet the needs of an eligible student in the distance learning environment. Teams will work with families to create a distance learning plan to address the content, methodology, or delivery of instruction based on the unique needs of the student. This will mean ensuring access of the student to the general curriculum, so that they can meet the educational standards adopted by the State. SAI services will be proportionate to the 600 distance learning instructional minutes. Please refer to the guidance document for additional detail.

5. **What will instruction look like for SAI providers?**

   The district distance learning learning plan will provide direction on what distance learning looks like and how to provide that instruction from SAI providers. This will vary level to level and student to student. Teams will work with parents to develop distance learning plans for each student.

6. **Do we need to amend current IEPs for distance learning?**

   No, this is NOT considered a change of placement. Teams will review IEP's and determine the needs for services and supports that will be noted in a distance learning plan. The distance learning plan is NOT part of the IEP and should not be included. However, the IEP should guide the plan to support students to the maximum extent possible.

7. **Are we doing full assessments remotely?**

   Assessment teams will need to determine what is needed for each assessment. Teams should work to gather any available data (e.g. regards, rating scales) to complete assessments. Each assessor should examine the validity of their assessment and note that in the report. Teams should utilize data collected through this point in the school year and utilize that data for decision making. Standardized assessments are NOT being conducted at this time.

8. **What do schools do that were looking at a change of placement prior to the closure (e.g. Riley, STARS)?**

   Teams will consider the data they have available, collect any additional data needed and then determine if that is enough to make an informed team decision. If the team has the data to make a decision, please follow the LRE process. Placement changes will start after we return to a physical school site. Transition needs should also be noted in the team action page.

9. **What professional development is being offered by the district?**

   The district will be providing training for on-line platforms, UDL, training for IEP guidance, and department specific training determined by work groups.

10. **What if a student is not available for services?**

    We understand that not all families will be able to participate in distance learning. The school team should make good faith efforts to reach out to the families to offer support and determine any barriers to participation. The team should then continue to reach out and document those attempts.

11. **How do we document distance learning and supports?**

    Each team should determine how to document the support of each student. For example, they can create a google doc with the distance learning plan and sections for service providers and notes. Keep in mind that confidentiality should be maintained in these documents and providers may also want to keep provider notes about personal or confidential items not meant for the team.

12. **What does the curriculum look like for distance learning?**

    Each school will choose a platform and type of classroom instruction by teacher. Providers will need to reach out to their school sites for specific information. The principal will be the facilitator of those learning platforms. The district will provide curriculum resources for support.

13. **How can staff contact parents and students by phone if they don't want to use their personal phones?**

    Staff can type in *67 before the phone number and that will show as unknown on the parents phone. Many will not answer so leave a message and let them know you will call back and the

number will show as an unknown caller. Staff may also block caller ID on iPhones in the setting. Staff may also use Google Voice
https://support.google.com/voice/answer/115061?co=GENIE.Platform%3DiOS&hl=en&oco=1

14. Is there a sample PWN to send when a Team feels that additional assessments need to be done when we resume the traditional school setting?

It is recommended that teams collect all assessment data possible remotely and summarize those findings. They will then note in the team action page what additional assessments are needed when we return to a physical school setting.

15. Should teachers/staff keep a log of time they have spent working on preparation of materials for distance learning for a student and actual time working with a student?

Each school site teams will determine contact and service log procedures. We do recommend keeping notes on student contact, parent outreach, team collaboration, instructional items etc.. This log will then be printed and put in the student file when we return to a physical school setting.

16. What if I need an Interpreter?
Follow the process as stated in Chapter 32 of the Sp Ed Procedure Manual.
Contact Interpreter Services for Interpreters at ieprequest@sandi.net they have a new virtual interpreting form listed on the SPED website.

17. How do I project an IEP for a parent during an online call?
If you use Zoom or Google Hangout for your meeting there is an option for 'Share Screen'.
Bring up the IEP on your computer and you can 'Share Screen' so everyone can see it. Make sure other personal items are taken off your screen to ensure professionalism and confidentiality.

18. What if a parent does not have a computer, for an IEP meeting, how do they get a copy of the IEP to review?
Teams may hold IEPs via phone calls. The district can also consider distributing a computer to the parent as well. We can support the parent in setting up an email account if that is needed.

19. How will we confirm that a parent has consented/not consented as documented?

Create a virtual signature by: /person's name/ which indicates a virtual S-signature and /initials/ on the signature page in SEAS.

20. Will case managers be responsible for sending out a follow-up email summarizing the meeting, including signature page items?

IEPs continue to be conducted as we typically would and we do not send home meeting

notes to summarize. You can send a PDF home of the locked IEP.

21. **What if a parent wants the IEP Meeting recorded? Is there a way to do this on Zoom or should we just use a recorder as we typically would?**

Parents continue to have the right to AUDIO record and would do so in the same manner. If the team has the ability audio record as well please do so. If the team does not then notate in the team action page that the team was unable to record and the parent is responsible for the record. Please DO NOT video record.

22. **Do we have a definition of 'distance Learning'?**

Please refer to the main district guidance page.

23. **If the distance learning SAI environment is listed as regular education, do the special ed. teachers will need to be on the zoom call with the gen. ed. teacher or have a classroom learning within a classroom?**

Each team will need to determine what SAI services looks like based on a proportionate amount of services listed on the IEP. More guidance has been provided in the SPED guidance training video. This is a shift in mindset to support students in the home through distance learning.

24. **What is happening with Related Services?**

Each related services department is developing guidelines for service to support distance learning. They will also be providing services and supports in a proportional amount to the IEP.

25. **Who are the required Team members that need to be on the call?**

IEP laws and procedures continue to be in place as possible through distance learning. The same team members are required as would be included in any meeting for that student.

26. **Can Ed Specialists and other service providers conduct 1:1 and small group ZOOMS with students? Will there be a release of information for students to participate in ZOOM sessions?**

The Educators Guidelines has the following information regarding zoom meetings.

- Discourage non-students from observing virtual classrooms, whenever possible.
- Discuss digital citizenship and behavior expectations during online learning. Maintain consistent reminders of online agreements and positive communication as learning takes place.

- Develop guidelines for online participation and functionality of tools for student engagement.
- Refrain from 1:1 interactions with students.
  - Add another educator to your video conference if you need to discuss a private matter with a student.
  - If you find yourself in office hours or another classroom session with only one child, ask the child to go to a room in their home where there is another adult.

27. Can paraeducators conduct ZOOM sessions to provide support to students?

Communication with student(s) must be in coordination with the teacher, principal, and/or education specialist. Not in isolation.

28. How will adaptive equipment (such as gait trainers/standers) be provided to families? Will families be provided with a video or pictures so they know how to use the equipment?

Staff will need to communicate with their principals about the process for getting families equipment. We are only retrieving "essential" equipment (equipment that typically goes home over breaks) to give to families.