

Gallup McKinley County Schools

Special Education School Re-Entry Plan for Hybrid & Remote Learning Models 2020

The provision of Special Education academic and ancillary supports is a top priority of Gallup McKinley County Schools during the current Covid-19 Pandemic. Gallup McKinley County Schools will be taking a tiered approach to the provision of services for students with identified disabilities and address the needs of students based on the guidance provided by the New Mexico Public Education Department. In the first two weeks of school special education staff and related services providers will prioritize assessment of social and emotional needs and possible regression of student skills.

IEP Development and Facilitation:

GMCS will utilize Microsoft TEAMS to facilitate IEPs and other special education related meetings in order to mitigate unnecessary contact with educators and community members during school re-entry. For families without adequate access to this technology GMCS will engage parents via telephonic means to ensure participation in the development of their student's supplemental services and supports. IEPs will be developed to confer benefit based on need as if students were engaged in a regular school setting in expectation of an eventual return to a typical school environment and day. Services will be adjusted individually while engaged in a hybrid or remote learning situation according to state mandated Department of Health protocols and guidance.

Extended School Year Supports:

Extended School Year supports are currently to be determined and dependent on the progression of the current (Red-Yellow-Green) school model. Gallup McKinley County Schools is ready to provide up to two additional hours of instructional support weekly for a period of twelve weeks, based on student need, as soon as circumstances permit students to take advantage of this resource.

Evaluation:

GMCS will utilize a tiered approach to the initial and three-year review evaluation of students in an effort to use the most effective methods for evaluation while maintaining appropriate safety measures. Please see the attached Evaluation Plan for detailed information.

Academic Supports & Services:

GMCS will address the needs of Elementary, Middle, and High School students for academic support based on the guidance provided by the NMPED. The GMCS Services for Exceptional Students Department will provide a framework and continuous supports to each school in order to adapt to specific community and school needs, while hybrid and remote learning models are in effect. Personal Care Assistants will remain with their assigned students regardless of student to teacher ratios to ensure the safety and well-being of the students they serve.

Elementary School	Middle School	High School
Students with Low Incidence Disabilities – 4 full days of Direct Instruction -1 day of remote learning or home review Student to teacher ratio 8:1	Students with Low Incidence Disabilities – 4 full days of Direct Instruction -1 day of remote learning or home review Student to teacher ratio 8:1	Students with Low Incidence Disabilities – 4 full days of Direct Instruction -1 day of remote learning or home review Student to teacher ratio 8:1
Students requiring direct Reading &/or Math Intervention – 4 full days of instruction -Regular attendance days (based on A/B schedule) focus on core learning -Extra 2 days on campus focus on skills remediation, pullout services & review of content.	Students requiring direct Reading &/or Math Intervention – 4 full days of instruction - Regular attendance days (based on A/B schedule) focus on core learning -Extra 2 days on campus focus on skills remediation, pullout services & review of content	Students requiring direct Reading &/or Math Intervention – 4 full days of instruction - Regular attendance days (based on A/B schedule) focus on core learning -Extra 2 days on campus focus on skills remediation pullout services & review of content
Students requiring Inclusion Reading &/or Math Intervention – 4 full days of instruction - Regular attendance days (based on A/B schedule) focus on core learning on regularly scheduled days -Extra 2 days on campus focus on Tier III skills remediation pullout services & review of content on additional contact days	Students requiring Inclusion Reading &/or Math Intervention – 4 full days of instruction - Regular attendance days (based on A/B schedule) focus on core learning on regularly scheduled days -Extra 2 days on campus focus on Tier III skills remediation pullout services & review of content on additional contact days	Students requiring Inclusion Supports – 2 Days of Direct Instruction A/B schedule -3 days of remote learning or home review

Schools are encouraged to adjust the framework to accommodate individual student needs while observing state guidelines for total school population, family needs, and safety.

Remote Learning Response (Red Zone):

In the event GMCS is required to move to remote learning only the school district will continue to offer students with special needs the opportunity to attend school with the reduction of student to teacher ratio from 8:1 to 5:1 per NMPED guidelines.

Related Services:

Transportation of students with disabilities – including those who receive transportation as a related service -- will continue as dictated by current Individual Education Plans in order to maintain compliance expectations under IDEA.

Therapies:

All Related Service Providers will adhere to the following framework and adjust services based on individual needs, so as to maximize intervention time and benefit to each student:

Student Population	Service Model
All Students Low Incidence Disabilities, Autism Spectrum Disorders	Direct Contact with Service Providers adhering to Social Distancing Protocols
Elementary Pre-K – Grade 2	Direct Contact with Service Providers adhering to Social Distancing Protocols
Elementary Grade 3 – Grade 5	Tele- Practice, some Direct Contact with Service Providers adhering to Social Distancing Protocols, Based on individual student needs
Middle School	Tele- Practice, some Direct Contact with Service Providers adhering to Social Distancing Protocols, Based on individual student needs
High School	Tele- Practice, some Direct Contact with Service Providers adhering to Social Distancing Protocols, Based on individual student needs

Spectrum of Related Service Models Provided/Offered:

Individual Direct	Small Group Direct	Individual or Small Group Co-Therapy (i.e. SLP/OT)	Integrated Classroom Therapy	Tele-Practice	Telephone Counseling Session (SSW)
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Principals are encouraged to find dedicated space for the provision of small group therapy sessions, as well as a space for 1-to-1 therapy within their school buildings to help maintain all social distancing requirements.

Gifted & Talented Education:

Please see the attached plan for GATE support during the hybrid and remote learning models.

High Risk & Medically Fragile Students:

GMCS will work directly with families to develop appropriate plans for students who are medically fragile or immunocompromised as well as adhering to the following guidelines and protocols:

Student re-entry plan is specific to their IEP

When meals for students are served in the cafeteria:

- Students whose IEP states meals will be provided in the cafeteria setting will participate in that setting.
- Students will need extra-sanitizing supplies.
- Students must be accompanied by staff during meals and during times of transitions.

Students:

- In self-contained units, students with special needs must be accompanied by appropriate staff at all times.
- All students who are able, will wear a mask, though temporary or long-term exceptions may be made for students with:
 - Sensory issues
 - Respiratory impairments, such as: asthma, excessive drooling, tracheotomy, etc.
 - Orthopedic issues
 - Intellectual disabilities that have difficulty comprehending the importance of the mask
 - Intermittent behavioral issues
 - Students who do not have the ability to put on and take off a mask should not wear a mask
 - Any other condition, where wearing a facial mask, would impede their ability to participate in the educational setting
- Students will participate in recess, breaks and all school activities as per their IEPs.

PPE:

Teachers and staff exposed to or in contact with bodily fluids will be provided with:

- N95 Face Masks
- Face Shields
- Gowns
- Nitrile / strong gloves

Staff will be required to wear PPE as situation mandates

Health and Related Therapy Services

- Students participating in face-to-face learning at the school site will receive health and related therapy services as established in the student's IEP.

Home Visits

- During the COVID-19 pandemic, home visits will not occur. Home visits place the student, family and staff at unnecessary risk for contracting the COVID-19 virus.

Custodial Services – Following State and District Guidelines and Protocols

- Classroom floors need to be mopped daily in the SPED programs. Doors, doorknobs, fixtures, and all surfaces need to be disinfected daily.
- Bathrooms need to be thoroughly cleaned and disinfected at the end of each day.
- Trash needs to be picked up twice a day in the special education self-contained classrooms.
- Additional supplies such as disinfectant wipes/spray, gloves, and extra rolls of paper towels and trash bags will be needed.

Interim Alternative Educational Settings:

During Red and Yellow re-opening phases, remote learning with bi-weekly check-ins will be the default option for students who have been long-term suspended and are placed into an Interim Alternative Educational Setting. The local online option can be utilized until the term of suspension ends, or until schools move to Green, whichever comes first. IAES Teachers and assistants will facilitate learning opportunities, as well as provide additional supports to their assigned schools as needed.

Staff Training and Supports:

All Special Education Staff will receive Training on the following topics upon return to their contracted assignments:

Training	Targeted Staff
Microsoft TEAM – Meeting Facilitation/Classroom Supports	All Special Education & GATE Instructional, Related Services, & Support Staff
Synergy (New SIS) – IEP/SPED Document Development & Use	All Special Education & GATE Instructional, Related Services, & Support Staff
Tele-Practice Basics	All Related Services Providers