

SPED Hybrid Guidance

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Personal Protective Equipment (PPE)

In accordance with Section 2, item J of the Hybrid MOA:

In situations where students are allowed to not wear masks, professional educators who request shall be provided masks that meet standards equivalent to masks designated as KN95, face shields, protective garments, and gloves. Educators who work in focus classrooms will be provided with these items without having to request the items.

Staff working in focus classrooms are supporting students with the most complex needs. To meaningfully and safely teach some students, staff will need to be in close proximity. Enhanced PPE will be available to increase protection to staff who will work in close proximity to students.

Resources for SPED Student Support

[Teaching and Visual Resources for Transitioning Back to the School Building During Covid](#)

Potential Area of Need	Support Resources
Mask wearing and social distancing	<ul style="list-style-type: none">• Visual resources• Mask wearing resources document with linked lessons and videos• Asynchronous training: problem solving for common mask wearing issues including refusal, sensory sensitivities or discomfort with wearing masks, pulling masks off as a means to escape or gain attention• Video models of how to respond to mask wearing issues
Elopement	<ul style="list-style-type: none">• Safety plan with team• Contact regional team to determine behavioral supports• Submit referral to Behavior Support Team for consultation

	<ul style="list-style-type: none"> ● Behavioral Team asynchronous and *synchronous trainings available to address common behavioral concerns <i>To be developed after teacher input is received</i> <i>*synchronous trainings available upon request</i>
<p>Hygiene Protocols (e.g., hand washing, toileting, etc.)</p> <p>**Complex needs nurse protocol training plan to come</p>	<ul style="list-style-type: none"> ● Request for enhanced PPE, such as face shield (contact building administrator) ● Visual resources ● Hand washing resources with linked lessons and videos ● Asynchronous training: how to teach hand washing to learners ● Contact regional team to determine behavioral supports ● Submit referral to Behavior Support Team for consultation ● Behavioral Team asynchronous and *synchronous trainings available to address common behavioral concerns <i>To be developed after teacher input is received</i> <i>*synchronous trainings available upon request</i> ● Contact specialist listed on IEP if applicable (e.g., PT)
<p>Spitting</p>	<ul style="list-style-type: none"> ● Request for additional PPE, such as face shield (contact building administrator) ● Contact regional team to determine behavioral supports ● Submit referral to Behavior Support Team for consultation ● Behavioral Team asynchronous and *synchronous trainings available to address common behavioral concerns <i>To be developed after teacher input is received</i> <i>*synchronous trainings available upon request</i>
<p>Physical aggression/ Self Injurious Behavior</p>	<ul style="list-style-type: none"> ● NCI Training to come* ● Safety plan with school team ● Contact regional team to determine behavioral supports ● Submit referral to Behavior Support Team for consultation ● Behavioral Team asynchronous and *synchronous trainings available to address common behavioral concerns <i>To be developed after teacher input is received</i> <i>*synchronous trainings available upon request</i>

Room Clear	<ul style="list-style-type: none"> ● Safety plan with school team ● Contact regional team to determine behavioral supports ● Submit referral to Behavior Support Team for consultation ● Behavioral Team asynchronous and *synchronous trainings available to address common behavioral concerns <p><i>To be developed after teacher input is received</i> <i>*synchronous trainings available upon request</i></p>
Feeding Support	<ul style="list-style-type: none"> ● Request for additional PPE, such as face shield (contact building administrator) ● Consult with specialist on student IEP <p>*At this time, we do not anticipate that any students will be eating meals at school.</p>

Who to contact for additional support

If the above resources do not address your student’s need, please alert your building administrator and reach out to your SPED TOSA or administrator ([organizational chart linked here](#)).

Scheduling and Service Delivery

Special education staff will be allowed to work remotely under the conditions identified in Section 3, Item E:

Section 3, Item E: *“Educators may work remotely when they are not providing direct in-person instruction so long as they are adequately performing all expectations including attending scheduled meetings, PLCs, student/family engagement, and collaboration with co-workers. All meetings will be offered virtually, unless in-person attendance is necessary due to the nature of the meetings/trainings.”*

If you are an educator with a qualifying medical condition (As identified in the Hybrid MOA), are primarily serving your students in a virtual setting and cannot provide any in building service or support, please work with your building admin and sped support team to ensure necessary in-person services will be covered. If you have been assigned a CDL role for fourth quarter, expect that all in building needs will be handled by hybrid staff.

Focus Classrooms (k-12, CTP and Pioneer) (PAT)

- **Work Site** - Assigned building
- **Primary Service Delivery** - In Person and Virtual

Focus classroom staff work with some of our most complex learners. In order to ensure focus classroom students have access to quality instruction in a safe environment, staff will likely need to work in close proximity to students. Enhanced PPE will be provided to staff who choose to access it. Additional resources including social narratives, visuals, activities and lessons to support students in learning social distancing and mask-wearing expectations will be available to staff.

Focus classroom teachers and building administrators will work to identify the best place to store enhanced PPE that allows for easy access and protects PPE from being consumed by others in the building.

Focus classroom teachers can work with their building administrator to split their classroom in-person cohorts into AM and PM groups. If teachers are supporting both AM and PM hybrid cohorts, teachers and building administrators will work with their SPED administrator to determine how remaining CDL students will be served. Class should not be split into two cohorts if fewer than 4 students would attend each cohort.

If SPED teachers are teaching AM and PM cohorts, consider using paras, under educator supervision, to provide CDL lessons to remaining CDL students in accordance with the PFSP contract. If teachers need support in scheduling and planning for CDL students, reach out to your SPED TOSA or admin.

K-5 Learning Center Teachers (PAT)

- **Work Site** - Assigned Building or Remote depending on student needs
- **Primary Service Delivery** - Virtual instruction (students will not be removed from hybrid in-person times)* and direct consultation to building General Education Teachers

Assume services will be delivered virtually to maximize student participation with their general education teacher. However, in very rare circumstances a case manager might determine that a student should receive services in person during hybrid hours. The determination should be based on progress on IEP goals and attendance in virtual sessions. Due to cohorting restriction, case managers will need to consult with building admin and SpEd admin prior to scheduling in-person.

Case managers may review hybrid cohorts to consider para and other support needs and SDI service groups.

During pre service days, SPED staff will have the opportunity to adjust their schedules to avoid service during in-person hybrid cohorts, consult with specialists and general educators, and make other preparations.

Learning Center Teachers (6-12 and CTP) (PAT)

- **Work Site** - Assigned Building or Remote depending on schedule and student needs
- **Primary Service Delivery** - In person where teachers have a caseload assigned by period/class, virtual where in-person supports are not needed

If you are assigned to teach a class period, plan to be in the building for the periods you teach.

If you are an educator with a qualifying medical condition or other qualifying factor as identified in Section 1. H. of the Hybrid MOA, are serving your students in a virtual setting and cannot provide any in building service or support, please work with your building admin and sped support team to ensure necessary in-person services will be covered. One option is to have a sub provide in-person supervision while students receive your SDI instruction virtually.

If you are not assigned to teach during a class period, assume services will be delivered virtually to maximize student participation with their general education teacher. However, in very rare circumstances a case manager might determine that a student should receive services in person during hybrid hours. The determination should be based on progress on IEP goals and attendance in virtual sessions. Due to cohorting restriction, case managers will need to consult with building admin and SpEd admin prior to scheduling in-person.

Case managers may review hybrid cohorts to consider para and other support needs and SDI service groups.

During pre service days, SPED staff will have the opportunity to adjust their schedules to avoid service during in-person hybrid cohorts, consult with specialists and general educators, and make other preparations.

If you have been assigned a CDL role for the fourth quarter, expect that all in building needs will be handled by hybrid staff.

Due to the complexity for some in rebuilding schedules and contacting families, if you need additional time outside of preservice days to prepare for hybrid instruction, you can be excused from PLCs and staff meetings. Please communicate with your building administrator necessary updates.

SLPs (PAT)

- **Work site** - Work offsite unless providing necessary in-person consultation based on student needs as identified by the SLP. If the SLP prefers they may work at their primary school site. If there are concerns about shared spaces or building access schedule please contact your building admin.
- **Primary Service Delivery** - Virtual instruction (students will not be removed from hybrid in-person times)* and direct consultation to building General Education Teachers

Assume services will be delivered virtually to maximize student participation with their general education teacher. However, in very rare circumstances SLPs might determine that a student should receive services in person during hybrid hours. The determination should be based on progress on IEP goals and attendance in virtual sessions. Due to cohorting restrictions and factors related to extent of removal, SLPs will need to consult with building admin and SpEd admin prior to scheduling any in-person services.

SLPs may observe students in person in the classroom given building admin and gen ed teacher approval. All formal screenings/assessments will continue to be referred to the Testing Center for in-person components. For screening and assessments that can be completed virtually, they must be done outside of in-person hybrid time to maximize students' interaction with core curriculum and gen ed teachers.

During pre-service days, SLPs will have the opportunity to adjust their schedules to avoid service during in-person hybrid cohorts, consult with specialists and general educators, and make other preparations.

Physical Therapists (PFSP)

- **Work Site** - work offsite unless fitting a student for equipment or providing other necessary in-person consultation.
- **Primary Service Delivery** - Virtual, PTs will provide in-person support for measurement, delivery and adjustment of Equipment

Occupational Therapists (PFSP)

- **Work site** - Work offsite unless providing necessary in-person consultation

- **Primary Service Delivery - Virtual**

School Psychologists (PAT)

- **Worksite** - A school psychologist may choose to work at their school site(s) or continue to work offsite. If there are concerns about shared spaces or building access schedule please contact your building admin.
- **Primary Service Delivery** - primarily virtual. Assume services will be delivered virtually to maximize student participation with their general education teacher. Check with the building administrator before providing any in person services (e.g. observation) to ensure cohort requirements can be met.

Assessment: Cognitive assessments will continue at the testing centers. Building school psychologists may continue to conduct other assessments (e.g. interview, behavior rating scales) virtually.

Student Observations: School Psychs may wish to observe students in the school setting given building admin and gen ed teacher approval.

Psychological Services: Psychological services will be provided virtually to maximize student participation with their general education teacher. Students will not be removed from in-person instruction.

Consultation: Consultation will be provided virtually. School psychologists may choose to attend meetings in person or virtually according to their preference.

QMHPs (PAT)

- **Worksite** - Assigned Building
- **Primary Service Delivery** - in-person and virtual

TICs & Paras (PFSP)

- **Worksite** - Assigned Building
- **Primary Service Delivery**- in-person, virtual to support CDL

Paraeducators who were shifted from their original assignments this fall to support CDL across the district, will be returned to their original positions on 3/29/21 unless the student(s) they were assigned to work with have moved or withdrawn, then another location will be assigned.

*There may be a few opportunities for a small number of paras with qualifying medical conditions to hold CDL assignments. We are not sure how many or where at this point.

Feeding Team (PAT and PFSP)

- **Worksite** - Work offsite unless providing necessary in-person consultation or training, office space and evaluation space at the Holladay Annex.
- **Primary Service Delivery** - virtual

AT Team (PAT and PFSP)

- **Worksite** - Work offsite unless providing necessary in-person consultation
- **Primary Service Delivery** - virtual

Early Childhood Team (PAT and PFSP)

- **Worksite** - Combination of in person and virtual. Teams will be asked to complete 2 in person evals per week, and all other evaluations will be in virtual format. Amount of time in building would be 2, ½ days per week. Evaluation teams will alternate days and time of day, to limit people in the building. Virtual evaluation possible for employees with exemptions. The Kindergarten Transition team will be entirely virtual to facilitate virtual incoming kinder IEP meetings and limit staff in the building. They will be allowed in the building to process paperwork as needed or if there is limited internet access at home for meetings.
- **Primary Service Delivery** - combination in person and virtual evaluation

Columbia Regional Program (EI/ECSE & K-12, PAT, PFSP)

- **Work Site** - Work offsite unless providing necessary in-person consultation/SDI based on student needs as identified by the CRP staff & IEP team. Staff may access Wilcox based on cohort days. DHH Classroom Staff will report to their respective schools based on a hybrid model.
- **Primary Service Delivery** - Virtual instruction (in person instruction or consultation when determined necessary based on IEP team, student progress).
- **Equipment Coordination** - CRP staff are available to facilitate specialized equipment needs for educational access. Please contact your CRP service provider for specific information.

- For additional information visit our CRP Website www.crporegon.org

BCBAs, TOSAs, SLP TA, and School Psych TA

- **Worksite** - Work offsite unless providing necessary in-person consultation or support
- **Primary Service delivery** - virtual, in-person at school buildings when necessary for student support.

IF YOU DID NOT FIND THE ANSWER TO YOUR QUESTION IN THIS HYBRID GUIDANCE, PLEASE COMPLETE THIS [FORM](#)