Oregon’s Extended School Closure Guidance: Special Education

Early Intervention / Early Childhood Special Education (EI/ECSE) Specially Designed Instruction Toolkit

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# Table of Contents

Preamble ............................................................................................................................................. 3
Acknowledgment .................................................................................................................................... 3
Introduction ........................................................................................................................................... 4

## SECTION ONE: Framing Values and Understanding Distance Learning for Early Childhood/Young Learners/EI-ECSE

1A. Guiding Principles .......................................................................................................................... 4
1B. Guidelines for Distance Learning for Early Childhood ................................................................. 6
1C. Early Intervention and Early Childhood Special Education ....................................................... 7

## SECTION TWO: Reviewing IFSPs and Making a Plan

2A. Review IFSPs and Program Specific Guidance for Distance Learning ....................................... 8
2B. Review Specially Designed Instruction ......................................................................................... 10
2C. Plan Instruction and Activities Related to the Student’s Goals ................................................ 11

## SECTION THREE: Amending IFSPs as Necessary

3A. Use a Written Agreement and Prior Written Notice .................................................................. 13
3B. Use the Distance Learning Plan Template .................................................................................... 13
3C. Hold an IFSP Meeting .................................................................................................................. 13
Preamble

The Oregon Department of Education (ODE) is committed to providing guidance and support for districts, schools, and programs to ensure educational options are provided around the state that maintain a focus on equity and inclusion as we navigate unprecedented times together. The Specially Designed Instruction Toolkit for Early Intervention/Early Childhood Special Education (EI/ECSE) keeps a focus on students being served in the Least Restrictive Environment during this extended school closure. We are steadfast in our commitment to all of Oregon’s students which includes students who experience disability.

The Specially Designed Instruction Toolkit for EI/ECSE is a resource document intended to support special education leaders and IFSP teams in planning, preparation, and guidance as they navigate new ways of providing educational services in an unprecedented emergency closure. The goal of the Department is to ensure that students continue to receive equitable educational services throughout the extended school/program closure. Children who experience disability already arrive at different outcomes in graduation, post-secondary education, and employment options when compared to typical peers. The loss of instructional time, attention, and care from educators will have an impact on students’ ability to engage in attainment towards goals, and successfully access and take part in school and other early care and education environments. Programs should be considering the unique factors for each child and the context of the family and home when planning for Specially Designed Instruction.

The Specially Designed Instruction Toolkit for EI/ECSE outlines possibilities for program teams and early learning partners to consider when planning instruction as well as focusing on supports available to ensure students have the greatest access to general education during this closure. We acknowledge the context for early care and education is much different than that of our K-12 partners. Across the Early Care and Education System, EI/ECSE and other early learning programs/providers are offering education and family support remotely. As we proceed with designing learning plans at home, filling in some new and old gaps in the instruction of young children who experience disability, we note that instruction in early care and education is grounded in developmentally appropriate practices and supporting children to learn through play and everyday activities and routines.

Acknowledgment

We wish to acknowledge that our guidance has been informed by educators and leaders in Oregon who have been critical thought partners. Our thinking and planning have been enhanced through shared visioning, collaboration, and problem solving. We appreciate the collective effort, as we rise to the challenge of serving our children and families during school/program closure. We sought guidance and input from those who support early learning across the state and have been inspired by the existing work being done by professionals across the field. We are humbled by the work that has already been accomplished thus far. It is our belief that through whole system collaboration, we are stronger together.

Many states are providing guidance for early learning by identifying supplemental resources parents can find online to support growth and development. It should be noted that younger children, especially those aged 0-3, learn more through active engagement with the world around them versus passive learning such as online or television materials.

The Department has identified some supplemental resources here.

You can also find additional resources for young children and their families by visiting these websites:
Introduction

EI/ECSE programs were provided guidance on March 21st that, following spring break, they should be connecting with families to develop a distance learning plan that meets the needs of the family and child. This plan should provide guidance and instruction to families (or providers) to address the goals of the IFSP within the context of regular activities and routines across the day. The plan for distance learning should be individualized to meet child and family needs. It should be noted that distance learning is not limited to online instruction, especially for young learners who need more active versus passive learning options to grow and thrive. Distance learning should provide for blended learning strategies, access to appropriate educational materials, and collaboration through multiple modes of communication. As programs transition to distance learning, successful approaches will be centered on care, connection and continuity of learning.

This guidance is organized into three sections to guide EI/ECSE leaders as they support special education teams and partners with planning for specially designed instruction:

SECTION ONE: Framing Values and Understanding Distance Learning for Early Childhood/Young Learners/ EI-ECSE

1A. Guiding Principles
1B. Guidelines for Distance Learning for Early Childhood
1C. Early Intervention and Early Childhood Special Education

SECTION TWO: Reviewing IFSPs and Making a Plan

2A. Review IFSPs and Program Specific Guidance for Distance Learning
2B. Review Specially Designed Instruction
2C. Plan Instruction and Activities Related to the Student’s Goals

SECTION THREE: Amending IFSPs as Necessary

3A. Use a Written Agreement and Prior Written Notice
3B. Use the Distance Learning Plan Template
3C. Hold an IFSP Meeting

SECTION ONE: Framing Values and Understanding Distance Learning for Early Childhood/Young Learners/ EI-ECSE

1A. Guiding Principles

We acknowledge that our public education system creates a problematic paradox around who the
system is designed to serve. It is true that students who experience disability have outcomes that are far from their potential due to factors of oppression ranging from ableism, racism, low expectations, and gross misunderstandings. This reality shows up far before students enter the K-12 system. These unacceptable patterns begin in early care and education environments. Special education teachers, teams, and families of children experiencing disability have worked for decades to erode these inequities and prove that children who experience disability can and should succeed in all early care and education environments.

This is a microcosm of a larger inequitable system that centers privilege and denies equal opportunity for learning. These inequities have been magnified by the COVID-19 crisis and the many children and families who have been pushed to the edge of our system carry the disproportionate weight of trying to learn and achieve progress towards goals without the comfort and care of their trusted teachers, specialists, and community support networks. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. We do not pretend that any of our guidance resolves this problem or fairly distributes the burden but, in developing this guidance, we have worked with and vetted across many communities and will work tirelessly to ensure all students who experience disability in Oregon are supported. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our students. ODE’s guidance for children who experience disability during this time of school closure centers on Care, Connection, and Continuity of Learning which requires an equity stance.

ODE strives to live into our equity stance: Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

In order to live into this stance, we must heighten our attention to particular groups of children and families who often bear the burden of the system’s oppressive practices. We must see the strengths and meet the needs of children and families experiencing houselessness; children and families of color, including African-American/Black children and families; Alaska Native and American Indian children and families; emerging bilingual children; children of migrant and farmworker families; children experiencing disability; children, families and caregivers who are LGBTQIA+, children in foster care; children who have medical and mental health needs; children who have experienced neglect, abuse, or trauma; and children and families navigating poverty. This is especially true for those who can identify with multiple categories.

As we lead this effort across Oregon, the Distance Learning for All Guiding Principles will anchor our state in common values and help generate collective action during this time:

- **Ensure safety and wellness.** Children and families need food, clothing, a safe place to learn, play and shelter, as well as a sense of care and connection, in order to engage with us in any kind of learning activities. Please see the ODE COVID-19 website for Mental Health and Social Support resources.

- **Cultivate connection and relationship.** Connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting. The PELE Center, NCPMI, and the Harvard Center on the Developing Child have all developed resources that will support providers as they emphasize care and connection with children to support learning.
• **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote family efficacy. Consider how decisions and actions attend to racial equity and social justice ([Oregon Educator Equity Lens](#)). Consider the assets of children who experience disability and their families.

• **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, family agency, and culturally sustaining practices.

### 1B. Guidelines for Distance Learning for Early Childhood

**General Early Care & Education Guidance: An Overview of Guidelines for Distance Learning to Ensure Care, Connection and Continuity of Learning for All Young Children**

Many of the partners whom EI/ECSE has engaged with in the past to support young children who experience disability have shifted to supporting families to guide children’s learning and development with home learning strategies and teacher-led virtual lessons, have shifted to provide emergency childcare, or are temporarily closed due to extended school closure. EI/ECSE should ensure that these partnerships continue and collaboration tied to instruction and accessibility also remains a priority. This includes, but is not limited to, exploring options to engage in collaborative consultation, joint visits, or a shift to primary service provider model.

**Social, Emotional and Mental Health:** Ensure safety, belonging and mental health as a foundation for learning. Prioritize care and connection. Apply a trauma-informed lens when providing services.

**Partnering with Parents, Families, and Caregivers:** Center equity in all outreach and communication efforts with parents, families and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. As educators, we have now become guests in the homes of all the students and families we serve, not just those served by early intervention providers.

**Instructional Time:** Support families to establish routines, expectations and prioritize social-emotional wellbeing. Connect with families about the ways in which they can embed opportunities for learning and working on individualized goals in routines throughout the day (See [Tele-intervention and the Routines-Based Model](#) and [Family Guided Routines Based Interventions](#) for more information). Consider the environments and ages of the learners when planning instructional time, activities and connections.

**Equity and Access:** Ensure equity and access in all aspects of distance learning. Design instruction using the tenets of Universal Design for Learning (UDL)¹ to create the greatest access for students and families. Differentiate and use a variety of modes, resources and strategies with consideration for how children and families may be disproportionately impacted.

**Teaching and Learning:** Focus on essential learning, individualized goals and, leveraging assessment information and child and family assets to inform differentiation and extensions. Guarantee learning to support children on their path to school readiness. Partner with early learning programs that are operating and serving children's families to support learning and development at home. **Align your**

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¹ Please see [this site](#) for a brief introduction on UDL.
activities to the Early Learning Guidelines, the Assessment, Evaluation, and Programming System (AEPS), and individualized goals.

## 1C. Early Intervention and Early Childhood Special Education

Special education teams (including community partners, if available and working) should begin with a review of the Oregon’s Extended School Closure Special Education Guidance document. The following steps are included as a starting place to review a student’s Specially Designed Instruction.

1. **EI/ECSE service coordinators must develop distance learning plans to provide educational services to all students birth-5 who experience disability under the Governor's Executive Order 20-08.** Distance learning plans should be developed using tenets of a Universal Design Framework\(^2\) to ensure that children’s varying needs are considered when planning activities and lessons. These distance learning plans should be considered services in general education since all young children are now learning at home. For young learners, educational opportunities are embedded into daily activities, such as play and routines and prioritize relationships, social emotional health and well-being, and active engagement and experiences to learn.

2. **Create distance learning plans for all children who have IFSPs.** While every child receiving services needs a distance learning plan, you are not required to use the template in ecWeb. Whatever format you use, it must be clear to all the resources that are allocated to fulfill the IFSP and you should carefully document in service logs (in ecWeb) all meetings, conversations, service time, etc. The Distance Learning Plan template developed by ODE staff can be used to document the plans you have for addressing the needs of the student and family during the extended school closure. It is critical to document these plans, but it should be noted that each plan will vary across individual students. The document created provides EI/ECSE staff with a useful template for documenting these services which will provide critical information after this health crisis passes.

3. **To the maximum extent possible, the IFSP team should implement the IFSP as written, including Specially Designed Instruction, Related Services, and Supplementary Aids and Services.**

   “If an early learning or childcare program is providing educational opportunities to some children in their program, the EI/ECSE program must ensure that all infants, toddlers, and children with disabilities also have equal access to the same opportunities, including the provision of FAPE (34 CFR §104.4 and 28 CFR §35.130 (Title II of the ADA)).” [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](https://www.ode.state.or.us/file/573863/download).

   **Review Table 1 for recommended next steps, if the school team is unable to implement the IFSP as written while schools remain closed under the Executive Order.**

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\(^2\) Universal Design for Learning suggestions can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. [www.cast.org](https://www.cast.org)
4. EI/ECSE programs and providers should examine the effect of the closure on the child’s progress toward their IFSP goals and review the guidance for tracking goals during the closure.

While it will initially be impossible to predict the overall impact of the closure on each child’s progress towards their IFSP goals as a result of extended closure, programs should have procedures in place to evaluate progress during regular visits with families, and throughout the closure. This includes using the AEPS to update progress at the intervals described in the IFSP.

Once programs reopen, it will be necessary to reevaluate each child’s need and levels of development and progress. This guidance is in accordance with guidance from USDOE\(^3\).

Table 1:

<table>
<thead>
<tr>
<th>If during the Extended School Closure and distance learning for all...</th>
<th>Then the IFSP Team must ....</th>
</tr>
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<tbody>
<tr>
<td>• An IFSP team determines the school/district cannot meet the requirements of the IFSP as written</td>
<td>• Amend the IFSP for the current setting and context, and/or describe services that are billable by Medicaid</td>
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<tr>
<td>• Convene an IFSP meeting, either virtually or on the phone, or</td>
<td>• Track and consider compensatory services once school resumes</td>
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<tr>
<td>• Enter into a written agreement with the parent/guardian agreeing to amend the IFSP</td>
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<tr>
<td>• Review the IFSP goals, Related Services, and Supplementary Aids and Services</td>
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SECTION TWO: Reviewing IFSPs and Making a Plan

2A. Review IFSPs and Program Specific Guidance for Distance Learning

The intent of an IFSP for children 3-5 who are ECSE eligible, as defined by IDEA, is to provide the child with Free Appropriate Public Education (FAPE). The Supreme Court has defined FAPE as “enabling a child to make progress appropriate in light of the child’s circumstances” (Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988).

IFSPs should provide children who experience disability access to the general curriculum (i.e., the same general education context available to all students; this is aligned with activities outlined in the Early Learning Guidelines,) and supports necessary in order to access the resources and curriculum provided, to the maximum extent possible. That general education context is undoubtedly part of the child’s development.

circumstances that teams need to consider when providing for FAPE. The general education context across Oregon is currently Distance Learning for All.

While some early care and education programs are operating remotely, EI/ECSE should strive to meet families and providers with guidance, support and services around developmentally appropriate and functional goals within the context of relationships and routines. EI/ECSE programs should ensure that partnerships with other early care and education programs continue and collaboration tied to instruction and accessibility also remains a priority. This includes, but is not limited to exploring options to engage in collaborative consultation, joint visits, or a shift to primary service provider model.

EI/ECSE staff can also provide activities that are aligned to the Early Learning Guidelines, as they have been doing since their adoption. Program staff are encouraged to review the EI/ECSE Competencies, especially for service delivery, to provide best practice and assess where accommodations may be needed at this time.

**Review the IFSP**

As teams review IFSPs, they will need to consider the new general education context for learning under Distance Learning for All. All children, for example, are in the same location— in a home. Moving to distance learning for a delivery model does not constitute a change of placement because all students are now receiving their education through distance learning. With this environment, the review of the IFSP will focus on the child and family’s individual needs, the goals written to support the student, and the instruction necessary to achieve those goals within the context of routines. See section 3 for more information about IFSP amendments during building closure.

**Mindset and Assets**

Review the child and family’s unique needs in relationship to the new learning context. Harness this opportunity to lean into inclusive practices and family guided, routine-based services, including a primary service provider model.

Often it is the case that, as we evaluate services for children who have been identified for a disability, adult bias and historical patterns of instruction create limitations on expectations. Inclusion and equity-informed practices start by considering the strengths each person brings to the educational process. What are the assets, talents, and specific strengths the child and family bring each day to the learning environment?

During this extended closure, it will be critical for EI/ECSE programs to evaluate the IFSP with an asset-based mindset that extends itself to the assets inherent to each family context, as recommended by the Division of Early Childhood (DEC).

**Review the Goals**

Review the IFSP goals written prior to the extended closure of schools and programs. Most often the goals will remain the same throughout the extended closure. If a team decides that a goal is inappropriate given the current closure, the team could use the Distance Learning Plan Template to document changes to be made during Distance Learning for All or hold an IFSP meeting to review with parent/guardian to adjust, change, or pause a goal until school resumes.
2B. Review Specially Designed Instruction

Overview of Specially Designed Instruction

Specially Designed Instruction (SDI) means adapting, as appropriate to the needs of each child, the content, methodology or delivery of instruction for the following purposes.

1. To address the unique needs of the child that result from the child’s disability; and

2. To ensure access of any child experiencing a disability to the general curriculum in this instance so that they can meet the educational standards within the jurisdiction of the agency that apply to all children under 5.

As noted above, for most districts and communities, early care and education has shifted to supporting families to guide children’s learning and development with home learning strategies and teacher-led virtual lessons, have shifted to provide emergency childcare, or are temporarily closed due to extended school closure shifted to providing supplemental support and materials to families to ensure that learning continues. If a child is of preschool age, you may consider aligning your instruction to the Early Learning Guidelines and/or recommendations noted here.

Focus on Instruction

With regards to SDI, the only change EI/ECSE teams need to make is to look at how services are adapted to meet the parameters of distance learning. You will still approach meeting the needs of each child as you always have but you may need to adapt to implementing services with the constraints of distance learning in mind.

When evaluating the Specially Designed Instruction for an ECSE eligible child in this context, it will be important for EI/ECSE teams to focus on the goals of the child unique learning situation created by Distance Learning for All, and the home environment of the child and family. The Service Summary Page (i.e., the Cover Page), which lists the service, minutes, anticipated location, and provider will be a key place to start. The service type and minutes are critical for review during this closure.

Key Questions to Consider:

- What were you in the process of teaching, consulting or coaching before schools and programs moved to extended closure?
- What activities did you have planned?
- What domains, strategies, or practices were you in the process of covering?
- Were there in-task schedules, task analysis, first then choices/boards that might be needed by learners and families to complete tasks and build learner independence?
  - Can those be emailed, gathered from EI/ECSE programs, or printed and sent home?
- What goals are no longer relevant or need to be approached differently during Distance Learning for All (e.g., peer interaction goals)?

“It is important to emphasize that federal disability law allows for flexibility in determining how to meet
the individual needs of students with disabilities.”

2C. Plan Instruction and Activities Related to the Student’s Goals

Moving to Distance Learning for All Q & A for Instructional Planning (Adapted from Guidance Developed by the Teaching Diverse Learners Center at the Ohio Center for Autism and Low Incidence (OCALI)).

What were you in the process of teaching or coaching before schools moved to the extended school closure? What activities did you have planned? What goals or content were you in the process of covering?

- Stick with the plan but think flexibly.
- Send home any materials (digitally or in take-home packets) that were created for learners to use during instruction. Record small videos or hold short, live video conferences with families or caregivers to teach, demonstrate a strategy or model.
- Break activities into small chunks that can be completed over multiple days in small segments of time – no more than 5 minutes.
- Add in familiar tools and strategies that families will be able to use independently.

What were you planning to teach or coach during next month, and the next and the next? What developmental targets were you thinking about targeting next? What routines or times of day were you hoping to embed intervention within?

- There have been many new digital resources that have been shared via social media. Sift through resources to find material that may be used in teaching the upcoming topics/content.
- Design new materials and learning opportunities. in the format described in the question above.
- Select materials/manipulatives that might be available at home or send materials to families in resource toolkits.
- Offer a choice card or other visual tools that allows students and families flexibility in choosing learning activities that match resources at home.
- Think fun! Think movement! Think creatively when designing activities.
- Support all activities with access tools and features. Make sure all activities are accessible to all students. Some students may need additional support (e.g., visual schedules for understanding expectations and routines, step by step instructions for tasks, video demonstrations, social stories).

If children were being seen in a classroom or childcare setting, what daily schedule were they used to following? How can it be adapted to work in a home environment? Note: Think ease of use for families and flexibility.

- Share your weekly schedule with families, including times of day. Join parents in thinking about times of the day when a visual schedule would support their routines at home.
- Model the use of visual and tactile schedules, task analysis and first/then systems with families as needed.

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• Use the tools you and the family may have (digital or otherwise). Take pictures of object schedules that families could possibly replicate at home. Repurpose home objects to create tactile schedules and/or schedule or calendar boxes. For example, use a set of drawers, plastic containers or a group of boxes arranged in a linear row to represent different times of day or days of the week. Each drawer or box would contain tactile items/symbols to indicate the next task or event.
• Share the first/then strategy and tools with families.
• Communicate with families that the schedule can be as flexible or as traditional as they need it to be to meet their needs at home.
• Suggest the use of timers at home if they are used at school (phone/watch timer, egg timer, sand timer, digital online timer, etc.).

Are there digital resources that can be used in place of traditional class materials?
• Example: teacher read aloud – use online videos or live streams of storytellers
• Example: field trip – virtual tours and experiences
• Example: paper materials – digital materials using teacher created, free access or short-term trials

There is no need to reinvent the wheel, so many resources exist. Just make sure that digital resources are accessible. Here is a guide that may be helpful as you select resources prior to sharing with families.

SECTION THREE: Amending IFSPs as Necessary

When the team has determined, upon review of the IFSP, that obligations cannot be met as described due to the extended closure of schools, then the team must consider options for amending the IFSP, and for some students plan for Extended Year Services or Compensatory Education, where appropriate. Changes to a child’s IFSP (including to service minutes) must be based on the individual need of the child in order to access Distance Learning for All or ensure FAPE. All of the options discussed in this section should be planned with parents and caregivers as partners during this process. Teams can choose to use the written agreement process to amend the IFSP itself and provide Prior Written Notice, or use the Distance Learning Plan. Teams do not need to complete both steps 3A and 3B when making changes based on the extended school closure.

The Oregon Department of Education believes there will be a need to support some children who experience disability through Extended Year Services or Compensatory Education in addition to providing FAPE to the extent possible through Distance Learning for All. This additional support will likely be needed for children who cannot access the general education options, who were previously in segregated classes, or whose goals and services cannot be met under the district’s Distance Learning for All Plan. These options do not replace the requirement for a program to evaluate the impact that extended school closure had on all children who experience disability. The Department will be releasing further guidance for programs to identify, track, and plan for the small percentage of children for whom this may be appropriate.
3A. Use a Written Agreement and Prior Written Notice

At any time during an IFSP cycle, a team can amend the components of an IFSP. This amendment can include goals, specially designed instruction, supplementary aids and services, and placement. During the extended school closure, when a team evaluates SDI and determines there should be a change in the goals, service type, or instructional minutes provided, they should consider the following steps:

1. Communicate with parent/guardian about the change
2. Write a Prior Written Notice outlining the change and reason for such change
3. Use the written agreement process to amend the IFSP
   a. This is not required to be changed in any state-level reporting system, but only documented to ensure the program and the parent understand the changes and agree collectively.

3B. Use the Distance Learning Plan Template

Use of the Distance Learning Plan Template. During the extended closure of schools, the Oregon Department of Education has drafted a Distance Learning Plan Template which may be used to amend an IFSP without a prior written agreement or prior written notice. This form can only be used during the period of extended closures under the Governor’s Executive Order 20-08 and subsequent extension of the school closure, unless otherwise stated by the Department of Education.

The ODE approved Distance Learning Plan template can be used to document plans for addressing the needs of the student and family during the extended school closure. It is critical to document these plans. Each individual student plan will vary. The plan provides EI/ECSE staff with a template for documenting services during Distance Learning for All and will provide critical information for the IFSP team to consider when measuring progress towards goals after this health crisis passes.

Provide the family with a written copy of the Distance Learning Plan and a Prior Written Notice documenting proposed changes to the IFSP under Distance Learning for All. The family may communicate any objections to the changes in writing. If the family does not communicate any objections to the changes, this lack of response can be taken to constitute implied consent. Please review the PDF of this Distance Learning Plan.

3C. Hold an IFSP Meeting

For situations where the IFSP cannot be implemented as written, neither the written agreement nor the contingency plan is appropriate, or the parent disagrees with proposed changes, the program will need to hold an IFSP meeting to amend the IFSP. To be clear, it is ODE’s belief that it should be a very small percentage of students who experience disability who will need to have an IFSP meeting held as a result of the shift to Distance Learning for All.

Where teams determine it necessary to hold an IFSP meeting, programs are reminded of the many options to hold meetings either virtually or over the phone as well as the ‘excusal’ and ‘attendance not
necessary’ provisions of the IDEA (34 CFR § 300.321(e)). About these options, the IFSP Team Oregon Administrative Rule (581-015-2210) shares:

(3) IFSP team attendance:
(a) A member of the IFSP team described in subsection (1)(c) through (1)(f) is not required to attend an IFSP meeting, in whole or in part, if the parent of a child with a disability and the school district agree in writing that the attendance of the member is not necessary because the member’s area of the curriculum or related services is not being modified or discussed at the meeting.
(b) A member of the IFSP team described in subsection (1)(c) through (1)(f) may be excused from attending an IFSP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services, if:
(A) The parent and school district consent in writing to the excusal; and
(B) The member submits, in writing to the parent and the IFSP team, input into the development of the IFSP before the meeting.

While it is an option to convene the entire IFSP team, programs may also make use of these options as appropriate when they determine IFSP meetings are necessary.