



**Rim of The World Unified School District**  
*Honor - Valor – Service - Pride*

**Board of Trustees**  
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Wednesday, April 15, 2020

«ParentGuardian»

«Address»

«City», «State» «ZIP»

RE: Prior Written Notice Re School/District Closure to Prevent/Contain the Spread of COVID-19  
(Coronavirus)

Dear «ParentGuardian»:

This letter is a written prior notice by the Rim of the World Unified School District, pursuant to 34 CFR § 300.503, pertaining to the closure of your student's school that began on March 20, 2020, and will continue through the rest of the 2019-20 school year. As of this time, the closure through the rest of this school year also means that ESY, Extended School Year, will not occur.

The Rim of the World Unified School District determined it was necessary to close its schools to prevent/contain the spread of COVID-19, in consultation with the Center for Disease Control ("CDC"), California Department of Education ("CDE"), and Department of Public Health ("DPH"). Since the closure started, the District has received ongoing guidance from the Governor of California, the CDE, and the federal Office for Civil Rights ("OCR"). The District will provide updates regarding its closure related activities as more information becomes available.

As of Monday, April 13, 2020; your student will receive special education and related services in an alternate manner, and you may have already been contacted by your student's special education teacher. Such IEP services will be provided through distance learning and/or other methods that allow your student to access curriculum and benefit from the educational program provided. Your case carrier will be in touch with you about your student's program. That program will include:

- Access to the general curriculum,
- Access to special education if indicated on your Student's IEP,
- Access to instruction through distance learning or other effective means, and
- Access to accommodations and related services if indicated on your Student's IEP

Please be aware that the educational placement and services made available during the period of the COVID-19 closure are not stay-put. Upon termination of the school closure, your student's stay-put IEP in effect before the COVID-19 closure shall serve as the District's obligation to make available special education and related services until a new IEP is developed that receives written parental consent.

When possible and appropriate, some teletherapy services may be made available to your student. Teletherapy is the delivery of some SAI and/or related services (such as counseling, and speech, behavior and/or occupational therapy) through online or telephone communication between student and service providers. Common platforms for online learning include Zoom, Google Hangouts, and Seesaw. The District is committed to helping students learn in a way that makes them feel comfortable and confident. The District is also committed to protecting the privacy of your student's learning, in compliance with the

Family Educational Rights and Privacy Act (“FERPA”), and Health Insurance Portability and Accountability Act (“HIPAA”).

If your student participates in teletherapy, educators and service providers will take steps to ensure your child’s learning is comfortable and private by avoiding disclosure of instructional activities to bystanders, and by reminding students to find a quiet place for participation (though near adult supervision). Please note that some teletherapy will involve small and large group learning, meaning other students might be involved in teletherapy instructional activities. Educators and service providers will communicate teletherapy schedules with you, and the District encourages you to discuss with your child what he or she learned and practiced. However, in order to ensure educators and service providers are able to maintain service arrangements, parent-educator/provider discussions should be planned; impromptu discussions before or after teletherapy should be avoided. If you have concerns about your student’s ability to participate effectively in teletherapy sessions, please let the service provider know.

In making its determination, the District reviewed and considered the following:

- Recommendations from the OCR,
- Recommendations from the CDC,
- Recommendations from the CDE,
- Recommendations from the DPH ,
- Executive Orders from the Governor,
- Recommendations from local governmental agencies, and
- All other relevant information available to the District.

Finally, please be advised that the parents of a child with a disability have protection under the federal parental rights and procedural safeguards set forth in 34 CFR Part 300. Enclosed you will find a copy of those parental rights and procedural safeguards. The sources which you may contact to obtain assistance in understanding the provisions of the procedural safeguards are:

East Valley SELPA  
144 N. Mountain View Ave., San Bernardino, CA 92408  
Phone: 909/252-4507, Fax: 909/252-4533

OR California Department of Education  
1430 N Street, Sacramento, CA 95814-5901  
Phone: 916/445-4613 or 800/926-0648  
Website Address: [www.cde.ca.gov/sp/se/](http://www.cde.ca.gov/sp/se/)

Lastly, if you or the family have questions about any part of this written response, please feel free to contact me using the email address below. The District office is closed during the time schools are closed, except on Wednesdays. Procedural safeguards are posted on the district’s website: [www.rimsd.k12.ca.us](http://www.rimsd.k12.ca.us)

Sincerely,

Derek Swem  
Special Education Director  
(909) 336-4118  
[derek\\_swem@rimsd.k12.ca.us](mailto:derek_swem@rimsd.k12.ca.us)  
**Rim of the World Unified School District**

**Rim of the World Unified School District**  
**Special Education Local Plan Area**  
**Comprehensive Distance Learning Plan for Special Education and Related Services**

April 13, 2020

UNIFIED SCHOOL DISTRICT

**Guiding Principles:**

**Rim of the World Unified School District will use a hybrid model to create opportunities for students and teachers to stay connected, while remaining flexible and sensitive to the needs of students, staff and families.**

- This is a comprehensive plan meant to include distant learning opportunities to work on students' IEP goals and objectives. Our plan is to not let our students regress in this time of a non-physical school-based educational setting.
- Special education teachers should:
  - Plan as proactively as possible, setting priorities and using approved resources in advance whenever possible.
  - Design work supportive of IEP goals and objectives for each student working collaboratively with general education for our students receiving general education curriculum. For students receiving functional curriculum, work with other moderate/severe teachers throughout the District to develop learning units. This can be facilitated via Teams meetings. ROWUSD will organize a meeting time for those who want to participate to generate and/or share ideas.
  - In order to coordinate resources and a service plan, all case carriers need to reach out to parents of the students on their caseloads to verify their access or willingness to participate in online learning and availability for service and IEPs (if applicable) during the school closure period. Please make these contacts and document these attempts by April 13<sup>th</sup>. Be aware of which students are not able to participate in online distance learning and develop resources and supports that you can share with parents using email or phone.
  - Employ district technology guidelines and approved procedures for use
  - Case carriers will communicate with parents and service providers to develop an individual service schedule/plan. A form and specific procedure will be provided.
- Provide online services consistent with the provisions of this comprehensive closure plan.
- Case managers should continue to monitor the provision of services as they do when school is in session.
  - Maintain a log of sessions provided either electronically or in a logbook
- There are two models for online teaching and learning:
  - **Synchronous:** Students and teachers are working together and interacting in a digital space concurrently.  
Ex: Phone consultation, service session or lesson in real time.
  - **Asynchronous:** Teachers post instruction and learning materials online. Students engage with class materials and complete work at their own pace within a given timeframe.  
Ex: Student logs onto Google Classroom to access posted assignments at any time.
- We are all in this together. As a team, we should ask each other for support so that we can best serve students and families during this stressful time. We should look to communicate with administration and others when questions arise so that we can all proceed to our best ability.

**Rim of the World Unified School District**  
**Special Education Local Plan Area**  
**Comprehensive Distance Learning Plan for Special Education and Related Services**

April 13, 2020

<b>Special Education and Related Service Descriptions</b>			
<b>Special Education Teacher</b>	<ul style="list-style-type: none"> <li>Services will be provided as a number of sessions per the delivery model in the IEP.</li> <li>Individual services will be provided via phone or online as consult with parent, student, and/or teacher.</li> <li>Group services will be provided via online, and/or home-based activities (materials to be provided by staff)</li> <li>Provide online materials and/or paper workbooks as appropriate based off lesson and content</li> <li>IEP timelines will be adhered to <i>when appropriate</i></li> </ul>		
	<b>Individual</b> (phone, email, online, packet)	<b>Group</b> (phone, online, packet)	<b>Consult</b> (phone, email, online, packet)
SAI	At least one time a week per student on caseload through office hours, and direct contact through phone, email.  (Contact for students who are nonverbal, TK, K and early education will be with parent.)	Two times a week minimum through TEAMS Length of session based on student attention and developmental needs. One time for lesson and one for check in or office hours.	Concurrent with co teacher distant learning sessions. For students without internet access, Services will be individual
Transition	2 Sessions per month	1 Session per month	1 Session per month
<b>Speech and Language Pathologist</b>	<ul style="list-style-type: none"> <li>Online services will be provided by total number per the delivery model in the IEP.</li> <li>Half of these sessions will be online service time</li> <li>Half of these sessions will be completed through home-based activities (materials to be provided by staff)</li> </ul>		
	<b>Individual</b> (phone, email, online, packet)	<b>Group</b> (phone, online, packet)	<b>Consult</b> (phone, email, online, packet)
SL	Following IEP as appropriate for developmental and attentional needs	Following IEP as appropriate for developmental and attentional needs	Following IEP
<b>APE</b>	<ul style="list-style-type: none"> <li>Home based activities will be provided via email, online, or packets</li> <li>Accessibility, accommodations, and modifications will be provided through consultation with parent, student, and teachers.</li> </ul>		
	<b>Individual</b> (phone, email, online, packet)	<b>Group</b> (phone, email, online, packet)	<b>Consult</b> (phone, email, online, packet)
	Following IEP, as feasible A combination of home activities and online services, email, phone services may be provided.	As Feasible following IEP A combination of home activities and online services, email, phone services may be provided.	Weekly consult with caregiver
<b>PT, ERMHS DHH, OT</b>	<ul style="list-style-type: none"> <li>EV SELPA: in progress of setting up</li> </ul>		

**Technology Resources**

Keep in mind that students need to maintain acceptable use of technology while working and use best judgement when encouraging the use of video conferencing. The background or activities that may be captured can place you in jeopardy. If you are unsure, ask first.

**Additional Information**

- As of this time, **IEP meetings will not be held**. IEPs and 504 Meetings **will continue** when given the direction to proceed. IEPs will be held remotely, when ROWUSD resumes IEP meetings. All transition meetings for students moving up to the next level (ECP -TK/ Kindergarten, grade 5/6-7, grade 8-9, grade 12- transition program) will be scheduled as appropriate. EXIT IEPs for seniors will be completed through a PWN (Prior Written Notice)