



Same Building, Different School:

Challenges and Solutions for the 2020-2021 School Year, Necessitated by COVID-19

What is the challenge?	What it might look like
 <p>Remote learning is a whole new way to teach.</p>	<ul style="list-style-type: none"> ★ Synchronous remote learning opportunities allow students to benefit from the expertise of an educator, ensure FAPE, and meet IEP goals. ★ Asynchronous remote learning supports the generalization of previously learned skills.
 <p>Social distancing is maintained within the school and classroom.</p>	<ul style="list-style-type: none"> ★ Alternate schedules (staggered start times, half-days, etc.) maintain small class sizes. ★ Physical distance between students as well as between students and teachers (i.e. desks 6 ft apart, more class time outside, etc.). ★ School-wide activities must be reimagined. ★ Minimal co-mingling of classes means students eat in their classrooms, have staggered recess, and don't rotate between teachers or classrooms (special education, or middle/high school). ★ Inclusion with general education peers could occur either in-person or virtually.
 <p>Blended learning requires detailed planning for what will be taught in the classroom and what will be taught remotely.</p>	<ul style="list-style-type: none"> ★ Learning time is split between two environments. Some learning happens in a physical classroom and some happens in a remote format. ★ Inclusive experiences may be incorporated during the remote portion of students' days to minimize co-mingling of classes.
 <p>Caregivers are overwhelmed with their new role as a part time teacher.</p>	<ul style="list-style-type: none"> ★ Caregivers are more involved in the ongoing education of their children. Communication and support will be critical.
 <p>Childcare settings are utilized more due to shortened weeks and/or persistent closures.</p>	<ul style="list-style-type: none"> ★ More students will likely use childcare settings regularly if school closures persist or if students are in school fewer than 5 days per week.
 <p>Students with autism and other development disabilities don't like change!</p>	<ul style="list-style-type: none"> ★ Students may struggle with new rules and expectations as they go back to the same building but a different learning environment.

Same Building, Different School:

Challenges and Solutions for the 2020-2021 School Year, Necessitated by COVID-19

What is the challenge?	To prepare, I can consider:
 <p>Remote learning is a whole new way to teach.</p>	<ul style="list-style-type: none"> ★ Training for staff to provide effective remote learning opportunities for students who may have significant learning disabilities. ★ Resources and guidance for staff to prepare a flexible, yet consistent school year. <p>Solution: STAR Online Learning System (SOLS) provides remote learning for students with educator implementation support.</p>
 <p>Social distancing is maintained within the school and classroom.</p>	<ul style="list-style-type: none"> ★ Clear guidance on expectations must be developed with educators regarding new social distance requirements and routines. ★ Tools provided to educators to accommodate new expectations (i.e. increased focus on handwashing/hygiene). ★ Inclusion must be considered while planning schedules and classes. <p>Solution: STAR social distancing units include curated visual supports and activities to support students adjusting to the new school year's changes.</p>
 <p>Blended learning requires detailed planning for what will be taught in the classroom and what will be taught remotely.</p>	<ul style="list-style-type: none"> ★ Schedule and programming support provided to schools and districts to ensure students' learning opportunities can accommodate potential disruptions while ensuring IEP goals are met. ★ Collaboration between special and general education teachers so that inclusion is a part of the planning phase. <p>Solution: Technical assistance from expert STAR trainers to create seamless blended classrooms.</p>
 <p>Caregivers are overwhelmed with their new role as a part time teacher.</p>	<ul style="list-style-type: none"> ★ Caregiver supports to help them engage their children during home routines and manage behavior challenges. <p>Solution: SOLS is a synchronous remote learning system that guides caregivers as they implement student programs.</p>
 <p>Childcare settings are utilized more due to shortened weeks and/or persistent closures.</p>	<ul style="list-style-type: none"> ★ Training childcare partners to ensure they have the tools they need to support students with disabilities. <p>Solution: STAR childcare training enables childcare providers to effectively support students with autism and developmental disabilities.</p>
 <p>Students with autism and other development disabilities don't like change!</p>	<ul style="list-style-type: none"> ★ Social emotional support is a necessary part of the new school year transition. Provide students with tools to help them understand changes and new expectations. <p>Solution: STAR social distancing units support students returning to adapted school settings. STAR/Links and SOLS provide seamless programming across physical and remote school settings to keep learning consistent.</p>