D11 Special Education Distance Learning Plan
March-April-May 2020

This document is designed to provide process guidance for D11 special educators regarding services and IEP compliance during this distance learning period for all students. Reach out to your facilitator with any questions or concerns. The SPED Leadership Team will develop and share an ongoing FAQ document with answers to questions as they arise.

IEP Meetings

Annual Reviews

During the remainder of the closure, set up annual review meetings as close to their due date as possible. Delays will be inevitable, so good faith efforts will be acceptable. Meetings may be held virtually or by phone. Excuse all team members who are not essential, with the service provider completing their own Excusal form. In cases where related service providers might reasonably allow the case manager to read their report, this will be approved by the SPED Department. Parents may give verbal/oral permission and email permission for excusals. If permission is given verbally/orally, please document that the parent gave such permission.

- When possible, email the IEP draft to parents for review prior to the meeting (send as PDF with "draft" watermark on each page)
- Signatures on IEPs: type in names of participants and note that they attended virtually or by phone
- IEP meetings requiring translators: ask your facilitator to help set up a translator through Globelink for virtual or phone services
- Use the following drop-downs in Section 15 (PWN) of the IEP in addition to specific information for each student:
    - This IEP meeting was held in a virtual/phone format due to the closure of all schools in Colorado
    - All participants listed on the signature page of the IEP participated virtually or by phone; in-person signatures are not available at this time

Reevaluations

During the remainder of the school closure, complete reevaluations by reviewing existing data only (note: if a particular formal assessment might reasonably be completed in an online format, teams may consider this option. Generally, however, formal assessments during this time should be considered only infrequently). When using the review-data-only option, choose the right side of the PWN-C to endorse that no additional assessment is required at this time. Obtain parent consent verbally/orally or via email. If consent is given verbally/orally, please document that the parent gave such consent. Proceed with the reevaluation if there is no response after multiple documented attempts to contact (document in the Student Event Log – instructions below).

- Each team member should use the PAM and write their own report for the evaluation
- Important note: Please expand your professional opinion of the need for required assessments during this time. Teams may choose to evaluate again once school is back in session and as necessary if you determine this type of evaluation to be insufficient

- Use the PWN-C to explain team rationale when not completing formal assessments that might typically be done for a reevaluation. For example, "A body of evidence suggests that ___ will continue to qualify for special education, as not all goals have been met, and ___ continues to require specialized services to demonstrate adequate progress. Upon return from Colorado school closures, another re-evaluation may be necessary to formally assess in the area/s of _____. In this case, parent may be asked to sign consent for another evaluation."

Initial Evaluations Already in Progress
Contact parents and together, choose one of the following:
- Parent may revoke consent for the initial evaluation until school is back in session. Permission to revoke may be obtained via email for now
- Significantly delay the initial evaluation beyond the 60-day timeline to allow for formal assessments to occur once school has resumed (Evaluations that do not require face-to-face assessments or observations may, with parental consent, be conducted while schools are closed)
- Continue with the eligibility meeting and complete as close to the due date as possible. In these cases, your team may conclude that there is insufficient information to make a determination about qualification

Document your decision in the Student Contact Log.

Determining Service Delivery Needs for Distance Learning

Distance service delivery for students with IEPs will only be provided when distance learning is provided to all students. At this time, distance learning is expected to begin on Tuesday, April 7, after one week of planning and preparation for all staff during the week of March 30, 2020.

Please schedule and hold WebEx meetings (or the virtual format recommended by your school) with your school SPED team to review each student and discuss how services might be provided remotely based on individual need. Include all related service providers, facilitator, behavior interventionist, instructional coach, and assessment psychologist in these meetings as necessary. Review the IEP service delivery section of each student to determine:
- Required services
- If services can be provided remotely
- If so, how often they should be provided and for how long
- If some services are better offered as indirect/consultative instead of direct
- Whether there are barriers to providing remote services, and consideration of the need to offer compensatory services in some cases (see Compensatory Services section below)

Once a working plan has been determined for each student, the case manager will reach out to each parent on their caseload to discuss a reasonable interim plan for services during the closure and then document the plan on an **Interim Service Plan** in Alpine (see below for additional information about Documentation of Services/Activities during the closure).

Additional information:

- Collaborate with general education colleagues to coordinate academic services
- Use resources you and your school already have in place when possible
- Use only one person from the team to communicate with parents as possible to minimize overall school outreach to parents every day

*Guidance from the U.S. Department of Education, March 21, 2020: "It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency. As mentioned above, FAPE may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students."

Providing Distance Learning Services

SPED Teachers
- Set up virtual individual or small groups and run sessions based on the plan determined by the SPED team and in consultation with parent
- As appropriate, video short lessons and send to students. Allow time for viewing and check in with student/parent for understanding and progress checks. Create hard copy activities that can be printed and sent home for student use (method of distribution not yet determined).
- Consult with parents on a regular basis about activities they can provide with their child at home
- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance

Speech Pathologists
- Set up virtual individual or small groups and run sessions based on the plan determined by the SPED team and in consultation with parent
- As appropriate, video short lessons and send to students. Allow time for viewing and check in with student/parent for understanding and progress checks. Create hard copy activities that can be printed and sent home for student use (method of distribution not yet determined).
- Consult with parents on a regular basis about activities they can provide with their child at home
- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance

Psychologists, Social Workers, SPED Counselors
- Check in regularly with parents regarding their child's mental health needs during this time
- As appropriate, video short lessons and send to students. Allow time for viewing and check in with student/parent for understanding and progress checks. Create hard copy activities that can be printed and sent home for student use (method of distribution not yet determined).
- Caution regarding virtual individual or group sessions: confidentiality in the home is a significant concern. Other children or parents who might overhear sensitive information may render group

sessions impossible. Consider alternatives such as brief phone sessions with individual students and more frequent check-ins with parents.

- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance
- Use the Health and Wellness document for curriculum ideas and support as needed

Occupational/Physical Therapy
- Set up virtual individual or small groups and run sessions as usual based on the plan determined by the SPED team and in consultation with parent
- As appropriate, video short lessons and send to students. Allow time for viewing and check in with student/parent for understanding and progress checks. Create hard copy activities that can be printed and sent home for student use (method of distribution not yet determined).
- Consult with parents on a regular basis about activities they can provide with their child at home
- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance

Other SSPs
- Set up virtual individual or small groups and run sessions as usual based on the plan determined by the SPED team and in consultation with parent
- As appropriate, video short lessons and send to students. Allow time for viewing and check in with student/parent for understanding and progress checks. Create hard copy activities that can be printed and sent home for student use (method of distribution not yet determined)
- Consult with parents on a regular basis about activities they can provide with their child at home
- Reach out to your facilitator if you have unique needs that do not fit with recommended activities
- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance

Behavior Interventionists, Instructional Coaches, Assessment Psychologists, Audiologists, SWAAAC
- Be available to support teams as necessary in setting up systems for remote services, and reach out or respond to families who may need your support as determined by school SPED team communications
- Offer office hours throughout the week, as recommended by your site, so that parents/students can reach out with questions or for support/guidance

Documentation of Services/Activities

1. Use the **Interim Service Plan** in Alpine as your documentation of agreed services for distance learning
   - Check "Other" as the reason for the ISP

- Under description of "Other," include this language (copy and paste from here):
    - "This ISP will outline the services/activities to be provided through special education for the duration of the Colorado Governor-ordered school closures. All services on the student's current IEP will resume in full upon resumption of normal school operations."
2. Document all services/activities in the **Student Event Log** in Alpine.
    - Use only one log per student for all events during the school closure (check with your facilitator if you need help setting this up)
    - Add notes weekly, at minimum, with the following details:
        - All services provided, with dates and times
        - Each communication, including, but not limited to, verbal/oral consent or permission given by parents for evaluations, re-evaluations, excusals and the like
        - Data (formal or anecdotal) for progress monitoring – see below
        - Documentation of WebEx or other virtual meetings with your building SPED team, IEP meetings, and consultation with general education colleagues or your facilitator
    - If you typically use ezEdMed for documentation and/or billing for Medicaid, continue to use this platform, and continue to respond to RMTS emails, even as you work remotely

Progress Monitoring and Quarterly Reports

Quarter three progress reports are due now. If you have not yet sent them to parents, please use the data you had as of March 6 to complete them and send out via email. Stay tuned for information about fourth quarter reports. Use any progress monitoring tools at your disposal to help you determine how your students are progressing toward their IEP goals, including:
- Teacher-created probes
- EasyCBM.com
- Classic Aimsweb

Do the best you can with progress monitoring. Anecdotal information is better than no data.

Compensatory Services

D11 will focus on provision of distance services during the closure. As guidance from CDE and the U.S. Department of Education evolves, we will develop a process for determining if compensatory services might be required and how to provide if indicated. We understand that there may be no way to provide all services identified on the IEP remotely. In these situations, track these services during the duration of the closure for review and decision-making at a later time.
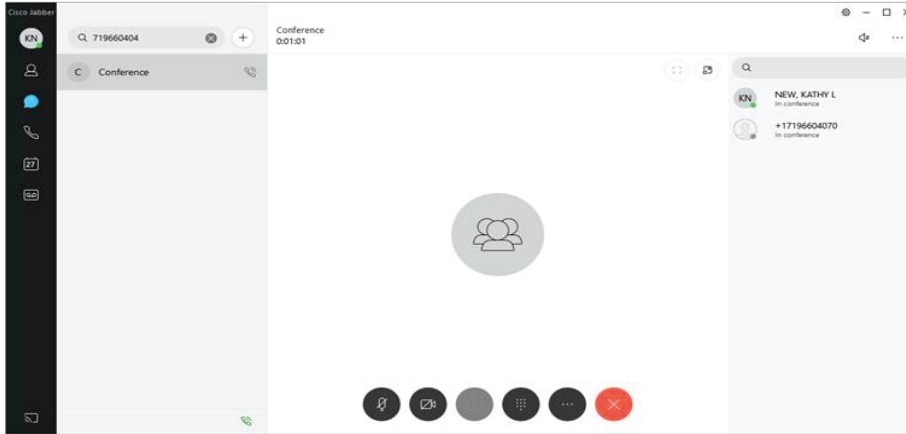
Do not make promises of compensatory services at this time.

Other

- Concerns about calling parents from a personal phone? Use *67 before dialing the number, and you will show as "Unknown Caller."
- Video on how to install and set up Jabber on one's phone: https://youtu.be/uPkq0IjWDlI
- PDF with step-by-step instructions for Jabber set-up: https://d11.sharepoint.com/sites/intranet/telecom/CISCO/Instructional%20Staff%20-%20Jabber%20and%20VM.pdf

Conference Calls via Jabber (Directions for Non Mac Book users)

Notes and Information to include:

Can use Google Voice
Remind App----School. Communication App

AimsWeb:

AimsWeb Plus cannot be utilized at this time due to the student needing TestNav in order to do their benchmark assessments or progress monitoring. TestNav Online DOES NOT WORK properly so please do not use it.

Classic AimsWeb---ORF, MAZE, MCAP, & CWS can be downloaded. It can be done interactively with students or emailed to the student/parent and they can print it and complete it.

Benchmark Books: Early Literacy & Reading, Early Numeracy, MAZE & MCAP, Correct Writing Sequence,

https://app.aimswebplus.com/help/fo_help/Content/E_Other_Resources/Benchmark_Comparison_Stimulus_Books.htm

Correct Writing Sequence Story Starters: Benchmark & PM

https://app.aimswebplus.com/help/fo_help/Content/Resources/PDF's/Stimulous%20Materials/Classic_AW_Benchmark/AIMSweb%20Classic_Written%20Expression_Story%20Starters_Grades%201-8.pdf

Progress Monitoring:

Early Literacy & Reading, Early Numeracy, Classic Aims MAZE & MCAP

https://app.aimswebplus.com/help/fo_help/Content/E_Other_Resources/Progress_Monitoring_Booklets.htm