Slide 1

Guidance for Special Educators and Related Service
Providers in Distance Learning:
Due to COVID -19 Pandemic

Special Education Division &
Office of Leadership and Learning

San Diego Unified
SCHOOL DISTRICT

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Slide 2

In this presentation we will address:

- District Philosophy on Distance Learning
- Preparing for Distance Learning Soft Launch and Launch
- Priorities for Safety, Health and Wellness in Distance Learning
- Day in the life of Ed Specialists and Related Service Providers
- IDEA and understanding Flexibility in Service Delivery for FAPE
- Prior Written Notice
- Possibilities for SAI and Related Service Delivery
- Privacy and Documentation
- Conducting Assessments during Distance Learning
- Holding IEPs in Distance Learning
- Ongoing Support and Training for Special Educators

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Slide 3

DISTANCE LEARNING PHILOSOPHY

Distance learning, a response to a changing global environment, **inspires and ignites continuous and inclusive learning** opportunities for access to all students that transcends classrooms and brings learning to the home; where families truly partner with educators to provide students with educational experiences that build agency, connection and compassion.

As a learning organization, it is important to be mindful that we are all learners in this experience; and with a **learner's stance,** we embark on a journey to build our individual capacities **to learn, share and grow** with one another each and every day.

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Slide 4

Preparing for Distance Learning

Soft Launch Expectations

Practicing with technology

Reach out and contact to families and students on your caseload and discuss a distance learning plan.

Help identify student and family needs

Create a documentation system

IEP Teams may hold meetings early if desired.

Distance Learning Launch

Students will be graded and begin and IEP timelines start.

April 27, 2020 - Traditional Calendar Schools

May 11, 2020 - Year Round Calendar Schools

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Distance Learning Priorities

- Health and Safety
- Access to FAPE for students may look different
- Data collection - documenting our efforts
- Good Faith Effort
- Flexibility and Fluidity for families
- Maintain supports and services to the maximum extent possible

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Health and Safety

Embrace a stance of understanding and compassion for yourself and others

Recognize physical, mental, economic, family responsibilities, and technology hardships that people may be experiencing and are trying to balance.

We want to **partner with parents** at their level of need recognizing that they may not be formally trained educators and have been thrusted into a new role.

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Guidelines for Prioritizing Safety in a distance learning platform

The District's determination to close schools based on health and safety reasons is supported by the shelter in place order from County Officials issued 3/23/2020, Executive Order N-33-20, by Governor Newsom, subsequent additions to it, all of which are ordering California residents to shelter in place.

The district will:

- Honor mandate of "Shelter in Place" by the Governor
- District staff will not enter student homes and/or deliver equipment, supplies and materials to families outside of district coordinated efforts

Other Guidelines:

- Model positive behavior to families.
- Be mindful of mandated reporter responsibilities.
- Maintain confidentiality and privacy at (e.g. zoom settings) to allow for integrity within virtual spaces.

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A Day in The Life of an M/M Educational Specialist

Instruction

- ❑ Collaborating with Teacher to Design Lessons with UDL Practices to provide Access
- ❑ Co-Teaching
- ❑ Providing Targeted Support (1:1 or Group)
- ❑ Providing Feedback
- ❑ Facilitating Conversations

Guidelines for Special Education Educators

Flex Time

- ❑ Prep Lessons
- ❑ Share Progress With Students and Families
- ❑ Collaborate With Team Members
- ❑ Engage in Professional Development
- ❑ Connect With Families
- ❑ Developing and Holding IEP Meetings

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Slide 10

A Day in The Life of an M/S Educational Specialist

Instruction

- ❑ Follow the general education teacher schedule for elementary and secondary
- ❑ Co-teaching during inclusion opportunities

Flex Time

- ❑ Prep Lessons
- ❑ Share Progress With Students and Families
- ❑ Collaborate With Team Members
- ❑ Engage in Professional Development
- ❑ Connect With Families
- ❑ Developing and Holding IEP Meetings

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Slide 11

A Day in The Life of Related Service and Low Incidence Providers

Providing Service	Guidelines
Collaborating with Teacher to Design Lessons with Universal Design for Learning Practices to Provide Access	Collaborate with teachers to design accessible lessons for students through modification and accommodations.
	Provide home school collaboration for intervention and parent support with discipline specific needs (e.g. physical and mental health)
	Participate in the IEP process through collaboration (e.g. data collection, meetings)
	Engage in professional development
Co-Teaching	Collaborate with teacher for discipline specific lessons (e.g. motor, social/emotional learning, technology)
Providing Sessions (Individual or Group)	There should be a clear, flexible schedule of when a service provider will be in contact with a student from a distance. This should be clearly outlined and parents should agree to method (phone, zoom, etc.) and time of day.
Providing Feedback	Create a school site team system of feedback to determine staff and family needs
Assessments	Teams will work collaboratively to determine data collection methods needed for distance assessment. Data unable to be collected (e.g. standardized assessments will be noted and assessed in the fall)

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A Day in The Life of Related Service and Low Incidence Providers

Flex time	Guidelines
Prep and Plan Lessons	Collaborate with teachers to design accessible lessons for students through modification and accommodations.
Provide Home Collaboration and Support	Connect with families to determine needs for support (e.g. behavior, social/emotional, physical, technology)
Develop and Hold Individual Education Plan Meetings	Initiate or complete assessments within the constraints of distance learning, develop IEPs, and hold IEP meetings with families
Collaboration with team members	Create collaborative opportunities with school staff to plan, guide, and consult on family needs.
Engage in professional development	Attend district and/or external professional development opportunities to support knowledge surrounding distance learning

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Distance Learning
What does IDEA say during this time

We are now entering a whole new world requiring flexibility and will make a Good Faith Effort to the Maximum Extent Possible knowing that IDEA was not designed or created to support distance learning.

Make a good faith effort to provide appropriate services;
Make a good faith effort to engage with families to determine FAPE;
Make a good faith effort to tailor instruction for students with special needs;
Make a good faith effort to determine the level of student support needed for parents;
Engage in whatever level of consultation is needed to support distance learning.

All of these efforts should be documented and clearly communicated to parents.

As a case manager (and IEP team) you may choose your method of documentation

Distance learning does NOT constitute a change of placement

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Global Language PWN

The district has created a distance learning Prior Written Notice (PWN) to explain how service delivery is going to look different in this distance learning environment. The PWN should be used to engage in conversations with families through the IEP process. This dialog will support answering questions to ensure parents understand the delivery of supports and services in the distance learning environment.

Expectations of how PWN is sent:

- Each school will individually send the PWN electronically to each family with student specific information
- The PWN is inked to SDUSD COVID Website Special Education Site
- Also, each school will individually send the PWN with each IEP held during Distance Learning

*** This PWN and slides supersede previous versions as of 4/21/2020

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Specialized Academic Instruction and Related Services
Writing the IEP

Writing IEP's
- SAI and Related services will be written for the regular "brick and mortar" school year.
- Distance Learning is NOT a change of placement and will not be added to the IEP.
- Parent concerns can be noted in the IEP.
- Team action can reflect next steps (follow up) for when traditional physical school resumes.

Standard IEP Components
- Since we can not get hard copy signatures, you will show consent through a virtual signature.
- Obtain verbal consent from parents/staff for attendance, document that in signature page in SEAS by using the slash to indicate it is a virtual S-signature. Sample /team member name/
- Also, obtain parent initials for consent areas in the same way and document in SEAS. Sample /Initials/
- The offer of FAPE is made for the typical physical school environment, NOT distance learning.
- Once back at school site, print these pages and put them in the student container.
- If parents request to recording an IEP meeting, they may use traditional audio recording devices. If the team has audio recording capability they can record as well. If the team does not have the ability to audio record, then note in the team action that the district was unable to record and the parent is responsible for the record.
- Do NOT video record meetings.

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Distance Learning
Delivery - of Specialized Academic Instruction

What does SAI delivery in a distance learning environment look like?
- Distance learning service delivery will look different than a traditional model
- Services should be delivered proportionate to the adjusted school day
- Teams will engage in flexible thinking
- Creation of a distance learning plan aligned with school site
- Services still support progress towards goals to the maximum extent possible to provide FAPE
- Services will be delivered as collaboration, consultation, co-teaching, targeted support, feedback, facilitation of conversations

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Distance Learning
Examples of Service Delivery

- IEP teams will work together to determine PROPORTIONATE services for students during distance learning with a Good faith effort to support students to the maximum extent possible.
- Teams can discuss with parents how services will be delivered and create a distance learning plan
- SAI
  - Calculation of SAI services are based on 600 general education distance learning minutes (IEPs are currently written for approximately a 1700 instructional minute/week in traditional school).
  - Sample 1: If a student has 5 hours a week of SAI support in a separate setting, we will now calculate SAI support based on 600 minutes per week. We need supports and services to be proportional to the new distance learning times to the maximum extent possible.
- Related Services (240 min a day)
  - If a student has 30 hours of related services a year (keep in mind the school year is decreased by 5 weeks due to school closure) the calculated distance learning hours will be proportional to the distance learning plan.

    **Reminder we are NOT changing IEPs for distance learning or noting distance learning services/supports in IEPs.

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Documentation: Who, How, What

HIPPA and FERPA regulations have been loosened:

Internal Documentation
- ❑ Distance Learning plan
- ❑ Student logs
- ❑ Document agreements
- ❑ Service hours
- ❑ Determine family needs
- ❑ Intent before compliance

  Sample contact log.

  Sample contact Log #2.

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Distance Learning:
Annual/Amendment and Interim IEPs

- In a good faith effort, gather all available data on progress for IEP Goals and Present Levels.
- Create a Draft IEP based on progress when school was in session and in distance learning (if possible).
- If feasible, send the IEP PDF draft home and to the IEP team prior to the meeting.
- Schedule and hold the meeting with an agenda via phone or zoom.
- Discuss present levels, progress on goals, special factors, assessment and gather parent feedback. Offer FAPE based on the traditional school setting, not DL.
  - Standardized Assessments will not be done virtually at this time.

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Distance Learning: Triennial IEPs

Pursuant to § 300.303, all children identified with a disability and currently on an Individualized Education Program (IEP), are entitled to a reevaluation at least once every 3 years, unless the parent and public agency agree that a reevaluation is unnecessary. This means that *No additional information is needed in* order to determine that the student continues to have a disability and continues to require special education and related services. Instead, if the parent and public agency agree, the triennial reevaluation will be completed by conducting a review of currently existing records, data, and progress.

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Distance Learning: Triennial IEPs

- Determine what data is available and/or needed to complete the triennial IEP, then;
  - If the team completed the triennial assessment prior to the closure and no additional data is needed, hold the IEP.
  - If the team does NOT have all the expected data but ARE in agreement (school/family) that a re-evaluation is unnecessary (the student qualifies for services) the team may proceed with the triennial by a review of existing currently existing records, data and progress.
  - Offer FAPE based on the traditional school setting, not distance learning.
  - If the team does NOT have all the expected data and there IS NOT agreement (school/family) that a reevaluation is unnecessary, the team will summarize their findings in a Part 1 IEP and note in Team Action what is needed when school resumes in a physical location. Then collect the data and hold Part 2 of the IEP.
    Standardized Assessments will not be done virtually at this time.

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Distance Learning: Initial IEPs

- Determine what data is available and/or needed to complete the initial IEP, then;
  - Determine if you can make an eligibility decision based on available data.
  - If additional data is needed collect what you can virtually then summarize findings in a Part 1 IEP and note in Team Action what is needed when school resumes in a physical location. Then collect the data and hold Part 2 of the IEP.
  - If enough data is available to determine eligibility, supports and services move forward with the IEP.
    Standardized assessment will NOT be done virtually at this time.

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Distance Learning: Change of Placement

- Teams can continue examining a change of placement (e.g. Riley, STARS) if there was an open assessment and data collection prior to the school closure.
- Determine if you have enough data to make an informed change of placement decision.
  - If so, the meeting can be held with the supports, services, and placement to begin when school physically returns to "brick and mortar".
- If additional information is needed, summarize existing data and make note of additional assessments needed when schools are physically re-opened.
- Reach out to the Program Manager in the LRE process for guidance.

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Distance Learning: Conducting Assessments

1) Determine what data is needed for assessment
2) Conduct all assessments that can be done remotely (Standardized Assessments can **NOT** be done remotely)

Examples of what can be done for assessment during distance learning:

- Review of records
- Questionnaires
- Interviews
- Performance Based Assessment
- Rating Scales
- Work samples and Classroom Test scores
- Other healthcare providers

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Training and Support

TRAINING:

- Attend the District Provided Training on Classroom Set Up and Zoom
- Look for Upcoming Trainings to be posted on the COVID website around topics related to:

Co-Teaching Partnerships in Digital Learning
Paraprofessional Presence and Support
Universal Design for Learning

SUPPORT:

Contact your administrator or leadership staff via email for support and questions:

For support with SEAS IEP and/or Compliance contact:

- Smoore5@sandi.net
- Cell 619-664-9527 No text available

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