



COVID-19 Continuous Learning Plan Guidance Document

Version 2

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GUIDANCE DOCUMENT FOR CRITICAL COMPONENTS OF THE CONTINUOUS LEARNING PLAN

How do I prioritize my work?

Please start with the students who are already engaged and attempt to contact those who are not.

| Documentation | Engaged | Non-responsive |
|----------------------------------|----------------|---|
| Continuous Learning Plans | Yes | No, after three attempts and weekly wellness checks to follow |
| PWN | Yes | Yes |

Do I need to hold a meeting for each student?

No, you can complete this like an IEP amendment without holding a meeting. Family input can be gathered via phone or email.

For some students you may want to hold a meeting.

Continuous Learning Plan Agenda with talking points

To be used on the phone or video conference

Welcome and introductions

- How is your family doing right now? We miss your child!
- We have new guidance from OSPI as we continue to develop and refine continuous learning during school closure. This guidance includes a plan for how to provide special education and related services during school closure.
- School teams, including parents, will develop a Continuous Learning Plan for each student who receives special education services. The purpose of this plan is to define the provision of special education and related services during school facility closure. This is not an IEP amendment and it is not intended to replicate the school day nor is it meant to replicate the special education or related services outlined in the current IEP.
- This plan will document special education and related services to be provided during school facility closure, highlight priority goals, outline accommodations/modifications, define progress monitoring and outline family supports

If parents express concerns that this will not be enough support/instruction for their children:

- Thank you for sharing that concern and try to identify if there is a reasonable way to address their concern. Remind them, this is a challenging time, and I appreciate your willingness to share that concern with me. What would be helpful for you?
- If necessary, you can connect them with facilitator/director to discuss this concern.

If parent declines Continuous Learning Plan

- Reinforce that we understand challenges of this method of delivery. We absolutely understand not wanting to add to the challenges and stress of this time. I am going to

document that you would not like to access CLP supports at this time, and we will continue to be available to check in and support you in other ways.

- I am so happy to hear that things are going well at home, and understand not wanting to make any changes. I am going to document that you would not like to access any additional CLP supports at this time, and we will continue to be available to check in and support you in other ways.

Overview of Continuous Learning Plan with reference to current IEP for context

The purpose of Continuous Learning Plan is to define the provision of special education and related services during the school closure. This is not an IEP amendment and it is not intended to replicate the school day nor it is to replicate the special education or related services outlined in the current IEP. This is intended to document:

- Services areas, time, modality, and providers
- Highlight priority goals, accommodations/modifications
- Define progress monitoring
- And family supports

Resulting in the continued development of critical skills using high leverage practice of content applied throughout the delivery of lessons using multiple ways of engaging, accessing, and learning content

| Component | What it is | What it is not |
|--|--|--|
| Services areas, time, modality, and providers | Qualified areas that are mutually agreed upon; with a documented time/frequency, multiple modalities of delivery by whom | A minute by minute replication of the in-school program; not just one modality and no student engagement |
| Highlight priority goals, accommodations/modifications | Continued development of Critical skills informed by IEP goals Tools necessary to support access and engagement to learning in a remote environment | Replication of the current goals and discrepant from the services selected Not an exhausted list – not tools required for in-school programming |
| Define progress monitoring | Systematic, flexible and responsive strategies to collect data of student engagement and critical skill development based on modalities of instructional delivery to inform learning | Infrequent, random documentation |
| And family supports | Frequent check ins / coaching Support connection (I.e. technology, safety, accessible) Wellness check in Positive student reinforcement | Only focusing on academic content One and done nor all day every day Overwhelming family capacity |

| | | |
|--|--|---|
| | | Disadvantaging families and/or students who can't or choose not to engage |
|--|--|---|

Expectations for Implementation of Continuous Learning Plans

- Not an IEP amendment
- There is an individual plan for each student
- Complete as soon as possible and no later than May 1, 2020 for the families who are responsive and engaged
 - Make weekly contact for those non-responsive
- Family engagement
 - Non-meeting (similar to an IEP amendment) via phone, email or
 - Meeting through phone or video conference

If you are concerned about your ability to complete within the timeframe, please reach out to Becky Clifford and your director.

Design and delivery – Developing the Service Matrix

1. Transfer the basic demographic information over

Special Education Continuous Learning Plan

PURPOSE: This form is to support individualized student planning for the delivery of special education and related services through continuous learning instruction during school facility closures due to the Novel Coronavirus (COVID-19). The Continuous Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions for special education services during school facility closure. School closures for the Everett Public Schools started March 16th, 2020.

| | |
|---|--|
| Student Name: JOHN DOE | Student SSID: 0123456789 |
| Parent/Guardian: MR. & MRS. Doe | Phone/email: 360-321-1245 |
| Date of Birth: 04/14/2008 | School: Penny Creek ES, 3rd Grade |
| Evaluation Date: 11/25/2019 | Case Manager: Marisol Mallari |
| Meeting Date: 04/14/2020 | IEP Date: 02/14/2020 |
| Plan Start Date: 04/20/2020 | Meeting Method: <input type="checkbox"/> email <input checked="" type="checkbox"/> phone <input type="checkbox"/> video <input type="checkbox"/> other |
| Interpreter needed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Language/modality: _____ Interpreter provided? <input type="checkbox"/> Yes <input type="checkbox"/> No |

2. Review the student's current IEP and review all qualifying areas
3. Enter qualifying areas into the Continuous Learning Plan (CLP) Matrix

| Continuous Learning Plan Services Matrix (Refer to Section 7: Areas of Need in the IEP) | | | | | |
|---|---|-----------|---|----------|--------------------------|
| Service Area | Parent agrees to services | Frequency | Modality (e.g., worksheet, platform, program, etc.) | Duration | Staff Delivering Service |
| Reading | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Weekly | Reading log, RAZ Kids, Zoom, iReady | 60 | Special Ed Teacher |
| Writing | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Weekly | News2U, Typing Club | 60 | Special Ed Teacher |
| Math | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Weekly | iReady, Prodigy, Zoom | 60 | Special Ed Teacher |
| Behavior/Social | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Weekly | Snack talk, SeeSaw, Zones | 60 | Special Ed Teacher |
| Adaptive | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Weekly | Zoom, flip grid, Pre-recorded videos | 60 | Special Ed Teacher |
| Communication | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Monthly | Speech therapy session, Quia | 20 | SLP |
| Physical/Motor | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | Monthly | Motor Zoom session, GoNoodle | 20 | O/TPT |
| N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |
| N/A | <input type="checkbox"/> Yes <input type="checkbox"/> No | | | | |

4. Complete the frequency and duration sections of the CLP Matrix. Refer to the “Continuous Learning Guides” Chart and the embedded calculator. Adjust the duration of weekly or monthly engagement based on the student’s IEP minutes.

These are foundational guides, as a team you can determine if more or less is needed – emphasis is on reasonable attempt to engage and support progress through continuous learning and making a good faith effort to engage students/families and provide services.

| Current Special Education Program | Continuous Learning Guides* |
|--|---|
| SLP or OT/PT only -30 minutes a week | K-1: 4 mpw/20 minutes per month 2-3: 5 mpw/ 20 minutes per month 4-5: 8 mpw/ 30 minutes per month MS: 15 mpw/60 minutes per month HS: 15 mpw/60 minutes per month |
| Elementary Resource Room – ~150 mpw per academic/social area | K-1: 20 mpw per academic area 2-3: 25 mpw per academic area 4-5: 30 mpw per academic area |
| Middle Resource Room - ~225 mpw per academic/social area | 100 mpw per service area |
| High School Resource Room - ~ 250 mpw per academic/social area | 130 mpw per service area |
| ExRR/Life Skills Elementary – 1700 mpw | K-1: 220 mpw total 2-3: 300 mpw total 4-5: 440 mpw total |
| ExRR/Life Skills Middle School – 1750 mpw | 750 mpw total |
| ExRR/Life Skills High School – 1750 mpw | 890 mpw total |
| Achieve Elementary – 1700 mpw | K-1: 220 mpw total 2-3: 300 mpw total 4-5: 440 mpw total |
| Achieve Middle School – 1750 mpw | 750 mpw total |
| Achieve High School – 1750 mpw | 890 mpw total |
| Preschool – 660 mpw | 120 mpw total |
| Developmental Kindergarten - 1700 mpw | 220 mpw total |
| GOAL/STRIVE - 660 mpw | 340 mpw total |

* Based on OSPI recommendations for student commitment per day:

PreK – 30 minutes, **K-1** – 45 minutes, **2-3** – 60 minutes,
4-5 – 90 minutes, **MS** – 150 minutes, and **HS** – 180 minutes

5. Determine the modality(ies) of continuous learning engagement
6. Determine the staff responsible for establishing the engagement

Developing Continuous Learning Priorities

| Continuous learning priorities: Describe the learning priorities for the duration of the school facility closure, including when and how progress toward those priorities will be measured. (Refer to areas of eligibility & IEP goals) | | |
|---|---|---------------------------------------|
| Service Area: | Priority: | When & How Measured? |
| Reading | Reading fluency, sight words | RAZ Kids Log weekly, Practice |
| Writing | Composing a 1-2 sentence response to article/narrative experience | News2U Writing Products |
| Math | Single digit addition and subtraction | Prodigy Weekly Progress on Facts |
| Behavior/Social | Identifying what zone you are in, what are tools for that zone | Zones of Regulation Check In Daily, |
| Adaptive | Requesting food at meals, following daily schedule | Parent report at weekly check-in |
| Communication | Answering Wh- Questions, Following 2-step direction, /v/ sound | Weekly Zoom Check-in |
| Physical/Motor | Writing first name, throwing and catching | Student product, Weekly Zoom Check-in |

1. Describe the learning priorities
 - a. These are critical skills essential to progress toward continuous learning
 - b. These skills are aligned to student goals areas, but are not a replication of goals within the IEP
 - c. Learning priorities are developed in collaboration with parents and other service providers
2. Include when and how progress will be measured
 - a. When
 - i. Weekly or monthly through real-time virtual interactions, phone conversations, emails, teacher websites, online classroom platforms, and/or completed packets
 - b. How
 - i. Take data on engagement observations with the use of a paraeducator or additional adult participant during real-time virtual interactions
 - ii. Include parent input
 - iii. Data taken from assignments turned in through teacher websites, online classroom platforms, scanned and emailed, or mailed

Considerations of Accommodations and Modifications

| Accommodations/modifications for continuous learning: Describe the supports needed by the student in the continuous learning setting, and how and when they will be provided. (Appendix E) | |
|--|--|
| Accommodation/modification needed: | How and when will it be provided? |
| Enlarged Print | Via Chrome Extension Daily, Packet Via Mail; Provided Bi-Weekly |
| Closed captioning for videos and zoom meetings | Via Teacher's platform (Google Slides); provided during learning zone teaching |
| Speech to Text | Via Google Docs Tools, Daily |

1. Offer accommodations/modifications that are necessary for students to access their learning resources in this remote learning setting (i.e., closed-captioning, text-to-speech, google voice, enlarge screen, etc.)
2. This is not a replica of what is offered in the IEP
3. Determine how and when the accommodation/modification will be provided within the context of the modality (i.e., via email for packet adaptations or supplemental materials, participating in real-time virtual interactions with peers, etc.)

Family input, supports, and priorities

| | |
|---|--|
| Parent input on continuous learning priorities for the student during the school facility closure: | |
| Parent would like materials sent via email for printing at home. Parent wants to focus on reading engagement activities and communication skills. Parent would like support making a daily visual schedule and consultation on how to use the Zones daily check-in chart. | |
| Supports needed for family during continuous learning instruction: | |
| Teacher shared sample student visual schedule via email. Teacher shared office hours for parent to access consultation on use of the Zones chart. | |
| Family technology needs: Reference sheet for how to log in to Google Classroom, Student ID number, Class codes for Prodigy | |
| Tool/Modality | Access |
| Laptop | <input type="checkbox"/> Family Provided <input checked="" type="checkbox"/> District Provided <input type="checkbox"/> Not Needed |
| Wifi | <input type="checkbox"/> Family Provided <input checked="" type="checkbox"/> District Provided <input type="checkbox"/> Not Needed |
| Other: | Student specific iPad was checked out to family on March 13, 2020 |

Family communication preferences—tool/modality, frequency, times of day/week, etc. (Supporting Inclusionary Practices Document, Appendix B)

- What is the easiest way for us to connect? Email, Phone, Text through SeeSaw/Remind/Google Voice, Accessing information on Google Classroom?
- How often would you like to receive communication?
- Are there times of day or of the week that are better for us to connect?

Family supports needed—technology devices, internet access, materials, etc. (Continuous Learning 2020 Document, Appendix C)

- Do you have access to devices (Laptop, Chromebook, Tablet, Smartphone, etc.)?
- Do you have internet access (Cable/wifi, hotspot, Cell phone)? Is this access reliable?
- Do you have access to a printer? Ability to stream? Ability to play videos?
- What kinds of support would be do-able for your family? (Examples: written activities, Zoom call with teacher, phone call with parent to provide support, generating ideas for how to support children with routines at home, etc.)
- What has been helpful to you in this time? What can we do to help?

For students 16 and older, complete the Secondary transition and graduation planning section.

Refer to transition information in the current IEP to identify priority transition services and how progress toward postsecondary goals will be supported during school closure.

| | |
|---|-----------------------------------|
| Secondary transition and graduation planning: Describe the transition services to be implemented as part of the continuous learning plan in supporting student progress towards postsecondary goals. | |
| Transition Services | Person Responsible |
| Research postsecondary education and training programs in the field of _____. | Special Education Teacher/Student |
| Complete application for admission to _____ and research financial aid packages. | Student |
| Contact Division of Vocational Rehabilitation to gather information about school to work services. | Family/Student |

Submitting Documentation

- Send to records secretary
- For families who participated
 - Send Continuous Learning Plan and PWN (sample language)
- For families who are not currently responding
 - Document initial contact for Continuous Learning Plan (three attempts) attempts with a PWN (sample language)
 - Document weekly attempt to communicate with family for wellness checks and re-engagement using a tracking form (sample forms)