

Special Services Job-Alike

April 16 - 17, 2020



How you doin'?



Agenda

- Overview of special education during closure
- Continuous learning opportunities and structures
- Continuous Learning Plans
- Other Items
- Collaboration Planning



Overview of special education services

- Multiple forms of student engagement and learning supports provided but not limited to:
 - Phone call, email learning activities with students& families
 - Website, Google classroom, pre-recorded videos
 - Real-time Zoom conferencing
- Collaborate with students, families, and colleagues – especially general educators, coordinate with paraeducators, and engage in professional learning
- Continue to hold remote IEP and evaluation meetings
- Continuous Learning Plans to be developed and implemented over several weeks
- Initial family communication was sent on March 25
 - Next communication will be sent on April 15

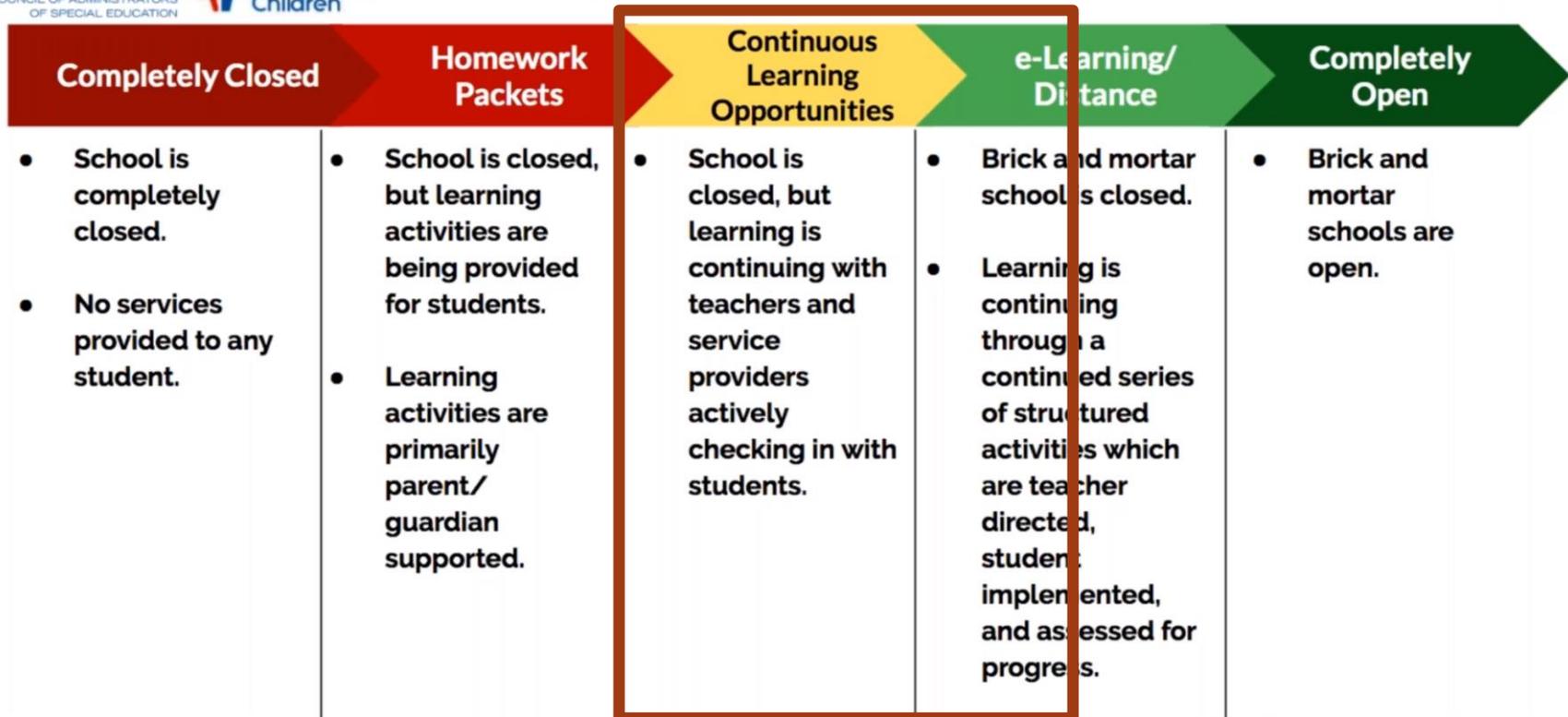


Continuous learning opportunities

March 20, 2020



Identify Where Your School Is Located



Continuous learning opportunities

March 20, 2020



Focus of Your Efforts

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"> • Planning for when schools move to the next level on the continuum. 	<ul style="list-style-type: none"> • Is the work being provided accessible to all students? • How are you documenting what is being provided to all of your students? 	<ul style="list-style-type: none"> • Is the work being provided accessible to all students? • Is it focused on IEP goals? • What reasonable efforts are you making to engage students? 	<ul style="list-style-type: none"> • Is the learning goal focused and uniquely tailored? • Is the learning accessible in the new learning environment? • Are we providing as high quality services to students as possible? 	<ul style="list-style-type: none"> • Brick and mortar schools are open. • What's appropriate? • Endrew F. Standard



Structures to support continuous learning



Guiding principles

- Doing our very best, with the resources we have, to serve each student and family
 - Health and social-emotional well-being of our students, families, staff, colleagues, and ourselves
 - Staying on the productive edge of learning and leveraging our resources



The “Why” for the structures

To provide students and families <i>sufficient structure</i> to	...so as to
<ul style="list-style-type: none">• Improve predictability in a time of uncertainty• Offer support for routines at home	<ul style="list-style-type: none">• minimize stress and maximize social-emotional well-being• strengthen support systems between home and school
To provide staff with <i>sufficient flexibility</i> to	...so as to
<ul style="list-style-type: none">• Meet the unique needs of their students and families• Explore ways to leverage technology resources• Grow professionally and in collaboration with colleagues	<ul style="list-style-type: none">• bridge the gap in ways educators know best• maximize learning opportunities and student engagement• stay connected to one another in learning communities



Key elements of structures

- The “learning zone” or period
- Student contact / help or IEP participation
- Specialist time
- Team / department time
- Elective PD



Elementary structures – teacher view

Time	M	T	W	Th	F
8:00-9:00	Team/Dept.	Team/Dept.	Team/Dept.	Team/Dept.	ILT
9:00-11:30 “Learning Zone”	Reading, Writing and Math i-Ready monitoring	Reading, Science and Math i-Ready monitoring	Reading, Writing and Math i-Ready monitoring	Reading, Social Studies and Math i-Ready monitoring	Reading, Writing and Math i-Ready monitoring
Student lunch / physical break 11:30-1:00	Teacher lunch / Planning	Teacher lunch / Planning			
1:00-2:00 “Learning Zone”	Elementary specialists	Elementary specialists	Elementary specialists	Elementary specialists	Elementary specialists
2:00-2:30	Student-contact/help or IEP participation	Student-contact/help or IEP participation			
2:30-3:30	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings	Hold for possible staff meeting	Elective PD or Job-alike convenings	Elective PD or Job-alike convenings



Learning Zone

What is include:

- Post daily or weekly schedule of lessons
- Communicate with the classroom through Zoom, via phone or through email, or packet
- Assign independent work; tutorials
- Provide feedback on student work
- Hold “office hours” (open-ended; student specific needs; student/parent consultation)
- Differentiate outreach (teacher to student); individual or group assistance
- Provide flexible options for families who need a different schedule

What does not include:

- Full time direction instruction
- One size fits all
- Attendance
- Grading – see slide later in the presentation
- Disadvantage to those who cannot engage
- Two-way engagement should not be recorded
- No video during a one to one engagement without a second staff member



Sample daily schedule – family view

Elementary school

Time	M	T	W	Th	F
8:00	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
9:00	<i>Learning Zone</i>				
11:30	Lunch and Physical Activity				
1:00	Elementary specialists or time to explore something you have always wanted to learn about	Elementary specialists or time to explore something you have always wanted to learn about	Elementary specialists or time to explore something you have always wanted to learn about	Elementary specialists or time to explore something you have always wanted to learn about	Elementary specialists or time to explore something you have always wanted to learn about
2:00	Independent reading and i-Ready 20 minutes				
3:00	Math practice and i-Ready 20 minutes				



Considerations

For staff developing a weekly schedule with flexible instruction should consider the following elements

- Consideration of Continuous Learning Plan
 - Students participation in general and special education sessions
 - Student groups
 - Schedule design
 - Lesson preparation and delivery and coordination with paraeducators
 - Progress monitoring
 - Family/student engagement
-
- Related services to schedules can be embedded during the special education periods at the MS/HS and during the special education time at the elementary



Considerations for Grading Practices

During the school closure:

- Emphasis is on providing meaningful feedback to promote student learning, not on grading
- Student work exchanged during school closure must be to the advantage of the student
- In some circumstances, grading may be necessary to provide students access to graduation and post-secondary opportunities
- Grades at the end of the semester should reflect student achievement before school closures, as well as opportunities to demonstrate new learning since the closure



Next steps and resources

- Target effective date of Monday, April 20
- The curriculum teams are working on 'priority snapshots' for courses led with 'priority standards'
- Weekly Job-Alikes



Continuous Learning Plans



Continuous Learning Plans Purpose

The purpose of the 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
- Family supports

- Resulting in continued development of critical skills applied throughout the delivery of lessons using a range of ways of engaging, accessing, and learning content



Continuous Learning Plans

What it is?

- Uniquely tailored for each student
- A roadmap for the provision of services
- Mutually agreed upon service areas with frequency, modality, and provider
- Priorities - critical skills based on goals
- Focused on accommodations / modifications in a remote setting
- Consistent data collection of student engagement and critical skills development
- Family supports include check ins, connection to resources (i.e. technology, instruction), and positive student reinforcement

What it is not?

- Same for every student
- Ambiguous
- A minute by minute replication of in-school programming nor a single modality of engagement
- Replication of current goals
- An exhaustive list of accommodations or modifications
- Infrequency or no data collection
- Overwhelming the families or one and done



Sample

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

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				

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
N/A		
N/A		
N/A		



Special Education Continuous Learning Plan

Sample

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

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

Participants

Enter the names and roles of IEP team members participating in the Continuous Learning Plan development:	
Case Manager	Parent
Speech Therapist	Occupational Therapist
District Rep (When convening a meeting)	General Education Teacher



Continuous Learning Plans

Designing and delivering the Service Matrix

- 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
- Sample decision making framework – we have a calculator!

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
Preschool – 660 mpw	120 mpw total
Developmental Kindergarten - 1700 mpw	220 mpw total



Continuous Learning Plans

Develop and implement ASAP and by May 1

- In consultation with families and can be completed without a meeting (phone, email)
- However, holding a meeting may be best for some families and should include members of the IEP team
- Paperwork submitted to records secretaries:
 - Continuous Learning Plan
 - Prior Written Notice (PWN) – guidance will be provided for different scenarios
- If families are non-responsive create a PWN and make weekly contact for wellness check and reengagement



Continuous Learning Plans

Resources – guidance documents to support in the development of Continuous Learning Plans

- Continuous Learning Plan Agenda with talking points
- Overview of Continuous Learning Plan with reference to current IEP for context
- Design and delivery – Developing the Service Matrix
- Developing Continuous Learning Priorities
- Considerations of Accommodations and Modifications
- Family input, supports, and priorities
- Submitting Documentation



Other Important Items



General education

Students need to attend both general education and special education sessions if they did so throughout the school year.

IEPs and Continuous Learning Plans must be accessible to general education teachers

“That all staff providing educational services to students with disabilities during school facility closures continue to have information related to their responsibilities and the accommodations, modifications, and supports described in the IEPs of the students with whom they are working (WAC 392-172A-03105(3)).” OSPI 4/14/2020



District and Agency Paraeducators

The case manager who “supervises” the paraeducators should have weekly team meetings and define what the work looks like. Work could include:

- PD opportunities
- website maintenance,
- pre-recording videos,
- join the case managers/teachers two-way zoom videos conferences to connect with classes and facilitate breakout sessions
- join related service providers and resource teachers in two-way zoom video conferences for individual students*

*Related service providers and resource teachers should provide case managers/teachers their office hours/two-way zoom videos with individual students. During the team meetings the case manager/teacher should determine which para will be the second adult on these zoom conferences.



CBA 9.14 A.

IEP release days/extra time

“In order to address the unique workload concerns of employees in special education programs, each special education staff member shall be given a supplemental contract for four (4) eight (8) additional days (30 60 hours) at the individual’s per diem rate of pay and/or four (4) eight (8) release days each year to prepare individual education plans and/or assessment reports to meet the state file review standards, or hold meetings related to such responsibilities as determined by the employee. Employees may utilize a combination of additional days pay and release days provided that employees using release days must do so prior to June 30. Per diem hours must be submitted monthly.”

What is this?	What this is not?
Extra support for paperwork and meetings that extend beyond the workday	Cash out Vacation Cannot be submitted for work completed during the contracted day



Others

- Risers – School Psychologists are scheduling Riser meetings similar to past years (P, DK will be done at a later time)
- Extended School Year (ESY) – we will host ESY (most likely in a remote setting) but more information to come
- Referrals and initial evaluations – as of April 20 these will need to be processes; guidance will be provided to Psychs at their Job-alike
- Communication – log all family communication, student engagement, and progress monitoring
- Teletherapy – resources for teletherapy will be provided to support the provision of services in the areas of communication and motor



Collaborative Planning

What does this look like?

- Discuss common materials, resources, and weekly schedules
- Brainstorm ideas for Continuous Learning Plan development and implementation
- Continue to plan for common student packets
- Explore professional learning (e.g. highly encourage participating in teletherapy training)



Thank you!

