

Special Education Services During Long Term School Site Closure

As you are aware, the district has a team that is meeting regularly to monitor the COVID19 virus and prepare guidance in response to the public health emergency, This additional guidance as it relates to special education services. This document is fluid in response to the rapidly changing status for schools

Please direct all questions related to student services service delivery while learning from a distance to your site lead, not your building admin for a consistent message and approach across the system. [Site lead assignments and roles are listed here](#)

To **Teaching Assistants in Special Ed...you may skip the following info until the section “Teaching Assistants/Student Specific Nurses/Health Room Assistants” at the end of this doc.

FAPE REQUIREMENTS:

- When a district has extended school closures, the district will remain responsible for FAPE of students with IEPs.
- If a school closure causes educational services for all students to pause within a school district, then the district may not be required to provide special education services to students with IEPs during that same period of time. (guidance from DPI)
- After extended closures, case managers are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPs on a case by case basis
- Please review: The U.S.Department of Education issued the following [guidance](#) related to services for students with IEPs on 3/12/2020.

FAMILY COMMUNICATION: Top priority

- The number one priority is to communicate with each family on your caseload in a meaningful way to discuss the plan you have created for their student on March 13, 2020, during the closure and post closure for learning from a distance. Please log all communication with families in the contact log in IC under special ed tab.
- We have created this [Template for use](#) of language and ideas
- Regardless of you mode of communication to each family & student please ensure that you cover the following items:
 - What your plan is for their individual student to provide SDI and services for continuity of learning
 - How you will communicate during the closure with family &/or student
 - How you will communicate with them post closing
- **ADDED 3/16/20 IF A PARENT DOES NOT AGREE WITH THE INDIVIDUAL PLAN YOU CREATED:**
 - Please create a M-1 with documentation for prior written notice of what they want instead and the district response
 - [Sample Response with MI](#)
- Parent resource NASP - [How to talk to your child about covid 19](#)

Instruction

- All staff expected to hold office hours daily. It is suggested that they are 9-11 am, however the most important part is that people are available. Staff can certainly extend those hours on either end or make themselves available at other times of day.
- Collaborate with general education teachers regarding virtual instruction/alternative instruction that will be available to students during a long term closure.
- Review the Supplementary Aids and Services that a student currently has in their IEP and consider services they may need to be added to the IEP to access the instruction.
- Identify students who may not have home access to virtual learning or who are unable to access virtual learning due to their disability.
- Collaborate with general education teachers/classroom teachers to prepare alternative learning activities and materials that can be shared with families that do not have home internet access or students who are unable to access learning due to their disability.

Instruction for Early Learners and/or Students enrolled in DayCare/Community Sites

- Even if some students may be at a community site (preschool, day care, etc.), we are asking all staff to maintain district protocol for social distancing and not implement/provide services at these sites during this time. Per CDC and Dept of DHHS, it is not safe or advisable to send staff into homes under the circumstances. We will not implement any face to face service to any students during the closure.
- If you have a [release of information](#) signed to speak to community sites, you may collaborate with day care providers/teachers on strategies they could implement, but please include parents on all communication with outside providers
- Consultation/Collaborative Services are a great way to encourage implementation of learning at a distance plans

Specially Designed Instruction

- We will not do any face to face service to any students during the closure.
- Identify students who receive specific interventions. If these interventions are delivered online, work with families who have the ability to access the interventions from home. Record date access was made available to family.
- Identify families who may need assistance with equipment/access, provide these names to Tanya Fredrich via this [form](#)
- Consider options for delivering SDI through technology including; phone, google hangout, skype, or other options.
- Track all communication with families during the closure (including consulting with families to plan services.) in the contact log in IC under Special Education Tab.
- Keep track of your SDI as you typically do; feel free to use this [form](#) if it's easier.
- Use this [lesson planner](#) to populate lessons, insert links and provide a place for students to "turn in" assignments if this is easier. Make a copy for each student. Can be shared with the student and parent.
- EC-5th grade across all the elementaries. [document](#) Please use this as a way to communicate, ask questions, and share resources.
- 6-12 grade across all the secondary schools [document](#). Please use this as a way to communicate, ask questions, and share resources. (Subscribe to updates using [this process](#))

Students in alternative curriculums/CCEE:

For students who participate in alternative curriculums, districts are required to provide families with educational materials and learning activities.

- Prepare some “learning packets” that can be sent home with students.
- Provide suggested [independent living and vocational activities](#) that parents can facilitate in the home to support retention of skills.
- Suggest functional learning activities that students can practice at home with materials typically found in the home; money, time, measuring, menu’s, newspapers, magazines, grocery lists, etc. to support ELA/Math skills. Have students document and communicate what they did and learned with you.
- Share [document](#) with student usernames/passwords outlining online learning sites to support ELA/Math skills.
- Other resources for parents to consider [PBS Kids](#), [Sesame Street](#)
- Resource from Don Johnston: [Working Together mini lesson](#)

IEP Progress Reports for Term 3

- Grading and reporting day April 7, 2020
- Progress reports shall be done on this day and need to be emailed to parents by April 9, 2020

Progress Monitoring of IEP goals and Interventions during Extended Closure

- During school closure, teams should continue to [progress monitor](#) students who receive specially designed instruction and interventions through regular education
- Utilize informal measures to progress monitor rather than formal measures (FastBridge, AIMS, EasyCBM) to eliminate sharing of standardized measures with families
 - Consider the use of [RWG Fluency Tutor](#) for oral reading fluency
 - Utilize [ALEKS quiz maker](#) for math
 - Utilize [Newsela](#) or [Readworks](#) for reading comprehension
 - Newsela [Remote teaching toolkit](#)

Writing initial or annual IEP’s during the closure: **Updated 3/19/2020**

- For the time being, if you have an annual IEP or initial IEP; distance learning plans should be reflected in these IEPs as they naturally come up: Use this language in 2 parts of the IEP

*Example - **Supplementary Aids/Services/Program Modifications, Placement Page***

“In the event that school is closed due to a public health emergency as defined by the state of Wisconsin, and distance learning is implemented for all students, a distance learning plan that specifically addresses XX’s specially designed instruction in [e.g., speech production, reading fluency, etc.] will be presented to parents in a mutually agreed upon format and will be implemented for the duration of the public health emergency.

OR in the event of school closure resulting in no distance learning...

- *Example - In the event that school is closed due to a public health emergency as defined by the state of Wisconsin and all general education services are paused, specially designed instruction will also pause for the duration of the public health emergency.”*

Holding IEP Meetings

- Be prepared to hold IEP meetings via the phone or online platform with families
- You will still need all participants who would have normally attended, attending in the virtual format. If parents do not want to attend virtually, document three attempts to include them; hold the meeting. You can hold a review/revise meeting face-to-face once virtual learning ends.
- Directions to utilize the [google hangout or phone conference](#)
- Preparing [for and Hosting Virtual IEP or Evaluation Meetings](#)
 - [Facilitator guide](#)
 - Virtual meetings [Guidelines](#) infographic
- Location of meeting: put the method in which it is conducted

Initial and Re-evaluation Meetings **Updated 3/17/20**

If the IEP team determines that there is sufficient data to determine eligibility, then the IEP team should proceed to determine eligibility, and it would be appropriate to conduct the meeting as planned as a phone conference, google hangout or virtual platform.

- You will still need all participants who would have normally attended, attending in the virtual format. If parents do not want to attend virtually, document three attempts to include them.
- **If you do not have the data needed to complete the initial or re-evaluation:**
 - Think about all the ways to get information - checklists, video of child engaged in specific activities you ask parent to engage with, engage in live / google hangout, zoom, etc conversation with student, parent interview, recordings of language sample, etc
 - If the **student is being evaluated for SLD**, and you cannot get the data please use the M-2 form in IC to extend the timeline.
 - You will want to have a conversation with the parent prior to completing the form to discuss the situation.
 - **For all other disability areas**, if the data can not be gathered in any way, please consider the student “not available” because the school is closed, therefore the ”student not available” exception would apply, and the timeline could be extended.
 - In this scenario, the reason for the extension must be documented via a Prior Written Notice using M-1 form in IC ([sample language for extension](#)) and LEAs should maintain documentation as to why the timeline was extended in the contact log of special education tab and complete this [form](#).
 - 3 year re-evaluations (not for dismissal or new disability area)
 - If you are doing a reevaluation that you can ask the parent for agreement to waive the reevaluation if appropriate. Complete waiver paperwork
- **We need to continue to process referrals as usual and document when we receive consent.** Review any initial evaluations you have coming up and whether we need to extend the timeline. We can extend the timeline, if the student was not available for testing. To document this, follow the following guidance:
Notify parent through Email:

“Due to the public health emergency in the state of Wisconsin, we will extend the timeline to complete XX’s evaluation. After the public health emergency has come to a closure, as defined by the state of WI, we will be in contact with you within 10 business days to discuss next steps and how much time is needed to gather sufficient data in order to proceed with XX’s evaluation. We appreciate your flexibility and understanding during this time.”

After the parent responds, send the M-1 form to parents to document the extension:

On the M-1 Form:

On (date of IE-3 consent received) you requested that the School District take the following action:

“Conduct an initial special education evaluation”

This is to inform you that the school district proposes the following action:

“Due to the public health emergency in the state of Wisconsin, we need to extend the timeline to complete XX’s evaluation as XX is not available for testing. After the public health emergency has come to a closure, as defined by the state of WI, the school district will be in contact with [parent names] within 10 business days to discuss next steps and how much time is needed to gather sufficient data in order to proceed with XX’s evaluation.”

- Fill out this [form](#)

SLP - updated 3/19/20

- **ASHA guidance on telepractice** - We have Google Suite as a district so Googlemeet is encrypted. However, OCR has made exceptions to telehealth therefore using the reasonable person logic, use whatever platform families and students can access and document agreement in IC contact log under special ed tab.
- Free Webinar on Transitioning to Teletherapy: Dr. Kathleen Whitmire, CCC-SLP, BCS-CL Former Director of School Services on March 18 at 5:00 [Sign up](#)
- As a case manager, collaborate with grade level teams on ensuring your students have access to all the online material.
- Specific interventions or therapy can continue throughout the time general education instruction is delivered virtually. For example, if the student’s typical instruction was woven into general education practice, work with grade-level teams to co-plan how speech/language targets could continue to be reinforced throughout literacy-based instruction.
- For direct therapy, identify the best method to deliver instruction based on individual student learning style. Specially designed instruction could include, but not limited to, virtual teletherapy, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed home practice activities either sent home Friday or electronically.
- If interventions are delivered online, work with families to ensure they have the ability to access instruction.
- [Speech Google Drive](#) Super loaded with great ideas!
- Sample [letter for parents](#): if anyone would like to adapt it and use it, feel free.
- **AAC supports**: -<https://www.assistiveware.com/learn-aac/build-communication-partner-skills>
 - Talking with tech AAC podcast - lots of topics regarding AAC and symbol use <https://podcasts.apple.com/us/podcast/talking-with-tech-aac-podcast/id1300126888>
 - The Autism Helper Podcast - ranges from attention seeking behaviors to teaching reinforcement to avoiding power struggles. <https://podcasts.apple.com/us/podcast/the-autism-helper-podcast/id1443908794>
 - Teach me to Talk Podcast - topics regarding early learning and communication development <https://podcasts.apple.com/us/podcast/321/id287477468>

OT/PT

- Related services should continue throughout learning from a distance. Collaborate with grade-level teams and families to ensure students can access the material (e.g., correct positioning/seating, access to sensory breaks, etc.).
- For specific therapies, identify the best method to deliver instruction which could include, but not limited, to virtual telepractice, consultation/collaboration with the family through conference call or virtual chat, and/or home practice activities.
 - Video modeling of best practices for positioning etc send to the family with written protocols following a clinic model with home based work
- If these interventions are delivered online, work with families to ensure they have the ability to access instruction.
- Equipment can be sent home (e.g., slant boards for writing tasks, wiggle seats, pencil grips, etc.) for the student to use in order to access their learning. However, equipment must be easily accessible and not require a trained OT or PT to monitor or install. (For example, if positioning equipment is sent home and a parent sets it up, there is no concern for student safety if accidentally used incorrectly).

Teaching Assistants/Student Specific Nurses/Health Room Assistants

- All regularly scheduled, full and part-time, non-teaching staff will be compensated for their normal work week from March 16-20, 2020. Human Resources will be communicating work expectations and compensation going forward. Staff shall not work for families during the same hours that you are being paid by Elmbrook. If you are not sure how to respond to a parents request for respite during your regularly scheduled hours, we recommend you say, "I am sorry but I am unavailable to provide any in person services to your family during the work day as I am being paid by the District for the job related work I am completing virtually."
- Staff that submit their hours in skyward should submit their hours and in the notes share the tasks they engage in.
- Per CDC and Dept of DHHS, it is not safe or advisable to send staff into homes under the circumstances, We will not do any face to face service to any students during the closure. **Teachers and Teaching assistants may not go into any homes or community sites to provide face to face school services as of 3/16/2020. Dropping off materials with social distancing is allowable**
- All schools and CAO will be closed to the public, but may be available to staff during normal business hours.
- All assistants should take their chromebook home.
- Assistants and teachers / therapists should continue to communicate about what they might be able to do to support students virtually, prepare materials for teachers or therapists to use in the learning this week or when returning to school.
- Assistants can use some of their work day if not needed for teaching students, to do their own learning through reading, webinar, modules, etc. [Online Professional Development Resources](#)

Some suggestions are:

- Download the SORA app from the Elmbrook library and read/listen to Dr. Barry Prizant's [Uniquely Human](#). Reflect on your reading by completing the [following prompts](#).
- Download the SORA app and read/listen to chapters from Dr. Julie Causton's *The Paraprofessional's Handbook for Effective Supports in Inclusive Classrooms*. Reflect on your reading by completing the [following reading guides](#).
- The Inspired Paraprofessional and Inspirededucator by Julie Causton
 - ◆ Go to Registration [link](#)

- ◆ Use your school email address to register and then create your own password.
- ◆ Once registered login to [the website](#) at any time and access both courses
- Webinar free: [Demystifying Executive Functioning](#): What they are and how to teach them.
- IRIS Modules [IRIS Resources - Modules & Other Tools](#) or [IRIS Autism Specific Module](#)
- [praactical aac](#) AAC Learning for Communication
- [Social Thinking](#) has several free webinars. A good place to start is watching the series of the 10 Core Concepts (please watch in order 1-10).
- [Social Thinking Articles](#)
- Safe School Modules
- Jena Doucette (SLP) recommended these podcasts:
 - ◆ [Talking with tech AAC podcast](#) - lots of topics regarding AAC and symbol use
 - ◆ [The Autism Helper Podcast](#) - ranges from attention seeking behaviors to teaching reinforcement to avoiding power struggles
 - ◆ [Teach me to Talk Podcast](#) - topics regarding early learning and communication development

Online Resources

- <https://www.storylineonline.net/> (great read alouds)
- [Education Companies Offering Free Subscriptions due to School Closings \(Updated\) : Amazing Educational Resources](#)
- [Elementary Executive Functioning Materials](#)
- [Preschool Executive Functioning Materials](#)
- <http://wonderopolis.org/?scrlybrkr> Explore; Critical Thinking; Literacy; Fun site
- [ABCmouse.com Early Learning Academy](#) is the leading and most comprehensive digital early learning resource for students in **preschool through 2nd grade**. ABCmouse offers a research-validated curriculum with more than 10,000 individual Learning Activities and more than 850 complete lessons along our Step-by-Step Learning Path. ABCmouse includes a significant amount of Spanish language content.
- [Adventure Academy](#) is a massively multiplayer online game (MMO) for students in **3rd through 8th grade**. Adventure Academy brings learning to life as it builds critical knowledge of essential curriculum topics with thousands of learning activities in language arts, math, science, and social studies in a safe and engaging virtual world.
- [ReadingIQ](#) is an advanced digital library and literacy platform for children **through 6th grade** that provides access to thousands of high-quality books, all curated by experts to advance literacy. ReadingIQ includes many books in Spanish, and **an offline mode that does not require continuous Internet connectivity**.

- **SEESAW**
 - ***Teachers-** Here is the [link](#) for setting up Seesaw for remote learning, if you are new to Seesaw there is also a getting started guide.
 - ***Families-** Here is a [link](#) for families that will help them get set up at home.
- [How to create a google classroom](#)
- [How to create an assignment in google classroom](#)
- [Getting Started with SeeSaw](#)
- [How to create an activity in SeeSaw](#)
- [How to record screen from a chromebook](#)
- [How to upload a photo or video from iPhone to google drive](#)
- [How to upload a photo or video from android phone to google drive](#)
- [How to use PEAR DECK \(Interactive google slideshow\)](#)

- [How to use google hangouts](#)
- [How to Create/Join Google Hangout and/or Conference Call](#)
- [How to record yourself teaching on a laptop](#)
- [How to record yourself teaching on a chromebook](#)

Platform	Skill	Link to Tutorial Presentation/Video (Also in Tech Tips in Building Drive)
ScreenCastify	Recording video lessons of yourself or/your screen - 5 Minute Max Record Time - 40 Videos / Month	Adding the ScreenCastify Extension Sharing ScreenCastify Videos with Students
Google Docs	Commenting on student work to provide feedback	
Google Meet	Set up Meetings with students/staff to connect virtually with audio/video	Google Meet Cheat Sheet
List of Tech Tools that are Offering Free Subscriptions		Link to List
MyVRSpot	Modify YouTube Video Links and Share with Students	Brandon's Presentation from PD with Tutorials
Google Form	Reflection/Journal	Creating a Google Form for a Variety of Purposes
FlipGrid	Student Reflection/Formative Assessment (kids make videos explaining their learning)	FlipGrid Tutorial Video
Pear Deck	Build interactive Google Slides. Kids can go through presentations and you can add questions for them to answer. This can be done in "Self Paced" mode.	Pear Deck 101
EdPuzzle	Build Video Lessons that Force Students to Pause and Answer Questions	EdPuzzle Beginner Tutorials
Virtual Learning Cheat Sheet	List of Virtual learning tools that Chris shared	Virtual Learning Cheat Sheet
Screenshot Directions for a Chromebook	If you want kids to take a picture of their screens and upload it	Screenshot for Chromebooks
IC Messenger	There is no way to see sent messages in IC, but you can Review the "Delivery Summary" to see how many people it was sent to and "Review Recipients"	
Set Up Google Voice Phone Number	How to use Google Voice including how to create a free Google Voice number, make calls, send	Tutorial

	messages, setup forwarding and configure important settings using the 2019 Google Voice user interface.	Note: We don't have access to Google Voice through our current G Suite permissions. But you can add it through the Google Play Store (Android) or App Store (iPhone) on your cell phone. The steps are very similar as in the tutorial.
Canvas Conferences	Host an online class where you can present to your students in real time.	Tutorial