

*Marion County Special Education Cooperative #617*

# INDIVIDUALIZED CONTINUOUS LEARNING PLAN

MCSEC

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## Table of Contents

The contents listed below will contain procedures, documents, forms and resources for creating individualized continuous learning plans.

<b>Table of Contents .....</b>	<b>1</b>
<b>MCSEC Procedures for Continuous Learning Environments.....</b>	<b>2</b>
<b>Instructions for the MCSEC Continuous Learning Plan.....</b>	<b>6</b>
<b>Framework for Individualized Continuous Learning Plan.....</b>	<b>7</b>
<b>Continuous Learning Planning Resources for Special Education.....</b>	<b>8-10</b>

## Special Education Procedures in a Continuous Learning Environment

During the first phase of the school closure, March 16th – 27th, MCSEC staff and administration, working alongside the staff and administration in the member districts of our cooperative will utilize KSDE's Continuous Learning Task Force guidance to design the continuous learning environment for each individual student once school resumes. KSDE's guidance document will be considered in the design of the continuous learning plans for students with special needs.

**How will students be provided with access and support to ensure they are able to participate in learning opportunities being sent to all students designed to maintain learning?**

### General Guidance

By March 30, 2020, it is important that all special educators fully review all IEPs and carefully begin to consider how instruction might be best provided to each student in a continuous learning format. This includes what kinds of accommodations, modifications and services are needed to access the type of instructional materials that will be provided to students by their classroom teachers and consideration of how each student will make progress toward their IEP goals.

● **By the date school districts begin general education services in the continuous learning environment, special educators will need to begin providing special education services in the continuous learning environment for each student they serve.** The plan outlining how each student will receive their SPED services should be documented on the MCSEC Continuous Learning Plan found in the student's IEP and WebKIDSS. This plan must be updated and provided to the parent. The delivery of this plan to each parent should be accompanied by the IEP and Prior Written Notice, specifically designed for the temporary implementation of the contingency learning and a letter explaining the situation and our procedural response that will be provided.

**NOTE: Due to the COVID-19 virus, it is important to be clear – face to face services may not be delivered.** There are three reasons that this is the case. First, we must not put students at risk for contracting the virus and passing it to parents or grandparents. Secondly, we must not put staff at risk for contracting the virus from students. Thirdly, it may not be allowed per MCSEC policy or CDC/county health department guidelines. There may be requests for services to be provided in person, however, this may not be possible under the current circumstances. Depending on your location it is possible that all learning opportunities must be delivered without being in physical contact with students. In the end, if services cannot be delivered to students to support progress toward their IEP goals, consideration of compensatory services needed following the pandemic may be necessary. Compensatory services will relate to the level of harm caused by a lack of service or type of service delivered during the pandemic. Determination of the need for compensatory services are different than ESY determinations. More guidance will be forthcoming when the time comes on this topic.

## How will students be provided with special education and related services if schools attendance is virtual or designed for distance learning?

### General Guidance

When school moves to a distance or remote learning design for all students, it will be important to move learning forward for students with IEPs. Special education need to be provided with materials in the same manner as general education students and have access to instructional support via Google Hangout, Zoom, Email, or other technology options, and/or typical assignments, such as paper/pencil. The purpose of instruction designed will be to continue to make progress on the IEP goals set for each, individual student.

Modifications, accommodations, and services as noted in student IEPs will be provided to the extent possible and necessary, based on the type of instruction being provided in the school/district. These services and instructional plans will be documented in the MCSEC Continuous Learning Plan. Special Educators must consider what services are needed in order to **make progress on IEP goals**.

Determining services needed in a distance learning format may be very challenging for some students. It will be important for special education teachers to be creative and innovative as they find

- effective ways to serve students. Please keep careful documentation of what students access and what they do not access in their communication and service documentation log found in WebKIDSS.

- Please keep in mind that service can be delivered by a variety of service providers including related service providers as well as paraeducators. Be creative in supporting parents to support their children. Make yourself accessible to students and their parents for questions and concerns.

### IEP Services

Specific materials for making progress on IEP goals will be provided by special educators and other service providers. This may take many forms such as paper/pencil materials/packets, or via technology, as appropriate.

After discussions with parents and while considering the schools continuous learning plan, special educators will need to develop an appropriate Continuous Learning Plan for each student on their caseload and provide that plan to families. It will be important to carefully document progress on IEP goals to provide at the end of the school year. In most cases, 3rd quarter progress reports were just completed for students so there should be up-to-date progress data on each goal prior to the school closures due to COVID-19. Communication logs with parents and students will be kept to record such progress.

### **Primary Educational Services**

This IEP service/instruction will be in accordance to services which are provided throughout each week under the current IEP. Time allocated to each service or activity will be determined individually. Examples:

- For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc.), then a lesson for each goal may be provided based on the continuous learning needs, in the form of a short video, conferencing with the student or parent and/or paper/pencil guidance along with task(s) to complete to practice the skill.
- Special education teachers should communicate with all general education teachers regularly with whom they collaborate on students on their caseload. This communication may include lesson planning, lesson execution, and student feedback.
- Special education teachers may provide activities or work pertinent to IEP goals for each student. Activities or work can be provided via paper copies or on-line. Students/parents may be required to turn in the assigned activities to the special education teacher or general education teacher electronically or by returning paper forms/packets.
- Special education teachers are expected to have individualized communication with all students/families on their caseload on a regular basis. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication can be email, google classroom, phone, etc. The frequency of communication with students and families shall be determined individually and is part of the Continuous Learning Plan.

### **Related Services**

Related Service providers should work with families and discuss ideas for implementation of services in their home.

Examples:

An individual therapy session may be provided to the student(s) as is typically scheduled for therapy (could be once per week, twice per week, etc) via on-line platform.

Related service providers may provide activities pertinent to IEP goals for each student. Activities can be provided via paper copies or on-line. Students may be required to return work completed to the therapist via electronic communication platform or via paper packet.

Some students will require services to be made up upon return due to the nature of the services or severity of the disability. Some students might need a parent or caregiver at home to support the work/tasks/assignments for their student.

### **Special Education Paperwork**

Special education teachers and related service providers will continue to work on IEP and evaluation paperwork within required timelines. School Psychologists will work with individual teams if IEP meetings are going to be held via phone or in another format such as Zoom or Google Hangouts. We will update this guidance as OSEP and KSDE provides updates and changes.

What are the rules around timelines in regards to special education?

Special educators are expected to continue to maintain required deadlines and timelines unless OSEP shifts guidance and provides some relief due to the COVID-19 crisis. Please be sure to hold meetings via Zoom, Google hangouts, phone conferences, etc. ***These meetings should follow a typical form and develop an IEP as if the student was in school and should not be reviewed from the perspective of a distance learning plan. IEP teams can discuss the distance learning plan following the review and revision of an annual IEP.*** This means, write the IEP and discuss it as if school were in session...then discuss the Continuous Learning Plan that will be implemented until the end of the school closures due to COVID-19. You will have two documents...the IEP and the Continuous Learning Plan at IEP meetings.

### **Special Education Evaluation Referrals**

Special Educators and LEAs must consider referrals to special education during this time of challenge. A referral shall result in an evaluation planning team meeting to consider the need for a special education evaluation. If the team determines that a special education evaluation is necessary, the team should create a plan that will be attempted to be completed in 60 school days. If the evaluation cannot be completed in 60 school days because distance evaluation is not possible, then an extension will be necessary (with required forms). COVID-19 school closure may not be an acceptable reason for an evaluation delay.

### **Special Education Re-evaluations**

We must try to complete re-evaluations by the due date of the evaluation. Consider the possibility of conducting a distance evaluation. If this is not possible, you may consider completing a Prior Written Notice indicating no evaluation needed at this time with a clear direction to complete a new evaluation upon return to school in order to continue eligibility. You may also complete a file review and utilize existing information if that is appropriate.

### **General Notice**

OSEP has not waived any of the IDEA requirements at this time and may not be able to do so without an act of Congress. It is possible that Congress may act and OSEP may release requirements as we progress through this pandemic. In the meantime please do your best at maintaining special education responsibilities to compliance.

### **Parental Rights**

Please be very careful to continue to uphold parental rights during this time. They are all still in effect. Holding phone conference meetings may make it hard to know if a parent is feeling uncomfortable with a meeting. You are encouraged to follow up with families after meetings to see if they have any questions. You are also encouraged to remind families to speak up if they are in disagreement with what is happening during a meeting.

**How will you provide special education services if the virus causes a shortage of special education teachers or education providers (i.e. if your special education teachers or providers have COVID-19 and are unable to provide services)?**

If staff attendance impacts services for students, there will be a process for determining compensatory services at a point where the impact of the missed services can be measured and considered.

**How will IEP goals be measured if a student is out of school for an extended period of time?**

IEP services, although provided through distance learning along with tasks to practice skills at home, will continue to have progress reported. In planning for each student, it will be important to determine what data is required to determine if a student is making progress and arrange ways to collect that data.

**Will home or hospital instruction for a student with COVID-19 and disabilities look different than it does for other students who receive home or hospital instruction and how will you coordinate these services?**

- For students who receive hospital or homebound instruction based on their IEP, instruction may be delivered virtually as appropriate. If needed, due to medical needs or an inability to participate fully in virtual instruction, compensatory services may be scheduled upon return to normal school schedule.
- If a student is out of school due to a diagnosis with COVID-19 (or any other long-term illness), an IEP team will meet and consider appropriate services for the student.

**MCSEC Instructions to Complete Individualized Continuous Learning Plans For Students Eligible for Special Education**

**Instructions**

Below are instructions to create an individualized continuous learning plan to address FAPE for children who are eligible for special education. Please note that special education providers will be expected to complete a plan in collaboration with a parent or guardian for each student on their caseload. This plan is located in WebKIDSS or else the provider can access another option to share their individual continuous (contingency) learning with parents.

## Framework For the Individualized Continuous Learning Plan

### **Ability to access continuous learning including preferred types of activities and mode of access**

- Special education providers should discuss possible modes of teaching and learning at home through the individualized continuous learning plan. Below are examples of types of instruction and modalities that can be used to instruct during a continuous learning plan.
  - This is not an exhaustive list.
    - Flip classroom (mini-lesson)
    - Worksheets to reinforce learning activity
    - Recording of instruction with expected activities afterward
    - Consultation
      - To parent(s)
      - With related service providers
      - With paraprofessionals
      - With general education teachers regarding general education learning activities
- Current online programs that are being used with students

### **Review IEP Goals**

- Enter goals in the individualized continuous learning plan.

### **Schedule of special education provider direct instruction**

- This should be a clear 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 on the amounts, times, platforms, etc.

### **Schedule of teacher-parent consultation**

- Agree to a day, time and frequency for this communication.

### **Description of how progress towards goals will be tracked**

- Service providers should develop a plan to collect student data to support the assessment of progress toward IEP goals. Service providers may assess IEP goals through an online learning session with the student, through paper/packet materials turned in, etc.

### **Learning activities**

- Share with parents the types of activities that will be provided.



## Continuous Learning Planning Resources for Special Education

Direct instruction will need to be individually modified by special educators. Parents will need to be supporting their children at home for any type of continuous learning. Parents who cannot read will need additional modifications to the planning, such as an increased reliance on online books that will be read automatically to the student. Families without access to the internet will need paper materials mailed or dropped off at their home and to connect with special educators by phone. Below are listed some tools that are already used in the district that can be used to support distance learning direct instruction.

### **Internet Access**

Check with your local internet provider to determine options available.

### **Online Delivery of Materials** *(No recording of any sessions)*

- Google Classroom
- Google Hangouts
- Google Meet (Students can delete other students from a Meet, this may not be an issue for one to one instruction)
- Zoom (Currently free for schools that are closed)
- Screencastify (Free if schools are closed - otherwise a 10 minute limit)

### **Manipulatives**

- Either disinfect them and drop off or mail them to students
- Ask parents to recreate them from materials at their home

### **Ideas for Teaching Content or Communicating with Students**

- Email
- Google Classroom
- Google Docs, Slides or Sites
  - Google Slides allow you include your links, videos etc and can even be delivered via PearDeck to allow for active learning with embedded questions etc.
  - Screencast of Google Doc, slideshow, online site, your digital notes you would use in class, or any thing on your computer screen
  - [Screencastify](#) can be used to record your computer screen while you are explaining what you are viewing. The video can then be shared with students in a variety of ways, via email, embedded in a Google Slideshow, etc.
  - Premade videos ([YouTube](#), [TedTalk](#), etc)
  - Create a video
    - You can simply use the camera on your chromebook/laptop or mobile device to record yourself as if you were in the classroom
    - You can record yourself solving a problem on paper or a whiteboard or creating something in art
    - The video can then be shared with students in a variety of ways, via email, embedded in a Google Slideshow, etc

- Google Meet, Google Hangouts, ZOOM, videoconference
- Meet allows you to create an online meeting and invite a group of students. Could be used for delivering a lesson or to field questions after delivering a lesson in another way

### **Ideas for Assigning and Assessing Student Work**

- Google Forms and Quizzes to get information from students or assess student learning
- Assign and receive assignments through Google Classroom
- [PearDeck](#)
  - Student paced mode allows students to do it asynchronously
  - Students are given a code to join the session
  - Student results are collected to assess
- [Kahoot](#)
  - Student paced games
  - Set up challenges to assess student learning in student-paced mode
  - Challenges can be shared via Google Classroom
  - Teachers can assess learning with reports
- [Flipgrid](#)
  - Students share short videos on their Chromebooks or phones responding to your topic or prompt student created video on phone or Chromebook and handed in via Classroom

### **Online Tools**

- [ABA Educational Resources](#)
  - ABA Educational Resources hosts links to free social stories, picture schedule boards, token economy systems and more.
- [CPI](#)
  - CPI contains links to resources for positive behavior supports.
- [Emotional ABCs](#)
  - Emotional ABCs helps students learn to manage their emotions.
- [ReadWorks](#)
  - ReadWorks is a free resource to help improve comprehension.
- [Bookshare](#)
  - Bookshare offers free online books (including texts) to students with IEPs and 504 Plans and features read aloud and translation capabilities.
- [Khan Academy](#)
  - Khan features practice exercises, how-to videos, and more.
- [Reading Rockets](#)
  - Read Rockets offers multiple articles on various special education topics and links to other resources.
- [Do2Learn](#)
  - Do2Learn features songs, games, picture cards, behavior management ideas, academics, and more.
- [i-Ready](#)
  - Ready can be used for supplemental reading and math curriculum.

- [Lexercise](#)
  - Lexercise shares multi-sensory strategies for reading and writing.
- [IXL](#)
  - IXL offers math, ELA, Science, Social Studies and Spanish lessons for an array of skills from PreK-High School.
- [MobyMax](#)
  - MobyMax offers lessons from early learning to STEM.
- [Special Needs for Special Kids](#)
  - Special Needs for Special Kids offers a variety of resources, including social stories and there are now free [online modules](#).
- [Have Fun Teaching](#)
  - Have Fun Teaching includes phonics, writing, math, and other lessons, along with songs, videos, and more.
- [ABC Mouse](#) (code AOFLUNICEF)
  - ABC Mouse offers over 9,000 individual learning activities.
- [Epic](#)
  - Epic offers a digital library of books, learning videos, and more.
- [Reading A-Z](#)
  - Reading A-Z offers a free trial of their site, featuring books, phonics, vocabulary, math, science, and more.
- [Education.com](#)
  - Education.com presents guided lessons containing songs, games, and stories, as well as independent study packets and more.
- [Homeschooling with Dyslexia](#)
  - Homeschooling with Dyslexia offers free ebooks, spelling inventories, and more, including links to other resources.
- [Intervention Central](#)
  - Intervention Central houses resources for math, reading, writing, behavior, self-management, and more.
- [Breezy Special Ed](#)
  - Breezy Special Ed has a variety of free academic resources and links.
- [Social Story for Social Distancing](#)
  - PDF story to help children understand social distancing.
- [Kansas Infinitec Coalition](#)
  - Kansas Infinitec Coalition offers guidance to family and educators.
- [Kansas Early Childhood Special Education](#)
  - KSDE's EC page offers resources and current information.
- [Epic](#)
  - free books online for students K-5
- [Story Line Online](#)
  - free books for students K-5
- [Brainpop](#)
  - Videos on thousands of topics, will be free if schools are closed.
- [Bookshare](#)
  - Free access to books online Learning Packets