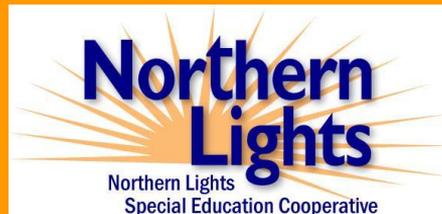


Navigating Special Education During the COVID-19 Crisis

Webinar #3

May 6, 2020

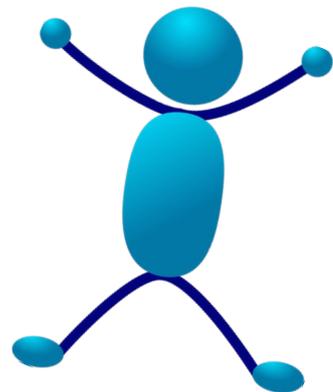




Welcome!

#DLW

#distancelearningwins





Ms Delacy, Mr Stratioti and Mr Davey -

3 SuperStar Paraprofessionals at Northern Lights Academy

Quote - "Sensory Bags just help parents better understand or listen to what their child needs to help self regulate while trying to focus on schoolwork" Mr. Stratioti

Nicholas Finifrock, HS Student Extraordinaire, Barnum HighSchool

Quote - "Because of this pandemic we often feel helpless. Making masks for others was one way to feel like we could help"



Middle and High School Physical Education Teachers Make a weekly exercise video for regular and special ed students

20 min.
YouTube videos



Resources for You



Guidance Document

HOME ABOUT US SERVICES RESOURCES INTERAGENCY PARENTS MEMBER DISTRICTS CALENDAR COMMUNICATIONS

COVID-19 Resources

January
February
March
April
May
September
October
November
December
Archived Communications

Northern Lights Special Education Cooperative / Communications / COVID-19 Resources

COVID-19 Resources

Special Education Resources during COVID-19

Ask a Question Google Form

Documents

- [NLSEC Guidelines for Special Education During COVID-19](#) (updated 3/25/20)
- [Example Notice of Individualized Distance Learning Plan \(IDL\) for Students with IEPs or IFSPs](#) (pdf)

Webinars

- [Dena's webinar on March 18th, 2020](#) (53 minutes) - YouTube

Website Resources

- [Minnesota Department of Education COVID-19 Updates](#)
MDE's COVID-19 webpage for updates, updated frequently.
- [Distance Learning Ideas for Social/Emotional/Behavioral needs of students with ASD](#)
This link will take you to a google folder with activity ideas and resources to meet the social/emotional/behavioral needs of students with ASD and other related disabilities. Check back often as new ideas and resources will be added daily!! Created by Jill Pring, NLSEC.
- [Infinitec](#)
Online videos to meet professional learning needs.
- [Minnesota Department of Education - Special Education COVID-19 Resources](#)
Resources provided by MDE during COVID-19
- [OT Toolbox](#)
The OT Toolbox is a site that is filled with information and short videos related to Functioning Skills, Fine Motor, Vision, Sensory, Executive Functioning, and Handwriting.

NLSEC.org
Communications
COVID-19



Northern Lights Special Education Cooperative

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www.nlsec.org

Dena Hagen ~ Special Education Director

Guidelines for Special Education Staff During COVID-19 Outbreak and School Closure

This document will be updated as more guidance becomes available.

March 25, 2020

- **Stay calm** and take care of yourself! This is uncharted territory and we all need to be at our best. I have been hearing about really great planning taking place in districts! Thank you for considering each student with disabilities as we all plan for distance learning.
- **Distance learning Plans:** The state-wide planning period for distance learning is starting March 18th and goes through March 27th. Students will not be in buildings and districts are not required to provide services until March 30th. Repeat: if the LEA does not provide services to any of its students, then it does not have to provide services to students with disabilities. Distance learning is defined as students engaging in learning by having access to appropriate educational materials and receiving daily interaction with their licensed teacher(s). When your district-wide distance learning plan is in place for all students:
 - A distance learning plan is expected to be developed for all students (Birth to 21).
 - Consider each of the students on your special education caseload and whether they can access and participate in the distance learning as expected of their gen-ed peers. If not, what additional supports and services will they need in order to access and participate in the plan?
 - If the distance learning plan is not appropriate for individual students after consideration of needs, look at the general education standards they are currently working on, along with their IEP goals and determine how they could work on them in a creative way. Resources will continue to be gathered and shared throughout the duration of this.
 - Learning grids that include activities to choose from to do at home
 - Example from [Columbia Heights](#)
 - [Pre-K examples](#)
 - Learning Packets
 - Work Boxes and/or File Folder Activities
 - [Free online educational subscriptions](#)
 - [Secondary Transition/WBL Curriculum and Activities](#)
 - Social Emotional Resources-we're gathering these!
 - [NLSEC website COVID-19 resource page](#)
- **Plan** for service delivery frequency, duration, and mode-get creative! This includes related or supplemental IEP service providers. Here are some possible options but be sure to follow your district's individual guidance if they are giving it for various options (i.e. using school phones only, not communicating through student phones, no texting, etc. are some examples). You are not required to meet all of the IEP minutes, but provide an alternative delivery of services. Here are some ways that could be done:
 - Instructional phone calls

April 17, 2020



#WeKeepLeading

Four Priorities for Special Education:

- 1** Focus on the safety, health, and welfare of students and staff members in your community.
- 2** Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.
- 3** Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.
- 4** Compliance during the pandemic - IDEA wasn't built for this.

Student and Family Engagement-Google Form

54%
response
rate..keep
'em coming!



88% of
respondents
are at 70% or
above with
engagement

Alternatives to Worksheets

Write your name 5 times on this piece of paper or another material-whiteboard, chalkboard, window paint, etc.

- Walk around your house and copy 5 words from things you see.
- Count as high as you can three times. Have your parent write down the number each time you count on this paper and sign it when you are finished. Or for older kids-record it and send to your teacher
- Find 5 toys and line them up from biggest to smallest.
- Use the same 5 toys and sort them in a way that you choose.

- Read a book with someone who is with you. Tell the person the story again using the pictures.

- Help set the table for lunch, help make lunch or help clean-up after lunch

- Dance to some music, sing a song or play an instrument.

- Draw a picture of something that you liked doing today.

- Go outside and play for at least 20 minutes.

- Find something that you would like to do by yourself or with someone who is with you. Play for 20 minutes. (Ideas: building with blocks, working with playdough, pretend play, or cleaning something up)

For more learning grids and ideas, look at [this document](#) [HERE](#)

Literacy and Language	Math, Science, and Art	Physical Large and Fine Motor Activities	Social and Emotional Learning
<p>Oral Language: Expand vocabulary to communicate needs, wants and with one another</p> <ul style="list-style-type: none"> • Ask each other questions; strive for five exchanges • Look at something and describe it to each other • Engage in dramatic or imaginative play with dolls, hats, action figures, or other make-believe props • Tell your child a story from your childhood • Look at family photos; talk about who is pictured and what was taking place 	<p>Math: Make sense of numbers and mathematical concepts</p> <ul style="list-style-type: none"> • Match items that look alike (A basket of socks works great) • Find patterns in fabrics of a shirt or the way you set the table or in the way blocks are arranged • Use different objects to measure the length of something. Possible objects include: shoes, spoons, blocks, etc. and compare the numbers • Use mathematical language such as more and less or big and small or long and short • Look for geometric shapes in the environment; find circles, squares and rectangles in everyday items • Survey members of the family/group and find out how many like ____ then report the data 	<p>Large Motor: Use large muscles to move with purpose to catch and throw, and to climb, run and gallop. Play outdoors at least 20 minutes per day</p> <ul style="list-style-type: none"> • Play with balls, hoops, bean bags, etc. • Practice running, hopping, skipping and galloping • Dig in the dirt, sand or rocks • Use pedal toys on the driveway 	<p>Social Skills With Others: Practice skills needed to get along with others</p> <ul style="list-style-type: none"> • Take turns with toys and in conversation • “Read” the emotions of characters in a book. Ask, “How do you think he is feeling? How do you know?” • Play make believe and share decisions about what happens next • Practice caring for stuffed toy animals; help the child show care and concern • Practice waiting for short periods of time before it is the child’s turn to talk or their turn for a toy • Work with the child to make a trade for toys that are in high demand

Summer-Everyone's Favorite Topic Right Now!! B-2

Summer services and ESY

- Commissioner Ricker is the only one that can make decisions about school services that can happen in person and in buildings and at this point, she has not made any decisions about summer learning.
- ESY eligibility decisions still need to move forward in our COVID-19 era, made based on ESY criteria, rather than on the Distance Learning situation, which ALL students are in.
- When looking at ESY eligibility, it is based upon data collected during the school year, with hopefully a large portion collected prior to the school closure.
- Similar to how we have suggested current IEP writing should occur (i.e. written as if school were in session), we are suggesting the same occur for ESY.
- If you have a plan worked out with a family that includes distance work, it would be ok to write it that way as well-ESY isn't monitored!

MA Billing of Telemedicine



- PCA and Transportation services are not eligible to be billed during distance learning periods
- NLSEC procedures are in place for districts to be able to bill eligible Speech, Audiology, Physical Therapy, Occupational Therapy, School Psychologist and Nursing telemedicine services during distance learning periods. Telemedicine happens when health care services or consultations are provided while the child or youth is at one site and the licensed provider is at a distant site
- Telemedicine includes eligible services provided through a secure two-way audio-visual platform for communication. Services provided over the telephone (telephonic telemedicine) are also being allowed during these distance learning time.
- Eligible providers in NLSEC districts were sent these instructions [HERE](#) and are posted on our website on how to complete telemedicine billing logs.

MDE Grading Guidance

Guiding Principles

Decision-makers must approach the creation of new assessment and grading systems with an equity mindset. The new systems must reflect an effort to confront and eradicate known inequities in the current system.

Even though this document includes a thorough list of considerations and options, it is our recommendation that a student should not be reported as a failure and retained or given an F during this unprecedented situation.

**Full Guidance
Document here**



-Minnesota Department of Education

[Creating Equitable Grading Systems During COVID-19](#)

Data Collection and Progress Reporting

Do the best you can and tell your story in the progress reporting:

- What baseline data did you have when schools closed? Where is the student at when this is over? (Impact of this crisis on that student)
- Due to distance learning, we worked on the goal in this way instead and student performed....
- What's the story about continuing to address the goal work and how will it adjust when schools are back in session?

Due Process Tips and Reminders

Decisions have to be case by case-what can be done now to prevent any unnecessary buildup of work in fall?

HAVE to address new concerns with interventions...how can we help?

There are many ways evaluations can be completed. Another thought..are test publishing companies giving advice on using them from a distance? Remember to ask...do you need that particular assessment to get the job done?? When we come back...could we continue some of these practices?

Parents need notice of the plan, whether it's a continuation or a pause.

People are doing a great job thinking these through and getting what they can done!

**Guess What? We are getting through
this...day by day**





What other questions do you have?