

Navigating Special Education During the COVID-19 Crisis

Webinar #2

April 2, 2020



Welcome!



Let yourself
experience a range of
emotions through
these times without
guilt!

Resources for You So Far...



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 \(IDLPL\) 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



Northern Lights Special Education Cooperative

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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

Review of the “Big Ideas”

- Plan for Distance Learning-think about LRE
- Communicate as a team and with your families
- Teach students
- Review information
 - Collect Data
 - Monitor Progress
 - Adjust where needed



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Tips We've Learned Along the Way...

DO

- Attempt to communicate with each family
- Document your attempts
- Continue to follow your district's guidance on methods.
- Seek parent consent if online privacy is a concern

DON'T

- Ask families if they “want” services
- Have a plan in place where every teacher/provider is contacting the family
- Leave related service or other categorical providers out of planning

What does MDE mean by connecting with students and families?

Ensure families and students feel heard and valued. Connections should be multidirectional (educator to student, student to student, families to educator, educator to educator), feel authentic, flexible, and focus on well-being (safety and hope). The means of connection should be co-created and through relationships.

Examples: Regularly (at least weekly) engaging with families and students, via phone, video, social media, or email, to help address barriers and needs.

Reminders About Paperwork

- Amendments to IEPs are not required for distance learning plans
- Notice in writing to parents about what their child's plan during distance learning will be/IS required
- Progress Monitoring through distance learning is required
- Timelines need to be followed during distance learning and document exceptions
- Annual IEPs-do them virtually and write them as though the student was in school or typical learning environment
- Evaluations
 - Re-evaluations-find a way to do them virtually, online, or review records
 - Initial-teams can proceed with procedures that can be done from a distance but face to face parts need to be delayed
 - Address concerns through distance learning plans

What success is happening out there?





What other questions do you have?

My friend Anita's story

