

SCSOS

Implementation of Distance Learning

for Itinerant and DIS Providers

2020-21 School Year





In response to the current conditions associated to COVID-19, SCSOS regionalized programs and related services will continue to offer Distance Learning as a part of our instructional delivery model at the start of the 2020-2021 school year. We recognize that as new information comes in, state/local guidance changes and we will continue to re-evaluate our instructional model recommendations to insure that we are being responsive to our student, staff, family, and community safety-related needs. *Our goal continues to be for students and staff to return to full time in-person learning five days a week when it is safe to do so.*

Senate Bill 98 requires that students receive a minimum number of instructional minutes per day either through in-person learning and/or through Distance Learning. Senate Bill 98 also mandates daily live, in-person and/or online, interaction with certificated employees (teachers) and peers for the purpose of instruction, progress monitoring and maintaining school connectedness.

Distance learning will be provided in the home setting via virtual/on-line electronic platforms (i.e., Google classroom, Google Meet, ZOOM, etc.) and/or by telephone through direct instruction and home learning opportunities. In extenuating circumstances a limited number of work packets may also be made available to families who require low technology or no technology accommodations.

This Distance Learning Guidance Document was developed as a resource to help with the implementation of a robust Distance Learning model that is meaningful and responsive to students' needs, provides instructional continuity for students and supports the transition between in-person instruction and Distance Learning. If you have any questions, please contact your program administrator.

SCSOS itinerant related service providers provide services to students throughout Sutter and Yuba Counties and navigate embedded county, district and site-based systems. These guidelines were developed to support the implementation of itinerant related services through Distance Learning and it is understood that some districts and/or school sites may have varying processes and procedures. Please work directly with your administrator or Janine Hughes, Director of Special Education, for assistance in navigating these systems.

Synchronous	Asynchronous
	
Students learn at the same time.	Students learn at different times.
Communication happens in real time.	Communication is not live.
Possibly more engaging and effective.	Possibly more convenient and flexible.
Allows for instant feedback and clarification.	Allows students to work at their own pace.
 Examples Video conferencing, live chat, live streamed videos.	 Examples Email, screencasts, Flipgrid videos, blog posts/comments.

Technology Support for Staff during Distance Learning:

- Staff will be using technology daily, including the use of Google Classrooms, Zoom and other online platforms.
- Staff will have access to reliable internet. Accessibility options include:
 - Reliable home internet
 - In the classroom (if accessible and able to physical distance)
 - SCSOS offices; prior permission from administration please

Technology Support for Online Student Engagement:

- Each school and COE Program is responsible for providing appropriate technology to students in order for them to access distance learning. This includes being issued a device and being provided connectivity support.
- SCSOS and districts will continue to provide Hot Spots that are also accessible to families to support online engagement.
- Hard copy packets and low technology/no technology accommodations will be made should a family need this option.

Supporting Ongoing Communication and Student Connectedness to School Activities:

- Case Managers will conduct a family needs assessment through the Family Support Plan to identify the best mode of communication for each student/family. Needs may include: Google Classroom, Google Meets, Zoom, telephone calls, and/or emails.
- Students will have daily opportunities to interact with a teacher directly through preferred communication and/or have opportunities to participate in pre-recorded or live feeds connected to classroom activities. Related service providers may “push-in” to these activities as appropriate to help support engagement and participation.
- Itinerant staff and DIS providers should consult and collaborate with case managers and teachers to coordinate family communication, as not to overwhelm them with phone calls and/or emails.
- Itinerant staff and DIS providers will publish office hours and be available to teachers and parents/guardians daily.

Student/Family Engagement: We are committed to providing meaningful, responsive and engaging Distance Learning through the implementation of individualized Distance Learning Plans for each student.

- Consult and collaborate with teachers, case managers and school/program administration to support ongoing communication and student connectedness during Distance Learning.
- Conduct a family needs assessment to identify the best mode of communication for each student/family and/or touch base with the student’s case manager to identify communication needs/preferences. Preferences may include: Google Classroom, Google Meets, Zoom, telephone calls, and/or emails.
- Create and publish office hours to be made available to parents, teachers and case managers daily.
- Maintain attendance/service logs, therapy/services notes and consult/collaborate with teachers, case managers and/or site/program administration regarding student engagement during individual and/or group sessions.
- Consult and collaborate with case managers regarding the creation and implementation of individualized Distance Learning Plans.

- Maintain communication logs for each student to include phone calls and email correspondence.
- Provide a variety of robust learning options for students to engage that aligns to their individualized Distance Learning Plans, including and not limited to: live and/or pre-recorded lessons/activities available to individuals and/or groups of students, “push-in” services during class lessons lead by a special education and/or general education teacher, parent/guardian consultations via teleconference and/or phone call; direct instruction with individual students via phone calls, when video conferencing is not available or applicable.
- Schedule individual and group therapy/services for each student in accordance with their Distance Learning Plans and maintain attendance/service logs as well as service/therapy notes.
- Implement the following tiered approach to re-engagement strategies for students who are not engaged or absent during therapy/sessions.
- Complete Emergency service plan in the next IEP
- Consider virtual Lunch Bunch and Social Skill groups to keep students connected

Standardized Online Learning Platform(s): Providers may choose to use Zoom and/or Google Classroom to conduct individual/group services and warehouse resources for families. They may also interact with school/district-based platforms as needed/available.

Standardized Communication Platform(s): Zoom, Google Classroom, Google Meets, telephone calls, and/or emails.

Therapy/Services Provided via Zoom Protocols:

- Make sure your settings require that the host lets in each participant.
- Make sure your settings limit screen sharing to just the host. You can allow others to share by adding them as a co-host during the meeting.
- Make sure your background is not distracting.
- Orient your parents/guardians to Zoom Platform prior to their first lesson. (Do not assume everyone is familiar with it)
- Remind participants to change their name to just a first name (no last names).
 - Click “Participants” at bottom of screen, hover over your name and click “more”; choose “rename and change your name
- Remind participants to use mute to reduce background noise. The host of the meeting can mute participants, as well.
- Remember to pause and allow for processing time when giving verbal directions.
- Remember to continue to use visuals (via screen and/or demonstration from your location)
- Check for understanding frequently
- What can I do if a participant is being disruptive or inappropriate? (Be sure to follow up with the parent/guardian afterwards, if this is needed):
 - Mute their microphone
 - Turn Off their video
 - Remove them from the meeting

Tiered Re-Engagement Strategies:

Student engagement is essential to student success in a traditional in-person school setting, as well as during Distance Learning. The following tiered re-engagement strategies have been developed to help teachers and providers reach out to families, case managers and/or school/program administration to ensure multiple opportunities are provided to reinforce positive and productive engagement, as well as re-engage students in their learning should there be a series of absences and/or disengagement. Each school site providing Distance Learning will have their own tiered re-engagement systems so please touch base with your site and familiarize yourself with their practices. Here are some suggested tiered actions to consider:

Tier(s)	Student Attendance	Action(s) to Consider
Tier 1	Attending Regularly	Positive reinforcement(s)
Tier 2	Single Absence	Reach out directly to the parent via their preferred mode of communication and communicate that their student was missed during the scheduled learning activity. Remind them of their next scheduled session.
Tier 3	2+ Absences (not consecutive)	Same as above and ask the parent/guardian if the time continues to work or if they should explore alternative time(s).
Tier 4	2+ Consecutive Absences	Same as Above and notify case manager; consult/collaborate with them to help create solutions to attendance barriers; consider reaching out to site/program administrator for help and support; consider changing their Distance Learning Plan to address needs
Tier 5	Chronic Absences/ Disengagement	Same as Above and schedule an IEP meeting to more formally address engagement and attendance concerns.

Case Managers should document communication throughout this process and use a variety of communication tools if the family is not responsive, including: phone calls, emails, letters, certified letters, etc... Providers should also maintain communication logs and work with the student's case manager to address student engagement and attendance needs.

DIS Provider Roles and Responsibilities:

- Consult and collaborate with case managers, general education and special education teachers to implement Distance Learning Plans.
- Create and maintain schedules that provide services as written in the student's individualized Distance Learning Plan, including individual and group therapy/services.
- Maintain an online/Virtual Resource Library for students, staff and parents/guardians.
- Maintain Attendance Records and/or Service Logs for each student. Consult/collaborate with case managers, teachers and or school/program administration to implement re-engagement strategies when needed.
- Update IEP paperwork for Annuals, Triennials and Amendments and coordinate with case managers by phone or teleconference.
- Attend IEP meetings regularly via Zoom. Contact Janine Hughes, Director of Special Education, if your presence is requested in person.
- Keep and maintain service logs and turn these in monthly to Leia and Janine

DIS Providers Who are Case Managers:

- Create and implement individualized Distance Learning Plans and communicate with teacher(s) as needed. See Distance Learning Template for additional information.
- Schedule IEP meetings via Zoom.
- See IEP Checklist for Meetings Held Remotely for additional protocols/recommendations related to IEP meetings and IEP paperwork.
- School-based SLPs should familiarize themselves with site/district protocols and reach out to Janine Hughes with any questions regarding differences in SCSOS versus site/district protocols.
- Consult and collaborate with other related service providers regarding services, progress reporting, etc...

Regional Para Educator Responsibilities for Distance Learning (same as classroom para):

Under the direction and guidance of the teacher:

- Present/prepare instructional material under the supervision of the teacher to individual students or small groups in conjunction with planned program in delivery of pre-recorded or live streamed lessons, activities and/or demonstrations available to students and families via Google Classroom in order to provide daily opportunities for students and parents to access school-related activities remotely. Support teacher with 1:1 student Zoom sessions.
- Assist teacher in collecting and logging data for organizing and tracking daily assignments and/or activities that can be accessed by students and families remotely or via hard copy.
- Assist teacher in data collection practices that help monitor student engagement.
- Present/prepare instructional material through supplemental reinforcement activities via Zoom/Google Meets and/or telephone that supports student learning, engagement to school activities and peer to peer social interactions.
- Attend meetings (e.g. staff, parent/teacher) for the purpose of conveying and/or gathering information required to perform functions by attending all classroom zoom/google meets meetings with teacher and students/parents.
- Check-in daily with the teacher via virtual meetings (classrooms may be available as an optional meeting choice for staff, this will be given as an optional choice if classroom is available and staff are able to physical distance).
- Participate in Program/Team meetings via Zoom.
- Participate in virtual professional development weekly during regularly scheduled work day TBD between Teacher/Classified staff and approved by program administrator.

Assessments:

In person assessments may or may not be accessible during Distance Learning. Considerations will be made on a case by case basis and will be in accordance with state and local health requirements, district of residence's policies and practices, county office policies and practices and site-based procedures. Some assessments may be able to be completed virtually. Decisions regarding the feasibility of conducting assessments virtually will also be made on a case by case basis. If we are able to move forward with in person assessments, the following will be required:

- Appropriate PPE, social distancing and safety will be maintained
- An identified room will be identified for assessment and this will need to be cleaned regularly

IEP Meetings during Distance Learning:

- IEP meetings will be held remotely through the use of Zoom, which allows participants to "attend" meetings via a phone call and/or teleconference.
- Please work with your program administrator if a parent or district requests a meeting in person. Depending on the status of our county, updated state and local requirements/guidelines and our ability to implement safety guidelines, we may be able to accommodate in whole or in part.
- Paperwork will be made available via hard copy or electronically, depending on the needs/preferences of the family.
- Electronic Signatures will be made available to families upon completion of the IEP meeting.
- Prior to the meeting, either send home an electronic or hard copy of the IEP agenda (optional), Invitation/notice of IEP and copy of procedural safeguards.

IEP Meeting Checklist for Meetings Held Remotely

Please remember that each district may have variations in what they would like done. Please make sure that you are communicating and coordinating with your program administrator. We will update this document as new information comes in.

This Checklist is in addition to what case managers "typically" do when scheduling, holding and following through with IEP meetings.

Prior to Meeting:

- Case Manager: Contact parent and make sure that they are available to attend an IEP meeting remotely and explain that the Zoom platform allows for phone in and/or videoconferencing participation. Internet is not required to access the phone option.
 - If yes, proceed with setting up IEP Meeting via Zoom.
 - If no, work with your administrator to problem-solve.
- Set-Up Zoom Meeting. Include the following on the email to parent:
 - Meeting Notice
 - Notice of Procedural Safeguards and Parents Rights
 - Link to "[How to Join a Zoom Meeting](#)" (Live Link)
 - IEP Agenda Draft (optional)
 - Include drafts of assessment reports, as appropriate
 - Send Zoom link with Notification to all participants
- Send a reminder email with Zoom Link the day before/week of meeting.
- Email draft of IEP to parent prior to day of meeting. Make sure it is watermarked "DRAFT."
- Set-Up/Check Zoom Settings:

- Require the meeting host to “let in” each participant.
- Share co-host responsibilities with your program administrator/school psychologist
- Log-in early to check settings, wifi, sound and video.
- Position your camera properly (at eye level if possible)
- Make sure your background is professional and that you are participating in a room that allows for confidential conversations to take place.
- Prepare materials in advance. If you are sharing documents during a meeting, make sure you have them prepped and ready/easy to access.
- Limit distractions. Close out any other documents/email/tabs/applications that are not related to the meeting and/or could present confidentiality concerns.

During the Meeting:

- Use the video option as much as possible and encourage participants to use it. Having the parents “see” the participants will help establish online rapport through a better sense of human contact/connection.
- At the start of the meeting, orient participants with the following Zoom features/suggestions (do not assume everyone is familiar with this platform):
 - Have participants mute themselves during the meeting when not speaking to reduce background noise. The meeting host has the ability to mute and unmute—this can be helpful when participants accidentally forget or do not know how to change it.
 - Point out Chat Box function (located on menu bar at bottom of the screen) feature. It can be used to ask questions, etc... Remember to save the Chat Box before ending your meeting.
 - Have each participant type their name and role in the Chat Box as a way to document attendance.
 - If a participant is having technical difficulties, have them call in as opposed to video.
- Consider building in a break if a meeting lasts over 60-90 minutes. Pre-set a break time at the beginning of the meeting. Participants can log off and then re-log back in.
- Use “Screen Share” to show drafted IEP documents, especially when reviewing/updating Present Levels, Accommodations/Modifications and Services Page, etc...
- Service Providers can also share their screens when going over reports, etc. You will need to make them a co-host in order to be able to share their screens.
- Remember to give participants, especially parents, processing time to take in information shared verbally.
- Make extra efforts to engage parents, ask clarifying questions and allow them more time to ask questions and contribute their feedback throughout the meeting.
- Check to make sure contact information has been updated, including: phone, address and email(s)
- IEP recommendations, including goals, services etc. should be based on when school is in session (not during school closures). Distance Learning Plans will address changes associated with emergency school closures of more than ten days.
- Emergency service plans will be a part of the IEP and needs to be presented.
- Notes Page & Participation Documentation: Type in the names and titles of each participant on the participation page and use the notes page to memorialize participation via teleconference and type participant names on the signature page.
 - Sample Verbiage: *“Due to school closures associated to COVID-19, the following IEP team members via tele-conference: list names and titles...”* (Remember to include your own name). Zoom meetings also have a reporting mechanism that your administrators

can help you print out that shows who was virtually present including log-in/off times. Each virtual participant will NOT need to sign the signature page.

- Ask the parent if they would like a hardcopy of the IEP mailed home or if they would like to receive it via email. Document their preference in the notes.
 - Hard Copy via US Mail: Let the parent know to expect a copy in the mail and it will include a self-addressed stamped envelope that they can return to SCSOS Special Education or your school site via US Mail.
 - Electronic copies: Let the parent know that you will be emailing an updated draft via email and to expect an electronic signature page to be emailed.

After the IEP Meeting is Completed:

- Save the Chat Box before ending the meeting. Send a copy of the updated IEP paperwork and a copy of Procedural Safeguards and Parental Rights to parent based on their preference:
 - Hard Copy: U.S. Mail
 - Electronic Copy: Email
- Case Manager: Email the parent an electronic copy with a cover letter/email (see template below).
- After a couple days, call the parent to make sure they received the copy and ask if they have any questions.
- Affirm and Attest IEP (with or without parent consent). Do not wait for a completed Signature Page to be received.
- Save completed IEP as a PDF and save. You may email the IEP to SCSOS School Secretary so they can print and mail home a hard copy, if needed:
- Include in the email if the parent requested a hard copy to be mailed home, so that you can keep track and have SCSOS School Secretary print out and mail if needed.
- Hard Copy: SCSOS School Secretary will notify you upon receipt and will scan and attach in SEIS for you.
- Electronic Copy: Once received, please attach in SEIS.
- Please get to your school site and put into student permanent Special Education file.
- Schedule a follow up IEP meeting if needed.

Please contact your administrator or Janine Hughes, Director of Special Education, with any questions regarding hosting an IEP meeting via teleconference.

Sample Hard Copy Cover Letter for Parent:

Dear (parent/guardian name),

Thank you for attending (student Name's) IEP meeting held on (date) via teleconference. Per your request I have attached the updated draft of your son/daughter's IEP for your review. I have also included a copy of the Notice of Procedural Safeguards for your reference. As always, we appreciate your participation in the IEP process and look forward to working with you to support your son/daughter's progress in school.

I have included an additional Signature/Consent Page for you to complete and return to Special Services in the self-addressed and stamped envelope also provided for your convenience. Please contact me directly with any questions.

Sincerely,
(SLP Name)

Sample Email to Parent for Electronic Copies (SLP/Speech-Only's):

**Send to parent and CC Amanda Ramirez, Program Technician.*

Dear (parent/guardian name),

Thank you for attending (student Name's) IEP meeting held on (date) via teleconference. Per your request, I have attached the updated draft of your son/daughter's IEP for your review. I have also included a copy of the Notice of Procedural Safeguards for your reference. As always, we appreciate your participation in the IEP process and look forward to working with you to support your (son/daughter's) progress in school.

I have CC'd Tejinder Khera, Special Education Principal, she will be following up with an Electronic Signature Page to be completed via email. Please contact me directly with any questions. Please respond to this email so that I know you have received it and can open the attachments.

Sincerely,
(SLP Name)

Other Templates: