



SOUTH EASTERN SPECIAL EDUCATION

## South Eastern Special Education Individualized Remote Learning Plan

*For Students Eligible for Special Education and Related Services  
During the COVID-19 Pandemic*

This guide is meant to assist SESE Staff to address special education and related services during the COVID-19 Pandemic. Each case manager/service provider should use this guide and its resources to develop an individualized remote learning plan with every student eligible for special education and related services so the school District can continue to provide a Free and Appropriate Public Education (FAPE) to all students in light of these unique circumstances. These plans should be created in collaboration with parents/guardians. On Tuesday, March 31, 2020 - SESE Administration will reach out to families- [PARENT LETTER](#) to let them know this is coming. This will also be posted on our website. Feel free to share this letter with your students and families.

### Part I - Gather Your Resources

First and foremost, you will want to gather the student information that you will need in order to create your Individualized Remote Learning Plan with the student and their family. *An individualized plan will include General Education Services, Accommodations and Modifications, Special Education Services AND Related Services.* Key items you will need to have at hand:

- Current Student IEP with goals and objectives
- Current Accommodations Page -- thinking about what do they need on a daily basis?
- Home district plan for Remote Learning (are they using grade level packets? Google classroom?)
- Parent/Guardian Contact Information - check address and phone number for accuracy in Embrace and I-Star. SESE does not have access to school database systems such as TeacherEase, Skyward, etc.

You will also need to determine what physical resources you brought with you (i.e. protocols, manipulatives, etc.) and what you have access to online. A variety of resources have been gathered and many more free resources that provide specialized instruction for students have become available since the COVID-19 pandemic began. Make a list of your resources and start to sketch out (in your mind) what you might be able to provide for each student on your caseload. Please visit [SESE Remote Learning Resources and Expectations](#) and [Resources for Remote Learning Days](#).

### Part II - Determine What You Can Provide

You will need to think through what you will be able to provide in your work from home. This will likely look VERY different than it did when we were meeting in person at school. As discussed above, there are many resources that have become available since we left school and many more online instruction programs that we might not have used prior to this pandemic. We can continue to provide excellent instruction for students with disabilities under these unique circumstances.

This is not a time where you should be working in isolation. Schedule a call with your team members, including paraprofessionals to think through resources and develop an appropriate learning plan. Start by considering each student's goal areas and what could be provided in each area. Think about how you could take something that already exists and tailor it. With that being said, don't be the person who is doing all of the

work and thinks that you have to do all of the work - share it with your colleagues.

If you do not have access to a technological device, please contact Jill Keller-Weems at [jweems@sese.org](mailto:jweems@sese.org).

### Part III - Make Contact with the Parents/ Guardians

**Key Question: Are you making good faith efforts to engage with families to determine what FAPE will look like during the school closure?**

After gathering your resources, you will then want to contact the student's parents/guardians to discuss the following topics. Document ALL of your attempts including date/time/format in this form: [Remote Learning Student Contact Documentation](#)

1. How will services and supports be delivered during the time that students are out of school?  
Examples might include: Telephone, Zoom Calls, Classroom DoJo, Google Hangout, etc. It is highly likely that the majority of services will be in paper packet form with follow up phone calls.
2. What services are appropriate during the time that school is meeting remotely. Consider the following:
  - First, review the goal areas and services that the student is already receiving and take into consideration the fact that services are not likely to look the same as they did during the time that we were meeting in person.
  - Are there new services or supports that need to be provided to the student because they are now learning at home?
  - How are you tailoring instruction to meet the needs of students?
  - How is the instruction you are providing to students focused on goals?
  - How does the student work most effectively at home?
  - What does the student prefer to do at home?
  - What resources does the student/ family have access to at home?
  - Determine, with the parent/guardian, what services and supports are necessary during the time that the student is receiving remote learning.
3. What supports are necessary for the parents/ guardians or family members to make sure that they are able to assist with implementing the remote learning plan.  
It is important that we remember that parents/guardians and family members are not used to implementing learning at home for their children. Therefore, we should work with them to assist them in making sure that they are able to support their student learning. This might look like a scripted lesson plan ahead of time, a brief phone call or Zoom Chat with a group of parents to discuss the lessons that you are going to provide in the next few days so that they can prepare their children. Think through what this might look like and how you can help your families to make learning remotely easier and accessible.
4. Determine when the services and supports will be delivered during the time school is out?  
Case managers/Service Providers should work together with the family to assist them in developing an individualized remote learning schedule for delivery of services. **Specific minutes for Special Education and Related Services must be included in the plan and those minutes will be significantly lower than their regular IEP minutes. The frequency should remain the same but the duration will be significantly less. This is not a Full IEP, it is a one page, amendment form.**
5. If you are using group services (or holding any sort of group for special education), discuss the Group Learning Plan Form. (MAKE A COPY OF THIS FORM) - (Illinois specific language on this form is included)  
Since services and supports are being provided virtually, some things are different and we need to make sure that parents and families understand that they should not be videoing a lesson and that we are also not responsible if another parent/guardian videos a lesson, etc.

Special Education Teachers and Related Service Providers are expected to make contact with student families regularly during Remote Learning to follow up with students and ensure understanding of the learning packets and/or online learning platforms.

SESE staff who provide direct services are required to make themselves available via email, digital platform, or phone to students and/or parents regarding questions about student related service activities, special education assignments, and other learning activities.

Document the contact date/time of parent contact in the [Remote Learning Student Contact Documentation](#) form. By doing so, this provides a consistent paper trail of contact to make reasonable effort.

#### Part IV - Document the Components of the Individualized Remote Learning Plan - IEP Amendment

Once you have made contact with the parents/guardians of the students on your caseload, you will need to document your remote learning plan using the IEP Amendment Form. This individualized remote learning plan is something that we would use in an effort to show our reasonable and good faith efforts to provide appropriately accommodated services and supports during the pandemic (i.e. *these* circumstances). We need to work with parents to help them understand why, from a special education and related service delivery perspective, these are truly unique circumstances, and that we don't have any "guide" for this. We are going to provide the most appropriate services to our students in the best way we know how. *Use the Stand Alone IEP Amendment Form in Embrace IEP.* Consult with your SESE Supervisor for assistance.

The Amendment Form will include specific minutes/frequency of special education and related service minutes. Those will be significantly lower than those minutes in the current IEP and could be group services (see #5 above). Keep in mind that most students will have the following categories:

General Education Services: Using the materials/resources provided by general education staff. What accommodations or modifications (if any) are necessary? Who/How will those be implemented?

Accommodations and Modifications: Think about the Learning Resources or assignments being sent by General Education teachers. Is it by grade level? What will each student need in his/her Remote Learning Plan to access these materials? The plan can be to check in weekly for understanding and support.

Special Education Services: As determined by current IEP, what specialized instruction was the student receiving and how does that look now? Frequency and minutes will need to be specifically stated.

Related Services: As determined by current IEP, what related services are necessary and how does that look now? Frequency and minutes will need to be specifically stated. Some services, such as Special Transportation are not necessary, 1:1 Paraprofessional support is another service that cannot be provided remotely. Paraprofessionals can be part of the follow up, calling and checking in, preparing materials, making copies, etc.

Be sure to include the [IEP Amendment Cover Letter](#) with all amendments sent to parents. Contact Jill or Kim if a parent requests a copy of the Procedural Safeguards - AKA Parent Rights.

Technical Assistance Supervisors will assist with the IEP Amendment Form through Embrace if you have any questions.

## Part V - Document Continued Services

It is important that you document the services and supports that you are providing to students during their time away from in-person instruction. This can be accomplished through the [Remote Learning Student Contact Documentation](#) form. It's inevitable that the documentation will be required in a temporary record or through "related service logs."

In order to allow for continuity and coordination the case manager will need to share the documentation form with the service providers. This will allow all staff involved with the student to view and enter data on the same form. You will need to provide a copy for each child's file once school resumes.