



## **LAUSD DIVISION OF SPECIAL EDUCATION**



### ***@HOME CONTINUITY OF LEARNING PLAN FOR STUDENTS WITH DISABILITIES***

During the national pandemic emergency due to the threat of COVID-19, the LAUSD Division of Special Education recognizes that all services may not be able to be provided in the same manner as they are typically provided. With that in mind, it is the goal of the Division of Special Education to ensure that students with disabilities have equitable, meaningful access to learning opportunities, tailored to the individualized needs of students as specified in their IEPs to the extent feasible. *The Special Education @Home Continuity of Learning for Students with Disabilities Plan* is designed to provide educational opportunities and Related Service supports to students through alternative means taking into account social distancing protocols as determined by public health officials via distance instruction provided virtually, online or telephonically, video conferencing, teleconferencing, teletherapy and tele-intervention, instructional packets, handouts and/or independent activities.

### **RELATED SERVICES GUIDELINES AND EXPECTATIONS FOR RELATED SERVICE PROVIDERS**

#### **Initial Communication with Families**

Related Service Providers should have made initial contact with families of students on their caseload during the week of March 23, 2020, using the script provided. Particular focus should have been placed on the technology accessibility questions within the script. If Providers experience problems communicating with students/families, administrators should be informed and efforts should be continued and documented.

#### **Phase-in Session**

A phase-in session of at home services will be conducted beginning the week of March 30, 2020. Related Service Providers should complete at least one distance learning session during this week. Information as to successes and any concerns during the initial phase-in session will be noted and reported to supervisors so that any identified issues may be addressed prior to the full start of services, which is scheduled for April 13, 2020. In addition, documentation of the phase-in sessions should be completed as noted below in the documentation section.

#### **Guidelines for Distance Learning**

Related Service Providers are expected to continue to work during regular work hours. Providers should communicate office hours to students and parents. Related Service Providers should have 1-3 office hour sessions during the week (in separate 1 hour blocks).



Related Service Providers should provide sessions to students as close as possible to the frequency and duration identified in student IEPs, to ensure progress towards IEP goal attainment to the extent feasible. Related Service Providers should also regularly communicate with parents/guardians and provide consultation as needed. Various modes of communication may be utilized to ensure communication/consultation takes place (e.g. phone call, email, Schoology, or the option of video conferencing methods - Zoom, Microsoft Teams which are available through the Single-Sign On process).

### Delivery Service Plan for Related Service Providers

- Implement service/support to students in alignment with their IEP goals through distance learning, video conferencing, teleconferencing, and/or independent activities. Face-to-Face learning via Zoom, or some other form of face-to-face methods through technology is preferable.
- Provide small group sessions as applicable
- Continue to provide support packets for parents, via email or paper copies, containing handouts/activities/strategies to support students at home as necessary.
- Maintain a regular schedule with defined office hours.

### Documentation

Within five days of completing a distance service session and/or consultation, document the type of session that was completed in each student's Service Record as an Event with Notes in the Welligent system. Acceptable distance service sessions during school closures include virtual meetings (via Skype, Zoom, Google Meet, etc.), telephonic meetings, or e-mails sent from the provider's District (or independent charter school) accounts. For RSP and all Related Services please follow the steps outlined in the guide attached to document service provision.

### District Policy and Professional Responsibilities

When conducting online distance learning with students, teachers should maintain the same dress code as if they were physically at work having face-to-face contact with students. The District's Code of Conduct with Students should be observed in virtual settings in the same manner as is required in a physical setting (e.g. always have two or more students in a virtual chat room). The District's Responsible Use Policy should be adhered to. Mandated child abuse reporting requirements remain in full effect.

## **RESOURCE SPECIALIST/INCLUSION GUIDELINES AND EXPECTATIONS FOR RESOURCE/INCLUSION TEACHERS**

### Initial Communication with Families

RSP/Inclusion teachers should have made initial contact with families/students on their caseload/roster. If Teachers have not yet done so, this should be done as soon as possible. If Teachers experience problems communicating with students/families, administrators should be informed and efforts should be continued and documented.

### Guidelines for Distance Learning

RSP/Inclusion Teachers are expected to continue to work during regular work hours. They should schedule and communicate office hours to students and parents. There should be at least three separate (1-hour block) office hour sessions during each week.

RSP/Inclusion teachers should communicate with students as close as possible to the frequency and duration identified in student IEPs, to ensure progress towards IEP goal attainment to the extent feasible. Various modes of communication may be utilized to ensure communication/consultation takes place (e.g. phone call, email, Schoology, or the option of video

conferencing methods - Zoom, Microsoft Teams, which are available through the Single-Sign On process). Teachers should keep track of their interactions with students, noting if there has been no contact with a student in the last five school days. If there has been no interaction with students in the last five days, notify a school administrator to support further student outreach.

In addition, consistent efforts must be made to collaborate with General Education Teachers to identify areas where students need additional support, feedback, and practice opportunities to assist students with disabilities in working towards their IEP goals. This collaboration should occur regularly, to ensure progress towards IEP goal attainment to the extent feasible. Communication can occur via various modes of communication (e.g. phone call, email, of video conferencing methods).

### Delivery Service Plan for Resource/Inclusion Teachers

- Collaborate with General Education Teachers to support access to core content for students with disabilities.
- Collaborate with General Education Teachers to identify the areas that require additional support, feedback, and practice opportunities to assist students with disabilities in working toward grade level standards and/or aligned to individual student IEP goals.
- Collaborate with General Education teachers to establish, build and maintain shared platforms such as Google Docs or OneDrive/SharePoint to provide a model of completed assignments, assist students in building knowledge together, and learning from each other's work.
- Strategically schedule small group sessions immediately before or after the General Education Teachers' lessons to pre-teach or review information covered.
- Schedule differentiated small group sessions and address skills aligned to students' IEP goals that may be prerequisite skill to grade-level standards.
- Collaborate with the Least Restrictive Environment Specialist and Program Specialist to gather resources, identify research-based strategies and programs to facilitate student engagement via virtual platforms.
- Regularly gather data on IEP goal progress and specific skills to minimize regression. Share this information with general education teachers via the use of progress monitoring assessments, student work, or notes from online interactions.
- Maintain a regular schedule with defined office hours.

### Documentation

Within 5 days of completing a distance service session and/or consultation, document the type of session that was completed in each student's Service Record as an Event with Notes in the Welligent system. Acceptable distance service sessions during school closures include virtual meetings (via Skype, Zoom, Google Meet, etc.), telephonic meetings, or e-mails sent from the provider's District (or independent charter school) accounts. For RSP and all Related Services, please follow the steps outlined in the guide attached to document service provision.

### District Policy and Professional Responsibilities

When conducting online distance learning with students, teachers should maintain the same dress code as if they were physically at work having face-to-face contact with students. The District's Code of Conduct with Students should be observed in virtual settings in the same manner as is required in a physical setting (e.g. always have two or more students in a virtual chat room). The District's Responsible Use Policy should be adhered to. Mandated child abuse reporting requirements remain in full effect.



## ALTERNATE CURRICULUM GUIDELINES AND EXPECTATIONS FOR ALTERNATE CURRICULUM TEACHERS

### Initial Communication with Families

Alternate Curriculum Teachers should have made initial contact with families/students on their roster. If Teachers have not yet done so, this should be done as soon as possible. If Teachers experience problems communicating with students/families, administrators should be informed and efforts should be continued and documented.

### Guidelines for Distance Learning

Alternate Curriculum Teachers are expected to continue to work during regular work hours. They should schedule and communicate office hours to students and parents. There should be at least three separate (1-hour block) office hour sessions during each week.

Alternate Curriculum Teachers should communicate with their students/families regularly. They should keep track of their interactions with students, noting if there has been no contact with a student in the last five school days. If there has been no interaction with students in the last five days, notify a school administrator to support further student outreach.

Alternate Curriculum Teachers should review the recommended screen time for general education, and adapt the time as necessary, according to student needs and to address student IEP goals to the extent feasible:

1st-3rd: up to 2 hours daily

4th-5th: up to 3 hours daily

6th-12th: up to 4 hours weekly per content area

Various modes of communication may be utilized to ensure communication/consultation takes place (e.g. phone call, email, Schoology, or the option of video conferencing methods - Zoom, Microsoft Teams, which are available through the Single-Sign On process).

### Delivery Service Plan for Teachers using the Alternate Curriculum

- Utilize the Unique Learning System online Curriculum for instruction.
- Review data collected through student accounts to make decisions about the need for additional practice or advancement.
- Ensure data is being collected and documented in the system on a weekly basis.
- Share lessons for practice of skills through the Unique Learning System online platform.
- Connect with students and families on a weekly basis using platforms that meet their communication needs (e.g., online, phone, etc.).
- Maintain a regular schedule with defined office hours.

### District Policy and Professional Responsibilities

When conducting online distance learning with students, teachers should maintain the same dress code as if they were physically at work having face-to-face contact with students. The District's Code of Conduct with Students should be observed in virtual settings in the same manner as is required in a physical setting (e.g. always have two or more students in a virtual chat room). The District's Responsible Use Policy should be adhered to. Mandated child abuse reporting requirements remain in full effect.

## SPECIAL DAY CLASS TEACHERS GUIDELINES AND EXPECTATIONS FOR SPECIAL DAY CLASS TEACHERS

Special Day Class teachers will follow guidelines previously published in the in LAUSD Policy for @Home Continuity of Learning.



## Documenting Distance Service Sessions with Notes in Welligent During School Closures

The Division of Special Education is committed to providing continuity of education for students with disabilities during school closures. In an effort to ensure that students are provided with access and support with educational resources, we have established a process for documenting distance service sessions and notes in the Welligent system.

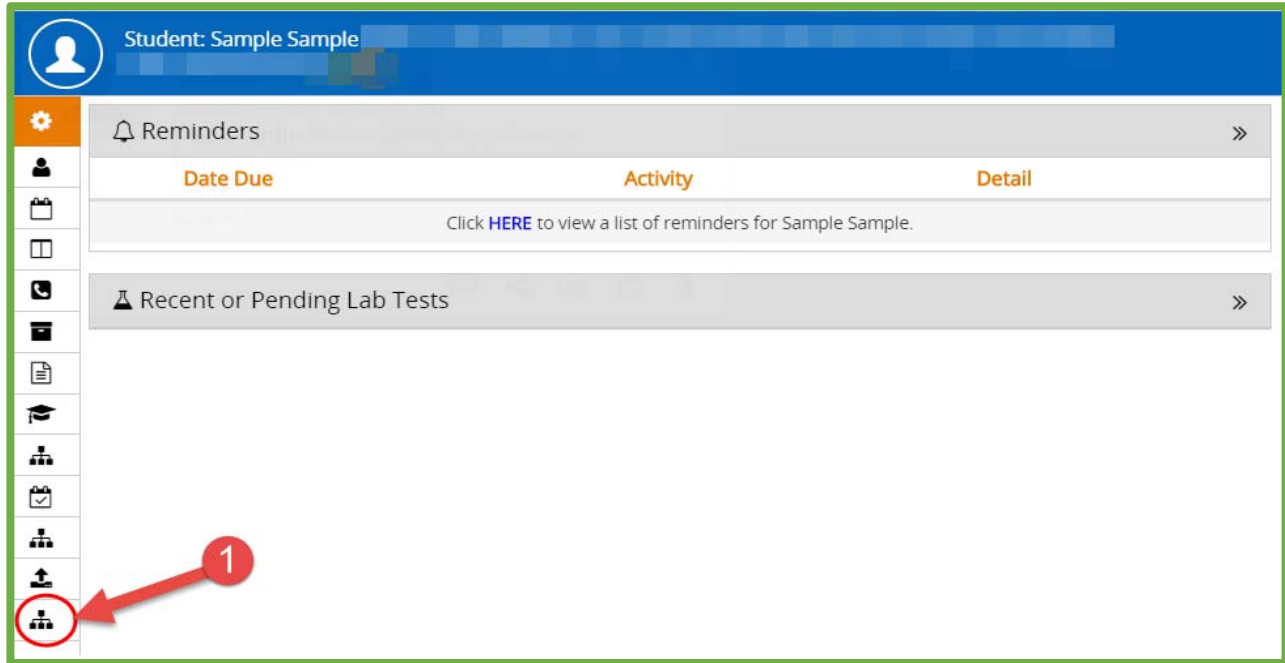
**For all District and independent charter schools:** Within 5 days of a distance service session, document the type of session that was completed in each student's **Service Record as an Event with Notes** in the Welligent system. Acceptable distance service sessions during school closures include virtual meetings (via Skype, Zoom, Google Meet, etc.), telephonic meetings, or e-mails sent from the provider's District (or independent charter school) accounts.


Please follow the steps outlined in this guide to document service provision for RSP and all Related Services. **All distance service sessions are to be documented in the Welligent system by using the event status/code "IS-Interim Service" during the COVID-19 school closure period.**

Code	Name	Description
IS	Interim Service	This code will be used temporarily (until further notice) to document all contact, contact attempts and distance service sessions made by the service provider during the COVID-19 school closure period. Such encounters may include but are not limited to: <ul style="list-style-type: none"><li>● Phone Calls/Messages</li><li>● E-mails</li><li>● Skype, Zoom or any other virtual conference platforms</li><li>● Office Hours</li><li>● Schoology</li></ul>

Please note that these procedures do not pertain to nonpublic services. Nonpublic service providers should kindly reference information issued by the Nonpublic Services Support Branch for guidance regarding nonpublic service documentation.

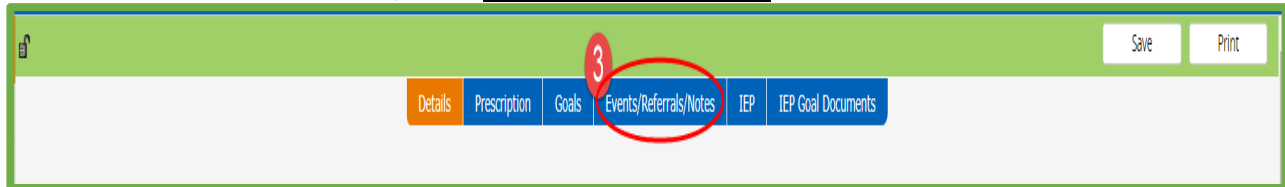
1. Upon accessing the student record in Welligent, select Services at the bottom of the Record Navigator bar:



2. Access the Service Record details by clicking the  Edit icon.  
 \*\*Service providers will only have access to their own assigned service. Not all services are shown below\*\*

2	New	Schedule	Service	Status	Start Date	End Date	Provider	Srvc Appl To	Team	Completed	Scheduled	Cancelled
			(BID) Behav Intervention Dev.	Active	04-MAR-20							
			Adapted PE	Active	04-MAR-20							
			Occupational Therapy	Active	04-MAR-20							
			Language/Speech	Active	04-MAR-20							
			(BI) Behav Intervention Impl.	Active	04-MAR-20							

3. Once inside the Service Record, select Events/Referrals/Notes:



- Locate **Events**. Select the green, plus sign **+** on the right side of the screen to create a new session:  
 (RSP service providers will create a new event for each distance service session provided to students.  
 The *Daily/Weekly Services Data Entry* module **will not** be used to document services during this period.)

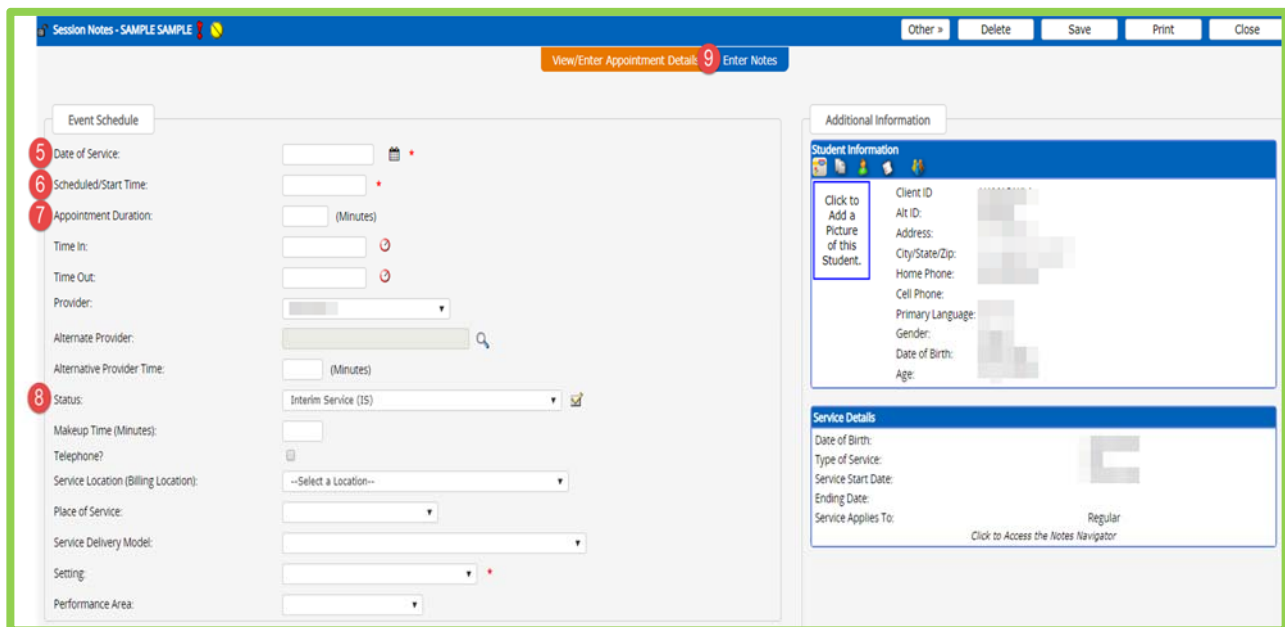


Complete the following fields:

NOTE: Some services have alternate fields to complete.

Please follow guidelines applicable for services provided by your department. Fields with red asterisk \* must be completed.

- Date of Service
- Scheduled/Start Time
- Appointment Duration (Minutes)
- Status: Interim Service (IS)
- Select **Enter Note**







- 10. Select Enter Notes
- 11. a. Document how service was provided (virtually, telephone, or email).  
b. Document session objective(s). What was taught, reviewed, discussed.

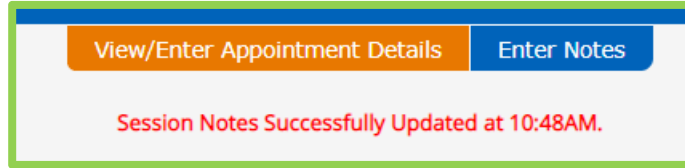
- 12. Select SAVE
- 13. Select Session Results/Measurable Outcome

The screenshot shows a web interface for entering appointment details. At the top, there are buttons for 'Other >', 'Delete', 'Save', 'Print', and 'Close'. A red circle with the number '10' is next to the 'Enter Notes' button. Below the buttons, a message reads 'Session Notes Successfully Updated at 10:48AM.' The main content area is titled 'Session Objective/Notes' and contains a text box with the following text: 'RSP service provided via Zoom/Telephone/Email (document modality used)' and 'Session objective: (Document what was taught, reviewed, discussed, etc.)'. A red circle with the number '11' is next to the title. At the bottom of the text box, it says '7354 Characters Left'. Below the text box is a section titled 'Session Results/Measurable Outcome' with a red circle with the number '13' next to it.


- 14. Document that the session has been completed, or any other pertinent notes.
- 15. Select SAVE
- 16. Select CLOSE

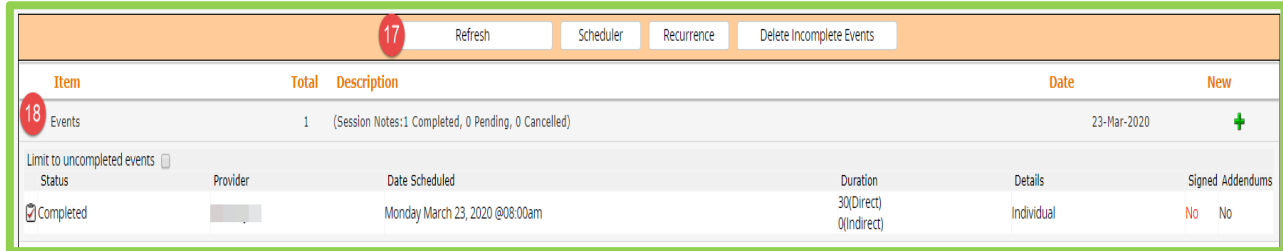
The screenshot shows the same web interface as the previous one. The 'Save' button now has a red circle with the number '15' next to it. The 'Print' button has a red circle with the number '16' next to it. The 'Close' button is also visible. The message at the top now reads 'Session Notes Successfully Updated at 10:56AM.' The text box now contains the text 'Session completed.' and a red circle with the number '14' is next to it. At the bottom of the text box, it says '7482 Characters Left'.

Visually confirm that the session was saved



17. Select Refresh.

18. To verify that the session was saved, select the plus sign  to expand Events.



**For further support, please contact the following:**

For RSP and Behavior (BIC/BID) service documentation, contact the LRE Specialist assigned to your school.

For nonpublic services, contact the Nonpublic Services Support branch.

For independent charter schools, contact their Tier 1 support staff.

For all other Related Services:

Service	Contact	Email
Adapted PE	Designated Supervisor	-
Audiology	Kim Miller	kimberly.miller@lausd.net
Blind/Partially Sighted	Theana Kezios	tdk0434@lausd.net
Counseling and Guidance	Designated Supervisor	-
DHH	Theana Kezios	tdk0434@lausd.net
Inclusion	Tiffany Sepe	tiffany.sepe@lausd.net
LAS	Designated Supervisor	-
LRE-C	James Koontz	jck6411@lausd.net
OT/OT-C	Designated Supervisor	-
OI	Kim Miller	kimberly.miller@lausd.net
Orientation Mobility	Theana Kezios	tdk0434@lausd.net
Physical Therapy	Designated Supervisor	-
PKIT	Amy Allina-Chambers	amy.allina-chambers@lausd.net
ERICS	Chrishone Dickerson	chrishone.dickerson@lausd.net
Recreation Therapy	Designated Supervisor	-



## Frequently Asked Questions

**Can providers document student contact prior to March 31, 2020?**

Yes, providers may document contact/attempted contact dating back to 3/16/20 by using the IS-Interim Service code. Providers may also go back to document service provision that was provided to students prior to school closures utilizing their regular method of service documentation.

**How will distance service sessions be reflected on the Welligent SER300 reports?**

School calendars have been adjusted in Welligent. Therefore, a service target is no longer being calculated and minutes will not be accrued. The under 70% service provision benchmark letters for 4/15/20 (cohort 3) has been postponed until further notice.

**Do service providers need to create a new service record to document distance service sessions?**

No, please continue to use the same service record to document distance service sessions.

**If a student does not show up to a scheduled session do I mark the student absent using the "SA" code?**

No, please use the IS-Interim Service code to log all attempted contact with the student. Please document in the notes section that the student was not present for the scheduled session.

**Can special education paraprofessionals document services?**

Special education paraprofessionals are not being asked to document service provision in the Welligent system at this time. However, they may choose to do so for any BII service support they provide a student during distance learning sessions during this time utilizing the process outlined in this guide.

**How much time do I document for an email?**

Please document the amount of time spent in drafting the email. In the notes section, please document the content of the email. Should you receive a response, please document the outcome.

**How do we document distance service sessions when co-teaching/co-planning with a general education teacher?**

Please use the IS-Interim Service code to document co-teaching/co-planning with a general education teacher. In the session notes please document the details of the co-teaching/co-planning session.

**Do we use the IS code for time spent holding IEP team meetings?**

No. Just as you would not document IEP team meetings in a student's service record, please do not use the IS code for this purpose. Any pertinent information related to IEP team meetings may be documented in the Meeting Notes section of the IEP.

**How do special day class teachers document their attempts to contact students?**

Special day teachers will document their attempts to contact students in the same manner general education teachers are documenting their attempts in MiSiS. Please refer to the Continuity of Learning guidance provided by the Division of Instruction (DOI).

**How do we document IEP goal attainment?**

Teachers and providers should continue to document goal progress in Welligent. The District is currently determining how they will send out report cards. Teachers and service providers will most likely use the same method for sending out the report of goal progress. Further guidance will be provided.

**How often do I need to document distance service sessions?**

Teachers and service providers should document all distance service session contact/attempted contact within five days of the event.