

Best Practices for Continuity of Instruction – Guidance # 2
Special Education & Pupil Support Services Department

Staff in this category may use an online platform and email with students with disabilities (SWD) and their families to provide assignments in alignment with the subject content standards and the student's IEP. It is strongly recommended that teachers interact with students, parents, and colleagues within the contractual workday. It is also expected that Related Service Providers will conduct remote individual and/or group sessions with their assigned students pursuant to each student's IEP, to the extent possible, during the contractual workday. **In addition to Guidance #1, staff responsibilities may include:**

Instructional Delivery and Interaction

- Communicate to students and families regarding the CSE/CPSE process remotely.
- Schedule, coordinate, attend, and conduct CSE/CPSE remote meetings.
- Complete outstanding reports, evaluations, IEPs and all related documents in connection with the CSE/CPSE process.
- Determine and obtain the necessary materials required for the completion of CSE/CPSE tasks remotely. Staff should contact the Special Education Department to either make arrangements to voluntarily pick up the materials or for guidance, if they are unable to do so.

SPECIAL EDUCATION TEACHERS*

- Access positive emotions regarding learning
- Activate multiple senses by integrating colors, sounds, music, video clips into lessons
- Link new information to prior knowledge
- Have students make predictions to foster engagement with learning
- Incorporate activities that address a range of learning styles/intelligences
- Provide experiences in problem solving and analytical reasoning
- Use visualization strategies and simulations
- Promote exploration of abstract relationships, timeliness and data interpretation
- Make conceptual connections to the real world
- Use mnemonics as retention strategy
- Provide choices of outputs for students to demonstrate proficiency
- Find ways to promote small group projects involving research
- Involve students in noticing phenomena and characterizing and analyzing them
- Provide effective feedback to students regarding “glow” and “grow” areas
- Use rubrics to promote self-assessment and peer assessment
- Break down complex skills into short segments allowing for repeated practice
- Use questions **before** (to determine what students know); **during** (to determine and correct misconceptions) and **after** (to determine what students learned) the lesson
- Ask higher level thought questions to increase comprehension and retention
- Use Thinking Maps or graphic organizers for students to gather and organize their thinking
- Align instruction to IEP goals/objectives
- Access district resources (ReThink Autism, Castle Learning, Clever, etc.) to ensure instruction is differentiated
- Document student progress towards IEP goal attainment
- Work collaboratively with Pupil Support Team members
- Conduct and participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
- Collaborate with general education teachers on lesson planning, delivery, and resource and materials development
- Communicate with families to provide support concerning learning process

*N.B. Some Instructional and other strategies excerpted from Critical Thinking for Life: Master Instructional Strategies by Lujan, Collins & Love

PSYCHOLOGISTS

- Conduct regular “check-ins” with students to support their social learning
- Review, monitor and update student Functional Behavior Assessments and Behavior Intervention Plans
- Collaborate with Pupil Support Team members to support student learning
- Communicate regularly with parents of students on caseload
- Maintain log of remote social emotional learning interactions
- Assist Pupil Support Team with integrating social emotional supports into lessons
- Complete outstanding reports
- Provide support to families with “at risk” students, including suicide assessments
- Ensure social development management needs are reviewed for students on caseload, for consultative purposes
- Develop remote learning plan for each student on caseload, to provide preventive supports based on student need
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate

SOCIAL WORKERS

- Complete outstanding reports
- Collaborate with Pupil Support Team members to support student learning
- Maintain regular contact with parents/students
- Assist parents with community-based resources, as needed
- Conduct parent interviews, parent assessments remotely, as assigned
- Respond to parent inquiries/concerns
- Develop remote plan for each family , identifying areas in need of support and for follow-up, as appropriate
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate

SPEECH PATHOLOGISTS

- Review student IEP objectives to provide support to families
- Maintain and monitor student progress
- Complete outstanding reports
- Provide guidance to Pupil Support team as needed
- Collaborate with classroom teacher(s) to integrate speech objectives into lessons
- Provide consultative support to families
- Develop remote learning plan for each student
- Monitor students with Assistive Technology needs
- Participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
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CSE LIASIONS & DEPARTMENT REPRESENTATIVES

- Coordinate rescheduling and scheduling of Annual Review meetings
- Contact parents and maintain log of parental contacts
- Complete Annual Review Sheets for each Annual Review meeting
- Forward Annual Review Sheet, and all related information, to Central Office
- Review student related service mandates and maintain log of consultations
- Conduct and participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate

CSE LIASIONS & DEPARTMENT REPRESENTATIVES – continued

- Complete IEP goals and student information for each student on caseload, as appropriate
- Department Representatives ensure High School Students are:
 - Tracked in terms of progress towards graduation
 - Provided guidance in 12th grade to support graduation efforts
 - Provided information and guidance (along with their families) regarding graduating requirements for SWD

SPECIAL EDUCATION FACILITATORS & CSE/CPSE CHAIRPERSONS

- Finalize outstanding IEPs for meetings which have been held
- Write IEPs for all meetings conducted
- Provide support to School PST teams on the pre-referral process
- Review available student records to inform problem-solving and meeting processes
- Participate remotely in team meetings
- Communicate with Central Office for access to required records
- Conduct and participate remotely in Annual Review and other CSE meetings, as assigned
- Assist in facilitating and coordinating CSE meetings, as appropriate
- Assist with contacting families to address IEP concerns

Resources

- Teaching Special Education Online During COVID-19
- Presented by Kelly J. Grillo, Ph.D., Cooperative School Services, and Jeremy Glauser, eLuma. Original air date March 19, 2020.
- <https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely/Webinars/TeachingSpedOnline>