

Providing SDI Remotely During COVID-19

Good-Faith Effort to provide Specially Designed Instruction (SDI)

- Intervention Specialists and related services personnel should consider students on their caseload and whether or not they could effectively engage in specially designed instruction delivered via Google Hangout, Zoom, Unique Learning, telephone calls, targeted work packets, or other distance learning based approaches.
- Lessons can be planned and shared with families via email or hard copy, and then direct services can be scheduled with small groups (Google Hangout, Zoom) or individually as per student needs.
 - Modify assignments, explain lesson and supplemental materials, provide tools (online timers, visual schedules, scripts, social stories, tips/tricks for parents, etc.)
 - Design lessons that meet IEP objectives that can be provided via online platform or telephonically
- [Remote Learning Resources](#) (link) Feel free to add to the list
 - Other resources are available on the district's webpage
- Contact parents this week and setup services to begin **no later than April 13th**. The sooner the better.
 - Ideally, the entire team should contact the parent together, however, if this is not possible then people can call separately
 - Document the conversation (or lack thereof if you could not get a hold of the parent). Use the [PR-01 example](#) (link) provided.
 - Case Manager should open up the PR-01 ASAP and if the team does not call together, then everyone can add in their information no later than Monday, 10/20.
 - After all team members have completed the PR-01 that case manager should email it to the parent. If email is not good for the parent, then send a PDF of the PR-01 to Kelly Cornelius and she will mail it to the parent.
 - If the student needs a chromebook, but has not signed up for one yet, with the parent's permission you can complete the google form for them, notify your administrator, and the student can pick up the chromebook this week.
- Document, document, document!
 - If a student does not "show up" for services or if you cannot get a hold of a family continue to reach out in a variety of ways (phone call, email, US mail, etc.)
 - Document all attempts to contact the parent on the communication log that you started at the time of the initial school closure

- Once school resumes, teams can review relevant data after they have re-engaged and determine the impact any break in services had on students with disabilities and determine if compensatory services will be required.

Amending IEP's

- IEP's **do not** and should not be amended to reflect remote learning. This is not home instruction. This is a mandated school closure and all students are learning remotely.

Remote Learning Platforms

- Utilize the platform that you know best. Please follow the [Norwood City School District Video Conferencing Guidelines](#) (link).
- A permission slip is not needed for you to service students using Google Hangout or Zoom. It is ok to meet 1:1 with a student. We routinely meet with students 1:1 in the brick and mortar school building, so it is ok for us to meet 1:1 over the computer.
- It is a violation of Family Educational Rights and Privacy Act (FERPA) to record students during a lesson. You can record yourself teaching a lesson and share it with students, but never record a lesson that students are participating in.
- If you are serving a small group, please notify the parent that other students will be in the group and that their parents may be observing. The parent can then choose for their child to not participate in the group if they choose, however, you will then need to find another way to attempt to provide SDI. In the PR-01 there is specific wording for this.

Related Services Staff and Telehealth Options

- Updated Ohio Administrative Code provides a provision to allow medicaid billing for telehealth services during a time of a declared State of Emergency. This is approved, and we are able per our medicaid billing partner, HBS to submit billing for telehealth services as long as the software used is not "forward facing" (Facebook Live, YouTube, TikTok...). Google Hangout and Zoom are approved options.

Documentation Updates

- Review the IEPs for students on your caseload and familiarize yourselves with the accommodations, modifications, goals and services provided. You will develop a [Remote Learning Plan \(embedded in the SDI Tracking Form\)](#) (link)_for each student in collaboration with related service providers, parents, and students (where applicable). If after evaluating your caseload, you have students whom you will struggle to support virtually, please notify Shannon Eshman ASAP.

Required SDI Tracking Form- **Beginning no later than 4/13/2020**

- [SDI Tracking Form](#) (same link as above) **Case Manager** needs to make a copy of the form and change the word MASTER to your last name. (i.e. *Eshman Required SDI*)

Tracking Form) and SHARE it with **Shannon Eshman** and **all related service providers that see the students**.

- Thoroughly document all specially designed instruction provided to a student on this form.
- Related Service Providers will document on this form, as well.
- Other communication or attempts to communicate should be documented on the “Check-in Log” created after the initial closure

Progress Reports

- More information will be forthcoming regarding progress reports, but you do not need to provide a progress report for midterm of 4th quarter. I will send you a statement at the end of 4th quarter to put in for mid-term. Please keep solid data so that you can comment on progress for the end of the 4th quarter.
- Progress is great, but maintaining skills levels similar to that of the 3rd quarter is sufficient considering the circumstances.
- Upon return, review your 3rd and 4th quarter progress reports. **You will be collecting new baseline upon return from school closure.** This is critical as we want to ensure our students maintain skills (so as to prevent significant regression). Compensatory services must be considered upon return, however, our plans need to focus on preventing student regression.

IEP and ETR Meetings

Meeting Days

- So that scheduled service times for students are not interrupted by IEP and ETR meetings please attempt to schedule all meetings on the days listed below. Utilize this day for meetings, paperwork/documentation, and planning.
 - Middle School/High School Thursday
 - View Thursday
 - Sharpsburg Friday
 - Williams Friday

Signatures

- On the participant's page of IEP/ETR all participants should be marked as “ATTENDED BY PHONE” on the signature lines if they are not able to get into ProgressBook to sign. On section 14 of the IEP that requires parent signature, mark as “AGREED VIA PHONE” for any RIEP or RETR.
- Parent signatures are required for all Initial ETR, Initial IEP, and change of placement meetings. For these documents, you may accept an email from the email account shown

on the IEP or ETR with the parent's name on the email, indicating the parent's approval of the ETR or IEP. At the first face-to-face meeting after school re-opens, you should get the parent's signature on the document.

- PR-01 should read something like this:
 - *The team met for X's RIEP, IETR, or RETR by phone conference due to the extended school closure per the governor's order. Parents were informed that a follow up face to face meeting could take place upon our return to school if needed. However, this meeting serves to meet legal compliance for continued special education services. The parent was in verbal agreement with the RIEP/RETR. Please be sure to include some language that indicates that the parent contributed to the meeting and any other issues, questions, concerns, etc. that came up during the meeting.*

Attempts to Schedule the Meeting

- If you cannot reach the parent for an IEP annual review or if the parent does not participate during the planned time you will need to ensure you have made 3 attempts to contact the parent. Please document these attempts in a prior written notice and on the Documentation of Attempts page in ProgressBook.

We are in this *TOGETHER!* We are *INCREDIBLE!!*

