

Special Education Continuous Learning Implementation Guide

This implementation guide is to support districts with planning for the provision of special education and related services during school facility closure. Each section of the guide maps to an appendix in the OSPI Special Education publication [Supporting Inclusionary Practices during School Facility Closure](#), with additional information and strategies to support strategic planning.

| Guidance resources for special education related to COVID-19 | |
|--|---|
| Federal | DOE COVID-19 page , HIPAA and COVID-19 page , FERPA and COVID-19 page |
| State | OSPI COVID-19 page , SPED COVID-19 page , SETC Guidelines |
| Regional/HE | Add links here from the regional Educational Service District (ESD) and Higher Education (HE) |
| Local/District | Add links here from local health offices and district resources |
| School | Add links here to building-specific building resources or guidance |
| System Readiness Planning: Questions and Considerations–Appendix A | |
| Infrastructure | What is the district process for providing technology devices and Internet connectivity to all students, including specialized devices for students with disabilities? What are the protocols for students and families using their own existing devices? |
| | What are the district guidelines for safely delivering devices and materials to all students, including any printed learning materials and additional instructional materials? |
| | What accessibility features, third party software, materials, or supports are needed for students with disabilities? What is the process for providing individualized accessibility supports? |
| Staffing | Which staff are supporting the provision of services to students with disabilities, and what are their roles? How will staff be informed about services and supports needed by students? |
| | How are staff schedules developed (including educators, service providers, interpreters, paraeducators, etc.), and how can those schedules be accessed? |
| | How & how often will staff meet to coordinate continuous learning for students with disabilities? |
| | How will staff document time and effort, travel related to planning and instruction? |
| Staff Support | Who is providing supervision/support for staff? (Schedule of supervision, documentation of decisions, problem-solving discussions, etc.) |
| | How will staff access needed professional learning and supports for continuous learning for all students? How will staff access additional supports related to accessibility features and providing special education and related services through continuous learning instruction? |

Special Education Continuous Learning Implementation Guide

| | |
|--|--|
| | <i>What guidance has been developed to support the provision of continuous learning instruction and special education and related services to students with disabilities? (See Appendix A for examples)</i> |
| Family Partnerships & Communication–Appendix B | |
| Confidentiality | <i>What practices and protocols are in place to maintain staff, student, and family confidentiality? What training has been provided?</i> |
| Communication | <i>How often are staff expected to communicate with students and families? What is the process for documenting and providing families' preferred methods of communication?</i> |
| | <i>How will staff contact families if staff do not have a district-issued phone?</i> |
| | <i>What is the staff process for accessing interpreter supports for communicating with families during school facility closure, whether online, by phone, or in person?</i> |
| Partnerships | <i>What is the role and expectation of family involvement and partnership?</i> |
| | <i>What supports will be provided to families on continuous learning strategies for students with disabilities?</i> |
| | <i>What will be the process for gathering and documenting observational data from families?</i> |
| | <i>For students receiving services from external entities (e.g., non-public agencies, contracted agencies for mental health, occupational therapy, etc.) what is the process for collaborating and documenting services?</i> |
| Student Engagement and Social-Emotional Supports–Appendix C | |
| Student Engagement | <i>How will the learning day be structured to support student engagement, aligned to OSPI recommended guidelines for age-appropriate time commitments¹ and individualized needs?</i> |
| | <i>What additional materials and/or resources do families need to support student engagement?</i> |
| Social-Emotional Supports | <i>What strategies and approaches will educators utilize to support the social-emotional health of students (and staff and families) engaged in continuous learning?</i> |
| Instructional Delivery and Universal Design for Learning (UDL)–Appendix D | |
| Instructional | |

¹ See *Recommended Time Guidelines and Suggested Activities* section of the OSPI publication [Continuous Learning 2020](#).

Special Education Continuous Learning Implementation Guide

| | |
|---|--|
| | <i>What UDL strategies will be used to support continuous learning for all students?</i> |
| | <i>How will educators measure and evaluate student access and learning? Determine progress?</i> |
| Continuous Learning Resources | <i>What staff professional learning resources are available to support UDL in continuous learning instruction?</i> |
| | <i>What are the online (& offline) educational resources that will be utilized to provide continuous learning, and how will they be operationalized? (See Appendix H)</i> |
| Special Education through Continuous Learning Instruction–Appendix E | |
| Continuous Learning Plans | <i>What is the process for determining and documenting which special education services will be provided during school facility closure? (See Special Education Continuous Learning Plan form) How will staff access that documentation?</i> |
| | <i>Who will participate in collaborative teams to support the delivery of special education and related services, and how/when will these collaborations take place?</i> |
| Monitoring Progress | <i>What is the expectation for progress monitoring and reporting progress?</i> |
| | <i>How are teams planning for needed supports, once school resumes (e.g., compensatory education, extended school year (ESY), etc.)?</i> |
| Family/Student Resources | <i>What is the process for documenting resources/supports that are present in the student's home?</i> |
| | <i>How will instruction be delivered for students/families who do not have access to technology?</i> |
| | <i>What is the process for including families as partners in continuous learning instruction?</i> |
| Low-Incidence & Emotional-Behavioral Disabilities | <i>What are the individualized considerations for students who are deaf and/or blind, students who have significant cognitive disabilities, and students with emotional/behavioral disabilities?</i> |
| | <i>What staff supports are available for instructing these students during school facility closure?</i> |

Special Education Continuous Learning Implementation Guide

| Early Learning–Appendix F | |
|--|---|
| Instruction | <i>What is the service model for children ages 3-5? How will services be delivered?</i> |
| | <i>What approaches will be used to facilitate family support and involvement in early learning?</i> |
| Graduation and Secondary Transition–Appendix G | |
| Graduation & Transition | <i>How will the immediate needs of graduating seniors with IEPs be addressed? By which staff?</i> |
| | <i>How will staff collaborate in the development and implementation of High School and Beyond Plans (HSBPs) and IEP Transition Plans?</i> |
| | <i>What is the service model for students receiving continued 18-21 services?</i> |

For the latest information on COVID-19, please see [OSPI's website](#).



Special Education Continuous Learning Implementation Guide Form by [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution 4.0 International License](#).