

**PASADENA UNIFIED SCHOOL DISTRICT  
SPECIAL EDUCATION DEPARTMENT**

**RESOURCE GUIDE FOR COVID-19 SCHOOL CLOSURE  
CONSIDERATIONS FOR SERVICE PROVISION**



Information contained in this manual is intended to serve as additional guidance for all to keep in mind in addition to existing IDEA and Ed Code requirements.

If you have any questions please contact the department via email at [SPED@pusd.us](mailto:SPED@pusd.us) or contact your designated Instructional Coach or Special Education Coordinator directly.

*Version 1.2 (April 7, 2020)*

**Resource Guide 1.1**  
**Manual for Virtual IEP Meetings**

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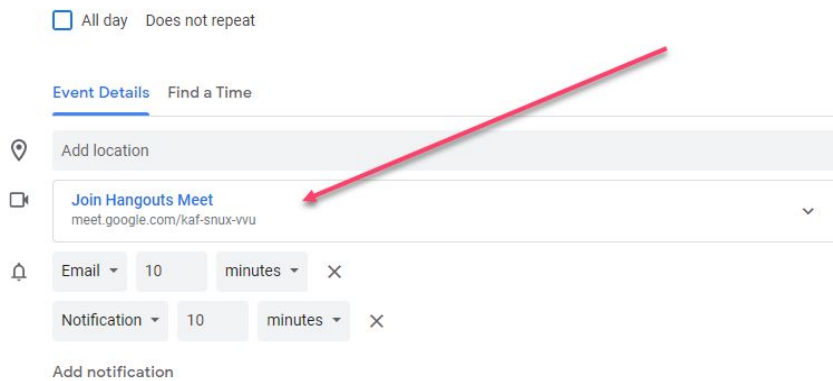
## Section 1: Steps to set up a virtual IEP Meetings

1. **Contact all necessary IEP members and confirm availability. Contact Parent/Guardian and get consent to hold a virtual IEP meeting.**

2. **Create a Google Calendar Invite**

The case carrier will create a Google Calendar Invite (with teleconference indicated) for all IEP participants included once the parent confirms he/she can participate remotely. Even if the parent does not have access to a computer (but has access to a phone), the team can use Hangouts to call the parent.

Make sure that the Hangouts option has been selected when making the invite.



The screenshot shows the Google Calendar event creation interface. At the top, there are checkboxes for 'All day' and 'Does not repeat'. Below that are tabs for 'Event Details' and 'Find a Time'. A location field is labeled 'Add location'. A dropdown menu is open, showing the option 'Join Hangouts Meet' with the URL 'meet.google.com/kaf-snux-vvu'. A red arrow points to this option. Below the dropdown are notification settings: 'Email' with a dropdown arrow, '10' in a box, 'minutes' with a dropdown arrow, and an 'X' icon. Below that is 'Notification' with a dropdown arrow, '10' in a box, 'minutes' with a dropdown arrow, and an 'X' icon. At the bottom, there is a link for 'Add notification'.

3. **Preparation prior to the IEP meeting**

Get general education teacher feedback (as appropriate)

Send out emails to general education teacher(s) as appropriate to get feedback on how the student is doing in the general education environment. Email the general education teacher 3-5 days in advance to obtain feedback for the IEP meeting.

For High School teachers, send out a grade check form to the academic counselor to obtain your student's status of graduation and information for the Course of Study.

Materials to be delivered to the parent by email in PDF format.

Email the Notice of Meeting from SEIS to the parent at least 10 days prior. Have the "School/Location" and "Room" specify a remote meeting.

**The meeting is scheduled for:**

**Date**



03/30/2020

**Time**

9:00 am to 10:00 am

**School/Location**

Meeting held via Google Hangouts Meet or by phone

**Room**

Video Conferencing

Email the Parental Rights and Procedural Safeguards to the parent with the Notice of Meeting. Include copies in other languages as appropriate.

If a team member is going to be excused from the meeting the parent must be notified and agree in advance. Email the parent the excusal Excusal Form prior to the IEP. Have the excused team member contact the parent prior to the IEP to resolve any questions or concerns. If the parent is unable to sign and return the Excusal Form, have them agree to the excusal in an email.

If a Parent/Guardian notifies you that he/she will be recording the IEP meeting, please work with your Coordinator for how to respond.

Draft assessment reports (psycho-ed, speech...etc) should be emailed to parents prior to the meeting.

An agenda can also be emailed.

## Sample Notice of Meeting for IEP via Hangouts Meet

Initial  Annual  Triennial  Transition Planning  Pre-Expulsion  Interim  Other

**Address** 351 S. Hudson Ave.

**Dear Parent** **Today's Date** 03/16/2020

An Individual Education Program (IEP) Meeting is being arranged to discuss educational program for the student named above. You are invited to attend as a member of the IEP team. Your participation and input are important in the development of an appropriate education and arriving at decisions about your child's education. You have the right to have other individuals present who have knowledge or special expertise about your child. Your child could benefit from participation in the IEP meeting and is invited to attend. If this is the initial IEP meeting and the student was receiving services under Part C through an IFSP, you may request that the district invite the Part C Service Coordinator or other representative. Secondary students age 15 or older should attend the IEP Team meeting. Parents of adult students may also participate in the meeting.

**The meeting is scheduled for:**

**Date** 03/30/2020 **Time** 9:00 am to 10:00 am  
**School/Location** Meeting held via Google Hangouts Meet **Room** Video Conferencing

**We anticipate that the following members may also attend:**

<input checked="" type="checkbox"/> Administrator/Designee	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> Special Education Teacher	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> General Education Teacher	<input type="checkbox"/> _____
<input type="checkbox"/> Student	<input type="checkbox"/> _____
<input type="checkbox"/> Psychologist	<input type="checkbox"/> _____
<input checked="" type="checkbox"/> Specialist <u>Speech Pathologist</u>	<input type="checkbox"/> _____

**NOTICE:** If you wish to audio tape this meeting, you must provide 24 hour notice, we may also audio tape the meeting.

**If you would like further information about your Procedural Safeguards or the purpose of this meeting, please call:**

**Name** Ms. Case Carrier **Title** Special Education Teacher  
**School/District** Pasadena Unified School District **Phone** Join by phone ?+1 904-580-9616? PIN: 7935 819 2877#

Please complete and sign this form, and return to Ms. Case Carrier.

**Check the following items, as appropriate:**

YES, I plan to attend the meeting  
 YES, I plan to attend the meeting and bring the following additional attendees:  
 I do not plan to attend the meeting, but I am available by teleconference  
 I require assistance of an interpreter. (Language) \_\_\_\_\_  
 I request a different time and/or place. Please call me at \_\_\_\_\_ Home \_\_\_\_\_ Work \_\_\_\_\_  
 I give my consent for the district to invite other agency personnel to attend the meeting if secondary transition is being addressed.  
 NO, I cannot attend the meeting, but hereby give my permission for the meeting to be held without me (CFR 300.322d). I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.  
 NO, I cannot attend, but I will send \_\_\_\_\_ as my representative to speak for me. I understand the IEP and related documents from this meeting will be provided to me for my signature, and I agree to return them in a timely manner.

**Signature** \_\_\_\_\_ **Date** \_\_\_\_\_  
 Parent  Guardian  Surrogate  Adult Student

For LEA use only: **Comments/Additional Information**

Due to COVID-19 school closure, the IEP team had obtained parent permission to hold his/her child's ANNUAL IEP meeting via Google Hangouts Meet. A copy of the Parental Rights and Procedural Safeguards had been sent to parent via email.

### 4. How to request an interpreter if needed during the COVID-19 School Closure

Please contact Gig Phoong [phoong.gig@pusd.us](mailto:phoong.gig@pusd.us) if you need an interpreter. Please include: Initials of the student, type of IEP (annual/tri/etc...), date, and time, and case carrier. After Gig finds out who the interpreter is, please add that person to the invite.

## Section 2: During the Meeting

### 1. Meeting Norms

#### Suggested Etiquette for Video Conferencing

- a. Everyone can see you, all the time. This is not an audio conference - just because you are not speaking does not mean others in the conference can't still see you.
- b. Be punctual and courteous. Introduce yourself and take note of other attendees' names so you can address them by name. Turn off ringers for your other phones. Treat this just like you would an on-site meeting.
- c. No multi-tasking, we can see you. Look at your screen, pay attention to others and when speaking make sure to look at your camera.
- d. If it is improper for a face-to-face meeting, then it doesn't work for video either. Don't click your pen, tap on your desk or anything else annoying or distracting. Avoid yawning, gum chewing, etc.
- e. No Eating. A glass of water or coffee is ok.
- f. Dress professionally.
- g. Do video calls from an appropriate location.
- h. Test your audio and/or video before the scheduled teleconference.
- i. Close unused applications. Video can be CPU/memory intensive.
- j. Consider posting your comment/question in the chat window rather than saying it to the group.
- k. Picture in Picture is your best reference, you can see yourself and your surroundings just as others on the call can. Pay close attention to what you see there and make adjustments as necessary.
- l. Have participants mute their microphones if they are not talking.
- m. Do not record the video session.
- n. To ensure the confidentiality of the students, please utilize headphones if you are holding a remote meeting where others can overhear.

## 2. Possible example of a notes page

This IEP team took place via teleconference due to school closure as a result of COVID-19.

Introductions were made. IEP Team Members:

XXXXX, Parent

XXXXX, Administrator

XXXXX, School Psychologist

XXXXX, Occupational Therapist

XXXXX, Speech Language Pathologist

XXXXX, Physical Therapist

XXXXX, Special Education Teacher

XXXXX, General Education Teacher

**SAMPLE**

Parents were emailed a copy of their parent rights and procedural safeguards in English and primary language via email prior to the meeting. Parents were asked if they had any questions.

Parents confirmed demographic information.

Meeting agenda was reviewed (sent via email to parent).

*Assessors including school psychologist, speech and language pathologist, occupational therapist, and physical therapist, presented evaluation results.*

**INSERT ASSESSMENT SUMMARY HERE IF THERE WERE ASSESSMENTS**

*In the context of presenting assessment results, the IEP team discussed areas of strength and concerns as per parent, present levels of performance in the areas of Pre-academic/ Academic/ Functional Skills, Communication Development, Gross/Fine Motor Development, Social Emotional/ Behavioral, Vocational, Adaptive/Daily Living Skills, and Health. Based on these, the team agreed that in order for XXXXX to receive educational benefit, goals will address the areas of, XXXXX. Administrator explained that services are based on goals which are based on present levels of performance. Parent had the opportunity to ask questions.*

The IEP team discussed and came to consensus on statewide assessments. At this time XXXX will participate in statewide assessments with/without accommodations. Parent had the opportunity to ask questions.

The IEP team reviewed individual transition plan.

The IEP team came to consensus in regards to special factors of assistive technology, low incidence services, equipment and/or materials, English language development, and behavior. Parent had the opportunity to ask questions.

IEP team members discussed present levels of performances and progress toward last year's goals. IEP team members proposed new goals and baseline data for each goal. The IEP team accepted the goals. Parent had the opportunity to ask Questions.

The IEP team discussed the continuum of services as well as the possible harmful effects on XXXXX or on the quality of services that he needs. The IEP team came to consensus on

supplementary aids and services, as well as special education and related services, transportation, and extended year services. Parent had the opportunity to ask questions.

IEP team discussed and came to consensus regarding services while in this time of remote education due to COVID-19

The IEP team discussed and came to consensus on educational setting, promotion criteria, and progress reporting. Parent had the opportunity to ask questions.

The PUSD's offer of Free Appropriate Public Education (FAPE), in the least restrictive environment (LRE), is:

While in the school setting

**PUT THESE SERVICES IN THE SERVICES PAGE**

- Specialized Academic Instruction: 30 minutes x 4 = 120 minutes per week group
- Language and speech: 30 min x 2 sessions = 60 min weekly-group
- Occupational therapy: 30 minutes x 1 session = 30 minutes weekly, group

The district will provide the following services during school closure. This is not the district's offer of FAPE. When school resumes, the student's offer of FAPE will resume. The educational placement and services made available during the period of the COVID-19 closure are not stay-put, and upon termination of the school closure, your Student's stay-put IEP in effect before the COVID-19 closure shall serve as the District's obligation to make available special education and related services until a new IEP is developed that receives written parental consent.

**DO NOT PUT THESE SERVICES IN THE SERVICES PAGE**

- Specialized Academic Instruction: 30 minutes virtual consultation weekly with parents
- Language and speech: 30 minutes virtual consultation weekly with parents
- Occupational therapy: 30 minutes virtual consultation weekly with parents

Parents verbally accepted the offer. Parent gave consent to send signature page through email.

IEP meeting came to a close once all parent questions and concerns were addressed.



### **Section 3: After A virtual IEP Meeting Is Held**

#### **Materials to send to the parent:**

The Parent Consent page needs to be sent to the parent. If possible, have the parent sign and scan the document back to the case carrier to upload. (There are a number of free apps for phones available to do this.) For parents that do not have access to a printer and a scanner, have the parent agree to the IEP by sending an email. You will obtain “wet signatures” once school resumes in a traditional manner.

An example of verbiage that you can have the parent use when consenting via email:

“I agree to all parts of the IEP held by video conference on \_\_\_\_\_ and the district’s offer of FAPE which includes the goals, services, and placement. I, hereby, give my consent to the IEP team to implement the IEP.”

In addition to the Parent Consent page, the parent will need copies of the IEP and assessment reports. Other documents that may need to be included are excusals and invitations.

If the case carrier has exhausted all electronic options and cannot obtain parental consent to the IEP, please email Gig Phoong at [phoong.gig@pusd.us](mailto:phoong.gig@pusd.us) the signature page and he will mail it to the parent. Once the parent signs, mails it back in the enclosed stamped envelope, then Gig will scan and email it back to the case carrier to upload onto SEIS.

#### **Upload documents to SEIS**

Upload to SEIS the documents even if they’re incomplete. (ie., unsigned meeting notice, or a draft assessment report...etc.). If a parent send an email consenting to the IEP, email also needs to be uploaded to SEIS. These documents can be removed when the signed documents arrive.

#### **Document ALL attempts to hold an IEP meeting**

Document all attempts that we tried to hold the IEP meeting with the parent. Please document in the IEP notes if the parent declines to meet via teleconferencing/phone. This will give the district a record that the meeting was offered and declined by parent. Emails that show the parent declined can also be printed to PDF and uploaded as attachments to SEIS.

#### **Affirm the IEP**

Please affirm the IEP within 7 days with or without parent signature.

## Resource Guide 1.2

### Transition IEP Meetings

During the COVID-19 school closure, IEP teams will continue to hold virtual transition IEP meetings, which typically are amendment IEPs unless it coincides with an annual and/or triennial meeting. IEP teams will need Parent/Guardian consent in order to hold a virtual IEP meeting. If Parents/Guardians do not consent to a virtual IEP, case carriers will need to hold the meeting when school resumes. Please inform a Coordinator.

These meetings are held when an IEP team is offering a change of placement. If a transition meeting is required because a student is matriculating from preK to kindergarten, elementary to middle school, middle school to high school, or high school to adult transition, then the following guidelines should be considered. The guidelines for holding Transition IEPs click here: [Spring 2020 Transition Meetings](#).

If an assessment plan has been signed in conjunction to a student's transition (i.e. kindergarten transition or triennial assessment), the IEP team will need to take this into consideration when making a recommendation for placement. Here are some example situations:

- a) The assessors were able to complete all testing prior to school closure, but did not finish writing a report. The assessors should complete the full report and present the report at the transition IEP meeting. IEP team should make an offer of FAPE, including placement.
- b) If testing for an assessment was not completed, the assessors will not be able to complete a full analysis or present findings. The IEP team should:
  - i) Hold an IEP meeting.
  - ii) Provide an opportunity for parent input.
  - iii) Discuss present levels and goals based on current preschool performance (if applicable), records review (IFSP, current IEP, medical info), review transition plan, etc.
  - iv) Discuss the continuum of placement options
  - v) Consider relevant information to the greatest extent possible and make an offer of FAPE, including placement, as if school was in session.
  - vi) Provide families with a Prior Written Notice (PWN) Letter at the IEP meeting. **Work with your Coordinator to develop this letter.**
  - vii) When school resumes, all itinerant assessors will complete their assessments and reports at the new school if a student has a change of placement. For special education teachers, the academic testing will be completed by the receiving site special education teacher. An IEP meeting must be held to review assessments within the timelines. (Assessors have

60 days to complete the assessment and hold an IEP meeting, minus the days of school closure.) The IEP team will consider assessment data and determine if the placement is appropriate.

- c) If a transition meeting is being convened because a student is requiring more intensive services (i.e. moving from mild-moderate SDC program to a moderate-severe program) and assessments are pending, the IEP may need to wait until all assessors have complete their full assessments prior to holding an IEP meeting and offering FAPE.

## **Resource Guide 1.3**

### **Provision of SPED Services**

Below are guidelines to support and guide staff, in collaboration and consultation with parent or guardian, to create a Remote Learning Plan (RLP) for students who receive special education services.

#### **This plan is:**

- A guideline for determining services while implementing emergency remote learning service during COVID-19 school site closure only.
- Meant to be used as a “working document” and should be reviewed frequently in order to meet the potential changing needs of families, students, and staff as during the time of school closure.
- Developed and revised with ongoing collaboration and consultation with parent or guardian.
- A tool for the staff to support skill attainment and progress towards IEP goals that are being addressed through remote learning.
- A guide for documenting the provision of services during school closure.
- A supplement to the [Remote Learning Guidelines \(posted 4-2-2020\)](#)

#### **WHEN**

#### **When should special education services be delivered during school closure?**

##### **Stage 2: April 6-17, 2020**

- A prior written notice letter was sent to parents on April 2, 2020, stating services will be offered during school closure. FYI - This offer of services is NOT considered FAPE. When school resumes, the offer of free and appropriate public education (FAPE) will resume prior to school closing.

##### **Stage 3: April 20-May 28, 2020**

- Teachers may provide synchronous instruction and interact with students on a routine basis via online classroom and interactive apps. Lessons and assignments will reflect Scope and Sequence. Student work will also be collected and feedback will be provided by teachers.
- Ongoing provision of services will continue.

## **WHAT**

### **Aside from providing synchronous instruction, what is expected of case carriers in terms of case management duties?**

Special Education case carriers/service providers are expected to provide related services (SAI, LAS, APE, etc.) to the greatest extent possible during closure due to COVID-19.

### **Parent or Guardian outreach is essential during the time of school closure:**

Each service provider should call, email, and/or communicate virtually with Parents/Guardians and Students. Communication with Parents/Guardians can be for consultation, brainstorming, problem-solving, and/or support for students and families. It will be important to have ongoing discussions with families as instruction will shift and the needs may change during school closure.

Inform families that their child's case carrier, as well as any service providers will be calling them. The team may be asking some of these same questions. Schedule routine contact the family (telephone, Google Hangout Meet, etc.) at least weekly in order to check in with the student and family.

If the family declines services at this time, please document a decline of services on a service log. Even though a family declines services, case carriers should still continue to check in with families. Also best practice to inform your school administrator, assigned TOSA II, and/or Coordinator. Remember this is a humanity issue and not just about educational needs.

### **Communicate and document what services will be provided:**

Document offered service minutes during COVID-19 school closure that will be provided by each service provider in accordance with modified services that were addressed in the Prior Written Notice (PWN) Letter that was previously sent to Parents/Guardians by Special Education Department on April 2, 2020. Please send an email to the family documenting the services that are being offered. Then download a copy of the email and upload it to SEIS.

Identify and include all service providers in the development/revisions of a student's Remote Learning Plan. Ensure everyone has access to the current plan.

If you are unable to reach the family to discuss the development of Remote Learning Plan, progress, etc. document all attempts/method of contacts (phone, email, mail, etc). Let your administrator, TOSA II, and Coordinator know and continue to reach out regularly.

### **Progress on goals**

Communicate with Parents/Guardians the goals that are being addressed. Track progress towards goals and adjust the RLP as needed. Plan "check-in's" with the family/guardian and student frequently, at least weekly.

## **HOW**

### **How do I determine the appropriate number of consultative minutes to offer to students on my caseload?**

#### **A. Analyze your caseload**

- a. Check the services page in the IEP to understand the total amount of the services (SAI, LAS, APE, etc.) that are in place.
- b. Ensure all students are offered a proportionate amount of services.
- c. *Teachers and service providers will need to review their caseloads in order to provide services in Stage 2 and 3. Collaborate with related service providers (ie., be mindful of the consult SAI we are offering if the student is also doing 30 minutes of speech weekly).*

*You should consider:*

- 1) the type of services you can provide;*
- 2) delivery model;*
- 3) frequency;*
- 4) student needs;*
- 5) student's ability to access remote learning;*
- 6) overall caseload*

#### **B. What considerations do I consider when determining how much time to offer students on my caseload?**

- a. Determine the appropriate amount of consultative minutes for SAI or related service:

***Examples of consultative minutes for SAI:***

##### ***Elementary K-5th:***

If an RSP teacher typically provides “push-in” services, he/she could possibly contact a family to provide consultation services for accommodations to ensure a student can access content on Power School Learning platform. For a moderate-severe SDC teacher, you could possibly schedule consultation daily with families for access to Remote Learning.

##### ***Secondary 6th-12th:***

We understand our secondary teachers are responsible to manage multiple class periods that are subject specific via PowerSchool Learning. It's recommended that the secondary case carriers provide consultative services to **their** caseload students only. For instance, students with SAI Advisory only (140 mins/ weekly) could possibly receive 10 mins/weekly consult during school closure; whereas students who receive SAI 1160 mins weekly (typically means all 4 cores in SAI) could possibly receive 45-60 mins/weekly consult during school closure.

**Examples of consultative minutes for related services:**

**OT/PT/Speech/BI:**

Consultation services can also be conducted via Google Hangout/Google Meet. For example, one scenario could be if a SLP was providing 2 sessions/30 minutes speech services a week before school closure, he/she could possibly conduct 1 session/30 minutes weekly to work on: a) *15 mins of speech goals via Hangouts Meet and/or* b) *15 minutes of consultation with the parent or student's teachers.*

b. Group vs Individual Services:

- i. If a service provider is considering groups, keep the groups very small.
- ii. Ensure students are not recording the session.
- iii. Consider privacy for students.
- iv. Students that may participate in groups should have been participating with similar group members prior to school closure.
- v. A group session should only be held if the current services was provided in a group prior to school closure.

c. How do I address IEP goals during the phase of remote learning?

Please note that not every goal will be addressed through a Remote Learning Plan during school closure. The team should discuss with the family to determine which goals will be addressed. For example, based on consultation with parent/guardian, the plan may focus on one or two IEP goals as priority areas noting those priority areas may change as needs change. See [Sample RLP IEP Goal-Service-Planning Sheet](#).

**C. What does documentation on service delivery (on Service Tracker or Paradigm as well as Google Sheet) look like?**

Every SPED service provider should be tracking her/his/their services through either Service Tracker or Paradigm.

- a. Service Tracker- For special education teachers, SAI minutes are tracked using Service Tracker for the period of school closure. Other groups that use service tracker include APE, AT, BCBA/BI, DHH, O & M, and VI. See guide on [SEIS Service Tracker Manual](#) or video on [How to log services in Service Tracker](#). Transition Services for high schools- continue to track as these services are typically input as yearly.
- b. Paradigm- Psychologist services and OT services are entered into Paradigm. Since these services are logged in Paradigm, there is no need to log again in Service Tracker. If you do not have a Paradigm login, please contact Ann Rector.
- c. Case carriers and related service providers are asked to maintain a separate Google Sheet for their caseload to document all attempts to provide services (link provided below). This documentation is essential to help guide the IEP team in

determining progress and/or compensatory hours needed once physical distancing mandates, due to COVID-19, are lifted and remote learning ends. PLEASE USE THIS LOG TO DOCUMENT SERVICES - [Sample Remote Learning Plan-Log of Services](#). The Special Education Department appreciates the time and effort invested by service providers to maintain accurate records of all services delivered to students during this time period. Your record keeping will be paramount to the district's determination of next steps for each student upon return.

#### **Questions to Remember**

- ✓ What is appropriate in light of the current circumstances?
- ✓ Are you making good faith efforts to provide appropriate services?
- ✓ Are you making good faith efforts to engage with families to determine FAPE?
- ✓ Are you making good faith efforts to tailor instruction?
- ✓ What level of student support is needed from parent/guardians and what level of consultation is needed to support them?  
(CASE 2020)