

## **Special Education: Primary Providers' Role and Responsibilities**

Primary providers will prepare the instructional materials and support necessary for students to continue to access instruction and work on skills associated with IEP goals. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically.

1. Service providers will adhere to established protocols for social distancing. Any face-to-face contact with students remains subject to CDC, KDHE, and district guidelines.
2. Primary providers will attend (virtually) scheduled professional learning sessions.
3. Providers will communicate with students and/or parents via phone, email, Google Meet, or other software platform.
4. Primary providers will develop a plan to address FAPE in collaboration with the parent (or guardian) for each student on their caseload.
5. Primary special education service providers/case managers will provide students on IEPs with instructional materials and support necessary for students to continue to access instruction and work on skills associated with IEP goals. This may include but is not limited to instructional options such as: Google Suite, Zoom, email, other technology options, paper/pencil, projected-based learning, and/or hands-on instructional tasks.
6. Providers will monitor and use their professional discretion regarding each student's unique circumstances regarding what is anticipated to allow the student to access instruction and work on skills associated with their IEP goals.
7. During the duration of the school closure, materials and support for each IEP goal with assigned tasks to be completed will be provided.
8. Modifications and accommodations, as noted in student IEPs will be provided to the extent possible and necessary, based on the types of material and instruction selected.
9. Service/Instruction will be in increments in accordance to services provided throughout each week, and remain commensurate with the KSDE instructional expectations regarding the provision of general education.
  - For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc.), then a lesson for each goal will be provided to continue to practice the skill.
10. Special education providers will communicate regularly with general education teachers and related service providers. Such communication will include, but is not limited to lesson planning, lesson execution, and student progress.
11. Providers are responsible for communicating regular hours of availability to all correlating students/parents.
12. Special education providers are expected to have individualized communication with students and/or families on their caseload regularly. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication includes but is not limited to: email, Google classroom, video

- conferencing, or phone.
13. Individual student and/or parent communications (noting time) must be logged by all providers.
  14. Primary providers will continue to work on evaluations, IEP paperwork as well as schedule and hold IEP meetings within the required timelines. This may include the use of face-to-face (if permitted), phone conference, and/or video conferencing options.

### **Special Education: Related Service Providers' Role and Responsibilities**

Related Service providers will provide instructional materials necessary to continue to access instruction and work on skills associated with IEP goals. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically.

1. Related service providers will adhere to established protocols for social distancing. Any face-to-face contact with students remains subject to CDC, KDHE and district guidelines
2. Related service providers will attend (virtually) scheduled professional learning sessions.
3. Related providers will communicate with students and/or parents via phone, email, Google Meet, or other software platform.
4. Providers will develop and/or collaborate with the primary provider regarding a plan to address FAPE in collaboration with the parent (or guardian) for each student on their caseload.
5. Related service providers will use their professional discretion regarding each student's unique circumstances to determine what is anticipated to allow the student to access instruction and work on skills associated with IEP goals.
6. During the duration of the school closure, materials and support for each IEP goal with assigned tasks to be completed will be provided.
7. For related services, instruction will be provided each day the student(s) is typically scheduled for therapy (could be once per week, twice per week, etc).
8. Specific interventions or therapy can continue throughout the time general education instruction is delivered virtually.
  - For example, if the student's typical instruction was woven into general education practice, work with grade-level teams to co-plan how speech/language targets could continue to be reinforced throughout literacy-based instruction.
9. For direct therapy, related service providers will identify the best method to deliver instruction based on individual student learning style.
10. Specially designed instruction may include, but is not limited to, virtual teletherapy, consultation/collaboration with the family through conference call or virtual chat, to determine what is anticipated to allow the student to access instruction and work on skills associated with IEP goals.
11. If interventions are delivered online, related service providers will work with designated school personnel and families to ensure they have the ability to access instruction.

12. Related service providers will communicate regularly with general education teachers and/or primary providers to support access to instruction and work on skills associated with IEP goals. Such communication will include but is not limited to lesson planning, lesson execution, and student progress.
13. Related service providers are responsible for communicating regular hours of availability to all correlating students/parents.
14. Related service providers are expected to have individualized communication with students and/or families on their caseload regarding supports and task options. For students who are unable to communicate verbally, this may look like individualized communication with parents. This communication includes but is not limited to: email, Google classroom, video conferencing, or phone.
15. Individual student and/or parent communications (noting time) must be logged by all providers.
16. Related service providers will continue to work on evaluations, IEP paperwork, Medicaid reports (as applicable) as well as schedule and hold Eligibility and IEP meetings within the required timelines. This may include the use of face-to-face (if permitted), phone conference, and/or video conferencing options.

### **Special Education: Early Childhood Community Based Providers' Role and Responsibilities**

Community based service providers/case managers will provide students on IEPs with instructional materials and support necessary to continue to access instruction and work on skills associated with IEP goals. Specially designed instruction could include, but is not limited to, virtual instruction, consultation/collaboration with the family through conference call or virtual chat, and/or specially designed practice activities either sent home or provided electronically to the parents and/or community based-site.

1. All community-based providers will maintain protocol for social distancing. Any face-to-face contact remains subject to CDC, KDHE, and district guidelines.
2. Community based providers will communicate with students and/or parents via phone, email, Google Meet, or other software platform.
3. Providers will develop and/or collaborate with the primary provider regarding a plan to address FAPE in collaboration with the parent (or guardian) for each student on their caseload.
4. Providers will use their professional discretion regarding each student's unique circumstances to determine what instruction is anticipated to allow the student to access instruction and work on skills associated with IEP goals.
5. During the duration of the school closure, materials and support for each IEP goal with assigned tasks to be completed will be provided.
6. Modifications and accommodations, as noted in student IEPs will be provided to the extent possible and necessary, based on the types of material and instruction selected.

7. Service/Instruction will be in increments in accordance to services provided throughout each week, and remain commensurate with the KSDE instructional expectations regarding the provision of general education.
  - For example, if the student gets academic/behavior services (reading, writing, math, behavior skills, etc.), then a lesson for each goal will be provided to continue to practice the skill.
8. Providers are responsible for communicating regular hours of availability to all correlating students/parents.
9. Community based providers will communicate regularly with community based sites (with written consent) and/or families on their caseload regarding supports and task options. This communication includes but is not limited to: email, Google classroom, video conferencing, or phone.
10. As necessary, community based providers will secure written consent to communicate with personnel in community based sites.
11. Individual student and/or parent communications (noting time) must be logged by all providers.
12. Related service providers will continue to work on evaluations, IEP paperwork, Medicaid reports (as applicable) as well as schedule and hold Eligibility and IEP meetings within the required timelines. This may include the use of face-to-face (if permitted), phone conference, and/or video conferencing options.