



Washington Office of Superintendent of
PUBLIC INSTRUCTION

*Supporting Inclusionary
Practices during School
Facility Closure*

April 2020



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SUPPORTING INCLUSIONARY PRACTICES DURING SCHOOL FACILITY CLOSURE

April 2020

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April 2020

To our valued partners across education,

Our families and school communities are experiencing unprecedented changes as a result of the COVID-19 outbreak. As schools, students, families, and communities experience school facility closures and plan for continued learning, OSPI is committed to providing ongoing guidance and resources to support next steps. We greatly appreciate the innovations our schools, families, students, and partners are exploring to provide continuous learning opportunities for every student, supported by the [March 21, 2020 guidance from the US Department of Education](#) regarding the importance of continuous learning opportunities for all students.

Providing equitable access and instruction during these times will require creative and flexible thinking to support continuous learning, where students and educators are in different locations. Educators and families should explore creative ways to respond to diverse languages, cultures, socio-economic status, abilities, and needs. This resource offers suggestions for sustaining inclusionary practices for students with disabilities through continuous learning opportunities.

While the process of shifting lessons out of a brick-and-mortar school building to flexible delivery systems may feel unfamiliar and unsettling, patience, practice, and partnerships will carry us through. Just as you do in traditional classroom settings, be willing to try new strategies or approaches when one way isn't working. Educators are used to employing a variety of instructional techniques! You will also find that connecting, communicating and collaborating with families will help you strengthen those partnerships. Above all, be sure to attend to the social, emotional, and physical safety of your students and their families, as well as district staff.

In addition to guidance and strategies, a variety of professional development and learning resources are included in the Appendices, including both technology-based options and others that are not technology dependent. We know developing alternative plans for continuous learning is a monumental challenge for local systems with limited resources. It is our hope that this guidance will help our partners get started with short-term solutions that can be refined and continuously improved upon over time, as we navigate these new waters together. We remain committed to updating this resource as additional information, questions, and input become available. We have set up a [survey link](#) for partners to submit feedback, suggestions, and questions about the resource document.

In partnership,



Glenna Gallo
Assistant Superintendent of Special Education



HOW TO NAVIGATE THIS RESOURCE

This guidance is designed as a companion resource to the OSPI publication [Continuous Learning 2020](#), issued April 2020¹, which states that “continuous learning” means establishing and maintaining connections with students and families to provide learning materials and supports using a variety of modalities (e.g., email, phone, printed learning materials, and available online platforms). The terms “online learning” and “remote learning” are both defined in RCW, and any use of those terms in this document should not be construed as superseding those definitions; they are simply used to communicate various ways of providing “continuous learning.”

This resource is not an exhaustive list of tasks for districts to follow, but rather recommendations, strategies, and resources for providing inclusive continuous learning opportunities for students with disabilities during school facility closures. The information included in this document attempts to address the most frequently asked questions for providing special education and related services through continuous learning. This guidance document includes the following categories:

- [Overview of Inclusionary Practices for Continuous Learning](#)
- [Special Education Continuous Learning Implementation Guide](#)
- [Special Education Continuous Learning Plan template](#)
- [Appendix A: System Readiness Planning](#)
- [Appendix B: Family Partnerships & Communication](#)
- [Appendix C: Student Engagement & Social-Emotional Supports](#)
- [Appendix D: Instructional Delivery & Universal Design for Learning \(UDL\)](#)
- [Appendix E: Special Education Services through Continuous Learning](#)
- [Appendix F: Early Learning](#)
- [Appendix G: Graduation & Secondary Transition](#)
- [Appendix H: Online \(and Offline\) Educational Resources and Websites](#)

The purpose of the [Special Education Continuous Learning Implementation Guide](#) is to support districts with planning for the provision of special education and related services during school facility closure. The appendices mapped onto the implementation guide present additional considerations when planning for implementation across each of the areas covered throughout this resource.

Districts should work with families to determine a free and appropriate public education (FAPE) for individual students with disabilities within the context of continuous learning during school facility closures². OSPI has developed a [Special Education Continuous Learning Plan](#) template to support individualized student planning through continuous learning. Districts are encouraged to develop a Continuous Learning Plan for every eligible student, to document the accommodations, modifications, continuous learning goals, and special education and related services to be provided during a school facility closure. The Continuous Learning Plan is not intended to replace a student’s IEP, but rather to document individual decisions for special education services throughout the duration of the school facility closure.

¹ Visit the [OSPI COVID-19 webpage](#) and the [OSPI Special Education COVID-19 webpage](#) for the latest updates.

² Per March 12, 2020 [federal guidance](#), the U.S. Department of Education understands that there may be exceptional circumstances that could affect how a particular service is provided.

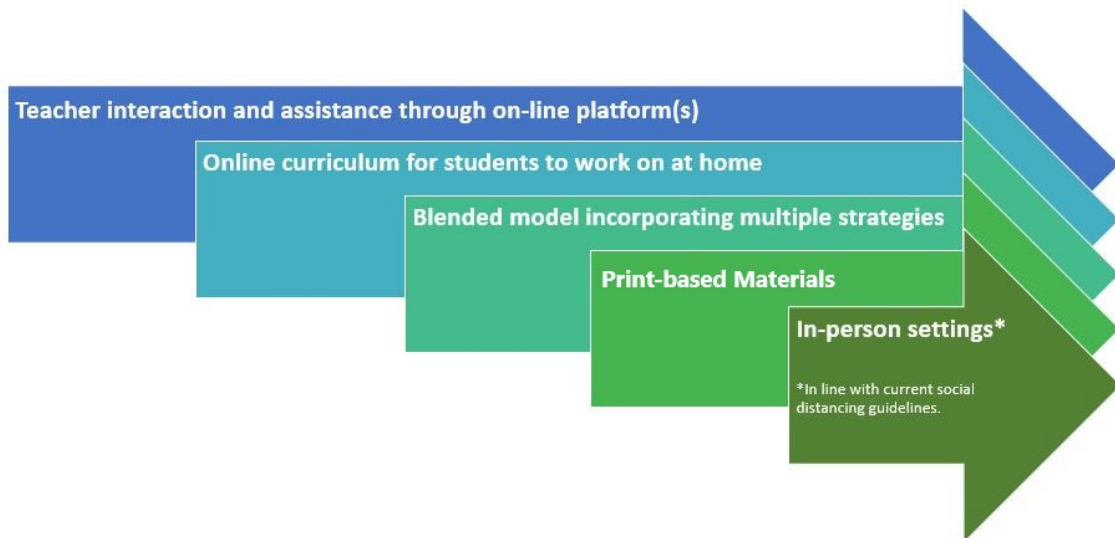


OVERVIEW OF INCLUSIONARY PRACTICES FOR CONTINUOUS LEARNING FOR STUDENTS WITH DISABILITIES

Continuous learning should reflect the following tenets of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community.
- All students have access to equitable and high-quality, meaningful instruction.
- Instruction is culturally responsive, and student and family centered.

Options for Engaging Students with Disabilities in Continuing Learning³



For most students with disabilities, continuous learning instruction may include interacting via computer and communications technology, with instruction and check-in times between educators and students. Some students may engage with materials that do not require technology access, such as printed learning materials or oral feedback. The use of in-person settings should be minimal during school facility closure, in accordance with current federal, state, and district guidelines and procedures.

Inclusionary Practices Support *All* Students

Strategies that support inclusionary practices for ALL students include the following:

- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects/choice boards with flexible choices for students and families, to foster interest, creativity, and build on student strengths.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.

³ Adapted from [California Department of Education \(CDE\) Distance Learning](#) guidance.



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 with additional information and strategies to support strategic planning. ([Click here for a downloadable version of the implementation guide](#))

| 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? |
| | 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) |



| 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 commitments⁴ 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 | |
| Instruction | <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> |

⁴ See *Recommended Time Guidelines and Suggested Activities* section of the OSPI publication [Continuous Learning 2020](#).



| 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 template) 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 and 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> |
| 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> |



SPECIAL EDUCATION CONTINUOUS LEARNING PLAN

This optional template is to support individualized student planning for the delivery of special education and related services through continuous learning instruction during school facility closure. The Continuous Learning Plan is not intended to replace a student's IEP, but rather to document individual decisions for special education services throughout the duration of the school facility closure. ([Click here for a downloadable version of the learning plan](#))

Student Name: _____ Student SSID: _____
 Parent/Guardian: _____ Phone/email: _____
 District: _____ School: _____
 Date of Birth: _____ Case Manager: _____
 Evaluation Date: _____ IEP Date: _____
 Meeting Date: _____ Meeting Method: email phone video other
 Interpreter needed? Yes No Language/modality: _____ Interpreter provided? Yes No

Date(s) of School Facility Closure

| Date(s) school was closed for all students (i.e., no educational services were provided to any student) | | | |
|---|--|-----|-------------------|
| From: | | To: | # of School Days: |
| Date(s) educational services were provided to students, but this student did not receive services: | | | |
| From: | | To: | # of School Days: |
| Date(s) services will be provided to this student through continuous learning instruction: | | | |
| From: | | To: | # of School Days: |

Participants

Enter the names and roles of IEP team members participating in the Continuous Learning Plan development:

Agenda for continuous learning plan development:

- Welcome and introductions
- Family communication preferences—tool/modality, frequency, times of day/week, etc. ([Appendix B](#))
- Family supports needed—technology devices, internet access, materials, etc. ([Appendix C](#))
- Prioritize continuous learning activities based on student and family needs. ([Appendices C, E, and G](#))
- Determine continuous learning services through school facility closure. ([Appendices D and E](#))
- Begin planning for services and supports once school resumes. ([Appendix E](#))

Special Education Timelines

| | | | |
|---|--|-------------------------------------|--|
| Date evaluation is due: | | Due during facility closure? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, what is the plan for completion of the evaluation (initial or reevaluation), including parent participation? | | | |
| Date IEP is due: | | Due during facility closure? | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| If yes, what is the plan for completion of the IEP, including the participation of all IEP team members, including the parent (and student if appropriate)? | | | |



Present levels and priorities: Describe the student’s strengths, present levels, and anticipated needs for accessing continuous learning instruction. ([Appendices B and C](#))

Parent input on continuous learning priorities for the student during the school facility closure:

Continuous learning goals: Describe the learning goals for the duration of the school facility closure, including when and how progress toward those goals will be measured. ([Appendices D, E, E, and G](#))

| Area of focus: | Goal: | When & How Measured? |
|----------------|-------|----------------------|
| | | |
| | | |
| | | |

Accommodations/modifications for continuous learning: Describe the supports needed by the student in the continuous learning setting, and how and when they will be provided. ([Appendix E](#))

| Accommodation/modification needed: | How and when will it be provided? |
|------------------------------------|-----------------------------------|
| | |
| | |
| | |

Supports for providers and family during continuous learning instruction: Identify the supports needed for the staff working with the student and those needed for the family. ([Appendix B](#))

| Supports needed for staff: | Supports needed for family: |
|----------------------------|-----------------------------|
| | |
| | |

Special education and related services to be provided through continuous learning instruction⁵: ([Appendix E](#))

| Service | Initiation Date | Frequency | Modality (e.g., worksheet, platform, program, etc.) | Duration | Staff Delivering Service |
|--|-----------------|-----------|---|----------|--------------------------|
| Specially Designed Instruction: | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Related Services: | | | | | |
| | | | | | |
| | | | | | |

Description of services: Use the space below to document/describe additional information regarding the services delivered through continuous learning instruction during school facility closure.

⁵ Per [federal guidance](#), the U.S. Department of Education understands that there may be exceptional circumstances that could affect how a particular service is provided.



Secondary transition and graduation planning: Describe the priorities for transition and graduation planning during the school facility closure. ([Appendix G](#))

| Priority: | How will it be addressed? |
|-----------|---------------------------|
| | |
| | |

Planning for when school resumes: Describe the plan for determining supports and actions once school resumes, including considerations for compensatory services and extended school year (ESY). ([Appendix E](#))

| |
|--|
| |
|--|

Other information: Use the space below to document any additional relevant information.

| |
|--|
| |
|--|

APPENDIX A: SYSTEM READINESS PLANNING FOR INCLUSIVE CONTINUOUS LEARNING

Refer to the OSPI publication [Continuous Learning 2020](#) for guidance on how to evaluate the district's overall readiness for providing continuous learning for all students. Districts should incorporate principals of universal design in systems planning, to support access for all students, including students with disabilities. See [Appendix E](#) of this document for additional strategies and considerations for meeting individualized student support needs.

The following examples and resources are included to support with system readiness planning for supporting students with disabilities through continuous learning:

| |
|--|
| District Examples |
| Instructional Continuity Plan for School Closures from Miami-Dade County Public Schools Includes modified curricular resources, sample adapted schedules for students with disabilities, student preparation checklists, and resources for families |
| Distance Learning Guidance for Special Education from the Oklahoma State Department of Education |
| Sample Templates |
| OSPI's Special Education Continuous Learning Implementation Guide Downloadable and customizable optional form to support districts and schools with system readiness planning |
| OSPI's Special Education Continuous Learning Plan template Downloadable and customizable optional form for individualized planning for special education services during school facility closure |
| See <i>Appendix C: Sample Technology Surveys</i> in the OSPI publication Continuous Learning 2020 |
| Learning Continuity Resources by Michigan Virtual Includes rubrics and checklists for schools and educators |
| International Society for Technology in Education (ISTE) School Closure Planning Document Templates, examples, and resources to support administrators, educators, families, and students |
| Professional Development Resources for Continuous Learning Instruction |
| AALAS Rapid Transition to Online Learning Module for Educators |
| Cast.org Learning Designed Collection |
| Edutopia Starter Kit for Teaching Online |
| Online Professional Development Opportunities for Supporting Students with Disabilities compiled by OSPI Special Education |



APPENDIX B: FAMILY PARTNERSHIPS & COMMUNICATION

When transitioning to continuous learning outside of the traditional school classroom, positive relationships and shared decision-making with families is critical. Refer to the *Providing Family Supports* section of the OSPI publication [Continuous Learning 2020](#) for recommendations on communicating with and supporting all families during school facility closure.

Inclusive continuous learning requires that schools and families work together to facilitate learning and positive experiences for students with disabilities during school facility closure. Families are essential partners, as homes become the hub of learning. Consider the following:

Be sensitive to family needs, family and student cultures, language differences, and strengths.

All families have a wide variety of strengths and needs that should be recognized and addressed throughout the provision of continuous learning. As districts review IEPs and work with families around providing special education and related services, it may be helpful to include discussions of schedules, content, modality, flexibility, and focus.

Some homes have more than one student with a disability and/or students in multiple grades and will need to coordinate resources and expectations from different instructors. The student's age, grade level, disability, and individualized learning needs will affect the level of support and supervision needed by families. It is also important to recognize that many families may not understand the concepts and assignments that students are expected to demonstrate and could become overwhelmed and frustrated if expectations are not clear and manageable for them and their student. Some families might find it particularly challenging to support their student with activities or work that is presented only in English when that is not the language spoken in the home.

Some families may need access to additional resources to meet basic needs before they are ready to incorporate a plan of education for their student. In some instances, families may need to be connected with other community resources. The following resources may support families with information and advocacy during school facility closure:

| Family Resources |
|--|
| Coronavirus Resources for Parents from the Center for Parent Information and Resources |
| Virtual Early Intervention Home Preparation Checklist for Families from Idaho |
| Washington Partnerships for Action, Voices for Empowerment (PAVE) |
| Open Doors for Multicultural Families |

Provide learning resources and a schedule. Consider creating a communication plan in collaboration with families to include assigned learning tasks and phone or virtual connections so learning can be structured, and within a schedule that works for both staff and families. Resources can include loaned books, written learning materials, internet links, templates, and prescribed activities. Be sure to ask families what resources they need, how they would like to receive them, their choices for selecting and completing activities, and their preferences for maintaining ongoing communication. Be prepared to adapt schedules, expectations, and lessons as necessary.



Staff considerations. Educators and educational service associate (ESA) staff will be planning, instructing, assessing, and responding to multiple students during the school facility closure. A weekly planner/activity log will be essential for managing time, resources, communication with families, and plans. A system of organization (such as a folder on the staff-assigned computer/device) will be essential to document the needs and assets of each family, the services and accommodations and the progress of each student. General and special educators are encouraged to meet virtually and collaborate to share systems, resources, and even lesson plans (while maintaining confidentiality).

Confidentiality considerations. Staff should be cognizant of confidentiality requirements for student information. With regard to virtual classrooms, the Family Education Rights and Privacy Act (FERPA) requirements apply to the information contained within educational records and do not specifically prohibit a parent from observing their child's virtual classroom (see recent [guidance](#) issued by the U.S. Department of Education Student Privacy Policy Office (SPPO)).



APPENDIX C: STUDENT ENGAGEMENT & SOCIAL-EMOTIONAL SUPPORTS

Inclusionary practices are student-centered, enable all students to feel a sense of belonging, and ensure all students have access to high-quality, meaningful instruction.

Student Engagement

The Special Education Technology Center⁶ (SETC) guidelines for [Equitable Online Learning through the Lens of Student Needs](#) identifies steps for supporting students with a more active role in their learning during school facility closure. Students may need additional supports to continue developing self-management and self-regulation skills, such as checklists, self-reinforcement, timers, if-then charts, self-assessments, movement breaks and pre-arranged procedures for requesting help.

When providing education outside traditional classroom settings, staff may need to use technology tools that allow them to check in with students in creative ways or provide multiple opportunities for engagement. For general information regarding recommendations for age-appropriate daily learning times, see the *Summary of Continuous Learning Guidance for Elementary and Secondary Educators* section of the OSPI publication [Continuous Learning 2020](#).

Identify Student-Specific Needs in Continuous Learning Instruction. The movement from “brick and mortar” learning environments to continuous learning, can result in various access barriers for students. Prior to implementing lesson plans, it will be important for staff to identify and, whenever possible, remove or work around the barriers.

If the continuous learning will be provided using online learning platforms or programs, staff will need to determine how familiar the student is with the platform/program as well as with the device used to access, which accessibility features are available for the device and platform/program, and how independent the student is with navigating those features.

Regardless of the continuous learning modality—online, printed learning materials or a combination of the two—additional environmental considerations include:

- Does the student have access to a location to complete schoolwork (e.g., table, chair, lighting)?
- What materials does the student need to complete assignments (e.g., paper, pencil, dictionary)?
- What family support/supervision is available for the students during learning time?

Resources to Support Student Engagement in Continuous Learning

[Sample Distance Learning Student Schedule from Westlake Charter School in CA](#)

[Online Learner Readiness Rubric](#) developed by Michigan Virtual

Time management and engagement tools (e.g., online timers, [Kahoot](#), [Padlet](#)), websites that provide supplemental videos on a topic (e.g., [Science Channel's How It's Made](#)) and opportunities for movement (e.g., [GoNoodle](#)) are examples that support *all* students with focus and self-regulation.

⁶ The [Special Education Technology Center \(SETC\)](#) is a State Needs Project funded through Washington State's Office of Superintendent of Public Instruction (OSPI) Special Education division with IDEA funds.



Social-Emotional Supports

Social and Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. When we think of educating the whole child, their social and emotional development must be considered as a part of overall instruction. The [Washington State Social Emotional Learning Framework](#) describes six social-emotional learning competencies, including Self-awareness, Self-management, Self-efficacy, Social awareness, Social management, and Social engagement.

Supporting students' social-emotional needs using inclusionary practices requires educators to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community. The primary need of all learners is to feel safe in the learning environment, and, once safety is established, both academic and social-emotional learning can occur. Relationships—and student voice to identify emotions to support those relationships—are key to building a responsive and socially competent learning community.

Another critical component related to student's social emotional growth involves understanding the neurobiological impact of trauma and stress on one's ability to regulate emotions. To help students build resilience and overcome the impact of trauma/stress, they need to develop attachment through relationships, self-regulation and learn social skills (see [Trauma-Informed Approach to Teaching through Coronavirus](#)).

When supporting students with behavioral challenges through continuous learning, it is important to work from the lens that "kids do well if they can." Remember that, as supported by neuroscience research over the past thirty years, these students often *require supports to practice and master critical problem solving, planning, and thinking skills*. Ross Greene (*The Explosive Child*, 2014) explains that these students "are lacking the skills of flexibility, adaptability, frustration, tolerance, and problem solving, skills most of us take for granted" (p. 10).⁷ As such, it is important that educators consider the function of behavior to identify skills or other needs that are reflected in the behavior. This information is used to make environmental and instructional changes needed to better support the student.

Individualized instruction for these students often extends beyond traditional academic domains, to include domains such as regulating one's emotions, considering the outcomes of one's actions before one acts, understanding how one's behavior is affecting other people, having the words to let people know something's bothering you, and responding to changes in plans in a flexible manner.

Ideas for Supporting Social Emotional Learning for students with disabilities through continuous learning instruction include:

- Begin lessons with routine opportunities for students and staff to check-in with how they are feeling and what they need to be mentally ready to focus on work.
- Select reading content that can provide opportunities for students to learn how others manage their emotions in a variety of situations (e.g., bullying, disasters, making tough decisions).

⁷ Greene, R. (2014). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (5th ed.). Harper.



- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.
- Have students dedicate a portion of their school day at home to “service projects” and keep track of things they do to help their families. This could be expanded to include student reporting of their student projects and identifying how it felt to be helping and how those who received the help felt.
- Teach explicit strategies for conflict resolution and anger management, and have students make posters to remind them of the steps to follow, role play them with staff or in small groups, and be ready to share-out when they used the strategy and how well they worked.
- Teach students to identify the emotion they are feeling, and possible strategies for successfully managing it (e.g., It is okay to be angry, but it is not okay to hurt people or things).
- Debrief student communications that involve social/emotional struggles as an opportunity to use and reinforce previously learned language and coping skills (e.g., what happened, how did it make you feel, did you get a desired outcome, what else could you have tried)
- Introduce students to a variety of apps or online sites to help them manage or monitor physical and mental health (e.g., fitness tracker, apps to support sleep, meditation, yoga, taking breaks).
- Provide and teach students strategies for self-calming and managing anxiety (e.g., quiet time, painting, singing, listening to music, drawing, exercising).

| Resources for Providing Social-Emotional Supports through Continuous Learning Instruction |
|--|
| Creating a PBIS Behavior Teaching Matrix for Remote Instruction |
| OSPI's Social Emotional Learning webpage includes implementation resources and research |
| Responding to COVID-19 from the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention |
| Zones of Regulation: Resources & Ideas to Support Distance Learning during COVID-19 |
| Collaborative for Academic, Social, and Emotional Learning (CASEL) |



APPENDIX D: INSTRUCTIONAL DELIVERY & UNIVERSAL DESIGN FOR CONTINUOUS LEARNING

Inclusionary practices and continuous learning outside of a school classroom for students with disabilities can be individualized, effective, engaging, and lead to positive learning experiences and outcomes. Instructional plans and delivery will be different for each student based on individual needs and circumstances. Educators should start with the [Washington State Learning Standards](#) and general education curriculum as the foundation for core instruction, while working toward IEP goals and objectives using evidence-based practices.

[High Leverage Practices in Special Education](#) support educators with designing and delivering effective instructional practices for students with disabilities in grades K-12. These instructional strategies, which are appropriate for a variety of instructional settings, from in-person to continuous learning environments, are organized around four aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction. Staff providing instruction for preschool students with disabilities will find recommendations supporting the use of evidence-based strategies for that age group in the [Division of Early Childhood \(DEC\) Recommended Practices](#). See also [Appendix F](#) of this document.

Universal Design for Learning (UDL) is a framework for instructional planning and decision-making that meets the varied needs of each student and supports inclusionary practices. Using the [principles of UDL](#) to design and deliver instruction provides all students with lessons that are flexible in a variety of ways to support student access at their skill level, opportunities for active engagement with the learning, and multiple ways to demonstrate growth. Detailed descriptions on the principles of UDL and how they can be applied in different environments with different subject matters can be found on the [CAST, Inc. website](#).

Continuous learning involves expanding ways that High Leverage Practices and UDL strategies can be applied throughout the design and delivery of lessons. Teaching and responding, in flexible and novel ways, to students who experience barriers to learning requires creative thinking, problem solving, and collaboration. The UDL framework serves as a reminder that learning involves multiple means for engaging, accessing and learning the content being shared and demonstrating what is learned.

The following resources are specific to special education for use in a continuous learning model. Additional resources can be found in [Appendix H](#) of this document.

| Educator and Lesson Planning Resources |
|---|
| K-5 eLearning Template (Click here to make an editable copy) |
| CAST Lesson planning, video demonstrations, planning. Also see Cast's Accessible Educational Materials site |
| LD OnLine Teaching and learning materials, videos on reading and math, resources for educators |
| Do2Learn Learning materials, games, activities, social and behavioral activities (all ages) |
| Council for Exceptional Children (CEC) Resources, articles, information and free membership until Fall, 2020 |
| The Teacher's Guide . Free worksheets, guides, templates, and lesson plans |



APPENDIX E: SPECIAL EDUCATION THROUGH CONTINUOUS LEARNING

This section supports the development of a [Special Education Continuous Learning Plan](#) for students receiving special education and related services during school facility closure.

Equity & Educational Tools/Materials

All students can benefit from the use of instructional and assistive technologies that enable access to general education content. Simple tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties can be helpful to anyone. [SETC's continuous learning guidelines](#) outline strategies for supporting students with disabilities through school facility closures. Additionally, Michigan Virtual has outlined [disability-specific considerations for providing online learning](#), including recommendations for students who are deaf/hard of hearing and students with autism, cognitive disabilities, other health impairments, emotional/behavioral disabilities, visual impairments, and physical impairments.⁸ This section also provides a deeper look into supports for low-incidence and emotional-behavioral disabilities.

When preparing to offer inclusive continuous learning for students with disabilities, districts should consider the following:

- Review accommodations currently documented in the student's IEP, including any assistive technology (AT) supports, and determine how those needs will be addressed through continuous learning instruction.
- Districts should also be flexible in providing access to school-purchased assistive technology devices when necessary, consistent with law, to ensure students have access to devices they typically use at school.
- Identify any new accommodations and AT supports the student may need in order to benefit from continuous learning instruction and develop a plan for access with the student and family.
- Students and families may benefit from a variety of communication modalities, including printed materials and instructional packets sent via mail or distributed along with school meals, materials loaded onto a flash drive, telephone and video calling, email and web conferencing, social media, and Wiki sites. Some district systems are also utilizing public broadcast television and radio stations, and recorded audio and video lessons and communications.

Special Education and Related Services during School Facility Closure

School districts should develop a Continuous Learning Plan for providing special education and related services during school facility closure. As addressed in [Appendix A](#) of this document, districts and schools will need to assess their ability to deliver instruction using technology and non-technology settings, keeping in mind not all families have access to devices and high-speed Internet, and that the unique needs of some students may require more flexibility than online instruction.

While providing continuous learning instruction during school facility closure, districts should work

⁸ [Michigan Virtual](#) is a non-profit organization working to leverage face-to-face, blended, and online learning innovations that facilitate the advancement of education.



with families to determine a free and appropriate public education (FAPE) for individual students with disabilities within the context of continuous learning during school facility closure. A student's [Continuous Learning Plan](#) is an opportunity to document the accommodations, modifications, continuous learning goals, and special education and related services that will be provided during school facility closure, to ensure access to high-quality and meaningful instruction. The plan should also address when and how staff and families will monitor student progress through continuous learning instruction, along with considerations for extended school year (ESY) services and any need for compensatory services once school resumes.

| Links relating to providing Special Education and Related Services through Continuous Learning |
|--|
| Occupational Therapy resources: American Occupational Therapy Association (AOTA) Advisory Opinion for Telehealth Services ; AOTA Telehealth resources ; AOTA Telehealth Webinar 6/2017 ; Occupational Therapy in the Era of COVID-19 |
| Physical Therapy resources: American Physical Therapy Association Telehealth Services ; Telehealth in Physical Therapy in Light of COVID-19 ; APTA Position Paper on CONNECT for Health Act (Teleservices) |
| Audiology & Speech-Language Pathology resources: American Speech and Hearing Association Telepractice considerations ; Teleservice Overview (i.e., resources, key issues); Telepractice Evidence Map |
| School Psychology resources: National Association of School Psychologists (NASP) COVID-19 Resources: Virtual Service Delivery in Response to COVID-19 ; Office/technology checklist for telepsychological services ; Wading Through a Sea of Ambiguity: Charting a Course for Special Education Services During a Pandemic (webinar and materials, including a sample Service Log); COVID-19 Resources from the National Register of Health Service Psychologists ; American Psychological Association (APA) COVID-19 Resources |

Progress Monitoring and Reporting

When considering how and when to monitor student progress toward continuous learning goals during an extended school facility closure, IEP teams and educators should identify flexible data collection strategies. These might include having the student take an informal performance assessment, sending an assessment home for the student to complete and return, or having the student send assignments/work samples to the educator (via mail, email, or online platform such as Google docs). Consider also how to gather input from others on work completed prior to, and during, the facility closure. Gathering input and information from families is also important.

Supports for Low-Incidence and Emotional/Behavioral Disabilities

Meeting the individual needs of students with disabilities participating in continuous learning will require innovative approaches, flexibility, and ongoing communication between school and home, especially for our students with more complex individual needs.

All students are general education students first. They need and are entitled to access and engage in general education curriculum, as well as the general education environment. The following sections provide guidance and some helpful links to resources specific to supporting students with low-incidence disabilities and complex individual needs through continuous learning.



Deaf/Hard of Hearing

Students with disabilities who are deaf or hard of hearing and follow a standard curriculum can complete the same learning activities as their general education peer group. Students with disabilities who are deaf or hard of hearing and follow a modified curriculum can complete modified learning activities as designed by the teacher of the deaf and hard of hearing or special educator.

Districts should consider the following strategies:

- For students whose primary mode of communication is sign language, create shared schedules for instructional delivery. Interpreters might provide live signed interpretation during instruction delivered online, or they might pre-record interpretation of lessons.
- Educators may need to coordinate schedules in order to share interpreters for students who are deaf or hard of hearing.
- Utilize closed captioning software/features. However, please use caution and consider the reading levels of your students when employing closed caption.
- Video relay services (e.g., [Sorensen](#)) might be used to interpret conversations or phone calls.

For students with disabilities who are deaf or hard of hearing and lack access to technology, the resources and telecommunication devices listed below may support continuous learning:

| Deaf/Hard of Hearing Resources |
|---|
| Resources and guidance page on COVID-19 from our partners at the National Deaf Center (NDC) |
| 10 Tips for Accessibility for D/HH and 5 Tips for Providing Accessibility in Online Classes |
| Considerations for Remote Interpreting Services |
| Telecommunication Services (i.e., Sorensen)—facilitated communication among student, family, and educator |
| Learning Management Systems (LMS) or video platforms (i.e., Google Classroom , YouTube , Zoom) |
| Coronavirus videos D/HH accessible - Gallaudet University |
| The Described and Captioned Media Program —Captioned educational video resources |

Visual Impairment and Deafblind

Students with visual impairments have unique needs that must be considered when implementing continuous learning instruction. A teacher of students with visual impairments and orientation and mobility specialists should act as the gateway to effective instructional practices. Primary considerations must include a method for providing instructional materials in the student's appropriate learning media, as identified in the student's Learning Media Assessment. Alternative learning options may be deemed beneficial. However, methods for providing meaningful tactile modes of communication, including braille, should be incorporated for students as appropriate.

Accessible continuous learning instruction for students who are deafblind (have a hearing *and* vision loss) will need to be individualized via partnerships between the student's IEP team and family members, based on the child's Learning Media Assessment and mode of communication. Distance



consultation with IEP teams is available from the Deaf-Blind Project of Washington Sensory Disabilities Services (WSDS), a state needs project of OSPI Special Education.

Considerations for the instruction of students with visual impairments:

- Accessibility of the instruction, materials, and learning management system is fundamental.
- A majority of students with visual impairments in Washington may not benefit from computer-based instructional delivery models.
- Effective instructional design for students with visual impairments should be in collaboration with a Teacher of Students with Visual Impairments and/or the Orientation and Mobility Specialist.
- Parents/caregivers are critical partners in the effectiveness of home-based continuous learning instruction. Frequent and clear communication is necessary for the success of students.
- In addition to accessing the core curriculum, students with visual impairments should be provided opportunities for skills development in areas of the Expanded Core Curriculum.

| Resources and Supports |
|--|
| <u>Contact your district or region's Teacher of Students with Visual Impairments or Orientation & Mobility Specialist</u> —TVIs and O&M instructors have access to a variety of tools and resources that may be curated to meet a student's individual needs. |
| <u>Washington State School for the Blind</u> —Washington state resources, statewide vision consultant, and Ogden Resource Center. Request support from WA Statewide Vision Consultant Pam Parker: pam.parker@wssb.wa.gov or 360-947-3304 |
| <u>Washington Sensory Disabilities Services (WSDS)</u> —OSPI state needs project Deaf and Hard of Hearing, Deafblind, and blind or visually impaired. Schools/districts/professionals may request disability-specific supports. |
| <u>American Printing House for the Blind</u> —Clearinghouse for materials and information for students who are visually impaired, including students with multiple disabilities, and deafblindness. |
| <u>American Foundation for the Blind</u> —Accessible instructional resources for families and students with visual impairments. Resources specific to school closures during the COVID-19 crisis. |
| <u>Paths to Literacy</u> —Ideas, resources, activities, and strategies for students with visual impairments, including students with multiple disabilities, and deafblindness. |
| <u>National Center on Deaf-Blindness (NCDB)</u> —Ideas for activities at home and page for families or educational staff partnering with families |

Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities provide a unique opportunity for educators to discover flexible and innovative means of instructional delivery. The individual needs and ability (i.e., cognitive, mobility, adaptive) levels of the students are an important factor in instructional design. Educators (with paraeducator support) may deliver instruction and/or coach families and students using a number of Learning Management System (LMS) platforms, YouTube, Zoom, etc. For students and



families who have access to technology, supplemental activities may include a mix of online activities and handouts. For students and families who lack technology, printed learning materials may be needed.

Educators can give students and families instruction via phone, pre-recorded video, email, etc. Providing services itinerantly may also be an option for educators, if families approve, in accordance with current social distancing guidelines. Educators might deliver instruction directly and/or coach the family. Educators should focus on the most salient IEP goals for students with significant cognitive disabilities, and, as case managers, coordinate instruction and lessons with related service providers. Serving students with significant cognitive disabilities during an extended school facility closure necessitates ongoing collaboration.

Staff may need to provide families with visual schedules, task analysis checklists, and communication pictures/boards that are similar to those used in the classroom when providing services for students with significant cognitive disabilities.

The following resources may be helpful in designing and delivering instruction for this population:

| Resources to Support Students with Significant Cognitive Disabilities |
|--|
| The TIES Center at the University of Minnesota: Resources to support communicative competence |
| Tips for Teachers —Center for Parent Information & Resources |
| YouTube videos that are age-appropriate and address the student’s learning target (e.g., counting, phonics, abc’s, basic reading site words, Jack Hartmann) |
| Academics: Math Games ; Reading PBS Kids and Storyline Online ; Science— NeoK12 ; Producibles by do2learn ; Multiple Content Areas— BrainPop |

Students with Medical Needs and/or Requiring Home/Hospital Services

For students with special health care needs as identified by IEPs, health care plans, and the student’s family, districts should address those needs on a case-by-case basis. The Continuous Learning Plan could document the provision of any specialized services and supports, in line with current federal, state, and local safety guidance. Considerations include whether and how it is possible to provide the service and whether the service must be provided while the student is participating in a continuous learning environment. Please visit the OSPI [Home/Hospital Instruction webpage](#) for current guidance.

Emotional/Behavioral Disabilities

Students identified as having an emotional/behavioral disability (EBD) may struggle both academically and behaviorally in traditional education environments. Students identified with EBD are supported by predictable schedules, clearly defined expectations, and a high rate of positive specific feedback. Educators should support families by providing guidance on developing daily schedules, positive reinforcement systems, choice boards, and movement breaks. As much as possible, the lessons and activities should focus on the student’s preferred activities, interests, and content areas, and avoid academic tasks that are a trigger for frustration and non-compliance. Continuous learning options should focus on activities that allow students to build on their strengths and areas of interest. Focus on simple games that allow for practice with flexibility, adaptability, frustration tolerance, and problem-



solving, and academics that are delivered in short dosages. In addition to maintaining an academic course of study that is both culturally responsive and developmentally appropriate, students with EBD require a positive behavior management system, including making individualized arrangements for the special behavior needs within the learning environment. These resources may support continuous learning for students with significant behavioral challenges:

| Resources to Support Students with Social-Emotional/Behavioral Disabilities | |
|--|--|
| APBS: Home Resources for Positive Behavior Support | Ten Variables That Affect Compliance |
| Positive Behavioral Strategies for Students (EBD) | do2learn Social Skills |
| Intervention Central: Behavioral Interventions | Organizing Instruction & Study to Improve Learning |
| Understood.org Board Games to build key skills | Project Based Learning Ideas |



APPENDIX F: EARLY LEARNING

Special considerations are needed when providing inclusionary practices for students with disabilities, ages three through five. OSPI recommends the continuous learning options include a combination of direct instruction with additional time for imaginative play and movement activities each day. Here is a sample schedule:⁹

- 5 minutes: Daily routines (review daily schedule, engage in connection activities, review the calendar/date, etc.—educators can provide ideas that overlap with familiar school routines)
- 5 minutes: Story time (video from educator or read to by family member)
- 5 minutes: Break (music and movement—ideas provided by educator)
- 5 minutes: New content (video from educator or instructed by family member)
- 10 minutes: Hands-on activity related to content or story (activities provided by educator)
- Extension activities 30–60 minutes of outdoor play, exploratory projects, or household chores
- 90+ minutes of imaginative play; 10–20 minutes of reading with family (books of their choice)

Additional ideas for engaging early learners may depend on safety guidelines throughout school facility closure:

- Provide resources/directions with all activities, to support families and caregivers—which may include older siblings helping with instruction.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Help families create predictable routines for learning and play, based on family schedules—share recommendations for minutes of each activity that families can easily accomplish.
- Have parents take pictures of work and submit through app/email through daily/weekly “challenges”, and also to showcase learning.
- Emphasize the importance of daily reading with students.
- Model what instruction looks like in the classroom and how that can translate to home settings.
- Provide guidance on how to follow their child’s lead and how learning success can look.
- Provide prompts (questions/videos) for families to use during play and reading that encourage critical thinking. (“Tell me about what you are drawing.” “What made you think of that?”).
- Share classroom strategies that could also work at home, focusing on what’s familiar.

The following resources can support early learners and families with continuous learning:

| Resources to Support Continuous Learning for Children Ages 3-5 |
|---|
| Healthy at Home —A toolkit for supporting families impacted by COVID-19 |
| Early learning resources from Washington’s Open Educational Resources (OER) Hub |
| Tips for providing tele-services and continuous learning —Early Childhood Technical Assistance Center |

⁹ Adapted from [Kansas Department of Education \(KSDE\) Continuous Learning Task Force Guidance](#)



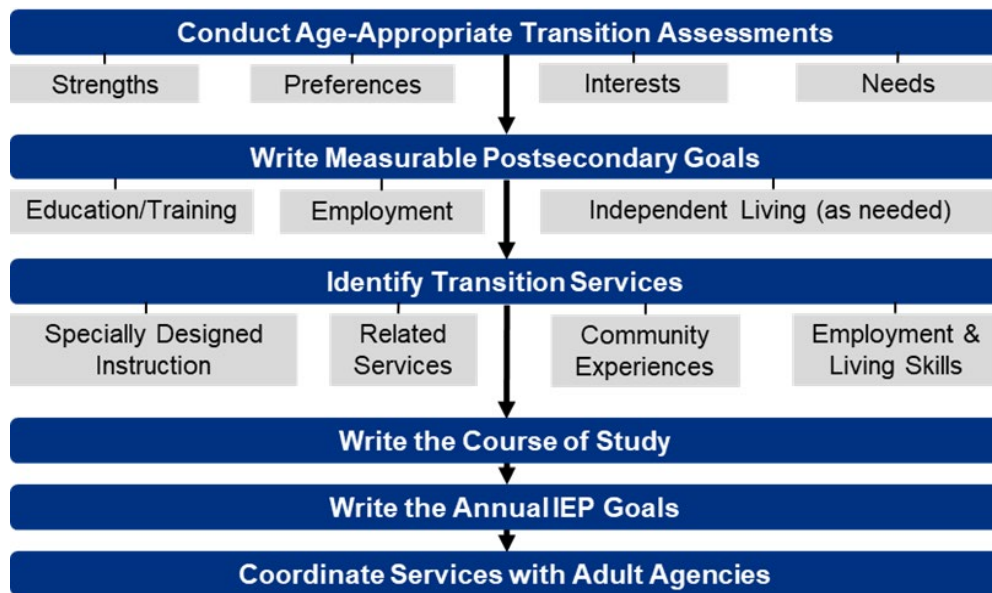
APPENDIX G: GRADUATION & SECONDARY TRANSITION

Today, secondary transition is seen as more than providing service routes in the individual's movement from high school to employment—a comprehensive approach to educational program aligning student goals with educational experiences and services. When we move these activities to continuous learning environments, we have to stretch our thinking about how this can be done.

Please refer to [Bulletin 022-20](#) and the *Planning Guide for Graduating Seniors* section of the OSPI publication [Continuous Learning 2020](#) for information on supporting high school seniors in meeting graduation requirements, assessment options for graduation, special education services for high school students, alternative learning settings, and supporting students' emotional well-being.

There are several online and printable resources for transition instruction in [Appendix H](#) of this document. Now the question is: *how do we do this online or through distance learning?* Let's first review the steps in the transition process, then explore different approaches to inclusionary practices around each step.

Center for Change in Transition Services Transition Services Flowchart¹⁰



Examples of Transition Services through Continuous Learning

- Use the units and lessons in the [T-folio](#), starting with the introductory lesson, then working through the assessment lessons to help students identify their strengths, preferences, interests, and needs. The educator provides instruction on the purpose and importance of assessment in the areas of interest inventories, needs assessments, preferences, career clusters, self-determination, etc. The student is then guided to chosen websites to complete the assessment, print results to a PDF, and send to the instructor.
- As students identify areas of interest, assignments that include activities such as researching three job titles and listing the job title, training, salary range, skills, etc., can become not only an avenue of discovery about their job goals, but also a writing and research assignment. Another activity that

¹⁰ Johnson, 2019.



can be useful for students who are just beginning to discover job interests is creating a PowerPoint of jobs A-Z where the student identifies a job title (internet research or through a source like [Career Bridge](#), [My Next Move](#), etc.) and gives a brief summary of the job. The students can upload their work into a Google doc or email it to you for evidence of work. If the student does not have access to the Internet, Career Bridge has printed copies that are sent to schools and can be distributed to students as printed learning materials and returned to the instructor for review and feedback to the student.

- The instructor can provide the student with the 'formula' for writing post-secondary goals: After high school, ___ (I) will ___(do) ___ (where/what). Students can fill out a template that has them identify their goal(s), what steps they plan on taking to achieve those goals, a timeline, and how they will measure their progress and success.
- Have students assess their work readiness (sample tool [here](#)). After students assess their skills, this can become information on which they base some activities for their transition services.
- Assign a task for students to compare their readiness with the tasks/responsibilities of their chosen post-school employment outcomes. The students create a list of things they could do, such as conduct an informational interview with someone in the field with focused questions.
- The educator could arrange for a guest speaker, informational interviews of employers/employees, mock interviews, phone interviews, or virtual tours of businesses, all focusing on the skills and preparation for employment.
- Students are provided instruction on the importance of a course of study plan, how to navigate the course catalogue, thinking about experiences that will enhance their learning, and filling out a template. This would be a great opportunity to co-teach with the school counselor! The educator asks the students to review their postsecondary goals and think about what courses might help them meet those goals. Using the school's course catalogue may be a helpful resource, along with the information the student gathered when researching their employment goal.
- Invite adult agency personnel to an online class. Some agencies to consider: [WorkSource](#), [Division of Vocational Rehabilitation](#), Disability Services from local colleges, [Developmental Disability Administration](#) representatives, mental health services in your area, housing agencies, etc. Have the students brainstorm times/incidences, etc. where they may need assistance. Help students generate a list of questions they can ask to learn more about the support an agency provides. Provide the students with a template to fill out and submit to the instructor via email or Google docs.
- For students who are developing and practicing work and/or independent living skills and can no longer do this on a job/community site due to COVID-19, consider working with the family to set up comparable activities in the home. Examples could include assisting with household chores such as laundry, cooking, cleaning, etc.; assisting with the family budget; or caring for pets and/or younger siblings.



APPENDIX H: ONLINE (& OFFLINE) EDUCATIONAL RESOURCES

In response to school facility closure due to COVID-19, OSPI has curated a selection of links to external organizations to support students with disabilities through continuous learning. These [Online \(and Office\) Resources to Support Continuous Learning for Students with Disabilities](#) include courses, lessons, videos, educational games, physical and outdoor activity suggestions, as well as a section for supporting students with disabilities. We have noted resources that include offline activity options, such as downloadable worksheets, lesson plans, and activities. The resources can be filtered by content area, grade span, and whether they include supports/activities for educators, families, and/or students.

| Content Area | Source | PK-2 | 3-5/6 | Middle School | High School | Teacher | Parent | Student | Online activities | Offline activities |
|---------------------------------------|---|------|-------|---------------|-------------|---------|--------|---------|-------------------|--------------------|
| Early Learning | ABC Mouse | x | x | | | x | x | x | x | |
| Supporting Students with Disabilities | APBS | x | x | x | x | x | x | | | x |
| Supporting Students with Disabilities | Autism Core Skills - School Edition | x | x | x | x | x | x | x | x | |
| Supporting Students with Disabilities | Career One Stop | | | x | x | | | x | x | |
| Supporting Students with Disabilities | CAST iSolveIt Puzzles | | | x | x | | | x | x | |
| Supporting Students with Disabilities | CAST Universal Design for Learning (UDL) Book Builder | x | x | x | x | x | | | x | |
| Supporting Students with Disabilities | CAST Universal Design for Learning (UDL) Editions | | x | x | x | | | x | x | |
| Supporting Students with Disabilities | CAST Universal Design for Learning (UDL) Exchange | x | x | x | x | x | | | x | |
| Supporting Students with Disabilities | CAST Universal Design for Learning (UDL) Studio | x | x | x | x | x | x | | x | |
| Supporting Students with Disabilities | Choiceworks Calendar | | x | x | x | x | x | x | x | |
| Early Learning | Core Knowledge | x | x | x | | x | x | | | x |
| Supporting Students with Disabilities | Do2Learn | x | x | x | x | x | x | x | x | x |
| Early Learning | Education.com | x | x | | | x | x | x | x | x |
| Supporting Students with Disabilities | Equitable Online Learning: Resources and Links | x | x | x | x | x | x | | x | x |
| Early Learning | Fun Brain Jr. | x | | | | | | | x | x |
| Early Learning | Fun-A-Day | x | | | | x | x | x | | x |



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