

Madison District Public Schools
Plan for the Delivery of Special Education Services
April 9, 2020

- The service delivery plan as presented is a general guideline.
- Providers will use the guidelines and adjust them in accordance with the IEP/IFSP.
- Services identified are for students identified to receive special education services unless otherwise noted.
- Parents will be provided Notice of Services offered during school closure.
- This is a fluid plan and may change as new guidance is being provided by Oakland Schools, MDE and the U.S. Department of Education.

Speech Therapy Services

- Provide lesson plans to all parents starting the week of April 13 with 1-2 activities for each goal.
- Check in with families once a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.
- Provide resources and/or activities to students on consult a minimum of once a week. Amount is based on student need.
- Prepare a list of resources for parents to access based on their child's goals and objectives.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use the excusal forms if the general education teacher is unable to attend virtually or by phone. Anyone to be excused, must provide input into the IEP. All initial evaluations will have extension. Re-evaluations will be REED only keeping eligibility and certifications the same.

OT/PT Services

- Check in with families of children who receive direct/consult services once a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.
- Check in with families of children who receive consult services 1-2 times by June 12th, 2020.
- Provide lesson plans to all parents starting the week of April 13 with activities for each goal.

1. Will provide lesson plans for creating a safe home environment for therapy.

2. Will provide "Life Hacks" to solve home safety problems.
3. Will provide resources that demonstrate appropriate ways to guard (protect against injury).
4. Will provide 1-4 activities and/or strategies that are foundational to reach the annual goal. (Sometimes these strategies will overlap because the same strategy is used for two goals).

Continuing until June 12, 2020

- Will provide differentiated strategies/suggestions for annual goals and objectives using scaffolding to build skills based on parent feedback and/or observation of skills.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use the excusal forms. Anyone to be excused must provide input into the IEP. All initial evaluations will have extension. Re-evaluations will be REED only keeping eligibility and certifications the same.

Resource Room Teachers

- Provide lesson plans to all parents starting the week of April 13 with at least two activities for each goal and any core subjects covered in your classes. Focus on the curriculum that has been covered in those core subjects.
- Check in with families at least once a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.
- Provide accommodation options to your core teachers for all caseload students that participate in mainstreaming for core subjects.
- Prepare a list of resources for parents to access based on their child's goals and objectives/curriculum.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use excusal forms if the general education teacher is unable to attend virtually or by phone. Anyone to be excused must provide input into the IEP. Re-evaluations will be REED only keeping eligibility and certifications the same.

Social Workers

- Provide lesson plans to all parents starting the week of April 13 with at least two activities for each goal and objective and/or social skills group.
- Provide weekly virtual welfare checks with families with greater needs. Use your judgement based on the family and student needs.
- Check in with families once a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.

- Prepare a list of resources for parents to access based on their child's goals and objectives and/or social skills group.
- Provide additional counseling/support to non-caseload students and families struggling during the school closure.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use excusal forms if the general education teacher is unable to attend virtually or by phone. Anyone to be excused must provide input into the IEP. Re-evaluations will be REED only keeping eligibility and certifications the same.

Psychologist

- Initial Evaluations-contact all families and prepare an extension form due to the closure and virus.
- Re-evaluations-come REED only paperwork keeping eligibility and certification the same. Contact all parents to complete paperwork.
- Assist staff with parent contacts, scheduling IEPs, resources, etc. Check in with building staff weekly.
- Provide assistance to social workers conducting virtual welfare checks as needed.

ECSE Program

- Provide lesson plans to all parents starting the week of April 13 with at least two activities for each goal and objective and any core subjects covered in your program. Focus on the curriculum that has been covered in those core subjects.
- Check in with families once a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.
- Prepare a list of resources for parents to access based on their child's goals and objectives/curriculum.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use excusal forms if the general education teacher is unable to attend virtually or by phone. Anyone to be excused must provide input into the IEP. Re-evaluations will be REED only keeping eligibility and certifications the same.

Early-On Program

- Provide lesson plans to all parents starting the week of April 13 with 1-2 activities for each outcome. Collaborate with the Early On team to coordinate the activities to best serve the needs of the child and family.

- Check in with families twice a week after sending lesson plans to provide assistance, modeling, and support. Contact can be virtual, phone, video, email, etc.
- Prepare a list of resources for parents to access based on their child's outcomes.
- Document all virtual/electronic contact made by students, families, and your service.
- Hold IFSPs and IEPs virtually through conference calls, Zoom, etc. to meet IEP dates. If needed, use excusal forms if the general education teacher is unable to attend virtually or by phone. Anyone to be excused must provide input into the IEP. Re-evaluations will be REED only keeping eligibility and certifications the same.