



## Northern Lights Special Education Cooperative

16 East Hwy 61, PO Box 40, Esko, MN 55733

P. (218) 655-5018 F. (218)451-4511

[www.nlsec.org](http://www.nlsec.org)

**Dena Hagen ~ Special Education Director**

---

### **Guidelines for Special Education During the 2020-21 School Year**

This document has been created for you by pulling the essential pieces of information from the many guidance documents from MDE and the MN Dept. of Health, which are linked within for your reference. It will be updated as more guidance becomes available and as you ask and give input on important information.

Version **\*September 21, 2020**

**\*anything new added in each version is highlighted in gray so you can keep track of additional information**

As school districts re-open this fall, in whatever way that may be per the state of [Minnesota's Safe Learning Plan for 2020-21](#), more than ever, the time is important for relentless work on **relationships and engagement with students and families**. Remember the following as you begin planning for the beginning of the school year and throughout.

- a. All families have dreams for their children and want the best for them.
- b. All families have the capacity to support their children's learning.
- c. Families and school staff are equal partners.
- d. The responsibility for cultivating and sustaining partnerships among school, home, and community rests primarily with school staff, especially school leaders

Engaging families is essential for students to succeed during this challenging time, and engagement is going to look different for each family. Remember that every family is doing the best that they can. Each of us have a certain set of beliefs and expectations. It is important that we reflect on our own biases and how they impact our interactions with caregivers and students. Show your commitment to each child through personalized communication methods-there are many examples provided in the links below. Share with families the times that you are available to connect with them.

- [MDE Family Engagement Tool Kit](#)
- [Engaging and Communicating with Families during Distance Learning](#)
- [Promising Practices for Connecting with Students and Families](#)



This continues to be uncharted territory and we all learned a lot in the spring with distance learning. Your district has planned for the **3 learning scenarios** below for ALL students during this school year, based on guidelines from MDE and the MDH. **Please see your district's plan for specifics** (i.e. cohorts of students/staff, moving from class to class, entering/leaving the building, tracking person to person contact information, etc.) and the MDE [2020-21 Planning Guidance for Minnesota Public Schools](#) (Special Education starts on page 44) and the MDH [2020-21 Planning Guide for Schools](#).

1. In-person learning for all students
2. Hybrid learning
3. Distance learning

### **Contingency Learning Plans and SpEd Forms**

We have developed a CLP Technical Guide with SpEd forms screenshots, link [HERE](#), to help with writing these. Here is another [SAMPLE](#) of a CLP for your reference too.

In all three scenarios, the school district or charter school remains responsible for the **free appropriate public education (FAPE)** of its students eligible for special education services who have an individualized education program (IEP) or 504 plan. Students that have an individual plan in place will need to have a Contingency Learning Plan, or CLP amendment developed to accompany their IEP or 504 plan. As of now, our guidance is to complete a CLP by September 25, 2020. **Contact the parents of students on your caseload right away to start planning.**

This CLP will ensure that the student's special ed., related services and accommodations and modifications are provided in order to make progress towards IEP goals and general education standards, no matter what learning model or scenario the public health data dictates the district operates in. Build the CLP in anticipation of moving between learning models throughout the year, therefore preventing the need for additional paperwork. **For the 2020-2021 school year, districts may continue to implement a student's individual distance learning plans, if already in effect and incorporated into the student's IEP, if the district or student is going to continue with distance learning during the fall of 2020-2021.**

If a district is in a hybrid model and it's individually determined based on data that a student is in need of additional in-school services above and beyond the hybrid days/times (i.e. the student was unsuccessful with distance learning), district leaders can allow additional in-school services, as long as they are complying with public health guidelines. If a district dials back to distance learning for students and public health parameters indicate in-school or hybrid, AFTER a district consults with their regional support team, it may be able to allow additional in-school services during this scenario as well.

Staff will **work with families** to develop their student's CLP together as an agreed-upon plan to provide service and keep everyone safe. Staff and families will monitor how the student is progressing throughout the school year, and the CLP may be adjusted to meet changing needs. For students with IEPs, the CLP forms are in SpEd forms within the Service Plan section of the forms page, as shown below. SpEd forms is now on YouTube and has 3 videos on how to use the CLP. [Part 1](#) [Part 2](#) [Part 3](#)

The screenshot shows a web form interface with a yellow background. At the top, there is a section titled 'SERVICE PLAN' with a checked checkbox. Below this, there are several rows of form elements. The first row contains 'Notice of a Team Meeting' and 'Record of a Team Meeting', each with a set of small icons (SP, HM, SO, EN) and a question mark icon. The second row contains 'Agreement Regarding IEP Team Member Attendance' and an 'EN' icon. The third row contains 'Individualized Education Program (IEP)' and a set of icons. The fourth row contains 'Contingency Learning Plan' and an 'EN' icon. A red arrow points to the 'Contingency Learning Plan' text.

## Other CLP Technical Tips

- The CLP is a part of the IEP so click the amend button and add the date that you are writing the CLP on the student information page. You might compare it to adding a BIP or PBSP in the middle of the IEP year.
- If you have the annual IEP meeting, the CLP in place will need to be reviewed to determine if adjustments need to be made as a result of changes to the annual IEP.
- The following items will autofill from the **working IEP** and are not editable. However if changes are needed check the box and describe changes in the text box provided.
  - Goals, Objectives
  - How will progress toward meeting the annual goal be measured?
  - Measurable Postsecondary Goals
- Links to the student's IEP are available at the top of the CLP pages so the case manager can easily see what is written in the IEP. The links include:
  - IEP Transition 1
  - IEP Transition 2
  - IEP Services
  - IEP Modifications
- The CLP will finalize when the Amended IEP is finalized.
- dropdowns available in the PWN form that will address the CLP.
- dropdowns available in the program modifications and supports list that address wearing a mask/face shield.
- The NLSEC will explore template PWNs or other that may be helpful on top of what SpEd forms provided.

Teams will need to consider the following **COVID-19 specific items** below in planning for student's individual needs. **REFER TO YOUR DISTRICT'S RETURN TO LEARN OR BLUEPRINT PLAN** to ensure this information is known and taken into account when planning for individual student needs.

- Social distancing and how that will impact the student.
- How they will help parents understand what would happen if a student becomes symptomatic or exposed to Covid while participating in a hybrid or in-person model.
- How the school will provide a safe learning environment, including how services and transportation will be provided.
- How the district will create a safe space for the individual student, including modifications, accommodations, or physical space to support the student.
- How the team will promote cloth face coverings, including how that will impact the student and what is necessary for the district and school staff that will be interacting with the student.
- What breakfast or lunch will look like for the individual student, including where and when it will be provided.
- Considering the students arrival and departure times, how the student's bathroom needs and other activities such as recess will be addressed.
- What is the student's ability to follow social norms, including covering their mouth and nose when coughing or sneezing, washing hands, etc.?
- What will the daily health check look like for the student?

## Other Important CLP Tips

**\*All 3 parts of the CLP needs to be addressed in order to plan for potential movement between models throughout the year. Within the “in-person” model, don’t forget to consider any unique needs that may present themselves as a result of health guidelines and protocol. A SAMPLE completed CLP is linked [HERE](#) for your reference, and posted on our website.**

**\*Shoot for the optimal balance between MAXIMIZING effectiveness of specialized instruction and related services; and MINIMIZING COVID-19 infection risk through application of CDC and MDH recommended safety measures.**

**\*review current data to determine CURRENT academic, functional, and developmental needs, including the impact of COVID-19 so far on the student’s ability to make progress with the general education curriculum, IEP goals, or in extracurricular or nonacademic activities.**

**\*Do not make unilateral decisions (meaning without agreement from a parent) about a student’s plans, without reasonable attempts to get input from the family. Document all attempts to get parent/family input. A PWN needs to be sent to parents with the CLP with a signature page as usual.**

**\*Include other IEP team members, agencies and organizations as appropriate in planning CLPs.**

**\*Ensure that students with disabilities have equal access to learning options**

### Prior Written Notice (PWN)

- The PWN drop downs in SpEd forms have been updated to include story starters for the CLP. Use these to start and then customize for each student.
- Box 5 has a dropdown to indicate that the changes are being proposed based on parent input without convening a whole team meeting. Use this for these scenarios.
- If you are doing an annual IEP meeting and a CLP at the same time, sample PWN language that could be used is posted on our website.
- A PWN should be sent to parents indicating any delay of evaluation due to COVID-19. Typical 14-day signature rules apply, same as always.
- If a team is changing evaluation procedures due to a change in learning model, a PWN can be verbal/email/text permission from parent(s) that can be obtained with case mgr. documenting with date in pen on original PWN.

### Dispute Resolution Procedures

If a parent rejects a CLP, the same procedure would follow as for a typical PWN. They may request a meeting with appropriate members of the IEP team or may request a conciliation. Contact your special education coordinator right away if a parent/family requests conciliation.

## Early Childhood Special Education

See this additional document link for guidance on service and evaluation for these young students and children.

## Attendance and Daily Documentation of Interaction with Students

Attendance must be taken at least once per day for all students enrolled. **Attendance is considered interaction with a teacher on an instructional day.** A student could be reported in attendance by participating in a video class or chat; a phone call with the student or, for younger students, with the parent; posting completed coursework to the learning management system or turning in complete coursework on a given day. It is allowed to have multiple students receiving special education services together in a virtual group. To protect student data and privacy, service providers should not share identifying information (first names are okay) or personal data during these sessions. **Students for whom no teacher (special or general education) has direct interaction on a given day are reported as absent for that day.**

## Distance Learning for All School/District or When a Family Chooses a Distance Learning Model Due to a Student's Risk or Uncomfortable with In-Person Learning

- The distance learning curriculum will follow the same academic standards and pacing provided to students in the building or as if they were in the building.
- Instruction will include daily interaction with the student's teachers and full access to the instructional materials, technology and resources provided to students in the building and as needed for distance learning.
- When a family chooses DL, a district is still responsible to provide a FAPE to that student.

## Locations of Service Provision

- Home Visits for **services** (ECSE, homebound, paras, etc.) are not allowed at this time due to guidance from MDH. During distance learning, either at alternate locations or in the homes of students, MDE does not advise providing in-person specialized instruction and related services. During distance learning, or days when a school is closed to all students in a hybrid model, related service providers may utilize options for virtual delivery of related services, including through telehealth and telemedicine options. In-person specialized instruction and related services may be provided to students in full reopening of schools, or may be provided on days of school building and facility attendance within a hybrid model.
- ★ A school district or charter school may allow school staff to visit a student's home to build and preserve relationships. Under no circumstances should school staff enter the student's home or place of residence. The visit may occur outside and limit visits to no longer than 45 minutes, follow all Public Health Guidelines, including social distancing at least six feet of separation and wearing appropriate face masks. If school staff are handing off instructional materials or other items, staff should follow the same procedure used in school to hand off materials or receive materials from the student and family.
- Non-district Licensed Childcare Providers-Please check to see if these places are accepting visitors and that health guidelines can be followed and if so, we recommend school staff be strategic with services

such as only 1 service-provider at a time or bursts of service to provide for less touchpoints for people involved.

- Locations for Evaluations-face-to-face evaluation procedures may be conducted while a district is all-in-person or on hybrid in-person days. If a district is in a distance-learning model, students would not be allowed to come to school buildings for these procedures. If families choose distance learning while the district or school is in-person or hybrid, students may come to the building for evaluation procedures on those allowed in-person days.

### **Documentation**

**If a student is distance learning (or even if they are not!), it's extremely important to document communications with students and parents-all learning activities provided and daily interactions.** Ensure you're following any district directives for this. Documentation could be done in SpEd Forms Communication Log, through a Google Document, or other similar mechanism. In the spring, some teachers used a google folder for every student to keep track of plans, activities and communication, which worked well.

As you know, Special Education is all about documentation. Regarding students who are learning from a distance, your documentation should contain:

- What content was delivered?
- To who?
- When?
- What standards and IEP goals were addressed?

and continue to monitor throughout....

- Is the student making progress?

### **Meetings**

IEP meetings to review goals and services, and for evaluations could continue to include virtual and phone meetings. If your district is operating in an in-person or hybrid model, consider which meetings might need to be in-person, for various reasons, including maintaining relationships with parents/families. If a distance model is required due to public health direction, only use virtual or phone for meeting methods. Refer to your district's specific plan for any additional details.

### **Personal Protective Equipment (PPE) for Service Provision**

The MN Dept. of Health has given school districts guidance about the PPE that you and other special education staff that you work with have for working with students directly, including close service. Your district has been working to ensure that this is the case when students return, but please refer to the **chart** below (zoom-in this document to read) to determine what is needed. The full document that this chart is within (page 13) is attached [HERE](#).

## Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the "Face coverings" section for details.

Types of Close Services	Eye Protection: Face Shield or Goggles	N95	Medical/Surgical Disposable Mask	Disposable Gloves (non-latex)	Disposable Gowns, Smock, Other Body Coverings
Activities such as special education assessments and early childhood and vision/hearing screenings.	Optional if unable to tolerate face covering	Not required	Not required	Required, if sharing materials	Not required
Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown).	Optional if unable to tolerate face covering	Not required	Not required	Required	Not required
Activities such as instruction, therapy, related services, and crisis/behavior response.	Optional if unable to tolerate face covering or if risk of splash	Not required	Not required	Required, if sharing materials	Optional
Speech therapy and articulation therapy services.	Required	Not required	Not required	Required, if sharing materials	Not required
Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student's bodily fluids.	Optional	Not required	Not required	Required	Optional
Direct care (e.g., first aid, medications, diabetes care) and monitoring of students unrelated to illness.	Optional	Not required	Not required	Required	Not required
Direct care and monitoring of staff/students for symptoms of illness in the health office.	Required	Not required	Required	Required	Optional
Nebulization treatments, peak flow meter monitoring, oral/nasal suctioning, or closed trach system suctioning. Includes staff cleaning the room after these procedures.	Required	Optional	Required	Required	Required
Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. Includes staff cleaning the room after these procedures.	Required	Required	Not required	Required	Required

Note: This resource is not intended to be exhaustive; schools and programs should evaluate additional scenarios based on type of service being provided and associated infection risks while taking into account an individual assessment of student/staff health considerations.

07/30/2020

Page 13 of 16

### Exemptions From Face Coverings [MDE's guidance regarding Special Education and Face Coverings \(3rd section down\)](#)

Students who have medical or other health conditions, disabilities, or mental health, developmental, or behavioral needs that make it difficult to tolerate wearing a face covering are exempt from wearing a face covering under [Governor's Executive Order 20-81](#).

Use a continuum to think about individual students. If a student isn't able to wear a mask, can they wear a neck gaiter, bandana, or clear face shield?

The student's individualized education program (IEP) team, is responsible for the development, review, and revision of the student's IEP, including info from parents related to the student's ability to wear a face covering or face shield. **Current guidance from MDE states that the district or school cannot: limit the student's participation in in-person instruction in the school setting by requiring the student to attend distance learning only, discipline a student for failure to wear a face covering or face shield, or utilize restrictive procedures for failure to wear a face covering or face shield.**

**If a student refuses to wear a face covering, schools are encouraged to use positive behavioral strategies and supports to teach, model, and change the cultural norm to reinforce the use of face coverings. If a student does not have a condition cited above, discipline procedures may apply, but remember that a student's individual plan may differ from district policy.**

### Low Incidence Disabilities

The Minnesota Low Incidence Projects and MDE Special Education Division have identified a number of considerations for staff use of social distancing in relation to communicating with students with disabilities

and providing specialized instruction and related services, when students are attending in-person or hybrid learning models. [HERE](#) are those considerations.

Also, see this resource [HERE](#) created to support students with significant cognitive disabilities to receive high quality instruction in inclusive environments (in school, at home, or in a hybrid model),

As many of you know, wearing a mask with glasses causes concern with glasses fogging up. Having a wire around the nose may help, or pulling glasses slightly over the masks. It may take some experimenting but please be extra cognizant about students with vision impairments.

Lean on your NLSEC Support staff as you plan for students with low-incidence, severe/profound, or unique disabilities. We're here to help!

## Other Due Process Guidance

### **When Families Choose Homeschool for their Student (not Distance Learning)**

Families in MN have school choice options and one of those is to homeschool their children. These are considered non-public students and when the student has an IEP, continue to have equal access to a Free and Appropriate Public Education. When a family communicates that they would like to homeschool their child, the IEP team should meet to discuss concerns and if this still continues to be the decision, develop an ISP or Individual Services Plan for the student to continue to receive special education services from their resident public school district.

In SpEd forms, you choose ISP instead of IEP, and the rest is the same. Students with an ISP also need a CLP. Please reference our more detailed guidance document for additional details on ISPs.

<b>Individual Services Plan (ISP)</b> ISP Meeting Date: 2/1/2015 Finalized on: 9/2/2014	
<input type="radio"/> IEP <input type="radio"/> IIP <input checked="" type="radio"/> ISP	
<input checked="" type="checkbox"/> Validate <input type="checkbox"/> Print ISP <input type="checkbox"/> Amendment	
1. Student information <span style="float: right;">EN</span>	2. Present levels <span style="float: right;">EN</span>
3. Goals <span style="float: right;">EN</span>	4. Transition services 1 <span style="float: right;">EN</span>
5. Transition services 2 <span style="float: right;">EN</span>	6. Services <span style="float: right;">EN</span>
7. Accommodations, modifications <span style="float: right;">EN</span>	8. Assessments (Page 1) <span style="float: right;">EN</span>
9. Assessments (Page 2) <span style="float: right;">EN</span>	10. Additional Information <span style="float: right;">EN</span>

If a family declines services while they homeschool their child-tell the story. Document the district's offer of FAPE through an ISP and all considerations of the team.

### **Homeschool vs. Online School vs. Distance Learning**-all different types of situations.

**Homeschool**: defined above

**Online School**: a completely separate enrollment in a different district, then responsible for that student's special education services.

**Distance Learning**: a family chooses this during the pandemic or it's part of a district's chosen learning model-DL or Hybrid. District is responsible for providing special education.

## **Evaluations**

Staff were advised to send out a PWN to parents explaining an evaluation delay, if one occurred in the spring. We provided guidance for how this could look on the NLSEC website. If an evaluation was delayed, the team should work together to start or finish evaluations for students attending school for the hybrid or in-person model, and distance learners if possible, using virtual methods if possible. Districts are working to assure proper protection is provided for staff when administering assessments or working with students in person.

If a district is in a hybrid model and it's individually determined based on data that a student is in need of in-school activities, such as evaluations above and beyond the hybrid days/times (i.e. the student was unsuccessful with distance learning), district leaders can allow these additional activities, as long as they are complying with public health guidelines. If a district dials back to distance learning for students and public health parameters indicate in-school or hybrid, AFTER a district consults with their regional support team, it may be able to allow these additional in-school activities during this scenario as well.

### **Reevaluations Reminders:**

- must be conducted at least every 3 years
- may be conducted through a review of existing evaluation data, that includes any evaluation or additional information provided by the student's parents
- does not need to include assessments required for an initial evaluation (i.e. IQ or standardized achievement assessments), but include those assessments needed to gather the needed data

### **Initial Evaluation Reminders:**

- conducted within 30 school days or receiving parent consent
- eligibility for special education services must be determined
- following eligibility, an individualized education plan should be developed within 30 days

## **Timelines**

- The provisions of IDEA, including timelines remain in effect during the Covid-19 pandemic. However, OSERS (Fed. Office of Special Ed.) maintains "As a general principle, during this unprecedented national emergency, public agencies are encouraged to work with parents to reach mutually agreeable extensions of time, as appropriate."
- MDE realizes that it may be difficult to complete timely assessments for special education due to the backlog of assessments from the previous year. However, when a district is operating in the in-person or hybrid model, teams should conduct re-evaluations and document school days in determining assessment timelines and their efforts to prevent any loss of student programming when assessments are not able to be completed on-time.
- During the national emergency, public agencies are encouraged to work with parents to reach mutually agreeable extensions of time.
- If a district can't meet timelines because of Covid concerns, the district should document a statement such as: "The annual IEP was not able to be held within the mandatory timeline due to the Covid-19 pandemic."

## **Observations**

As in the spring, if you are conducting a re-eval, consider if it's possible to report what you've observed in school or over distance learning in the spring. For initial evaluations, what creative ideas could you try? Video observations of the student at home?

## **Signatures**

As it was in the spring for due process documentation reasons, electronic signatures or an email/text from a parent or phone log kept on file are acceptable.

## **MA Billing and Tele-Delivery of Services**

- MA Billing when students are attending in-person can follow the typical pre-COVID-19 process.
- Telehealth and telemedicine continue to be possible to provide some special education related services if FERPA and HIPAA compliant. See the [NLSEC Guide to Completing Telemedicine MA Billing During Distance Learning and COVID-19](#).

## **Data collection, progress reporting, grading**

- Formative assessments to gauge where a student is at with their skills is **ESSENTIAL** at the beginning of the new year in order to plan going forward and ensure services and supports are appropriate to address the impact of the COVID-19 pandemic on the student's progress.
- Data collection and progress reporting should continue according to the student's individual plan with any changes noted on the CLP.
- Remember that data on a student's progress should be collected regularly in order to determine if a change is needed in their plan.
- The IEP team should consider grading for students as part of their individual plan and continue to consider the principle of "**do no harm**" to avoid damage to both students' future education opportunities and struggles that students and families will experience during this time beyond their control. Refer to your district's individual plan as well as [Creating Equitable Grading Systems During COVID-19](#) for more information.

## **Work-Based-Learning**

When reviewing your students DLP or when creating a CLP, please make sure to include your school districts WBL Coordinator. Students that were participating in work experience last year or their plan was to start this year should be reviewed in collaboration with the WBL coordinator to determine next steps in order to meet student needs, goals, objectives, etc.

Ultimately, for this fall, it is a district decision on how you would like to proceed with your work-based learning program. However, if your school will be opening for in-person learning or in a hybrid model, the general guidance MDE has been sharing includes: Families, districts and employer partners should decide on a case-by-case basis if students can attend an off-site, face-to-face work-based learning site. Consideration must be given to if the employer partner is open for business and following MDH, CDC, and OSHA guidelines for COVID-19, and how the employer partner will ensure the student's health will be protected.

With each change in learning model, WBL Coordinators will execute a new training agreement between parents/guardians, the student, the employer, and the district, particularly if students will be returning to a work-site after a business or school building closure. Additionally, WBL coordinators will assist in safely supervising students in each situation.

The WBL Coordinators will be connecting with each district to determine the present learning model along with employers to determine who will continue to allow participation with work experience students or who will be suspending their partnerships for the time being.

The document [Secondary Transition/WBL Curriculum and Activities](#) also includes some useful information regarding activities and supports to supplement students transitional needs.

### **Vocational Rehabilitation Services**

At this time, all VRS Counselors are required to work from home and are not able to attend face to face meetings within school buildings. However, they will be allowed to attend IEP meetings virtually or by phone, so please make sure to invite them to your meetings! VRS counselors are more than willing to attend CST or team meetings as well.

**Counselors:** Cassie Erickson ([cassie.erickson@state.mn.us](mailto:cassie.erickson@state.mn.us)) Barnum, Carlton, Cloquet, Moose Lake, Wrenshall, Willow River.

Cindy Matheson ([cindy.matheson@state.mn.us](mailto:cindy.matheson@state.mn.us)) McGregor, Cromwell-Wright, Proctor, Hermantown, Lake Superior, Esko

### **County Social Workers**

At this point in time, county SW's are able to attend meetings virtually or by phone, please make sure to invite them to any upcoming IEP/evaluation meetings for your students.

### **Interventions for Struggling Students**

If there are concerns about a student, student support teams should still address them and help the student through documented interventions, accommodations, possible 504 plans, etc. Teams should not ignore new concerns that come up about students. Reach out to your NLSEC coordinator if you need help with this.

### **Paraprofessionals**

As of now, our guidance is to refer to your district administration and the district's restart/blueprint regarding the work of paras. Paraprofessionals can provide direct service and supervision of students without a teacher always present, but CANNOT provide initial instruction. Instruction must be with teacher oversight and direction. For example, if a class is divided into 2 rooms for safe distance, it is ok for the para to supervise one of these rooms with direction from the teacher. The NLSEC will monitor as the year starts to determine if more guidance is needed in this area. PELSB clarifies that: *While a licensed teacher must remain responsible for primary instruction, design and implementation of lesson plans, and assessment of students, paraprofessionals and other non-licensed staff can provide the following support:*

- *Supervise and provide support to small groups of students (in both an in-person or hybrid model).*
- *Monitor and support students through distance learning through regular virtual one-on-one and small group check-ins with students.*

### **Time and Effort Documentation**

Maintain current time and effort processes as of now and we will update you on any changes required with this. If paras or other special education staff are doing non-sped jobs during distance learning, this needs to be tracked as part of time and effort and provided to your business office.

[NLSEC website COVID-19 resource page](#)  
[MDE Special Education COVID-19 Resources](#)

