

CONTINUITY OF LEARNING & SUPPORT PLAN: Guidance 2020-2021

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Purpose

Per the [Supplemental Fact Sheet](#) issued by the United States Department of Education on March 21, 2020 in response to the COVID-19 pandemic, school districts should continue to provide access to a Free and Appropriate Public Education (FAPE) for all students with disabilities. “In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible.” That said, the Department reminds us that FAPE “may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.”

This template is intended to facilitate a conversation with a student’s IEP team, including the family, to determine and document what specialized services will be most appropriate for the student during times of remote learning. Schools will need to balance flexibility provided by the Department and services that can/will be provided to ensure the child is making progress toward [appropriately ambitious](#) goals.



Considerations For Translating Services To Remote Settings

There will be some need to be formulaic in our translation of service types and minutes (to ensure timeliness and clarity of implementation) but also responsive to student need and family input. Here are some practical suggestions for this process:



Connect with families now. Families have been frontline providers of educational support for the last several months, and they will continue to be in this new school year. Increased family input on the front end will create more alignment with the student's needs. Ask families about their experience in the spring, concerns about virtual learning, and opportunities that may be available for bolstering support at home. Find a time and medium for communication that works best for the family. If interpretation services will be needed, arrange accordingly.



Consider purpose. What is the purpose of the current service? Which goal(s) does it target? In what ways will the need for this service continue to present in the home setting? Are there alternative ways (service type, locations, frequency) that will meet this same purpose? Prioritize purpose over minutes in the translation of in-school to virtual service.



Think beyond an in-person schedule. The in-person school setting comes with certain parameters (content blocks, teacher schedules, transition time) that present differently in the remote setting. Use the virtual setting to the advantage of the student. Consider ways to maximize frequency and timeliness of feedback, collaborate with co-teachers, and utilize digital platforms that provide needed support learning.



Anticipate needs that may overflow the current IEP. On the other hand, the virtual environment and remote learning expectations may surface new challenges for the student. Knowing the student and their present levels, anticipate where needs may go beyond what is currently reflected in the IEP. You may need to account for additional accommodations that will be needed. Give particular emphasis to behavioral, social, emotional, or executive functioning supports the student may need in the home environment.



Get creative within the parameters. There are a myriad of options and combinations we could consider, and likely do not have a specific service name for them. Think creatively about how service is delivered, but always ground these decisions in what purpose the service is fulfilling within the current IEP and knowledge of the student's abilities.



Document. This suggestion is not new to a special educator, but may need to take on some additional weight as this season will carry with it a variety of unique challenges. Document decisions made, document services delivered, document accommodations provided, and progress monitor consistently. This is in the best interest of the whole of the IEP team, but most importantly, the student. Provide completed copy of CLSP document to families and team members for review and reference.



Guide For Use

The following guide will support the use of the document in fulfilling the above purpose.

Student Information: Gather information from your online IEP system or cumulative records to fill in this information.

Parent Observations and Concerns: Talk with the student's family. Note observations of student's current needs and the family's concerns about starting remote learning when school reopens.

Progress Updates: This is a space to note updates to present levels and goals in the IEP. This can be anecdotal information from the previous case manager, teaching team, and/or family - or quantitative as it is available from the spring distance learning season. List by goal domain (i.e. basic reading skills, math problem solving, adaptive skills) and give a brief update on the student progress toward goals. This information is intended to inform the following service plan proposal.

Remote Learning Description: It will be important to ground this contingency plan in the learning context. In this space, briefly describe the key components to the school's remote learning plan. This could include school schedule notes, digital platforms that are being utilized, how teachers are being assigned, etc. This information is intended to inform the following service plan proposal.

Contingency Service Plan: In this section, first list the current IEP services, including their type, location, frequency, and when provided within the school schedule. Then, draft proposed remote services, including the same information. Location should note whether it is provided in conjunction with general education or as a specialized service (SPED). Line up school remote learning schedules or family requests to identify the best time to schedule a service. Be as specific as possible. The notes section can be used to provide further specificity of content, focus, structure, or team member responsibility.

Anticipated or Additional Accommodations Needed: As noted above in the considerations, our students are likely to need adapted or additional accommodations to meet needs that present in the remote settings. Review current accommodations and make notes of altered or new provisions here.

Date to Begin Remote Service: Note the date that remote service will begin.

Communication: Fill in the name of the person responsible for communicating with the family should a change in plan be necessary, likely the case manager.

Document Created with Input From: The input from families and other IEP team members (or prior members) will inform the usefulness of this document and value of the plan in supporting the student. Record from whom input was gathered in this section.

Document Reviewed by: Any service and support plan should be reviewed by all persons responsible for its implementation. This will include general education teachers, special education teachers, LEA representatives, and the family. This is also a space to note disagreement with the plan.



Case Examples

The following are provided as examples, not formulas. Ultimately, remote service options should be grounded in student need and learning context. Plans should aim to support current IEP goals as well as prioritize access to core content and same-age peers.

Students may have multiple services. Coordinate services to create clear learning blocks, breaks, and appropriate flexibility within the student’s day. Communicate schedules with students, families, and teachers/service providers involved. You may find a [Student Schedule](#) or [Teacher Schedule](#) tracker to be helpful in this task.

Student A requires reading intervention to develop and practice basic reading and fluency skills due to dyslexia. Best practice for this service includes consistency of intervention, access to multi-sensory, systematic curriculum, and frequent feedback.

Type	Setting	Location	Frequency	Schedule	Notes
Reading Intervention	Current IEP	SPED, small group	5x/wk, 45 min	RTI block	Read 180
	Remote Setting	SPED, computer-based SPED, 1:1 direct	5x/wk, 40 min 2x/wk, 20 min	Asynchronous, daily Tues/Thurs, 10am	Read 180

Student B requires access to learning within the functional academic standards in all content areas.

Type	Setting	Location	Frequency	Schedule	Notes
Functional Academics	Current IEP	SPED, small group	4x/day, 45min	Core content blocks; reading, writing, math, science, social studies	
	Remote Setting	SPED, small group SPED, independent SPED, 1:1 direct	1x/day, 45min 2x/day, 90min 1x/day, 45min	Morning meeting, 8am AM/PM choice board Discrete trials, 1pm	Deliver task boxes or other manipulatives needed; flexible independent work time

Student C requires support in math class to access language comprehension support and chunk assignments.

Type	Setting	Location	Frequency	Schedule	Notes
Math Inclusion	Current IEP	Gen Ed, whole group	5x/wk, 60min	Math block	
	Remote Setting	Gen Ed, consult Gen Ed, small group SPED, small group SPED, office hours	2x/wk, 30min 5x/wk, 20min 5x/wk, 20min 1x/wk, 40min	Tues/Thurs, 3pm Class individual work Pre-teach before class Wed, 1pm Q&A	Student signs on before scheduled class time for pre-teach lesson; office hours are designated as additional support time

Student D requires occupational therapy to develop and practice fine motor skills involved in academic tasks.



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Type	Setting	Location	Frequency	Schedule	Notes
Occupational Therapy	Current IEP	SPED, 1:1	1x/wk, 30 min	Tues end of science	
	Remote Setting	SPED, 1:1 SPED, Parent consult	1x/wk, 20 min 1x/wk, 10 min	Tuesdays, 3:00pm Tuesdays, 3:20pm	Parent consult to include follow-up steps, appropriate accommodations, support with at home therapeutic options

Student E requires adaptive behavior service to set goals, identify and roleplay positive responses, and maintain accountability.

Type	Setting	Location	Frequency	Schedule	Notes
Adaptive Behavior	Current IEP	SPED, check in check out	2x/day, 10min	AM advisory PM advisory	
	Remote Setting	SPED, check in check out	2x/day, 10min	Post advisory call PM text survey	Use Redcap text survey service or Google form to offer PM check out

Student F requires a 1:1 paraprofessional to support in larger general education settings, particularly with material and task organization, additional prompting for task completion, and maintaining personal safety by remaining in the learning space (vs. elopement).

Type	Setting	Location	Frequency	Schedule	Notes
1:1 Aide	Current IEP	Gen Ed, 1:1	3x/day, 45 min	Science, Social Studies, Specials	Supports organization, prompting for task completion, safety
	Remote Setting	SPED, 1:1	2x/day, 15 min	mid-AM check-in mid-PM check-in	Case manager to track progress on virtual content modules and may increase para support up to current IEP minutes as needed and discussed with family
		SPED, parent consult SPED, case manager consult	1x/day, 15 min 2x/wk, 15 min	4pm call/text with family Tues/Thurs, 12pm	

Student G requires specialized vocational services designed to prepare the student for work after school.

Type	Setting	Location	Frequency	Schedule	Notes
Vocational Skills	Current IEP	SPED, small group	5x/wk, 60min	Vocational skills block	Focus skills include: organization, task sequence and completion, work habits, finance
	Remote Setting	SPED, small group SPED, independent	3x/wk, 20min 5x/wk, 45min	M/W/F, 9am Flexible work time	Materials dropped off and/or provided digitally



APPENDICES

[Editable CLSP Template](#)

[CLSP Example](#)

Alternative Template: [CLSP with 3 Scenarios](#), [Example](#)

[Guide for High Quality Service Options](#)

[Service Tracker](#)

[Student Schedule Tool](#)



CONTINUITY OF LEARNING & SUPPORT PLAN 2020-2021

Student:	DOB:	School:	Grade:
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This plan outlines the services and accommodations that your child will have access to during times of necessary remote learning. This is not intended to replace the IEP, but serve as a contingency plan for when the school must operate under remote learning protocols. Service decisions are based on student need, current IEP services, and team input. Case managers will maintain service logs and communicate with families about student progress on an ongoing basis. If you have any questions, please contact your child's case manager.

STUDENT INFORMATION

Previous Annual IEP:	Previous Triennial Evaluation:
Current Case Manager:	Parent/Guardian:
Case Manager Contact Information:	Parent/Guardian Contact Information:

Parent Observations and Concerns

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Progress Updates

Goal Area/Summary <i>Current IEP</i>	Progress Updates <i>To include updates from school team or family on student progress in spring & summer (anecdotal and/or quantitative data as available)</i>



CONTINUITY OF LEARNING & SUPPORT PLAN 2020-2021

Student:	DOB:	School:	Grade:
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PLAN FOR CONTINUOUS LEARNING & SUPPORT

Remote Learning Description

All students will have access to...

Contingency Service Plan

Type	Setting	Location <i>Special education or General education</i>	Frequency	Schedule <i>This service is provided during...</i>	Notes
	Current IEP				
	Remote Setting				
	Current IEP				
	Remote Setting				
	Current IEP				
	Remote Setting				
	Current IEP				
	Remote Setting				

Anticipated or Additional Accommodations Needed

Within remote learning, we anticipate the student will need...

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CONTINUITY OF LEARNING & SUPPORT PLAN 2020-2021

Student:	DOB:	School:	Grade:
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DATE TO BEGIN REMOTE SERVICE

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COMMUNICATION

If/when setting changes due to school or district decisions, _____ will contact the student's family and confirm which learning plan will be enacted. With this Continuity of Learning & Support Plan in place, an additional IEP team meeting when school model changes is not necessary unless requested. Services can be provided as quickly as possible and therefore, learning loss minimized. Any change to this document proposed by the school team will be communicated and agreed upon by the family before enacted.

DOCUMENT CREATED WITH INPUT FROM:

Name:	Role:	Date:	Method:

DOCUMENT REVIEWED BY:

Parent/Guardian		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date:
Case Manager		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date:
LEA Representative		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date:
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date:
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date:
		<input type="checkbox"/> Agree	<input type="checkbox"/> Disagree	Date: