Note for all ESS Staff: During this time of school closure and implementation of virtual learning for students in APS, I want to emphasize several critical points:

- Students with disabilities are to be afforded the same opportunity as their general education peers during this time. This is to be a good faith effort.
    - For students P-8 this is defined as <u>access</u> to learning opportunities that will allow them to continue to progress toward the general education standards and their IEP goals.
    - For students 9-12 this is defined as learning opportunities that will allow students to progress toward meeting their graduation requirement and their IEP goals.
    - For teachers and service providers, this means providing learning activities and options that align with student IEP goals in order to allow students to have <u>access</u> and continue to make progress toward IEP goals and the general curriculum. It is <u>NOT</u> a minute for minute approach to implementing student IEPs.
- IEP meetings and activities will need to continue to the best of our ability. This is to be a good faith effort.
    - ESS consultants and ToSAs will be able to support these processes.
    - For additional information about IEP expectations, see this [IEP guidance document](#).

I know that this is a new and challenging endeavor. The ESS leadership team is committed to supporting each of you as needed. Please do not hesitate to reach out to any of us for support, myself included (rabrowning@aurorak12.org).

Sincerely,
Rachael Browning
Rachael Browning
Director, Student Services

In the event of a school or district closure, students with disabilities must be included in whole school plans for remote learning opportunities. Special education providers will collaborate with classroom teachers when planning remote learning opportunities to ensure that students are able to access the material and engage in the learning through accommodations as indicated in each student's IEP or section 504 plan. Special education teachers and service providers will plan remote service opportunities using the same tools and resources teachers are using, where applicable. Special education teachers and service providers will plan for interacting with students virtually to provide services during school closure. Additionally, the provision of services such as instructional telephone calls, homework packets, Internet-based lessons, and other available distance-based learning approaches is not considered a change in placement and therefore meets our legal requirement for service provision.

IEP teams must continue with special education processes, including conducting informal assessments or formal assessments of the student, including parent surveys and standardized reports, and consult, as needed. IEP teams would not be required to meet in person if a school closes, however, our expectation is for meetings to occur [virtually.](#)

Student	IEP Service Provider	ESS TOSA/ Provider Team Leads	Principal/Asst. Principals	ESS Consultant
Students P-12 with Disabilities All students, except those working toward EEOs (DLC, some ILC and some Autism in center based programs) need to be linked to general education classes according to their grade and school schedule.	**Special Education Teachers** Schedule, hold, and attend IEP meetings virtually Use Google Classroom to post class/group announcements and upload student materials Provide students with materials and activities through video or other format that will allow them to work toward their IEP goals from home Focus on maintenance of learned skills to prevent regression Use Google Hangouts/Meet to deliver IEP services toward IEP goals when necessary Progress Monitor towards IEP Goals as possible As needed, meet virtually with students in small groups or 1:1 for direct instruction/conferencing with students using Google Hangout/Meet Weekly direct one-to-one contact with each student; utilize paraprofessionals to assist with this Collaborate with classroom teachers to support implementation of accomodations. **For Specific Programming guidance:** ModerateMild/ Autism	Supports special education teachers with determining instructional strategies and resources for planning virtual specially designed instruction Checks in weekly with teachers to support scheduling and planning for instruction Collaborates with general education coordinators, educational technology and assistive technology team to problem solve around access and engagement	Check-in with teachers Develop a schedule Monitor student progress (incompletion, students not connecting virtually) Sit in on sessions Monitor scheduling of paraprofessionals in special education programs as applicable	Hold team meeting with each building and develop a plan to coordinate all services IEP technical support Check-in with teachers and providers to ensure IEP minutes are covered Monitor student progress (incompletion, students not connecting virtually) Sit in on sessions Collaborates with general education coordinators, educational technology and assistive technology team to problem solve around

	ILC DLC AN ECSE Crossroads As applicable, provide direction to paraprofessionals on a daily basis regarding work tasks to be completed			accessibility features for students Monitor scheduling of paraprofessionals in special education programs as applicable
Juniors/ Seniors with Disabilities	All students, except those working toward EEOs (DLC, some ILC and some Autism in center based programs) need to be linked to general education classes according to their grade and school schedule. Case managers should ensure that students are specifically linked to courses needed for graduation. Follow all recommendations in the Students P-12 with Disabilities.			

Students with DHH Services on IEP or 504 Plan	**All DHH Teachers:**
	
	Use Google Classroom to post class/group announcements and upload student materials
	
	      Provide students with materials and activities through video or other format that will allow them to work toward their IEP goals from home
	
	      Focus on maintenance of learned skills to prevent regression
	
	Use Google Hangouts/Meet to deliver IEP services toward IEP goals when necessary
	
	Progress Monitor towards IEP Goals as possible			

	As needed, meet virtually with students in small groups or 1:1 for direct instruction/conferencing with students using Google Hangout/Meet Weekly direct one-to-one contact with each student; utilize paraprofessionals to assist with this Collaborate with classroom teachers to support implementation of accomodations. Follow guidelines for mild/moderate teachers **Educational Interpreters** Align with class schedule as assigned by Teacher of the Deaf Video and post interpretation of teacher lessons as needed			
Students with Audiology Services on IEP or 504 Plan	**Audiologists** Contact all families to address questions, ensure students have working equipment and identify any equipment needs for online learning (i.e. batteries for hearing aids, problem solving for amplification etc.) Collaborate with teachers of the deaf and other teachers to support with online accessibility accommodations Participate in IEP meetings virtually			
Students with Vision and/or O&M Services on IEP or 504 Plan	**TVIs, O&M Providers, and Braillists** Schedule, hold, and attend IEP meetings virtually Use Google Classroom to post class/group announcements and upload student materials Provide students with materials and activities			

	through video or other format that will allow them to work toward their IEP goals from home Focus on maintenance of learned skills to prevent regression Use Google Hangouts/Meet to deliver IEP services toward IEP goals when necessary Progress Monitor towards IEP Goals as possible As needed, meet virtually with students in small groups or 1:1 for direct instruction/conferencing with students using Google Hangout/Meet Weekly direct one-to-one contact with each student; utilize paraprofessionals to assist with this Collaborate with classroom teachers to support implementation of accomodations. Collaborate with parents and braillists to identify targets and set up specific plans for continuing braille instruction at home **O&M** Use video modeling to establish routines and activities associated with individual IEP goals Collaborate with parents using Google Hangout/Meet to identify targets and set up specific plans for addressing O&M at home **Braillists** Under the direction of a TVI, meet individually with parents and students in Google Hangouts/Meet to provide support and direction toward meeting specific		

	braille production targets at home			
Students with SLP Services on an IEP or 504	**Speech Language Pathologists** Schedule and hold IEP meetings virtually. Provide online therapy for students through Google Hangouts/Meet and/or Google Classroom to deliver services in accordance with the IEP or 504 Provide home program for each student Scheduled weekly check-ins with parent/guardian to discuss progress and update plans either via Google Hangouts/Meet, telephone, or email Progress monitor toward IEP goals Collaborate with classroom teachers to support with implementation of accomodations Additional Guidance HERE	**SLP Team Leads** Support SLPs to determine therapeutic strategies and resources for planning virtual services Checks in weekly/daily with SLPs to support scheduling and planning Collaborates with ESS leadership, general education coordinators, educational technology and assistive technology team to problem solve around access and engagement		
Students with OT/PT/APE on an IEP or 504	**OT/PT/APE Providers** Attend IEP meetings virtually Provide online therapy for students through Google Hangouts/Meet and/or Google Classroom to deliver services in accordance with the IEP or 504 Plan Provide home program for each student Use video modeling to establish routines and activities associated with individual IEP goals	**OT/PT/APE Team Leads** Supports providers to determine therapeutic strategies and resources for planning virtual services Checks in		

	Scheduled weekly check-ins with parent/guardian to discuss progress and update plans either via Google Hangouts/Meet, telephone, or email Progress monitor toward IEP goals Collaborate with classroom teachers to support with implementation of accomodations Additional Guidance HERE	weekly/daily with providers to support scheduling and planning Collaborates with ESS leadership, general education coordinators, educational technology and assistive technology team to problem solve around access and engagement		
Students with Mental Health Services on IEPs or 504 Plans	**Mental Health Providers** Attend IEP meetings virtually Provide online services for students through Google Hangouts/Meet and or Google Classroom to deliver services in accordance with IEPs or 504 Plans Provide home program for each student Scheduled weekly check-ins with parent/guardian to discuss progress and update plans Progress monitor toward IEP goals Collaborate with classroom teachers to support with implementation of accomodations Risk Assessment: Complete any outstanding suicide assessments. New suicide assessments are conducted by the school providers. For all assessments the administrator at the school needs to be informed. If a threat is made during service delivery this would be	**Mental Health Team Leads/Coaches** Support school-based MH providers with strategies and resources for planning virtual mental health sessions Check in with school-based MH providers to support scheduling and planning for services Collaborate with coordinators and educational technology team to problem solve		

	referred to the building administrator assigned to conduct a threat assessment remotely.	around access and engagement Coaches provide support/consultation for threat and suicide risk assessment Coaches continue to be on call for their week assigned to the District Crisis Response Team		
Students in center-based programs and students with 1:1 paras	**Paraprofessionals** Under the direction of the general education, special education teacher and building administration, and depending on the unique circumstances related to paraprofessional access and student needs, paraprofessionals may be expected to: ● Participate in scheduled school-based professional development regarding online learning ● Support teachers and service providers with preparing assignments and activities ● Prepare, collect, and distribute materials for individual students ● Communicate and check-in with students as determined by teachers, providers, and school leadership ● Facilitate individual or small group sessions through virtual learning platforms ● Support the teacher with progress monitoring, data collection, and clerical duties ● Support the virtual implementation of accommodations to support individual student access to and engagement in learning			

	opportunities ● Support families and students in accessing and participating in remote learning and therapy experiences, including supporting families in implementing behavior supports as needed			