



Exceptional Student Services

Distance Education Plan

The East Baton Rouge Parish School System is committed to providing equal and equitable instructional opportunities, curriculum access and lessons afforded to students with disabilities during this time. Students with disabilities will continue to have the same access to curricula resources and digital tools as general education students but are designed to assist with the identified disability. The resources selected to support students with accommodations and inclusive support in the general education setting should follow the general education model, as the curriculum that is designed to accommodate the needs of all students.

Support for related services such as occupational therapy (OT), physical therapy (PT), assistive technology (AT), speech, adapted physical education (APE), and counseling, will occur through a virtual, face-to-face, or blended, contingent upon need and scheduling constraints and keeping within safety guidelines. Support will also be provided for other instructional needs in the areas of autism and behavior with content rigor.

Short Term Goals	The East Baton Rouge Parish Exceptional Student Services Department will have a plan available to parents and students for the 20-21 School year.
Long-Term Goals:	East Baton Rouge Parish Exceptional Student Services Department has transitioned to an ongoing virtual platform (Google Classroom and Microsoft Teams) for online learning that will be available to students and parents to ensure a continuity of instructional and related services as appropriate.

I. General Descriptions

During distance learning, special education staff (including special education teachers and related services providers) will provide services as written in the IEP via distance learning formats. These include:

- Provide special education and related services in the IEP through multiple modalities: online learning websites, online instructional materials, paper packets, instructional videos, etc.
- Individualize materials to meet the needs of each student based on their Individualized Education Program.
- Individualize access to online learning programs and tools.
- Collaborate with general education teachers, related service providers and administrators, as needed.
- Regularly collaborate with families through phone conferences and emails.
- As appropriate, provide virtual learning sessions with individual students, with parent permission.
- Provide weekly office hours to families and students.
- Continually monitor student progress and adjust services as needed.
- Follow national and state guidance on the procedures and delivery of services for students with IEP's.

Individual Educational Plans (IEPs) should be implemented as written whenever possible through distance education. However, amendments of goals and objectives will be necessary in some cases and will be facilitated through an amendment agreement between the educational team and the parent or guardian. These amendments will be reflected in the IEP Prior Notice of Proposed Refused Action

II. Curriculum and Instruction

For Our Inclusion Students

- Students in the inclusion setting are expected to access the Tier 1 curriculum.
- Inclusion services for these students will still be provided by the Inclusion teachers as stipulated in the IEP in virtual, face to face, or blended mode of delivery.
- Inclusion teachers are to collaborate with the regular education teachers on a regular basis and are to document the services provided to the students.
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized, standards- based instruction and to track the student's IEP progress.
- Inclusion students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).

Programs/ Resources for Academic Instruction:

Vizzle @ www.home.govizzle.com

For Our Resource and Self- Contained Students addressing Regular Louisiana Student Standards

- Students in the resource setting are expected to access the Tier 1 curriculum.
- Resource services for these students will still be provided by the resource teachers as stipulated in the IEP in virtual, face to face, or blended mode of delivery.
- Resource teachers are to collaborate with the regular education teachers on a regular basis and are to document the services provided to the students.
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- Resource students should have a schedule that follows the IEP whereby some parts of their day are spent with non- disabled peers.

- They must be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).

Programs/ Resources for Academic Instruction:

Vizzle @ www.home.govizzle.com

For Our Self- Contained (LEAP Connect)

- Students in the self- contained setting who will be assessed on LEAP Connect will access the district-adopted *Unique Learning* (UL) curriculum that is aligned to the Louisiana Connectors.
- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platforms such as Microsoft Teams, Google Meet, Google Hangout, or similar district- approved platform must be used.
- The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.
- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- Likewise, teachers of students with severe/ profound disabilities, may use their *Choose It Maker* accounts to make their instruction accessible with the use of assistive technology.
- Self- contained students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities, click [here](#).
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).

Programs/ Resources for Academic Instruction:

Vizzle @ www.home.govizzle.com

Unique Learning @ www.n2y.com

Choose It Maker @ www.helpkidzlearn.com

For Our Generic Community- Based Students (Middle and High Schools)

- Students in the Community- based setting will access the district-adopted *Unique Learning* (UL) curriculum that is aligned to the Louisiana Connectors.
- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platforms such as Microsoft Teams, Google Hangout, or similar district- approved platform must be used.
- The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.
- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- Community- based students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities as well as the guidance from LDOE, click [here](#)
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).

Programs/ Resources/Tools for Academic Instruction

Vizzle @ www.home.govizzle.com

Unique Learning @ www.n2y.com

For Our Students with Severe and Profound Disabilities (3rd- 12th Grades)

- Students with severe/ profound disabilities will access the district-adopted *Unique Learning* (UL) curriculum that is aligned to the Louisiana Connectors.

- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platform such as Microsoft Teams, Google Hangout, or similar district- approved platform may be used. The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.
- Teachers may use their *Choose It Maker* accounts to make their instruction accessible to students allowing the use of assistive technology.
- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts or Choose It Maker accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- Additionally, the students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).
- A [daily schedule](#) should also be established with the parent and student.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities as well as the guidance from LDOE, click [here](#).

Programs/ Resources/Tools for Academic Instruction

Vizzle @ www.home.govizzle.com

Unique Learning @ www.n2y.com

Choose It Maker @ www.helpkidzlearn.com

For Our Students with Autism

LEAP CONNECT

- Students will access the district-adopted *Unique Learning* (UL) curriculum that is aligned to the Louisiana Connectors.
- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platform such as Microsoft Teams, Google Hangout, or similar district- approved platform may be used. The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.
- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts or Choose It Maker accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- K-5 Teachers may use their *Teachtown Basics* accounts to increase rigor in their specialized standards- based instruction and to track the student's IEP progress.
- K-5 Teachers may use their *Teachtown Social Skills* accounts to provide social skills instruction and track the student's IEP progress.
- Essential Supports for students with autism should be implemented, please click [here](#).
- Additionally, the students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Teachers must have [lessons plans](#) (following their school's formats), as well as [weekly documentation of services logs](#).
- A [daily schedule](#) should also be established with the parent and student.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities as well as the guidance from LDOE, click [here](#).

FOR INCLUSION STUDENTS

- Teachers must follow the guidance above titled **"For Our Inclusion Students"**
- Essential Supports for students with autism should be implemented, please click [here](#).

FOR RESOURCE STUDENTS

- Teachers must follow the guidance above titled “**For Our Resource Students**”
- Essential Supports for students with autism should be implemented, please click [here](#).

FOR SELF-CONTAINED STUDENTS

- Teachers must follow the guidance above titled “**For Our Self-Contained Students**”
- Essential Supports for students with autism should be implemented, please click [here](#).

Programs for Academic Instruction

Vizzle @ www.home.govizzle.com

Unique Learning @ www.n2y.com

Teachtown @ www.teachtown.com

For Our Students with 504 Plans

Accommodations/ modifications must be provided across settings regardless of the mode of delivery (virtual, face-to-face, or blended). The general education teachers must provide students with their accommodations and modifications based on the mandates of the student’s 504 Plan using the [Accommodations Tacker](#). Each school's 504 Coordinator will update 504 Plans in JCampus at student’s annual due date and or reevaluation date.

For Our Hospital/ Homebound Students

- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platform such as Microsoft Teams, Google Hangout, or similar district- approved platform must be used.
- The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.
- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student’s IEP progress.

- Likewise, teachers of students with severe/ profound disabilities, may use their *Choose It Maker* accounts to make their instruction accessible with the use of assistive technology.
- Self- contained students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities, click [here](#).
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).
- Teachers must maintain regular office hours to assist with student and/or parent questions. Eg. 11:00 a.m. - 1:00p.m.
- Produce packets of materials and hands-on activities for those students without the ability to use the internet resources for distribution as needed.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Provide for a Q & A platform so that students and parents may seek assistance as needed.

Programs/ Resource/Tools for Homebound Instruction:

Vizzle @ www.home.govizzle.com

Unique Learning @ www.n2y.com

Choose It Maker @ www.helpkidzlearn.com

For Our Pre-K Students

- Students will use the districts adopted curriculums Eureka math, Big day in Pre-K and OWL. These curriculums are aligned to the Louisiana birth to five standards.
- Parent contact will be made via phone initially to confirm a good contact phone number and email address; families will be made aware of Teacher email contact information and virtual office hours
- For virtual or blended academic instruction, the UL platform via the individual student accounts and other platform such as Microsoft Teams, Google Hangout, or similar district- approved platform must be used.
- The teacher is to establish the individual student accounts and assign daily home learning lessons through UL.

- Likewise, he/ she is to meet with his/ her students virtually, face-to-face, or both to provide large and small group instruction and support prior to letting the students work on their daily assignments through the UL individual student accounts.
- For directions to use the UL feature, please click [here](#).
- Teachers may use their *Vizzle* accounts to increase skill acquisition in their specialized standards- based instruction and to track the student's IEP progress.
- Likewise, teachers of students with severe/ profound disabilities, may use their *Choose It Maker* accounts to make their instruction accessible with the use of assistive technology.
- Self- contained students should be provided with accommodations stipulated in the IEP as well as accessibility to the instructional materials.
- Teachers are expected to provide Universal Design for Learning (UDL) for high quality instructional delivery and support to address multiple learning styles.
- Click [accessibility](#) and [accommodations](#) for resources and guidance.
- To access the comprehensive guidance on Distance Learning for Students with Significant Disabilities, click [here](#).
- Teachers must have [lessons plans](#) (following their school's formats) as well as [weekly documentation of services logs](#).

Tools and Program for Pre-K Instruction

Unique Learning @ www.n2y.com

Choose It Maker @ www.helpkidzlearn.com

III. IEP Services

Adapted Physical Education (APE) Services

Students across settings will receive instruction virtually, face-to-face or blended on adapted physical education as stipulated in their IEP's. For those students at highest risk who remain at home and for whom in-person visits are not practical or safe, the APE teachers will continue to provide Distance Education following the mandates of the IEP using google classroom and Microsoft teams while collaborating with the other teachers and service providers. They will continue to provide phone call support and mailed/emailed references to families for which in-person or Distance Education is not an option. Finally, they will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.

Assistive Technology Services

All students will be provided with the assistive technology (AT) assigned to participate in virtual, face-to-face, or blended instruction. The therapists will provide virtual teacher and parent training on the students software, equipment and/ or device. Likewise, Assistive Technology YOU TUBE channel will be available to provide teachers and parents with video modeling. Finally, AT assessment may also be completed at schools sites or alternative sites as necessary.

Counseling Services

Students will be provided with counseling services as stipulated on their IEP. Students and parents will have the option of receiving counseling services via phone or virtual services through Google Classroom and or Microsoft Teams. The provider will:

- Contact families via email and/or phone with assistance in Google Classroom
- Will document support services per week for each student
- Provide and document weekly direct services to students and upload in JCampus
- Attend Google Team meetings with assigned schools and ESS Department

- Collaborate/conduct/and attend virtual IEP meetings with ISS/Teachers

Extended School-year Services (ESYS)

Students across settings will be considered for Extended School- year Services (ESYS) screening during the annual IEP review. Likewise, they will be screened for this service at designated times during the school-year virtually, face-to-face or blended as stipulated in their IEP's. For those students at highest risk who remain at home and for whom in-person visits are not practical or safe during the ESYS instructional period, the teachers will continue to provide virtual instruction options following the mandates of the IEP. They will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.

Once a teacher understands technology resources, and student and family needs, he/ she determines the most appropriate approach to ESYS instruction based on the IEP and IDEA guidelines. This approach can be high-tech, low-tech, or a hybrid. It may not be the same for every student or on every campus.

Types of Approaches

High-Tech	Student Interactive	Direct services are conducted with interactive audio and video connection in real time to create an in-person experience similar, to that achieved in a traditional in-person special education or therapy session.
	Capture-and-share	Images, videos, therapy activities, and special education activities are captured and shared between the student and therapist.
Low-Tech	Print Materials	Printed materials, including readings and books that act as either the primary way to deliver services or as a way to enhance high-tech service delivery. Materials could be disseminated through meal pick up, email, website, or a combination
	Skill Building Activities	Activities that align with IEP goals to develop targeted skills through weekly phone calls, newsletters, emails, and/or videos.
	Curriculum-Based Activities	Reading, math, writing, or other activities that align with core instructional materials.

	Home-Based Activities	Activities that build skills at home to the extent possible, such as games, cooking, art, drawing and role-play.
Hybrid		A combination of interactive follow up to capture-and-share methods whenever possible. Hybrid-services may include distant technology facilitated by a therapist that models intervention support for families and caregivers.

Hearing Impaired needs (Both Deaf and Hard of Hearing)			
<p>Students across settings will receive instruction and or consultation from a teacher for Hearing Impaired virtually, face-to-face or blended as stipulated in their IEP’s. For those students who remain at home, the teacher for Hearing Impaired will continue to provide Distance Education following the mandates of the IEP using google classroom and Microsoft teams while collaborating with the other teachers and service providers. They will continue to provide phone call support and mailed/emailed references to families for all settings and in both face-to-face or distance learning. Finally, they will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.</p>			
<p>Students who use an auditory amplification system will continue to use the device provided. Assistance with connection to home technology will be provided by either the Hearing Impaired teacher or the EBRP Audiologist.</p> <p>For those students who require an ASL interpreter, one will be provided at school location, lessons prepared by the regular teacher for student’s access, or distance learning lessons in group settings will include an interpreter.</p> <p>Captioning is available on the student’s Chromebook. Assistance to set up accessibility features can be provided by the teacher of Hearing Impaired.</p>			
Tools for Instruction for Students with Hearing Impairments:			
https://deafchildren.org/knowledge-center/resources/sign-language-stories/	https://clad.education.gsu.edu/center-activities/asl-stories/	https://signedstories.com	Happynumbers.com

Occupational and Physical Therapy Services

Students across settings will receive occupational and physical therapy sessions virtually, face-to-face or blended as stipulated in their IEP's. For those students at highest risk who remain at home and for whom in-person visits are not practical or safe, the therapists will continue to provide virtual therapy options following the mandates of the IEP. They will continue to provide phone call support and mailed/emailed references to families for which in-person or in-person therapy is not an option. Finally, they will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.

Speech Therapy Services

Students across settings will receive speech therapy sessions virtually, face-to-face or blended as stipulated in their IEP's. For those students at highest risk who remain at home and for whom in-person visits are not practical or safe, the therapists will continue to provide virtual therapy options following the mandates of the IEP. They will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.

Once a therapist understands technology resources, and student and family needs, he/ she determines the most appropriate approach. This approach can be high-tech, low-tech, or a hybrid. It may not be the same for every student or on every campus.

Types of Approaches

High-Tech	Student Interactive	Direct services are conducted with interactive audio and video connection in real time to create an in-person experience similar, to that achieved in a traditional in-person special education or therapy session.
	Capture-and-share	Images, videos, therapy activities, and special education activities are captured and shared between the student and therapist.

Low-Tech	Print Materials	Printed materials, including readings and books that act as either the primary way to deliver services or as a way to enhance high-tech service delivery. Materials could be disseminated through meal pick up, email, website, or a combination
	Skill Building Activities	Activities that align with IEP goals to develop targeted skills through weekly phone calls, newsletters, emails, and/or videos.
	Curriculum-Based Activities	Reading, math, writing, or other activities that align with core instructional materials.
	Home-Based Activities	Activities that build skills at home to the extent possible, such as games, cooking, art, drawing and role-play.
Hybrid		A combination of interactive follow up to capture-and-share methods whenever possible. Hybrid-services may include distant technology facilitated by a therapist that models intervention support for families and caregivers.

Transition Services

Students will be:

- assessed with appropriate Transition assessments including but not limited to career interest inventory, employability assessment, and interviews via virtual or face-to-face modes. Additional assessments such as Unique Learning assessments as well as the Practical Assessment Exploration System (PAES) labs will be used for Community- based students.
- provided with Transition instruction in academics and related services, with the use of assistive technology as appropriate, employment and post- school adult living via virtual, face-to-face or blended delivery. Instruction on daily living skills will also be provided for Community- based students.
- provided with community experiences including traditional visit to post- secondary institutions and worksites, if COVID 19 guidelines allow or virtual experiences using college and workplace virtual platforms including but not limited to [Edge Factor](#), [Louisiana State University](#), [Southern University](#), [Baton Rouge Community College](#). For Community- based students, virtual tour will be conducted to [Edge Factor](#) as well as [BRCC Program for Successful Employment](#), [SULE Lions Connected](#), and [UL Life Program](#).
- connected with the Louisiana Rehabilitation Services (LRS) and their providers for Pre- Employment Transition services (Pre- ETS) via their virtual, face-to-face, or blended platforms for juniors, seniors and other eligible students.

- connected with adult agencies for post- secondary support and services.

Tools for Transition Instruction

Edge Factor @ www.edgefactor.com	Unique Learning @ www.n2y.com	PAES Laboratories
Post-secondary Virtual Tours		

Services for Visually Impaired

Students across settings will receive instruction and or consultation from a Teacher for Visually Impaired (TVI) virtually, face-to-face or blended as stipulated in their IEP's. For those students who remain at home, the TVI will continue to provide Distance Education following the mandates of the IEP using google classroom and Microsoft teams while collaborating with the other teachers and service providers. They will continue to provide phone call support and mailed/emailed references to families for all settings and in both face-to-face or distance learning. Finally, they will continue with precautionary measures including but not limited to the use of Personal Protective Equipment (PPE) and the adherence to equipment/workspace disinfection procedures, as recommended.

For those students who are supported with assistive technology, the equipment will be provided as stated in the IEP regardless of setting. This includes: Magnification devices, accessibility features on technology devices, i.e. Chromebook, ipad, Desktop, laptop, etc., brailers, etc.

Many VI students require modifications to technology devices to allow text to speech, audio books, etc. The TVI will assist with the modifications to the accessibility features on provided devices as necessary. Audio books are available on Bookshare.

Tools for Blind and Partially Sighted Services:

Perkinslearning.org/teaching resources	PathstoLiteracy.org/blog/coping-school-closures-during-covid-19	https://www.dropbox.com/s/0eod2dnqvm95lly/AccessibilityTips_SIU%20.docx?dl=0	Perkinslearning.org/teaching resources
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IV. Alternative Pathways (Act 833)

Students in eighth through twelfth grades who are determined by their IEP teams to benefit from Act 833 will be considered for eligibility and Act 833 application in certain courses for graduation purposes. After the IEP teams have determined the students to be eligible for Act 833, they are to work with the teachers of record (regular education teachers) for application of Act 833 within the first 30 days into the course or grade level virtually or face-to-face. All district procedures and documentation in the implementation of Act 833 will still be followed. In the event that a virtual meeting by the IEP team is conducted, emails of participation are required from the participating members.

V. Accommodations/Modifications/ Adaptations

Accommodations/ modifications/ adaptations must be provided across settings regardless of the mode of delivery (virtual, face-to-face, or blended). The general education teachers and Special Education teachers must provide students with their accommodations and modifications. Inclusion teachers serving students in small group settings (or pullout) will create Google Classrooms or similar district- approved platform to continue to provide instruction based on the mandates of the student's IEP. Accommodation/modification/ adaptations and IEP implementation will continue in the general education classroom (virtual, face-to-face, or blended). Inclusion teachers will be added as co-teachers to applicable general education Google Classrooms or similar platforms per the student's IEP. The inclusion teacher will provide support to students with inclusion services in collaboration with core teachers and provide assistance in implementing IEPs and accommodations. The [Accommodations Tacker](#) can be used to document the accommodations and modifications identified on a student's IEP. All accommodations and modifications are not listed on this document; however, leaders may adjust the template to best suit the needs at their site. It is the responsibility of the teacher to document the accommodations provided. Finally, the regular education teacher and the Inclusion teacher should provide students with disabilities accessibility to instructional materials as appropriate.

Click [accessibility](#) and [accommodation](#)s for resources and guidance on accessibility and accommodations, respectively.

VI. Monitoring of Student Progress and Services

Both regular and Special Education teachers are expected to monitor student progress via virtual or face-to-face tracking and monitoring. Teachers may use different tools to complete the progress monitoring including but not limited to the Google Classroom, *Vizzle*, Unique Learning, Choose It Maker, and the traditional paper- pen graphing. Likewise, teachers are required to use the fillable Student Progress Tracking forms during the virtual or face-to-face progress tracking meetings to monitor students' grades every four and nine week period. In the event that a virtual progress tracking meeting has been conducted, emails of participation should be sent to the ESS teacher and attached to the tracking form. Artifacts sent electronically to the ESS teachers or in paper are required especially for the portfolios of students with active Act 833 IEP's and the Community- based students.

Likewise, all ESS teachers and service providers must document their provision of ESS services virtually, face-to-face, or blended using the [weekly documentation service log](#). The staff should ensure that the following pertinent pieces of information are included in the documentation: date, content, start and end times of service, method/ program used to deliver service, and service and accommodations provided. Additionally, [parent verification of services](#) document will be collected.

VII. IEP Development

The development of students' IEP in a timely manner is paramount to ensure that appropriate instruction, services, and supports are being provided promptly. IEP teams may meet virtually or face-to-face to develop and decide on an IEP of a student. ESS Teachers should still collaborate with the regular education teachers, parents and service providers virtually or in person prior to the meeting to develop a quality draft IEP. In the event that a virtual IEP meeting has been conducted, emails of participation from the members should be sent to the ESS teacher and attached to the IEP. All other IEP documentation are still required and the procedures relating to IEP development, including the 60/30 timeline, must still be followed.

VIII. Support Staff

Each school will be assigned to ESS staff for training and support to ensure that delivery of services is done with fidelity across settings in any of the modes of instructional delivery. Below are their roles and responsibilities:

Support Staff	Roles and Responsibilities
ESS Instructional Specialists	<ul style="list-style-type: none"> ● Collaborate with ESS teachers to help develop high-quality student distance learning experiences. ● Complete IEPs for their assigned school with no ESS (Sp. Ed.) Teachers. ● Participate in virtual IEP meetings. <ul style="list-style-type: none"> Provide professional development opportunities for teachers to address the following distance education needs: <ul style="list-style-type: none"> ❖ Documenting accommodations, support, and related services virtually ❖ Providing virtual instruction as well as instruction modification ❖ Collaborating with regular education teachers concerning their ESS students ❖ Training teachers on available resources for special needs students ❖ Making team teaching in a virtual environment work ● Provide Principals and ESS Lead teachers with updates relative to IEP development and timelines ● Communicate with and provide timely feedback to school staff ● Communicate with parents, as necessary

	<ul style="list-style-type: none"> ● Compile instructional packets for students who do not have access to technology
Behavior Strategists	<ul style="list-style-type: none"> ● Make weekly contact with all of their counseling and ED students ● Update and develop behavioral intervention plans when needed ● Collaborate with teachers to provide support on behavior strategies during instructional time ● Collaborate and attend virtual IEP meetings with ISS/Teachers ● Provide and document weekly direct services ● Attend Google Team meetings with assigned schools and ESS Department
Pupil Appraisal Staff	<ul style="list-style-type: none"> ● Consult with and provide school staff/parents/students and ESS staff with support when conducting initial evaluations and reevaluations. ● Complete all initials and reevaluation with state timelines ● Participate in weekly school SBLC meeting ● Complete reevaluation and DD Turning Nine evaluation within state timelines ● Review outside evaluation to make appropriate evaluation discussion ● Attend weekly Team/Staffing meeting ● Document all activities on documentation timeline form and submit to Data Management ● Continue to monitor 504 Plans at assigned school sites ● Attend Google Team meetings with assigned schools and ESS Department
ESS Program Facilitators	<ul style="list-style-type: none"> ● facilitate the Exceptional Student Services programs virtually, face-to-face, or blended to meet student the educational and functional needs ● Work with and provide support to school staff, service providers, and ESS staff for an efficient delivery of services. ● provide trainings to school staff, service providers, and ESS staff on the implementation of ESS programs
Data Management Staff	<ul style="list-style-type: none"> ● Process New Due Process Checklist sent via email by Coordinators for Pupil Appraisal and ISS ● Change jurisdiction as well as work on SIS/SER crosscheck ● Work MFP Not Counted report and Add services in JCampus/SER ● Correct data from Compliance reports received from Coordinators and Work DHH (Region 2) ● Cross-reference 504 scanned documentation with database documentation ● Upload documents to Doc Archive received via email/Google Drive (Student folder for 504 and Special

	<p>Services for ESS)</p> <ul style="list-style-type: none"> ● Other support relative to ESS data management.
Paraprofessional Staff	<ul style="list-style-type: none"> ● Duties assigned at discretion of school administrator. ● Complete assigned duties from ESS classroom teachers. ● Participate in Google Classroom with regular education and special education teachers as scheduled. ● Attend Google Team meetings and PDs provided by ESS and District.

IX. Parent Support and Professional Developments

1. Google Classroom-"A Parent View"- What is Google Classroom?
2. Parental Tips for Supporting Students with Disabilities during Virtual Learning
3. How to Implement Parental Engagement during Virtual Learning?- A Parent Guide
4. The ABC's of Using a Chromebook for Parents
5. Parental Participation in a Virtual IEP Meeting

X. Professional Development

Special education teachers thrive on assisting children and youth with disabilities to access the general curriculum as they accomplish academic and social goals. Teachers individualize instruction, progress monitor, apply knowledge of readiness and utilize research-based strategies. As we update, enhance, and expand our knowledge and skills, several opportunities have been provided. They are as follows:

Education Week Webinars

- Reimagining How to Sustain Student Engagement & Learning-Virtually
- Equity and Excellence Now: How Schools Can Achieve
- Coming Out Stronger and Successful from Remote Learning to New Hybrid Models
- Special Education, Compensatory Services, COVID & Beyond
- COVID-19 Briefing Series: How Companies Can Engage Parents, and Prepare for What's Ahead

- Slow the Summer Reading Slide with School & Library Partnerships
- Quickly Move Student Registration to the Cloud and Eliminate Paper Forever

<https://www.edweek.org/ew/marketplace/webinars/webinars.html#archived>

ASCD Webinars

- Literacy Strong All Year Long: Powerful Lessons Grades K-15 (2020).
- Designing & Using Authentic Tasks and Projects for Meaningful Learning and Assessment (2020).
- Unlocking Emotional Blockades: Neuroscience-Based Tools to Optimize Self-Regulation and Joyful Learning (2020).
- Project-Based Teaching: Fine Tuning Instructional Strategies for Deep Learning (2018).
- Reciprocal Teaching: New Insights and Tools for Boosting Reading Comprehension (2018).

<http://www.ascd.org/professional-development/webinars/ascd-webinar-archive.aspx#2019>

XI. Frequently Asked Questions

How much time should students spend on every online class?

Students should follow the recommended instructional times set forth by the district and individual school distance learning plan. Students with disabilities may need flexible times to participate in distance learning. Therefore, the amount of screen time that the student spends to complete online tasks mainly depends on what he or she can tolerate. Teachers and Families will collaborate and agree on the schedules that work best for the students.

How will student work be assessed?

The parents are encouraged to refer to their individual school for the academic grading plan.

How do teachers provide student accommodations in a distance learning format?

There are many ways for teachers to provide students with disabilities accommodations in a distance learning environment. Teachers will communicate with families to collaborate to ensure the learning needs of the students are met. The teachers will follow the accommodations/ modifications outlined in the IEP.

Who should parents/ students contact if they have distance learning issues or concerns?

They should contact their individual schools for guidance.

How do students and families access online resources and materials?

Students can access the online platforms approved by the district. For instructions on logging on, passwords/ usernames or any distance learning concerns/ issues, please contact the child's school.

What parent training on distance learning and related topics will be provided?

The district will provide parent training. Information on parent training will be given to schools and service providers. See Section IX of this plan.

If my child's IEP requires the use of special equipment (e.g. FM listening systems, calculator, audiobook reader) will the district provide the device(s) or software and instruction/training about appropriate usage?

Contact the teacher of IEP authority/ the service provider to discuss the need.

If my child requires an IEP related service (e.g. speech and language, social-emotional counseling, OT, or PT) how will those services be provided?

The service provider will contact the parent to set up a schedule of services. Please contact the teacher of IEP authority for issues/ concerns.