



Parent Guide for Virtual Instruction and Services for Students with Disabilities

What a year 2020 has been so far! It has changed every aspect of life including the way we work, teach and the way our students learn. What has not changed is our commitment to provide your students with the best resources for successful learning whether in the building or in virtual learning. It is with that goal in mind that the Department of Exceptional Students will move forward and operate in this virtual environment and transition back to brick and mortar when we are safely able to do so for the 20-21 school year. Please see our guide to questions and answers.

HOW WILL STUDENTS WITH DISABILITIES RECEIVE INSTRUCTIONAL SERVICES IN A VIRTUAL ENVIRONMENT?

Clayton County Public Schools is committed to providing students with the best quality educational services. The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973 entitles qualified students with disabilities within the jurisdiction of the school district to a free appropriate public education (FAPE). FAPE may include special education, related services, and accommodations that meet the following criteria: provided at the public expense, under public supervision and direction and without charge; services provided at preschool, elementary, and secondary levels; meet standards of State Education Agency and conform to the student's IEP or IAP. During times of distance/virtual learning, the district will continue to provide a free appropriate public education (FAPE). Students with disabilities will continue to receive instructional services and supports outlined in their Individualized Education Programs (IEPs), however; these services may necessarily have inherent differences from the services as provided in face-to-face interactions in the traditional educational format.

Instructional Curriculum



- All classrooms will follow instruction through the district adopted curriculum for general education
- Students with cognitive delays, approved for an alternate curriculum will have access to the appropriate adaptive curricular materials - e.g. Unique, TeachTown Basics, and EnCore
- Virtual instruction will be delivered daily (Mon - Thurs) via an online platform which includes Live instruction (synchronous lessons)
- Students will also receive follow up lesson practice activities, posted video modeling, other materials, and self-paced guides posted in the Google Classroom to continue learning (known as asynchronous lessons)
- Other activities posted in the Google Classroom may include individual practices that can be done at home away from a computer (unplugged activities)
- The teacher will follow outlined curriculum guides and suggested lessons plans while they support individualized student learning
- Overall, students will generally be assigned in a virtual environment to the teachers/classes in which they would normally receive services if the school were open for building-based services; however, once a building resumes daily operations, there may be a need to make scheduling and support



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	<p>service adjustments</p> <ul style="list-style-type: none"> • Our Transition to Work Experience and Supported Employment programs will be provided virtually through several methods including; virtual work sites, teaching of home based job-embedded skills through video modeling, and lessons on maintenance and experiences of "soft skills" for interviewing and job applications. We will also continue with virtual lessons and Live activities using Unique Curriculum in our Transition level to develop job-embedded skills • All instructional programs will provide valuable data to review our students' maintenance of skill performance.
<p style="text-align: center;">Specialized Instructional Supports for Students with Disabilities</p> <div style="text-align: center;">  </div>	<p><i>For the 2020-21 school year, the following programs have been purchased or are in process of purchase and implementation with the programs/levels outlined below to provide additional support to our students as the level of student need grows. Please continue to be patient as we train and rollout or implement these options.</i></p> <ul style="list-style-type: none"> • TeachTown is the umbrella program that supports students from 18 months to adulthood. TeachTown focuses on children diagnosed with autism spectrum disorder, developmental disabilities, intellectual disabilities and emotional and behavior disorders. TeachTown curriculum will currently be used in our Functional Autism classrooms, which are Autism classrooms which assess using Georgia Alternate Assessment (GAA) • Unique Learning System® or the Unique Curriculum is a standards-based curriculum specifically designed so that students with special needs can access the general education curriculum. Unique Learning System's differentiated materials provide a means of access to standards-based instruction for students with diverse learning needs. Given appropriate materials and adapted methods for instruction, all students participate in rigorous, daily classroom instruction. <ul style="list-style-type: none"> ○ Level 1 Participatory: For students who require extensive and more pervasive support. Increasing participation is the main objective to allow each student to learn in their own unique way. ○ Level 2 Supportive: For students who may require symbol support and other direct instruction for learning and comprehension. ○ Level 3 Independent: For students who can effectively read text, produce simple writing, perform basic math processes, and demonstrate independent comprehension of modified learning information.

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<p style="text-align: center;">Specialized Instructional Supports for Students with Disabilities (continued)</p> 	<p><i>For the 2020-21 school year, the following programs have been purchased or are in process of purchase and implementation with the programs/levels outlined below to provide additional support to our students as the level of student need grows. Please continue to be patient as we train and rollout or implement these options.</i></p> <ul style="list-style-type: none"> • In elementary school, all special education students will have access to iReady intervention supports and learning tools for reading. In small group courses, the teachers/students will be required to participate in lessons and interventions through iReady for instructional support. To further support and develop literacy skills in middle and high school English-Language Arts courses, Language! Live will be the intervention tool utilized in small group support courses for grades 6–12. Language! Live is a comprehensive literacy intervention tool. In addition to small group courses, the intervention support is available in middle school as a Connections course and in high school as core English Language Arts course, embedded into a World Literature course specifically for rising ninth graders. • To further support and develop Math and Numeracy skills for students with disabilities in small group courses, each student will have access to the following programs at each level: iReady for elementary, Math 180 for middle school and high school beginning learners, and MyPath Math for high school developing learners. These additional supports provide a comprehensive and systematic approach to closing numeracy gaps and developing conceptual understanding in mathematics. These programs create a strong mathematics foundation by individualizing mathematics instruction for struggling students and target each student's individual mathematics needs. These programs also allow the student to learn at his/her own pace.
<p style="text-align: center;">Progress Monitoring Support Service Documentation</p>	<ul style="list-style-type: none"> • Students will have progress monitoring completed through Data Collection with the teacher through various methods including; Google forms, probes completed through online data collection platforms, Live instructional interactions and monitoring, and/or instructional diagnostic assessments and progress data (i.e. Unique Curriculum, MAP, iReady) • Special Education teachers are required to maintain regular "office hours" outside of class instruction in which he/she is available to support accommodations, support tutoring efforts, and/or assist with the current asynchronous assignments (work posted but not provided in Live instruction) • The District will make every effort to ensure that all progress monitoring is conducted following outlined rules and with support in the virtual environment • Teachers, paraprofessionals, and all other IEP service provider will document services and supports provided weekly and submit to LTSEs for review



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<p style="text-align: center;">Grading in the Virtual Environment</p>	<ul style="list-style-type: none"> • Teachers will follow grading expectations outlined and required by the district • IEP Accommodations will be provided during Live instruction and during assignment submission (including extended time) to ensure grading is accommodated appropriately • Grading expectations for GAA students in functional classrooms will follow district grading guidelines and will utilize GAA rubrics for scoring
<p style="text-align: center;">Attendance Considerations for Students with Disabilities</p> <div style="text-align: center;">  <p style="font-size: 24px; font-weight: bold; color: green;">Attendance</p> </div>	<ul style="list-style-type: none"> • Attendance starts the first day of school. • Teachers will mark daily attendance in Infinite Campus for students who participate in face-to-face/Live (synchronous), asynchronous, and other various learning modes (district policy) • Students should log in to Live classes, and are encouraged to log in to teacher office hours for assistance as well as work at home to ensure they are marked present for attendance • If, for some reason, your student is unable to attend his/her virtual classroom, please notify your students' teacher immediately. • If a student is marked absent for several days in a row, the support teams at the school will be in contact with the family for follow-up. • After 10 consecutive days of absenteeism, the Student Services Department will review the attendance data and follow up with the Department of Exceptional Students prior to withdrawal in order to send a letter of notification home to a parent. If the documentation meets the criteria for withdrawal, a student may still be withdrawn due to lack of attendance
<p style="text-align: center;">Assessments and Testing</p> <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Teachers will make every effort to ensure that all assessments are conducted with accommodations and support in the virtual environment • All students will receive access to their accommodations through our Assistive Technology (AT) department or through preset accommodations in the online testing forum. • Testing Coordinators are working with Lead Teachers and Special Education teachers to ensure accommodations are provided during testing and teachers are trained in how to activate appropriate testing accommodation tools
<p style="text-align: center;">Observations and Feedback</p>	<ul style="list-style-type: none"> • Administrators, Coordinators and LTSEs will conduct virtual observations in their assigned schools through virtual attendance and observation • Observation tools will be electronic to provide immediate feedback to all necessary parties • The department autism specialists and/or behavior specialists will observe classrooms and provide feedback to assist in supporting teachers and students



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<p>Preschool Students with Disabilities</p> 	<ul style="list-style-type: none">• Preschool students with disabilities will be receiving their instruction via Google Classroom utilizing the WeCan Curriculum with a live special education teacher and paraprofessional.• Instruction will consist of interactive sessions for approximately 15-20 minutes daily while also uploading into the Google Classroom videos and worksheets to reinforce skills being taught (unplugged activities).• Daily participation is expected from our special needs preschool students with the assistance of a parent and/or guardian.• Manipulatives will be needed for some lessons therefore teachers should be notifying parents in advance so that they may gain access to items needed for the live instruction sessions.
<p>Enrollment in the Virtual Learning Academy (VLA)</p> 	<ul style="list-style-type: none">• Parents of students with disabilities who are interested in continuing in the virtual learning environment for at least a semester (even if the district returns to face to face learning at the school site) will need to apply to the Virtual Learning Academy (VLA). Applications are due by August 28, 2020• Parents will access the application by clicking on the Virtual Learning Academy Interest Form tab in the parent portal in Infinite Campus (IC) by the due date indicated• Parents will indicate in the application process that the student is a student with a disability• Students with disabilities will be reviewed during the approval process and parents may be contacted to discuss the needs and interest in the VLA prior to a finalized determination• The Department of Exceptional Students will work with the school-based programs to review and approve students for continuing instruction in the VLA and appropriate service needs and location of service• Questions for DES in the VLA should be directed to the department at des@clayton.k12.ga.us• Students may have to be clustered or enrolled in another school or program location to provide appropriate services and support for special education. Student enrollments and teacher designations may be shifted as needed in order to meet support requirements in the IEP and to ensure teacher/service availability.

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HOW ARE WE ENGAGING THE PARENTS AND PROVIDING PROFESSIONAL DEVELOPMENT FOR STAFF/PARENTS?

Parent Involvement/ Communication



- Parents should continue to be involved in the IEP team and parent conference processes either virtually or by telephone.
- The District will continue to engage parents in processes to gather information as they reevaluate students and are training staff to administer testing virtually as they are able
- Case managers will have designated times to call, email, and prepare documentation for parents and engage in communication
- The special education family liaison will be available to support families and assist with finding resources in the community.
- The District has a dedicated special education email address that is monitored on a daily basis and will assist with parent/district communication. Contact us at des@clayton.k12.ga.us

Training for Teachers



- CCPS teachers will continue to receive training to operate effectively in the virtual environment
- Special education teachers will meet monthly with the Lead Teacher for Special Education (LTSE) for their school to discuss concerns and receive updated information and instructions
- Teachers will be trained on the use of Assistive Technology tools and Accessibility Features on Chromebook devices
- Teachers will be trained on the Digital Progress Monitoring for all Students
- Teachers will be trained on providing IEP Accommodations in the Virtual Environment
- Teachers will continue to attend Professional Development training on various content and specialized areas during Friday virtual learning days

Parent Liaison(s)



- [Contact the parent liaison via email](#)
- CCPS has parent liaison dedicated to families of students with special needs
- Your family liaison can assist in facilitating communication between home, school, and the district
- Your family liaison will provide resource information with the district and community
- Your family liaison provides training sessions on various topics for parents of students with disabilities



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HOW WILL THE TEAM ADDRESS THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) WHILE ALL VIRTUAL?

Meetings for Contingency Distance Learning Plans



- Students with disabilities will be served as close to the current IEP as possible with appropriate accommodations and modifications to adapt to the virtual schedule and online environment
- Potential adaptations for online learning are outlined in this Parent Guide for Virtual Instruction for Students with Disabilities
- All students will have a "Contingency Distance Learning Plan" developed early in the 2020-21 school year to review and propose more individual adaptations to the IEP supports in order to maximize virtual learning. The DLP form will be sent to the parent and request suggestions from the parent or meet to involve the parent more directly in the process. The final results of the process will yield a final "Contingency Distance Learning Plan" which will be attached to the current IEP to ensure team members are following the suggested outlines
- Teachers will follow the outlines of the Contingency Distance Learning Plan until students return to a face-to-face model of instruction. At that time, the annual or amendment IEP in place (without the Contingency Distance Learning Plan changes) will return to full effect for in building instruction

IEP Process in a Virtual Environment

- The IEP team will continue to schedule annual, initial, and amendment IEP meetings per the usual due dates in the system
- All IEP and/or eligibility meetings will remain in required compliance or be brought into compliance
- All IEP meetings will be held in the virtual environment via Zoom, Google Meet, or telephone
- In person IEP meetings will only take place in case of emergencies and will require participants to engage in appropriate wearing of Personal Protective Equipment (PPE) in order to participate

IEP Records and Notices



- Parent Notices for IEP meetings will be emailed and email/phone communication will be the primary means for support. Parents can reply via email to document participation requests and requests to proceed with meetings without parents present
- Documents that require signatures (i.e. consent for evaluation or consent for services) will be sent electronically for e-signatures using AdobeSign which is legally binding digital signature documentation
- Following an IEP meeting, parents will be sent IEP documents electronically with verified password protection via email through the Lead Teacher for Special Education (LTSE) at their school site
- Additional records needed or requests from parents to mail copies of the IEP to a home address can be made through the DES records department at desrecords@clayton.k12.ga.us

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Functional Behavioral Assessments and Behavioral Intervention Plans



- For students in need of a Functional Behavior Assessment, students will receive a consultation from the Autism Specialist/Behavior Intervention Specialist to put in a temporary behavior intervention plan or make suggested Behavior Intervention supports for the home
- During virtual instruction, the temporary behavior interventions will be implemented with data collection in the home environment
- Upon face to face return, after a couple of weeks of return to school, the IEP team will identify the target challenging behaviors occurring in the school environment. The Functional Behavior Assessment (FBA) will be completed at that time in order to have an FBA and Behavior Intervention Plan that can be implemented in the school environment

HOW WILL STUDENTS WITH DISABILITIES BE SCHEDULED TO ENSURE APPROPRIATE SERVICES?

Virtual Learning Schedules



- All students with disabilities will be scheduled according to IEP models outlined in the students' most recent IEP and provided to the school (General Education, Co-Teaching, and/or Small Group)
- Students will adhere to the school's virtual learning schedule and follow the rotation for Live instructional supports
- Specialized classes (Co-Teaching, Small Group) will be served virtually and designated on the student's schedule in Infinite Campus
- Further changes for hours of service, implementation, and other supports that may affect overall schedules will be addressed in the actual time for courses as the team discusses those services in the Contingency Digital Learning Plan

Schedules for Virtual Learning, A/B Day, and Virtual Learning Academy (VLA)

- All services/supports for students with disabilities will be provided each day as outlined in your child's IEP. Your child's overall time in an alternate Virtual Learning or A/B Day can be reduced; however, the MODEL of service will not change
- Co-Teach/Collaborative Supports will be provided Live with TWO teachers
- Small group will be provided and led by a Special Education teacher
- Elementary, Middle and High Schools have sample schedules for ensuring that needs and IEP services are available for ALL students
- Additional support services may be scheduled to ensure students with disabilities receive paraprofessional support groups, additional tutoring, and/or office hours with teachers as needed



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HOW WILL STUDENTS WITH DISABILITIES RECEIVE VIRTUAL SUPPORT AND RELATED SERVICES?

Clayton County Public Schools is dedicated to meeting the needs of students with disabilities. During times of distance/virtual learning, the district will continue to provide a free appropriate public education (FAPE). Students with disabilities will continue to receive services and supports outlined in their Individualized Education Programs (IEPs) including specialized support services and related services, however; these services may necessarily have inherent differences from the services as provided in face-to-face interactions in the traditional educational format.

Speech Therapy



- Speech therapy services will be provided as closely as possible to what is outlined in the student's IEP
- Speech will be scheduled to coincide with the school's master schedule and ensure that services do not conflict with content instruction or other support classes. Therapists will work with classroom teachers, parents, and other service providers to ensure IEP services (individually or group) are provided as scheduled
- Speech-Language Pathologists will conduct live interactive virtual and/or teletherapy services for students through approved online platforms based on each student's needs
- Follow up activities for practice skills will be posted to students in Google Classroom as needed
- Speech Therapists may virtually "push in" to whole group instruction with a small group teacher to maximize speech learning through academic supports
- Speech Therapists will maintain documentation of services and enter appropriate documentation in the district online documentation platform
- Therapists are required to submit weekly documentation of services to district/school personnel

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<p>Occupational Therapy (OT)</p> 	<ul style="list-style-type: none"> ● Occupational Therapy (OT) services will be provided as closely as possible to what is outlined in the student's IEP ● OT will be scheduled to coincide with the school's master schedule and ensure that services do not conflict with content instruction, other support classes, or related services. Therapists will work with classroom teachers, parents, and other service providers to ensure IEP services (individually or group) are provided as scheduled ● Occupational Therapists will conduct live virtual therapy services for students through approved online platforms based on individual student needs ● Follow up activities for practice skills (especially unplugged skills) will be posted to students in Google Classroom or emailed/mailed to parents as needed ● Occupational Therapists will maintain documentation of services and enter appropriate documentation in the district online documentation platform ● Therapists are required to submit weekly documentation of services to district/school personnel
<p>Physical Therapy (PT)</p> 	<ul style="list-style-type: none"> ● PT services will be provided as closely as possible to what is outlined in the student's IEP ● PT will be scheduled to coincide with the student's master schedule and ensure that services do not conflict with instruction, support classes, or other related services. Therapists will work with classroom teachers, parents, and other service providers to ensure PT services are provided as scheduled ● Physical Therapists will conduct live virtual therapy services for students through approved online platforms based on individual student needs ● Parents may be called on to act as Learning Coaches or provide directed physical guidance to complete PT through virtual support services ● Physical Therapists may post and/or email video models of movement or copies of steps for practice skills for students to complete in the home environment as follow up for exercise and muscle development ● Physical Therapists will work with outside vendors/medical providers to assist with recommended equipment to be delivered to students for home use and development ● Physical Therapists will maintain documentation of services and enter appropriate documentation in district online documentation platform ● Therapists are required to submit weekly documentation of services to district/school personnel

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<p>Paraprofessionals/ Support Personnel</p> 	<ul style="list-style-type: none"> • Students with supportive instruction through a paraprofessional in his/her IEP will continue to receive supportive services in the virtual environment • Paraprofessionals will sign on to the assigned classes during Live instruction and provide support to assigned students with disabilities during large group or breakout sessions as designated • Paraprofessionals will check in with the case managers and/or content teachers to determine the support needs for students receiving instructional support • Paraprofessionals will assist with serving as a resource to parents and communicating with parents when requested to do so by the guiding teacher • Paraprofessionals will assist with collecting data in the virtual and face to face environment • Paraprofessionals will meet regularly with with special education teacher or the general education teacher for lesson directives and intervention update • Paraprofessionals may be assigned to additional support classes if the timeframe for instructional supports allows for open time in which a paraprofessional is available to provide additional assistance • Students with one-on-one paraprofessionals assigned in the IEP will receive virtual support services during the live instruction through this timeframe and paraprofessionals may also have additional office hours to support individual students as needed. Time may not reflect an entire day of 1:1 support
<p>Sign Language Interpreter</p> 	<ul style="list-style-type: none"> • Students who require support services through a sign language interpreter will receive support during Live instruction as well as during the teacher-led office hours through the general education teacher and sign language interpreter fulfilling that role • Sign Language Interpreters will check in with the general education teachers to determine the support needs for student and appropriate levels for support needed during projected Live virtual sessions • Sign Language Interpreters may meet with students after class and provide "office hours" to further translate information and explain/paraphrase information presented that may have been difficult to "see" or follow during virtual instructional modes • Sign Language Interpreters will meet regularly with with case managers and/or the general education teachers • Sign Language Interpreters may record interpretation of asynchronous material or assist in presenting live interpretation of videos for self-paced learning during additionally scheduled time in order to ensure asynchronous learning takes place with appropriate visual assistance

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<p style="text-align: center;">Teacher for the Visually Impaired/Orientation and Mobility</p> <div style="text-align: center;">  </div> <div style="text-align: center;"> <table border="0"> <tr> <td>A</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td>G</td><td>H</td><td>I</td><td>J</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>K</td><td>L</td><td>M</td><td>N</td><td>O</td><td>P</td><td>Q</td><td>R</td><td>S</td><td>T</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td> </tr> <tr> <td>U</td><td>V</td><td>W</td><td>X</td><td>Y</td><td>Z</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td></td><td></td><td></td><td></td> </tr> <tr> <td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td>••</td><td></td><td></td><td></td><td></td> </tr> </table> </div>	A	B	C	D	E	F	G	H	I	J	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	K	L	M	N	O	P	Q	R	S	T	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	••	U	V	W	X	Y	Z					••	••	••	••	••	••					••	••	••	••	••	••					<ul style="list-style-type: none"> • Teachers of the Visually Impaired (TVI) will provide services and instruction through approved online platforms • The TVI may participate in general education or other courses presented Live to further support instruction for a visually impaired student and/or provide accommodations and access • The TVI will support students with visual challenges in providing adequate access to assistive devices and materials • The student may be provided a set of books for home or a set of digital textbooks, large print textbooks, and/or audiobooks as needed. • The TVI will assist in training student/parents in Chromebook and home-based technology supports for access, including accessibility features, screen magnification, screen readers, text-to-speech, speech-to-text and touch key typing on devices • Students can receive Braille instruction as indicated in his/her IEP through appropriate online applications, assistive technology (Braille) loaned to a home location (as needed) and mail home embossed and tactile supplemental materials • Teachers will continue to provide outside/additional support through email or Google Classroom assignments to address individualized goals in the Expanded Core Curriculum • Orientation & Mobility (O&M) will work with parents and students virtually on mental mapping, appropriate use of cane, and how to safely navigate the immediate home and community environment • O&M supports may be provided through mobile Google Meet apps or FaceTime for maximized virtual use with movement • O&M will provide virtual observation of Concepts such as vocabulary, laterality, parallel/perpendicular, time and distance; Movement such as alignment, walking and balance; and Self-Protection • Video Modeling with audio instructions may be provided for parents/students for follow up activities
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<p style="text-align: center;">Teachers of the Deaf/Hard-of-Hearing</p> <div style="text-align: center;">  <p style="text-align: center;"><u>more</u></p> </div>	<ul style="list-style-type: none"> • Teachers of the Deaf will provide instruction to small group classes and support for Co-Teaching classes with visual supports, visual schedules, picture models/overlays, and sign language development/interpretation as needed • Teachers will follow outlined school virtual teaching schedule and provide Live instruction using correct modality for students (ASL, verbal, etc) • Teachers of the deaf will provide asynchronous learning that involved recorded lessons in sign language, videos from YouTube or other online learning, and/or supported self-paced learning with "office hours" to visually explain the information provided 																																																																																																														



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	<ul style="list-style-type: none">• Teachers of the Deaf will work with audiology department to coordinate annual hearing evaluations, monitor equipment, and analyze FM equipment for home use• Teachers will follow all instructional guidance as given for other teachers• Teachers of the Deaf may provide additional activities to individual students in Google Meet/Classroom which support goals in the Expanded Core Curriculum (self-advocacy, audiology awareness, etc.)
<p>Audiologists</p> 	<ul style="list-style-type: none">• Audiologists will continue to review functional hearing screenings and screenings completed through applications at home to "re-test" student's adequate functional hearing levels and clear students for eligibility meetings or potential re-evaluation• Audiologists will analyze private audiological evaluations and write recommendation reports for instructional and evaluations teams to consider• Email/call parents to discuss outside evaluation results and obtain release of records/third-party exchange - communicate with private doctors to obtain hearing evaluation and/or medical clearance (Ear, Nose, and Throat/ENT) information• Audiologists will complete in-booth and on-site hearing screenings and/or evaluations as needed on a set appointment schedule with appropriate social distancing and adequate PPE for parents, students, and staff• Appointment locations and procedures will utilize cleaning protocol to clean/disinfect equipment and clean/disinfect the evaluation room when completed with in-person appointments• Audiologists will work with Teachers of the Deaf and parents to loan equipment for use with Chromebook devices to maximize virtual learning and ensure appropriate access. They will also distribute support materials such as hearing aid batteries to students with hearing loss

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WHAT IS THE ROLE OF STAFF IN THE SPECIAL EDUCATION DEPARTMENT DURING VIRTUAL LEARNING?

Case Managers

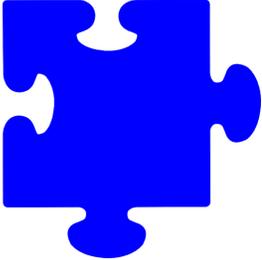


- A student's case manager will contact students and/or parents on their caseloads weekly to inquire about barriers, academic progress, and instructional support needed in specific courses, technology supports, and/or related service progress
- A case manager has the duty to facilitate communication between parents and school-based or district office personnel to address student or parent needs
- The case manager will follow up with Department Chairpersons and LTSEs to ensure contact with Speech Language Pathologists, related services providers, and Assistive Technology Specialists ensuring that service/support is being provided
- Your child's case manager will oversee or conduct virtual progress monitoring to ensure that the data is collected and documented for your child's progress
- They will submit behavior support requests on behalf of the student or parent
- The case manager will schedule time to address specific goals and objectives if the direct instruction is not provided and progress monitored by the content teacher
- The case manager (teacher) will maintain documentation of services provided in each instructional class of the service provided and student response. The eLearning log will be maintained so that the case manager of the student can access all data to discuss with the parent at IEP meetings

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<p style="text-align: center;">Lead Teachers of Special Education (LTSE)</p> 	<ul style="list-style-type: none"> ● LTSEs will provide oversight of special education instruction and compliance at assigned school sites ● It is the duty of the LTSE to review each teacher's documentation of virtual supports and services (eLearning) log weekly and provide feedback and support to special education teachers ● The LTSE will provide daily assistance to building level special education staff for provision of services to students ● The LTSE will ensure that meetings are held on time for IEP and eligibility events and that due date are adhered to within appropriate rotations at assigned schools ● The LTSE will provide professional development redelivery in departmental meetings during rotations and designated meeting times for teachers/schools ● It is the duty of the LTSE to serve as a liaison to case managers and building leaders to address individual student needs and communicate fully with parents, answering and supporting parent questions and/or concerns
<p style="text-align: center;">Behavior Intervention Specialist (BIS)</p> 	<ul style="list-style-type: none"> ● For students who are exhibiting challenging behavior in the home the parent can first speak to his/her Special Education Case Manager for support and guidance with strategies ● In the event that further support is needed, the Case Manager can submit a behavior support request ● If a behavior support request is received, an Autism Specialist or Behavior Intervention Specialist will contact the parent and address the concern. Depending upon the issue there may be multiple follow-up support sessions or scheduled time for instructional-based behavior support. ● For emergency needs, parents of students in behavioral support programs will also be provided a direct contact number for assistance with immediate behavioral needs ● Students who currently receive behavior services in their IEP by an Autism Specialist/Behavior Intervention Specialist will continue to receive consultation in a virtual format through the approved platforms ● Students supported in the behavior support classrooms (Social Support Behavior Classroom), a Behavior Intervention Specialist will join the entire class virtually and support instruction of Social Emotional Learning, Behavioral Modeling, and Mindfulness on a weekly basis

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<p style="text-align: center;">Autism Specialist</p> 	<ul style="list-style-type: none"> ● The role of the autism specialist is to train staff on evidenced based practices for students with disabilities utilizing applied behavior analysis strategies (<i>Discrete Trial Training, Naturalistic Environment Training, Functional Behavior Assessments, Functional Communication Training, Reinforcement, etc.</i>) ● The autism specialists will rotate with low incidence team to provide weekly virtual instructional support ● Observation of Live instruction in Autism classrooms will be provided by the autism specialist in order to model and provide instructional feedback, especially for new teachers or teachers who submit referrals to request support services ● The autism specialist supports caseloads in which students have documented autism support services indicated in his/her IEP. These services will be provided virtually through approved online platforms ● The autism specialists will be available to provide consultative services (through conference call and Google Meeting) to parents and district personnel for referrals for support ● As a district support team member, the autism specialist will meaningfully participate in: SST meetings (as appropriate), referral meetings, eligibility meetings, reevaluation meetings, staff meetings, and committee meetings for support and professional direction ● Attend and/or provide appropriate professional development
<p style="text-align: center;">Assistive Technology (AT) Specialist</p> 	<ul style="list-style-type: none"> ● The AT specialist will participate in staff meetings for all special education personnel ● Contact teachers/parents of students who have been assigned assistive technology devices and ensure devices are in working order and loaned to home location as needed ● Provide weekly virtual instructional support/office hours to cluster rotations to ensure assistive technology skills can be practiced (for students, staff, or parents) ● The AT specialist will observe Live classroom sessions to model and provide instructional feedback utilizing Assistive Technology supports ● AT will setup a rotation for training to all schools in implementation of Snap&Read district-wide Assistive Technology supports and other AT support services ● Provide support to teachers and students for use of Unique Learning and TeachTown. ● Contact parents as requested by teachers to provide specialized assistive technology support ● Demonstrate low-tech use in a virtual environment with demonstrations of visual supports and

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	<p>prompting elements in training for schools or when requested</p> <ul style="list-style-type: none"> • The AT specialist will continue to work on communication device referrals and completion of any remaining processes so that students can receive updated or new communication devices as required • For students referred for an Assistive Technology Evaluation, students will receive a consultation from the Assistive Technology Specialist to review the student’s needs. The Assistive Technology Specialist will provide recommendations to the team and train the team on the solutions and provide continued support. If a more in-depth analysis of optional/additional solutions is needed, the student may be scheduled to come on-site for in person evaluation, practice, and support in our AT lab with appropriate personal protection.
<p>Transition Specialist</p> 	<ul style="list-style-type: none"> • <u>Contact the Transition Specialist</u> • Our transition specialist will continue to seek out virtual and digital opportunities for students in our transition to work experience programs • The transition specialist will conduct informal and formal transition assessments to identify strengths, needs, preferences, and interests • Collaborate with secondary staff in the preparation of the IEP and transition services • Work collaboratively with school counselors and postsecondary institutions • Work collaboratively with Vocational Rehabilitation (VR) and outside resources such as Medicaid and community programs to assist parents in referrals as students transition to post-secondary options • Coordinate with Vocational Rehabilitation (VR) to obtain evaluation data needed to support reviews in post-secondary options. This is generally done in the student’s senior year in high school
<p>Job Developers</p> 	<ul style="list-style-type: none"> • Job developers will work collaboratively with Special Program (Low Incidence) teachers and students • Job developers will work collaboratively with the transition specialist to ensure that training continues in the virtual environment • Job developers will work collaboratively with our Transition to Work Experience and Supported Employment teachers to provide recommendations, strategies, and support for virtual job site training • Job developers will maintain communication with contract site facilities to ensure a smooth return to face to face work when safe • Job Developers will lead and participate in professional development for teachers as needed to support their understanding • Job Developers will work with LTSEs at assigned locations to review program class assignments and

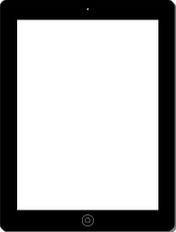


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contact parents as needed for updated enrollment and contact information

WHAT CONSIDERATIONS ARE BEING GIVEN FOR DEVICES, SOFTWARE, AND MODIFICATIONS/ADAPTATIONS FOR STUDENTS?

<p>Devices for 1:1 Learning</p>	<ul style="list-style-type: none"> • ALL students in the district are being provided an individual (1:1) device to complete work from home. • Students will receive new devices around September • Students without devices at home during the first week will access the student request list at the enrolled school and request devices for loan until the appropriate new devices arrive
<p>Specialized Devices for High Need Populations</p>	<ul style="list-style-type: none"> • Some special needs students will receive iPads through district during the rollout calendar process • Communication devices, determined as needed by the IEP team, will be available in the virtual environment (AT Specialist will support this process) • Low tech assistive technology will be provided as outlined in IEP and trained in professional development
<p>Instructional Software</p> 	<ul style="list-style-type: none"> • TeachTown, EnCore, Unique Curriculum, Language Live and all other instructional software mentioned in the instructional section of this Guide will continue to be accessible to students/parents once made available • Some software, like Unique Curriculum, may require a separate log in or Student View which your child's teacher should communicate with you or provide in a secure location for the student in the Google Classroom
<p>Assistive Technology</p> 	<ul style="list-style-type: none"> • The district will train teachers and parents on the embedded Chromebook Accessibility features - read aloud, magnifier, spotlight, etc. • Additional software for read aloud functions in online Google Chrome and use with .pdf formats called Snap&Read is available to all students. Staff, students and parents will be trained in a rollout process to continue to support learning • Additional AT software to support writing and Math are available as needed in a child's IEP. Software and hardware will be provided to students at home locations. The AT specialist will provide parent, teacher, and student training and ensure devices required are loaned to the home location • The AT specialist will be available to provide teacher and parent support



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HOW WILL EVALUATIONS AND ASSESSMENTS BE COMPLETED IN A VIRTUAL ENVIRONMENT?

Evaluation Process



- Evaluations will be completed in a combination of online and in-person assessments through the Department of Exceptional Students and the Department of Psychological Services
- All evaluations that cannot be completed in a virtual environment will be completed in attending school or a centralized site in a secure, safe environment with appropriate personal protective equipment for all
- All precautionary measures will be put in place to ensure a safe testing environment for your student. A team of professionals will discuss this process
- Your child's case manager, Lead Teacher of Special Education, or school Psychologist will schedule a virtual meeting to explain how virtual evaluations will be provided in the virtual environment
- All IEP and/or eligibility meetings will remain in compliance and be held in the virtual environment via Google Meet, Zoom, or telephone

Role of School Psychologist



- The School Psychologist is responsible for completing the Telehealth decision tree and assigning the student to a telehealth or face-to-face examination. Telehealth examinations utilize a virtual platform to complete the same types of tests that could be done in a face-to-face setting.
- All School Psychologists are responsible for following the CDC and District guidelines for utilizing Personal Protection Equipment (PPE)
- Safe zone testing rooms will be set up that adhere to the social distancing guidelines as well as the use of PPE for those evaluations that require face-to-face to assessment
- Parents will be contacted by the School Psychologist to be provided with an overview of the Telehealth or face-to-face session. A parent acknowledgement will be reviewed that provides an explanation of both environments
- If your student is selected for a face-to-face evaluation, the School Psychologist will contact you to complete a pre-screening and again with a reminder call
- All parents will receive a virtual consultation following either a Telehealth or face-to-face evaluation to review the evaluation results



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Preschool Diagnostic Center



- Evaluation for preschool students (ages 2-5 years) will continue to be completed at the preschool diagnostic center. Procedures are included for face-to-face evaluations in evaluation rooms with cleaning/safety protocols in place
- All evaluation rooms will follow CDC and District guidelines for the safety and security of all individuals that enter into the building
- Testing rooms will be set up with social distancing guidelines and personal protective equipment (PPE). Our testing rooms also have glass separation observation windows to ensure parents can remain on site and participate in the process
- One parent per student will be allowed in the testing environment during the evaluation process. Parents will be called prior to the appointment day to discuss procedures and notified that where possible, siblings should not be brought to the building
- Parents will be required to notify the front office via telephone upon arrival as part of the sign in procedure
- Temperatures will be checked upon entrance of the building and mask (PPE) are required for all adults for the duration of the evaluation process
- Parent will answer district approved health screener questions in reference to COVID-19
- Evaluations will take place on a rotation schedule reducing the number of individuals in the building and allowing for appropriate cleaning of the location between uses
- The district will continue to provide all additional needed personnel (interpreters, therapists, etc.) for virtual meetings, consultations, and/or the face-to-face evaluation component when needed



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HOW DO WE ADDRESS REGISTRATION AND ENROLLMENT FOR STUDENTS WITH DISABILITIES?	
<p>New/Returning Student Enrollment/OLR/Withdrawal</p>	<ul style="list-style-type: none"> • The Department is connected to the district process and follows the online registration (OLR) process. Additional steps are added to ensure documentation is reviewed and students are assigned and supported based on needs of special education services outlined in their IEP • List of required documents for online registration • Contacts for Department are available at Department of Exceptional Students webpage • The Department of Exceptional Students will receive notices and review virtual enrollments for all enrolling special education students • The Department of Exceptional Students will ensure that students are assigned to schools/programs that can support the needs in their IEPs
<p>Address Verification for Current Students</p>	<ul style="list-style-type: none"> • The District is asking all parents to complete virtual Address Verification/Changes • The Department is in need of the appropriate information for addresses to provide a verification report to ensure appropriate assignments for program classes and continue to verify transportation routing for student meal delivery and for bus transportation to be correct upon return to the school building
<p>Enrollment for Kindergarten Students with Special Needs</p>	<ul style="list-style-type: none"> • Parents must enroll at the school they were notified to enroll for program services for preschool/kindergarten OR the home zoned school for his/her regular kindergarten program • The parent will need to use the online registration progress, upload all required documents and select that the student is a student with a disability • The DES department will review and approve the school or contact the parent if there is a discrepancy or need to make a school location change.
<p>Enrollment for Students Placed at Another Location for Services</p> 	<ul style="list-style-type: none"> • Students who are served at the state schools (deaf and blind) or at private preschools and receive support services through our diagnostic program will enroll through our online registration program and select "preschool diagnostics" or "state schools" as the location. As we complete the enrollment/registration process internally, we will process and locate the student for services. • If enrolling your child for evaluation purposes only (home school/private school parents), the parent will complete the online registration process and select "diagnostics" for location as well ensuring that the district is notified



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WHAT IS THE ROLE OF TRANSPORTATION DURING VIRTUAL LEARNING FOR STUDENTS WITH DISABILITIES?

Transportation and Routing for Students with Disabilities



- Transportation will provide meals to all students in the district
- Students requiring special diets will have meals provided and delivered through special education transportation (delivery)
- DES will provide a list of all Hospital HomeBound students to ensure meal delivery
- Please follow up with your child's teacher/case manager to ensure that special diet paperwork is completed so that the comprehensive list of information for nutrition and transportation is completed and your child's needs can be met in the process
- Students are currently routed and ready to go; however, all items are being rechecked and students are being updated (new addresses/new enrollments) by transportation services during the school closure to ensure buses will be prepared to pick up students as soon as face to face school begins.

Who do I contact if I have additional questions? - [Contact list for Lead Teachers for Special Education and Coordinators](#)

Additional Resources to Assist Parents of Students with Disabilities

Parent Overview Letter - [Link to Parent Letter](#)

[Link to Parent Slides Presentation](#)

[Link to Parent Slides Presentation Video](#)

[Link to Parent Meetings and Trainings Calendar](#)

Sample Video of Virtual Therapy Services - [Doing Virtual Therapy with Students in CCPS](#)