



Office of Special Education
Remote Learning Guidance

2020-2021

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The goal is to provide guidance to staff and families during this pandemic as we are in a time that is fluid and constantly changing. This document will provide general guidance in order to ensure consistency and fidelity of instruction. We are committed to ensuring that we continue high quality instruction in both the school environment and during remote learning. Any measures inclusive of in-person interaction implemented as a result of this document shall be in adherence to current social distancing and public health guidelines.

This document includes:

[Guidance for Special Education Teachers](#)

[Guidance for Related Service Providers](#)

[Guidance for Special Education Paraprofessionals](#)

[Procedures for IEPs and 504s](#)

[Remote Learning Plans](#)

[Procedure for Evaluation](#)

[Procedure for IEP and 504 meetings](#)

Students who have Individualized Education Programs (IEP) and 504 plans will be provided an Individualized Remote Learning Plan (IRLP). All planning for students who have an IEP or 504 is a team effort. This requires collaboration amongst team members, which includes parents or guardians. Teams should also consider including the student throughout the process, where applicable. Collaboration is necessary to ensure learning is accessible and equitable to address the skills and knowledge the student needs as a result of his or her disability.

These measures are in addition to North Chicago SD 187 Expectations for Remote Learning Guidance, which is applicable to all students including those with disabilities. Coordination of remote learning should begin with guidance and expectations for all students. Teams should use their unique expertise about students and families to consider what is needed to plan for remote learning for students with IEPs or 504s. Consider individual students' strengths, needs, and knowledge of the student's home learning environment to create the IRLP.

When planning and implementing Individualized Remote Learning Plans in alignment with IEPs and 504s it is best practice for the teams to consider the following:

1. Provide remote learning resources and materials equitably to all students that reinforce critical grade-level academic standards and social and emotional needs.
 - a. Ensure that students' IEP or 504 directs their IRLP.
 - b. Prioritize remote learning activities based on areas of need, goals and benchmarks.
 - c. Make every effort to provide accessibility to the remote environment while at home and provide support to families for implementation.
 - d. Start with familiar resources that can be transferred to the remote learning environment.
 - e. Be clear about the remote learning schedule and consider how families will be able to collaborate or consult with team members. Schedules should be tailored for remote learning based on the student's IEP/504 and the remote learning context. All direct instruction will be provided remotely during school hours.
2. Ensure all educators are available and engaged with students on their caseload based on each student's services. Virtual availability to students and families during regular school day hours.
 - a. Stream live lessons, co-teach, read aloud, etc.
 - b. Plan small groups with a co-teacher, RSP, and/or Paraprofessional.
 - c. Interact via Gmail, Google chat, Google meet, or any other District approved platform.
 - d. A minimum of 5 hours of daily instruction, with at least 2.5 hours of synchronous instruction.
3. Monitor and track student engagement minimally on a weekly basis.
 - a. For each student with an IEP/504, school-based team members should collaborate on a weekly basis with students and/or families.

- b. If possible, teachers and related service providers who have worked most closely with students are best suited to continue this relationship during remote learning. This can help minimize disruption and transitions for the student and family.
 - c. Use the following [link](#) to document student engagement/interactions.
- 4. Establish structures to facilitate staff collaboration, planning, and development regarding the implementation of IRLP and to support long-term planning.
 - a. Establish and incorporate feedback protocols to improve collaboration and implementation of remote learning for families given the nature and inherent challenges of remote learning for staff, students, and families.
 - b. Utilize collaborative planning structures to ensure student and family engagement given implementation of remote learning at home.
 - c. Ensure that special educators, general educators, related service providers, SPED paraprofessionals, and families have time to collaborate on remote learning plans.
- 5. Support the continued development of all educators to meet the demands of remote learning.
 - a. Plan for all educators to attend professional development sessions in order to support methodology of instructional practices during remote learning for students with disabilities.
 - b. Prioritize professional development on technology skills and utilize assistive technology to assist and expand the impact of remote learning for students with disabilities.
 - c. Utilize our support networks, Assistant Directors of Special Education, Related Service Providers, School Counselor, Board Certified Behavior Analyst (BCBA), etc.

Guidance for Special Education Teachers

Special Education Teachers are paramount to the District's commitment of supporting students with disabilities who have an IEP by providing instructional practices in order to ensure students have access to the general education curriculum and instruction. All students must be afforded a Free and Appropriate Public Education (FAPE) during remote learning. Special Education Teachers in collaboration with General Education Teachers and any applicable Related Service Providers in alignment with IEPs will collaborate to identify student specific needs during remote learning and as identified on student Individualized Remote Learning Plans (IRLP) created by the IEP team.

Special Education Teachers should consider the following:

- Collaborate. Utilize the collective expertise of the IEP team, this includes parent/guardian, to plan and prioritize remote learning.
- Begin with what is familiar to the student by considering what school-based learning and routines could easily transfer to the home. Use materials and resources that the student is experienced with wherever possible. If introducing new information or resources, plan time to support the student with this new learning by explicitly teaching the student and/or family how to use the new resource or implement the new skill.
- Determine which type of digital and/or non-digital resources the student will utilize to ensure equitable access.
- Create Individualized Remote Learning Plans based on IEPs. Ensure that the IRLP recommends necessary accommodations and modifications that can be implemented in a practical manner.
- Modify the general education remote learning plan based on IEP goals. If a student follows a significantly modified curriculum (typically LRE 03 students), the IRLP plan should reflect these modifications.
- Individualization based on family implementation. For example, some students and families may want or need to start in small increments and then add elements slowly to increase productivity. In these cases, the team should continue to offer full remote learning services to the family via the student's IRLP and the Special Education Teachers should document the services the student incrementally accesses during remote learning.. Some families may be eager and ready for an expanded structured learning experience immediately.
- Effective planning involves knowledge of individual students' strengths and needs, which cannot be contained in a guidance document. The most effective planning under these circumstances will involve continuity of familiar learning activities for all students therefore, where possible, educators should use their knowledge of the student and their familiarity with digital and non-digital resources available to plan remote learning for students.
- Teachers should identify what type of data would be most beneficial and provide paraprofessionals with guidance on how data will be collected to monitor students' progress towards their IEP goals or students' use of their Section 504 accommodations.

Guidance for Related Service Providers

Related Service Provider services are integral in the success of student academic progress. Related Service Providers will develop a daily/weekly schedule that allows for completion of professional responsibilities as they relate to participating in meetings, assessments, service delivery, consultation and/or collaboration, family outreach, etc.

Commensurate with teacher schedules, Related Service Providers should schedule their services to directly support remote learning activities in alignment with student IRLPs. This can be conducted through a variety of service delivery models i.e., direct services, consultation, collaboration, co-teaching, etc. Related Service Providers will be expected to provide a minimum of 5 hours daily related services.

Related Service Providers are expected to provide services to students on their caseload that are aligned to IEPs and 504 plans and documented on Individualized Remote Learning Plans. Learning opportunities can be synchronous (i.e. Google meets, Google Chat, Google Classroom and can be provided with another adult or provider present) and asynchronous (i.e. email, practice/homework practice, Google live stream video clips, etc.) learning opportunities.

Related Service Providers should consider the following:

- The student's IEP/504 service minutes identified in the Individualized Remote Learning Plan
- How related services will be communicated with teachers, students, and parents.
- What learning platforms students will use.
- How the student and parent/guardian can access their Related Service Provider, and when they should expect feedback and/or collaboration.
- How the student and parent/guardian can access learning materials if they do not have easy access.
- Collaborate. Utilize the collective expertise of the team, this includes parent/guardian, to plan and prioritize services. Include the student when possible in collaboration.
- Begin with what is familiar to the student by considering what school-based learning could easily transfer to the home. Use materials and resources that the student is experienced with wherever possible. If introducing new information or resources, plan time to support the student with this new learning by explicitly teaching the student and/or family how to use the new resource or implement the new skill.
- Determine which type of digital and/or non-digital resources the student will utilize to ensure equitable access.
- Collaborate and support in the creation of Individualized Remote Learning Plans based on IEPs and 504 plans. Ensure that the IRLP recommends necessary accommodations and modifications that can be implemented in a practical manner.
- In collaboration with general education and special education remote learning provides support with modifications based on IEP goals in order to ensure equitable access.

- Individualization based on family implementation. For example, some students and families may want or need to start in small increments and then add elements slowly to increase productivity. In these cases, the team should continue to offer full remote learning services to the family via the student's IRLP and the Related Service Provider should document the services the student incrementally accesses during remote learning. Some families may be eager and ready for an expanded structured learning experience immediately.
- Effective planning involves knowledge of individual students' strengths and needs, which cannot be contained in a guidance document. The most effective planning under these circumstances will involve continuity of familiar learning activities for all students therefore, where possible, educators should use their knowledge of the student and their familiarity with digital and non-digital resources available to plan remote learning for students.
- Student engagement will be monitored and tracked by related service providers in accordance with each student's IRLP (e.g. weekly, bi-weekly, monthly, etc.) and will be documented through existing service capture procedures and guidelines.
- Service delivery should support modes that will not exhaust students' availability to attend to curriculum instruction unless individual students need support for longer daily engagement per the IEP or 504 team determination on the Individualized Remote Learning Plan.

Guidance for Special Education Paraprofessionals

Special Education Paraprofessionals are vital to the success of students with disabilities as indicated on their IEP. Students with disabilities may need additional support outside of those available to their general education peers to access learning platforms. Paraprofessionals can support the creation of schedules and should support adherence to schedules.

Paraprofessionals should support the implementation of Individualized Remote Learning Plans, advocate for assistance on behalf of the student and family, support completion of assigned work, and submission of assignments for review and grading. During remote learning Paraprofessionals will continue to support instruction.

Special Education Paraprofessionals should consider the following when supporting instruction:

- Provide student support in accordance with the IRLP.
- Follow the assigned schedule.
- Participate in school based staff and team meetings.
- Engage in ongoing collaboration and communication with teachers and Related Service Providers.
- Attend remote learning sessions along with assigned students and in accordance with the daily schedule.
- Communicate and check-in with students and families as indicated on IRLP and as directed by immediate supervisor overseeing each student's plan
- Re-teaching and reinforcing skills taught to students per IEP and IRLP. These supports can include, but are not limited to:
 - Helping students log into and navigate remote learning platforms by helping students and families log into platforms, providing visual support to simplify steps, organizing assignments, and supporting adherence to deadlines.
- Support planning for instruction and differentiation - Paraprofessionals can assist teachers by providing their expertise in the planning of effective instructional supports for individual students by:
 - Recording passages, chapters, or stories related to the assigned lesson that can be sent to students or uploaded to a digital file.
 - Providing visual steps or task analyses (photo or video) to support the completion of assignments.
- Support students with schedules and organization of tasks by helping students understand what is expected, understand the sequence that may be required to finish an activity or lesson, know when something is considered completed, and know what is coming next.
- Modeling after teacher(s) have introduced a topic, the Paraprofessional can provide additional modeling, e.g. step by step problem solving, self-talk, note taking, sensory or self-regulation techniques, etc.
- Supporting communication during remote learning sessions, prompting and reinforcing to increase access to and use of effective communication tools given student's needs.
- Provide reinforcement and social and emotional support.

- Provide immediate, behavior-specific praise for positive learning behaviors.
 - Check in with students often. Positive staff to student relationships improve student learning, especially during times of transition and uncertainty.
- Documentation and data collection - data collected during remote learning will be extremely important information for teams to access when making educational decisions and reporting on student progress. Teachers should identify what type of data would be most beneficial and provide Paraprofessionals with guidance on how data will be collected.

Procedures for IEPs and 504 Plans

During this time of frequent change the North Chicago School District 187 Special Education team is committed to ensuring that students with disabilities receive FAPE. In order to provide consistency of services and address students' needs for multiple instructional models (e.g. in person, hybrid, and remote) each student with a disability will be provided with an Individual Remote Learning Plan.

Team Guidance

The Case Manager with the support of the Special Education Assistant Director is responsible for consulting and collaborating with the appropriate IEP team members to help consider what an individual remote learning plan consists of for each student with a disability. The proposed remote learning plan should be completed as soon as possible to provide services that are comparable to a student's current IEP. The context of the learning task should be reviewed and it should be determined if the child requires the same accommodations and/or modifications during remote learning as are listed in the IEP/504 or if new accommodations are needed to help the child complete the task(s) assigned during remote learning.

Special Education providers should make appropriate modifications and accommodations to the student's curriculum to alleviate any unreasonable burden upon the student or parent/guardian. The proposed remote learning plan must be presented to the parent/guardian (in a method determined by the school) for their review and additional input. If the parent/guardian disagrees with the proposed learning plan, the team will schedule an IEP team meeting.

Remote Learning Plan

Prior to the Remote Learning Plan meeting:

- The case manager will create a plan to ensure team members review each student's IEP and 504, including the goals, accommodations and/or services, to draft an appropriate remote learning plan ([Individualized Remote Learning Plan template](#))
- If it is determined an IEP/504 team meeting is required (e.g. the parents disagree with the proposed IRLP, the IEP/504 team feels a team meeting is necessary to review remote services for the student, etc.), the IEP/504 team will send a Notice of Conference to the parent/guardian for the purpose of developing an IRLP.

Note: The remote learning plan meeting can also occur at the same time as an Eligibility meeting, Annual Review, or Review/Revision meeting but the Notice of Conference must be provided to parent/guardian with both meeting purposes.

Remote Learning Plan meeting:

- The IEP/504 team, including the parent/guardian and student, will discuss and determine the specialized instruction area(s) and/or related services that will be provided for the student during remote learning which will include data and records review, State and Federal guidance for

remote instruction and services, FAPE during remote learning, related services, goals, and accommodations and modifications.

- The team, including the parent/guardian, will discuss and determine the required accommodations/ modifications, measurable annual goal(s) that will be addressed during the remote learning.

Note: The specific areas of specialized instruction, supports and services identified for the student during the period of remote learning are reached through consensus by the team.

Addressing goals in an Individualized Remote Learning Plan

Goals may be addressed in any school based remote learning opportunities, this includes small group, whole group, and individual instruction.

The students' active and current IEP/504 will be used to direct the IRLP. The team should consider reviewing each individual goal and determine how they will support the implementation of the goal during remote learning:

The team should consider all goals and if:

- The team will continue to build identified skills, implement the goal as written on the IEP.
- The team will address the identified goal by providing support through remote learning activities in order to sustain skills per the goal.
- The team is unable to meaningfully address the goal during remote learning because the team has determined that there are extenuating circumstances such as, compromising a student's safety. The team will discuss and attempt to address the skill deficit area.

For those IEP goals teams cannot address during remote learning days, the team will resume implementation of these goals when in-person instruction resumes. The team must hold an IEP meeting to discuss compensatory services for any goals that were not addressed during remote learning.

Goal Examples

Fully Implement	By the September 2020 annual review, after reading a grade appropriate short passage, Danni will answer comprehension questions about the passage by locating, in the text, information to support her answers, 4 out of 5 times with 90% accuracy with no more than 2 teacher prompts.	This goal can be met during remote learning with direct instruction, accommodations and modifications.
Sustain Skill	By September 2020 annual review, during small group turn taking cooperative play with at least 2 peers, Danni will be able to wait her turn in 5 out of 5 times with 90% accuracy with	This goal can be supported during remote learning through social stories, video clips but, cannot be fully implemented as there will not be access to peers in person. *The team may be able to consider if

	no more than 3 prompts (visual and/or verbal).	there are any online games that would allow for some cooperative play. It is important to note that the essence of cooperative play in person looks different from online games.
May not be able to address	By September 2020 annual review, during one to one support, Danni will be able to walk up and down stairs using alternate feet in 4 out of 5 times with 95% accuracy with no more than 2 visual prompts.	This goal cannot be targeted during remote learning as this may compromise student's safety as there will not be a trained certified staff to support the student's acquisition of this goal. *The team may want to consider skill areas that can be implemented during remote learning to support student sustainability of skill learned. In this case leg band exercises to keep leg strength up may be a consideration.

Accommodations in Remote Learning Plans

Providers should consider and discuss all accommodations in the IEP/504. However, compared to in person instruction, many accommodations will look different in the home learning environment for the purposes of remote learning. An important consideration is planning for accommodations that provide equitable access for students while minimizing the burden on the family and caregivers who will be implementing them. Communicate with the family. Consult with any Paraprofessional(s) involved with the student and family to garner their experience and expertise in implementing effective accommodations. Engage Related Service Providers involved in supporting the student. The accommodations listed in a student's IEP/504 should be considered for remote learning and it should be determined whether and how they are applicable during remote learning. It is equally important to consider how the student is responding to remote learning and provide additional accommodations and modifications that apply only to remote learning as needed.

Non exhaustive list of possible Accommodations during remote learning:

Classroom Environment	Remote Learning Environment
Break tasks into manageable chunks	<ul style="list-style-type: none"> ● Chunk tasks in the family schedule, in student assignments, and in lessons as necessary. ● If a student utilized this support in school, consider an electronic checklist or task list.
Provide 2-3 step directions.	<ul style="list-style-type: none"> ● Minimize oral directions during live and recorded lessons. ● Provide clear, concise directions for student activities. ● Maintain simplified, routine directions for

	accessing remote learning via technology.
Check for understanding.	<ul style="list-style-type: none"> ● Provide and model wait time so students can comply with directions. ● Consider material that can be reviewed, repeated, or replayed.
Provide visual supports when introducing new concepts or skills.	<ul style="list-style-type: none"> ● Make use of technology to visually illustrate and provide repeated practice of new concepts. ● Utilize non digital materials with visual supports. ● Consider recording lessons/activities so that students can watch at their own pace.
Provide text at student's level.	<ul style="list-style-type: none"> ● Consider the wide range of assistive technology supports available to support text accessibility. ● Increase access by utilizing digital resources like, speech to text and text to speech applications.
Allow breaks.	<ul style="list-style-type: none"> ● Recommend some favorite class brain breaks. ● Schedule breaks in the family schedule.
Provide frequent reinforcement.	<ul style="list-style-type: none"> ● Share the reinforcement schedule and strategies used in school. ● Provide a choice board and/or first/then for home use.
Use an individual visual schedule.	<ul style="list-style-type: none"> ● Share a visual schedule for home use.

In alignment with ISBE and our District guidance document students will engage with instruction for 5 hours per day, 2.5 of those hours will be synchronous direct instruction from staff, and 2.5 hours will be asynchronous skill practice through tasks assigned. Teams must ensure that service minute decisions are within alignment to school wide guidance.

Conclusion of Remote Learning Plan meeting:

- The parent/guardian must be given or sent a copy of the finalized Individualized Remote Learning Plan for students with an IEP or 504 (504 if determined applicable) along with a copy of the ISBE procedural safeguards document.
- The student's Individual Remote Learning Plan should be filed as part of their student records and should be accessible to all service providers including the general education teachers.

Procedure - Evaluation

Domain Meeting

School Psychologist with support from the Assistant Director, if needed, facilitates the Domain meeting process by assembling a team virtually or in person, including the parent/guardian, to consider the relevant area(s) of suspected disability and what, if any, additional evaluation data or other information is necessary. The process begins with a review of existing data and other information about the student, including data from a variety of formal and informal sources. This can be data collected before or during the remote learning period.

If existing information is adequate (using data, qualitative and quantitative, from a variety of sources can assist teams in determining the adequacy of available information) for each relevant area (no additional information needed), no additional assessments must be conducted. However, if the parent/guardian is informed that no additional information is needed, the parent/guardian should be asked if he/she agrees. The Case Manager should then complete the Notification of Decision Regarding an Evaluation indicating the District does not deem an evaluation necessary at this time and send it to the parent/guardian.

If existing information is NOT adequate for each relevant area, determine what additional information is needed and the sources from which it will be obtained. This is documented on the domain meeting plan document for parent/guardian consent.

The consent form should identify general information regarding the type of instruments and/or procedures to be utilized. It should not include names of specific diagnostic instruments. Use interviews, online rating scales, record reviews, remote observations, etc. as sources of gathering additional data. Additionally, the consent form should indicate, at a minimum, the title of the individual who will obtain the additional data.

Evaluation Meeting

In conducting the evaluation, a variety of assessment tools and strategies must be used to determine whether the student meets eligibility criteria. The evaluation must be sufficiently comprehensive to identify the student's special education needs. Use interviews, online rating scales (if applicable), record reviews, remote observations, etc. during the remote learning period to complete evaluations.

Initial Evaluation

The initial evaluation must be completed and the IEP team must determine eligibility for special education and related services within 60 school days after the date the parent/guardian provides written consent to conduct the evaluations. When there are fewer than 60 school days left in the school year, and the parent/guardian has provided written consent, the eligibility determination and the IEP (if the student is eligible) must be completed prior to the first day of student attendance in the next school year. If the team agrees that the adequate data needed to complete the evaluation cannot be obtained during virtual instruction, the parent must be notified, and the team and parent must agree to resume assessments once in-person

assessment is available. The Case Manager should document the parent's agreement to delay in-person testing and extend the 60-school day timeline until in-person instruction resumes. It is the expectation that the IEP teams will utilize all available data sources to determine whether a student is eligible and the decision to wait until the evaluation can be conducted in-person is made thoughtfully and on an individual basis.

Reevaluation

For reevaluations, a record review may be considered appropriate if there is sufficient data for the student to determine continued eligibility for services and to develop an IEP. Using data from a variety of sources (both qualitative and quantitative) can assist teams in determining the adequacy of available information. However, this must be determined on a case-by-case basis. Record reviews are not advised when considering either a change in the student's identified educational disability or a significant change in service delivery or LRE.

Evaluation Process

Staff are required to follow all guidelines that are outlined in state and federal law. Evaluators must ensure that their assessments are selected and administered in a nondiscriminatory manner. Instruments and procedures to complete evaluations during the remote learning period should include interviews, record reviews (e.g. classroom data/assessments, district assessments, etc.), online assessment instruments, and remote observations. Prior to collecting any additional information, each team member should review all relevant areas of the consent/domain meeting plan. This will help teams to ensure that their evaluations are sound and adhere to what parents previously agreed to during the consent/domain meeting phase of the evaluation. For assistance in identifying appropriate assessment measures, evaluators should reach out to their Assistant Director. In all cases, evaluators are expected to adhere to the following standardized assessment considerations when completing initial evaluations and reevaluations:

- Assessment Integrity: Adhere to copyright provisions.
- Assessment Security: Maintain the integrity and security of test materials.
- Assessment Fidelity: Follow standardization guidelines to ensure validity & reliability.

Evaluation Reports

The evaluation report synthesizes each evaluator's individual report based on the relevant area(s). A draft report must be completed at least three (3) school days prior to the meeting and sent to parent/guardian. All evaluation reports must be finalized by the conclusion of the IEP meeting.

When the parent/guardian has provided a private evaluation report conducted since the last evaluation or IEP meeting, if any, the appropriate Related Service Provider (e.g., school psychologist if the report was from a clinical psychologist) should include a review of the private report in his/her evaluation report:

- A summary of the private evaluator's findings;

- A statement of his/her agreement or disagreement, in full or in part, with the private evaluator's recommendations; and
- The basis for the RSP's agreement or disagreement with the private evaluator's recommendations or findings.

The evaluation report must be uploaded into EMBRACE and attached to the student's file.

Eligibility Determination

IEP teams determine whether or not students meet eligibility criteria, and if disabilities adversely impact students' educational performance, thereby requiring special education services and support. The team must document their decisions and share this information with families in the eligibility documentation. At the evaluation meeting, forms and evaluation reports should be projected via video conferencing if the parent/guardian is utilizing this platform, to support meaningful parent/guardian participation. The parent/guardian must be given access to drafted copies of evaluation reports 3 school days prior to the meeting.

Procedure - IEP and 504 Meetings

Case Managers must ensure that parents/guardians are provided with written notice of an IEP meeting at least 10 calendar days in advance of the meeting. The parent/guardian may agree in writing to waive the right to this 10-calendar day notice. Parents may also agree to participate remotely in meetings via written or verbal consent. The team must document confirmation of the parent/guardian agreement to proceed with either a telephone, or video meeting conference. Possibilities for parent/guardian confirmation methods include verbal confirmations for phone meetings, verbal confirmations for video meetings, emails, and written confirmations.

The parent/guardian must be provided a draft copy of the IEP document 3 school days in advance of the IEP meeting. If the parent has limited English proficiency, an interpreter **MUST** be present at the virtual IEP meeting to support the parents' ability to participate meaningfully during the meeting. If the parent/guardian requires ASL, then a sign language interpreter must be present for the virtual IEP meeting to support the parent/guardian ability to participate meaningfully during the meeting.

If the parent/guardian does not show up to the scheduled virtual meeting, the meeting must be rescheduled, minimally, 1 additional time. Notification to the parent should be sent 3 different ways through 3 different attempts, e.g. U.S. mail, phone call, email, etc. One attempt should include the 3 day drafted documents. After the second attempt to schedule a remote/virtual meeting where the parent does not respond to IEP meeting invitations/notifications or attempts, the IEP team should not convene without the parent. *Note: this only applies during remote learning as parents must give consent to hold a virtual meeting.

If the parent/guardian does not show up to the scheduled virtual meeting, the meeting must be

rescheduled, minimally, on three occasions. After the third attempt to schedule a remote/virtual meeting where the parent does not respond to IEP meeting invitations or attempts, the Case Manager should contact the Assistant Director for support. The IEP team should plan to reconvene when in person meetings resume. All events must be recorded in EMBRACE, and this would also include any attempts to reschedule virtual meetings. IEP team members may participate in the conference by telephone or other alternative means. The mode of participation should be documented on the IEP.

If the team holds an in person meeting, all participants shall adhere to current District health and safety guidelines. This includes, but is not limited to, obtaining clearance for building entry following a pre-entry screening process consisting of a district provided COVID-19 screening questionnaire and temperature measurement resulting in a reading of less than 100.4 degrees Fahrenheit/38 degrees Celsius, everyone medically-tolerant over the age of 2 wearing a facial covering properly adjusted to cover the mouth and nose throughout the duration of one's time within any district building (medical exemption documentation for a face covering must be provided and approved prior to building entry), social distancing of at least six feet at all times within any district building, and the use of additional Personal Protective Equipment (i.e. gloves, face shields, goggles) as appropriate. When circumstances do not permit the ability to practice social distancing measures throughout the duration of the in person meeting, selected team members may participate virtually in a synchronous manner for the duration of the meeting.

If it is determined that the meeting should be conducted virtually, the parent or guardian must provide consent for the team to hold the meeting remotely/virtually. Preferred consent should be provided in writing (email or paper). If there are barriers to providing written consent, verbal consent may be accepted.

All IEP/504 team members must be present, even if held by alternate means unless the parent/guardian and the Assistant Director give consent for the excusal of any team member from the meeting.

Individualized Remote Learning Plan

Date of Plan: _____

This Individualized Remote Learning Plan (“IRLP”) will be implemented for your student during the remote learning due to the COVID-19 pandemic. Please note this plan does not constitute a change in your student’s educational placement as provided by his/her current Individualized Education Program (“IEP”) or Section 504 Plan. Once regular, in-person school attendance resumes, the IEP or 504 team will provide the educational programming, related services and accommodations as provided by your student’s **most current IEP or Section 504 Plan**. The school team will implement this IRLP only during the school closure period during the District’s Remote Learning Days.

If you have questions regarding this IRLP, please contact _____ at _____.

STUDENT INFORMATION

Student Name: _____ Date of Birth: _____ Age: _____
 Grade Level: _____ Date of Current IEP/504: _____
 Annual Review Due Date: _____ Triennial Reevaluation Due Date: _____
 Case Manager Name: _____
 Staff contact during school closure period: _____

English Language Services: Yes or No
 English Language Placement/Status: (full-time, part-time, exited, or refusal) _____
 English Language Program Type: (TBE (includes dual language), or TPI) _____

IEP GOALS (IEP Students Only)

The following IEP goals will be addressed during Remote Learning Days. For those IEP goals teams cannot address during Remote Learning Days, the team will resume implementation of these goals when in-person instruction resumes.

Goal Number	Goal Implementer(s)/Service Provider	Evaluation Procedure/Data Collection
<i>Example: Goal No. 3: Writing</i>	<i>Special Education Teacher</i>	<i>Writing Samples</i>
1. Goal No. _____:		
2. Goal No. _____:		
3. Goal No. _____:		
4. Goal No. _____:		

PARENT NOTIFICATION

Date of Contact: _____ • Phone • Email
Staff Name: _____
Parent Contacted: _____
Parent Agreement: • Via phone • Via email
If Yes, Date IRLP Provided to Parent: _____ • Email • Mail
Copy of Procedural Safeguards Provided: • Yes • No

ADDITIONAL NOTES

RELEVANT STAFF CONTACT INFORMATION

Director of Student Services/Special Education:
Special Education Teacher:
General Education Teacher:
English Language Certified Staff:
Speech Language Pathologist:
Social Worker/Counselor:
Occupational Therapist:
Physical Therapist:
School Psychologist:
School Nurse:
Hearing Itinerant:
Vision: