

Special Education: Continuous Learning Support

NOTE: For the purposes of this document, the term “parent” also refers to guardians and adult students (age 18+).

Arlington Public Schools is committed to supporting students with disabilities and their families by providing a mix of activities and options tailored to meet individual needs. The plan is built with flexibility and a range of resources to allow teachers and case carriers to collaborate on learning activities that students can access and that are easy to understand.

The following guidance will be implemented beginning on April 14, 2020.

Special Education Planning

The process for determining each student's special education support will include the following:

Case carriers and service providers will:

- Review grade level material being provided to students
- Identify potential areas of focus for students with disabilities
- Consult with specialists, such as related service providers or vision, hearing, or other specialists to collaborate and obtain input to draft plans
- Communicate with parents and students, as appropriate, to develop and refine plans with parent/student input. Plans should include:
 - Schedule of check-ins and alternative instructional means of support
 - Goals that will be focused on
 - Accommodations needed
- Send family an email summarizing the agreed-upon plan
- Document communication and agreed-upon plan

It is expected that special education support will be in alignment with general education learning opportunities; however, due to the closure, hours and services will not be the same as those outlined in current Individualized Education Programs (IEPs). As conditions change, plans may be updated as agreed upon by IEP team members.

Alternative Instructional Means of Service Delivery Models:

Teachers and related service providers will use a combination of direct and indirect alternative instructional means to support students with disabilities. There are multiple possible methods which may include addressing certain IEP goals, and providing strategies for organization and

accessing instruction. Below are several models that should be considered, based on the unique needs of the child.

<p>Direct Alternative Means include:</p>	<ul style="list-style-type: none"> ● Co-teaching using Microsoft Teams, materials and tools development, video modeling, video chats and instruction. ● Small group instruction using video technologies with informed parental consent. ● Provide student specific learning activities, which may be synchronous or asynchronous. ● Small group instruction (no more than 6 students) to help students stay connected to peers and teachers. Note: Special education staff and related service providers will ensure that parents and students are informed of privacy considerations and requirements. APS will utilize Microsoft Teams, a HIPAA-compliant platform, to deliver special education services and related services. ● Provide open office hours for families and students to check in, ask questions or get help.
<p>Consult/Monitor Using Alternative means of instruction include:</p>	<ul style="list-style-type: none"> ● Provide coaching for parents to deliver home learning activities. This includes the use of emails, phone calls, or video sessions while the parent is working with the child. Coaching may include providing guidance and feedback from parent-provided video or work samples, instruction for equipment use, and/ or use of assistive technology or other tools for learning. ● Collaborate with other teachers using Microsoft Teams to develop, adapt, and modify materials and tools ● Collaborate with teachers and related service providers, such as psychologists, to design and deliver instruction. ● Work with caregivers to set up daily schedules and routines.

Due to the closure of schools for the remainder of the school year, and the resulting effect on staff, access to resources, and student availability, support will **not** include:

- Synchronous instruction matching the student's normal school schedule
- IEP services that match minute for minute
- Supports that address every IEP goal

The chart below outlines APS instructional expectations for students beginning on April 14th by grade level, and suggestions for special education support, to be determined based on the unique needs of individual students.

Grade Level	General Education Instruction	Type of Instruction	Special Education Support
Pre-K and K	30 minutes a day	Packets to reinforce previously taught skills and concepts	<p>Case Carriers:</p> <ul style="list-style-type: none"> ● Consult weekly with general education teachers ● 2x week: Provide a variety of alternative means of instruction to students with IEPs <p>Families of students who receive services in specialized programs such as the Multi-Intervention Program for Students with Autism (MIP-A), Functional Life Skills (FLS), or Shriver Program will receive a personalized learning program.</p> <p>Related Service Providers: Include a variety of alternative means of instruction delivery methods based on individual student needs.</p>
Grades 1-2	30 minutes a day	Packets to reinforce previously taught skills and concepts	
Grade 3	60 minutes a day	Online Continuous Learning to reinforce previously taught skills and concepts	
Grades 4-5	90 minutes per day	Online Continuous Learning to reinforce previously taught skills and concepts	
Grades 6-12	30 min per teacher Max 3.5 hours day	Core material and enhancements	

Data Collection on Student Progress:

Case Carriers and service providers will use a variety of means to attempt to collect data and monitor student progress during the closure, which may include:

- Qualitative and anecdotal information from families
- Evidence from video and permanent products
- Tools such as brief surveys or checklists completed by students or parents

Communication with Parents:

Case carriers will work with parents of students to establish a safe and sustainable communication plan (phone, email or video call), including talking to the parent, and separately the student, on regular basis (e.g. every week or every other week) for progress monitoring, updates, and feedback on how things are going for the student.

Parents and case carriers will discuss how contact will be made, how often, and whether students AND parents, or just students, or just parents will be participating in conversations, and parents will be provided with information on how to contact case carriers, and what types of support case carriers can provide.

Extended School Year Services:

Each child's IEP Team will need to determine whether a student qualifies for ESY services as a result of school closure due to response to COVID-19, and should consider factors such as whether the prolonged resulted in regression during other breaks.

If a student was determined to need ESY services prior to school closure, then the student would continue to need ESY.

The effect of the closure should be evaluated for each student with a disability.

Special Education Meetings

APS currently uses a Student Support Team meeting process to determine the need for intervention plans, Section 504 Eligibility and special education, and is making every effort to adhere to all IDEA and VA Regulations during this closure.

Parents may participate in Student Support Team, Section 504 and/or special education meetings, such as Individualized Education Program (IEP) meetings, as needed virtually or by phone. Families of students who are in the midst of special education/Section 504 processes such as evaluations and/or re-evaluations will be contacted by their child's case carrier or the school's Student Support Coordinator about how the process will be addressed during the COVID-19 closure. Parents may elect to provide electronic consent for special education processes. For additional questions regarding special education meetings, parents are encouraged to communicate directly with their child's case carrier. The Parent Resource Center also provides ongoing support to families, and can be reached during the closure at prc@apsva.us or 703.228.7239.