



Office of Diverse Learner
Supports and Services

Special Education Guidance to Remote Learning Procedures, Standards & Instructional Quality



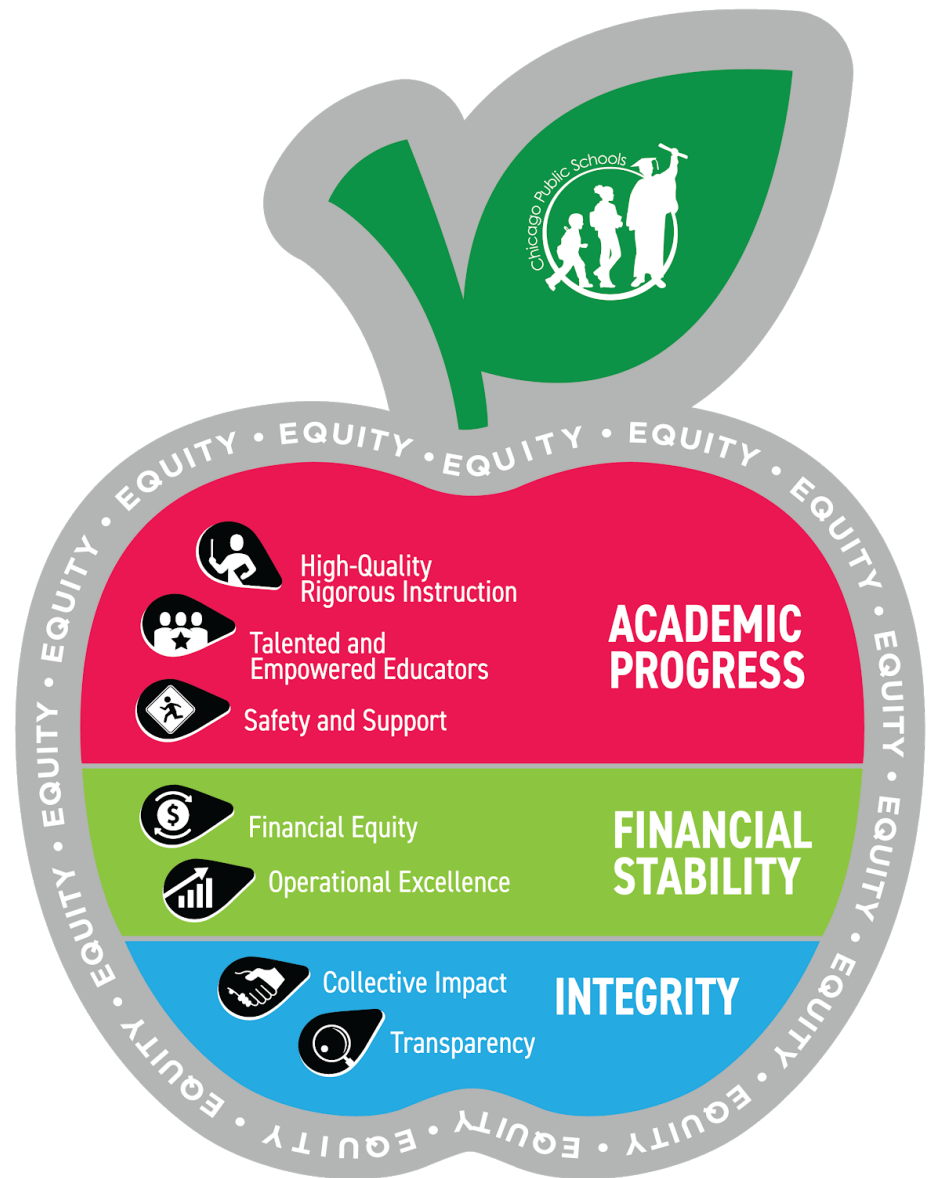
In these unprecedented times, related service providers and special education teachers continue to support students, families, and schools via remote learning. Related service providers and special education teachers will work collaboratively with other staff members and parents in order to address students' needs – even at a time when students and educators cannot physically work together in a traditional school environment. Related service providers and special education teachers will ground their services in our district's core values and provide support in accordance with the remote learning plans that have been developed at their assigned school location(s). Related service providers and special education teachers should familiarize themselves with the [CPS Remote Learning Guidance](#) and align their services accordingly.

Our Vision

Success Starts Here!

Our Mission

To provide a high-quality public education for every child, in every neighborhood, that prepares each for success in college, career, and civic life.



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Guidance for Special Education Teachers

Individual Remote Learning Plan

In alignment with guidance from the Illinois State Board of Education (ISBE) that requires school districts to convert future canceled school days to “remote learning days,” Chicago Public Schools (CPS) has created new guidance that outlines procedures, strategies, and available resources to support schools with the implementation of remote learning that began on April 13, 2020.

CPS is strongly committed to supporting access to the general education curriculum for students with disabilities via remote learning. All students must be afforded a free appropriate public education, but during remote learning, schools may not be able to provide services in the same manner they are typically provided. Due to the limitations of remote learning, students' IEPs and 504s cannot be fully implemented at this time as the bell-to-bell minutes of the full school day are not available. However, IEP teams must be flexible in determining how to meet the individual needs of students with disabilities to ensure they are doing so in a safe, supportive manner. The below guidance will assist school-based staff in creating individual remote learning plans for students with disabilities.

School Team Guidance:

The case manager is responsible for reviewing each student's IEP and consulting with the appropriate IEP team members to help inform 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 during remote learning as are listed in the IEP or if new accommodations are needed to help the child complete the task(s). Special Education providers should make appropriate modifications and accommodations to the student's curriculum to alleviate any unreasonable burden upon the parent/guardian. The proposed remote learning plan must be presented to the parent/guardian (in a method directed by the school) for their review and additional input. If the parent/guardian disagrees with the proposed learning plan after the IEP meeting, the parents/guardians have the right to discuss a resolution of any disagreements as outlined in the procedural safeguards. Prior to the development of an individual remote learning plan, school teams should continue to provide services to students according to the student's existing IEP.

Prior to the Remote Learning Plan meeting:

- The case manager will review each student's IEP, including the goals, accommodations and/or services, in consultation with appropriate school-based staff to draft an appropriate remote learning plan.
- The IEP team will need to send a Notice of Conference to the parent/guardian for the purpose of developing a draft remote learning plan for all students with an IEP/504 plan.
- On the Notice of Conference: When selecting the purpose of the meeting, select “Other” and specify that the reason for the conference is the development of a remote learning plan.

- The remote learning plan meeting can also occur at the same time as a FIE/Reevaluation/Annual meeting. [Please see the remote learning plan document.](#)

During the Remote Learning Plan meeting:

- The IEP team, including the parent/guardian, will discuss and determine the specialized instruction area(s) and/or related services that will be provided for the Student during remote learning.
- The IEP 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 period, frequency and personnel responsible.

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. Consensus is defined as a general agreement, not necessarily unanimous agreement. It is a judgment arrived at by most of those involved. If consensus cannot be reached, the school must provide the parent/guardian with a written copy of the IEP team's proposals or refusals or both, regarding the child's educational program for remote learning, and the parent/guardian have the right to seek resolution of any disagreements as outlined in the procedural safeguards.

Addressing IEP goals in a Remote Learning Plan

IEP goals may be addressed in any of the remote learning opportunities schools have been asked to plan - skill practice, projects, enrichment activities, and reading - or by otherwise adapting the remote learning plan based on student strengths and needs. However a team chooses to adapt or develop the plan, the remote learning plan must be directed by the IEP. See [ISBE Remote Learning Guidance pages 30-34](#). See this [Modified Remote Learning Family Schedule](#) for one example of how IEP goals could be addressed through small group instruction and skill practice.

Noting Accommodations in Remote Learning Plans

Providers should refer to and consider all accommodations in the IEP. In addition to stating the relevant accommodations in the individual remote learning plan, you can note accommodations by identifying accommodations on the Remote Learning Family Schedule, the learning plan you send to students and caregiver(s) (i.e. suggested accommodation: [StorylineOnline](#) or [Audible](#) to support independent reading). However, compared to school, 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 SECA(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 should be considered for remote learning and it should be determined whether and how they are applicable. For example, providing a student access to preferential seating near the board is an accommodation that would not be applicable during remote learning. However, this table includes a non exhaustive list of accommodations to consider for remote learning:

Accommodations	
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 a 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 before proceeding with multi-step directions.	<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 including the CPS virtual library and the many tools available on the resource guide for diverse learners
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 individual visual schedule	<ul style="list-style-type: none"> ● Share a sample visual schedule for home use.

Sample IEP Team Instructional Minutes Per Day

The District's recommended minutes of daily engagement via remote learning in a school day by grade level is as follows:

- Pre-K: 60 minutes per day
- Grades K-2: 90 minutes per day
- Grades 3-5: 120 minutes per day
- Grades 6-8: 180 minutes per day
- Grades 9-12: 270 minutes per day

IEP Teams can consider the following generally-applicable recommendation for daily minutes per area of service:

	Pre-K	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
Literacy	20	20	30	40	60
Project	15	25	30	50	90
Enrichment	10	20	30	40	60
Skill Practice	15	25	30	50	60
Total District Recommended Instructional Minutes	60 MPD	90 MPD	120 MPD	180 MPD	270 MPD
Teacher Plans	Pre-K Plan	K-2 Plan	3-5 Plan	6-8 Plan	9-12 Plan

Conclusion of Remote Learning Plan meeting:

- The parent/guardian must be sent a copy of the finalized Individual Remote Learning Plan for students with an IEP or 504.
- The student's individual remote learning plan should be scanned and uploaded to the student's SSM documents by the school's assigned local district representative/case manager.

Planning Remote Learning for Students with Disabilities

For a student with an IEP, the Individualized Education Program should direct the planning of remote learning. All planning for a student with an IEP, including planning for remote learning, requires collaboration among IEP team members, including parents and caregivers. This collaboration is necessary to ensure learning is accessible and modified to address the skills and knowledge the student needs as a result of his or her disability. In this unique circumstance, where remote learning will be implemented in a home environment, collaboration with the parents and caregivers is paramount. Collaboration with the particular expertise of special educators and related services providers will be necessary to provide equity to students with disabilities and deliver on the district's six commitments for remote learning.

CPS Remote Learning Commitments	Strategies to Ensure Equity for Students with Disabilities
1: Provide daily remote learning materials equitably to all students that reinforce critical grade-level standards and prioritize social and emotional needs.	<ul style="list-style-type: none"> • Ensure the IEP directs the remote learning of Students with IEPs • Prioritize remote learning activities based on areas of need, goals and benchmarks. • Ensure accessibility for the home environment and family implementation. Consider use of assistive technology, including newly available resources (see Guide, AT). • Start with familiar resources that can transfer to the home environment and utilize the Resource Guide for Diverse Learners to assist in identifying additional digital and non-digital resources

	<ul style="list-style-type: none"> ● Be explicit in the Remote Learning Family Schedule and share availability for Office Hours. <ul style="list-style-type: none"> ● See this Modified 2nd Grade Family Remote Learning Schedule for one example of how a general education schedule could be tailored for remote learning based on the student’s IEP and the remote learning context. ● See this Significantly Modified Family Remote Learning Schedule for an example of how learning for students in a cluster classroom has been tailored for the remote learning environment. Additional examples, courtesy of CPS special educators, available here.
2: Ensure all educators are available and engaged with their students every school day.	<ul style="list-style-type: none"> ● Stream live lessons, co-teach, read aloud, etc. ● Plan small groups with a co-teacher, RSP or SECA, and ● Interact via Gmail, Google Chat, Google Meet or other approved platforms
3: Ensure your school community is virtually available to students and families for four hours per day during regular school day hours through the use of “ virtual office hours.”	<ul style="list-style-type: none"> ● Schedule consistent office hours for students and families that meet the needs of students and families participating in digital and non-digital remote learning ● To the extent possible, collaborate with other teachers and services providers to ensure that office hours are practical for families (i.e. LBS office hours are not only available during livestream lesson that student attends)
4: Monitor and track student engagement on a weekly basis.	<ul style="list-style-type: none"> ● Per the district’s Guidance, for each student with an IEP, a school-based member of the student’s IEP team should collaborate on the weekly check-in with the student. ● Teachers and related service providers who have worked most closely with students with diverse learning needs are best suited to continue this relationship during remote learning. This can help minimize disruption and transition skills and knowledge from school to home.
5: Maintain established structures to facilitate staff collaboration, planning, and development regarding the implementation of remote learning plans and to support long-term planning.	<ul style="list-style-type: none"> ● Utilize existing collaboration and planning structures across school-based IEP team members, but ensure that family and caregiver engagement is planned as well given the implementation of remote learning in the home. ● To the extent possible, maintain or incorporate feedback protocols to improve collaboration and implementation of remote learning for families given the novel nature and inherent challenges of remote learning for all involved.
6: Support the continued	<ul style="list-style-type: none"> ● Ensure that special educators, general educators, related

<p>development of all educators to meet the demands of remote learning.</p>	<p>service providers, SECAs, families, and caregivers have time to collaborate on remote learning plans</p> <ul style="list-style-type: none"> ● Plan for all educators, including SECAs, to attend ODLSS professional learning sessions and office hours to support remote learning for students with disabilities. ● Prioritize professional development on technology skills and the utilization of assistive technology to expand the impact of remote learning for students with disabilities. ● Use the support network available including <ul style="list-style-type: none"> ○ District Representatives ○ Special Education Administrators (Instructional support and consultation) ○ ODLSS Transition Team (ODLSstransition@cps.edu) ○ Specialized Behavioral Support & Strategy (SBSS@cps.edu)
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These strategies are in addition to the recommendations in the [CPS Remote Learning Guidance](#), which is applicable to all students including those with disabilities. Accordingly, coordination of remote learning should begin there. In addition, special education teams should utilize their unique expertise about students and families to consider what is needed to plan for remote learning for students with IEPs. Consider individual student strengths and needs, as well as knowledge of the student’s home learning environment to plan remote learning in this new context. Some tips to consider:

- Collaborate! Utilize the collective expertise of the IEP team, especially 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. Recommend materials and resources that the student is experienced with wherever possible. If additional resources are needed, consult the [Resource Guide for Diverse Learners](#).
- Individualize remote learning plans based on IEPs. Ensure that the remote learning plan recommends necessary accommodations 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, the remote learning plan will need to be significantly modified. Consider the cluster resources in the [Resource Guide](#) or the [non-digital cluster packets](#) as starting points.
- Individualize based on family implementation. Many students and families may want or need to start in small increments and can add elements in later weeks. Others may be eager for an expanded structured learning routine immediately.
- Effective planning involves knowledge of individual student strengths and needs, which cannot be contained in a guidance document. The most effective planning under these unique circumstances will also involve continuity of familiar learning activities for all students, including those with disabilities. Therefore, where possible, educators should utilize their knowledge of the student and their familiarity with the digital and non-digital resources available at their school to plan remote learning for their students.

[The Supplemental Remote Learning Resources for Students with Disabilities](#) Guide can be utilized when a school's resources are not suitable for remote learning, are inaccessible, or to supplement those resources. In planning for an individual student, this [Resource Guide](#) is best utilized by following these steps:

1. Determine which type of resources the student will utilize - **Digital** (access to internet) or **Non-Digital** (inconsistent/no internet access).
2. Through standard planning procedures and review of the student's IEP, identify which portions of the general education Remote Learning Plan for this student require accommodation (for accessibility) or modification (to address IEP Goals and Benchmarks). *Note: Accommodations for remote learning may look different than the accommodations that are necessary in a classroom environment.*
3. Use the relevant sections of the [Resource Guide](#) to identify resources that can provide an accommodation to provide necessary access (i.e. [StorylineOnline](#) or [Audible](#) to support independent reading or an assistive tech tool to support enrichment).
4. Then use the relevant sections of the [Resource Guide](#) to identify resources that can provide modified skill practice or project work to design remote learning aligned to the student's IEP goals and benchmarks. (i.e. The second grade teacher or team may assign a sight-word game for skill practice, but this 2nd grade student's current IEP literacy benchmark focuses on mastering short vowel sounds. A modified remote learning skill practice activity could focus on short vowel exposure, interaction, and practice.) *See this [Modified 2nd Grade Family Remote Learning Schedule](#) as one example of how weekly learning activities could be directed by an IEP.*
5. Collaborate with the general educator and other members of the IEP team as needed to ensure these accommodations and modifications are clearly noted in the Remote Learning Family Schedule.

Guidance for Related Service Providers

Overview

Related service providers are critical in ensuring that the district meets its six commitments to Remote Learning for all students. Related service providers offer unique expertise and support during this challenging time by honoring each district commitment with the necessary knowledge and skills to help schools effectively individualize, adapt, and prioritize remote learning plans based on IEPs, 504s, and student needs. To that end, related service providers will:

- Provide IEP/504 related service minutes according to a student's individual remote learning plan.
- Provide remote learning materials equitably to all students on their caseloads that reinforce critical skills and prioritize social/emotional needs.
- Be virtually available and engaged with their students every school day.
- Be virtually available to provide services to students and families for four hours each day through the use of "virtual office hours". Virtual office hours should be scheduled within the regular school day hours.
- Monitor and track student engagement on a scheduled basis.

- Maintain established structures to facilitate staff collaboration, planning and development regarding the implementation of remote learning plans and to support long-term planning, especially for students with IEPs and 504 Plans.
- Support their own continuing professional development to meet the demands of remote learning.

Here are some questions for self-reflection as related services providers think about their role in supporting remote learning should include:

- How can I support the case managers in developing and then implementing individual remote learning plans for students with IEP/504 plans?
- How are my assigned schools approaching remote learning?
- How can I support the school-wide plans that are already in place?
- What strategies and techniques can I use to engage students?
- How can I best consult and collaborate with teachers and parents?

Similar to other school-based staff, related service providers will develop a daily/weekly schedule that allows for completion of their professional responsibilities. Schedules will include time for meetings, assessments, service delivery, consultation/collaborating, family outreach, etc. and will also be shared with school level administrators.

Commensurate with teacher and counselor commitments, related service providers should schedule themselves to be directly available to support remote learning activities for a minimum of four hours per day. In addition, related service providers can continue to carry out other duties, tasks, responsibilities that can be done on a flexible schedule .

Related service providers are expected to consult with administrators and teachers to provide their discipline-specific expertise in providing and enhancing remote learning opportunities for individual students based on their specific needs.

In addition, related service providers are expected to support the individual remote learning plan services, weekly outreach, and check-in efforts to all students with an IEP at the individual school level.

Daily/Weekly Responsibilities & Expectations:

- Participate in virtual office hours as needed with managers (RSP Administrators will share virtual office hour schedules with their direct reports).
- Host virtual office hours that mirror those of teachers at your specific school assignments
- Complete all expected job functions (meetings, assessments, consultations/collaborations, support services, etc.) remotely.
- Document all services in SSM and follow existing service capture guidelines.
 - ISBE advises that schools, school districts, and providers should also take particular care in documenting special education and related services provided, methods and minutes of instruction, content, and accommodations provided. Providers should also maintain notes that can be used to determine progress on annual goals and objectives.
- Check email at least twice daily.
- Follow typical reporting procedures when using a benefit day.
- Participate remotely in IEP/Eligibility, 504, Consent/Assessment Planning, MTSS, and other school-based team meetings. Any scheduling conflicts should be brought to the attention of the school administrator and case manager.

- Follow your regularly assigned school schedule on a daily basis.
- Team days remain the same during the remote learning period.

Provision of Related Services

Related service providers are expected to provide services to students on their caseloads that are aligned to their IEP goals or 504 Plan. Consultations with teachers, other staff members, and parent/guardian will be conducted remotely. All services will be documented in the SSM system per existing guidelines. Student engagement will be monitored and tracked by related services providers in accordance with students' IEPs and 504 Plans (e.g., weekly, bi-weekly, monthly, etc.). All services are to be documented in SSM and follow existing service capture guidelines.

Related service providers are expected to use a variety of service delivery models to support students during the remote learning period. Examples include but are not limited to:

- Direct – The related service supports students via asynchronous or synchronous learning consistent with the student's remote learning plan.
- Consultation – The related service provider works with a teacher, parent(s), or other individual to address strategies aimed at improving student outcomes.
- Collaboration – The related service provider, along with teacher, parent/s and student, analyze, adapt, and implement strategies to enhance student's levels of success.
- Co-teaching – The related service provider & another staff member (teacher, paraprofessional, another related service provider, etc.) work together with groups of students; sharing in the planning, organization, delivery, and assessment of a lesson.

Related service providers are expected to collaborate with other school-based staff during the remote learning period to provide students with both asynchronous and synchronous learning opportunities. Staff must comply with the [Acceptable Use Policies](#) when planning such activities.

- Asynchronous learning involves recorded interactions that do not occur at the same place or at the same time. Examples include: email, file transfers, practice/homework packets, video clips, notes & newsletters, and FAQs.
- Synchronous learning involves live interaction with instant messaging and immediate feedback. Examples include: video conferencing via Google Meet, Google Chat, or Google Classroom and can be provided with another adult present. These activities focus on guided instruction/conversation coupled with the opportunity for students to receive immediate feedback.

Digital Communication Tools

Google Meet provides a safe and secure way for educators to host video sessions with a group of students in real-time from a computer or mobile device. Google Meet is an approved CPS tool and is in compliance with our [Acceptable Use Policies](#) for communication between a teacher and a group of students. Related services providers are expected to follow the Acceptable Use Policy and are advised to reach out to their Manager with any questions should additional guidance be needed.

As of Thursday, April 29, Google Meet has now been officially approved for 1:1 interactions between individual students and:

1. School counselors,
2. School-based social workers;

3. School-based psychologists;
4. Central Office employees in the Office of Student Counseling and Postsecondary Advising (e.g. Network College and Career Specialists) and the Office of Social-Emotional Learning (e.g. Network Social Emotional Learning Specialists).
5. School-based Speech and Language Pathologist
6. School-based Occupational Therapist
7. School-based Physical Therapist
8. School Nurses

This [Google Communication Tools Overview](#) outlines platforms available for teachers and related service providers to interact with their students. **Google Meet** provides a safe and secure way for teachers to host video sessions with a group of students in real-time. With **Google Chat**, teachers have the ability to chat with individual students/groups or create a room to communicate with their class. **Google Classroom** allows teachers to create a discussion board for their classes as well as distribute assignments and give real-time feedback to students.

Google Meet is now enabled districtwide. [Google Meet for Teachers](#) provides step-by-step instructions on how to set up a video conference with students using Google Meet. [Google Meet for Students](#) is a quick guide teachers can share with their students on how to use Google Meet.

Google Live Stream provides teachers the option to record or broadcast in real-time a one way video to their students. [Google Live Stream for Teachers](#) provides step-by-step instructions on how to create a Google Live Stream to broadcast a live or recorded video and share a viewing link with students. [Google Live Stream for Students](#) is a quick guide teachers can provide to students on how to connect to a Google Live Stream.

Providing Remote Learning Activities to Students

When planning remote learning activities, related services providers will consider the following elements:

- The student's IEP service minutes identified in the individual remote learning plan.
- The suggested minimum amount of time the student(s) should spend on the structured activity.
- How related service providers will communicate with students and parents when learning materials will be posted.
- What key learning platforms the student(s) will use.
- How the student(s) and parent/guardian can access their related service provider, and when they should expect feedback on any completed activities.
- How the student(s) and parent/guardian can access learning materials if they don't have easy access to a computer.

Prioritizing Social and Emotional Needs

In alignment with the district's overall Remote Learning Plan, related service providers will emphasize the importance of supporting students' social and emotional needs. Refer to [Remote Learning Days - Supporting the Emotional Needs of Students](#) for suggested strategies. Social workers and school psychologists also should refer to [Guidance for Responding to Student Mental Health Concerns During School Closure](#).

Good Faith Efforts

Related service providers are expected to document all good faith efforts and attempts (i.e., what a reasonable person would determine is a diligent and honest effort under the same set of facts of circumstance) to complete their professional responsibilities during the remote learning period. Some examples of good faith efforts include but are not limited to:

- Conducting a thorough record review to document quantitative and qualitative data that is currently available.
- Interviewing teachers, parents, and students to gather additional information.
- Utilizing online assessment tools.
- Collaborating with parents and other staff members regarding student needs.
- Engaging in case consultations with colleagues via virtual office hours.

Per ISBE, certain in-person, hands-on therapies (such as physical therapy, occupational therapy, etc.) may be unfeasible or unsafe to deliver during the remote learning period. Nonetheless, related service providers will use SSM to document all good faith efforts and attempts to address each student's individualized areas of need in providing FAPE. In addition, related service providers will use SSM to document multiple and varied attempts to contact students, establish remote learning, and provide FAPE to students.

Tips for Getting Started with Remote Learning

Related services providers will begin by considering individual student strengths and needs, as well as knowledge of the student's home learning environment, to plan remote learning activities, both digital and non-digital.

Related service providers will collaborate with parents and other school staff members to plan and prioritize remote learning activities. Consider co-teaching opportunities with other staff members as a means of service delivery.

Related service providers will individualize remote learning activities based on IEPs and 504 Plans. Begin with activities that are familiar to the student and further customize based on family implementation.

Resources for School Staff & Parents

Related service providers will disseminate resources for parents and school staff that target specific skill areas. This distribution will be done in collaboration with other staff members and in alignment with other resources being disseminated at each individual school campus (i.e., following a scheduled cadence: weekly, biweekly, etc.). The Office of Diverse Learner Supports and Services (ODLSS) will maintain a [Remote Learning Resource Guide for Diverse Learners](#) with specific resources for students with disabilities.

Ongoing Professional Development

Related service providers are expected to use some time to engage in on-going professional learning & skill development to meet the demands of remote learning. This may include online self-study courses,

book clubs, webinars, podcasts, etc. ODLSS will share professional learning resources with staff throughout the duration of the remote learning period.

Service Delivery Considerations

When linking their services to the recommended minutes of daily engagement, related service providers should design related services to support the student’s engagement in the recommended minutes of daily engagement by grade level. Consider modes of support that will not exhaust student availability to attend to curriculum instruction. A student’s direct engagement in services should not exceed recommended minutes of daily engagement unless individual reason supports longer daily engagement.

Grade Level	Recommended Minutes of Daily Engagement via Remote Learning - All Classrooms, Inclusive of Co-Taught, Cluster, and Instructional	Percentage of a Typical School Day based on 360 (ES) and 350 (HS) minutes per day	Related Service Minute Delivery Examples:
Pre-K	60 min	17%	Consider limiting direct student engagement to 17% of in-person schedule. Remaining 83% of services: <ul style="list-style-type: none"> - Parent/guardian consultation/collaboration - Teacher consultation/collaboration - Co-facilitate direct instruction
K-2	90 min	25%	Consider limiting direct student engagement to 25% of in-person schedule. Remaining 75% of related services provided via: <ul style="list-style-type: none"> - Parent/guardian consultation/collaboration - Teacher consultation/collaboration - Co-facilitate direct instruction - Asynchronous/synchronous video instruction in goal areas - Consider limiting direct student engagement to 25% of in-person schedule

Grade Level	Recommended Minutes of Daily Engagement via Remote Learning - All Classrooms, Inclusive of Co-Taught, Cluster, and Instructional	Percentage of a Typical School Day based on 360 (ES) and 350 (HS) minutes per day	Related Service Minute Delivery Examples:
3-5	120 min	33%	<p>Consider limiting direct student engagement to 33% of in-person schedule.</p> <p>Remaining 67% of related services provided via:</p> <ul style="list-style-type: none"> - Parent/guardian consultation/collaboration - Teacher consultation/collaboration - Co-facilitate direct instruction - Asynchronous/synchronous video instruction in goal areas
6-8	180 min	50%	<p>Consider limiting direct student engagement to 50% of in-person schedule</p> <p>Remaining 50% of related services provided via:</p> <ul style="list-style-type: none"> - Parent/guardian consultation/collaboration - Teacher consultation/collaboration - Co-facilitate direct instruction - Asynchronous/synchronous video instruction in goal areas
9-12	270 min	77%	<p>Consider limiting direct student engagement to 77% of in-person schedule</p> <p>Remaining 23% of related services provided via:</p> <ul style="list-style-type: none"> - Parent/guardian consultation/collaboration - Teacher consultation/collaboration - Co-facilitate direct instruction - Asynchronous/synchronous video instruction in goal areas

Confidentiality Considerations

Related service providers must continue to maintain the confidentiality of student records during remote learning. The US Department of Education (ED) released [FERPA & Coronavirus Disease 2019 \(COVID-19\) Frequently Asked Questions \[PDF\]](#) (March 2020). This new guidance from ED on student privacy provides clarity about the requirements of the Family Educational Rights and Privacy Act (FERPA) as it pertains to COVID-19, as well as a sample informed consent form.

Guidance for SECAs

Overview

Special Education Classroom Assistants (SECAs) are a vital support for students with disabilities. Students with special needs may need additional supports, outside those available to their general education peers, to access learning platforms, create and adhere to a schedule and learning plan, advocate for assistance, complete assigned work, and submit work for review and grading.

During remote learning, SECAs will continue to support the lessons of a licensed teacher, by providing technical assistance and helping with classroom management, in addition to implementing necessary accommodations listed within a student's Individualized Education Plan (IEP).

Supporting Instruction

In collaboration with Building Administrators and Special Education Teachers, SECAs will develop a daily and weekly schedule that accommodates all professional responsibilities.

- Provide students with support according to individual remote learning plans/IEP.
- Follow regularly assigned school schedule
- Participate remotely in all school-based staff and team meetings, IEP meetings (as needed), and consultation and collaboration with teachers and related service providers
- Engage in on-going communication with Special Education Teachers and Special Education Administrators within the building
- Attend virtual remote learning sessions along with assigned students
- Participate in virtual office hours and student sessions with Special Education Teachers or Related Service Providers
- Communicate and check-in with students and families as directed by the building administrator and the Special Education Teacher overseeing each student's plan
- Participate in professional development regarding special education supports and remote learning

Reteaching and reinforcement offered through SECA support can avoid regression of previously learned skills and concepts that were gained during face-to-face instruction.

As with specialized instruction, the student's IEP guides the support provided by the SECA. Supports may include, but are not limited to:

- **Helping Students Log into and Navigate Remote Learning Platforms.** Teachers may use a number of different platforms to carry out remote learning (please see [Platform Guidelines](#) on the CPS Acceptable Use Policy site). Students who work with more than one teacher, may have to learn to access multiple platforms to attend classes, or to access assigned work.
 - SECAs can help students and families log into these platforms, provide visual support to simplify access steps, organize assignments, and adhere to deadlines.
- **Planning for Instruction and Differentiation.** Just like in a traditional classroom setting, remote learning instruction should be differentiated to meet the needs of all the students in the class. While Teachers are responsible for the planning and facilitation of instruction, SECAs can assist

teachers by providing their expertise in the planning of effective instructional support for individual students.

- Record passages, chapters, or stories related to the assigned lesson that can be sent to students or uploaded to a digital platform (CPS [Platform Guidelines](#)).
- Provide visual steps or task analyses (photo or video) for completing assignments.
- **Using Visual Schedules and Organizers.** Schedules help students know how to predict 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.
 - SECAs can help students follow different types of schedules including written, visual, or schedules that use pictures or icons depending on the abilities and needs of students.
- **Modeling.** After teachers have introduced a topic, the SECA can provide additional modeling (both teacher and SECAs must be on the Google Meet).
 - Common skills for SECAs to model may include step by step problem solving, reading comprehension strategies, self-talk, note taking, or using sensory or self-regulation techniques.
- **Supporting Communication.** Students, with and without vocal language, may use a variety of communication supports ranging from visuals, scripts, or sentence starters, to augmentative and alternative communication (AAC).
 - IEP Teams will ensure that families have access to communication materials and are knowledgeable of the strategies used to effectively support communication through remote learning.
 - During remote learning sessions, prompting and reinforcement can be used by SECAs to increase access to and use of effective communication tools.
- **Providing Reinforcement and Social and Emotional Support.** As social distancing measures continue, students may experience “fatigue” and a lack of motivation. Reinforcement will be a crucial component in the remote learning plan.
 - SECAs and teachers should provide immediate, behavior-specific praise for positive learning behaviors.
 - Check in with students often. Positive staff-student relationships improve student learning, especially during times of uncertainty.
- **Documentation and Data Collection.** Data collected during remote learning will be extremely important information for teams to access when making educational decisions for students with IEPs. Teachers should identify what type of data would be most beneficial and provide SECAs with guidance on how data should be collected
 - SECAs can collect data during remote learning sessions or make a record of student interaction(s) for a staff or parent report.
 - SECAs can also assist students to self-monitor and collect data on their own behaviors

Supporting Social Interactions

It is critical for SECAs to engage in conversations with teachers and families about when and how to support student engagement and when to back away to allow for independent and natural social interactions to occur. There are many ways for SECAs to support interactions with class and school peers that do not require the paraprofessional to be the only link to interacting with other students. Having these skills is especially important for paraprofessionals supporting students with significant differences in their communication and physical abilities. Today there are many evidence based practices

that support students in understanding and navigating social settings including social scripts, social narratives, and facilitating peer mediated interventions and support.

The guidance provided is supplemental to the [ODLSS Procedural Manual](#). It is important to note that the manual should also serve as an important source document for supporting administrators and teams in remote learning.

Procedures - Assessment

Assessment Planning

The local school district representative facilitates the Assessment Planning process by assembling a team **virtually**, including the parent/guardian, to consider the relevant domain(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 (refer to this resource for a non-exhaustive list of data sources: [Potential Sources of Quantitative & Qualitative Data](#)). **This can be data collected before or during the remote learning period.** The local school district representative is responsible for gathering and maintaining all pertinent data from the IEP team members.

If existing information is adequate (using data from a variety of sources [Potential Sources of Quantitative & Qualitative Data](#) can assist teams in determining the adequacy of available information) for each relevant domain 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.

If existing information is NOT adequate for each relevant domain area, determine what additional information is needed and the sources from which it will be obtained. This is documented on the *Consent for Evaluation: Additional Information Needed* form which must be provided to the parent/guardian who is asked to provide written consent to the proposed evaluation on the *Parent/Guardian Consent for Evaluation* form. More information can be found in [this document](#) on pages 14 and 15.

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 in accordance with the Acceptable Use Policy, 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.

Full and Individual Evaluation (FIE)

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, record reviews, and remote observations in accordance with the Acceptable Use Policy, 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 FIE. 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 must agree to resume assessments once in-person assessment is available. 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 to determine continued eligibility for services and to develop an IEP. Using data from a variety of sources ([Potential Sources of Quantitative & Qualitative Data](#)) 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 the [ODLSS Procedural Manual](#). 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, online assessment instruments, and remote observations in accordance with the district's Acceptable Use Policy.

Prior to collecting any additional information, each team member should review all relevant domains of the Consent/Assessment Plan. This will help teams to ensure that their evaluations are sound and adhere to what parents previously agreed to during the consent/assessment planning phase of the evaluation. For assistance in identifying appropriate assessment measures, evaluators should reach out to their respective managers for guidance.

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 domain(s). A draft report must be completed at least three (3) school days prior to the meeting and signed by the individual conducting the assessment. 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 FIE or IEP meeting, if any, the appropriate RSP (e.g., school psychologist if the report was from a clinical psychologist) should include 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 SSM 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. At the **virtual** FIE meeting, the Eligibility Determination form and evaluation reports should be projected via video conferencing if the parent/guardian is participating utilizing this platform, to support meaningful parent/guardian participation. If the documents cannot be projected, the parent/guardian must be given access to paper copies of the evaluation reports prior to the meeting.

Procedures - IEP Meetings

The local school district representative must ensure that parents/guardians are provided with written notice of a **virtual** IEP meeting at least 10 calendar days in advance of the meeting. The parent/guardian may agree in writing and/or verbally, to waive the right to this 10-calendar day notice. Parents may also agree to participate remotely in meetings. The FIE 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 should be provided a draft copy of the IEP in advance of the meeting. The [E-mail authorization form](#) can be used to receive approval for sending the draft via e-mail. At the **virtual** IEP meeting, the IEP should be projected via video conferencing (if the parent/guardian is participating utilizing this platform) to support meaningful parent/guardian participation in the **virtual** IEP discussion. If the parent is limited English proficient, 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, on three occasions. After the third attempt to schedule a meeting where the parent does not respond to IEP meeting invitations or attempts, the IEP team should not convene without the parent. The IEP team should plan to reconvene when in person instruction resumes. All events must be recorded in the student log via SSM, 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 is documented on the IEP.