**Special Education Service Provider Guidance**

All assignments should be distributed in the same manner to Students with Disabilities (SWD) as they are to general education students. In the event there are SWDs who are unable to access the content for the Independent Learning Days, those students should be provided the content in an alternate format in order to provide equal access to the same opportunities.

We are asking special education service providers to document and assist in addressing individualized needs of students that surround the assignments based on the student's IEP. Consideration of the needs of each SWD is necessary to determine what is most important to allow the student to make progress toward his/her IEP goals. Special education service providers will be asked to set a schedule to consult with each student. Consultation may occur via instructional phone call, Microsoft Teams, or video chat.

The IEP team, with consensus, has the option to meet virtually. If this is not viable or the team determines that a face-to-face meeting would be best, then the District will follow the guidance provided by the GADOE State Director of Special Education. If the IEP "expires" during a closure, it is still the most current, legally binding document to provide FAPE for the student. A meeting should be held as soon as possible once school resumes. IEP completion will be monitored by Program Managers and District Staffing Specialists.  ***Instructions for virtual meetings to follow.***

The following are specific expectations for each area of specialized instruction where direct services are provided to students:

**Each Student/Parent contact MUST be recorded using the link below so that the provision of FAPE is accurately documented.**

<https://forms.office.com/Pages/ResponsePage.aspx?id=jNoJQArTmE-lvXimwKJaUx3KBoZw811JuxnB_pwW-sFUNDhIV0szNDVQUjZOUzlaMUlWSFVUSkRFQi4u>

Inclusion Teachers

* Make contact with each student daily to discuss Choice Board selection and offer support as outlined in the IEP.
* Document each contact
* Draft upcoming IEPs as necessary
* Consult with general education teacher on assignments

Adaptive Teachers

* Contact each parent/child daily
* Assist parent with accessing ULS assignments
* Provide support as outlined in the IEP
* Draft IEPs as needed
* Document each contact

  SLPs

* Make contact with each student, preferably on the day the student would have received therapy. Days and times are flexible as long as the student is contacted based on the number of days/week served.
* Provide support as outlined in the IEP
* Draft IEPs as needed
* Document each contact

SLP-As

* Under the guidance of the SLP, make contact with each student, preferably on the day the student would have received therapy. Days and times are flexible as long as the student is contacted based on the number of days/week served.
* Continued consultation with SLP for supporting caseload.
* Consultation time with SLP may be increased, if necessary, to address changes in delivery of services due to closure.
* Document each contact

PSI/Community

* Make contact with each parent and student, preferably on the day the student would have received services. Days and times are flexible as long as the parent and student are contacted based on the number of days/week served.
* Provide support as outlined in the IEP
* Discuss generalization of skills to the home environment
* Draft IEPs as needed
* Document each contact

OT/PT

* Make contact with each student, preferably on the day the student would have received therapy. Days and times are flexible as long as the student is contacted based on the number of days/week served.
* Contact parents and offer suggestions for extension activities at home
* Document each contact
* Create or provide videos for students to watch through Microsoft Teams

VI/OI/DHOH

* Make contact with each parent and student, preferably on the day the student would have received services. Days and times are flexible as long as the parent and student are contacted based on the number of days/week served.
* Draft IEPs as needed
* Contact parents and offer suggestions for extension activities at home
* Provide support to students with assignments as outlined in the IEP
* Document each contact
* Collaborate with general education and special education teachers on assignments to assist with accommodations and modifications

Educational Interpreters

* Provide language facilitation as needed based on student needs to complete assignments
* Collaborate with general education and special education teachers

Hospital Homebound

* Students receiving HHB services should be provided the work in the same manner that students across the District are receiving work.
* HHB teachers must call parents of the students they serve to determine if their student has the capability to access assignments online. Complete google doc at the link for student information and technology needs by Wednesday, March 25 [Student Technology Needed](https://docs.google.com/spreadsheets/d/1ndLzn8WjbC5aBY9f7-OEx2jZcZ_bnUxH-4psMV8IXz0/edit#gid=0).
* HHB teachers will continue to provide support to students and may submit their time logs.
* Make contact with each student on the day of service to discuss Choice Board selection and offer support as outlined in the IEP.
* Students currently using A+ for HHB may continue with their programs and HHB teachers should support those students via instructional phone call, Microsoft Teams or video chat.
* Document each contact at the following link: <https://forms.office.com/Pages/ResponsePage.aspx?id=jNoJQArTmE-lvXimwKJaUx3KBoZw811JuxnB_pwW-sFUMElVUklFQUk0WjdVWlJMT08yUjhOQUU5Qy4u>