

Ensuring FAPE for Students with Disabilities During COVID-19

Adapting Individualized Education
to the Virtual Context

December 2020



Introduction

The COVID-19 global health crisis has upended the continuity of learning for students with disabilities. Despite these ongoing challenges, the right to a free appropriate public education (FAPE)¹ for students with disabilities remains in place. As schools shift to more distance learning, teams of educators are left to redesign what FAPE looks like when they cannot be physically present with their students.² This guide offers a decision-making model that aims to balance individual student needs within a virtual learning context, as well as a range of exemplars showing how this model can be applied.

We have learned a lot about the provision of specialized services since school buildings first closed in March 2020. That said, we must stay aware, curious, and proximate to the needs of our students and families in order to align an approach that will see success. There is no “one-size-fits-all” model, especially in this moment of ongoing change. Designing FAPE means considering the unique needs of a specific child and determining how those needs can be met most effectively even within the current environment. It is important to note that these decisions are not made within a vacuum, but instead in ongoing collaboration with the student’s IEP team. The role of families as partners in individualized education program (IEP) team decisions is especially heightened in this time as they are often serving as daytime support or, in some cases, even as an ad-hoc service provider.

The goal of this tool is to frame potential opportunities for providing FAPE across a range of learner characteristics. It is not meant to be prescriptive, but rather a conversation starter for thinking creatively about specialized instruction in the virtual setting. Even within disability

categories and age ranges, individual student characteristics will vary. Within each persona, you will see how services maintain continuity of their intended purpose, rather than continuity of format or duration. This approach ensures that students have access to educational benefit aligned with their unique profiles across in-person and virtual settings.

For students with disabilities, ensuring access to high quality services during school building closures is critical for maintaining their progress towards academic, behavioral, and social-emotional goals and beyond. Schools across the nation are finding new ways to engage and educate their diverse learners in virtual learning environments. The U.S. Department of Education (the Department) supports this adjustment, stating that “[in] this unique and ever-changing environment, Office of Civil Rights (OCR) and Office of Special Education and Rehabilitative Services (OSERS) recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must

remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.”³

The guidance encourages school teams to be creative when determining the best method for providing services. Specifically, the Department “understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided.”⁴ Finally, the Department states that although “federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students.”⁵

Schools are called on to balance flexibility with individualization, providing services that ensure each child is making progress toward appropriately ambitious goals.⁶

1. Provision of a free appropriate public education (FAPE) is required under the Individuals with Disabilities Education Act (IDEA), which is the federal law that also gives children with disabilities the right to special education and related services. FAPE ensures that the education is “appropriate” and meets the individual needs of each child with a disability.

2. We have limited the scope to the virtual setting, though acknowledge that there is a need for some fluidity between settings as the state of the global health crisis and operation of schools continues to change.

3, 4, 5. “Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities.” United States Department of Education, March 21, 2020.

6. To learn more about “appropriately ambitious goals,” please see “Questions and Answers (Q&A) on U. S. Supreme Court Case Decision *Endrew F. v. Douglas County School District Re-1.*” United States Department of Education, December 7, 2017.

Considerations for Translating Services to Remote Settings

Connect with families now.

Families have been frontline providers of educational support for the last several months, and they will continue to be in this new school year. Increased family input on the front end will create more alignment with the student's needs. Ask families about their experience in the spring, concerns about virtual learning, and opportunities that may be available for bolstering support at home. Find a time and medium for communication that works best for the family. If interpretation services will be needed, arrange accordingly.

Consider purpose.

What is the purpose of the current service? Which goal(s) does it target? In what ways will the need for this service continue to present in the home setting? Are there alternative approaches (service type, locations, frequency) that will meet this same purpose? Prioritize purpose over minutes in the translation of in-school to virtual service.

Think beyond an in-person schedule.

The in-person school setting comes with certain parameters (e.g., content blocks, teacher schedules, transition time) that present differently in the remote setting. Use the virtual setting to the advantage of the student. Consider ways to maximize frequency and timeliness of feedback, collaborate with co-teachers, and utilize digital platforms that provide needed support learning.

Anticipate needs that may overflow the current IEP.

On the other hand, the virtual environment and remote learning expectations may surface new challenges for the student. Knowing the student and their present levels, anticipate where needs may go beyond what is currently reflected in the IEP. You may need to account for additional accommodations. Give particular emphasis to behavioral, social, emotional, or executive functioning supports the student may need in the home environment.

Get creative within the parameters.

There are many ways to honor the intended purpose of a service in a remote learning environment. Some of these options may not have a specific service name. Think creatively about how service is delivered, but always ground these decisions in what purpose the service is fulfilling within the current IEP and knowledge of the student's abilities.

Document.

This practice is not new to an IEP team, but will take on additional weight as this season will carry a variety of unique challenges. Document decisions made, document services delivered, document accommodations provided, and progress monitor consistently. This supports the whole IEP team, and most importantly, the student. Provide a copy of the revised IEP to families and team members for frequent review and reference.

Glossary

LEGAL CONCEPTS

IDEA

The Individuals with Disabilities Education Act (IDEA) is the federal law that gives children with disabilities the right to a free appropriate public education (FAPE) as well as special education and related services.

IEP

The individualized education program (IEP) is a legally binding document that details educational goals, present levels of performance, challenges and strengths, and how special education, related services, accommodations, and/or modifications will be provided.

LRE

LRE, part of the Individuals with Disabilities Education Act (IDEA), says that children who receive should learn in their "least restrictive environment." This means they should spend as much time as possible with peers who do not receive special education. While it may take some measure of creativity, schools are obligated to maintain LRE decisions in the virtual learning environment.

For more key terms, see "[Your Child's Rights: Important Terms to Know](#)," from [Understood.org](#).

SETTING OPTIONS

General Education

Special education services can be provided in the general education setting to allow the student to receive support alongside their peers. Services often provided in this setting include inclusion support, co-taught classes, and access to a paraprofessional.

Special Education

Services provided in the special education setting are most often facilitated by a special education teacher alongside a small group of students with disabilities. Services in this setting may include explicit instruction or additional support related to academic, behavior, executive functioning, or social-emotional goals. Students may also receive core content related to a modified curriculum in a special education setting.

Related Service

Related services are developmental, corrective, and other support services required to assist a student with a disability to benefit from special education, including speech-language pathology and audiology, interpreting, social work, physical and occupational therapy, counseling, orientation and mobility services, and medical services. These services can be provided in the general education setting, special education setting, or through consultation.

Consultation

Consult services are designed to strengthen the capacity of school teams to meet the needs of diverse learners. These services are delivered adult-to-adult and can include working with specific teachers or personnel to adapt learning materials or environment, co-plan upcoming lessons, check progress, or participate in training related to specific student needs. Virtual learning heightens the need for consultation with student families as they provide at-home support.

LEARNING MODES

Synchronous

Synchronous learning refers to all types of learning in which students and instructor(s) are meeting and interacting in real-time. This includes in-person classes and live online meetings when the whole class or smaller groups get together.

Asynchronous

Asynchronous learning refers to learning pathways set up by the instructor(s) and designed for students to engage in at their own pace. This includes independent assignments, use of self-paced digital applications, learning menus, or choice boards. There is often some form of accountability paired with asynchronous tasks, such as a checkpoint, goal sheet, or deadline for submission.

How to Use This Document

Key Questions articulate high-level prompts to consider for students like those represented in each persona.

Additional Supports offer important reminders about aspects of services that might be overlooked, or might be especially important to keep in mind given new learning contexts.



Jonas

Jonas is an 11th grade student with moderate-to-severe hearing loss which affects his vocabulary and language skills. He is successful when provided a peer support model to participate in class and complete assigned academic tasks. He chooses not to utilize an FM system in any of his classes and instead relies on his hearing aids. He enjoys working with younger students, and has expressed interest in being a teacher.

IEP GOAL AREAS

- Language
- Executive Functioning
- Vocational

Each persona offers a unique student profile, including an illustrative (not exhaustive) description of a young learner with a particular disability.

IEP Goal Areas describe what each student's services are meant to address. If you're working on translating services for a student with a particular set of IEP goals, trying looking for students with similar goals to reference how their services have been updated.

KEY QUESTIONS

- How can we leverage technology to provide a more conducive environment in which the student can learn?
- How can we collaborate as a teaching team to ensure that the student has access to all accommodations needed across all virtual courses (synchronous and asynchronous)?
- Through what modes can we create opportunities for the student to engage their peers for both academic and social purposes?

ADDITIONAL SUPPORTS

- Ensure captions are enabled for synchronous class and asynchronous videos and/or provide a teacher copy of notes or transcripts.
- Provide a recording of synchronous classes to Jonas for re-watching.
- Consider new hearing technologies for the virtual setting including coupling Jonas' hearing aids with Bluetooth to eliminate the need for headphones.
- Ensure that Jonas has dedicated time to meet with his case manager and family members to review and plan for post-secondary opportunities.

DEAF / HEARING IMPAIRED | GRADE 7-12

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Paraprofessional Support 55 minutes 1x per day	Assist student with taking notes, repeating or review content, and navigating the environment	Paraprofessional Support 55 minutes 1x per day Synchronous
Language Therapy 45 minutes 1x per week Provided by speech language pathologist	Develop vocabulary skills related to current coursework Model and practice language skills necessary for grade level writing assignments Practice self-advocacy skills in preparation for post-secondary transition	Language Therapy 45 minutes 1x per week Synchronous (teletherapy provided by speech language pathologist)
1:1 Check-in 15 minutes 1x per week	Check in with student on progress with current class assignments and provide an opportunity to build self-advocacy skills	1:1 Check-in 5 minutes 3x per week Asynchronous (text or email)
Hearing Consultation 30 minutes 1x per month Provided by teacher of the deaf and hard of hearing for general education teachers	Consult with general education teachers to assess student progress in courses, as well as to provide strategies for increasing the accessibility of the content (add visuals, chunked assignments, captions) and environment (sound design, peer models)	Hearing Consultation 15 minutes 2x per month Synchronous (general education teachers)
Hearing Technology Check 30 minutes 2x per year Provided by audiologist	Check in with student about functionality of hearing aids and other hearing technology employed; suggest adjustments as needed Consult with teachers about use of hearing technology to increase student success	Hearing Technology Check 30 minutes 2x per year Synchronous (audiologist)

General Education Special Education Consultations (Adult-to-Adult) Related Services

For each **Sample Schedule**, the activities and purposes are listed at the center, with the original in-person services shown at left. Services are translated for the virtual environment on the right—with a **creative focus on the purpose of the activities**, rather than a prescriptive adherence to the original service schedule or duration.

Services are color-coded according to their setting and category in both the in-person and virtual environments.

Personas

Specific Learning Disability

Dacia | Grade K-6 6

Demetrius | Grade 7-12 7

Speech Language Impairment

Taylor | Grade K-6 8

Imani | Grade 7-12 9

Other Health Impairment

Alex | Grade K-6 10

Justin | Grade 7-12 11

Autism Spectrum Disorder

Ayotunde | Grade K-6 12

Marcus | Grade 7-12 13

Emotional Disturbance

Nichelle | Grade K-6 14

Nigel | Grade 7-12 15

Intellectual Disability

Emily | Grade K-6 16

Sofia | Grade K-6 17

Deaf / Hearing Impaired

Ravi | Grade K-6 18

Jonas | Grade 7-12 19

Orthopedic Impairment

Meredith | Grade K-6 20

Kieara | Grade 7-12 21

Multiple Disabilities

Tameka | Grade K-6 22

Miquel | Grade 7-12 23

Visual Impairment

Sage | Grade K-6 24

Suzanna | Grade 7-12 25

Deaf-Blind

Josef | Grade 7-12 26

Traumatic Brain Injury

Ruben | Grade K-6 27

Valentina | Grade 7-12 28



Dacia

Dacia is a 5th grade student with dyslexia, which manifests itself with severely compromised word attack skills, word identification, and single-word spelling. Reading is not her preferred activity, but she persists through reading activities with supports such as audiobooks. She also responds positively to individualized teacher attention. Dacia is an active participant in student council and plays basketball in a community league with some of her friends.

IEP GOAL AREAS

Reading Executive Functioning

KEY QUESTIONS

- What impact does the specific learning disability have on the student’s ability to access grade level content in all subject areas?
- When will we collaborate as special and general education teachers to implement accommodations and strategies into synchronous and asynchronous materials to increase the student’s access?
- How will we establish and maintain the student’s investment, persistence, and task completion with virtual, asynchronous assignments?
- What opportunities can we provide for students to engage with peers outside of academic groups? How can we facilitate social interactions for student interest groups?

ADDITIONAL SUPPORTS

- 📄 Use virtual manipulatives and/or interactive whiteboard space during small group intervention to promote engagement and provide kinesthetic learning opportunities.
- 🗣️ Collaborate with general education team members across subjects to incorporate texts that have audio/read aloud accessibility feature.
- 👤 Reinforce Dacia’s habits (such as persistence) through positive interactions with a preferred adult during weekly check-in times.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught ELA 60 minutes 5x per week	Access to accommodated materials, small group opportunities to monitor comprehension, and extended time as needed to complete tasks	Co-Taught ELA 45 minutes 4x per week Synchronous
	Use of read aloud, via in-person or accessibility features of online assignment platforms	Co-Taught ELA 15 minutes 4x per week Synchronous (breakout room)
	Use of visuals to promote comprehension of grade level texts	Consultation 30 minutes 1x per week Synchronous (special education teacher and general education teachers; accommodate asynchronous material)
Small Group Reading Intervention 45 minutes 5x per week	Explicit instruction on phonics skills (decoding and encoding) with an evidence-based intervention and instructional level texts Progress monitoring for basic reading and fluency skills	Small Group Reading Intervention 40 minutes 3x per week Synchronous
	Access to repeated modeling of and practice opportunities for basic reading skills (word attack, word identification, word reading in context, spelling)	Basic Reading Skills Intervention 20 minutes 5x per week Asynchronous (online platform; pre-recorded videos and interactive tasks)
Pre-Vocational Skills (1:1) 10 minutes 1x per day	Individualized instruction on building academic work habits and task completion skills	Pre-Vocational Skills (1:1) 15 minutes 3x per week Synchronous (phone or video check-in with special education case manager)

■ General Education
 ■ Special Education
 ■ Related Services
 ■ Consultations (Adult-to-Adult)



Demetrius

Demetrius is a 10th grade student with a specific learning disability in the areas of reading comprehension and written expression. In class, he often struggles with distinguishing the main idea of what he is reading from extraneous details. He currently takes medication daily to manage anxiety and has one weekly session with the school counselor to work on executive functioning skills. He is an active member of the youth group at his church, and particularly enjoys doing community service work.

IEP GOAL AREAS

Reading Executive Functioning

KEY QUESTIONS

- What foundational literacy and/or math skill gaps exist and will require explicit skill instruction? How can this instruction be provided synchronously in small groups or asynchronously utilizing a digital platform?
- In what ways will these gaps present as a barrier to core content access? What accommodations are appropriate to mitigate these barriers?
- Will disability-related needs (e.g., anxiety or executive functioning needs) present differently in the virtual setting than the typical in-person setting? What additional support will be needed as a result?

ADDITIONAL SUPPORTS

- 📅 Provide online assignment calendar with clear links to access synchronous classes and asynchronous assignments.
- 🎯 Include transition goals and services related to Demetrius' postsecondary goals.
- 📖 Monitor progress for reading comprehension skills during literacy intervention, bi-weekly.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught English II 50 minutes 5x per week	Access to small group breakouts, reteaching/additional review, and extended time as needed	Co-Taught English II 50 minutes 3x per week Synchronous
	Accommodated assignments to include highlighted course texts, structured notes, writing frames	Co-Taught English II 50 minutes 2x per week Asynchronous (online platform)
Literacy Intervention 45 minutes 2x per week	Background knowledge building with course texts	Literacy Intervention 45 minutes 2x per week Synchronous
	Explicit foundational skill instruction using strategic writing frameworks transferable to grade level concepts Additional practice and review related to course assignments	Literacy Intervention 45 minutes 2x per week Synchronous
Counseling 30 minutes 1x per week Provided by school counselor	Developing strategies for managing anxiety and maintaining organization skills	Counseling 15 minutes 2x per week Synchronous (phone sessions with school counselor at beginning and end of week)

General Education Special Education Related Services



Taylor

Taylor is a 1st grade student with a language impairment affecting his receptive understanding and expressive communication. Taylor receives language therapy in a small group of students to promote comprehension of oral language and encourage conversation with both peers and adults. Taylor enjoys learning about dinosaurs and sea creatures, and he interacts verbally with peers more freely during unstructured activities in the classroom. Taylor hesitates to participate during academic discussions and requires longer wait times before expressing his thoughts. Taylor's rates of work completion are higher for science and math than they are for social studies and reading.

IEP GOAL AREAS

Reading Speech-Language

KEY QUESTIONS

- How will language therapy be delivered? Will it occur during individual or group sessions?
- How can SLP and general education teachers collaborate to implement visuals and other tools into both synchronous lessons and asynchronous materials to increase the student's comprehension?
- What opportunities will be provided to engage with peers outside of academic groups? How can we facilitate organic social interactions between students to promote language practice?
- In what ways can the student's interests be incorporated into structured or unstructured work tasks to promote engagement and spontaneous language use?

ADDITIONAL SUPPORTS

- ▶ Consult with Taylor's family to provide directions for asynchronous videos and language practice opportunities.
- ⚡ Remain aware of anxiety that may impact Taylor's participation in virtual classroom discussions.
- ☰ Develop strategies (e.g., wait time, sentence starters, response options) and visuals within directions and academic tasks to increase access.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught Reading 60 minutes 5x per week	Accommodated assignments to include providing directions in visual forms, sentence starters, chunked assignments, and read aloud Additional prompting for engaging in classroom discourse and peer interactions Access to small group breakouts, reteaching/additional review, and extended time as needed	Co-Taught Reading 45 minutes 5x per week Synchronous
Reading Intervention 45 minutes 4x per week	Pre-teach vocabulary and preview grade level texts Develop reading comprehension strategies through explicit instruction	Reading Intervention 45 minutes 5x per week Synchronous
Language Therapy 30 minutes 2x per week Small group	Speech-language pathologist leads instruction and exercises to increase expressive communication in conversation Speech-language pathologist leads instruction and exercises to promote receptive comprehension of oral and written language	Language Therapy 30 minutes 1x per week Synchronous (1:1 teletherapy)
Language Consultation 30 minutes 1x per month	Support teachers to increase comprehension of oral and written directions by providing visuals to accompany texts and tasks Observation of whole group core content class to monitor rates of expressive communication when given teacher-directed discussion prompts	Language Consultation 15 minutes 2x per month Synchronous (SLP and general education teacher)
		Language Observation 15 minutes 1x per month Synchronous

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Imani

Imani is a 7th grade student with a speech-language impairment which affects her ability to articulate her speech. Imani receives speech and language therapy to continue to support her verbal communication skills and encourage increased participation in class. Imani loves playing sports and is well-liked by her teammates on the school's softball and basketball teams. Due to poor internet connectivity and frequent moves, Imani's attendance has been lower than normal during virtual learning.

IEP GOAL AREAS

Speech-Language

KEY QUESTIONS

- How will speech therapy be delivered? How will the use of a virtual platform impact the delivery of this service?
- What technical support or reinforcement strategy will the student need to increase attendance of therapy sessions?
- How can we increase the amount of authentic practice of speech skills via virtual and analog means?
- In what ways can we increase the amount of authentic feedback we provide the student on their speech skills via virtual and analog means?

ADDITIONAL SUPPORTS

- ☰ Utilize private chat feature to provide speech prompts and positive praise.
- 🏠 Consult with Imani's family to provide additional speech practice and feedback in the home setting.
- ⚡ Remain aware of anxiety that may impact Imani's participation in a virtual classroom setting given her speech difficulties.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Speech Therapy 30 minutes 3x per month Small group	Speech-language pathologist leads speech articulation exercises	Speech Therapy 30 minutes 2x per month Synchronous (1:1 teletherapy)
Language Observation 15 minutes 1x per month Observation	Observation of core content class discussion to track generalization of skills taught during speech therapy	Language Observation 15 minutes 1x per month Synchronous
Imani's services did not include counseling before COVID-19.	Provide mental health support in a season of transition and change	Counseling 30 minutes 2x per month Synchronous

■ General Education
 ■ Special Education
 ■ Related Services



Alex

Alex is a 4th grade student with ADHD-inattentive type. Alex is outgoing, has many friends, and enjoys activities that are active like P.E. and recess. According to assessment data, Alex’s reading skills are about a year behind his peers. During class Alex is frequently off task and struggles to complete work tasks independently. He has difficulty with organization and following multi-step directions. Alex benefits from frequent prompting, use of a timer, and checklists.

IEP GOAL AREAS

Executive Functioning Reading

KEY QUESTIONS

- What strategies worked in the classroom that can be utilized within the virtual setting or built into asynchronous assignments? How can we collaborate to incorporate these supports?
- How can we collaborate with the student’s family to create supportive learning spaces and times?
- How can we provide opportunities for students to connect with their peers?
- How will we track attendance and engagement? Further, how (and who) will we respond when data shows a lack of engagement or task completion?

ADDITIONAL SUPPORTS

- 📅 **Chunk assignments with advanced organizers and concise directions; hyperlink live classes and assignments in an individualized calendar.**
- 💬 **Project visual timers and provide additional prompts via the chat feature during virtual instruction.**
- 🏠 **Provide sensory materials for an at-home learning space.**
- 🕒 **Consult with Alex’s family to implement active play times and scheduled breaks.**

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught ELA 45 minutes 5x per week	Access written instructions for independent activities and assignments and frequent check-ins with student to confirm comprehension of directions and completion of assignments Use of visual timer (e.g., sand timer, virtual timer)	Co-Taught ELA 45 minutes 5x per week Synchronous
	Use of sensory tools, such as an exercise band that can be looped around a chair’s legs	Family Consultation 15 minutes 2x per month Synchronous
Small Group Intervention 45 minutes 3x per week	Reteach missing concepts Preteach upcoming ELA focus standards	Small Group Intervention 30 minutes 3x per week Synchronous
	Explicit instruction on self-monitoring strategies	1:1 Check-In 15 minutes 2x per week Synchronous (phone call with trusted, consistent adult from school)

General Education Special Education Consultations (Adult-to-Adult)



Justin

Justin is a 11th grade student with ADHD who is currently functioning in the average range of intelligence. He enjoys math and has strong problem solving skills. At times, Justin acts impulsively and experiences behavioral outbursts including yelling and cursing loudly in the classroom when he feels like things don't go his way. He has difficulty with self-regulation and receives group counseling to continue to develop executive functioning skills. Justin benefits from the breaking down of new content and use of computers during writing activities.

IEP GOAL AREAS

Executive Functioning Behavior

Social Emotional Skills

KEY QUESTIONS

- What strategies worked in the classroom that can be utilized within the virtual setting or built into asynchronous assignments? How can we collaborate to incorporate these supports?
- How can we support the student in setting up a productive learning space, managing their time to attend classes, and completing assignments?
- What strategies will we use to increase buy-in from the student for virtual learning?
- What pre-vocational skills will need to be explicitly taught in preparation for the student's transition to post-secondary pathways?

ADDITIONAL SUPPORTS

- 👤 Consult with a behavior support team to create an intervention plan for proactively supporting Justin in virtual class.
- 📋 Include scaffolds that will break down new content, especially for asynchronous coursework.
- 👉 Fade consult support as familiarity with virtual platforms is built for Justin and his teachers.
- ★ Leverage positive peer and adult relationships to reinforce appropriate behaviors and promote use of executive functioning and self-regulation skills.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught English 60 minutes 5x per week	Facilitate supports that promote student's self-regulation, work completion and positive behavior within whole and small group lessons	Co-Taught English 60 minutes 4x per week Synchronous (virtual classroom with breakout rooms)
Small Group Advisory 20 minutes 5x per week	Break down upcoming assignments or new content Explicitly teach self-regulation strategies for monitoring actions and sustaining effort with tasks (writing), incorporating visual tools	Small Group Advisory 30 minutes 3x per week Synchronous
Academic Consultation 20 minutes 4x per month Special education teacher rotating meetings with content teachers	Reinforce executive functioning skill instruction through daily goal setting, task prioritization, and identifying coping strategies Incorporate scaffolds and tools in lessons that will increase understanding of new content (e.g., graphic organizers, checklists, visual supports)	1:1 Check-In/Check-Out 10 minutes 2x per day Synchronous (paraprofessional or special education case manager)
Behavior Consultation 30 minutes 2x per month Special education teacher with all content teachers	Provide strategies that will promote positive behavior in the classroom (e.g., explicit expectations, offering choice, allowing breaks if needed)	Academic Consultation 20 minutes 4x per month Synchronous (special education teacher rotating meetings with content teachers)
Group Counseling 30 minutes 2x per week Provided by school counselor	Explicit instruction and practice of executive functioning skills (e.g., managing frustration, modulating emotions)	Behavior Consultation 30 minutes 2x per month Synchronous (special education teacher with all content teachers)
		Group Counseling 45 minutes 1x per week Synchronous (teletherapy with school counselor)

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Ayotunde

Ayotunde is a 6th grader and is on the autism spectrum. He is prone to tunneling in on one thing, like his Rubik's cube, which he tinkers with throughout the school day. Academically, though he can decode grade level text, he struggles with language acquisition and reading comprehension. He works best when provided one-on-one prompting and repetition of directions in multiple forms. Ayotunde thrives in math and is able to easily connect concepts learned in math class to special interests, such as his Rubik's cube.

IEP GOAL AREAS

Reading Executive Functioning

Speech-Language

KEY QUESTIONS

- In what ways can we maintain school routines in the virtual setting and/or build and reinforce new home routines for virtual learning engagement? How will the student's family need to be involved to ensure these routines are successful?
- How will we maximize the impact of a paraprofessional's support in the virtual setting using the chat features, breakout rooms, visual cues, assignment commenting, or other strategies?
- What strategies will we use to prevent social isolation of the student and provide opportunities for authentic conversations and peer connections?

ADDITIONAL SUPPORTS

- ✎ Provide access to appropriate sensory materials that promote positive engagement, like Ayotunde's Rubik's cube.
- 🏠 Consult with his family on before, during, and after reading questions they can use to support reading comprehension.
- ☰ Use task lists and timers to build independence and relate to his strengths in linear and logical thinking.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
1:1 Paraprofessional (ELA) 90 minutes 5x per week	Access to preferential seating, a written daily task list repeated directions, and frequent prompting	1:1 Paraprofessional (ELA) 60 minutes 5x per week Synchronous
	Access to small group breakouts, graphic organizer support for assignments, and extended time as needed	1:1 Paraprofessional (ELA) 30 minutes 4x per week Synchronous (breakout room)
Small Group Reading Comprehension Intervention 45 minutes 5x per week	Preview grade level text and pre-teach vocabulary to build background knowledge	Reading Comprehension Intervention 20 minutes 5x per week Asynchronous (online platform with pre-recorded videos and vocabulary exercises)
	Explicit instruction on reading comprehension strategies with instructional level texts	Reading Comprehension Intervention 45 minutes 3x per week Synchronous
Speech Language Therapy 30 minutes 1x per week Special education setting	Development of language acquisition skills through semantic word mapping, sentence structure, and other text comprehension strategies	Speech Language Therapy 30 minutes 1x per week Synchronous (teletherapy)
Speech Language Therapy 30 minutes 1x per week General education setting	Access to modeling, practice opportunities, and immediate feedback on use of conversational language structures in whole group and small group with peers	Speech Language Therapy 30 minutes 1x per week Synchronous (breakout room)

General Education Special Education Related Services



Marcus

Marcus is an 11th grader who is a high functioning person on the autism spectrum. He also has an anxiety disorder and takes anxiety medication before and during school. He is sometimes inflexible in his thinking, which can result in behavioral outbursts when his schedule changes or when peers don't engage with his preferred topics of conversation. Marcus needs frequent opportunities for sensory input across the day to help him feel calm and regulated. Academically, science is a particular strength for Marcus, and he has expressed a desire to go to college to study veterinary medicine. He volunteers at his local animal shelter on the weekends and is well-liked by the staff members who work with him.

IEP GOAL AREAS

Social Emotional Skills

Speech-Language

KEY QUESTIONS

- What explicit skill instruction is needed to increase the student's independence in applying coping or self-regulation strategies in a new learning environment?
- How can we incorporate opportunities for choice in the student's schedule and tasks?
- How will the use of video conferencing engage or distract the student? Would pre-recorded videos be preferred or beneficial to the student?
- What strategies will we use to prevent social isolation and provide opportunities for peer connections?
- How will the student access transition services and on-site experiences while at home?

ADDITIONAL SUPPORTS

- ➕ **Consult with the school nurse and IEP team at least twice a year about Marcus' medication needs.**
- 👤 **Provide assistive technology and sensory tools that will increase engagement and self-regulation.**
- 👥 **Consider the use of a peer-mentor for modeling and practicing of social skills in an informal way.**
- 📅 **Prioritize time for Marcus to meet with his case manager and family to plan for post-secondary opportunities.**

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Sensory Consultation 🕒 30 minutes 📅 1x per month ⓘ Occupational therapist meeting with grade-level content teachers	Incorporate strategies and sensory tools within the learning environment that will provide opportunities for sensory input (e.g., using a seat cushion or chair band, walking lane, carrying heavy supplies, completing work with headphones)	Sensory Consultation 🕒 30 minutes 📅 1x per month ↻ Synchronous (occupational therapist, general education team, and family)
Behavior Consultation 🕒 30 minutes 📅 2x per month ⓘ Special education teacher rotates meetings with content teachers	Provide teachers with strategies that will promote positive behavior during peer work in the classroom, proactively support schedule changes, and de-escalate any challenging behavior that begins to occur in a safe way	Behavior Consultation 🕒 30 minutes 📅 2x per month ↻ Synchronous (special education teacher and general education teachers)
Speech Language Therapy 🕒 45 minutes 📅 2x per month	Explicit instruction, modeling, and practice opportunities of pragmatic language skills to strengthen verbal and non-verbal communication abilities	Speech Language Therapy 🕒 30 minutes 📅 1x per week ↻ Synchronous (teletherapy)
Social Skills Small Group 🕒 30 minutes 📅 1x per week	Model and facilitate age-appropriate social skills, focusing on practicing conversations with peers in a less-structured group setting (e.g., cafeteria)	Social Skills Small Group 🕒 45 minutes 📅 1x per week ↻ Synchronous (group video call with school counselor)
1:1 Check-In/Check-Out 🕒 10 minutes, twice daily 📅 5x per week	Prioritize daily tasks and self-assess progress toward weekly/quarterly goal measures, with support from a special education teacher	1:1 Check-In/Check-Out 🕒 5 minutes, twice daily 📅 5x per week ↻ Synchronous (text message)
	Identify and practice self-regulation strategies and coping skills that can be used during times of anxiety or frustration within the classroom	Midday Check-In 🕒 10 minutes, once daily 📅 5x per week ↻ Synchronous (family phone consultation)

■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Nichelle

Nichelle is a 5th grade student with bipolar disorder who struggles with transitions in her physical environment or in the activities within a school day. She gets along with her peers while in the classroom but has been written up for fighting in the bathroom and the lunchroom numerous times this school year. Nichelle has a Behavior Intervention Plan (BIP) from the prior school to address the behaviors of eloping during less structured times, physical aggression towards others, and suicidal and homicidal threats. She requires a female one-to-one aide. She enjoys art class, and has particular talent in pencil sketching and comic strip illustrations.

IEP GOAL AREAS

Social Emotional Skills

KEY QUESTIONS

- Will the student demonstrate the same challenging behaviors in the home setting? If so, what supports will be needed? If not, how can we use this time to reinforce positive behaviors?
- How will the virtual setting alter the impact of social skills modeling and practice? How can we adjust the environment to ensure authentic practice of these skills?
- How could we incorporate opportunities for the student to self-assess progress toward social emotional goals?

ADDITIONAL SUPPORTS

- 👤 **Revise Nichelle’s BIP to reflect virtual setting and support; train all staff on BIP implementation.**
- 🕒 **Provide access to behavior de-escalation breaks and time with a trusted adult as needed.**
- ★ **Focus on building student independence with support from a 1:1 paraprofessional during specific times of the day with repeated student struggles (e.g., transitions and other unstructured times).**
- 👉 **Fade supports over time in preparation for transition to middle school.**

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
1:1 Paraprofessional 90 minutes 5x per week For all unstructured activities	Promoting safety during all classroom transitions, lunch, recess, and school events Student self-assesses progress toward daily goals	PM Check-Out 10 minutes 1x per week Synchronous (phone or video call)
Behavior Consultation 15 minutes 2x per month Special education teacher meets with general education team	Team brainstorms ways to promote safety and independence in the classroom	Behavior Consultation 15 minutes 2x per month Synchronous (special education teacher and general education team)
Social Skills Intervention 30 minutes 1x per day	Direct instruction and opportunities to practice targeted social emotional skills with peers (e.g., self regulation strategies, conflict resolution)	Social Skills Intervention 30 minutes 1x per day Synchronous
1:1 Counseling 30 minutes 1x per week Provided by school counselor	Develop strategies for managing anxiety and coping with nonpreferred situations	1:1 Counseling 30 minutes 1x per week Synchronous (provided by school counselor)

■ General Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Nigel

Nigel is an 8th grade student who enjoys football and art activities. Nigel has a good sense of humor but he is anxious around new people and may become irritable in new social situations or large crowds. Nigel is highly verbal and above grade level in reading, but he dislikes writing. He struggles with math, with skills significantly below those of his peers. Nigel has a medical diagnosis of childhood-onset bipolar disorder and an educational classification of an emotional and behavioral disorder. He currently has a BIP to address his verbal outbursts and other physical behaviors.

IEP GOAL AREAS

- Math
- Social Emotional Skills
- Executive Functioning

KEY QUESTIONS

- Will the student’s ability to engage in virtual instruction and regulate their emotions and behavior present differently in the virtual setting than the typical in-person setting? What additional support will be needed as a result?
- How can we incorporate opportunities for the student to self-assess progress toward social emotional goals?
- How will we create a safe space for the student to access needed counseling and other emotional supports through virtual means? Will consistent routines and regularly planned interactions with peers or trusted adults support this effort?

ADDITIONAL SUPPORTS

- Revise Nigel’s BIP to reflect virtual setting and support; train all staff on BIP implementation.**
- Provide online assignment calendar with clear links to access synchronous classes and asynchronous assignments.**
- Progress monitor math progress bi-weekly.**
- Consult with Nigel’s family on at-home calming strategies and positive behavior supports.**

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Inclusion Support 50 minutes 2x per day Provided by paraprofessional	Access to behavior de-escalation breaks, small group breakouts, reteaching/additional review, and extended time as needed	Inclusion Support 50 minutes 6x per week Synchronous (paraprofessional)
Math 8 50 minutes 5x per week	Access to Math 8 I through a small, specialized class Accommodated assignments, extended time, structured breaks Access to foundational skill instruction and additional fluency practice in addition to grade level content	Math 8 20 minutes 5x per week Asynchronous (online platform)
Math 8 30 minutes 5x per week Synchronous		Math 8 30 minutes 5x per week Synchronous
1:1 Check-In/Check-Out 20 minutes 2x per day	Student self-assesses progress toward daily goals with support from a special education teacher Access to direct instruction of social and emotional strategies and games to practice target skills with a small group of peers	AM Check-In Small Group 20 minutes 1x per day Synchronous (small group video call)
Small Group Intervention 30 minutes 5x per week	Complete unfinished work and pre-teach upcoming focus standard Given checklist for weekly assignments, student self-assesses completion	PM Check-Out Small Group 30 minutes 1x per day Synchronous (small group meeting with teacher, followed by 1:1 check-out meeting in breakout room)
Counseling 30 minutes 1x per week Provided by school counselor	Develop strategies for managing anxiety and maintaining organization skills	Counseling 30 minutes 1x per week Synchronous (video call with school counselor)

General Education Special Education Related Services



Emily

Emily is a kindergarten student with a developmental delay in the areas of cognition and fine motor skills. She enjoys role playing with peers during center activities, but she is learning how to take turns and appropriately request desired items. She particularly enjoys lessons or activities related to animals. She requires frequent review of academic content and chunked assignments. She participates with her general education peers during morning meeting and literacy centers, as well as lunch, related arts, and afternoon reading time. She receives occupational therapy to increase her fine and gross motor skills.

IEP GOAL AREAS

- Reading
- Math
- Prevocational Skills
- Speech-Language
- Motor Skills

KEY QUESTIONS

- What modes of asynchronous learning will be most impactful for the student (e.g., analog worksheets, task boxes, task analyses of home activities, digital platform, choice menus)?
- What accommodations will be necessary to extend the student’s ability to attend within a synchronous virtual class setting?
- How will we equip the child’s family to support their child during virtual learning?
- In what ways can we ensure access and connection with the student’s peers?

ADDITIONAL SUPPORTS

- 📅 Provide choice boards and visual schedules to support Emily (and her family) in organizing her day.
- 🛠 Consult with parent in setting up supportive learning spaces and positive reinforcement strategies.
- 📦 Consider use of task boxes with concrete materials and repeatable activities aligned with IEP goals.
- 🏠 Integrate IEP goals in functional activities completed at home, such as mealtime, self-care, household chores, and playtime.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Inclusion Support 🕒 90 minutes 📅 5x per week ⓘ Morning meeting with special education teacher, literacy centers	Participation with peers during morning meeting and centers (e.g., answering questions, turn taking, making choices) Academic skills covered during morning meeting (e.g., calendar skills, counting, letter sounds, names) Access to repeated directions and additional prompting	Inclusion Support 🕒 45 minutes 📅 5x per week ↻ Synchronous (morning meeting with special education teacher, shared reading)
	Literacy skills practices through adapted independent center activities Use of visual schedule to organize time and choices	Inclusion Support 🕒 45 minutes 📅 5x per week ↔ Asynchronous (independent, literary choice board)
Small Group Intervention 🕒 120 minutes 📅 5x per week ⓘ Reading, math, prevocational skills	Instruction focused on reading, math, and prevocational IEP goals focus Opportunities to practice social skills with adults and peers	Small Group Instruction 🕒 45 minutes 📅 5x per week ↻ Synchronous
	Independent work time focused on reading, math, and fine motor skills Integrations into functional activities (e.g., sorting, dressing, household tasks)	Independent Work Time 🕒 30 minutes, twice daily 📅 5x per week ↔ Asynchronous
	Access to visual schedule with positive reinforcement contingencies	Family Consultation 🕒 15 minutes 📅 1x per week ↻ Synchronous (phone or video conference with special education teacher)
Occupational Therapy 🕒 30 minutes 📅 2x per month ⓘ Special education setting	Modeling, practice activities, and access to immediate feedback for fine and gross motor skills (e.g., pencil grip, navigating the environment, self-care practices)	Occupational Therapy 🕒 30 minutes 📅 3x per month ↻ Synchronous (teletherapy)
Occupational Therapy 🕒 30 minutes 📅 2x per month ⓘ General education setting	Application of fine and gross motor skills in general education setting, including the home setting when virtual	Occupational Therapy 🕒 30 minutes 📅 1x per month ↻ Synchronous (family phone consultation)

■ General Education
 ■ Special Education
 ■ Related Services



Sofia

Sofia is a 6th grade student with a cognitive impairment which requires extended time for practicing and internalizing new skills. Once mastered, Sofia is able to follow visual prompts and schedules to complete tasks independently. She enjoys spending individual time with her friends and working with her peers during small group activities in the general education classroom with the support of a paraprofessional. Sofia participates in a functional skills curriculum in a special education setting, and is working to build her organization and social skills. Sofia enjoys cooking, as well as learning about and trying new foods.

IEP GOAL AREAS

- Math
- Reading
- Social Skills
- Functional Skills
- Communication
- Motor Skills

KEY QUESTIONS

- How can we provide modified materials with which the student can access the general education classroom content and community via a virtual classroom?
- What modes of asynchronous learning will most promote student independence (e.g., virtual whiteboard, digital flashcards, task boxes, online academic platforms, choice boards)?
- What instructional materials (e.g., concrete materials, visual schedule) need to be sent home? How often will new materials need to be sent home?
- In what ways do we need to equip the student’s family to create supportive learning spaces, schedules, and positive reinforcement?

ADDITIONAL SUPPORTS

- Provide concrete materials matching the virtual materials (e.g., laminated daily sheets, manipulatives, task boxes).
- ☰ Use visual schedule, visual task lists, and timers to build independence.
- 🏠 Integrate IEP goals in functional activities completed at home (e.g., mealtime, self-care, and chores).

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Classroom Support 60 minutes 5x per week Paraprofessional	Access grade level co-curricular classes by implementing required modifications and accommodations Repeated directions with explanations and prompting for multi-step directions	Classroom Support 60 minutes 5x per week Synchronous (paraprofessional)
Core Academics and Functional Skills 4 hours 5x per week	Access to a modified curriculum aligned to grade level standards Developing targeted functional skills, especially those related to self-care, job skills, and household chores	Core Academics and Functional Skills 30 minutes, twice daily 5x per week Synchronous Core Academics and Functional Skills 3 hours 5x per week Asynchronous
Small Group Speech Language 45 minutes 1x per week	Direction instruction and guided practice on targeted language skills Social skills practice with other students (pragmatics)	Small Group Speech Language 30 minutes 2x per week Synchronous (teletherapy) Small Group Speech Language 15 minutes 2x per week Asynchronous (online platform for video assignment and feedback)
Occupational Therapy 30 minutes 2x per month	Modeling and guided practice of fine motor skills	Occupational Therapy 30 minutes 2x per month Synchronous (teletherapy)
Physical Therapy 45 minutes 4x per year	Modeling and guided practice of gross motor skills	Physical Therapy Family Consultation 45 minutes 4x per year Asynchronous (video, ongoing email/text support)

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Ravi

Ravi is a 3rd grade student with profound hearing loss. He communicates through American Sign Language, as does his family, and has an interpreter with him for most of the day. Ravi is outgoing with a great sense of humor. While he is liked by all of his peers, his jokes have been known to interrupt class. He is quick to understand academic concepts, especially those he can memorize like math facts. His written expression skills need more development, and he often gets distracted from writing tasks to engage his peers. Ravi really enjoys playing video games and frequently talks about his most recent Minecraft creation with his friends.

IEP GOAL AREAS

Hearing Executive Functioning

KEY QUESTIONS

- What is the primary mode of communication the student is using and/or developing? How can this mode be utilized to provide access to the general education setting?
- How will the virtual setting maximize the student’s access to core content? What skills will the student need to learn to navigate accessibility features or advocate for their use when needed?
- Through what modes can we create opportunities for the student to engage with their peers for both academic and social purposes?

ADDITIONAL SUPPORTS

- ✓ Implement a check-in-check-out procedure to support executive functioning goals.
- ▶ Utilize virtual platforms that provide captions, recorded videos for re-watching, and pinned videos for consistent visual on interpreter.
- ✉ Use text communications with Ravi’s family and ensure an interpreter is available for all meetings.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Sign Language Interpreter 6.5 hours 1x per day	Access to and opportunity to participate in general education setting through sign language	Sign Language Interpreter 3 hours 1x per day Synchronous (support for all synchronous classes)
Co-Taught Language Arts 45 minutes 5x per week	Support for written expression skills through visual strategies Development of executive functioning strategies for remaining on-task and demonstrating task persistence	Co-Taught Language Arts 45 minutes 5x per week Synchronous
Resource for Hearing Support 30 minutes 1x per week	Develop strategies for navigating a primarily hearing environment	Resource for Hearing Support 30 minutes 2x per week Synchronous
Hearing Consultation 15 minutes 1x per week General education teacher	Communicate progress toward goals and align supports necessary to extend progress in the general education setting	Hearing Consultation 15 minutes 1x per week Synchronous (general education teacher)

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Jonas

Jonas is an 11th grade student with moderate-to-severe hearing loss which affects his vocabulary and language skills. He is successful when provided a peer support model to participate in class and complete assigned academic tasks. He chooses not to utilize an FM system in any of his classes and instead relies on his hearing aids. He enjoys working with younger students, and has expressed interest in being a teacher.

IEP GOAL AREAS

- Language
- Executive Functioning
- Vocational

KEY QUESTIONS

- How can we leverage technology to provide a more conducive environment in which the student can learn?
- How can we collaborate as a teaching team to ensure that the student has access to all accommodations needed across all virtual courses (synchronous and asynchronous)?
- Through what modes can we create opportunities for the student to engage their peers for both academic and social purposes?

ADDITIONAL SUPPORTS

- Ensure captions are enabled for synchronous class and asynchronous videos and/or provide a teacher copy of notes or transcripts.
- Provide a recording of synchronous classes to Jonas for re-watching.
- Consider new hearing technologies for the virtual setting including coupling Jonas' hearing aids with Bluetooth to eliminate the need for headphones.
- Ensure that Jonas has dedicated time to meet with his case manager and family members to review and plan for post-secondary opportunities.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Paraprofessional Support 55 minutes 1x per day	Assist student with taking notes, repeating or review content, and navigating the environment	Paraprofessional Support 55 minutes 1x per day Synchronous
Language Therapy 45 minutes 1x per week Provided by speech language pathologist	Develop vocabulary skills related to current coursework Model and practice language skills necessary for grade level writing assignments Practice self-advocacy skills in preparation for post-secondary transition	Language Therapy 45 minutes 1x per week Synchronous (teletherapy provided by speech language pathologist)
1:1 Check-in 15 minutes 1x per week	Check in with student on progress with current class assignments and provide an opportunity to build self-advocacy skills	1:1 Check-in 5 minutes 3x per week Asynchronous (text or email)
Hearing Consultation 30 minutes 1x per month Provided by teacher of the deaf and hard of hearing for general education teachers	Consult with general education teachers to assess student progress in courses, as well as to provide strategies for increasing the accessibility of the content (add visuals, chunked assignments, captions) and environment (sound design, peer models)	Hearing Consultation 15 minutes 2x per month Synchronous (general education teachers)
Hearing Technology Check 30 minutes 2x per year Provided by audiologist	Check in with student about functionality of hearing aids and other hearing technology employed; suggest adjustments as needed Consult with teachers about use of hearing technology to increase student success	Hearing Technology Check 30 minutes 2x per year Synchronous (audiologist)

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Meredith

Meredith is 3rd grade student with muscular dystrophy, including progressive muscle weakening and emerging heart problems. She becomes fatigued quickly. She uses a wheelchair to mitigate leg pain, prevent falls, and promote independence around the building. While she is sometimes absent, Meredith enjoys coming to school and interacting with her peers. She gets discouraged when she can't play physical games with them during recess. Meredith's reading and math skills are on grade level, though she requires extra time to complete longer assignments. Meredith loves to sing and listen to music and frequently requests that her teacher plays kids' dance videos for the class.

IEP GOAL AREAS

Motor Skills Social Emotional Skills

KEY QUESTIONS

- How can assistive technology be implemented at home to support a student whose fine motor skills may be a barrier to accessing typical technology devices?
- What methods of therapy will be most effective in providing opportunities for the student to meet goals and navigate a non-school environment? In what ways can the student's family support growth between therapy sessions?
- How can we leverage the virtual space to provide inclusive, meaningful peer interactions?

ADDITIONAL SUPPORTS

- Accommodate activities or materials available for use during physical education, music, and/or art.
- Provide asynchronous, pre-recorded videos of therapy strategies / exercises can be sent to parents and paired with email communication to support.
- Consult with general education teachers about timeline expectations for task completion.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Physical Therapy 30 minutes 2x per week	Providing direct therapy activities that strengthen core muscles and facilitate movement within the school environment	Physical Therapy 30 minutes 1x per week Synchronous (teletherapy)
	Access to and practice using positioning aids (for sitting/standing) and braces to promote muscle support and prevent deformity	Physical Therapy Consultation 15 minutes 1x per week Asynchronous
Occupational Therapy 30 minutes 1x per week	Instruction, modeling, and practice activities to strengthen fine and gross motor muscles in arms (for picking up materials, writing, moving her wheelchair, etc.)	Occupational Therapy 15 minutes 1x per week Synchronous (teletherapy)
	Application of fine motor skills across settings, include the home setting, with a focus on virtual tools (laptop keyboard and mouse use)	Occupational Therapy Consultation 15 minutes 2x per month Synchronous (video call)
Small Group Counseling 30 minutes 2x per month Provided by school counselor	Develop social and emotional skills alongside grade level peers, especially around coping with challenging or disappointing situations	Small Group Counseling 20 minutes 1x per week Synchronous (provided by school counselor)
Small Group Academic Support 45 minutes 2x per week	Additional review and extended time opportunities to complete grade level tasks that may have been missed or delayed due to fatigue or absences	Individual or Small Group Support 30 minutes 3x per week Synchronous

■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Kieara

Kieara is a 9th grade student with cerebral palsy and is able to walk with the aid of crutches but struggles with gross and fine motor skills and speaking. Kieara is educated in an inclusive classroom but receives occupational and physical therapy and is often pulled from the general classroom. Kieara is able to persist through the tasks presented to her, even when she perceives them to be difficult. She has several favorite television shows she enjoys watching and for which she writes imaginary plot-lines.

IEP GOAL AREAS

Speech-Language Motor Skills

KEY QUESTIONS

- What accommodations and modifications could be provided at home so that the student can access the curriculum and instruction independently (e.g., assistive technology, slant board, specialized seating)?
- What methods of therapy will be most effective in providing opportunities for the student to meet goals and navigate a non-school environment? In what ways can the student’s family support growth between therapy sessions?
- What skills do related therapists need to focus on in order to prepare the student for post-graduation goals related to education and employment?

ADDITIONAL SUPPORTS

- 👁️ Observe targeted skills for independent practice through student-recorded videos or within virtual class setting.
- 📁 Send home tools such as a laptop with embedded speech to text software for long writing assignments and/or a specialized desk or chair to assist with proper posture development.
- 👨‍👩‍👧 Consult with Kieara’s family to set up supportive home learning environment.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Related Service Consultation 🕒 15 minutes 📅 3x per month ⓘ Consultation with rotating PT, OT, SLP	Build capacity of special education and general education teacher to provide appropriate accommodations and opportunities for independence-building	Related Service Consultation 🕒 15 minutes 📅 3x per month ↻ Synchronous (phone or video consultation with rotating PT, OT, SLP)
Speech Therapy 🕒 45 minutes 📅 3x per month	Practice targeted speech articulation skills	Speech Therapy 🕒 30 minutes 📅 3x per month ↻ Synchronous (teletherapy)
	Practice use of speech recognition software for writing assignments	Speech Therapy 🕒 15 minutes 📅 3x per month ⬅️ Asynchronous (recorded assignment)
Physical Therapy 🕒 30 minutes 📅 1x per month	Muscle stretching and toning activities Mobility strategies for the school (or home) environment Special seating arrangements to develop positive posture	Physical Therapy 🕒 30 minutes 📅 2x per month ↻ Synchronous (in consultation with family)
Occupational Therapy 🕒 30 minutes 📅 2x per month ⓘ Special education setting	Opportunity to develop and practice fine and gross motor skills	Occupational Therapy 🕒 30 minutes 📅 2x per month ↻ Synchronous (in consultation with family)
Occupational Therapy 🕒 15 minutes 📅 1x per month ⓘ General education setting	Observation of fine and gross motor skill applications in the general education setting	Occupational Therapy Consultation 🕒 15 minutes 📅 1x per month ↻ Synchronous (phone or video consult with family)

🕒 Consultations (Adult-to-Adult) 📅 Related Services



Tameka

Tameka is a 4th grade student with a cognitive disability and limited fine and gross motor skills. Tameka primarily communicates through a communication device, and teachers note how her face brightens every morning when she sees her teacher and friends. She attends morning meeting, music, lunch, and special school events with her homeroom class. Tameka is able to control her motorized wheelchair to independently navigate her classroom. Tameka's family reports that she enjoys hanging out with her cousins and going shopping.

IEP GOAL AREAS

Math Reading Speech-Language

Motor Skills Functional Skills

KEY QUESTIONS

- What instructional materials and assistive technology will be needed at home to extend the student's ability to attend within a synchronous virtual class setting?
- What modes of asynchronous learning will be most impactful for the student (e.g., digital flashcards, task boxes, online learning platforms, choice menus)?
- How will we equip the child's family to support them during virtual learning? In what areas does this need to go beyond training only on the technology platforms?
- In what ways can we ensure access and authentic connection with the student's peers?

ADDITIONAL SUPPORTS

- Use task boxes with concrete materials and repeatable activities aligned with IEP goals for asynchronous time.
- 🏠 Integrate IEP goals in functional activities completed at home, such as mealtime, self-care, and chores.
- 📺 Use pre-recorded videos and video assignments to increase opportunities to develop communication and motor skills between therapy sessions.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Core Academics + Functional Skills 🕒 5 hours 📊 5x per week	Access to a modified curriculum aligned to grade level standards	Core Academics + Functional Skills 🕒 2 hours 📊 5x per week ↻ Synchronous
	Facilitate discrete trial training sessions related to IEP goal areas	1:1 Paraprofessional 🕒 60 minutes 📊 5x per week ↻ Synchronous
	Practice of targeted daily functional skills Additional independent practice of academic skills using concrete materials	Core Academics + Functional Skills 🕒 2 hours 📊 5x per week ↔ Asynchronous
Speech and Language 🕒 30 minutes 📊 1x per week	Build skills to utilize communication device to communicate needs and desires	Speech and Language 🕒 30 minutes 📊 2x per week ↻ Synchronous
Physical Therapy 🕒 30 minutes 📊 1x per week	Develop and practice gross motor skills, especially those related to navigating the environment with a wheelchair	Physical Therapy 🕒 15 minutes 📊 2x per week ↻ Synchronous (provided by school counselor)
	Engage in exercises to stretch and tone muscles	Physical Therapy 🕒 15 minutes 📊 1x per week ↻ Synchronous (consultation with family by phone or video)

Special Education Consultations (Adult-to-Adult) Related Services



Miquel

Miquel is an 11th grade student who has significant and profound medical issues which require that he be educated at home full-time. He utilizes video conferencing programs to engage with his peers, who are always excited to talk with him due to his positive attitude. He benefits from engaging with his peers during his online photography elective. He enjoys painting and continues to create pieces through his home instruction.

IEP GOAL AREAS

- Math
- English
- Functional Skills
- Motor Skills

KEY QUESTIONS

- Will service maintain effectiveness if delivered via video? What equipment and materials will need to be sent home to allow equal access to curriculum and instruction?
- What level of adult support is needed to facilitate virtual service?
- Is there a way to deliver services in the home per CDC protocols and with family consent?
- How can we ensure that the student has opportunities to interact with peers?

ADDITIONAL SUPPORTS

- Identify and include spaces for peer interaction in Miquel's daily schedule (e.g., advisory).
- Provide visual schedules to support Miquel (and his family) in organizing the day/week.
- Consult with his family in setting up supportive learning spaces and positive reinforcement strategies.
- Consider use of task boxes with concrete materials and repeatable activities aligned with IEP goals.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Consultation 15 minutes 1x per week Homebound teacher and photography teacher	Facilitate grade level peer interactions in an area of interest (photography elective)	Consultation 15 minutes 1x per week Synchronous (homebound teacher and photography teacher)
Homebound Math & English 2 hours 2x per week Homebound teacher	Access to English and math instruction focused on modified a grade level curriculum and IEP goals	Homebound Academics 45 minutes per subject 2x per week Synchronous (video)
	Independent practice of previously taught concepts	Homebound Academics 15 minutes per subject 2x per week Asynchronous
Functional/Adaptive Academics 30 minutes 2x per week Homebound provider	Access to practice of adaptive skills such as cooking, personal care, and independent living	Functional/Adaptive Academics 30 minutes 2x per week Synchronous
	Access to transition services (e.g., career exploration on virtual platform)	
Alternating OT, PT 30 minutes 2x per week Homebound provider	Develop gross motor skills, including strengthening muscle functions and navigating the environment	Alternating OT, PT 30 minutes 2x per week Synchronous (teletherapy)
Assistive Technology Consultation 30 minutes 1x per week Homebound speech-language pathologist	Build capacity of family and homebound teacher to provide appropriate accommodations and opportunities for independent communication skills	Assistive Technology Consultation 30 minutes 1x per week Synchronous (phone call with speech-language pathologist)

Special Education Consultations (Adult-to-Adult) Related Services



Sage

Sage is a 3rd grade student with a visual impairment. She can see objects using a high magnification. Sage’s visual acuity is in a progressive decline, so she cannot read print and struggles to navigate her surroundings independently. She is learning to read braille and, while gaining fluency, she has difficulty keeping up with grade level text. Sage is a quiet student and will engage in conversation when prompted. She rarely initiates conversations but has a few close friends outside of school. Sage’s parent reports that she loves chess and playing with her two dogs. For virtual instruction, Sage’s elementary is operating on a half day synchronous schedule to reduce screen time.

IEP GOAL AREAS

- Vision
- Orientation and Mobility
- Math
- Reading

KEY QUESTIONS

- How can we ensure equipment and materials (e.g., screen reader, braille translation software and equipment, electronic braille writer) are sent home to allow equal access to the curriculum and instruction?
- How can we collaborate as a teaching team to ensure that the student has access to all accommodations needed across all virtual courses (synchronous and asynchronous work)?
- How can we ensure the parents, special education teacher, aide, and general education teachers are adequately trained on implementing the supplementary aids in the home environment?

ADDITIONAL SUPPORTS

- ✔ Implement a check-in-check-out system with Sage’s paraprofessional as an organizational and emotional support.
- 📁 Send home supplemental materials and aids (e.g., tactile math manipulatives, braille equipment).
- 🗣️ Utilize a digital platform that allows for oral responses, oral feedback, and rewatchable recordings.
- 📺 Orientation and mobility teacher can provide feedback on video of Sage navigating her neighborhood using practiced techniques.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Paraprofessional Support 5 hours 5x per week	Ensure access to math and related arts by providing tactile materials and modification of physical activities as appropriate Assist with scribing and read aloud	Paraprofessional Support 3 hours 5x per week Synchronous
Small Group Academic Support 45 minutes 2x per week Special education teacher	Instruction focused on reading, math, and pre-vocational IEP goals	Paraprofessional Support 45 minutes 5x per week Synchronous
Small Group Vision Support 45 minutes 3x per week Special education teacher	Improve braille skills and develop self-determination skills	Small Group Vision Support 30 minutes 5x per week Synchronous (visual impairment teacher with assistive technology at home)
Consultation with VI Teacher 30 minutes 1x per month	Equip special education teacher, paraprofessional, and general education teachers to effectively implement the supplementary aids and services	Consultation with VI Teacher 30 minutes 1x per week Synchronous
Orientation and Mobility Specialist 30 minutes 3x per month School and community setting	Build skill and practice navigating unfamiliar settings	Orientation and Mobility 30 minutes 2x per month Synchronous (community and home setting)
Orientation and Mobility 30 minutes 1x per day Paraprofessional support	Build skill and practice navigating school settings	Orientation and Mobility 30 minutes 2x per month Asynchronous (community and home setting)
		This service cannot be provided virtually. IEP team will consider need for compensatory services upon return to school building where these skills can be developed and practiced.

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Suzanna

Suzanna is a 7th grade student with a visual impairment. She can read large print and braille but struggles with reading from a laptop screen. Due to her visual impairment, she uses her hands to navigate and explore her environment. Suzanna is naturally curious and excels in her science classes, specifically life sciences. She is a fashion enthusiast, and especially enjoys wearing tactile prints and fabrics.

IEP GOAL AREAS

- Vision
- Orientation and Mobility

KEY QUESTIONS

- How can we ensure equipment and materials (e.g., screen reader, braille printer, braille translation software and equipment, electronic braille writer, large monitor, large print materials) are sent home to allow equal access to the curriculum and instruction?
- How can we ensure the parents, special education teacher, and general education teachers are adequately trained on implementing the supplementary aids?
- How will orientation and mobility therapies continue via virtual means so that the student feels ready to return to school when the building reopens?

ADDITIONAL SUPPORTS

- ☰ Allow student to complete work assignments independently and give student feedback asynchronously.
- ☑ Support the student in developing an organization system where materials are maintained in a consistent location.
- ☑ Provide large monitor for home use and large print or braille books for independent reading.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught English 50 minutes 5x per week	Access to additional prompting, repeated directions, small group breakouts, and extended time as needed	Co-Taught English 50 minutes 5x per week Synchronous
Small Group Math Instruction 30 minutes 5x per week	Pre-teach grade level standards with supplemental kinesthetic math program Address learning gaps and extended time for incomplete assignments or assessments	Small Group Math Instruction 30 minutes 5x per week Synchronous
Resource for VI Supports 50 minutes 4x per week Visual impairment teacher	Improve braille skills and additional skills for self-determination	Resource for VI Supports 50 minutes 3x per week Synchronous
Consultation 20 minutes 1x per month Visual impairment teacher	Equip special education and general education teachers to effectively implement the supplementary aids and services	Consultation 20 minutes 1x per month Synchronous (VI teacher)
Orientation and Mobility 50 minutes 1x per week School and community setting	Build skill and practice navigating unfamiliar settings	Orientation and Mobility 50 minutes 2x per month Synchronous (navigating home and community)
		Orientation and Mobility Consultation 20 minutes 2x per month Synchronous (phone consultation, O&M therapist and family)

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Josef

Josef is a 12 year old student who is deaf-blind. They attend a special school for the blind. They use partner-assisted scanning to communicate. Josef is a gifted writer, and enjoys performing plays they have written for family and friends. Last year, they were in the school play and are well-liked by the school's drama club. Josef communicates through gestural prompts, a tactile picture communication board, and is learning tactile sign language. Josef is also learning to read braille.

IEP GOAL AREAS

- Math
- Reading
- Social Emotional Skills
- Motor Skills
- Communication

KEY QUESTIONS

- How can we ensure all staff are trained to communicate clearly with the student?
- What assistive technology is required to facilitate communication and access to core content?
- When can we include structured opportunities for social interactions with peers in the student's schedule?
- Is there an opportunity to develop a mentorship relationship with a non-disabled peer or with a fellow student who is deafblind?
- Is an in-person setting necessary to provide FAPE? If so, what possibilities exist to provide this service safely for the student and service providers?

ADDITIONAL SUPPORTS

- ★ Develop an individualized communication plan and identify focus goals for this time of virtual learning.
- 📄 Provide the paraprofessional appropriate training, coaching, and clear written instructions for care and instruction .
- ☰ Create a tactile daily schedule to support Josef with transitions.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Paraprofessional Support 5 hours 5x per week	Support Josef's access to and participation in the life of the school Facilitate the use of receptive and expressive communication skills Facilitate frequent breaks to alleviate muscle fatigue	<p>Given the intensity of Josef's needs, the virtual setting alone would not likely be sufficient to provide FAPE. In-person services would likely be necessary to meet their needs, whether provided in the student's home or a specially arranged school setting.</p> <p>The school can additionally provide weekly consultation with the family in the areas of academics, vision, hearing, and gross motor skills to extend support to home. Specialists may provide tactile materials or technologies to be used by the student in the home setting.</p>
Core Academics 150 minutes 5x per week 3 50-minute courses	Access to core grade level instruction through tactile sign language and materials	
Resource for Hearing Supports 50 minutes 2x per week Teacher for Deaf and Hard of Hearing	Direct instruction to grow communication skills using tactile sign-language	
Resources for Visual Supports 50 minutes 3x per week Visual Impairment Teacher	Direct instruction to increase braille reading and writing skills Adaptive and daily living skills instruction	
Orientation and Mobility 30 minutes 2x per week	Support student orientation within the classroom and school common spaces	
Consultation with Deafblind Specialist 30 minutes 4x per year	Build capacity of the adults to identify and implement with fidelity any specialized academic and communication supports	

■ General Education
 ■ Special Education
 ■ Consultations (Adult-to-Adult)
 ■ Related Services



Ruben

Ruben is a 5th grade student who experienced a traumatic brain injury at the age of three. Due to this, Ruben exhibits cognitive impairments that impact his ability to access grade level academics due to difficulties with attention, memory, information processing, and language. Ruben is a very social student who is well liked by his peers, and he enjoys playing sports with them. Ruben engages most during his science classes, especially when class involves hands-on experiments. Ruben does have fine motor difficulties and gets frustrated easily by writing tasks. When given free time, Ruben chooses to use classroom supplies to build “inventions” such as models of cars, planes, or other tools.

IEP GOAL AREAS

- Reading
- Math
- Executive Functioning
- Motor Skills
- Speech-Language

KEY QUESTIONS

- Which skill gaps may present as a barrier to core content access in the virtual setting? What accommodations are appropriate to mitigate these barriers?
- How can the student’s strengths and interests be incorporated into work tasks to promote engagement, task completion, and spontaneous language use?
- What specific instruction is needed and/or what support can be targeted to fade as the student prepares for a transition to middle school?
- How can we promote authentic and meaningful peer interactions for students who receive core content instruction in a special education setting separate from their general education peers?

ADDITIONAL SUPPORTS

- Use virtual manipulatives and live annotation features during online synchronous lessons to promote comprehension of instructional tasks.
- Collaborate with general education team members across subjects to incorporate texts that have audio/read aloud accessibility feature.
- Consider use of task boxes with concrete materials and repeatable activities aligned with IEP goals.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Math & ELA Core Content 45 minutes per subject 5x per week	Access written instructions for independent activities Explicit foundational skill instruction in reading and math using a modified grade level curriculum and IEP goals	Math & ELA Core Content 30 minutes per subject 5x per week Synchronous
	Additional opportunities to review / maintain foundational skills through application tasks, build independence with work completion, and generalize fine motor skills to new tasks	Math & ELA Core Content 15 minutes per subject 5x per week Asynchronous (online platform or task boxes)
Pre-Vocational Skills 30 minutes 5x per week	Instruction focused on pre-vocational and executive functioning skills that support task organization and completion	Pre-Vocational Skills 30 minutes 3x per week Synchronous
Science & Social Studies Inclusion 40 minutes 4x per week	Access to grade level content through the use of accommodated materials, small group opportunities to provide read aloud and ensure comprehension, and extended time as needed	Science & Social Studies Inclusion 20 minutes 4x per week Synchronous (breakout rooms)
Speech Language Therapy 30 minutes 2x per week	Speech language pathologist leads speech articulation exercises and provides language development instruction to increase expressive and receptive skills	Speech Language Therapy 45 minutes 1x per week Synchronous (teletherapy)
	Observation of core content class discussion to track generalization of skills taught during speech therapy and provide ideas for conversational scaffolds as needed	Speech Language Therapy 15 minutes 2x per month Synchronous (observation)
Occupational Therapy 30 minutes 2x per month	Modeling, practice activities, and access to immediate feedback for fine motor skills (e.g., pencil grip, laptop use)	Occupational Therapy 15 minutes 2x per month Synchronous (teletherapy)
	Application of fine motor skills across settings, including the home setting when virtual	Occupational Therapy 15 minutes 2x per month Asynchronous (practice)

General Education Special Education Related Services



Valentina

Valentina is a 19-year-old student with a traumatic brain injury continuing on as a senior. Valentina learns best through hands-on activities and by watching someone model the expectations. She is interested in the medical field and has expressed interest in being a nurse. Last year, she worked at a local hospital as part of her transition program, and her supervisors all reported that she was helpful and willing to do any job assigned to her. She has few friends with whom she associates while in school. Valentina is now enrolled in a Nursing Assistant Career and Technical course in the afternoons. She is a talented singer, and has been featured as a vocalist on a local artist's album.

IEP GOAL AREAS

Math Social Emotional Skills

Transition

KEY QUESTIONS

- How will needs related to the student's brain injury present differently in the virtual setting than the typical in-person setting? What additional support will be needed as a result?
- What hands-on learning experiences can be provided in the home learning environment?
- How can we ensure the student has access to transition activities and services in order to be prepared for their postsecondary plans?

ADDITIONAL SUPPORTS

- 📖 Ensure access to materials and lessons for independent review (e.g., home set of textbooks, recordings of Zoom calls, class notes from peers).
- 👥 Facilitate Valentina's participation in after-school extra-curricular clubs/activities in an area of interest to increase peer interactions.
- 📍 Work with community partners and pre-employment services to continue vocational course either on-site or at home.

SAMPLE SCHEDULE

Before COVID-19 (In-Person)	Activity / Purpose	During COVID-19 (Virtual)
Co-Taught Algebra II 🕒 50 minutes 📊 5x per week	Access to small group breakouts, reteaching/additional review, and extended time as needed	Co-Taught Algebra II 🕒 50 minutes 📊 3x per week ↻ Synchronous
	Independent practice and assessments Accommodated assignments to include copy of class notes and recording	Co-Taught Algebra II 🕒 50 minutes 📊 2x per week ↔ Asynchronous (online Platform)
Small Group Support 🕒 50 minutes 📊 1x per week	Additional practice and review related to course assignments	Small Group Support 🕒 50 minutes 📊 1x per week ↻ Synchronous
Small Group Transition Services 🕒 50 minutes 📊 4x per month	Career exploration and ACT prep on virtual platforms Build skills for navigating the community, specifically preparation for drivers education Job shadowing and referral to vocational rehabilitation	Transition Services 🕒 50 minutes 📊 2x per week ↻ Synchronous
		Transition Services 🕒 50 minutes 📊 3x per week ↔ Asynchronous
Group Counseling 🕒 30 minutes 📊 1x per week	Develop social/emotional skills alongside grade level peers (e.g., managing anxiety, resolving conflict)	Group Counseling 🕒 30 minutes 📊 1x per week ↻ Synchronous

■ General Education
 ■ Special Education
 ■ Related Services

Additional Resources

If you'd like to learn more about adapting your students' IEP services to the virtual context, we suggest the following resources:

[CAST.org](#)

CAST created the Universal Design for Learning (UDL) framework as one of their core levers of change to help make learning inclusive and transformative for everyone. They have specific resources for online and remote learning environments.

[COPAA's FAQ Regarding Students with Disabilities Who Cannot Safely Return to In-Person School Following School Re-openings](#)

This FAQ document is intended to facilitate a conversation with a student's IEP team, including the family, to determine and document what specialized services will be most appropriate for the student during times of remote learning.

[Diverse Learners Cooperative](#)

The Diverse Learners Cooperative has created numerous resources and templates for educators that include continuity of learning plans, service schedules, and learner profiles.

[DLC's Virtual IEP Meeting Guide](#)

School closures have schools and families working urgently to find the right supports for their children with disabilities. Local education agencies (LEAs) will strive to serve students to the best of their ability given the circumstances, and for some students, this means holding an IEP meeting to figure out how services look during this time period. This is a resource for IEP teams to use as they navigate their meetings to find solutions for their students.

[DLC's Virtual Learning Toolkit](#)

An online course that addresses the common questions and frustrations that learning facilitators have during virtual learning, with specific strategies tailored to diverse learner needs. Whether you're a parent, tutor, or other type of learning facilitator, you'll find the resources needed to help all children experience success.

[Educating All Learners](#)

An digital resource community and hub developed to help ensure the continuity of special education services during remote instruction and to spotlight best practice approaches for schools and educators, an alliance of national education organizations has come together to ensure equity for all learners.

[Marshall Street's Low Incidence Support Resource](#)

This document provides schools and families with ways to serve students with low-incidence disabilities. Due to COVID-19, providing support and services to students with exceptional needs outside of the school setting has created disadvantages and barriers, especially for students with low-incidence disabilities. This working document provides a variety of resources and ideas for creating consistent structures and routines during the duration of school closures, which is critical for students who have exceptional needs.

[National Center for Learning Disabilities](#)

NCLD and its community of parents, educators, and advocates will work together to navigate this new reality as safely as possible. To that end, they have created a specific web page with tools and resources for the community.

[National Center for Special Education in Charter Schools](#)

The National Center for Special Education in Charter Schools has developed resources and guidance for educators, advocates, and families to ensure that the educational opportunities and rights of students with disabilities are protected.

Thank you.



The Center for Learner Equity (the Center) was created to foster innovations that will drive inclusivity and equity in both charter and traditional public schools. The Center is committed to ensuring that students with disabilities, particularly those in under-resourced communities, have the quality educational opportunities and choices they need to thrive and learn.

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The Diverse Learners Cooperative exists to connect teachers and leaders with professional learning, resources, and networks to propel best practice for diverse learners and increase teacher retention. We believe that all learners deserve access to high quality, inclusive educational opportunities led by empowered and effective educators.

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