



Remote Learning for Students with Special Education Services

Our district will remain responsible for ensuring that special education students receive a free appropriate public education (FAPE) that addresses the individual needs of students eligible for special education services. Individualized Remote Learning Plans (IRLP) will be completed for all students with Individualized Education Plans (IEP). These plans must address the unique needs of students eligible for special education services while the district utilizes Remote Learning for all students. Our goal as a district is to ensure that staff and service providers are interacting with students on a regular basis throughout the remote learning and providing all necessary services.

Individualized Remote Learning Plans

Each child with an Individualized Education Plan (IEP) will receive an Individualized Remote Learning Plan (IRLP) created in collaboration between the case manager, all related service providers (as applicable), and the parent/guardian of the child. Prior to beginning working on these plans, we ask that you take this brief survey to give us some insight into your experience in the spring and help inform some decisions for this fall. [Return to Learning Questionnaire](#)

Case managers will create a draft copy of the [IRLP](#) and share it with the family prior to communicating the plan verbally with them. Once this communication has taken place and a verbal agreement on the plan is reached, a finalized copy will be created. An official copy will be kept in the student's special education records at the district office as well as uploaded into eSped (the online special education documentation platform) and attached to the IEP. The IRLPs will be updated at minimum annually during the annual review meeting. Any adjustments or revisions that are needed can be completed at any time so long as there is an agreement between service providers and the family.

The IRLP will not change your child's IEP in any way. This document will be utilized to provide a plan for families and staff working with your child to address their needs during a remote learning environment. Adjustments to goals and services minutes are likely to occur as we develop how to deliver our service in a remote fashion.

IEP Services

*"If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the **greatest extent possible**, each student with a disability can be provided the special education and related services identified in the student's IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504))."*

To this date, neither the Department of Education, nor the Illinois State Board of Education has relaxed or adjusted these requirements. As a result, we will be working on creating those IRLPs for each student to address the provision of a Free Appropriate Public Education and delivering each child's special education services. Please keep in mind, our service providers and teachers will be looking at the intent of the IEP goals as well as the listed minutes in your child's IEP and adjusting accordingly. We will be targeting the specific skill acquisition and/or development to determine the appropriate number of minutes to deliver live instruction. There is a high likelihood that those service minutes will look slightly different than a traditional school year.

Resource Programming

Special education resource students will continue to have access to the general education curriculum through the Google Classroom. Google Meet and/or livestream and Google Chat can be used to provide individual/small group remote learning. Special education resource teachers may choose to serve as a co-teacher within the virtual classroom in order to support inclusion in those environments.

Cross-Categorical Programming

Cross-categorical students will follow the same guidance as their general education peers in receiving five hours of instruction daily with a minimum of one hundred fifty minutes of that time being live instruction via Google Meet and/or livestream. This group of students will continue to have access to the general education curriculum per their IEP with adjusted times to reflect an equivalent amount of time spent in those environments during a traditional school year.

Early Childhood and Pre-K

Students enrolled in our Early Childhood and Pre-K programs will also engage in remote learning for the first trimester of the school year. These students will have an adjusted school day schedule as follows:

AM Programs

8:45 a.m. - 11:15 a.m.

PM Programs

12:30 p.m. - 3:00 p.m.

Each student will participate in live instruction via Google Meet and/or livestream for ninety minutes daily. Students in these programs will begin classes on Monday, August 24th.

Related Services

Students with IEPs that also require related services such as: Speech and Language Therapy, Social Work, Physical Therapy, Occupational Therapy, etc., will continue to receive those services during a remote learning environment. Service minutes within the IEP will be adjusted to meet the current educational climate with a strict focus on providing FAPE for each child. Each service provider will have their own Google Classroom for students to participate in for services to maintain confidentiality.

Paraprofessionals and Teaching Assistants

While engaging in a remote learning environment, we will be finding ways to involve our paraprofessional and teaching assistants in that process. As a valued member of our educational teams, they will receive chromebooks and professional development similar to that of our certified staff in order to assist in the service delivery.

Student Privacy Protection

In similar fashion to a traditional school year and school environment, students will likely engage in small group instruction or service provision. Google Meet and/or livestreaming will take place to provide that similar atmosphere. These sessions may be recorded to provide access to those students who are unable to participate in the live component of the day. If you would like to opt-out or have concerns regarding your student's privacy, please contact:

Matthew Crowley, Director of Special Education

matthew.crowley@district41.org

(847)245-8306

Service Provisions

In addition to the IRLPs, all service providers will maintain instructional minute tracking and/or related service logs. Templates of such documents can be previewed here. [Instructional Minute Tracking Form](#) [Related Service Log Form](#)

Our staff will continue to progress monitor student achievement by measuring their individual goal progress. Our progress monitoring schedule may need to be adjusted as identified through the child's IRLP.

IEP Meetings

All special education meetings (domain, evaluation, and annual review) will be held virtually. If a family or guardian is unable to meet virtually, considerations will be made for an on-site meeting. In the event that an on-site meeting is necessary, strict adherence to all guidance from IDPH and ISBE will be followed. We are committed to scheduling these meetings during the non-live portion of your child's instructional day.

Student Evaluations

Lake Villa School District #41 is committed to completing evaluations that were unable to be conducted during the school closure as quickly as possible once school resumes. Any new or upcoming evaluations will be conducted either on-site or virtually based on the educational team's recommendations for gathering appropriate data to inform eligibility determination decisions. Procedures for conducting on-site evaluations will be made available prior to conducting those evaluations.

Material Pick-Up

In an effort to provide equity and a more enhanced service delivery, staff will be compiling "tool kits" for families of students that require special education services dependent on the needs of your child. These "tool kits" may include such items as: manipulatives, assistive technology devices, adaptive equipment/materials, classroom/activity materials, etc. The date for this is to be determined.

Questions

Any questions regarding this plan and/or your child's educational experience during remote learning, should be directed to their case manager/service provider first. Further questions can be directed to the building Lead Teacher, Principal, and Director of Special Education.

Hooper Elementary (847) 356-2151

Steve Feldman, Principal

Annie Vinson, Lead Teacher

Martin Elementary (847) 245-3400

Scott Klene, Principal

Wendy Loveless, Lead Teacher

Thompson Elementary (847)265-2488

Lauren Crowley, Principal

Kathie Blasius, Lead Teacher

Palombi Middle School (847) 356-2118

Vic Wight, Principal

Angela Sisi, Dean of Students

District Office (847) 356-2385

Matthew Crowley, Director of Special Education