<table>
<thead>
<tr>
<th>Speaker</th>
<th>Presentation Time</th>
</tr>
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<tbody>
<tr>
<td>Introduction</td>
<td>2:30 PM</td>
</tr>
<tr>
<td>Raising Special Kids</td>
<td>2:35 PM</td>
</tr>
<tr>
<td>Mercy Care Plan</td>
<td>2:50 PM</td>
</tr>
<tr>
<td>DDD Eligibility and Employment Services</td>
<td>3:05 PM</td>
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<tr>
<td>and Vocational Rehabilitation</td>
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<tr>
<td>DDD COVID-19 Response</td>
<td>3:35 PM</td>
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<tr>
<td>Phoenix Union School District</td>
<td>3:50 PM</td>
</tr>
<tr>
<td>Questions</td>
<td>4:00 PM</td>
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</tbody>
</table>
Here with families!
here for families!
Strengthening families and systems of care to improve outcomes for children with disabilities and special health care needs.
RAISING SPECIAL KIDS

- Website raisingspecialkids.org
  - COVID-19 resource page
- Online Parent Training available 24/7
  - Live Online Training
  - View calendar and register at raisingspecialkids.org
- Weekly Facebook Live chats
- Like us/follow us on social media
RAISING SPECIAL KIDS STATEWIDE SERVICES

Connections with a trained Parent Mentor skilled at providing information and support.

Accurate, authoritative information related to your child’s disability or special health condition.

Special education consultations, training, and problem-resolution services.

Education and coaching for parents to learn the most effective methods in managing challenging behavior.
PARENT TO PARENT MENTORING

Individual mentoring and coaching for 8 weeks
  • Confidential
  • Similar experiences
  • Support
  • Guidance
  • Offered at no charge
  • Available in Spanish
  • Monitored and evaluated at 2, 4, and 8 weeks
  • Call or complete the self-referral form online

98% of parents have reported that Parent to Parent support is helpful to them
SYSTEMS OF CARE
Parent and family capacity building for effective advocacy.

• We believe that parents are naturally the most effective advocates for their children.

• Our Family Support Services are individualized to meet the unique needs of the parent or family to build their advocacy skills and provide the tools to work effectively with healthcare professionals, teachers, therapists, and others that provide direct services to children.
INDIVIDUAL FAMILY SUPPORT INCLUDES BUT NOT LIMITED TO

- Information and training on special education and systems of care
- Assist with letter writing and documentation
- Encourage communication, collaboration and partnership with professionals
- Information and training on early childhood and transition to adulthood
- Education, service, and care plan review (IFSP, IEP, ISP, IPE, etc.)
- Understanding health plan benefits
- Assist with dispute resolution, denial of service appeals, and other complaint processes and grievances.
RESOURCES

Raising Special Kids
https://m.raising specialkids.org/blog/2020/covid-19-resources

Arizona Department of Health Services
https://www.azdhs.gov/

Arizona Department of Education/Exceptional Student Services
https://www.azed.gov/specialeducation/special-education-guidance-for-covid-19/

Arizona Department of Economic Security/Division of Developmental Disabilities

Arizona Together
https://arizonatoogether.org/

Centers for Disease Control and Prevention
https://www.cdc.gov/

World Health Organization
https://www.who.int/health-topics/coronavirus#tab=tab_1
THANK YOU!

Raisingspecialkids.org
Central Arizona: 602-242-4366
Northern Arizona: 928-444-8834
Southern Arizona: 520-441-4007
info@raisingspecialkids.org
Mercy Care Services and Supports for Children & Families
Mercy Care’s DDD Integrated Contract

As of 10/1/2019, Mercy Care moved statewide to provide integrated services statewide for the DDD population that include:

• Physical health
• Behavioral health
• Children’s Rehabilitative Services (CRS)
• Limited long term services and supports (LTSS)
  o Skilled nursing facilities
  o Emergency alert services
  o Physical therapy for members age twenty-one (21) and older.

All other LTSS and Support Coordination will be provided by DDD.
System of Care Partnerships

Seamless coordination of care for children and families.

**System-Level Coordination**
- Department of Child Safety
- Comprehensive Medical and Dental Program (CMDP)
- Arizona Department of Juvenile Corrections
- Maricopa County Juvenile Probation Department
- Arizona Division of Developmental Disabilities
- Arizona Department of Education
- Adult System of Care (for transition age youth and support for families)
- Courts
Mercy Care’s Children’s Services

Outpatient Behavioral Health Providers

Group Therapy

Individual Therapy

Family Therapy

Family Support Partners

Case Management

Respite

Intensive Outpatient Program

Behavior Coaching

Specialty Services
- Birth to Five
- Sexualized Behaviors
- Transition Age Youth
- Autism
- Eating Disorders
- Psychotic Disorders

High Needs Case Management

23 Hour Observation Unit

Acute Psychiatric Inpatient Hospitalization

Substance Abuse Treatment

Behavioral Health Inpatient Facility (BHIF)

Behavioral Health Residential Facility (BHRF)

DCS Co-Location

Home Care Training to Home Care Client (HCTC)/Therapeutic Foster Care

Child Family Team

Transportation
Autism Spectrum Disorder Center of Excellence

Key Elements

- Screening and Assessment
- Early intervention
- Transition to adulthood
- Specialized Services
- Family and Member Advocacy
Services & Supports

• Mercy Care provides access to school based supports and services, as well as peer and family support for AHCCCS eligible children and families.

• Crisis intervention services are also available.
  • Services can be accessed by calling (602) 222-9444.
  • Mobile crisis teams are available to intervene at school as well as at home.
Certain services are available to children and families that are not AHCCCS eligible but have a qualifying diagnosis, including, but not limited to:

- Individual and family therapy
- Behavioral coaching
- Autism services
- Medication management (does not coverage for prescriptions)
• There are several Mercy Care providers throughout Maricopa County that have partnered with schools to provide onsite behavioral health services.

• Most of our outpatient behavioral health providers are able to provide behavioral health interventions and services in the school.
  • If the school allows it.
  • If it is clinically appropriate.
No Wrong Door Providers

- Community Bridges (substance abuse including MAT services for 16+)
- Family Involvement Center (Peer Support, Family Support and Resources)
- MiKid (Peer Support, Family Support, Mentoring and Respite)
- S.E.E.K. (autism services including ABA and life skills)
- Hope Group (ABA Services)
- Community Connections (Eating disorder program)
For more information...

• Visit our website at www.mercycareaz.org
• Contact Member Services at (800) 624-3879
• Contact Mercy Care’s Office of Individual & Family Affairs office at OIFATEAM@mercycareaz.org
Thank You
Division of Employment and Rehabilitative Services
Vocational Rehabilitation
Division of Developmental Disabilities
Vocational Rehabilitation

Provides training and rehabilitative services to people with disabilities (ages 14 and up) to help them become competitively employed in the community making at least minimum wage.
Pre Employment Transition Services (Pre-ETS)

- Instruction in Self Advocacy
- Job Exploration Counseling
- Work Readiness Training
- Work-Based Learning
- Counseling on Post-Secondary/Training Opportunities

Available to any student with a disability (age 14-22) and can be conducted virtually

These students do not have to be VR clients to receive Pre-ETS.
For People with disabilities age 14 and up who:

- Want a permanent job in the community that pays at least minimum wage.
  - subminimum wage for youth 24 years of age or younger must be referred to VR first
- Can learn to be mostly independent on the job once they have learned the job.
- Who require VR support to get ready for, get, and keep a job.

All VR services provided must be related to helping the person reach their specific job goal.
May Include:

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Assessments</th>
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<tbody>
<tr>
<td>- On-the-Job Training</td>
<td>- Job-Related Services</td>
</tr>
<tr>
<td>- Treatment Services</td>
<td>- Self-Employment Assistance</td>
</tr>
<tr>
<td>- Vocational Rehabilitation Counseling</td>
<td>- Interpreting Services</td>
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</table>

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<thead>
<tr>
<th>Assistive Technology</th>
<th>Pre-Employment Transition Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Job-Readiness Training</td>
<td>- Personal Assistance</td>
</tr>
<tr>
<td>- Post Secondary Education</td>
<td>- Vehicle Modification</td>
</tr>
<tr>
<td>- Disability-Related Skills Training</td>
<td>- Home Modification</td>
</tr>
</tbody>
</table>

All VR services provided must be related to helping the person reach their specific job goal.
Ways to get connected with VR

Schools can refer*

DDD can refer: DDD will have student and guardian complete sign release of information to VR

Behavioral Health Clinics can refer*

The person can refer themselves by contacting a VR office or applying online*

*VR staff will then have student and guardian sign a release of information to request DDD referral packet
The VR Steps

**STEP 1**  
Orientation  
(You are Here)

**STEP 2**  
Application Intake

**STEP 3**  
Eligibility

**STEP 4**  
Write Your Plan

**STEP 5**  
Participate in Planned Services

**STEP 6**  
Get Hired!
Who is eligible for DDD Services

Eligibility requirements:

- Arizona resident,
- Citizens and people with U.S. legal status,
- Voluntarily apply,
- Meets medical criteria,
- DDD eligibility requirements are mandated in legislation.

One of four (4) diagnoses:

- Autism,
- Cerebral Palsy,
- Epilepsy, or
- Intellectual Disability
The disability must result in substantial functional limitations in three (3) or more of the following areas of major life activities:

- Self care
- Receptive and expressive language
- Self-direction
- Mobility
- Learning
- Economic self-sufficiency*
- Capacity for independent living*

*18 years or older
The disability must:

- Be documented in medical or school records
- Have been manifested prior to age eighteen (18)
- Be likely to continue indefinitely

*DDD Redetermination conducted at age 6 and 18*
Once a person is found eligible they will be contacted by a Support Coordinator (case manager)

• Assist with connecting individuals with services and resources.
• Is the person’s primary contact with the Division.
• Meets with the individual/family at regular intervals
• Serves many roles, the first of which is assessing needs and developing an Individualized plan.
• Uses an individualized planning approach to create the planning document (formerly the ISP)
Individual Supported Employment (ISE)

- Competitive wages with an employer in the community
- Wages paid by the employer
- Job coaching supports
- Job search services

Employment Support Aid (ESA)

- 1-to-1 support while at work
- Can be to assist the person with personal care needs while at work
- Behavioral support
- On the job support can be long-term
Group Supported Employment (GSE)

- Community Integrated Work setting
- 2-6 members supervised by provider staff and paid by the hour
- Sub-minimum or minimum wage dependent upon individual productivity
- Typical settings include enclaves or mobile work crews

Center-Based Employment (CBE)

- Facility-based, non-integrated settings
- Supervised and paid by agency provider based on productivity
- Paid work and vocational skill building
Career Preparation and Readiness (CPR)

- Promotes movement from CBE settings to integrated employment
- Available to members currently in CBE
- Time-limited services up to 6 months, with an option for two three month extensions.

Transition to Employment (TTE):

- Classroom based training that teaches the soft skills required for employment, with 17 topics.
DDD/VR Collaboration
## VR and DDD - Who is Who?

### Department of Economic Security

**Division of Employment and Rehabilitative Services**

**Vocational Rehabilitation**

Helps a client:

- Prepare for employment, find a job and begin employment
- Goal: Competitive Integrated Employment
  - subminimum wage for youth 24 years of age or younger must be referred to VR first
- All services must support attainment of a specific job goal
- Serves all people with disabilities, regardless of ALTCS eligibility

**Division of Developmental Disabilities**

**ALTCS Employment Services**

Assists a member:

- Are usually **long-term** supports and services
- Provide ongoing support and helps person maintain employment
- Services aim to support the person in achieving life goals
- Services for ALTCS eligible members only
RSA/VR + Arizona School Districts

All High Schools may receive the following services:

• Outreach
• Referral coordination
• Technical assistance
• Pre ETS
• Joint planning

RSA/VR + Regional Behavioral Health Authority

Collaborative Protocols

• Referral Process from BHS Clinic
• Expedited eligibility (30 days)
• Co-location of VR Counselors
• Coordination of services
VR/DD Interagency Collaboration Team Members

**Department of Economic Security**

<table>
<thead>
<tr>
<th>Division of Employment Rehabilitative Services</th>
<th>Division of Developmental Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Rehabilitation</td>
<td>ALTCS Employment Services</td>
</tr>
<tr>
<td><strong>Statewide Developmental Disabilities Coordinator</strong></td>
<td><strong>Employment Services Manager</strong></td>
</tr>
<tr>
<td>• <em>Charmayne Duerson</em></td>
<td>• <em>Margaret Corcoran</em></td>
</tr>
<tr>
<td><strong>Developmental Disabilities Specialist</strong></td>
<td><strong>Employment Services Specialists</strong></td>
</tr>
<tr>
<td>• <em>Fiona Donohoe</em></td>
<td>• <em>Steven Marcelo</em> – District Central</td>
</tr>
<tr>
<td><strong>Specialized VR Counselors throughout the State</strong></td>
<td>• <em>Nelly Sanchez</em> – District South</td>
</tr>
<tr>
<td><strong>Transition Team</strong></td>
<td></td>
</tr>
<tr>
<td>• <em>Abel Young</em></td>
<td></td>
</tr>
</tbody>
</table>
• DDD Support Coordinator discuss employment goals at planning meetings
• VR expedited eligibility (30 days)
• Extended Supported Employment for ALTCS eligible clients
• Both VR & DDD attend meetings with community partners (IEP, IPE, and DDD/Planning meetings)
Virtual Services

Vocational Rehabilitation
• Offices are open
• Services are being provided virtually when possible
• Some restrictions on in-person services due to COVID

Division of Developmental Disabilities
• Conduct 90-day meetings virtually
• In person services to members are available for essential job functions
• Telehealth services are available to members for habilitation objectives and employment outcomes
• Employment services included for telehealth: CBE, CPR, TTE, GSE, ISE and ESA
• Habilitation services included for telehealth: HAB, DTA, DTT, DTS and HAI/HID

Resources

Arizona Division of Developmental Disabilities
www.des.az.gov/services/disabilities/developmental-disabilities

Arizona Vocational Rehabilitation
www.des.az.gov/vr

AHCCCS
www.azahcccs.gov

Arizona@Work
www.arizonaatwork.com

Arizona Disability Benefits 101
www.az.db101.org

Job Accommodation Network
www.askjan.org

Arizona Employment First
www.azemploymentfirst.org
DDD’s top priority is the health and safety of our members, their families, and the professionals in our program that support them.

The Division of Developmental Disabilities (DDD) is:

• Working with ADHS and CDC guidelines to ensure appropriate measures are in place to allow for the continuation of necessary services.
• Monitoring service delivery and availability to ensure service continuation.
Changes in DDD Regarding COVID-19

- Governor’s Executive Order – Visitor Policies for SNF, ICF and ALF.
- DDD contacted all facilities and encouraged GHs to implement similar policies.
- DDD reminded all providers to review their Pandemic Performance Plans.

March 11, 2020

- Instructed vendors on what to do if they needed to change their service delivery for a specific member or location as a result of COVID-19. DDDQMUDocs@azdes.gov

March 12, 2020

- Support Coordinators began conducting planning meetings through video conferencing or telephone calls.

March 16, 2020

- Authorized some telehealth services
- DDD suspended all on site monitoring except for health and safety threats.
- Suspended in-person Article 9 training and extended Train the Trainer certifications for 90-days.
- Reinforced CDC and ADHS hygiene guidance with vendors.

March 17, 2020

- Announced PRC meetings would be conducted via video conference or telephone.
- Granted 90-day extension for expiring CPR/First Aid certifications.
- Started virtual Article 9 training.
- Adjusted Prevention and Support expectations for new hires.

March 18, 2020

- Authorized completion of CPR/First Aid training to be conducted online.
- Temporarily suspended 90-day training requirements for new Direct Care Workers.
Changes in DDD Regarding COVID-19

- Approved Day Treatment services to be provided in a member’s home or developmental home.
- Allowed billing for 1:1 and 1:2 day treatment ratios without prior approval.

March 25, 2020
- Approved Day Treatment services to be provided in a member’s home or developmental home.

March 29, 2020

March 31, 2020
- Governor’s Executive Order – Stay Home, Stay Healthy, Stay Connected

April 8, 2020
- Employment and Habilitation authorized for delivery via telehealth during COVID-19
- Family members approved to temporarily be paid as Direct Care Workers for their children.
- Respite hours increased to 720 maximum for period ending 9/30/2020

April 10, 2020
- Employment and Habilitation authorized for delivery via telehealth during COVID-19

April 15, 2020
- Positive COVID-19 Reporting and Technical Assistance guidance posted for vendors

Document has been updated: 4/3, 4/10, 4/14, 4/17, 5/15, 5/27, 6/2, 7/1, 7/8, 7/10, and 7/21
Changes in DDD Regarding COVID-19

Guidance for Congregate Settings (Group Homes/Developmental Homes) and Direct Care Workers (DCW)

- Mitigating Risk of Spreading COVID-19
- Cleaning and Disinfection
- Environmental Measures
- Agency Preparedness
- Anticipatory Member Protections
- Guidance on Suspected and Confirmed Cases of COVID-19 in Staff and Members
- Providing Care to Members Confirmed with COVID-19

- Reporting Cases of COVID-19
- Appendix 1: Social distancing to limit further spread
- Appendix 2: Room isolation
- Appendix 3: Caregiver guidance
- Appendix 4: Supporting members who have confirmed cases of COVID-19
- Appendix 5: Non-Emergency Transportation
- Appendix 6: Summary of Changes

Guidance can be found at DDD COVID-19 webpage: https://bit.ly/DDDProviderGuidance
Positive COVID-19 Reporting and Technical Assistance

• Requires the vendor to submit an incident report and tells the vendor how the Quality Management Unit and Health Care Services Teams will support the vendor.

• Guidance was updated to provide additional information to vendors regarding negotiated rates in DDD Group Homes to provide care for members who are positive for COVID-19.

• Requires vendor to report to current members, prospective members, and next of kin (defined as involved family members who are not legally responsible) and legally responsible persons/guardians including updated clarification on who must be informed and when.
Positive COVID-19 Reporting and Technical Assistance

• Additional information vendors are required to report
  • Their email and phone number
  • The address of the service site
  • Site code (group home only)
  • The AHCCCS ID of any other DDD members living at the same home or attending the services site
  • Any other services, that the vendor is aware of, that were delivered to the member 14 days prior to the positive test
  • Any other vendors/service providers, that the vendor is aware of, that provided services to the member 14 days prior to the positive test

• As required by Governor Ducey’s Executive Order, all Intermediate Care Facility resident and staff are being tested by next week

<table>
<thead>
<tr>
<th>Residential Setting</th>
<th>Total Members</th>
<th>Positive COVID-19 Cases</th>
<th>Member Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family/Own Home</td>
<td>39,064</td>
<td>308</td>
<td>9</td>
</tr>
<tr>
<td>Licensed Residential Setting</td>
<td>4,973</td>
<td>320</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>44,027</td>
<td>628</td>
<td>30</td>
</tr>
</tbody>
</table>

Data gathered from:
• Incident Reports submitted to the Division
• Arizona Health Information Exchange
• Monday Close of Business Data Posted each Tuesday.
Temporary Incentive Rates (April 13, 2020 - August 31, 2020)

• The Division is providing additional funding by temporarily adjusting rates for select services through an alternative payment model

• The rate adjustments assist Qualified Vendors in retaining and recruiting direct care staff

• In order to receive the incentives:
  • Qualified Vendors must agree to distribute at least 80% of the incentive adjustment amount to the direct care staff in the form of a temporary increase in salary, wages, stipends, and related ERE costs.
  • Apply for the Provider Relief Fund from Medicaid
CDC Guidance for People at Higher Risk for Severe Illness

Underlying health conditions for vulnerable individuals include:

- **Risk for Severe Illness Increases with Age**
- People living a nursing home or long-term care facility.
- People of any age with the following conditions:
  - Cancer
  - Chronic Obstructive Pulmonary Disease (COPD)
  - Immunocompromised state from solid organ transplant
  - Obesity (body mass index [BMI] of 30 or higher)
  - Serious heart condition
  - Type II Diabetes Mellitus
  - Chronic kidney disease (and undergoing dialysis)
  - Hemoglobin disorders such as Sickle Cell Disease and Thalassemia
The following health conditions might be at increased risk:

- Asthma (moderate-to-severe)
- Cerebrovascular disease
- Cystic fibrosis
- Hypertension or high blood pressure
- Immunocompromised state (weakened immune system) from
  - blood or bone marrow transplant,
  - immune deficiencies,
  - HIV,
  - use of corticosteroids, or use of other immune weakening medicines
- Neurologic conditions, such as dementia
- Liver disease
- Pregnancy
- Pulmonary fibrosis
- Smoking
- Thalassemia (a type of blood disorder)
- Type I Diabetes Mellitus
People with Disabilities:

- People who have limited mobility or who cannot avoid coming into close contact with others who may be infected, such as direct support providers and family members.
- People who have trouble understanding information or practicing preventive measures, such as hand washing and social distancing.
- People who may not be able to communicate symptoms of illness.


What’s Next for DDD

DDD does not have a defined end date for its Service Flexibilities.

We have seen some interest from Vendors wanting to re-open.

- DDD is monitoring Vendor reopening plans. DDD Quality Management staff reviewing Providers’ Policies, Procedures and Mitigation Strategies before reopening.
- DDD required Qualified Vendors to attest to following the CDC, ADHS, and DDD guidelines.
- DDD provided additional support and technical assistance to DDD staff about mitigation strategies and identifying risks.
Behavioral Health Support for Members and Families

- Peer and family support agencies are equipped to quickly provide virtual behavioral health support, tips and guidance.

- They are able to assist a member who may have unique worries associated with the fear of COVID-19 as well as difficulty with adjustments to normal activities as a result of the COVID-19 pandemic.

- Agencies are able to evaluate the member to determine if a behavioral health referral is needed in addition to their current supports.

- Families or staff can contact these agencies directly

DDD has resources available on its COVID-19 webpage under the “Resources for Families and Members” section: https://bit.ly/DDD_COVID19Actions

- General Resources
  - CDC Activities and Initiatives Supporting COVID-19
- Qualified Vendors and Providers
- Members and Families
- List of Service Delivery Changes
- COVID-19 Temporary Provider Payment Strategies
- Qualified Vendor/Provider Surveys
Customer Service Center
1-844-770-9500 option 1
DDDCustomerServiceCenter@azdes.gov
The Phoenix Union High School District is committed to developing and preparing students for success in College, Career, and Life. In order for our students to go places and do things that matter, every learner should possess the necessary attributes for success in an ever-changing world.

**Learner Profile Attributes**

- **Communication**
  - I respectfully and productively engage with others to generate outcomes.

- **Self-Efficacy**
  - I use my emotional intelligence to effectively advocate for myself and others in order to become influential and inclusive leaders.

- **Adaptability**
  - I change my actions and approach to doing things in order to adapt to new conditions.

**Perseverance**

- I identify and analyze a problem, evaluate opportunities, and propose possible solutions. I find a critical awareness to always do the right thing while also learning from my experiences.

**Problem Solving**

- I leverage challenges by prioritizing and pursuing growth in order to achieve a goal or outcome, using a growth mindset.
Special education - a Service, not a place

- IEP and 504 teams will keep in mind:
  - student learning profile,
  - learning strengths and needs,
  - personal situation (employment, family care provider, transportation access, ability to provide educational support during the school day, etc.), and
  - which learning program the student is leaning towards
- Collaboration with SFS, ELD, and ESS personnel will be vital to the work – from an instructional and compliance standpoint
  - When does the student require specially designed instruction?
  - When does the student require related services?
  - How can I work with others to make sure the student receives necessary supports and services?
  - How can I make sure to use evidence-based practices to engage all learners in my class?
Supporting special populations remotely – What works?

• Instructional scaffolding
• Accommodations and modifications
• Universal design for learning
• Positive Behavior Interventions and Supports
• Virtual explicit instruction
• Self – regulation

(IDEAS that Work TOPICAL ISSUE BRIEF | Evidence-Based and Promising Practices to Support Continuity of Learning for Students With Disabilities, April 2020)
Supporting special populations remotely – What works?

• Inclusive services, such as co-teaching and providing S.U.C.C.E.S.S., will be provided but will look differently.

• One pagers help our staff help our students with no tech, low tech and high tech methods to engage.

• Students with significant cognitive disabilities can engage in remote virtual learning, when teachers use varying means of doing so.

• Illinois State Board of Education - Remote Learning for Students with Significant Intellectual or Multiple Disabilities, April 2020

• ADE ESS Distance Learning and Special Education resources, https://www.azed.gov/specialeducation/special-education-guidance-for-covid-19
We are here to help you!

- We are **compassionate** to the needs of our students and families as well as our staff during these complex times to achieve readiness in college, career and life.

- We are **creative** in our service delivery for all students to build a strong school community.

- We are **courageous** in our conversations with one another about what we did during the spring closure, who we are, and what we want to do to educate forward in creating a culture of excellence.

- We are **collaborative** in providing free appropriate public education and making sure student needs are met within our developing an innovative portfolio of schools.

- We are **conscious** of decisions we make in scheduling students, maintaining high expectations for rigor and educational placement.

- We are **committed** to meeting the academic and social emotional needs of our students.
Who can help?

• ESS Facilitators are available at every school to answer questions and assist with questions and supports.  https://www.pxu.org/Page/17202

• ESS is located within Phoenix Union’s Teaching and Learning Division.

• District Management for ESS:

  Wendy Collison    Amy Steinbugl    Lauren Tauscher
  602-764-1024    602-764-1009    602-764-1124
Questions from the chat...