TN Department of **Education**

SPECIAL POPULATIONS

SCHOOL REOPENING TOOLKIT: SPECIAL POPULATIONS

In preparation for reopening, LEAs and school staff are working diligently to plan for all possible scenarios that may impact school operations and student learning. While tasked with forward-thinking about safety and logistics, schools must also prioritize equity while developing their operational structures and programming for all students, including students with disabilities and English learners. This toolkit will focus on re-opening strategies that are specifically targeted toward providing meaningful educational opportunities and services to our special populations. The questions and considerations in this toolkit are intended to be a guide for districts as they make plans to support all learners.

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All information in the document is non-regulatory guidance issued for general informational purposes only. This document is not intended   to constitute legal advice. Because local school board policy and unique facts make dramatic differences in analyzing any situation, the   Tennessee Department of Education advises each school district to consult with the local school board attorney for specific legal advice   regarding the impact of the COVID-19 pandemic on school operations.

Checklists

Below are brief checklists that districts and schools should consider when planning for reopening after closure.

Planning for Reopening (for districts and schools)

☐ Designate a point of contact (POC) at the district level for each population (students with disabilities, English learners, at-risk, highly mobile, etc.) to develop district reopening expectations, including a communication protocol and a system to document completion.

☐ Complete the Self-Assessment Program Planning Tool in Appendix A.

☐ Develop a check-in procedure for materials that have been assigned to students for learning during closure or summer sessions.

☐ Develop welcome back messages for teachers, families, and the community.

☐ Assess the need for staff professional development prior to reopening (e.g., training for case managers on the determination of need for compensatory services) and develop a plan to ensure identified needs are met.

☐ Consider hosting a virtual or in-person informational night for families.

☐ Create schoolwide lessons for teachers addressing the social and personal impact of COVID-19.

☐ Collaborate with McKinney Vento Liaison and/or Migrant Education Liaison or Coordinator(s) to assess family needs.

☐ Develop a plan for collecting learning loss and learning recovery data and providing remediation, intervention, and/or compensatory services.

☐ Identify technology needs and develop a plan to implement potential future virtual learning.

☐ Identify possible funding options (e.g., IDEA funds, grant funds, CARES, etc.) to assist with planning for future virtual learning, the provision of professional development for staff, and services needed as a result of the extended school closure.

☐ Identify current resources available to assist with student needs (e.g., mental health, behavior, academic intervention, etc.).

The Coronavirus Aid, Relief, and Economic Securities (CARES) Act established funding intended to provide relief for existing needs and to plan for future needs. Here is a summary of allowable one-time funds:

- Purchasing education technology
- Providing summer learning and supplemental afterschool programs (including online)
- Planning for long-term closures
- Addressing the unique needs of special populations
- Providing mental health services
- Conducting other activities necessary to maintain operation of services and employing existing staff and coordination activities, including childcare and the needs of principals and school leaders

You can find more information pertaining to Tennessee's response plan in this Response to COVID-19 Presentation.

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Reopening

District

☐ Establish district reopening expectations for each population (students with disabilities, English learners, at-risk, highly mobile, etc.).

☐ Develop a check-in procedure for materials that have been assigned to students for learning during closure or summer sessions.

☐ Collect information from specialists and building leaders on staffing changes or needs.

☐ Establish additional supports for students and families (small group open houses that feature additional supports, etc.).

☐ Prepare for student technology needs for learning in schools and at home.

☐ Examine local policies regarding attendance requirements, emergency drills, and grading/GPA calculation.

☐ Ensure all information communicated to families is made available in their primary language.

Special Education Supervisor

☐ Develop a check-in procedure for special education materials and equipment that had been loaned to students or families. Refer to Appendix G: Material and Equipment Check-in.

☐ Collect information from special education case managers regarding initial evaluations and reevaluations with status and due dates and create a tracking system. Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.

☐ Determine the best method for distributing evaluations to assessment specialists in order to complete them in a timely manner. Consider a possible temporary change in the structure of case assignment. For example, considering assigning assessment teams to complete certain types of disabilities evaluations or by school clusters; assigning assessment teams to work on reevaluation summary reports for upcoming and past due reevaluations within certain grade bands or assigning assessment teams to work on reevaluation assessments.

☐ Complete any TEIS transition meetings and follow up with late referrals as soon as possible.

☐ Communicate with building principals about IEP meeting load and coverage needed for teachers to attend. Refer to Appendix C: IEP Meeting Tracker.

☐ If necessary, discuss role and expectation changes with staff – with applicable professional training. This would also include district supervisors clarifying expectations and providing training to principals and staff on creating appropriate learning spaces in each school.

School

☐ Develop a process to provide parents with all returning information (i.e., teacher name(s), schedules, school/classroom expectations, orientation dates/times, locker information, etc.) needed.

☐ Develop a check-in procedure for special education equipment that had been loaned to students or families.

☐ Develop a process for revisiting daily routines with students. It should not be assumed all students will recall routines prior to schools closing.

☐ Allow students time to share personal experiences while on school closure.

☐ Collect information from special education case managers regarding initial evaluations and reevaluations with status and due dates and create a tracking system. Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.

☐ Determine the best method for distributing evaluations to assessment specialists in order to complete them in a timely manner. Consider a possible temporary change in the structure of case assignment. For example, considering assigning assessment teams to complete certain types of disabilities evaluations or by school clusters; assigning assessment teams to work on reevaluation summary reports for upcoming and past due reevaluations within certain grade bands or assigning assessment teams to work on reevaluation assessments.

☐ If necessary, discuss any role changes to staff and provide any applicable professional training (i.e. learning spaces, materials, and instructional delivery, etc.).

☐ Update ILPs for English learners.

Case Manager

☐ Prior to the students return, connect with families and students who may need additional support or preparation in advance of returning to school.

- Develop social stories to remind the student of school and classroom expectations and/ or transition the students to new school/classroom expectations, if applicable. Example social stories and other resources are available at: https://vkc.vumc.org/vkc/triad/covid19/.
- Offer opportunities for students to meet or talk to any new staff who may be working with the child.
- Provide printed or visual schedules outlining any changes.
- Check in with families about any changes in medical/health status and update any healthcare plans and IEPs if necessary.
- Facilitate peer connections for students who may be apprehensive about returning or for students who would benefit from additional natural supports and modeling.

☐ Ensure parents have all returning information (i.e., teacher name(s), schedules, school/classroom expectations, orientation dates/times, locker information, etc.).

☐ Communicate with IEP team members, including parents, to determine if IEP team meetings are necessary for students based upon the current learning environment (in-person, hybrid, or virtual) and schedule necessary IEP team meetings. Note: If a student's IEP can be fully implemented as written with only a change in modality (i.e., virtual versus in-person), then an IEP does not need to be revised. The change in modality can be documented on a distance learning plan. However, if changes to the IEP are required to ensure the student continues to receive a free and appropriate public education in a virtual setting modality, then the IEP team must convene to discuss those changes.

☐ Communicate with building principals about IEP meeting load and coverage needed for teachers to attend. Refer to Appendix C: IEP Meeting Tracker.

☐ Complete annual meetings as soon as possible.

☐ Review student progress and determine on an individual basis the remediation, intervention, and/or compensatory services that are necessary. Refer to Special Education Services section.

☐ Once the IEP team has determined compensatory services needed, develop a method for tracking compensatory services owed and delivered. Refer to Appendix J for example template.

☐ Document all parent communications from school closures in EasyIEP contact logs.

☐ Share updated schedules with building level administrators and teachers.

General Education Teachers

- ☐ Collaborate with special education teacher(s) and providers to determine the student needs, accommodations and/or modifications, and coordinate the student services to minimize disruption to learning.
- ☐ Ask for access to any IEPs, ILPs, and BIPs for students who may have them and plan for supporting their goals.
- ☐ Request supports from special educators (e.g., visual supports, communication strategies, reinforcers, etc.) to encourage engagement and participation from students who may be reluctant or struggle with alternative learning environments.
- ☐ Make arrangements for regular communication with special educators about curriculum plans, progress, and areas of support.
- ☐ Consider supports to embed within the classroom structure in order to proactively address student needs for access and engagement in instruction (e.g., alternative seating, access to audiobooks, graphic organizers for notes, pre-teaching key vocabulary, access to assistive technology, manipulatives or hands-on learning materials, etc.).
- ☐ Contact parents and determine the best way to communicate regarding their student's progress and learning.

Assessment Specialists

- ☐ Complete any evaluations, re-evaluations, and annual meetings, as well as TEIS transition meetings and late referral meetings, as soon as possible.
- ☐ Collect and organize documentation of all parent communications (document in EasyIEP contact logs) from school closures.
- ☐ Communicate the status of all open evaluations to their supervisors (i.e., evaluation procedures still needed to determine eligibility) to determine any case redistribution needs. Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.
- ☐ Document reasons for evaluation delays in the student's file and on the prior written notice to the parent when determining eligibility in the "other factors" section (Item #6 on the prior written notice).
- ☐ If timeline exceeds deadlines due to factors unrelated to reasons outlined in the guidance documents or for lengths longer than those included in the guidance documents, follow the normal steps to document delays or extension requests.
- ☐ For service providers, share updated schedules with building level administrators and teachers.

Best Practices/Guidelines

Reopening Considerations

There are a number of different models that can be used for reopening schools. The _Reopening Schools: Overview Guide for LEAs_ provides guidance on deciding which option may be appropriate in light of the district's health information and readiness. The department has outlined four possible, but not explicitly recommended, categories.

While tasked with forward-thinking about safety and logistics, schools must also prioritize equity while developing their operational structures and programming for all students, including students with disabilities and English learners. The following are considerations for special populations for each of the four options.

CATEGORY 1 ALL STUDENTS PHYSICALLY IN SCHOOL BUILDINGS
Health and Safety Considerations
- How will the district work with local/state health departments to coordinate on-site screening needs and implementation of recommendations?   - How will federal and state public health regulatory guidance and local safety procedures and operations be communicated to all staff and related or contracted service providers who will support students with disabilities?   - How will you support students with disabilities who are not able to wear masks?   - What accommodations will be made for the use of masks when providing speech therapy or working with students who are hard of hearing?   - What accommodations will be made for students who struggle with social-cognition and understanding teacher and peer cues through masks?   - What protective measures will be provided to staff who are responsible for meeting students' medical, personal, or support needs?   - How are the various needs of students with disabilities (e.g., restroom use, transitions, travel, recess, cleaning) addressed in your COVID-19 procedures and protocols?   - Is there a process in place for staff to report safety concerns or seek guidance?   - Will additional PPE and training for staff working with students who may be prone to coughing, spitting, or otherwise spreading respiratory droplets be provided?   - Does the district/school have protocols in place to clean technology devices and equipment (e.g., communication devices, adaptive equipment, amplification systems, shared computers, sensory room equipment, etc.)?   - Are there opportunities to minimize the number of adults working in close proximity of a student or groups of students?
Instructional Considerations
- How will districts ensure that students with disabilities remain included in the general education program alongside typical peers to the greatest extent possible, even when planning for physical distancing and/or alternate scheduling? How will they ensure that any plans made do not unintentionally segregate students with disabilities?   - How will you ensure that students with disabilities are included in the school-wide remediation

CATEGORY 1
ALL STUDENTS PHYSICALLY IN SCHOOL BUILDINGS

plan?

- Are there scheduling changes needed to be able to provide remediation, intervention, or compensatory services?
- Do students or staff who rely on lip-reading and/or facial expressions to communicate have access to transparent masks or face shields? Have transparent masks or face shield been provided to all the teachers and peers engaging with that student or staff member to facilitate communication?
- Do the plans allow for the provision of instruction outside and/or by open windows as weather permits?
- Do technology stations need be arranged differently to comply with distancing guidelines?
- Will student access to technology be monitored and/or scheduled to ensure equipment is cleaned between users?

Procedural Considerations

- How will you address parent participation if a parent is unable to attend IEP team meetings in person due to health concerns?
- What precautions will be put in place for evaluations that will begin when school resumes?
- Are there staffing changes that will be needed to ensure all students are receiving their IEP services if some staff are unable to return to in-person or online instruction?
- Does the district have a process of obtaining signatures on documents completed during closure? Signatures should be dated the date the person is signing not when the meeting occurred.
- How will IEP-at-a Glance documents be distributed to all teachers to ensure IEPs are being followed?

Fiscal Considerations

- How can you utilize the additional grant funds to provide additional services to students with disabilities to mitigate learning loss, provide intervention, and/or provide compensatory services?
- How can you utilize the additional funding to address staffing and instructional needs?
- How can you utilize additional funds for outstanding evaluations and IEPs to ensure that options will be generated for the annual daily membership (ADM) report? (Note: eligibilities and IEPs that are out of date will not generate an option in EasyIEP and not be counted in the ADM report.)

CATEGORY 2
ALL STUDENTS PARTICIPATE IN VIRTUAL AND DISTANCE EDUCATION

Health and Safety Considerations

- Will the services provided to the student in a virtual or distance education setting require adult support on-site at any time (e.g., equipment set-up, physical checks of progress on motor goals, assistive technology problem-solving or installation, short-term instruction to support access or virtual or distance learning, etc.)?
- If at-home services or visits are needed to support a student's IEP/504 plan, what guidelines will be given to the provider and the family to ensure safety?

Instructional Considerations

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CATEGORY 2
ALL STUDENTS PARTICIPATE IN VIRTUAL AND DISTANCE EDUCATION

- Schools delivering educational services to children virtually, either IEP services or supplemental learning opportunities, must continue to protect a student's privacy and health and educational records in accordance with the law.
  - How will the district ensure school-based providers consult with their district's school board attorney before selecting virtual learning platforms and engaging in online transmission of educational services to ensure compliance with state and federal regulations and current federal guidance?
- How will required special education services be provided?
- How will you ensure that all students receive their needed accommodations and/or modifications for instruction per their IEP/504 plan? What collaborative planning needs to take place to accomplish this? What professional learning needs to occur to equip teachers with the tools to provide accommodations and/or modifications virtually?
- What materials and equipment are needed to access instruction and/or provide accommodations (e.g., communication system device, assistive listening devices)? How will you support parents and students with troubleshooting equipment problems?
- How will paraprofessionals support student learning?
- Are there scheduling changes needed to be able to provide virtual remediation, intervention, and/or compensatory services?

Procedural Considerations

- If a student's IEP can be fully implemented as written with only a change in modality (i.e., virtual versus in-person), then an IEP does not need to be revised. The change in modality can be documented on a contingency or distance learning plan. However, if changes to the IEP are required to ensure the student continues to receive a free and appropriate public education in a virtual setting modality, then the IEP team must convene to discuss those changes. A decision to convene an IEP team meeting due to a change in modality is based on the individual needs of the student.
- How will services be documented? Are you using a contingency plan or distance learning plan? Refer to Appendix L for an example.
- Do all school IEP team members have access to the family's preferred method of contact and the students IEP goals and services?
- Do parents have a current contact list of teachers and related service providers?
- Do school staff have a planned method of communicating with each other to coordinate schedules and services where applicable?
- What process and/or tool(s) will be used for documenting attendance, data and notes after each session?
- What process will be used to ensure parent participation in IEP meetings?
- What will your evaluation process look like in a virtual environment?
- What does child find look like during virtual/distance learning?
- Does the district have a process of obtaining signatures on documents completed during closure? Signatures should be dated the date the person is signing not when the meeting occurred.
- How will IEP-at-a Glance documents be distributed to all teachers to ensure IEPs are being followed?

Fiscal Considerations

CATEGORY 2
ALL STUDENTS PARTICIPATE IN VIRTUAL AND DISTANCE EDUCATION

- How can I utilize the additional technology grant funds to ensure that students with disabilities have the resources needed to fully participate virtually?
- How can educational assistants and other staff be utilized in a virtual environment?
- How can funds be used to support additional costs related to contracts with assessment staff and teletherapies in a virtual environment?

CATEGORY 3
SOME STUDENTS IN PHYSICAL BUILDINGS AND SOME STUDENTS VIRTUAL

Health and Safety Considerations

- See Categories 1 and 2 for baseline considerations for students physically in buildings and for students attending virtually.
- How will you determine who is served virtually versus in person?
- Can parents choose for their student(s) only to attend virtually?
- Are there students that can be better served in one or the other option?
- Will you allow a full virtual option for students whose parent(s) have health issues and student attendance would pose a significant risk?
- What precautions will be out into place for students with disabilities that attend in person?
- For students with medical needs that are attending school, is there a plan for the provision of medical services (e.g., medication administration, diabetes testing, catheterization, etc.)?

Instructional Considerations

- How will students participating in virtual instruction receive all of their required special education services?
- How will staff be assigned to ensure students in both settings are served appropriately?
- Has a contact been established for online access and technology troubleshooting? Has that information been communicated to families?

Procedural Considerations

- If parents select a virtual attendance option, the IEP team should review the current services and determine if changes are needed in service frequency, length, or duration when participating virtually. If a student's IEP can be fully implemented as written with only a change in modality (i.e., virtual versus in-person), then an IEP does not need to be revised. The change in modality can be documented on a contingency or distance learning plan. However, if changes to the IEP are required to ensure the student continues to receive a free and appropriate public education in a virtual setting modality, then the IEP team must convene to discuss those changes. A decision to convene an IEP team meeting due to a change in modality is based on the individual needs of the student.
- How will you ensure students with disabilities are not disproportionately assigned to one of the options (e.g., checks to ensure all students with disabilities are not required to attend physically, all students with disabilities only offered a virtual option, etc.)? How will you communicate the schedules to students and their families?
- Have staff coordinated and communicated their schedules to ensure all students are accounted for across each learning option?
- How will services be documented for virtual instruction? Are you using a learning plan?
- What will your evaluation process look like for students in a virtual environment?

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CATEGORY 3
SOME STUDENTS IN PHYSICAL BUILDINGS AND SOME STUDENTS VIRTUAL

- What does child find look like in regards to those using virtual/distance learning?
- Does the district have a process of obtaining signatures on documents completed during closure? Signatures should be dated the date the person is signing not when the meeting occurred.
- How will IEP-at-a Glance documents be distributed to all teachers to ensure IEPs are being followed?

Fiscal Considerations

- How will funds be utilized to support both in-person and virtual instruction?
- How can you utilize the additional grant funds to provide additional services to students with disabilities to mitigate learning loss, provide intervention, and/or provide compensatory services?

CATEGORY 4
CYCLICIAL OR INTERMITTENT PHYSICAL AND VIRTUAL EDUCATION

Health and Safety Considerations

- See Categories 1, 2 and 3 for baseline considerations for students physically in buildings, students attending virtually, and both options simultaneously.

Instructional Considerations

- What guidance and preparations are needed for teachers, students and families to quickly pivot to virtual instruction as needed?
- How can you proactively prepare for materials and equipment that will be needed to access instruction and/or provide accommodations (e.g., communication system device, assistive listening devices) if instruction needs to move virtual for a student, class, or school?
- How will you ensure that all required special education services continue to be provided to all students with IEPs?
- Have teachers planned for alternative assessments of student learning (e.g., portfolios, project-based learning, videos, writing samples, art or musical interpretations, etc.)?

Procedural Considerations

- For those in the virtual setting, will the IEP services be delivered as written with just a change in modality (i.e., virtual versus in-person)?
- How will services be documented for virtual instruction? Are you using a contingency plan or distance learning plan? When will you create the contingency or distance learning plan (e.g., before moving to a virtual setting or when the change occurs)?
- How will you communicate schedules for instruction to students and their families?
- What process and/or tool(s) will be used for documenting attendance, data and notes after each session?
- How can educational assistants and other staff be utilized with this schedule?
- Do all school IEP team members have access to the family's preferred method of contact and the students IEP goals and services?
- What process will be used to ensure parent participation in IEP meetings?
- What will your evaluation process look like?
- Does the district have a process of obtaining signatures on documents completed during

CATEGORY 4
CYCLICIAL OR INTERMITTENT PHYSICAL AND VIRTUAL EDUCATION
closure? Signatures should be dated the date the person is signing not when the meeting occurred.
• How will IEP-at-a Glance documents be distributed to all teachers to ensure IEPs are being followed?
Fiscal Considerations
• How will funds be utilized to ensure supports for students with disabilities in the school's plan to mitigate learning loss?
• How will funds be utilized to support both in-person and virtual instruction?

Transitioning Back to School

The COVID-19 crisis interrupted the school year abruptly with little warning. Providing opportunities for students to process the end of the school year, say good-bye to a favorite teacher, and celebrate successes, can ease the transition back to the school building and can help reduce stress – even as another school year begins.

Students with complex needs or specific transitioning needs may need increased support preparing for the new school year.

- Provide a social story or book "When I Return to School" outlining expectations and daily schedule. Refer to *Free Resources for Autism and Care Amid COVID-19 Pandemic* for sample social stories.

- Invite students who are blind, visually impaired, or have other disabilities into the building a day or two before school resumes to become familiar (or re-familiar) with the layout including the office, hallways, cafeteria, gym, classroom(s), bathrooms, and other areas the student will use regularly.

- Prepare a visual schedule or daily schedule for the student and send it home prior to the first day.

- Collect information from the parent on any changes to the student's routines while home.
    - Was the student sleeping the same hours and times as during school?
    - What changes were noticed in the student's stamina or energy? Increase? Decrease?
    - Did the student follow a specific routine daily, or five days a week?
    - Were there any medical changes, if applicable?
    - Other than social distancing, were there any major changes in the home?
    - Did the student utilize their communication system on a regular basis? (For students who use AAC, sign, or other communication system)
    - What supports or strategies were the most effective for maintaining focus? Emotional regulation?
    - How often did the student engage socially with peers (phone, computer)?

Mental Health and Behavior Considerations

Returning to school after a natural disaster or crisis can be difficult for all students and there are common emotional and behavioral reactions that may require adult support. The needs of the whole child should be considered within a multi-tiered system of supports (MTSS) to include universal practices and increasingly intensive interventions. A resource to assist with some targeted strategies for high risk students can be found here. The National Association of School Psychologists has additional mental health resources available here to assist families and educators with COVID-19 related needs. Please see visit the TDOE COVID-19 webpage and scroll down to find the Health and Wellness Re-Open Toolkit

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for general mental health and behavior supports for students.

For students who have counseling related services on their IEP, teams should consider the need for updated goals after meeting with students and talking with parents regarding any mental health related changes during school closures.

Open and incomplete functional behavior assessments should be updated, and teams should discuss timelines to complete them. Case managers should ensure behavior intervention plans are ready for implementation as school begins – keeping social distancing guidelines in mind. Remember there may be initial behavior challenges as the student re-adjusts to the school environment and interventions may need to be given time to effectively address behaviors before adjusting them. Additionally, teams may need to consider new behaviors or ways to implement the plan within the potentially new classroom or school building structure.

Scheduling and Staffing Considerations

- Review the assignments, schedules, and responsibilities of service providers
    - Do staff need to be reassigned to cover the evaluation load or additional services?
    - If providers are reassigned to a previously unfamiliar task within their scope (e.g., serving certain age groups, conducting assessments, attending IEP meetings, etc.), do they need additional training to perform the newly assigned tasks?
    - Can service providers be offered stipends for completing evaluation obligations outside of work hours (e.g., analyzing testing, writing reports, entering data, etc.)?
- Is it necessary to contract with an agency to assist in the short-term efforts to provide additional services and meet evaluation demands?
- If contracting, ensure the agency understands and follows IDEA mandates and educational requirements.
- Can clinical fellows or graduate students of nearby universities assist with service provisions?

Bus Transportation Considerations for Students with Disabilities

If districts choose to reopen with students physically in the building, a plan for transportation services will need to be developed. CDC guidance encourages bus transit operations to limit close contact with others by maintaining a distance of at least 6 feet, when possible. There are additional considerations that may factor into bus riding: spacing seats, assigned seats, face coverings, siblings, increasing air circulation (windows lowered as weather permits), personal hygiene, and additional training/protocols. Please reference the Transportation: School Reopening Toolkit for additional information.

Special transportation is a related service and may be required for students with disabilities to access and participate in a free appropriate public education. Feasible options for special transportation under a reopening model must be carefully planned and the continuum of individual student needs must be discussed with respect to safety and IDEA requirements. Transportation services for students with disabilities requires a collaborative approach among all school stakeholders, including general education, special education, transportation, and families.

Below are bus transportation considerations for students with disabilities as districts begin planning for reopening.
- How will the district ensure that students' IEPs and 504 plans are being met with fidelity on the bus with new protocols and procedures being put in place?
- What guidance will be provided to transportation staff around physical distancing

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recommendations while meeting student medical, personal, or support needs?

- Will additional PPE and training for staff working with students who may be prone to coughing, spitting, or otherwise spreading respiratory droplets be provided?
- Will additional PPE and training be provided for staff who assist with student seat restraints?

Determine Priority Needs of Students

Returning to normalcy will take considerable time, so district and school leaders must work to prioritize needs within each school.

- Many students have potentially experienced some level of trauma, whether it is unseen or apparent; ensure that all students have access to social-emotional supports and that schools have a plan for addressing the changing needs of children, families, and staff.
- Are there students or families with extenuating circumstances that require immediate attention and prioritization in advance of school reopening, or immediately upon reopening? For more information, please see Appendix F: Considerations by Service Area.

Evaluations and Referrals

Pre-Referral Considerations

As school resumes, it is important to maintain parent procedural safeguards and child find responsibilities while keeping in mind the impact that school closures have had on all students. School teams should also consider the situational trauma that can occur as individuals recover from natural disasters.

According to the National Association of School Psychology's Natural Disaster: Brief Facts and Tips, the following are common reactions depending on age and developmental levels[1]:

Preschool	Elementary	Middle and High School
Regressive behaviors, decreased verbalization, increased anxiety	Poor attention/concentration, school avoidance, irritability, clinginess, aggression, somatic complaints, nightmares, social withdrawal	Sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration

The following are helpful strategies[1] that educators can incorporate to help develop resiliency:

- Remain calm and reassuring
- Acknowledge and normalize their feelings
- Encourage children to talk about disaster-related events
- Promote positive coping and problem-solving skills
- Emphasize children's resiliency
- Strengthen children's friendship and peer support

It is important to consider natural reactions to situations as well as the potential lack of exposure to instruction during periods of school closure. Provide universal supports and behavior and academic interventions to help students gain coping skills and make academic progress. School teams should identify at-risk students and plan interventions as soon as possible.

Referrals

The department strongly recommends that schools and district focus on re-acclimating and establishing relationships and routines in the opening days of school. When appropriate, districts should complete fall universal screening, diagnostics, and benchmark assessments, then teams should update students' placement in tiered intervention and make appropriate data collection decisions. As always, communicate any intervention changes and plans to parents.

Schools should also prioritize restarting interventions with students previously assigned to Tier II and Tier III. A district can reinstate previous interventions until they have the opportunity to complete universal screening and diagnostic assessments. Reinstating previous interventions will allow data collection to occur; however, school teams should make decisions on a student-by-student basis using prior progress data (including 2019-20 data), amount of instruction missed, and whether the student received supports during school closure.

Referrals should be reviewed and considered by a multidisciplinary team of professionals. The team should consider all relevant information and solicit additional information as needed to make an informed decision regarding whether there is sufficient reason to suspect a disability.

- School team referrals: As schools reopen it is not unexpected to see an initial learning loss depending on the student's access to instruction during school closures. Before referring a student based on their current progress, take into consideration all factors that may have influenced the student's skill level or needs. A referral is appropriate if you suspect that an **educational disability** is the reason for underperformance or demonstration of potential need for specialized instruction. It may not be appropriate to refer if the primary reason for underperformance is due to lack of instruction, vision or hearing difficulties (unless an impairment is suspected), adjustment to school re-entry, or concerns that can be addressed through general education programming. All evaluation criteria and eligibility guidelines are still required.
- Parent requests for evaluation: All parent requests should be considered as usual within a timely manner. Make sure to collect all relevant information (as mentioned above in the school-based referrals) to help the referral team make an informed decision regarding whether there is reason to suspect an educational disability. If the team suspects a disability, the team must initiate the evaluation process by obtaining consent for evaluation and providing the parent with a prior written notice. All evaluation criteria and eligibility guidelines are still required.

Additional considerations:
- Collect parent input and any relevant information that can provide information regarding changes (e.g., health, home environment, family changes, learning opportunities, etc.) that may have occurred during the time of school closures and summer months.
- Involve appropriate assessment specialists and ESL teachers when appropriate in the referral discussions and assessment plan development should the evaluation move forward to ensure a comprehensive evaluation addresses all suspected disabilities and all areas of concern. Their expertise is especially important given the current instructional gaps.
- Use the assessment selection form (found in the evaluation forms) to help identify individual considerations in assessment selection.

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[1] National Association of School Psychologists. (2016). Natural disasters: Brief facts and tips [handout]. Bethesda, MD: Author.

In general, all evaluation criteria and eligibility guidelines are still required. See general evaluation actions steps in the reopening checklist. Additional guidance has been provided below for specific areas.

Initial evaluations

Initial evaluations that were in progress prior to school closures and during school closures have allowable timeline extensions. Review updated guidance on initial evaluation timelines and possible extensions as schools re-open and/or health related restrictions are lifted (i.e., face-to-face interactions are no longer a concern or restricted) to identify the steps needed to address all open evaluations (see guidance document and timeline calculator here). Current guidance regarding evaluation timelines applies to initial evaluation consents obtained in the 2019-2020 school year only. All other evaluations fall within typical timeframes. As usual, if an initial evaluation consent obtained in the 2020-2021 school year and is delayed, indicate the reason for delay when prompted. Timeline extensions will be considered on case-by case basis if the delay is due to transfers into the district, the parent of a child fails or refuses to produce the child for the evaluation, or if the parent and team mutually agree (and written permission from the parent is obtained) that more information is needed to identify a specific learning disability.

Remote Learners

While a parent may be given the option for remote instruction or a district may only offer remote instruction, it may still be possible to schedule one-on-one assessments (with safety precautions in place) with students in order to complete evaluations. It is recommended that districts consult with and review health related protocols to determine what is needed to do so. District may consider developing assessment locations, scheduling procedures, health screenings and precautions needed, and protocols for parent arrivals and assessment settings in order to complete evaluations in timely manner. If a parent does not feel comfortable with scheduling face-to-face assessments, complete whatever portions of the evaluation that can be done remotely (e.g. interviews, checklists, etc.) and follow up with the parent regularly to help determine when it is possible to complete the remaining face-to-face assessments. Make sure to document attempts. An extension may be requested if the parent does not provide the student for assessments and thus the team is unable to complete an evaluation within the sixty (60) calendar days (see 34 CFR §300.301(c) and (d)).

General Evaluation Considerations
Below are considerations and guidance on how to address the evaluation standards during this unprecedented time:
- When developing out the assessment plan, consider the role of each assessment team member and how they might help gather needed information as part of the evaluation.
- Ensure all materials are sensitive to cultural, linguistic, environmental factors, and sensory (e.g., hearing, vision, and motor) impairments
  - Use the TN Assessment Instrument Selection Form to help identify and plan for child-specific assessment considerations
  - Include the reasons for selected materials, especially if they are chosen to address any of the factors mentioned, in the written report.
  - Consider environmental factors given the delivery of interventions, pre-referral formative assessments, and other data collection in the different instructional models. For example, in virtual settings, note all setting factors that need to be considered when reviewing intervention and formative assessment data. In-person assessment considerations should include the safety protocols needed when administering the assessment and how those protocols may impact the validity/ reliability of the results.
  - Consider linguistic and cultural differences for EL students. Use available resources to help

determine the best assessments to obtain the most valid results. To best plan, consult with the student's ESL teacher, review national best practices, and include parent interview information. Below is a list of resources and data sources to help with this.

- Individual Learning Plan (ILP) for English learners
- WIDA/ ACCESS scores and break down of areas
- Peer comparison (with like language proficiency) progress monitoring
- Parent interviews (cultural, language, health, past educational exposure) (see sample interview form: Ethnographic Interview for Culturally and Linguistically Diverse Students)
- Educational history/ cumulative file (attendance, school history, previous special education services in native country)
- ESL history (e.g., proficiency in the primary language, length of time exposed to English, ESL service history and supports received)
- American Speech-Language-Hearing-Association: ELLs in the Schools
- Assessment technical manuals (e.g., to look at sample population and standardization flexibility)
- Tennessee Association of School Psychology Resources
- National Association of School Psychology

o Review the most recent hearing and vision screening; the family may provide a copy of the student's most recent physician's screening for consideration.

Observations

Observations provide valuable sources of information to help validate other sources of data obtained during the evaluation. Consider various ways to complete observations. For students returning remotely. Start with the determining what information might be helpful and is needed as part of the observation. If the student is scheduled to come in to complete the evaluation in-person, consider observational data that can obtained outside of purely administering the assessment. If a classroom observation is needed and the child participates in synchronous instruction (live remote) then you could join the session and observe remotely. If not, as you schedule the in-person evaluation, the assessment team can also include a time for the student to use the instructional platform or instructional materials in the assessment setting and observe engagement, alignment, etc.

Developmental Delay

Currently, Chapter 0520-01-09-.02-01(6) states that initial eligibility for developmental delay "shall be determined before the child's seventh birthday." Because of the COVID-19 crisis and state of natural disaster due to the tornadoes in middle Tennessee, some students began their initial evaluation for developmental delay prior to their seventh birthday but turned seven during the unforeseen periods of school closure due to the above mentioned disasters. As a result, their evaluations will not be completed prior to their seventh birthday. Some of these students would have been found eligible but for the school closures; therefore, the state board passed an emergency rule which enables students who would have otherwise qualified for the disability category of developmental delay to still be considered for eligibility for this category by their IEP team. This rule only impacts open initial evaluations, with signed parental consent, for students who were six years old when schools closed and then turned seven during the school closures as a result of the March tornadoes and pandemic. It is recommended that the prior written notice documenting the student's eligibility include the reasons for the evaluation delay and reference the rule allowing the identification of developmental delay in such cases.

Specific Learning Disability

See the RTI[2] COVID Considerations FAQ document here. The disability standards (i.e., evaluation procedures and required participants) must still be followed when evaluating for a specific learning disability. The RTI[2] framework provides evidenced and researched-based practices related to instruction, intervention, progress monitoring, and data-based decisions using formative assessments. Given the unique challenges districts are facing and unprecedented situations the pandemic has created with varying instructional models, assessment teams still should continue to follow the researched based practices, such as utilizing a problem-solving model to investigate a student's responsive to intervention, that best enables teams to determine eligibility. The assessment team should refer to the specific learning disability (SLD) standards, review all past and current relevant information as usual, evaluate the effectiveness of intervention plans and instruction (including fidelity and engagement), and address each evaluation component. When questions arise, problem solve how to test hypothesis regarding reasons for underperformance and continue to track student growth to provide data on changes in performance trajectories.

In order to rule out a lack of instruction in grade level standards, the evaluation should address tier one and intervention instruction (including the methodology and fidelity data), formative assessment (or progress monitoring) data, and the data-based decisions implemented to improve the student's outcomes. As referenced in the RTI[2] COVID Considerations document, all data should be taken into consideration and interpreted in context as a whole. The written report should clearly outline the student's history, information obtained from progress monitoring, how the data informed decision-making regarding interventions. The RTI[2] framework provides a researched-based practice for decision making and intervention planning. To the best extent possible, response to intervention practices should continue with that model. Given the various instructional models provided during the pandemic, make sure to also document the instructional methodology, any limitations of that methodology or possible fidelity concerns that may have impacted learning, and how the interventions were adapted in attempt to mitigate concerns. When reviewing formative assessments provided, include data associated with intervention-based measures that indications of growth on taught skills (e.g., measures of mastery) and any other data collected by the interventionist to help determine if the student was instructed and received intervention appropriately in the deficit area. This will help develop the body of evidence for the team to consider.

Intellectually Gifted Evaluation Guidance

The Department has received questions regarding the Intellectually Gifted Assessment Scoring Grid as it relates to the waived end-of-year state assessments for the 2019-2020 school year. To provide consistency the following guidance was provided in a memo to special education directors on May 28, 2020.

Advanced Educational Performance
Evaluations for intellectually gifted must include measures of educational performance through sources identified in the Intellectually Gifted Evaluation Guidance document, which can be found here. Since the 2019-2020 school year presented a unique circumstance in regards to state assessments with the suspension of TNReady for grades 3–8 and EOCs, evaluators may consider the 2018-19 TNReady scores as a target instrument when there is supportive evidence, using two or more sources of continued high achievement, as identified below. The source of evidence must be in the same subject area as that considered to be at or above the 90th percentile on the TNReady assessment.

Supportive evidence may include:
- Grades (A's / demonstration of mastered content)

- District benchmark scores

- Direct observation
- Teacher indirect observations
- Additional standardized academic achievement assessments

Evaluations Involving English Language Learners

A lack of English Proficiency should not be a determinate reason that a student is identified with a disability, meaning it is not the primary reason for services. However, an English learner (EL) may have a disability and be eligible for services. Evaluations may be especially challenging given the interruption in assessments, instruction, and services. Teams should follow all IDEA evaluation requirements (see 34 CFR Sec. 300.324 and Sec. 300.304,; make sure to collect all relevant information regarding the impact of the suspected disability along with the information relevant to the student's language acquisition to help make an informed decision. It would be appropriate to include the English as a Second Language (ESL) teacher and possibly a speech language pathologist (if language development is of concern) in the assessment team.

Reevaluations

It is important to plan for the completion of past due and upcoming (due within at least the first 60 days of schools reopening) reevaluations as soon as possible. District leads are encouraged to help plan out efficient ways to prepare file reviews (reevaluation summary reports). It is recommended that case managers communicate with parents regarding reevaluation timelines and solicit parent input using the reevaluation parent input form. It may be helpful to assign individuals to complete reviews for those that are past due or cases where teams have concerns regarding immediate reevaluation needs based on school and parent input. Appendix B includes a tool for tracking deadlines and important dates. See general evaluation actions steps in the reopening checklist.

Special Education Services

Once school operations resume, it will be important to establish a plan to assess the impact extended school closures had on the learning of *all* students. Many students will likely experience some loss of skills during school closure and must relearn previously taught information and skills once school resumes. LEAs should plan a school-wide approach to address this learning loss (the decline in knowledge or skills due to an interruption in education) and the amount of learning recovery (the time it takes to regain skills to the prior level of functioning) that will likely be needed. The approach should include steps for the following:

- Providing remediation (changes to instruction that help fill academic gaps that occurred due to school closures) to all students
- Determining additional special education intervention (student specific skill-based support in reading, math and writing as determined by the student's present levels of performance) for students with disabilities not accounted for in the school-wide strategy to address gaps in learning
- Considering the need for compensatory services (services needed to elevate the student to the position they would have otherwise occupied if not for the failure of the district to provide a free appropriate public education).

A decision-making process is outlined below to assist districts in determining the level of support required for students with disabilities. See Appendix H for a one-page decision-making guide, Appendix I for a one-page chart defining the three outlined steps with examples, and Appendix K for a sample

documentation form.

Step 1: School-wide Remediation Plan

Districts should establish a plan to assess the current learning needs of all students. This may include a benchmarking assessment for standards in major content areas, diagnostic assessments in early grades, and an analysis of coursework at the high school level. While districts may assume all students need remediation when planning for the school year, it is important to consider that many students did learn content during the extended school closure. Accordingly, assessing the needs of each individual student is critical and should drive instructional programming. Districts will also need to determine skill-based needs versus content-based needs and develop a plan that includes skill-based intervention and content-based remediation. For additional information on providing equitable access and diagnosing learning loss see the department's Access & Opportunity School Reopening Toolkit and the Academics School Reopening Toolkit. The steps below may assist districts in developing a remediation process.

Identify essential skills for each grade level/course to inform instructional planning.

Allow time for a quick **review of essential skills** from the prior year/course. This will provide all students with the ability to reacquaint themselves with the previous year's learning and for teachers to assess current knowledge and skills.

Provide access to **essential grade level standards** for all students.

Create time in the daily schedule for all students to engage in **reteaching and extension** based on individual needs.

Embed missed essential skills into intervention for at risk students if needed.

Questions for Consideration:
- What data will you utilize to determine remediation intensity?
- What professional development is needed to assist teachers in identifying skills for remediation and matching it with instruction?
- When will vertical planning take place to assist instruction on missed/needed prior-year skills?
- How will teams determine essential skills from the previous year/course to guide assessment and remediation?
- How might you utilize your pacing guide when planning for remediation?
- What materials are needed for both teachers and students in the different learning environments?
- How long do you expect learning loss and learning recovery to occur before flagging at-risk students with intervention needs?
- How much time will be needed for remediation?
- When will remediation occur within your instructional blocks or schedule?

Step 2: Individualized Intervention

Individualized intervention is provided to students who need remediation above and beyond school-wide remediation efforts. For general education students, these supports typically are delivered during Tier II and Tier III time; however, additional supports can be provided in Tier I instruction. For students with disabilities, the IEP team will need to consider additional special education intervention that may be needed to address the loss of skills due to extended school closures.

A review of how the closure impacted the delivery of special education and related services to students with disabilities should be conducted on all students with disabilities to compile information on the educational opportunities and services provided during closure. A comparison of the students' level of functioning on each Present Level of Educational Performance (PLEP) in the most recent IEP with the students' current functioning is needed. Refer to Appendix: D PLEP Evaluation Template for an example.

The IEP team should collect and review performance across all developmental areas using sources of information obtained prior to or soon after school closure.

- Possible sources of data
  - Progress notes
  - Therapy data and related service provider observations
  - Curriculum-based measures
  - Formative assessment data
  - Observations from parents about their child's self-help, communication, behavior, etc. while at home
  - Observations from online or virtual sessions with a student during closure
  - Present levels of performance If IEP was recently updated prior to closure
  - Behavior logs
  - Student work samples
- Questions for Consideration
  - What skills were addressed, during closure, through provided learning opportunities?
  - Were specific skill gaps supported at home during closure? If so, how were they supported?
  - Is there evidence that skills were maintained and learning loss did not occur?
  - Had the student reached a critical milestone toward acquiring a skill prior to the break? Is that skill still present?
  - How does the current performance of the student compare to peers who have also experienced some learning loss?
  - Did the student exhibit an increase in behaviors (e.g., self-injurious, ritualistic, aggressive, etc.) during the closure that interfered to such a degree that they prevented benefit from instructional opportunities?
  - Is the severity of the child's disability so impactful that maintenance of skills is exceptionally difficult?
  - Did the lack of opportunity for the student to engage with peers cause loss in social or communication skills, or lead to increased behaviors or social and personal concerns?
  - Were job training opportunities interrupted or ended which lead to a loss of vocational skills?
  - Is the loss or absence of the skill critical to the student's independence?
  - Has there been a change in health status or other environmental factors which may impact learning recovery?

If the student experienced a significant loss of knowledge or previously acquired skills, IEP teams will need to reassess services and consider the level of supports or services needed to assist the student with recouping those skills within a reasonable time.

When analyzing learning recovery, consider any factors which may impact the student's ability to quickly or easily regain any lost skills:

- Historical data on learning loss and learning recovery from previous school breaks
- Cognitive ability
- Interfering behaviors or sensory or physical needs that impact opportunities to access instruction
- Access to external supports, either at home or in the community, to supplement school programming
- Are any related services required to assist the child with benefitting from special education?

Step 3: Compensatory Services

Compensatory services are services that should be provided to a student that are needed to elevate him or her to the position he or she would have otherwise occupied had the services not been delayed or postponed. It is an appropriate equitable remedy designed to deliver services that a student **should have received in order to be provided a free appropriate public education (FAPE).** Once student performance has been assessed, plan has been established to provide remediation and/or additional intervention, the IEP team should determine whether the LEA failed to provide needed services to ensure FAPE during periods of school closure. This determination is different from that used to determine the amount of remediation needed due to instruction lost as a result of COVID-19.

Not every student with an IEP will require compensatory services as a result of the COVID-19 school closures. Compensatory services should be considered if the student was denied access to the opportunities provided to the general population or if the learning opportunities were not sufficiently accommodated or modified for the student to participate. Refer to Appendix K: IEP Team Compensatory Services Decision Guide. When considering if compensatory services are required, the team should ask the following:

- Were educational opportunities provided to all students?
- If so, did the student have adequate technology, internet, and instructional materials to participate in those educational opportunities?
- Were the educational opportunities appropriately individualized, differentiated, and/or modified according to the student's IEP?

A school district will need to determine whether they may have denied a student FAPE if it fails to implement a student's IEP despite the ability to do so. Examples of denial of FAPE related to school closures may include:

- Failure to complete initial evaluation for special education services within required timeframe (including timeline extensions specific to COVID-19 school closures)
- Failure to provide access to available instruction and/or learning opportunities
- Failure to provide appropriately individualized, differentiated and/or modified instruction and/or learning opportunities as specified in the student's IEP
- Failure to provide access to special education services (i.e., intervention services, speech therapy, occupational therapy, etc.).

Decisions regarding the need for compensatory services are determined individually and must be based on empirical, qualitative, and predictive data. The need for compensatory services cannot be based on availability of staffing and programming. Decisions related to compensatory education and the decision-making rationale should be documented and maintained in the student's file. Refer to Appendix E: Compensatory Service Plan for an example.

Compensatory services may be either quantitative (i.e. hour-for-hour), qualitative (benefit-based) or a combination of the two. The type and amounts of compensatory services are determined by the IEP team. Compensatory services must be provided *in addition* to the IEP services, not as a replacement.

Compensatory services should be determined in light of the following considerations:
- The period of time for which FAPE was denied
- The student's specific educational deficits
- The amount in which the denial of FAPE contributed to the deficits
- The specific measures required to equitably remedy the deficits

For students who are not returning because they are age 22, compensatory services should still be considered and should be provided if the student was denied FAPE. Some options for provision of compensatory to student who are not returning but were denied FAPE include but are not limited to:
- Financial compensation to hire private services
- School services provided on-site until the compensatory hours are completed
- Home-based services provided to the student
- Contracted services provided by private company
- Services provided in a LEA setting other than the school (i.e., board room, office space, job training site on campus, etc.)

Examples: Considering the Need for Compensatory Services
Scenario: The school system closed on March 23, 2020 through the remainder of the scheduled 2019-20 school year; teachers and related service professionals may or may not have provided optional learning opportunities during that period in an effort to mitigate student learning loss.
Student A with an IEP goal in the area of communication (addressing independent use of an AAC system to initiate a question or comment during a small group activity) was averaging 70% mastery over the last 5 observations before schools closed. Despite optional learning opportunities provided during the closure, Student A, upon returning to school, is observed across multiple opportunities and is found to no longer demonstrate any independent communication with peers. The IEP team reviews historical data and determines that Student A has received ESY services for the past three years due to documented learning loss over breaks and has difficulty transferring learned skills. The IEP determines that Student A will likely require several weeks to recoup the communication skills to the pre-closure status and therefore needs a plan for remediation. In this case, compensatory services would likely not be required because schools were closed for all with no required education.
Student B was receiving services to address basic reading skills (identifying beginning and ending sounds in words, identifying short vowel sound in CVC words, and segmenting the sounds in given CVC or CVC+ silent E words). The most recent data taken in early March shows that Student B was identifying beginning sounds with 80% accuracy, ending sounds with 70% accuracy, and segmenting words with 50% accuracy. Upon return, Student B was reassessed on these skills and was shown to have dropped approximately 10-20% across the three skills. This performance is consistent with peers, many of whom also experienced lost instruction, and is considered typical learning loss that does not required additional services beyond tier one instruction and the current IEP service hours for basic reading.
Student C has an IEP with goals and services addressing math computation, math problem solving, basic reading and reading fluency. Data from pre-closure indicated that Student C had made slow, but steady progress on his basic reading and reading fluency throughout the late fall, winter and early spring semesters. However, he remained mostly unchanged on his math computation and math problem-solving goals in the fall, but data from December through February showed a slight decline in progress indicating a widening achievement gap. At an IEP meeting in late February, the team determined that they would reconvene in April to consider the need for ESY services in math should they be appropriate to prevent further decline. Due to closures, the team met virtually in April and determined that Student C was entitled to ESY services based on his pre-closure data and the parent's report that he is continuing to lose ground with math, but the school was not offering in-person ESY services and the family did not have the necessary technology and Wi-Fi access to participate in online options, Student C did not receive ESY services, which resulted in a denial of FAPE. The school reassessed Student C's math skills when school resumed and data indicate that he had regressed significantly in both math computation and math problem-solving, performing at levels similar to those of late fall. Student C is owed compensatory services equivalent to what would have been delivered in ESY.

Additional Student Placement Considerations:

As LEAs plan for reopening and making learning available and accessible to all students, there are special educational placements to be considered for students with and without disabilities. This will be of particular importance for students or family members who may experience temporary, intermittent, or long-term health-related issues, or for families who elect to seek alternative educational options for their children. When considering placement, the IEP team and 504 Plan review committee are responsible, along with medical professionals as necessary, for determining a student's placement.

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Placement Descriptions and Considerations	
Homebound Instruction (Medical)	
The homebound instruction program is instruction provided at home or at a hospital or related location for students who are unable to attend the regular instructional program due to a medical condition.	
Rule, policy and/or guidance:	Tennessee Code § 49-10-1101 Tennessee State Board of Education – **Homebound Instruction 4206**
Eligibility:	• The student has obtained certification by the student's treating physician that shows the following: • The student has a physical or mental condition that will require the student's absence from school for more than ten (10) consecutive instructional days over the period of the school year.
Considerations:	• The homebound instruction program shall consist of a minimum of three (3) hours of instruction per week while school is in session for the period of homebound instruction, plus any authorized extension(s). • Is the school prepared to deliver instruction remotely in the event it is unsafe for the student or teacher to engage in face-to-face instruction, or if virtual learning is an option that the family elects to receive?
Homebound Placement for SWD (Medical and Educational)	
The IEP team shall consider a medical homebound placement only upon certification by a licensed doctor of medicine or osteopathy that a child with a disability needs a homebound placement, is expected to be absent from school due to a physical or mental condition for at least (10) consecutive school days and that the child can receive instruction in a homebound placement without endangering the health of personnel providing it.	
Rule, policy and/or guidance:	IDEA Sec. 300.115 - Continuum of alternative placements. **(a)** Each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. **(b)** The continuum required in paragraph (a) of this section must— **(1)** Include the alternative placements listed in the definition of special education under §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and **(2)** Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. Tennessee Code § 49-10-1101 Tennessee State Board of Education – **Homebound Instruction 4206**
Eligibility:	A student with a disability may be eligible for a homebound placement if the student qualifies under the Individuals with Disabilities Education Act (IDEA) and State Board rules and regulations.
Considerations:	• A homebound placement for a student with a disability shall be temporary and shall not exceed thirty (30) school days. The student's IEP shall contain a goal of returning the child to a less restrictive environment within the school year, unless there is a medical necessity that requires extended homebound instruction, in which case additional homebound placements of thirty (30) school days or less may be instituted. • The student's IEP shall also be reviewed by the IEP team every thirty (30) school days to ensure the continued appropriateness of instruction and of the homebound placement.

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	• Is the school prepared to deliver instruction remotely in the event it is unsafe for the student or teacher to engage in face-to-face instruction, or if virtual learning is an option that the family elects to receive? • The frequency and duration of instruction necessary to provide a free appropriate public education is determined by the IEP team. • The location of service on the IEP would be indicated as "Home."
Home School	
Home school is an optional parental placement in which families have elected for their children to be educated through an independent home school, a church-related umbrella school, or through an accredited online school.	
Rule, policy and/or guidance:	Tennessee Code Annotated § 49-6-3050 Homeschooling in Tennessee
Eligibility:	• Parents must complete and provide to the LEA a **Tennessee Notice of Intent to Home School**. • Maintain attendance records and submit these records to the Director of Schools at the end of each school year; and • Submit proof of vaccination and receipt of any health services or examinations as required by law.
Considerations:	• Testing of independent home school students is required in grades 5, 7, and 9 and coordinated through the local school district. • Ensure that parents understand that home school is considered a private school under IDEA, and individual entitlement to special education services ends when the student transfers to home school. • The services provided to home school/private school students with disabilities are determined by the district in consultation with the private schools located within the jurisdiction of the district. • Any services provided to a student with a disability would be documented in a services plan.
Distance Learning Services At-Home Support(s)	
Distance learning service at-home support(s) describes the potential need for a school staff member to support a student in the home in order to benefit from the distance learning or virtual learning offered. Examples of distance learning services at-home support could include a physical therapist visiting the home to repair or adjust a piece of equipment or a paraprofessional providing a training on installing and problem-solving an assistive technology or AAC device.	
Considerations:	• These should be intermittent short-term services to support the student in accessing virtual and distance learning. If the student requires at-home support consistently in area(s) of need or as indicated in the IEP, the IEP team may need to convene to determine if the student's LRE has changed to homebound placement for students with disability (see above). • These supports could be provided as part of the service times on the student's IEP. • Does the district have a protocol for determining if it is safe for staff to go into the home? Districts should consult their local health department and CDC guidance to develop these protocols. • Are there plans for addressing issues when home supports cannot be provided?

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Optional Virtual Attendance	
Optional virtual attendance describes a situation in which the district allows parental choice for the student to attend a virtual program in lieu of in-person attendance. The student either transfers to a separate virtual school established by the district or remains enrolled in the school of zone but completes all of the school requirements in a virtual environment.	
Considerations:	The location of service on the IEP would remain as written and should not be changed to "Home."
Transfer to a Public Virtual School	
There are public virtual school options to which a student may transfer. This involves the student transferring from one LEA to a virtual school option in another LEA.	
Considerations:	• Since the student enrolls in the other LEA, this is treated like any other transfer student. • The receiving LEA then becomes responsible for the provision of all special education and related services on the student's IEP.

Supporting Students with Complex Needs in a Virtual Environment

For students with complex needs, the complexities of a virtual environment are magnified. One of the greatest challenges to virtual learning is the number of skills the student needs due to the impact of their disability. However, these deficits can also help guide the daily instruction to systematically teach the needed skills such as:
- Communication
- Sustained attention and focus
- Turn-taking
- Technology navigation
- Independent work skills
- Asking for help
- Following a schedule

Leveraging student experiences from school and classroom instruction can support the transition from in person to virtual. Four commonly used structures are whole group instruction, small group instruction, one-on-one instruction, and independent work/practice. The following are some suggestions for mirroring these structures within the virtual setting. *Additional modifications suggestions are available in the "modifications" section of the School Closure Toolkit: Special Populations (PDF) (Updated 5.12.20)*

Whole Group Instruction	Small Group Instruction
Set a "goal" of the instruction for the week such as stay at the computer for 5 minutes, come back to a chair when asked, answer a question, listen when others are talking, etc. Use an incentive chart or token board to reward on task or engaged behavior to increase time that students participate in virtual instruction. Share "presenter rights" with students to maintain engagement Share lesson with parents prior to the learning so they can help coach or support. Use a mix of video, images, and your face to maintain interest. Solicit paraprofessionals to engage with a student on the phone or second device, providing cues, reminders, and reinforcement for engagement. Use a large picture frame to post symbols for student response. When asking a question, hold the frame so it is visible within the screen and students point to or gaze at the symbol to share their response.	Utilize paraprofessionals to rotate student groups across the week rather than daily to minimize the need to log-in and out of calls as well as to minimize screen time expectations. Encourage students to use a tablet or iPad that is portable enough to engage while in a comfortable and cozy physical position. Break up the small group session with short times for independent work, movement, or reinforcement activities. Encourage "gallery" view to facilitate the feeling of "group" Use a large picture frame to post symbols for student response. When asking a question, hold the frame so it is visible within the screen and students point to or gaze at the symbol to share their response.
One-on-One Instruction	**Independent Work/Practice**
Assign the student as presenter to encourage independence and on-task behavior. Share a video of a skill you want the student to mimic or mirror. Take data on student performance. Provide time for the student to share their success, frustrations, anger, joy, etc. Pre-teach vocabulary or prepare the student for the expectations of the next activity. Demonstrate the skill using manipulatives or materials that have been made available to the student.	Set-up work boxes of familiar tasks. Create a visual schedule or social story of the independent work to be completed. Provide time for the student to explore a website, materials, or vocabulary that will be used in later lessons. Create a rotating "book bag" that is dropped off at regular intervals as the previous one is collected to ensure novelty. Create demonstration videos for art projects, or play. Identify age appropriate apps and games.

Students with complex needs will need instruction that includes both grade-level content and intervention and/or support aligned to the student's individual IEP goals. These can be integrated to create comprehensive learning experiences for the student. As daily schedules are created teachers can also map when the student will be receiving their intervention to ensure IEPs are supported. See Appendix P for sample schedules.

Collaboration with parents and families is essential to student success, particularly during virtual instruction. Parenting is the probably most difficult task a person will ever do, and the pandemic has added to the demands of parenting. Setting up time to connect and collaborate with the parents can help mitigate stress, increase learning, and increase communication of needs and progress. Collaboration time may be used for:
- Coaching
  - Providing guidance to parents on effective strategies for supporting their child's learning,

behavior, communication, or other skills.

- Reinforcement
    - Listening to the parent and providing emotional encouragement and empathy.
    - Recognizing the work the parent is doing to support their child and the teacher.
    - Confirming the parent's decisions.
- Trouble-Shooting
    - Identifying possible repairs or upgrades for technology to assistive technology
    - Identify needed equipment, low-tech supports, or learning materials based on the student's progress, learning loss, or new needs
- Preparation
    - Ensuring the materials sent arrived at the home.
    - Teaching the parent how the materials should be used.
    - Setting up independent work, daily schedules, or other logistics.

Additional Considerations for Students with Disabilities in Early Childhood

- Review CDC guidance for childcare programs.
- Refer to the Early Childhood Technical Assistance Center (ECTA) for COVID-19 and remote service delivery and distance learning information.
- Reread TDOE's Early Childhood School Reopening Toolkit.
- Revisit classroom procedures.
    - Is the number of materials available to children such that staff are able to disinfect them routinely?
    - Have shared materials been limited or removed?
    - Are soft materials that cannot be easily cleaned no longer accessible?
    - Are visuals displayed to prompt children through washing hands, blowing noses/disinfecting hands, maintaining some form of distance from others, etc.?
    - Has the classroom schedule been adjusted to include additional times for handwashing?
- Consider transitions from TEIS.
    - Prioritize any children who have already turned three and the eligibility determination and IEP development were delayed, and
    - Provide needed evaluations for those with upcoming third birthdays.
    - Consider all evaluation data that is provided through TEIS or outside providers and identify any additional assessments needed to complete the evaluation. As always, if there is sufficient valid evaluation sources available, the assessment specialists should help provide written summaries to assist the team with eligibility decisions.
- Respond to any late referrals.
    - Contact families and send procedural safeguards.
    - Complete eligibility determination process as appropriate.
- Complete early childhood outcome entrance and exit ratings as needed.
- Make plans for typical peers for the fall.
    - Implement application process for families.
    - Conduct screenings for typical peers.
- Ensure families of children who will be age eligible for Head Start and/or VPK have the opportunity to apply.
- Support families of children transitioning to a new classroom.
    - Consider ways to provide closure with the former teacher/classroom for children

transitioning.
- o Establish a process for meeting the new teacher.
- Contact families of children receiving drop-in services to re-establish services.
  - o Communicate with families about safety precautions and procedures for entering schools.
  - o Reinforce that children must stay home if they are sick.
- Re-establish communications and services with early childhood partners (e.g., VPK, Head Start, Title 1, community-based agencies).
  - o Determine any flexible schedules for the program (e.g., modified half-day sessions, phase-in schedule).
  - o Discuss social distancing modifications for the physical environment (e.g., 36 square feet per child, maximum number of children).
- Ensure Least Restrictive Environment requirements are maintained (CFR § 300.114).

The following provide some examples of preschools during the pandemic:
- Preschool Remote Learning During the Pandemic (video)
- An Inclusive Preschool During the Pandemic (video)

Additional Considerations for English Learners

English as a Second Language/Title III Instruction during School Closure

- Analyze data recorded by educators who provided learning opportunities to EL students.
  - o Focus on the purpose of the lesson such as skill acquisition related to the goal of the lesson, when analyzing student data.
  - o Focus on potential growth made in the language acquisition domains: listening, speaking, reading, and writing.
- Make updates necessary to Individual Learning Plans (ILP), if not previously done before students returning to school.
  - o Develop updates based on the skills addressed during school closure learning opportunities.
- Highlight and note areas of learning that were not addressed, in accordance to the student ILP, during school closure.
  - o This data will serve as an anchor to determine how to plan for instruction upon return to regular scheduled schooling.
- If progress monitoring was maintained using WIDA Can Do Descriptors, provide a copy to the educators that will be providing daily instruction to help scaffold lessons.
- Ensure all educators working with ELs are aware of student skills and levels of language proficiency.

Supporting EL Students in the Classroom

During school closure there is a risk of EL students regressing academically or not making adequate skill gains. Providing a system of support to help students feel reacquainted with regular schooling session can reduce student uncertainty, stress, and anxiety. ESL educators, general educators, and as special education teachers can work together to help establish systems of support by identifying academic and non-academic areas that have shown learning loss due to school closure. Areas of support to consider:
- Revisit school expectations such as the start and end times of the school day
- Review class schedules

- Address break times, breakfast and lunch times
- Review bus routes and time for arrival to the designated pick-up location
- Set up a buddy system to help navigate the school grounds for Newcomers – using social distancing, masks, etc. as appropriate
- Provide daily schedules in classrooms that are visible to students
- Revisit classroom rules and norms for operating daily
- Revisit ILP goals, when it is appropriate to do so

Supporting ESL Staff

- If possible, provide a scheduled time to allow ESL educators to visit student case load and revise schedules prior to the reopening of school.
    - Allow time to schedule newly identified ELs as well as identify EL students that have exited ESL services and will be new transitional students.
    - When looking at EL teacher case load, please note TN ESL State Board Policy 3.207, allows for the tailoring of ESL daily services based on student performance on WIDA assessment domains.
- Plan for check-in time between general educators and ESL educators to discuss and provide helpful tools to support the learning of ELs as well as new transition students.
- Continue to support WIDA Standards Training for all educators leading instruction for ELs.
    - During staff training or conversation, address regression of skills, since all students may have not had the opportunity to engage in virtual learning (this may have varied by district and school sites).

English Learners Identified during School Closure

- Ensure documentation was archived for EL student identification.
    - The Home Language Survey (HLS) should be archived as well as a note documenting how it was administered to Limited English Proficiency (LEP) parents (i.e. virtually, over the phone, online packet, etc.).
    - Record the assessment, if applicable, that was utilized to determine whether ESL services were needed by the student.
- Review U.S. Department of Education guidance on providing services during COVID-19 outbreak.

Additional Considerations for English Learners with Disabilities

- Provide time for ESL and special education teachers to revisit students' IEP and ILP to align learning opportunities that were provided during periods of school closure.
- Organize and archive data that shows student progress. This data will be helpful when considering program exit of ESL services.
- Highlight areas of learning that were not addressed, in accordance to the student IEP and ILP, during school closure, to serve as a guide for instruction moving forward.
- Allow time for the ESL and Special Education teacher to consult with general education for the support of core instruction. This a great time to share WIDA Can Do Descriptor data as well as progress monitoring for goals and skills in IEPs.

Resources

National Association of School Psychologists (NASP)

NASP has been putting together resources including the Ask the Experts Webinar series featuring lead researchers and practitioners in the education field. They have launched a special series that will only be available to NASP members (everything else has been free to date) that will focus exclusively on returning to school with special in-depth webinars addressing academic and mental/behavioral health issues. There is an academic overview webinar and the first in-depth one on Screening. The academic one will also have sessions on reading, writing, and special education evaluation and eligibility determination. There are accompanying guidance documents that have been developed for each of these. These webinars are designed to focus on ways to avoid practices that would contribute to over identifying disabilities.

National Center of Intensive Intervention

The National Center on Intensive Interventions (NCII) provides tools and resources to help leaders, including school and district administrators, for leading tiered systems of support and special education initiatives. They have created resources specific to current needs presented through the pandemic which include sample lessons for educators and families, frequently asked questions regarding progress monitoring virtually, tips for implementing lessons virtually, and engaging parents.

Multi-Tiered Systems of Support

Tennessee's multi-tiered systems of supports (MTSS) is a framework for seeing how all the practices, programs, and interventions fit together in order to meet students' needs both within an individual classroom and across the school building. This graphic is not exhaustive—every school and district will prioritize different programs based on the unique needs of the school community. It is most important to intentionally utilize student data to identify student needs and tailor programming to meet student needs.

What Works Clearinghouse

The What Works Clearinghouse (WWC) reviews the existing research on different *programs*, *products*, *practices*, and *policies* in education. *Our goal* is to provide educators with the information they need to make evidence-based decisions. We focus on the results from *high-quality research* to answer the question "What works in education?"

U.S. Department of Education

The Department of Education has an extensive list of COVID-19 related information and resources for schools and school personnel.

American Speech-Language & Hearing Association (ASHA)

In the event schools, or all students, do not return to in-person learning, ASHA has developed a Telepractice Documentation Data Checklist for School-Based SLPs.

Early Childhood Technical Assistance Center

The ECTA website features resources, webinars and updates related to programming and special education services for preschool children.

National Center on Improving Literacy

A website with tools and resources for state agencies, schools, and families on improving literacy outcomes. Topics include: beginning reading, dyslexia, identification, interventions, legislation, and screening.

National Center on Intensive Intervention
A wealth of resources including intervention materials, tools for selecting assessments and interventions that meet standards for technical rigor, and information for families, educators and coaches.

National Association for Gifted Children (NAGC)
The NAGS is a resources for administrators, educators, and parents on supporting gifted and talented learners through education, advocacy, community building, and research.

Division for Early Childhood of the Council for Exceptional Children (DEC)
The DEC is updating their website with updates on federal guidance as it relates to early childhood services during the COVID-19. They also have several resources supporting early intervention and early childhood special education.

National Center on Systemic Improvement (NCSI)
NCSI provides states with technical assistance to support their school districts and local early intervention service programs in improving educational results and functional outcomes for children and youth with disabilities.

Parent Center Hub: Virtual IEP Meeting Support
Resources for holding virtual IEP meetings were developed collaboratively by six OSEP-funded technical assistance centers.

National Association of State Directors of Special Education (NASDE)
This document provides information on Least Restrictive Environment (LRE) in the wake of COVID-19.

Tennessee Department of Education Teleservices Toolkit
A teleservices toolkit for related service providers was developed to assist specialists with considerations for delivering services remotely. There is also an accompanying teleservices FAQ for related services providers, which can be found in Appendix M*.*

Contacts

The Tennessee Department of Education Special Populations team is happy to help answer any additional questions you may have. The statewide point of contact for school reopening for special education supports is Crystal McCarver at Crystal.McCarver@tn.gov.

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Appendices
Appendix A: Self-Assessment Program Planning Tool

The self-assessment program planning tool is designed to support students as they return to school, enroll, or transition from a previous school. A school team will want to consider all of a student's needs in order to ensure successful transition, and ultimately, active learning. This is not a compliance checklist, but a tool to support the conversations, training, and planning of a school team. You may find that some of the areas are not applicable or that there are additional considerations that must be addressed. Please customize this as needed for it to be a useful tool.

*** Indicates a topic or guiding question that is disability or deficit specific and may not be applicable to all students.

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
Logistics		
Course Codes and Scheduling	Have you considered the Least Restrictive Environment (LRE) for each subject and course? ***Have you considered AAD course codes for students in high school students assessed on the alternate assessments? (*Reminder, the AAD course codes can be used in a general education or special education setting depending on the LRE for the student)*	Course requirements (https://www.tn.gov/education/student-support/special-education/special-education-tools-resources.html)
	Does each student have a homeroom or general education teacher assigned to them? *(Consider this option even for students who's LRE does not include general education to mitigate the effects of the restrictive environment and proactively plan for the student's future participation.)*	
IEP and Service Delivery	Is the IEP current and appropriate?	
	Are there services within the IEP that need increased or changed?	
	Does the student's proposed schedule include opportunities to build on student strengths?	
	Does the student's schedule provide opportunities to engage in postsecondary preparation or interest-based classes?	TransitionTN (https://transitiontn.org/)
	Have you shared the IEP or IEP-at-a-Glance with all staff that will be supporting the student?	
	Have you addressed transportation needs, if applicable? Does the driver need any training?	
Environment		
***Language Access**	How does the student currently communicate?	
	How will the student access and use their communication system within:	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	instruction? social activities? small groups? independent work?	
	Do you require any training or supports for the student's communication system?	
	Does any student require sound amplification or sound isolation in order to hear the instruction?	
	***For students using an AAC device, who is the point person for trouble shooting, programming, or maintenance of the communication device?	
Classroom Space	What structures or systems (UDL) could be added to the classroom(s) that will support the student's active participation in learning?	
	***Is the student going to be able to navigate the new setting?	
	Is the classroom accessible in all learning areas?	
	***Are there systems, routines, or visuals in place to support the student in this new environment?	
	Is there a space for students to independently work, rest, or take a sensory break?	
	Is there a space designed for working in small groups with peers?	
	***Is there something that can be incorporated into the environment that mirrors their last setting?	
	Do you have their name/photo included in any classroom materials you use that include other student names/photos?	
***Transitions (within the school/space or	Can the student be invited to the school for a tour/visit prior to other students' arrival/start? Or, has a social story been sent home to prepare the student?	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
between activities)	Are there visual cues available to teach the student the different rooms/settings they will be in during the day?	
	Do you have a visual schedule posted and visible to the student? This should be in the most accessible format words, pictures, symbols, etc. A posted schedule can alleviate the number of "unknowns" or uncertainty for the student(s).	
	What prompts will be needed to support the student in successful transitions between activities or classrooms?	
	Will the student need reminders, visual cues, timers, or other supports within a class, instructional lesson, or other time frame?	
	How does the student respond to schedule interruptions (fire drill, etc.)?	
Instruction and Learning		
Content	Do you have access to the student's current knowledge of standards-based concepts?	
	What skills will need to be assessed to determine if there was regression or if the student is eligible for ESY?	
	When will you collaborate with the teachers?	
	Do all teachers/staff understand how to implement the accommodation(s) and/or modification(s)?	
	***Have all teachers accessed the course requirements for students in grades 5-12 who are assessed on the alternate assessments?	Course requirements (https://www.tn.gov/education/student-support/special-education/special-education-tools-resources.html)
Progress Monitoring	Do you have any past progress monitoring?	
	Have you set up progress monitoring schedule and/or data collection for the	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	student's measurable annual goals?	
	Can you access data from prior school year or form the parent to help determine progress/regression?	
IEP Goals and Objectives (Intervention)	Do you understand the current IEP goals and, if present, short-term objectives?	
	Do you need any training, materials, or supports?	
	Do you need to provide and training, materials, or supports to any teachers, paraprofessionals, or other staff members?	
	Where and when will these skills be taught?	
***Communication Skills		
***Access	How will the student communicate with their teachers?	
	How will they communicate with peers?	
***Assistive Technology and/or Augmentative Assisted Communication	Does the student have an adequate communication system for expressing thoughts, ideas, questions, ponderings, and discoveries? If not, how do you change this?	Tennessee Talks (https://www.tennesseetalks.org/)
	What training will be needed for staff and peers?	
	If using technology, what is the back-up plan when the technology is broken or missing?	
Building Relationships and Collaboration		
Family	Have you met the families? *(Consider sending a note ahead of time to express your excitement for your future collaboration and relationship.)*	
	Do you have a way to contact the family easily (text, phone, email)?	
Student	Have you met the student?	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	(Consider sending a note, postcard, or personalized email to welcome the student to your classroom.)	
	***Have you planned a "Get to Know You" activity for the first day/week of school? *(For students with limited communication, ask the parents to send a few photos or tell you some favorite things to have available for the student to share who they are with their new classmates.)*	
Staff	Does everyone who will need it have a copy of the IEP or IEP-at-a-Glance?	
	Is there any special training or support needed for anyone?	
	Are there any additional staff members to include in training or communication regarding a specific student support or plan? (e.g., school nurse, bus driver, recess monitor, etc.	

Appendix B: Student File Evaluation/Reevaluation Timeline Tracker

Student File Evaluation/Reevaluation Timeline Tracker	
Student Name: [or Student ID if collected electronically]	Type of Evaluation: [Initial, Reevaluation- Comprehensive, Reevaluation-Secondary Disability, Functional Behavior Assessment]
Consent date:	[example: 2/14/2020]
Date school closed:	[example: 3/12/2020]
Suspected disability (-ies)	[example: Autism]
Evaluation procedures completed prior to closing:	[example: academic achievement, one observation]
Evaluation procedures needed after school closing:	[example: parental interview, developmental history, behavior observation (at least one more needed), health history, pragmatic communication skills, cognitive skills, social and personal, and behavior functioning- autism scale/ measure and general behavior measure, sensory, written report]
Evaluation procedures completed during school closures	[example: 4/7/2020 parent interview and developmental history, health history]
Evaluation completed on:	[example: 5/20/2020]
Days from consent to eligibility determination:	[example: 97 days]
Reasons for delay:	[example: student was frequently absent prior to school closing; so transferred into the district with an open evaluation on 2/15/2020 and we received evaluation on 2/28/2020; school closing due to state of emergency due to COVID19 on 3/12/2020; face-to-face assessments and observations were needed and could not be conducted due to health recommendations until 5/1/2020]

Appendix C: IEP Meeting Tracker
Template: Schoolwide Schedules for IEPs
School-based POC: [Insert]

Services
The following is a list of service providers who will need to attend and/or contribute to the meeting.

Service providers

Schoolwide Schedules by	Individual Student Meeting					
Student Name:	**IEP Due Date:**	**Case Manager:**	**Planning Time:**	**Substitute Needed?**	**Required Members:**	**Time of Day for Meeting:**
						___Before school ___During school ___After school
						___Before school ___During school ___After school
						___Before school ___During school ___After school

Before/After School:			
Student Name:	**IEP Meeting Date:**	**IEP Meeting Time:**	**Required Team Members:**

During School: Plans for staffing coverage for teachers and service providers to attend IEP meetings

When considering how to cover classes for teachers and service providers, consider listing teacher planning periods first. If there is not enough coverage with your existing staff to cover the meetings that need to be held; substitutes may be needed to help with coverage.

Elementary/Middle School Planning Periods													
Special Ed Teachers	**8:00**	**8:30**	**9:00**	**9:30**	**10:00**	**10:30**	**11:00**	**11:30**	**12:00**	**12:30**	**1:00**	**1:30**	**2:00**

General Ed Teachers	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00

High School Planning Periods:

Special Education Teachers	1st block	2nd block	3rd block	4th block

General Education Teachers	1st block	2nd block	3rd block	4th block

Appendix D: PLEP Evaluation Template

Template: Evaluation of Student Levels

Student Name: [Insert]

Case Manager: [Insert]

Present Levels of Educational Performance

The following provides a comparison of Present Levels of Educational Performance (PLEPs) prior to and following school closure:

Performance at before of school closure	Performance after school reopening	Performance after Instruction	Outcome
Date	Date	Date	☐ Maintained ☐ Did not maintain ☐ Recoupment after (timeframe)
Date	Date	Date	☐ Maintained ☐ Did not maintain ☐ Recoupment after (timeframe)
Date	Date	Date	☐ Maintained ☐ Did not maintain ☐ Recoupment after (timeframe)

Appendix E: Compensatory Service Plan

Template: Compensatory Service Plan

Student Name: [Insert]

Case Manager: [Insert]

Plan for Compensatory Services

The following is a list of identified and delivered compensatory services and service hours deemed necessary following school closure:

Compensatory services identified through IEP	Total comp. service hours	Services delivered following closure	Service hours per week	Projected date of completion	Comp. services completed Y/N

Appendix F: Considerations by Service Area

Service Area	Considerations/Guiding Questions
AAC Supports	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Can training be provided to families to support communication?* • *Does the student have access to a communication system for both home and school?* • *What services or instruction was missed due to lack of effective communication system?* • *Engage with parents on what communication supports were lacking; what can be provided to support the child's routines and daily experiences?* • *If there is a change in school staffing upon reopening, is staff training needed?* • *Will the AAC system require programming updates?*
ABA Therapy	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *What strategies or supports, if any, were offered while the school was closed?* • *Were services and description of services documented* • *What progress monitoring data was gathered during school closure, if any?* • *Can parents/care givers provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?* • *Can teacher(s) provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?* • *Have any new behaviors surfaced and/or life events occurred that may impact the student's academic and/or social success at school?*
Academic Intervention	Council for Exceptional Children (CEC) Teaching Special Education Online During COVID-19 (Webinar & Handout) https://www.cec.sped.org/Tools- and-Resources/Resources-for-Teaching-Remotely/Webinars/TeachingSpedOnline • CEC Best Practices for Educating Online https://www.cec.sped.org/~/media/Files/Resources/COVID19/Best%20Practices%20for%20Educating%20Online%20by%20eLuma%20%20CEC.pdf • KSDE.org Special Education in Online and Virtual School written by Jose L. Martin, Attorney at Law (2016) Programs https://www.ksde.org/Portals/0/SES/legal/conf17/Martin- VirtualPrograms.pdf

Service Area	Considerations/Guiding Questions
	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* *What is the student's current level of performance once returning to school?* *What strategies or supports, if any, were offered while the school was closed?* *During school closure, were the student's services and description of services documented?* *What progress monitoring data was gathered during school closure, if any?* *Can parents/care givers provide feedback for the student's academic progress such as strengths, weaknesses, and/or observations?* *Can teacher(s) provide feedback for the student's academic progress such as strengths, weaknesses, and/or observations?*
Assistive Technology (AT) Supports	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* *Did lack of necessary AT during closure prevent the student from benefitting or receiving a service?* *If any AT was provided within the home, was it functioning properly, correctly installed, or appropriate for the student's needs?*
ASL Specialists	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* *Was the student provided meaningful opportunities to communicate and maintain ASL?* *Was the student provided alternate activities to acquire and generalize ASL language?* *Was the student taught both social and content ASL?*

Service Area	Considerations/Guiding Questions
Behavioral Services	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *What strategies or supports, if any, were offered while the school was closed?* • *Were services and description of services documented?* • *What progress monitoring data was gathered during school closure, if any?* • *Can parents/care givers provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?* • *Can teacher(s) provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?* • *Have any new behaviors surfaced and/or life events occurred that may impact the student's academic and/or social success at school?* • *If there was a behavior plan prior to the school closure, does it need to be revised?* • *Was there an open FBA evaluation before school closed that needs to be completed? Or does the current FBA need to be revised?*
Braille Instruction	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Was the student provided braille materials?* • *Was the library for accessible material still open to distribute?* • *Did the student have access to a braille writer?* • *Was there anyone in the home who could ensure the braille was correct and the student was using the braille writer correctly?* • *Was the student provided embossed materials?*

Service Area	Considerations/Guiding Questions
Counseling Service	• NASP webinar: When One Door Closes and Another Opens: School Psychologists Providing Telehealth Services: https://www.nasponline.org/resources-and- publications/resources-and-podcasts/covid-19-resource-center/webinar- series/when-one-door-closes-and-another-opens-school-psychologists- providing-telehealth-services • NASP webinar: Wading through a SEA of Ambiguity: Charting a Course for Special Education Services During a Pandemic & sample school psych services log:https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/wading-through-a-sea-of-ambiguity-charting-a-course-for-special-education-services-during-a-pandemic • Schoolcousnelor.org Planning for Virtual/Distance School Counseling During an Emergency Shutdown https://www.schoolcounselor.org/asca/media/asca/home/Emer gencyShutdown.pdf
ESL Services	Upon returning to regularly scheduled schooling please consider the following: Revisit the intake of ELs that were identified during the closure of school Reassess ELs for domain performance in the needed areas of speaking, listening, reading, and writing with district tools for returning to school baseline data (I.e. WIDA Model, SOLOM, CBMs, etc.) *Guiding Questions:* • *Does the district have a tool to measure performance for each domain, such as the WIDA Model or other progress monitoring tools?* • *What is the level of English language proficiency as students return to school?* • *What instructional support and services were provided while the school site* was closed? • Were services and description of services documented? • What information was gathered from student families or guardians to inform supports or instruction needed when schooling resumes? • What updates were made to individual Learning Plans (ILPs)? (if applicable)

Interpreters (ASL)	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Was the student provided an interpreter during instruction?* • *Was the student able to connect with the teacher(s) for support, clarification, questions, etc.?* • *Were the instructional materials, websites, or tools accessible to the student without the use of an interpreter?* • *Was the student able to access the same instruction and activities as their peers? (I.e., an art teacher using Zoom to teach a lesson)*

Service Area	Considerations/Guiding Questions
Modified Instruction (general education or within a special education setting CDC)	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Was the student provided meaningful grade level modified instruction or activities?* • *What support was provided to increase the student's language and communication in the content and instruction?* • *Were opportunities provided to engage in discussions with peers?* • *How much support was the family able to provide in guiding the student through multi-sensory learning and application of skills?* • *What level of access did the student have to the lessons and instruction given the other needs of the student (language/communication system, motor skills, attention, self-advocacy, etc.)?*
Non-academic intensive services (Toileting, dressing, washing face/hands, feeding, requesting, following directions)	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Was the student provided a routine or daily schedule to supports the skills?* • *Was the parent/adult in the home able to provide prompting, support, and/or intervention on the skill at home? (I.e., the siblings were engaged in an independent activity and the parent was able to focus on the steps to hand washing, including providing verbal and physical cues on a regular basis throughout the day.)* • *Is the school setting similar to the home setting?* • *Did the student have to get dressed within a similar time frame?* • *Is the on/off for the faucet a similar mechanism?*
Occupational Therapy	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *What feedback can the family provide regarding the student's current status, difficulties or successes, with self-help skills?* • *What strategies or supports, if any, were offered at home for sensory schedules, strategies, etc.?* • *Was a predictable schedule followed during closure?* • *Will additional accommodation(s) or support(s) need be provided until the skills are recouped?*

Service Area	Considerations/Guiding Questions
Orientation Mobility	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Will the student need an opportunity to re-learn the school setting including the route between classrooms, to and from the office/front door, design of the cafeteria, etc.?* • *Did the student continue to apply/practice cane skills while at home?* • *Will the student require new equipment due to regression or physical changes?*
Physical Therapy	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *What necessary equipment did the student have or not have access to?* • *Has the student experienced significant physical growth which may impact fitting of any equipment?* • *Did the student experience any injuries or was there a change in medical status?* • *Was there an impact on the student's muscular stamina?* • *Has the student had a change in medical status that would impact services or goals?*
Speech-language	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Were academic language demands adjusted in the content areas for the student to have been able to engage and complete work?* • *Was teletherapy provided for some/all goals; where any IEP goals unable to be addressed effectively?* • *Can families provide information on the student's level of functioning or success with provided strategies during closure?* • *Did the student have access to an AAC system during closure?* • *Have there been any updates in the student's medical status that would impact services and goals?* • *For students who depend on routines and need advanced preparation, are there any social stories, visual supports or other measures that can be provided to ease the transition back to school.*

Service Area	Considerations/Guiding Questions
Transition Services	NTACT Transition Resources During COVID-19 Outbreak https://transitionta.org/covid19 Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *What opportunities were not available within the home setting?* • *Is the student able to generalize skills learned at home to other settings (school, work)?* • *Was the student provided supports or services from an adult services agency?*
Vision Services	Upon re-opening of school, determine the student's present level of performance by gathering data. *Guiding Questions* • *Did the student have access to appropriate print media (braille, large print, electronic with screen reader, etc.?* • *Did the student have access to a braille writer?* • *Did the student have access to appropriate technology?* • *Was the student provided opportunities to engage socially?* • *Was the student provided recreation and leisure recommendations that were accessible within the home?*

Appendix G: Material and Equipment Check-in

Template: Material and Equipment Check in

Teacher Name: [Insert]

School: [Insert]

Item Provided to Student	Date Provided	Person Responsible for Return	Contact Date	Date of Return	Condition Upon Return

Appendix H: District Guide for Determining Remediation, Intervention, and Compensatory Education

Step 1: School-wide Plan to Address Learning Loss
- Establish a plan to assess the current learning needs of all student (review Access & Opportunity School Reopening Toolkit and the Academics School Reopening Toolkit).
- Determine skill-based needs versus content-based needs and develop a plan that includes skill-based intervention and content-based remediation.
- Address questions for consideration (page 24) to determine whole class remediation versus individual remediation needs.
- Collect data to measure effectiveness of efforts.

Step 2: Individualized Intervention
- Collect and review students' performance across all identified PLEPs using sources of information obtained prior to or soon after school closure.
- Compare students' current level of functioning on each PLEP.
- If students experienced a significant loss of knowledge or previously acquired skills, IEP teams should reassess services and consider the level of supports or services needed to assist with recovering those skills within a reasonable amount of time.

Step 3: Compensatory Services
- Collect information on the educational opportunities were provided to all students.
- Review the technology, instructional materials, and accommodations/modifications provided to students with disabilities to ensure access and participation in the educational opportunities.
- Identify students who may not have been provided equitable access and schedule IEP team meetings to determine whether the LEA failed to provide FAPE during periods of school closure. Refer to the IEP Team Compensatory Services Decision Guide in Appendix K.

Remediation, Intervention, and Compensatory Education: Definitions and Examples

	Remediation	Intervention	Compensatory Education
Definition	Remediation is instruction provided on a school-wide level for the purpose of mitigating learning loss that occurred due to school closures.	Individualized intervention is provided to students who need intervention above and beyond school-wide remediation efforts.	Compensatory services are provided to individual students to *compensate* for services that the school district *should* have provided but did not. The purpose of compensatory services is to elevate the student to the level of performance he or she would have otherwise attained had the services been provided.
Examples	- Review/re-teaching of content that was covered through distance learning - Additional practice of specific academic skills - Targeted small-group instruction - Tutoring services	- Additional Tier 1 interventions - Tier 2 or 3 interventions - Before/after school intervention programs - Additional special education services - Additional related services	- School services provided on-site until the compensatory hours are completed - Home-based services provided to the student - Services provided in a LEA setting other than the school - Contracted services provided by private company - Financial compensation to hire private services

Appendix J: Remediation, Intervention, and Compensatory Services Documentation Template
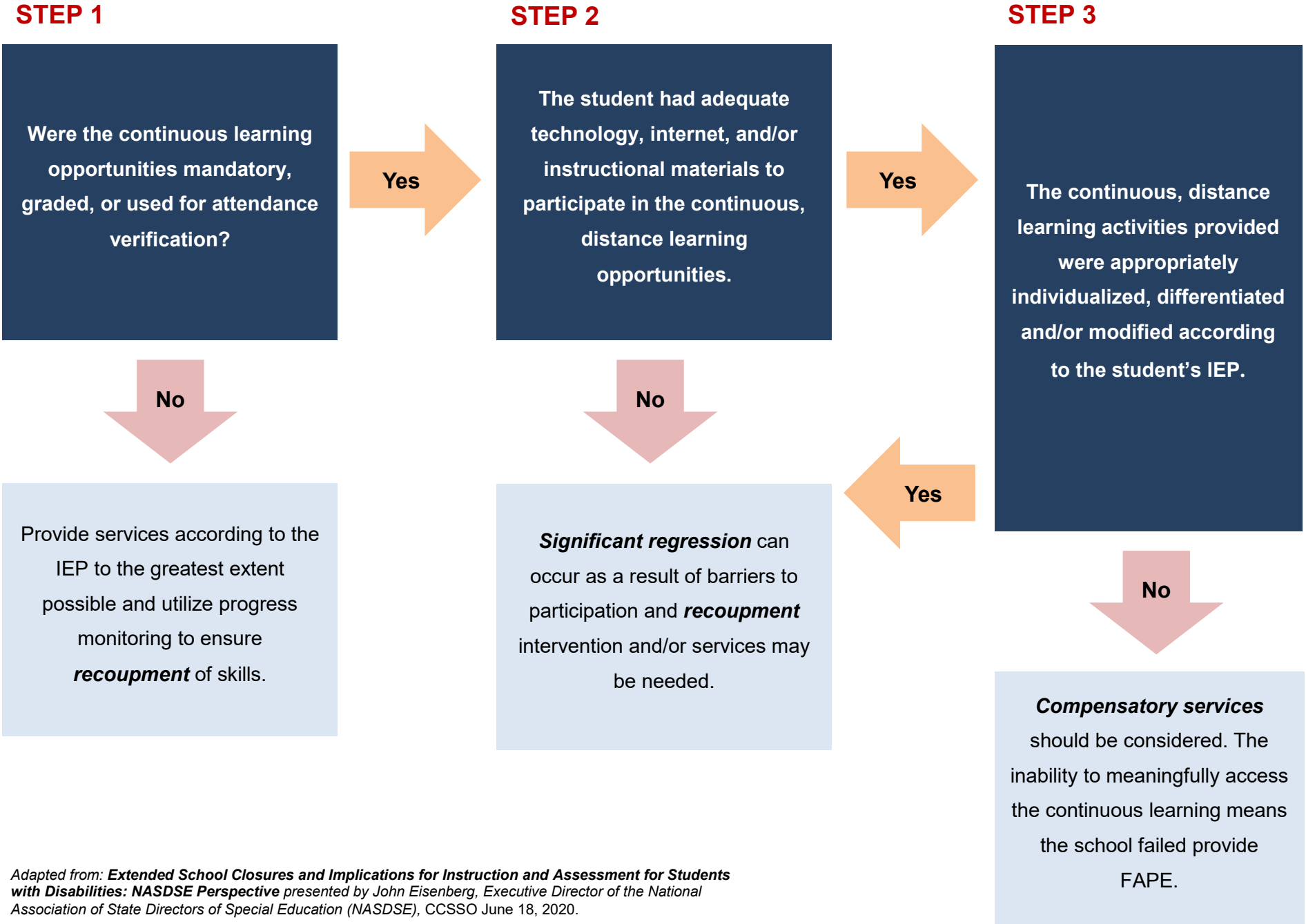
Template: Documentation of Remediation, Intervention, and Compensatory Services

Student Name: [Insert]

Case Manager: [Insert]

Remediation Services Identified:	Service Hours Per Week:	Type of Service:	Projected Date of Completion:	Services Completed: Y/N
Intervention Services Identified:	**Service Hours Per Week:**	**Type of Service:**	**Projected Date of Completion:**	**Services Completed: Y/N**
Compensatory Services Identified:	**Service Hours Per Week:**	**Type of Service:**	**Projected Date of Completion:**	**Services Completed: Y/N**

Appendix K: IEP Team Compensatory Services Decision Guide

STEP 1

Were the continuous learning opportunities mandatory, graded, or used for attendance verification?

Yes →

STEP 2

The student had adequate technology, internet, and/or instructional materials to participate in the continuous, distance learning opportunities.

Yes →

STEP 3

The continuous, distance learning activities provided were appropriately individualized, differentiated and/or modified according to the student's IEP.

↓ No

Provide services according to the IEP to the greatest extent possible and utilize progress monitoring to ensure *recoupment* of skills.

↓ No

Significant regression can occur as a result of barriers to participation and *recoupment* intervention and/or services may be needed.

← Yes

↓ No

Compensatory services should be considered. The inability to meaningfully access the continuous learning means the school failed provide FAPE.

Adapted from: **Extended School Closures and Implications for Instruction and Assessment for Students with Disabilities: NASDSE Perspective** *presented by John Eisenberg, Executive Director of the National Association of State Directors of Special Education (NASDSE),* CCSSO June 18, 2020.

Appendix L: Student Distance Learning Plan

Template: Student Distance Learning Plan

The purpose of this plan is to communicate how educational opportunities and services will be delivered to your student during the COVID-19 emergency. Special education services for your student will look different during this period of national and state public health emergency. **This is not an IEP amendment.** As the district continues to develop and improve distance learning systems and opportunities, this learning plan may be modified.

Student Name: [Insert]   **School**: [Insert]
Case Manager: [Insert]   **Date School Closed:** [Insert]
Beginning Date: [Insert]   **Ending Date:** [Insert]

Description of how your child's general educators, special educators, and related service providers will continue to collaborate while school is closed.

Resources and Supports	

Strategies, assignments, projects and packets expectations	*Examples: (These should be individualized for students.)*
	● *Every Friday, your child's teachers will send home content for the week.*
	● *Your child's case manager will individualize the content and add specific targets for your child's unique learning needs.*
	● *Strategies, assignments, projects and packets might include:*
	    ○ *A list of everyday things around the home your child may need for exploration, hands-on projects, and/or use for a related services session*
	    ○ *Reading assignments for background and context*
	    ○ *Reading, writing, mathematics, science, technology/engineering, history, social studies, and social/emotional learning assignments*
	    ○ *Assignments provided through Google Classroom*
	    ○ *Assignments related to television programming (WGBH)*
	    ○ *Suggested physical activities and movement breaks*
	    ○ *Links to online learning activities including videos, games, art, music, and other resources*
	    ○ *Due dates, and*
	    ○ *How to submit assignments for educator feedback.*
	Younger students – may receive a visual daily schedule or you can set one up with them using these tools....

Regular and ongoing communications expectations	*Examples: (Customize based upon district/school/teacher procedures).* ● *Email to student from [Insert Teacher's Name] on each Monday morning* ● *Student has video conference check in for homeroom with the class every Tuesday at 9 AM* ● *Student office hours with Mr. White every Wednesday at 12:00 pm* ● *Email to parent each Friday afternoon* *Your liaison will call you every other week, as previously scheduled with you*

Services and Instruction	
Educators and/or related service providers that will be providing services through distance, online, or telephonic instruction	Name: Role: Contact Information: Name: Role: Contact Information:
Service to be provided, when, and how	*Example:* *Service: Speech/Language* *When: Monday 10-10:30* *How: Online skill practice*

Preparation for Remote Service Delivery
Example:
• *Try to set up a daily routine so your child is aware of the expectations for the day.*
• *Encourage your child to engage in the classroom resources provided and make sure to give them praise when they do (Great job! I like that you are trying your best, nice work! Are you proud of your work too?).*
• *Ask your child if they need help or if they would like you to join in during structured activities.*
• *Free time, movement breaks, coloring, snacks, technology, etc.*
• *Find time each day to engage with your child in a preferred activity to encourage positive social interactions.*

Appendix M: Teleservices FAQ

Frequently Asked Questions
Related Services: Delivering Teleservices during COVID-19

A comprehensive Teleservices Toolkits is available <u>here</u>. This FAQ is a companion and highlights the most common questions asked by providers.

1. **If I'm an SLP, do I have to hold a license from the Tennessee Board of Communication Disorders and Sciences to provide teleservices?**

Not necessarily. Since distance learning is considered an extension and adaptation of the educational supports that were provided at school, the educator license (school services personnel) issued by the Tennessee Department of Education (the department) is sufficient. However, if teleservices are being billed by a third-party provider, and/or submitted for Medicaid reimbursement, then the provider must hold a license by the Board of Communication Disorders and Sciences.

2. **Some families do not have internet access or necessary technology for teleservices. How do I provide services to them?**

Access to internet and technology varies greatly across the state, and not all families are able to participate in online learning opportunities or teletherapy. The department has compiled a guidance document outlining available IT resources for families <u>here</u>. Alternatively, related services providers should continue to communicate with the families through phone calls. It's possible to provide coaching, share local resources, or plan to develop and offer learning materials that can be picked up by the family at school or other location. Related service providers should also continue collaboration with teachers to find ways to support their lessons and help with making learning materials accessible to students with disabilities.

3. **What platform do I use when delivering teleservices?**

There are multiple options available in the marketplace at support distance learning and online video conferencing.   When using these options, teachers, staff, and students – or anyone who is in a host role – must ensure they follow best practices for providing a safe and secure platform for all parties to use. While the department does not advocate for any particular platform, our recommendation is for districts to use an enterprise application that ensures teacher's and student's privacy and protection and that can be secured using district's existing privacy and access control. Consult your district administrators and board attorney to determine the policies around virtual learning platforms and online communication. Additionally, districts must ensure that their chosen platform protects student privacy and complies with <u>FERPA/HIPAA</u>. More information can be found <u>here and here</u>**.**

4. **Am I required to obtain parental consent prior to engaging in teleservices?**

Districts must assess whether parental consent is required prior to the provision of telehealth services to students. Please reference the <u>TeleIservices Toolikit</u> to read further explanations of FERPA requirements and potential exceptions to schools. It is, however, always important that parents understand your district's policies and practices regarding teleservices, the type of services the student

will receive virtually, and how you will protect confidential student information. Families and guardians should be informed of any service or distance learning opportunity being made available to their child, and they have the right to decline these services.

5. **I have never delivered teletherapy. Where do I begin learning to do this?**

These are unpresented times and both providers and families are having to adapt quickly. While it is easy to become overwhelmed by the *how*, it is more important to keep the *what* at the forefront. As a provider, the delivery may look differently, but the purpose of the service hasn't changed. Identify if the student's needs or skills have changed or if the family has new priorities; from there determined if intervention can be delivered directly (online) with the student, or if coaching and consultation are more appropriate. Additionally, providers should also check with their professional associations and licensing board for specific requirements.

6. **If I'm not able to access my school materials for lessons/therapy, what am I supposed to use when delivering teleservices to students?**

Therapy will likely look very different under the current circumstances, and providers and families will be adjusting to a model that does not exactly mirror face-to-face therapy. The home and school dynamics have changed and therefore the needs of the students and family

may also have changed. Providers may find that coaching and consultative supports are just as valuable to the family as direct instruction with their child. Prior to planning a session, it's important to communicate with caregivers to understand the current struggles and observations at home with regard to their child's needs; use that information to guide therapy services and resources.

7. How do I complete assessments virtually?

Consider the purpose of the assessment. If the team is conducting an initial evaluation for special education eligibility, reference the department's <u>School Closures and Special Education: Guidance on Services to Students with Disabilities</u> and <u>Guidance on Initial Evaluations per State Board of Education Emergency Rule</u>. For re-evaluations due during a school closing, teams should complete the reevaluation as soon as possible upon return. For re-evaluations due while students are attending a virtual instructional setting, cases should be treated on an individual basis; however, every attempt should be made to complete the re-evaluation to the extent possible, given reasonable access to the student. Consider the limitations of distance evaluation methods. Consult the test's technical manual or test-maker to determine if the measure was designed to be administered online.

8. Do I count teleservices as IEP hours?

It depends. If the school district has closed and is not requiring that students participate in online learning, then any related services delivered during school closure are not considered IEP services; they are supports and learning opportunities provided for continuity of education and to mitigate potential regression. However, if a district has elected to continue distance education with requirements for attendance and grading, then students with disabilities must also be provided an equal education to the greatest extent possible, including IEP services (which may be counted as IEP hours).

9. Do I record online sessions?

No. Providers are expected to document any services provided to, or on behalf of, students. The provision of teleservices is no different and should documented in the same way as an in-person session.

10. What do I do if I witness abuse, neglect, or a mental health crisis during a teleservice session?

If you suspect that a child's health or safety is a risk, or you witness situations deemed harmful to a child, you must report it immediately in accordance with your LEA policies and procedures, and as required my Tennessee law. Additional information on what constitutes child abuse and neglect and mandates for reporting can be found <u>here</u>.

Additionally, be prepared with a plan to manage emergencies if a student threatens to harm themselves or others. Ensure than parents know how to seek help out of school hours or when school professionals are otherwise unavailable.

Crisis services available to parents and children can be found <u>here</u> and <u>here</u>.

Appendix N: Sample Lesson

Subject: English Language Arts

Unit of Study: Fables and Folklore
This week, <u>The Empty Pot</u> and tales that emphasize truth is an important quality

Time Frame for Instruction: 1 week	**Dates:** April 6-10

Course Requirements:

AAD.6.L.VAU.1Use context cues including graphics or photos to determine the meaning of a word.

AAD.6.R.CS.1Identify the structure of a drama, dialogue, or informative text features (i.e., photos with captions, data, headings, etc.).

AAD.6.R.KID.1   Quote or cite examples from the text when answering explicit questions.

AAD.6.R.KID.2 Explain or cite information from the text to support a fact, inference, or conclusion.

AAD.6.R.KID.3   Determine the central theme/main idea of a text read or heard.

AAD.6.R.KID.5   Describe the character(s), plot, or idea(s) of a story read or heard.

AAD.6.R.KID.6 Explain the relationship between two or more individuals, events, or ideas in a text read or heard.

AAD.6.W.PDW.2 Use technology to produce and publish writing*.

AAD.6.W.RW.10Routinely practice writing* skills for a variety of tasks, purposes, and audiences.

Targeted Vocabulary:	**Strategies for Teaching Vocabulary:**	**Needed Materials:**
- Empty/full - Pot/planter - Emperor - Fable - Moral - Character - Plot	Develop vocabulary cards for personal dictionary Develop synonym paint chip cards	Paper, index cards etc. Symbols Paint chip or paint chip graphic

Connections and Key Concepts:

Self:	**Home:**	**School/Routine Setting:**	**Community:**	**World:**
I make my own choices.	It is important that I tell the truth and learn from my choices.	We have rules to guide our choices and consequences for each choice.	Stories from the past help us learn to make choices that are best for everyone.	The stories of history teach us how to treat each other and honor our self.

Multisensory-Multimodal Strategies:
Video storybook, kinesthetically create their own vocabulary resources, share their story with a friend verbally, written, or video, teach others a few opposites or synonyms

Opportunities for Connections to Community, Independence, and Employment		
1. Use Zoom technology for class meeting like many business professionals	2. Record and send a video—like news anchors, etc.	3. Grow a seed—gardening, farming, landscaper, etc.

Materials and Resources Needed:	Community Resources and Contacts:
- https://www.storylineonline.net/ - Zoom/computers - Basic crafts—paper, markers, crayon, tape or glue - Communication symbols	Parents or caregivers

Day 1:

Prior to class, send the parents/caregiver and overview of the day including a file with the vocabulary symbols to print for the students to use, and the character sorting table. You may choose to send the symbols and materials for the whole unit in the US Mail or other delivery systems so the materials are ready for the first day.

Begin with an opening class meeting using Zoom or other technology to introduce the topic for the week's ELA lessons.

Introduce vocabulary words:

- Fable—a story that teaches us an important lesson or how to make better choices.
- Moral—choosing the right behavior to treat yourself and others fairly and with kindness
- Character—2 meanings. We typically talk about the character as the person in the story or book but it is also used to describe how a person acts or their morals.

Practice the vocabulary having student choose between the symbols. You can provide a choice with student pointing or eye-gazing at the symbol on the screen or you can use software like Poll Everywhere if you have set up the poll ahead of time.

The students then follow your model to create a vocabulary card of their own using the symbols sent prior to the lesson. Glue the symbol to one side of an index card, scrap paper, or other paper "card". One the back the student "writes" their own definition. *These cards are for the student to use and refer to when communicating during the lesson or in their independent assignments. The written definition needs to be meaningful for them but now one else. Given this, for students for whom writing skills are still a struggle, they may make a drawing, symbol, or other written meaning for them to indicate the definition of the word.*

Independent work connection: The students can complete the other three symbols on their own (two choices were given for moral depending on which has more meaning to the student). The student needs to be able to show you their work tomorrow for accountability of their independent work.

Introduce the lesson:
Today we will begin our study of fables. Fable was one of our new vocabulary words, does anyone remember what it means? That's right, it is a story that teaches us about how to make better choices. We are going to listen to a story together. I am so excited because the person reading you the story is Rami Malek. He is an actor and one of the animal voices in the new Doolittle movie. He is reading the book on Storylineonline.net. As we watch and listen today I am going to pause every once in a while to talk about our new vocabulary, ask you some questions, and give you a chance to make a few predictions.

Okay, let's begin...
Start and stop the video at appropriate places to review the vocabulary, make predictions of what we think will happen next, and do comprehension checks to make sure the students are engaged.

Independent work connection: students can listen to the whole story with no pausing on their own using the link: https://www.storylineonline.net/books/the-empty-pot/

Lesson:

Central Theme—Moral of the Story

Review the vocabulary words "fable" and "moral". Discuss the message of the story and what lesson the author was trying to teach.
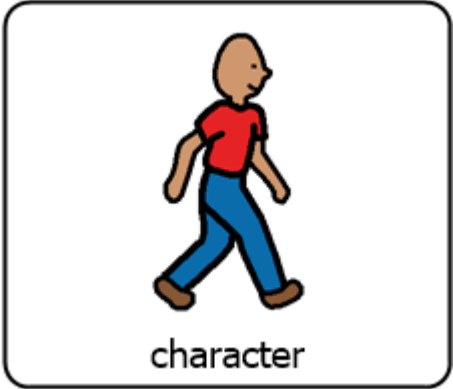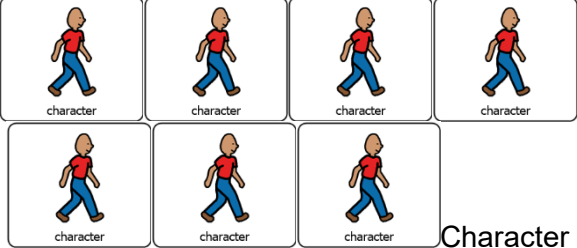- What important choice did Ping make in the story? Was that an easy choice or a hard one for him? Why?
- What choice did Ping's friends make? Why do you think they made that choice?
- What was the moral of the story?
- Why is it important for people to tell the truth?
- Why would it be important to the Emperor that the person he selects tell the truth?
- Why are fables important to read?
- Discuss other stories that teach lessons.
  - Tortoise and the Hare
  - The Loin and the Mouse
  - The Ants and the Grasshopper
  - The Boy Who Cried Wolf

Independent work connection: Students can read or watch these fables or others they have access to in the home or online.

Story elements: Characters

Let's create a list of all the characters in the story. (Emperor, Ping, Ping's father, Ping's friend, children)
If needed, create symbol or initials with a person picture for those students who are currently not communicating verbally or to provide access using the student's communication system. For example, using an AAC device the student could indicate "man" and "e" for the emperor.
Discuss the difference between a main character and other characters. The students will need to sort the characters into "main" and "supporting" using the chart below.

Main character(s)	Other character(s)
character	character character character character character character character Character

Close the daily lesson:
Ask students to complete their vocabulary and if they are interested, review the story or other fables. Preview tomorrow's lesson to discuss the details of the story and continue to work on the new vocabulary, characters, and other fun information.
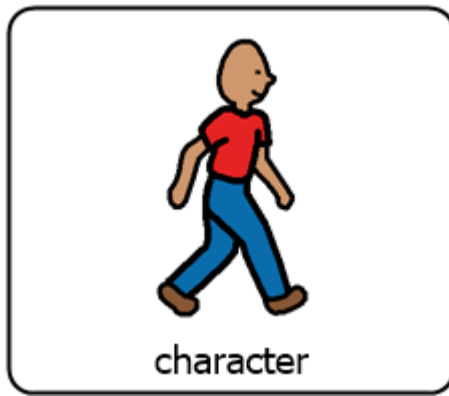
Day 2:

Prior to class, send the parents/caregiver notice that the students will be using Google Earth and a link should the family choose to use the same site later. Also, ensure students have access to watercolors, markers, crayons or other drawing medium as well as paper. You may have already sent a "school tools" kit home, but if not, send the materials as needed in advance of the lesson.

Begin with an opening class meeting using Zoom or other technology to introduce the topic for the week's ELA lessons.

Introduce vocabulary words:
Emperor—Ruler of a country. The person who makes the rules and decisions for the county they represent.
Character—2 meanings. We typically talk about the character as the person in the story or book but it is also used to describe how a person acts or their morals.

emperor

character

Practice the vocabulary having student choose between the symbols. You can provide a choice with student pointing or eye-gazing at the symbol on the screen or you can use software like Poll Everywhere if you have set up the poll ahead of time.

The students then follow your model to create a vocabulary card of their own using the symbols sent prior to the lesson. Glue the symbol to one side of an index card, scrap paper, or other paper "card". One the back the student "writes" their own definition. *These cards are for the student to use and refer to when communicating during the lesson or in their independent assignments. The written definition needs to be meaningful for them but now one else. Given this, for students for whom writing skills are still a struggle, they may make a drawing, symbol, or other written meaning for them to indicate the definition of the word.*

Independent work connection: The students can complete the other three symbols on their own (two choices were given for moral depending on which has more meaning to the student). The student needs to be able to show you their work tomorrow for accountability of their independent work.

Introduce the lesson:
Today we will begin talk about historical culture, fiction, or characters. Just like when we talk about history in social studies, we are talking about things that have already happened, sometimes even longer ago than when our grandparents were babies. Yes, that was a long time ago. History is important because it helps us understand why things are the way they are today.

Lesson:

Historical Characters and Stories (Fables) from the Past

There are rulers, or chiefs, in most countries. Sometimes they are referred to as an Emperor. But we have other names for rulers. Can you think of any other rulers we have talked about or that you learned about in other classes? Maybe a ruler of a state, country, city, or town? (President, king, queen, chief, governor, mayor, etc.)

Discuss what rulers do for the community and the expectations of their job. Then talk about what the average day might look like for a ruler.

Now let's talk about the character of a ruler. Let's look at the Emperor in The Empty Pot. What hints did the story give us about his character? (discuss)

Talk about what a ruler has to do and it is not a simple or easy job. Let's now talk about the kind of ruler they would be if their character was: (example, didn't listen, didn't like to go to work, was afraid of making choices)? Describe different character traits, positive and less positive, and how that person may rule.

Historical fiction also helps us know what it was like to live long ago. In the story, we learn about what was important by descriptions of Ping's day. What do you think it was like then? (discuss)
I wonder what China is like now? Let's find out! How about if we take an imaginary field trip to China using Google Earth.

Use Google Earth to "travel" to China. Visit the different areas fo the country, both the rural and the cities and have the students discuss what they notice. What is similar to their community? What is different? Does this look like a place you would like to visit for real? Why or why not? The goal here is not to have them like China, but to practice communicating, listening to others, sustaining focus on a topic, etc. You can even give students presenter rights on most video conferencing tools and then they can be the "tour guide."

Independent work connection: Students can visit other countries or states using Google Earth.

Story elements: Setting

Setting is where the story takes place. We are going to look at our story pictures. There are a few different settings. I want you to look for them. Then we are going to have a chance for you to paint or draw the settings you saw as we talk about them.

The students will engage in drawing using a medium most appropriate for them and of interest. While they are working, talk about the setting in the book including, China, Ping's home, the garden, at the park or school with his friends, at the palace, etc. The goal is to help them understand the variety of settings and how we can identify a setting form the story clues.
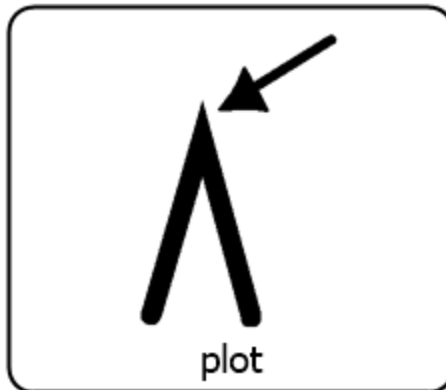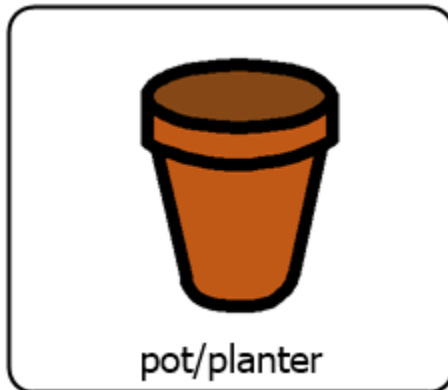
Close the daily lesson:
Ask students to complete their vocabulary and if they are interested, review the story or other fables. Preview tomorrow's lesson to discuss rhyming and the plot of a story.

Day 3

Similar structure.
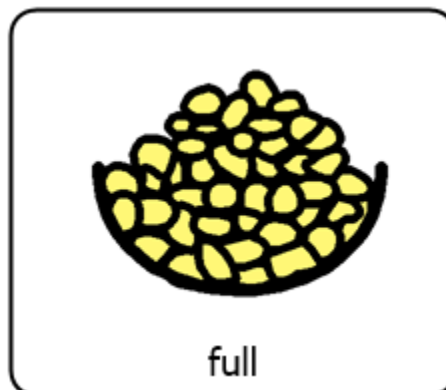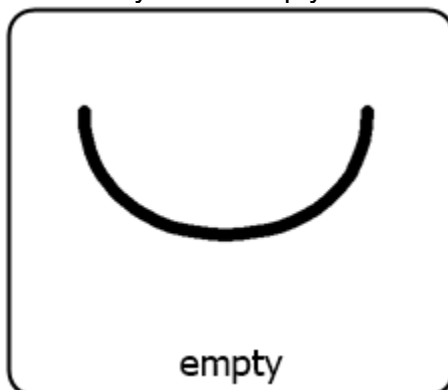Vocabulary of focus: pot/planter and plot.

pot/planter

plot

Lesson: rhyming
Story elements: Plot

Day 4

Vocabulary focus: empty and full

empty

full

Lesson: opposites

Day 5

Summary activity:

- Act out the story.-
- Retell it using an American point of view with a President and the student earning the vote.
- Write a new ending.

Hint at the next week's learning.

Appendix O: Sample Student Schedule

Time	Subject	Structure	Student A IEP Goals	Student B IEP Goals	Student C IEP Goals
7:30 8:00	Parent connection calls	Video calls	NA	NA	NA
8:00 8:30	Morning Meeting	Whole class on Zoom	Days of the week, listening for 10 minutes, Answering "what" questions	Sitting for 5 minutes at a time, Choosing between two pictures/ symbols	Listening, turn taking, greeting others
8:30 9:00	Reading lessons	Small group Zoom calls teacher, para 1, para 2, rotate the groups of kids daily to see them all	Sight words, decoding, time on task, answering "what" questions	Identifying name, choosing between two choices, following simple 1 step directions	Matching upper and lower case letters, sight words, answering questions about a story
9:00 9:30	Reading practice	Independent	Following a schedule	Persist in an activity for five minutes	(none at this time)
9:30 9:50	Math	Whole class	Calculation goals	Matching number to quantity 0 5	Money goals
9:50 10:10	Break				
10:10 10:50	Math practice	One on one: teacher and paras rotate meeting one on one according to scheduled times either 10:10 10:30 or 10:30 10:50	Math goals, communication goals	Math goals, communication goals	Math goals, communication goals
10:50 11:45	Lunch				
11:45 12:15	Science	Whole class	Write a sentence, ask questions	Using picture symbols to make a choice	Make a guess, accept feedback or redirection
12:15 12:45	Science experiments and simulations	Small groups: 3 groups	Write a sentence, ask questions	Using picture symbols to make a choice, motor skills	Make a guess, accept feedback or redirection
12:45 1:30	Sensory break no screen time	Independent work boxes, sensory menus			
1:30 2:00	Social studies	Whole group	Answering "what" questions, speaking in sentences	Using picture symbols to answer questions	Learning and using new vocabulary
2:00 2:30	Work readiness	Independent or one on one (student specific)	Following a schedule, telling time, cooking	Following step novel directions, completing a task on time	Accepting feedback or redirection
2:30 3:00	Class meeting	Whole group to small group transitions	Asking and answering questions	Identify feelings	Answering questions, staying on topic