SPECIAL EDUCATION GUIDANCE FOR BACK-TO-SCHOOL 2020

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Updated August 18, 2020

Listed below are various questions and answers on topics that provide updated and/or new guidance since the last version of the Special Education COVID-19 Q & A was published. This Q & A has been revised to include guidance from the Idaho Back to School Framework 2020 (Framework), a joint document from the Governor, the State Board of Education, the Department of Education and the Department of Health and Welfare. The Framework outlines statewide expectations, guidelines, and best practices to ensure a safe and successful 2020-21 school year.

This Q & A reflects those questions and answers which are most relevant for Idaho school districts as they begin the re-entry process of providing Special Education services in the school setting. If there are questions and answers which are not reflected in this document but were in the Guidelines for Providing Special Education Services During the COVID-19 Pandemic document, please refer to that Q & A updated June 3, 2020. Please keep in mind, however, that certain prior questions and answers may no longer be relevant or applicable to the school reopening process.

Below are the question numbers and topics that provide updated and/or new guidance since the last version of the Special Education Guidance for Back-to-School 2020 was published. Click each link to jump directly to the new or updated guidance.

Section 5, Question 27 – FAPE, Individualized Distance Learning Plans
Section 5, Questions 32-35 – FAPE, Dual Enrollment
Section 8, Question 6 – IEP Implementation, Delivering Instruction
Section 13, Question 16 – Confidentiality

Correction to previous guidance

Section 6, Question 1—Special Education Evaluation & Reevaluation

The guidance provided in this document is not legal advice. For legal advice on a specific situation please consult with the attorney representing your school district or charter school.

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Section 1: Glossary of Terms

Term	Definition
Category 1: No Community Transmission	Evidence of isolated cases, case investigations underway. No evidence of exposure in large communal settings, e.g., healthcare facilities, school, mass gatherings. *Framework, p. 8.*
Category 2: Minimal to Moderate Community Transmission	Widespread and/or sustained transmission with high likelihood or confirmed exposure within communal settings with potential for rapid increase in suspected cases. *Framework, p. 8.*
Category 3: Substantial Community Transmission	Large-scale community transmission. Healthcare staffing significantly impacted, multiple cases within communal settings like healthcare facilities, schools, mass gatherings, etc. *Framework, p. 8.*

Compensatory/Recovery Services	Compensatory services, also referred to as Recovery Services, are supplemental services needed to remedy an inability to provide FAPE due to COVID-19. These services are additional or supplemental as determined by a student's IEP team to address gaps of service delivery due to school closures.
Comprehensive Online Instruction	An online learning model that is equivalent to face-to-face instruction.
Distance Learning	A method of providing instruction to students outside of the physical classroom and may include online or remote instruction or providing hard copies of instructional materials with communication to students through phone or email, or it may be a combination of learning modalities. Distance learning may be asynchronous or synchronous. *Framework, p. 33.*
Distance Learning Plan	A district or school-wide plan that provides continued instruction and advances students as applicable to their needs and provides individualized services and instruction using trauma-sensitive teaching for all students. *Framework, p. 25.*
Homebound Student	A student whose IEP team determines the child's home is the least restrictive environment. *Manual 2018*, p. xx.
Hybrid Instruction/Blended Learning	Hybrid instruction, also referred to as blended learning, consists of varied learning opportunities through a variety of modalities, including a combination of in-person/face-to-face instruction and remote or online learning in a way that enhances the overall education experience for a student and provides for continued education progression. *Framework, pp 6 & 33.*
Individualized Distance Learning Plan (IDLP)	An individualized plan agreed upon by the IEP team for providing IEP services in those instances where distance learning is necessary for health and safety reasons during the pandemic. An individualized plan may include instructional packets, virtual meetups, virtual therapies, or other online, distance, or blended learning options.
Local Education Agency (LEA)	Idaho school districts and charter schools. *34 CFR 300.28.*
Resume Normal School Operations	The traditional learning model for schools that provide face-to-face or comprehensive online instruction. This is also considered regular school.

Regular School	The traditional learning model for schools that provide face-to-face or comprehensive online instruction. This is also considered normal school operations.
Online Learning	A method of providing student instruction and content delivered primarily through an online (internet) platform. *Framework, p. 33.*
Remote Learning	A teaching modality that attempts to replicate the classroom virtually. *Framework, p. 34.*
State Education Agency (SEA)	The Idaho State Board of Education and the Idaho State Department of Education. *34 CFR 300.41.*
Similarly Situated Students	Students of the same age and grade within the same general education class.
Soft Closure	A term defined by the SBE in spring 2020 which consisted of a shift from in-person school operations to school operations that use on-line, virtual, or distance learning to provide instruction to students.
Traditional learning model	The learning model for schools that provide face-to-face or comprehensive online instruction. This is also considered normal school operations and regular school.

Section 2: Re-Entry Criteria

1 Has Idaho issued guidance for reopening schools for the 2020-21 school year?

Yes. On July 9, 2020, a document entitled *Idaho Back to School Framework 2020* was issued to be used by school districts and charter schools to help guide their actions as schools begin to reopen. This document can be obtained at: **https://www.sde.idaho.gov/re-opening/files/Idaho-Back-to-School-Framework-2020.pdf.**

2 Does the Framework allow for in-person instruction for those students with more severe needs when schools are closed, and remote learning is provided to students?

Yes. The *Framework* addresses this issue and provides that those schools providing remote learning while in Category 2 (minimal to moderate community transmission) may provide limited in-person instruction for special education and special needs populations. A student's IEP team should discuss whether in-person instruction during a Category 2 school closure would be appropriate, taking into account student and staff health and safety considerations, busing, and other pertinent issues. The student's *Individualized Distance Learning Plan* should reflect the IEP team's decisions regarding in-person instruction during Category 2 school closure. *Written Notice* should be provided to the parent addressing the IEP team's decisions.

Section 3: Waivers of IDEA Requirements

1 Can the SDE provide flexibility on timelines for annual reviews, reevaluations, and initial eligibilities?

No, the SDE does not have authority to waive IDEA timelines or requirements. On March 21, 2020 OCR/OSEP issued joint guidance through a Supplemental Fact Sheet on IDEA timelines but did not indicate that required timelines can be waived. The language below is quoted directly from the fact sheet:

> **Individualized Education Programs (IEPs)**
>
> If a child has been found eligible to receive services under the IDEA, the IEP Team must meet and develop an initial IEP within 30 days of a determination that the child needs special education and related services. 34 C.F.R. § 300.323(c)(1).
>
> IEPs also must be reviewed annually. 34 C.F.R. §300.324(b)(1). However, parents and an IEP Team may agree to conduct IEP meetings through alternate means, including videoconferencing or conference telephone calls. 34 C.F.R. §300.328. Again, we encourage school teams and parents to work collaboratively and creatively to meet IEP timeline requirements.
>
> Most importantly, in making changes to a child's IEP after the annual IEP Team meeting, because of the COVID-19 pandemic, the parent of a child with a disability and the public agency may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. 34 C.F.R. §300.324(a)(4)(i).
>
> **Initial Eligibility Determination**
>
> An initial evaluation must be conducted within 60 days of receiving parental consent under IDEA, or within the state established timeline within which the evaluation must be conducted. 34 C.F.R. § 300.301(c). Once the evaluation is completed, IDEA does not

contain an explicit timeline for making the eligibility determination but does require that the IEP be developed in accordance with 34 C.F.R. §§ 300.320-300.324 (34 C.F.R. § 300.306(c)(2)).

Reevaluations

A reevaluation of each child with a disability must be conducted at least every three years, unless the parents and the public agency agree that a reevaluation is unnecessary 34 C.F.R. § 300.303(b)(2). However, when appropriate, any reevaluation may be conducted through a review of existing evaluation data, and this review may occur without a meeting and without obtaining parental consent, unless it is determined that additional assessments are needed. 34 C.F.R. §300.305(a). *A Supplemental Fact Sheet Addressing the Risk of COVID-19* (OCR/OSEP 3/21/20).

Section 4: Child Find

1 How do school closures and reopening affect districts' child find obligations?

School districts have an ongoing child find obligation to locate, identify and evaluate students suspected of having disabilities. Similar to summer break, school closure due to the COVID-19 virus does not cause the child find obligation to cease. However, it may be necessary to postpone child screenings due to the virus.

2 How should Child Find be conducted?

School closures, resulting in distance learning and online learning due to the COVID-19 pandemic did not alter the child find obligation but may have changed how it occurs. Districts may wish to include information in the child find notices that screenings and evaluations for children referred under Part C may occur through virtual means. However, a parent may choose to not participate in an evaluation or assessment by means other than face-to-face, in which case the assessment or evaluation must be postponed until the evaluation can be conducted in person. If an evaluation or assessment is postponed, provide the parent with *Written Notice* documenting the communications that occurred with the parent and the reasons for the postponement.

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Section 5: Free and Appropriate Public Education (FAPE)

OSEP Guidance

1 Is there guidance on providing FAPE to students while also protecting the health and safety of students and staff during the pandemic?

Yes. On March 21, 2020, the Office for Civil Rights (OCR) and the Office for Special Education and Rehabilitative Services (OSEP) issued a joint guidance entitled *A Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities.* The guidance stated in part: "School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. In this unique and ever-changing environment, OCR and OSERS recognize that these exceptional circumstances may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible. However, school districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically."

2 Can an offer of FAPE consist of something other than traditional face-to-face instruction?

Yes. As schools reopen, which may not be the traditional face-to-face instruction, IEP teams must determine what will constitute FAPE for each student. While FAPE now may look different than FAPE did pre-COVID-19, in most instances special education services must be more rigorous than the instruction provided in the alternative mode of service delivery that occurred during spring 2020. Each student's *Individualized Distance Learning Plan,* as part of the IEP, will be included in the offer of FAPE.

3 As school begins for the 2020-21 school year and FAPE is offered by the IEP team, but the parent declines the services because of the mode of service delivery offered, does the IEP team have any further obligations?

No, so long as the IEP team has met its obligation to offer a student FAPE in the least restrictive environment. For example, there is little to no community COVID-19 transmission and face-to-face instruction is being provided to all students in the school setting. The IEP team determined face-to-face instruction is appropriate for the student but the parent requests that all instruction occur remotely and is refusing to send the student to school. Similar to pre-COVID-19, a parent can choose to decline the educational services offered in the IEP.

Recovery Services

4 What are recovery services for a student?

Compensatory services, referred to throughout this Q & A as "recovery services," describe a variety of situations where supplemental services are needed to remedy schools' inability to provide FAPE to a student due to COVID-19. For the purposes of this Q & A, recovery services

are additional or supplemental services needed to address gaps in service delivery due to school closures.

5 How should an IEP team determine whether a student needs recovery services due to the soft closure that occurred during spring 2020?

To determine whether a student needs recovery services, the IEP team should examine the effect of school closures due to COVID-19 and the special education and related services provided during those closures on the student's overall progress and engagement, including progress towards IEP goals. The determination must be individualized.

6 Will recovery services be necessary in the future as schools work towards reopening for the 2020-21 school year?

It depends. Recovery services may be necessary in the future for individual students, depending on the circumstances. For example, if a school is providing traditional face-to-face instruction under Category 2 but due to substantial community transmission moves to Category 3 where school buildings are closed for an extended period of time with distance learning being provided and an *Individualized Distance Learning Plan* has not been adopted as part of the student's IEP, it may be necessary to determine whether recovery services are appropriate for particular students.

7 How does an IEP team determine the amount of recovery services needed?

Recovery services must be made on an individualized basis but are not generally provided in the same amount that was missed (e.g., minute for minute, hour for hour). Recovery services depend on the student's progress as well as the amount and type of services that were provided during the soft closure.

8 What data should a student's IEP team review to determine whether recovery services are appropriate?

Formal and informal data from a variety of sources (including information provided by parents) should be collected and reviewed, including all data collected by staff during the soft closure. Additionally, a review of the educational services provided to similarly situated students should occur. Upon review of existing data, the IEP team may determine that additional data is necessary before a determination can be made whether recovery services are needed, and if so, what recovery services would be appropriate.

9 During the soft closure, some parents declined certain educational services such as speech which we provided by remote learning. If parents declined some or all remote services during the soft closure, is the district still obligated to consider and possibly provide recovery services once school resumes?

It depends. The answer to this question depends on a variety of circumstances, including why the parents declined services during the soft closure. Depending on the circumstances, an IEP

team may need to review the services offered, the reasons why the parents declined the services, and determine whether recovery services are appropriate in light of the child's circumstances.

10 Must recovery services be provided outside of the typical school day?

When an IEP team determines that recovery services are appropriate for a particular student, the team should then determine the best means by which to provide the services. For example, recovery services could be provided outside of the typical school day or within the school day. In either case, the student's IEP should name the additional services as "recovery services" on the student's IEP under the alternate methods of service delivery.

11 Once schools resume normal operations, must all special education students be provided with recovery services?

No, as the need for recovery services must be made on a case-by-case basis. When schools resume normal operations, students' IEP teams and 504 teams "would be required to make an individualized determination as to whether compensatory services [recovery services] are needed under applicable standards and requirements." *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-1.

12 What does "when schools resume normal operations" mean in the context of IEP teams making an individualized determination as to whether and to what extent recovery services may be needed?

While the quoted language is used by OCR and OSEP in a jointly issued *Supplemental Fact Sheet* dated March 21, 2020, no definition is provided. However, the recently issued *Idaho Back to School Framework 2020* defines the traditional learning model as face-to-face instruction provided by schools. Thus, for those schools that provided traditional face-to-face instruction or comprehensive online instruction prior to the soft closure due to COVID-19, normal school operations resume when the traditional learning model is provided to students under Categories 1 and 2 of the *Framework*.

13 Do different requirements come into play depending on how long school is closed?

Yes. OSEP looks at whether the closure is for an "extended period of time" which is generally more than 10 consecutive school days. "If a child does not receive services after an extended period of time, a school must make an individualized determination whether and to what extent compensatory services [recovery services] may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost." *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-2.

14 If school is in session, but a student with disabilities is absent for an extended period due to being infected with COVID-19, what must occur if no special education and related services were provided?

"If a child does not receive services after an extended period of time, a school must make an individualized determination whether and to what extent compensatory services [recovery services] may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost." *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-2.

15 Will IEP teams have to meet on every student once school resumes normal operations to determine if there is a need for recovery services due to the soft closure during spring 2020?

Yes. The determination as to whether recovery services are appropriate, and if so, what they will be, must be made on an individualized basis by each student's IEP team, once "schools resume normal operations." When school is back in session for the 2020-21 school year, IEP teams should begin communicating with parents regarding convening IEP team meetings to discuss whether recovery services might be appropriate and to develop an *Individualized Distance Learning Plan*. In the event a parent indicates they are not interested in discussing recovery services, *Written Notice* should be provided to the parent outlining the offer to meet and the parent's decision on the matter. *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-1; *Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students* (OCR 3/16/20); *A Supplemental Fact Sheet Addressing the Risk of COVID-19* (OCR/OSEP 3/21/20).

16 If a student graduated or aged out (turned 21 spring semester) during the soft closure, is the IEP team obligated to meet once school resumes to consider recovery services for that student?

Yes. Issues related to lost educational opportunities or important postsecondary transition services due to the soft closure of schools should be addressed, to the extent the adult student/parent is interested and willing to participate. Additionally, the IEP team must ensure prior *Written Notice* of the exit reason (graduation or age out) and a Summary of Performance have been completed and provided to the adult student/parent.

17 Is there a requirement to consider recovery services for Early Childhood Special Education?

Yes. Pursuant to the guidance from OCR, if a preschool student does not receive services after an extended period, such as during the soft closure, the student's IEP team must make an individualized determination whether and to what extent recovery services are needed.

18 If a parent declines services that are set forth in a student's IEP, which includes an IDLP, during any closure pursuant to Categories 2 and 3 must the IEP team consider whether recovery services are appropriate?

No, recovery services will not need to be considered, so long as a student's IDLP (adopted as part of the student's IEP) addresses how educational services will be provided to the student during Categories 2 and 3 closures and is part of the district's offer of FAPE.

19 Do general education teachers have a role in determining the educational services provided to students with disabilities during the school closures?

Yes. General education teachers have an especially important role in determining the educational services provided to students with disabilities assigned to their classes. To determine whether recovery services are appropriate for a particular student with a disability, the IEP team must first determine what instruction was received by similarly situated general education students during the closure. That information in most cases will come from the general education teachers.

For example, Suzie is on an IEP for resource room help due to a learning disability and is in the regular 4th grade classroom for a majority of the day. The IEP team will need detailed information from the 4th grade teacher regarding what instruction was provided to his 4th grade classroom since the closure the classroom teacher's participation and input in the IEP team meeting will also be especially important. Based on the instruction provided by the classroom teacher to all students, including Suzie, and the interventions provided to Suzie by the special education teacher, the IEP team will review Suzie's IEP and the data collected to determine whether Suzie was able "to make progress in light of the child's circumstances." *Endrew F. v. Douglas County Sch. Dist. RE-1*, 69 IDELR 174 (U.S. 2017). If the IEP team determines that Suzie made appropriate progress in light of the circumstances, recovery services may not be necessary. On the other hand, if Suzie did not make appropriate progress, the IEP team will determine the necessary educational interventions.

20 Can recovery services due to the soft closure be addressed at the annual IEP meeting for each student, rather than right at the beginning of the school year? For example, Johnny's IEP is due in January. Johnny's teachers work to get him caught up during the school year, so at his annual IEP meeting the team knows they need to determine recovery services and can make that determination at that time. We would like to make it a requirement for any annual IEPs due during the 2020-2021 school year.

During the soft closure, Idaho school districts were required to provide equitable access to general education opportunities and continue to provide FAPE to students with disabilities to the maximum extent possible. In spite of the best efforts and creative means by staff to provide educational services, some students may not have received FAPE due to the exceptional circumstances caused by the COVID-19 pandemic. Because of this, each student's IEP team is required to make an individualized determination as to whether and to what extent recovery services due to the soft closure are necessary when schools resume normal operations. *A Supplemental Fact Sheet Addressing the Risk of COVID-19* (OCR/OSEP 3/21/20).

The purpose of recovery services is to remedy any inability to provide a student with a disability with FAPE due to COVID-19. The determination as to whether recovery services are appropriate is made based upon a totality of the circumstances, which includes the review of appropriate data, as well as the instruction provided to similarly situated students.

An IEP team's discussion of whether recovery services might be appropriate should occur as soon as is reasonably possible once school resumes normal operations. If normal school operations occur at the beginning of the 2020-21 school year each IEP team should discuss recovery services at that time and determine whether additional data is necessary to make an informed decision.

21 Regarding recovery services, if teams can show equal access to services similar to general education students during the soft closure was provided, and documented repeated efforts to provide FAPE, can recovery services even be discussed and/or even be provided?

The review by an IEP team as to whether recovery services due to the soft closure are appropriate is a multi-part process, and includes the following:

- Review the educational services received by nondisabled peers. For example, Suzie was in the 4th grade classroom for the majority of the day and received resource room help due to a learning disability. Did Suzie receive equal access to the same educational opportunities that her 4th grade classmates received during the soft closure?
- Did Suzie receive resource room help as identified on her IEP so that she could access the same educational opportunities provided to her 4th grade classmates during the soft closure?
- Did Suzie make progress appropriate in light of her circumstances?
- Other factors relevant to the student should also be reviewed and discussed.

In the event the parent believes recovery services are necessary, but school personnel believe the student was able to make progress appropriate in light of the student's circumstances, the IEP team should utilize the Idaho Special Education Manual's guidance on team decision making:

> "If there is lack of consensus between the parent/adult student, district personnel, and other IEP team members regarding an IEP decision, then school personnel on the IEP team should seek consensus within the school team and provide *Written Notice* to the parent/adult student. If there is lack of consensus among school personnel, then the district representative on the IEP team shall make the decision and provide *Written Notice* to the parent/adult student. The parent/adult student should be made aware of the procedures in Section 2J of this chapter, 'Parent/Adult Student Objection to the IEP' and their procedural safeguards, including due process rights." *Manual 2018*, p. 66.

If it is determined by the IEP team that recovery services are not necessary, the IEP team's decision should be set forth in a detailed *Written Notice* provided to the parent.

22 The way you described the decision to be made about whether recovery services would be needed, leads me to believe that all students would be eligible given the soft school closure and online services.

No. The determination as to whether recovery services are appropriate must be made on a case-by-case basis through the IEP team process. This allows the parents to be active participants in the discussion and allows school staff to provide input and discuss the data collected (including information provided by parents) during the soft closure.

23 During the soft closure, our district provided online instruction, and some paper packets for general education services. The special education staff provided a variety of supports that included online instruction, packets, phone calls, and webinars to students. If a family chose to not accept any supports offered and did not provide an alternative suggestion, did the district meet the FAPE requirements and do we still need to provide recovery services? What would be "enough" supports offered by a district that recovery services would not be needed?

The determination of what, if any, recovery services are appropriate due to the soft closure of schools caused by the COVID-19 pandemic must be made on an individualized basis by each student's IEP team. A parent may have declined educational services offered by the district for a variety of reasons. The student's IEP team should identify the services that were offered and discuss why the services were not accepted by the parent during the soft closure. The determination of whether the services offered were "enough" for the student to make progress in light of the student's circumstances is an individualized determination. All relevant information, including information provided by the parent, data collected regarding the student, and information regarding instruction provided to similarly situated students, must be considered by the IEP team in determining whether recovery services are appropriate. The IEP team could find that insufficient data is available on the student's progress to make a determination regarding recovery services. In this case, appropriate data should be gathered. The IEP team would reconvene at a later date to discuss the data, once it is gathered, and determine whether recovery services are appropriate.

24 For the 2020-21 school year our district is offering both face-to-face and on-line instruction and is allowing parents to choose which option they want for their child. If an IEP team determines that face-to-face instruction is necessary to provide FAPE but the parent requests on-line instruction instead must recovery services be considered for the student?

No. Since the IEP team offered FAPE through face-to-face instruction, which was declined by the parent, the IEP team would not be required to consider recovery services. The *Written Notice* informing the parent that FAPE was offered but declined by the parent should also inform the parent that recovery services will not be considered as the online instruction was a matter of parent choice.

25 For some of our students with more severe needs, remote learning does not work because they are unable to interact with the device. Could staff decide to bring a select few students to serve within the school setting while school buildings are closed, and educational services are provided by remote learning due to COVID-19?

The *Framework* addresses this issue and provides that those schools providing remote learning while in Category 2 (minimal to moderate community transmission) may provide limited in-person instruction for special education and special needs populations. A student's IEP team should discuss whether in-person instruction during a Category 2 school closure would be appropriate, taking into account student and staff health and safety considerations, busing, and other pertinent issues. The student's *Individualized Distance Learning Plan* should reflect the IEP team's decisions regarding in-person instruction during Category 2 school closures. *Written Notice* should be provided to the parent addressing the IEP team's decisions.

Individualized Distance Learning Plans (IDLP)

26 Should we consider *Individualized Distance Learning Plans* (IDLP) for students with IEPs and Section 504 plans as schools begin to reopen?

Yes. It is recommended IEP teams (and 504 teams) consider adopting an *Individualized Distance Learning Plan* (IDLP) for each student that addresses how a student's educational services will be provided in the event schools are unable to fully reopen, or a school or district must close due to increased transmission of the COVID-19 virus. By adopting an IDLP through the IEP team process, a student's educational program can continue without significant interruption or loss of instruction in the event increased transmission of the virus in the school setting or community necessitates changes to the mode of instruction. The recently issued *Idaho Back to School Framework 2020* further recommends that schools provide specific information in IEPs or 504 plans for student needs in various scenarios, including expectations for related services.

27 Our district has a plan in place for community spread of COVID-19 resulting in Categories 1, 2, and 3 for all students. Can we adopt a district-wide *Individualized Distance Learning Plan* for each student with a disability?

No. *An Individualized Distance Learning Plan* (IDLP) is recommended for all students with disabilities and should be individualized and become part of each student's IEP (or 504 plan). The IDLP should address the services necessary to provide the student with FAPE during each of the Categories, as well as how that student's educational services will be provided during Categories 1, 2, and 3.

28 During spring 2020, we provided *Written Notice* to parents that their child's IEP would be implemented to the extent feasible through an alternative mode of service delivery and distance learning plans were provided to parents. As we prepare for the 2020-21 school year, can we use the same process?

No. Because of the immediacy of school closure that occurred during spring 2020 and the anticipation that school closure would be temporary, schools provided parents with *Written Notice* of the alternative mode of service delivery and in many instances a distance learning plan was developed outside of the IEP team process. However, for the 2020-21 school year students' IEPs must be amended, or an annual review must occur to determine FAPE for each

student. Because uncertainty continues to exist regarding how instruction will be provided due to COVID-19 each IEP should also contain an IDLP that sets forth various scenarios that could occur and how the student's IEP will be implemented for each of those scenarios.

29 Our district is considering an A/B schedule where students are divided into two groups. Group A would receive face-to-face instruction on Monday and Tuesday, and Group B would receive face-to-face instruction on Thursday and Friday. When not receiving face-to-face instruction, each group would receive instruction through remote learning. We have parents requesting that their children's IEP provide face-to-face instruction 5 days a week. Is an IEP team required to provide only face-to-face instruction at parent request?

No. An IEP team is required to determine what educational services are necessary to provide FAPE to a student in the least restrictive environment, in light of the student's circumstances, and considering the services provided to similarly situated students. For a particular student, an IEP team might determine the student needs 5 days of face-to-face instruction to receive FAPE. For another student, the A/B schedule may be appropriate. In either case, the IEP team should adopt an IDLP for each student setting forth various scenarios that could occur due to COVID-19, and how the student's IEP will be implemented during those scenarios.

Transfer Students

30 Our district was recently informed that a student is moving into our district for the 2020-21 school year. Because of COVID-19, it may be difficult to obtain student records. Does it make a difference whether the student is transferring from an in-state or out-of-state school?

The timelines discussed below pertaining to transfer students (both in-state and out-of-state) must be met to the extent feasible, as the administrative rules do not provide a waiver of timelines. It will be important to document staff attempts to request and receive education records from the prior school, communicate with parents regarding the transfer process, and provide *Written Notice* to parents when required. As a reminder, the student transfer provisions include:

In-State Transfer Student

When a student with a current IEP transfers from one Idaho school district to another, the student is entitled to continue to receive special education services. The new school must request the eligibility documents and current IEP within 2 school days from the student's previous school. Within 14 calendar days the new school must request the full educational record of the transferring student from the prior school. *Manual 2018*, p. 90-91. The new school district may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within 5 school days, or if the district wishes to reevaluate the student, an interim (short-term) IEP must be implemented pending development of a standard IEP. IDAPA 08.02.03.109.04.e.

Out-of-State Transfer Student

When a student with a current IEP transfers from an out-of-state school, a copy of the student's most recent eligibility documentation and IEP must be requested within 2 school days. Within 5 school days of receipt of the eligibility documentation and IEP, the school shall determine if it will adopt the existing eligibility documentation and IEP. If the school disagrees with the existing eligibility determination, or if documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation are in process, the school may implement an interim IEP if the parent agrees. If the parent does not agree to an interim IEP, the student shall be placed in general education. IDAPA 08.02.03.109.04.f.

31 We received a new transfer student for whom we have not yet received records. Mom says that she thinks the student is on an IEP. Do we wait to provide services once we know there is an IEP and have it in our hands so we know what we need to provide for services? Mom was unclear on what had been done and what area it is in. She does not have a copy handy that she can provide me.

In the event the records are not received in a timely fashion, the school should offer to evaluate the student, as the district has been informed the student has a disability. The evaluation timelines should be followed, to the extent feasible. *Written Notice* and *Procedural Safeguards* must be provided to the parent.

Dual Enrollment

32 Does an LEA have any obligation to provide dual enrollment to students who may be enrolled in a homeschool program, in a virtual charter school or in some other type of educational program and are requesting to enroll in an LEA for certain programs such as gifted and talented classes or electives?

Yes, an LEA may have certain obligations towards students wishing to dually enroll. However, before an LEA can determine its dual enrollment obligations, it must have accurate information regarding the existing educational program the student seeking dual enrollment is currently receiving. A helpful resource, entitled Dual Enrollment Q&A is available to help LEAs and parents navigate the dual enrollment options available to Idaho students. It is important to recognize that the terminology used by a parent in describing their child's current educational program may not always be accurate. For example, a parent may indicate that her child is homeschooled, when the educational program used by the student in the home is provided by a virtual charter school or private school. In order to determine the current educational program being utilized, the LEA should request as much information as possible regarding the curriculum being provided, how it is provided, the name of the organization providing the curriculum, and other pertinent information. Because of the different educational options

available to parents, staff may need to research the student's program and determine whether it is a virtual charter school, a private school, homeschool, or some other educational program.

Once a clear understanding of the student's existing education program is obtained, the LEA's dual enrollment obligations can be identified. For example, Question 2 in the Dual Enrollment Q&A identifies the different enrollment options that may occur and provides that a homeschooled student may dually enroll in a school in a traditional school district or in a public charter school. A charter school student may enroll in a traditional school district or in another public charter school.

33 When a student is dually enrolled and attending particular classes in an LEA, what obligations exist to provide the student with special education services?

When a student who is homeschooled or attending a public charter school dually enrolls with an LEA, the student has the right to: 1) enroll in general education courses under the same criteria and conditions as students without disabilities; and 2) receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed. Homeschooled students, private school students and public charter school students may not dually enroll solely for special education services. See Dual Enrollment Q&A.

34 When a student is dually enrolled and attending particular classes in an LEA, what obligations are there to provide accommodations, including staff support?

A student with disabilities who is dually enrolled may receive accommodations in the general education courses for which they are enrolled on a Section 504 plan, if needed. Such accommodations could include staff support if necessary for the student to access educational services. See Dual Enrollment Q&A.

35 Does an LEA have an obligation to provide a dually enrolled student with the same electronic devices or other educational resources that are provided to students attending the LEA on a full-time basis?

It depends. If a student is dually enrolled and has received an appropriate electronic device or other educational resources from another public school (such as a virtual charter school) that will allow the student to access the instructional materials and educational programs for which the student is dually enrolled, the student does not have a right to receive another device or other resources purchased with public funds. It may be necessary to collaborate with another public school where the student attends to gather the information necessary to determine what public resources the student has received. On the other hand, if a student is

homeschooled or attending a private school and dually enrolls in an LEA for particular classes, the student should be provided the same resources to access the instructional materials that have been provided to other students attending those classes.

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Section 6: Special Education Evaluation & Reevaluation

1 An initial evaluation was requested while our district was in soft closure. Our district is now making plans to reopen our school buildings for the 2020-21 school year, along with contingency plans in the event schools need to close for a period of time due to an outbreak of the COVID-19 virus. What were our timelines for conducting an initial evaluation during the soft closure, and what are the timelines as we move forward?

The *Idaho Special Education Manual 2018 (Manual)* specifically provided for an exception to the 60-day timeline for completion of an initial evaluation during the soft closure, which resulted in regular school not being in session for a period of time: "The time between receiving written consent for initial assessment and eligibility determination cannot exceed sixty (60) calendar days, **excluding periods when regular school is not in session for five (5) or more consecutive school days**." (Emphasis added) Chapter 4, Section F, p. 36. Thus, during the soft closure of more than 5 consecutive school days, the 60-day timeline did not run.

As school districts prepare for the 2020-21 school year, it is recognized that not all schools will be able to resume normal operations (e.g., schools are in Category 2 or 3 and are providing a hybrid/blended or full distance/remote learning model for students) in which case regular school may not be in session for 5 or more consecutive school days, during which time the 60-day timeline will not run.

In the event districts have resumed normal operations (providing traditional face-to-face or comprehensive on-line instruction under Category 1 or 2) but are unable to complete an evaluation within the 60-day timeline due to circumstances beyond the control of staff, it is important to remember that all parties may agree in writing to an extension of the 60-day period for an initial assessment in unusual circumstances. *Manual*, Chapter 4, Section F, p. 36. It will be important to document the reason for an extension of time, obtain parent signature agreeing to an extension, and provide *Written Notice*. ~~However, please note that if a district fails to meet the 60-day timeline for an initial evaluation, it will be in noncompliance under Indicator 11.~~ *Note: This is a correction from the previous version of this guidance document.*

2 How should staff handle evaluations where the parent is not comfortable with face-to-face contact with their child, especially where certain evaluations require face-to-face administration?

It will be important for staff to communicate with the parent and discuss the reasons for the parent's discomfort or objection to how staff will administer evaluations. The discussion should include the possible use of a mask and/or plastic shield while administering the evaluation to protect the health of both the student and the staff member. If the parent continues to object to the evaluation, staff should document the discussions and any agreement reached regarding how to proceed with the evaluation. If an evaluation or assessment is postponed, provide the Parent with *Written Notice* documenting the communications that occurred with the parent and the reasons for the postponement.

3 What should we do now as we prepare for the 2020-2021 school year and we were in the middle of a reevaluation when the soft closure of schools occurred?

On March 16, 2020, the Office for Civil Rights provided guidance on this issue:

> "IEP teams are not required to meet in person while schools are closed. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents." *Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students* (OCR 3/16/20).

An evaluation team should review its district reopening plan and determine if the plan results in schools resuming normal operations, and whether face-to-face assessments or observations can safely be conducted.

4 If a student is currently under the eligibility category of Developmental Delay, and will be aging out of this category prior to school resuming normal operations, how do teams proceed?

The disability category of "developmental delay" may only be used for students ages 3 until their 10th birthday. To the extent feasible, a school should continue to use the existing process to determine whether a student meets the eligibility criteria for another disability category before age 10, including holding an IEP team meeting and evaluating the student, as appropriate. If, due to school closure, it is not possible to evaluate the student, parents should be informed through *Written Notice* of the individualized situation for the student and that the student will continue to receive the services on the Student's IEP pending the ability to evaluate and determine continued eligibility.

5 If we had a three-year reevaluation scheduled but we were unable to complete a necessary face-to-face evaluation prior to the soft closure of school, do we need to hold a new eligibility meeting and establish a new eligibility completion date when we return to school?

No. When it was determined that the reevaluation could not be completed due to the need for face-to-face assessments and the inability to conduct such assessments due to the COVID-19 pandemic, *Written Notice* should have been provided to the parent explaining why the evaluation could not be completed at that time. If *Written Notice* has not yet been provided, it should be provided at this time. Once school is back in session the face-to-face assessments should be completed in an expedited fashion, if possible.

School closure does not change the three-year reevaluation timeline or the annual IEP review dates. Please review the IDEA Timelines discussion set forth in the *Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities* (OCR/OSERS 3/21/20).

6 Our district is looking at moving into reopening initial evaluations face-to-face. However, if the decision is made not to do so and rating scales are sent to teachers and parents for current data will this action initiate the evaluation timeline?

It depends. If regular school is not in session for 5 or more consecutive days (e.g., school has not resumed normal operations) those days are excluded in calculating the 60-day timeline, even if parents and teachers are requested to complete rating scales.

7 If a parent requested an initial evaluation for a pre-kindergarten child with a copy of an outside evaluation, what is our responsibility to act on this at this time? Do we need to consider moving forward now using the evaluation if they say there is enough information in the outside evaluation, or can we tell the parent we will do it in the fall when school reopens?

The evaluation requirements for a pre-kindergarten student and other public-school students remain the same. If regular school is in session (e.g., school has resumed normal operations) the 60-day timeline is running and school districts must begin the initial evaluation process for a pre-kindergarten student if the district has received sufficient information, including from the parent, to determine eligibility

8 If we cannot complete that evaluation for a pre-kindergarten child with a disability due to school closure, can we delay the evaluation process?

It depends. If the student is transitioning from an infant-toddler program, the obligation to have an IEP in place at the time of the student's third birthday continues to be required. If the referral came through a child-find screening activity, the district should allow sufficient time to evaluate the student prior to that child's third birthday. In the event a parent has provided signed consent for an evaluation and regular school is not in session for 5 or more consecutive school days, those days are excluded in calculating the 60-calendar-day timeline for the completion of an initial evaluation. *Manual*, Chapter 4, Section F, p. 36.

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Section 7: IEP Development

IEP Development

1 As schools reopen, which may not be the traditional face-to-face instruction at this time, do we propose an IEP as if we are returning full-time to traditional school?

It depends. A student's IEP is required to provide the student with a free appropriate public education in the Least Restrictive Environment (LRE). The LRE mandate requires that students be educated in the regular classroom settings to the maximum extent appropriate. 34 CFR 300.114(a). Due to COVID-19, traditional face-to-face or comprehensive on-line instruction may not be an option. Depending on COVID-19 and the presence of community transmission IEP teams will need to review district procedures regarding expectations, guidelines, and best practices for the provision of educational services to all students when determining the provision of special education services and the setting for those services for individual students.

2 Our district has adopted the *Idaho Back to School Framework 2020* as guidance as we prepare for the 2020-21 school year. How does the *Framework* identify the level of COVID-19 transmission and what is the response to increased transmission in our community?

The *Framework* identifies three levels of community transmission and provides recommended learning models and responses to each of the levels.

Category 1 – No community transmission: There may be evidence of isolated cases in the community, case investigations are underway, and there is no evidence of exposure in large communal settings, such as healthcare facilities, schools, or mass gatherings. School buildings are open with physical distancing and sanitation.

Category 2: Minimal to moderate community transmission: There is widespread and/or sustained transmission with a high likelihood or confirmed exposure within communal settings, with the potential for rapid increase in suspected cases. School buildings are open but there may be limited or staggered use of school buildings with physical distancing and sanitation. Short-term (1-4 weeks) or mid-term (4-6 weeks) of closure may also occur. Minimal use of school buildings will occur with limited in-person instruction for special education and special needs populations, as appropriate.

Category 3: Substantial community transmission: There is large-scale community transmission, healthcare staffing is significantly impacted and there are multiple cases within communal settings like healthcare facilities, schools, and mass gatherings. School buildings will have targeted short-term or extended (longer than 6 weeks) building closures.

Schools must be prepared to respond to cases within the school community regardless of the level of community spread.

3 How should IEP teams address the possible responses to Categories 1, 2, and 3 COVID-19 community transmission when looking at the needs of each student on an IEP?

A student's IEP team should discuss the three categories and identify how the student's special education services will be provided during each identified category. IEP teams should discuss all anticipated actions that can occur during each of the identified Categories, including short- and long-term closures and identify, by Category, how a student's IEP will be implemented during that Category.

For example, your district has identified it is in Category 2 as there is minimal to moderate transmission of COVID-19 in your community. Your school buildings are open with staggered use. Because of a substantial increase in community transmission of COVID-19, your school moves to Category 3 and it is anticipated that school buildings will be closed for longer than 6 weeks. Each student's IEP team's IDLP for Category 3 is activated upon the announcement that the school is closing. Each IDLP has identified how the student's IEP services will be provided (to the extent feasible) while school is closed. This could be through on-line instruction, telehealth related services, etc.

IEP Amendment Considerations

4 Should every student's IEP include an *Individualized Distance Learning Plan* (IDLP) for the 2020-21 school year?

Yes. It is recommended that every student's IEP team discuss and include an IDLP to reflect the different contingencies and scenarios that could occur as school districts begin providing educational services for the 2020-21 school year. An IDLP can be adopted through the IEP amendment process or through the annual review process. In either case, it will be important to receive and consider parental input.

Remember that an IEP may only be amended after an IEP meeting, or alternatively, if agreed upon by the parties in writing, an amendment to modify a student's current IEP may occur without a meeting. Once the IEP has been amended, *Written Notice* must be provided to the parent.

IEP Team Membership

5 We are trying to do the best we can but we have held some IEP meetings through Zoom and due to "whatever" reason, a member of the team (typically a Gen Ed teacher) doesn't log on

to the meeting. Can we do an excusal after the meeting? If we had teacher input in writing, would we still meet the requirement of GE teacher input/attendance?

The IDEA provides two specific exceptions to a required IEP team member's attendance at an IEP meeting if the parent and the school agree in writing. The exceptions include:

1) The attendance of the IEP team member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting; or
2) The IEP team member's area of the curriculum or related services will be discussed or modified at the meeting and the team member submits written input into the development of the IEP to the parent and other team members prior to the meeting. 34 CFR 300.321(e).

The fact situation resulting in a required member of the IEP team not participating in the meeting through Zoom or by other means must be reviewed. If the fact situation does not fall within one of the exceptions discussed in the previous paragraph, and no written agreement was signed by the parent, the IEP team meeting failed to include all required members.

Depending on the facts presented, several different options may be available to the parties as they proceed forward:

- School personnel could notify the parent that the IEP team was missing a required member when it met and ask if the parent would like to have another IEP meeting with the full team present.
- The school and the parent can agree to amend the IEP without a meeting, so long as it was not an annual review meeting. In this case the appropriate agreement must be signed by the parties.

The parties can agree to waive the requirement for that team member's attendance. If the parent agrees to waive the attendance requirement, a signed agreement from the parent must be received and input from the missing team member must be provided in writing if that team member's area of curriculum or related services was discussed or modified.

6 Our district is considering requiring all students and staff to wear face masks while on school property. I have several students in my class who may not be able to wear a face mask due to their disabilities. Should a school nurse be included as a member of these students' IEP teams to discuss the issues and accommodations related to the use of face masks and other alternatives that should be considered by the IEP team?

A school nurse may be appropriate to invite to a student's IEP team to discuss health and safety issues to the extent a nurse is available within the school or district. While a school nurse is not a required member of a student's IEP team, other individuals who have knowledge or special

expertise regarding the student may be invited to an IEP team meeting, such as a school nurse, at the discretion of the parent or school. 34 CFR 300.321.

If a school nurse is not available to participate, team members should come prepared to discuss and consider other measures that could be put in place if a student is unable to wear a face mask, such as rearranging classroom seating, social distancing protocols, or other appropriate measures.

Parent Signatures

7 Because we are meeting with parents by means other than face-to-face, it is more difficult to obtain parent signatures. Can school staff obtain parent signature for Medicaid consent orally at this time?

Schools are required by federal law to obtain written parental consent prior to accessing Medicaid for the first time on behalf of the child. 34 CFR 300.154(d)(2)(iv). Annually thereafter the parent must be provided written notification that meet certain requirements. A parent may withdraw consent at any time. 34 CFR 300.154(d)(2)(v).

8 Are we okay to write on the IEP and/or Eligibility Report that the parent participated by phone or do we need a signature?

Yes, unless your district requires a parent signature. Schools are required by federal law to obtain prior written consent from the parent for an initial evaluation, reevaluation (unless an exception applies) and for initial placement in special education. 34 CFR 300.300. These requirements have not been waived, although there is flexibility on how the parent signature is received, including by electronic signature, so long as safeguards are in place to protect the integrity of the process. Additionally, some Idaho school districts require eligibility team members to sign the Eligibility Report. In this case, best practice would be to obtain team member signatures for the Eligibility Report, unless it is not feasible to do so. If signatures are not obtained, the attempts to obtain signatures should be documented.

9 What are the recommendations for obtaining parent signatures on documents when we are not meeting in person?

For those documents requiring informed parental consent prior to taking a particular action, such as conducting an initial evaluation, reevaluation, or the initial provision of special education and related services, schools may accept an electronic or digital signature so long as the district ensures there are appropriate safeguards in place to protect the integrity of the process. In two recently issued documents entitled *Questions and Answers on Implementing IDEA Part B Procedural Safeguards During COVID-19*, and *Questions and Answers on Implementing IDEA Part C Procedural Safeguards During COVID-19*, OSEP provided guidance on what constitutes appropriate safeguards for electronic or digital signatures. The document should be 1) signed and dated; 2) identifies and authenticates a particular person as the source of the electronic consent; 3) indicates the person's approval of the information contained in the

electronic signature; and 4) is accompanied by a statement that the person understands and agrees.

Email can be utilized if the parent agrees; otherwise US mail should be used to obtain written consent. Documentation of the efforts taken to obtain consent is important to show compliance.

10 If a parent signs an email consent and scans it back to school staff is that okay, or do we need to have the actual signed paper?

Idaho law allows for electronic signatures. "If a law requires a signature, an electronic signature satisfies the law." Idaho Code 28-50-107(d).

FERPA also provides for signature in electronic form and "signed and dated written consent" will occur if the record and signature in an electronic document: (1) identifies and authenticates a particular person as the source of the electronic consent; and (2) indicates such person's approval of the information contained in the electronic consent. 34 CFR 99.30(d).

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Section 8: IEP Implementation

1 Can we conduct IEP annual review meetings telephonically or by other means?

Yes. The IDEA specifically provides that the district and the parent may agree to use alternative means of meeting participation, such as video conferences and conference calls. 34 CFR 300.328.

2 If we are unable to conduct the IEP annual reviews within the timelines required, what should we do?

Notify parents, through the use of a *Written Notice*, that the district is unable to hold their child's annual IEP meeting and set forth the reasons why. Include additional pertinent information that may be unique to your situation, such as the inability to access records due to the school closure. Inform parents that their child's IEP will continue to be in place and will be implemented to the extent feasible until a new IEP is developed through the IEP team process.

Delivering Instruction

3 If we didn't have access to students during the soft closure and we sent materials or utilized an online platform was that really sufficient for SDI since we depended on parents for assistance in delivery of the service through access of technology? For students with disabilities were phone calls, tutorials, etc. by case managers to regularly guide parents in working with their students on their IEP goals be sufficient during the soft closure?

The determination as to whether SDI was provided to each particular student during the soft closure or while limited school services were provided is an IEP team determination, which must be made once schools resume normal operations. *A Supplemental Fact Sheet Addressing the Risk of COVID-19* (OCR/OSEP 3/21/20). Data may need to be collected to help the IEP team determine whether recovery services are appropriate.

4 When we reach out to families to determine services while the district is providing virtual services, is there flexibility on the number of "required" members of IEP team, eligibility team and 504 team meetings? Do excusal forms need to be used or can those be waived and documented in the contact log?

The SDE does not have authority to waive IDEA timelines or requirements. If certain IEP or evaluation team members are not available to participate in the meeting, *the Idaho Special Education Manual 2018* (*Manual*), addresses the process for excusal. The requirement to obtain parent consent for a required team member's excusal cannot be waived. *See* Chapter 4, Section 1, p. 31; Chapter 5, Section 1.D, p. 67-70.

5 What do you recommend staff say to parents who are requesting extended hours/weekends for providing teletherapy? I am concerned that we need to support our staff and their families who are also going through this crisis and may need to teach their own children while working full time.

Staff members need to work with parents to determine a mutually convenient time in which to provide services. If it is not possible to come to an agreement regarding the provision of teletherapy services, *Written Notice* should be provided to parents setting forth the efforts made by staff to come to a mutually convenient time.

6 Due to the inability in some cases to provide all the educational services set forth on a student's IEP during the soft closure that occurred spring 2020, some parents are asking that their child be retained in the same grade for this coming school year. Do parents have a right to have their child retained?

It depends on whether a particular LEA has a practice or policy that allows parents to have their child retained at their request. If such a policy or practice existed pre-soft closure, that same policy or practice would apply in this instance. If a policy or practice does not exist, the determination as to whether a child with a disability should be retained is a determination for the IEP team. In either case, Written Notice should be provided to the parents fully informing them of the decisions made regarding retention.

Preschool Programs

7 Are the IDEA requirements different when dealing with preschool students and special education services?

No. Under Idaho law children with disabilities, beginning at age 3, are of school age. I.C. 33-201.

8 Must school districts meet Part C to Part B timelines for referrals and have an IEP in place by a child's third birthday?

The federal requirements to ensure that children transitioning from Part C to Part B have an IEP in place by each child's third birthday have not been waived. Schools should take all reasonable efforts to comply with the requirement to develop an IEP for each child and may utilize alternative means for IEP team meetings, such as telephone or videoconferencing.

Upon receiving Part C referral information, it will be important to contact the family to discuss transitioning to Part B services. During this contact, discuss and explain potential alternative ways in which evaluations and assessments can be conducted so that the family can provide informed consent. Provide the family with *Procedural Safeguards* and information about how early childhood special education services might be offered during the COVID-19 crisis.

During this COVID-19 national emergency, screenings and evaluations for children referred under Part C may occur through virtual means. Ensure that all FERPA requirements are followed. First and foremost, ensure transparency with the family, gain their informed written consent if possible, and provide *Written Notice* as required. Document all communications with the child's family.

A family may choose not to participate in an alternative evaluation or assessment, which will result in the child's evaluation being postponed until the evaluation can be conducted in person. When determining methods of conducting alternative evaluations it is important to consider the effectiveness of gathering information in a virtual format. Each evaluation conducted during this time should include collection and review of a body of evidence. Consider a combination of the following:

- Interviews with caregivers;
- Review of existing developmental information, including videos of the child, if available;
- Virtual observation of a play session or other routine;

- Guiding parents in simple activities that can then be reviewed together;
- Direct assessments that are able to be conducted in an interview format;
- Initial evaluation and assessments of child and family must be completed timely of receiving the consent to assess;
- Other means available to provide necessary information.

9 How do we determine Idaho's Early Childhood Outcome (ECO) Entrance ratings if they are done virtually?

IEP teams should use assessments, observations, and referral information to give a student an ECO Entrance rating. If it is not feasible to give a child an anchor assessment at entrance, document what materials were used to determine the ECO rating, and provide *Written Notice* as required.

10 Is my assumption correct that infant/toddler referrals that need additional assessments to determine eligibility can be postponed with *Written Notice*?

If additional assessments need to occur face-to-face as part of the evaluation process and cannot occur because school is closed, the assessments necessary to complete the evaluation would need to be delayed. Notification to the parent of the need to delay the evaluation process should occur through a *Written Notice*. *Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students* (OCR 3/16/20).

11 Our district schools are closed. What obligation is there to meet with infant toddler service providers and hold transition meetings prior to a child's 3rd birthday?

At the age of 3 a child with disabilities has the right to special education services. It will be necessary to work with the other agencies providing infant toddler services to determine whether transition meetings can be held telephonically or by other means instead of face-to-face.

12 Are preschool special education teachers going to need to do anchor assessments for Entrance/Exit ratings while in Categories 2 or 3?

The IEP team will meet and use available data to complete the ECO Entrance/Exit rating to reflect the student's current level of performance. This information can be student work, observations, testing completed prior to COVID-19, parent or caregiver input, etc. Document in *Written Notice* what material was used to determine the Entrance/Exit rating.

If additional assessments need to occur face-to-face as part of the evaluation process and cannot occur because school is closed, the assessments necessary to complete the evaluation would need to be delayed. Notification to the parent of the need to delay the evaluation process should occur through a *Written Notice*. *Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students* (OCR 3/16/20)

13 Transition to Kindergarten

The process for students transitioning to kindergarten will follow the same procedures as other IEP meetings and guidance outlined in the SDE FAQ. It is important to document all decisions made and provide *Written Notice* as required.

Progress Monitoring

14 We are moving to a distance learning model. What is our obligation for IEPs to collect data/ progress monitoring on IEP goals?

The IDEA requires periodic reports be provided to parents on the progress their child is making toward IEP goals and objectives. 34 CFR 300.320 (a)(3). To the extent feasible, staff must continue collecting data for progress monitoring purposes. The progress monitoring data will not only be utilized to provide parents with accurate progress reports as identified in each student's IEP but will also provide important information if recovery services are an issue.

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Section 9: Service Time & Placement

1.1 What happens if our district's schools remain open, but a student with disabilities is excluded from school due to being high risk of severe medical complications? Is this a change in placement?

1.2 If school is in session, but a student with disabilities is absent for an extended period of time due to being infected with COVID-19, what special education and related services must be provided?

It is OSEP's position that when a student needs homebound instruction because of a medical problem, as ordered by a physician, and is home for an "extended period of time," (10 consecutive school days or more) an IEP meeting is necessary to change the student's placement and contents of the IEP or, if appropriate, amend the IEP without a meeting. *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-2.

However, an IEP team meeting would not be necessary, nor would an IEP amendment be required if the student's IEP team adopted an *Individualized Distance Learning Plan* to address the various scenarios that could occur due to COVID-19, including this scenario.

2 How do we justify the significant reduction in service minutes that may occur due to the need for school closure and remote learning beyond just stating in a *Written Notice* that due to coronavirus and the need to ensure student and staff safety, we will provide services to the greatest extent possible to assist your student to progress on their IEP goals?

Because special education services are determined on the individualized needs of each child, the determination as to whether services can be provided, and if so, to what extend and how the services will be provided, is made on an individualized basis, taking into consideration the resources available. It will be important for each IEP team to adopt an *Individualized Distance Learning Plan* as part of a student's IEP to address the various scenarios that may occur regarding school closures and remote learning so that the plan can be immediately implemented as needed. *Written Notice* should reflect the individualized decisions made.

3 Are we opening ourselves up from a litigation perspective regardless of how we proceed on this with our limitation of not being able to go into homes to deliver services or services provided at school?

It is important for schools and families to communicate and collaborate regarding special education services. The health and safety of student and staff is of utmost importance and school and district staff must act reasonably, based on the most current information available. The importance of documenting the actions taken by school and district staff cannot be underestimated and will assist in any complaint or hearing request filed by a parent.

4 What if we offer online services for all students but a special education student does not have accessibility?

For all students, including students with disabilities, school and district staff must be flexible and creative. In those instances where students do not have accessibility to on-line services, other means to provide equal access to the information should be provided. *Q & A COVID-19 Guidance* (OSEP 3/20), Q/A A-1; *Fact Sheet: Addressing the Risk of COVID-19 While Protecting the Civil Rights of Students* (OCR 3/16/20), *COVID-19 School Operations Guidance* (SBE 3/27/20).

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Section 10: Written Notice

1 When is *Written Notice* required?

Written Notice is required to be provided to parents whenever a district is proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. 34 CFR 300.503.

2 Can a sample letter be used in lieu of *Written Notice* if our school or district moves from the traditional learning model to a blended or remote learning model due to COVID-19?

No. In those instances where *Written Notice* is required (whenever a district proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE) a sample letter will not suffice.

3 Do we need to provide *Written Notice* to the parents of all special education students if our school or district moves from the traditional learning model to a blended or remote learning model due to COVID-19?

It depends. For those students whose IEPs include an *Individualized Distance Learning Plan* that addresses the situation presented (i.e., moving from the traditional learning model to a blended or remote learning model) each student's plan would be implemented and *Written Notice* would not be required.

4 Can email be used to provide parents with *Written Notice* if our school buildings are closed due to COVID-19?

Yes, as long as the parent agrees and the district ensures there are appropriate safeguards in place to protect the integrity of the process, *Written Notice* can be provided through email. 34 CFR 300.505, *Questions and Answers on Implementing IDEA Part B Procedural Safeguards During COVID-19* (OSEP, 6/30/20).

5 What is the timeline for providing *Written Notice* in light of COVID-19 and the challenges that may exist in accessing school buildings and records?

Written Notice must be provided within a "reasonable time" before a school proposes or refuses to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. In determining what is a "reasonable time," it is appropriate to consider factors such as the closure of school buildings, social distancing requirements, and other health-related orders during the pandemic. However, every effort should still be made to ensure that *Written Notice* is provided as soon as possible prior to the proposed or refused action. *Questions and Answers on Implementing IDEA Part B Procedural Safeguards During COVID-19* (OSEP, 6/30/20).

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Section 11: Private Schools

1 What is our obligation to continue to serve students in private schools who receive services through a service plan. With the private schools moving to remote learning, we cannot continue those service plans as written, either. Are private school students entitled to recovery services, even though we only allocate a proportionate share of funds to them each year?

A parentally placed private school student does not have an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school. 34 CFR 300.137. Since a parentally placed private school student is not entitled to FAPE, recovery services would not be required, but parents should be provided *Written Notice* informing them that the district is unable to continue providing the services set forth in a service plan and the reasons why. If a district has not expended all of the funds for equitable services by the end of the fiscal year, the district must obligate the remaining funds for special education and related services to parentally-placed private school children with disabilities during a carry-over period of one additional year. 34 CFR 300.133.

Section 12: Procedural Safeguards

1 Given the challenges associated with COVID-19, how can we ensure that a copy of the *Procedural Safeguards* are provided to the parent?

Districts are required to ensure that a copy of the *Procedural Safeguards* are provided to parents one time a year, but a copy must be available to parents upon initial referral or parent request for evaluation, upon receipt of the first State complaint or due process complaint in a school year, and in accordance with the discipline procedures. 34 CFR 300.504. An electronic copy of the *Procedural Safeguards* notice can be provided to a parent if the parent agrees to receive a copy by email. While the IDEA does not require parent signature acknowledging receipt of the *Procedural Safeguards*, it is important to document the process by which parents were provided the *Procedural Safeguards* and the date provided. *Questions and Answers on Implementing IDEA Part B Procedural Safeguards During COVID-19* (OSEP, 6/30/20); Questions *and Answers on Implementing IDEA Part C Procedural Safeguards During COVID-19* (OSEP, 6/30/20).

Section 13: Confidentiality

1 How does the FERPA health or safety emergency come into play?

The health or safety emergency exception "is limited in time to the period of the emergency" and is typically intended for law enforcement officials, public health officials, trained medical personnel and parents. It is not intended to be a blanket release of PII to the public or the media. FERPA & Coronavirus FAQ (SPPO 3/20), Q. 2.

2 Must there be a specific threat for the health or safety emergency to come into play?

Yes, there must be a determination of a specific emergency not based on a generalized or distant threat of a possible or eventual emergency. "If local public health authorities determine that a public health emergency, such as COVID-19, is a significant threat to students or other individuals in the community, an educational agency or institution in that community may determine that an emergency exists as well." FERPA & Coronavirus FAQ (SPPO 3/20), Q. 2.

3 How does a district determine there is a specific threat or safety issue under FERPA for release of records?

A district must determine, based on the totality of the circumstances, that there is "an articulable and significant threat to the health or safety of the student or another individual and that appropriate parties need the PII to protect the health or safety. When this determination is made, the district may disclose PII to the appropriate parties without consent. FERPA & Coronavirus FAQ (SPPO 3/20), Q. 2-3.

4 Is there a requirement to document the release of PII under the health or safety emergency provision?

Yes. A record must be completed and maintained in the student's education file which sets forth the articulable and significant threat to the health or safety of a student or other individual that formed the basis for the disclosure and the parties to whom the disclosure occurred. *FERPA & Coronavirus FAQ* (SPPO 3/20), Q. 10

5 If it is learned that a student in the district is sick with the COVID-19 virus, may that information be disclosed to other students and parents in the district without prior parental consent?

Yes, but only if the information released does not identify the student, and the information disclosed would not allow a reasonable person to identify the student with reasonable certainty. *FERPA & Coronavirus FAQ* (SPPO 3/20), Q. 4.

6 Can a district provide a health department with the names, addresses, phone numbers and other information of students who are ill so that parents can be contacted in order to assess the students' illnesses?

Yes. In conjunction with health, law enforcement, or other officials, in limited situations, it may be necessary to disclose PII about a student with COVID-19 to parents or staff on a case-by-case basis. Ex: wrestler with COVID-19 who was in direct and close contact with other team members or other students in school with higher health risks. *FERPA & Coronavirus FAQ* (SPPO 3/20), Q. 7.

7 Might there be an occasion when a particular student's identity is revealed to other parents or staff under a health or safety emergency?

Unless the district determines there is a health or safety emergency where the health department must have the information for each student, parent consent is required. *FERPA & Coronavirus FAQ* (SPPO 3/20), Q. 5.

8 What should a district do if the education records for various students are requested, but there does not appear to be an articulable health or safety emergency at the time of the request?

The FAQ recommends that a consent form is available for parents to sign to allow the potential sharing of information to assist with the tracking or monitoring of a COVID-19 outbreak before an emergency is recognized. The FAQ has a sample disclosure form attached. *FERPA & Coronavirus FAQ* (SPPO 3/20), Q. 5.

9.1 If students are participating online in a Google or other virtual classroom with the special education teacher, will there be a confidentiality issues if parents can see the other students?

9.2 I would assume doing a Google hangout with three 2nd graders would not be allowed since parents would need to be involved?

Utilizing a virtual classroom to instruct students will typically not violate student confidentiality, as confidentiality requirements only come into play when confidential information contained in a student's education record is revealed without prior written parental consent. Similar to having parents visit a classroom in a school building, parents observing instruction in a virtual classroom are not accessing confidential information. Teachers should not discuss a student's IEP services or other information in a student's education record when the whole class is attending the lesson virtually. *Family Educational Rights and Privacy Act (FERPA),* 34 CFR Part 99.

10 If we are providing speech via ZOOM online in groups, do we need to have written consent or a HIPAA form signed at this time? Is there anything that will need to be signed, since parents may see other students?

Please review the answer to the previous question. The individuals providing the speech services to students virtually must refrain from discussing educational services listed on each students' IEP when providing services in a group setting, including via ZOOM. There is no requirement to obtain parental consent under the Health Insurance Portability and Accountability Act (HIPAA), as all student records (including medical or health records) are generally considered education records in the school setting and fall under the provisions of FERPA, not HIPAA. *Joint Guidance on the Application of HIPAA and FERPA to Student Health Records*, 119 LRP 47130 (12/19/19).

11.1 We have typically tried not to use Gmail to share documents surrounding the IEP with parents, as it might not be secure. In this pandemic, would it be appropriate to send the *Written Notice* or signature pages through Gmail, and document in the communication log as well?

11.2 Are we able to send IEPs, *Written Notices*, and Eligibility Reports through email?

The IDEA specifically provides that a parent of a child with a disability may elect to receive notices by electronic mail communication if that option is made available by the school. 34 CFR 300.505. Staff may wish to contact parents to determine whether they would like to receive documents through Gmail or by US Mail. Documenting all communication with parents in a communication log is best practice.

12 We have been contacting parents during the soft closure to determine the best means by which to get documents and schoolwork to them. Some parents have given us their work email to use. Is there a confidentiality issue when using a parent's work email?

Possibly, depending on what information is in the email, and if other employees can access the parent's email. Sending an email to a parent's work email that does not contain personally

identifiable information (PII), such as sending a parent the general schoolwork packet for their child is not a breach of confidentiality. On the other hand, sending personally identifiable documents to a parent at a work email, such as an IEP or *Written Notice*, which could be accessed by other employees without prior written parental consent, would violate FERPA. *Letter to Stanley*, 119 LRP 43518 (SPPO, 9/30/19). In order to avoid the possible breach of confidentiality, consider sending an email to the parent indicating there are confidential documents regarding their child that need to be provided to the parent and ask if the documents can be attached to an email or if the parent would prefer that the documents be mailed.

13.1 If we send an email to gain permission for sending confidential information by email to the parent's work email address, is the email permission enough or should we have a signed form that can be put in the student's IEP file granting the permission?

13.2 If the parent only has work email could we send it in a password protected email?

13.3 On FERPA guidance regarding attaching PII documents to an email, do we ask if we can attach PII documents to a home email, since the problems with work email access might be the same in the home setting?

Sending an email to a parent at the work email address indicating that staff would like to send confidential information to that email address and receiving the parent's approval to do so is sufficient documentation, as the parent has essentially provided consent to the use of the work email. The PII documents could certainly be sent with added protection in a password protected email upon receiving parent approval to send to the work email address.

If a parent has provided school staff with a personal email address as the address in which to receive school notifications and documents, it is reasonable to presume that PII can be sent to that email address.

14 Our district has been providing instruction to all students using virtual classrooms or meetings, such as Zoom, and we have been recording the instruction. Is this recommended and is there a confidentiality issue with recording students in these virtual settings?

It is recommended that virtual classroom instruction not be recorded as such records may constitute education records and confidentiality issues. FERPA defines education records as "records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution." 34 CFR 99.3. To determine whether instructional recordings are education records, schools and districts will typically need to evaluate the use of online educational services on a case-by-case basis to determine if FERPA-protected information is implicated. The *document Protecting Student Privacy While Using Online Educational Services: Requirements and Best Practices* is a helpful resource issued by the Privacy Technical Assistance Center and is available at https://tech.ed.gov/wp-content/uploads/2014/09/Student-Privacy-and-Online-Educational-Services-February-2014.pdf.

15 Our District is co-teaching or offering some of its courses through an online provider such as IDLA due to the pandemic and the online provider has requested student IEPs and 504s. When I read through the FERPA exception handout, it appears that outside parties can be considered "school officials" in this situation. We also offer many dual credit courses during the school year. I was recently asked if we should be having parents sign an Authorization to Exchange Confidential Information because of grades and such being shared. I have been using the FERPA Exception handout to say that it is not needed, but now that we are co-teaching with IDLA staff during this pandemic, I thought I should verify.

Idaho school districts are advised to review the contract with the online provider. The same procedures for sharing education records between an online provider and school districts that were in place pre-COVID-13 pandemic continue to be in effect.

The Family Educational Rights and Privacy Act (FERPA) allows the disclosure of personally identifiable information from an education record of a student without consent in various situations, including:

- To other school officials, including teachers, within the district who have been determined to have legitimate educational interest.
- To a contractor, consultant, volunteer or other party to whom the district has outsourced services or functions may be considered a school official if the outside party performs services or functions for which the district would otherwise use employees; is under the direct control of the district with respect to the use and maintenance of education records; and follows requirements governing the use and redisclosure of personally identifiable information from education records.
- To officials of another school, school system or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for the purposes related to the student's enrollment or transfer. In this situation a reasonable attempt to notify the parent/eligible student must be made unless the disclosure is initiated by the parent/eligible student or the district's annual notice states the district forwards education records upon the request of another district or institution. 34 CFR 99.31.

16 We post various resources for students on IEPs (especially for those students receiving speech services) in Google Classroom. The parents can see the roster of students who have access to these resources. Is there a FERPA violation?

Yes. FERPA precludes school districts from disclosing personally identifiable information (PII) from a student's education record to third parties without first obtaining prior written parental consent. 34 CFR 99.30. Providing parents access to the names of certain students who have IEPs is providing PII. Before such information can be released, prior written parental consent is required.

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Section 14: Funding and Accountability

1 If an employee who is paid out of Part B special education funds works say 4 out of the 6.5 hours they normally work, would the Part B budget be able to cover the 2.5 hours not worked or would that compensation need to come from the general fund? If we are able to pay a portion of an employee's time when they are not working out of Part B funds, is there a percentage we can pay? Say if we require a classified employee to put in 50% of their regular hours, could we pay the other 50% of their time or possibly a percentage of this time from Part B?

We have not received any formal written guidance, but the following guidance was shared with us verbally by OSEP and other TA centers.

During the H1N1 outbreak, ED has taken the following position: if the LEA has a policy of paying employees during a closure, it should follow that policy for its federally funded staff as well. In other words, if state funds will pay state-funded staff during a closure, then IDEA funds can pay IDEA-funded staff. CCSSO Memo March 13, 2019.

It all comes down to what your district will do for all other teachers during this COVID-19 crisis. If your district will pay general education teachers for hours not worked, then you can also use IDEA Part B funds to pay your special education staff for hours not worked. If it will be 50% of the time paid for all staff, then the same principle should be applied to SpEd staff as well.

The compensation policy implemented by the LEA during the school closure must be consistent all across the board including SpEd.

2 If classified (SpEd paras in particular) or certified (SpEd teachers) are not able to work their full schedule while school is in a soft closure, might we expect classified and teachers to use hours not worked but paid in providing recovery services in June when they typically are not working?

This again should be consistent with the district policy. If all teachers will provide recovery services in June for hours paid but not worked, it will be allowable for sped staff under IDEA Part B as well. Just make sure that any decision for sped is consistent with the decision at your district. CCSSO Memo March 13, 2019.

3 With the cancellation of many scheduled professional development trainings, we anticipate our carryover may exceed the allowable percentages for some of our federal funds. Will we need to request a waiver to carryover additional funds, or will there be a statewide waiver?

For the IDEA Part B federal grants, there is no requirement for a maximum or minimum allowable percentage of carryover. So, LEAs are allowed to carryover up to 100% of the allocation if there is a valid reason. COVID 19 is a valid justification for a large carryover balance. 34 CFR §76.709 & 710.

4 If we need to repurpose a special education or Title 1 paraprofessional for childcare, how do we handle time and effort requirements?

Since the work assignment will change during the school year, the monthly Personnel Activity Report (PAR) will be the appropriate time and effort documentation for the variation of the work assignment. 2 CFR §200.430.

5 Does the state have any recommendation to help districts provide internet connection to students who do not have internet access at home?

A good solution could be the purchase of MiFi devices and have parents check it out from the school. The SDE uses Verizon wireless for MiFi.

6 Can we purchase materials needed for the telehealth work?

Yes, the materials are supplies purchased to provide special education and related services. 34 CFR §300.208.

7 Do you think we will get flexibility on maintenance of effort for SPED like we did in 2008?

We have not yet received any guidance from OSEP regarding LEA's maintenance of effort. As soon as we receive any guidance, we will make it available.

8 How will the 1% state budget holdback for this year and 5% for next year affect LEA's special education funding?

Questions related to the state budget holdback should be directed to our Public-School Finance division. Julie Oberle is the main point of contact.

They published a memo regarding the 1% state budget holdback, which can be found here: https://www.sde.idaho.gov/coronavirus/finance/Memo-1-percent-Holdback-and-Board-of-Examiners.pdf

9 Will LEAs receive some federal funds relief for the COVID-19 crisis?

The federal government relief for COVID-19 to LEAs is the CARES Act. The funds under the bill are supposed to pay for program expenses related to the crisis, including special education and related services. Special Education Directors should talk to their superintendents to make sure they get a portion of the distribution for their Special Education program, if needed. The list and amount of the CARES Act funds distributed to LEAs can be found here: https://www.sde.idaho.gov/coronavirus/federal-programs/LEAs-Receiving-Coronavirus-Relief-Funds.pdf

Additional resources regarding the CARES Act funds are posted in the COVID-19 website which can be found here: https://www.sde.idaho.gov/coronavirus/federal-programs/ESSERF-Use-of-Funds-18003d.pdf

https://www.sde.idaho.gov/coronavirus/federal-programs/LEA-Expenditure-Guidance-for-ESSERF.pdf

10 Due to COVID-19, we have not been able to use all our FFY 2018 IDEA federal grants set to expire on September 30, 2020. Will there be an extension of the period of availability?

The Idaho Department of Education was granted a one-year waiver extending the period of availability for Federal fiscal year (FFY) 2018 Individuals with Disabilities Education Act (IDEA) Part B grant award funds. Therefore, your FFY 2018 grants will now expire on September 30, 2021.

11 May a grantee or subgrantee continue to pay the compensation of an employee paid with grant funds from the Department of Education during the period the employee is unable to work because his or her organization is closed due to novel Coronavirus 2019 (COVID-19)?

Yes. Generally, a grantee or subgrantee may continue to charge the compensation (including but not necessarily limited to salaries, wages, and fringe benefits) of its employees who are paid by a currently active grant funded by the Department of Education to that grant, consistent with the organization's policies and procedures for paying compensation from all funding sources, Federal and non-Federal, under unexpected or extraordinary circumstances, such as a public health emergency like COVID-19. Thus, if the organization pays, consistent with its policies and procedures, similarly situated employees whose compensation is paid with non-Federal funds during an extended closure, those paid with grant funds from the Department of Education may also continue to be paid.

12 If we need to repurpose a special education or Title 1 paraprofessional for childcare, how do we handle time and effort requirements?

Since the work assignment will change during the school year, the monthly Personnel Activity Report (PAR) will be the appropriate time and effort documentation for the variation of the work assignment.

Section 15: Resources

Special Education Students ISEE Quick Guide (August 18, 2020)

Idaho Back to School Framework 2020 (July 9, 2020)

State of Idaho Information and Resources for Schools and School Personnel (Updated July 15, 2020)

U.S. Department of Education Information and Resources for Schools and School Personnel (Updated July 10, 2020)

A Collection of SPED Resources from Around the United States (Updated July 2020)

Questions and Answers on Implementing IDEA Part B Procedural Safeguards During COVID-19 (OSEP, June 30, 2020).

Questions and Answers on Implementing IDEA Part C Procedural Safeguards During COVID-19 (OSEP, June 30, 2020).

Dual Enrollment Q&A (June 2020)

Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities (March 21, 2020)

Idaho State Department of Education FAQs for Families and Parents of Students with Disabilities (March 19, 2020)

OCR Announces Notification of Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency (March 17, 2020)

U.S. Department of Education Releases Webinar, Fact Sheet for Protecting Students' Civil Rights During COVID-19 Response (March 17, 2020)

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Please Send Additional Questions To:

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IDEA Quick Guide: COVID-19

General Guidance	
Despite unusual and challenging circumstances, LEAs must remember that IDEA regulations have not been waived. Although the delivery of instruction may fluctuate during the school year based on community spread levels, teams should keep the most fundamental components of IDEA in mind while planning, implementing, and communicating regarding the IEP process.	
Individualization	• All decisions must be individualized, based on each student's needs and in consideration of each student's unique circumstances. • Although LEAs will make decisions for all students regarding health and safety, including access to facilities, each IEP team must also work within LEA guidelines to determine how each student will access both general education and special education services. • Individualization must be evident in the *Individualized Distance Learning Plan* and *Written Notice*.
Access to general education curriculum	• The purpose of Specially Designed Instruction as identified in the IEP is "to ensure access to the general education curriculum so that the student can meet the education standards of that education that apply to all students." -Idaho Special Education Manual, page 45 • For Category 2 and Category 3 community spread as defined by the *Idaho Back to School Framework*, teams should consider not only how each student will access special education services, but how the student will continue to access the general education curriculum, classroom, and peers. ○ General education teachers are a vital member of the IEP team and must always be included in the IEP process. See *IDLP Service Planning* and *Individualized Distance Instruction Planning*.
Timelines	• Evaluation teams must complete initial evaluations within 60 calendar days of receiving *Consent for Assessment*, excluding periods when regular school is not in session for five or more consecutive school days. By mutual, written Parent/District agreement, this timeline can be extended. However, this type of extension will still result in identification of non-compliance with regard to Indicator 11. See *Initial Eligibility Quick Guide*. • Three year reevaluation timelines do not change based on school closures. Some teams have agreed to delay evaluations until required face-to-face assessments can be completed. However, this will have resulted in missed timelines. See *Reevaluation Quick Guide* and *Delayed Evaluation Quick Guide*. • Annual review dates and requirements have not changed. It is recommended that teams explore alternative means of meeting, such as virtually or via telephone, to ensure that IEPs are reviewed within 365 days of the development of the most current IEP. See *IEP Quick Guide*.
Free Appropriate Public Education (FAPE)	• The district still has an obligation to make an offer of FAPE through the IEP to the parent/adult student. Additionally, the IEP team continues to have the obligation to determine the student's Least Restrictive Environment (LRE) based on the student's needs. The district's offer of FAPE and LRE may not be consistent with the preferences of individual team members. If the offer of FAPE is refused, families may seek other options for education for students. See *Placement Quick Guide*. • In the spring of 2020, teams made temporary plans to provide services based in a rapid response to COVID-19. However, in planning for the 2020-2021 school year, it is clear that the circumstances are no longer temporary. This means that teams should include plans for movement between Categories 1,2, and 3 as defined by the *Idaho Back to School Framework* in the IEP. This can be done using the *Individualized Distance Learning Plan* and *Individualized Distance Learning Plan Quick Guide.*

Child Find	Child find obligations have not changed. • LEAs must continue to create public awareness of special education programs. • LEAs must make reasonable arrangements for identification of students from age 3 to 5 through Early Childhood screening. See *Early Childhood Child Find Quick Guide*. • LEAs must continue to implement intervention programs through the general education problem-solving process.
Written Notice	Written notice requirements have not changed. Remember: • *Written Notice* is required to be provided to parents whenever a district is proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. • *Written Notice* must contain information that reflects the individualized decisions made, specific to the student. See *Written Notice Quick Guide*. • "Blanket" *Written Notice*, or *Written Notice* that is sent to all students with the same information and no individualization, is not appropriate.

COVID-19 Toolkit User Guide

Purpose	
The COVID-19 Toolkit was designed with the intention of providing guidance to directors and teachers to proactively address the challenges of providing quality services to students with disabilities in the wake of the COVID-19 Pandemic. The table below provides steps that educators should consider as the year begins:	
	Guidance

Step 1: **Prioritize**	**Consider each student:**
	• In reviewing the caseload, evaluate the level of impact of the "soft closure" on each student.
	  ○ Prioritize IEP meetings and IDLP planning based on students who were likely most impacted and students who are likely to be most impacted by transitions between Categories 1, 2, and 3.
	• Which learning model (Traditional, Hybrid/Blended, Remote Learning) will each student participate in this fall?
	  ○ Use the *Framework for Decision-Making* to identify levels of transmission/risk.

Step 2: **Review**	Review progress monitoring and benchmark data from the spring.
	Review data:
	• What progress monitoring information do you have from services provided in the spring?
	  ○ Use the *Progress Monitoring Quick Guide and Progress Monitoring Log* to assess the student's response to instruction provided.
	• To what degree did each student participate in learning opportunities in the spring?
	  ○ Use the *Recovery Services Decision Tree* to make individualized decisions about the student's current needs.
	  ○ Use the *Recovery Services Quick Guide* and *Recovery Services Documentation* form to make individualized decisions about the student's current needs, based on his or her unique circumstances.
	Review timelines:
	• School closures do not change the 3-year reevaluation timeline, annual IEP review dates, or 60-day timeline requirements.
	  ○ Use the *IEP Quick Guide* for considerations when developing an annual IEP.
	  ○ Use the *Reevaluation Quick Guide* for evaluation considerations based on the category identified by the level of community spread.
	  ○ Use the *Delayed Evaluation Quick Guide* for considerations that arise due to having delayed an initial or reevaluation due to COVID-19 "soft closure" in the spring of 2020.
	  ○ Use the *Initial Evaluation Quick Guide* for considerations regarding the 60-day evaluation timeline identified by the level of community spread.
	  ○ Use the *Specific Learning Disability Quick Guide* for considerations regarding evidence required when considering an SLD eligibility in light of school closures.

Step 3: **Plan**	Determine which types of instructional opportunities will be provided to all students
	Plan ahead:
	• Options for providing instruction through a student's *Individualized Distance Learning Plan* in the event that the LEA moves to Category 2 or Category 3 during the school year.
	  ○ Use the *Individualized Distance Instruction Planning Document* to determine what types of instruction will be provided to the student
	  ○ Use the *Placement Quick Guide* to help teams consider and address each student's needs regarding provision of FAPE in each placement scenario.

Step 4: **Meet**	**Meet and implement:**
	It is important for IEP teams to meet on each student.
	• Develop an IEP with Category 1 implementation in mind
	  ○ AND use the *Individualized Distance Learning Plan Quick Guide* and *IDLP Service Planning* form for guidance on the development of an IDLP.
	  ○ Use the *Progress Monitoring Quick Guide* to consider options for gathering progress monitoring.

Step 5: **Document**	**Write it all down:** Teams should be sure to document decisions made by IEP teams regarding student placement, service plans and instructional opportunities ○ Use the *Written Notice Quick Guide* to ensure teams are effectively documenting IEP team decisions, including parent input. ○ Use the *Individualized Distance Learning Plan* form to document team decisions regarding the student's IDLP. ○ Use the *Special Education Instructional Tracking Log* to document services provided to each student. ○ Use the *Progress Monitoring Log* to track student progress toward IEP goals.

Framework for Decision-Making

IDENTIFY LEVEL OF TRANSMISSION/RISK

Level of Community Spread	Learning Model	Response	FAPE Considerations
Category 1 No Community Transmission	**Traditional**	School buildings open **OR** Offering comprehensive online instruction	• "Regular school" is in session • 60 day timeline in effect • Implement IEP as written • Consider Recovery Services
Category 2 Minimal to Moderate Community Transmission	**Traditional**	School buildings open **OR** Offering comprehensive online instruction	• "Regular school" is in session • 60 day timeline in effect • Implement IEP as written • Consider Recovery Services
	Hybrid/Blended	Limited/Staggered Use of School Buildings • Targeted Closure • Short-term Closure (1-4 weeks) • Mid-term Closure (4-6 weeks)	• "Regular school" may not be in session • 60 day timeline suspended if school is closed for 5 or more consecutive school days • Implement *Individualized Distance Learning Plan* (IDLP)
	Full Distance/Remote Learning	Minimal Use of School Building – Limited in-person instruction for special education and special needs populations	• "Regular school" is not in session • 60 day timeline suspended if school is closed for 5 or more consecutive school days • Implement *Individualized Distance Learning Plan* (IDLP)
Category 3 Substantial Community Transmission	**Full Distance/Remote Learning**	School Buildings Closed for Extended Period of Time (longer than 6 weeks)	• "Regular school" is not in session • 60 day timeline suspended if school is closed for 5 or more consecutive school days • Implement *Individualized Distance Learning Plan* (IDLP)

Referral Quick Guide: COVID-19

General Guidance	
When school buildings closed due to COVID-19 at the end of the 2019-2020 school year, students, teachers, and families experienced a disruption in the typical operations of schooling. As LEAs prepare to reopen school buildings for the 2020-2021 school year, many parents, teachers, and problem-solving teams will have questions about how and when a referral to consider special education should be considered under these unique circumstances.	
Question	**Considerations**

If a referral was made prior to or during the COVID-19 closure, how do we proceed?	• If the team has not gained *Consent for Assessment*, the team should proceed with the *Referral to Consider a Special Education Evaluation* process.
	
	• If the team gained *Consent for Assessment* prior to or during the closure, the 60-day timeline is in effect.
	
	  • The 60-day timeline began when *Consent for Assessment* was received by the LEA. The evaluation must be completed within 60 calendar days of receiving written consent, excluding periods when regular school is not in session for 5 or more consecutive school days.
	  • The team should calculate how many days had already passed between the receipt of consent and the date of school closure and subtract that number from 60. The remaining number is the number of days remaining for the team to complete assessments and make an eligibility determination.
	
	  Example: Initial consent was received 15 days prior to school closure.
	
	  60 days – 15 days = 45 days
	
	  The team has 45 calendar days to complete assessments and make an eligibility determination.

What should the team consider if a student is referred for an evaluation once school begins in the fall?	• All referrals must be reviewed by the evaluation team, which includes the parent. Using the *Referral to Consider a Special Education* process and form, the team will determine if an evaluation is warranted at this time.
	
	• If the student is referred for evaluation due to concerns about a lack of progress during the school closure, teams should consider allowing time for schools to complete benchmarking assessments in order to make data-informed decisions. Teams should also consider the following:
	  ○ What information does the team have about the progress of general education students?
	  ○ What information does the team have about the progress of the referred student?
	  ○ Does the team suspect that the lack of progress is the result of a disability?
	
	• If the team determines an evaluation is warranted, the evaluation process will proceed as usual.

Can we refuse to consider a referral from a parent or teacher until we have gathered sufficient data to make a decision?	• All referrals to consider special education must be considered on an individualized basis. LEAs should not create “blanket” policies that do not rely on an evaluation team to make individualized decisions. • Although the circumstances entering the 2020-2021 school year are unique, each LEA is still required to meet its Child Find obligations. Based on the existing information, if there is reason to suspect that student may have a disability and may require special education services, then it would be inappropriate to delay a referral in order to gather additional data.

Early Childhood Child Find Quick Guide: COVID-19

General Guidance	
When school buildings closed due to COVID-19 at the end of the 2019-2020 school year, students, teachers, and families experienced a disruption in the typical operations of schooling. As LEAs prepare to reopen school buildings for the 2020-2021 school year, many parents, teachers, and evaluation teams will have questions about how and when a referral to consider special education and Child Find activities should proceed under these unique circumstances.	
Question	**Considerations**

If a referral was made prior to or during the COVID-19 closure, how do we proceed?	• If the team has not gained *Consent for Assessment*, the team should proceed with the *Referral to Consider a Special Education Evaluation* process.
	
	• If the team gained *Consent for Assessment* prior to or during the closure, the 60-day timeline is in effect.
	
	  • The 60-day timeline began when *Consent for Assessment* was received by the LEA. The evaluation must be completed within 60 calendar days of receiving written consent, excluding periods when regular school is not in session for 5 or more consecutive school days.
	  • The team should calculate how many days had already passed between the receipt of consent and the date of school closure and subtract that number from 60. The remaining number is the number of days remaining for the team to complete assessments and make an eligibility determination.
	
	  Example: Initial consent was received 15 days prior to school closure.
	
	  60 days – 15 days = 45 days
	
	  The team has 45 calendar days to complete assessments and make an eligibility determination.

If a parent requested to delay evaluation for their child who was transitioning from the Infant-Toddler program last spring, how do we proceed?	The evaluation team should meet and offer to move forward with the evaluation process under the following guidelines:
	• If "regular school" is in session, the evaluation team should proceed with gaining *Consent for Assessment* and completing the evaluation.
	• If "regular school" is not in session, then the evaluation team should determine if face-to-face assessments are needed for this evaluation.
	  ○ If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered within the guidelines for minimal use of school buildings.
	  ▪ If yes, proceed with the evaluation within the 60-day timeline.
	  ▪ If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.
	  ○ If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process.
	  ▪ If yes, the team should move forward with determining eligibility.
	  ▪ If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.
	
	Check in with parents periodically to ensure that teams continue to have the opportunity to consider whether to move forward with the evaluation process.

What if parents continue to request to delay in the evaluation process due to concerns about sending their child to school?	The evaluation team should offer to proceed with the evaluation process determine if face-to-face assessments are needed for this evaluation.
	• If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered remotely.
	  ○ If yes, proceed with the evaluation within the 60-day timeline.
	  ○ If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.
	• If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process.
	  ○ If yes, the team should move forward with determining eligibility.
	  ○ If no, then document the decision in a *Written Notice*, indicating that the district offered to proceed with the evaluation process in order to determine eligibility.
	
	Check in with parents periodically to ensure that teams continue to have the opportunity to consider whether to move forward with the evaluation process.

How should we proceed with the Child Find process for early childhood students?	The district should proceed with Child Find activities, such as screenings, based on the categories below:
	
	Category 1:
	"Regular school" is in session. The district should proceed with the Child Find process ensuring that physical distancing and sanitation procedures are followed.
	
	Category 2:
	• If "regular school" is in session. The district should proceed with the Child Find process ensuring that physical distancing and sanitation procedures are followed.
	• If "regular school" is in session but is operating in a hybrid/blended learning model, the district should determine if the process can be completed within the district's guidelines of limited/staggered use of buildings. If so, then proceed with the process ensuring that physical distancing and sanitation procedures are followed.
	• If "regular school" is not in session, the district should identify if Child Find activities can be completed remotely.
	  ○ If so, then proceed with the Child Find process through remote activities/screenings.
	  ○ If not, Child Find activities/screenings may need to be delayed and rescheduled until the health and safety of participants and staff can be ensured through established protocols.
	Category 3:
	• "Regular school" is not in session. The district should identify if Child Find activities can be completed remotely.
	  ○ If so, then proceed with the Child Find process through remote activities/screenings.
	  ○ If not, Child Find activities/screenings may need to be delayed and rescheduled until the health and safety of participants and staff can be ensured through established protocols.

RECOVERY SERVICES DECISION TREE: COVID-19

Most LEAs in Idaho continued to provide educational opportunities for students during the "soft closure" due to the COVID-19 outbreak. These opportunities may have included instructional packets, virtual meet-ups, virtual therapies, or other online, distance, or blended learning options. IEP teams should consider how each student was impacted by the "soft closure," specifically the reduction and adjustment of educational services provided, and then make individualized decisions about what the student's current needs.

First, teams should review documentation regarding educational opportunities provided and answer these questions:

What educational opportunities were provided to general education students in the student's class or at the student's grade level (similarly situated students)?

What services/supports did the IEP team agree on during the "soft closure"?

Was the student able to access and participate in both general education and special education opportunities as agreed upon by the IEP team?

Option 1:

Yes. The student was able to access and participate in educational opportunities as agreed upon by the IEP team. The team will proceed with the typical IEP process.

Does the student require changes or additions to the IEP based on his or her current and individual circumstances?

Yes. Amend the IEP as agreed upon by the IEP team. Provide *Written Notice* to parent.

No. Provide *Written Notice* to parent and implement the IEP as written.

Option 2:

No. Despite efforts on the part of team members to provide services as agreed upon by the IEP team, the student's circumstances and/or disability prevented access to the opportunities made available.

Does the student require changes or additions to the IEP based on his or her current and individual circumstances in order to recover services "lost" during the closure?

Yes. Consider Recovery Services. The team should determine what services will be provided, when, by whom, and for how long. Amend the IEP* as agreed upon by the team. Provide *Written Notice* to parent.

NO. Recovery Services are not required for this student. Implement IEP as written or amend the IEP as needed. Provide *Written Notice* to parent.

*For guidance on how to document Recovery Services within the IEP, see the *Recovery Services* form.

RECOVERY SERVICES DECISION TREE: COVID-19

First, teams should review documentation regarding educational opportunities provided and answer these questions:

What educational opportunities were provided to general education students in the student's class or at the student's grade level (simliarly situated students)?

What services/supports did the IEP team agree on during the "soft closure"?

Was the student able to access and participate in both general education and special education opportunities as agreed upon by the IEP team?

Option 3:

No. Parent declined or refused educational opportunities during the "soft closure".

Does the student require changes or additions to the IEP based on his or her current and individual circumstances?

Yes. Amend the IEP as needed to meet the needs of the student. Provide *Written Notice* to parent.

No. Provide *Written Notice* to parent and implement the IEP as written.

Option 4:

No. The district did not contact the parent and did not provide educational opportunities for the student during the "soft closure".

Does the student require Recovery Services in order to compensate for the failure on the part of the district to make reasonable attempts to provide educational opporunities that were available to all students during the closure?

Yes. Recovery Services are required. The team should determine what services will be provided, when, by whom, and for how long. Amend the IEP* as agreed upon by the team. Provide *Written Notice* to parent.

No. Recovery Services are not required. Implement IEP as written or or amend the IEP as needed. Provide *Written Notice* to parent.

*For guidance on how to document Recovery Services within the IEP, see the *Recovery Services* form.

Placement Quick Guide: COVID-19

As LEAs in Idaho prepare to provide educational services for the 2020-2021 school year, many students and families may face barriers to school attendance or participation. It may be challenging for teams to know how to navigate these barriers, understanding the need to be mindful of attendance policies, the IEP team's responsibilities, and the provision of FAPE for each student. There are a variety of reasons that a student may not be able to attend or participate in school. This quick guide is meant to help teams consider and address each of the scenarios they may encounter.

Reason	IEP Team Considerations
The student is medically fragile or has a medical condition that requires limited interaction with others due to the risk of COVID-19 exposure.	Under normal circumstances, the student's Least Restrictive Environment (LRE) is ***not*** a home placement. • The IEP team should create and implement an *Individualized Distance Learning Plan* (IDLP). The IEP team has determined that home is the student's LRE. • Consider Homebound services following your LEA's protocol. • The IEP team should create and implement an IDLP.
Someone in the student's home is medically fragile or has a medical condition that requires limited interaction with others due to the risk of COVID-19 exposure. **OR** Someone in the student's home has contracted COVID-19 and is ill and/or recovering.	If your LEA offers comprehensive online instruction for all students: • If appropriate for the student, consider making an offer of FAPE using your LEA's guidelines for online programming. Amend and implement an IEP. • The IEP team should create and implement an IDLP. If your LEA does not offer comprehensive online options for all students. • The IEP team should create and implement an IDLP.
The student has contracted COVID-19 and is ill and/or recovering.	If the student is able to participate in educational opportunities and special education services offered by the LEA: • The IEP team should create and implement an IDLP. If the student's condition prevents participation in an Individualized Distance Learning Plan:

	• Refer to your LEA's attendance policy. • Consider Homebound services following your LEA's protocol. • The IEP should create and implement an IDLP.
The parent refuses to send the student to school (Category 1 or Category 2) due to their concerns regarding COVID-19.	Keep in mind that the parent cannot unilaterally change placement for a student. IEP teams are not obligated to change a student's placement based solely on parent preference. **Examples:** If your LEA offers comprehensive online instruction for all students: • Consider making an offer of FAPE using your LEA's guidelines for online programming. Amend and implement an IEP. If your LEA does not offer comprehensive online instruction for all students. • Consider convening the IEP team to discuss barriers to student attendance • Refer to your LEA's attendance policy for all students. ○ Before taking punitive action with regard to attendance, consider conducting a Manifestation Determination to determine whether the student's absenteeism is related to his/her disability or related to the district's failure to implement the IEP. • The parent may opt to enroll in a private school or homeschool.
Reason unknown	Your team should make every effort to communicate with the adult student or parent to find out why the student is not attending school and document the efforts made. • Refer to your LEA's attendance policy for all students. ○ Before taking punitive action with regard to attendance, consider conducting a Manifestation Determination to determine whether the student's absenteeism is related to his/her disability or related to the district's failure to implement the IEP. • Consider convening the IEP team to discuss attendance and determine whether additional services or supports may be necessary to promote school attendance.

Initial Evaluation Quick Guide: COVID-19

General Guidance		
Evaluation teams should proceed with evaluation within the 60-day timeline based on the category identified by the level of community spread.		
Team Considerations		
Category 1	**Traditional/Comprehensive Online Schooling**	"Regular school" is in session. The evaluation team should proceed with the evaluation within the 60-day timeline.
Category 2	**Traditional/Comprehensive Online Schooling**	"Regular school" is in session. The evaluation team should proceed with the evaluation within the 60-day timeline.
	Hybrid/Blended	"Regular school" may not be in session. The 60-day timeline is suspended if the school closure exceeds 5 or more consecutive school days. However, it is always best practice to complete an evaluation within the 60 days if possible. If face-to-face assessments are required for this evaluation, the team should administer assessments when the student is in the building and proceed with the evaluation within the 60-day timeline.
	Full Distance/Remote Learning	"Regular school" is not in session. The 60-day timeline is suspended if the school closure exceeds 5 or more consecutive school days. However, it is always best practice to complete an evaluation within the 60 days if possible. If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered within the guidelines for minimal use of school buildings. • If yes, proceed with the evaluation within the 60-day timeline. • If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume. If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process. • If yes, the team should move forward with determining eligibility. • If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.

Initial Evaluation Quick Guide: COVID-19

Category 3	**Full Distance/Remote Learning**	"Regular school" is not in session. The 60-day timeline is suspended. If face-to-face assessments are required for this evaluation, the team may consider suspending the evaluation and resuming when the school returns to Category 1 or 2. • Document your decision in a *Written Notice*, indicating when the assessment/evaluation process will resume. If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process. • If yes, the team should move forward with determining eligibility. • If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.
Eligibility Determination	• Teams are not required to meet in person. Parents may agree to participate over the telephone or in a virtual format. • If the team decides to hold a meeting via phone or virtually, ensure that each team member verbally indicates agreement/disagreement with the report and document the decisions on the cover page of the *Eligibility Report* and within team meeting notes. (Signatures are not a required component when determining eligibility. However, your district may require that you collect signatures. • A meeting is not required to determine eligibility. If the team decides to determine eligibility without a meeting, document how each team member's input was gathered, and indicate agreement/disagreement with report for each team member on the cover page of the *Eligibility Report*.	

Reevaluation Quick Guide: COVID-19

General Guidance
Teams must conduct a reevaluation of each student *at least* every 3 years. Evaluation teams should proceed with evaluation to meet the 3 year eligibility due date based on the category identified by the level of community spread. School closures do not change the 3 year reevaluation timeline or the annual IEP review dates.

Team Considerations		
Category 1	**Traditional/Comprehensive Online Schooling**	The evaluation team should proceed with the evaluation in order to meet the 3 year eligibility due date.
Category 2	**Traditional/Comprehensive Online Schooling**	The evaluation team should proceed with the evaluation in order to meet the 3 year eligibility due date.
	Hybrid/Blended	The evaluation team should proceed with the evaluation in order to meet the 3 year eligibility due date. If face-to-face assessments are required for this evaluation, the team should administer assessments when the student is in the building.
	Full Distance/Remote Learning	If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered within the guidelines for minimal use of school buildings. • If yes, proceed with the evaluation in order to meet the 3 year eligibility date. • If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume. If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process. • If yes, the team should move forward with determining eligibility. • If no, then document the decision in a *Written Notice*, indicating when the assessment/evaluation process will resume.
Category 3	**Full Distance/Remote Learning**	If face-to-face assessments are required for this evaluation, the team should consider whether assessments can be administered within the guidelines for minimal use of school buildings. • If yes, proceed with the evaluation in order to meet the 3 year eligibility date. • If no, then document the decision in a *Written Notice*, indicating when the assessment/ evaluation process will resume.

		If face-to-face assessments are not required for this evaluation, the team should consider whether you have or can gather sufficient evidence for an eligibility decision. The team must ensure meaningful parent participation in the evaluation and eligibility process. • If yes, the team should move forward with determining eligibility. • If no, then document the decision in a *Written Notice*, indicating when the assessment/ evaluation process will resume.
Eligibility Determination	• Teams are not required to meet in person. Parents may agree to participate over the telephone or in a virtual format. • If the team decides to hold a meeting via phone or virtually, ensure that each team member verbally indicates agreement/disagreement with the report and document the decisions on the cover page of the *Eligibility Report* and within team meeting notes. (Signatures are not a required component when determining eligibility. However, your district may require that you collect signatures. • A meeting is not required to determine eligibility. If the team decides to determine eligibility without a meeting, document how each team member's input was gathered, and indicate agreement/disagreement with report for each team member on the cover page of the *Eligibility Report*.	

Delayed Evaluation Quick Guide: COVID-19

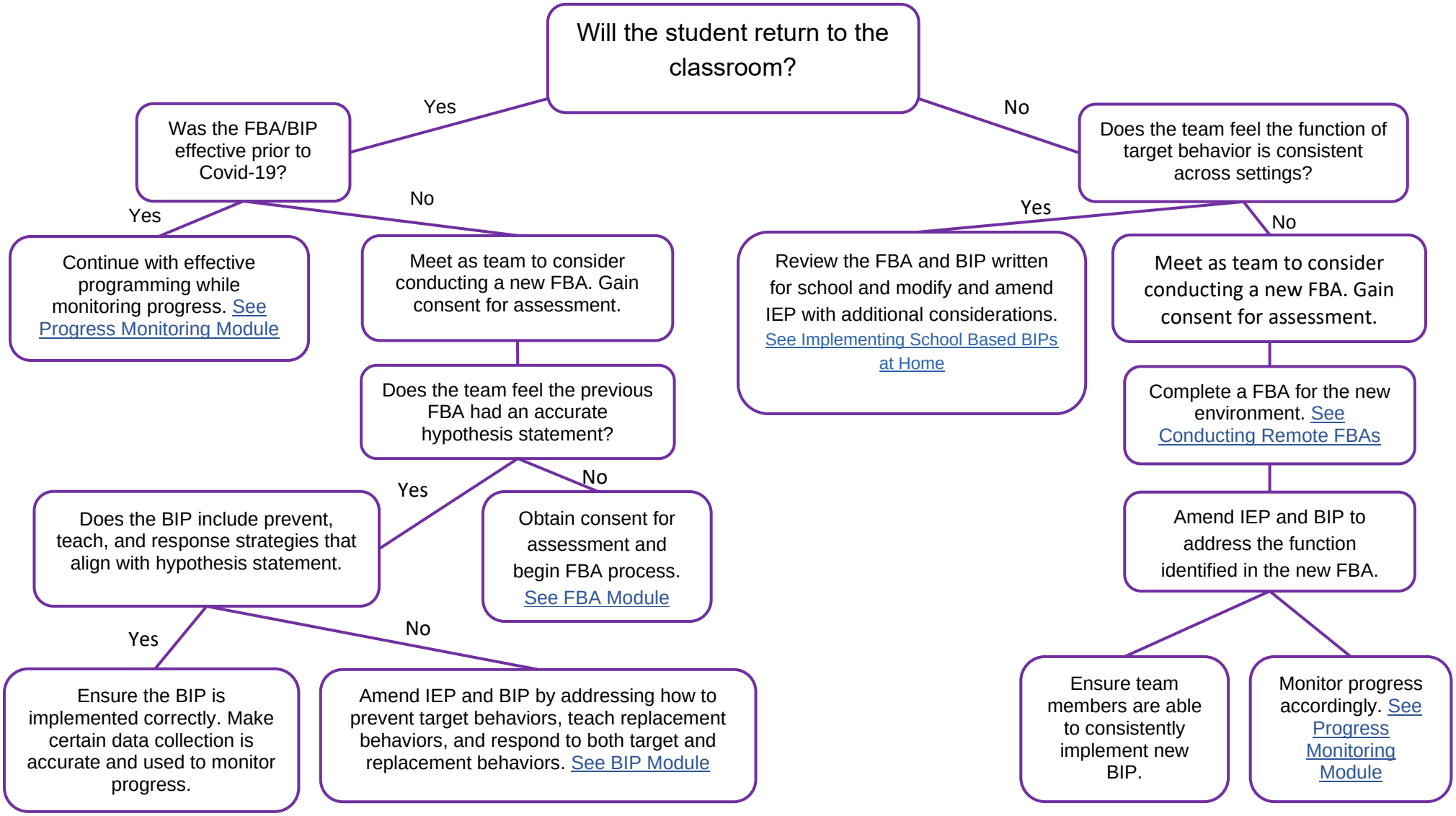
General Guidance	
When school buildings closed due to COVID-19 at the end of the 2019-2020 school year, many evaluation teams made the decision to delay initial evaluations and reevaluations in cases where face-to-face assessment was required in order to make an eligibility decision. As LEAs prepare to reopen school buildings for the 2020-2021 school year, evaluation teams will resume the assessment process for those evaluations that were delayed. School closures do not change the 3 year reevaluation timeline or the annual IEP review dates.	
Question	**Considerations**
If we obtained *Consent for Assessment* prior to the "soft-closure," do we need to seek consent again before resuming a delayed evaluation?	**No.** • The parent has already given consent. However, *Written Notice* should be provided to the parent indicating that the team will proceed with conducting assessments as listed on the *Consent for Assessment*.
We are ready to resume a delayed evaluation. Do we have to notify the parent?	**Yes.** • If written *Consent for Assessment* has not been obtained, then the team must seek consent prior to proceeding with the evaluation. • If written *Consent for Assessment* has been obtained, *Written Notice* should be provided to the parent indicating that the team will proceed with conducting assessments as listed on the *Consent for Assessment*.
We obtained *Consent for Assessment* for an **initial evaluation** prior to the "soft closure" in the spring of 2020 but were unable to complete the evaluation. Does our 60-day timeline start over?	**No.** • The 60-day timeline began when *Consent for Assessment* was received by the LEA. The evaluation must be completed within 60 calendar days of receiving written consent, excluding periods when regular school is not in session for 5 or more consecutive school days. • The team should calculate how many days had already passed between the receipt of consent and the date of school closure and subtract that number from 60. The remaining number is the number of days remaining for the team to complete assessments and make an eligibility determination. **Example:** Initial consent was received 15 days prior to school closure. 60 days – 15 days = 45 days The team has 45 calendar days to complete assessments and make an eligibility determination.
We obtained *Consent for Assessment* for a **reevaluation** prior to the "soft closure" in the spring of 2020 but were unable to complete the evaluation. The 3 year eligibility due date has already passed. What is our new deadline for completing the evaluation?	• Because the due date for 3 year eligibility has already passed, the team should complete the reevaluation as quickly as is reasonably possible. This should not exceed 60 calendar days.

Specific Learning Disability Quick Guide: COVID-19

General Guidance	
As a result of school closures related to COVID-19, many students experienced a disruption to targeted interventions implemented through the problem-solving process. As students begin to return to school buildings for the 2020-2021 school year, problem-solving teams and evaluation teams may have some concerns about the evidence required when considering Specific Learning Disability (SLD).	
Question	**Guidance**
Our team referred a student prior to the closure, and has decided to evaluate the student, but our progress monitoring data was gathered before the "soft closure". How do we proceed?	Since the evaluation team determined that evaluation was warranted prior to the soft closure, the team should proceed with the evaluation process including gaining *Consent for Assessment* if needed. Within the *Eligibility Report*, the team will report any progress monitoring data collected prior to the soft closure, as well as any data collected during the evaluation timeline.
We had a student in interventions who did not participate in interventions during the closure. Can we refer the student for an SLD evaluation or do we need to start over?	Just as summer closures do not prevent teams from considering a referral, lack of interventions during the school closure also does not prevent the team from considering a referral when school resumes in the fall. If the team decides through the *Referral to Consider a Special Education Evaluation* process, that the data collected prior to the closure supports a decision to evaluate the student, the team can proceed with the evaluation process. If the team determines additional intervention and progress monitoring are necessary, the team should continue implementing interventions when school resumes.
What information can be used as evidence that the core is effective for all students given that statewide assessments didn't occur in Spring 2020?	The most recent ISAT scores available may be used as a basis for determining whether core curriculum is effective for most students. In addition, the team can utilize any norm-referenced district or school universal screening data collected either prior to the soft closure or upon return to school in the fall.
How does the team address access to the core curriculum and/or lack of appropriate instruction since the student did not participate fully during the school closure?	The team should consider how instruction related to the core curriculum was provided to ALL similarly situated students during the school closures, as well as universal screening data related to progress for all students, when determining whether the student had access to the core curriculum to the same extent as his or her peers. If the preponderance of evidence suggests that this was not the primary factor for the student's lack of progress, the team may proceed with determining eligibility. The team should document the information related to how they determined that lack of participation was not the primary factor in the lack of progress within the *Eligibility Report*.

What considerations should be made if a student is referred due to lack of progress during the school closure?	• ALL referrals must be reviewed by the evaluation team, which includes the parent, using the *Referral to Consider a Special Education Evaluation* process and form to determine if an evaluation is warranted. • Teams should consider progress, or the lack thereof, for ALL similarly situated students during the school closure by reviewing data sources such as universal screening data or other district or school wide assessment information, as well as the progress made by the student. • If the team determines the evidence does not indicate the need for an evaluation, the team would document the decision in *Written Notice*. • If the evaluation team suspects the lack of progress is the result of a disability, the team should proceed with the evaluation process.

FBA/BIP Decision Flowchart



08/03/2020

Remote Technology and FBAs: COVID-19

General Guidance		
Before considering completing a remote FBA, please visit *Functional Behavior Assessments: Conducting and Completing an Informative Assessment* on the Idaho Training Clearing House. Ensure you have a firm understanding of the process behind a traditional FBA or work with team members who do. The same processes can be adapted and conducted remotely during COVID-19. Below are the processes involved in conducting a remote FBA, what the process may have looked like traditionally, and how technology can be utilized to conduct the assessment using remotely.		
FBA Process	**School Implementation**	**Remote Implementation**
Team reviews The Challenging Behavior Flow Chart (module for further explanation on use) before moving forward in FBA Process	The IEP team meets in person to create a meaningful opportunity for team to participate in the problem-solving process.	The IEP team meets via video conference to create a meaningful opportunity for team to participate in the problem-solving process.
Operationally define the challenging behavior: *Identify what the behavior looks like and how all team members will recognize and "count" the behavior. Move away from generic labels such as "aggression" and toward specifics such as "any attempt or success to hit with an open or closed fit, with another individual as a target."*	The IEP team meets in person to discuss how challenging behavior presents across team members. • What does it look like in various situations with various people? Define exactly what behavior looks like in measurable terms. • **Example:** Elopement is defined as leaving a designated area without permission, in excess of 20 feet. • **Non-Example:** Elopement = Running from staff/room.	Appendix I. The IEP team meets via video conference to discuss how challenging behavior presents across team members. What does it look like in various situations with various people? • Consider what the challenging behavior looks like now in comparison to how it looked in the school setting. Define exactly what behavior looks like in measurable terms. • **Example:** Elopement is defined as leaving a designated area without permission, in excess of 20 feet. • **Non-Example:** Elopement = Running from staff/room.
Data Collection: **Direct Data** ***Direct data*** *is data collected from direct observation, such as ABC data. It has increased reliability and can help lead to more efficient assessment results.*	Collect ABC data in the different environments in which the challenging behavior occurs. This is typically done by teacher, paraprofessional, or other school personnel while the student is in class, recess, lunch, specials etc. For more information on collecting and utilize ABC data, visit the ABC Data module on the Idaho Training Clearinghouse, here.	Collection of ABC data through remote technology: **Option 1:** Video capture the student in the current environment. The video is shared by the parent with the school team in a manner that was previously agreed upon with all team members. School team reviews video capture and collects ABC data. **Option 2:** Parent and school team cooperate to obtain live stream video of student through FERPA compliant means. School personnel collect ABC data while observing student live.

		U.S. Dept of Education Guidance on FERPA: FAQs on Photos and Videos under FERPA FERPA and Covid-19 FAQs FERPA and Virtual Learning during Covid-19
Data Collection – **Indirect Data** ***Indirect data*** *is data collected through questionnaires, surveys, and interviews. It has decreased reliability and validity. It is recommended that if indirect data is utilized, there are multiple sources. The team may consider utilizing at least three of the tools listed in the column to the right.*	Collection of at least 2 to 3 means of indirect data. Surveys, questionnaires and interviews of school personnel and caregivers. Sample Forms: FAI (Functional Assessment Interview Form) FAST (Functional Analysis Screening Tool) QABF (Questions about Behavioral Function) Problem Behavior Questionnaire	Collection of at least 2 to 3 means of indirect data. Surveys, questionnaires and interviews of school personnel and caregivers. Interviews with caregivers can be conducted through phone or video conferencing. Questionnaires and surveys can be delivered through mail or email and returned by caregivers.
Analysis and Development of Hypothesis Statement	IEP team members meet to review data and develop a hypothesis statement for student's FBA.	Use of phone and video technology for IEP team members to collaborate, analyze data, and develop hypothesis statement for the student's FBA.

IEP Quick Guide: COVID-19

General Guidance	
The shift to Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) models does not change a student's annual IEP review date. IEPs must be reviewed annually. The IEP team may agree to conduct IEP meetings through alternate means, including video conferencing or conference telephone calls. It will be important for school teams and parents to work collaboratively and creatively to meet IEP timeline requirements. School closures do not change the 3 year reevaluation timeline or the annual IEP review dates.	
Question	**Guidance**
What should my team consider when developing an initial or annual IEP?	If the team has collected baseline data for proposed goals, then the team would proceed with creating a draft IEP. If the team has not collected baseline data for proposed goals, then the team would determine if that data could be collected within the current learning model: • If yes, the team would proceed with collecting baseline data and creating a draft IEP • If no, the team should document this decision with *Written Notice* indicating that the team was unable to gather baseline data and goals were based on best estimation using available data. The IEP team will develop up to three (3) documents: 1. The student's initial or annual IEP, which will be implemented when schools are using a traditional learning model (school buildings are open or comprehensive online instruction). 2. Use the *Recovery Services Decision Tree* to determine whether data indicates the student requires changes or additions to the IEP based on individual circumstances to recover services "lost" during the spring 2020 closure. If no, document the decision within Written Notice. If yes, use the *Recovery Services Documentation* form to document the type, frequency and duration of recovery services. 3. Develop an *Individualized Distance Learning Plan (IDLP)* to guide the team in implementing the student's IEP in the event that the LEA shifts to a Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) model as a result of COVID-19 community transmission.
What should my team do when an annual IEP is due and our LEA is in Category 2 or 3?	If the team has collected baseline data for proposed goals, then the team would proceed with creating a draft IEP and an *Individualized Distance Learning Plan (see above).* If the team has not collected baseline data for proposed goals, then the team would determine if that data could be collected within the current learning model: • If yes, the team would proceed with collecting baseline data and creating a draft IEP • If no, the team should document this decision with *Written Notice* indicating that the team was unable to gather baseline data and goals were based on best estimation using available data.
How should my team meet to develop an IEP when we are unable to meet in person?	Teams are not required to meet in person. Parents may agree to participate over the telephone or in a virtual format. If the team decides to hold a meeting via phone or virtually, ensure that each team member's attendance is indicated on the cover page of the IEP and within team meeting notes. (Signatures are not a required component for IEP meetings. However, your district may require that you collect signatures. Ensure that all required team members, including parents, are in attendance and have provided input into the decision. If an IEP team member is unable to participate in the meeting, document the parent's consent for the excusal, make sure the team member provides written input prior to the meeting, and complete an *Excusal Form*.

Recovery Services Quick Guide: COVID-19

General Guidance

Most LEAs in Idaho continued to provide educational opportunities for students after school buildings were closed due to the COVID-19 outbreak. These opportunities may have included instructional packets, virtual meet-ups, virtual therapies, or other online, distance, or blended learning options.

IEP teams should consider how each student was impacted by the "soft closure," specifically the reduction and adjustment of educational services provided, and then make individualized decisions about the student's current needs, based on his or her unique circumstances.

Question	Guidance
What should our IEP team consider when determining student needs Recovery Services due to COVID-19?	Each IEP team will use the *Recovery Services Decision Tree* to determine whether or not the student requires changes or additions to the IEP based on individual circumstances to recover services "lost" during closure. Questions & considerations for the IEP team: • What type of instruction was provided to similarly situated students during closure? • What services/instruction were provided to this student during the closure? • Progress of similarly situated students during the closure • Progress of this student during the closure • If the services are to be provided away from the general classroom/instruction, does the additional support outweigh the cost of removing the student from general education?
How should the IEP team document a student's need for Recovery Services due to COVID-19?	The IEP team will document the following on the Recovery Services Documentation form: • Data & information used to determine the need for Recovery Services due to COVID-19 • What service(s) will be provided to the student • When service(s) will take place • Who will provide the service(s) • Length of time service(s) will take place • How services will be provided • Annual goals that will be addressed during implementation of the plan The team will include a statement within the Optional Statement of Service Delivery in the IEP (annual or amended) to reflect additional services documented in the *Recovery Services Documentation* sheet. • **Example:** The IEP team has determined (Student) requires Recovery Services from (date) to (date). The special education and/or related services, optional statement of service delivery and annual goals associated with this plan are documented on the attached *Recovery Services Documentation* form.

Written Notice (embedded within the IEP) must be completed and provided to parents as a result of the team's decision to complete *Recovery Services Documentation*. The team should use IEP meeting notes to assist in clearly documenting the team's discussion, including all options considered and rejected as part of the discussion.

Recovery Services Documentation: COVID-19

Student Name:_____ Student ID:_____

Meeting Date:_____ Meeting Time:_____

Parent/Guardian:_____ Contact #:_____

District/Charter:_____ School:_____

IEP Team: _____

_____

Describe the data & information used to determine type of services for this student:

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Total Amount of Time (minutes):							

Optional Statement of Service Delivery (describe how services will be provided to this student):

Specify the Annual Goals that will be addressed during implementation of this plan:

Individualized Distance Learning Plan (IDLP) Quick Guide: COVID-19

General Guidance	
As school start for the 2020-2021 school year, each IEP team should convene to develop an IEP with Category 1 implementation in mind. Additionally, the IEP team should develop an *Individualized Distance Learning Plan* (IDLP) for implementation in the event that the LEA moves to Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) during the current school year.	
Question	**Guidance**
What should the IEP team consider when developing an IDLP?	Each IEP team should use the *Individualized Distance Learning Plan (IDLP) Planning Document* to determine the type of instruction being provided to the student and considerations related to the type of instruction. For example, if virtual instruction is provided in the form of individual or small group meetings via Teams or Zoom, the IEP team should discuss what participation will look like for the student, how their current IEP goals will be addressed, and whether or not any changes need to be made to accommodations in order for the student to access their services. Teams should also consider how progress will be monitored under each circumstance. Because instruction will be provided in different formats depending on the level of community spread (Category 2: hybrid/blended or full distance/remote learning & Category 3: full distance/remote learning), the IEP team will identify services and supports addressing current IEP goals for both Category 2 and Category 3 on the *Individualized Distance Learning Plan.*
If our LEA is in Category 2 and students may be instructed in the school building, how do we determine how much time they would spend there?	It may not be feasible or appropriate for some students to receive all of their services in the school building. The IEP team will review the student's current IEP and determine, based on the unique needs of the student, the annual goals, supports, and services that will be implemented in a face-to-face setting as part of the LEA's hybrid/blended model of instruction. Document this in the *Individualized Distance Learning Plan.*
How should the IEP team document a student's IDLP?	The IEP team will include a statement in the Optional Statement of Service Delivery section of the IEP indicating that the team has created an *Individualized Distance Learning Plan,* addressing each level of community spread (Category 2 and Category 3), using the unique needs of the student as a basis for service implementation decisions. The *Individualized Distance Learning Plan* includes documentation of services, optional delivery statements, and progress monitoring plans for each level (Category 2 and Category 3). The team will include a statement within the Optional Statement of Service Delivery in the student's IEP (annual or amended) to reflect additional services documented in the *Individualized Distance Learning Plan* document. • **Example:** The IEP team has developed (Student's) *Individualized Distance Learning Plan*. The special education and/or related services and optional statement of service delivery associated with this plan are documented on the attached *Individualized Distance Learning Plan* document. This plan will be in place for the duration of Category 2 and/or Category 3 determination.
Written Notice (embedded within the IEP) must be completed and provided to parents as a result of the team's development of the student's *Individualized Distance Learning Plan*. The team should use IEP meeting notes to assist in clearly documenting the team's discussion, including all options considered and rejected as part of the discussion.	

Individualized Distance Learning Plan: COVID-19

Student Name:_____ Student ID:_____

Meeting Date:_____ Meeting Time:_____

Parent/Guardian:_____ Contact #:_____

District/Charter:_____ School:_____

IEP Team: _____

_____

Level of Community Spread: Category 2 (Minimal to Moderate Community Transmission)

The following services and supports addressing current IEP goals serve as the IEP team's determination of Free Appropriate Public Education (FAPE) for this student under a **Category 2** determination.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Total Amount of Time (minutes):							

Optional Statement of Service Delivery (describe how special education services will be provided to this student):

Describe how the student will access general education content:

Describe how progress monitoring will take place**:**

Individualized Distance Learning Plan: COVID-19

Level of Community Spread: Category 3 (Substantial Community Transmission)

The following services and supports addressing current IEP goals serve as the IEP team's determination of Free Appropriate Public Education (FAPE) for this student under a **Category 3** determination.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Total Amount of Time (minutes):							

Optional Statement of Service Delivery (describe how special education services will be provided to this student):

Describe how the student will access general education content:

Describe how progress monitoring will take place**:**

IDLP Service Planning: COVID-19 *(Optional)*

Student name:_____ Student ID: _____

Evaluation date:_____ IEP Date:_____

Date of Birth:_____ Case Manager:_____

Evaluation Timelines

Current evaluation date		**3-year due date**	
What should the team consider (specific to this student) if the district/charter is in **Category 2** (hybrid/blended or full distance/remote learning) during the evaluation process?			
What should the team consider (specific to this student) if the district/charter is in **Category 3** (full distance/remote learning) during the evaluation process?			

IEP Timelines

Current IEP date		**Annual IEP due date**	
What should the team consider (specific to this student) if the district/charter is in **Category 2** (hybrid/blended or full distance/remote learning) during IEP development?			
What should the team consider (specific to this student) if the district/charter is in **Category 3** (full distance/remote learning) during IEP development?			

IDLP Service Planning: COVID-19 *(Optional)*

Section 1

Identify the level of community spread/learning model this plan will cover.					
Category 1 (Traditional)		Category 2 (hybrid/blended or full distance/remote learning)		Category 3 (full distance/remote learning)	
Describe the support this student will receive, based on his or her unique circumstances (this should be an IEP team decision).					

Section 2

Identify the individual service considerations for this student.		
Describe how the student will access general education content	Annual goal(s) aligned to this content	Describe how special education services will be provided
Progress Monitoring		
List annual goal(s)		How will progress be monitored?

IDLP Service Planning: COVID-19 *(Optional)*

Identify the student's need for assistive technology or AEM (previous and new).	
Previously implemented	New considerations

Individualized Distance Instruction Planning Document: COVID-19

This document is for use in considering options for providing instruction through a student's *Individualized Distance Learning Plan* (IDLP) in the event that the LEA moves to Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) during the school year.

First, consider what type of instruction will be provided to all similarly situated students.

Second, consider what type of services and instruction should be provided to the student.

Virtual

What does this mean?

-Online learning (Google Classroom, etc.)

-Webinars

-Virtual individual or group meetings (Zoom, Teams, etc.)

-Online instructional activities (iReady, etc.)

IEP Team considerations for EACH student:

-Is the student able to complete this type of activity?

-Is the student willing to access the instruction?

-Do the student's accommodations allow access to instruction?

-How will the student's current IEP goals be addressed?

-How will progress on goals be monitored?

Curriculum-Based Activities

What does this mean?

-Instructional packets

-Emailed assignments

-Lists of suggested activities

IEP team considerations for EACH student:

-Is the student able to complete this type of activity?

-What level of independence does the student have?

-Do the student's accommodations allow access to instruction?

-How will the student's current IEP goals be addressed?

-How will progress on goals be monitored?

Instructional Phone Calls

What does this mean?

-Individual phone calls to student

IEP team considerations for EACH student:

-Is the student able to access this type of instruction (verbal format only)?

-How will you assess learning through this method of instruction?

-What materials will the student need to access the instruction?

How will the student's current IEP goals be addressed?

How will progress on goals be monitored?

Early Childhood Entrance/Exit Rating EXAMPLE: COVID-19

Instructions: In order to determine Entrance/Exit Ratings during a time when "regular school" is not in session, the IEP team and parent should meet (virtually or by phone) and use available data to complete the Early Childhood Outcome Entrance/Exit Rating that reflects the student's current level of performance in each Outcome Area. All decisions should be documented in *Written Notice* and should include the data sources the team used to determine the Entrance/Exit Ratings.

Student: Amiah **Type of Rating (Circle One):** Entrance Exit **Date:** 5/8/20

Outcome 1: Positive social-emotional skills (including social relationships)		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.): Parent input, classroom observations from 3/5/20 & 3/12/20		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate Parent input: Amiah's mom states that she is outgoing and likes to play with other children. She attends a Sunday school class that she loves where many of the children from the neighborhood attend. She says that she is willing to share her toys with her brother and other kids when they go to the playground. Classroom Observation: Amiah is able to adjust to new situations, trust adults and is able to recognize her own feelings. She is able to manage her emotions with peers, follows classroom routines once she has learned them.	*Immediate foundational* Parent Input: There are occasions when Amiah does not follow the rules at home and needs reminders on expectations. Classroom Observation: Amiah needs frequent reminders to follow classroom rules. Amiah finds it hard to resolve conflict with peers when she has trouble communicating and she does not recognize how her behavior impacts others.	*Foundational* None

EXAMPLE

Outcome 2: Acquisition and use of knowledge and skills (including communication and early literacy)		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.): Progress monitoring data, classroom observation on 3/12/20, and parent input		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate Speech Language Therapy Notes/Data: Amiah is inquisitive and will ask and answer questions. She loves to participate in conversations, and uses words to express herself in 3-4 word sentences. Classroom Observation: Amiah is able to classify objects, compare and measure items, and arrange objects in a series. She shows awareness to time and sequence, uses one-to-one correspondence when counting, and is able to count to 5. She likes to pretend, play make-believe with objects, and is able to tell you what some symbols represent. She loves to be read to and demonstrates an understanding of what stories are about.	*Immediate foundational* Classroom Observation: Amiah struggles with patterns and how to make them repeat. She is beginning to recognize the letters of the alphabet and how to write the letters in her first name.	*Foundational* Parent Input: Amiah's mom stated that she does not say the "g" sound. She is also concerned about her ability to say the letter sounds for t, d, c and k. This has caused difficulty at family gatherings when Amiah asks for things and family members are unable to understand her. Speech Language Therapy Notes/Data: Amiah has difficulty in hearing and discriminating various sounds of language. She is unable to produce the following sounds in any position: g, k, ng, sh, l, th, v, s, z. She also is unable to produce sound blends. An oral screening revealed that Amiah has an over and open bite which interferes with speech production of frictive sounds. These are sounds that are created by constricting the vocal tract, causing friction as the air passes through it.

EXAMPLE

Outcome 3: Use of appropriate behaviors to meet their needs		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.): Progress monitoring data, classroom observation on 3/12/20, and parent input		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate Parent Input: Amiah's mom reports that she is an active child. She is potty trained, is able to walk up and down stairs with no assistance, and throw and kick a ball. She loves to run and play. Classroom Observation/Progress Monitoring: Amiah is able to run, jump, hop, as well as pedal a tricycle. She has good hand eye-coordination. She can use pencils, pens, and crayons to trace letters and shapes. She is able to cut straight and curved lines within a ¼" of the line.	*Immediate foundational* Classroom Observation/Progress Monitoring: Amiah needs reminders to know what to do next (60% of the time), following classroom rules(73% of the time), and understanding that her actions impact others.	*Foundational*

EXAMPLE

Early Childhood Entrance/Exit Rating: COVID-19

Instructions: In order to determine Entrance/Exit Ratings during a time when "regular school" is not in session, the IEP team and parent should meet (virtually or by phone) and use available data to complete the Early Childhood Outcome Entrance/Exit Rating that reflects the student's current level of performance in each Outcome Area. All decisions should be documented in *Written Notice* and should include the data sources the team used to determine the Entrance/Exit Ratings.

Student: _____ **Type of Rating (Circle One):** Entrance Exit **Date:** _____

Outcome 1: Positive social-emotional skills (including social relationships)		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.):		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate	*Immediate foundational*	*Foundational*

Outcome 2: Acquisition and use of knowledge and skills (including communication and early literacy)		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.):		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate	*Immediate foundational*	*Foundational*

Outcome 3: Use of appropriate behaviors to meet their needs		
Identify what data was used that demonstrates the student's functioning across settings (ex: observation, parent report, curriculum assessment, etc.):		
Describe the child's age appropriate skills (if any) including the extent to which these skills are demonstrated across settings and situations:	**Describe the child's use of immediate foundational skills and the extent to which these skills are demonstrated across settings and situations:**	**Describe the child's use of foundational skills including the extent to which these skills are demonstrated across settings and situations:**
Age-appropriate	*Immediate foundational*	*Foundational*

Special Education Instructional Tracking Log								
Student Name:			**Case Manager:**					
Date	Skill Area	IEP Goal	Goal aligned instruction	Delivery method	Provided by		Student completed task	Notes
Example:	Math	addition/subtraction of multi-digit whole numbers	Video direct instruction of place value addition strategy, posted worksheet of aligned problems	Google classroom	Sped teacher/Para	yes/no		Emailed parent to notify them of newly posted assignment

Progress Monitoring Options Quick Guide: COVID-19

General Guidance

Progress Monitoring is used to assess a student's academic, functional, and behavioral performance, to quantify a student's improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction. It tells the teacher what the student has learned and what still needs to be taught.

The changes necessary to accommodate distance-based administration of progress monitoring could affect scores. *Frequently Asked Questions on Collecting Progress Monitoring Data Virtually*

While progress monitoring for RtI purposes must be standardized, norm-referenced probes, progress monitoring for IEPs can be accomplished in a variety of formats. Both can be done in a classroom or through distance learning. The following are some examples of progress monitoring that teams can consider for measuring progress on IEP goals.

Type	Example
Work-Samples	Work-samples are used to test a student's current skill level and can support the transfer of skills. For example, if a student has a goal in handwriting or writing their name a work-sample can be looked at from their classroom work to see if the student is able to transfer handwriting skills learned to the general education classroom.
Teacher-made Assessments	Teachers may make assessments to match IEP goals, but this can be time consuming. Tools such as Math Worksheet Generator on Intervention Central can support teachers to make math probes for specific math calculation skills. Check out the other tools Early Math Fluency Generator, Dolch Word List Fluency Generator, and Oral Reading Fluency Passage Generator
Checklists	Checklists are easy to use and effective. They help with organizing a task, so steps are not skipped. They can be used for independent living skills such as handwashing and toileting. See an example here. Many academic goals can be measured by checklists. The University of Kansas has a learning strategy call COPS for editing mechanics on paragraphs. See an example of a checklist here.
Rubrics	A scoring rubric will communicate expectations of quality around a task. Scoring rubrics are used to delineate consistent criteria for grading. A scoring rubric allows teachers and students alike to evaluate criteria. Rubrics can be used at all grade levels. See an example of a rubric here.
Norm-Referenced Probes	**National Center on Intensive Intervention at American Institutes for Research** have compiled an Academic Progress Monitoring Tools Chart. The chart presents information on academic, norm-referenced progress monitoring tools with ratings on their reliability and validity. See list here.

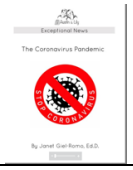
PROGRESS MONITORING LOG

Student Name: _____ Case Manager: _____

GOAL	DATE MONITORED	MONITORING TOOL	ADMINISTERED/ REVIEWED BY	METHOD OF DELIVERY	RESULTS
Student will increase reading fluency on a 2nd grade passage reading 34+ WPM.	4-2-20	Easy CBM	SpEd teacher	CBM Passages shared via Google Meet 1:1 session with student. No video, audio only	Student went from reading 25 WPM to reading 28 WPM

Teacher Planning Form EXAMPLE: COVID-19

Students with Significant Cognitive Disabilities

This document is designed to help teachers plan activities, not to be sent home to parents.	**Goal/Target skill #1**	**Goal/Target skill #2**	**Goal/Target skill #3**	**Goal/Target skill #4**
	Make a choice given two options	Washing Hands	Following a Schedule	Identify basic concepts such as same/ different, on/under, closed/open
	Intentional Teaching Practice			
	Communicating wants and needs by providing choices	Prompt hierarchy with visual of handwashing steps	Visual schedule	Transfer: Use in a variety of situations with a variety of materials
Activity	**How the Skills are Addressed**			
Morning Routine Boardmaker (3 months free)			Build the visual schedule 	
Social Story about COVID-19  		Review reasons for handwashing	Move “Story” picture to finished side of visual schedule	
Jobs/Chores	Choice of Job		Move “Jobs/Chores” picture to finished side of visual schedule	Matching socks Matching silverware Matching Tupperware lids
Digital Learning Bitsboard			Move “Digital Learning” picture to finished side of visual schedule	Bitsboard App on iPad Basic Concepts Board Listen Game

08/03/2020

Teacher Planning Form EXAMPLE: COVID-19

Students with Significant Cognitive Disabilities

Snack	Give choice of two snacks	 Wash hands before snack	Move “Wash Hands” and “Snack” pictures to the finished side of visual schedule	
Money			Move “Money” picture to finished side of visual schedule	Given activity bag: Coin sort Match pennies, nickels, dimes, and quarters
Break – Cincinnati ZooTube	Choose zoo animal to watch		Move “Break” picture to finished side of visual schedule	
Reading - Tar Heel Reader	Choose between *What We Need Money For* or *All About Dogs*		Move “Reading” picture to the finished side of the visual schedule	Ask questions about things that are the same and different in stories.
Art	Choose an animal to draw 		Move “Art” to picture finished side of visual schedule	Ask about things that are same or different on zoo animals

08/03/2020

Teacher Planning Form: COVID-19

Students with Significant Cognitive Disabilities

This document is designed to help teachers plan activities, not to be sent home to parents.	**Goal/Target skill #1**	**Goal/Target skill #2**	**Goal/Target skill #3**	**Goal/Target skill #4**
	Intentional Teaching Practice			
Activity	**How the Skills are Addressed**			

5 Cs Process for Planning and Implementing Teaching across Environments Quick Guide

General Guidance	
The 5C Process supports thinking about how IEP goals can be addressed in both the school and home environments. The 5C Process is a five-step process focused on building continuity across lifelong learning priorities, the annual IEP goals, the inclusive environments (at school or at home), and instructional support for students with significant cognitive disabilities. While the 5C Process was developed specifically for students with significant cognitive disabilities, this process could be helpful in planning instruction for all students with disabilities.	
Support	**Considerations**
5C Principals	**A student's learning priorities do not change just because the learning environment changes. Learning priorities are specific to the student.** **An IEP is not the student's curriculum. The general education curriculum and routines and the IEP comprise a student's educational program.**
STEP 1: Components	**Begin with long term vision for each student using these three overarching learning components:** **1) Participating in routines and transitions** • Consider the supports that will be needed in order for the student to access and participate with their peers? • What skills could they be learning that are lifelong and essential to be online, with their class, more independently? **2) Engaging in Grade-Level Academics and Other Essential Skills** • Collaboration with General Educators to develop universally designed academics. Include consideration of graphic organizers, word banks, visuals, tactile supports. • Preparing in advance to use Alternative and Augmentative Communication (AAC) systems to participate during online class discussions. **3) Interacting with Others** • Consider ways the student can learn how and engage in small and large group learning with peers online. (morning meetings, meetups, discussions, projects) • Support the student in fostering and maintaining connections with peers. (Facetime, e-pals, post cards)
STEP 2: Collaboration	Collaborate with families to determine **how, when, where, and to what extent** each learning priority will be meaningfully embedded into the day at school and home. This may require developing or modifying IEPs to meaningfully address the IEP goals across school and home environments. Use of the Learning Matrix Tool will assist with this step. Consider: • What is similar and different about the home and school environments? • What access to instructional tools and strategies need to be supported or developed? • Mindfully consider a family's typical day, traditions, culture, and language, as well as stressors when developing or modifying plans.

5 Cs Process for Planning and Implementing Teaching across Environments Quick Guide

STEP 3: **Continuity**	As much as possible, it is important to maintain **continuity in the tools and strategies** that are used in both settings to support learning. Consider: What combinations of tools (no-tech, low-tech, high-tech) will be taught to the student at school and then used at home?
STEP 4: **Collect Data**	Collect meaningful data both at school and at home during distance learning. Doing so helps to assure that a student is progressing in gaining knowledge and skills regardless of where instruction happens. At school: • Formative and summative data collected for all students within the general education curriculum. • Data specific to the student's IEP goals. At home: • Data collection will be simplified but provides important information about generalizations. • Fits within the family's routines and practices.
STEP 5: **Capacity**	Capacity building is for everyone on the student's instructional team, including the family, student, general educators and paraprofessionals. As the year progresses this provides the foundation for the team to problem solve as circumstances of instructional delivery change. Do all team members, including the family, know: ☐ The student's learning priorities? ☐ The plan for teaching the goals at school and home? ☐ The plan for collecting data? ☐ How to use the no-tech, low-tech, and high-tech instructional tools and strategies?
Learn more about the 5C Process and engagement with distance learning	DL #17: Planning for Instruction both at School and Distance Learning: The 5C Process https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process 5C Process Infographic https://publications.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process/5c-infographic The Learning Matrix Tool https://publications.dev.ici.umn.edu/ties/building-engagement-with-distance-learning/5c-process/learning-matrix

Based on materials available through TIES Center www.tiescenter.org

Early Childhood Activity Bag Ideas: COVID-19

These ideas are examples of activities that could be put into a zip-top plastic bag and sent home or picked up by families. All printed materials could also be sent digitally to families with access.

Morning Routine

Topic	Description
Weather	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Types of weather response card (using the icons from the classroom) **Suggested Activities:** • Identifying the weather for the day and what clothes to wear. • Watching clouds • Keeping track of the weather each day on a calendar • Dramatic play: Pretend to be the wind, rain, etc. • Watch the weather forecast on TV and talk about it
Days of the Week/ Daily Schedule	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Monthly calendar • Days of the week cards • Visual daily schedule **Suggested Activities:** • Identifying the day of the week • Talking about the daily schedule and activities • Allow the child to choose the order of the activities for the day
Name Recognition	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Laminated name card • Print out of name to trace **Suggested Activities:** • Tracing name (if appropriate) • Responding to “What’s your name?” • Hide name card in different places in the house for “Hide/Seek”
Identifying Feelings	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Feelings icon cards/worksheet **Suggested Activities:** • Ask the student how they are feeling and allow them to respond verbally or by pointing to a card • Parent identifies how they are feeling • If child is demonstrating emotions, label the emotions for them “Oh, you are crying! Are you sad?”

Math

Topic	Description
Shapes	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Pattern block shapes to cut out (if needed)

	• "I Spy: Shapes" mini-book (Example found here: http://youngmathematicians.edc.org/wp-content/uploads/2017/04/Book3_ISpyShapes5-24-17.pdf/) • Pattern block puzzles (Example found here: http://youngmathematicians.edc.org/wp-content/uploads/2016/05/Set-1-Color-Puzzles.pdf) **Materials from classroom:** • Pattern blocks • Crayons **Materials from home:** • Blocks • Crayons **Suggested Activities:** • Create "I Spy: Shapes" book • Play I Spy with shapes around the house • Use pattern blocks and puzzles to talk about shapes and colors • Color and cut out the pattern block shapes and make pictures with them
Number sense	**Printed Materials:** • Instruction Sheet with suggested activity ideas • "Roll One" Mini-book (Example found here: http://youngmathematicians.edc.org/wp-content/uploads/2017/04/Book8_RollOne5_24_17.pdf) **Materials from home or classroom:** • Dice **Suggested Activities:** • Create "Roll One" mini-book • Roll the dice and then count the number of dots • Count items in the house (examples: the number of crackers that the student has for snack, number of toy trucks or dolls, etc.)
Number Recognition	**Printed Materials:** • Instruction Sheet with suggested activity ideas **Materials from classroom:** • Magnetic numbers • Number puzzle • Number cards **Materials from home:** • Magnetic numbers • Hopscotch diagram drawn on sidewalk or using masking tape on carpet **Suggested Activities:** • Play "I Spy" with numbers • Ask child to find as many examples of a number as they can • Create a hopscotch game and have the student say the numbers as they jump or jump to the number you say and stop • Play matching games with number cards or magnetic numbers • Complete a number puzzle

Literacy

Topic	Description
Letter of the Week	Printed Materials: • Instruction Sheet with suggested activity ideas

	• Letter mini-book (Example found here: https://twistynoodle.com/my-letter-a-minibook/) • Letter tracing page • Letter cards **Materials from classroom:** • Foam or magnetic letters • Cut out letters • Clay • Wikki stix **Materials from home:** • Foam or magnetic letters • Shaving cream (to write letter in) **Suggested Activities:** • Letter hunt for the letter of the week • Hide/seek with letter cards • Make the letter out of clay or wikki stix or write in shaving cream
Story Time	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Coloring page of caterpillar or butterfly • Picture cards of caterpillar, fruits, etc. from story **Materials from classroom:** • Circle cutouts and construction paper to create a caterpillar • Pompoms **Materials from home:** • Cotton balls or plastic cup to create circles • Paint or food coloring • Paper **Suggested Activities:** • Watch a read aloud of A Very Hungry Caterpillar or read the story at home. • Color a picture of a butterfly or caterpillar • Identify fruit or vegetables in your home that the caterpillar might eat • Create a caterpillar painting or model using cotton balls or pompoms
Vocabulary Development	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Picture/word cards for items at home **Materials from classroom:** • PECS or communication device (if needed) **Suggested Activities:** • Label common household items with pictures/words • Encourage student to request items by saying “I want ____” using words or pictures. • Verbally label items as you use them during the day and have student repeat the name of the item.

Fine Motor

Topic	Description
Scissor Skills	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Pages of lines/shapes to cut out **Materials from classroom:** • Scissors or adaptive scissors

Early Childhood Activity Bag Ideas: COVID-19

	Materials from home: • Scissors • Tin foil • Sandpaper • Paper bags or construction paper **Suggested Activities:** • Cut lines/shapes provided by teacher • Cut out items to create a picture or collage • Cut tin foil, sandpaper or paper bags
Beads	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Pictures of patterned beads for student to create **Materials from classroom:** • Beads • Strings AND/OR **Materials from home:** • Beads • Macaroni noodles • Strings **Suggested Activities:** • String beads to match a picture or model • String noodles or beads to make a necklace
Tracing/drawing	**Printed Materials:** • Instruction Sheet with suggested activity ideas • Lines/shapes to trace or draw **Materials from classroom:** • Crayon or pencil • Pencil grip (if needed) • Clay or wikki stix AND/OR **Materials from home:** • Crayon, pencil or marker • Clay **Suggested Activities:** • Trace lines or shapes provided by teacher • Create a shape with clay or wikki stix and have the student trace it with their finger

Early Childhood Daily Schedule EXAMPLE: COVID-19

This document is designed to help teachers plan activities, not to be sent home to parents.	**Goal/Target skill #1**	**Goal/Target skill #2**	**Goal/Target skill #3**	**Goal/Target skill #4**
	Play at home materials/ manipulatives that require hand strength	Follow 2-step directions with basic concepts	Answer questions with 3-5 word sentences	Rote count to 5
	Intentional Teaching Practice			
	Providing choices and learning opportunities	Visual model	Verbal prompt and verbal model of sentences	Challenging and Scaffolding
Teacher-Led Activity	**How the Skills are Addressed**			
Teacher Opener "Hip Hip Hooray _____ is here today" (Teacher made Video with student pictures) Link to Padlet "Tools to make videos for online learning" https://padlet.com/idahosesta/25m7ejy2h7kx	Sensory bag		Answer questions about who is in the group	Count the number of people in the group
Teacher Stories and Songs – Sing. Play. Love by Anne Meeker Watson PH.D (Video) https://vimeo.com/400101636		Jump Forward Song Concepts foreword and backwards	Ask simple questions related to the book/songs	Surprised Kid Book Count to 4 smell the flower and blow the candle out
Playtime Activity Bag (Teacher / parent models)	Model play with: Playdough Blocks Paper punch picture Stringing beads Tearing paper picture		Talking with child, parent prompts and models expanded sentences	
Go Noodle "The Pirate Life"		Go Noodle forward / backward	Singing along	Counting to 5 or more

Early Childhood Daily Schedule EXAMPLE: COVID-19

Lunch Encouraging Child Learning in Everyday Activities Video for Parents https://youtu.be/xlyXZumFXn8	Encourage use of grasps such as spoons, forks, table knives and tongs	Provide simple 2-step directions Ex: “put the plates on the table, then the napkins”	Ask questions about lunch or morning activities	Count the number of items on plate
Household jobs or chores	Matching and closing plasticware Matching and folding socks Sorting items when putting them away	Provide simple 2-step directions Ex: “pick up paper, throw it away” or “find the red blocks and put them away”		Count the number of items matched
Digital Learning Application (e.g. Smarty Pants) Link to NCDPI Digital Remote Learning Applications https://sites.google.com/dpi.nc.gov/nck-3fap/remote-learning/digital-remote-learning?authuser=0	Programs can be applicable across goals.			

Early Childhood Daily Schedule: COVID-19

This document is designed to help teachers plan activities, not to be sent home to parents.	**Goal/Target skill #1**	**Goal/Target skill #2**	**Goal/Target skill #3**	**Goal/Target skill #4**
	Intentional Teaching Practice			
Teacher-Led Activity	**How the Skills are Addressed**			

Paraprofessional Quick Guide: COVID-19

General Guidance	
As a paraprofessional in a school setting, you are under the guidance of a teacher who should be your first point of contact. Setting up regular time to communicate with your supervising teacher is critical. Topics might include: things that are going well, challenges you are facing, questions you have, and next steps for individual students or groups.	
Question	**Guidance**
I was asked to teach a lesson online to a student or small group of students. How do I proceed?	• Practice and check technology before you begin. • Review the lesson plan ahead of time so that you are familiar with the content. • At the beginning of the lesson, review your expectations for learning online with students. • Teach the lesson plan provided by the teacher using the same solid lesson delivery as in face to face. • Remember that a typical explicit lesson is presented in three parts. The **opening** is where the teacher gains the students' attention, reviews previous learning, and gives the purpose of the lesson. The **body** of the lesson is where the new skill is taught using, I do, We do, You do. The **closing** of the lesson reviews the lesson and previews what comes next.
I am teaching student online and they are not paying attention. What should I do?	• Be sure to review your expectations for learning online at the beginning of each session. (Remember when we are learning online it is important to…) • Provide frequent opportunities for students to respond to keep them engaged. • Catch them being good! Make sure to find any little “good thing” that is done, and praise it or provide a reward for it. Having a balance of more praises and rewards for “good things” than corrections for can help decrease challenging behavior. • Start with having them do something they enjoy. Gradually move to more challenging tasks. • Whenever possible provide choices between activities. • Avoid Power Struggles. See 6 Ways to Avoid Power Struggles here.
My students don’t seem to be making progress on their progress monitoring probes. What should I do?	• First, communicate your observations and concerns to the teacher. • Remember that the changes necessary to accommodate distance-based administration of progress monitoring could affect scores. • Ensure parents understand why progress monitoring data is important, and how they can support in its collection. See Parent Guide to Progress Monitoring here.
Parents are asking me questions about how their child is doing? What should I do?	• Always refer the parent back to the teacher, unless otherwise directed by your teacher. • Let your teacher know that the parents are asking about the student’s progress, so the teacher can check in with the parents.

Transition Services Quick Guide: COVID-19

General Guidance

Transition services are defined as a **coordinated set of activities** for a student with a disability designed within a **results-oriented process** focused on improving the academic and functional achievement of the student to facilitate the student's movement from school to postschool activities.

Coordination with local/state agency & community partners is an evidenced predictor of student transition results.	• Idaho Division of Vocational Rehabilitation (VR) • Career Technical Education programs (CTE) • Disability Services & Access Centers from local colleges • Idaho Job Corp • Appropriate local community & adult service providers

During COVID-19 disruptions CONTINUE to:

- **Assess** transition age student needs including discovery of their strengths, interests, and preference for post-secondary life.
- **Invite** transition age students to their IEP team meetings or any meeting where transition goals & services will be discussed (even virtually).
- **Obtain** prior consent before inviting external agencies or supporting partners to a student's IEP meeting.
- Inform individuals & families of the transitioning of educational planning rights to the student at age 18.
- **Direct** special education invitations, written notice, and any other general school communications to the adult student when their educational rights have transferred to them.
- **Provide** the same level of access to school services & offerings as their non-disabled peers.
- **Provide** Written Notice when the schools obligation to provide special education services is coming to an end.
- **Provide** Summary of Performance describing the student's academic achievement and functional performance along with final recommendations to assist the student in meeting post-secondary goals.
- **Uphold** the <u>unchanged</u> obligation to assess, plan, and provide transition services and participation in IEP team designated transition activities to students by at least age 16.
- **Consider, communicate, and document** in the IEP any individual adaptation or modification to regular graduation requirements or designated course of study.

Additional Considerations or ASK:

- **What** alternatives and/or safety precautions are necessary to support students with disabilities receiving transition services in community settings and/or off-campus sites? (safe travel in the community, access to public transportation, and PPE)
- **What** school-based jobs or school/community-based enterprises may be an option for skill development?
- **What** virtual job exploration activities could meet the student's needs?
- **How** can we enhance contact/communication with individuals and families to ensure issues are addressed early?

Ongoing Student Support & Communication During Distance Education and/or Continued Disruption

Schools and IEP teams should plan for enhanced contact/communication with adult student/parent as well as having "early warnings" in place for student deficits in participation, attendance, or completion of coursework & credits.

- **Is student not participating due to accessibility or need for accommodation?**
- **Is student not attending school or has "dropped out" due to behavioral, social, mental health needs?**
- **Does the student need additional academic support or credit recovery alternatives?**

Please visit the Padlet with Idaho SESTA Educator Resources for middle & high school transition supports.

DOs & DON'Ts for Behavior and Distance Learning: COVID-19

Distance learning comes with many things to consider regarding how to best educate and support each student. Specific to behavior, below are some suggested DOs and DON'Ts to use as a guide during distance learning.

DO

- Know your district guidance regarding distance learning and assignments during COVID-19
- Establish multiple options for open communication with families (e.g., phone, email, Class Dojo, etc)
- Establish realistic norms/expectations for distance learning
- Communicate norms/expectations with families
- Communicate regularly with families to provide support as needed and inform assignments/instructional lessons
- Determine potential barriers for students/families during distance learning
- Focus initially on encouraging student participation in distance learning (**Examples:** make learning fun, practice basic responding and participation skills, practice known skills)
- Utilize reinforcement during distance learning; consider the student's preferences to establish motivation
- Acknowledge that these are difficult circumstances.
- Be kind to yourself right now, do the best you can. Engage in self-care.
- Contact your SESTA Behavioral Coordinator if you have questions or would like additional support. ***https://idahosesta.org/Home***

DON'T

- Be too hard on yourself
- Expect all students and families to participate at the same level
- Wait for families to reach out for support
- Introduce new learning targets initially. Regression may occur during this time.
- Forget to adhere to your district policies and expectations specific to COVID-19 distance learning
- Do this alone, and try not to be overwhelmed! There are a variety of resources and supports available. ***https://idahotc.com/COVID19***
- Hestitate to reach out for help. Idaho SESTA is here to support you! ***https://idahosesta.org/Home***

Click here to submit a ticket through the Help Desk.

Thinking Functionally Quick Guide

General Guidance		
By first identifying the function of a student's behavior, you can more effectively plan to prevent, replace, and respond to challenging behavior. If you would like more information, please visit the *Thinking Functionally Module* on the Idaho Training Clearing House. Function-based thinking and interventions can be used across settings and be adapted for Distance Learning. A behavior analytic approach focuses on "fixing" the environment, versus "fixing" the student. It is important to remember that behavior is learned, purposeful, and continues because it is reinforced.		
Process	**School Implementation**	**Remote Implementation**
Collect ABC data on episodes of challenging behavior to identify potential patterns in setting events, antecedents, behavior, and/or consequences. Check out the ABC Data Collection module on the ITC to learn more. **Determine if Consent for Assessment is needed.*	Collect ABC data in all environments in which the undesired behavior occurs. This is typically done by the teacher, paraprofessional, or other school personnel while the student is in class, recess, lunch, specials, etc.	Collect ABC data through remote technology: Option 1: Video capture of the student in environment. Video is shared with the school team, in a manner that was previously agreed upon with all team members. School team reviews video capture and collects ABC data. Option 2: Live stream video of student through FERPA compliant means. School personnel collect ABC data while observing student live. U.S. Dept of Education Guidance on FERPA: FAQs on Photos and Videos under FERPA FERPA and Covid-19 FAQs FERPA and Virtual Learning during Covid-19
Analyze the data & determine the function of the challenging behavior. **This may include the development of a hypothesis statement if part of an FBA.*	IEP team members meet to analyze the data, identify patterns, and determine the function.	Use of phone and video technology for the IEP team members to meet to analyze the data, identify patterns, and determine the function.

Develop an intervention that is based on the function of the challenging behavior. Determine how to proactively meet the student's need and identify what the student can be taught to do in place of the challenging behavior that will meet the same need.
 	
**This may be included as part of a BIP, Positive Behavior Support, and/or an IEP goal. Determine if an amendment and written notice are needed.*
 	
Replacement behavior checklist:
	The IEP team should meet to discuss:
	• How to meet the student's need prior to him/her engaging in challenging behavior across school settings.
	• An appropriate replacement behavior that will meet the same need/function as the current challenging behavior.
	  ○ How will this skill be taught, practiced, and reinforced?
		Use of phone and video technology for the IEP team to meet to discuss:
		• How to meet the student's need prior to engaging in challenging behavior in the distance learning environment.
		• What is an appropriate replacement behavior that will meet the same need/function as the current challenging behavior?
		  ○ How will this skill be taught, practiced, and reinforced?

• Does the replacement behavior meet the student's need? Does it match the function? • Can the student engage in the replacement behavior? If not, how can we teach it? • Is it as quick and easy as the problem behavior? • Is the replacement behavior reinforced quickly and consistently?		○ Create a plan to train staff. ○ Determine how the team will know if the plan is working (e.g., schedule a time to review data).

Need help writing a plan to teach a replacement behavior?
Click here to submit a ticket through the Help Desk.

Face Coverings Quick Guide: COVID-19

Question	Guidance
How can we **increase student compliance** with district policy regarding **face coverings**, such as a mask or facial shield?	Be sure the policy is stated for students in clear, simple language & framed in the positive. Address the following: • Where are face coverings to be worn? Are there any places or times where face coverings can be removed, such as recess if social distancing is in place? • Is there an option/place to request a break from wearing the face covering?
How can we **prevent** behavior?	Consider antecedent, or preventative strategies: • Rule out any medical issues & watch for undiagnosed medical concerns • Ensure physical needs are met (i.e., access to drink, face covering doesn't rub, runny nose or saliva are wiped to prevent rash) • Consider comfort of face coverings • Incorporate choice, if possible (color, material, characters, earpieces/form) • Ensure students have ***functional communication*** necessary (i.e. request for help with face covering, permission to remove to drink or take a break) (see *Functional Communication Training checklist & form below)*
How can we **teach** students to wear masks?	Utilize evidence-based practices to teach the skill. Keep it engaging & fun! Examples: • Use ***shaping*** to help the student feel comfortable using a face covering • Make a ***video model*** to teach putting on a face covering • Create a ***visual support*** for where to wear a face covering • Develop a class-wide ***reinforcement*** system specific to wearing face covering • Use ***peer modeling*** to encourage appropriate face covering
How can we **respond** to behavior?	***Differential Reinforcement*** Appropriate behavior: Reinforce for appropriate facial covering (i.e. immediate praise & positive attention, points or tokens toward other items/activities/break from face covering) Problem behavior: Reduce attention as much as possible & ***prompt*** to desired behavior
How can we **individualize instruction**?	Do some of your students require: • More repetition, prompting, or reinforcement? • Additional visuals? • A different way of teaching or evidence-based practice?
Are there **other skills** you need to teach?	Consider gaps in student skill related to health & safety • Covering a cough/coughing into elbow • Washing hands • Blowing nose
Additional Resources	Modules on the highlighted ***evidence-based practices*** & many more are located: **Autism Internet Modules (AIM)** https://autisminternetmodules.org/ **Autism Focused Intervention & Resources Modules (AFIRM)** https://afirm.fpg.unc.edu/ Request assistance through the **SESTA Help Desk**: http://www.idahosesta.org/

Functional Communication Checklist: Asking for a break from a mask

Questions	Example
1. What is the function of the problem behavior?	*Student consistently screams & rips off mask after about 15 minutes (function is escape from wearing mask).*
2. How can the student communicate the same need?	*By asking to have a break from the mask.*
3. Is the student fluent in the communication? If not, can we teach to fluency?	*Student can communicate in 2-3 word phrases. We can teach the phrase "mask off" to fluency.*
4. Does the communication work as quickly & easily as the problem behavior?	*No…it's quicker to rip the mask off. We'll reduce the phrase to just "off" to begin with.*
5. Can people understand the communication?	*Usually, but the mask makes it harder. We'll teach all adults in the environment to be watching/listening for this communication.*
6. Can we teach in a controlled setting first, then teach in other settings?	*Yes, we'll start with 1:1 time with the teacher, then teach with paras and during a variety of activities.*
7. Will it be consistently reinforced?	*We'll write a brief plan so each team member knows how to immediately & consistently reinforce in the beginning.*
8. Is it socially acceptable?	*It's acceptable in our classroom. Once student is fluent, we'll shape to a longer request, such as "mask off, please".*

Functional Communication Checklist:

Questions	Plan
1. What is the function of the problem behavior?	
2. How can the student communicate the same need?	
3. Is the student fluent in the communication? If not, can we teach to fluency?	
4. Does the communication work as quickly & easily as the problem behavior?	
5. Can people understand the communication?	
6. Can we teach in a controlled setting first, then teach in other settings?	
7. Will it be consistently reinforced?	
8. Is it socially acceptable?	

Social Distancing Quick Guide: COVID-19

Question	Considerations
How can we **increase student compliance** with district policy regarding **social distancing**?	First, ensure you and your staff understand the policy. Then, consider… • Is the policy clear and stated in student-friendly language? • Is it framed positively? • Does it address various times and places? For example, is it clear if it is the same in PE as it is in the lunchroom? ○ If not, create a classroom version that is student-friendly, including visuals if needed. Check out The Noun Project for free icons: https://thenounproject.com/search/?q=social%20distancing&i=3383339
How can we **prevent** behavior?	Consider antecedent, or preventative, strategies: • Arrange classroom to promote social distancing • Utilize visual markers, boundaries, and reminders • Remind students of expectations at the beginning of the school day and prior to transitions
How can we **teach** students to social distance?	Consider your evidence-based options. Here are a few examples: • ***Reinforcement*** for individuals, groups, or class-wide • ***Peer-mediated instruction and intervention*** to provide reminders • ***Prompting*** to maintain social distance • ***Video modeling*** of social distancing during various activities • ***Visual supports*** in each area and for each activity Remember to make your instruction engaging and fun! Use examples and non-examples…can your students identify both?
How can we **respond** to behavior?	**Appropriate behavior:** Notice and reinforce using immediate praise and positive attention. For students who are struggling, notice and reinforce attempts to utilize ***shaping*** of more appropriate social distancing. **Problem behavior:** Reduce attention while prompting to the appropriate behavior. Use neutral body language and tone while minimizing verbal language. Challenge yourself…can you do this nonverbally, such as by pointing or gesturing?
How can we **individualize instruction**?	Do any of your students need… • Additional practice doing new or different routines? • 1:1 instruction to learn new expectations? • Visual supports showing social distancing expectations?
Additional Resources	Modules on the highlighted ***evidence-based practices*** and many more are located: **Autism Internet Modules (AIM)** https://autisminternetmodules.org/ **Autism Focused Intervention and Resources Modules (AFIRM)** https://afirm.fpg.unc.edu/ Request assistance through the **SESTA Help Desk**: http://www.idahosesta.org/

08/03/2020

Routines and Expectations Quick Guide: COVID-19

Question	Guidance
What **new expectations and routines** are expected of your students upon their return to instruction?	First, decide what new expectations and/or routines may be required of your students based on your district's guidance. Consider… • What do your students already know how to do? • What things may be new to most or all of your students? • Which may be particularly difficult for your students? • How can you motivate all students to participate?
What does it look like?	For expectations: • Create expectations using clear, simple language • Frame each in the positive (tell the students what **to do**) • Limit the number For routines: • What new or modified routines will you need? • Decide exactly what each should look like • Create a task analysis of the steps of each *(see Task Analysis example/form below)*
How will you teach it?	Consider your evidence-based options, including, but not limited to, the following: • ***Prompting***…different students will require different prompt levels • ***Task analysis***…break down the routine into steps • ***Video modeling***…create a video ahead of time to show the new expectation or routine or have student create their own video, allowing them to practice the expectation or routine until they get it video-ready • ***Visual supports***…visual steps, reminders, or markers in the classroom Most often, your plan will combine multiple evidence-based practices. Remember to include ***reinforcement*** for participating appropriately!
When will you teach it? **How many** opportunities?	Plan ahead: • Schedule in opportunities • Include lots of practice, with multiple people, in multiple settings
How will you **individualize instruction**?	Do some of your students require a little extra support? Consider… • Individual or additional visual supports • Extra practice/repetition • Additional prompting strategies • Stronger reinforcement
Additional Resources	Modules on the highlighted ***evidence-based practices*** & many more are located: **Autism Internet Modules (AIM)** https://autisminternetmodules.org/ **Autism Focused Intervention & Resources Modules (AFIRM)** https://afirm.fpg.unc.edu/ Request assistance through the **SESTA Help Desk**: http://www.idahosesta.org/

Task Analysis for: Lining up for Recess

08/03/2020

Routines and Expectations Quick Guide: COVID-19

Steps	Description
1. Bell rings; all students stay in seats.	*All students wait for teacher signal; teacher could also use signal to "wait" (use **minimal** wait time).*
2. Teacher quickly gives signal to first row/group to line up. First row lines up, in order, from the last person in the row to the first person, maintaining social distance in line.	*Teacher can give instructions such as "walking feet", "quick & quiet", next person counts to 3, then lines up, etc.*
3. Teacher gives quick reinforcement/feedback.	*This could be brief verbal praise, paired with a points system. Use very brief correction and/or repositioning of students if needed.*
4. Teacher gives signal to second row/group to line up. Second row lines up as described in #2.	*(see #2)*
5. Teacher gives quick reinforcement/feedback.	*(see #3)*
6. Teacher dismisses first 2 rows/groups to recess.	*Students walk out the door, maintaining social distance.*
7. Teacher gives quick reinforcement/feedback.	*Could be brief verbal praise, noticing students as they exit appropriately; could also be paired with points system.*
8. Teacher gives signal to third row/group to line up. Third row lines up as described in #2.	*(see #2)*
9. Teacher gives quick reinforcement/feedback.	*(see #3)*
10. Teacher gives signal to final row/group to line up. Final row lines up as described in #2.	*(see #2)*
11. Teacher gives quick reinforcement/feedback.	*(see #3)*
12. Teacher dismisses the line to recess.	Students walk out the door, maintaining social distance.
13. Teacher gives quick reinforcement/feedback.	*(see #3)*

Notes:

This entire process should happen as quickly & efficiently as possible. Be sure to include reinforcement & prompting as necessary, with additional reinforcement as you begin teaching the routine. Reinforcement can be delivered in just a few seconds.

Teacher can model the routine and then provide multiple opportunities to practice in the beginning. Make it fun & engaging! Students can take roles such as timekeeper, point giver, etc.

Alternate rows/groups so they each get a turn to be first.

Task Analysis for:

Steps	Description
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	
26.	
Notes:	

Implementing School Based BIPs at Home: COVID-19

General Guidance	
An IEP team may have a need to implement a student's behavior plan at home, or in another community setting, while a student participates in distance learning. The team may wish to consider the following when implementing or translating a school based BIP to a different environment	
	Considerations
Does the team feel the student is engaging in the challenging behavior for the same reason at home as at school?	If yes, move forward with implementation. If no, the team may wish to consider obtaining *Consent for Assessment* to conduct a new FBA and amend the IEP to develop a new BIP for the new setting and then consider the following.

Ensure all members of the team implementing the BIP at home have received appropriate training.	• Provide specific training to team members implementing the BIP. When the student is not in school, those implementing the plan may be the student's caregivers, parents, community providers, or related service providers.
	
	• If in person training is unavailable, consider providing a training via video conference. During training consider utilizing the Tell, Show, Do method.
	  ○ **Tell** - Explain how to implement each procedure and the purpose behind each procedure.
	  ○ **Show** – Model how to implement each procedure. If the student is not available to model intervention consider having another colleague role play the student while you model implementation.
	  ○ **Do** – Have the team member in training implement the plan while you observe and provide feedback.

Provide resources and materials necessary to implement the BIP at home.	If the student utilizes a token board, visual schedules, certain educational materials or reinforcers/rewards at school, ensure that they have the same materials available at home.

	The team may consider providing exact duplicates of the materials used at school for the home. For example, the school may provide the visual schedule utilized at school, to the team implementing the plan at home. However, the student's schedule may be different at home. In this case, the team should modify the schedule provided at home to fit the needs of the new environment.
Don't forget about progress monitoring.	A BIP requires progress monitoring. As an IEP team, decide if the method of progress monitoring in the current BIP is appropriate and doable for the home setting. If the IEP team decides the method of progress monitoring is not conducive for the home setting, consider amending the IEP and BIP to reflect a method of progress monitoring that is appropriate. Idaho SESTA Progress Monitoring Module
Ensure team members implementing the BIP at home feel comfortable and safe.	If there are procedures in the current BIP that the home team does not feel comfortable or confident implementing, the team may consider amending the IEP and BIP to reflect different antecedent, replacement behavior, or consequence strategies that still meet the student's need.

*If you need support translating your student's school based BIP to the home environment or your student is experiencing high magnitude or dangerous behavior reach out to the team of Idaho SESTA Behavioral Coordinators for support. Submit a helpdesk ticket here.

Behavior in Distance Learning Quick Guide: Covid-19

General Guidance	
There are many things to consider during distance learning, including if and how additional support will be provided to a student. If a student accesses support from a paraprofessional at any point during the day or has specific intensive behavior support provider services (BI, CBRS, etc.) included in his/her IEP, the team will need to determine what and how supports will be provided as part of the Distance Learning Plan with IEP Services. Below are some things to consider and suggested actions.	
Concern	**Considerations**

The student's parent/guardian is requesting a paraprofessional be present to provide support in the home.	Consider the parent's request following appropriate health guidelines to assess and address the risk of transmission in the provision of such services.
	• Meet as an IEP team to discuss the parent's specific concerns and develop a plan to address those concerns if possible. **This may require an IEP Amendment and/or Written Notice*
	  ○ Consider other means of providing support such as making a paraprofessional available to provide support remotely during distance learning.
	  ○ Consider having the teacher provide student-specific behavior guidance to the parent.
	  ○ Consider district policies as well as individualized needs of the student.

The student is engaging in undesired behavior during distance learning that is disruptive and/or interferes with learning for that student or others.	• Meet as an IEP team to discuss the specific behavior concerns and develop a plan to address those concerns if possible. **This may require an IEP Amendment and/or Written Notice*
	  ○ Consider having a paraprofessional participate during distance learning to provide additional support
	  ○ Does the student have a Behavior Intervention Plan (BIP)?
	  ▪ If yes, is the current BIP still appropriate or are adjustments needed specific to the distance learning? Are all parts of the BIP being implemented consistently with fidelity?
	  ▪ If no, consider completing the steps in the Challenging Behavior Flowchart and/or consider if it may be necessary to complete an FBA.
	Consider having the teacher provide guidance to the parent specific to behavior management strategies for that student.

Deaf or Hard of Hearing Quick Guide: COVID-19

General Guidance

Students who are deaf or hard of hearing receive information through multiple means including auditorily, visually, and/or tactilely. Assistive technology (AT) and built-in instructional supports provide them with the access they need to live, learn, and play in their educational environment.

It is important to note, the AT or built-in instructional supports typically should be used to support the student regardless of their environment.

If you have questions, please do not hesitate to contact Janice Carson (janicec@uidaho.edu) from Idaho SESTA and Paula Mason (paula.mason@iesdb.org) from IESDB. In addition, Joelynne Ball Joelynne.ball@iesdb.org at IESDB is a critical contact for interpreting services and COVID-19 impact.

Padlet
Accessible Online Environments
https://idahoat.padlet.org/idahoat1/a18ge8psqt15
AT and Instructional Supports for Students who are Deaf or Hard of Hearing
https://idahoat.padlet.org/idahoat1/7xj6w8yr272p1zcp
IESDB D/HH Consulting Teachers Padlet
https://padlet.com/emilyturner1/rm3w2pt87s9t

Support	Considerations
Targeted National Supports **Where can I access national information focused on COVID educational supports?**	**National Deaf Center (NDC):** https://learn.nationaldeafcenter.org/ COVID-19 information for teachers, professionals, students and families/ https://www.nationaldeafcenter.org/covid-19-information
General Accessibility **How do my students access instruction and instructional materials in an online environment?**	**American Sign Language**: • Idaho Interpreters Directory: https://cdhh.idaho.gov/interpreter-directory/ • Online Interpreting: An Interpreter's Guide to Zoom in the Classroom/Meetings **Captioning:** There are two options for captioning services; artificial intelligence (AI) and human-generated. Depending on the platform you are using and subscription plan, AI captioning may be a feature available. *Artificial Intelligence (AI)* • Microsoft Teams • Skype • Cisco Webex, • GoToMeeting Business and Enterprise Subscribers • GSuite Subscribers Google Hangouts • Streamer

	Human Generated Captioning Unfortunately, there are currently no free services that allow for captioning of all video conferencing attendees in Zoom or Adobe Connect; for both platforms individuals may designate a captioner or utilize a third-party captioning service. There are workarounds for AI-generated captioning both during the meeting and after a recording is created (if a recording is made). • Presenters can utilize AI-generated captioning in Google Slides and Microsoft PowerPoint 365 while presenting, however this will not usually capture and caption the other attendees of the meetingand will not differentiate between speakers if it does. • Captioning after a recording is made, requires content creators can add them using YouTube's automatic AI captioning service, however processing time depends on the length and complexity of the audio, and this also will not differentiate between speakers. • How to Caption Your Videos by Tina Childress, AU.D., CCC-A **Described and Captioned Media Program (DCMP):** Over 8,000 free captioned and described educational videos. Educational content is carefully customized to serve the needs of K-12 students, as well as adult students studying to meet the needs of blind and deaf students. https://dcmp.org/
Assistive Technology **What are some types of AT can my students use?**	**Hearing Assistive Technology (HAT)** American Speech-Language-Hearing Association https://www.asha.org/public/hearing/Hearing-Assistive-Technology/ *FM Systems* FM stands for frequency modulation. An FM system is like a tiny radio station with its own frequency. An FM system has two parts. One part is a microphone that the speaker wears. The microphone sends a signal to a receiver. You wear the receiver on your ears or in your hearing aids. This lets the speaker's voice go directly to you, making it easier to hear. *Infrared Systems* Infrared systems use light waves to send sounds across a room. The system changes sound into light and sends it to a receiver. The receiver turns the light waves back into sound. The receiver can be in your hearing aid or worn alone. *Induction Loop Systems* Induction loop systems work with hearing aids. The loop wire goes under the carpet or in the ceiling. The wire connects to a microphone. Electrical currents move through the wire when someone talks into the microphone. This creates an electromagnetic field in the room. You switch your hearing aid to the "T" or telephone setting. Your hearing aid picks up the signal so you can hear the speaker. *Volume Adjustment Systems* This can be done through headphones, for light enhancement, or speakers. **Assistive Technology to Interact with Content or Spoken Communication**

	Speech recognition programs These apps or software change speech into text that you can read. Dragon Professional Dragon Anywhere Otter Verbit Just Press Record Google Gboard Speechnotes Transcribe Windows 10 Speech recognition *Word Prediction Supports Writing* Ghotit Windows 10 Word Prediction iPad Word Prediction Apps *Graphic Organizers Visually Assist in Organizing Thoughts or Curriculum Content* Bubble Popplet Storyboard That MURAL *Digital Story Telling Provides Visual Supports in Story Writing* Make Beliefs Comix Book Creator Imagine Forrest
Resources	**State** Idaho SESTA https://idahosesta.org/ Idaho Assistive Technology Project AT Lending Libraries: https://idahoat.org/ https://idaho.at4all.com/ Idaho Educational Services for the Deaf and Blind: https://www.iesdb.org/ Idaho Council for the Deaf and Hard of Hearing https://cdhh.idaho.gov/ https://cdhh.idaho.gov/assistive-technology/ Idaho Training Clearing House Assistive Technology: https://idahotc.com/Topics/A-M/Assistive-Technology1?page13535=1&size13535=6 Idaho Deaf or Hard of Hearing Guidance Handbook https://www.sde.idaho.gov/sped/sped-manual/files/chapters/chapter-4-evaluation-and-eligibility/Deaf-or-Hard-of-Hearing-Guidance-Handbook.pdf

	Idaho National Deaf/Blind Equipment Distribution Program (iCan Connect Idaho) https://idahoat.org/consults/db-program Children and Youth with Deaf-Blindness https://idahocdhd.org/Projects/CYDB **National** Clerc Center https://www3.gallaudet.edu/clerc-center/our-resources/for-families.html Clerc Center Online Learning Supports https://www.gallaudet.edu/clerc-center/back-to-school-2020-2021#RNVI Hands and Voices Organization for Parents: http://www.handsandvoices.org/index.htm *Odyssey* Magazine: https://www3.gallaudet.edu/clerc-center/our-resources/odyssey-magazine.html Success for Kids with Hearing Loss http://www.successforkidswithhearingloss.com

Assistive Technology Overview Quick Guide: Covid-19

General Guidance

Supporting a student's functional need with assistive technology (AT) is often a critical component, which enables them to survive and thrive in all their educational environments. Below, you will find some thoughtful guidance to support you as you work through the assistive technology needs of your students, regardless of their location.

If you have questions or need to borrow assistive technology, please do not hesitate to contact Janice Carson janicec@uidaho.edu and/or Dan Dyer dyer@uidaho.edu from Idaho SESTA.

Padlet
https://padlet.com/janicec2/vomrat4q6ebw

Question	Considerations
What is assistive technology?	**Assistive technology device**. Any item, piece of equipment, or product system whether acquired commercially, off a shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a student with a disability. This excludes surgically implanted medical devices. **Assistive technology service.** Any service that directly assists a student with a disability with the assessment, selection, acquisition, or use of an assistive technology device. The term includes the evaluation of the need of the student; purchasing, leasing, or otherwise providing for the acquisition of assistive technology devices; selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing devices; coordinating and using other therapies, interventions, or services with existing education and rehabilitation plans and programs; training or technical assistance for a student and/or family; and training or technical assistance for professionals, employers or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of the student. Simply said, assistive technology is both a device and a service to support independence. AT Simply Said https://www.youtube.com/watch?v=DB9pKkZoJDc
How do I know what to send home for my students who are learning virtually?	1. Begin with what AT is listed in the students' IEPs to meet their functional needs. a) Keep in mind, students need access to AT in all educational environments. b) Make sure your students are using the same type of assistive technology at home as they are in school. Changing the AT can cause stress, frustration, and lack of access to their curriculum. Please note, you will also need to provide training and support on the use of technology in a different setting. 2. Secondly, think through your student's classroom routines and the support provided by the paraprofessionals. What adult supports are built into their day? Can they be done by technology? For Example: a) Is their grade-level curricular content or a test being read to them, so they understand it? If so, there is AT for that, which will support them in all their educational environments including the classroom. b) Do they need help with spelling when writing a paper? If so, there is AT for that, which can support them in all their educational environments including the classroom.

Assistive Technology Overview Quick Guide: Covid-19

How do I train the parents on the technology? **\What if they need help with troubleshooting? What does that look like?**	**Training** Training and support for families on AT is considered a service. In order to support student learning and independence, it is critical to train families on how to use AT. You can work face-to-face with the family, on how to use the AT, or it can be done at a distance. Most of the time you can find quick video tutorials on YouTube or the manufactures websites have resources as well. **iPad Accessibility** **iPad Reader (Reading support)** **iPad Predictive Text (Spelling support)** **Chromebook Accessibility** **Chromebook Speech-to-Text (Reading Support)** **Chromebook Word Prediction – This includes word prediction (Spelling Support) and voice-to-text** **Windows 10 Accessibility** **Windows 10 Reader (Reading Support)** **Windows 10 Word Prediction (Spelling Support)** **Troubleshooting** Troubleshooting with families and students can also be done at a distance via an online meeting format. In addition, there are many troubleshooting videos available online as well. If you continue to struggle, simply contact SESTA AT (Dan or Janice) and we will support your efforts!
How do I clean the devices?	Cleaning AT is always critical. There are many types of germs that can live on surfaces and we know specifically this is true for the coronavirus 2. It can live up to 24 hours on cardboard and 2-3 days on plastic and stainless steel. The CDC has guidelines to help clean surfaces and beyond that you should look for sanitation guidance from the manufacture of the device. **CDC Guidelines** CDC list of approved cleaners for use with COVID-19. CDC's Environmental and Cleaning Recommendations for Households Infected with COVID-19 **Manufacture Example** Apple cleaning directions.

AT for Visual Impairment Including Blindness Quick Guide: Covid-19

General Guidance

Students who have a visual impairment or blindness receive information through multiple means including auditory, visual, and/or tactilely. Assistive technology and built-in instructional supports provide them with the access they need to live, learn, and play in their educational environment.

It is important to note, the AT or built-in instructional supports typically should be used to support the student regardless of their environment.

If you have questions, please do not hesitate to contact Janice Carson (janicec@uidaho.edu) from Idaho SESTA and Jeanne-Marie Kopecky (jeanne-marie.kopecky@iesdb.org) from IESDB.

Padlet
Accessible Online Environments
https://idahoat.padlet.org/idahoat1/a18ge8psqt15
AT and Instructional Supports Students with Visual Impairments Including Blindness
https://idahoat.padlet.org/idahoat1/svg55ksw68ok

Support	Considerations
Targeted National Supports **Where can I access national information focused on COVID educational supports?**	**American Foundation for the Blind (AFB):** Remote Instruction and Services for Blind and Low Vision Participants **American Printing House (APH):** https://www.aph.org/
General Accessibility **How do my students access instruction and instructional materials in an online environment?**	**Screen Readers:** Make sure the video conferencing or distance learning platform you are using is accessible to screen readers and other assistive technology devices individuals may be utilizing. Zoom • Zoom Accessibility • Using JAWS with Zoom review from Perkins School for the Blind Skype • Skype Accessibility Information • Skype for Screen Reader Users Google • Google Accessibility • Using Google Hangouts Chat with a Screen Reader • Google Classroom and Jaws Microsoft • Microsoft Accessibility • Using a Screen Reader to Navigate Microsoft Teams *Screen Readers* JAWS NVDA Dolphin SuperNova Magnification and Screen Reader *Notetakers* BrailleSenseU2 BrailleSense U2 QWERTY

AT for Visual Impairment Including Blindness Quick Guide: Covid-19

	Braille Displays Brailliant BI 40 braille display Brailliant 80 braille display **Described and Captioned Media Program (DCMP):** Over 8,000 free captioned and described educational videos. Educational content is carefully customized to serve the needs of K-12 students, as well as adult students studying to meet the needs of blind and deaf students. https://dcmp.org/
Assistive Technology **What are some types of AT can my students use?**	*Apps* *SeeingAI* *BeMyEyes* MBraille *Magnifer Devices* GoVision Maxi-Brite *Magnification Software* Dolphin SuperNova Magnification and Screen Reader ZoomText Built-in Device Access (screen reading, magnification, display color and contrast, speech) Windows 10 iPads and iPhones Android Apple- Macs *AT Training and Online Resources* Hadley Series Perkins- Virtual Classroom Activities AT Home with APH Resources
Resources	**State** Idaho SESTA https://idahosesta.org/ Idaho Assistive Technology Project AT Lending Libraries https://idahoat.org/ https://idaho.at4all.com/ Idaho Educational Services for the Deaf and Blind: https://www.iesdb.org/ Idaho Commission for the Blind and Visually Impaired http://www.icbvi.state.id.us/ Idaho Training Clearing House Assistive Technology: https://idahotc.com/Topics/A-M/Assistive-Technology1?page13535=1&size13535=6 Visual Impairment Including Blindness Guidance https://www.sde.idaho.gov/sped/sped-manual/files/chapters/chapter-4-evaluation-and-eligibility/Visual-Impairment-Including-Blindness-Guidance.pdf

AT for Visual Impairment Including Blindness Quick Guide: Covid-19

	Idaho National Deaf/Blind Equipment Distribution Program (iCan Connect Idaho) https://idahoat.org/consults/db-program Children and Youth with Deaf-Blindness https://idahocdhd.org/Projects/CYDB **National** American Foundation for the Blind https://www.afb.org/ American Printing House (APH) https://www.aph.org/

Written Notice Quick Guide: COVID-19

General Guidance	
Written Notice (WN) should be provided to document the decision(s) made by the student's IEP team, which includes the parent/guardian. Your team should not provide *Written Notice* without discussing the situation with parents and making decisions with their input, based on individualized student needs. ***While there may be information in the WN that is similar for all students, each WN should also reflect the unique needs and decisions made by the student's team, which includes parents.***	
WN Component	**Guidance**
A. Actions Proposed and/or B. Actions Refused	This section is where you will identify the proposed and/or refused actions by the district. Overall, what is the district proposing to do -OR- what is the district refusing to do? **Example:** Actions Proposed (Other): The team proposes to add an *Individualized Distance Learning Plan* to the IEP, for use as the district transitions between Categories 1, 2, and 3, based on the level of community spread of COVID-19.
C. Explanation of why actions were proposed or refused	While there may be information in the *Written Notice* that is similar for all students, each WN should also reflect the unique needs and decisions made by the student's team, which includes parents. **Example:** (Other): The IEP team has determined that an *Individualized Distance Learning Plan* is necessary to ensure (Student) is able to access special education services and supports, regardless of the level of community spread (Category 1, 2, 3), as determined by the district.
D. The following options were considered and rejected because	This is where the bulk of your written notice information will be located. You will need to document options discussed by the team that were considered and rejected. This section will need to include information on how parents participated in the decision-making. You may also consider including how the team made decisions about the *Individualized Distance Learning Plan* and how the team agreed to communicate when it is time to transition between plans.
E. The following evaluation procedures, tests, records and reports were used as a basis for the decision	Document the conversation with parents, input from IEP team members, any planning documents your team used, consideration of student strengths and needs, and the unique environmental circumstances or changes specific to this student.
F. The following information and other factors are relevant to the decision	This section is where your team could include information from district, state and national guidance regarding COVID-19 as well as any other information relevant to the team's decisions. It is highly recommended that ALL sections of a WN be completed, even if the same or similar information is included. For example, a reference to Section C, or inserting the language in Section C may be appropriate for this section.
If your team has difficulty reaching parents, you should make multiple attempts to contact them (ex: phone call w/ voicemail, email, postal service) and document each attempt including date/time, method of contact, and response. After multiple attempts with no response, the team should document the PROPOSED changes in Written Notice. Within the WN, include the dates/times and methods used to contact parents and give a start date of the proposed changes 10 days from the date of WN so parents have an opportunity to respond prior to implementation of the changes.	

FERPA and Confidentiality Quick Guide: COVID-19

General Guidance

It is recommended that virtual classrooms not be recorded as such records may constitute education records and pose confidentiality issues. FERPA defines education records as "records that are: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution." 34 CFR 99.3. FERPA defines personally identifiable information (PII) as direct or indirect identifiers that are linked to a specific student and would allow another individual to identify the student with reasonable certainty.

If video recordings of virtual classroom lessons qualify as education records or contain PII they are protected under FERPA and may not be released without prior written consent of the parent or adult student.

To determine whether instructional recordings are education records or contain PII, schools and districts should evaluate the use of online educational services and the recording of the services on a case-by-case basis to determine if FERPA-protected information is implicated.

Given the nature of Category 2 and Category 3 instruction, many LEAs may consider recording various types of virtual instruction. The following are considerations for potential scenarios.

Type	Considerations
Teacher/provider instruction only	• Recording instruction may be helpful to students and parents. • No FERPA implications exist.
Teacher/provider and students	• FERPA implications may exist. • Is it necessary to record students during the instruction? • Can the recording function be turned off while students are interacting with each other or the teacher? • If recording students performing certain activities, the recording may be an education record of those students in the recording. • If the recording is an education record or contains PII, it may not be disclosed without prior written consent.
Individual therapy sessions or instruction	• No FERPA implications exist if a recording by a related service provider for therapy or instruction is made without the involvement of the student. • Recording a student in individual therapy sessions or during individual instruction results in the development of an education record and FERPA implications exist. • The recording remains an education record for the duration it is maintained. • Determine whether there is a need to record the session or instruction. • If the recording is necessary for a particular purpose, how long should it be maintained? • If the recording is an education record, it may not be disclosed without prior written consent.
Recordings maintained for short periods of time	• Determine how long recordings need to be maintained. • FERPA is not implicated when recordings do not include students. • FERPA does not set forth any timelines for maintaining education records. • All education records regarding a student collected, used or maintained pursuant to the IDEA have additional requirements.

IEP Meeting Parent Guide: COVID-19

General Purpose
The purpose of this document is to provide tips and suggestions to help you fully participate in the development or revision of your child's IEP. Although your school district may not be providing services within the building, your special education team is still required to review the IEP at least once a year. Your child's IEP team will be working with you to figure out how to best meet your child's needs under these unique COVID-19 circumstances.

Suggestions	
Before the meeting	Your child's case manager or special education teacher may reach out to you to discuss what method the team will use to meet (virtually, phone conference, in person). Your child's case manager or special education teacher may send you a draft of the IEP to review prior to meeting. You may also request that a draft be sent prior to the meeting. You may want to write out any questions/concerns you have before meeting with the team.
During the meeting	As team members are introduced, if you are unfamiliar with someone on the team, it's okay to ask who they are and what their role is on your child's team. If a team member says something you don't understand, it is okay to ask the person to explain. If someone says something about your child you don't agree with or have a question about, ask for more details. If you have different information, be sure to share it. The IEP team will develop up to three (3) documents: 1. Your child's initial or annual IEP, which will be implemented when schools are using a traditional learning model (school buildings are open or comprehensive online schooling) 2. Using the *COVID Recovery Services Decision Tree*, determine whether data indicates your child requires changes or additions to the IEP based on individual circumstances to recover services "lost" during the spring 2020 closure. 3. An *Individualized Distance Learning Plan* will be developed to guide the team in implementing your child's IEP in the event that the district/charter shifts to a Category 2 (hybrid/blended or full distance/remote learning) or Category 3 (full distance/remote learning) model as a result of COVID-19 community transmission. The team should discuss how and how often the team will communicate. For a sample team meeting agenda, refer to the *Sample Team Meeting Agenda* document.
After the meeting	You should receive a copy of the IEP, which includes *Written Notice*. Parents and teachers should continue to communicate about your child's progress and services. If you find that your child needs additional and/or different accommodations or supports in order to access instruction being provided through remote learning options, don't hesitate to contact the special education teacher or case manager.

Progress Monitoring Quick Guide: COVID-19

For Parents

Question	Guidance
What is progress monitoring?	Progress monitoring is collecting information after instruction has taken place about your child's performance on a skill that is being practiced. The data that is collected is based on your child's written academic, social, or behavioral goals in the Individualized Education Program (IEP). This data may be represented using a chart that details the criteria for progress (rubric), a graph showing each point that is measured, or even written notes. The data collected for progress monitoring needs to be **valid**; the progress is measured in the same way, using the same process over time. Progress monitoring must also be **accurate** to be useful. This means that what your child did when assessed reflects what they are capable of doing, at that time, on their own. Valid and accurate measures will produce data that can be used to make decisions about instruction and answer questions such as: • Is more practice needed? • Should different materials be used? • Are there accommodations that should be considered?
Why is progress monitoring important?	Progress monitoring is essential to determining if the instruction is effective and increasing skills targeted in the IEP. When progress isn't seen, adjustments are made to the instruction, materials, accommodations, or even the goal itself. Additionally: • Progress monitoring helps the team communicate and make decisions about your child's progress on their IEP goals. • The data that is collected can help the team decide whether or not your child will be able to achieve the goals in their IEP within the time expected. • The Individuals with Disabilities Education Act (IDEA) requires school districts to monitor student progress and that progress must be reported to parents, at least as frequently as progress is reported to students without disabilities.
When will I see the results of the progress monitoring?	A report of progress for each of your child's goals will be provided when they are receiving report cards from their general education classes, usually at the trimester, quarter, or semester report cards.
Who does the progress monitoring?	Your child's teacher or paraprofessional will conduct progress monitoring regularly as noted in the IEP. The progress monitoring process may vary depending on the individual goal. Your child's teacher may use a short test or ask your child to complete a task independently to see how your child is progressing towards achieving their IEP goal.
How does progress monitoring work when distance learning is happening?	Your child's teachers will continue to focus on providing quality, evidence-based instruction and may use informal approaches to monitoring progress. Sometimes teachers may use classroom assessments, work samples, previous progress, and feedback from you or your child to help determine how they are progressing.
As a parent, how can I help with progress monitoring?	• Create a space where your child is comfortable and can access the materials provided by the teacher. • Ask questions if you are wondering about the process or how it connects to your child's IEP. You are a valuable member of the team. • Share additional information that may impact the results so your child's teacher can note it. • Encourage your child to show their best effort. • Celebrate when your child achieves a goal, even small ones. Remember, progress monitoring measures how well the student is doing on their own. It is essential that your child isn't provided additional support when progress monitoring data is collected. This extra support could impact the results and make it difficult to understand and interpret the data.

https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually

Written Notice Parent Quick Guide: COVID-19

What is Written Notice?
When your child's school provides *Written Notice*, they are informing you in writing that they would like to make a change (or that they would *not* like to make a change) to certain components of your child's IEP. In most cases, you will have been included in the communication that leads to *Written Notice*. *Written Notice* explains *what* the district would like to change (or not change), *why* they would like to change it (or not change it), and *what* other options were considered so you have an opportunity to review and understand the changes before they are implemented.

Written Notice Component	What it means
A. Actions Proposed and/or B. Actions Refused	This section is where the district will state what actions they propose or refuse to take. Your school district might propose or refuse to complete an evaluation, change your child's IEP, or change how they will support your child at school. **Example** Actions Proposed (Other): The team proposes to add an *Individualized Distance Learning Plan* to the IEP, for use as the district transitions between Categories 1, 2, and 3, based on the level of community spread of COVID-19.
C. Explanation of why actions were proposed or refused	This section will give you more information as to why the district proposed or refused an action (above). The district will use information from the communication you had with the IEP team and should give you a clear understanding of why the decision was made. **Example:** (Other): The IEP team has determined that an *Individualized Distance Learning Plan* is necessary to ensure (Student) is able to access special education services and supports, regardless of the level of community spread (Category 1, 2, 3), as determined by the district.
D. The following options were considered and rejected because	While your team discussed what services will look like for your child, you likely talked about things you would and wouldn't do. In this section, the district will include what the team discussed, decided ***not to do,*** and why.
E. The following evaluation procedures, tests, records and reports were used as a basis for the decision	This section is where the district will list all of the information the team used to make the decision. They might include progress monitoring data, input from the IEP team, any planning documents your team used, your child's strengths and needs, and the unique environmental circumstances or changes specific to your student.
F. The following information and other factors are relevant to the decision	This section is where any other information that didn't fit somewhere else in the *Written Notice* will be included.

Each Written Notice document will also include contact information for your child's school and/or special education team. If you are unsure about any part of Written Notice, you can always reach out to the team to get more information or clarification.

COVID-19 IEP guía para padres

Propósito general
El propósito de este documento es proporcionar consejos y sugerencias útiles para ayudarlo a participar plenamente en el desarrollo o la revisión del plan educativo individualizado (IEP por sus siglas en íngles) de su hijo. Aunque es posible que su distrito escolar no brinde servicios dentro del edificio, su equipo de educación especial aún debe revisar el IEP al menos una vez al año. El equipo de IEP de su hijo trabajará con usted para descubrir la mejor manera de satisfacer las necesidades de su hijo en estas circunstancias únicas de COVID-19

Sugerencias	
Antes de la reunión	El administrador de casos o el maestro de educación especial de su hijo puede comunicarse con usted para analizar qué método utilizará el equipo para reunirse (virtualmente, una conferencia telefónica, en persona). El administrador de casos o el maestro de educación especial de su hijo puede enviarle un borrador del IEP para que lo revise antes de la reunión. También puede solicitar que se envíe un borrador antes de la reunión. Es posible que desee escribir cualquier pregunta / inquietud que tenga antes de reunirse con el equipo.
Durante la reunión	A medida que se presentan los miembros del equipo, si no está familiarizado con alguien en el equipo, está bien preguntar quiénes son y cuál es su papel en el equipo de su hijo. Si un miembro del equipo dice algo que no comprende, pídale a la persona que le explique. Si alguien dice algo sobre su hijo con el que no está de acuerdo o tiene alguna pregunta, solicite más detalles. Si tiene información diferente, asegúrese de compartirla. El equipo del IEP desarrollará hasta tres (3) documentos. 1. El IEP inicial o anual de su hijo, que se implementará cuando las escuelas usen un modelo de aprendizaje tradicional (los edificios escolares están abiertos o educación integral en línea) 2. Utilizando el *Árbol de decisiones de los Servicios de recuperación de COVID*, determine si los datos indican que su hijo requiere cambios o adiciones al IEP en función de las circunstancias individuales para recuperar los servicios "perdidos" durante el cierre de la primavera de 2020. 3. Se desarrollará un *Plan de aprendizaje a distancia individualizado* para guiar al equipo en la implementación del IEP de su hijo en el caso de que el distrito / escuela autónoma cambie a una Categoría 2 (híbrido / combinado o a distancia completa / aprendizaje remoto) o Categoría 3 (distancia completa / modelo de aprendizaje remoto) como resultado de la transmisión comunitaria de COVID-19. El equipo debe discutir cómo y con qué frecuencia se comunicará el equipo. Para ver a un ejemplo de la agenda de la reunión del equipo, consulte el documento *Ejemplo de agenda de la reunión del equipo.*
Después de la reunión	Debería recibir una copia del IEP, que incluye un aviso por escrito. Los padres y los maestros deben continuar comunicándose sobre el progreso y los servicios de los estudiantes. Si descubre que su hijo necesita adaptaciones o apoyos adicionales y / o diferentes para acceder a la instrucción que se brinda a través de opciones de aprendizaje remoto, no dude en comunicarse con el maestro de educación especial o el administrador de casos.

Guía rápida de monitoreo de progreso: COVID-19

Pregunta	Guia
¿Qué es el monitoreo del progreso?	El monitoreo del progreso consiste en recopilar información sobre el rendimiento de su hijo/a en una habilidad que se está practicando después de que se hayan impartido instrucción que se está practicando. Los datos que se recopilan se basan en los objetivos académicos, sociales o de comportamiento de su hijo cuales son escritos en el Programa de Educación Individualizada (IEP). Estos datos pueden representarse utilizando un cuadro que detalla los criterios de progreso (rúbrica), un gráfico que muestra cada punto que se mide o incluso notas escritas. Los datos que se recopila para el monitoreo del progreso deben ser válidos; el progreso se mide de la misma manera, utilizando el mismo proceso a lo largo del tiempo. El monitoreo del progreso también debe ser preciso para ser útil. Esto significa que lo que hizo su hijo/a cuando fue evaluado/a refleja lo que es capaz de hacer, en ese momento, por sí mismo/a. Las medidas válidas y precisas producirán datos que se pueden utilizar para tomar decisiones sobre la instrucción y responder a preguntas como: • ¿Se necesita más práctica? • ¿Se debe utilizar materiales diferentes? • ¿Hay adaptaciones que se debe considerar?
¿Por qué es importante el monitoreo del progreso?	El monitoreo del progreso es esencial para determinar si la instrucción es efectiva y aumenta a las habilidades dirigidas en el IEP. Cuando no se ve progreso, se realizan ajustes a la instrucción, materiales, adaptaciones o incluso a la meta misma. Adicionalmente: • El monitoreo del progreso ayuda al equipo a comunicarse y tomar decisiones sobre el progreso de su hijo/a en sus objetivos de IEP. • Los datos que se recopilan pueden ayudar al equipo a decidir si su hijo/a podrá o no alcanzar las metas en su IEP dentro del tiempo esperado. • La Ley de Educación para Individuos con Discapacidades (IDEA, por sus siglas en inglés) requiere que los distritos escolares supervisen el progreso de los estudiantes y ese progreso debe ser informado a los padres, al menos con la misma frecuencia que el progreso se informa a los estudiantes sin discapacidades.
¿Cuándo veré los resultados del monitoreo del progreso?	Se proporcionará un informe de progreso para cada una de las metas de su hijo/a cuando reciba boletas de calificaciones de sus clases de educación general, generalmente en las boletas de calificaciones trimestrales o semestrales
¿Quién hace el monitoreo del progreso?	El/la maestro/a o paraprofesional de su hijo/a llevará a cabo un monitoreo del progreso regularmente, como se indica en el IEP. El proceso de monitoreo del progreso puede variar según el objetivo individual. El/la maestro/a de su hijo puede usar una prueba corta o pedirle a su hijo/a que complete una tarea de forma independiente para ver cómo progresa su hijo/a hacia el logro de su objetivo del IEP.
¿Cómo funciona el monitoreo del progreso cuando está ocurriendo el aprendizaje a distancia?	Los/las maestros/as de su hijo/a continuarán enfocándose en proporcionar instrucción basada en evidencia y de calidad y pueden usar enfoques informales para monitorear el progreso. A veces, los/las maestros/as pueden usar evaluaciones de clase, muestras de trabajo, progreso previo y comentarios de usted o de su hijo/a para ayudar a determinar cómo están progresando.
Como padre, ¿cómo puedo ayudar con el monitoreo del progreso?	• Crea un espacio donde su hijo/a se sienta cómodo/a y pueda acceder a los materiales proporcionados por el/la maestro/a. • Haga preguntas si se pregunta sobre el proceso o cómo se conecta con el IEP de su hijo/a. Usted es un/a miembro/a importante del equipo. • Comparta información adicional que pueda afectar los resultados para que el/la maestro/a de su hijo pueda anotarla. • Anime a su hijo/a a mostrar su mejor esfuerzo. • Celebre cuando su hijo/a alcance una meta, incluso las más pequeñas.

	Recuerde, el monitoreo del progreso mide qué tan bien el/la estudiante está progresando por su cuenta. Es esencial que su hijo-a no reciba apoyo adicional cuando se recopilan datos de monitoreo del progreso. Este soporte adicional podría afectar los resultados y dificultar la comprensión e interpretación de los datos.

https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually

COVID-19 Aviso Escrito Guía Rápida Para Padres

¿Qué es un aviso escrito?	
Cuando la escuela de su hijo proporciona un aviso por escrito, le informan por escrito que le gustaría hacer un cambio (o que no le gustaría hacer un cambio) a ciertos componentes del plan de educación individualizada (IEP) de su hijo. En la mayoría de los casos, habrá sido incluido en una comunicación previa que haya resultado en el Aviso por escrito. El aviso por escrito detalla lo que la escuela propone cambiar (o no cambiar), por qué proponen cambiarlo (o no cambiarlo) y qué otras opciones se consideraron para que tenga la oportunidad de revisar y comprender los cambios antes de que se implementen.	
Sección de aviso escrito	**Lo que significa**
A. Acciones propuestas y / o B. Acciones rechazadas	Esta sección es donde la escuela indicará qué acciones proponen o rechazan tomar. La escuela puede proponer o negarse a completar una evaluación, cambiar el IEP de su hijo o cambiar la forma en que lo apoyarán en la escuela. **Ejemplo** Acciones propuestas (otras): el equipo propone agregar un *Plan de aprendizaje a distancia individualizado* al IEP, para utilizarlo como transición del distrito entre las Categorías 1, 2 y 3, según el nivel de difusión comunitaria de COVID-19.
C. Explicación de por qué las acciones fueron propuestas o rechazadas	Esta sección le dará más información sobre por qué la escuela propuso o rechazó una acción (arriba). La escuela utilizará la información de la comunicación que tuvo con el equipo del IEP y debería darle una comprensión clara de por qué se tomó la decisión. **Ejemplo** (Otro): El equipo del IEP ha determinado que es necesario un *Plan de aprendizaje a distancia individualizado* para garantizar que (el/la estudiante) pueda acceder a servicios y apoyos de educación especial, independientemente del nivel de difusión comunitaria (Categoría 1, 2, 3), según lo determinado por el distrito
D. Opciones consideradas y rechazadas porque	Mientras el equipo del IEP discutió cómo serán los servicios para su hijo, es probable que haya hablado sobre cosas que haría y no haría. En esta sección, la escuela incluirá lo que el equipo discutió, decidió **no hacer y por qué**.
E. Los procedimientos de evaluación, pruebas, registros e informes se utilizaron como base para la decisión.	Esta sección es donde la escuela enumerará toda la información que el equipo del IEP usó para tomar la decisión. Pueden incluir datos de monitoreo del progreso, aportes del equipo del IEP, cualquier documento de planificación, las fortalezas y necesidades de su hijo, y las circunstancias ambientales únicas o los cambios específicos de su estudiante.
F. Información y otros factores que son relevantes para la decisión.	En esta sección se incluye cualquier otra información que no se haya incluido en otro lugar en el Aviso escrito.
Cada documento de aviso escrito también incluirá información de contacto de la escuela y/o el equipo de educación especial de su hijo. Si no está seguro acerca de alguna parte de la Notificación escrita, siempre puede comunicarse con el equipo para obtener más información o aclaraciones.	

Special Education Students ISEE Quick Guide: COVID-19

General Guidance	
Despite unusual and challenging circumstances, it is important that local educational agencies (LEAs) remember that IDEA regulations have not been waived. This includes accurate reporting of data related to students with disabilities necessary to meet IDEA federal reporting requirements. The Special Education Students File is still a required element for regular Idaho System of Educational Excellence (ISEE) uploads. The purpose of this document is to provide a quick guide to reporting special education data in ISEE.	

Child Find (60-day Timeline)	Child find obligations have not changed.
	• Evaluation teams must complete initial evaluations within 60 calendar days of receiving *Consent for Assessment*, excluding periods when regular school is not in session for five or more consecutive school days. By mutual written Parent/District agreement, this timeline can be extended. See *Initial Evaluation Quick Guide*.
	• All decisions must be individualized, based on each student's needs and in consideration of each student's unique circumstances.
	• Documentation of Child Find activities is recorded as part of the Idaho System for Educational Excellence (ISEE) Special Education Students File.
	• To document Child Find instances where the total timeline between the receipt of parental consent for initial evaluation and eligibility determination exceed 60 calendar days because regular school is not in session for **five (5) or more consecutive school days** or all parties have agreed to a written extension, see steps below.
	  ○ See 'regular school' definition on pages 7 and 20 of the *SPED Guidance for Back to School* document.
	  1. ***IDSpedDate:*** The date of the student's first eligibility determination for special education services and related services whether eligible or not. This is the date that the evaluation team came to consensus.
	  Note: IDSpedDate may vary from date of eligibility meeting.
	  2. ***consentDate***: The date the LEA received the parent's written (signed) consent for initial assessment. This date starts the clock for the 60-day timeline.
	  3. ***60DTline***: This field is a Yes/No field indicating if the initial eligibility determination for special education was completed within 60 calendar days of receipt of parental consent for initial assessment.
	  ▪ List **N – No**.
	  Note: A response of N-No does not indicate compliance or noncompliance but allows the SDE to collect additional information on why the initial evaluation exceeded 60 calendar days.
	  4. ***DaysLate***: Indicate count of days beyond 60 calendar days until initial eligibility determination
	  5. ***LDRea***: The reason the date of the initial eligibility determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Two main reasons should be used for **COVID-19** related delays depending on individual circumstances.
	  ▪ ***SE - State Exception Rule***: School closure of five or more consecutive school days, Idaho Code 08.02.03.109.03.
	  ▪ ***WE - Written Extension***: In unusual circumstances, all parties may agree in writing to an extension of the sixty (60) day period for the purpose of initial assessment.
	  6. ***ExRule***: Explanation for choosing SE as the reason determination exceeded 60 calendar days from the date of receipt of parental consent for assessment. Only required if using SE for LDRea.
	  ▪ ***AN - Acts of Nature*** - School closure as a result of an act of nature such as fire, flood, snow or other inclement weather, or illness

	7. ***Notes*:** Include any brief comments or explanatory notes for the data in this record. For records where data are impacted by unexpected closures of 5 or more consecutive school days, teams are encouraged to add details including closure dates.

Early Childhood Transition	Children referred as potentially eligible by Part C, Idaho Department of Health and Welfare Infant Toddler Program (ITP), for whom parental consent for initial assessment has been received must have eligibility determined for Part B. If the child is found eligible, they must have an IEP developed and implemented by their third birthday. Early Childhood Transition (ECT) is meant to ensure that students have a smooth transition between Part C and Part B services.
	Some teams have agreed to delay evaluations until required face-to-face assessments can be completed. However, this will have resulted in missed timelines. See *Delayed Evaluation Quick Guide* and *Early Childhood Child Find Quick Guide*.
	• Students referred from Department of Health and Welfare Infant Toddler going through early childhood transition must meet both the Early Childhood Transition timeline and 60-day timeline.
	  ○ The SE – state exception rule does not apply to Early Childhood Transition timelines.
	• There are five fields that document early childhood transition in ISEE.
	  ○ **ECReferredDhw**: This field is a Yes/No field indicating if the student was referred by ITP.
	  ○ **ECDecTim**: This field is a Yes/No field indicating if the initial eligibility decision and IEP (if found eligible), were developed and implemented on or prior to the student's third birthday.
	  ○ **ECDecLate**: Indicate count of days beyond the student's third birthday until initial eligibility determination and IEP development and implementation (if found eligible).
	  ○ **ECLateRea**: The reason the initial eligibility determination or IEP development and implementation exceeded the ECT.
	  ▪ M – Medical
	  ▪ MV – Moved
	  ▪ O – Other
	  ▪ P – Parental
	  ○ **ECLROther**: This field is a text field and requires additional information if you select the O – other code for ECLateRea.
	• Additional information may be collected through the Child Find (60-day timeline) fields.

Child Count	Child Count is the unique count of students ages 3-21 receiving special education and related services according to an IEP or service plan in place on the Child Count date (First Friday in November).
	• This means that the IEP or service plan must be active on the Child Count date or the student may not be included as part of Child Count.
	• Annual review dates and requirements have not changed. It is recommended that teams explore alternative means of meeting, such as virtually or via telephone, to ensure that IEPs are reviewed within 365 days of the development of the most current IEP. See *IEP Quick Guide*.
	  ○ Double check that all IEPs have been finalized in the IEP software system or the software will not generate the current IEP date.
	• Data is reported as part of the **November ISEE upload**. Team must then **review** data populated into the **Child Count** section of the **SPED Data Application**.
	  ○ Double-check the following by aggregated counts and individual students:
	  ▪ Disability Category
	  • **Developmental Delay** is only viable for students ages 3-9. If a student turns age 10 on the Child Count date and is coded with the developmental disability code they must be removed from Child Count.
	  ▪ Environment

	• Students **age 5 in Kindergarten** now use the **same environment codes** as students ages **6-21**. ○ All changes must be submitted as an ISEE upload correction. ○ If all data are accurate, the director or designee may select the submit button.
Preschool Minutes Per Week	• The ***minPerWeek*** field is only required for students in grade level PK who are receiving services through an IEP. • ***minPerWeek***: The number of minutes per week that the PK student with disabilities is under LEA supervision. LEAs should include all the time they are in charge of the student. Examples include; Direct services, Bus time, Recess time, Consultation. • In the spring of 2020, teams made temporary plans to provide services based on a rapid response to COVID-19. However, in planning for the 2020-2021 school year, it is clear that the circumstances are no longer temporary. This means that teams should include plans for movement between Categories 1,2, and 3 as defined by the *Idaho Back to School Framework* in the IEP. This can be done using the *Individualized Distance Learning Plan* and *Individualized Distance Learning Plan Quick Guide.* • It is recognized that minutes per week may change between these categories. To limit reporting burden while still facilitating quality data collection, LEA teams are encouraged to focus on reporting minutes per week listed for only Categories 1 or 3 which represent long-term service delivery. • In addition to emphasizing the two categories, LEAs should focus reporting efforts on the minutes per week active as of the end of the reporting period for November and March ISEE uploads, which are used to calculate Preschool FTE Equivalency funds. • For reporting periods, see Data Monthly Submission Schedule on the ISEE webpage. • If a student is not yet kindergarten age eligible, is parentally placed in a private school, and receiving services through a service plan, please indicate P – private in the PH - Private/Homeschool field and grade level NG – no grade level in the demographic file. No minutes per week should be listed for these students.
Disciplinary Action	The unusual and challenging circumstances of education during the COVID-19 crisis result in added stress for adults and students. When students with disabilities receive disciplinary action, it is important to be mindful of IDEA and IEP requirements. • Make sure that there is effective communication across teams to ensure accurate coding. • Disciplinary action for all students is collected though the Disciplinary Action File. • Only disciplinary actions of ½ day or more that are one of the following categories should be reported as part of ISEE. ○ EXM - Modified Expulsion (less than 365 days) ○ EXP - Expulsion ○ ISS - In School Suspension ○ OSS - Out of School Suspension ○ PLT - Change of Placement (long-term) ○ RHO - Removal by Hearing Officer ○ URI - Unilateral Removal • **IEP**: This field is a yes/no field to indicate if the student was a student with an IEP on the date of the disciplinary action. • For additional information regarding students with disabilities and disciplinary action please see Chapter 12 of the Idaho Special Education Manual.
Program Exit	Program Exit coding requires an affirmed action by the family/adult student. Remember: • *Written Notice* is required to be provided to parents whenever a district is proposing or refusing to initiate or change the identification, evaluation, educational placement, or provision of FAPE to a student. • *Written Notice* must contain information that reflects the individualized decisions made, specific to the student. See *Written Notice Quick Guide*.

	• "Blanket" *Written Notice*, or *Written Notice* that is sent to all students with the same information and no individualization, is not appropriate. For information on alignment between special education program exit coding and demographic exit please see *Table 1: Exit Code Alignment*.

Table 1: Exit Code Alignment 2020-2021

SPED Program Exit Reason Code	District Exit Reason Code
01 - Graduated – Met State Standards	4A – Graduated – Met State Standards
01 - Graduated – Met State Standards	4G - Early Graduate 1 Year
01 - Graduated – Met State Standards	4H - Early Graduate 2 Year
01 - Graduated – Met State Standards	4I - Early Graduate 3 Year
02 - Completed - Adapted Requirements	4C - Completed - Adapted Requirements
04 - Reached Maximum Age	3B - Reached Maximum Age
05 - Dropped Out	3A - Confirmed Drop Out
05 - Dropped Out	3D - Transfer to Adult Education
05 - Dropped Out	3E - Unknown
If student continues to receive special education adjust environment code, if needed. Do not list program exit reason or program exit date.	1B - Within District to Different Public School
06 - Transfer to Another Education Environment	2A - Within Idaho To Different Public-School District
06 - Transfer to Another Education Environment	2B - Within Idaho To Private School or Federal/State Setting
06 - Transfer to Another Education Environment	2C - Transfer Out of Idaho to US Public or Non-Public Setting
06 - Transfer to Another Education Environment	2D - Transfer Out of Country
06 - Transfer to Another Education Environment	2E – Within Idaho to Homeschool
07 - No Longer Eligible for Program/Returned to General Education	No District Exit Required – Cannot be coded as follows: 3B – Maximum Age 4A – Graduate 4G – Early Graduate 1 Year 4H – Early Graduate 2 Year 4I – Early Graduate 3 Year 6A – Deceased
08 - Deceased	6A - Deceased
09 – Revoked Consent	No District Exit Required (see 07 coding restrictions)

10 – Extended School Year (Only allowable after May 1)	1A - Within District to Same School
10 – Extended School Year (Only allowable after May 1)	1B - Within District to Different Public School
12 - Summer Break (Only allowable after May 1)	1A - Within District to Same School
12 - Summer Break (Only allowable after May 1)	1B - Within District to Different Public School

IDLP SERVICE GRID INSTRUCTIONS: COVID-19

As teams work together to develop Individualized Distance Learning Plans (IDLPs) for each student, questions may arise about how to complete the IDLP Document. The *Individualized Distance Learning Plan Quick Guide* addresses some of these questions. The *EXAMPLE Individualized Distance Learning Plan* provides an example of what an IDLP could look like. This document provides specific instructions for each section of the IDLP.

Teams may opt to review and update the full IEP before completing an IDLP. Teams may also opt to make an IEP Amendment in order to add the IDLP. Communication and parent involvement are key to either process.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Ex: Math/Speech/ Behavior Intervention/ Reading	This must be the title of a Certified Individual. • Special Education Teacher • General Education Teacher • Speech Language Pathologist • Occupational Therapist Paraprofessionals, interventionists, and other individuals providing services should be discussed in the **Optional Statement of Service Delivery** **Parent** should never be listed as the individual responsible for services.	Min per day	**OR** Min per week	**OR** Min per month	This section indicates whether the student is participating in a **general education environment** (general education curriculum with general education peers) or **special education environment** (away from general education curriculum and/or peers). **Home** should not be listed as the location unless the team has identified that the student requires homebound instruction, meaning the student's Least Restrictive Environment (LRE) is home. The *Placement Quick Guide* can help teams make this determination.	This section describes when these services begin and end. Because start and end dates are not known ahead of time, consider an option like this: **Start:** within 1 school day of district movement into Category 2 **End:** within 1 school day of district movement out of Category 2	
Total Amount of Time (minutes):							

Optional Statement of Service Delivery:
Use this section to describe each service specifically. Will a paraprofessional be providing service? Will the service be delivered virtually or face-to-face?
Describe how the student will access general education content:
Use this section to carefully document how the student will access general education content and participate with general education peers.
Describe how progress monitoring will take place:
Use this section to document what progress monitoring will look like under these circumstances.

INSTRUCTIONS

Individualized Distance Learning Plan: COVID-19

Level of Community Spread: Category 2 (Minimal to Moderate Community Transmission)

The following services and supports addressing current IEP goals serve as the IEP team's determination of Free Appropriate Public Education (FAPE) for this student under a **Category 2** determination.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Math	Special Education Teacher		70		Special Education	*see below	**see below
Language	Speech-Language Pathologist		60		Special Education	*see below	**see below
Behavior Support	Special Education Teacher		40		Special Education	*see below	**see below
Behavior Support	Special Education Teacher		60		General Education	*see below	**see below
Total Amount of Time (minutes):			250				

Optional Statement of Service Delivery (describe how special education services will be provided to this student)

*Start date for all services will be within one (1) school day of district movement to Category 2
**End date for all services will be within one (1) school day of district movement to Category 2

For Category 2, (District) will be providing instruction using a hybrid model.

(Student) will participate in Math services in the special education classroom setting in the school building on Tuesday and in a virtual format on Wednesday. Based on his annual goals and instructional needs, (Student) will be instructed in a small group (no more than 3 students) for Math instruction in the special education classroom for 40 minutes per week and 1:1 in a virtual setting for 30 minutes/week. Virtual math instruction will include instruction specific to (Student)'s annual goals, in addition to learning strategies for online learning (listening, asking questions, note-taking) related to math instruction. Math instruction will be provided by the Special Education Teacher and/or Paraprofessional under the guidance of the Special Education Teacher.

For Language services, (Student) will receive 1:1 instruction in a virtual format two (2) times per week, for 30 minutes per session. Sessions will be scheduled on Monday and Wednesday from 1:15-1:45pm. Language services will be provided by the Speech-Language Pathologist.

(Student) will receive Behavior Support services in the special education classroom setting in the school building on Thursday for 40 minutes per session. (Student) will receive Behavior Support services in the general education classroom setting on Tuesday and Thursday for 30 minutes per session. Behavior Support Services will be provided by the Special Education Teacher and/or Paraprofessional under the guidance of the Special Education Teacher.

Describe how the student will access general education content:

(Student)'s schedule will allow him to access core content in math, language arts, science, social studies and health on a daily basis (M/W in a virtual format, T/Th in an in-person format). (Student) will be in his general education classroom for all subjects, except when he is accessing special education instruction.

On Monday and Wednesday, when (Student) is accessing virtual instruction, he will access all content assigned to his general education class, except when he is accessing special education instruction in a virtual format.

Describe how progress monitoring will take place**:**

(Student)'s progress toward annual math and behavior goals will be monitored by the Special Education Teacher and/or Paraprofessional during in-person instruction and using observational data & work samples completed as part of his virtual instructional activities. (Student)'s progress toward annual language goals will be monitored by the Speech-Language Pathologist during virtual instruction. The Special Education Teacher and SLP will also gather observation information from (Student)'s General Education Teachers.

EXAMPLE

Individualized Distance Learning Plan: COVID-19

Level of Community Spread: Category 3 (Substantial Community Transmission)

The following services and supports addressing current IEP goals serve as the IEP team's determination of Free Appropriate Public Education (FAPE) for this student under a **Category 3** determination.

Special Education and/or Related Service	Title of Professional Staff Responsible	Frequency of Special Education/Related Services			Location	Date	
		Per Day	Per Week	Per Month		Start	End
Math	Special Education Teacher		40		Special Education	*see below	**see below
Math	Special Education Teacher		30		General Education	*see below	**see below
Language	Speech-Language Pathologist		60		Special Education	*see below	**see below
Behavior Support	Special Education Teacher		40		Special Education	*see below	**see below
Behavior Support	Special Education Teacher		60		General Education	*see below	**see below
Total Amount of Time (minutes):			250				

Optional Statement of Service Delivery (describe how special education services will be provided to this student):

*Start date for services will be within one (1) school day of district movement to Category 3
**End date for services will be within one (1) school day of district movement to Category 3

For Category 3, (District) will be providing instruction using a distance learning model.

(Student) will participate in special education Math services in the virtual setting on Tuesday and Wednesday. (Student) will be instructed in a small group (no more than 3 students) for Math instruction on Tuesday and in a 1:1 virtual setting on Wednesday. Virtual math instruction (Wed) will include instruction specific to (Student)'s annual goals, in addition to learning strategies for online learning (listening, asking questions, note-taking) related to math instruction.
When (Student) is accessing general education math content in a virtual format, a Special Education Teacher or Paraprofessional will support (Student) during small group or individual work activities by clarifying instructions or prompting him to use online learning strategies. Math instruction will be provided by the Special Education Teacher and/or Paraprofessional under the guidance of the Special Education Teacher.

For Language services, (Student) will receive 1:1 instruction in a virtual format two (2) times per week, for 30 minutes per session. Sessions will be scheduled on Monday and Wednesday from 1:15-1:45pm. Language services will be provided by the Speech-Language Pathologist.

(Student) will receive 1:1 Behavior Support services in the (virtual) special education setting on Thursday for 40 minutes per session. (Student) will receive Behavior Support services in the (virtual) general education setting on Tuesday and Friday, for 30 minutes per session. During virtual general education support, the Special Education Teacher or Paraprofessional will monitor (Student)'s behavior and collect data on implementation of strategies taught during special education instruction (Thursday). The special education staff member will be available to support in situations where (Student) requires prompting or redirection. Follow up from any situations (positive or negative) will take place during his 1:1 special education service.

Describe how the student will access general education content:

(Student)'s schedule will allow him to access core content in math, language arts, science, social studies and health on a daily basis virtual format. (Student) will be in his virtual general education classroom for all subjects, except when he is accessing special education instruction.

Describe how progress monitoring will take place**:**

(Student)'s progress toward annual math and behavior goals will be monitored by the Special Education Teacher and/or Paraprofessional during virtual instruction and using observational data & work samples completed as part of his virtual instructional activities. (Student)'s progress toward annual language goals will be monitored by the Speech-Language Pathologist during virtual instruction. The Special Education Teacher and SLP will also gather observation information from (Student)'s General Education Teacher.

EXAMPLE