School Closure Toolkit for Districts: Special Populations

Updated 3/27/20

I. Summary
School closures and the implementation of educational opportunities due to the COVID-19 pandemic have raised questions regarding the provision of services to special populations. This toolkit will focus on implementation strategies for continuing educational opportunities and services in regards to our special populations, including special education.

The document includes the following:

- **Checklist** for supporting special populations of students
- **Best Practices** for supporting students with disabilities or additional service needs
- **Recommended Schedules and Procedures**
- **Resource List** for school and district leaders

For questions related to serving special populations, please contact Theresa.Nicholls@tn.gov.

Guidance

**US Department of Education Supplemental Fact Sheet (3/21)**

**US Department of Education Questions and Answers on Providing Services to Children with Disabilities during the Coronavirus Disease 2019 Outbreak**

There are many options available to LEAs as they seek to provide instructional opportunities for students during school closures. LEAs should continue to provide learning opportunities through the end of the academic year while maintaining the health and safety of all, including students with disabilities. While there may be the need to consider **on an individual basis, once school resumes**, the need for compensatory education, LEAs should not opt decline to provide distance instruction, at the expense of students, to address matters pertaining to services for students with disabilities.

The United States Department of Education’s Supplemental Fact Sheet released on March 21st states:

**To be clear: ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering**
educational programs through distance instruction.

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II. Checklists

Below are brief checklists that districts and schools should consider when establishing learning opportunities during periods of closure.

**District**

☐ Designate a point of contact (POC) at the district level for each population (students with disabilities, English learners, at-risk, highly mobile, etc.) to ensure district policies are created, shared, met, and documented.

☐ Establish the virtual-collaboration expectations between general education teachers and teachers of special populations (e.g., EL teachers, special education teachers, etc.) for student lesson support, accommodations, and other needed support for each school.

☐ Establish the method for providing educational opportunities for students (e.g., learning packets, online programs, virtual lessons, etc.).

☐ Establish a platform or use of technology for student and teacher use that is accessible for everyone. Consult your local board attorney to ensure the platform is compliant with HIPAA and FERPA.

☐ Ensure district messages are accessible to all parents (i.e., household language, parent literacy skills, etc.).

☐ Compile and disseminate a list of resources that are available in the community to help families with daily living (i.e., meals for students, access to food banks, support for utilities, child care, etc.).

**School**

☐ Designate a POC for each school site who can ensure proper documentation and implementation of various student support plans.

☐ Announce allowable building activity to teachers for the preparation of student work that will be sent home (i.e., device check out, assigning of books, packaging school materials, etc.) Any gatherings within school facilities should comply with applicable social distancing guidance as well as health safety recommendations.

☐ Establish the method for providing educational opportunities for students (e.g., learning packets, online programs, virtual lessons, etc.).

☐ Establish a platform or use of technology for student and teacher use that is accessible for everyone. Consult your local board attorney to ensure the platform is compliant with HIPAA and FERPA.
☐ Virtually convene general education teachers and teachers of special populations (e.g., EL teachers, special education teachers, related service providers, etc.) for lesson support, accommodations, and other needed support for each school.

☐ Determine student support service plans for each population (see templates provided in Procedures section) including the method of providing services (telehealth, phone calls, virtual conferencing, etc.) as well as coordinating service opportunities with community-based service providers.

☐ Ensure school messages are accessible to all parents (i.e., language of households, parent literacy skills, etc.).

☐ Designate a main hub for parents to get important information related to school updates, but also use local communication such as various radio stations for parent and community outreach.

**District Special Education Supervisors**

☐ Determine the evaluations, reevaluations, and annual IEP team meetings that are due during the closure. You may want to use reports available in EasyIEP for determining evaluations and meetings needed as well as services indicated on IEPs.

☐ Create a method for tracking timelines, incorporating current extension of deadlines due to the COVID-19 closure.

☐ Decide communication expectations for teachers and parents in regards to IEPs and evaluations. Determine the frequency of contact and how those contacts will be documented.

☐ Assign tasks by case manager (i.e., special education teacher, consulting teacher, specialist, etc.). For example: Provision of learning opportunities, maintenance of contacting students/families, record keeping/documentation etc.

☐ Establish protocol to track tasks completed. Determine recording method (Excel spreadsheet, Google docs, etc.) which includes due dates and dates completed.

☐ Create a feedback loop between general and special education in regards to instruction. Schedule regular times for collaboration and document occurrence and content.

**Case Manager**

☐ Complete Student Tracking Template (included in Recommended Schedules and Procedures section below) for each student on case load to track evaluations, meetings, and service provision.

☐ Determine how IEP meetings can be held in regards to access to technology. Consider parents’ access to telephones, video chat, or US mail.
☐ Schedule and virtually hold upcoming IEP meetings, including any previously missed meetings. See IEP Checklist for further direction.

☐ Communicate progress on tasks with supervisor. Prepare documentation on tasks completed and progress on timelines.

### III. Best Practices

- **General Strategies for Learning Activities and Supports at Home**
- **Accessibility of Instruction**
- **Organizing Learning Opportunities**
- **English Learner (EL) Activities and Language Practice**
- **Highly Mobile or At-Risk**
- **Handling Bullying and Discrimination Associated with COVID-19**
- **Early Childhood**
- **Virtual Learning Model**
- **Virtual Learning Instructional Planning Considerations**
- **Virtual Learning Suggestions and Resources**
- **Virtual Learning Considerations for Students with Complex Needs**
- **Related Services (Speech-Language Pathology, Occupational Therapy, Physical Therapy) Considerations**

#### General Strategies for Learning Activities and Supports at Home

**For families:**

- Encourage parents and/or caregivers to set routines in the home learning environment to help keep students in the mindset of learning. Teachers can help develop example schedules for grade bands and distribute them online, school websites, or places where parents will gather, such as meal support locations. Provide parents with resources to establish routines using visual schedules to reduce anxiety and establish expectations.

- Provide families with lists of online libraries or audio book sites that parents can easily access at no cost.

- Recommend structured activities that promote communication and interaction but do not require online access, such as games; shared or independent reading; daily living routines, such as cooking, pet care, and other home responsibilities; outside activities to explore nature, etc.

- Provide resources to support sensory needs of children and how parents can support a child's dysregulation at home during the closure (e.g., sensory activities, calming spaces, visual supports, etc.).

- Remind parents that while children are not able to attend school, they are not expected to replace school; reassure parents that any structured learning is beneficial but not to set
expectations so high that children and families experience additional undue stress.

• Provide skills practice ideas that can be embedded within everyday routines; parents may not be trained special education providers, but they can support communication, motor, literacy skills with some encouragement and resources to practice at home.

• Prepare families to support communication for children who rely on alternative and augmentative communication (AAC); identify websites or send home picture symbols, Core Vocabulary boards, etc.

For students:
• Establish a student work district hotline and share the information with parents. The district may work with translators to help continue the support of EL families.

• Send books home with articles, poetry, and writing prompts that are appropriate for language levels as well as skill level. This work can be linked to revisiting a task or skill for mastery.

• Provide learning packets to review or enhance material already taught. This is a great time to focus on purpose for writing and comprehension (oral and independent).

• Have students write reflection essays about a movie watched or a book read and scaffold the assignment for different age range and language levels.

• Provide information on how students can safely access peers for emotional support and maintaining communication skills (e.g., Google hangout, phone tree system, etc.). Some students may need support constructing conversations with sentence starters.

• Assign a long-term research-based project aligned to multiple standards and language objectives. This can include science and history. A student friendly rubric for self-reflection may be very helpful for independent projects.

• Use the activities or extensions presented in the Supplemental Resource: Teacher Manuals that accompany main textbooks but do not often get assigned during class time due to time constraints.

Accessibility of Instruction
Educational opportunities can be provided in a variety of ways during the period of school closure, and LEAs should ensure that students in special populations are being supported during this time. Ensuring accessibility for all students is critical no matter which educational opportunities LEAs choose to provide. Below are some general strategies for ensuring accessibility to various educational opportunities.
Accommodations

Accommodations change how the student is taught or expected to learn. They provide necessary access during instruction and assessments and neither change the construct being assessed, nor compromise the integrity or validity of the assessment or content. They are intended to reduce or even eliminate the effects of a student's disability. They do not reduce learning expectations, if based on need.

Universal Design for Learning

While teachers are planning virtual learning instruction, they need to be planning how to make it accessible to all students, including those with learning disabilities. Proactively considering these strategies for your students is part of a process called universal design for learning (UDL).

<table>
<thead>
<tr>
<th>Accommodation</th>
<th>Virtual Learning Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
</tr>
<tr>
<td>Large print</td>
<td>• Change your computer settings (Settings--&gt;Ease of Access--&gt;Make text bigger)</td>
</tr>
<tr>
<td>Text read aloud or on audio tape</td>
<td>• Assign audio books (e.g., Epic!, Storyline Online, Newsela )</td>
</tr>
<tr>
<td>Provide a designated reader</td>
<td>• Enable your computer to read text (e.g., Read Aloud Google Chrome Extension)</td>
</tr>
<tr>
<td>Present instructions orally</td>
<td></td>
</tr>
<tr>
<td>Reduce number of items per page</td>
<td>• Preview the assignment. Reduce repetitive questions (e.g., odds, evens, 1-5). This should not change the complexity of the task just the number of items completed.</td>
</tr>
<tr>
<td>Provide a copy of the notes/outline</td>
<td>• Many video chat platforms allow you to add automatic transcription</td>
</tr>
<tr>
<td></td>
<td>• Take a picture of your notes and send it to the student</td>
</tr>
<tr>
<td></td>
<td>• Have another student take a picture of their notes and share it</td>
</tr>
<tr>
<td>Task Description</td>
<td>Suggested Actions</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Share your digital notes</td>
<td>• Type up a clear, concise list of step-by-step instructions and share it with the student</td>
</tr>
<tr>
<td>Get a written list of instructions</td>
<td>• Incorporate visual aids during lessons</td>
</tr>
<tr>
<td>Provide graphs and visual aids such as graphic organizers and webs</td>
<td>• Record yourself creating a graphic organizer or web using whiteboard apps (e.g., ShowMe, Educreations) and share with the student</td>
</tr>
<tr>
<td></td>
<td>• Take pictures of visual aids used and send it to the student</td>
</tr>
<tr>
<td>Response</td>
<td></td>
</tr>
<tr>
<td>Allow verbal responses as needed</td>
<td>• Enable ‘Voice Recorder’ on your computer to allow the student to record their verbal response. The student can then send this file to the teacher via Google Classroom, Edmodo or email.</td>
</tr>
<tr>
<td>Answers to be dictated to a scribe</td>
<td>• Enable your computer to perform voice to text (e.g., Voice to Text a Google Chrome Extension)</td>
</tr>
<tr>
<td>Permit responses to be given via computer</td>
<td>• For paper and pencil assignments allow the student to complete their response on a computer.</td>
</tr>
<tr>
<td>Permit spelling and grammar assistive device for writing assignments</td>
<td>• Enable spell and grammar checker on Microsoft platforms, Google platforms, etc.</td>
</tr>
<tr>
<td>Use a calculator or table of “math facts”</td>
<td>• Supply a calculator from the school or teach the student how to use the calculator app on their device.</td>
</tr>
</tbody>
</table>

**Accessible Technology**

When employing e-Learning or Distance Learning, access to the chosen platform is necessary. Not all students may have access to the internet, phone lines, television or radio during an
extended school closure. In these cases, the district will need to ensure access. Many internet providers are offering free connection and service during this national emergency. Schools can support by ensuring families have access to tablets or other forms of digital literacy for student learning.

Main Internet Providers in Tennessee (most have accessibility to various spoken languages)

- Spectrum 1-833-780-1880
- Comcast 1-800-934-6489
- AT&T 1-800-331-0500
- Google Fiber 1-866-777-7550
- Sprint 1-889-211-4727

Software and hardware also offer online accessibility features.

- [Microsoft Suite Products](#) accessibility features
- [Apple Products](#) accessibility features
- iPad accessibility features
- [GSuite](#) accessibility features

**Organizing Learning Opportunities**

If your school district is providing meals on wheels or meal delivery, make take home learning opportunities or resources available at the same location or through the same delivery mechanism to support families. Look for the support of parents that have strong communication ties in the community to help with the outreach of information. Build the sense of community and support, as many families will be looking for childcare, since some parents will still have to report to daily work sites.

**English Learner (EL) Activities and Language Practice**

Communication with EL families is crucial when establishing a new learning expectation for students. Some EL families may be new to U.S. school system expectations. Building communication and partnerships with EL parents can go a long way. To begin strong communication with EL parents, the district may have the family liaison coordinator or ESL teacher communicate with families about the learning that will completed via virtual learning. Parents may have questions or need clarification regarding virtual learning.

School communities understand the importance of consistent, regular support for students who speak a language other than English as it relates to English-acquisition. An important part of that directly connects to the amount of exposure that children have to the English Language.
For students who do have access to a device and the Internet, there are several activities and resources they can access with the support of the district or school. Please keep in mind, ELs in a district may be at different levels of language proficiency and may require language scaffolds to support discussions and work that is to be completed on an online platform. Clear expectations written in short clear steps can be very helpful for ELs.

Please consider the following for EL students and families:

- Does the virtual learning plan take ELs and their families into consideration?
- Do families have access to information about virtual learning they are able to access in their native language? (If the parent is not able to read, how will they understand the expectations?)
- Do all families have access to a device/Internet? Please the Accessibility to Instruction section in this document.
- If a household has multiple students, does each student have access to a device? Please keep in mind students may not have a quiet space to complete tasks or engage in virtual learning if multiple families live in the home.
- Is there a way to make access to virtual learning more equitable before or during a lesson? This may be where collaboration between the general content and ESL teacher takes place.
- How is the district addressing ELs with special needs? Is there a time in the schedule for virtual learning for the ESL teacher to work with the special education teacher for students who are dually identified?
- Some EL students may not be comfortable navigating online platforms on their own without modeled instruction or steps for guidance. It may be helpful to create instructional steps documents with screenshots that are student friendly.
- Students may rely on public Wi-Fi access for their internet usage. It is important to provide families with available options to internet access in their community.
- Students in more rural areas may not be able to get a signal even with reliable Internet providers and routers. Educators providing support in rural areas may have to work on alternative options for work completion or academic check-ins with ELs.

Staying Connected with Students and Families
• Designating a drop off location for school supplies for migrant families who live in the community

• Setting up a contact system for student check-in. For example, an educator may use Google voice or use other service call features to avoid compromising their personal contact information.

• Sharing virtual contact information is an opportunity for students to keep in touch. This also provides the access to practice conversations with peers and teachers.

• Providing language support strategies and activities to students and families, such as TDOE Suggestions for ESL Classes and Activities: COVID-19 Guidance.

• Providing instructional support and activities that do not require technology such as ESL home learning plan in multiple languages.

**Language Barriers**

Each district in Tennessee has a unique population of ELs. A helpful way to provide accessible support to parents and guardians is to have various language communication support available based on the languages represented in the school community. For example, a small rural district in the South-Central region of Tennessee has parent liaisons who are fluent in Spanish and Arabic. Though this model may be ideal for many districts, some languages represented in Tennessee schools may not have an ideal liaison for communication. In this instance, it is helpful to be aware of the text or conversations shared with parents to avoid heavy language loading. Important information can be shared in limited print with visuals to support comprehension. Keep in mind families need someone they can trust as they communicate with schools about instructional needs or concerns.

For more information on some ways in which schools and districts can consider ongoing support of students, even when school has been closed please see: TDOE Suggestions for ESL Classes and Activities: COVID-19 Guidance.

**Highly Mobile or At-Risk**

Establish a more frequent communication plan for each individual student with one school-based staff member responsible for carrying out the support and communication plan. It is likely that our students who are highly-mobile or at-risk could benefit from additional supports such as time with counselors or frequent updates regarding access to meals. Weekly, if not daily communication related to individual non-academic student needs should be established.
Handling Bullying and Discrimination Associated with COVID-19

The Coronavirus is not tied to any race, ethnicity, or nationality. Misinformation about coronavirus can create bias information, develop fear, and create hostility that harms the community and makes it challenging to help in time of necessity as well as keep everyone healthy. If schools are using online student collaboration features or chat options, it may be a good reminder to have a/an educator(s) monitor student activity for online safety. Encourage parents to talk to their students about questions or feelings they may have related to COVID-19. This is a great opportunity to focus on hygiene and healthy habits.

For more information on helping prevent and addressing potential discrimination associated with COVID-19 please see: Letter to Leaders Preventing and Addressing Potential Discrimination Associated with COVID-19.

For more information on multi-language resources to better inform about COVID-19, please see: A Round-Up of Multilingual Resources on COVID-19.

Early Childhood

The following are considerations for supporting early childhood educational needs:

- Encourage families to establish a schedule that may mimic their child's preschool schedule. Providing a copy of the classroom schedule may be helpful as they establish a set breakfast time, indoor play time, lunch time, story time, rest time, and outdoor play time. Recognizing that children learn through play and spend most of their time at school experiencing hands-on learning activities. Avoid sending home packets of worksheets to complete or activities that require preschool children to sit still for extended periods of time.

- Consider using the district's early childhood classroom curriculum as a resource for sharing information and suggestions for activities that families can do at home with their children. Highlight those major areas of focus such as unit themes and learning objectives and share ideas to help families support their children.

- Teachers should explore various communication channels to best meet the needs of families. They are encouraged to make themselves available to answer questions as parents are working with their children in these activities.

- Provide a list of appropriate websites (such as the one below) that families might access to find activities for their preschool child at home:
  - Fun and Learning for Parents and Children: An Activities Handbook
  - Support Writing at Home
• Big Jobs at Home
• The Secret to Keeping Your Kids Happy, Busy and Learning if Their School Closes Due to Coronavirus
• Scholastic Learn at Home: Grades PreK-K
• Free Classes for Families Affected by U.S. Public School Closures
• Story Pirates
• GoNoodle
• Georgia Aquarium
• LUNCH DOODLES with Mo Willems!
• Bedtime Math
• 60 Everyday Playful Learning Activities to do with Preschoolers

• Young children with developing language skills may need communication supports available at home. Districts can provide parents with resources to support their child.
  - PICTO4me
  - Lessonpix
  - Boardmaker

• With a change to their routines, children may experience challenging behaviors. Social stories are one way to help children identify their feelings and find acceptable ways to express their emotions. An early childhood special education teacher can provide scripted stories to parents via email or a school website. (Here is a book called Why is My School Closed? and one that is similar to what is used at school on behavior.) Parents may also appreciate these infographics for children on coping with stress and challenging behavior.
  - Help Us Stay Calm (English)
  - Help Us Stay Calm (Spanish)
  - Help Us Have a Good Day (English)
  - Help Us Have a Good Day (Spanish)

• The Treatment and Research Institute for Autism Spectrum Disorders (TRIAD) provides some online resources for caregivers in the form of brief online training sessions (BOTS). Early childhood special education teachers could help parents with login steps and in finding helpful sessions.

• Provide parents with resources such as a Family Staycation Kit and Learning at Home during Trying Times.

• Consider providing related services including speech-language, occupational therapy, and physical therapy through a virtual platform. Service providers can establish a schedule for
connecting with family members and to assist them in carrying out guided service related activities. Service providers can also provide family members with tools and tips for working with their child between virtual sessions. While not intended to be a replacement for face to face intervention, this can serve to equip family members to help support continued learning and to minimize the potential for regression.

- The Langwitches site has some helpful tips for providing remote learning for younger learners.

**Virtual Learning Model**

If your district chooses to utilize a virtual learning model, the district will need to ensure access and participation of the students in a manner that is equitable as well as meaningful. While it is recognized by the department that the richness of direct interaction between the teacher and the students cannot be fully replicated in a virtual space, every effort should be made to ensure the lessons are high quality and provide the students with opportunities for engagement, discovery, learning, and application of skills. Additionally, many students will be home during the day while their parents are working outside the home. They may have siblings at home, but they will also have school requirements. This must be considered in the design and delivery of the instruction. Schools that have one-to-one technology will be assured the student has a working electronic device, however, this does not mean the student has equitable access to the instruction.

Please review Office of Civil Rights Webinar on Online Education and Website Accessibility.

**Virtual Learning Instructional Planning Considerations**

The following are a few considerations when planning for virtual instructional delivery.

- How will students access the online delivery of instruction?
  - Are there students for whom access online requires adult support? Who will provide this support and how? (Reminder, students of an appropriate age may be home during the day while their parent is at work or home with an older sibling who is also trying to complete their school obligations.)
  - Are there accommodations that can be provided through electronic resources such as the accessibility setting for text-to-speech or screen reader, bookmarked links on a single document, speech-to text software or apps, etc.?
  - If considering an online program available through a vendor, what accommodations, accessibility features, or differentiated instruction is available? What is missing but needed in order for all students to have equitable access?
• Who will create the alternative activities for those students who require significantly modified assignments or who cannot access the activity in the virtual format?

• How will students interact with the teacher?
  • Can they contact them by phone, chat, or video chat software?
  • How will students with limited communication, or who use an assistive augmentative communication system participate?

• Can a daily schedule be created for small groups of students and the teacher to work together online or through a video chat system?
  • Will the special education schedule or ESL schedule be created first and provided to general education teachers to build their schedule around?
  • Are there supports or accommodations currently in the student's ILP, IEP, or 504 plan that will not be deliverable in a virtual format? How will this be updated or addressed in the student ILP?
    ▪ Will the special education and/or ESL teacher have the opportunity to preview the online lessons provided by a general education teacher to ensure the students have access, or if needed, to provide students with specific accommodation(s) or modification(s) on the assignment/activity?

• Will the special education teacher have the opportunity to preview the online lessons provided by a general education teacher to ensure the students have access, or if needed, to provide students with specific accommodation(s) or modification(s) on the assignment/activity?

• Are there supports or services currently in the student's IEP that will not be deliverable in a virtual format?

• Are there opportunities to engage students in “life skills” or “transition” goals the student could practice within the home setting (i.e., laundry, cooking, etc.).

• How will students’ non-academic needs be supported? (i.e., emotional, life skills, transition, prevocational, etc.)

**Virtual Learning Suggestions and Resources**

Instruction that can be provided in an interactive real-time format through free resources be one method for bridging the instruction form the school setting to the new virtual format. Teachers
may want to implement some of the following suggestions to support the students during the transition:

- Set new classroom/group norms including:
  - when to be present online and what “present” means,
  - how to comment or ask questions,
  - how to seek individual teacher help (or special education support) or a private conversation,
  - how to access and turn in work, and
  - deadlines and procedures.

- Clearly outline the directions and timeline for all assignments sent electronically. For students who require accommodation(s) and/or modification(s) to complete the assignment, the students should be contacted individually and provided the support, information, or tools that are needed in accordance with their IEP. This should be as confidentially and respectfully addressed as it would be within the typical school day.

- Utilizing electronic features such as screen readers or speech-to-text may need to be specifically taught to students if they have not used these features independently. Consider developing a video tutorial that students can watch while mirroring the video online in real-time. These tutorials should be kept in location easily accessed and located by students.

- Deliver the instruction utilizing engaging graphics, videos, or visuals. Long pages of text can be overwhelming and finding the needed information within a large document can be overly difficult, minimizing access.

Providing predictable structure and consistent schedule supports all students but may be especially beneficial for some students with disabilities for whom this has been a critical strategy within the school setting, including some students with autism, emotional disturbance, or intellectual disabilities. Providing a visual schedule that the student can refer to at home can support the student's engagement with the virtual learning. Teachers may want to create a schedule that can be printed out at home or will be delivered to the student's home. Some possible resources include:

- Do2Learn
- Earlywood Educational Services
- Boardmaker

Students with limited communication or who use assistive technology and/or augmentative assistive communication systems will need extra supports provided in order for them to communicate with the teacher. The teacher may need to create communication systems for use at
home, or deliver the student’s communication system used at school to the student’s home for use. Potential resources include:

- Boardmaker
- Storm Speech Therapy
- AAC Language Lab

Virtual Learning Considerations for Students with Complex Needs
Considerations for Setting Expectations and Virtual School Norms

- Reach out to each parent by email or phone to begin a partnership but also to remind the parent that you do not expect them to replicate school but want to provide resources for them to support their student's learning while at home.

**Sample Letter to Parent(s):**

Dear (Parent),

As we transition to virtual instruction, I want to thank you in advance for your partnership. As we work together to support your student in meeting their goals, I will try to send you resources, videos and tools, particularly for the skills that require hands-on support, such as your child's toileting, fine motor, self-help, and PT goals. Today I have included a video, data collection sheet, daily schedule, and a reinforcement chart for (skill or goal) and I will continue to develop resources and tools for each goal as quickly as I can.

I recognize that you have many responsibilities to your employer and family. If at any time this becomes overwhelming or you need to change the plan, please feel free to reach out to me. I do not want you to feel that I expect you to be a full-time teacher while also being a parent.

Also, we are working hard to ensure that all students have access through technology to the instruction and teachers. If your student needs help with anything in order to participate, please let us know immediately so we can help problem-solve.

I am so grateful to you and would love to check in with you by phone on (date and time). In the meantime, I am available by email and phone from 8:00-3:30 CST Monday through Friday.

Thank you for your patience, understanding, and support as we all work to provide virtual school and protect our community form COVID-19.
Sincerely,

(Name)

- Set up a daily schedule for each student.
  - Connect with students through technology can help maintain rapport. Students with complex needs are probably not going to engage independently for extended periods of time. The daily schedule should consider if the visual contact will be a short time daily or a few times a day, or will the teacher work a longer period with each student and parent a few times a week? Perhaps the expectations will be different for various students based on the student and the family needs? Whenever possible, creating a predictable schedule will help the teacher, student, and parent in establishing a routine.

- Create a visual schedule, checklist, or tool for each student. This may need to be a schedule that is deliver to the home by mail or other delivery option, or it may be a schedule the parents can print at home.

- Include time for planning, collaboration with general education teachers, and parent calls and emails.

- Create short tutorial videos to help the student and/or parent access the instruction and resources.
  - Connecting AT-AAC devices to the computer or workspace
  - Trouble-shooting AT-AAC
  - Using software selected for use in the instruction
  - Prompting and errorless teaching
  - Using hand-under-hand supports
  - Specific behavior intervention strategy guidance
  - Providing positive reinforcement and encouragement
  - Completing a progress monitoring chart

- Set up your daily schedule. Be mindful to set time for planning, collaboration, and unexpected occurrences. The daily schedule will also help to create boundaries as you try to support students and their families virtually.

**Considerations for Delivering Instruction and Intervention**

- Think creatively on utilizing common household items or routines as a learning experience.
  - Utilize toys, crayons, small rocks, snacks, etc. as math manipulatives
• Ask students to describe or write the directions to completing a household task

• Play a board game adding a twist or challenge. For example, play Yahtzee but students add their scores using a calculator or scratch paper or play Clue practicing asking questions or using an AAC device.

• Plan for the student's attention span. It will be hard to redirect a student, so shorter engaging activities may be more successful.

• Decide how to reinforce the student regularly.
  • Play a fun sound, or music after three answers.
  • Find a video the student enjoys watching when the work is completed
  • Collaborate with the parent for physical reinforcers like high fives, hugs, tickles, or pack rubs.
  • Call or chat with a friend or another adult to share the student's success
  • Provide videos to encourage or teach skills
  • Record skills to mimic or mirror. For example, fine motor skills like snaps, buttons, or tying shoes.
  • Talk a student through the steps of a process. For example, how to write their name or the steps to brush their teeth.
  • Create a video of encouragement. For example, a pep talk for a student working on toileting skills, emotional regulation, or transitions between activities.

• Create a back-up plan
  • Send parents a few ideas to do if the internet is not working or the student needs a break
  • Utilize the online free learning experiences available online such as free dance classes, art lessons, or [celebrities reading stories](#).

**Service Delivery**
No matter how the LEA chooses to provide educational opportunities, every effort should be made to provide the services on the student's IEP, ILP, or 504 plan to the greatest extent possible in light of the current circumstances. In most instances, changes to the IEP will not be required.
The LEA is not required to hold an IEP meeting to change the way in which services will be delivered. However, if the team is proposing a change to the services themselves, then an IEP meeting (which can be conducted using the flexibility measures outlined in this toolkit) is needed. If the type or amount of services listed in the IEP, ILP, or 504 plan can only be provided face-to-face and not virtually, the LEA may convene a meeting to discuss what is appropriate in light of the current circumstances. IEP goals and services do not need to be adjusted to reflect the current state of school closures.

**Related Services (Speech-Language Pathology, Occupational Therapy, or Physical Therapy):**

The U.S. Department of Education “encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation.”

Governor Lee has signed an [executive order](#), which, in part, suspends provisions of certain statutes and rules in order to facilitate the treatment and containment of COVID-19. Professionals licensed by the Tennessee Health Related Board should seek clarification from their school district's board attorney, as well as their state and national professional associations regarding any leniencies surrounding licensing. The following are resources for common related services.

**Speech-Language Pathologists**
- [Rules of Tennessee Board of Communication Disorders and Science for Speech Pathology and Audiology](#)
- [American Speech-Language & Hearing Association's (ASHA) on Telepractice](#)
- [American Speech-Language & Hearing Association's (ASHA) Resources during COVID-19](#)

**Occupational Therapists**
- [Rules of the Tennessee Board of Occupational Therapy](#)
- [American Occupational Therapy Association's (AOTA) Telehealth in the Age of COVID-19](#)

**Physical Therapists**
- [Rules of the Tennessee Board of Physical Therapy](#)
- [American Physical Therapy Associations (APTA) Coronavirus Information for APTA Members](#)
- [American Physical Therapy Association's (ATPA) Telehealth for Physical Therapy in Light of COVID-19](#)

**Practices and Strategies for Disability Types**
<table>
<thead>
<tr>
<th>Disability</th>
<th>Practices and Strategies</th>
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<tbody>
<tr>
<td>Autism</td>
<td>- Set up a daily schedule—visual schedules that are interactives indicating what is next, and what is complete are a strong strategy&lt;br&gt;- Include sensory input and sensory removal breaks&lt;br&gt;- Vary the location of the instruction and the student's positioning (in a chair with a hard back, sitting on the floor, on their belly, in a soft chair, in a very lit room, in a dimly lit room, etc.&lt;br&gt;- Set-up multiple work bins, boxes, or choices for the student to have choice in the day&lt;br&gt;- For longer assignments or independent work assigned by the teacher, create a task-by-task to do list with clear deadlines or time frames&lt;br&gt;- Reading materials offered in both print, audio, and when possible visual to offer comprehension support&lt;br&gt;- Check in often on reading or writing tasks---even through a text or chat—What did you just read in the story? What do you think is next? What is your topic sentence? Etc. To maintain focus and ensure understanding&lt;br&gt;- Provide additional time for work completion with clear guidelines as to what the extended time is and what that looks like on the student's calendar&lt;br&gt;- Provide a daily/weekly calendar for the student of tasks&lt;br&gt;- Develop a positive behavior/work incentive program. Perhaps providing access to the teacher, or another reinforcer as approved by the teacher and the family. (The TBSPs created a YouTube link about this: <a href="https://youtu.be/uySrFt6AQk">https://youtu.be/uySrFt6AQk</a>&lt;br&gt;- Pragmatic language opportunities are key—set up Zoom or other visual calls, even within the home if needed to practice conversational and social language skills&lt;br&gt;- Play a game together—if the student needs to learn to stay on task, then pick a longer game to work on stamina, if the student needs to learn to negotiate when things are not as they choose, play a game that will create opportunities (ex. Sorry, Uno, etc.).</td>
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<tr>
<td>Deaf-Blindness</td>
<td>- Create a small setting as the “classroom” or “little room” to help the student establish proprioceptive input&lt;br&gt;- Deliver the instruction in the student's preferred language&lt;br&gt;- Reading should be provided in the student's preferred format (braille (UEB or uncontracted, large print, audio). Coordinate materials with the TN Library for Accessible Materials and the American Printing house for the Blind (these are free</td>
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resources and the student should already be registered but if not, it should be a quick process.)

- Provide guidance on the use of manipulatives for math activities—does the student need all items the same (counting, simple calculations) or do they need items that are proportionally different (place value, decimals, fractions).
- Develop a hands-on, kinesthetic learning experience for the content if it is not already a part of the lesson. For example, the life cycle of a plant (popcorn kernel or other seed (poppy, mustard, whatever is in the house), spout (bean sprout or other small sprout, plant, and a fruit or flower).
- Provide manipulatives to signify key characters, historical figures or events, or other key content to enable the student to have a point of reference in the discussions
- Guide parents in the use of hand-under-hand strategies

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<td>- Include sensory input and sensory removal breaks</td>
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<td>- Provide the student with a space that is for focused work and a place for emotional regulation (these need to be two separate spaces)</td>
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<tr>
<td>- Provide the student a list of the work expectations for the day/week and the student chooses how and when to complete them. A strong incentive for finishing on time will support the student’s engagement even through tough tasks</td>
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<tr>
<td>- Set up a “thermometer” or other visual indicator for the student to wordlessly indicate their current emotional state (red=highly anxious/can't engage safely; blue=feeling safe and in control; etc.)</td>
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<td>- For longer assignments or independent work assigned by the teacher, create a task-by-task to do list with clear deadlines or time frames.</td>
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</table>
- Provide choice within the assignment completion—Ex. read text, or listen to an audio story? Write or dictate using speech-to-text software? Read the first page, the teacher/parent reads the next and so on.
- Reduce assignment length or repetition
- Provide a daily/bi-weekly check-in with a counselor, teacher, or other school staff member that the student has strong rapport
- Allow the student to log-off or take a break during teacher-led virtual instruction
- Create a daily check-in/check-out chart

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<td>- Vary the location of the instruction and the student’s positioning (in a chair with a hard back, sitting on the floor, on their belly, in a soft chair, in a very lit room, in a dimly lit room, etc.)</td>
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<td>- Reading materials offered in both print, audio, and when possible visual to offer comprehension support</td>
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<td>- Check in often on reading or writing tasks—even through a text or chat—What did you just read in the story? What do you think is next? What is your topic sentence? Etc. To maintain focus and ensure understanding</td>
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<td>- Provide additional time for work completion with clear guidelines as to what the extended time is and what that looks like on the student’s calendar</td>
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<td>• Provide reading in an accessible form, with lower Lexile (NewsELA <a href="https://newsela.com/">https://newsela.com/</a>). Register the student with the TN Library for Accessible Materials or BookShare. Provide guidance on the use of manipulatives for math activities—does the student need all items the same (counting, simple calculations) or do they need items that are proportionally different (place value, decimals, fractions).</td>
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- Develop a hands-on, kinesthetic learning experience for the content if it is not already a part of the lesson. For example, the life cycle of a plant (popcorn kernel or other seed (poppy, mustard, whatever is in the house), spout (bean sprout or other small sprout, plant, and a fruit or flower).
- Provide manipulatives or visual symbols to signify key characters, historical figures or events, or other key content to enable the student to have a point of reference in the discussions
- Guide parents in the use of hand-under-hand strategies
- Provide opportunities to access and utilize the student's communication system, new vocabulary, and meaningful conversations.
- Pre-teach content and conversation vocabulary. For student using an AAC, symbols for new vocabulary will taught prior to expecting the student to use the word in a meaningful way.

| Orthopedic Impairment | Schedule daily opportunities to practice skills identified within the student's goals
| | Teach the student the use of speech-to-text software
| | Identify what activities the student will complete with the use of accessibility technology or software and what activities the student will complete in the same manner as their peers
| | Ask the student to write (pen and paper writing) while laying on their belly to isolate the smaller muscles

| Traumatic Brain Injury | Minimize computer/screen time and engagement to only necessary and minimal interactions
| | Provide a meaningful goal/skill the student will work towards
| | Provide a daily/weekly calendar for the student of tasks
| | Clearly communicate task directions with limited number of steps
| | Break tasks into small steps and demonstrate each step
| | Provide necessary assistive technology on their home device (large text, speech to text, spelling and grammar checker, calculator, blue light filter, read text, etc.)
| | Focus on a multisensory approach to instruction by focusing instructional materials in the student' least affected modality, while still providing instruction in the modalities affected by the injury
| | Provide opportunities for the student to restate back to you what is covered in class and the steps of activities
| | Offer 1:1 “office hours” or tutorials

| Vision Impairment | Guide parents in the use of hand-under-hand strategies
| | Provide the materials in the student's preferred mode (braille (UEB or uncontracted, large print, audio). Coordinate materials
with the TN Library for Accessible Materials and the American Printing house for the Blind (these are free resources and the student should already be registered but if not, it should be a quick process.)

| Functional Delay | Set-up multiple work bins, boxes, or choices for the student to have choice in the day  
|                  | For longer assignments or independent work assigned by the teacher, create a task-by-task to do list with clear deadlines or time frames  
|                  | Reading materials offered in both print, audio, and when possible visual to offer comprehension support  
|                  | Check in often on reading or writing tasks---even through a text or chat—What did you just read in the story? What do you think is next? What is your topic sentence? Etc. To maintain focus and ensure understanding  
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|                  | Play a game together—if the student needs to learn to stay on task, then pick a longer game to work on stamina, if the student needs to learn to negotiate when things are not as they choose, play a game that will create opportunities (Ex. Sorry, Uno, etc.) |

| Developmental Delay | Read books and talk about the stories and pictures  
|                    | Provide parents with suggestions for targeting concepts and basic skills (e.g., sorting objects, categorizing, scavenger hunt for objects by colors, etc.)  
|                    | Share a screen on videoconferencing and have the child identify letters, rhyming pairs, pictures, etc. that are displayed  
|                    | Display on screen or send visual supports to the families to support communication, behavior, schedules, etc.  
|                    | Have child share favorite toy, game, etc. and use language to describe it |

| Speech/Language Impairment | Engage in live conferencing to practice speech sounds providing immediate feedback  
|                           | Read social stories online |
- Use the whiteboard feature to create a KWL (What I Know, Want to Know, Learned) chart together paired with a reading a passage
- Use clapping or ask the student to tap blocks/Legos to represent the number of syllables in a word for phonological awareness skills
- Practice vocabulary using concepts maps, Venn diagrams, etc.
- Role play conversations for social skill practice
- Read a book aloud and ask comprehension questions
- Use screen casting from a tablet to share learning videos
- Ask the child to verbally explain how to play a common game or complete a task targeting sequencing and language
- Ask the child to hide an object, use language to describe it and see if others can guess it, the child can then reveal object on video

### Deafness
- ASL Learning videos on YouTube
- Engage families in videoconferencing to offer support for the child's needs at home

### Hearing impairment
- Use text chat features during a lesson
- Use screen casting with a student or share with parents a list of virtual museums, field trips, etc. to share virtual experiences

### Intellectually Gifted
- Design lessons with higher order thinking in mind (evaluating, creating, designing, experimenting, composing)
- Ask open-ended questions that allow for flexibility in thinking and more thoughtful responses
- Assign an independent/collaborative project around the student's special interest
- Find a mentor to help student explore a subject of interest more deeply
- Organize a check-in with the gifted cluster to discuss long-term projects and for relationship builders while away from school
- Provide enrichment options
- Have students set individual goals while learning from home
- Provide opportunities for students to identify how they are feeling and discuss strategies for dealing with stress, anxiety, worry, fear, etc.
• Teach how to use necessary assistive technology on their home device (speech to text, spelling and grammar checker, calculator, blue light filter, read text, etc.)
• Check knowledge through verbal responses as needed
• Provide additional time for work completion with clear guidelines as to what the extended time is and what that looks like on the student’s calendar
• Provide a daily/weekly calendar for the student of tasks
• Modify assignments only as needed
• Look at alternatives for excessive writing
• Break tasks into small parts
• Reduce homework amount, taking into consideration students’ physical ability to complete it in a timely fashion
• Maintain a communication link with all individuals involved with the student – parent(s), doctors, instructional assistant, therapists, special and general education teachers – to assure appropriate and coordinated instruction
• Make appropriate arrangements to accommodate the student’s schedule with regards to personal needs – catheterization, availability of instructional assistant or nurse, and toileting with dignity, i.e., private and as independent as possible
• Talk with the student and/or parents about where in their home may be the best place for the student to work at home
• Create a document outlining suggestions for when to take breaks and generate ideas with the student about what they can do during their breaks. Be sure to share this document with the parents/care giver.
• Create a list of sensory tools that are commonly found at home (e.g., sand, beads, velcro, weighted blanket)
• Develop a positive behavior/work incentive program. Perhaps providing access to the teacher, or another reinforcer as approved by the teacher and the family.
• Provide opportunities for students to identify how they are feeling and discuss strategies for dealing with stress, anxiety, worry, fear, etc.

**Specific Learning Disability**

• Schedule small group or 1:1 instruction around individual needs
• Teach how to use necessary assistive technology on their home device (speech to text, spelling and grammar checker, calculator, blue light filter, read text, etc.)
• Provide additional time for work completion with clear guidelines as to what the extended time is and what that looks like on the student’s calendar
• Since virtual learning allows for more flexibility with time. Create a daily schedule with required times for online learning (e.g., video lesson, chat discussion) or a schedule of required tasks.
• Type up a clear, concise list of step-by-step instructions and share it with the student
• Incorporate visual aids during lessons (webs, graphic organizers, flow charts)
• Create a document outlining suggestions for when to take breaks and generate ideas with the student about what they can do during their breaks. Be sure to share this document with the parents/care giver.
• Talk with the student and/or parents about where in their home may be the best place for the student to work at home
• Create a document outlining suggestions for when to take breaks and generate ideas with the student about what they can do during their breaks. Be sure to share this document with the parents/care giver
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• Develop a positive behavior/work incentive program. Perhaps providing access to the teacher, or another reinforcer as approved by the teacher and the family.
• Provide opportunities for students to identify how they are feeling and discuss strategies for dealing with stress, anxiety, worry, fear, etc.

Considerations for English Learners with Disabilities
As educators begin to collaborate, to meet the needs of students with disabilities who are also English learners, it is important to understand the academic goals that have been put in place by the student's IEP and Individual Learning Plan (ILP). Sharing a common knowledge base of language acquisition and the student's disability needs is critical to planning for student growth and success. A student's IEP and ILP provide important information to help the understanding of the instructional considerations that need be considered prior to presenting a lesson. The instructional goals in an IEP and ILP also provide an insight to what a student is able to do academically.

To support the collaboration of all the educators involved in providing instruction to students who are English learners as well as a student with disabilities consider the following:
• Plan for a team discussion prior to providing instruction to find ways in which learning can be maximized for a student
• Discuss the goals in the student's ILP and IEP to identify alignment or possible obstacles
• Discuss and plan for the use of accommodations that will be needed for the understanding of content
• Encourage all educators to share instructional practices that have been successful when instructing the student
• Set up a time, this can be informal or formal, to have a discussion after instruction has taken place to discuss successes or need for refinement

Instructional Practices for English Learners with Disabilities
• Provide expectations up front, set up a daily routine or schedule
• Provide visuals to support academic work
• Provide clear and concise steps
• Allow for processing time or think time
• Allow the opportunity to provide additional time to finish assignments
• Write hints or reminders in the text. Analyze text structure of the materials read and highlight or bold key characteristics and content
• Encourage re-reading or revisiting of tasks or instructions, this may need to be modeled for the student
• Use real life experiences when discussing the reading material.
• Set up a peer system for the student with another EL
• Encourage the use of audio books. Have students develop podcasts or recordings of their own dual language stories, memories, or reports
• Allow students preview content visually, orally and through literacy (if available) in their non-English language before reading/learning about content in English
• Actively invite student languages and cultures into the learning
• Use familiar text when teaching a new skill
• Develop the steps the student will need to reach out for support
• Involve the student’s family when possible to help support learning at home

IV. Recommended Schedules and Procedures
The decision to continue providing educational services after school closure will have different implications for action. The following checklists are applicable for those districts and schools choosing to provide educational opportunities or services through closure.

General Checklists
☐ Before closing or at start of closure:

• Develop communication plans and protocols for the district and recommended protocols for schools.

• Announce allowable building activity to teachers to allow for the preparation of student work that will be sent home (i.e., device check out, assigning of books, packaging school materials, etc.) Any gatherings within school facilities should comply with applicable social distancing guidance as well as health safety recommendations.
• Establish how updates based on student learning will be collected by collaborating educators for the monitoring of student goal progress on IEPs and ILPs.

• Establish a process for accommodating and/or modifying work for students.

• Establish a process for providing students with needed resources and document what is provided in the Documentation for Resource Provision template.

• Determine the process of how teachers will log or note important parent communication that the school will need to be aware of when school schedules resume.

• Determine the evaluations, reevaluations, and annual IEP team meetings that are due during the closure/virtual period. See instructions for EdPlan.
  
a. If an initial evaluation will exceed the initial 60-day timeline, it is not necessary at this time to complete a timeline extension form for evaluation timelines that fall within the parameters provided in the guidance document and any provided updated guidance.
  
b. Reevaluations are due by triennial date; however, refer to guidance document on how to address reevaluations given the pandemic health crisis.

• Contact parents to inform them about the required evaluations and/or meetings and how each will be handled. See the guidance document for the specific requirements in each situation.

• Complete the Students with Disabilities Protocol for School Closure.

☐ During closure:

Daily:

• Log/note key communication from parents or guardians in district or school logs.

• Communicate with students to provide services or check-in.

Weekly:

• Continue the process for two-way communication with school families and the community for updates and learning opportunities.

• Update school websites and district or school(s) social media.

• Accommodate and or modify work for students.
• Document fulfilled and unfulfilled service hours required through IEPs, 504 plans, or ILPs. See template.

• Designate and announce when sites will be available to produce more learning packets, gather needed resources for student projects, or refill student learning packets if needed.

• Provide ongoing tips for families to practice healthy habits and routines with students.

Periodically:

• Assessment specialists are encouraged to work on written reports for evaluations in process, prepare paperwork to the best extent possible for reevaluations that are coming due, participate in professional learning opportunities online, and provide resources for school personnel regarding student needs.

• Begin developing compensatory education plan for when school reopens.

• Provide support for answering questions students may have about COVID-19. Keep in mind in some cultures health and sickness may be considered private matters, so it is important to build relationships with families.

☐ Upon reopening:

• Establish welcome back messages for teachers, families, and the community.

• Communicate the importance of revisiting daily routines with students. It should not be assumed all students will recall routines previous to schools closing.

• Allow time to have personal learning based on experiences while on school closure.

• Develop and communicate the check-in procedure for materials that have been assigned to students for learning.

• Complete any evaluations, re-evaluations, and annual meetings as soon as possible.
  
  o Make sure the prior written notices completed include any information related for reasons for delay in the “other factors” section (Item #6 on the prior written notice).

  o If timeline exceeds deadlines due to factors unrelated to reasons outlined in the guidance documents or for lengths longer than those included in the guidance documents, follow the normal steps to document delays or extension requests.
• Convene the IEP team to review student progress and determine on an individual basis if compensatory services are necessary. Utilize these questions for determining the need:

  o How long was the student's school closed?

  o Was the student provided instruction or services via an alternative method (such as online instruction, online speech therapy or other related services, or instruction provided telephonically) during the closure?

  o Was the student able to consistently access the instruction and services?

  o Were alternative methods of instruction and services (i.e., online instruction or online provision of related services, etc.) provided to the student as beneficial to the student as the methods normally used to serve the student?

  o Is there documentation of the amount of instruction and services the student was provided during the closure (including dates, times, and duration)? What percentage of the student's IEP-required instruction and services did the student receive?

  o Are there indications that the student regressed during the closure? Has the student lost any specific skills?

  o Is there a possibility that the student will require extended school year services due to regression?

  o Did the closure and/or illness create any new special education needs for the student (e.g., emotional, medical, academic) such that the student should be provided additional services or reevaluated?

**Individualized Education Program (IEP) Process/Document Checklists**

When conducting IEP team meetings, the parent of a child with a disability and an LEA may agree to use alternative means of meeting participation requirements, such as video conferences and conference calls.

LEAs may choose to obtain electronic signatures for annual IEP, initial eligibility, initial consent, and/or re-evaluation meetings held virtually, provided that the LEA ensures that there are appropriate safeguards, consistent with the requirements in IDEA and the Family Educational Rights and Privacy Act (FERPA). Under FERPA, electronic consent may serve as written consent provided that the “Signed and dated written consent” includes a record and signature in electronic form that—“(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).
Alternatively, LEAs may also choose to obtain parent signatures via US mail. This option may delay the attainment of the required signatures; however, as a reminder, once parents are provided written notice of any changes or updates to an IEP, the IEP may be implemented as proposed unless the parent requests mediation or due process within 14 days. In addition, the delay to attain initial consent for placement will not impact the delivery of services during school closures, as LEAs are not required to provide FAPE during school closures.

Districts should work with their local board attorneys to ensure their processes for obtaining consent comply with state and federal law.

Finally, certain members of the IEP team may be excused from an IEP meeting under specific conditions. These conditions will vary depending on whether the team member's area of expertise is going to be discussed or modified in the meeting. The parent and the school system must both agree in writing that the member’s attendance is not necessary.

Initial IEP

Pursuant to 34 CFR §300.323(c), a meeting to develop an IEP for a child must be conducted within 30 days of a determination that the child needs special education and related services. As soon as possible following the development of the IEP, special education and related services must be made available to the child in accordance with the child's IEP. "As soon as possible" recognizes that there may be some isolated circumstances where, because of damage caused by the storm, power outages, closure due to pandemic, etc., an LEA may need to delay the start of special education and related services to a particular child.

Districts and schools are strongly encouraged to document decisions related to the initial IEP development timelines and maintain that decision-making rationale in the student's file.

☐ Contact the parent to explain the reason that a meeting is required during this time. Discuss the various ways that the meeting can occur which protects the health and safety of the team members.

☐ Explain to parents IDEA’s guidelines for excusing an IEP team member if necessary. The parent’s written agreement for excusing an IEP team member must be obtained prior to the meeting.

☐ Generate an Invitation to Meeting based upon the conversation with the parent. Be sure that the invitation includes the purpose of meeting, if the parent waived the 10-day notice, and the parent’s decision to participate.

☐ Create the Initial IEP.
☐ Generate a Prior Written Notice, which includes how the parents participated in the meeting (e.g., conference call, virtual meeting, etc.), if IEP team members were excused, and how those excused members provide input.

Annual IEP

The IDEA requires that the child's IEP be reviewed periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revise the IEP, as appropriate. LEAs should make every attempt to conduct annual IEP team meetings that are due during periods of school closure. However, IEP Teams are not required to meet in person while schools are closed. If there is a need to have an IEP meeting, the parent of a child with a disability and a public agency may agree to use alternative means of meeting participation requirements, such as video conferences and conference calls. Further, if changes need to be made to the IEP, the parent of a child with a disability and the public agency may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP. IEP team meeting timelines may be extended if:

• The LEA has reasonably determined the use of virtual technology is not a suitable method of conducting the required meeting; or

• Information necessary for the IEP team’s deliberation is not attainable due to recommendations of the state or local health departments that limit access to important student records.

These decisions must include the child's parent or guardian and meaningfully work towards ensuring that each child receives an IEP review commensurate with the intent of the law, and in the best interest of the child.

Districts and schools are strongly encouraged to document decisions related to annual reviews and maintain the decision-making rationale in the student's file.

☐ Contact the parent to explain the reason that a meeting is required during this time. Discuss the various ways that the meeting can occur which protects the health and safety of the team members.

☐ Explain to parents IDEA’s guidelines for excusing an IEP team member if necessary. The parent’s written agreement for excusing an IEP team member must be obtained prior to the meeting.

☐ Generate an Invitation to Meeting based upon the conversation with the parent. Be sure that the invitation includes the purpose of meeting, if the parent waived the 10-day notice, and the parent’s decision to participate.

☐ Generate the Annual IEP.
Generate a Prior Written Notice, which includes how the parents participated in the meeting (e.g., conference call, virtual meeting, etc.), if IEP team members were excused, and how those excused members provided input.

Addendum to the Annual IEP

In making changes to a child's IEP after the annual IEP Team meeting for a school year, the parent of a child with a disability and the LEA may agree not to convene an IEP Team meeting for the purposes of making those changes, and instead may develop a written document to amend or modify the child's current IEP.

Contact the parent to explain the reason some adjustments to the annual IEP are needed during this time. Discuss the various ways that the meeting can occur which protects the health and safety of the team members and the option to agree to changes without an IEP team meeting.

If the parents agrees to allow changes without convening an IEP team meeting, complete a waiver document with proposed changes to the annual IEP and reasons for the proposed changes.

Generate the IEP addendum.

Generate a Prior Written Notice, which includes that the parent agreed to changes without convening an IEP meeting.
# Template: Student with Disabilities Protocol for School Closure

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>District:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student ID:</td>
<td>School:</td>
</tr>
<tr>
<td>IEP Date:</td>
<td>Case Manager:</td>
</tr>
<tr>
<td>Evaluation Date:</td>
<td>Dates school was closed for all students (no educational services provided):</td>
</tr>
</tbody>
</table>

## During Closure:

### Dates School Closed

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th># of School Days:</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

### District instructional decision:

- [ ] Learning Packets
- [ ] Continuous Learning Opportunities
- [ ] e-learning/ distance

Date(s) educational services were provided to students, but this student did not receive services:

Services student was unable to receive during closure and reason:

Services addressed in the IEP:
### IEP Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Initiation Date</th>
<th>Frequency</th>
<th>Location</th>
<th>Duration</th>
<th>Staff Responsible for Delivery</th>
<th>Provision of Services</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Choose an item</td>
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<td>Choose an item</td>
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<td></td>
<td></td>
<td>Choose an item</td>
</tr>
</tbody>
</table>

**IEP Services Notes:** (Use the space below to describe how service was provided during closure or decisions made to not provide services at this time.)

Names/Titles of IEP team members participating in these determinations:

_______________________________________________  _______________________________________________

_______________________________________________  _______________________________________________

_______________________________________________  _______________________________________________

_______________________________________________  _______________________________________________
**After Closure:**

<table>
<thead>
<tr>
<th>Data Prior to Closure (i.e., benchmarks, universal screeners, progress reports, etc.)</th>
<th>Current Data After Reopening</th>
<th>Determination</th>
<th>Recommendation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Choose an item.</td>
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<td>Choose an item.</td>
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<td>Choose an item.</td>
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</tr>
</tbody>
</table>

Plan for providing compensatory services based on this individual student’s needs:
### Evaluation/Reevaluation Timelines

<table>
<thead>
<tr>
<th>Date evaluation is due:</th>
<th>Due during closure?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

If yes, what is the plan for completion of the evaluation, including the participation of the parent in the process?

<table>
<thead>
<tr>
<th>Was parent notified of plan?</th>
<th>If yes, date &amp; method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td></td>
</tr>
</tbody>
</table>

### IEP Timelines

<table>
<thead>
<tr>
<th>Date IEP is due:</th>
<th>Due during closure?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes  No</td>
</tr>
</tbody>
</table>

If yes, what is the plan for completion of the IEP, including the participation of all IEP team members, including the parent (and student if appropriate)?

<table>
<thead>
<tr>
<th>Was parent notified of plan?</th>
<th>If yes, date &amp; method:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes  No</td>
<td></td>
</tr>
</tbody>
</table>

How was the meeting completed? Choose an item.

**Other Information** (use the space below to document any additional relevant information):
<table>
<thead>
<tr>
<th>Date Provided:</th>
<th>Service Provided:</th>
<th>How Provided:</th>
<th>Notes/Considerations:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
**Template: Individual Student Support Plan**

**Student Name:** [Insert]

**School-based POC:** [Insert]

**Method for Communication (select one)**

☐ Call

☐ Virtual conference

**Weekly Schedule**

Monday: [Insert duration of time] at [Insert time am / pm]

Tuesday: [Insert duration of time] at [Insert time am / pm]

Wednesday: [Insert duration of time] at [Insert time am / pm]

Thursday: [Insert duration of time] at [Insert time am / pm]

Friday: [Insert duration of time] at [Insert time am / pm]

**Services**

The following is a list of services provided to the student

<table>
<thead>
<tr>
<th>Services as identified through IEP/504/ILP</th>
<th>Expectations – How services were provided</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**Resources**

List of additional resources that could benefit the student:

<table>
<thead>
<tr>
<th>Resource</th>
<th>How to acquire/access the resource</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Documentation of Services**

List the services that were provided

<table>
<thead>
<tr>
<th>Date of Service</th>
<th>Time of Service</th>
<th>Type of Service Provided / Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

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## Template: Teacher or Student Support Staff Service Plan

**Teacher Name:** [Insert]

### Schedule

**Monday:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Time of Service</th>
<th>Type of Service Provided</th>
</tr>
</thead>
<tbody>
<tr>
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**Tuesday:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Time of Service</th>
<th>Type of Service Provided</th>
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<tbody>
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</table>

**Wednesday:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Time of Service</th>
<th>Type of Service Provided</th>
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<tbody>
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</table>

**Thursday:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Time of Service</th>
<th>Type of Service Provided</th>
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<tbody>
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</table>

**Friday:**

<table>
<thead>
<tr>
<th>Student</th>
<th>Time of Service</th>
<th>Type of Service Provided</th>
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<tbody>
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</table>
V. Resource List

Health Resources

- Centers for Disease Control and Prevention

US Department of Ed Resources and Office of Civil Rights

- US Department of Education Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak

- US Department of Education COVID-19 Information and Resources for Schools and School Personnel

- Letter to Leaders Preventing and Addressing Potential Discrimination Associated with COVID-19

- Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students

Other Resources

- Considerations for Council of Administrators of Special Education (CASE) Members

- A Round-Up of Multilingual Resources on COVID-19