Washington Office of Superintendent of
PUBLIC INSTRUCTION

Reopening Washington Schools 2020: Special Education Guidance

2020

REOPENING WASHINGTON SCHOOLS 2020: SPECIAL EDUCATION GUIDANCE

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Washington Office of Superintendent of
PUBLIC INSTRUCTION
Chris Reykdal, Superintendent

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Greetings, partners in education:

A Special Education Reopening Workgroup met June–July 2020 to develop special education guidance for reopening Washington schools in the 2020–21 school year. It is not the intent of the special education workgroup to duplicate the content of the Reopening Washington Schools 2020 District Planning Guide, which included special education participation.

Our goal is for this document to serve as a companion resource to provide guidance, best practices, resources, and unique considerations for supporting students with disabilities, their families, and all educators throughout the school reopening process. For additional technical assistance on the provision of special education services throughout the school reopening process, please refer to Questions and Answers: Provision of Services to Students with Disabilities during COVID-19 in Summer and Fall 2020. In these unprecedented times, we remain focused on providing needed services to students and addressing barriers to access so all students receive quality educational services.

We greatly appreciate the partnership of the stakeholder workgroup in providing questions, considerations, and recommendations to support the development of this guidance. Please share your feedback on this guidance document with us through our Survey—Reopening Washington Schools 2020: Special Education Guidance.

With thanks,

Glenna Gallo

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Assistant Superintendent, Special Education

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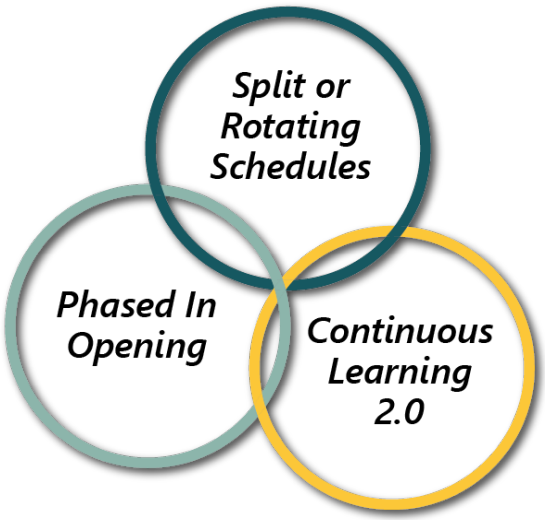
SPECIAL EDUCATION PLANNING FOR REOPENING WASHINGTON SCHOOLS 2020

This special education reopening guidance has been developed as a companion resource to OSPI's Reopening Washington Schools 2020: District Planning Guide to provide information and resources for supporting students with disabilities throughout the school reopening process. The intent of this document is to offer guidance for all district and school administrators and educators, as they continue to provide instruction and services to students with disabilities during and after the COVID-19 health crisis. This includes guidance on partnering with families, addressing issues of equity in access, supporting social-emotional and academic development of students, and providing special education and related services across the continuum of reopening models. We recognize every district has unique needs and assets and that this guidance must be applied through local context.

Scheduling Concepts for Consideration[2]

The Reopening Washington Schools 2020: District Planning Guide identifies three scheduling concepts for use if schools cannot meet physical distancing requirements and are limited in their opportunity for face-to-face instruction:

- Split or rotating schedules with continuous distance learning
- Phased-in opening with continuous distance learning
- Continuous Learning 2.0—an improved version of the distance-only learning models implemented in spring 2020



As outlined in the Reopening Washington Schools 2020: District Planning Guide, districts are focused on protecting the health and safety of students and staff first and foremost. If serving

[2] Source: Reopening Washington Schools 2020 District Planning Guide, p. 30.

students with in-person instruction, schools are required to follow the health and safety guidelines from the Department of Health and the Department of Labor & Industries. Schools must prioritize in-person services for students with the greatest needs, particularly students with disabilities, during the school day and through additional opportunities, as possible, such as before or after school. All school districts must be prepared to shift to continuous remote learning should there be a need for a short-term or long-term school facility closure.

The information and strategies included throughout this guidance document are focused on the following priorities:

- How can district and building leadership engage across content areas and with family and community partners to ensure equitable access and improved individualized supports for students?
- How do schools plan for both school facility reopening and potential closures to provide guidance to staff and families in support of inclusive student learning and not excluding students due to their disabilities?
- When school facilities reopen, how will systems ensure every student with disabilities has an opportunity to attend? If that is not possible for health reasons, how will equitable service alternatives be provided that are comparable to in-person instruction?
- How do staff maintain adherence to health department directives in special education planning and delivery of services?
- What factors must be considered when making decisions about priorities for in-person services in school buildings, including authority to make those decisions?

Special Education Systems Planning Resources	
IDEA Best Practices during the COVID-19 Crisis	American Academy of Pediatrics—COVID-19 Planning Considerations: Guidance for School Re-entry
2020–21 Planning Guidance for Minnesota Public Schools	COVID-19 Considerations for Reopening Schools: Initial Guidance for Schools and Districts
Navigating Change: Kansas' Guide to Learning and School Safety Operations	Topical Issue Brief: Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities
Sonoma County 2020–21 Reopening guidance	National Association of State Directors of Special Education (NASDSE)—A Successful Launch of 2020–21 for Students with Disabilities
Plain-Language Tips for Working with Support Staff During COVID-19—written by self-advocates	WestEd—Strategic Resource Allocation for the 21st Century: How state Leaders Can Address the Silent Recession

Council of Parent Attorneys and Advocates (COPAA)—Recommendations on the Provision of FAPE to Students with Disabilities When a Parent opts to Keep Their Child Home During the 2020–21 School Year	The Council of Chief State School Officers (CCSSO)—Day in the Life of (DILO) resources
Washington Department of Health (DOH) Guidance: • K-12 Schools – Fall 2020-2021 Guidance • Decision Tree for Provision of In Person Learning among k-12 Students at Public and Private Schools during the COVID-19 Pandemic • Child Care, Youth Development and Day Camps during COVID-19 Outbreak	

Special Education Planning Guide[3] for Reopening Washington Schools 2020

This special education planning guide was developed to support districts with planning for the provision of special education and related services throughout the school reopening process. These questions were compiled from considerations and concerns raised by stakeholders and workgroup members. Additional information, strategies, and resources to support special education planning for school reopening are included throughout this guidance document.

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES[4]
Systems Planning and Operations					
How will your district learning management system(s) provide consistency and access for students, staff, and families, including those engaged with special education supports?					
How will you review and revise policies, practices, and school-wide expectations to support students receiving special education and related services across reopening models for 2020–21?					
How will the budget and CARES Act funds be allocated to ensure equitable special education funding for those students furthest from access to services and educational justice?					
Closing out 2019–20					
How will you prioritize school facility usage and in-person instruction for ESY for students needing hands-on learning opportunities and face-to-face instruction and support to learn?					
How will you ensure that students who were unable to access specially designed instruction and related services during the closure (whether under the district's control or not) will be offered timely and effective recovery services?					
Staffing Considerations					
How will you provide and document training to all staff supporting students with disabilities, including administrators, educators, paraeducators, and classified staff on safety protocols to prepare for transitioning back to the classroom in alignment with safety guidelines?					

[3] This planning guide format was adapted from the CCSSO Virtual Summer School 2020—Lea Planning Guide

[4] This prompt is intended to support teams with consensus around "look fors" for success – how will you know your plans are working?

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
Inclusionary Practices					
Family Partnerships & Communications					
How will you streamline communications with families and ensure that documentation and materials going home are representative of populations and languages, and culturally responsive?					
How will you document and respond to family preferences and barriers to distance learning, including strategies/materials, training, and staff supports?					
What language access measures are needed so families can participate and communicate? What internal protocols will be developed to ensure all special education staff can access interpretation and translation supports to communicate effectively with families?					
Student Engagement, Social-Emotional and Behavioral Supports					
How will you ensure students with disabilities are integrated throughout the day, including at lunch and recess, when mixing of classes is limited?					
What staff training and supports are needed for all students to be included and to prevent exclusion?					
Instructional Delivery & Universal Design for Learning (UDL)					
How will you provide training and support for accessible methods of instruction and ensure staff have resources to respond to lack of student growth (e.g., collaboration, UDL, proactively removing barriers)?					
What strategies will support personal and educational support needs of students across the continuum of reopening options?					
Special Education Services					
Evaluations & Eligibility					
What policies and practices are needed to meet child find obligations and prevent delay of initial evaluations and reevaluations, including those that need to be conducted in person? What training, materials, and equipment are needed by evaluators in order to safely complete evaluations?					
How will evaluation groups consider the impact of COVID-19 school facility closure on achievement, adverse impact, and need for SDI?					

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
How will overdue initial evaluations and reevaluations be prioritized for timely completion, including considerations of student needs, the impact of school facility closures, and timelines?					
IEP Development					
How can compliance or documentation obligations be maintained while limiting clerical demands on case managers, to increase opportunities for individualized instruction and family outreach?					
How will you document and provide training around SDI and related services across the continuum of school reopening models, including distance learning?					
How will overdue initial IEPs and annual IEPs be prioritized for timely completion?					
What is the plan for scheduling IEP meetings district-wide to review student progress and determine if additional IEP services are needed?					
Provision of Special Education and Related Services					
How will you prioritize safety, in-person services, and supports based on student need, including individualized help from staff for students with vision, deaf and hard of hearing needs, 1:1 paraeducator services, etc.?					
How will you ensure students with disabilities receive appropriate services and supports, and make meaningful progress, without relying on parents to deliver or facilitate instruction?					
Technology Supports and Assistive Technology (AT)					
How will materials and instruction be accessible, appropriate to individual needs, and usable for all (e.g., home or native language, students with visual impairments, complex communication needs, deaf and hard of hearing, specific learning disability, access to supports from technical assistance partners, etc.)?					
How will student access and technology needs be included in school reopening plans, across the continuum of school reopening models?					
How as a system will you train and support educators in deploying technology to support unique populations of students who may need additional support, including low tech solutions?					

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
Specific Strategies for Supporting Individualized Student Needs					
Supporting Individualized Student Needs					
What equipment and staff supports are available to provide specialized services across the continuum of school reopening options, while offering in-person supports to all students?					
How will you ensure ongoing communication around specialized, medical, and health supports, across the continuum of school reopening models?					
Progress Monitoring and Reporting					
How will you measure, evaluate and improve communication efforts of staff at all levels to ensure that teams are collaborating as needed to meet student and family needs?					
What internal controls are needed to ensure ongoing progress monitoring for students with disabilities, including protocols for identifying and responding to lack of progress, across the continuum of reopening models?					
Early Learning					
What training and supports are needed by early childhood special education staff to conduct child find, to provide inclusive early learning services across the continuum of school reopening models, and to complete data collection and reporting (e.g., child outcome summary (COS) data)?					
*How will you ensure inclusive access **and** a continuum of early learning options in the context of changes to early learning programs in response to physical distancing requirements and/or staffing and funding cuts due to COVID 19?*					
How will you meet timelines for Part C to B transition requirements, including communicating and collaborating with Part C provider agencies and families?					
Graduation & Secondary Transition					
How will service needs for students with disabilities who are nearing graduation or age 21 (exit from special education) be prioritized, while offering in-person supports to all students?					
What training and equipment are needed to support transition services for students with disabilities, including transportation and access to off-site and employment settings?					

Recovery Service Needs as a Result of COVID-19 School Facility Closure

The term "recovery services", as used in this document, may depict a variety of scenarios. It may describe services need to remedy a denial of FAPE by a district (typically referred to during dispute resolution as "compensatory services"), and also to describe additional, supplemental services needed to address gaps in service delivery due to COVID-19 health/safely limitations, of which districts had no control.

> Use of the term "recovery services" in this document is not intended to eliminate or reduce obligations to provide compensatory education for special education services that were denied or inaccessible during the school facility closure. It is a term for additional services needed due to lack of expected progress during the closure. Refer to the OSPI Special Education resource, Questions and Answers: Provision of Services to Students with Disabilities during COVID-19 in Fall 2020, for additional considerations.

Districts should consider the following when making decisions on recovery services:

- Recovery services are intended to enable the student to make progress on Individualized Education Program (IEP) goals and in the general education curriculum.
- To determine whether a student needs recovery services, IEP teams, as defined in Washington Administrative Code (WAC) 392-172A-03095, should examine the effect of COVID-19 and the special education and related services provided during spring 2020 school facility closures on the student's overall progress and engagement, including progress toward their IEP goals and in the general curriculum, consistent with WAC 392-172A-03110(3).
    - While the need for recovery services may not be able to be fully measured until in-person school operations resume, districts are not prohibited from providing recovery services through remote and/or hybrid learning models in fall 2020 in order to assist students in making progress toward their IEP goals and to mitigate the impact of the spring 2020 school facility closures on the student.
- Recovery services can be provided outside of the district's school day or be reflected as increased or supplemental services in the student's IEP.
    - The extent of a student's recovery services, if needed, must be an individualized determination made by the IEP team.
    - Recovery services are not generally provided in the same amount that was missed (i.e., minute for minute, hour for hour), and are dependent on the student's progress as well as the amount and type of services that were provided during the school facility closure.
    - For students who did not access services due to school facility closure, IEP teams may need to consider additional sources of progress data and/or base the decision of need on professional judgment.
    - **Districts should be cautious when scheduling recovery services during the student's school day to ensure that this does not lead to a more restrictive**

placement for the student or contribute to additional general education instruction being missed.

- Examples of recovery services include:
    - A student who regressed behaviorally during the facility closure may need new or different positive behavior interventions during the school day;
    - A student who lacked social skills opportunities during the facility closure may need additional instruction in social communication; or
    - A student who lost academic skills during the facility closure may need additional supplementary aids and services in the general education classroom.
- Districts may utilize federal IDEA funds, state special education funds, state basic education funds, district-allocated Elementary and Secondary School Emergency Relief (ESSER) funds, or a combination to support the provision of recovery services.

Staffing Considerations

Reopening Washington schools for the 2020–21 school year will employ new instructional models and a potential shift to more remote learning programming. This shift will require a strong commitment of systems to support educators and encourage a focus on student learning.

Districts should be preparing for the 2020–21 school year by considering the following:

- How information can be collected from the experiences of educators and families during spring 2020 continuous learning efforts and analyzed to determine what worked well and identify potential areas for improvement before transitioning to new instructional program models. Data from educators, students, and families should be continually collected through the year to inform the professional development opportunities offered and should be disaggregated by student groups to identify gaps and flag the most critical areas to address with professional development.
- How professional development opportunities can support educators, Educational Staff Associate (ESA) staff, school staff, and administrators in developing a shared understanding of what successful implementation is and looks like for all students and what the system may need in order to achieve it.
- School and district leaders should support educators and educational staff in building competence and confidence with new models, technology, and instructional strategies by providing opportunities to learn, experiment with tools and resources and receive feedback.
- The potential increase in need for embedded mental health supports for students and staff.
- Methods to think creatively about staffing and student support models. For example, it is likely that new roles will arise during the COVID-19 pandemic that contend with the need for more nurses, behavior technicians, mental health professionals, and staff who can specialize in diversified learning, technology, and curriculum design to make curriculum accessible in multiple formats simultaneously. ESSER funds could be leveraged to support flexible learning needs designed for a variety of learners.

Systems should also be identifying ways to support their staff to prevent burn out, promote wellness, and improve staff retention such as to:

- Monitor absenteeism of employees and students.
- Cross train staff and create a transparent system to document and assign trained backup staff based on individual student need.
- Ensure there are adequate qualified paraeducators and other staff to support the needs of educators and ensure that students with disabilities are included and supported to the maximum extent possible with their general education peers.
- Determine what supports are available to promote staff wellness and prevent burn out, compassion fatigue, and secondary traumatic stress. Supports could include routine communication to staff members and modeling of healthy behaviors by leadership to encourage self-care and provide examples and avenues for wellness activities (e.g., wellness walks, movement breaks, saying no, accepting oneself and others and taking personal days to rest and reset) and community based resources to promote wellness.
- Deploy professional development, policies and practices designed to actively address equity and promote anti-racism and ableism within districts. ESSER funds could support these efforts.

Staffing Resources	
Remote Use of Paraprofessional Supports for Students with Disabilities during the COVID-19 Pandemic	Topical Issue Brief: Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities
Jeff Utech: Shifting Our Schools Podcast	Embedded Learning Opportunities/Embedded Instruction
Planned Instructional Sequences	Choice Boards for Student Agency
Brooklyn LAB Instructional Program Scheduling Map	OpenWater: Turn Your Physical Conference to Virtual, COVID-19 Conference Emergency Guide

INCLUSIONARY PRACTICES ACROSS THE CONTINUUM OF SCHOOL REOPENING MODELS

In the context of change, students with disabilities are most successful when educators and families presume competence in what they are capable of learning and accomplishing in school. Rather than view student challenges or inability to meet learning objectives in new and different learning environments as a deficit in the student due to a disability, recognize how instruction or environments may be affecting what a student learns and how they demonstrate what they know. Students learn best when they feel valued and when people hold high expectations. When students cannot communicate effectively, or behavior impedes participation and learning, explore multiple pathways for understanding and assume students want to learn but may have difficulty expressing their needs.

Inclusionary practices ensure all students maintain access to general education curriculum and instruction, even as schools adapt to a variety of instructional delivery models. A basic education for all students begins with the Washington State Learning Standards and high-quality core instruction in a welcoming environment. As unprecedented circumstances force changes to the traditional ways of doing school, educators and families are forging new ways to provide the best learning experiences possible for every student. Inclusionary practices create the conditions for positive learning experiences, irrespective of the learning environment.

Continuous learning should reflect the following tenets of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community.
- All students have access to equitable and high-quality, meaningful instruction.
- Instruction is culturally responsive, and student and family centered.

Inclusionary practices ensure access to a basic education and the core curriculum for students with disabilities through the implementation of an IEP and specially designed instruction. However, the provision of services on IEPs will be different due to these emergency circumstances and the need to maintain safe learning environments for everyone. As districts adapt to different instructional models, continuous planning and collaboration are needed when using alternate means of service provision to ensure efforts are *reasonably calculated to enable a child to make appropriate progress in light of the child's unique circumstances* (Endrew, 2017). In addition, efforts are needed to maintain access to general education instruction and activities to the greatest extent possible, as described on the IEPs, and to include opportunities to participate in general education hybrid or online instruction with needed supplementary aids and services.

With safety measures in place, a sense of community and relationships can be maintained through individual and small group activities in person and online. Inclusionary practices and services in the least restrictive environment are possible when barriers to participation are recognized, and participation is facilitated for all students to the greatest extent possible. Ongoing collaboration between general and special educators and administrators is essential to the success of all students.

In this section, guidance is provided in four core areas that support planning and teaching students with disabilities in a variety of learning environments:

- **Family Partnerships and Communication** to foster continuity of learning, high expectations,

and support to students through shared goals and partnerships between home and school.

- **Student Engagement** to maintain knowledge and skills, feelings of connectedness, curiosity, and a love of learning while progressing toward benchmarks and standards.
- **Social-Emotional and Behavioral Supports** to create positive learning experiences and shared understanding of expectations to help students achieve learning goals.
- **Instructional Delivery and Universal Design for Continuous Learning** to create conditions that make learning accessible, stimulating, relevant and rewarding so students will make academic gains and develop self-determination.

Family Partnerships and Communication

Reopening schools requires that districts and families work together to support positive learning experiences for students with disabilities. Understanding that many families have had negative experiences in preK–12+ settings, and specifically in special education programming, families must be appreciated and supported as essential partners. As educators, our first role with families as they return to learning, is to listen to their needs. Re-engaging and reaching out frequently, systematically and across multiple mediums is critical to ensure connectedness and support. It is important to understand that families may still be in crisis when school buildings reopen, may experience a new crisis during the school year and that the educational system may have historically been a stressor for many of these families.

Collaborative, ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic, while a shared experience across the globe, are as unique as the needs of the students. Honoring the fears, challenges, diversities, and preferences of families is critical to the success of students with disabilities in reopening our schools.

Consider the following:

- Districts must understand the impact of historical oppression, generational trauma, systemic racism, and ableism on families of students with disabilities. Using civil rights and equity as a lens, districts should mandate and train staff to be responsive to family needs, family and student cultures, language differences, and strengths.
- All staff, particularly staff who communicate with families, should receive culturally responsive training to help staff understand their role in how the educational system works to perpetuate historical systems of oppression, regardless of the intentions of the individual staff. All staff should understand how microaggressions and implicit bias in their daily work negatively impact outcomes for all students and families.
- Utilize student and family voice when planning for fall; provide multiple engagement opportunities throughout the school year to evaluate evolving needs.
- IEP teams should screen for access to required technology and create a plan to close technology gaps to ensure provision of FAPE.
- Districts can create videos that can be accessed any time to ensure families have adequate information to collaborate and participate in the IEP process, and understand topics such as

how to set up an effective learning environment, how to access and use a learning platform or use general positive behavior supports.

- Districts should partner with parent-teacher organizations, afterschool, and community-based organizations to provide training to families to support distance education.
- Some homes have more than one student with a disability and/or students in multiple grades and will need to coordinate resources and expectations from different instructors.
- It is also important to recognize that many families may not understand the concepts and assignments that students are expected to demonstrate and could become overwhelmed and frustrated if expectations are not clear and manageable for them and their student(s).
- Find ways to provide language access for parents who do not speak English and who will find it challenging to support their student with activities or work that is in English.
- Some families may need access to additional resources to meet basic needs before they are ready to incorporate a plan of education for their student. In some instances, families may need to be connected with other community resources.

Develop procedures and practices to ensure families understand district expectations for health and safety:

- Translate into families' languages.
- Use multiple modes of communication: mobile phone text, phone/video calls, social media, paper, pre-recorded videos, etc. to ensure effective communication channels are established.
- Post signage for health and safety options in multiple languages (e.g., hand washing, physical distancing, coughing/sneezing into arms).
- Assist in finding after-school supports and childcare for families working extra-long hours.
- Make expectations for physical distancing on school buses clear and accessible.
- Provide clear instructions around enrollment procedures.

Student schedules must be strategic to support family and community needs:

- Consider providing optional childcare for younger siblings not scheduled for in-school instruction.
- Plan for delivery of educational materials.
- Plan for delivery of school meals.

Family Partnerships & Communication Resources
TIES Center Distance Learning Resources for: • Dealing with Uncertainty: A Plea for Thoughtful Plans and Patient Collaboration • Reflections About Individualizing Supports for Children and Families • Preparing for the first Week of School • Distant Learning is Emotional Work: Tips for Parents and Caregivers

Sample Lesson Plans with Family Implementation Videos from National Center for Intensive Intervention, AIR	
PBIS: Supporting Families with PBIS at home	CDC Talking w/ Children about COVID-19
Script: Parent Guide for Remote Learning	PTA: Parents' Guide to School Success
Letting Students LEAD Parent Guide	Behavior Support Webinar for Families: Part 1, Part 2 & Part 3
CEEDAR Center Family Guide to At-Home Learning	Iris Institute: Parents: Supporting Learning During the COVID-19 Pandemic
Coronavirus Resources for Parents from the Center for Parent Information and Resources	Virtual Early Intervention Home Preparation Checklist for Families from Idaho
WA Partnerships for Action, Voices for Empowerment (PAVE)	Open Doors for Multicultural Families
Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships	Parent's Guide to Distance Learning

Student Engagement, Social-Emotional, and Behavioral Supports

Inclusionary practices are student-centered, enable all students to feel a sense of belonging, and ensure all students have access to high-quality, meaningful instruction.

Student Engagement

Students are more likely to be engaged in learning opportunities in person or through distance education when content and instruction is student-centered, accessible, and relevant. Student-centered instruction takes into consideration the strengths and needs of individual students, which are understood through relationships and connectedness. Accessibility is providing the tools and structure that enables each student to understand what is expected and follow through. Relevance is achieved when students understand how the learning goals are meaningful and contribute to personal and academic growth.

Technology is a learning platform, as well as a set of tools for educators to create student-centered, accessible, and relevant learning experiences when the learning environment is in-person or online. The Special Education Technology Center[5] (SETC) guidelines for Equitable Online Learning through the Lens of Student Needs identifies steps for supporting students with a more active role in their learning during school facility closure. Students may need additional supports to continue developing self-management and self-regulation skills, such as checklists, self-reinforcement, timers, if-then

[5] The Special Education Technology Center (SETC) is a State Needs Project funded through Washington State's Office of Superintendent of Public Instruction (OSPI) Special Education division with IDEA funds.

charts, self-assessments, movement breaks, and pre-arranged procedures for requesting help.

When providing education outside traditional in-person classroom settings, staff may need to use technology tools that allow them to check in with students in creative ways or provide multiple opportunities for engagement. For general information regarding recommendations for age-appropriate daily learning times, see the *Summary of Continuous Learning Guidance for Elementary and Secondary Educators* section of the OSPI publication Continuous Learning 2020.

Identify Student-Specific Needs in Continuous Learning Instruction

The movement from traditional learning environments to any hybrid learning model, can result in various access barriers for students. Prior to implementing lesson plans, it will be important for staff to identify and, whenever possible, remove or work around the barriers.

If the continuous learning will be provided using online learning platforms or programs, staff will need to determine how familiar the student is with the platform/program as well as with the device used to access, which accessibility features are available for the device and platform/program, and how independent the student is with navigating those features.

Regardless of the continuous learning modality—online, printed learning materials or a combination of the two—additional environmental considerations include:

- Does the student have access to a location to complete schoolwork (e.g., table, chair, lighting)?
- What materials does the student need to complete assignments (e.g., paper, pencil, dictionary)?
- What family support/supervision is available for the students during learning time?

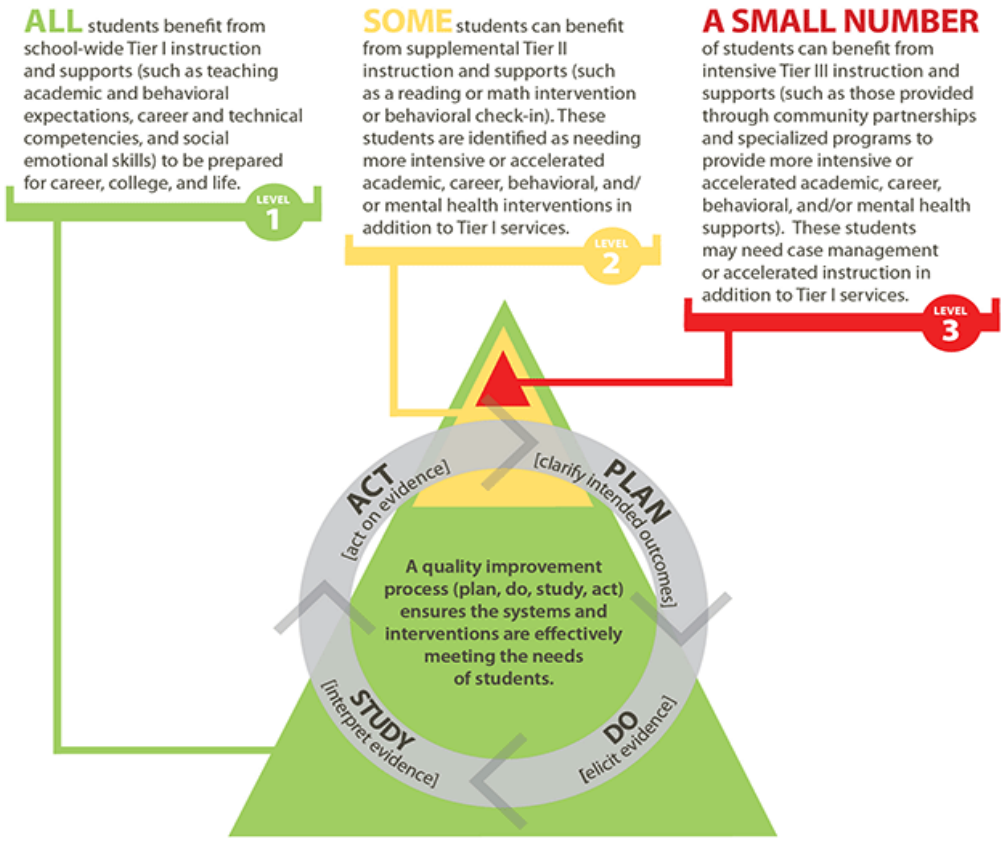
Student Engagement Resources
TIES Center Distance Learning Resources for: ● Morning Meetings ● Effective SDI in Distance Learning Environment ● Tips for Helping Students When They Get Stuck with Remote Learning ● Self-Determined Schedule Making ● Time Management ● Distant Learning and Communication Systems ● Embedding Instruction at Home ● Promoting Engagement for Students with Significant Cognitive Disabilities in Group Learning Settings
Online Learner Readiness Rubric developed by Michigan Virtual
NASP School Reentry Considerations: Supporting Student Social and Emotional Learning and Mental and Behavioral Health Amidst COVID-19
Mental Health Technology Transfer Center (MHTTC) Network: Responding to COVID-19

Time management and engagement tools (e.g., online timers, Kahoot, Padlet), websites that provide supplemental videos on a topic (e.g., Science Channel's *How It's Made*) and opportunities for movement (e.g., GoNoodle) are examples that support *all* students with focus and self-regulation.

Social-Emotional and Behavioral Supports

Social and Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The Washington State Social Emotional Learning Framework describes six social-emotional learning competencies, including Self-awareness, Self-management, Self-efficacy, Social Awareness, Social Management, and Social Engagement.

Researchers consistently recommend teaching culturally responsive SEL through a multi-tiered system of supports (MTSS) that focuses on prevention and evidence-based approaches.



Implementing SEL within a MTSS can support program sustainability, reduce duplication, and alleviate staff burden:

- Culturally responsive SEL should be embedded throughout the curriculum and delivered in a MTSS.
- Any selected curricula should incorporate culturally relevant content that has been tested with

families, community groups, and experts to ensure that it is accessible and aligned with cultural norms, goals, and values of the participants and their families and communities.

- Educators should be provided with specialized training in the social and emotional needs of students prior to delivering SEL curricula to support understanding the impact of trauma on learning and supporting resilient learners.
- SEL skills and using teaching practices that support SEL skill development in academic classes.
- Districts should encourage the integration of culturally responsive SEL into positive behavior supports and other school/district infrastructure.
- Districts should partner with after-school providers, extracurricular programs and families on Tier 1 SEL practices to support SEL in out-of-school time.

Behavioral health professionals and support staff can be critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc.

- Educators and other school personnel should receive training on how to talk to and support children during a pandemic and principles of psychological first aid.
- Educators should be supported to continuously examine any implicit bias they may bring to the classroom.
- Students requiring more behavioral health support, including those who are exhibiting suicidal ideation, should be referred for additional services.
- Support should be provided to grieving students as well as those experiencing other losses (e.g., missed experiences).
- Schools need to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic.
- Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn.
- Schools need to incorporate academic accommodations and supports for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations.
- Educators need to be supported to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community.
- Students need to have dedicated time to build and develop relationships with peers and adults.
- Students who were unable to access 1:1 or in-person behavioral supports and experienced regression or lost education access should be prioritized for 1:1 and in-person supports.
- Districts can consider use of ESSER funds to expand nursing, behavior techs, SEL support and mental health counselors, and make sure students can access wraparound with intensive services if indicated.

When supporting students with behavioral challenges, it is important to work from the lens that "kids do well if they can." Remember that, as supported by neuroscience research over the past thirty years,

these students often *require supports to practice and master critical problem solving, planning, and thinking skills*. Ross Greene (*The Explosive Child*, 2014) explains that these students "are lacking the skills of flexibility, adaptability, frustration tolerance, and problem solving, skills most of us take for granted" (p. 10).[6] As such, it is important for educators to remember that a student's behavior is their way of communicating that their needs are not being met and they are struggling. Examine the function of behavior to identify skills or other needs that you can provide either through direct instruction or accommodation. This information is used to make environmental and instructional changes needed to better support the student.

Ideas for supporting social-emotional learning for students with disabilities during school reopening:

- Begin lessons with routine opportunities for students and staff to check-in with how they are feeling and what they need to be mentally ready to focus on work.
- Select reading content that can provide opportunities for students to learn how others manage their emotions in a variety of situations (e.g., bullying, disasters, making tough decisions).
- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.
- Have students dedicate a portion of their school day at home to "service projects" and keep track of things they do to help their families. This could be expanded to include student reporting of their student projects and identifying how it felt to be helping and how those who received the help felt.
- Teach explicit strategies for conflict resolution and anger management, and have students make posters to remind them of the steps to follow, role play them with staff or in small groups, and be ready to share-out when they used the strategy and how well it worked.
- Teach students to identify the emotion they are feeling, and possible strategies for successfully managing it (e.g., it is okay to be angry, but it is not okay to hurt people or things).
- Debrief student communications that involve social/emotional struggles as an opportunity to use and reinforce previously learned language and coping skills (e.g., what happened, how did it make you feel, did you get a desired outcome, what else could you have tried).
- Introduce students to a variety of apps or online sites to help them manage or monitor physical and mental health (e.g., fitness tracker, apps to support sleep, meditation, yoga, taking breaks).
- Provide and teach students strategies for self-calming and managing anxiety (e.g., quiet time, painting, singing, listening to music, drawing, exercising).

Social/Emotional and Behavioral Support Resources	
UW SMART Center, Northwest MHTTC Network, and Seattle Children's—Behavioral Health	Schoolyard: Inclusion & Social Emotional Learning for Students with Special Needs

[6] Greene, R. (2014). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (5th ed.). Harper.

Impacts & Ways to Prepare for the Return to School	
Yale Center for Emotional Intelligence—Managing Anxiety Around COVID-19: Tips for You and Your School Community	Center on Grant Teachers and Leaders (AIR) Research to Practice Brief: Teaching the Whole Child: Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks
Self-Regulation Briefs from University of North Carolina's Frank Porter Graham Child Development Institute	OSPI: SEL Learning Activities
OSPI's Social Emotional Learning webpage includes implementation resources and research	TIES Center: Distance Learning Resource for A Collaborative Start to Behavioral Supports
National Center for PBIS: Creating a PBIS Behavior Teaching Matrix for Remote Instruction	Responding to COVID-19 from the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
Collaborative for Academic, Social, and Emotional Learning (CASEL)	Zones of Regulation: Resources & Ideas to Support Distance Learning during COVID-19
Virginia Commission on Youth: Collection of Evidence-Based Practices for Children and Adolescents with Mental Health Treatment Needs	PBIS: Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators and Students through a Multi-Tiered System of Support Framework during the 2020-21 School Year
OSPI: Menus of Best Practices and Strategies	OSPI: Student Discipline Website

Instructional Delivery & Universal Design for Continuous Learning

Continuous learning involves expanding ways that High Leverage Practices (HLP) and UDL strategies can be applied throughout the design and delivery of lessons. Teaching and responding, in flexible and novel ways, to students who experience barriers to learning requires creative thinking, problem solving, and collaboration. The UDL framework serves as a reminder that learning involves multiple means for engaging, accessing and learning the content being shared and demonstrating what is learned. For most students with disabilities, continuous learning instruction may include interacting via computer and communications technology, with instruction and check-in times between educators and students. Some students may engage with materials that do not require technology access, such as printed learning materials or oral feedback.

Universal Design for Learning (UDL) is a framework for instructional planning and decision-making that meets the varied needs of each student and supports inclusionary practices. Using the principles

of UDL to design and deliver instruction provides all students with lessons that are flexible in a variety of ways to support student access at their skill level, opportunities for active engagement with the learning, and multiple ways to demonstrate growth. Detailed descriptions on the principles of UDL and how they can be applied in different environments with different subject matters can be found on the CAST, Inc. website.
Ongoing collaboration between general and special education is critical to support inclusionary practices, regardless of the learning environment:

- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects/choice boards with flexible choices for students and families, to foster interest, creativity, and build on student strengths.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.

One best UDL practice for educators is to have lessons ready a week ahead of time to share with the special educators, so there is time to modify lessons for accessible formats to meet specific student needs. Once a lesson is developed, it can be modified by thinking through what individual students will need for that lesson to be accessible, for example:

- lessons and/or activities can be uploaded to assistive devices;
- lessons can be translated, or sent to sign language or other language interpreters ahead of time;
- learning activities can be modified for online learning with parent or paraeducator instructions;
- assignments and activities can be double checked to make sure they are compatible with online accessibility standard;
- considerations can be made for social-emotional learning needs that can accompany the lesson and behavior techs/paraeducators can have the lesson ahead of time to be thinking through this; and
- lessons can be modified as needed for specially designed instruction by the special education teacher.

Initially, it will take time, technology, and troubleshooting to set these processes up; but once they are set up, they can be automatic and efficient. It may also take additional staffing, initially, to build this structure and routine into classrooms so it is automatic and consistent, but this process will ensure education access to a diverse set of learners.

High Leverage Practices in Special Education support educators with designing and delivering effective instructional practices for students with disabilities in grades preK–12+ settings. These

instructional strategies, which are appropriate for a variety of instructional settings, from in-person to continuous learning environments, are organized around four aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction. Staff providing instruction for preschool students with disabilities will find recommendations supporting the use of evidence-based strategies for that age group in the Division of Early Childhood (DEC) Recommended Practices.
HLP strategies include the following:

- Explicit or intensive instruction
- Pre-teaching/reteaching
- Peer mentors
- Identify and prioritize long-term and short-term learning goals
- Systematically design instruction toward a specific learning goal
- Adapt curriculum tasks and materials for specific learning goals
- Teach cognitive and metacognitive strategies to support learning and independence
- Provide scaffolded supports
- Flexible grouping
- Use strategies to promote active student engagement
- Use assistive and instructional technologies
- Teach students to maintain and generalize new learning across time and settings
- Provide positive and constructive feedback to guide students' learning and behavior.

Recommendations for general and special educators on how to continue to implement and increase inclusionary practices, given the COVID-19 pandemic:

- Special and general educators meet regularly to share information and plan instruction for students with disabilities.
- Adaptations (accommodations and modifications) are planned and implemented through continuous collaboration between educators, administrators, and families.
- General education class schedules are shared with special educators, and students with disabilities are anticipated to participate.
- Plan opportunities for students to have meaningful access with typically developing peers during both structured and unstructured time.
- General education materials are provided to special educators and families with appropriate adaptations to meet IEP objectives.
- Students with disabilities are provided flexibility and choice regarding when and how to access Universally Designed materials and assessments.

<table>
<tr><th colspan="2">Instructional Resources</th></tr>
<tr><td colspan="2">TIES Center Distance Learning Resources for:
Effective SDI in Distance Learning Environment
Embedding Instruction at Home
Promoting Engagement for Students with Significant Cognitive Disabilities in Group Learning Settings
High Leverage Practices Crosswalk (Can be adapted for Distance Learning)
Practices and Resources to Support Teachers
Online Inclusive Education: Guidelines and Consideration for Planning Virtual Lessons</td></tr>
<tr><td>LD OnLine Teaching and learning materials, videos on reading and math, resources for educators</td><td>Council for Exceptional Children (CEC) Resources, articles, information and free membership until Fall, 2020</td></tr>
<tr><td>Do2Learn Learning materials, games, activities, social and behavioral activities</td><td>Center for Online Learning and Students with Disabilities</td></tr>
<tr><td>CAST Lesson planning, video demonstrations, planning. Also see Cast's Accessible Educational Materials site</td><td>Building Effective Peer Mentoring in Schools</td></tr>
</table>

SPECIAL EDUCATION SERVICES THROUGHOUT SCHOOL REOPENING

This section supports evaluation and eligibility procedures, IEP development and service delivery and progress monitoring for students receiving special education and related services across school reopening models.

Evaluations and Eligibility

OSPI acknowledges that students are going to return to school with a variety of educational experiences from the spring of 2020, and that not all students were able to access consistent general education and specially designed instruction during this time. OSPI and the workgroup share concerns that our current workforce may lack sufficient guidance and training to determine adverse educational impact on academic progress and eligibility related to this in our current circumstances. Students with a variety of intersecting needs may have higher magnitude of impact, including but not limited to students learning English, students with disabilities, students experiencing poverty, and students of color experiencing racial trauma.

Pre-referral Interventions

- Protect against exacerbating disproportionality in special education by understanding that some students may have been more significantly impacted by the school facility closure than others, and that this does not constitute a disability. Students should not be falsely identified as having a disability when their needs are only a result of their experiences or lack of instruction and not an actual disability.
    - If a student's needs are determined to be a result of lack of instruction and not due to disability, the school and district should access other supports to address the needs resulting from lack of instruction and explain those to the family.
    - Schools should also plan to follow up after a period of time to confirm that providing access to appropriate instruction resulted in student progress.
- Prepare to meet students' needs without special education being the only avenue to high quality intervention. Districts and teams should seek appropriate training to prepare teams to partner with families to discuss and consider complex factors for students experiencing intersectionality in order to better prepare for meeting these students' needs.
- Plan for how students will be identified for intervention (e.g., class-wide intervention at tier 1, as well as more traditional tier 2 and 3 interventions), what those interventions will be, and how students will be progress monitored based on predictable needs students will have upon returning to school. This includes areas such as reading, writing, math, social emotional, and behavioral needs.
- All interventions should include data collection prior to intervention and regular progress monitoring during the intervention to determine if the student is responding to the intervention. If the student is not making sufficient growth, the team should consider an intensification of the intervention, or an alternative intervention.

Child Find and Referrals

- Schools continue to carry a child find obligation. Systems for the referral, evaluation, and provision of special education services must be available to ensure child find is being fulfilled.
- Teams also have an ethical responsibility to consider referrals carefully in the climate of a global pandemic and the accompanying disruption to general education instructional access for students in the spring of 2020. A lack of instruction is not a disability. However, districts must also use caution to avoid or delay initiating comprehensive evaluations based on a lack of instruction. Lack of meaningful instruction can exacerbate the challenges for a student with an underlying disability. Teams should gather information from multiple sources and consider whether an evaluation could help determine whether a disability exists.
- Consider all the intersecting needs of each student through an equity lens. Teams have an ethical responsibility to ensure students are not being identified as having a disability when the primary reason for identified needs is due to one of these other intersecting areas, such as learning English or experiencing trauma.
- Plan for how to execute the referral systems in each possible model the district is planning for to allow for continuous access to referral services during the school year.
- Prepare and plan for access to available data remotely.
- Progress monitoring from interventions described in the pre-referral recommendations above is one source of data to consider in the referral process.
- As a result of school facility closure, many students will be returning to school with new or exacerbated trauma and adverse childhood experiences. Limited ability to socialize with other children is expected to have an impact on social emotional skills and behavioral regulation. Teams will need to consider what "behind" in these areas actually looks like after these exceptional circumstances and separate school facility closure as a primary reason for the needs.

Initial Evaluations and Reevaluations

- Carefully consider appropriate assessment methods with respect to all safety recommendations, best practice, and normative procedures. Should in-person assessment be available, the team is cautioned in the use of standardized normative tests which have not been normed for virtual or remote administration.
- Consider the use of curriculum-based assessments and qualitative assessments, as well as review of existing data such as in program assessments or progress monitoring data.
- Plan for methods of identifying local norms in order to compare student performance in various areas (e.g., reading, writing, math, social/emotional, behavior) to other students who have been through the same unique circumstances.
- When determining eligibility and a need for specially designed instruction, teams will need to link these areas of concern to an adverse educational impact. Refer to the recommendations in the OSPI Reopening Washington Schools 2020: District Planning Guide for addressing social emotional needs, including universal screening.
- Other evaluating professionals are recommended to consult with their professional

organizations on the ethical and responsible use of virtual and remote assessment at this time.

- Should in-person assessments be needed as part of the comprehensive evaluation, the team should arrange for the assessments to be completed while following health and safety guidelines, including physical distancing. Refer to the Evaluation and Eligibility Resources below for additional guidance from professional organization partners.
- In summer and fall of 2020, districts should prioritize the completion of any delayed evaluations and reevaluations that were unable to be completed in spring 2020 as a result of school facility closures.
- Refer to the Early Learning section of this document for considerations for Part C to Part B Transition.

Evaluation and Eligibility Resources	
Revised WSASP Guidance for Special Education Evaluations during the COVID-19 Closure	Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619)
Response to Intervention–RTI Resources	National Center on Intensive Intervention
Provision of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure	Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination

Individualized Education Program (IEP) Development

Upon return to in-person school settings in summer and/or fall 2020, districts are expected to prioritize re-implementing pre-closure IEPs and to adjust IEPs, as needed, to provide additional services, accommodations, and/or modifications. Districts should develop policies, procedures, and practices to support IEP team decisions about individual student needs, including which students require in-person services. The content areas that follow, including IEP development, provision of services, technology supports, and specific strategies for individualized student needs are intended to support districts and IEP teams to make individualized decisions regarding services, including in-person supports.

IEP Development

- Students should not have reductions in IEP services (e.g., specially designed instruction, related services, supplementary aids and services) on annual IEPs due to school reopening models or availability of funding or staffing following the school facility closures in spring 2020.
    - Annual IEPs should document the level of services needed by the student in order to receive FAPE, including the frequency, location, and duration of special education and related services the student requires in a traditional in-person school model (unless they are enrolled in an alternate model).
        - Supports should reflect student needs across the continuum of school reopening models, including distance learning and priorities for supporting

students with disabilities who require in-person services. Teams must consider and document how services will be provided across the school reopening models and in the event of a school facility closure, including which supports are needed across the scenarios, and how and when those supports will be provided.

- Training needs of staff and families supporting distance learning should also be noted. As part of the reopening planning process, districts should develop protocols for identifying, providing, and documenting staff and family supports, which might include videos, webinars or classes to support use of accessibility devices or features, student engagement strategies in remote or virtual settings, etc. Refer to the Special Education Planning Guide section of this document to support this process.

- IEP teams should also consider the service recovery needs of individual students, as a result of COVID-19 school facility closure. Refer to the Recovery Services section of this document and the Questions and Answers: Provision of Services to Students with Disabilities during COVID-19 in Summer and Fall 2020 for additional considerations.
    - **It is OSPI's expectation that individual student Continuous Learning Plans (or other similar documents) will no longer be necessary pending the reduction of state and local COVID-19 health and safety restrictions in the summer and/or fall of 2020**. Individual student Continuous Learning Plans (or other similar documents) should only be needed in fall 2020 as a point of reference when IEP teams consider adjusting IEPs and/or plan for any recovery services and should be maintained in the student's special education record.
    - If during summer and/or fall 2020 the IEP team determines that temporary reductions or adjustments to services are necessary, such as in cases of school facility closure, districts may wish to consider the options described above, including the use of an IEP amendment or a new or revised individual student Continuous Learning Plan (or similar document). To be clear, the use of an individual student Continuous Learning Plan in fall 2020 is only an option for use during district-wide school facility closure, impacting all students.
- Develop a process to communicate with parents and guardians regarding their child's services, including discussion of amending IEPs to best meet the student's needs in distance learning or a hybrid model, if applicable. Review the delivery of special education and related services, as well as general education curriculum to ensure that students with disabilities have equal access to learning options, especially if distance learning is being provided, including in a hybrid model.[7]
    - Facilitate communication between IEP case managers, general educators, families, and related services providers to ensure students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.
    - Consider which IEP team members and agencies/organizations should be included in communications, including contracted providers and non-public agencies when

[7] This section adapted from: Guidance for Minnesota Public Schools: 2020-21 School Year Planning. (2020).

appropriate. Telehealth, teleservice, and telemedicine may be used to provide special education and related services if FERPA and HIPAA compliant.

- Address translation and interpretation needs for students and families when developing and providing instructional materials across the continuum of reopening options, especially distance learning.
- Refer to the Early Learning section of this document for preschool LRE considerations.

IEP Development Resources	
OSPI Special Education Continuous Learning Plan Template	Virtual IEP Meeting Tip Sheets
Center for Autism Research (CAR): Placement Options for School-Age Students Receiving Special Education Services	NASDSE Least Restrictive Environment in the Wake of COVID-19 Brief
National Center for Learning Disabilities (NCLD): Student Privacy & Special Education	

Provision of Special Education and Related Services throughout School Reopening

Considerations must be made for prioritizing in-person services and supports based on student need, including individualized help with paraeducators, for students with vision, deaf hard of hearing (DHH) needs, 1:1 paraeducator services, and across the continuum of school reopening models. Systems planning to provide services should address the following:

- Strategies for identifying, documenting, and providing coaching/support needs for families who will be supporting with distance learning. Examples might include short how-to videos, infographic materials in multiple languages, and joint zoom sessions with staff and families to practice accessing learning management systems.
- Procedures and practices to document and safely provide home instruction, as needed.
- Plans for providing services across reopening models, including contingency plans for temporary school re-closures in response to DOH directives.
- Considerations for staffing and ongoing training to support the provision of services across all reopening models.

Specially Designed Instruction (SDI)

Specially designed instruction are the instructional strategies that support meeting IEP goals and objectives. These strategies include adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability to facilitate progress toward outcomes and ensure access to the general education curriculum. Specially designed instruction is responsive, evidence-based instruction using High Leverage Practices. It can be provided to individual students one on one, in small groups directly or in classrooms where instruction is differentiated or developed using Universal Design for Learning (UDL). Specially designed instruction

is informed by present levels of performance, IEP goals and objectives, student performance data, and evidence-based instruction and intervention known to be effective with students with disabilities.

Consider the following when determining SDI across the school reopening models:

- Students retain their right to be educated in the least restrictive environment, including their neighborhood school. Districts should be cautious about grouping students with disabilities simply due to the lack of services provided/accessed during the school facility closure, or due to the convenience (or the lack of) and feasibility of online tools and platforms or grouping of students to adhere to health and safety requirements.
- IEP teams should be familiar with their district's fall 2020 instructional plan, including the instructional models and phases that will be in place when school reopens. This will help teams determine methods for providing specially designed instruction in the various models, and how to continue a focus on inclusionary practices.
- Districts should be cautious when grouping students to receive services in hybrid models to ensure that students with disabilities are not subject to further segregation from general education peers, contrary to their IEPs.

Related Services

Districts should develop procedures and practices to:

- Review IEP services to anticipate student needs and adjust related service provider caseloads.
- Support providers to provide related services to students across the continuum of school reopening models while adhering to the Department of Health safety recommendations and guidelines established by different accreditation bodies by considering:
    - What assistive technology or adaptive equipment is needed so that all students with disabilities have access to instruction and related services?
    - What training is needed to support distance model service delivery, collaboration and progress monitoring data collection?
    - How will you develop policies and practices that support student progress in telepractice services and ensure that telepractice services are only dispensed when benefits can be reasonably expected?
- Develop methods to strengthen communication and collaboration with educators, paraeducators, and families around services and supports.
- Conduct any assessments and initial referrals.
- Assess student need and deploy parent training[8] when needed
- Creative ways related service providers can support continuity of learning across environments.

[8] Depending on the intended purpose of parent training, IEP teams can add parent training support to an IEP as either a supplementary aid and service or as a related service. It is important to note that parent training provided generally to parents does not need to be documented on the IEP.

- Provide specialized supports such as adaptive paper, sensory activities, pencil grips, reinforcement charts, and other communication tools and ensure both the student and adults in those environments have been trained to support use.

Supplementary Aids and Services (SAS) Including Paraeducator/1:1 Supports[9]

Districts will want to consider what supplemental aids and services can be deployed with consistency across the continuum of reopening models to ensure that students with disabilities have the support they need to be educated with nondisabled peers to the maximum extent appropriate in the least restrictive environments.

Systems may want to consider:

- How to increase the opportunities for students with disabilities to have access to general educators, curriculum, and students without disabilities during in-person and distance learning environments and what the relevant supports for in-person and distance learning are.
- How to ensure students, families, and educational staff understand what supports are available and how to access them across the continuum of reopening models.

Paraeducators and specialized academic support staff are valuable supports for both in-person and remote instruction to support students in making progress, and to increase the capacity of our educators. Systems should evaluate how to most effectively utilize their paraeducator workforce during the continuum of reopening models for the 2020–21 school year by considering:

- The importance of maintaining the same recommended principles and practice as when paraeducators are deployed for in-person services. Paraeducators cannot function as a teacher or special educator during the unusual circumstances of COVID-19. Paraeducators:
    - Should only be assigned to tasks they are qualified to undertake and for which they have been appropriately prepared.
    - May assist in the provision of special education and related services, provided that the instruction is designed, supervised, and monitored by special education certificated staff, or for related services by a certificated educational staff associate[10].
    - Should be supplemental to both in-person and remote instruction. Students should not be receiving the bulk of their instruction from paraeducators and instructional content provided to students with disabilities should include access to their general educators, across subjects as well as meaningful access to their peers without disabilities.
    - Should be assigned a designated professional educator to guide their work, assist with coordinating a schedule, and be an established contact and resource for them.
    - Most instruction provided by paraeducators is likely to be synchronous (at the same time), because asynchronous learning (happening at different times) should be

[9] This section adapted from: Remote Use of Paraprofessional Supports for Students with Disabilities during COVID-19 Pandemic

[10] WAC 392-172A-02090

planned by a highly qualified professional (e.g., teacher, special educator).

  - If supplemental instruction is provided by a paraeducator it should primarily focus on (a) practicing already acquired skills with a focus on individually appropriate dimensions (e.g., accuracy, quality, latency, response rate), (b) minimizing educational regression, and (c) strengthening maintenance and generalization of learned skills.
  - Remote instruction provided by paraeducators should be based on written plans that include a data collection component prepared by a general and/or special educator. Paraeducators should not be asked to develop lesson plans; however, they may have insightful and useful contributions to share with the general and special educators.

- Strategies to creatively deploy paraeducators to support student engagement and progress as well as communication with families across reopening models, such as facilitating social peer interactions in person or via videoconferencing platforms, or online multiplayer games.
- How to best leverage the expertise of administrators, behavioral and special education staff to implement antecedent strategies at the school, classroom and student level to prioritize instruction and support that can build the efficacy and independence of students and reduce the need for 1:1 paraeducator and physical prompting whenever possible.
- Not all paraeducator supports are compatible with remote instruction or online platforms, and 1:1 supports may not be needed or feasible in-home learning environments. For these reasons, in-person services should be prioritized for students with disabilities.

Special Education and Related Services Resources
TIES Center Distance Learning Resources for: Self-Determined Schedule Making; Time Management; Embedding Instruction at Home; Distant Learning Engagement of Students with Significant Cognitive Impairments
OSPI: Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020 (Sections I and J)
School Psychology resources: National Association of School Psychologists (NASP) COVID-19 Resources; Virtual Service Delivery in Response to COVID-19; Office/technology checklist for telepsychological services; American Psychological Association (APA) COVID-19 Resources; Wading Through a Sea of Ambiguity: Charting a Course for Special Education Services During a Pandemic (webinar and materials, including a sample Service Log); COVID-19 Resources from the National Register of Health Service Psychologists
Occupational Therapy resources: American Occupational Therapy Association (AOTA) Advisory Opinion for Telehealth Services; AOTA Telehealth resources; AOTA Telehealth Webinar 6/2017; Occupational Therapy in the Era of COVID-19
Physical Therapy resources: American Physical Therapy Association Telehealth Services; Telehealth in Physical Therapy in Light of COVID-19; APTA Position Paper on CONNECT for Health Act (Teleservices)

Special Education and Related Services Resources
Audiology & Speech-Language Pathology resources: American Speech and Hearing Association Telepractice considerations; Teleservice Overview (e.g., resources, key issues); Telepractice Evidence Map, WSLHA Telepractice During COVID-19 Facts and Resources, ASHA Telepractice Checklist for School-Based Professionals

Technology Supports and Assistive Technology (AT)

All students can benefit from the use of instructional and assistive technology supports that enable access to general education content. Simple tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties can be helpful to anyone. Students who have been identified as requiring specific assistive technology supports and services must continue to receive those accommodations and services throughout all instructional models. SETC's continuous learning guidelines outline helpful strategies for supporting students with disabilities across the continuum of school reopening models.

Additionally, Michigan Virtual has outlined disability-specific considerations for providing online learning, including recommendations for students who are deaf/hard of hearing and students with autism, cognitive disabilities, other health impairments, emotional/behavioral disabilities, visual impairments, and physical impairments.[11] This guidance document also provides a deeper look into supports for low-incidence and emotional-behavioral disabilities in the sections that follow.

When preparing to offer assistive technology supports for students with disabilities, districts should consider the following:

- Review accommodations and/or assistive technology currently documented in the student's IEP.
- Consider how the accommodations or assistive technology supports that are documented in the IEP will be provided across the continuum of school reopening models. To be consistent with the law, IEP teams may determine that a student needs access to devices they typically use at school in order to receive FAPE.
- Communicate with the student and parent/guardian on how to access the accommodation or assistive technology required. Students and families may benefit from a variety of communication methods, including in-person discussions, printed materials, materials loaded onto a flash drive, telephone and video calling, email, web conferencing, social media, and Wiki sites.
- Identify if there is need for additional assistive technology (AT) supports and services for students to continue to make progress on IEP goals and have access to the general education curriculum across the continuum of school reopening models.
- Equip IEP teams with knowledge of current assistive technology tools to continue high-quality AT assessment, AT consideration, and AT implementation for students across all contexts

[11] *Michigan Virtual* is a non-profit organization working to leverage face-to-face, blended, and online learning innovations that facilitate the advancement of education.

during in-person and distance learning.

- Consider training needs across all staff and caregiver roles to support technology accommodations for students with disabilities. This includes general and special education staff, parents/caregivers, recess staff, transportation, district-provided childcare, etc.

Technology and Assistive Technology (AT) Resources	
TIES Center: Distance Learning Resources for Communication Systems & Promoting Engagement for Students with Significant Cognitive Disabilities in Group Settings	
National Center on Instructional Educational Materials	Assistive Technology Internet Modules
Inclusive Learning with Technology at Home and School	Quality Indicators for Assistive Technology

Specific Strategies for Supporting Individualized Student Needs

Meeting the individual needs of students with disabilities across the continuum of school reopening models will require innovative approaches, flexibility, and ongoing communication between school and home, especially for our students with more complex individual needs.

All students are general education students first. They need and are entitled to access and engagement in the general education curriculum, as well as the general education environment. The following sections provide guidance and some helpful links to resources specific to supporting individualized student needs. It is important to note that disability manifests differently in each individual and some students experiencing multiple disabilities will require blended supports. There is no perfect manual for all disabilities, and interventions and supports are student specific and are honed over time through the systematic evaluation of student specific progress monitoring data.

Students with Specific Learning Disabilities

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that adversely affects a student's educational performance[12].

Districts should develop procedures and practices that support students with learning disabilities to make progress in the continuum of reopening models by considering:

- Interventions and supports that can be deployed to support executive function, information processing and sustained attention across learning environments.

[12] Source: WAC 392-172A-01035

- Which specific interventions and supports will be deployed to support students across areas of need such as oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension math calculation and math problem solving.
- How delivery of services and supports be adapted, including methods for collecting progress monitoring data for distance learning.
- How to best design student learning experiences using Universal Design for Learning (UDL) to improve access for all learners.
- Use read-aloud technology tools for supplemental reading instruction such as with computerized readers, text to speech devices, speech to text, hyperlinked text, advance organizers, visual imaging, visual mnemonics, summarization, main idea identification instruction.
- Download apps for practice with phonics, reading, math computations, and number concept automaticity.

Resources to Support Students with High Incidence Disabilities	
Preparing for reopening after COVID-19: A Teacher Checklist	Edutopia: New Strategies in Special Education as Students Learn from Home
A collection of resources: Educating All Learners	Re-engaging students to the school setting with the three R's

Students Who are Deaf/Hard of Hearing

Students with disabilities who are deaf or hard of hearing and follow a standard curriculum can complete the same learning activities as their general education peer group. Students with disabilities who are deaf or hard of hearing and follow a modified curriculum can complete modified learning activities as designed by the teacher of the deaf and hard of hearing or special educator. Districts should consider what additional professional development and supports may be needed as they prepare for the continuum of reopening options for the 2020–21 school year.

Districts should consider the following strategies:

- For students whose primary mode of communication is sign language, create shared schedules for instructional delivery. Interpreters might provide live signed interpretation during instruction delivered online, or they might pre-record interpretation of lessons.
- IEP teams must consider the unique communication needs of students who are deaf and hard of hearing when developing the IEP and making placement decisions, including the determination of the least restrictive environment.
- Educators may need to coordinate schedules in order to share interpreters for students who are deaf or hard of hearing.
- Utilize closed captioning software/features. However, please use caution and consider the

reading levels of students when employing closed caption.

- For students with limited sign language communication ability, accommodations such as use of visuals, symbols, real objects, chunking content, scaffolded content, and modeling should be incorporated during instruction and communication as much as possible.
- Video relay services (e.g., Sorensen) might be used to interpret conversations or phone calls.
- For students who are deaf or hard of hearing, wearing face coverings will interfere with the communicative process. Educators should ensure unobstructed view of mouth area while complying with U.S. Centers for Disease Control and Washington State Department of Health COVID-19 guidance. Students, educators, interpreters, and other service providers need face coverings (e.g., clear, plastic fabrics) that do not obstruct the view of the mouth area.

Resources to Support Students Who Are Deaf/Hard of Hearing	
Telecommunication Services (e.g., Sorenson) can facilitate communication among student, family, and educator	
The Described and Captioned Media Program Captioned educational video resources	Tips for Instructors: Teaching Deaf Students Online
10 Tips for Accessibility for D/HH and 5 Tips for Providing Accessibility in Online Classes	Remote Service Delivery during COVID-19
Learning Management Systems (LMS) or video platforms (Google Classroom, YouTube, Zoom)	Considerations for Remote Interpreting Services
Deaf Success in Fall 2020: Guide for High Schools	Deaf Success in Fall 2020: Guide for Families, Parents, and Students

Students with Visual Impairment or Deafblindness

Students with visual impairments have unique needs that must be considered, especially across the continuum of school reopening models. Teachers of students with visual impairments and orientation and mobility specialists should act as the gateway to effective instructional practices. Primary considerations must include a method for providing instructional materials in the student's appropriate learning media, as identified in the student's Learning Media Assessment. Alternative learning options may be deemed beneficial. However, methods for providing meaningful tactile modes of communication, including braille, should be incorporated for students as appropriate.

Accessible instruction for students who are deafblind (have a hearing *and* vision loss) will need to be individualized via partnerships between the student's IEP team and family members, based on the child's Learning Media Assessment and mode of communication. Distance consultation with IEP teams is available from the Deaf-Blind Project of Washington Sensory Disabilities Services (WSDS), a state needs project of OSPI's Special Education division.

Following are some considerations for the instruction of students with visual impairments:

- Accessibility for instruction, technology, materials, and learning management system is

fundamental.

- Students with visual impairments may not benefit from computer-based instructional delivery models.
- Effective instructional design for students with visual impairments should be in collaboration with a teacher of students with visual impairments and/or the orientation and mobility specialist.
- Families/caregivers are critical partners in the effectiveness of home-based continuous learning instruction. Frequent and clear communication is necessary for student success.
- Contact the district or region's teacher of students with visual impairments or orientation and mobility specialist. These specialists have access to a variety of tools and resources that may be curated to meet a student's individual needs.
- In addition to accessing the core curriculum, students with visual impairments should be provided opportunities for continued skills development in the Expanded Core Curriculum (Compensatory Skills such as braille and alternative communication modes, Orientation and Mobility, Independent Living Skills, Social Skills, Use of Assistive Technology, Career Education, Self-Determination Skills, Sensory Efficiency, and Recreation and Leisure Skills).

Resources to Support Students with Visual Impairments or Deafblindness
Washington State School for the Blind–Washington state resources, statewide vision consultant, and Ogden Resource Center. Request support from WA Statewide Vision Consultant Pam Parker: pam.parker@wssb.wa.gov or 360-947-3304.
Washington Sensory Disabilities Services (WSDS)–OSPI state needs project Deaf and Hard of Hearing, Deafblind, and blind or visually impaired. Schools/districts/professionals may request disability-specific supports.
American Printing House for the Blind–Clearinghouse for materials and information for students who are visually impaired, including students with multiple disabilities, and deafblindness.
American Foundation for the Blind–Accessible instructional resources for families and students with visual impairments. Resources specific to school closures during the COVID-19 crisis.
Paths to Literacy–Ideas, resources, activities, and strategies for students with visual impairments, including students with multiple disabilities, and deafblindness.
National Center on Deaf-Blindness (NCDB)—Ideas for activities at home and page for families or educational staff partnering with families.
TIES Center Distance Learning Resources for: Distant Learning and Deafblindness: Learning from Parents

Students with Significant Cognitive Disabilities

Students with significant cognitive disabilities provide a unique opportunity for educators and families to discover and create flexible and innovative approaches related to safety concerns, inclusionary practices, and instructional delivery. These three large categories of need that have been addressed throughout this guidance document are not different for students with significant cognitive disabilities.

However, the responses will need to take into consideration the complex and intense needs of these students and in keeping with a commitment to equitable and inclusive learning, the goal should be to work in collaborative instructional teams (e.g., general educators, special educators, related service providers, and paraeducators) with families to support each child to be safe, included as active, learning members of general education, and receive the instructional support needed to access and make progress in the general education curriculum and to meet other goals for additional life, social, communication, or foundational skills.

Each school district is responsible for developing procedures and practices that support students through the continuum of reopening models. Depending on the IEP teams' approach to meet the individual needs of a student, educators can deliver student instruction via their general education classroom small groups, pre-recorded video, or email, etc. during potential periods of distance learning. Educators can determine the goals that are best addressed during face-to-face instruction and those that can be addressed effectively through distance learning in the home setting.

If there are temporary closures or reduced schedules due to COVID-19 implications, educators should focus on the most critical IEP goals for students with significant cognitive disabilities, and, as case managers, coordinate instruction, and lessons with classroom teachers, related service providers, and paraeducators. In the event that full or partial school facility closures happen again, prioritizing in person instruction and support in the following key areas will support students in engaging in the learning opportunities available to them across the continuum of reopening options, and to build essential skills for postsecondary success:

- Access and make progress in the general education curriculum and actively engage in routines;
- Engage with technology;
- Transition between tasks on a student schedule;
- Sustain attention in learning tasks;
- Exchange functional communication and interacting effectively with others; and
- Execute other essential skills (e.g., self-care, personal hygiene and self-advocacy) that enhance the student's independence or interdependence across school, home and community environments.

The TIES Center, which is the national technical assistance center on inclusive practices and policies for students with significant cognitive disabilities is working with Washington to capitalize on these challenges and see them as an opportunity to plan for effective instruction in general education environments for students with significant disabilities both at school and home. The process they have created to support this outcome is called the *5C Process: Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments* (See Appendix B for infographic), and it will be briefly overviewed here with links to more detailed information on each of the 5 C's: Components, Collaboration, Continuity, Collect Data, and Capacity in

the resource section.

The *5C Process* is used for identifying learning priorities for each student with significant cognitive disabilities and building continuity between their inclusive environments and instructional supports to provide meaningful instruction across their day. The *5C Process* infographic illustrates for planning and implementing teaching in both environments.

An underlying principle of the *5C Process* is that a student's overarching learning priorities, such as the need to initiate communication with peers and adults, do not change even when the location of instruction changes. What *may* need to be modified is the IEP goal related to the different learning priorities. What *will* need to be modified is the how, when and where the IEP goal priorities will be taught and who will support student learning in each environment. To make this shift, it is important to think about space and time differently.

An additional principle of the *5C Process* is the assumption that IEPs do not represent a student's full curriculum. By law, all students are general education students first. Special education services are supplementary in order to support accessing and making progress in their grade level general education curriculum and to support other priorities that enhance the student's independence or interdependence across school, home, and other typical community environments. Inherent in the *5C Process* is the opportunity to create IEPs which enhance and plan for meaningful, active and engaging participation within the grade level content and with peers while also addressing the individual needs of a student.

5C Process Steps

Begin with a vision for a student's valued life outcomes at the center of planning every time annual priorities are determined, as well as how they are clustered within three major learning ***components***. The learning **components** are a) Participating in Routines and Transitions, b) Engaging in Grade-level Academics and Other Essential Skills, and c) Interacting with Others. Assure that all students with significant cognitive disabilities have learning opportunities throughout the day related to these three **components**.

1. ***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 at home. This may include developing and/or revising IEPs to reflect how goals can be addressed meaningfully across school and home environments. The IEP would be based upon the two environments. It would examine where the environments are similar and different, as well as describe access to the instructional tools and strategies that are available in each environment. **Collaboration** creates the opportunity to learn about the family's typical day, traditions, culture and language, as well as stressors so plans can be respectfully and mindfully developed. If the IEP is being updated, then goals may be proactively written to allow flexibility and individualization across home and school.
2. Assure that there is ***continuity*** between instruction at school and home by focusing on the same priorities and, to the greatest extent possible, using the same no-tech/low-tech/high-tech tools and strategies in both environments, only adding new or different tools when absolutely necessary. Instruction that has been universally designed within the general education environments will be easier and more seamless to maintain **continuity** between home and school for all students. When general educators are planning their instruction, keeping in mind the no-

tech/low-tech/high-tech that is useful for **all** students allows for more efficient and effective planning using the *5C Process* for the students with the most significant cognitive disabilities to engage in learning, using the same tools that everyone uses, creating fewer instances of a need for additional individualized supports at school or at home. For example, if high tech options are not possible at home then the continuity can be sustained by using the no tech/low tech tools and strategies that have been routinely made available to all students, and additional supports are added in an individualized fashion, only if there are issues to be addressed.

3. ***Collect*** meaningful data for progress monitoring the learning priorities 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. By collecting data on the same or modified IEP goals information is gained both about the student's skill levels and how they are generalizing across both environments, which is an important consideration for establishing meaningful learning. It is expected that the data collection plan will look different between school and home with the latter being simplified and streamlined to fit into family routines and practices,
4. Build the ***capacity*** of all instructional team members, inclusive of the family and the student. First, ensure everyone understands how the three learning components and the IEP goals enhance grade level participation and move students towards their life visions. Second, ensure everyone knows the instructional plan, who is doing what, how to use the instructional tools and strategies, and the data collection plan. Together these provide the foundation for problem-solving issues as the year progresses and make pivots between school and home smoother if and when they occur.

The state Department of Health has released guidance to support school reopening. Educators who serve students with severe cognitive impairments should follow established DOH guidance. IEP teams should discuss and document ways to address specific needs of students who exhibit risky behaviors such as spitting or biting (i.e., functional communication strategies, implementation of reinforcement principles to increase functional replacement behaviors or the use of "first, then" strategies).

Specific strategies to support students with significant cognitive disabilities that adhere to DOH guidance and maintain safe behaviors include:

- Establish and support adaptive and cognition skill acquisition programs that support hygiene and sanitation protocols (e.g., promote students to independently identify and discard single-use items via sorting and/or matching programs, discriminate between cleaning products for student use vs. adult use only).
- Encourage wraparound adaptive programming in the home to promote generalization of learning including hygiene and sanitation skills (e.g., encourage families to integrate the same hygiene visual schedules in the home environment to support the routine).
- Consider implementing programs to address student toleration of personal protective equipment (PPE) using the principles of systematic desensitization and/or reinforcement.
- Develop supports for staff to assess and modify behavior intervention plans, crisis intervention plans/emergency response protocols to better align with current CDC recommendations in an effort to reduce physical and proximal prompting intervention strategies unless absolutely

necessary.

- Prior to the resumption of school services, educators might consider utilizing an indirect assessment tool, questionnaire, or algorithm completed by families to determine the level of anticipated student support required for CDC adherence (e.g., identify quadrants of support based on the following suggested criteria: willingness/tolerance of PPE equipment usage, frequency of proximal and/or physical prompting required for skill acquisition and/or behavior support, supports required that may involve increased staff exposure to biohazard substances, and student adherence to social distancing instructions).
- Staff may need to provide families with visual schedules, task analysis checklists, and communication pictures/boards similar to those used in the classroom when providing services for students with significant cognitive disabilities to promote generalization of skills and support continued learning across environments.

Resources to Support Students with Significant Cognitive Disabilities
TIES Center Distance Learning Resources for: • Distant Learning Engagement: An Overview Framework • Start Now to Plan for Students to Transitioning Back to School • Data Collection and Distant Learning • Increasing Opportunities to Respond and Provide Feedback to Students with Significant Cognitive Disabilities in Inclusive Online Environments • The First Days of Schools • The 5C Process: Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments
How Washington State's Teacher of the Year Is Supporting Expressive and Receptive Communication for Students at Home
Tips for Teachers—Center for Parent Information & Resources
Academics: Math Games; Reading PBS Kids and Storyline Online; Science–NeoK12; Producibles by do2learn; Multiple Content Areas—BrainPop

Students with Autism

Students with autism often have unique needs including but not limited to the domains of social interaction, communication, repetitive behaviors, and resistance to change that must be considered as we support our students in returning to school for the 2020–21 school year. Many students with autism may experience difficulties in the transition back to school and may need additional support to understand and engage with the new routines and expectations that are present in the school environment. Districts should consider how they can support students in returning to both the physical school environment and the educational programming.

Some strategies that could support the transition back to school could include leveraging behavioral expertise of local staff to:

- Establish reinforcement contingencies and systematic increases in work demands before the start

of the school year.

- Deploy resources such as social stories, educator check-ins, and brief parent training to support a successful transition back on the first day.
- Consider offering an optional "first day or week" for students who may need additional time to adjust to the new school environment. This could be time to meet the educator, orient to the new environment, receive one on one support with routines to practice for the first day of school, and a day to access reinforcing aspects of a school environment without traditional educational demands.

Additionally, school staff will want to develop a plan for how to best provide educational services for this population of students, including how to pivot from in-person to remote instruction. Systems will need to:

- Determine how classroom floor plans can be designed with consideration given to how best to embed visual prompts and visual schedules to:
    - Support independence with hygiene and sanitation needs.
    - Limit touching of nonessential surfaces.
    - Promote independence with a transition and with classroom routines.
- Evaluate the need for more embedded instruction and support to increase independence with engaging technology and transitioning between tasks on a student schedule. In the event that school facility closures happen again, independently engaging in work, navigating a schedule, engaging in self-care and engaging with technology will support students in engaging in continuous learning opportunities available to them, and these are also essential skills for post-secondary success.
- Establish classroom and school wide behavior management systems.
- Evaluate the need for parent coaching or behavioral support to support families as educators and learning in the home environment.
- Develop supports for staff to assess and modify behavior intervention plans and emergency response protocols to better align with current CDC recommendations in an effort to reduce physical and proximal prompting intervention strategies unless absolutely necessary.

Systems should consider:

- What individualized strategies and prompts are needed to support continuity of instruction between home and school environments and how collaboration will occur between adults supporting instruction and the environments in which instruction occurs.
- Early identification and support for students who may need additional behavioral support. This will look different for every student and may include the development of a Behavior Intervention Plan (BIP). Behavioral strategies to increase adaptive behaviors and decrease unsafe maladaptive behaviors, such as biting and spitting, could include:
    - Modeling and promoting use of functional communication strategies, such as a break card.
    - Breaking down tasks into smaller tasks, incorporating frequent breaks or pacing work

tasks to meet the individual needs of the student.

- Utilizing a "First, then" format when presenting difficult tasks where you verify interest in a reinforcer before presenting a work demand.

Resources to Support Students with Autism	
Autism Guidebook for WA State: A Resource for Individuals, Families and Professionals	Autism New Jersey: Helping Children with Autism Wear a Face Mask with links to other helpful resources
Autism IEP Supplement	Supporting Individuals with Autism through Uncertain Times
IRIS Center Autism Training Modules: ● Autism Spectrum Disorder (Part 1): An Overview for Educators ● Autism Spectrum Disorder (Part 2): Evidence Based Practices	Example Social Stories and visual supports: ● I can wear a face mask ● I can wear a face shield ● Hand Washing Social Story ● Hand Washing Visual Prompt for Timing ● Staying Healthy
Evidence Based Practices for Children, Youth and Young Adults with Autism, Table 3.1-3.2 detail empirical support for different interventions	

Students with Medical Needs or Requiring Home/Hospital Services

Many students have medical needs that place them at high-risk of severe medical complications if exposed to COVID-19, and therefore may need be unable to physically attend school in buildings to receive face-to-face instruction. Districts will need to continue to provide educational services for these students. The determination of the services to be provided must be made by the IEP team and based upon the individual student's medical and educational needs.

If the services are to be delivered through online or virtual instruction, technological competency, access to and need for assistive technology must be considered:

- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually to retain regular connection to educator and peers.
- Determine any special or unique needs for students related to planned district or schoolwide procedures and protocols related to the following:

- Daily health screening and temperature checks:
  - Determine how you are providing FAPE to students who are not able to comply with district-required health screenings.
- Restroom use as well as diapering and toileting.
- Paths of travel.
- Use of campuses for recess or recreational activities.
- Cleaning and disinfecting.

Resources to Support Students with Medical Needs and/or Requiring Home/Hospital Services	
National School Board Association—COVID-19 Preparing for Widespread Illness in Your Community, A legal Guide for School Leaders	OSPI Home/Hospital Instruction webpage

Students with Emotional/Behavioral Disabilities

Students identified as having an emotional/behavioral disability (EBD) may struggle both academically and behaviorally in traditional in-person and distance education environments. Students identified with EBD are supported by predictable schedules, clearly defined expectations, and a high rate of positive specific feedback. Educators should support families by providing guidance on developing daily schedules, positive reinforcement systems, choice boards, and movement breaks.

- All staff who come in regular, frequent contact with the student should be trained to implement the student's IEP and behavioral intervention plan (BIP).
- Consider having a calming/quiet area built into a classroom to teach appropriate social emotional skills. This space should not be utilized for punitive or emergency physical interventions.
- All staff should be trained in crisis intervention and de-escalation and required behavioral incident debriefing protocols. Districts should plan for new ways to involve both students and families in the incident debriefing process.
- Access to technology must be ensured whenever it is a requirement to access digital curriculum. Rather than using removal of access to technology support as a consequence for inappropriate use or destruction of property, staff should use positive behavior strategies and student BIP.
- Alternatives to restraint and isolation should be explored by the district. Collaborate with crisis management providers to provide training modifications and/or updates that incorporate the need for PPE and physical distancing (such as simulated or virtual training options).
- Level systems/programs should be updated to support positive behavioral interventions. They should be eliminated from use in the classroom if they are punitive and/or not supported by the student behavior intervention plans.
- Classrooms should be prepared with multiple options of protective equipment and plans to support students with a range of needs and abilities.
- Some students will have experienced more severe punishment (emotional, possibly physical),

resulting in more irritability, anger, oppositional behavior, depression, and self-harm upon their return to school. Staff should be prepared to respond with positive behavior programs and remove expectations that punitive discipline will be effective in curbing these new and/or more acute behaviors.

Resources to Support Students with Social-Emotional/Behavioral Disabilities	
APBS: Home Resources for Positive Behavior Support	CA DOE: Ten Variables That Affect Compliance
Bradley University: Positive Behavioral Strategies for Students (EBD)	TIES Center Distance Learning Resources for: • A Collaborative Start to Behavioral Supports • Teachers: Understand and Communicate about Emotions to Support Deep Learning
Trauma-Informed Classrooms: Calming Corners	do2learn: Social Skills
Intervention Central: Behavioral Interventions	What Works Clearinghouse: Organizing Instruction & Study to Improve Learning
Florida DOE: Blueprint for Tier 3 Implementation	Ed Tech Review: Project Based Learning Ideas

Students with Disabilities Eligible for Dual Program Supports

English Learners with Disabilities

It is important to remember that providing services to students identified as English learners (ELs) and students with disabilities is a matter of equity. To best meet the needs of ELs with disabilities, instructional goals must address students' cultural, linguistic, and disability related needs. Family and school collaboration are fundamental to student progress towards both English language proficiency (ELP) and IEP goals. Challenges often include the influence of language and culture on student learning and behavior. Districts will need to continue to address translation and interpreter needs for students and families when developing and providing instructional plans, strategies, and materials in any of the three adjusted school scheduling models, and especially continuous learning 2.0.

Considerations across the scheduling models for educators include:

- Involve families as essential sources of information.
- When engaging families in program planning and instructional support, consider family language preferences and cultural communication styles.
- Ensure collaboration among core content, EL, and special educators to plan lessons and provide modifications to best support EL and special education needs.
- Continue to develop a common understanding of the impact of language, culture and disability on the development of academic and behavior skills.

- Schedule student contact time to build relationships, set goals, provide feedback and identify student experiences that enrich learning.

Resources to Support English Learners with Disabilities	
Tools and Resources for Addressing English Learners with Disabilities	School's Civil Rights Obligations to English Learner Students and Limited English Proficient Parents
Video: Collaborating on Behalf of ELs with Disabilities	Teaching Bilingual Learners with Disabilities in an Integrated Co-Teaching Dual Language Program
Practitioner's Guide for Educating English Learners with Disabilities	English Language Learners with Learning Disabilities

Students Identified as Twice Exceptional

Students who are twice-exceptional are identified as highly capable/gifted and talented in one or more areas of exceptionality (academic, intelligence, creativity, leadership, or art) and also qualifies under at least one Individuals with Disabilities Education Act (IDEA) disability category. This dual identification presents a unique combination of strengths and challenges to consider when determining eligibility and planning appropriate instruction. Strengths may include a wide range of interests, extreme curiosity, superior vocabulary, and exceptional memory or knowledge. Challenges inherent to students identified as Highly Capable are compounded in different ways by disability and may include poor social skills, lack of organization and study skills, emotional sensitivity, and frustration. Best practices and considerations for educators include the following:

- Plan and teach using Universal Design for Learning strategies to support multiple means of recognition, engagement, and expression.
- Create opportunities for students identified as twice-exceptional to participate in groups and activities with other students, including students identified as Highly Capable.
- Provide enrichment activities for self-directed learning as an extension of interests and choice.
- Foster social and emotional development through curriculum and relationships.
- Identify learning and skill gaps that present challenges to success and school engagement.

Resources to Support Students Identified as Twice Exceptional	
Teaching Strategies for Twice-Exceptional Students	National Association for Gifted Children
OSPI guidance for Highly Capable eligibility and services	

Students with Disabilities Experiencing Homelessness

Under the McKinney-Vento Act, the term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence. Homeless children, youth, and families face unique challenges. Any question regarding a student with disabilities experiencing homelessness will likely

involve needs related to both conditions, requirements under both laws, and services available through both programs. Therefore, it is imperative that McKinney-Vento and IDEA program staff get to know each other, become familiar with the requirements of and services provided under each other's laws, and work together to meet students' needs.

Not having stable housing is traumatic. The reasons for homelessness are traumatic and that trauma can have a negative impact on student behavior and learning. Students experiencing homelessness are significantly more at risk of losing services during the COVID-19 pandemic. In addition to being prepared to address specific trauma symptoms, all staff should create safe, trauma informed, and culturally responsive environments by:

- Maximizing choice and control for all.
- Avoiding provocation and power struggles.
- Modeling prosocial behavior and skills.
- Maintaining clear and consistent boundaries.
- Sharing power in the running of activities.

Some recommended policies that districts can implement for regular, ongoing communication and collaboration include:

- Mandating annual cross training for all IDEA administrators and McKinney-Vento local liaisons.
- Requiring that schools invite local liaisons to IEP meetings for students experiencing homelessness.
    - The local liaison can participate in the meeting,
    - Send a designee,
    - Help the parent participate by providing transportation or other resources, and
    - Provide a written report to the IEP team or share comments and impressions orally with other IEP team members.
- Requiring local liaisons to consult with an IEP team member when considering the student's best interest for school selection decisions and other services for students with disabilities.

Resources to Support Students with Disabilities Experiencing Homelessness	
National Center for Homeless Education (NCHE)	Coordination to Help Homeless Children and Youth with Disabilities
Schoolhouse Connection	NCHE: Navigating the Intersections of the McKinney-Vento Act and Individuals with Disabilities Education Act:
NCHE: Supporting Homeless Children and Youth with Disabilities: Legislative Provisions in the McKinney-Vento Act and the Individuals with Disabilities Education Act	

Students with Disabilities in Foster Care

While school buildings were closed due to COVID-19 response efforts, foster care placements and changes in placements were still occurring. Students continued to be removed from their homes, disrupted, and relocated. Many of these students will be entering new districts and/or school buildings for the first time this fall. Schools, child welfare agencies, communities, and families must work together to provide the equitable opportunities, specialized services, and useful supports that are essential for students in foster care to be successful in school and in life.

Districts can make some direct efforts to support these students by:

- Ensuring foster families and youth are aware of all school resources offered during the COVID-19 response effort, through targeted outreach.
- Ensuring that youth in foster care have the same access to instruction and other educational supports provided to all other students and that the IEP team takes these into consideration.
- Maintain open communication and collaboration with their child welfare partners.
- Communicate any challenges supporting the educational needs of youth in foster care with the child's caregiver or placing child welfare agency.
- Ensure processes are in place for enrolling and withdrawing students if school facilities must close.

Resources to Support Students with Disabilities in Foster Care
Children and Youth Services Review: Youth with Disabilities in the United States Child Welfare System
Child Welfare Information Gateway: Postpermanency Services for Children with Disabilities
Center for Advanced Studies in Child Welfare: The Intersection of Child Welfare and Disability: Focus on Children

Progress Monitoring and Reporting[13]

Special Education Case Managers and Related Service providers must continue to document the student's current level of performance throughout the school reopening process, across the continuum of school reopening models. Documentation of progress monitoring data is necessary to evaluate student progress across the school reopening models, including Continuous Learning 2.0. It will also be critical information for IEP teams to determine the need for any individual Recovery Services.

Consider the following for progress monitoring:

- Progress reports should be provided consistent with the way they are specified in the individual student's IEP and in the method the district normally provides progress reports to

[13] This section includes content adapted from the IDEA Best Practices during the Covid-19 Crisis (Spring 2020).

parents.

- Progress data should include the level of performance for each goal/objective, based on various forms of data collection.
    - Each report requires a summary of the progress towards the goal (or objective).
    - Reports may also note: goal met, minimal or limited progress, or unable to contact student or collect data.
    - It is recommended to also include comments in the progress report to note any changes in access to school reopening models, for example: "Due to COVID-19 and state-mandated health directives on Sept __, 2020, data and progress summary information has been collected by the following as available: report card information, informal assessment data, formal assessment data, district or site-based assessments, educator-made assessments, as well as distance learning activities, including both digital and print-based sources."
- As part of progress monitoring and progress reporting under distance learning frameworks, it is important to:
    - Explore all assessment possibilities recognizing that conducting in-person assessments may be limited during school building closures;
    - Maintain documentation of what services were offered;
    - Maintain documentation of what services were delivered;
    - Maintain documentation of student "attendance" to the extent possible (if digital learning is being offered, how often did the student log in, what work was produced during that time, etc.);
    - Determine what aligns to IEP goals and how to gather solid data on IEP progress to support this determination in the best way possible;
    - Manage the data gathered; and
    - Analyze the data compared to the student's progress at the point school building closures took place to ensure the COVID-19 impact is made clear.

Progress Monitoring Resources	
TIES Center Distance Learning Resources for Effective SDI in Distance Learning Environments and Planning for Transitioning Students Back to School	IDEA Best Practices during the Covid-19 Crisis (Spring 2020)
Progress Reporting (tip from OSPI's September 2018 Special Education Monthly Update, pages 5–11)	

Early Learning

Considerations for the provision of early childhood special education services during school

reopening are addressed in this section and throughout this guidance resource. Special considerations are needed when providing inclusionary practices for young children with disabilities, ages 3–5, across the continuum of school reopening models. OSPI recommends a combination of direct instruction with additional time for imaginative play and movement activities each day. Districts should prioritize considerations for face-to-face service delivery, including within the context of district-provided childcare. Find additional resources for supporting early childhood programs, families, and children in the *Reopening Washington Schools 2020: Early Learning Planning Guide.*

Even though the start of school is always a big transition for young children, this school year raises the need for greater communication with families and attention to the unique needs of young children. Young children's experiences with both online and in-person learning while following health and safety guidelines will differ from older children. What works for older children may not work for children ages 0–8 years.

Priorities include:

- Strategies to support physical distancing for the youngest learners.
- Identifying training and supports needed by early childhood special education staff to conduct child find, to provide inclusive early learning services across the continuum of school reopening models, and to complete data collection and reporting (e.g., COS data).
- Ensuring inclusive access *and* a continuum of early learning options in the context of changes to early learning programs in response to physical distancing requirements and/or staff and funding cuts due to COVID 19.
- Meeting timelines for Part C to B transition requirements, including communicating and collaborating with Part C provider agencies, and families, during the reopening of Washington schools.

Special considerations are needed when providing inclusionary practices for young children with disabilities, ages three through five, across the continuum of school reopening models. OSPI recommends a combination of direct instruction with additional time for imaginative play and movement activities each day. Districts should prioritize considerations for face-to-face service delivery, including within the context of district-provided childcare.

Some ideas for engaging early learners across the continuum of school reopening models include:

- Provide resources/directions with all activities, to support families and caregivers—which may include older siblings helping with instruction.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Help families create predictable routines for learning and play, based on family schedules—share recommendations for minutes of each activity that families can easily accomplish.
- Have families take pictures of work and submit through app/email through daily/weekly "challenges," which also showcases learning.
- Emphasize the importance of daily reading with students.

- Model what instruction looks like in the classroom and how that can translate to home settings.
- Provide guidance on how to follow their child's lead and how learning success can look.
- Provide prompts (questions/videos) for families to use during play and reading that encourage critical thinking. ("Tell me about what you are drawing." "What made you think of that?").
- Share classroom strategies that could also work at home, focusing on what's familiar.

Part C to Part B Transitions

- Districts remain obligated to complete a timely Part C to Part B transition, with an IEP in place by the child's third birthday if found eligible for special education.
- Districts should review existing data from Part C agency providers to assist in decisions regarding eligibility. If the IEP team believes there is enough current information to complete a comprehensive evaluation and determine Part B eligibility, the district could complete their evaluation using the existing data.
- If face-to-face transition planning meetings and assessments are needed, staff should arrange those to be conducted while following health and safety guidelines, including physical distancing.
- In summer and/or fall of 2020, districts should prioritize the completion of any delayed Part C to Part B transitions that were unable to be completed in spring 2020 as a result of school facility closures, to avoid any further delay in the provision of Part B services. If the child is found eligible for Part B, the IEP team should consider what recovery services might be needed as a result of the delayed transition.
- Districts should consider the impact of legislation passed in 2020 (House Bill 2787) on Part C to B partnerships, including the funding shift and change in district responsibility for Early Support for Infants and Toddler (ESIT) as of September 1, 2020. Considerations should include changes in communication systems with Part C to know which students may be potentially eligible for special education services through Part B.
- Refer to the Evaluations and Eligibility section of this guidance for additional considerations.

Early Learning Considerations for IEP Development

- Beginning this school year, students with disabilities age five and reported with a grade level of kindergarten must use the Grade Level K–12 and Ages 5–21 set of least restrictive environment (LRE) codes as published in the 2020–21 CEDARS Data Manual Appendices, specifically Appendix W. Use the instructions in the previous bullet to calculate LRE codes for children in kindergarten. Additional information relating to recent reporting changes can be found in the CEDARS Manual and Appendices for 2020–21 school year.
- Refer to the IEP Development section of this resource for additional considerations.

Transition to Kindergarten

When preparing students with disabilities for the transition to kindergarten, it is important to consider

how access to nondisabled peers will be provided to the maximum extent appropriate, as well as the continuum of alternative placement options that will be made available to meet the special education and related services of each student. As the student is preparing to transition to kindergarten, the educational placement shall be determined by the IEP team, including parents, who are knowledgeable of the child's present level of performance, current evaluation data, and familiar with the continuum of placement options. It is important to document all decisions made and provide prior written notice as required.

Early Learning Resources
Considerations for Increasing In-Person Activities and Making Infrastructure Adjustments for Part C During COVID-19
Equitably Serving Children with Disabilities and their Families during Coronavirus (COVID-19)
NCMPI Pyramid Model Resource Library: Talking to Very Young Children about Race and The Leadership Team's Guide for Re-Opening Programs
Early learning resources from WA's Open Educational Resources (OER) Hub Head Start Transportation Services and Vehicles During the COVID-19 Pandemic
Vanderbilt: The Family Behavior Support App and Children's Vision & Eye Health: A Snapshot of Current National Issues
Remote Service Delivery PreK Examples and Remote Service Delivery during COVID-19 infant & toddlers-D/HH
National Center for Systemic Improvement (NCSI)Distance Learning PreK
Early Childhood Technical Assistance Center (ECTA)

Graduation & Secondary Transition

Individualized Education Program (IEP) teams work together to plan and implement academic and non-academic courses and programs of study that help all youth achieve successful post-school outcomes such as postsecondary education and training, employment, and community engagement. These services are developed and implemented in alignment with a High School and Beyond Plan (HSBP) and often involve coordination among school counselors, general, career and technical education (CTE) and special educators, and with community businesses and state agencies which, like school facilities, may have been closed due to COVID-19 impacts during spring of 2020. Refer to the Recovery Services section for additional considerations.

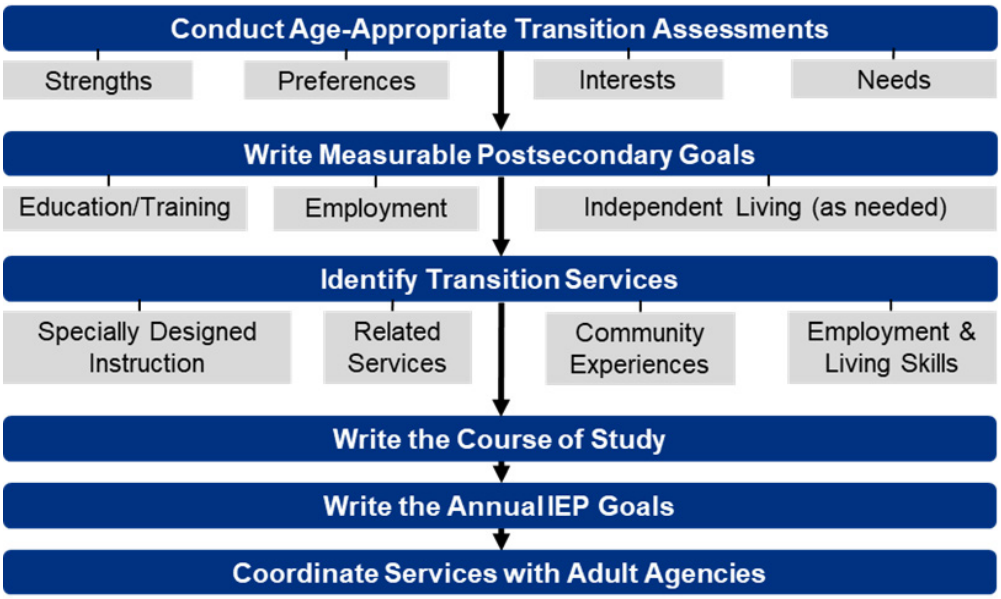
When considering options for in-person services, districts must prioritize and complete remaining IEP transition services including beginning to address service gaps through recovery services if needed.

Secondary transition is more than providing pathways for the individual's movement from high school to employment; it is a comprehensive approach to educational programs, focused on aligning student

goals with educational experiences and services. When we move these activities to the continuum of reopening models, we have to stretch our thinking about how this can be done.

Now the question is: *How do we shift this work for the continuum of reopening models so that support can be offered through both in-person and distance learning formats?* Let's first review the steps in the transition process, then explore different approaches to inclusionary practices for each step.

Center for Change in Transition Services Transition Services Flowchart[14]



Examples of Transition Services through the Continuum of Reopening Models

- Use the units and lessons in the T-folio, starting with the introductory lesson, then working through the assessment lessons to help students identify their strengths, preferences, interests, and needs. The educator provides instruction on the purpose and importance of assessment in the areas of interest inventories, needs assessments, preferences, career clusters, self-determination, etc. The student is then guided to chosen websites to complete the assessment, print results to a PDF, and send to the instructor.
- As students identify areas of interest, assignments that include activities such as researching three job titles and listing the job title, training, salary range, skills, etc., can become not only an avenue of discovery about their job goals, but also a writing and research assignment. Another activity that can be useful for students who are just beginning to discover job interests is creating a PowerPoint of jobs A–Z where the student identifies a job title (internet research or through a source like Career Bridge, My Next Move, etc.) and gives a brief summary of the job. The students can upload their work into a Google doc or email it to you for evidence of work. If the student does not have access to the Internet, Career Bridge has printed copies that are sent to schools and can be distributed to students as printed learning materials and returned to the instructor for review and feedback to the student.
- The instructor can provide the student with the 'formula' for writing post-secondary goals: After high school, ___ (I) will _____(do) ____ (where/what). Students can fill out a template that has them identify their goal(s), what steps they plan on taking to achieve those goals, a timeline, and how they will measure their progress and success.

[14] Johnson, 2019.

- Have students assess their work readiness (sample tool here). After students assess their skills, this can become information on which they base some activities for their transition services.
- Assign a task for students to compare their readiness with the tasks/responsibilities of their chosen post-school employment outcomes. The students create a list of things they could do, such as conduct an informational interview with someone in the field with focused questions.
- The educator could arrange for a guest speaker, informational interviews of employers/employees, mock interviews, phone interviews, or virtual tours of businesses, all focusing on the skills and preparation for employment.
- Students are provided instruction on the importance of a course of study plan, how to navigate the course catalogue, thinking about experiences that will enhance their learning, and filling out a template. The educator asks the students to review their postsecondary goals and think about what courses might help them meet those goals.
- Invite adult agency personnel to in-person or distant learning instruction. Some agencies to consider: WorkSource, Division of Vocational Rehabilitation, Disability Services from local colleges, Developmental Disability Administration representatives, local mental health services, housing agencies, etc.
- For students who are developing and practicing work and/or independent living skills and can no longer do this on a job/community site due to COVID-19, consider working with the family to set up comparable activities in the home or similar setting. Examples could include assisting with household chores such as laundry, cooking, cleaning; assisting with the family budget; or caring for pets and/or younger siblings.

Graduation & Secondary Transition Resources	
OSPI: Guidelines for Aligning HSBP and IEP Transition Plans ● Appendix G: IEP Transition Planning Checklist for Educators ● Appendix H: IEP Transition Planning Checklist for Students	OSPI: Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020, Questions G1–G3
OSPI: Class of 2020 Graduation Requirements: Frequently Asked Questions	WASA 2020 Workshop PowerPoint: Multiple Pathways to Graduation
OSPI: Continuous Learning 2020: *Planning Guide for Graduating Seniors* section	OSPI Graduation Pathways Toolkit

APPENDICES

Appendix A: Special Education Reopening Workgroup Members

OSPI would like to extend heartfelt thanks to the following contributors:

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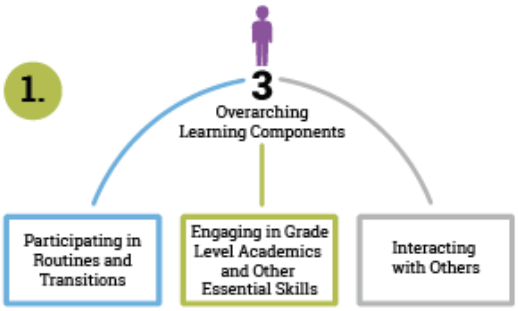
Note: Contributors may have more than a single role. For example, some are parents of children with disabilities, as well as advocates or educators. Meeting notes from the Special Education Workgroup are posted on OSPI's Reopening Washington Schools Workgroup webpage.

APPENDIX B: TIES CENTER INFOGRAPHIC – THE 5C PROCESS

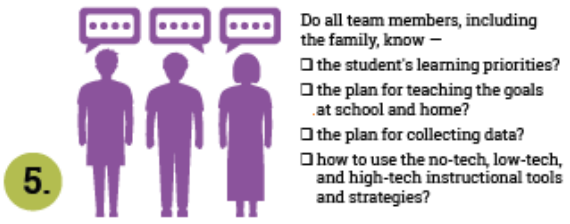
The 5C Process

Instructional Planning for School and Distance Learning for Students with Significant Cognitive Disabilities in Inclusive Environments

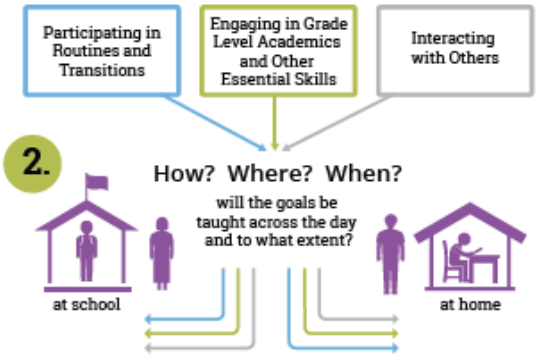


COMPONENTS Begin with a long term vision for each student. Plan backwards. Given these meaningful outcomes, what are the top priorities for a student to achieve this year? Develop the priorities, pulling from the 3 overaching learning components.

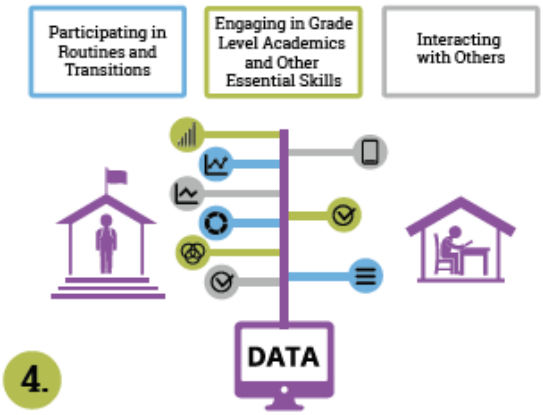
CONTINUITY To the greatest extent possible, instructional teams use the same no-tech, low-tech, and high-tech instructional tools and strategies at school and in the home to maintain access, maximize inclusion in the general education curriculum with peers, and minimize the start-up time when moving between school and home. This builds continuity for the learner, enhances engagement, and increases the flexibility to make adjustments for distance learning.



CAPACITY Build the capacity and independence of the student, all instructional team members, and the family in understanding the learning priorities and using the instructional tools and strategies to support learning. This creates a solid platform for collaborating to make instructional adjustments that continue to focus on achieving the learning priorities.



COLLABORATION Student learning goals do not change between instruction at school and at home. What changes are the how, when, where, and to what extent the goals are taught during distance learning. Instructional teams and families collaborate about what instruction look like in each setting. What will remain the same? What will be modified?



COLLECT DATA Know how a student is progressing both at school and at home. Collect data through multiple means at school and home. Data collection by families must be straight-forward, streamlined, and reasonable to fit into their lives.

TIES Center
DISTANCE LEARNING SERIES

Ghere, G., Sommerness, J., & Vandercook, J. (2020)

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