

**Scenario Planning for Special Education Report**

		<b>Full In-Person</b>	<b>Hybrid</b>	<b>Full Remote</b>
<p><b>Addressing the Needs of Students</b></p> <p>*Plan developed following guidelines provided by the Department of Early Education and Care: <a href="#">MASS Reopen Guidelines</a></p> <p>*Additional guidelines for early childhood and substantially separate LEAP, CSA, and Adie School students</p>	<p><b><u>Mainstream Special Education</u></b></p>	<p><b>Student Testing &amp; Meeting Logistics</b></p> <p>All staff must follow HIPPA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>Can be conducted in the classrooms following social distancing guidelines</li> <li>Can be done during outdoor activities/lessons following social distancing guidelines</li> <li>Can be done via collecting teacher/staff observations that are in the classroom</li> <li>A consistent form should be utilized across schools for observations that is in line with the state recording form for formal observations</li> <li>Training will need to be provided for staff regarding what does and</li> </ul>	<p><b>Student Testing &amp; Meeting Logistics</b></p> <p>All staff must follow HIPPA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>Can be conducted in the classrooms following social distancing guidelines</li> <li>Can be done during outdoor activities/lessons following social distancing guidelines</li> <li>Can be done via collecting teacher/staff observations that are in the classroom</li> <li>A consistent form should be utilized across schools for observations that is in line with the state recording form for formal observations</li> <li>Training will need to be provided for staff regarding what does and</li> </ul>	<p><b>Student Testing &amp; Meeting Logistics</b></p> <p>All staff must follow HIPPA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>Can be done via collecting teacher/staff observations that are working with students via remote channels</li> <li>Can be done via online observations of the student during instruction</li> <li>Can be done via interviews with parents about the progress of their child</li> <li>Can be done via consultations with all service providers (SLP/OT/PT/SW/Mainstream Teachers)</li> <li>A consistent form should be utilized across schools for observations that is in line with the</li> </ul>

		<p>does not require a formal observation</p> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>● Testing should be completed during school hours</li> <li>● All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>● Students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> <li>● Parent/Guardian interviews can be conducted in person (with proper social distancing guidelines), virtually, or by phone <ul style="list-style-type: none"> <li>○ Interviews are not to take place in student homes</li> </ul> </li> <li>● There will be a centrally organized testing team for testing throughout the district <ul style="list-style-type: none"> <li>○ These teams will be assigned to schools throughout the city to test students regionally to reduce the amount of cross-contamination with regard to testing materials and testing spaces</li> </ul> </li> </ul>	<p>does not require a formal observation</p> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>● Testing should be completed during school hours on the days when the student's cohort is scheduled for in-school learning</li> <li>● All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>● Students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> <li>● Parent/Guardian interviews can be conducted in person (with proper social distancing guidelines), virtually, or by phone <ul style="list-style-type: none"> <li>○ Interviews are not to take place in student homes</li> </ul> </li> <li>● There will be a centrally organized testing team for testing throughout the district <ul style="list-style-type: none"> <li>○ These teams will be assigned to schools throughout the city to test students regionally to reduce the amount of cross-contamination with regard to testing materials and testing spaces</li> </ul> </li> </ul>	<p>state recording form for formal observations</p> <ul style="list-style-type: none"> <li>● Training will need to be provided for staff regarding what does and does not require a formal observation</li> </ul> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>● Testing should be completed by appointment and at the student's home school when feasible <ul style="list-style-type: none"> <li>○ Exceptions regarding testing location can be made based on school team decisions</li> </ul> </li> <li>● All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>● Students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> <li>● Remote evaluations are not reliable and/or valid and cannot be defended in court or at BSEA</li> <li>● In-school face to face assessment is most reliable with valid results <ul style="list-style-type: none"> <li>○ Designated rooms in schools will be provided with social distancing precautions and protocols in place</li> <li>○ Appointments for assessment will be done</li> </ul> </li> </ul>
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		<p style="text-align: center;">virtually</p> <ul style="list-style-type: none"> <li>○ This must be a team decision</li> <li>● Arena assessment structures can still be utilized where social distancing protocols can still be enforced <ul style="list-style-type: none"> <li>○ In the event they cannot, the team should schedule multiple individual testing sessions to complete the testing</li> <li>○ In the event of testing fatigue or concerns about health with regard to lengthy testing times, multiple testing sessions can be scheduled with the students to complete testing</li> <li>○ The district will investigate the feasibility of implementing a plexiglass shield (1 per testing site) to alleviate some of the health concerns</li> </ul> </li> <li>● Due to the testing constraints with regard to social distancing and scheduling, students may be qualified based on doctor's notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</li> </ul>	<p style="text-align: center;">virtually</p> <ul style="list-style-type: none"> <li>○ This must be a team decision</li> <li>● Arena assessment structures can still be utilized where social distancing protocols can still be enforced <ul style="list-style-type: none"> <li>○ In the event they cannot, the team should schedule multiple individual testing sessions to complete the testing</li> <li>○ In the event of testing fatigue or concerns about health with regard to lengthy testing times, multiple testing sessions can be scheduled with the students to complete testing</li> <li>○ The district will investigate the feasibility of implementing a plexiglass shield (1 per testing site) to alleviate some of the health concerns</li> </ul> </li> <li>● Due to the testing constraints with regard to social distancing and scheduling, students may be qualified based on doctor's notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</li> </ul>	<p style="text-align: center;">staff to ensure they are utilizing it correctly and effectively</p> <ul style="list-style-type: none"> <li>○ Use of re-eval (REED) process to determine re-evaluations that do not require face to face assessment to requalify students <ul style="list-style-type: none"> <li>■ This only applies to certain cases</li> <li>■ Process was piloted in the spring</li> <li>■ Can be done virtually</li> </ul> </li> <li>○ This must be a team decision</li> <li>● In the event of the need for full school closures again, the district is researching online testing possibilities that will address the reliability/validity issues with online testing</li> <li>● Arena assessment structures can still be utilized where social distancing protocols can still be enforced <ul style="list-style-type: none"> <li>○ In the event they cannot, the team should schedule multiple individual testing sessions to complete the testing</li> <li>○ In the event of testing fatigue or concerns about health with regard to</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul> <p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines <ul style="list-style-type: none"> <li>○ Virtual meetings will also remain as an option for team meetings</li> </ul> </li> <li>• Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding the best avenue for acquiring parent signatures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul> <p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines <ul style="list-style-type: none"> <li>○ Virtual meetings will also remain as an option for team meetings</li> </ul> </li> <li>• Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding the best avenue for acquiring parent signatures</li> </ul> </li> </ul>	<p>lengthy testing times, multiple testing sessions can be scheduled with the students to complete testing</p> <ul style="list-style-type: none"> <li>○ The district will investigate the feasibility of implementing a plexiglass shield (1 per testing site) to alleviate some of the health concerns</li> <li>• Due to the testing constraints with regard to social distancing and scheduling, students may be qualified based on doctor’s notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</li> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul>
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		<p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>• Will be given face-to-face with social distance guidelines implemented</li> <li>• Recommendation for schools to identify a space that is utilized for these providers that is not shared with other small group work</li> <li>• Teletherapy is also a viable option</li> <li>• Training for teletherapy (individual &amp; group sessions) will be provided for service providers</li> </ul> <p>Class Placement:</p> <ul style="list-style-type: none"> <li>• Schools will work to place special education students in a way that allows special education staff to support the students effectively utilizing social distancing protocol</li> </ul> <p>Inclusionary Services:</p> <ul style="list-style-type: none"> <li>• Will be provided in the classrooms with social distance guidelines in place</li> <li>• Virtual options within the school building can be explored if needed, but not ideal</li> </ul> <p>Paraprofessionals:</p> <ul style="list-style-type: none"> <li>• Must have an active role that takes the direction from the teachers/classrooms they support</li> </ul>	<p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>• Will be given face-to-face with social distance guidelines implemented when feasible</li> <li>• Recommendation for schools to identify a space that is utilized for these providers that is not shared with other small group work</li> <li>• Teletherapy is also a viable option</li> <li>• Training for teletherapy (individual &amp; group sessions) will be provided for service providers</li> </ul> <p>Class Placement:</p> <ul style="list-style-type: none"> <li>• Schools will work to place special education students in a way that allows special education staff to support the students effectively utilizing social distancing protocol</li> <li>• Schools will identify the most effective cohort assignment for special education students in the hybrid model cohorts to ensure special education teachers are effectively able to support their student roster</li> </ul> <p>Inclusionary Services:</p> <ul style="list-style-type: none"> <li>• Will be provided in the classrooms with social distance guidelines in place when feasible</li> <li>• Virtual options within the school building can be explored if needed, but not ideal</li> <li>• Virtual services can be provided in collaboration with classroom</li> </ul>	<p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• IEP meetings can be scheduled during the 1-3PM block available because all staff is still required to be on duty during those times</li> <li>• All meetings should be scheduled virtually</li> <li>• Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding the best avenue for acquiring parent signatures</li> </ul> </li> <li>• The meetings should be scheduled for 30-45 minute time frames <ul style="list-style-type: none"> <li>○ If this is an initial or re-evaluation meeting, these times may be a bit longer as needed</li> <li>○ Teams will be responsible for being respectful of time limits &amp; expectations</li> </ul> </li> </ul> <p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>• Teletherapy is the primary option for service delivery</li> <li>• When required, face-to-face sessions can be investigated utilizing social distancing guidelines if allowed and agreed upon <ul style="list-style-type: none"> <li>○ District will need to</li> </ul> </li> </ul>
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		<p>Materials/Resources for Students:</p> <ul style="list-style-type: none"> <li>● Schools will, to the best of their ability, utilize individual manipulatives and specialized resources for students</li> <li>● When individual manipulatives and specialized resources are not feasible, the school will institute a disinfecting protocol for materials that must be used by multiple students</li> <li>● The district will investigate any opportunities for online components of required programs to reduce the amount of materials needed to be physically handled</li> </ul> <p>Parent/Guardian as Learning Partners::</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians regarding PPE &amp; social distancing protocols will be provided</li> <li>● Training for parents/guardians on Remote Learning platforms is strongly recommended</li> <li>● Translation services will be utilized to ensure parents/guardians are comfortable with the Remote Learning platforms</li> <li>● Parent/guardian volunteers can support the school through helping other parents regarding online platforms and potentially translations as needed</li> </ul> <p><b>Daily Logistics &amp; Work Management</b></p> <p>Safety Protocols:</p> <ul style="list-style-type: none"> <li>● If students are in face-to-face</li> </ul>	<p>teachers via Remote Learning platforms when student is in Remote Learning setting</p> <p>Pull-Out/Small Group Instruction:</p> <ul style="list-style-type: none"> <li>● When operating remotely, teachers will work with students in virtual breakout rooms or independent platforms (small group or individual) <ul style="list-style-type: none"> <li>○ If a parent opts out of these group sessions because of confidentiality issues, individual sessions will be offered when feasible</li> </ul> </li> <li>● In the situations when working remotely where a parent is required to support the student within the virtual services being provided, but the parent/guardian does not attend, alternative approaches will be implemented <ul style="list-style-type: none"> <li>○ The multiple approaches and strategies will be documented in X2 should the parent/guardian continue to not attend the virtual service delivery</li> </ul> </li> </ul> <p>Paraprofessionals:</p> <ul style="list-style-type: none"> <li>● Must have an active role that takes the direction from the teachers/classrooms they support</li> <li>● Laptops will be assigned to paraprofessionals to ensure they can support Remote Learning</li> </ul>	<p>identify the population of students that will require face-to-face sessions due to specific needs</p> <ul style="list-style-type: none"> <li>● Training for teletherapy (individual &amp; group sessions) will be provided for service providers</li> </ul> <p>Class Placement:</p> <ul style="list-style-type: none"> <li>● Schools will identify the most effective cohort assignment for special education students in the hybrid model to ensure special education teachers are effectively able to support their student roster</li> </ul> <p>Inclusionary Services:</p> <ul style="list-style-type: none"> <li>● Services will be provided in collaboration with classroom teachers via Remote Learning platforms utilizing breakout rooms or other structures that satisfy the IEPs inclusionary designations</li> </ul> <p>Pull-Out/Small Group Instruction:</p> <ul style="list-style-type: none"> <li>● Teachers will work with students in virtual breakout rooms or independent platforms (small group or individual) <ul style="list-style-type: none"> <li>○ If a parent opts out of these group sessions because of confidentiality issues, individual sessions will be offered when feasible</li> </ul> </li> <li>● In the situations when working remotely where a parent is required to support the student</li> </ul>
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		<p>sessions, the expectation is that services are provided face-to-face unless there is a documented reason for those services not to be provided</p> <ul style="list-style-type: none"> <li>○ In that work, the understanding is also that the required PPE and protective equipment is readily and consistently available</li> </ul> <p>DESE GUIDANCE:</p> <ul style="list-style-type: none"> <li>● In order to support our students with special needs, we will need to consider that DESE is continuously updating their guidance, and plan to adjust accordingly.</li> </ul> <p>Schedules and Class Placement:</p> <ul style="list-style-type: none"> <li>● Allied Arts will continue to be provided to students equal to their general education peers</li> <li>● Schools/teams will take into consideration class placement for students with regard to ensuring special education teachers can support their entire roster effectively</li> </ul> <p>Behavior Management &amp; Safety Compliance:</p> <ul style="list-style-type: none"> <li>● If students are displaying unsafe behaviors with regard to behaviors or safety protocol compliance, the team should meet to adjust approaches and adjust the IEP</li> </ul>	<p>Materials/Resources for Students:</p> <ul style="list-style-type: none"> <li>● Schools will, to the best of their ability, utilize individual manipulatives and specialized resources for students</li> <li>● When individual manipulatives and specialized resources are not feasible, the school will institute a disinfecting protocol for materials that must be used by multiple students</li> <li>● When required and feasible, individual schools will develop a system to get materials and resources to students when in remote settings. <ul style="list-style-type: none"> <li>○ These materials/resources can be made available to students via Meal Service trucks, pick-up sites at schools, potentially the FRC, or any method designated by the schools utilizing social distancing protocols</li> <li>○ When feasible, the resources can also be placed in the mail through the district's mail system</li> </ul> </li> <li>● The district will investigate any opportunities for online components of required programs to reduce the amount of materials needed to be physically handled</li> </ul> <p>Parent/Guardian as Learning Partners::</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians regarding PPE &amp; social distancing</li> </ul>	<p>within the virtual services being provided, but the parent/guardian does not attend, alternative approaches will be implemented</p> <ul style="list-style-type: none"> <li>○ The multiple approaches and strategies will be documented in X2 should the parent/guardian continue to not attend the virtual service delivery</li> </ul> <p>Paraprofessionals:</p> <ul style="list-style-type: none"> <li>● Must have an active role that takes the direction from the teachers/classrooms they support</li> <li>● Laptops will be assigned to paraprofessionals to ensure they can support Remote Learning</li> <li>● Must be available during all designated school hours during Remote Learning</li> </ul> <p>Materials/Resources for Students:</p> <ul style="list-style-type: none"> <li>● Schools will, to the best of their ability, utilize individual manipulatives and specialized resources for students</li> <li>● When individual manipulatives and specialized resources are not feasible, the school will institute a disinfecting protocol for materials that must be used by multiple students</li> <li>● These materials/resources can be made available to students via Meal Service trucks, pick-up sites at schools, potentially the FRC, or any method designated by the schools</li> </ul>
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		<p>Work Expectations:</p> <ul style="list-style-type: none"> <li>● If the IEP designates hand over hand support for the students, it must be provided <ul style="list-style-type: none"> <li>○ PPE supplies as needed for this work cannot run out of supply in the classrooms or at the school-level</li> </ul> </li> <li>● Structured socialization and play will still be provided with established social distancing and safety guidelines <ul style="list-style-type: none"> <li>○ Schools, teams, and teachers will need to establish measures to handle materials and resources within established social distancing and safety guidelines</li> </ul> </li> <li>● School and district teams will review communication channels and structures to ensure that sufficient time is given with regard to testing and report writing for cases <ul style="list-style-type: none"> <li>○ This could include a centralized calendar/scheduling system</li> </ul> </li> <li>● When applicable and with permission, abbreviated batteries of testing can be utilized</li> <li>● Electronic signing systems will be established to allow for more immediate acceptance of testing,</li> </ul>	<p>protocols will be provided</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians on Remote Learning platforms is strongly recommended</li> <li>● Training parents with regard to behavior management and SEL strategies to incorporate in the remote setting for their child's learning</li> <li>● Translation services will be utilized to ensure parents/guardians are comfortable with the Remote Learning platforms</li> <li>● Parent/guardian volunteers can support the school through helping other parents regarding online platforms and potentially translations as needed</li> </ul> <p><b>Daily Logistics &amp; Work Management</b></p> <p>Safety Protocols:</p> <ul style="list-style-type: none"> <li>● If students are in face-to-face sessions, the expectation is that services are provided face-to-face unless there is a documented reason for those services not to be provided <ul style="list-style-type: none"> <li>○ In that work, the understanding is also that the required PPE and protective equipment is readily and consistently available</li> </ul> </li> </ul> <p>DESE GUIDANCE:</p> <ul style="list-style-type: none"> <li>● In order to support our students with special needs, we will need to</li> </ul>	<p>utilizing social distancing protocols</p> <ul style="list-style-type: none"> <li>● When feasible, the resources can also be placed in the mail through the district's mail system</li> <li>● The district will investigate any opportunities for online components of required programs to reduce the amount of materials needed to be physically handled</li> </ul> <p>Parent/Guardian as Learning Partners::</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians regarding PPE &amp; social distancing protocols will be provided</li> <li>● Training for parents/guardians on Remote Learning platforms is strongly recommended</li> <li>● Training parents with regard to behavior management and SEL strategies to incorporate in their child's remote learning</li> <li>● Translation services will be utilized to ensure parents/guardians are comfortable with the Remote Learning platforms</li> <li>● Parent/guardian volunteers can support the school through helping other parents regarding online platforms and potentially translations as needed</li> </ul> <p><b>Daily Logistics &amp; Work Management</b></p> <p>Schedules and Class Placement:</p> <ul style="list-style-type: none"> <li>● Allied Arts will continue to be provided to students equal to their general education peers</li> <li>● Schools/teams will take into</li> </ul>
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		<p>reports, or plans</p> <ul style="list-style-type: none"> <li>○ Parents can take pictures of whatever they sign and give immediate approval and then send the original in the mail</li> <li>● Recommend to school admin teams that they must allow time for SPED teachers to complete this work within reasonable guidelines</li> </ul> <p>Devices &amp; Technology:</p> <ul style="list-style-type: none"> <li>● All students in similar programs will be issued the devices that best suit the needs given their disabilities</li> <li>● Disinfecting and safety management of the devices will be up to the school/team based planning</li> <li>● Special Education classrooms and programs will be allowed the flexibility to utilize any of the platforms established consistently throughout the district regardless of grade-level</li> </ul> <p>Documentation:</p> <ul style="list-style-type: none"> <li>● A Google Form system will be developed for documentation of services, communication, and notes specifically and individually for teachers to help streamline the process <ul style="list-style-type: none"> <li>○ The Google Forms will populate a Google Sheet spreadsheet and school administration will identify a process for these</li> </ul> </li> </ul>	<p>consider that DESE is continuously updating their guidance, and plan to adjust accordingly.</p> <p>Schedules and Class Placement:</p> <ul style="list-style-type: none"> <li>● Allied Arts will continue to be provided to students equal to their general education peers</li> <li>● Schools/teams will take into consideration class placement for students with regard to ensuring special education teachers can support their entire roster effectively</li> <li>● District &amp; school teams will investigate the feasibility of scheduling special education and ELL students within opposite cohorts to open up more ability to meet their needs effectively</li> </ul> <p>Behavior Management &amp; Safety Compliance:</p> <ul style="list-style-type: none"> <li>● If students are displaying unsafe behaviors with regard to behaviors or safety protocol compliance, the team should meet to adjust approaches and adjust the TDLP</li> </ul> <p>Work Expectations:</p> <ul style="list-style-type: none"> <li>● If the IEP designates hand over hand support for the students, it must be provided <ul style="list-style-type: none"> <li>○ PPE supplies as needed for this work cannot run out of supply in the classrooms or at the school-level</li> </ul> </li> </ul>	<p>consideration class placement for students with regard to ensuring special education teachers can support their entire roster effectively</p> <p>DESE GUIDANCE:</p> <ul style="list-style-type: none"> <li>● In order to support our students with special needs, we will need to consider that DESE is continuously updating their guidance, and plan to adjust accordingly.</li> </ul> <p>Work Expectations:</p> <ul style="list-style-type: none"> <li>● If the IEP designates hand over hand support for the students, it must be provided <ul style="list-style-type: none"> <li>○ Parent support should be incorporated within adjustments to TDLP with regard to this work being done remotely and include training and resources provided to parents as needed</li> </ul> </li> <li>● Structured socialization and play opportunities will still be need to be provided within the virtual setting if designated on IEPs <ul style="list-style-type: none"> <li>○ Schools and teams will need to design approaches to provide these opportunities and adjustments to the TDLP can be made to incorporate parent support and training/resources</li> </ul> </li> </ul>
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		<p>spreadsheets to be uploaded into X2 within each student's file if the district chooses to use X2 as the primary platform</p> <ul style="list-style-type: none"> <li>○ Related service providers should continue their documentation in EasyIEP</li> </ul>	<ul style="list-style-type: none"> <li>● Structured socialization and play will still be provided with established social distancing and safety guidelines <ul style="list-style-type: none"> <li>○ Schools, teams, and teachers will need to establish measures to handle materials and resources within established social distancing and safety guidelines</li> </ul> </li> <li>● School and district teams will review communication channels and structures to ensure that sufficient time is given with regard to testing and report writing for cases <ul style="list-style-type: none"> <li>○ This could include a centralized calendar/scheduling system</li> </ul> </li> <li>● When applicable and with permission, abbreviated batteries of testing can be utilized</li> <li>● Electronic signing systems will be established to allow for more immediate acceptance of testing, reports, or plans <ul style="list-style-type: none"> <li>○ Parents can take pictures of whatever they sign and give immediate approval and then send the original in the mail</li> </ul> </li> </ul> <p>Devices &amp; Technology:</p> <ul style="list-style-type: none"> <li>● All students in similar programs will be issued the devices that best suit</li> </ul>	<p>provided for remote opportunities for structured socialization and play</p> <ul style="list-style-type: none"> <li>● School and district teams will review communication channels and structures to ensure that sufficient time is given with regard to testing and report writing for cases <ul style="list-style-type: none"> <li>○ This could include a centralized calendar/scheduling system</li> </ul> </li> <li>● When applicable and with permission, abbreviated batteries of testing can be utilized</li> <li>● Electronic signing systems will be established to allow for more immediate acceptance of testing, reports, or plans <ul style="list-style-type: none"> <li>○ Parents can take pictures of whatever they sign and give immediate approval and then send the original in the mail</li> </ul> </li> </ul> <p>Devices &amp; Technology:</p> <ul style="list-style-type: none"> <li>● All students in similar programs will be issued the devices that best suit the needs given their disabilities</li> <li>● Disinfecting and safety management of the devices will be up to the school/team based planning</li> <li>● Special Education classrooms and programs will be allowed the flexibility to utilize any of the</li> </ul>
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			<p>the needs given their disabilities</p> <ul style="list-style-type: none"> <li>● Disinfecting and safety management of the devices will be up to the school/team based planning</li> <li>● Special Education classrooms and programs will be allowed the flexibility to utilize any of the platforms established consistently throughout the district regardless of grade-level</li> </ul> <p>Documentation:</p> <ul style="list-style-type: none"> <li>● A Google Form system will be developed for documentation of services, communication, and notes specifically and individually for teachers to help streamline the process <ul style="list-style-type: none"> <li>○ The Google Forms will populate a Google Sheet spreadsheet and school administration will identify a process for these spreadsheets to be uploaded into X2 within each student's file if the district chooses to use X2 as the primary platform</li> <li>○ This system can be used also for the bi-monthly documentation with regard to each student's TDLP</li> <li>○ Related service providers should continue their documentation in EasyIEP</li> </ul> </li> </ul>	<p>platforms established consistently throughout the district regardless of grade-level</p> <p>Documentation:</p> <ul style="list-style-type: none"> <li>● A Google Form system will be developed for documentation of services, communication, and notes specifically and individually for teachers to help streamline the process <ul style="list-style-type: none"> <li>○ The Google Forms will populate a Google Sheet spreadsheet and school administration will identify a process for these spreadsheets to be uploaded into X2 within each student's file if the district chooses to use X2 as the primary platform</li> <li>○ This system can be used also for the bi-monthly documentation with regard to each student's TDLP</li> <li>○ Related service providers should continue their documentation in EasyIEP</li> </ul> </li> </ul>
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	<p><b><u>Sub-Separate Special Education</u></b></p>	<p><b>Student Testing &amp; Meeting Logistics</b>  All staff must follow HIPAA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>● Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> <li>● Specific materials may be requested by specific programs regarding protecting staff and student health &amp; welfare <ul style="list-style-type: none"> <li>○ These are identified in the service delivery section of the recommendations, but should also be provided for testing as needed for specific student populations</li> </ul> </li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>● Can be conducted in the classrooms following social distancing guidelines</li> <li>● Can be done during outdoor activities/lessons following social distancing guidelines</li> <li>● Can be done via collecting teacher/staff observations that are in the classroom</li> </ul>	<p><b>Student Testing &amp; Meeting Logistics</b>  All staff must follow HIPAA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>● Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> <li>● Specific materials may be requested by specific programs regarding protecting staff and student health &amp; welfare <ul style="list-style-type: none"> <li>○ These are identified in the service delivery section of the recommendations, but should also be provided for testing as needed for specific student populations</li> </ul> </li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>● Can be conducted in the classrooms following social distancing guidelines</li> <li>● Can be done during outdoor activities/lessons following social distancing guidelines</li> <li>● Can be done via collecting teacher/staff observations that are in the classroom</li> </ul>	<p><b>Student Testing &amp; Meeting Logistics</b>  All staff must follow HIPAA regulations when working with students/families regarding potential symptoms</p> <p>Safety Protocol:</p> <ul style="list-style-type: none"> <li>● Students/families will be assessed for symptoms in accordance with school procedures as outlined and agreed upon in collaboration with the Health Department</li> <li>● Specific materials may be requested by specific programs regarding protecting staff and student health &amp; welfare <ul style="list-style-type: none"> <li>○ These are identified in the service delivery section of the recommendations, but should also be provided for testing as needed for specific student populations</li> </ul> </li> </ul> <p>Student Observations:</p> <ul style="list-style-type: none"> <li>● Can be done via collecting teacher/staff observations that are working with students via remote channels</li> <li>● Can be done via online observations of the student during instruction</li> </ul>
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		<ul style="list-style-type: none"> <li>• A consistent form should be utilized across schools for observations that is in line with the state recording form for formal observations</li> <li>• Training will need to be provided for staff regarding what does and does not require a formal observation</li> </ul> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>• Testing should be completed during school hours</li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>• Staff and students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> <li>• Parent/Guardian interviews can be conducted in person (with proper social distancing guidelines), virtually, or by phone <ul style="list-style-type: none"> <li>○ Interviews are not to take place in student homes</li> </ul> </li> <li>• There will be a centralized testing team for all unenrolled PreK students</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent form should be utilized across schools for observations that is in line with the state recording form for formal observations</li> <li>• Training will need to be provided for staff regarding what does and does not require a formal observation</li> </ul> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>• Testing should be completed during school hours on the days when the student’s cohort is scheduled for in-school learning</li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>• Staff and students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> <li>• Parent/Guardian interviews can be conducted in person (with proper social distancing guidelines), virtually, or by phone <ul style="list-style-type: none"> <li>○ Interviews are not to take place in student homes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Can be done via interviews with parents about the progress of their child</li> <li>• Can be done via consultations with all service providers (SLP/OT/PT/SW/Mainstream Teachers)</li> <li>• A consistent form should be utilized across schools for observations that is in line with the state recording form for formal observations</li> <li>• Training will need to be provided for staff regarding what does and does not require a formal observation</li> </ul> <p>Student Testing:</p> <ul style="list-style-type: none"> <li>• Testing should be completed by appointment and at the student’s home school when feasible <ul style="list-style-type: none"> <li>○ Exceptions can be made based on school team decisions</li> </ul> </li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> <li>• Staff and students will be provided with masks with clear panels to provide viewing ability to their mouths as needed for testing and service delivery situations as needed</li> </ul>
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		<p>require face to face assessment to requalify students</p> <ul style="list-style-type: none"> <li>■ This only applies to certain cases</li> <li>■ Process was piloted in the spring</li> <li>■ Can be done virtually</li> </ul> <ul style="list-style-type: none"> <li>○ This must be a team decision</li> </ul> <ul style="list-style-type: none"> <li>● Arena assessment structures can still be utilized where social distancing protocols can still be enforced <ul style="list-style-type: none"> <li>○ In the event they cannot, the team should schedule multiple individual testing sessions to complete the testing</li> <li>○ In the event of testing fatigue or concerns about health with regard to lengthy testing times, multiple testing sessions can be scheduled with the students to complete testing</li> <li>○ The district will investigate the feasibility of implementing a plexiglass shield (1 per testing site) to alleviate some of the health concerns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Use of re-eval (REED) process to determine re-evaluations that do not require face to face assessment to requalify students <ul style="list-style-type: none"> <li>■ This only applies to certain cases</li> <li>■ Process was piloted in the spring</li> <li>■ Can be done virtually</li> </ul> </li> <li>○ This must be a team decision</li> </ul> <ul style="list-style-type: none"> <li>● Arena assessment structures can still be utilized where social distancing protocols can still be enforced <ul style="list-style-type: none"> <li>○ In the event they cannot, the team should schedule multiple individual testing sessions to complete the testing</li> <li>○ In the event of testing fatigue or concerns about health with regard to lengthy testing times, multiple testing sessions can be scheduled with the students to complete testing</li> <li>○ The district will investigate the feasibility of implementing a plexiglass</li> </ul> </li> </ul>	<p>families prior to their scheduled appointments</p> <ul style="list-style-type: none"> <li>○ The district will offer extended timelines to families if they continually are missing appointments or are uncomfortable with face to face testing</li> </ul> <ul style="list-style-type: none"> <li>● Not all re-evaluations require face to face assessment <ul style="list-style-type: none"> <li>○ REED training should be made available to all SPED staff to ensure they are utilizing it correctly and effectively</li> <li>○ Use of re-eval (REED) process to determine re-evaluations that do not require face to face assessment to requalify students <ul style="list-style-type: none"> <li>■ This only applies to certain cases</li> <li>■ Process was piloted in the spring</li> <li>■ Can be done virtually</li> </ul> </li> </ul> </li> <li>● In the event of the need for full school closures again, the district is researching online testing possibilities that will address the reliability/validity issues with online testing</li> <li>● Due to the testing constraints with regard to social distancing and scheduling, students may be</li> </ul>
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		<ul style="list-style-type: none"> <li>• Due to the testing constraints with regard to social distancing and scheduling, students may be qualified based on doctor's notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</li> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul> <p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• All social distancing and PPE protocols will be enforced based on Health Department and DESE guidelines</li> </ul>	<p>shield (1 per testing site) to alleviate some of the health concerns</p> <ul style="list-style-type: none"> <li>• Due to the testing constraints with regard to social distancing and scheduling, students may be qualified based on doctor's notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</li> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul> <p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• All social distancing and PPE protocols will be enforced based on</li> </ul>	<p>qualified based on doctor's notes, artifacts, and observations and classified under an extended evaluation when the situation is required and/or appropriate</p> <ul style="list-style-type: none"> <li>• When feasible, reduce the number of people required to handle testing materials by potentially identifying a limited number of testing staff members</li> <li>• When feasible, schedule testing in a time frame that allows certain testing items/materials to be quarantined for a period of time</li> <li>• All testing done during the time of the pandemic will include notes in the documentation about the environmental factors during this time period</li> </ul> <p>Team Meetings:</p> <ul style="list-style-type: none"> <li>• All TDLPs will be reviewed and revised with IEPs on the same timeline</li> <li>• IEP meetings can be scheduled during the 1-3PM block available because all staff is still required to be on duty during those times</li> <li>• All meetings should be scheduled virtually</li> <li>• Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding</li> </ul> </li> </ul>
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		<ul style="list-style-type: none"> <li>○ Virtual meetings will also remain as an option for team meetings</li> <li>● Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding the best avenue for acquiring parent signatures</li> </ul> </li> </ul> <p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>● Will be given face-to-face with social distance guidelines implemented</li> <li>● Recommendation for schools to identify a space that is utilized for these providers that is not shared with other small group work</li> <li>● Teletherapy is also a viable option</li> </ul> <p>Mainstream Components:</p> <ul style="list-style-type: none"> <li>● Should be implemented in accordance with the designated times on IEPs utilizing proper social distancing measures within the mainstream setting and transitions to and from mainstream setting</li> <li>● Special education teams should be willing to evaluate a student's needs when school opens to see if the recommendations for goals or services need to be adjusted <ul style="list-style-type: none"> <li>○ These decisions should not be predictive, but should</li> </ul> </li> </ul>	<p>Health Department and DESE guidelines</p> <ul style="list-style-type: none"> <li>○ Virtual meetings will also remain as an option for team meetings</li> <li>● Teams will have the capability of utilizing e-signatures for IEPs <ul style="list-style-type: none"> <li>○ School teams will be responsible for deciding the best avenue for acquiring parent signatures</li> </ul> </li> </ul> <p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>● Will be given face-to-face with social distance guidelines implemented when feasible</li> <li>● Recommendation for schools to identify a space that is utilized for these providers that is not shared with other small group work</li> <li>● Teletherapy is also a viable option</li> </ul> <p>Mainstream Components:</p> <ul style="list-style-type: none"> <li>● Should be implemented in accordance with the designated times on IEPs utilizing proper social distancing measures within the mainstream setting and transitions to and from mainstream setting when in school</li> <li>● Should be included within general education settings and have access to general education curriculum in accordance with their IEP when in</li> </ul>	<p>the best avenue for acquiring parent signatures</p> <ul style="list-style-type: none"> <li>● The meetings should be scheduled for 30-45 minute time frames <ul style="list-style-type: none"> <li>○ If this is an initial or re-evaluation meeting, these times may be a bit longer as needed</li> <li>○ Teams will be responsible for being respectful of time limits &amp; expectations</li> </ul> </li> </ul> <p><b>Delivering Services to Students</b></p> <p>SLP/OT/PT/SW Services:</p> <ul style="list-style-type: none"> <li>● Teletherapy is the primary option for service delivery</li> <li>● When required, face-to-face sessions can be investigated utilizing social distancing guidelines if allowed and agreed upon</li> </ul> <p>Mainstream Components:</p> <ul style="list-style-type: none"> <li>● Should be included within general education settings and have access to general education curriculum in accordance with their IEP when in Remote Learning setting</li> <li>● Flexibility can be utilized with regard to the class placement and cooperating teacher as needed to ensure students has access to general education setting and curriculum</li> <li>● Special education teams should be willing to evaluate a student's needs when school opens to see if</li> </ul>
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		<p>be data based and agreed upon at the school/team level before any recommendations are made</p> <ul style="list-style-type: none"> <li>○ Revisions &amp; recommendations to services can also be included in the TDLP prior to making changes to IEP in order to collect more data if needed</li> </ul> <p><b>Inclusionary Services:</b></p> <ul style="list-style-type: none"> <li>● Will be provided in the mainstream classrooms with social distance guidelines in place</li> <li>● Virtual options within the school building can be explored if needed, but not ideal</li> </ul> <p><b>Paraprofessionals:</b></p> <ul style="list-style-type: none"> <li>● Must have an active role that takes the direction from the teachers/classrooms they support</li> </ul> <p><b>Materials/Resources for Students:</b></p> <ul style="list-style-type: none"> <li>● Schools will, to the best of their ability, utilize individual manipulatives and specialized resources for students</li> <li>● When individual manipulatives and specialized resources are not feasible, the school will institute a disinfecting protocol for materials that must be used by multiple students</li> </ul>	<p>Remote Learning setting</p> <ul style="list-style-type: none"> <li>● Flexibility can be utilized with regard to the class placement and cooperating teacher as needed to ensure students has access to general education setting and curriculum</li> <li>● Special education teams should be willing to evaluate a student's needs when school opens to see if the recommendations for goals or services need to be adjusted <ul style="list-style-type: none"> <li>○ These decisions should not be predictive, but should be data based and agreed upon at the school/team level before any recommendations are made</li> <li>○ Revisions &amp; recommendations to services can also be included in the TDLP prior to making changes to IEP in order to collect more data if needed</li> </ul> </li> </ul> <p><b>Inclusionary Services:</b></p> <ul style="list-style-type: none"> <li>● Will be provided in the mainstream classrooms with social distance guidelines in place when feasible</li> <li>● Virtual options within the school building can be explored if needed, but not ideal</li> <li>● Virtual services can be provided in collaboration with mainstream teachers via Remote Learning platforms when student is in</li> </ul>	<p>the recommendations for mainstream opportunities need to be adjusted as a result of recent experiences</p> <p><b>Inclusionary Services:</b></p> <ul style="list-style-type: none"> <li>● Services will be provided in collaboration with mainstream teachers via Remote Learning platforms utilizing breakout rooms or other structures that satisfy the IEPs inclusionary designations</li> </ul> <p><b>Pull-Out/Small Group Instruction:</b></p> <ul style="list-style-type: none"> <li>● Teachers will work with students in virtual breakout rooms or independent platforms (small group or individual) <ul style="list-style-type: none"> <li>○ If a parent opts out of these group sessions because of confidentiality issues, individual sessions will be offered when feasible</li> </ul> </li> <li>● In the situations when working remotely where a parent is required to support the student within the virtual services being provided, but the parent/guardian does not attend, alternative approaches will be implemented <ul style="list-style-type: none"> <li>○ The multiple approaches and strategies will be documented in X2 should the parent/guardian continue to not attend the virtual service delivery</li> </ul> </li> </ul>
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		<p>Parent/Guardian as Learning Partners::</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians regarding PPE &amp; social distancing protocols will be provided</li> <li>● Training for parents/guardians on Remote Learning platforms is strongly recommended</li> <li>● Translation services will be utilized to ensure parents/guardians are comfortable with the Remote Learning platforms</li> <li>● Parent/guardian volunteers can support the school through helping other parents regarding online platforms and potentially translations as needed</li> </ul> <p>Hybrid Structure Option:</p> <ul style="list-style-type: none"> <li>● District will discuss and research the feasibility of potentially utilizing a hybrid structure for substantially separate structure regardless of scenario to ensure social distancing protocols are able to be implemented effectively</li> </ul> <p><b>Daily Logistics &amp; Work Management</b></p> <p>Safety Protocols:</p> <ul style="list-style-type: none"> <li>● District will prioritize classrooms where implementing or enforcing safety protocols for the following: <ul style="list-style-type: none"> <li>○ Ensuring PPE and safety supplies are consistently available to staff all year long</li> <li>○ Air purifiers for these classrooms</li> </ul> </li> </ul>	<p>Remote Learning setting</p> <p>Pull-Out/Small Group Instruction:</p> <ul style="list-style-type: none"> <li>● When operating remotely, teachers will work with students in virtual breakout rooms or independent platforms (small group or individual) <ul style="list-style-type: none"> <li>○ If a parent opts out of these group sessions because of confidentiality issues, individual sessions will be offered when feasible</li> </ul> </li> <li>● In the situations when working remotely where a parent is required to support the student within the virtual services being provided, but the parent/guardian does not attend, alternative approaches will be implemented <ul style="list-style-type: none"> <li>○ The multiple approaches and strategies will be documented in X2 should the parent/guardian continue to not attend the virtual service delivery</li> </ul> </li> </ul> <p>Paraprofessionals:</p> <ul style="list-style-type: none"> <li>● Must have an active role that takes the direction from the teachers/classrooms they support</li> <li>● Laptops will be assigned to paraprofessionals to ensure they can support Remote Learning</li> <li>● Must be available during all designated school hours during Remote Learning sessions</li> </ul>	<p>Paraprofessionals:</p> <ul style="list-style-type: none"> <li>● Must have an active role that takes the direction from the teachers/classrooms they support</li> <li>● Laptops will be assigned to paraprofessionals to ensure they can support Remote Learning</li> <li>● Must be available during all designated school hours during Remote Learning</li> </ul> <p>Materials/Resources for Students:</p> <ul style="list-style-type: none"> <li>● Schools will, to the best of their ability, utilize individual manipulatives and specialized resources for students</li> <li>● When individual manipulatives and specialized resources are not feasible, the school will institute a disinfecting protocol for materials that must be used by multiple students</li> <li>● These materials/resources can be made available to students via Meal Service trucks, pick-up sites at schools, potentially the FRC, or any method designated by the schools utilizing social distancing protocols</li> <li>● When feasible, the resources can also be placed in the mail through the district's mail system</li> </ul> <p>Parent/Guardian as Learning Partners::</p> <ul style="list-style-type: none"> <li>● Training for parents/guardians regarding PPE &amp; social distancing protocols will be provided</li> <li>● Training for parents/guardians on</li> </ul>
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		<ul style="list-style-type: none"> <li>○ Individual iPads for all students</li> <li>○ A consistent supply of PPE supplies <ul style="list-style-type: none"> <li>■ Including diapers available in changing bathrooms</li> </ul> </li> <li>○ When required and feasible, kevlar sleeves, aprons, and “humanity shields” to protect the safety of staff members</li> <li>○ When required and feasible: <ul style="list-style-type: none"> <li>■ Compression vests</li> <li>■ Slant boards</li> <li>■ Weighted pencils</li> <li>■ Weighted sleeves</li> <li>■ Sensory cushions</li> </ul> </li> </ul> <p>Additional Training &amp; PD:</p> <ul style="list-style-type: none"> <li>● Training will be offered to parents in these programs to specifically support them in working with their students at home</li> <li>● Resources such as videos and social stories will be provided for families to help prepare students for their return to school</li> </ul>	<p>Safety Protocols:</p> <ul style="list-style-type: none"> <li>● District will prioritize classrooms where implementing or enforcing safety protocols for the following: <ul style="list-style-type: none"> <li>○ Ensuring PPE and safety supplies are consistently available to staff all year long</li> <li>○ Air purifiers for these classrooms</li> <li>○ Move them to the top of the priority list for repairs to systems regarding air circulation and/or HVAC</li> </ul> </li> <li>● If students are in face-to-face sessions, the expectation is that services are provided face-to-face unless there is a documented reason for those services not to be provided <ul style="list-style-type: none"> <li>○ In that work, the understanding is also that the required PPE and protective equipment is readily and consistently available</li> </ul> </li> </ul> <p>Work Management:</p> <ul style="list-style-type: none"> <li>● Schools need to be cognizant of the work assignments for the sub-separate classrooms with regard to their testing and instructional responsibilities with regard to coverage as needed for their programs</li> </ul> <p>Additional Materials/Resources:</p> <ul style="list-style-type: none"> <li>● Deaf &amp; Hard of Hearing Programs</li> </ul>	<p>regard to their testing and instructional responsibilities</p> <ul style="list-style-type: none"> <li>● Attendance expectations will be the same as with every other school in that students MUST attend the first period of the day to be marked “present” <ul style="list-style-type: none"> <li>○ Schools will work individually with families/cases to develop plans for students who are not meeting that expectations consistently</li> </ul> </li> <li>● Each program will have the flexibility to use any of the “platforms” identified in the plan for their students <ul style="list-style-type: none"> <li>○ For example, a program/alternative school may choose to use SeeSaw all the way up from K through 12 or may choose to utilize Google Classroom solely</li> </ul> </li> </ul> <p>Additional Materials/Resources:</p> <ul style="list-style-type: none"> <li>● Deaf &amp; Hard of Hearing Programs when required and/or identified on IEP: <ul style="list-style-type: none"> <li>○ FM systems</li> <li>○ Hard copies of teachers notes for classes</li> <li>○ Targeted vocabulary</li> <li>○ Captioning programs installed on all videos</li> </ul> </li> <li>● CSA Programs when required and/or identified on IEP: <ul style="list-style-type: none"> <li>○ Individual iPads for all</li> </ul> </li> </ul>
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			<p>when required and/or identified on IEP:</p> <ul style="list-style-type: none"> <li>○ FM systems</li> <li>○ Hard copies of teachers notes for classes</li> <li>○ Targeted vocabulary</li> <li>○ Captioning programs installed on all videos</li> <li>● CSA Programs when required and/or identified on IEP: <ul style="list-style-type: none"> <li>○ Individual iPads for all students</li> <li>○ A consistent supply of PPE supplies <ul style="list-style-type: none"> <li>■ Including diapers available in changing bathrooms</li> </ul> </li> <li>○ When required and feasible, kevlar sleeves, aprons, and “humanity shields” to protect the safety of staff members</li> <li>○ When required and feasible: <ul style="list-style-type: none"> <li>■ Compression vests</li> <li>■ Slant boards</li> <li>■ Weighted pencils</li> <li>■ Weighted sleeves</li> <li>■ Sensory cushions</li> </ul> </li> </ul> </li> </ul> <p>Additional Training &amp; PD:</p> <ul style="list-style-type: none"> <li>● Training will be offered to parents in these programs to specifically support them in working with their students at home</li> <li>● Resources such as videos and social</li> </ul>	<p>students</p> <ul style="list-style-type: none"> <li>○ A consistent supply of PPE supplies <ul style="list-style-type: none"> <li>■ Including diapers available in changing bathrooms</li> </ul> </li> <li>○ When required and feasible, kevlar sleeves, aprons, and “humanity shields” to protect the safety of staff members</li> <li>○ When required and feasible: <ul style="list-style-type: none"> <li>■ Compression vests</li> <li>■ Slant boards</li> <li>■ Weighted pencils</li> <li>■ Weighted sleeves</li> <li>■ Sensory cushions</li> </ul> </li> </ul> <p>Scheduling and Staffing::</p> <ul style="list-style-type: none"> <li>● Programs will follow the same “frame” for the schedules of the mainstream schools, but will individualize the content blocks to meet the specific needs of their students</li> <li>● Allied Arts scheduling will need to be created at these schools around the Allied Arts obligations at other schools <ul style="list-style-type: none"> <li>○ This may require an adjustment of the overall schedule, which will need to be addressed at the school-level in conjunction with schools that share</li> </ul> </li> </ul>
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			stories will be provided for families to help prepare students for their return to school	staffing Additional Training & PD: <ul style="list-style-type: none"><li>● Training will be offered to parents in these programs to specifically support them in working with their students at home</li><li>● Resources such as videos and social stories will be provided for families to help prepare students for their return to school</li></ul>
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