

School Reopening 2020:

# ODLSS Remote Learning Guidance



<b>Table of Contents</b>	<b>2</b>
<b>Introduction</b>	<b>8</b>
<b>Remote Learning</b>	<b>8</b>
Elementary School	9
High School	10
<b>Students</b>	<b>10</b>
<b>General Expectations</b>	<b>10</b>
<b>Technology - Assistive Technology (AT) &amp; Augmentative and Alternative Communication (AAC)</b>	<b>10</b>
Instructional Expectations	11
<b>School-Based Staff</b>	<b>11</b>
<b>General Guidance</b>	<b>11</b>
Evaluation Process	12
<b>Assessment Planning</b>	<b>13</b>
Full and Individual Evaluation (FIE)	13
Initial Evaluation	13
Reevaluation	14
Evaluation Reports	14
Eligibility/IEP/504 Plan Meetings	14
IEP/504 Plan Implementation:	15
Progress Monitoring:	16
Safety	16
<b>Technology - Assistive Technology (AT) &amp; Augmentative and Alternative Communication (AAC)</b>	<b>16</b>

Instruction	16
<b>School Expectations for Students</b>	<b>18</b>
Non-Digital Instruction (updated 9/17/20)	18
<b>ODLSS Behavioral Supports</b>	<b>20</b>
Collaboration	20
Consultation	21
SBSS Remote Learning Consultation	21
Coaching and Performance Feedback	21
Professional Development	21
Deaf or Hard of Hearing Cluster (DHH)	21
Visual Impairment (VI)	21
<b>Related Service Providers (RSPs)</b>	<b>21</b>
Synchronous and Asynchronous Learning Expectations	21
<b>Remote Learning Service Delivery Modalities</b>	<b>23</b>
<b>Service Delivery Models</b>	<b>23</b>
Synchronous Learning	23
Asynchronous Learning	24
RSP Documentation of Asynchronous activities	24
<b>Types of Service for Diverse Learners</b>	<b>24</b>
Direct Services	24
Consultation	24
Tiered Support	25
Crisis Intervention During Remote Learning	25
<b>Logistical Considerations</b>	<b>25</b>
<b>Scheduling of Services</b>	<b>26</b>
<b>Team Day</b>	<b>26</b>
Community Based Instruction	27
<b>Special Education Classroom Assistant (SECA)</b>	<b>27</b>

<b>Parents and Families:</b>	<b>28</b>
<b>Guidance to Citywide Special Education Staff</b>	<b>31</b>
<b>Sign Language Interpreter:</b>	<b>31</b>
DHH Resources	32
<b>Speech/Audiology Reopening Guidance:</b>	<b>33</b>
<b>General Role of the Speech Language Pathologist</b>	<b>34</b>
<b>General Role of Audiologist</b>	<b>34</b>
Assessments	34
Prior to Initiating Assessment	35
Standardization	36
Modification of Test Materials	36
Documentation of Assessment Results for SLP/AuD	37
Remote Evaluations: Initial Decision	37
Steps for Remote Evaluation Completion: Speech-Language	38
Steps to Remote Evaluation Completion: Audiology	39
Service Delivery Models for Remote Learning	40
Remote Learning	40
Home Learning	41
<b>School Psychologist</b>	<b>41</b>
Psychological Evaluations	41
Remote Assessment Guidance	41
Additional Considerations	42
Research Findings	43
Important Links	43
Academic Achievement Evaluations	43
<b>Occupational and Physical Therapy ( OT/PT)</b>	<b>45</b>
Remote Assessments for OT and PT	46
Facilitator Considerations	47
<b>School Social Work Services:</b>	<b>47</b>
Remote Learning	48

Assessments	48
Service Delivery	48
Consultation	48
Collaboration	48
Co-teaching	48
<b>CPS Standard Protocol</b>	<b>49</b>
Suicidal Ideation	49
Homicidal Ideation	49
Abuse & Neglect	49
Confidentiality - FERPA	50
Resources	50
Student Behavior	50
Prefatory Considerations	50
Preparing Students and Staff for Changes in the School Structure	52
<b>Functional Behavioral Assessments and Behavior Intervention Plans</b>	<b>52</b>
<b>Mental Health and Behavior Concerns</b>	<b>52</b>
<b>Behavioral Services</b>	<b>53</b>
<b>Behavioral Management Checklist</b>	<b>53</b>
<b>Instructional Guidance for Behavior Management</b>	<b>53</b>
<b>De-escalation</b>	<b>54</b>
<b>Nursing (updated 9/17/20)</b>	<b>54</b>
General Considerations	54
Remote Evaluations	55
Provision of Service: Nursing	57
<b>Resources for Nurse Remote Learning Supports</b>	<b>59</b>
<b>Handwashing</b>	<b>59</b>
<b>Mask</b>	<b>59</b>

<b>Diabetes Resources - Please see our Nursing Resource Center</b>	<b>59</b>
<b>ADHD Resources</b>	<b>59</b>
<b>Seizure Resources</b>	<b>60</b>
<b>Allergies and Asthma</b>	<b>60</b>
<b>Nursing Services for Specific Needs</b>	<b>60</b>
Diabetes	60
Urine Catheterization	60
G or J Tube	60
Trach/suction	60
Medication Administration	61
Asthma	61
Allergies	61
Seizures	61
Oxygen	61
<b>Homebound Services</b>	<b>61</b>
School Administrators	61
Classroom Teacher	62
Citywide Hospital/Treatment Center Teacher	62
Student	62
Parents/Guardians	63
Paraprofessional	63
Related Service Providers	63
School Nurse	63
School Homebound Coordinator/Case Manager	63
School Attendance Clerk/Coordinator	64
<b>Itinerant Supports and Services</b>	<b>64</b>
<b>Schools Administration and Staff</b>	<b>64</b>
Remote Learning	64
<b>Student Assessment:</b>	<b>65</b>
Remote	65

Assessment Measures	65
ODLSS Support	65
<b>Early Childhood Itinerant Teachers (updated 9/17/20)</b>	<b>66</b>
Enrollment and Transfer of Early Childhood Students with Disabilities	66
ECSE Classroom Configuration	67
Non-attending Services -“Speech Only”	67
Registration Guidelines	68
Early Childhood Itinerant Supports and Services	68
Instruction and LRE Considerations	69
LRE Considerations	70
Remote Learning Plan (RLP) Development Considerations	70
Progress Monitoring	70
Additional Considerations for Early Childhood Special Education (ECSE)	71
Non Attending Early Childhood Screening and Evaluations - Citywide Assessment Team (CAT)	71
Dually Enrolled Students in Community Based Head Start (CBOs)	71
Transportation for Pre-K Students with Disabilities	73
Resources to Support Learn at Home, Hybrid, and Learn-at School Full Time	73

## Introduction

CPS Stakeholders,

As we prepare to embark on a new school year during COVID-19, our priorities are to ensure all students with disabilities have access to high-quality instruction in the least restrictive environment. This year comes with new learning demands for us all, but we cannot lose sight of our primary role of ensuring the health and safety of our students. Our students are tenacious, determined and resilient, and with the implementation of strategic instructional practices from our team, they will develop the skills to become productive citizens.

Although the current situation has impacted our traditional learning model, we must enter this school year with a shared instructional vision and instructional priorities. Regardless of learning modality, we must recognize and attend to our students' social emotional needs. We must maintain our high expectations of students and double down on our commitment to ensure that students have access to rigorous, grade-level appropriate and standards-aligned instruction. Finally, we must push ourselves to ensure that students have access to meaningful and engaging learning that is relevant, uplifts their identities, and is grounded in their real life experiences.

We are committed to serving our students and community. Our various teams have compiled information for each of our stakeholders to help support the need for guidance as it relates to serving students with disabilities.

## Remote Learning

To ensure that remote learning provides students with a comparable instructional experience to in-person instruction, educators are expected to be synchronously available to students during the entirety of the instructional day. Families and students have made it clear that they need access to their teacher in a reliable and consistent manner. Further, students need access to instructional time that meets district minimum instructional requirements. In response to these concerns, CPS is recommending that teachers and related service providers (RSP) have students engage in synchronous and asynchronous learning.

Synchronous learning is when class interactions happen in real-time. Students may virtually attend class together via video conference, livestream or chat. Synchronous does not have to mean whole-group learning. Teachers can and should use the synchronous time for small group instruction or other practices that allow for maximum student engagement. As a district, we will use Google Meet for synchronous learning.



Asynchronous learning is when students interact via the digital platform or hard copy materials without real-time interaction. Students engage in class materials and complete work at their own pace, typically within a given timeframe, often using discussion boards to drive peer-to-peer engagement. Asynchronous instruction works best for deep learning, whereas synchronous instruction is essential for maintaining relationships. Remote learning should be a blend of synchronous contact and asynchronous study/work. During asynchronous portions of the day, teachers should be available to students. Teachers can use this time to answer student questions, facilitate additional small group instruction or host office hours.

We recognize that it is not developmentally appropriate to expect students to participate in six hours of “direct screen time.” The table below summarizes thresholds for student synchronous and asynchronous engagement. Teachers must be available during the entirety of the instructional day. Students with IEPs and/or 504s may require adjustments to the amount of time allocated for synchronous and asynchronous instruction based upon the individual needs of students and instructional content. For example, when a new skill is being introduced, more synchronous instruction may be warranted whereas if a student has acquired the skill and is working on retention, more time may be allocated to asynchronous instruction for independent practice.

## Elementary School

Subject/Content Area	Grade PK	Grades K-2	Grades 3-5	Grades 6-8
Literacy- daily	Synchronous: 60 Asynchronous: 60  Gross Motor Asynchronous: 30	Synchronous: 60 Asynchronous: 60	Synchronous: 60 Asynchronous: 60	Synchronous: 40 Asynchronous: 20
Math- daily		Synchronous: 40 Asynchronous: 50	Synchronous: 45 Asynchronous: 45	Synchronous: 40 Asynchronous: 20
Science- daily		Synchronous: 20 Asynchronous: 20	Synchronous: 30 Asynchronous: 20	Synchronous: 40 Asynchronous: 20
Social Science- daily		Synchronous: 20 Asynchronous: 10	Synchronous: 30 Asynchronous: 0	Synchronous: 40 Asynchronous: 20
Academic enrichment		Synchronous: 10 Asynchronous: 10	Synchronous: 10 Asynchronous: 0	Synchronous: 40 Asynchronous: 20
Specials (Arts/PE/Library)	N/A	Synchronous: 30 Asynchronous: 30		
Total	150 Synchronous: 60 Asynchronous: 90	360 Synchronous: 180 Asynchronous: 180	360 Synchronous: 205 Asynchronous: 155	360 Synchronous: 230 Asynchronous: 130

## High School

	Maximum Total Student Minutes in Day	% In-Person Learning	% Synchronous Learning	% Asynchronous Learning
<b>Fully Remote</b>	Consistent with minutes agreed to in schedule approved by vote	0	80%	20%

## Students

### General Expectations

- Attend all remote learning sessions with teachers and/or RSPs\*.
- Participate daily in the remote learning session fully by answering questions and sharing ideas.
- Follow directions of teachers and RSPs during remote learning.
- Complete all work that is required by timelines provided. Work will be assigned via Google Classroom and/or other formats that teachers and/or RSPs request.
- Contact teachers and/or RSPs during office hours for additional support.
- Follow the [Student Acceptable Use Policy](#) to ensure responsible and safe use of technology while learning remotely.
- If completing work using non-digital or paper-based materials, complete the paper documents that will then be submitted to the teacher or RSP for review and/or a grade.

\*RSPs include nursing, occupational therapy (OT), physical therapy (PT), social work, psychologist, speech and audiology.

### Technology Usage including Assistive Technology (AT) & Augmentative and Alternative Communication (AAC)

- Use technology including assistive technology and communication devices at home to support learning and instruction.
- Clean technology devices daily.
- If students that have already been assessed and assigned a device from the ATRC, but are not in possession of the device at their home; parents should contact the school's IEP team. The IEP team will share the at home use agreement for parent signature, to allow the school to send the device home.

## Instructional Expectations

- Engage with a special education teacher daily during learning and instruction.
- Participate in synchronous and asynchronous activities as assigned by the general education teacher(s) and special education teacher as applicable.
  - Synchronous activity examples include but are not limited to:
    - Small-group, guided reading session.
    - Break-out groups around a mini-math lesson.
    - A virtual field trip with multiple opportunities for participation/feedback from students through chat, verbal, or EdTech tools that allow for interactivity.
  - Asynchronous activity examples include but are not limited to:
    - Read an article or chapter of a book, then provide reflections, annotations or feedback via Google Classroom or a Google Doc.
    - Complete individual math word problems and record answers in Google Sheets.
    - Interview a friend or family member regarding their experience throughout the pandemic. Then create a video news report or write a news article that is posted or submitted on Google Classroom.
    - Complete individually assigned work through school's online curriculum platforms.
    - Complete other work such as online discussion boards, blogs and email responses.

## School-Based Staff

### General Guidance

- Enroll students who have received an ODLSS school assignment letter into the school and assign each student to a teacher's caseload.
- Work with school administration to develop schedules for instruction and share these with RSPs and itinerant teachers, as appropriate.
- Work with the school administration to establish expectations around attendance, remote participation and guidelines for work completion/grades.

- Share expectations with students and parents/families around attendance, participation during remote sessions and work completion at the start of the school year, both verbally and in writing.
- Utilize the district's [Acceptable Use Policy](#) regarding appropriate technology usage when providing supports/services to students.
- Review all IEPs/504s and Remote Learning Plans of students to ensure accommodations and modifications are provided.
- Collaborate with classroom SECAs regarding supports needed for remote learning.
- Maintain consistent communications with parents/families and students regarding student progress.
- Create classroom instruction utilizing the Google Suite for students to complete.
- If students are not able to use technology and require non-digital formats, prepare lessons and identify how parents/families can pick up materials and drop off completed work in alignment with the building administration.
- Support is available from your ODLSS [District Representative \(DR\)](#) and/or [Special Education Administrator \(SEA\)](#).

## Evaluation Process

Staff are required to follow all guidelines that are outlined in the [ODLSS Procedural Manual](#). Evaluators must ensure that their assessments are selected and administered in a nondiscriminatory manner. Instruments and procedures to complete evaluations during the remote learning period should include interviews, record reviews, online assessment instruments and remote observations in accordance with the district's [Acceptable Use Policy](#).

Prior to collecting any additional information, each team member should review all relevant domains of the consent/assessment plan. This will help teams to ensure that their evaluations are sound and adhere to what parents previously agreed to during the consent/assessment planning phase of the evaluation. Guidance for assessment completion per discipline is included within this document below.

In all cases, evaluators are expected to adhere to the following standardized assessment considerations when completing initial evaluations and reevaluations:

- Assessment Integrity: Adhere to copyright provisions.
- Assessment Security: Maintain the integrity and security of test materials.
- Assessment Fidelity: Follow standardization guidelines to ensure validity and reliability.

## Assessment Planning

The local school district representative facilitates the assessment planning process by assembling a team virtually (including the parent/guardian) to consider the relevant domain(s) of suspected disability and what, if any, additional evaluation data or other information is necessary.

If existing qualitative and quantitative information is adequate for each relevant domain area (no additional information needed), no additional assessments must be conducted. However, if the parent/guardian is informed that no additional information is needed, the parent/guardian should be asked if he/she agrees.

If existing information is not adequate for each relevant domain area, determine what additional information is needed and the sources from which it will be obtained. The Consent for Evaluation: Additional Information Needed Form must be provided to the parent/guardian for written consent to the proposed evaluation.

The consent form should identify general information regarding the type of instruments and/or procedures to be utilized. It should not include names of specific diagnostic instruments. Use interviews, online rating scales, record reviews, remote observations in accordance with the [Acceptable Use Policy](#), etc. as sources of gathering additional data. Additionally, the consent form should indicate, at a minimum, the title of the individual who will obtain the additional data.

## Full and Individual Evaluation (FIE)

While conducting the evaluation, a variety of assessment tools and strategies must be used to determine whether the student meets eligibility criteria. The evaluation must be sufficiently comprehensive to identify the student's special education needs. Use interviews, online rating scales, record reviews, and remote observations in accordance with the [Acceptable Use Policy](#), etc. during the remote learning period to complete evaluations.

## Initial Evaluation

The initial evaluation must be completed and the IEP team must determine eligibility for special education and related services within 60 school days after the date the parent/guardian provides written consent to conduct the FIE. When there are fewer than 60 school days left in the school year and the parent/guardian has provided written consent, the eligibility determination and the IEP (if the student is eligible) must be completed prior to the first day of student attendance in the next school year. The data collected during the evaluation should be utilized to determine whether a student is eligible for special education services under IDEA. If the assessments did not produce enough data to warrant eligibility at this time, a new evaluation may be conducted with additional assessment tools once in-person instruction resumes.

## Reevaluation

For reevaluations, a record review may be considered appropriate if there is sufficient data to determine continued eligibility for services and to develop an IEP. Using data from a variety of sources (Potential Sources of Quantitative & Qualitative Data) can assist teams in determining the adequacy of available information. However, this must be determined on a case-by-case basis. Record reviews are not advised when considering either a change in the student's identified educational disability or a significant change in service delivery or LRE.

## Evaluation Reports

The evaluation report synthesizes each evaluator's individual report based on the relevant domain(s). A draft report must be completed at least three school days prior to the meeting and signed by the individual conducting the assessment. All evaluation reports must be finalized by the conclusion of the Eligibility meeting.

## Eligibility/IEP/504 Plan Meetings

The local school district representative must ensure that parents/guardians are provided with written notice of a virtual meeting at least 10 calendar days in advance of the meeting. The parent/guardian may agree in writing and/or verbally, to waive the right to this 10-calendar day notice. The Team must document confirmation of the parent/guardian agreement to proceed with either a telephone, or video meeting conference. Possibilities for parent/guardian confirmation methods include verbal, email and written confirmation.

The parent/guardian should be provided a draft copy of the Eligibility Determination document, draft assessment reports and/or IEP in advance of the meeting. The [email authorization form](#) can be used to receive approval for sending the draft via e-mail. At the virtual meeting, the documents should be projected via video conferencing to support meaningful parent/guardian participation in the virtual IEP discussion. If the parent is not proficient in English, an interpreter must be present at the virtual IEP meeting to support the parents' ability to participate meaningfully during the meeting. If the parent/guardian requires ASL, then a sign language interpreter must be present for the virtual meeting to support the parent/guardian's ability to participate meaningfully during the meeting. Please see the Case Manager to discuss these needs further.

If the parent/guardian does not participate in the scheduled virtual meeting, the meeting must be rescheduled, minimally, on three occasions. After the third attempt to schedule a meeting where the parent does not respond to meeting invitations or attempts, the team should convene without the parent. If the parent contacts the school after the meeting has been held, the team should reconvene a meeting to include the parent. All events must be recorded in the student log via SSM, and this would also include any attempts to reschedule virtual meetings. Team members may participate in

the conference by telephone or other alternative means. The mode of participation is documented in the Meeting Notes section.

Parents are able to request that the IEP meeting be held in person or via virtual/phone conference.

- Every effort should be made to meet with the parent in a format that the parent chooses. If the parent selects an in-person meeting, the school administrators will determine how many IEP team members will be allowed in the space based on safety and space requirements.
  - Due to space, there may be a need to have some IEP team members participate virtually while the parent is at the school in person for the meeting.
    - Example: School A has an IEP meeting room that is 150 sq. ft. in size. Based on recommendations, this allows for only three-four people to safely social distance in the space. The Case Manager, parent(s) and student would be prioritized in order to support the 6 feet of social distancing required. All other team members could attend virtually to ensure that the meeting continues as scheduled.
  - All parents/visitors to the building are required to mask and follow screening protocols when in the building for any reason.

### IEP/504 Plan Implementation:

- Engage in ongoing communication and special education updates from your assigned ODLSS [District Representative \(DR\)](#) and/or [Special Education Administrator \(SEA\)](#) for assistance related to IEPs/504s
- Access the following documents for foundational knowledge:
  - [IDEA Procedural Manual](#)
  - [Section 504 Procedural Manual](#)
- Special education teachers and related service providers will implement all students' Remote Learning Plan as written.
- Ensure students have access to the general education curriculum and Specially Designed Instruction (SDI).
- Ensure that students have access to the teacher's office hours schedule in case there is a need for additional support.

### Progress Monitoring:

- The special education teacher and/or related service provider will document and communicate progress monitoring outcomes for all students' IEP goals and benchmarks.
- Refer to the [Knowledge Center](#) for additional resources.
- Refer to the [Progress Monitoring IEP Goals and Benchmarks During Remote Learning](#) for additional IEP progress monitoring resources and guidance.

### Safety

- School staff can reach out to their assigned ODLSS District Representative and/or Special Education Administrator for developing student support resources around safety protocols (e.g., visual supports, social stories or checklists).
- Review district updates at <https://cps.edu/coronavirus/Pages/covid19.aspx>.

### Technology Including Assistive Technology (AT) & Augmentative and Alternative Communication (AAC)

- All technology and assistive technology and communication devices should be cleaned frequently.
- All students should have access to AT/AAC equipment at home. For specific questions or to obtain a home use agreement, please contact your network [ATRC team member](#).
- If a student's assistive technology or communication device requires repairs, the device will need to be returned to ATRC. The [ATRC Equipment webpage](#) has directions and labels.
- If there is a technology issue with a CPS issued device, call the CPS Parent Tech Support Hotline at 773-417-1060, Monday-Friday from 7:30 am - 4:30 pm or go to the online [Parent Tech Support Portal](#) any time for tech support help files and to submit service requests for your student's CPS-issued device.

### Instruction

- Schools should connect with all students and families to ensure online connectivity.
- Ensure that students have the equipment (laptops, iPads, Chromebooks) and internet access to connect remotely. Identify whether students have camera and microphone access for participation in remote instruction.



- Review Accommodations and Modifications per students' Remote Learning Plan and ensure implementation.
  - Students who are unable to access technology due to a specific medical concern as outlined in the IEP, and are not able to participate digitally, should receive non-digital packets at a weekly or bi-weekly frequency. Non-digital packets should include directions, lesson plans, modified work if needed, accommodations as appropriate and a plan for when the work will be returned to the teacher.
  - Maintain updated parent contact logs and progress monitoring data.
  - Implement IEP Goals with the appropriate support.
  - Monitor student engagement/attendance with their special education teacher daily during learning and instruction.
  - Refer to the [Supplemental Remote Learning Resources](#) document to access Digital & Non-Digital content to support, supplement, or modify learning plans.
  - Plan with co-teacher to review lessons, co-teaching models to be used virtually, and determine appropriate accommodations, modifications and specially designed instruction for all DL students.
  - Students will participate in synchronous and asynchronous activities as assigned by the General Education teacher(s) and special education teacher in collaboration with RSPs and Itinerant Staff as applicable.
- Synchronous activity examples include but are not limited to:
    - Special education teacher leads a small group guided reading session.
    - Special education teacher leads a break-out group around a mini-math lesson or provides additional modeling of how to complete a math problem.
    - General education teacher and special education teacher co-facilitate/teach a full-group lesson around a virtual field trip. Both teachers verbally ask questions and provide multiple opportunities for participation/feedback from students through chat, verbal, or EdTech tools that allow for interactivity.
    - General and special education teachers co-facilitate/teach full and/or small groups on an interactive Amplify lesson.
  - Asynchronous activity examples include but are not limited to:
    - Special education teacher (independently or in collaboration with the general education teacher depending on individual student needs) will assign an article or chapter of a book, then ask students to provide

reflections, annotations or feedback on Google Classroom or a Google Doc.

- Special education teacher assigns individual math word problems to students and has answers recorded in Google Sheets.
- Special education teacher assigns students to interview a friend or family member regarding their experience throughout the pandemic and then create a video news report or write a news article that is posted or submitted on Google Classroom.
- Students complete individually assigned work through the school's online curriculum platforms.
- Special education teacher assigns online discussion boards, blogs or email responses.

## School Expectations for Students

As some students have struggled with remote learning, it may be helpful to go over instructional expectations for students beyond overall expectations. Below are some recommendations that might help students during instructional activities:

- Provide clear explanations and outcomes for what is needed by students.
- Give ongoing feedback to students and correction as needed.
- Any positive feedback should be linked to student performance.
- Let students know how learning will be assessed. What are the expectations for activities?
- Plan for breaks considering the needs of students. A timer may be helpful for students to know when a break will occur. This could be a movement break where students stand up, raise hands, bend down, or walk in place.
- Similar to in-person instruction, some students may be easily frustrated by instruction. Model appropriate behaviors and be responsive to students' needs.
- Be aware of how the lesson is going and be willing to adjust the lesson. Loop back into the expectations for the lesson and where you were able to meet it.

### Non-Digital Instruction *(updated 9/17/20)*

Asynchronous Learning Activities and Material Guidance for Low-Incidence Cluster Teachers

In alignment with the district's guidance for the school year, all students will be engaged digitally. In response to unique situations where students are experiencing instructional challenges related to their disability, training, resources and guidance will be provided. Formal guidance has been created

to outline how teachers can create asynchronous learning activities and materials to align with synchronous learning.

ODLSS will offer training, resources, and guidance related to:

- I. How a student may be identified to participate in asynchronous learning activities during synchronous instruction.
- II. The process and protocol for moving forward with asynchronous learning activities during synchronous instruction.
- III. How teachers can create Specially Designed Instruction (SDI) for students in both synchronous and asynchronous learning.

The use of non-digital resources should only be considered after all efforts to engage students in synchronous learning have been exhausted. When an attempt is made to engage the student during synchronous instruction, the teacher/IEP team members should log documentation of strategies used and the results. If the team concludes that the student needs asynchronous learning the majority of the instructional time, the remote learning plan will need to be updated and frequently revisited and includes any accommodations, modifications, and a fading plan on how to re-engage and increase student participation in synchronous learning.

If a student would benefit from asynchronous activities and materials for instruction, IEP goal engagement and/or progress monitoring, the Special Education Teacher (in collaboration with IEP team members) should work to create individualized specially designed instructional print materials that include activities (file folders, task boxes, at home kits, etc.) to be utilized at home. The school and team will communicate with the family on how to access and return the printed and created materials to ensure timely reviewing, grading, and progress monitoring to be posted.

The following resources can be used to support IEP team members:

<a href="#">ODLSS Asynchronous Learning Guidance: Resource Guide</a>	This resource will support in planning and implementation for asynchronous learning
<a href="#">The Asynchronous Learning Activities &amp; Material Guidance for Low-Incidence Cluster Teachers</a>	This resource is an instructional guide and tool for teachers as they specially design asynchronous content for their students.
<a href="#">ODLSS Home Activity Guide</a> and <a href="#">Visuals to Support Home Instruction</a>	The Home Activity Guide provides functional tasks for students to complete at home. The visuals can be used to support instruction within the home.
<a href="#">ODLSS for Live Virtual Professional Development</a>	These sessions begin the week of September 21, 2020 on creating Asynchronous Learning

	Materials and Activities. If you are not able to join, please look out for our upcoming webinar.
--	--

If you have additional questions, please feel free to contact your Network [Special Education Administrator](#).

## Submitting Completed Asynchronous Learning Activities

Families can work with the child's teacher to submit asynchronous learning activities by:

1. Dropping off the completed activities at the child's school based on their child's school's protocol.
2. Taking a picture, video, or screenshot of the work their child completed and sharing it digitally with the child's special education teacher.
3. Taking a picture or video can also be submitted for hands-on tasks for participation/work completion.
4. Scanning their child's completed work to be sent to their special education teacher.
5. Additional opportunities/options can be determined by the student's classroom teacher.

## Grading Completed Asynchronous Learning Activities:

1. These activities should be graded based off of section 13 of the child's IEP or the school's grading practices.
2. Activities can be used for grades related to participation, assignments and/or assessments.
3. In addition, asynchronous activity completion can be utilized for progress monitoring of the child's Individualized Education Plan (IEP) Goals documented in the Remote Learning Plan.
4. Teachers can consider making adapted rubrics for work completion.

## ODLSS Behavioral Supports

Specialized Behavioral Support & Strategy (SBSS) will be available to teachers and other school-based staff to assist with developing appropriate behavioral supports for students.

- **Collaboration**

- Collaboration is a proactive support that will allow teams to speak with a behavior specialist on specific concerns including developing effective data collection systems, classwide and/or individual reinforcement systems, integrating components of a student's BIP, visual supports, utilizing functional communication and instructional delivery. Teams interested in collaborating with a behavioral specialist should fill out the [SBSS Collaboration Form](#) to schedule a video conference.

- **Consultation**
- **SBSS [Remote Learning Consultation](#)**
  - Consultation will include a five-step protocol that will assist IEP Teams with the assessment and analysis of student challenging behavior.
- **Coaching and Performance Feedback**
- **Professional Development**
  - SBSS has created 12 on-demand self-paced modules designed to introduce and explain behavior analytic practices that support behavior in the public school setting. Training can be accessed at any time through the [Learning Hub](#) using the corresponding class codes listed on this [brochure](#). Each training provides easily applicable strategies that teachers can bring back to their virtual and physical classrooms.
- **Deaf or Hard of Hearing Cluster (DHH)**
  - During independent work time, students should work on tasks that can be completed with minimal assistance. EX: Creating flashcards for vocabulary acquisition, close reading passage activities, matching and inference with picture activities in order to develop language skills.
  - [CPS Digital Curricular Resources](#) - This link provides a list of resources to support learning for students.
  - Set the expectations for the desired outcome for the learning session so that students and any teachers/support staff can clearly see the objective of the lesson.
  - If a student is struggling with independent work they may need visual support, background/scaffolding knowledge and direct instruction in order to work through an independent activity.
- **Visual Impairment (VI)**
  - Students with low vision, should utilize technology with the same features that were previously used in the school environment.
  - Concerns related to technology for students with low vision should be addressed to itinerant VI teachers.

## Related Service Providers (RSPs)

### Synchronous and Asynchronous Learning Expectations:

RSP	Teacher	Student	Parent
-----	---------	---------	--------

[Comply with CPS Acceptable Use Policy](#)

Sign into live instruction on time			Make sure the student is online on time, has a schedule for the day and has access to all materials such as computer charger, notebook, etc.
Contact teacher for access to the Google Classroom.	Add RSP as co-teacher into Google Classroom.	Log into Google Classroom each day.	Review the Google Classroom weekly summary and make sure that student turns in all assigned work.
<p>Ensure that applicable consent to share information is on file: <a href="#">Consent to Release Information-Spanish</a></p> <p><a href="#">Consent to Release Information-English</a></p> <p>Retain a copy for your reference and ensure that the case manager has originals to include in the student file.</p>	<p>Obtain email addresses, phone numbers and written consent from parents for all <a href="#">guardians</a> who <a href="#">will be added</a> to the individual student's Google Classroom.</p> <p>Ensure that the case manager has originals to include in the student file.</p> <p>* Per <a href="#">ISRA</a></p>	Let teachers know if specific paperwork is being sent to them.	Ensure updated contact information is provided to the school, teachers and RSPs. Read and complete paperwork provided to you related to communication of your child's educational plan.
Collaborate regarding lessons, student participation, roles and responsibilities of adult support for specific activities, schedules, etc. Communicate expectations to students and parents regarding completion of the activities and how they are being individualized for specific students. Utilize synchronous and asynchronous teaching strategies to reach students. Set weekly office hours and communicate this information to school level administration as well as all team members (including parents). Communicate exact start and end times of whole-group live instruction, small-group live instruction, individual live instruction and independent work to applicable		Actively participate in live instruction from all teachers and RSPs and complete assigned activities each day. Complete assigned work daily and use the "turn in" function in Google Classroom.	Utilize set "Office Hours" for teachers and RSPs to communicate as needed. Reflect on your child's strengths and areas for improvement and discuss with teachers and RSPs what you can do to support your child during the week.

students and parents at least one week in advance. Links to live sessions should all be available at least one week in advance. For activities that will occur at the same time each week (e.g., weekly sessions or small group literacy intervention), the schedule can be set a month at a time but should be confirmed at the start of each month.		
Provide services in compliance with the IEP and target goals following best practices. Provide the agreed upon direct and consultative minutes from the IEP.	Ask questions in class and reach out for additional support when needed.	Ask questions to gain clarity on expectations for your student's assignments.
Send Google Hangout calendar invites for synchronous live instruction.	Accept invites to all live instruction and log in at the correct time.	Make sure your child is logged into live instruction at specified days and times.
Communicate in advance of the scheduled time to teachers, RSPs, students and parents if you are having technology access difficulties and are unable to attend, or if you need to miss a session due to illness.		

For technology questions, contact:

- School level tech coordinator or CPS Parent Tech Support Hotline 773-417-1060 (students, parents, staff)
- 773-553-3925 (staff)

## Remote Learning Service Delivery Modalities:

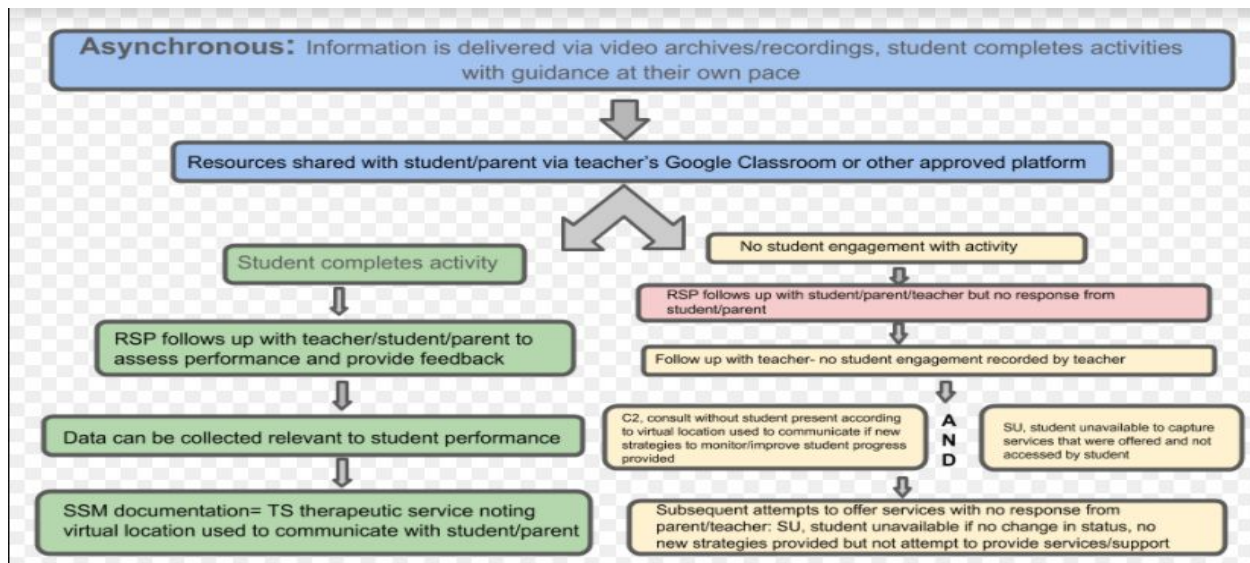
Related service providers are expected to collaborate with other school-based staff during the remote learning period to provide students with both asynchronous and synchronous learning opportunities. Staff must comply with the [Acceptable Use Policies](#) when planning such activities.

## Service Delivery Models

- **Synchronous learning involves live interaction with instant messaging and immediate feedback**
  - Examples include: video conferencing via Google Meet, Google Chat or Google Classroom, and may be provided with another adult present. These activities focus on guided instruction/conversation coupled with the opportunity for students to receive immediate feedback.



- **Asynchronous learning** involves recorded interactions that do not occur at the same place or at the same time
  - Examples include: email, file transfers, practice/homework packets, video clips, notes, newsletters and FAQs. In this case, the student will be given an assignment or task to complete that will be reviewed by the related service provider to obtain qualitative or quantitative data toward the IEP benchmark.
- **RSP Documentation of Asynchronous activities:**



## Types of Service for Diverse Learners

- **Direct Services:** The related service supports students via asynchronous or synchronous learning consistent with the student's remote learning plan.
  - District approved platforms should be utilized (e.g., Google Classroom).
  - RSPs along with teachers, parents and students work to analyze, adapt, modify or create more appropriate instructional materials and environment.
  - RSP and the classroom teacher work together with groups of students; sharing the planning, organization, delivery and assessment of instruction.
- **Consultation:**
  - RSPs work with a teacher, parent or other individual to address strategies that will improve communication via phone, video conference and/or email.



- **Tiered Support:**
  - Many evidence-based interventions may be implemented directly in a synchronous manner.
  - If supporting the intervention is not possible in a synchronous manner, then providing consultative support to the parent or teacher may be necessary. Additional ways to support the provision of tiered supports could include reviewing and analyzing progress monitoring data.
  - For Tier 2 evidence-based interventions to address social-emotional functioning, consider ways to implement the intervention while maintaining the integrity of the intervention.
  
- **Crisis Intervention During Remote Learning:**
  - Use the [CPS Crisis Manual](#) and follow protocols/procedures.
  - Keep the student online, if possible.
  - Contact a parent or guardian of the student immediately using emergency contact numbers.
  - Contact SASS at 800-345-9049 if the family does not have private insurance.
  - Contact police via 311 to do a wellness check, if unable to contact a guardian.
  - Email/call building administrator to inform of situation.
  - Call CPS Crisis 773-553-1792 to inform them of the situation.
  - Follow up with family and student to ensure help has been obtained and provide information regarding community services.

## Logistical Considerations:

- Strategies for getting students in front of the camera:
  - Google Meet is now enabled districtwide. [Google Meet for Teachers](#) provides step-by-step instructions on how to set up a video conference with students using Google Meet. [Google Meet for Students](#) is a quick guide teachers can share with their students on how to use Google Meet.
  - Google Live Stream provides teachers the option to record or broadcast in real-time a one way video to their students. [Google Live Stream for Teachers](#) provides step-by-step instructions on how to create a Google Live Stream to broadcast a live or recorded video and share a viewing link with students. [Google Live Stream for Students](#) is a quick guide teachers can provide to students on how to connect to a Google Live Stream.
  
- Addressing privacy considerations:

- Ensure professional boundaries are maintained regarding social media acceptable use policies. Follow CPS's current acceptable use policy.
- Keep appropriate boundaries with students and families.

## DO NOT:

- Use personal email.
- Use a personal cell phone number.
- Use personal social media sites to make contact with students or families.
- Use Zoom or other video chat platforms that are outside of Google which have not been approved by CPS legal.

## DO:

- Keep typical, scheduled school hours as work hours.
- Use district email.
- Ensure current parent contact information.
- Communicate with students and families using CPS approved communication tools:

[CPS Acceptable Use Policy](#)

## Scheduling of Services

- Collaborate with the teachers at your assigned school the week of August 31, 2020.
  - Review Remote Learning Plans (RLP) together and work to set a schedule of services that addresses the student's goals, adheres to the IEP and provides services in the manner agreed upon in the RLP.
- Share schedule of services with:
  - Principal
  - Local School District Representative (Case Manager)
  - Applicable Teacher(s)
  - Parents
- All services must begin on Tuesday, September 8, 2020. Draft schedules must be shared by the end of the day Friday, September 11, 2020. Schedule must include all designated times for each student. For example, synchronous activities, asynchronous activities, consultation time, etc.
- Changes in schedule must be communicated to all stakeholders listed above.

## Team Day

- Meetings will be held on the school's designated team day.

## Community Based Instruction

- Community Based Instruction (CBI), as outlined in the student's IEP, will continue to be implemented through [virtual experiences](#). Contact the ODLSS Transition Team (ODLSStransition@cps.edu) to obtain additional resources and support.
- For students that have an active Travel Training Referral in SSM:
  - The ODLSS Transition Team will reach out to students/families to see if they want to move forward with virtual skills training/development in lieu of travel training.
    - If students/families opt to wait until travel training can occur in the community based on district guidance, the assigned community integration specialist will close the referral and the case manager can obtain an updated referral once the student/family is ready to re-engage.
    - If students/families would like to move forward with the virtual skills training/development in lieu of travel training, the assigned community integration specialist will schedule time to work with the student in collaboration with their teacher and case manager. The assigned community integration specialist will close the active travel training referral in SSM.

## Special Education Classroom Assistant (SECA)

- **General Guidance:**
  - SECAs should provide direct support to students for both synchronous and asynchronous instruction. This requires being fully accessible throughout the school day for all specified learning activities.
  - During remote learning, SECAs will continue to support the lessons of a licensed teacher, by providing technical assistance and helping with classroom management, in addition to implementing necessary accommodations listed within a student's Individualized Education Plan (IEP).
  - Special education classroom assistants are not able to provide support in the home.
  - Supporting instruction in collaboration with school administrators and special education teachers, SECAs will develop a daily and weekly schedule that accommodates all professional responsibilities.
  - Provide students with support according to individual remote learning plans/IEP.
  - Participate with assigned students and classrooms virtually to take data, notes, provide prompts, etc. as guided by the teacher and/or RSP.
  - Participate remotely in all school-based staff and team meetings, IEP meetings (as needed), consultation and collaboration with teachers and related service providers.

- Engage in on-going communication with special education teachers and administrators.
- Communicate and check-in with students and families as directed by the school administrator and the special education teacher overseeing each student's plan.
- Assist students to follow different types of schedules including written, visual or schedules that use pictures or icons, depending on the abilities and needs of students.
- Participate in professional development regarding special education supports and remote learning.
- Record passages, chapters or stories related to the assigned lesson that can be sent to students or uploaded to a digital platform.
- Provide visual steps or task analyses (photo or video) for completing assignments.
- Model skills for students such as step-by-step problem solving, reading comprehension strategies, self-talk, note taking or using sensory or self-regulation techniques.
- Provide immediate, specific praise for positive learning during remote instruction.
- Check in with students often. Positive staff-student relationships improve student learning, especially during times of uncertainty.
- Maintain a record of student interactions for a staff or parent report.
- Assist students to self-monitor and collect data on their own performance.
- Provide direct supports to parents/families and students, after remote learning sessions with the class, related to assistive technology devices, augmentative communication device usage or student performance.
- Contact the school administrator for concerns regarding access to technology and equipment.

## Parents and Families:

- **General Guidance:**

- Enroll your child if you have received an ODLSS school assignment by contacting the school where your child is assigned.
- Contact the school regarding the technology needed to engage in remote instruction for your child including a camera and microphone. Request technology from the school if needed.
- If your child needs non-digital/paper-based instruction, let the school know this as soon as possible.

- Support your child's access into digital formats for digital instruction and support with technical issues as appropriate.
  - Notify the teacher/SECA/RSP/school administration if you are experiencing technical issues that you need assistance to address.
  - Ensure your child is attending virtual learning and completing all assignments within timelines.
  - Verify that your child is using technology including Assistive Technology/Augmentative and Alternative Communication devices for all virtual learning.
  - Be sure that technology is cleaned daily.
  - Connect with your child's teachers and/or RSPs regarding any concerns related to instruction, services provided and student performance. This could be done via an email directly to teachers and/or RSPs or via office hours that have been provided.
  - Support is available from your ODLSS [District Representative \(DR\)](#) and/or [Special Education Administrator \(SEA\)](#).
- **IEP/504 Plan Implementation:**
    - Collaborate with School IEP/504 Plan team members regarding the development and implementation of the Remote Learning Plan.
    - Contact school IEP/504 Plan team members via their CPS email with IEP/504 Plan related concerns.
- **Progress Monitoring:**
    - Communicate with teachers and/or RSPs regarding student progress or concerns noted.
    - Request from teachers progress monitoring data for your child, especially if you have concerns.
    - Work with school IEP team members regarding strategies for data collection in the home setting.
- **Safety:**
    - Review District updates that are available at: <https://cps.edu/coronavirus/Pages/covid19.aspx>
    - Consult [COVID-19 Frequently Asked Questions](#) to see responses to most frequently asked questions.
    - Refer to the district's [Acceptable Use Policy](#) regarding appropriate technology usage during remote learning.

- Be aware that your child will receive synchronous and asynchronous learning from approved platforms such as Google Meets, Google Classroom and other school approved sites.
  - Synchronous: Google Meets sessions, small group meetings, office hours, chat room time, live streamed content, etc.
  - Asynchronous: recorded webinars, emails, Jamboard/discussion boards, etc.
- **Technology including Assistive Technology (AT) & Augmentative and Alternative Communication (AAC):**
  - CPS will provide virtual training through online video tutorials related to assistive technology and communication devices. Video tutorials and training information will be available to parents and families at [www.cps.edu/atresources](http://www.cps.edu/atresources).
  - For general technology issues, please contact the CPS Parent Tech Support Hotline. The CPS Parent Tech Support Hotline can be reached at 773-417-1060 and is open Monday - Friday, 7:30 am - 4:30 pm.
  - For technology issues with ATRC devices, please contact your network [ATRC team member](#).
  - The ATRC provides recommended equipment for school and home. If you do not have access to your child's AT/AAC equipment, please contact your child's IEP team.
  - If your child's assistive technology or communication device requires repairs, the device will need to be returned to your child's school.
- **Instruction**
  - Support the child with connecting to their remote learning instruction.
  - Support and follow teacher instructional guidelines.
  - Provide continual feedback to school and teacher(s) on your child's progress or difficulties with classroom instruction and routines.
  - Work collaboratively with the school to ensure your child has access to instructional content and materials.
  - Collaborate with the school staff to best support, monitor and tailor the daily learning schedule to your child's unique needs. (i.e: breaks during instruction, utilization of assistive technology or communication devices, amount of screen time versus hands-on learning time, etc.)
- **Deaf or Hard of Hearing (DHH)**

- During remote learning, help your child come up with a daily schedule and structure for their day that includes virtually learning with the classroom teacher, independent work time, frequent and necessary breaks and physical activities.
- Look into local community resources where other DHH students are able to meet virtually or in small in-person groups. Helping DHH students interact with other DHH students during the time of remote learning helps them to develop their social emotional skills with other DHH learners. [Chicago Parks District](#) - Deaf Programming and [Chicago Hearing Society](#) are great places to start when looking at where and when small and virtual DHH groups are meeting in a safe environment. [Check out these DHH resources for online family support!](#)

## Guidance to Citywide Special Education Staff

### Sign Language Interpreter:

- Coordinate with the classroom teacher to make sure that both the teacher and interpreter are on dual windows so that the DHH student can view both the teacher and the interpreter at the same time.
- The teacher should send out the Google Meet link, which will give the students access to their live class. The interpreter will have to send a separate Google Meet invite to the DHH students. With two windows, the DHH students can see the interpreter clearly. The student will be required to open a second window with the interpreter and then split the screen so one window shows the teacher and the other window shows the interpreter. Displaying both windows on the same screen will allow the student to easily access all needed supports. If the DHH student needs additional technology support or is still learning how to complete these steps, the interpreter should have the same setup on their screen (teacher on one side, the DHH session on the other side of screen) and they can use Present Screen on the interpreting session, still allowing the DHH student to see both views. Here is a picture of how this can be achieved:



- If possible, interpret a lesson while recording it. This way a student can view the lesson at a time that fits in his/her at home learning schedule.

### [Check out these DHH resources for online Interpreter support!](#)

- **Visual Impairment (VI) Teachers**
  - VI teachers should establish schedules and communicate these with parents and families.
- **Deaf or Hard of Hearing Citywide (DHH) Teacher**
  - Develop in-service training for school to understand the needs for DHH learners in remote learning classes. (i.e.: closed captions, interpreter on screen, highly visual supplements, comprehension checks, etc.)
  - Collaborate with classroom teachers to learn the class schedule.
  - Collaborate with classroom teachers to learn what online platform each teacher will be using.
  - Collaborate with classroom teachers to find the best times to provide direct services.
  - Create DHH teacher office hours when teachers, parents and students can access the DHH teacher on a daily basis with questions. (i.e.: 11:00a- 12:00p M-F)
  - Students should check into classes online daily and should follow a working model of both virtual class and independent coursework.
  - Set the expectations for your desired outcome for the learning session so that students and any teachers/support staff can clearly see the objective of the lesson.



- Start providing services Day 1, upon student arrival on Sep 8th.
- Reach out to parents, teachers, related service providers and school admin with your contact information and how you can be reached.
- Support classroom teachers by modifying work for DHH students to access class coursework.
- If a student is struggling with independent work they may need added visual support, background/scaffolding knowledge and direct instruction in order to access class coursework.
- [CPS Digital Curricular Resources](#) - This link provides a list of resources to support learning for students.

### Speech/Audiology Reopening Guidance:

Speech and language services are typically recommended in the school setting when a student has trouble with:

- **Speech Sounds:** The student may have trouble saying sounds, not speak clearly and be hard to understand.
- **Language and Literacy:** A student may have trouble understanding what the student hears. The student may not follow directions or answer questions well. It may be hard to tell others about their thoughts. The student may not say the correct words or say only short sentences. Language problems can also make reading and writing difficult.
- **Social Communication:** A student may have trouble talking with other students. They may not make friends easily and may not understand what others think or how they feel.
- **Cognitive Communication:** These are the thinking skills students need for memory, problem solving and imagination. Learning disabilities and brain damage can cause cognitive communication problems.
- **Feeding and Swallowing:** It may sound strange to think of eating as a school problem, but it can be. Feeding and swallowing problems can make it hard for a student to eat and drink enough during the day. This can make it hard to learn. It can also make social times, like lunch or snack time, harder for the student
- **Stuttering:** A student may have trouble speaking smoothly. The student may repeat sounds or words or have long pauses when they talk. Stuttering can make it hard to answer questions or give speeches in class. It can also make it hard to talk to friends.
- **Voice:** A student may sound hoarse or lose their voice. They may sound like they are talking through their nose, called nasality. The voice may be too loud or too soft. Voice problems can make it hard to talk in class or with friends.

Audiology services in the school setting, typically involve:

- **Assessment:** Identify, test, diagnose and manage disorders of human hearing, balance and tinnitus; interpret test results of behavioral and objective measures.
- **Consultation:** Counsel students about hearing health and the possible need for treatment/management.
- **Central Auditory Processing:** Evaluate and manage students with central auditory processing disorders.
- **Screen:** Screen speech-language, the use of sign language and other factors affecting communication function for the purposes of audiologic evaluation and/or initial identification of individuals with other communication disorders.

## General Role of the Speech Language Pathologist

- Assessment of students' communication skills.
- Evaluation of the results of comprehensive assessments.
- Development and implementation of IEPs.
- Documentation of outcomes related to direct therapy, consultation, collaboration, co-teaching and student needs related to communication.
- Collaboration with all stakeholders including teacher, paraprofessionals, other RSPs and parents.

## General Role of Audiologist

- Assessment of students' listening skills.
- Evaluation of the results of comprehensive assessments.
- Development and implementation of IEPs and 504s.
- Documentation of consultations, collaborations and student needs related to hearing.
- Collaboration with all stakeholders including teacher, paraprofessionals, RSPs and parents.

## Assessments

### Remote Speech & Audiology Evaluations Guidance

Prior to completing the evaluation, the consent assessment document should be completed and consent obtained from the parent/guardian. Please see the following for guidance:

- Consent assessment plans should be completed (per usual best practices) if you plan to conduct additional, informal assessments to support the need determination.
  - If the consent assessment plan does not include the type of assessment that is needed to complete a remote evaluation, the consent assessment plan should be revised to

reflect the use of informal assessments that can be completed remotely, when appropriate.

- For example:
  - Review of student records
  - Checklists
  - Consultation/interview of student's teacher and parent/guardian.
  - Observation of student communicative interactions in home environment with parent(s).
- **Do not complete domains for other professionals.**
- When completing an evaluation via Record Review consider the following in the "Sources of Data" column. For example:
  - Review of student records.
  - Consultation/interview of student's teacher and parent/guardian.
  - Observation of student communicative interactions in their home environment with parent(s).

### What to Consider When Performing Assessments Remotely

There are many considerations to ensure that remote assessments are equivalent to those completed in person. SLPs should:

- Select and use assessments that are appropriate for the technology and that take into consideration students' individual needs. Be sensitive to cultural and linguistic influences that affect the assessment and identification of communication disorders and differences in individuals receiving services remotely, which may include collaborating with interpreters or [requesting a bilingual evaluation](#).

### Prior to Initiating Assessment

To perform evaluations and assessment in nontraditional ways without their usual fidelity, SLPs may want to consider the following:

- Any components of an evaluation or assessment procedure that is waived or revised, such as requirements for norm-referenced or criterion-referenced tools.
- Considerations for non standardized assessments should be reflected when the student does not fit the norming sample.

- Informal assessments, questionnaires, rating scales, etc. may be used to gather additional data beyond a record review in order to determine a student's need for school-based therapeutic services (see Appendix for resources).
- Clinical opinion and functional information obtained by using the student's learning environment, observation (live or recorded) and family/caregiver reports
- Opportunity or benefit of pre-conferencing with families/caregivers to help gather materials needed for assessment, such as manipulatives or sample videos
- Considerations for language used in the home, including any needs/requirements for collaboration with an interpreter/translator or [request for a bilingual evaluation](#).
- Critical information needed to establish eligibility and/or develop a treatment plan, and aspects of the assessment that need to be deferred to a later time.

**In addition to a student's performance on formal/informal speech language evaluations, SLPs should also consider:**

- Their skills/competency in techniques such as coaching families.
- Families' understanding and feelings about telepractice services.
- Home/work life responsibilities of parent(s)/caregiver(s).
- Familial norms.
- Access to technology.

## Standardization

When using a test that has been validated for telepractice administration, document the interpreted scores as you would from in-person administration. Check with the test publisher if the assessment tasks show evidence of in-person vs. remote administration equivalency for administration via telepractice. Verify that your student falls within the norming sample of that instrument.

If the test you're using does not fall under this category, the reliability and validity of the test is in question for remote administration. Be sure to document this, including a discussion of modifications, such as collaboration with an interpreter/translator or modification of prompts. Individual test publishers (e.g., [Pearson](#)) may offer free access to their digital products, including test stimuli, in response to clinicians' needs during COVID-19.

## Modification of Test Materials

Publisher permission is required to copy, scan or modify test materials in any way. Permission is given on a case by case basis. Many publishers, including [ProEd](#) [PDF], [Pearson](#) [PDF] and [WPS](#) [PDF], have issued statements waiving certain requirements during this pandemic, but make sure to check

with the publisher before modifying tests. Recording of test administration (such as recording a telepractice evaluation session) continues to be prohibited by most publishers.

## Documentation of Assessment Results for SLP/AuD

SLPs must state modifications made to test materials, administration procedures or other aspects of an assessment in the interpretation and documentation of the assessment. This may include skills observed by the SLP versus skills reported by others, use of an interpreter/translator, any behaviors that may have impacted performance or interpretation of results and recommendations for reassessment.

### 1. Facilitators

- a. The onsite facilitator is often a parent/guardian who must follow the guidelines outlined in the administration manual to ensure adherence to standard administration procedures. It is very rare that the parent/guardian stays in the room during testing. The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets.
- b. As with any testing session, make sure the examinee's environment is free from audio and visual distractions. If you are unfamiliar with the examinee's planned physical location, meet virtually with the facilitator in advance of the testing session. Ask the facilitator to show the intended testing room and provide a list of issues to address to transform the environment into an environment suitable for testing.

## Remote Evaluations: Initial Decision

- All decisions should be made on an individual, case by case basis.
- In some instances, a record review will be sufficient to determine continued eligibility for services and to develop the IEP.
  - The consent/assessment planning document should reflect the data sources that you are utilizing to support the determination.
  - The standard procedure for dismissal summaries utilized when school is in regular session should be followed for the termination of services during the district closure.
- Some cases may require additional data (see Appendix for resources).
  - Document all good faith efforts and attempts.
    - Good Faith Effort: What a reasonable person would determine is a diligent and honest effort under the same set of facts of circumstances.
    - This may include, but is not limited to:

- Conducting a thorough record review to document quantitative and qualitative data that is currently available.
- Interviewing teachers, parents and students to gather additional information.
- Utilizing online assessment tools.
- Collaborating with other team members regarding student needs.
- Engaging in case consultations with colleagues via virtual office hours.

### Steps for Remote Evaluation Completion: Speech-Language

1. **Complete a record review of available information pertaining to student performance.**
  - Reviewed documentation may include, but is not limited to, the following:
    - Current therapeutic progress notes.
    - Curriculum-based and standardized progress assessment data (i.e. NWEA, DIBELS, IAR, REACH, etc.) provided by the teacher.
    - Previous evaluation data and IEP goals for growth comparison.
2. **Conduct necessary consultations/interviews with parents and teachers to obtain information about:**
  - Current communication concerns.
  - Observed progress in various environmental and communicative settings.
  - Any support or additional interventions being provided.
  - Effectiveness of implemented communication supports and recommendations across school and home environments.
  - If possible, ask the parent to attempt to elicit actions or responses from the student that can be observed via video observation.
    - Observation of communication skills in the student's home environment and school environment can be compared in order to support the presence or absence of academic and/or social-emotional detriment.
3. **Consult with other service providers when appropriate.**
  - Use data from other RSPs to demonstrate any differences in observed communication skills across therapeutic environments and providers.
    - Same? Different? If different, why?

**4. Gather data from record review, interviews, observations, consultations, etc. and prepare narrative of student's performance in each communication subtest area.**

- The information in each section should support the need determination with thorough, organized, detailed and descriptive evidence/data.
- Indicate the student's communication strengths and weaknesses.

**5. Summary and recommendations**

- Summarize all reviewed and gathered data in a manner that is both descriptive and concise.
- Should not be a restatement of the information in each section.
- Summary should highlight the evidence to support presence or absence of academic and/or social-emotional detriment and the overall need determination.
- Provide detailed, student-specific recommendations for classroom support regardless of need determination.

## Steps to Remote Evaluation Completion: Audiology

- **Initial Evaluations**

- If there is an outside audiology report within 12 months available, move forward with a review as per usual.
- If no outside audiological data is provided, the evaluation cannot be conducted. The data or the means to evaluate at the same integrity is not available and it would be a disservice to the student and a violation of American Speech-Language-Hearing Association (ASHA) ethical code.

- **Re-evaluations**

- If audiological data is available within 12 months, then move forward with re-evaluation.
- If no outside audiological data is provided, the evaluation cannot be conducted. The data or the means to evaluate at the same integrity is not available and it would be a disservice to the student and a violation of ASHA ethical code.

- **Central Auditory Processing (CAP) Evaluations**

- If audiological data is available within 12 months of staffing, then the CAP evaluation results are still valid.

- If no outside audiological data is provided, the CAP evaluation cannot be conducted remotely due to the nature of evaluation. An in-person CAP evaluation will be needed.

## Service Delivery Models for Remote Learning

### Direct Service

- SLP supports the student directly utilizing synchronous and asynchronous learning consistent with the student's remote learning plan.

### Consultation

- SLP/AuD works with a teacher, parent or other individual to address strategies that will improve communication.

### Collaboration

- SLP/AuD, along with teachers, parents and students, work to analyze, adapt, modify or create more appropriate instructional materials and environment.

### Co-teaching

- Two teachers (SLP & classroom teacher) work together with groups of students; sharing the planning, organization, delivery, and assessment of instruction.

## Remote Learning:

The goal of speech and audiology related service providers during remote learning is to:

- Understand how each of their schools are approaching remote learning.
- Collaborate and determine how they can support the teacher when servicing students.
- Determine how they can join the plan that is already in place.
- Determine how they can provide support that expands on the lessons presented by the teacher.

**\*Note:** For remote learning to be successful, the SLP/AuD will have to increase knowledge of instructional technology (i.e. Google Classroom, Google Meet, Video Recording) that is also HIPAA compliant. It may also be necessary to assess the parent's comfort and ability to participate in the remote learning format. SLPs and AuDs are encouraged to develop a consistent schedule of service delivery.

- If you are assigned to more than one school, create a service delivery schedule to accommodate each school's unique characteristics (e.g. Tuesday/Thursday service school A, Monday/Wednesday/Friday service school B). Confer with the student's parent/guardian to



set a consistent schedule with students seen remotely (e.g. student 1 is seen every Monday at 1 p.m.).

- Collaborate with other service providers (e.g. teacher, RSPs) to prevent scheduling conflicts.

### Home Learning:

SLP and AuD should follow the same guidance as remote learning. However, home learning may consist more heavily of asynchronous learning techniques.

- Parental involvement will be key to home learning success to ensure the student is attentive and meeting learning expectations. In this case, the parent will perform the role of “learning facilitator.” Prior to the session, parent consultation is recommended to ensure the parent’s understanding of the facilitator role.

## School Psychologist

### Psychological Evaluations

#### Remote Assessment Guidance

1. Remote administration may not be appropriate for a particular examinee, referral question, and situation. At present, publishers of cognitive, academic and social/emotional assessments provide the following considerations:
  - a. **Age of the examinee:** Very young children should not be assessed with a cognitive assessment remotely.
  - b. **Referral question/suspected disability:** Students with lower functioning may not be able to remain engaged throughout the remote assessment process.
  - c. **Physical limitations:** Students with deficits in hearing, vision, or motor skills may not be able to engage in remote assessment.
  - d. **Considerations for English Learners (EL):** Implications for ELs could lead to unintended consequences regarding misidentification and overidentification.
2. An example of how remote assessment could be delivered is as follows. Information presented in sections above was gathered from Riverside Insights Remote Assessment Guidelines. The following technology and equipment are required for the examiner and examinee:
  - a. A computer with a Single Core 1Ghz or higher processor. Computer screens with a minimum 15-inch-wide screen (measured diagonally).
  - b. Reliable, high speed internet (e.g., at least 1mbps download speed for smooth teleconferencing).

- c. An independent or integrated camera. Stand-alone cameras, which can be repositioned, are preferred, but built-in computer cameras may be used when no alternative is available.
  - d. A peripheral camera (document camera) or another device (smart phone, tablet). These devices are useful for observing the examinee's workspace or gestures.
  - e. Headsets with two earphones and an attached microphone are the best-suited devices for transmitting audio during remote administration. Microphone and speakers (built-in or external) may be used if headsets are not available.
  - f. An independent or Bluetooth mouse (preferred for remote administration) or integrated mouse or trackpad.
  - g. A teleconference platform that is secure.
- 3.** The remote environment designated for examinee testing must meet these specific criteria:
- a. A distraction free testing area (e.g., free from technological distractions, family members, animals, and toys).
  - b. Functional workspace with a chair and adequate lighting.
  - c. The examinee should have comfortable access to the workspace and technology.
  - d. Ideally, an environment as close to a traditional setting as possible should be established; however, this may not be feasible for all students.

## Additional Considerations

- 4.** Facilitators
- a. The WISC-5 is a cognitive assessment that is widely used throughout the district. Block design requires a trained professional facilitator (e.g., not a parent) to help with administration. If this is not possible, examiners can substitute visual puzzles.
  - b. When social distancing is necessary, it may not be safe or feasible to use a professional facilitator. It's possible the examinee could participate without the help of an onsite facilitator. If the examiner determines that no facilitator is required, the examinee could assist with technological and administrative tasks and should be oriented to these responsibilities prior to, and again at the beginning of the session. Need to consider age, cognitive ability and tech literacy.
  - c. If the examiner determines that the examinee cannot participate independently, and testing must occur with social distancing, the only facilitator available may be someone in the examinee's home (e.g., parent). Have an initial virtual meeting prior to the testing session to address issues related to telepractice.

## Research Findings

- Using assessments not intended to be administered virtually raises issues regarding the reliability and validity of the results obtained, as norming samples have not included remote administration. Additional factors will need to be considered to maintain test integrity, including others who may be in the testing room and the level of distractions present during administration. It is worth noting that while publishing companies provide guidelines for remote administration, they also provide disclaimers.

## Important Links

Administering the WISC-5 Remotely (Pearson, G-Global)	<a href="#">Telepractice and the WISC-V</a> <a href="#">Considerations for Telepractice Subtest Administration of the WISC-V</a>
Research on Remote Administration of WISC-5	<a href="#">Q Interactive Studies for Gifted &amp; LD</a> <a href="#">Q Interactive Studies ASD, ADHD</a>
Research on Remote Administration of WJ-4	<a href="#">Article: Equivalence of Remote, Online Administration and Traditional, Face-to-Face Administration of Woodcock-Johnson IV Cognitive and Achievement Tests</a>
Additional Resources from Riverside Insights (WJ-4)	<a href="#">Riverside Insights Webinar: Remote Administration of the WJ-IV, Bateria IV, and WMLS III</a> <a href="#">Riverside Insights Webinar Slides: Considerations and Tips for Planning and Conducting Remote Testing</a> <a href="#">Riverside Insights: Tips for Remote Assessment Using Riverside Insights Clinical Products</a> <a href="#">Riverside Insights: Remote Administration Statement</a> <a href="#">Riverside Insights Clinical Professional Development Resources</a>
General Considerations for Remote Administration	<a href="https://www.apaservices.org/practice/legal/technology/telehealth-testing-children-covid-19">https://www.apaservices.org/practice/legal/technology/telehealth-testing-children-covid-19</a>

## Academic Achievement Evaluations

Typically, achievement testing is part of a full evaluation to determine whether a child is eligible for special education services with a qualifying disability. During this unprecedented time, there may be some cases where eligibility for special education services can be determined without standardized educational assessments, but rather through examination of historical records, parent/teacher interview, observation and rating scale data. The following considerations are offered in such cases that standardized testing is deemed necessary to determine a child's eligibility for special education services. Additional information is also included in Appendix A and Appendix B.

Through research and examining numerous articles and documents endorsed by various assessment publishing companies, there are many reasons to approach remote assessment with caution. The requirements needed in order to complete educational evaluations in an equitable manner, and in such a way as to gain valid results, are numerous. Educational assessments that are approved for remote administration are few in number. If, however, the practice of virtual assessment becomes necessary, below you will find some of the key considerations:

1. If the chosen assessment has digital or interactive resources, determine the cost of those licenses and ensure the evaluator has been given user access and privileges and have the hardware to support it. Allow ample time for the evaluator to practice this non-standardized method of assessment.
2. **Equipment and Technology**
  - a. Two computers—one for the examiner and one for the examinee— with high-quality audio and video capability, as well as stable high speed internet connectivity, are required.
  - b. A stationary web camera, microphone, and speakers or headphones are required for both the examiner and the examinee.
    - i. It is recommended that the examiner have a second computer screen so that he or she can view the administration directions, but the paper format manual can also be used. The full faces of the examiner and examinee must be seen using the web camera (i.e. you can see the examinee's mouth, examinee can see yours).
  - c. Peripheral camera/device should be placed in a stable position that shows the examinee's response booklet and provides the examiner a view of the examinee's non-verbal and written responses.
  - d. Visual stimuli presented during the exam should measure at least 9.7 inches diagonally on the examinee's screen. Since some tele-conferencing platforms automatically reduce the size of an image, the examiner should ensure the image shown on an examinee's screen meets existing standards.
    - i. The use of smaller screens, such as iPad minis or smartphones, and extremely larger screens have not been examined empirically and may affect stimulus presentation, examinee response and validity of the test results.
3. For some math items, the examiner needs to see the examinee's scratch paper to see how the examinee sets up the problem on paper. View of the student response booklet can be obtained by asking the examinee to hold up the scratch paper to their camera or by positioning the peripheral camera/device. (See guidelines in Appendix A for specific considerations related to tests requiring written responses in response booklets)

#### 4. Facilitators

- a. The onsite facilitator is often a parent/guardian who must follow the guidelines outlined in the administration manual to ensure adherence to standard administration procedures. It is very rare that the parent/guardian stays in the room during testing. The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets. If the facilitator does not speak English, an interpreter or the use of Language Line must be made available. (See facilitator guidelines in Appendix B)
5. As with any testing session, make sure the examinee's environment is free from audio and visual distractions. If you are unfamiliar with the examinee's planned physical location, meet virtually with the facilitator in advance of the testing session. Ask the facilitator to show the intended testing room and provide a list of issues to address to transform the environment into an environment suitable for testing.
6. Before choosing remote assessment for a child, time needs to be invested to determine whether this approach is appropriate or possible for that child.

### Occupational and Physical Therapy ( OT/PT)

Occupational and physical therapy ( OT and PT) service providers are itinerant staff. OTs and PTs support students citywide. It is recommended that school administrators, case managers and teaching staff foster and maintain contact with itinerant OT and PT staff to ensure ongoing communication regarding school level and student specific updates. Information should include (but not limited to) the following:

- School-wide staff meetings
- Consent assessment plan meetings
- Eligibility determination meetings
- IEP/remote learning plan meetings
- Selected school-wide digital learning platforms
- Emergency/safety precautions and updates
- POD assignments

**TECHNOLOGY:** OT and PT RSPs will maintain their technology in working order to guarantee adequate access to students and team members via remote platforms. If technological concerns arise , contact the HELP desk at ( 773) 553-3925 and open a service ticket. Email the service ticket # to your manager and include a description of the technology issue.

## Remote Assessments for OT and PT

In addition to direct student service support, OT and PT RSPs are responsible for completing assessments for students referred for evaluation for special education or accommodations under ADA due to concerns with fine motor, gross motor, sensorimotor development and environmental access. Assessments will be completed using a variety of evaluative methods including observation, record review and formal and informal assessments.

The Beery-Buktenica Developmental Test of Visual-Motor Integration - Sixth Edition (Beery VMI) can be administered in a telepractice context, and a variety of options are available. Tele-assessment requires competence in the administration of appropriate instruments over online platforms. Examiners planning to use this method of assessment should be familiar with the guidelines about telepractice from their professional organization and the ethical and legal use of assessments in online telepractice.

The Beery VMI consists of four administration forms: short form, full form, visual perception form and motor coordination form. Please refer to the Beery VMI manual to help with decisions regarding which forms are appropriate for each client/referral question. Various options are available for administering these forms of the Beery-VMI via telepractice. They vary based on the role of the onsite facilitator (see Appendix-B). If the onsite facilitator is a well-trained professional, telepractice can involve all forms. However, during the COVID-19 pandemic, the only facilitator available may be someone in the examinee's home. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required functions correctly and without interfering in the testing session.

As stated in the Beery VMI manual, for administration of the visual perception or motor coordination forms, and administration with pre-school children or those at an earlier developmental stage than age 5, the individual administration directions should be followed. If the onsite facilitator is a well-trained professional, then telepractice administration can involve all aspects of individual administration of the Beery VMI assessment. If using an onsite facilitator who is not in a professional role (e.g., parent/guardian), the examiner should use their professional judgment about the capacity of the facilitator to perform the required functions correctly and without interfering in the testing session.

For telepractice, administration response booklets must be mailed out to the facilitator prior to the assessment session. Ensure enough time for the materials to be delivered when scheduling a time for the evaluation. Seal the response booklets in separate envelopes that are clearly labeled and have the facilitator open the envelopes on camera only after requested to do so. Provide prepaid envelopes for return of the original response booklets to the examiner to enable scoring in a timely manner.

**Note:** It is important to continue to use the original response booklets for telepractice administration as these materials were carefully constructed to prevent glare, translucency and other problems during administration.

For telepractice, the response forms must be completed with the examinee via video-conferencing, with the examiner using the Beery VMI manual to follow the administration directions in Chapter III.

In order to address the ceiling rules, do not stop administration unless you are confident the examinee has missed 3 consecutive items. You may not be able to determine immediately if the examinee has not passed an item on the assessment. When in doubt, assume that they drew the figure correctly, and continue testing to ensure they have surpassed their ability level. Scoring is completed after administration; stop scoring after three consecutive items have not been passed.

Conducting a valid assessment in a telepractice service delivery model requires an understanding of the interplay between a number of complex issues. In addition to the general information, professionals should address five themes (Eichstadt et al., 2013) when planning for administering the Beery VMI via telepractice.

### Facilitator Considerations

An examiner must consider many factors before deciding remote administration is a viable option. If deemed appropriate, the onsite facilitator can open response booklets provided in an envelope during the session. If the onsite facilitator is a parent/guardian, follow the guidelines outlined in the examiner's manual regarding the presence of a parent or guardian in the room to ensure adherence to standard administration procedures. The parent/guardian may only make audiovisual adjustments and, if deemed appropriate, manage response booklets. Also consider the following:

1. Prepare the facilitator who will be with the examinee at the remote site (if applicable).
2. Troubleshoot basic connection or technical issues.
3. Discontinue testing if tech issues persist.
4. Ensure only authorized individuals are present in the session.
5. Try to minimize distractions such as phones, other children, loud noises, etc.

### School Social Work Services:

School social work services are a critical component in promoting and enhancing a student's social-emotional adjustment to school. These services can be direct, consultative and evaluative. The following recommendations are presented regarding the reopening plan. These recommendations will provide guidance for the remote learning model.

## Remote Learning:

### Assessments

Will be conducted in accordance with the Acceptable Use Policy. School social workers will:

- Conduct a thorough record review to document quantitative and qualitative data that is currently available.
- Interview teachers, parents and students to gather additional information for self-directed support (SDS).
- Utilize online assessment tools.
- Collaborate with school staff.
- Engage in case consultations.
- Document attempts to contact stakeholders.

### Service Delivery

- School social workers are expected to provide the services listed in the individual education plan.
- Services should address the current social work goal(s) and benchmarks.
- Consultation with teachers and other related service providers should continue.
- Services should be documented into the SSM system.
- Attempts to contact students, parents and stakeholders can be documented on the SSM calendar.
- During remote learning, social workers should obtain parental consent for their child to receive services in a group setting.

#### Consultation:

Social worker works with a teacher, parent(s), or other individual to address strategies that will improve social/emotional functioning.

#### Collaboration:

Social worker, along with the teacher, parent(s) and student, analyze, adapt and implement strategies for more socially appropriate behavior(s) in all school settings.

#### Co-teaching:

Two teachers (RSP and classroom teacher) working together with groups of students; sharing in the planning, organization, delivery and assessment of instruction.



## CPS Standard Protocol

### Suicidal Ideation:

- Use the [CPS Crisis Manual](#) and follow protocols/procedures.
- Keep the student online if possible.
- Call 911 if student is an immediate danger to self or others.
- Contact a parent or guardian of the student immediately using emergency contact numbers.
- Contact SASS at 800-345-9049 if the family does not have private insurance.
- Contact police to do a wellness check if unable to contact a parent/guardian.
- Email/call the school administrator to inform them of the situation.
- Call CPS Crisis 773-553-1792 and inform them of the situation.
- Follow up with family and the student to ensure help has been obtained and provide information regarding community resources.

### Homicidal Ideation:

- Use the [CPS Crisis Manual](#) and follow protocols/procedures.
- Keep the student online if possible.
- Contact a parent or guardian of the student immediately using emergency contact numbers.
- Contact SASS at 800-345-9049 if the family does not have private insurance.
- Contact Police via 311 call to do a wellness check if unable to contact a parent/guardian.
- Email/call the school administrator to inform them of the situation.
- Call CPS Crisis 773-553-1792 and inform them of the situation.
- Follow up with family and the student to ensure help has been obtained and provide information regarding community services.

### Abuse & Neglect:

- Follow CPS and Mandated Reporter Protocol.
  - [DCFS Mandated Reporter Training](#)
- Call the school administrator to inform them of the situation.
- Call CPS Crisis 773-553-1792 and inform them of the situation.
- Complete DCFS documentation:
  - [DCFS Written Confirmation Form](#)
- Follow CPS [Policy on Reporting Child Abuse and Neglect](#).

### Confidentiality - FERPA:

To ensure FERPA regulations are followed, the student's personal identifiable information will not be given to any educational agency or institution without written consent provided by a parent/guardian of the student. In addition, all rules and regulations will be followed as stated in the document provided by The United States of America Department of Education, Student Privacy Policy Office:

- [STUDENT PRIVACY POLICY OFFICE FERPA & Coronavirus Disease 2019 \(COVID-19\) Frequently Asked Questions \(FAQs\) March 2020](#)
- [FERPA and Virtual Learning During COVID-19](#)

### Resources:

- [SSW Resources During School Closure](#)
- [National Association of Social Workers Press - Solution Focused Brief Therapy in Schools](#)
- [Google Communication Tools Overview](#)
- [CPS Acceptable Use Policy](#)
- [CPS COVID-19 School Social Work Fact Sheet](#)
- [Inside SEL: SEL Resources for Parents, Educators & School Communities Related to COVID-19](#)
- [Turnaround USA: Coronavirus \(COVID-19\) Pandemic Resources](#)
- [CTU Resources to Aid Families](#)

## Student Behavior:

### Prefatory Considerations

Preparing for the uncertainties of the 2020-2021 academic year requires supreme flexibility. This flexible approach will prove all the more important when addressing issues and concerns revolving around student behavior. Logic determines that student behavior must be limited to those matters directly impacting diverse learners' ability to access the curriculum, to make educational gains and to enhance their independent functioning and social-emotional capacity.

Behavioral considerations should be viewed within the overall context of the student's least restrictive environment (LRE). CPS remains under the imperative of IDEA to provide a free and appropriate public education and to educate students to the greatest extent possible with their general education peers. Behavioral concerns lie at the fault-line of this tension.

We expect both old and new issues to arise out of remote learning models.

As a general proposition, behavioral interventions, whether involving functional behavioral assessment, data collection or behavior intervention plans, must be assessed within the confines of the student's LRE. Admittedly, this analysis becomes more nuanced when the student is receiving remote instruction, facilitated by a non-educator parent.

We must also underscore the primary importance of quality instruction, as the escalation of inappropriate behavior often arises as a direct consequence of instructional strategies. Before any restrictive behavioral interventions are implemented or considered, the IEP teams should first look at the instructional methods in use.

The following common oversights that typically lead to a decrease in off-task student behavior include:

1. **Teacher Planning:** Ideally, instructional activities should be planned 4-6 weeks in advance. ([Unit Plan EXAMPLE](#))
2. **Routines:** The impact of consistent classroom routines cannot be understated.
3. **Engaging Activities:** Learning experiences and activities should capture and hold interest.
4. **Feedback:** Students and parents should receive regular positive feedback.
5. **PBIS Responsive Classroom:** Reinforce teachers' and parents' use of PBIS.
6. [Behavioral Best Practices Checklist](#): Utilized by teachers and classroom staff to ensure the implementation of effective preventative and reactive practices.

Student behavior must be addressed on a case-by-case individual basis. These are stressful, unusual times and it should not be assumed that a student's behavior is a direct consequence of an education-oriented deficit. Rather, we are implored to regard the instant circumstances of the student and their family within the context of behavior. What follows is a brief outline sketch of the major highlights of behavioral issues intervention and management for SY20-21:

## Preparing Students and Staff for Changes in the School Structure

1. **Social Story Banks:** See [RCADD resources](#): Learning at home, masking, washing hands and social distancing.
2. **Parent Workshops:** Continue to expand workshops on managing at-Home Learning and Positive Behavior Supports
3. **Teacher Professional Development:** Developing behavioral routines, cues for social distancing and system of “rewards” that align with Safety Care/SBSS messaging and protocols.

## Functional Behavioral Assessments and Behavior Intervention Plans

1. **Behavioral Issues:** Addressing non-compliance on essential safety mandates.
2. **SECA Training:** Behavioral Supports in a virtual environment with non-proximity, visual supports, & cues.
3. **Related Service Providers:** Consider the value of and need for observations and data collection in virtual classroom environments.

## Mental Health and Behavior Concerns

Returning to school after a natural disaster or crisis can be difficult for all students and there are common emotional and behavioral reactions that may require adult support. The needs of the whole child should be considered within a multi-tiered system of support (MTSS) to include universal practices and increasingly intensive interventions. Resources to assist, some universal practices and targeted strategies for high risk students can be found [here](#).

The National Association of School Psychologists has additional mental health resources available [here](#) to assist families and educators with COVID-19 related needs. Please visit the [ISBE COVID-19](#) webpage and scroll down to find the “Starting the 2020-21 School Year” document for general mental health and behavior support for students.

For students who have counseling-related services on their IEP, teams should consider the need for updated goals after meeting with students and talking with parents regarding any mental health related changes during school closures. Open and incomplete functional behavior assessments should be updated, and teams should discuss timelines to complete them.

## Behavioral Services

Upon the reopening of school for SY20-21, it is important to determine the student's present level of performance by gathering data. Below are some best practice suggestions to look over for your school team's discussion:

### Behavioral Management Checklist:

- ☐ Strategies and supports were offered while the school building was closed.
- ☐ Services and description of services were documented.
- ☐ Progress monitoring data was gathered during school building closure.
- ☐ Parents/caregivers provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations.
- ☐ Teacher(s) provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations.
- ☐ Any new behaviors and/or life events that may impact the student's academic and/or social success at school are reported to all stakeholders.
- ☐ For behavior plans in place prior to the school closure, is there a need for revision before the student returns to school?
- ☐ For any open FBA evaluation before school closed, was work completed or does the current FBA need to be revised?

PBIS identifies several features that are key to success in school-wide efforts to support children's positive behavior. The Responsive Classroom approach offers a rich array of practices that match these features. Using the Responsive Classroom approach can therefore help your school implement PBIS successfully. Below are some best practice suggestions to look over for your school team's discussion.

### Instructional Guidance for Behavior Management:

- ☐ Students are more engaged in instruction when appropriate accommodations and modifications are implemented.
- ☐ Students are engaged in online instruction when thoughtful instructional plans are developed.
- ☐ Instruction must be planned in accordance with students IEP goals and aligned with Core Instruction.
- ☐ Evidence of positive supports are implemented with students and embedded in instructional moves.

- ❑ Instructional data must be collected so that students can see their own growth academically and behaviorally.
- ❑ Families and students are part of creating the [instructional routine](#). Consistent routines provide a proactive approach to challenging behavior.
- ❑ There are new opportunities for cycles of feedback among teachers with students, teachers with parents and students with parents through remote learning.

## De-escalation

- When a student begins to display precursor to challenging behavior:
  - Limit verbal interaction.
  - Provide very clear distinct directions of what you want the student to do and provide wait time.
  - Have a specified way to request assistance from other staff and alert administration (e.g., Gchat).

## Nursing *(updated 9/17/20)*

### General Considerations

- All decisions should be made on an individual, case by case basis.
- In some instances, a record review will be sufficient to determine continued eligibility for services and to develop the IEP.
  - The Consent/Assessment Planning Document should reflect the data sources that you are utilizing to support the determination.
  - The standard procedure for Dismissal Summaries utilized when school is in regular session should be followed for the termination of services during the district closure.
- Document ALL Good Faith Efforts & Attempts
  - Good Faith Effort: What a reasonable person would determine is a diligent and honest effort under the same set of facts of circumstances.
  - This may include, but is not limited to:
- Conducting a thorough record review to document quantitative and qualitative data that is currently available.
- Interviewing teachers, parents, and students to gather additional information
- Utilizing online assessment tools.
- Collaborating with other team members regarding student needs.
- Engaging in case consultations with colleagues via virtual office hours.

## Remote Evaluations

The purpose of the nursing evaluation is to determine if any known or unknown medical or health issues may be present and impact a student's ability to achieve academically.

Conduct interviews with the student, parents, teachers and observe the student to obtain a health history.

I. Initial Evaluations - Recommendation is to complete an initial school nurse assessment to obtain a health baseline.

- Request physician's report and follow up with the parent regarding any known medical issues.
- Complete the Initial Nursing Assessment: including the following components
  - Health History: Prenatal, developmental, hospitalizations and physician appointments.
  - Current Health Status: Review of systems, nursing interviews and observation of students.
  - Family History.
  - Interpretation of Health Records: current physical exam, past health evaluations.
  - Medications: in school and outside of school.
  - Vision: vision exam date, exam results, vision screening date, screening results.
  - Hearing: hearing exam date, exam results, hearing screening date and screening results.
  - School situation: attendance, medical/health effect on attendance.
  - Achievements
  - Nursing Diagnoses and Plan for Nursing Intervention.
  - Summary of all components.

II. Re-evaluations - Complete the School Nurse Assessment Re-evaluation: including the following components.

- Reason for referral
- Evaluations: Name of evaluator, date of evaluation and type of evaluation.
- Nursing Assessment: Health history (see initial evaluation). Physical exam date, physician that completed the exam and exam results.
- Medical reports/evaluations.
- Current health status and nursing observation of the student.
- Medication: in school and outside of school.
- Vision: vision exam date, exam results, vision screening date, screening results.
- Hearing: hearing exam date, exam results, hearing screening date and screening results.
- Nursing Diagnosis: North American Nursing Diagnosis Association (NANDA) and Nursing Intervention Classification (NIC)
- Summary and Recommendations

- Continuation of nursing services

### III. 504 Plans

- Does the student have a new physician's report or another evaluation, which was conducted within the last twelve months?
- Is there a change to the student's diagnosis, or mental or physical impairment?
- Does the student have a mental or physical impairment?
- Indicate the mental or physical impairment, and in a brief narrative, describe the sources and/or factors supporting the identification of the impairment including the date the impairment was identified.
- Date impairment was identified.
- Does impairment substantially limit one or more major life activities?
- Indicate one or more major life activities substantially limited by impairment.
- Does the substantial limitation caused by the mental or physical impairment result in the student's need for accommodations and/or other support during the school day or school activities?

Consult with other service providers when appropriate. Gather data from record review. Reviewed documentation may include, but is not limited to, the following:

- Reports and Orders provided by Healthcare Providers (HCP). Evaluation/reports completed by other RSPs.
- Reports and records such as physical examinations, health history, immunizations and waiver requests, hearing and vision screening, hearing and vision evaluations and prescriptions.
- Current nursing progress notes and past nursing assessments.
- Curriculum-based and Standardized progress assessment data (i.e. NWEA, DIBELS, IAR, REACH, etc.) provided by the teacher including grades, referral, and in person consultation.
- Previous evaluation data and 504/IEP goals/outcomes for health comparison, noting if the condition remains the same, condition has declined or improved.
- Request physician's report and follow up with the parent regarding any known medical issues.

### Summary and Recommendations:

- Summarize all reviewed and gathered data in a manner that is both descriptive and concise.
- Summary should not be a restatement of the information in each section.
  - It is important to note that if a parent submits a change in orders, reports or plan at any time other than the annual meeting, the nurse is to review the information to determine how this will affect the student's plan of care. If needed, the nurse may request a meeting to address the need to update the IEP or 504 plan.

### IV. Review of Safety Plans

- Review with parent/guardian and student.
- Request updated information.
- Review for changes in condition and treatment.
- Provide educational materials.



- Conduct self care assessment with the student and parent.

## Provision of Service: Nursing

While in-person school nursing care is considered hands-on to provide licensed nursing healthcare services to our students in the school facility, this is not possible during remote learning. Provision of health care in school is a continuum of care from home in order to provide the necessary services during the school day to access learning.

However, there are many ways that school nursing can provide health support to students and their families. To continue the support and in accordance with the students established IEP/504, the nurse will consult, collaborate, and directly (via virtual video conferencing means) observe and interact with the student(s) and student home support staff (parents, nurses, care givers) for continuum of health and wellness consideration.

Nursing related service providers will provide IEP/504 related service minutes according to a student's individual remote learning plan. Provide remote learning materials equitably to all students on their caseloads that reinforce critical skills and prioritize social/emotional needs.

- Be virtually available and engaged with their students every school day.
- Be virtually available to provide services to students and families for four hours each day through the use of virtual office hours.
- Virtual office hours should be scheduled within the regular school day hours.
- The use of synchronous and asynchronous learning supports student health and wellness growth at home.

**Asynchronous:** Handouts, links to websites, safety posters, instructional print and video materials. Providing these supports for families takes on several applications: USPS mail, pick up at school, email and posted in the nurses classroom.

**Synchronous:** Co-teaching with other RSP (related service providers), classroom teachers (general and special education), other nurses (CSN, HSN, LPN) utilizing all the aforementioned and other school staff that are supporting student learning (paraprofessional).

**\*Direct Service** - Nursing supports will be provided to students directly utilizing synchronous and asynchronous learning consistent with the student's remote learning plan.

**\*Consultation** - Nurses work with a teacher, parent, or other individual to address strategies that will improve health and access to learning.

**\*Collaboration** - Nurses, along with teachers, parents, and students work to note an improvement in health (condition treated at school) maintenance of health in school or decline of health in school to address more appropriate care and instructional materials and environment.

**\*Co-teaching** - Two teachers (nurse and classroom teacher) work together with groups of students; sharing the planning, organization, delivery, and assessment of instruction. Only a Certified School Nurse can provide classroom instruction without a classroom teacher.

\*Note: These service delivery models occur in both in-person and remote learning environments.

Remote Learning:

The Goal of Nursing Related Service Providers during Remote Learning is to

- Understand how each of their schools' are approaching remote learning.
- Collaborate and determine how they can support the teacher when servicing students.
- Determine how they can join the plan that is already in place.
- Determine how can they provide support that expands on the lessons presented by the teacher.

\*Note: For remote learning to be successful, the nurse will have to increase knowledge of instructional technology (i.e. Google Classroom, Google Meet, Video Recording) that is also HIPAA compliant. It may also be necessary to assess the parent's comfortability and ability to participate in the remote learning format.

Nurses are encouraged to develop a consistent schedule of service delivery. For example:

- If you are assigned to more than one school, create a service delivery schedule to accommodate each school.
- Collaborate with other service providers (e.g. teacher, RSPs) to prevent scheduling conflicts.
- Contact all parents to confirm the continued nursing services per IEP/504 remote learning plan.
- Monitor and track student engagement on a scheduled basis.

Home Learning:

- Nursing should follow the same guidance as remote learning.
- Parental involvement will be key to home learning success to ensure the student is attentive and meeting learning expectations. In this case, the parent will perform the role of "learning facilitator." Prior to the session, parent consultation is recommended to ensure the parent's understanding of the facilitator role.
- See Homebound learning for the nurse's role and continued support during homebound consultation.

Documentation of Nursing Service: Daily documentation is required for any synchronous or asynchronous learning plans implemented.

Guidelines for documentation categories in SSM drop down for progress note completion is as follows:

- Direct Service Minute Codes: In compliance with IEP/504 service minutes
  - TS - Therapeutic Service
  - SO - Student Observation
  - CO - Consultation (with student present)

- C2 - Consultation (without student present)
  - MS - Medication Service
  - HC - Health Counseling
- Direct Service Minute Codes (excluded from compliance calculation - or non direct)
  - CF - Conference
  - TC - Teaching Health Class (co-teaching can be documented on each student with services individually under the TS, SO or CO above).
  - SE - FIE Assessment
  - 5A - 504 Assessment

## Resources for Nurse Remote Learning Supports:

[How to set up a Nursing Office - Classroom Guide](#)

[Setting up a Nurse Office - Classroom](#) English - Sample

[Setting up a Nurse Office - Classroom Spanish](#) - Sample

### Handwashing

[Poster](#)

[Video](#) (CPS Nurse)

[CDC Videos](#)

### Mask

[Wearing a Mask](#)

### Diabetes Resources - Please see our Nursing Resource Center

[JDRF Tool Kit](#)

[Diabetes Lesson Plan Gr 3-5](#)

[Hypoglycemia Poster](#)

[Hyperglycemia Poster](#)

[Student Diabetes Skills Assessment](#)

[Diabetes Log](#)

### ADHD Resources

[Behavioral strategies](#)

## Seizure Resources

[Safety Poster](#)

[Observation Report](#)

[Parent Questionnaire](#)

[General Safety Plan](#)

[Diastat Administration](#)

[Epilepsy Foundation Toolbox](#)

## Allergies and Asthma

[Toolbox for Educators](#)

[Asthma and COVID19](#)

- **Guidance on How to Deliver Nursing Services During Remote Learning:** This aligns with the Accommodations & Modifications (A&M) drop down boxes for Direct Services.

### Diabetes:

Observe the student or parent checking blood glucose, have the student or parent share reading of Blood Glucose (BG). Determine the number of carbohydrates the student will eat and calculate insulin. Determine a baseline to guide student teaching towards independence.

### Urine Catheterization:

**Do not observe** but talk through with the student/parent. Discuss the amount, color, odor, is urine clear or cloudy. Any difficulty performing the procedure? Any issues with leakage? Discuss possible signs of infection. Determine a baseline to guide student teaching towards independence.

### G or J Tube:

Observe parent/student performing tube feeding. Discuss type of formula, amount to be administered and frequency. Is feeding via pump, gravity or bolus, and what is the rate? Is the student tolerating tube feeding? Any nausea or vomiting? Diarrhea? Any skin breakdown around the stoma? Determine a baseline to guide student teaching towards independence.

### Trach/suction:

Observe breathing. Is breathing regular and easy. Is trach intact and patent? Any drainage around the trach stoma? Any audible gurgling during observation? How often does the student require suctioning? Last time suctioned. Describe secretions, color and consistency. Is there an odor? Any bleeding? How often is trach changed? Last time trach changed? Assess comfort with trach changes and offer support as needed.

**Medication Administration:**

Review with parent/student name of medication, dosage to be administered, route, time and frequency. Is the student taking medication as prescribed? Is the medication effective and how? Discuss possible side effects/adverse reactions, including possible drug-drug interactions. Determine a baseline to guide student teaching towards independence.

**Asthma:**

Observe breathing. Is breathing regular and easy, labored or unlabored, any retractions, audible wheezing? Does the student use routine/daily medication? When was the last time the student had to use emergency medication? Activity prior to needing emergency medication? Any ED visits. Discuss signs/symptoms, triggers, use of medication. Observe technique with inhaler and spacer use and cleaning device. Discuss the importance of not sharing devices or medication. Differentiate between Asthma vs COVID 19 signs/symptoms.

**Allergies:**

Can students identify food allergens? Any recent exposure/reaction to food allergens? Last time the student had to use emergency medication? Any ED visits. Determine a baseline to guide student teaching towards independence.

**Seizures:**

Have the parent to describe seizure activity, how frequent does the student have seizures and how long does seizure typically last? When was the last seizure? Does the student have an aura/warning prior to seizure activity? Does the student experience a postictal phase? If so, what does it look like? What are current medications, dosage and frequency? Discuss possible side effects/adverse reactions. Last time the parent had to administer emergency medication (rectal, nasal).

**Oxygen:**

Observe breathing. Is breathing regular and easy. Observe student's skin/lip color. Is oxygen intermittent or continuous? How many liters are prescribed? Pulse oximeter reading?

## Homebound Services

**All homebound services will be provided through remote learning.**

**School Administrators:**

- Develop and implement high-quality plans for all students on membership.
- Ensure access to technology for all students on membership.
- [ISBE's "Home/hospital instructions for students" Q&A resource, issued May 2019](#)

- A child whose home or hospital instruction is being provided via telephone or other technological device shall receive at least two hours daily of direct instructional services which will be a combination of synchronous and asynchronous activities.
- Ensure that at least five (5) clock hours per day of a combination of instruction and school work is provided (a minimum of 2 hours must be synchronous live instruction, unless the medical statement directs that the student is in medically required isolation).
- All district electronic data policies should be followed when instruction is provided via telecommunications.

## Classroom Teacher:

- As the teacher of record, when temporary homebound instruction is required, the student's classroom teacher will provide instruction via remote learning.
- Guide instruction as documented in the student's education (Gen Ed) or remote (SpEd) learning plan.
- Ensure that at least five hours per day, of a combination of instruction and school work, is provided (a minimum of 2 hours must be synchronous instruction, unless the medical statement directs that the student is in medically required isolation).
- Provide a range of meaningful learning opportunities that meet the needs of all learners during the period of flexible learning environment: synchronous live instruction, recorded videos, digital curriculum resources and independent student work time and/or teacher-student check-ins (virtual or phone).

## Citywide Hospital/Treatment Center Teacher:

- Will work remotely
- Will be the ODLSS Home/Hospital liaison for schools in their assigned network - [HHIP Citywide Teacher Support SY21](#).
- Collaborate daily with school homebound coordinators, case managers, classroom teachers, students and parents/guardians.
- Participate daily in Google Meet and Google Classroom instructional sessions to further support students who are hospitalized for care at a local (Chicago-based) hospital or rehabilitation facility.
- Ensure that at least five hours per day, of a combination of instruction and school work, is provided (a minimum of 2 hours must be synchronous live instruction, unless the medical statement directs that the student is in medically required isolation).

## Student:

- Actively participate in daily instructional sessions.
- Participate in a minimum of 2 hours of daily synchronous instruction, unless the medical statement directs that the student is in medically required isolation.
- Complete assigned work by the due date.

## Parents/Guardians:

- Register the student for the upcoming school year.
- Reserve a space in your home for your student to complete remote learning work.
- Remote learning is fair and equitable for students who are at high risk of contracting COVID-19 and may require temporary homebound or hospital instruction.
- If a medical or psychiatric challenge arises, then your child's licensed physician will need to complete the district's [Referral for Adjustment of Educational Program](#).
- Return completed referral form to the school's Homebound Coordinator or Case Manager.

## Paraprofessional:

- Participate in virtual/remote Google Meet or Classroom sessions to better assist students during class times or online availability.
- Ensure that at least five hours per day, of a combination of instruction and school work, is provided (a minimum of 2 hours must be synchronous live instruction, unless the medical statement directs that the student is in medically required isolation).

## Related Service Providers:

- If the school team determines that the student requires related services support to access instruction in a remote learning environment, then Related Services Providers will need to provide all services per the student's education (Gen Ed) or remote (SpEd) learning plan.

## School Nurse:

- Review and sign off on the submitted referral.
- Return signed referral to the school's Homebound Coordinator or Case Manager.

## School Homebound Coordinator/Case Manager:

- Share the [HHIP Frequently Asked Questions \(FAQs\) about SY21](#) with parent/guardian.
- Request that the ODLSS School Nurse review and sign off on the submitted referral.

- Scan and email the signed referral to [homeandhospital@cps.edu](mailto:homeandhospital@cps.edu).
- File signed referral in the student's school folder.
- Convene a meeting to discuss and develop the education (Gen Ed) or remote (SpEd) learning plan.
- Ensure that the student's classroom teacher has received a copy of the completed education (Gen Ed) or remote (SpEd) learning plan.

#### School Attendance Clerk/Coordinator:

- Record daily attendance based on the student's participation.

## Itinerant Supports and Services

### Schools Administration and Staff

#### Guidelines for all remote delivery model:

- As itinerant teaching staff support students citywide, it is recommended that school administrators, case managers, and teaching staff foster and maintain contact with itinerant teaching staff to ensure ongoing communication regarding school level and student specific updates. Information should include (but not limited to) the following:
  - School wide staff meetings
  - IEP/remote learning plan meetings
  - Selected school wide digital learning platforms
  - Emergency/safety precautions and updates

#### Remote Learning:

- Parental involvement is essential to learning success in a remote setting. It is important to ensure the child is attentive and meeting learning expectations.
- Parents will often perform the role of "learning facilitator" during scheduled remote learning activities. Prior to the session, parent consultation is recommended to ensure the parent's understanding of the facilitator role.
- When providing direct services remotely some interventions can be provided in smaller segments of time, yet meet more often throughout the day and week.
  - It is recommended to consider working with students one-on-one (with a parent) or in small groups (1-3).
- Log communication attempts with parents.



## Student Assessment:

### Remote:

Assessment measures should include but are not limited to:

- Utilization of a variety of assessment tools to gather a full picture of student skills.
- Record review (related to student performance).
  - Curriculum-based and Standardized progress assessment data (i.e. TSG, DIBELS, REACH Performance Task, etc.) provided by the classroom teacher.
  - Previous evaluation and IEP goal data for growth comparison.
- Consultation/interviews with parents and teachers:
  - Current academic and functional concerns.
  - Observed progress in various environmental settings.
  - Any support or additional interventions being provided.
  - Effectiveness of implemented supports and recommendations across school and home environments.
    - If needed the parent can be utilized to attempt to elicit actions or responses from the student that can be observed via video observation.
    - Prior to the session, parent consultation is recommended to ensure the parent's understanding of their role in facilitating responses/behaviors.

### ODLSS Support Provided:

- Itinerant staff will be meeting with their respective managers at a pre-established cadence (e.g. bi-weekly, weekly, etc.).
- Instructional support and coaching will be provided to administrators and teaching staff as needed.
- Professional Learning will be provided to staff as outlined in the [ODLSS Professional Development Brochure](#).
  - Sessions will be available both via live webinars and pre-recorded, self-paced options. Register for professional learning sessions via Learning Hub.

### Resources:

- [ISBE Starting the 20-21 School Year guidance](#) document

- [Tech Tools for Teachers](#)
- [ODLSS 20-21 Professional Development Brochure](#)
- [CEC Best Practices for Educating Online](#)
- [Special Education Guidance for Remote Learning](#)

## Early Childhood Itinerant Teachers *(updated 9/17/20)*

### Enrollment and Transfer of Early Childhood Students with Disabilities

Pursuant to Board Policy 601.20 [Education of Students with Disabilities](#), Board Policy 501.10 [Americans with Disabilities Act](#), and Board Policy 702.1 [Enrollment and Transfer of Students in the Chicago Public Schools](#), there are specific procedures and processes that must be followed in order to appropriately support our students with disabilities and their families with regard to enrollment.

A school must immediately enroll a student with disabilities who seeks to attend his or her attendance area school or school of choice through the Chicago Early Learning process.

If the attendance area school or school of choice believes that it is unable to implement the student's Individualized Education Program (IEP) or Section 504 Plan, the school must take the following steps:

- Contact the Office of Diverse Learner Supports and Services (ODLSS) at 773-553-1847 for appropriate review and placement determination.
- Provide interim services to the student until ODLSS identifies a school equipped to implement the student's IEP or Section 504 Plan.

The school identified by ODLSS must immediately enroll the student upon notification from ODLSS, even if the student has not applied or has not been accepted into the school.

- If a student with disabilities' IEP or Section 504 Plan requires an accessible building, an attendance area school or magnet school that constitutes the nearest comparable school that meets the student's accessibility needs must immediately enroll the student, upon the request of ODLSS, even if the student has not applied or has not been accepted into the school.
- Students with an IEP or requiring an accessible building shall have their preschool program placement determined by ODLSS based on a review to determine the appropriate classroom setting.

- If a student with a disability has an IEP in place at the time of preschool enrollment, ODLSS will work with the Office of Early Childhood Education in determining the appropriate preschool placement for the student.
- If the school believes, after enrollment in any preschool program, that a student may have a disability, the school must begin the special education referral process and continue the student's enrollment in the preschool program until an IEP is developed and appropriate program placement is determined.

### ECSE Classroom Configuration for Learn at Home, Hybrid, and Learn-at School Full Time

Placement of Diverse Learners continues to be a shared priority of both ODLSS and OECE. As Special Education support and services for students with disabilities are required by law, we will be working collaboratively to ensure students with disabilities have access to preschool programming for the upcoming school year. While the capacity in each inclusive classroom will vary due to the space available and the unique needs of each school, ODLSS and OECE has tentatively identified 15 students as an approximate classroom capacity for preschool classrooms this fall.

Classroom Type	Number of Students
Inclusive "Blended"	15 total students (10 Gen-Ed; 5 Students with IEPs*)/session
Intensive Supports "Pre-K Cluster"	10 students with IEPs/session

*\*5 students with IEPs/ School Assignment Letter for Inclusive preschool setting.*

### Non-attending Services - "Speech Only" for Learn at Home, Hybrid, and Learn-at School Full Time

CPS will continue to fulfill its obligation to register and enroll students to receive non-attending speech services, while still encouraging social distancing and adhering to reopening guidance. Non-attending speech-language services can be provided remotely upon registration. Listed below is a chart that outlines the provision of services in each delivery model.

	Learn-at-Home Full Time	Hybrid Model	Learn-at-School Full Time
Service Delivery Method	Remote - synchronous and asynchronous activities *	Remote or in-person as determined by student need and reopening guidance.	In-person at the school nearest the home or HeadStart location

## Registration Guidelines

- **Parents:** Contact the school administrator and/or case manager, at the school nearest your home or child's HeadStart location, to initiate the registration process.
  - As registration is completed, collaborate with the Speech-Language Pathologist to determine a mutually agreed upon date and time for services.
- **School Administrator or Case Manager:** Follow the [Secondary Enrollment for Non-Attending Students \(Speech Only\)](#) procedures to support school level registration.
  - If a student needs to be enrolled in a CPS school and they are already enrolled in ODLSS Citywide Assessment Team or Dual Enrollment, in ASPEN or SSM, please email [gcoleman@cps.edu](mailto:gcoleman@cps.edu).
- **Related Service Provider (SLP):** Work collaboratively with the parent/guardian to establish a mutually agreed upon date and time for services and add the student to your caseload in SSM.

## Early Childhood Itinerant Supports and Services for Learn at Home, Hybrid, and Learn-at School Full Time

- Children Requiring Itinerant Services are "placed" through Chicago Early Learning.
- Early Childhood Special Education (ECSE) Itinerant Teachers provide special education support for preschool students that require 30- 120 MPW of specialized instruction by the ECSE Itinerant in a *general education classroom*. Students placed in blended classrooms will receive specially designed instruction provided by the classroom's ECSE special education teacher.

## School Administration/Staff:

As itinerant teaching staff support students citywide, it is recommended that school administrators, case managers, and teachers foster and maintain contact with itinerant teaching staff to ensure ongoing communication regarding school level and student specific updates. Information should include (but not limited to) the following:

- School wide staff meetings
- IEP/remote learning plan meetings
- Selected school wide digital learning platforms
- Emergency/safety precautions and updates

## ECSE Itinerant Teacher

- Adhere to the [CPS Reopening Guidance](#)
- Direct services should be provided in accordance with the student's IEP and Remote Learning Plan. Data should be collected and documented to track progress toward IEP goals.
- Prioritize the utilization of Google platforms available for teachers to interact with students.
- During the first several weeks of school, prioritize a strong review and infusion of the critical standards and key skills that were not addressed or mastered from the previous year.

- Consider engagement in co-taught lessons with the general education teachers and/or related service providers to promote inclusion and generalization of targeted IEP goals/skills within academic activities.
- Select the delivery method (small group, co-taught lesson, 1:1 session with parent and student) based on the individual needs of the student and family.
- Provide a combination of synchronous and asynchronous activities/interventions.
- If access to technology is limited, the school/teaching staff should provide access to non-digital activities and make hardcopies of the material for families as needed (outlined in the school reopening guidance)
- Document all Good Faith Efforts & Attempts, including but not limited to:
  - Contacting parents/guardians to establish dates and times for direct services/consultation.
  - Missed intervention sessions
  - Collaboration with other staff on my team regarding student need
  - Engagement in case consultations with colleagues via virtual office hours.

## Parent

- Communicate frequently with your child's teacher and related service providers to stay informed on school based updates, safety precautions, student progress.
- Review and complete shared assignments and activities to support the continuation of learning at home.
- Ensure students have access to technology and internet connectivity to participate in synchronous classroom activities.
- If access to technology is limited, the school/teaching staff can provide access to non-digital activities and make hardcopies of the material as needed.

## Instruction and LRE Considerations- Learn at Home, Hybrid, and Learn-at School Full Time

Per the Remote Learning Model for SY21, remote preschool classrooms should meet for at least 60 minutes of synchronous instruction and 90 minutes of asynchronous instruction daily (totaling 750 minutes per week). Teachers should;

- Consider the unique needs of diverse learners and English language learners when designing remote instruction for *all* Pre-K students in large group/whole class activities.
- Teachers and Special Education Classroom Assistants should work collaboratively to support teaching, learning, and assessment. This [example schedule](#) highlights how teachers and SECAs can support remote learning for students.
- Integrate daily SEL-focused activities and [strategies](#) within instruction as community-building, check-in questions, mindfulness activities and other stress and coping techniques, along with SEL skills development lessons and academic integration.
- The provision of specially designed instruction should reflect instructional activities and implementation of accommodations and modifications that provide the student access to the curriculum
  - *Small group instruction can be provided in addition to whole group synchronous activities*

- Teachers may create cohorts for synchronous learning to be able to meet all student instructional minutes. (e.g. two groups- 2 students each)
- While there is no set formula for LRE decision making, IEPs should be written to reflect specially designed instruction aligned to a student's skill-based areas of academic/functional deficit and Illinois Early Learning and Development Standards.
- Please refer to the [Remote Learning Instructional Guidance Document](#) for tips for pre-k instruction.
- In addition, please review the [OECE's Remote Learning Instructional Guidance- PK Appendix](#) for additional resources for implementation of Fall 2020 remote preschool synchronous learning, asynchronous learning, and pre-k priority-aligned preschool resources.
- [ECSE Sample Instructional Schedule](#) provides an example of asynchronous and synchronous activities and grouping.

## LRE Considerations

	Learn-at-Home Full Time	Hybrid Model	Learn-at-School Full Time
Pre-K Itinerant	30-120 mpw	30-120 mpw	30-120 mpw
Pre-K Inclusive "Blended"	Half Day 200 -500 mpw	200-500 mpw	200-500 mpw
	Full Day 300-600 mpw	300-600 mpw	300-600 mpw
Pre-K Intensive Supports	Half Day 500-750 mpw	500-775 mpw	500-775 mpw
	Full Day 500-750 mpw	500-775 mpw	Up to 1800**

Range of minutes reflected in the **Learn at Home Full Time Model** column is based on the [CPS School Reopening Guidance- Instructional minute requirements](#) (pg.12)

\*\*NOTE: Pre-K students who are enrolled in specialty pre-k programs with 100% removal will have a maximum range of 2100 minutes with in the *Learn-at-School Full-Time Model*\*\*

## Remote Learning Plan (RLP) Development Considerations

- For student's whose IEPs have less than or equal to the maximum instructional minutes (750), remote learning minutes should remain the same.
- For student's whose IEPs have minutes over the maximum instructional minutes, teams should collaborate to determine the amount of support for each goal for the RLP.

## Progress Monitoring -Learn at Home, Hybrid, and Learn-at School Full Time

Gathering a comprehensive assessment of student growth and areas of need is integral for

supporting increased outcomes for students with disabilities.

- Both general and special education teachers should utilize classroom learning experiences (synchronous and asynchronous) provided in both large and small group settings as an opportunity to observe student development and a method of collecting evidence in Teaching Strategies GOLD.
- The OECE provides guidance on [using Teaching Strategies GOLD remotely](#) for assessment.
- It is to be noted that Teaching Strategies GOLD can be utilized to assess students with disabilities in both inclusive and intensive support pre-k settings, as the provision of specially designed instruction is aligned to Illinois Early Learning and Development Standards and the Creative Curriculum.

## Additional Considerations for Early Childhood Special Education (ECSE)

### Non Attending Early Childhood Screening and Evaluations - Citywide Assessment Team (CAT)

**Child Find:** The ODLSS Child Find team will continue to provide free early childhood developmental screenings for non-attending children, birth to age five, who reside within the city of Chicago. Developmental screenings can show if a child is having difficulties with cognitive/academic, communication, social-emotional, and fine/gross motor skills. If you are interested in scheduling a remote developmental screening for your child (or have additional questions) please contact: CPS Child Find Coordinator at 773-251-4855 or email [dmfuller-clark@cps.edu](mailto:dmfuller-clark@cps.edu).

**Citywide Assessment Team:** Our citywide assessment team conducts high-quality assessments for any child living within the boundaries of the city of Chicago who do not currently attend a CPS school. The CAT will be conducting evaluations and meetings in accordance with our district's reopening guidelines. To ensure success in an academic setting, formal and informal assessments are utilized to ensure a thorough and holistic look at each student's strengths and needs. Evaluators may include a school psychologist, speech-language pathologists, occupational therapist, physical therapist, school social worker, nurse, teacher, and case manager.

Citywide Assessment Team Resources:

- [Parent Welcome Letter with Toy List](#)
- [What to Expect at the Evaluation / Checklist](#)
- [Parent Resources \(EC Students\) - One Pager](#)
- General Request Form [ [ENGLISH](#) ]
- Email Authorization Form [ [ENGLISH](#) ]

If you have questions about your child's transition and/or evaluation please contact: 773-553-1266 (Garfield Park), 773-535-8937 (Colman), [earlychildhoodevals@cps.edu](mailto:earlychildhoodevals@cps.edu).

## Dually Enrolled Students in Community Based Head Start (CBOs)

- Preschool students with disabilities, who are dually enrolled in community based organizations (CBO) programs, can access remote learning through enrollment in a CPS school as documented on their current School Assignment Letter. Specially designed instruction and related services can be provided as outlined in the student's IEP/Remote Learning Plan.
- Written permission, by the child's parent is required for a caretaker/provider (an individual acting in place of a biological or adoptive parent, including grandparents, step-parents or an individual legally responsible for the child's welfare) to support remote learning and have access to student specific information (e.g. grades, school work, etc). Per ISSRA, a parent can authorize, through written permission, access to student records. The Parent can authorize decision making with written permission.
- The district will continue to support students and CPS schools this fall in distributing and utilizing computing devices to facilitate at-home learning for students in need. Parents are responsible for contacting the school to obtain the device as necessary.
  - Parents should ensure that the student has access to the issued computing device during school hours to access remote learning.
- CBO staff are responsible for ensuring logistical support (e.g. scheduling and supervision) that is provided onsite.
- For more information related to district supports for dually enrolled students, click [here](#).

### Considerations for Learn-at-Home Full Time & Hybrid Model Learning -Student Who Are Dually Enrolled

<b>CPS School Administration and Teaching Staff (Gen-Ed, SPED, RSPs)</b>	<ul style="list-style-type: none"> <li>• Ensure that applicable consent to share information is on file: <a href="#">Consent to Release Information-Spanish</a> <a href="#">Consent to Release Information-English</a></li> <li>• <i>Teachers and RSPs:</i> Provide services in compliance with the IEP and target goals following best practices. Provide the agreed upon direct and consultative minutes from the IEP/Remote Learning Plan.</li> <li>• Comply with the Acceptable Use Policy</li> <li>• Work with the parents and caregivers to provide expectations around attendance, scheduled activity times, remote participation and guidelines for work completion/grades.</li> </ul>
<b>Parents/Caregivers/ Providers</b>	<ul style="list-style-type: none"> <li>• Provide written permission for a caretaker/provider to support remote learning and have access to student specific information (e.g. grades, school work, etc).</li> <li>• Share updated contact information (telephone number, email, etc.) with the school, teachers and RSPs.</li> <li>• Ensure that students have the equipment (laptops, iPads, Chromebooks) and internet access to connect remotely.</li> <li>• Ensure the child's daily participation in the remote learning (synchronous and asynchronous activities) as assigned by General/Special Education Teacher(s) and RSPs (as applicable).</li> <li>• Monitor the child when they are working online to ensure they are actively engaged and learning.</li> <li>• Childcare providers or caregivers should provide the parent with updates on the completion of activities and additional support provided to the student</li> </ul>



while in their care.

## Transportation for Pre-K Students with Disabilities: Hybrid, and Learn-at School Full Time

CPS is committed to providing transportation as a related service to all eligible preschool students with disabilities to and from and between locations other than their home. For example, an eligible preschool student may be picked up at home, dropped off at school to receive special education services, and then picked up and taken to a child care or community-based early learning program within the city of Chicago.

**School:** If a student is eligible for transportation as a related service, the case manager can provide the family with the appropriate transportation application [form](#). The form must be completed and signed by the parent or guardian, and signed by the principal. The school will send in the form for processing by CPS Student Transportation.

**Parent:** If you are the parent of a child with disabilities for whom transportation is provided as part of an Individualized Education Program (IEP) or 504 Plan and your child is experiencing transportation related problems, call [773-553-2860](tel:773-553-2860) for immediate assistance or [Office of Diverse Learner Supports and Services](#) at [ODLSS@cps.edu](mailto:ODLSS@cps.edu).

## Resources to Support Learn at Home, Hybrid, and Learn-at School Full Time

### Technology Resources and Support

Parents and Families	Teachers
<ul style="list-style-type: none"> <li>• CPS Parent Tech Support Hotline 773-417-1060 (Monday-Friday 7:30 am - 4:30 pm)</li> <li>• Online <a href="#">Parent Tech Support Portal</a> -tech support help file and to submit service requests for your student's CPS-issued device</li> <li>• <a href="#">Free internet resources for families in need</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">OECE Guide to Remote Learning with Google</a></li> <li>• <a href="#">Tech Tools for Teachers-Knowledge Center</a></li> </ul>

### Programming and Instructional Resources and Support

Parents and Families	Teachers and Staff
<ul style="list-style-type: none"> <li>• <a href="#">STARNET</a></li> <li>• <a href="#">Digital Learning Resources for Chicago Public Schools and Chicago Public Libraries</a></li> <li>• <a href="#">ODLSS Webpage Early Childhood</a></li> <li>• <a href="#">OECE- Early Childhood Webpage</a></li> </ul>	<ul style="list-style-type: none"> <li>• SY ODLSS PD Brochure</li> <li>• <a href="#">ODLSS Early Childhood Knowledge Center Page</a></li> <li>• <a href="#">STARNET Training Calendar</a></li> <li>• <a href="#">ECSE Sample Instructional Schedule</a></li> <li>• <a href="#">OECE Knowledge Center Webpage</a></li> </ul>