



2020-21 COVID-19 Supplemental Guidance

AN ADDENDUM TO THE 2020-21 SPECIAL
EDUCATION ADMINISTRATIVE PROCEDURES

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INTRODUCTION

Special Education Services during COVID 19 Pandemic

Fort Bend ISD will offer all students with disabilities a free and appropriate public education (FAPE). All decisions regarding student's special education and related services will continue to be determined by the student's Admission Review Dismissal Committee (ARDC). In August 2020, an ARD committee meeting, or an IEP Amendment if appropriate, will occur for all students eligible for special education services. During that process, decisions will be made to address special education services, including an appropriate schedule of services for online learning and if applicable, on campus face- to- face instruction.

If the ARD committee has determined that face-to- face instruction is required, the district will provide instruction through a face-to-face model on a school campus. Based on intensive progress monitoring efforts in place during synchronous instruction for each student, FBISD will be able to identify in real time those students who are not benefitting from instruction and convene meetings of those students' ARD committees to review student performance and again propose an alternate model of instruction. This is in accord with federal law, which provides that an ARD Committee meeting must be convened when students are not making anticipated levels of progress on their IEP. Compensatory services will be considered on an individual basis via the ARD committee, as appropriate. Compensatory services themselves constitute FAPE. They are, in essence, making up for FAPE that was intended to be provided but for whatever reason was not.

ARD Guidance

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ARD Considerations for Extended Face-to-Face Model

Eligibility considerations for the Special Education Extended Face-to-Face Model (Student should meet at least one of the following for consideration of EFFM):

- Receiving Special Education Services for more than 50% of the day – majority of core content courses in the self-contained setting (Resource, Specialized Program),
- Score of *Intervention* or *Urgent Intervention* on Ren360 Reading or Math (data from EOY 18-19 through MOY 19-20),
- Significant behaviors that require direct specialized supports daily (i.e., special education paraprofessional provides direct instruction for behavior and social interactions) – (e.g., physical aggression, self-injurious behaviors, tantrums, elopement),
- Students who receive in-class support services whose primary needs involve executive functioning skills (specific IEP goals) related to attention and organizational deficits which are not effective in the virtual environment,
- Intensive communication needs outside of speech therapy only (including social communication),
- Students who receive instruction for language based learning disabilities whose needs cannot effectively be met through virtual instruction,
- Functional living/self-care skill needs that require the support or direct intervention of a staff member for more than 40% of the day,
- Unique communication needs students who are deaf or hard-of-hearing requiring simplification and breakdown of language with extensive repetition of extensive visual supports that are unable to be provided virtually,
- Unique vision needs, primarily Braille services, for visually impaired students whose needs cannot effectively be met through virtual instruction.

All decisions regarding when and how the students will be phased into face-to-face instruction through the Extended Face-to-Face Model will be made on an individualized basis with specific consideration given to each student's individual program needs and all necessary health and safety protocols.

Guidance for ARDs/Amendments to be Completed Prior to First Day of School

Overview and Purpose

ARDs/Amendments for all special education students are needed to occur prior to the first day of school in order to prepare and accurately reflect specialized supports for the 2020-2021 school year. Supports and services will be proposed and recommended and reflect the schedule to address the online virtual platform and address the face to face extended platform.

Prioritizing Students and Deadlines

Due to the short time frame to conduct these meetings and amendments, it is recommended that students are prioritized by their LRE. Therefore, students who are self-contained or spend the majority of the school day in a specialized program should be scheduled and completed first, followed by students in resource, and then students who are mostly mainstreamed (i.e., ICS students and speech students).

****High school students who also need ARDs this summer to address errors related to indicator 13 need to be completed first regardless of program due to the time sensitive date of correction, which is Thursday July 28, 2020. Campuses that have these particular situations have been notified. ***ARD Facilitators, please check in with your principals to see if there are any students at your campus that have been identified. *****

ARD Logistics

Campus Staffing

- Review this information with your campus admin staff to ensure they understand what needs to occur, the why, and what dates/times you plan to schedule the ARD meetings.
- Review all the students on the campus receiving special education services and make recommendations regarding the schedule of services and consideration for the face to face extended model. We want to have proposals for parents to consider and collaborate on in regards to the supports for their child.
- For the students who will need ARDs rather than amendments, identify which staff will be available for each role including if the campus principal wants the CCC/AF/Evaluation Staff Member to represent as the LEA. Identify days/times campuses are available to do ARDs.
- Once proposals have been drafted, contact the parent by phone and review the proposals and ask for feedback and collaboration. Once the proposals are reviewed ask parent if they would like some time (identify when you will follow back up) to process and review the information further or if they are in agreement with the proposals and do not need additional time to process the information. If that is case, complete the amendment and send the amendment document home along with the Notice of

Decision and Virtual Notice. If the parent is not comfortable with the proposals reviewed or just prefers to discuss this information in an ARD meeting, set up the ARD meeting and complete the notice and make sure appropriate staff attend the meeting or the excusal process is utilized.

ARD Reminders

- Parents should be contacted by phone or through TEAMS to review proposed amendment. If parent is not available to speak over the phone or TEAMS, you may email the proposal for parent to consider and provide feedback. Relay to the parent to please respond to the email and indicate agreement, a proposed time to meet to review and take feedback, or if parent would like to request an ARD.
- If the parent elects for an ARD rather than an amendment, notate on the Invitation that the ARD will occur virtually in TEAMS.
- If required staff for the ARDC is not able to make every ARD, please do not forget to ask the parent for an excusal for that staff member (see excusal document).
- If possible encourage teachers who cannot attend the ARD meeting and who have worked with the student, to send their recommendations/input by email to the CCC/AF for consideration during the meeting.

Areas to Address in the Amendment/ARD Meeting

- Complete the SOS page for the 2020-2021 school year only.
- The SOS will only reflect special education minutes.
- Do not draft a schedule at this time to address the 2021-2022 school year.
- Recommend as appropriate the Extended Face to Face Model and document the discussion regarding parent agreement or reservation with that recommendation. See Script for the Eligibility Considerations Face to Face Model and Talking Points.
- Address any other items that are notated on the red flag for the student (for example, transition, AIP, etc.) and/or any additional parent concerns.

Compensatory Services

- Many parents and/or school staff may want to discuss this topic for a variety of reasons such as perceived lack of progress, late initial FIE, etc. Acknowledge and document concerns surrounding compensatory and indicate that decisions regarding compensatory will be addressed after students have been assessed at the beginning of the school year. Once those results are received, the ARDC can reconvene and analyze data and determine if compensatory is appropriate.
- Compensatory services that can be addressed now and have the Compensatory Supplement completed are for initial ARDs where the initial evaluation and/or initial ARD meeting was late due to the health crisis from spring semester.

Special Transportation

- For students who are ARDed for the Face to Face Extended Model, a transportation supplement will need to be completed.
- If the student is not ARDed for the Face to Face Extended Model, do not fill out a transportation supplement at this time.

Deliberations

- Document staff present in the ARD and their role. Notate if parent allowed any staff to be excused.
- Document the ARD meeting is being conducted virtually.
- If electronic signatures cannot be obtained, document parent agreement or disagreement in the deliberations.
- Document parent's decision regarding the Face to Face Extended Model if that is recommended.
- Document any discussions regarding additional concerns relayed by the parent.

Next Steps if ARD Ends in Disagreement

- Notate specifics of disagreement in the deliberations and offer a ten day recess.
- During the recessed period staff with campus to revisit and reconsider points of disagreement. Be sure to invite/include the Program Manager for the virtual staffing.

ARD Participation Guidance

TEA states: *All required members of the ARD committee must be present virtually (during times of social distancing) unless a parent has given written permission for an excusal in accordance with IDEA's excusal requirements 34 CFR 300.321(e).*

Fort Bend ISD Guidance: The required members of an ARD meeting are preferable including any other pertinent staff such as (SLP, OT, PT, LSSP) as needed. If there are extenuating circumstances as to why a school based ARD committee member cannot participate in the meeting please adhere to the following steps:

1. Contact parent and ask for permission for the staff member to be excused.
2. The staff member who is unable to participate must submit information for the ARD committee to consider (e.g., information about how child is progressing informally and/or formally; recommendations to add/change/delete to the student's IEP, successes/concerns.
3. If parent agrees to the staff excusal document that in the deliberations and keep the email from parent for your record or document this agreement in the contact log if parent approves the staff excusal over the phone.
4. If the parent does not approve the excusal, attempt to secure another mutual agreeable date/time to have the ARD meeting. Another option is to find another staff member to cover that committee member (e.g., another gen ed teacher from same grade level).

LEA Administrator during Virtual ARD

Due to the circumstances, FBISD will allow other staff members to serve as the LEA in the ARD process if the individual serving as the LEA administrator can meet the three requirements identified in the federal regulations:

- They are qualified to provide, or supervise those provisions of, specially designed instruction to meet the unique needs of children with disabilities (i.e., special ed certified or mid-management certified);
- Is knowledgeable about the availability of resources of the LEA
- They are knowledgeable about the general curriculum.

CCCs, ARD Facilitators, SLPs, and Diagnosticians must meet with the campus administration to discuss plans for the campus Virtual ARDs, and if appropriate, designate staff members other than the Assistant Principal or Principal to serve as the LEA.

Conducting Virtual ARD Meetings

During the extended district closure due to COVID-19, Fort Bend ISD will utilize [Microsoft Teams](#) to conduct ARD meetings virtually. [Microsoft Teams](#) enables video and audio conferencing through a secure, HIPAA/FERPA compliant platform.

Getting Started

1. Log In to the account using your school email address.
2. View the video guides for *Start Chats, Calls, and Meetings* that is located inside the *Help* Icon under subheading *Training*. Also view the Microsoft Teams job aid in Schoology course.

Scheduling Procedures

1. All ARD (initial, annual and review) meetings will be conducted through Microsoft Teams during the district closure. The Evaluation Staff member or CCC/AF will schedule the Microsoft Team meeting and copy the meeting link to the Outlook Invite. In Success Ed, meeting notices will be updated with the “Place” listed as “Video/Telephone Conference”.
2. Meetings should be conducted at mutually agreeable times between the parent and the school in accordance with applicable timelines. All required members must attend unless the Excusal to the ARD Process is followed (see ARD Participation Guidance Document). Collaborate with all related service providers in the scheduling and preparation for the ARD process for students who receive these services.
3. Parents can access the service from Apple or Android if they wish to participate in video-conferencing via Smart Phone. See *Teams on the Go* under the *Training* Tab within the *Help* Section. Parents can also call in to the meeting through the phone number provided in the Microsoft Teams link.
4. Confirm an email address with parent that they want you to use. You can reach out using the email in Success ED or skyward and say: “Is this an acceptable email to use for communication with the parent of (child’s name)? If so, do you agree to use this email address to receive confidential documents and communications regarding your child?”
5. You can also call the parent to ask about an email address. Record every attempt in the contact log.
6. For ARD meetings, the Evaluation Staff member or CCC/AF will email the parent with the Microsoft Teams meeting link. When the Evaluation Staff member or CCC/AF makes the reminder phone call, they will ask the parent to verify availability to participate via Microsoft Teams and document that in the Success ED Contact Log.

Helpful Tips

1. Practice by conducting a virtual meeting with a group of colleagues before you conduct a meeting with parents.
2. Bandwidth of Internet connections can vary causing disruptions in audio or video transmission. An ethernet connection is typically more stable than a wireless connection. If using wireless connection, reduce the number of devices accessing the wireless connection to increase bandwidth (e.g. turn off the TV, Disconnect cell phones from the wireless access, shut down tablets, smart home devices, or other computers accessing the wireless network).
3. Allow extra time for participants to sign in to the platform.
4. Minimize distractions and utilize “mute” as a default for all participants. Give an opportunity for all participants to practice muting and unmuting themselves prior to beginning the meeting. This may most naturally occur during introductions.
5. Plan to invite comments for participants while progressing through the ARD to facilitate the comfort of all participants in the new format.

Additional Guidance

1. Annual, Brief, and Initial ARD meetings will require the same appropriate staff and same appropriate paperwork from Invitation/Notice through the Notice of Decision.
2. If parents have the ability to print, sign, and scan back the signature page and/or Consent for Initial Services to Begin that is preferable. If parent does not have this capability then notate in the deliberations everyone who was present and indicate clearly if the parent is in agreement, waives the five day notice, and consents for services to begin (if initial annual ARD meeting).
3. In the Deliberations, note the ARD meeting was conducted virtually through video or tele-conference.
4. Schedule of Services Page (SOS) will reflect special education minutes only. It will be important to clarify on the SOS page and deliberations which minutes will be deemed synchronous and asynchronous as appropriate.
5. For students who are being recommended for consideration under the Face to Face Extended model, a summary of the discussion should be documented in the deliberations.
6. Share completed and locked documentation through email (read receipt) with parent permission.
7. Compensatory Supplement – if the initial FIE or ARD (or both) are not within timelines indicate this in the deliberations and discuss and fill out the Compensatory Supplement. For parents who have concerns regarding regression based on the last ten weeks of the 2019-2020 school year, analyze BOY data from the fall 2020 assessments before determining if compensatory services are warranted.

8. Out of State Transfer ARDs – same process applies except that the timeline is different. If an updated evaluation is required due to the out of state eligibility, please contact your campus diagnostician to obtain consent for an evaluation. The diagnostician will submit the referral to Jennifer Byrne electronically and it will be assigned out. If the student requires direct testing and that direct testing is delayed due to the child not being accessible for testing, the T2 ARD still needs to be held including all required ARD documents. Notate in the deliberations since the evaluation could not be completed due to limitations with completing direct assessment as a result of COVID-19, the ARD committee should propose and still plan all supports for the annual ARD and notate in the deliberations that the assessment will be updated once the student is accessible for testing. A subsequent ARD will be held to review those results and any additional proposed changes.

CONSENT FOR VIRTUAL SMALL GROUP LESSONS/TELESERVICES/TELEPHONIC INSTRUCTION

In providing consent for my child’s participation in virtual small group lessons/teleservices/telephonic instruction, and consent for any inadvertent release of confidential information about my child that may occur as the result of virtual small group lessons/teleservices/telephonic instruction, I acknowledge the following as demonstrated by my initials before each line:

___ I have been fully informed in my native language or other mode of communication of all information relevant to my child’s participation in virtual small group lessons/teleservices/telephonic instruction.

___ I understand and agree to my child’s participation in virtual small group lessons/teleservices/telephonic instruction.

___ I understand that the granting of my consent is voluntary and may be revoked at any time. If I revoke my consent, I understand that the revocation is not retroactive and does not negate an action that has occurred after my consent was given and before my consent was revoked.

___ I have been provided a copy of the Notice of Procedural Safeguards in my native language and my rights have been explained to me. I understand that I may contact Leanne Parker at leanne.parker@fortbendis.com with questions concerning my rights.

Parent Name/Signature

Date

Name/Signature of Translator, if applicable

**CONSENTIMIENTO PARA LECCIONES VIRTUALES DE GRUPOS
PEQUEÑOS/TELESERVICIOS/INSTRUCCION TELEFONICA**

Al dar mi consentimiento para la participación de mi hijo en lecciones virtuales de grupos pequeños/teleservicios/instrucción telefónica, y el consentimiento para cualquier liberación involuntaria de información confidencial sobre mi hijo que pueda ocurrir como resultado de lecciones virtuales de grupos pequeños/ teleservicios/instrucción telefónica, reconozco lo siguiente como lo demuestran mis iniciales antes de cada línea:

___ He sido plenamente informado en mi idioma nativo u otro modo de comunicación de toda la información relevante para la participación de mi hijo en lecciones virtuales de grupos pequeños/teleservicios/instrucción telefónica.

___ Entiendo y acepto la participación de mi hijo en lecciones virtuales de grupos pequeños/teleservicios/instrucción telefónica.

___ Entiendo que la concesión de mi consentimiento es voluntaria y puede ser revocada en cualquier momento. Si revoco mi consentimiento, entiendo que la revocación no es retroactiva y no niega una acción que ha ocurrido después de que se haya dado mi consentimiento y antes de que se revocara mi consentimiento.

___ Se me ha proporcionado una copia del Aviso sobre Procedimientos de Protección en mi lengua materna y mis derechos se me han sido explicados. Entiendo que puedo contactar a Leanne Parker por leanne.parker@fortbendisd.com sobre preguntas a mis derechos.

Nombre del Padre/Firma

Fecha

Nombre/ Firma de Traductor, si aplica

Fecha proporcionada a los padres:

**AVISO SOBRE LA PARTICIPACIÓN EN
LECCIONES VIRTUALES PARA GRUPOS PEQUEÑOS / TELESERVICIOS / INSTRUCCIONES TELEFÓNICAS**

Querido padre,

Su hijo puede estar participando en clases virtuales de pequeños grupos / tele servicios / instrucción telefónica como parte de los esfuerzos de Fort Bend ISD para continuar brindando los servicios IEP de su hijo durante este tiempo de emergencia nacional y estatal, y la suspensión de las operaciones escolares normales de FBISD, todo lo cual resulta de la pandemia COVID-19. Puede ser necesario que su hijo esté visible en la cámara para recibir instrucción virtual, o que se lo escuche durante la instrucción telefónica en grupos pequeños, y que su hijo pueda ser visto y / o escuchado por otras personas en los otros lugares de aprendizaje virtual / tele servicio / telefónico. A través de la participación de su hijo en estas actividades, usted acepta lo siguiente:

- **Estoy de acuerdo y consiento para que mi hijo participe en clases virtuales de pequeños grupos / tele servicios / instrucción telefónica**
- **Estoy de acuerdo y consiento en cualquier divulgación inadvertida de información confidencial sobre mi hijo que pueda ocurrir como resultado de lecciones virtuales de grupos pequeños / tele servicios / instrucción telefónica.**
- **Estoy de acuerdo y consiento a la grabación de audio o video de la imagen y / o voz de mi hijo por parte del proveedor de la escuela que realiza la sesión virtual / tele servicio / telefónica solo con fines educativos.**
- **Entiendo que tengo derecho a rechazar los tele servicios y puedo solicitar otras opciones para la entrega de servicio; sin embargo, también entiendo que mi opción de entrega de servicio solicitada puede no estar disponible durante el período de emergencia.**
- **He sido informado sobre las garantías procesales de mi hijo.**

A través de la participación de su hijo en estas actividades, usted reconoce y acepta cumplir con los siguientes estándares y expectativas:

- **Puede observar a su hijo y a otros estudiantes durante las lecciones virtuales en grupos pequeños.**
- **Durante el tiempo que observa una lección virtual en un grupo pequeño, acepta no interrumpir la instrucción hablando con el maestro o cualquier otra persona en el aula virtual o en el espacio de instrucción, y acepta abstenerse de cualquier actividad que pueda interrumpir la sesión. Además, acepta suspender cualquier actividad según lo determine y solicite el proveedor de la escuela.**
- **Usted acepta no grabar en audio, video, grabar o fotografiar, de ninguna manera, la lección virtual / tele servicios / grupo telefónico o cualquier comunicación relacionada con la configuración o el cierre de la sesión por parte del proveedor de la escuela.**
- **Acepta respetar el derecho a la privacidad de todos los niños y acepta no discutir sus observaciones o cualquier información confidencial obtenida inadvertidamente durante la lección virtual.**

- Si está preocupado sobre su hijo u otros estudiantes observados, acepta discutir sus preocupaciones con el maestro o terapeuta, administrador de casos y / o administrador de la escuela de su hijo.

**Before, During, After
Staffing Summary and Guide**

Student Name:

Virtual Participants:

Purpose of Staffing (select one): *Initial* *DNQ* *Review/Brief*
FIE Date:

Eligibility: Choose an item.

Before

___ Set up meeting in TEAMS and invite staff members. Make sure to include evaluators for initials and related service providers for the campus (see TEAMS document)

___ Review FIE to have a general understanding of student’s functioning and performance

___ Invite campus staff and have ARD date tentatively set.

___ Confirm an email address with parent that they want you to use. You can reach out using the email in Success Ed or Skyward and say:

“Is this an acceptable email to use for communication with the parent of (child’s name)?
If so, do you agree to use this email address to receive confidential documents and communications regarding your child?”

You can also call the parent to ask about an email address. Record every attempt in the contact log.

___ Set up ARD meeting in TEAMS and invite members, including parent. (see TEAMS document)

___ Send parents ARD invitation if secure email has been established.

***If recommending a change of placement (i.e., BSS, SAILS, ABC, Flash, etc.), be sure to invite the appropriate program specialist/manager to the staffing as well to assist with program placement.

During:

___ Complete the staffing summary that follows

Home Language and/or Language of Instruction:

Sociological Concerns:

Medical Concerns:

Behavioral Strengths and Areas of Need:

Intellectual Strengths and Areas of Need:

Adaptive Behavior Strengths and Areas of Need:

Academic Strengths and Areas of Need:

Recommendations

Placement/Programming (Resource, ICS, SAILS, PPCD, BSS, ABC, etc.):

IEP Goals <Identify areas in which goals are needed (i.e., academics, behavior, etc.):

Schedule of Services for online and face to face – only list classes that have will have special education minutes:

Reading/ELA:

Math:

Science:

Social Studies:

PE/Fine Arts:

Music/Art:

Intervention:

Health:

Other:

Related Services:

<i>Service</i>	<i>Recommended Time</i>	<i>Service</i>	<i>Recommended Time</i>
<input type="checkbox"/> SPED Transportation		<input type="checkbox"/> Occupational Therapy	
<input type="checkbox"/> Counseling Services		<input type="checkbox"/> Physical Therapy	
<input type="checkbox"/> In-Home Training		<input type="checkbox"/> Vision Services	
<input type="checkbox"/> Parent Training		<input type="checkbox"/> Orientation & Mobility	
<input type="checkbox"/> Audiological Services		<input type="checkbox"/> School Health Services	

State Testing Recs. (if applicable; do not forget about current 2nd graders):

- Reg. STAAR STAAR Span. STAAR Alt.
 Other (explain)

District Testing Recs. (if LEP, discuss TELPAS):

Accommodations:

Assistive Technology:

After:

- While fresh in your mind, prep as much of the ARD as possible:
 - SOS, accommodations, state/district testing, supplements, etc.
- Send ARD invitation reminder to parent and confirm their participation.
- Send the staffing summary to relevant campus staff involved in the child's IEP/ARD process (i.e., campus admin for the ARD, principal or AP; Case Manager, Gen. Ed. teacher, etc.) and include any needed action items/due dates from Case Manager.
- Closer to the ARD date, send a reminder email to your campus regarding the upcoming ARD as well and any other pending/missing information for the ARD.

Evaluations

COVID 19- Supplemental Guidance

ALTERNATIVES TO USE IN PLACE OF THE ADOS-2

Due to the current COVID-19 health crisis, it may not be appropriate to administer and score the ADOS-2 as we typically would. Specifically, the developers of the ADOS-2 have advised that they do not recommend administering the ADOS-2 while using PPE as it will invalidate the standardization and results. Therefore, we will likely need to consider some alternate forms of assessment for Autism evaluations during this time. This may likely include tasks that provide more qualitative information rather than the quantitative scores we are most familiar with utilizing in our assessments. See below for some ideas on alternate assessment techniques you can consider for your Autism evaluations:

- Play-based assessment including pieces of the ADOS type techniques but used more qualitatively. This could include having the parent bring toys from home to be used (see attached list for types of toys parents may want to bring if available).
- For more verbally fluent students, you can still use the interview questions from the ADOS or MIGDAS type interviews for qualitative type information.
- In-depth Autism developmental interview
- CARS-2 (send parent questionnaire to parent and complete then complete the CARS-2 with teacher(s), other evaluators, and including parent input from their questionnaire)
- Rating Scales such as the ASRS, SRS-2, GARS-3; however, we may not be able to report scores and may need to describe results more qualitatively.
- Social Skills Inventories such as the SSIS (again, depending on length of time for administration, we might have to use more qualitatively rather than quantitatively)
- If school buildings re-open and there is outside recess, observation(s) of student during recess.
- Possibly have parent send video of student doing different tasks, such as playing at home, playing with siblings/friends/cousins, etc.

ADDITIONAL CONSIDERATIONS FOR EVALUATION DURING 2020-2021 SCHOOL YEAR

Guidance may vary and change throughout the year depending on state and CDC recommendations

Classroom Observations for Grade Level Students (PK-12)

- ❖ Observations are permitted in the classroom as long as the evaluator is wearing a mask and remaining six feet away from staff and/or students. Observations should be targeted to allow the evaluator time to view what is needed to complete the evaluation and then they should exit the classroom.
- ❖ Interviewing/following up with teacher/para-educator must be done by phone, email or TEAMS.
- ❖ If there are times evaluation staff cannot enter the classroom, the evaluation will need to be completed without the observation. Additional information typically captured in the interview will need to be obtained in interview format with the teacher.
- ❖ For Autism evaluations, prioritize observations to more unstructured situations to observe social skills, such as recess/lunch.
- ❖ Determine whether an observation is necessary or if there is sufficient data to make a determination without doing a classroom observation.
- ❖ Can you do something else in place of a classroom observation to gather needed information (e.g., a more structured interview with the teacher on behaviors, ask teacher to keep specific behavior tracking logs on the student for 2 weeks, FAST interview, etc.)?

Observations for Grade Level Students (PK-12) Receiving Instruction on the Online Platform

- ❖ Parents may choose to send a video to the evaluator of the student engaging in online instruction or any other activity to record and capture the noted behaviors in the FIE as an observation.
- ❖ If recorded observations are not an option, an observation will not be included in the FIE. In lieu of the observation, information will be documented from the online teacher and parent regarding the behaviors or academics that would have been observed.

Pulling Students for Direct Assessment for Grade Level Students (PK-12)

- ❖ Students may be pulled for testing during the school day. Prior to pulling the student schedule and secure a space in the campus to conduct the testing.
- ❖ Notify the teacher via email ahead of time when the evaluator will pull the student and when the evaluator expects to return the student back to class.
- ❖ Evaluators need to be sure to inquire beforehand and follow campus protocol for pulling a student and returning the student to class.
- ❖ Limit as much as possible the amount of different times the evaluator needs to pull the student for direct assessment.

Pulling Students for Direct Assessment for Grade Level Students (PK-12) Receiving Instruction on the Online Platform

- ❖ Schedule direct assessment with parent and school that will allow the parent to bring the student to school specifically for direct testing.
- ❖ Evaluators need to follow all campus protocols for entering/exiting the campus.
- ❖ Limit as much as possible the amount of different times the evaluator needs to pull the student for direct assessment.

Fort Bend ISD Evaluation Guidelines 2020

Logistics

Testing sessions per student is up to two hour blocks with up to an hour and a half with up to 30 minutes for cleanup time, preparing for next student, re-setting up MRW assessment test kits

We will have 2 entrances (main) and side parking lot. Once we know how many kids and what times we will send the evaluators a follow up email letting the evaluators know which entrance the student will need to receive your student from. A map with directions of where the parent will meet to drop off the student will also be given to the evaluator to share with parents closer to the date of the testing appointment.

No more than 4 open cases at a time for summer testing. Eligible evaluations include open initials and re-evaluations that have been started but are pending direct testing.

Scheduling

Evaluators are to contact parent to schedule students. Once a parent has agreed to a date/time slot, the evaluator will sign up the evaluator and student to a testing room (see online shared sign up). The evaluator will sign up their name and the student name into the agreed upon slot. Please do not sign up on the shared document until after parent confirms to a date and a time. This will serve as documentation of who is in the building what day and what time should we need to contact staff due to an outbreak. Below are the time slots available each day:

8:00-10:00	8:30-10:30
10:00-12:00	10:30-12:30
12:00-2:00	12:30-2:30
2:00-4:00	2:30-4:30

When calling parents first go through the open cases assigned to you. If you need more cases or your assigned cases are not available please contact Jennifer Byrne for more students.

Every parent who is called please document in the SE contact log parent agreement to summer testing, parent declining summer testing and the reason why, or if parent was contacted and did not respond. This documentation will be very important as we move forward in the fall.

Allowable Activities for Evaluators at MR Wood

Necessary Direct Testing Only to be completed at MR Wood, the rest of the evaluation is to be completed at home. No office working of any kind outside of direct testing in your assigned testing room will take place at MR Wood.

Direct Testing includes:

- Cognitive and Achievement testing
- Student Interview (depending on age/ability of student)
- Student self-report rating scale (depending on age/ability of student)
- Other student direct testing: Roberts, Incomplete Sentence, other projective and/or indirect assessments conducted with student (e.g., coloring map or body with emotions).
- Observation of social reciprocity/interaction with examiner, AU social presses (i.e., Migdus).
- ADOS – do pieces of the module and clean toys if used after. This will serve as quantitative data only.

Kit Usage for MR Wood

You may bring and use your own kits that are currently in your possession or we will have kits in the room for use as well (most common batteries). If you bring your own kit make sure you take it with you when you leave MRW for the day.

Submission

When evaluation is complete put the student's name on the review team submission log (same practice from the normal school year).

Once cleared to lock the FIE submit supplemental pay documents to Noelia (see supplemental pay information document).

Review the evaluation with parent over the phone or on TEAMS.

ARDs will be scheduled and held once diags/teachers are back on duty to draft proposed documents.

LSSPs and SLPs will continue to be responsible for drafting IEPs/BIP/AU Supplement

Safety Measures For Direct Testing at MRW

- District Staff are required to wear gloves and masks (you may bring your own or use district provided masks/gloves).
- Students are encouraged to wear masks from home for students older than age 5. The district can provide a mask for student if parent would like. Masks are not required but are encouraged. Please verify with parent if they are bringing a mask or would prefer their child not wear a mask.
- Mask is not required in testing session if you have a clear shield between you and your student or a face shield.
- Ask parent to bring a pencil for the student. If the parent does not provide a pencil, the district will provide one as needed and staff will clean pencil after use.
- Toys from assessment that cannot be cleaned and sanitized should not be used.
- Temperature is taken at the front of the building. Any student with a temperature above 100 degrees will not be allowed to enter the building. Temperatures will be taken digitally by a MRW staff member.
- Parent only comes in the building for intake age students and is required to wear a mask.
- Evaluator can ask parent to bring specific toys in a box to utilize during direct play assessment.
- Students can bring their own personal water bottles if they want to but encourage the parent to have their student eat and use the restroom before coming.
- Maintain 6 feet (2 arm lengths) from student/adult you are interacting with.
- Hand sanitizer in each room
- If student needs to use the restroom escort the child to the nearest restroom and remind them to wash their hands. Offer sanitizer once back in the room.

Cleaning Protocol

Between sessions the evaluator will use district approved cleaning supplies to spray and or wipe down the desk/chair area and any district testing items such as pencils and manipulatives. Do not spray down the easels...use a clear transparency or have the student use a pencil to point to the item on the easel.

Evaluators are to remain in assigned testing room and not frequent other areas of the building. This includes eating lunch/snack between sessions. The kitchen cannot be utilized at this time for eating.

FBISD Staff Safety Measures

- Stay home if you are sick
- Wash your hands often
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a tissue when you cough sneeze, or use the inside of your elbow to shield others.
- Practice routine cleaning and disinfection of frequently touched objects and surfaces such as workstations, keyboards, ipads, telephones, handrails, and doorknobs.
- If you are sick and cannot come into work notify your lead immediately. The lead will notify the Program Manager and Assistant Director. Please also be sure to notify any parents that were scheduled that day as well.

Parent Calling Protocol

- Explain the testing process to parent. Make sure they understand and agree to the safety protocols.
- Agree upon a date and time to bring the student for testing and make sure it is documented on the shared log.
- Let parent know you will send a reminder the day before the scheduled appointment with directions on where to drop off their child.
- Remind parents to remain in the car. The evaluator will come to the car, introduce themselves and retrieve the student.
- Verify correct email and phone number with parent.
- Stress to parents the importance of being punctual for pick up and drop off. If the parent has questions for the evaluator, please have them follow up with the evaluator via phone or email. We will not be able to conference in person at the testing site.
- Remind parent to feed their child before testing and make sure that they use the restroom as appropriate.

Drop-off/Pick-up Procedures

Car check in

1. Parent calls/texts evaluator when they are in the parking lot. Parent will share the color, make, and model of the car.
2. Evaluator comes out to the car, introduces self, and escorts student to the entrance. The student's temperature is taken at the entrance.
3. If another evaluator and staff are also walking through the parking lot, maintain 6 feet apart when entering the building.
3. Parent waits in the parking lot for testing to be completed or returns by the designated end time of the session.
4. When finished, evaluator escorts student back out to the parent's car.

FIE Guidance for Evaluations

Big Picture Regarding Thoughts and Decisions for Evaluation:

- the essential components of an evaluation,
- the degree of confidence an evaluator can place in the data available,
- the need for specific types of data,
- whether it is feasible to obtain certain types of data,
- the actual validity of the data gathered,
- how to address limitations in this process, and
- how to include these types of statements in the FIE

Necessary Components of the FIE

- Direct assessment for cog/ach for SLD consideration
- XBA for SLD consideration
- Parent and Teacher Interviews
- Sociological/Developmental Information
- Home Language Survey
- LPAC information if applicable
- Health information
- School Information (attendance, STAAR, Ren 360, Discipline history, ect)
- Assistive Technology
- Conclusions (Rule In/Rule Outs)
- Recommendations

Examples of Sufficient/Adequate to Render a Decision

- Not having classroom face to face observations
- Qualitative data instead of quantitative data for rating scales/play based assessments
- Informal achievement instead of formal/normative achievement when applicable
- Virtual interviews instead of face to face with teachers/parents/students
- Video observations instead of face to face observations

Standard Measurement Procedures Text Box:

{Describe how standardization was altered}

Additional safety protocols were implemented as a direct result of COVID-19. The evaluator administering the assessment utilizing protective equipment including gloves and a facial mask and the child had/did not have a facial mask as well.

Standard measurement procedures were used for all tests administered with the exception of the ADOS-II. Some areas of the instrument were not able to be administered due to current procedures in place from the health crisis. Since standardization was not completely followed, information obtained from this instrument will be reported for the purposes of qualitative data only.

Rating Scale Statements – put the blurb in prior to describing the rating scale in the Emotional Behavioral Section

While (insert rating scale or assessment) cannot be used for quantitative purposes due to the time frame requirements for the observed behaviors, the information obtained will be used for qualitative purposes only.

Conclusion Examples

Before Ruling In/Out areas include this information first in the conclusion section

- Typically, a (name of test/procedure) would be conducted/administered, however, this was not able to be done due to school closure.

If you do have a limitation, do something to address it, if possible.

- The multidisciplinary evaluation team acknowledges that the absence of a specific type of data (name data/procedure) constitutes a limitation. However, (procedure) was done to further define and identify/clarify (area of concern). Thus, the data generated in this FIIE was sufficient to make an educational disability condition determination and provide information to assist in educational programming.
- **Example:** The multidisciplinary evaluation team acknowledges that the absence of a specific type of data, i.e., classroom observation, constitutes a limitation. However, an additional interview with the teacher was done to further define and identify _____'s behavior and behavior patterns. Thus, the data generated in this

FIEE was sufficient to make an educational disability condition determination and provide information to assist in educational programming.

Another statement to consider for Conclusions:

- As noted on page 1 of this FIEE, the evaluation was in progress when school closed due to the coronavirus. Although _____ was not able to be conducted, multiple sources of data were obtained to complete the FIEE; these sources are sufficient to generate the following conclusion(s).

In this example, you have review of records, observations, interviews and tests in addition to other documentation (e.g., medical records). What is missing was not necessary for condition determination and was supplemented by additional information (e.g., a standardized achievement may not have been given, but you have grades, benchmark data, STAAR, etc. and are not suspecting LD).

Additional Interview Information/Updates to Add to current FIE:

Academics:

- Add information from parent and or previous teacher about how the child responded did with online instruction...what worked well? What didn't work well

Behavior:

- Add information from the parent how child responded behaviorally during online instruction. What worked well? What did not work well? What kind of behaviors were noted during tasks?
- How did the child respond behaviorally at home during non-academic times....still engaged in a lot of non-compliance or hyperactivity? More lethargic than typical? Expressed concerns/fears regarding the pandemic ect
- Add information from previous teacher regarding any behavior concerns noted during the online platform. How much more different or atypical is the student's behaviors in comparison to peers?

PARENT LIST FOR RECOMMENDED TOYS TO BRING TO YOUR EVALUATION

The following are a list of ideas of the types of toys parents may want to bring with them to a play-based assessment. In the event that the parent does not have access to all of these items and/or is not able to bring all of these items, please have them bring as many as possible and we will work with what they are able to provide. Feel free to adjust list appropriate to age/developmental level of the student.

- Action Figures/Dolls/Baby Doll
- Play items for the dolls/action figures
- Pretend kitchen items (e.g., plates, utensils, cups, toy food)
- Stacking rings
- Shape sorter
- Favorite toy(s)
- Small toy vehicles (cars, trucks, etc.)
- Small balls
- Blocks/building toys
- Picture book(s)
- Teddy Bear or any stuffed animal
- Favorite interactive toy (light up, musical, action figures, etc.).
- Puzzle
- Crayons
- Play-Doh
- Wind-up toy
- Wash cloth or small blanket (doll sized)
- Optional: If your student uses flashcards to identify letters, numbers, etc., feel free to bring as well.

****Preferably items that are plastic/solid (not fabric) that can be easily wiped down to disinfect****

Note to provide to parents with the list: If you do not have an item on the list, you do not have to purchase it. You are welcome to bring any toy from home that you feel will engage your child in play activities with others. Thank you for your assistance.

Things we could possibly still use and disinfect after the assessment:

- Remote controlled car
- Bubbles with a bubble gun (so not blowing with our mouth)

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Health and Safety

COVID 19- Supplemental Guidance

CONSIDERATIONS FOR SPECIAL EDUCATION NURSES IN THE CLASSROOM SETTING DURING COVID-19

This document is NOT a substitute for nursing judgment and does not dictate an exclusive course of action. Considerations in this document were compiled using the **Guidance for School Nurses and Clinical Personnel During COVID-19** document and are intended as a supplement for Special Education Nurses—not replace—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply. More details for school health and nursing consideration during COVID-19 can be found on the **Guidance for School Nurses and Clinical Personnel During COVID-19** document in SharePoint.

Promoting Behaviors that Reduce Spread

1. Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19. The special education nurse will provide education to students, families, and staff to encourage behaviors that reduce the spread of COVID-19.
 - **Staying Home when Appropriate**
 - The special education nurse will:
 - Educate classroom staff and families about when they/their child(ren) should [stay home](#) and when they can return to school.
 - Actively encourage employees and students who are sick or who have recently had [close contact](#) with a person with COVID-19 to stay home.
 - [Staff and students should stay home](#) if they have tested positive for or are showing COVID-19 [symptoms](#).
 - Staff and students who have recently had [close contact](#) with a person with COVID-19 should also [stay home and monitor their health](#).
 - CDC’s criteria can help inform when employees should return to work:
 - [If they have been sick with COVID-19](#)
 - [If they have recently had close contact with a person with COVID-19](#)

- **Hand Hygiene and Respiratory Etiquette**

- The special education nurse will:
 - Teach and reinforce [handwashing](#) with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
 - Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

- **Cloth Face Coverings**

- The special education nurse will teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students (particularly older students) as feasible, and are **most** essential in times when physical distancing is difficult. Individuals should be frequently reminded not to touch the face covering and to [wash their hands](#) frequently. Information should be provided to staff, students, and students' families on [proper use, removal, and washing of cloth face coverings](#).
 - Note: [Cloth face coverings](#) should **not** be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- [Cloth face coverings](#) are meant to protect other people in case the wearer is unknowingly infected but does not have symptoms. [Cloth face coverings](#) are not surgical masks, respirators, or other medical personal protective equipment.

Establish procedures to ensure students and staff who become sick at school or arrive at school sick are sent home as soon as possible.

1. The use of facemasks for persons with respiratory symptoms and fever over 100.0 is recommended if available and tolerated by the person and developmentally appropriate.
2. Create a “When to isolate and send students and staff home” flow chart for unlicensed staff and school administrators to follow if the school nurse is not present 100% of the time in the school.
3. Refer parents of high-risk students to their healthcare providers to determine when school re-entry is recommended.
4. Send ill staff immediately home with administrative support, and isolate students if caregivers are not present to immediately take them home.
5. Train unlicensed assistive personal on the administration of the flow chart, proper temperature taking procedure, and the use of Personal Protective Equipment (PPE), including eye protection, gowns, gloves, and facemasks.
6. N95 masks are recommended for healthcare providers and must be fitted to ensure proper protection. School nurses should work with local public health and or other health organization to meet this requirement.
 - If N95 masks are not available due to supply issues, other facemasks may be used. See [CDC Strategies for Optimizing PPE](#).
7. Although hand sanitizer can be used, handwashing is the preferred method if available.

Special Education Isolation room/School Health Isolation Pod (SHIP)

1. Each campus will establish a dedicated space for symptomatic individuals who are waiting to go home. Special education nurses should work with administrators to establish a separate location, within close proximity to the classroom in which they serve, to be used as an area to isolate symptomatic individuals who are waiting to go home.
 - Evaluate the classroom space and determine if there is an adjacent space for isolation.
 - If an adjacent space is not available, consider moving the classroom to another larger location with a separate adjacent space.
 - Consideration of ventilation such as windows and an outside door is preferable to reduce the spread of disease for isolated individuals exiting the building.
 - The designated space should accommodate social distancing of at least 6 feet for multiple individuals if needed.

2. Schools must immediately separate any student who shows COVID-19 symptoms while at school until the student can be picked up by a parent/guardian.
3. Ensure that symptomatic students who are waiting to be picked up remain under the visual supervision of a staff member (e.g. school nurse) who is at least 6 feet away.
4. Both the symptomatic student and the supervising adults should wear a cloth face covering or a surgical mask.
5. Do not place cloth face coverings or surgical masks on anyone who is unconscious or has trouble breathing, anyone who is incapacitated or otherwise unable to remove the face covering without assistance, or anyone who cannot tolerate a cloth face covering due to developmental, medical, or behavioral health needs.
6. If the special education nurses is in isolation with the symptomatic student, if other students in the classroom require care, the trained classroom staff will provide care to the student if appropriate. If the student requires a nurse, the classroom staff will call the campus nurse for guidance before escorting the student to the school clinic.
7. Proper cleaning of sick/isolation area
 - Per CDC guidelines, any area with someone symptomatic for COVID-19 should not be entered for 24 hours, or *as long as feasibly possible*.
 - In cases where that is not practicable, custodian or person cleaning must have proper PPE and follow all safety measures.
 - Areas where someone with COVID-19 symptoms should be cleaned with a viricidal/hospital grade cleaner.
 - Follow dry time according to product used must be followed.

Return to School Post COVID-19 Closure Considerations for Students with Disabilities and Special Healthcare Needs

1. A free and appropriate public education (FAPE) guarantees that all students, including those with D/SHN, must have an equal opportunity to access education during the pandemic. Based on the decisions made by the Section 504 or IEP team, while affording equal access, these opportunities may differ based on student need (U.S. Department of Education, 2020).
1. General mitigation measures advised for all students and staff, including frequent hand washing, physical distancing, limiting group size, and staying home when ill apply to students with D/SHN.
2. Facial Coverings
 - The CDC recommends that cloth facial coverings should not be worn by anyone who has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove the face covering without assistance (CDC, 2020, July 16). Given this recommendation, the use of personal protective equipment (PPE) can only be effective for special education students able to understand and comply with directions for proper use.
 - Some students with sensitivity to touch, smell, or pressure may not tolerate facial coverings.

- Adapted face coverings for teachers and staff, such as those with a clear panel to allow for visualization of lip reading and facial expressions, may be useful for some students.
 - Konda et al. (2020) found that cloth masks with three layers of fabric may be effective both to contain personal droplets from spreading to others as well providing limited protection from others.
3. Face Shields
- Face shields combined with a mask are recommended for staff when a student cannot wear a facial covering and cannot control secretions, including sneezes, coughs, forced expiration of breath, or spitting. This combination is also recommended when staff are unable to maintain physical distancing, such as when providing personal hygiene. To fit properly, a face shield should extend below the chin anteriorly, to the ears laterally, and there should be no gap between the forehead and the device frame (Perencevich, Diekema, & Edmond, 2020).
 - Face shields effectively block droplets when combined with recommended social distancing, while allowing others to see facial expression and lip movement. Face shields can be cleaned, are capable of reuse after disinfection, and may be more comfortable to wear in comparison to facial coverings (Perencevich, Diekema, & Edmond, 2020).
 - At the time of this publication, the CDC (July 16, 2020, p.3) “does not recommend use of face shields for normal everyday activities or as a substitute for cloth face coverings”.
 - Some families of D/SHN may send their child to school wearing a face shield instead of a facial covering. The school return to learning plan should address required and allowed forms of facial coverings. The school nurse should also determine when additional guidance may be needed by the 504 or IEP team.
4. Gowns and Gloves
- Gowns and gloves would only be required if needed for standard precautions. Consider the use of gowns or lab coats to cover staff clothing when providing personal care for multiple students within the same day.

Asthma Management and Oral/Tracheal Suctioning During COVID-19

1. Students with asthma are protected by the Americans with Disabilities Act and should be provided with accommodations necessary in order for them to fully participate in school. Educating students and families on proper asthma management (e.g. proper use of controller medications and avoiding asthma triggers etc.) can help reduce the need for rescue asthma medication.
2. A student may need a bronchodilator treatment before being sent home or before an ambulance arrives. While [it is uncertain whether aerosols generated by nebulizer treatments are potentially infectious¹](#), during this COVID-19 pandemic, nebulizer treatments at school should be reserved for those who cannot use an inhaler (with or without spacer or face mask). Based on limited data, use of asthma inhalers (with or

without spacers or face masks) is not considered to be an aerosol-generating procedure. The CDC, professional health organizations such as the American Lung Association (ALA), Allergy and Asthma Network, and the Asthma and Allergy Foundation (AAFA) recommend that [asthma treatments using inhalers with spacers](#) (with or without face mask, according to each student's individualized treatment plan) are preferred over nebulizer treatments **whenever possible**.

3. According to the CDC, the COVID-19 pandemic has caused PPE shortages. The [CDC's strategies to optimize personal protective equipment \(PPE\)](#) can help schools determine requirements. Schools should obtain and provide the appropriate personal protective equipment (PPE) for staff. The CDC webpage on [Using Personal Protective Equipment \(PPE\)](#) provides resources on when to use PPE, what PPE is necessary, how to store, don, doff, and dispose of used PPE. The CDC recommends the following PPE when administering Aerosol Generating Procedures (AGP): Gloves; N95 or surgical facemask; In lieu of N95 - a surgical mask with face shield; Eye protection; and; gown (if necessary).
4. You cannot expose other children or staff members to an aerosolizing procedure during a COVID pandemic. You MUST have a separate room for use of nebulizers. More importantly, your pulmonologists should be amending the asthma action plans and replacing nebulizer prescriptions with inhaler prescriptions. If appropriate based on the student's age and level of maturity, the staff member could leave the room and return when the nebulizer treatment is finished. After the nebulizer treatment the room should undergo routine cleaning and disinfection between uses. Cleaning of the equipment should be done following manufacturer's instructions after each use.
5. Oral or tracheostomy suctioning should be conducted either outside or in a room separate from others with nursing personnel wearing appropriate PPE. The number of people present in the room should be limited to the student and the staff member administering the treatment. After suctioning, the room should undergo routine cleaning and disinfection between uses. Cleaning of the equipment should be done following manufacturer's instructions after each use. Ideally, there should be 24 hours between treatment and cleaning of the area to allow aerosolized particulates to settle. If not feasibly possible, staff cleaning the area should have proper PPE.

Reporting cases to COVID-19 Task Force

1. Campus administrators and school nurses may enter names into the District online reporting form for COVID-19 cases/exposures.
2. The District COVID-19 Task Force will follow up with the employee or student to determine when they can return to work/school.

Syndromic Surveillance

1. The purpose of syndromic surveillance is to protect the health of the community through public health interventions based on enhanced surveillance of emerging public health conditions and consolidation of health-related data statewide. Syndromic surveillance allows for early detection of abnormal disease patterns that could result in high morbidity and mortality. The basic functions of syndromic surveillance include early event detection, situational awareness, and retrospective analysis.
2. Special Education nurses will report the data (i.e. number of students sent home daily, number of students with flu like symptoms, etc.) to the school nurse. The school nurse will compile the data and complete Syndromic Surveillance in a timely manner.

Special Education Safety Supplemental Guidance

Special Education staff and students must follow FBISD safety procedures and social distancing protocols. Students who receive supports and services from specialized programs and staff who support the programs are required to follow and implement additional protocols.

Specialized Program Classroom Expectations

- Arrange the classroom to allow for social distancing, at least 6 feet between students. Whenever possible and developmentally appropriate, there should be no group or pairs work that would require students to regularly interact within six feet, recognizing that this is not possible for early childhood students and some students with disabilities.
- Turn desks/seating areas to face in the same direction to reduce transmission caused by respiratory droplets.
- Remain with your classroom group throughout the day, as much as possible. Classrooms should not combine, unless directed to by the campus administrator.
- Students who access general education classes will leave the specialized program classes to participate in the virtual general education classroom in a lab setting, or other location as indicated in the ARD document.
- Avoid community supplies. If shared supplies are necessary, use a bin to separate **clean** and **used** supplies. Use the district provided cleaning solution to disinfect used supplies at the end of the day, or throughout day as materials are needed.
- Student's supplies should be individually stored and labeled.
- Each classroom will be assigned a restroom near the classroom location. Students and staff may only use the restroom that they are assigned. Restrooms will be cleaned frequently by the custodial staff.
- Breaks outside of the classroom – students may require movement breaks outside of the classroom, due to their sensory or behavioral needs. Break schedules and location requests should be discussed with the campus administrator to develop a plan for student breaks. Playground equipment will not be accessible, however outdoor spaces may be an appropriate alternative to consider.
- **Restraint Use** - Restraint is a **last resort** and only to be used if there is **immediate danger** to the student or other students. If a student's behavior begins to escalate, attempt to de-escalate using strategies in the BIP and the CPI de-escalation guidance. If the behavior escalates or the student is unable to cease engaging in the significantly dangerous behavior, after a reasonable amount of de-escalation attempts using the strategies and guidance, a restraint could be considered. Follow CPI guidelines to safely restrain the student(s). Staff should wear additional PPE during a restraint, in the form of gloves, mask, face shield and disposable gown.

Specialized Program Staff Expectations

Personal Protective Equipment (PPE)

FBISD will provide PPE to all staff in the form of face masks/coverings and disposable gloves. Additional PPE is available including disposable gowns, face shields and goggles, depending on need.

Masks/Face Covering

- Wear a face mask/covering while on campus.
- Face Shields are provided for additional protection if social distance is unable to be maintained and/or when students are unable to tolerate wearing a mask.
 - Soiled or torn disposable PPE should be discarded appropriately and replaced.
- Avoid touching your eyes, nose and mouth.

Gloves

- Disposable gloves must be worn when interacting with students and when handling food.
- Gloves should be changed with transitioning between activities or working with a different student.

Cleaning/Disinfecting

- Routine disinfection of communal areas will be implemented by custodial staff. Areas identified of enhanced focus to be cleaned daily using hospital-grade disinfectant include door knobs, elevator buttons, handrails, light switches, restroom fixtures and vending machines.
- Classroom staff are expected to clean the classroom using district provided cleaning supplies **at least one (1) time every two (2) hours**
 - All surfaces, instructional materials, equipment, toys, commonly touched objects and other necessary items to be cleaned using district provided cleaning supplies
- Clean and disinfect all surfaces between rotations using district provided cleaning supplies (surfaces, instructional materials, equipment, toys and commonly touched objects and other necessary items).
- Only the district provided cleaner may be used as a disinfectant.
- Disinfect your hands upon entering the school and frequently throughout the day.

Social Distancing

- While in the hallways of the school and in the classroom as much as possible, 6 feet of social distancing must be observed. Follow the floor and wall markings for social distancing.

Specialized Program Student Expectations

- Encourage students to wash their hands for 20 seconds frequently, especially when: entering/leaving the classroom, blowing nose/coughing/sneezing, preparing/eating food, after restroom, after putting on/touching/removing face coverings.

- Students who are able to tolerate wearing face masks/coverings are encouraged to do so. **Masks should not be placed on anyone who has trouble breathing, or anyone who is unable to remove the mask without assistance.**
 - Students who will not tolerate wearing face masks/coverings will be provided a face shield.

Specialized Program Teaching Supports

- Incorporate activities to practice safety/hygiene skills throughout the day
- Post visuals on the floor and in the classroom reviewing safety procedures
- Review videos and social stories regularly regarding safety/hygiene skills (See resources below)
- Provide supports and activities for parents to use at home to practice safety/hygiene skills (See following document “Parent’s Guide to School Prep)
- Teach and reinforce use of [cloth face coverings](#). Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school. Face coverings should be worn by staff and students over the age of 2 years old, as feasible and are most essential in times when physical distancing is difficult.
 - For students who do not tolerate wearing face masks for long durations of time, staff should work to build that student’s tolerance by gradually increasing the usage and reinforcing the desired behavior. See following document(s) regarding fading procedures for teaching students how to wear a mask.

Guidance for ABC, ATS, ECSE/PPCD, EIA, FLASH, SAILS Programs

- Diapering:
 - When diapering a student, wash your hands and wash the student’s hands for 20 seconds with soap and water before you begin, and wear gloves. Follow safe diaper changing procedures. Procedures should be posted in all diaper-changing areas.
 - Along with gloves, staff should wear their face mask and face shield while completing all diapering tasks. Additional PPE, such as goggles and disposable gowns will be available when needed and for staff comfort level.
 - After diapering, wash your hands for 20 seconds with soap and water (even if you were wearing gloves) and disinfect the area with the district approved cleaning solution. If the surface is dirty, it should be cleaned with detergent or soap and water prior to disinfection.
 - If reusable cloth diapers are used, they should not be rinsed or cleaned in the facility. The soiled cloth diaper and its contents (without emptying or rinsing) should be placed in a plastic bag or into a plastic-lined, hands-free covered diaper pail to give to parents/guardians.

- Use district provided disposable blue changing pads (Chux) when changing students. Change the pad after each use. Put diapers in a trash bag and dispose of into a closed receptacle.
- Store each student's toileting/changing materials individually.
- Gloves should be worn where there is any contact with blood or other potentially infectious body fluid is anticipated. Gloves can only be worn once and must be changed between each student. After removing gloves, wash hands for 20 seconds with soap and water.

Guidance for FLASH Programs

- Students should be placed 6 feet apart to allow for social distancing, including floor and table time activities.
- Mats, Assistive Technology and other materials must be cleaned and disinfected between each student use.
- Changing students when more than one adult is required – Staff should wear additional PPE when appropriate social distance is unable to be maintained. Additional PPE should consist of a face shield or goggles, and a disposable gown, as needed.

Resources

Videos -

<https://youtu.be/Ypm34dEGa2o> - Social Distancing Video

<https://youtu.be/hD5i3I99mac> - Handwashing Video

Social Narratives -

[Riding the Bus will Look Different](#)

[Coughing, Sneezing and More](#)

[Coronavirus, What is it?](#)

[Distance Learning, What is it?](#)

[Distance Learning Tips](#)

[Expectations for Online Learning](#)

[How to Video Chat with Other People](#)

[Going Back to School](#)

[What is Social Distancing?](#)

[Getting my Temperature Taken](#)

[Wearing a Mask](#)

[Wearing a Mask to School](#)

[When Can I Stop Wearing a Mask?](#)

[Putting a Mask on My Toys](#)

[Why Does My Teacher Look Different?](#)

[My Teachers are Wearing Face Shields](#)

[Greeting my Teachers and Friends](#)

[Masks, Face Shields and Gloves, Oh My!](#)

[Who Should Wear a Mask?](#)

[Mask Etiquette Story](#)

Virtual Token Board: <https://www.thetokenboard.com/>



PARENTS' GUIDE TO SCHOOL PREP

Returning to school may feel daunting for the whole family unit. There will be many changes to the school day that our students should anticipate. Help prepare your child for what's to come with this resource guide.

TABLE OF CONTENTS

<i>Links to social stories and other online resources</i>	<i>Page 1</i>
<i>What can you expect when you return to FBISD? (brief version with visuals)</i>	<i>Page 2</i>
<i>What can you expect when you return to FBISD? (extended version with visuals)</i>	<i>Page 3</i>
<i>What can you expect when you return to FBISD? (bullet points with activity)</i>	<i>Page 4</i>

RESOURCES

- [What is coronavirus?](#) (social story)
- [Riding the bus will be different](#) (social story)
- [Going back to school](#) (social story)
- [Mask etiquette](#) (social story)
- [Greeting my teachers and friends](#) (social story)
- [When can I stop wearing a mask?](#) (social story)
- [Helping Individuals with Autism Wear Face Masks](#) with Brain Pop video (Autism New Jersey)
- [How to Help your Child Wear a Mask](#) with visual shown below (BIAS Behavioral)

How to Help Your Child Adapt to Wearing a Mask

7 Quick Tips for Parents **BIS**

Explain WHY
Use easy-to-understand language and positive phrasing.
For example, "Many people are sick right now. Wearing a mask will protect you from germs."

Take a Picture
Ask family members or friends to take pictures of themselves wearing masks.
You can even arrange a virtual get together so everyone can show off their masks.

Practice Makes Perfect
Shape the behavior by breaking it down into smaller steps. Then practice & reinforce each step.
1. Holding the mask.
2. Putting it against his or her face.
3. Securing the elastic.

Let's Pretend
Integrate masks into your favorite pretend play schemes.
Encourage your child to dress up as a doctor, nurse, or veterinarian.

Get Creative
Allow your child to decorate their mask using crayons or markers.
If you are planning to make a DIY cloth mask, allow him/her to pick the fabric color or pattern.

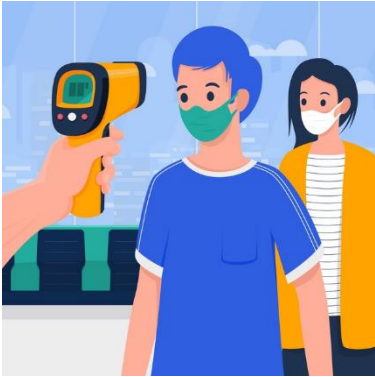
Stuffed Animals & Dolls Need Masks Too
Put a mask on your child's favorite stuffed animal or doll as a reminder that we are all in this together!

Start with Familiar Clothing
Choose clothing that your child already wears and turn it into a mask.
Some ideas include: a scarf, balaclava or bandana.

FOR MORE INFORMATION VISIT BIASBEHAVIORAL.COM OR FOLLOW [@BIASBEHAVIORAL](https://www.instagram.com/biasbehavioral) ON SOCIAL MEDIA © 2020 BEHAVIORAL INTERVENTIONS AND SOLUTIONS, LLC KIDS WEARING MASKS CLIPART BY: BUNNY ON A CLOUD

WHAT CAN YOU EXPECT WHEN YOU RETURN TO YOUR FBISD SCHOOL?

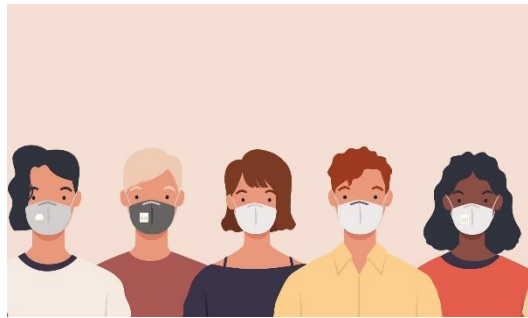
(brief)



When you return to school, things will look a little different.

You'll get your **temperature** taken before you come into the building.

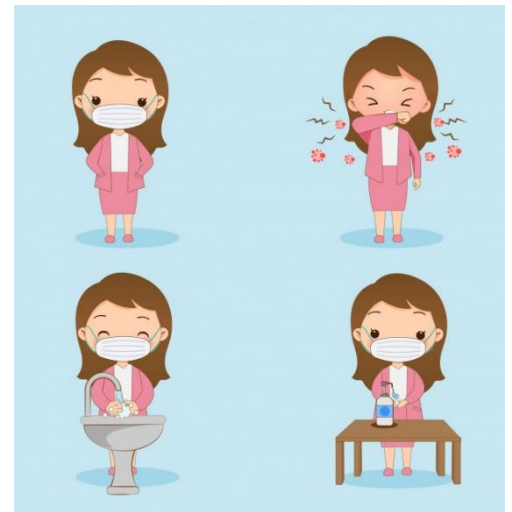
Everyone will wear a **mask** or face shield. You will be asked to wear a mask, too!



Your classmates will **sit farther** away from you.

You'll be reminded to **wash your hands** throughout the school day. You'll do this a lot!

Doing these things will help keep you and your friends safe!



WHAT CAN YOU EXPECT WHEN YOU RETURN TO YOUR FBISD SCHOOL?

(extended with visuals)

A lot of people don't like change. It can make them feel anxious, worried, or like they are not in control. The good news is that when we know what changes might occur, **we can make a plan** for how we will tackle these changes. This will make your worries fade away!



There will be some changes when you go to school. The busy, loud building you remember from last year will now be quieter. **You'll see less people in the halls.**

When you arrive, **you'll get your temperature taken** by a school employee. They will be wearing gloves and a mask, so you may not recognize them at first. Under the mask, they'll be smiling. We're happy to see you!

You will be given a mask to wear too, if you don't already have one. All of your teachers and classmates will be wearing masks. **You may even see some people wearing a face shield.** It may look scary, but it's just another layer of protection to keep everyone safe from getting sick.



You'll be walked to your classroom. **There will be less desks** than you're used to seeing. This is so everyone can keep a safe distance. You will be asked to stay several feet away from your classmates, even in your classroom. **You may be eating lunch in your class** to avoid too many people in the cafeteria at one time.

You will be reminded to **wash your hands...** a lot! This is to keep you germ-free. When you wash your hands often, you help keep your classroom a safe and fun place to be. The teachers will also be disinfecting the classrooms often to keep everything clean.



HOW CAN YOU PLAN TO DO THESE THINGS AT SCHOOL?

You and your family can practice wearing a mask at home, so it doesn't feel so weird when you're at school. You can also start practicing washing your hands for the full 20 seconds (or sing "Happy Birthday" while you scrub). Doing these two things every day helps keep us all safe!



WHAT CAN YOU EXPECT WHEN YOU RETURN TO YOUR FBISD SCHOOL?

(summary)

Going back to school might feel weird! You'll notice several things that look different. They will include:

- Your **temperature** will be taken at the door.
- You will be given a **mask** to wear (if you don't already have one). Your teachers and classmates will be wearing masks too! This will make it hard to see smiling faces, but everyone will be happy to see you. You can tell people, "I'm smiling at you!"
- The building will feel quieter. That's because there will be **less students** there.
- Your classroom will feel bigger. That's because there will be **less desks**. You will be at a safe distance from your classmates.
- There won't be a lot of lining up and moving around. This is so everyone can stay a **safe distance** from each other. This might mean you could eat lunch in your classroom.
- Everyone will remind you to **wash your hands**. You'll hear this all day long!



ACTIVITY: Watch this [short video](#) on virus safety tips. It was made by an 11-year old! Can you use [biteable.com](#) to make a video on the school changes listed above? Be sure to get your parent's permission!

Teaching How to Wear a Mask



Beginning tips

- Begin several weeks before goal is needed to be achieved
- Choose a mask that displays a favorite theme or character
- Model by wearing your own mask
- Choose a favorite stuffed animal to practice with your child

1. Determine which phase below your child is in with wearing a mask, and start with that phase (i.e., can cover her chin with the mask)
2. Determine how long your child can tolerate the mask at that phase, (i.e., can cover her chin with the mask for 1 min.)
3. Write the amount of time under the first column, next to the phase of mask wearing your child can tolerate.
4. Each time your child practices with the mask, increase the time in each phase by seconds or minutes in order to reach your goal.
5. Visually show how long he/she needs to engage in each phase before receiving a reward (i.e., visual timer, schedule, verbal count down)
6. Practice several times each day.
7. Immediately and enthusiastically praise all successful attempts and reinforce with a favorite food, activity or item.

Phase of Mask Wearing								Goal
	sec/ min	sec/ min	sec/ min	sec/ min	sec/ min	sec/ min	sec/ min	sec/ min
Can hold the mask								
Can bring the mask towards the face								
Can touch the mask to the face								
Can fit one elastic loop over one ear								
Can fit the elastic loops over both ears								
Can cover the chin with the mask								
Can cover the mouth with the mask								
Can cover the nose with the mask								
Can wear the mask appropriately								



A goal should be individualized. Some children can wear a mask continuously, while others can only tolerate a short amount of time and need a break before replacing the mask.



- Make sure your child can communicate when they want to take off their masks, (i.e., mask break card)

Teaching How to Wear a Mask



Beginning tips:

- Practice during times when the student is engaged in preferred activities
- Make social stories about wearing masks personal by changing one of the character's names to the student's
- Model by wearing your own mask
- Practice with a favorite class stuffed animal or doll

1. Determine which phase below the student is in with wearing a mask, and start with that phase (i.e., can cover her chin with the mask)
2. Determine how long the student can tolerate the mask at that phase, (i.e., can cover her chin with the mask for 1 min.)
3. Write the amount of time under the first column, next to the phase of mask wearing your student can tolerate.
4. Each time your student practices with the mask, increase the time in each phase by seconds or minutes in order to reach your goal.
5. Visually show how long he/she needs to engage in each phase before receiving a reward (i.e., visual timer, schedule, verbal count down)
6. Practice several times each day.
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Can cover the chin with the mask								
Can cover the mouth with the mask								
Can cover the nose with the mask								
Can wear the mask appropriately								



A goal should be individualized. Some children can wear a mask continuously, while others can only tolerate a short amount of time and need a break before replacing the mask.



- An individual chart should be available to show when your student is allowed to remove their mask, (i.e., when eating, when it hurts, when needing a break)
- Make sure your student can communicate when they want to take off their mask, (i.e., mask break card)

Section 504

COVID 19- Supplemental Guidance

Date Provided to Parent:



**NOTICE REGARDING PARTICIPATION IN VIRTUAL
SMALL GROUP LESSONS/TELESERVICES/TELEPHONIC INSTRUCTION**

Dear Parent,

Your child may be participating in virtual small group lessons/teleservices/telephonic instruction as a part of Fort Bend ISD's efforts to continue providing your child's education during online learning as a direct result of the COVID-19 Pandemic. It may be necessary for your child to be visible on camera for virtual instruction, or to be heard during telephonic small group instruction, and your child may be seen and/or heard by others at the other virtual/teleservice/telephonic learning locations. Through your child's participation in these activities, you agree to the following:

- **I agree and consent to my child's participation in virtual small group lessons/teleservices/telephonic instruction**
- **I agree and consent to any inadvertent release of confidential information about my child that may occur as the result of virtual small group lessons/teleservices/telephonic instruction.**
- **I agree and consent to the audio or video recording of my child's image and/or voice by the school provider conducting the virtual/teleservice/telephonic session for educational purposes only.**
- **I understand that I have the right to refuse teleservices and may request other options for service delivery; however, I also understand that my requested service delivery option may not be available during the emergency period.**
- **I have been informed regarding my child's Notice of Rights.**

Through your child's participation in these activities, you further acknowledge and agree to abide by the following standards and expectations:

- **You may observe your child and other students during small group virtual lessons.**
- **During the time that you observe a small group virtual lesson, you agree to not interrupt instruction by talking to the teacher or any other person in the virtual classroom or instructional space, and you agree to refrain from any activity that may disrupt the session. You further agree to discontinue any activity as determined and requested by the school provider.**
- **You agree to not audiotape, videotape, record, or photograph, in any manner, the virtual/teleservices/telephonic group lesson or any communications related to the setup or closing of the session by the school provider.**
- **You agree to respect every child's right to privacy and agree not to discuss your observations or any confidential information inadvertently obtained during the virtual group lesson.**
- **If you have concerns about your child or other students observed, you agree to discuss your concerns with your child's teacher or therapist, case manager, and/or campus administrator.**

Section 504 Guidance Document: Evaluation and 504 Meetings

Consent Process:

Section 504 Campus Coordinator will contact the parent and explain the evaluation process, email the consent form; the parent will print, sign, scan, and email it back. If the parent cannot print and scan the document back, the parent will need to send an email. (See the sample email regarding the information required).

Evaluation Guidelines:

Incomplete Initial Dyslexia 2019-2020 Evaluations

Dyslexia teachers will work on completing the remaining open dyslexia evaluations. The campus 504 coordinator will document within the Additional Notes section of the 504 meeting that the dyslexia evaluation was delayed as a result of COVID-19.

These open evaluations will be prioritized and completed first at the beginning of the 2020-2021 school year.

Non-Dyslexia 504 Evaluations

The evaluation process for all disabilities will remain the same. All components of these evaluations can be conducted under a virtual platform rather than direct face to face direct assessment.

Dyslexia Evaluations

- After initial 504 consent for a dyslexia evaluation has been obtained by a campus, the campus Dyslexia teacher will contact the Program Manager of Dyslexia who will assign out the case.
- The district wide dyslexia teacher will then contact the school to set up the evaluation if the student is receiving instruction under the face to face model.
- The district wide dyslexia teacher will notify the teacher in advance by email when the student will be pulled and give an estimate of when the student will return to class.

- All remaining aspects of the evaluation process will be completed virtually with the exception of direct testing.
- The district wide dyslexia teacher will follow safety procedures during the assessment process.
- For students receiving instruction on the online model, the district wide dyslexia teacher will coordinate with the parent and home campus to set up a time and date to conduct the evaluation at the home campus. All campus safety measures will be followed.
- Once the evaluation is completed the assigned dyslexia teacher who evaluated the student will review results and recommendations with the campus dyslexia teacher virtually.
- Campus dyslexia teacher will coordinate the 504 initial meeting with the Section 504 Campus Coordinator and will review results with the 504 committee.

Direct Dyslexia Assessment includes:

- WRMT Achievement testing
- CTOPP
- GORT
- TWS
- Informal Writing Assessment
- Informal Graphic Fine-Motor Assessment for Dysgraphia

Safety Measures

- District Staff are required to wear gloves or utilize clear transparent overlays when touching/utilizing reading materials with students.
- District staff will wear masks or face shields when providing dyslexia services/evaluation with students on campus.
- In lieu of touching the easel or book, it is recommended that the child uses gloves or a pencil to point at the easel instead of using their finger. After a student uses a pencil, it will need to be cleaned and disinfected before reuse.
- Maintain 6 feet (2 arm lengths) from student(s) that the dyslexia teacher is interacting with.
- If the student needs to use the restroom, escort the child to the nearest bathroom and remind them to wash their hands, offer sanitizer once back in the room.

Cleaning Protocol

Between sessions, the dyslexia teacher will use district approved cleaning supplies such as spray and wipes to clean desk/chair area and any district testing items such as pencils and manipulatives.

FBISD Staff Safety Measures

- Stay home if you are sick
- Wash your hands often
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Cover your mouth and nose with a tissue when you cough sneeze or use the inside of your elbow to shield others.
- Practice routine cleaning and disinfection of frequently touched objects and surfaces such as workstations, keyboards, telephones, handrails, and doorknobs.
- If you are sick and cannot come into work, notify the Program Manager immediately. The Program Manager will notify the Assistant Director. Please also be sure to inform any parents that were scheduled that day as well.

Calling Parent Protocol for Students on the Online Platform for Dyslexia Assessment

- Explain the testing process to parents. Make sure they understand and agree to the safety protocols.
- For students who are learning on the online platform, agree upon a date and time to bring the student for testing and make sure it is documented.
- Let the parent know you will send a reminder the day before the scheduled appointment with directions on where to drop off their child.
- Verify the correct email and phone number with the parent.
- Stress to parents the importance of being punctual for pick up and drop off. If the parent has questions for the dyslexia teacher, please have them follow up with the dyslexia teacher via phone or email. No conferencing in person at the testing site.
- Remind parents to feed their child before testing and make sure that they use the restroom as appropriate. The student may bring a water bottle to the testing session to drink if they prefer.

Conducting Virtual 504 Meetings

Fort Bend ISD will utilize Microsoft Teams to conduct all 504 meetings virtually. Microsoft Teams enables video and audio conferencing through a secure, HIPAA/FERPA compliant platform.

Getting Started

1. Log In to the account using your school email address.
2. View the video guides for *Start Chats, Calls, and Meetings* that are located inside the *Help* Icon under subheading *Training*.

Scheduling Procedures

1. All 504 meetings will be conducted virtually through Microsoft Teams. The 504 Campus Coordinator will schedule the Microsoft Team meeting and copy the meeting link to the Outlook Invite. In Success Ed, a meeting notice will be updated with the "Place" listed as "Video/Telephone Conference."
2. Meetings should be conducted at mutually agreeable times between the parent and the school following applicable timelines. All required members must attend.
3. In video-conferencing via Smart Phone. See *Teams on the Go* under the *Training* Tab within the *Help* Section. Parents can also call into the meeting through the phone number provided in the Microsoft Teams link.
4. Confirm an email address with the parent that they want you to use. You can reach out using the email in SuccessED or skyward and say: "Is this an acceptable email to use for communication with the parent of (child's name)? If so, do you agree to use this email address to receive confidential documents and communications regarding your child?"
5. You can also call the parent to ask about an email address. Record every attempt in the contact log.

Helpful Tips

1. Practice by conducting a virtual meeting with a group of colleagues before you hold a meeting with parents.
2. The bandwidth of Internet connections can vary, causing disruptions in audio or video transmission. An ethernet connection is typically more stable than a wireless connection. If using a wireless connection, reduce the number of devices accessing the wireless connection to increase bandwidth (e.g., turn off the TV, Disconnect cell phones from the wireless access, shut down tablets, smart home devices, or other computers accessing the wireless network).
3. Allow extra time for participants to sign in to the platform.
4. Minimize distractions and utilize "mute" as a default for all participants. Allow all participants to practice muting and to unmute themselves before beginning the meeting. This may most naturally occur during introductions.
5. Plan to invite comments for participants while progressing through the 504 meetings to facilitate the comfort of all participants in the new format.

Additional Guidance

1. Re-evaluation and Annual meetings will require the same appropriate staff and the corresponding necessary paperwork.
2. If parents do not want 504 services, have the parent print, sign, and scan back the Consent for Initial Services, that is preferable. If the parent does not have this capability, then notate in the additional comment section.
3. In the additional comment section, note the 504 meeting was conducted virtually through video or teleconference.
4. For Initial 504 meetings, plan and complete all required and appropriate 504 documents for what the services would look like if having school (physical, brick, and mortar, in-person school). Then address the recommended supports, services, and accommodations if the child needs to pivot from the face to face platform to the online platform. Share completed and locked documentation through email (read receipt) with parent permission.
5. In-State Transfer 504s – utilize and accept paperwork from the former district and utilize that information to complete all required 504 paperwork to address supports in the online and face to face model.
6. Out of State Transfer 504s – obtain consent for evaluation and then contact the Program Manager of Dyslexia to assign out. Accept paperwork from the former district and utilize that information to complete all required 504 paperwork to address supports in the online and face to face model.

Conducting Virtual 504 Meetings

During the extended district closure due to COVID-19, Fort Bend ISD will utilize Microsoft Teams to conduct 504 meetings virtually. Microsoft Teams enables video and audio conferencing through a secure platform, protecting against HIPAA/FERPA complaints.

Getting Started:

1. Log in to the account using your school email address
2. View the video guides to start chats, calls, and meetings located inside the Help Icon under subheading Training.

Scheduling Procedures:

1. Microsoft Teams will be the platform we use for all 504 meetings while working remotely. Please note that video is not required, and audio-only may be appropriate for families. The Campus 504 Coordinator will schedule the Microsoft Team meeting and copy the meeting link to the Outlook Invite. In Success Ed, update the “Place” as “Video/Telephone Conference.”
2. Parents and Campus need to agree mutually on the meeting time while complying with all applicable timelines. All required members must attend to the extent possible. If a key member is not available, gain parent consent and document in the additional notes of the 504 meeting. Please collaborate with all teachers.
3. Parents can access the service from Apple or Android if they wish to participate in video-conferencing via Smart Phone. See *Teams on the Go* under the *Training* Tab within the *Help* Section. Parents can also call into the meeting through the phone number provided in the Microsoft Teams link.
4. For 504 meetings, the campus 504 Coordinator will email the parent with the Microsoft Teams meeting link. When the Campus 504 Coordinator makes the reminder phone call, they will ask the parent to verify availability to participate via Microsoft Teams and document that in the Success ED Contact Log.

Helpful Tips:

1. Practice by conducting a virtual meeting with a group of colleagues before you hold a meeting with parents.
2. The bandwidth of Internet connections can vary, causing disruptions in audio or video transmission. An ethernet connection is typically more stable than a wireless connection. If using a wireless connection, reduce the number of devices accessing the wireless connection to increase bandwidth (e.g., turn off the TV, Disconnect cell phones from the wireless access, shut down tablets, smart home devices, or other computers accessing the wireless network).
3. Allow extra time for participants to sign in to the platform.
4. Minimize distractions and utilize “mute” as a default for all participants. Allow all participants to practice muting and to unmute themselves before beginning the meeting.
5. Plan to invite comments for participants while progressing through the 504 to facilitate the comfort of all participants in the new format.

Additional Guidance:

1. In the additional notes, note the 504 meeting was conducted virtually through video or teleconference.
2. Share completed and locked documentation through email.
3. The following information needs to be included in the additional notes for dyslexia services: (student name) will receive synchronous lessons (# days) per week for (# minutes) each session.

Sample Email for Documenting Informed Consent When Parent/Guardian Does Not Have Access to a Printer

Dear **Parent/Guardian**,

It was a pleasure speaking with you earlier. I understand you do not have access to a printer to sign the Section 504 consent form. I have attached the consent form that would be used when written consent is given. There is a box that needs to be checked before you sign and date.

*First, that you understand the process of evaluation and why it is being recommended for **Student Name**. The evaluation process will entail **completing a parent/guardian information form, teacher(s) input forms, looking at records, and if looking at dyslexia would involve direct assessment.**

*Second, your consent/permission is voluntary, and you can revoke/change your mind at any time during the evaluation to stop.

* Next, you have received your Parental Rights (attached to the email) that explain your rights under Section 504.

*Last, you were informed in your native language. If the answer is no, please note in the email that you understand English and the consent or that an interpreter was also utilized during our phone conversation, where I reviewed the informed consent process over the phone.

Also attached is a Notice of Evaluation for your records.

When you respond to give consent, please indicate that you understand the evaluation process and give consent via email, since you cannot print and sign consent. Also, please acknowledge that you received a copy of Procedural Safeguards electronically.

If you would like to give your consent, but not waive your five days, please indicate that in your reply email.

Please let me know if you have any questions or concerns about the consent.

Service Delivery

COVID 19- Supplemental Guidance

Adult Transition Services

What are 18+ Adult Transition Services?

18+ Transition Services are designed to provide transition-based services within a transition-based IEP. The adult student in an 18+ program has:

- Met state credit and statewide assessment requirements for graduation.
- Has walked the graduation stage, received a certificate of attendance, but did not receive a diploma.
- Has not met TAC 89.1070(b)(2).
- Would benefit from continued specialized services, provided for under federal law, in order to meet 89.1070(b)(2).

What will Adult Transition Services look like when school begins?

Each adult student's services may look different according to their individual needs and identified barriers to their post-secondary goals. If the adult student was successful receiving services through virtual instruction, then they will continue to receive services in that manner if it is agreed upon through their ARD. When school begins, a teacher will be assigned to the student and they will continue to receive services according to their IEP goals.

However, we have students who receive special education services for whom virtual instruction is not appropriate and/or who were not able to receive all of their special education services in the virtual environment. For these students who meet eligibility considerations, they will be able to return to school prior to the date the District will resume school face to face. *Please see the Extended Face-to-Face Model.*

Will the adult students be going out into the community?

Our top priority is to ensure that our students and staff are safe, so at this time we will not be going out into the community. This decision will be reviewed with district leadership on an ongoing basis; if this decision changes, parents will be notified. Teachers will be reaching out to families prior to any off-campus experiences to gather information and gauge their comfort levels with regard to going out into the community. In the meantime, we will be utilizing our campus/district facilities to continue to work on training, employment, and independent living skills.

Will I still be able to get connected to outside agencies to prepare for life after school?

Yes, we will still be working with our agency partners to assist our families in getting connected to services during this time. We understand that our student outcomes increase when the school, agency and families collaborate. These partnerships lead to a seamless transition to adulthood, so that parents/guardians are not doing it alone.

BOY assessment guidance for Special Education:

FBISD Student - campus to schedule same BOY assessment given previous year (i.e. REN360, ULS, ABLS, Brigance)
Completed 9/18

Compare current score to new score - if significant regression, schedule ARD to consider Comp Svc.

New FBISD Student - review paperwork from prev district, determine comparable assessment. If regression, consider CS

COUNSELING AS A RELATED SERVICE GUIDANCE CONSIDERATIONS FACE TO FACE

- ❖ For group sessions ensure the room being utilized allows LSSP and students to be seated six feet apart from each other.
- ❖ Encourage students to wear their masks and the LSSP must wear a mask and/or face shield during sessions.
- ❖ Avoid using shared manipulatives such as a talking stick to avoid the passing of potential germs.

COUNSELING AS A RELATED SERVICE GUIDANCE DOCUMENT VIRTUAL

- ❖ Establish an appropriate time to schedule sessions with parent and student that does not interfere with synchronous instruction.
- ❖ When establishing rapport online, review virtual norms for counseling, being on time for session, sending email communication if a session needs to be rescheduled.
- ❖ Consider sending resources to be used in counseling sessions to be emailed to parents in advance to help the parent prepare the child (especially if doing an activity or worksheet).
- ❖ Encourage student that sessions should be done utilizing the video feature and not just the phone when possible.

LSSP CONSULTATION TO STAFF GUIDANCE DOCUMENT

- ❖ For students in the face to face model provide consultation to staff by email, phone, or TEAMS. Do not provide consultation face to face in the school setting.
- ❖ For students utilizing the online model provide consultation to staff and parent by email, phone, or TEAMS.
- ❖ Providing indirect consultation by observation on campus is allowed as long as the LSSP notifies the teacher and campus when and how long the observation will take place. Follow up regarding notes observed during the observation must be shared with staff by email, phone, or TEAMS.

Extended Face-to-Face Model

What is the Extended Face-to-Face model, EFFM, to return to school?

We have students who receive special education services for whom virtual instruction is not appropriate and/or who were not able to receive all of their special education services in the virtual environment. For these students who meet eligibility considerations, they will be able to return to school prior to the date the District will resume school face to face.

How does a campus determine if a student is eligible for the EFFM?

The Special Education department has developed considerations to use in making the decision between students participating online and those who require the face-to-face instructional model. See accompanying document, *“ARD Consideration Considerations for Extended Face-to-Face Model”*.

What is the process to include a student in the EFFM?

All students will have an ARD or amendment to their ARD for the purpose of addressing the student’s services and how the student will participate in the virtual environment. Special education staff will review the student’s file and the considerations, and will make a recommendation for the online or EFFM. The recommendation will be proposed to the parent via phone conversation. If the parent agrees, it will be documented in an amendment. If the parent does not agree, or if the parent disagrees with the proposal in general, an ARD will be scheduled. Whether an ARD is held or an amendment is completed, a new schedule of services will be completed for each student for online learning. For students who will be participating in the extended model, a second schedule will be developed.

****Note that the scope and purpose of this process is solely to prepare a student for the return to school with an appropriate and effective provision of services in order to provide a FAPE. There will be a need to address other concerns (i.e. compensatory services, change of placement, additional services, etc.) in an ARD within a reasonable amount of time.***

What would instruction look like in the EFFM?

- Students served with self-contained and resource services may receive face-to-face instruction in the special education setting with their teachers and other students.
- Students who receive instruction in the general education setting with special education support may be served in a “lab” setting, where they will have access to a computer and can participate in synchronous and asynchronous learning online with their general education teacher and non-disabled peers. This will allow students to continue to receive their special education services during instructional time with their non-disabled peers.

Project SEARCH (18+ Program)

What is Project SEARCH?

The Project SEARCH Transition-to-Work Program is a unique, business-led, one-year employment preparation program that takes place entirely at the workplace. Total workplace immersion facilitates a seamless combination of classroom instruction, career exploration, and hands-on-training through worksite rotations. The program culminates in individualized job development.

What will Project SEARCH look like when school begins?

Our interns who have gone through the application process and have been accepted into Project SEARCH for the 2020-2021 school year will begin the first nine week rotation virtually. During the nine week period, the curriculum will be covered thoroughly in a concentrated manner to prepare each intern for the upcoming rotations. Instruction will be given by the Project SEARCH teacher and the assigned Job Coach.

Will the host business have their employees working on site?

At this time, our host business employees are working from home for an undetermined period. We are in contact with our business liaison weekly to get updates. We try to have our interns mimic as closely as possible what the host business' expectations are of their employees, so at this time working from home would be very appropriate. In the beginning of this nine week period, each intern will be virtually introduced to their assigned business manager and will have weekly communication so that they can begin building rapport and preparing for the 2nd rotation.

What will happen if the host business employees work from home for the entire school year?

If the host business makes the decision for their employees not to return to the physical workspace, the interns will begin external internships in the community for the 2nd and 3rd rotations. We have a number of community partners that support our students and share our same beliefs. We will be reaching out to them and matching our students up at a site in the community that meets their post-secondary goals.

Scheduling and Staffing Guidance

Campus administrators will use the considerations provided in the table below to guide Sped scheduling decisions and utilize Sped staff effectively.

Face-to-Face	Online
<ul style="list-style-type: none"> • Updated and accurate Form 3 based on face-to-face schedule • Social distancing impact on student-staff ratios • Health concerns impact on staff availability • Cluster sped students with like services/needs/supports (best practice \leq 1/3 of class size designated by district classroom ratios) • Include scheduling for resource classes (both for core content and as intervention/supplemental), co-teach sections and in-class support sections • Common planning for co-teach partners • Sped teacher participation in PLCs • Utilize district guidance for approximate instructional minutes to determine the number of classes/sections needed • Consider increased number of students that require intervention 	<ul style="list-style-type: none"> • Updated and accurate Form 3 for synchronous and asynchronous instruction • Consider level of support when determining student-staff ratios • Consider type/level of support during synchronous vs. asynchronous instruction • Clustering of students with like services/needs/supports • Include scheduling for resource classes (both for core content and as intervention/supplemental), co-teach sections and in-class support sections (see Resource Examples below) • Consider scheduling resource students (< full content period) as co-teach • Availability of technology for paraprofessionals to provide support (training for use of technology) • Common planning for co-teach partners • Sped teacher participation in PLCs • Utilize district guidance for approximate instructional minutes to determine the number of classes/sections and amount of sped service time needed • Consider increased number of students that require intervention
<p>Scheduling considerations will be significantly impacted by the following:</p> <ul style="list-style-type: none"> • Any additional guidance from the TEA regarding school opening • Official release of district scheduling documents • Parent registration decisions regarding face-to-face vs. online instruction 	

Scheduling and Staffing for Resource Classes during Online Learning:

For flexibility and continuity of Resource teachers in Elementary consider the following:

- For campuses with only 1 resource teacher- group students receiving resource time in the blocks (2-5) that have AM ELA and PM Math
- To maximize opportunities for students to receive resource instruction with near grade level peers: Group students K-2 ELA AM and Math PM and Grades 3-5 Math AM and ELA PM (may be able to do variations of this based on the number of resource teachers and students ARDed for Resource time)
- Consider using Intervention time to pull students with smaller amount of resource minutes to increase the opportunity to pull students from multiple grade levels at one time. (as an example: 4th grade intervention time 9:05-9:50 is similar to 5th grade ELA or Math time. 5th graders may be able to pulled at the same time as 4th graders for like supports for synchronous instruction)

SPEECH THERAPY GUIDANCE CONSIDERATIONS FACE TO FACE

- ❖ For group sessions ensure the room being utilized allows SLP and students to be seated six feet apart from each other.
- ❖ Encourage students to wear their masks and the SLP must wear a mask and/or face shield during sessions.
- ❖ Avoid using shared manipulatives to avoid the passing of potential germs. If manipulatives are used and shared within the group, staff and students should utilize gloves. If only one student uses manipulatives they should be cleaned after use as applicable.

SPEECH THERAPY GUIDANCE DOCUMENT VIRTUAL TELETHERAPY

- ❖ Establish an appropriate time to schedule sessions with parent and student that does not interfere with synchronous instruction.
- ❖ When establishing rapport online, review virtual norms for speech therapy, being on time for session, sending email communication if a session needs to be rescheduled.
- ❖ Consider sending resources to be used in speech therapy session via email to parents in advance to help the parent prepare the child (especially if doing an activity or worksheet).
- ❖ Encourage student that sessions should be done utilizing the video feature and not just the phone when possible.

SLP CONSULTATION TO STAFF GUIDANCE DOCUMENT

- ❖ For students in the face to face model provide consultation to staff by email, phone, or TEAMS. Do not provide consultation face to face in the school setting.
- ❖ For students utilizing the online model provide consultation to staff and parent by email, phone, or TEAMS.
- ❖ Providing indirect consultation by observation on campus is allowed as long as the SLP notifies the teacher and campus when and how long the observation will take place. Follow up regarding notes observed during the observation must be shared with staff by email, phone, or TEAMS.