



## TFSD #411 Special Services COVID Protocol

### **General Guidance:**

- We are committed to providing free and appropriate educational opportunities for students with disabilities, to the greatest extent possible in alignment with public health guidelines. Additionally, collaboration with families continues to be essential during this time.
- Ultimately all decisions are up to the IEP or 504 team, and each student's individual needs should be considered.
- In all levels of operation students in special education or on 504 plans should receive services comparable to what their general education peers are receiving.
- Students with IEPs/504s will be provided with materials in the same manner as general education students and have access to same instructional support via virtual platforms as their peers.
- IDEA and 504 Timelines are still in place in all levels of operation.
- Modifications and accommodations, as noted in student IEPs/504s will be provided to the extent possible and necessary, based on the type of instruction.
  - General Education Teachers:
    - Will be cognizant of IEP and 504 accommodations, and implement the extent that they can be applied.
    - Coordinate with the IEP and 504 case managers to implement accommodations.
    - Ensure that all materials are accessible to all their students.
  - 504 Case Managers:
    - Support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Support general education teachers with lesson planning as needed to ensure materials are accessible.
    - Will work on 504 paperwork, and meet required timelines.
    - Will communicate with parents regarding task options as needed.
  - Special Education Teachers and Related Service Providers:
    - Support general education teachers with lesson planning as needed to implement accommodations and modifications.
    - Support general education teachers with lesson planning as needed to ensure materials are accessible.
    - Design activities for their own classes using alternate forms of instruction; virtual, phone calls, work packets, parent instruction etc... Activities will be related to IEP goals outlined in each student's IEP.
    - Will work on IEP paperwork, and meet required timelines.
    - Will communicate with parents regarding task options as needed.
- Special Education and 504 Paperwork
  - Timelines are still in place no matter if we are in green, yellow, orange or red level. Special education teachers and related service providers will continue to work on IEP/504 and evaluation paperwork within required timelines.



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- o Case managers will work with individual teams and parents if IEP/504 meetings are going to be held via phone or other virtual option.
  - o all participants who are required to attend an in-person meeting, must attend in the virtual format.
  - o All initial or reevaluations that were put on hold during the school closure during the 2019-2020 school year will be completed within 45 calendar days if face-face assessments are safe.
  - o As annual reviews occur IEP and 504 teams need to consider and draft an Individual Education Plan that will address the orange and red levels in the event of a potential school closure.
    - It is highly encouraged that those with smaller caseloads make contingency plans earlier.
- IEP and 504 plans will be written as if students will be attending school during the green level. The Individual Distance Learning Plan will outline what a students program will look like in the event of a red zone school closure.
- The Twin Falls School District Special Services Program will follow guidance from the Office of Special Education and the Idaho Department of Education.
  - o [Office of Special Education Programs Q&A on Providing Services to Students During the COVID Outbreak](#)
  - o [Idaho Department Of Education Guidelines for Providing Special Education Services During the COVID-19 Pandemic](#)
- **FAPE REQUIREMENTS**
  - o Service times and instruction do not have to be exactly the amount as written in the IEP, but log all minutes of services will be provided.
  - o Alternate modes of services still need to allow progress toward IEP goals.
  - o Not required to amend or rewrite the IEP to include the alternate mode of providing services.
  - o After extended closures, case managers are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPs on a case by case basis to determine if compensatory services are required.
  - o Service log and progress monitoring data will be critical for IEP and 504 teams to make future program decisions.



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### Green: Traditional Schedule

- Follow district guidelines for PPE, cleaning and other safety measures
- Normal instruction.
- Normal IEP/evaluation process.
- Plan for vulnerable students:
  - IEP and 504 teams will meet to build a health care plan that allows the student to attend school safely.
  - Online options or other distance learning options
    - IEP and 504 teams will meet to build plans to meet individual student needs.
      - [Alternate Instruction Flowchart](#)
      - [Supporting Parents Through Alternate Instruction](#)
      - [Extended Absence Flow Chart](#)
      - Normal IEP process, but may need to have virtual IEP meeting.

### Yellow: Enhanced Traditional

- Follow district guidelines for PPE, cleaning and other safety measures.
- Normal instruction.
- Normal IEP/evaluation process with enhanced safety precautions such as masks or barriers used in testing areas.
- Students that ride the special education and preschool buses will have their temperature taken before boarding using a no touch thermometer. If the student has a temperature of 100.4 or greater, the student will not be permitted on the bus.
  - Bus staff will wear face coverings.
- Students in the extended resource, intermediate resource, and preschool programs will have temperature checked each morning. If a student has a temperature of 100.4 or greater, the District ([Separation and/or sent/stay home criteria](#)) will be used. The student will not be allowed at school until return to school status is met ([see Return to School](#)).
- All related services therapists ( OT, PT, SLP) will wear face coverings or use barriers.
  - All work areas and materials and will be cleaned after each session
  - Staff will wash hands or use hand sanitizer between sessions.
- Plan for vulnerable students:



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- IEP and 504 teams will meet to build a health care plan that allows the student to attend school safely.
- Online or other distance learning options
  - IEP and 504 teams will meet to build plans to meet individual student needs.
    - [Alternate Instruction Flowchart](#)
    - [Supporting Parents Through Alternate Instruction](#)
    - [Extended Absence Flow Chart](#)
    - Normal IEP process, but may need to have virtual IEP meeting. Follow District guidelines for social distancing.

### Orange: Modified Schedule

#### Modified Orange Schedule Special Education

Revised 10/9/20

1. All ERC/IRC/NEST programs will continue to have students come everyday, and have early release at 11:30 on Mondays.
2. STEP and RISE behavioral programs will continue to have students come everyday, and will have early release at 11:30 on Mondays.
3. Preschool programs will continue to have students come everyday except on Monday. Starting Monday 10/19/20 we will be on an alternating schedule. Every other Monday only the a.m. or p.m. group will attend at their normal time.
  - a. 10/19/20 a.m. group attends at their normally scheduled time
  - b. 10/26/20 p.m group attends at their normally scheduled time
  - c. 11/2/20 a.m. group attends at their normally scheduled time
  - d. 11/9/20 p.m. group attends at their normally scheduled time
  - e. 11/16/20 a.m. group attends at their normally scheduled time
  - f. 11/30/20 p.m group attends at their normally scheduled time
  - g. 12/7/20 a.m. group attends at their normally scheduled time
  - h. 12/14/20 p.m group attends at their normally scheduled time
  - i. 12/21/20 a.m. group attends at their normally scheduled time
4. All other special education programs will follow the orange schedule that their respective schools follow.
5. IEP teams will make decisions for other students that have intensive services that are extremely difficult to provide remotely such as CBRS, behavior interventionist (BI), or a high level of para support, etc..... on a case by case basis.



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### **6. IRC/ERC/NEST/STEP/RISE Case managers will contact parents to let them know of the modified schedule.**

- Follow district guidelines for PPE, cleaning and other safety measures.
- All other special education programs will follow their respective school's modified schedule.
- Normal IEP/evaluation process with enhanced safety precautions such as masks or barriers used in testing areas.
- Students that ride the special education and preschool buses will have their temperature taken before boarding using a no touch thermometer. If the student has a temperature of 100.4 or greater, the student will not be permitted on the bus.
  - Bus staff will wear face coverings.
- Students in the extended resource, intermediate resource, and preschool programs will have temperature checked each morning. If a student has a temperature of 100.4 or greater, the student will not be allowed at school until return to school status is met.
- All related services providers ( OT, PT, SLP, CBRS, BI) will wear face coverings or barriers if social distancing is not feasible.
  - All work areas and materials and will be cleaned after each session.
  - All staff will wash hands or use hand sanitizer between sessions.
- Plan for vulnerable students:
  - IEP and 504 teams will meet to build a health care plan that allows the student to attend school safely.
  - Online options--Virtual schoolhouse or other distance learning options
    - IEP and 504 teams will meet to build plans to meet individual student needs.
- Normal IEP process, but only necessary staff should be in attendance. Virtual IEP meetings are encouraged.

### **Red: Full Distance Learning Schedule**

- written for all students on an IEP.
  - [Alternate Instruction Flowchart](#)
  - [Supporting Parents Through Alternate Instruction](#)
- Progress monitoring toward IEP goals will continue.
- All IEP meetings should be conducted virtually.
  - All required members required at face-to face meetings are required at virtual meetings.



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- [IEP Quick Guide](#)
- IEPs will be written as if students will be attending school during the green level.
- Initial and Re-evaluations
  - [Initial Evaluation Quick Guide](#)
  - [Reevaluation Quick Guide](#)
  - Teams will existing data as much as possible
  - If the team determines that there is sufficient data to determine eligibility, then the IEP team should proceed to determine eligibility, and it would be appropriate to conduct the meeting as planned as a phone conference or virtual platform.
  - If the team does not have the data needed to complete the initial or re-evaluation:
    - Think about all the ways to get information - checklists, video of child engaged in specific activities you ask parent to engage with, engage in live / google hangout, zoom, etc conversation with student, parent interview, recordings of language sample, etc...
    - If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would need to be delayed until school reopens. Evaluations and re-evaluations that do not require face-to-face assessments or observations may take place while schools are closed, so long as a student's parent or legal guardian consents. These same principles apply to similar activities conducted by appropriate personnel for a student with a disability who has a plan developed under Section 504, or who is being evaluated under Section 504.
      - Document with written notice.
    - All evaluations that were postponed will need to be completed within 45 days once it is deemed safe to conduct face to face assessments.