

Student Services Guidance

Created: March 16th, 2020

Updated: 3/31/2020

[Preschool](#)

[Related Services](#)

[Distance Learning Model](#)

[Expectations under DL Model](#)

[Communication/Service Log](#)



This document provides guidance around various Special Education procedures during the extended closure period. Please read this thoroughly and reach out to me if you have any questions regarding anything noted below. I know that many of you have contacted me already via email/phone/text and it is my hope to provide greater clarification on a number of issues.

Please note that our present situation is unprecedented. I know people want certainty right now, but I cannot promise that. All I can provide is my best guidance at this moment. ODE is providing continual guidance and with this information I am making local decisions based on what I feel is best. So please remember what I am providing now if based on the information I have now. If and when things change, I will communicate those changes. I am highlighting and hyperlinking updates at the top of this page to allow easier access to those portions of this document that are changing.

I will be working at Hampton Bennett during this closure period, so please feel free to contact me directly with questions/concern. My personal contact information is as follows:

Email: jmcfarland@franklincityschoools.com

Office Number: (937) 743-8602 x1439

Work Cell Phone Number: (937) 672-9434 - best to text this number

The guidance below is “living” and is subject to change. I will communicate any changes and will make those directly within this document for reference. I also fully admit that I have not thought of every situation/question that may present itself, so as I am asked additional questions, I will add guidance here.

Documentation

Spreadsheet: [Closure Special Education Meetings](#):

1. Please make sure all meetings scheduled to occur during March 16th and **May 1st** are listed on this spreadsheet.
2. As meetings are held, please check the appropriate box indicating that (far left column on each building's sheet).

Calendar: [IEP Meeting Calendar \(Closure\)](#):

1. Please make sure all meetings scheduled to occur from March 16th to **May 1st** are listed on this calendar.
2. Indicate the correct date/time.
3. Invite appropriate members.

SDI Minutes

Since Franklin City Schools are closed during the extended closure period (March 16th to April 3rd), there are no formal educational services being provided to students within the district. As such, without services to all students, we do not need to deliver SDI (Section 7 Services) or Related Services minutes. This decision is based on the best legal guidance we have presently from Ennis Britton:

If an LEA closes its schools that disrupts the functioning or delivery of educational services, and does not provide any educational services to the general student population, then an LEA would not be required to provide services to students with disabilities during that same period of time. Once school resumes, however, a subsequent individualized determination is required to decide whether a student with a disability requires compensatory education to make up for any skills that may have been lost because of the school closure or because the student did not receive an educational benefit.

However, we need to support students as best we can given the new instructional environment we are operating in. This means looking to support students by assuring assignments are properly modified and accommodations provided, providing resources for goal development, checking in with families and students to assess needs, and providing assistance to general education teachers in collaborative efforts to facilitate learning. Please see [below](#) for additional thoughts and considerations.

Beginning on April 13th, Franklin City Schools will begin the implementation of a distance learning model for the remainder of the state ordered closure. Within this instructional model,

special education staff will be responsible for delivering specially designed instruction minutes and services. Please see below for [expectations](#).

We will concern ourselves with compensatory service decisions once we are returned from the closure, so please do not worry about that now.

Third Quarter Progress Reports should be completed as normal. These documents can be sent home in accordance with normal building procedures. Please check with your building principal concerning the delivery method for progress reports.

Meetings

We are going to hold scheduled meetings for ETRs and IEPs that are due during the closure period (March 16th to **May 1st**), to the best of our ability.

If you are looking to hold virtual meetings instead of phone conferences consider the resources below. You do not have to use these tools, and can conduct meetings via conference phone calls, I am just providing options.

PLEASE NOTE: IF YOU USE GOOGLE HANGOUT/MEET OR ZOOM YOU MUST USE AN ACCOUNT REGISTERED WITH FRANKLIN CITY SCHOOLS.

Google Hangout/Meet: [YouTube Guide](#)

Zoom: [YouTube Guide](#) / [YouTube Guide](#) / [Zoom Waiting Rooms](#) / [Classroom Controls](#)

Please see the relevant procedures for these meetings below:

IEP Meetings

1. How are we to hold meetings?

- a. We WILL NOT hold face-to-face meetings with families. All meetings WILL be held over the phone.

2. What team members should be involved in the meeting?

- a. At a minimum, the intervention specialist, parent(s)/guardian(s), and district representative (building principal) should participate. If a general education teacher cannot participate they can be excused from the meeting with parent permission (note in PR-01), however attempts should be made to include them. Related service therapists/providers can also be excused from the meeting, and call parents separately concerning their information (note in PR-01).

3. Who is responsible for scheduling and leading the meeting?

- a. The case manager (Intervention Specialist in most cases) is responsible for scheduling and leading the meeting. Case managers should check with their district representative (building principal) concerning who will initiate the phone call to the parent/guardian. This is especially important if the IS and district representative are not in the same physical space.
 - b. For directions on how to conference call using district admin phones, please see directions at the bottom of this document. For directions on how to conference call via an iPhone reference [this](#).
- 4. Where do we hold the meeting?**
 - a. The location of the tele-conference/phone call driven meeting should be decided by the case manager and district representative. The phone call could be made from an office within the school buildings or the case manager could remain at home and initiate the phone call from there. If a call is made from the office, staff access to the building will be limited to only the office. **Teams will not come to HB to make these phone calls.**
- 5. Who is responsible for the Prior Written Notice/PR-01 for the meeting?**
 - a. The intervention specialist and district representative should work collaboratively to develop the PR-01 (please see sample language below).
- 6. Can other team members beside the parent(s)/guardian(s) participate via phone call?**
 - a. Yes. The team can create two-way calling or add multiple lines to create a conference call. Make sure the PR-01 and signature pages indicate who participated via phone.
- 7. Does the case manager still need to collect signatures?**
 - a. Intervention specialists/case managers & district representatives should sign electronically as normal. All staff with access to electronic signatures can also sign electronically as usual. The case managers can work to acquire physical parent signatures after our return from the closure (**After May 1st**).
- 8. What if the IEP is due (per the legal timeline) and the parent(s)/guardian(s) cannot be reached?**
 - a. The meeting should still be held to maintain the legal timeline. The case manager should then work afterwards to reach the parent(s)/guardian(s) and review the document.
- 9. What start date should be used for IEPs during the closure?**
 - a. The IEP's start date should follow the normal procedure of the district. The start date should be the following school day after the meeting (assuming the closure was not occurring). For example, if the IEP meeting was held on March 18th, the start date would be March 19th. The meeting date should reflect the date the meeting was held.
- 10. When should physical copies of the completed IEPs be sent to the Student Services Office attn: Barb Lee?**
 - a. Physical copies of IEPs should be sent to Barb Lee after our return from the closure - the week of **May 4th**.

ETR Meetings

- 1. During the closure are general education teachers, intervention specialists, and related service providers still responsible for providing information?**
 - a. Yes. During the closure (March 16th to **May 1st**) all staff are still responsible for fulfilling their professional obligations to provide needed and requested information on ETRs. School psychologists will be contacting staff members concerning any needed information that is outstanding.
- 2. How are we to hold meetings?**
 - a. We WILL NOT hold face-to-face meetings with families. All meetings WILL be held over the phone.
- 3. What team members should be involved in the meeting?**
 - a. At a minimum, the school psychologist, intervention specialist, parent/guardian, district representative (building principal). If a general education teacher cannot participate, they can be excused from the meeting with parent permission (note in PR-01). Related service therapists/providers can also be excused from the meeting and call parents separately concerning their information (note in PR-01).
- 4. Who is responsible for scheduling and leading the meeting?**
 - a. The case manager (the school psychologist in most cases) is responsible for scheduling and leading the meeting. Case managers should check with their district representative (building principal) concerning who will initiate the phone call to the parent/guardian and other team members.
 - b. [Phone Manual for District Phones](#) (Page 7 - Instructions for Conference Calls)
- 5. Who is responsible for the Prior Written Notice/PR-01 for the meeting?**
 - a. The school psychologist and district representative should work collaboratively to develop the PR-01 (please see sample language below).
- 6. Can other team members beside the parent participate via phone call?**
 - a. Yes, the team can create two-way calling or add multiple lines to create a conference call. Make sure the PR-01 and signature pages accurately reflect who participated via phone.
- 7. Does the case manager still need to collect signatures?**
 - a. School psychologists/case managers & district representatives should sign electronically as normal and indicate agreement or disagreement with eligibility determination. All staff with access to electronic signatures can also sign electronically and indicate agreement as usual. The case managers can work to acquire physical parent signatures after the return from the closure (**After May 1st**) or through other means.
- 8. What if the ETR is due (per the legal timeline) and the parent cannot be reached?**
 - a. The meeting should still be held to maintain the legal timeline. The case manager should then work afterwards to reach the parent/guardian and review the document.
- 9. What if the closure prevented the collection of assessment data needed for an evaluation?**

- a. The school psychologist/case manager will work with the other team members to develop a plan for these situations. This may involve delaying a meeting due to incomplete data. This would involve a discussion with the team members, family, and require a PR-01 explaining the situation. It is highly likely that most initial evaluations will not be completed due to these constraints. Communication with families and proper documentation via PR-01s is critical in these situations.
- 10. During the closure period, could the school psychologist, in consultation with the director of student services, and parent/guardian decide to conduct a re-evaluation via a waiver?**
- a. Yes. The school psychologist should work with the director of student services in these situations. This decision needs to be noted in the PR-01 with an explanation.

Classroom & Itinerant Preschool Services

Beginning on April 13th, a distance learning service delivery plan will go into effect for classroom-based and itinerant services.

Preschool staff should first reach out to families to establish service plans based on the desires, needs, and resources of the students' families. These contacts should be recorded on the following [spreadsheet](#).

Suggestions for distance learning sessions: [A Parent Guide](#)

[Districts' Preschool Resources](#) (materials provided by other districts can serve as a reference)

Related Services Personnel

Related Services Personnel (OTs, PTs, SLPs, RBTs, Transition Coordinator, etc.) are NOT expected to report to their buildings, as buildings are closed during this closure period. These staff members should be available for meetings if appropriate, provide needed information to case managers, complete paperwork, answer questions via email/phone calls, and hold meetings (if appropriate) during this time. Much of this work can be completed from home.

Starting on April 13th, a distance learning model will be implemented within the FCS School District. Related Service Personnel will be responsible for developing service plans and delivering therapies within this model. The service plans should be developed in consultation with families to assure the plans adequately reflect families' needs, comfort level, and technology access/resources. All communication (actual and attempted) and therapy services

(actual and attempted) need to be recorded in either the FCS service tracking log or on a similar tool provided by the ESC.

[SLP Services Distance Learning Plan](#)

When determining the proper service delivery model within a distance, communication with families is critical. To help facilitate these conversation, please consider using the following resources:

- For families who prefer communication via email and who can complete a Google Form - [Use this survey](#) - Please note, you need to make a copy of this survey to make it your own before sending, otherwise you will not be able to see the results. That is why it is asking you to make a copy.
- For families who will be better contacted via phone - [Complete this checksheet](#)

ESC Contracted Employees

Please refer to the section above concerning FCS expectations regarding related service personnel. Staff should contact their ESC supervisors for additional guidance as to ESC expectations.

Alternate Assessment (AASCD)

The closure has occurred in the midst of the alternate assessment window. Per HB 197, passed by the state legislature and signed by the governor, the 2020 Alternate Assessment has been canceled. Per state directions, I will keep the physical materials. Based on the information I have presently, I am guessing the assessment data for students who completed the assessment online before the closure will be used only for assessment design purposes. I would not expect to see student-specific data.

PR-01s (Prior Written Notices)

Below you will find sample language to include in the PR-01's that sufficiently addresses the circumstances of the current extended closure. Please use this language when developing PR-01s for meetings in addition to and in conjunction with the language typically used for these meeting documents.

Description of Action Box...

The district proposes that the scheduled (IEP/ETR) meeting be held via tele-conference/phone call. The district prefers to hold face-to-face meetings with all team members, however, with the COVID-19 pandemic and the emergency measures put into place by the State of Ohio (including a mandated three week closure of schools - 2020-01-D), we are presently unable to hold physical meetings with all team members present.

An explanation of why the school...

The proposal to hold the meeting via tele-conference/phone call is driven by the desire to maintain legal timelines and uphold legal compliance while protecting the safety of all team members while abiding by the orders of the State of Ohio to close schools for an extended period of time.

A description of other options...

The team considered holding a physical face-to-face meeting with all team members, but determined that a meeting via tele-conference/phone call more faithfully complied with the state's orders to close schools. The team also considered postponing the meeting until after the extended closure has concluded, but determined that without additional guidance from the State of Ohio regarding the legal obligations of district's to maintain timelines during the closure, good faith efforts should be made to hold meetings when possible.

A description of each evaluation...

If data is missing due to an inability to collect it because of the closure, include the following:

The team was unable to fully consider the results of (identify the missing data source) for this (IEP/ETR), due to the State of Ohio's order - 2020-01-D - to close all schools for an extended period of time in response to the COVID-19 pandemic. The closure of schools prevented team members from completing assessments or collecting data from (identify the missing data source), so this information is not included in this document. Whenever possible, the team will work to collect assessment data upon the return to school.

A description of other factors...

If team members are unable to attend the meeting, include the following:

The following team members, (list), were unable to participate in the meeting via tele-conference/phone call. The COVID-19 pandemic and the resulting closing of schools has limited the district's ability to include team members who would normally attend (IEP/ETR) meetings. All efforts will be made for missing team members to contribute to team decisions

and to provide needed information. Missing staff members will make efforts to contact the student's parent(s)/guardian(s) to share their relevant information. The decision was made to hold the meeting in the absence of these team members because of a desire to maintain legally defined compliance timelines.

Conference Calling Instructions Using District Admin Phones:

Conferencing

Conferencing enables you to talk to multiple parties simultaneously.

To Add a Party to the Current Call

- Inform the current party that you'll be starting a conference
- Press the More softkey, then the Confrn softkey.
- The active call is placed on hold and you will hear dial tone
- Dial the phone number of the party you wish to dial.
- Press the Confrn softkey to join the parties together. If you get Voice Mail or the party does not want to join the conference, press the EndCall softkey followed by the Resume softkey to return to the original call.

NOTE: SIP phones will only support 3 Callers.

Distance Learning Instructional Resources/Principles:

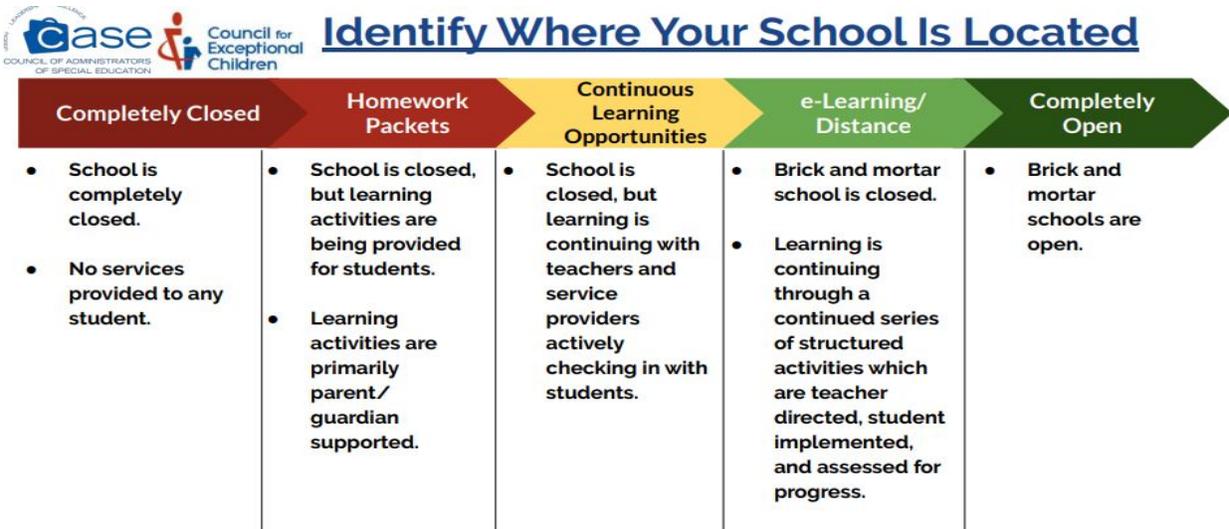
(This Section of the Guide is under development)

First, I read this [article](#) today, and found it a good summary of the importance of public education and why schools matter.

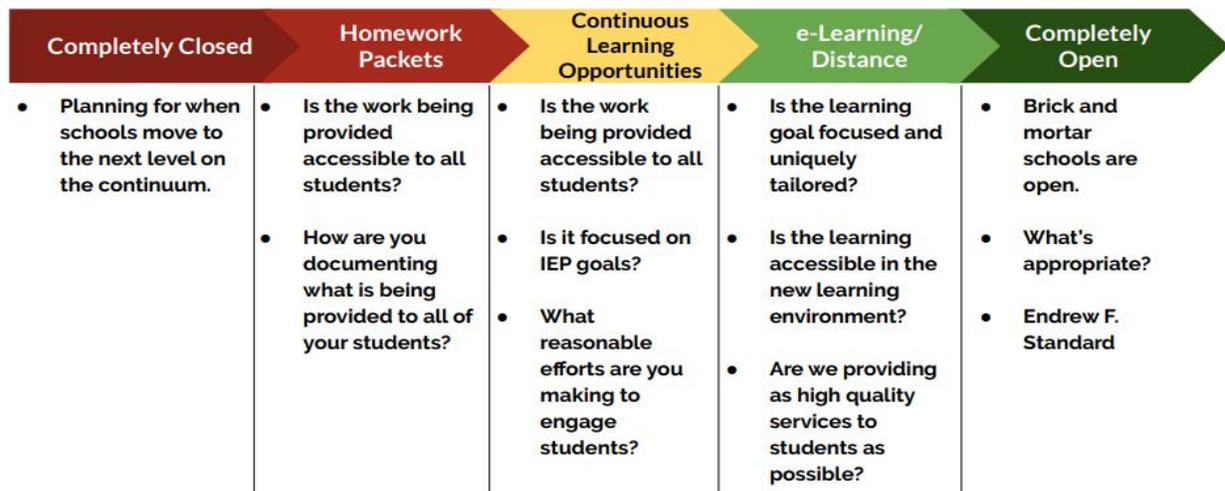
With that importance established, we need to rethink how we are going to perform our essential instructional duties in light of the extended closure. We know that the school closure brings with it numerous challenges. We accept these challenges, but they cannot be used as an excuse not to educate. We need to begin to shift our thinking towards what supports and instruction

can we provide to promote the growth of our students. This is not about **compliance**, it is about making **good faith efforts** to do what is **appropriate** and **reasonable** for our students.

One way to organize our thinking, is to view ourselves on the following continuum:



Each stage on the continuum leads to some foundational questions we need to ask ourselves:



For many of us, we are looking at “Homework Packets” and “Continuous Learning Opportunities”. As the closure continues, we may be looking at more of an “e-Learning/Distance Learning” environment.

As Special Education Staff members, we have unique obligations to support our identified students. Of course, this support looks different at each stage and for each student. Therefore, please find the supports you should be looking to provide below.

For work that has been or is sent home to students:

- Ensure efforts to avoid discrimination to the greatest extent possible.
- Make sure assignments have adjusted reading levels to fit student's needs.
- Make sure math assignments have been adjusted to the appropriate instructional level.
- Work should be focused on the student's instructional and grade-level (i.e. students in self-contained and those in grade-level classrooms should be getting appropriate work).
- Make sure that instructions and expectations are clearly communicated in writing or verbally (if videos are being utilized).
- Assignments should be shortened as needed to faithfully abide by IEP accommodations and to account for possible attention difficulties.
- Assuring that general education materials are being properly modified and accommodations provided. This entails working with the general education teachers.
- Providing supplemental resources to address IEP goal progress, if general education materials are not sufficient.
- Assist families in supporting student learning.
- Reaching out to families of students to check on progress and gauge need (this can come through phone calls, video conferencing, email, Remind, Dojo, etc.)

General Principle As We Shift:

As we deliver instruction in various different ways we need to be **clear** in our objectives, **diverse and flexible** in our approaches, and **empathetic** to our students' challenges.

"Educators will find success, Nemeroff said, if they're clear about "goals and outcomes" for the next few months: "I need my students to be able to know and do X." An educator taking an accessible teaching approach would craft multiple resources or approaches to help achieve that goal," ([Digital Education, 2020](#)). "Start small, and add things as things work. Trying out all of the tools or all the different approaches [at once] won't work," he said. "You have to think of your course in shorter sprints." During a time of unprecedented chaos, educators will need to make a concerted effort to express interest in their students as human beings, and to acknowledge the challenges they're facing. Nemeroff recommends sending a **Google form** to students urging students to communicate their needs. "We all need to be flexible and accommodating right now," he said. ([Digital Education, 2020](#)) Please note, I am not saying to send a Google Form, I just think these ideas are worth thinking about.

Any instructional shift will warrant considerations based on student needs and creativity in providing for those needs, including...

- Utilizing resources that might already be used in the classroom.
- Utilizing additional resources that now have open access due to the closures.
- Looking for ways to provide limited but necessary individualized instruction/small group instruction.

So, as we look to provide a diverse instructional model that includes online or distance learning in place of in-person instruction, the district should make a good faith effort within available capabilities to meet Free Appropriate Public Education (FAPE) requirements and do the following:

- Ensure all special education students have access to computers or hard-copy materials

- Ensure all students in the district have equal access to the learning and materials
- Ensure that no matter the resources, we can provide differentiated instruction and one-on-one support for students who need it.
- Regardless of where the learning is happening, supports and services identified within the student's IEP must be provided to the extent practicable and without putting the health and safety of students or educators at risk.
- Track and document services and good faith efforts pursuant to the IEP.
- Provide related services such as occupational therapy, physical therapy, and speech therapy in an online format to the extent practicable.

Documentation:

- It is important that we keep track and document our efforts in support of our students
- Please consider using this model log to track your efforts: [Extended Closure Service Log](#)
- [Video explaining how to format the Service Log](#)

Staff Expectations: (Staff Professional Expectations - 4/1/2020)

For the duration of the Director of Health's order, a local board of health order, or extension of any order closing schools, but not beyond December 1, 2020, permits licensees of the following boards to provide services electronically or via telehealth communication to children who receive services through their resident school districts (Ohio Speech and Hearing Professionals Board; Ohio Occupational Therapy, Physical Therapy, and Athletic Trainers Board; State Board of Psychology; Counselor, Social Worker, and Marriage and Family Therapist Board; State Board of Education, with respect to intervention specialists).

During the closure, our **focus** will be on facilitating the growth and development of our students. This will manifest itself in two principal ways:

1. Delivering special education services (Section 7) in support of goals (Sections 5 & 6)
2. Supporting general education teachers within the distance learning model by assisting in the providing of accommodations and modifications

Intervention specialists and related service personnel will be expected to deliver special education services to meet the needs of the students on their caseloads to the greatest extent possible through online, virtual, or distance learning formats.

Intervention specialists may choose (where appropriate and feasible) to lead small groups online for student sessions, tutorials, SDI delivery, or 1:1 instructional support as applicable based on the student's IEPs. For any such instructional session, staff must use a Google Hangout/Zoom account associated with Franklin City Schools. Under no circumstance, should a staff member use a personal account for these purposes.

Staff will complement virtual supports with assignments and instructional tasks geared toward promoting student progress on IEP goals. These assignments and instructional tasks may be

organized via Google Classroom, Padlet, or other resource. They may be provided and communicated to students and families via online platforms, via email, or physically provided. These assignments/tasks need to be clearly communicated, purposeful, aligned with goals and standards, and appropriately rigorous.

In situations where these formats do not allow for sufficient service delivery, alternative service options will be discussed on an individual student basis. Staff should communicate with the Director of Student Services for students for which an online/virtual/distance platform is not sufficient.

Intervention specialists, related service personnel, and school psychologists will be expected to continue to adhere to compliance deadlines as they relate to IEPs and Evaluation Team Reports. Phone conferences or online meeting formats (Google Hangouts/Zoom) should be utilized with all required team members participating.

Intervention specialists and related service personnel should develop a schedule for the delivery of special education services and office hours (set times when they can be reached via email or other means and meet/work with students and address concerns). Student intervention times and office hour availability should be communicated to parents and students (via Remind, Dojo, Phone Call). For younger students (K-4), intervention specialists and related service personnel should arrange for intervention times to allow for parent/guardian/caregiver support to the greatest degree possible.

Intervention specialists and related service personnel will be responsible for documenting the delivery (and attempted delivery) and all communication (and attempts) of special education services. FCS staff should use the log that has been provided and WCESC personnel should utilize their standard log sheets. This documentation should be updated weekly.

Intervention specialists and related service personnel will work with the Director of Student Services to communicate with families about attendance/participation concerns and support students in getting back on track.

When supporting general education teachers, staff should work to assure that needed and required accommodations and modifications are in place for assignments. Staff should be in continual contact with their general education teachers to facilitate this process. Additionally, intervention specialists who are supporting students in inclusion settings should be added to the Google Classrooms (where appropriate) of general education teachers.

Intervention specialists should make personal contact with the students or students' families on their caseload weekly. This can come in the form of phone call, virtual contact (ex. Google Hangout), email, or Dojo Messages. Case managers should use these contacts to check on progress, assess needs, answer questions, communicate expectations, and determine the

families' desired instructional delivery method. Before April 13th, case managers should make direct contact with the students/families to explain service delivery and determine need.

Progress reports will be completed for the fourth quarter, so case managers need to work to assure sufficient data is collected for the writing of these reports.

When determining the best delivery method for services during the closure, please know initial communication with families is critical. If a student receives related services, the case manager should make sure to coordinate with the therapists. When the initial call is made to the parent/guardian, consider this [checksheet](#) as a resource to record information.

[Resources to Support Remote Learning: Working List \(Under Development\):](#)

Cult of Pedagogy: [Distance Learning: A Gently Curated Collection of Resources for Teachers](#)

Google Resource Hub: [Remote Learning Tools](#)

Google Resource for Parents: [YouTube Learning](#)

Project/Presentation Resource:

The following is a generic lesson plan and template for a project/presentation assignment developed by Google Education that utilizes Google applications and can be altered to any broader assignment. "To assist with remote teaching, we've created an easy-to-modify digital lesson that can help you reinforce and assess what your students are learning outside the classroom. Adapt and distribute the lesson 'Create Presentation' to your class. As your students complete the videos in this lesson, they will learn how to create a digital presentation to demonstrate their understanding about any topic you assign. Our new teacher guide provides resources for how to adapt this lesson, including a student assignment template."

1. Read the teacher guide to review the lesson
2. Make a copy of the assignment template and edit it to fit your class and topic. Replace the *red text* with your own topics, resources, questions, and deadlines.
3. Distribute the assignment to your class via your choice of platform (ex. Google Classroom, Google Drive, email, etc.)
4. Review student projects, leave feedback, and assess performance.

[Teacher Guide: Create a Presentation "All About a Topic"](#)

Reading Resources:

Read Aloud Books: <https://www.storylineonline.net/>

Free Online Library: <https://archive.org/>

Writing Resources:

[Noredink](#) - NoRedInk builds stronger writers through interest-based curriculum, adaptive exercises, and actionable data. - [Guide to use: Using NoRedInk During Closures](#)

[ThinkCERCA](#) - FCS District Writing Framework (Grades 5-12)

Existing/New Resources:

[IXL](#) - Tier III and High School ISs have existing access

[NewsELA](#) - High School has existing access - access has been made free for teachers for the remainder of the year.