
SPECIAL POPULATIONS



SCHOOL REOPENING TOOLKIT: SPECIAL POPULATIONS

The impact on student learning due to the school closures is difficult to predict. Even as schools work to provide instruction to students through distance learning options, student learning will most likely have been at a different rate than would have occurred within traditional school. Additionally, the school closures occurred near the extended break of summer vacation. This combination will likely result in gaps in learning for most students: general education students, English learners, and students with disabilities alike. Just as supporting our special populations during school closure required additional intentionality, such will be the case upon reopening. Proactively mitigating this regression can help reduce students' needs for additional services, supports, and/or compensatory services. This toolkit will focus on re-opening strategies for continuing educational opportunities and services regarding our special populations, including special education and English learners.

Table of Contents

SCHOOL REOPENING TOOLKIT: SPECIAL POPULATIONS	1
Checklists	4
Planning for Reopening (to complete prior to reopening)	4
Reopening	5
District	5
Special Education Supervisor	6
School	6
Case Manager	7
Assessment Specialists	8
Best Practices/Guidelines	8
Transitioning Back to School	8
Mental Health and Behavior Concerns	9
Staffing Needs	10
Evaluations and Referrals	10
Pre-Referral Considerations	10
Referrals	11
Initial evaluations	12
Reevaluations	12
Special Education Services	13
Regression and Recoupment	13
Evaluation of Student’s Present Levels of Performance	15
Compensatory Services	15
Determine Priority Needs of Students	16
Additional Considerations for Early Childhood for Students with Disabilities	16
Additional Considerations for English Learners	17
English as a Second Language/Title III Instruction during School Closure	17
Supporting EL Students in the Classroom	17
Supporting ESL Staff	18
English Learners Identified during School Closure	19
Additional Considerations for English Learners with Disabilities	19
Contacts	20
Regional Consultants	20
Special Education Early Childhood Regional Consultants	20
Program Contacts	21
Appendices	22
Appendix A: Self-Assessment Program Planning Tool	22
Appendix B: Student File Evaluation/Reevaluation Timeline Tracker	28
Appendix C: IEP Meeting Tracker	29

Appendix D: PLEP Evaluation Template..... 32
Appendix E: Compensatory Service Plan 33
Appendix F: Considerations by Service Area 34
Appendix G: Material and Equipment Check-in 42

All information in the document is non-regulatory guidance issued for general informational purposes only. This document is not intended to constitute legal advice. Because local school board policy and unique facts make dramatic differences in analyzing any situation, the Tennessee Department of Education advises each school district to consult with the local school board attorney for specific legal advice regarding the impact of the COVID-19 pandemic on school operations.

Checklists

Below are brief checklists that districts and schools should consider when planning for reopening after closure.

Planning for Reopening (to complete prior to reopening)

- Designate a point of contact (POC) at the district level for each population (students with disabilities, English learners, at-risk, highly mobile, etc.) to develop district reopening expectations, including a communication protocol and a system to document completion.
- Complete the Self-Assessment Program Planning Tool in Appendix A.
- Develop a check-in procedure for materials that have been assigned to students for learning.
- Develop welcome back messages for teachers, families, and the community.
- Assess the need for staff professional development prior to reopening (e.g., training for case managers on the determination of need for compensatory services) and develop a plan to ensure identified needs are met.
- Consider hosting a virtual or in-person informational night for families.
- Create schoolwide lessons for teachers addressing the social and personal impact of COVID-19.
- Collaborate with McKinney Vento Liaison and/or Migrant Education Liaison or Coordinator(s) to assess family needs.
- Develop a plan for collecting regression and recoupment data and providing remediation and/or compensatory services.
- Identify technology needs and develop a plan to implement potential future virtual learning.
- Identify possible funding options (e.g., IDEA funds, grant funds, CARES, etc.) to assist with planning for future virtual learning, the provision of professional development for staff, and services needed as a result of the extended school closure.

- Identify current resources available to assist with student needs (e.g., mental health, behavior, academic intervention, etc.).

The Coronavirus Aid, Relief, and Economic Securities (CARES) Act established funding intended to provide relief for existing needs and to plan for future needs. Here is a summary of allowable one-time funds:

- Purchasing education technology
- Providing summer learning and supplemental afterschool programs (including online)
- Planning for long-term closures
- **Addressing the unique needs of special populations**
- Providing mental health services
- Conducting other activities necessary to maintain operation of services and employing existing staff and coordination activities, including childcare and the needs of principals and school leaders

You can find more information pertaining to Tennessee's response plan in this [Response to COVID-19 Presentation](#).

Reopening

District

- Establish district reopening expectations for each population (students with disabilities, English learners, at-risk, highly mobile, etc.).
- Develop a check-in procedure for materials that have been assigned to students for learning.
- Collect information from specialists and building leaders on staffing changes or needs.
- Establish additional supports for students and families (small group open houses that feature additional supports, etc.).

Special Education Supervisor

- Develop a check-in procedure for special education materials and equipment that had been loaned to students or families. Refer to Appendix G: Material and Equipment Check-in
- Collect information from special education case managers regarding initial evaluations and reevaluations with status and due dates and create a tracking system. Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.
- Determine the best method for distributing evaluations to assessment specialists in order to complete them in a timely manner. Consider a possible temporary change in the structure of case assignment. For example, considering assigning assessment teams to complete certain types of disabilities evaluations or by school clusters; assigning assessment teams to work on reevaluation summary reports for upcoming and past due reevaluations within certain grade bands or assigning assessment teams to work on reevaluation assessments.
- Communicate with building principals about IEP meeting load and coverage needed for teachers to attend. Refer to Appendix C: IEP Meeting Tracker.
- If necessary, discuss role and expectation changes with staff – with applicable professional training. This would also include district supervisors clarifying expectations and providing training to principals and staff on creating appropriate learning spaces in each school.

School

- Develop a process to provide parents with all returning information (i.e., teacher name(s), schedules, school/classroom expectations, orientation dates/times, locker information, etc.) needed.
- Develop a check-in procedure for special education equipment that had been loaned to students or families.
- Develop a process for revisiting daily routines with students. It should not be assumed all students will recall routines prior to schools closing.
- Allow students time to share personal experiences while on school closure.
- Collect information from special education case managers regarding initial evaluations and reevaluations with status and due dates and create a tracking system. Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.

- Determine the best method for distributing evaluations to assessment specialists in order to complete them in a timely manner. Consider a possible temporary change in the structure of case assignment. For example, considering assigning assessment teams to complete certain types of disabilities evaluations or by school clusters; assigning assessment teams to work on reevaluation summary reports for upcoming and past due reevaluations within certain grade bands or assigning assessment teams to work on reevaluation assessments.
- If necessary, discuss any role changes to staff and provide any applicable professional training (i.e. learning spaces, materials, and instructional delivery, etc.).
- Update ILPs for English learners.

Case Manager

- Prior to the students return, connect with families and students who may need additional support or preparation in advance of returning to school.
 - Develop social stories to remind the student of school and classroom expectations and/or transition the students to new school/classroom expectations, if applicable.
 - Offer opportunities for students to meet or talk to any new staff who may be working with the child.
 - Provide printed or visual schedules outlining any changes.
 - Check in with families about any changes in medical/health status and update any healthcare plans and IEPs if necessary.
 - Facilitate peer connections for students who may be apprehensive about returning or for students who would benefit from additional natural supports and modeling.
- Ensure parents have all returning information (i.e., teacher name(s), schedules, school/classroom expectations, orientation dates/times, locker information, etc.).
- Communicate with building principals about IEP meeting load and coverage needed for teachers to attend. *Refer to Appendix C: IEP Meeting Tracker.*
- Complete annual meetings as soon as possible.
- Review student progress and determine on an individual basis if compensatory services are necessary. *Refer to Regression and Recoupment section.*
- Once student regression and recoupment data has been collected, develop a method for tracking compensatory services owed and delivered.

Assessment Specialists

- Complete any evaluations, re-evaluations, and annual meetings as soon as possible.
- Assessments specialists should have documentation of all parent communications (document in EasyIEP contact logs).
- Assessment specialists should communicate the status of all open evaluations to their supervisors (i.e., evaluation procedures still needed to determine eligibility) to determine any case redistribution needs. *Refer to Appendix B: Student File Evaluation/Reevaluation Timeline Tracker.*
- Document reasons for evaluation delays in the student's file and on the prior written notice to the parent when determining eligibility in the "other factors" section (Item #6 on the prior written notice).
- If timeline exceeds deadlines due to factors unrelated to reasons outlined in the guidance documents or for lengths longer than those included in the guidance documents, follow the normal steps to document delays or extension requests.
- For service providers, share updated schedules with building level administrators and teachers.

Best Practices/Guidelines

Transitioning Back to School

The COVID-19 crisis interrupted the school year abruptly with little warning. Providing opportunities for students to process the end of the school year, say good-bye to a favorite teacher, and celebrate successes, can ease the transition back to the school building and can help reduce stress.

Students with complex needs or specific transitioning needs may need increased support preparing for the new school year.

- Provide a social story or book "When I Return to School" outlining expectations and daily schedule.
- Invite students who are blind, visually impaired, or have other disabilities into the building a day or two before school resumes to become familiar (or re-familiar) with the layout including the office, hallways, cafeteria, gym, classroom(s), bathrooms, and other areas the student will use regularly.

- Prepare a visual schedule or daily schedule for the student and send it home prior to the first day.
- Collect information from the parent on any changes to the student's routines while home.
 - Was the student sleeping the same hours and times as during school?
 - What changes were noticed in the student's stamina or energy? Increase? Decrease?
 - Did the student follow a specific routine daily, or five days a week?
 - Were there any medical changes, if applicable?
 - Other than social distancing, were there any major changes in the home?
 - (For students who use AAC, sign, or other communication system) Did the student utilize their communication system on a regular basis?
 - What supports or strategies were the most effective for maintaining focus? Emotional regulation?
 - How often did the student engage socially with peers (phone, computer)?

Mental Health and Behavior Concerns

Returning to school after a natural disaster or crisis can be difficult for all students and there are common emotional and behavioral reactions that may require adult support. The needs of the whole child should be considered within a multi-tiered system of supports (MTSS) to include universal practices and increasingly intensive interventions. A resource to assist with some universal practices and targeted strategies for high risk students can be found [here](#). The National Association of School Psychologists has additional mental health resources available [here](#) to assist families and educators with COVID-19 related needs. Please see visit the [TDOE COVID-19 webpage](#) and scroll down to find the Health and Wellness Re-Open Toolkit for general mental health and behavior supports for students.

For students who have counseling related services on their IEP, teams should consider the need for updated goals after meeting with students and talking with parents regarding any mental health related changes during school closures.

Open and incomplete functional behavior assessments should be updated, and teams should discuss timelines to complete them. Case managers should ensure behavior intervention plans are ready for implementation as school begins – keeping social distancing guidelines in mind. Remember there may be initial behavior challenges as the student re-adjusts to the school environment and interventions may need to be given time to effectively address behaviors before adjusting them. Additionally, teams

may need to consider new behaviors or ways to implement the plan within the potentially new classroom or school building structure.

Staffing Needs

- Review the assignments, schedules, and responsibilities of related service providers
 - Do staff need to be reassigned to cover the evaluation load or compensatory services?
 - If providers are reassigned to a previously unfamiliar task within their scope (e.g., serving certain age groups, conducting assessments, attending IEP meetings, etc.), do they need additional training to perform the newly assigned tasks?
 - Can service providers be offered stipends for completing evaluation obligations outside of work hours (e.g., analyzing testing, writing reports, entering data, etc.)?
- Is it necessary to contract with an agency to assist in the short-term efforts to provide compensatory services and meet evaluation demands?
 - If contracting, ensure the agency understands and follows IDEA mandates and educational requirements.
- Can clinical fellows or graduate students of nearby universities assist with service provisions?

Evaluations and Referrals

Pre-Referral Considerations

As school resumes, it is important to maintain parent procedural safeguards and child find responsibilities while keeping in mind the impact that school closures have had on all students. School teams should also consider the situational trauma that can occur as individuals recover from natural disasters.

According to the National Association of School Psychology's [Natural Disaster: Brief Facts and Tips](#), the following are common reactions depending on age and developmental levels¹:

- Preschool—Regressive behaviors, decreased verbalization, increased anxiety.

¹ National Association of School Psychologists. (2016). Natural disasters: Brief facts and tips [handout]. Bethesda, MD: Author.

- Elementary—Poor attention/concentration, school avoidance, irritability, clinginess, aggression, somatic complaints, nightmares, social withdrawal.
- Middle and High School—Sleeping and eating disturbances, agitation, increase in conflicts, physical complaints, delinquent behavior, and poor concentration.

The following are helpful strategies¹ that educators can incorporate to help develop resiliency:

- Remain calm and reassuring
- Acknowledge and normalize their feelings
- Encourage children to talk about disaster-related events
- Promote positive coping and problem-solving skills
- Emphasize children’s resiliency
- Strengthen children’s friendship and peer support

It is important to consider natural reactions to situations as well as the potential lack of exposure to instruction during periods of school closure. Provide universal supports and behavior and academic interventions to help students gain coping skills and make academic progress. School teams should identify at risk students and plan interventions as soon as possible.

Referrals

For academic interventions, upon re-opening schools should reestablish intervention plans immediately, especially for students who were receiving Tier II and Tier III interventions. Referrals should be reviewed and considered by a multidisciplinary team of professionals. The team should consider all relevant information and solicit additional information as needed to make an informed decision regarding whether there is sufficient reason to suspect a disability.

- School team referrals: As schools reopen it is not unexpected to see an initial regression of skills depending on the student’s access to instruction during school closures. Before referring a student based on their current progress, take into consideration all factors that may have influenced the student’s skill level or needs. A referral is appropriate if you suspect that an **educational disability** is the reason for underperformance or demonstration of potential need for specialized instruction. It may not be appropriate to refer if the primary reason for underperformance is due to lack of instruction, vision or hearing difficulties (unless an

impairment is suspected), adjustment to school re-entry, or concerns that can be addressed through general education programming. All evaluation criteria and eligibility guidelines are still required.

- Parent requests for evaluation: All parent requests should be considered as usual within a timely manner. Make sure to collect all relevant information (as mentioned above in the school-based referrals) to help the referral team make an informed decision regarding whether there is reason to suspect an educational disability. If the team suspects a disability, the team must initiate the evaluation process by obtaining consent for evaluation and providing the parent with a prior written notice. All evaluation criteria and eligibility guidelines are still required.

Initial evaluations

Initial evaluations that were in progress prior to school closures and during school closures have allowable timeline extensions. Review updated guidance on initial evaluation timelines and possible extensions as schools re-open and/or health related restrictions are lifted (i.e., face-to-face interactions are no longer a concern or restricted) to identify the steps needed to address all open evaluations. All evaluation criteria and eligibility guidelines are still required. See general evaluation actions steps in the [reopening checklist](#).

Reevaluations

It is important to track upcoming reevaluations as well past due reevaluations. District leads are encouraged to help plan out efficient ways to prepare file reviews (reevaluation summary reports). It is recommended that case managers communicate with parents regarding reevaluation timelines and solicit parent input using the reevaluation parent input form for cases past due or upcoming (due within at least the first 60 days of schools reopening). It may be helpful to assign individuals to complete reviews for those that are past due or cases where teams have concerns regarding immediate reevaluation needs based on school and parent input. [Appendix B](#) includes a tool for tracking deadlines and important dates. See general evaluation actions steps in the [reopening checklist](#).

Special Education Services

Regression and Recoupment

Regression is the decline in knowledge or skills due to an interruption in education; recoupment is the time it takes to regain skills to the prior level of functioning. Many students will likely experience some loss of skills during school closure and must relearn previously taught information and skills once school resumes. The following are questions the IEP team should ask²:

- How long was the student's school closed?
- Was the student provided instruction or services via an alternative method (e.g. online math instruction, online speech therapy, or instruction provided telephonically) during the closure?
- Were alternative methods of instruction and services provided to the student as beneficial for the student as the methods normally used to serve the student? Was the student engaged and able to access the instruction and services?
- Is there clear documentation of the amount of instruction and services the student was provided during the closure (including dates, times, and duration)? If so, what amount of instruction and services did the student receive? What percentage of the student's IEP-required instruction and services?
- Are there indications that the student regressed during the closure? Has the student lost any specific skills?
- Is there a possibility that the student will require extended school year services due to regression?
- Did the closure and/or virus cause any new special education needs for the student (e.g. emotional, medical, academic) such that the student should be provided additional services or reevaluated?

Decisions regarding regression and recoupment and the need for compensatory services are determined individually and must be based on empirical, qualitative, and predictive data. The need for compensatory services cannot be based on availability of staffing and programming.

When considering regression, determine the student's baseline performance across all developmental areas using sources of information obtained prior to or soon after school closure.

² Serving a student after a COVID-19-related school closure: questions the IEP team should ask. (2020). Retrieved from Special Ed Connection website: <https://www.specialedconnection.com/LrpSecStoryTool/index.jsp?contentId=10004&chunkid=1000010886>

- Possible sources of data:
 - Progress notes
 - Therapy data and related service provider observations
 - Curriculum-based measures
 - Formative assessment data
 - Observations from parents about their child’s self-help, communication, behavior, etc. while at home
 - Observations from online or virtual sessions with a student during closure
 - Present levels of performance if IEP was recently updated prior to closure
 - Behavior logs
 - Student work samples
- Guiding questions:
 - What skills were addressed, during closure, through provided learning opportunities?
 - Were specific skill gaps supported at home during closure? If so, how were they supported?
 - Is there evidence that skills were maintained and regression did not occur?
 - Had the student reached a critical milestone toward acquiring a skill prior to the break? Is that skill still present?
 - How does the current performance of the student compare to peers who have also experienced some regression?
 - Did the student exhibit an increase in behaviors (e.g., self-injurious, ritualistic, aggressive, etc.) during the closure that interfered to such a degree that they prevented benefit from instructional opportunities?
 - Is the severity of the child’s disability so impactful that maintenance of skills is exceptionally difficult?
 - Did the lack of opportunity for the student to engage with peers cause regression in social or communication skills, or lead to increased behaviors or social and personal concerns?
 - Were job training opportunities interrupted or ended which lead to a loss of vocational skills?
 - Is the loss or absence of the skill critical to the student’s independence?
 - Has there been a change in health status or other environmental factors which may impact recoupment?

Evaluation of Student's Present Levels of Performance

After an extended closure, LEAs should review how the closure impacted the delivery of special education and related services to students with disabilities. A data review should be conducted on all students with disabilities to compile information on the educational opportunities and services provided during closure. A comparison of the students' level of functioning on each Present Level of Educational Performance (PLEP) in the most recent IEP with the students' current functioning is needed. *Refer to Appendix: D PLEP Evaluation Template for an example.*

If the student experienced a significant loss of knowledge or previously acquired skills, IEP teams will need to reassess services and consider the level of supports or services needed to assist the student with recouping those skills within a reasonable time. This documentation will help school systems navigate reporting requirements and determine appropriate compensatory education when school resumes.

When analyzing recoupment, consider any factors which may impact the student's ability to quickly or easily regain any lost skills:

- Historical data on regression and recoupment from previous school breaks
- Cognitive ability
- Interfering behaviors or sensory or physical needs that impact opportunities to access instruction
- Access to external supports, either at home or in the community, to supplement school programming
- Are any related services required to assist the child with benefitting from special education?

Compensatory Services

Compensatory services are services that should be provided to a student that are needed to elevate him or her to the position he or she would have otherwise occupied had the services not been delayed or postponed. It is an appropriate equitable remedy designed to deliver services that a student **should have received in order to be provided a free appropriate public education (FAPE)**. Once student performance has been assessed and a plan has been established to provide remediation, the IEP team should determine whether the LEA failed to provide needed services to ensure FAPE during periods of school closure. This determination is different from that used to determine the amount of remediation needed due to instruction lost as a result of COVID-19.

Decisions related to compensatory education and the decision-making rationale should be documented and maintained in the student's file. *Refer to Appendix E: Compensatory Service Plan for an example.*

Determine Priority Needs of Students

Knowing that returning to normalcy will take considerable time, work to prioritize needs within each school.

- Are there students or families with extenuating circumstances that require immediate attention and prioritization in advance of school reopening, or immediately upon reopening? For more information, please see: *Appendix F: Considerations by Service Area*

Additional Considerations for Early Childhood for Students with Disabilities

- Consider transitions from TEIS.
 - Prioritize any children who have already turned three and the eligibility determination and IEP development were delayed, and
 - Provide needed evaluations for those with upcoming third birthdays.
- Respond to any late referrals.
 - Contact families and send procedural safeguards.
 - Complete eligibility determination process.
- Complete early childhood outcome entrance and exit ratings as needed.
- Make plans for typical peers for the fall.
 - Implement application process for families.
 - Conduct screenings for typical peers.
- Ensure families of children who will be age eligible for Head Start and/or VPK have the opportunity to apply.
- Support families of children transitioning to a new classroom.
 - Consider ways to provide closure with the former teacher/classroom for children transitioning.
 - Establish a process for meeting the new teacher.

- Contact families of children receiving drop-in services to re-establish services.
- Re-establish communications and services with early childhood partners (e.g., VPK, Head Start, Title 1, community-based agencies).
- Ensure Least Restrictive Environment requirements are maintained (CFR § 300.114).

Additional Considerations for English Learners

English as a Second Language/Title III Instruction during School Closure

- Analyze data recorded by educators who provided learning opportunities to EL students.
 - Focus on the purpose of the lesson such as skill acquisition related to the goal of the lesson, when analyzing student data.
 - Focus on potential growth made in the language acquisition domains: listening, speaking, reading, and writing.
- Make updates necessary to Individual Learning Plans (ILP), if not previously done before students returning to school.
 - Develop updates based on the skills addressed during school closure learning opportunities.
- Highlight and note areas of learning that were not addressed, in accordance to the student ILP, during school closure.
 - This data will serve as an anchor to determine how to plan for instruction upon return to regular scheduled schooling.
- If progress monitoring was maintained using WIDA Can Do Descriptors, provide a copy to the educators that will be providing daily instruction to help scaffold lessons.
- Ensure all educators working with ELs are aware of student skills and levels of language proficiency.

Supporting EL Students in the Classroom

During school closure there is a risk of EL students regressing academically or not making adequate skill gains. Providing a system of support to help students feel reacquainted with regular schooling session can reduce student uncertainty, stress, and anxiety. ESL educators, general educators, and as special education teachers can work together to help establish systems of support by identifying academic and non-academic areas that have shown learning loss due to school closure.

Areas of support to consider:

- Revisit school expectations such as the start and end times of the school day
- Review class schedules
- Address break times, breakfast and lunch times
- Review bus routes and time for arrival to the designated pick-up location
- Set up a buddy system to help navigate the school grounds for Newcomers – using social distancing, masks, etc. as appropriate
- Provide daily schedules in classrooms that are visible to students
- Revisit classroom rules and norms for operating daily
- Revisit ILP goals, when it is appropriate to do so

Supporting ESL Staff

- If possible, provide a scheduled time to allow ESL educators to visit student case load and revise schedules prior to the reopening of school.
 - Allow time to schedule newly identified ELs as well as identify EL students that have exited ESL services and will be new transitional students.
 - When looking at EL teacher case load, please note [TN ESL State Board Policy 3.207](#), allows for the tailoring of ESL daily services based on student performance on WIDA assessment domains.
- Plan for check-in time between general educators and ESL educators to discuss and provide helpful tools to support the learning of ELs as well as new transition students.
- Continue to support WIDA Standards Training for all educators leading instruction for ELs.
 - During staff training or conversation, address regression of skills, since all students may have not had the opportunity to engage in virtual learning (this may have varied by district and school sites).

English Learners Identified during School Closure

- Ensure documentation was archived for EL student identification.
 - The Home Language Survey (HLS) should be archived as well as a note documenting how it was administered to Limited English Proficiency (LEP) parents (i.e. virtually, over the phone, online packet, etc.).
 - Record the assessment, if applicable, that was utilized to determine whether ESL services were needed by the student.
- Review U.S. Department of Education [guidance](#) on providing services during COVID-19 outbreak.

Additional Considerations for English Learners with Disabilities

- Provide time for ESL and special education teachers to revisit students' IEP and ILP to align learning opportunities that were provided during periods of school closure.
- Organize and archive data that shows student progress. This data will be helpful when considering program exit of ESL services.
- Highlight areas of learning that were not addressed, in accordance to the student IEP and ILP, during school closure, to serve as a guide for instruction moving forward.
- Allow time for the ESL and Special Education teacher to consult with general education for the support of core instruction. This a great time to share WIDA Can Do Descriptor data as well as progress monitoring for goals and skills in IEPs.

Contacts

The Tennessee Department of Education Special Populations team is happy to help answer any additional questions you may have. The statewide point of contact for school reopening is Crystal McCarver at Crystal.McCarver@tn.gov.

Regional Consultants

Region	Contacts
Southwest	Stanley.Cook@tn.gov Timothy.Trimble@tn.gov
Northwest	Dana.Johnson@tn.gov Katie.Ward@tn.gov
Mid Cumberland	Kendra.Broome@tn.gov Keith.McCarrol@tn.gov
South Central	Cynthia.Ables@tn.gov Anika.Chambers@tn.gov
Upper Cumberland	Jennifer.Briggs@tn.gov Martina.Stump@tn.gov
Southeast	Sharon.Childers@tn.gov LaTrese.Watson@tn.gov
East	Robert.Taylor@tn.gov Summer.Robertson@tn.gov
First	April.Myers@tn.gov Robert.Taylor@tn.gov

Special Education Early Childhood Regional Consultants

West	Middle	East
Phara.Williams@tn.gov	Dolly.Gerregano@tn.gov	Colleen.VanDyke@tn.gov

Program Contacts

Name	Title (Responsibilities)	Contact
Kate Martin	Senior Director, Special Education	Kate.B.Martin@tn.gov
Joanna Bivins	Director, School Psychology and Behavior Services (Special education and 504 evaluation and eligibility, school and psychological services, behavior, & restraint and isolation)	Joanna.Bivins@tn.gov
Alison Gauld	Coordinator, Low Incidence and Autism (Autism, intellectual and developmental disabilities, hearing impairments including deafness, visual impairments including blindness, and programming for students with complex needs)	Alison.Gauld@tn.gov
Susan Usery	Coordinator, Speech, Language, and Related Services	Susan.Usery@tn.gov
Angela Wegner	Coordinator, Intervention Supports and Best Practices (Intervention, skills deficits, instructionally appropriate IEPs, diagnostic assessments)	Angela.Wegner@tn.gov
Crystal McCarver	Senior Director, Regional Engagement	Crystal.McCarver@tn.gov
Vacant	Coordinator, Culturally Inclusive Practices (Instructional programming and intervention for English learners as well as other special populations, RT12 Support for ELs, WIDA Standards, Individual Learning Plans (ILPs), Schoolwide Culturally Responsive Practices, Supporting EL SWD)	Kate.B.Martin@tn.gov
Gary Smith	Director, Early Childhood Special Education (IDEA 619)	Gary.X.Smith@tn.gov
Sherry Walker	Early Childhood Instructional Specialist	Sherry.Walker@tn.gov

Appendices

Appendix A: Self-Assessment Program Planning Tool

The self-assessment program planning tool is designed to support students as they return to school, enroll, or transition from a previous school. A school team will want to consider all of a student's needs in order to ensure successful transition, and ultimately, active learning. This is not a compliance checklist, but a tool to support the conversations, training, and planning of a school team. You may find that some of the areas are not applicable or that there are additional considerations that must be addressed. Please customize this as needed for it to be a useful tool.

****** Indicates a topic or guiding question that is disability or deficit specific and may not be applicable to all students.***

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
Logistics		
Course Codes and Scheduling	Have you considered the Least Restrictive Environment (LRE) for each subject and course?	
	***Have you considered AAD course codes for students in high school students assessed on the alternate assessments? <i>(Reminder, the AAD course codes can be used in a general education or special education setting depending on the LRE for the student)</i>	Course requirements (https://www.tn.gov/education/student-support/special-education/special-education-tools-resources.html)
	Does each student have a homeroom or general education teacher assigned to them? <i>(Consider this option even for students who's LRE does not include general education to mitigate the effects of the restrictive environment and proactively plan for the student's future participation.)</i>	
IEP and Service Delivery	Is the IEP current and appropriate?	
	Are there services within the IEP that need increased or changed?	
	Does the student's proposed schedule include opportunities to build on student strengths?	
	Does the student's schedule provide opportunities to engage in postsecondary preparation or interest-based classes?	TransitionTN (https://transitiontn.org/)
	Have you shared the IEP or IEP-at-a-Glance with all staff that will be supporting the student?	
	Have you addressed transportation needs, if applicable? <ul style="list-style-type: none"> • Does the driver need any training? 	
Environment		
***Language Access	How does the student currently communicate?	
	How will the student access and use their communication system within:	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	<ul style="list-style-type: none"> • instruction? • social activities? • small groups? • independent work? 	
	Do you require any training or supports for the student’s communication system?	
	Does any student require sound amplification or sound isolation in order to hear the instruction?	
	***For students using an AAC device, who is the point person for trouble shooting, programming, or maintenance of the communication device?	
Classroom Space	What structures or systems (UDL) could be added to the classroom(s) that will support the student’s active participation in learning?	
	***Is the student going to be able to navigate the new setting?	
	Is the classroom accessible in all learning areas?	
	***Are there systems, routines, or visuals in place to support the student in this new environment?	
	Is there a space for students to independently work, rest, or take a sensory break?	
	Is there a space designed for working in small groups with peers?	
	***Is there something that can be incorporated into the environment that mirrors their last setting?	
	Do you have their name/photo included in any classroom materials you use that include other student names/photos?	
***Transitions (within the school/space or	Can the student be invited to the school for a tour/visit prior to other students’ arrival/start? Or, has a social story been sent home to prepare the student?	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
<p>between activities)</p>	<p>Are there visual cues available to teach the student the different rooms/settings they will be in during the day?</p>	
	<p>Do you have a visual schedule posted and visible to the student? This should be in the most accessible format words, pictures, symbols, etc. A posted schedule can alleviate the number of “unknowns” or uncertainty for the student(s).</p>	
	<p>What prompts will be needed to support the student in successful transitions between activities or classrooms?</p>	
	<p>Will the student need reminders, visual cues, timers, or other supports within a class, instructional lesson, or other time frame?</p>	
	<p>How does the student respond to schedule interruptions (fire drill, etc.)?</p>	
<p>Instruction and Learning</p>		
<p>Content</p>	<p>Do you have access to the student’s current knowledge of standards-based concepts?</p>	
	<p>What skills will need to be assessed to determine if there was regression or if the student is eligible for ESY?</p>	
	<p>When will you collaborate with the teachers?</p>	
	<p>Do all teachers/staff understand how to implement the accommodation(s) and/or modification(s)?</p>	
	<p>***Have all teachers accessed the course requirements for students in grades 5-12 who are assessed on the alternate assessments?</p>	<p>Course requirements https://www.tn.gov/education/student-support/special-education/special-education-tools-resources.html</p>
<p>Progress Monitoring</p>	<p>Do you have any past progress monitoring?</p>	
	<p>Have you set up progress monitoring schedule and/or data collection for the</p>	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	student’s measurable annual goals?	
	Can you access data from prior school year or form the parent to help determine progress/regression?	
IEP Goals and Objectives (Intervention)	Do you understand the current IEP goals and, if present, short-term objectives?	
	Do you need any training, materials, or supports?	
	Do you need to provide and training, materials, or supports to any teachers, paraprofessionals, or other staff members?	
	Where and when will these skills be taught?	
***Communication Skills		
***Access	How will the student communicate with their teachers?	
	How will they communicate with peers?	
***Assistive Technology and/or Augmentative Assisted Communication	Does the student have an adequate communication system for expressing thoughts, ideas, questions, ponderings, and discoveries? <ul style="list-style-type: none"> • If not, how do you change this? 	Tennessee Talks (https://www.tennesseetalks.org/)
	What training will be needed for staff and peers?	
	If using technology, what is the back-up plan when the technology is broken or missing?	
Building Relationships and Collaboration		
Family	Have you met the families? <i>(Consider sending a note ahead of time to express your excitement for your future collaboration and relationship.)</i>	
	Do you have a way to contact the family easily (text, phone, email)?	
Student	Have you met the student?	

Topic for Consideration	Guiding Questions and Information	Priority Level, Notes, Questions, Training Needs, etc.
	<i>(Consider sending a note, postcard, or personalized email to welcome the student to your classroom.)</i>	
	<p>***Have you planned a “Get to Know You” activity for the first day/week of school?</p> <p><i>(For students with limited communication, ask the parents to send a few photos or tell you some favorite things to have available for the student to share who they are with their new classmates.)</i></p>	
Staff	Does everyone who will need it have a copy of the IEP or IEP-at-a-Glance?	
	Is there any special training or support needed for anyone?	
	Are there any additional staff members to include in training or communication regarding a specific student support or plan? (e.g., school nurse, bus driver, recess monitor, etc.)	

Appendix B: Student File Evaluation/Reevaluation Timeline Tracker

Student File Evaluation/Reevaluation Timeline Tracker	
Student Name: [or Student ID if collected electronically]	Type of Evaluation: [Initial, Reevaluation- Comprehensive, Reevaluation-Secondary Disability, Functional Behavior Assessment]
Consent date:	[example: 2/14/2020]
Date school closed:	[example: 3/12/2020]
Suspected disability (-ies)	[example: Autism]
Evaluation procedures completed prior to closing:	[example: academic achievement, one observation]
Evaluation procedures needed after school closing:	[example: parental interview, developmental history, behavior observation (at least one more needed), health history, pragmatic communication skills, cognitive skills, social and personal, and behavior functioning- autism scale/ measure and general behavior measure, sensory, written report]
Evaluation procedures completed during school closures	[example: 4/7/2020 parent interview and developmental history, health history]
Evaluation completed on:	[example: 5/20/2020]
<u>Days from consent to eligibility determination:</u>	[example: 97 days]
Reasons for delay:	[example: student was frequently absent prior to school closing; so transferred into the district with an open evaluation on 2/15/2020 and we received evaluation on 2/28/2020; school closing due to state of emergency due to COVID19 on 3/12/2020; face-to-face assessments and observations were needed and could not be conducted due to health recommendations until 5/1/2020]

Appendix C: IEP Meeting Tracker

Template: Schoolwide Schedules for IEPs

School-based POC: [Insert]

Services

The following is a list of service providers who will need to attend and/or contribute to the meeting.

Service providers

Schoolwide Schedules by Individual Student Meeting

Student Name:	IEP Due Date:	Case Manager:	Planning Time:	Substitute Needed?	Required Members:	Time of Day for Meeting:
						<input type="checkbox"/> Before school <input type="checkbox"/> During school <input type="checkbox"/> After school
						<input type="checkbox"/> Before school <input type="checkbox"/> During school <input type="checkbox"/> After school
						<input type="checkbox"/> Before school <input type="checkbox"/> During school <input type="checkbox"/> After school
						<input type="checkbox"/> Before school <input type="checkbox"/> During school <input type="checkbox"/> After school

Before/After School:			
Student Name:	IEP Meeting Date:	IEP Meeting Time:	Required Team Members:

During School: Plans for staffing coverage for teachers and service providers to attend IEP meetings

When considering how to cover classes for teachers and service providers, consider listing teacher planning periods first. If there is not enough coverage with your existing staff to cover the meetings that need to be held; substitutes may be needed to help with coverage.

Elementary/Middle School Planning Periods													
Special Ed Teachers	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00

General Ed Teachers	8:00	8:30	9:00	9:30	10:00	10:30	11:00	11:30	12:00	12:30	1:00	1:30	2:00

High School Planning Periods:

Special Education Teachers	1 st block	2 nd block	3 rd block	4 th block
General Education Teachers	1 st block	2 nd block	3 rd block	4 th block

Appendix D: PLEP Evaluation Template

Template: Evaluation of Student Levels

Student Name: [Insert]

Case Manager: [Insert]

Present Levels of Educational Performance

The following provides a comparison of Present Levels of Educational Performance (PLEPs) prior to and following school closure:

Performance at before of school closure	Performance after school reopening	Performance after Instruction	Outcome
Date _____	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did not maintain <input type="checkbox"/> Recoupment after _____ (timeframe)
Date _____	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did not maintain <input type="checkbox"/> Recoupment after _____ (timeframe)
Date _____	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did not maintain <input type="checkbox"/> Recoupment after _____ (timeframe)
Date _____	Date _____	Date _____	<input type="checkbox"/> Maintained <input type="checkbox"/> Did not maintain <input type="checkbox"/> Recoupment after _____ (timeframe)

Appendix E: Compensatory Service Plan

Template: Compensatory Service Plan

Student Name: [Insert]

Case Manager: [Insert]

Plan for Compensatory Services

The following is a list of identified and delivered compensatory services and service hours deemed necessary following school closure:

Compensatory services identified through IEP	Total comp. service hours	Services delivered following closure	Service hours per week	Projected date of completion	Comp. services completed Y/N

Appendix F: Considerations by Service Area

Service Area	Considerations/Guiding Questions
AAC Supports	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Can training be provided to families to support communication?</i> • <i>Does the student have access to a communication system for both home and school?</i> • <i>What services or instruction was missed due to lack of effective communication system?</i> • <i>Engage with parents on what communication supports were lacking; what can be provided to support the child’s routines and daily experiences?</i> • <i>If there is a change in school staffing upon reopening, is staff training needed?</i> • <i>Will the AAC system require programming updates?</i>
ABA Therapy	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What strategies or supports, if any, were offered while the school was closed?</i> • <i>Were services and description of services documented</i> • <i>What progress monitoring data was gathered during school closure, if any?</i> • <i>Can parents/care givers provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?</i> • <i>Can teacher(s) provide feedback for the student’s behavioral progress such as strengths, weaknesses, and/or observations?</i> • <i>Have any new behaviors surfaced and/or life events occurred that may impact the student’s academic and/or social success at school?</i>
Academic Intervention	<ul style="list-style-type: none"> • Council for Exceptional Children (CEC) Teaching Special Education Online During COVID-19 (Webinar & Handout) https://www.cec.sped.org/Tools-and-Resources/Resources-for-Teaching-

Service Area	Considerations/Guiding Questions
	<p>Remotely/Webinars/TeachingSpedOnline</p> <ul style="list-style-type: none"> • CEC Best Practices for Educating Online https://www.cec.sped.org/~media/Files/Resources/COVID19/Best%20Practices%20for%20Educating%20Online%20by%20eLuma%20%20CEC.pdf • KSDE.org Special Education in Online and Virtual School written by Jose L. Martin, Attorney at Law (2016) Programs https://www.ksde.org/Portals/0/SES/legal/conf17/Martin-VirtualPrograms.pdf <p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What is the student’s current level of performance once returning to school?</i> • <i>What strategies or supports, if any, were offered while the school was closed?</i> • <i>During school closure, were the student’s services and description of services documented?</i> • <i>What progress monitoring data was gathered during school closure, if any?</i> • <i>Can parents/care givers provide feedback for the student's academic progress such as strengths, weaknesses, and/or observations?</i> • <i>Can teacher(s) provide feedback for the student’s academic progress such as strengths, weaknesses, and/or observations?</i>
<p>Assistive Technology (AT) Supports</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Did lack of necessary AT during closure prevent the student from benefitting or receiving a service?</i> • <i>If any AT was provided within the home, was it functioning properly, correctly installed, or appropriate for the student's needs?</i>

Service Area	Considerations/Guiding Questions
ASL Specialists	<p>Upon re-opening of school, determine the student's present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Was the student provided meaningful opportunities to communicate and maintain ASL?</i> • <i>Was the student provided alternate activities to acquire and generalize ASL language?</i> • <i>Was the student taught both social and content ASL?</i>
Behavioral Services	<p>Upon re-opening of school, determine the student's present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What strategies or supports, if any, were offered while the school was closed?</i> • <i>Were services and description of services documented?</i> • <i>What progress monitoring data was gathered during school closure, if any?</i> • <i>Can parents/care givers provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?</i> • <i>Can teacher(s) provide feedback for the student's behavioral progress such as strengths, weaknesses, and/or observations?</i> • <i>Have any new behaviors surfaced and/or life events occurred that may impact the student's academic and/or social success at school?</i> • <i>If there was a behavior plan prior to the school closure, does it need to be revised?</i> • <i>Was there an open FBA evaluation before school closed that needs to be completed? Or does the current FBA need to be revised?</i>
Braille Instruction	<p>Upon re-opening of school, determine the student's present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Was the student provided braille materials?</i>

Service Area	Considerations/Guiding Questions
	<ul style="list-style-type: none"> • Was the library for accessible material still open to distribute? • Did the student have access to a braille writer? • Was there anyone in the home who could ensure the braille was correct and the student was using the braille writer correctly? • Was the student provided embossed materials?
Counseling Service	<ul style="list-style-type: none"> • NASP webinar: When One Door Closes and Another Opens: School Psychologists Providing Telehealth Services: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/when-one-door-closes-and-another-opens-school-psychologists-providing-telehealth-services • NASP webinar: Wading through a SEA of Ambiguity: Charting a Course for Special Education Services During a Pandemic & sample school psych services log: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/covid-19-resource-center/webinar-series/wading-through-a-sea-of-ambiguity-charting-a-course-for-special-education-services-during-a-pandemic • Schoolcounselor.org Planning for Virtual/Distance School Counseling During an Emergency Shutdown https://www.schoolcounselor.org/asca/media/asca/home/EmergencyShutdown.pdf
ESL Services	<p>Upon returning to regularly scheduled schooling please consider the following:</p> <ul style="list-style-type: none"> • Revisit the intake of ELs that were identified during the closure of school • Reassess ELs for domain performance in the needed areas of speaking, listening, reading, and writing with district tools for returning to school baseline data (I.e. WIDA Model, SOLOM, CBMs, etc.) <p><i>Guiding Questions:</i></p> <ul style="list-style-type: none"> • Does the district have a tool to measure performance for each domain, such as the WIDA Model or other progress monitoring tools? • What is the level of English language proficiency as students return to school? • What instructional support and services were provided while the school site

Service Area	Considerations/Guiding Questions
	<p><i>was closed?</i></p> <ul style="list-style-type: none"> • <i>Were services and description of services documented?</i> • <i>What information was gathered from student families or guardians to inform supports or instruction needed when schooling resumes?</i> • <i>What updates were made to individual Learning Plans (ILPs)? (if applicable)</i>
<p>Interpreters (ASL)</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Was the student provided an interpreter during instruction?</i> • <i>Was the student able to connect with the teacher(s) for support, clarification, questions, etc.?</i> • <i>Were the instructional materials, websites, or tools accessible to the student without the use of an interpreter?</i> • <i>Was the student able to access the same instruction and activities as their peers? (I.e., an art teacher using Zoom to teach a lesson)</i>
<p>Modified Instruction (general education or within a special education setting CDC)</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Was the student provided meaningful grade level modified instruction or activities?</i> • <i>What support was provided to increase the student’s language and communication in the content and instruction?</i> • <i>Were opportunities provided to engage in discussions with peers?</i> • <i>How much support was the family able to provide in guiding the student through multi-sensory learning and application of skills?</i> • <i>What level of access did the student have to the lessons and instruction given the other needs of the student (language/communication system, motor skills, attention, self-advocacy, etc.)?</i>

Service Area	Considerations/Guiding Questions
<p>Non-academic intensive services (Toileting, dressing, washing face/hands, feeding, requesting, following directions)</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Was the student provided a routine or daily schedule to supports the skills?</i> • <i>Was the parent/adult in the home able to provide prompting, support, and/or intervention on the skill at home? (I.e., the siblings were engaged in an independent activity and the parent was able to focus on the steps to hand washing, including providing verbal and physical cues on a regular basis throughout the day.)</i> • <i>Is the school setting similar to the home setting?</i> • <i>Did the student have to get dressed within a similar time frame?</i> • <i>Is the on/off for the faucet a similar mechanism?</i>
<p>Occupational Therapy</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What feedback can the family provide regarding the student’s current status, difficulties or successes, with self-help skills?</i> • <i>What strategies or supports, if any, were offered at home for sensory schedules, strategies, etc.?</i> • <i>Was a predictable schedule followed during closure?</i> • <i>Will additional accommodation(s) or support(s) need be provided until the skills are recouped?</i>
<p>Orientation Mobility</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Will the student need an opportunity to re-learn the school setting including the route between classrooms, to and from the office/front door, design of the cafeteria, etc.?</i> • <i>Did the student continue to apply/practice cane skills while at home?</i> • <i>Will the student require new equipment due to regression or physical</i>

Service Area	Considerations/Guiding Questions
	<i>changes?</i>
Physical Therapy	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What necessary equipment did the student have or not have access to?</i> • <i>Has the student experienced significant physical growth which may impact fitting of any equipment?</i> • <i>Did the student experience any injuries or was there a change in medical status?</i> • <i>Was there an impact on the student’s muscular stamina?</i> • <i>Has the student had a change in medical status that would impact services or goals?</i>
Speech-language	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Were academic language demands adjusted in the content areas for the student to have been able to engage and complete work?</i> • <i>Was teletherapy provided for some/all goals; where any IEP goals unable to be addressed effectively?</i> • <i>Can families provide information on the student’s level of functioning or success with provided strategies during closure?</i> • <i>Did the student have access to an AAC system during closure?</i> • <i>Have there been any updates in the student’s medical status that would impact services and goals?</i> • <i>For students who depend on routines and need advanced preparation, are there any social stories, visual supports or other measures that can be provided to ease the transition back to school.</i>
Transition Services	<p>NTACT Transition Resources During COVID-19 Outbreak https://transitionta.org/covid19</p> <p>Upon re-opening of school, determine the student’s present level of performance</p>

Service Area	Considerations/Guiding Questions
	<p>by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>What opportunities were not available within the home setting?</i> • <i>Is the student able to generalize skills learned at home to other settings (school, work)?</i> • <i>Was the student provided supports or services from an adult services agency?</i>
<p>Vision Services</p>	<p>Upon re-opening of school, determine the student’s present level of performance by gathering data.</p> <p><i>Guiding Questions</i></p> <ul style="list-style-type: none"> • <i>Did the student have access to appropriate print media (braille, large print, electronic with screen reader, etc.?)</i> • <i>Did the student have access to a braille writer?</i> • <i>Did the student have access to appropriate technology?</i> • <i>Was the student provided opportunities to engage socially?</i> • <i>Was the student provided recreation and leisure recommendations that were accessible within the home?</i>

