Follow-up
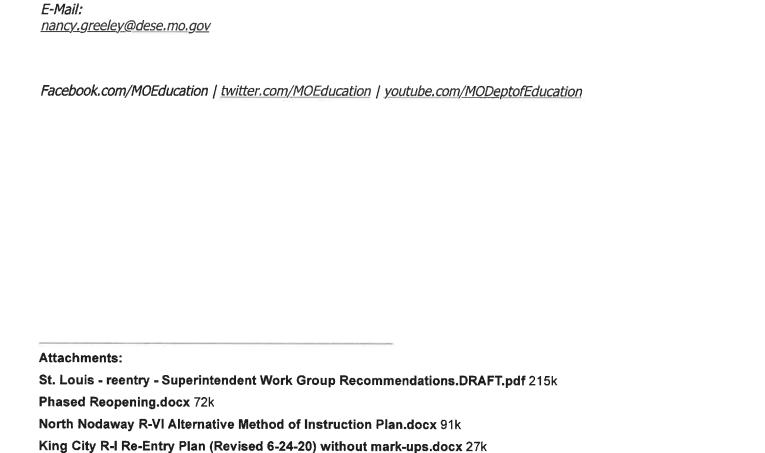
email: "Nancy.Greeley@dese.mo.gov Greeley, Nancy"   Thursday, July 2, 2020 at 4:45:58 PM Central Daylight Time
To: email: "lindastorey@mirabilec1.org Linda Storey" , email: "rosenbaum@cainsville.k12.mo.us Ryan Rosenbaum" ,
email: "aabardwell@gmail.com \'Ashley Bardwell\'" , email: "Korey.Miles@mndcty.k12.mo.us Korey Miles" , email:
"mbarnes@wnrockets.com \'Mitch Barnes\'" , email: "cturpin@nnr6.org Chris Turpin" , email:
"heslingac@maysville.k12.mo.us Chris Heslinga"

Well.....today was interesting with our technology issues but I have to say I am so looking forward to working with each of you. I cannot stress how I am here to help you in any way I can so...please call me, email me or text.

I have attached some reentry information that might be useful.

Again, July 22 at 10:00 we will try the virtual PD again!!!

Nancy Greeley

State Supervisor - Area H

Office of Quality Schools

Missouri Dept. of Elementary & Secondary Education

Cell: 660-541-0156

E-Mail:
nancy.greeley@dese.mo.gov

Facebook.com/MOEducation | twitter.com/MOEducation | youtube.com/MODeptofEducation

Attachments:

St. Louis - reentry - Superintendent Work Group Recommendations.DRAFT.pdf 215k

Phased Reopening.docx 72k

North Nodaway R-VI Alternative Method of Instruction Plan.docx 91k

King City R-I Re-Entry Plan (Revised 6-24-20) without mark-ups.docx 27k

<div align="center">**St. Louis Area Superintendents**
Return to School Work Group Suggested Practices</div>

To maintain consistency among area school districts, a sub-group of area superintendents met weekly with health care professionals and health department personnel to develop the following guidance with regard to returning to school.

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However, we must be attentive to the fact that this public health crisis has not ended. Adults, particularly those who are older and those with underlying health conditions, are at increased risk of serious illness from COVID-19. We need to prepare our schools to reduce the chances that any child or adult will acquire the infection during the school day and be armed with a protocol to respond to a case of infection in a school. We should be poised to adapt to new information as it emerges, so that we can create the safest and most robust educational experience possible. Although planning for this "new normal" may create some inconveniences, if we work together as a community, we can increase the chances that our students, staff and faculty will stay healthy and we will reduce the chance of significant educational disruptions.

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- Minimize interaction – stagger lunch times, arrival and departure times
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- Avoid large gatherings that mix multiple groups and do not allow for social distancing. For the short-term, avoid assemblies and pep rallies.
- Consider ways to minimize contact such as a 4-day school week, alternative scheduling options and reducing movement between classrooms.

Screening-Staff

Schools Must:
- Implement a health screening for all staff reporting to work.

Schools May:
- Administer a daily self-assessment before or when reporting to work, without taking temperature at work. Questions on the self-assessment should ask if the staff member has had otherwise unexplained onset of fever, cough, chills, shortness of breath, muscle pain, sore throat or loss of taste or smell; or has been in close contact in the past 2 weeks with an individual with a confirmed case of COVID-19. If a staff member answers "Yes" to any of the screening questions, he/she should not report to work.
- Implement random temperature checks to reinforce the practice of self-screening.
- Conduct temperature check <u>and</u> administer screening questions when staff member reports to work.

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Schools Must:
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Schools May:
- Establish a protocol for parents to screen their own children before sending to school. This would include a temperature check and screening questions similar to those administered to staff.
- Take temperatures of students as they enter the building and require parents to complete screening questions for their own children before sending to school. Note that only a minority of children who have COVID-19 will have a fever. Furthermore, taking the temperature of students may create a bottleneck that will cause the type of crowding and contact with other students that should be avoided.

When Someone Is Sick

We have a culture of working or going to school when sick and we need to change that culture and encourage staff and students to stay home when sick. This message should be clearly sent to staff, parents and students. Perfect attendance awards for staff and students should be eliminated. We must strive to keep sick people at home.

Schools Must: (when someone is identified with symptoms):
- Remove the individual immediately. If it's a staff member, send that person home immediately. If it is a student, isolate the student until arrangements can be made for the child to be picked up by a parent or guardian.

- Advise the individual to contact a healthcare provider if they exhibit symptoms or answered YES to any screening question. The healthcare provider will be able to determine whether the symptoms are a result of COVID-19 infection or if there are other health issues.
- Contact your local health agency. They will assist with determining when it is acceptable for the person to return to work or school. Currently, the minimum is 10 days when a person is COVID-positive.
- Follow the guidance of the local health department regarding contact tracing, classroom or school closure, notification of community, sanitizing protocols, etc.

Social Distancing
Social distancing of a minimum of 6' is the best preventative measure. While children are the least likely to exhibit serious symptoms from COVID-19, social distancing helps prevent the spread to adults—especially those who may be at high risk. Note that all individuals within less than 6' of an individual tested positive for COVID-19 for longer than 15 minutes, will be asked to quarantine. Keep this in mind when deciding parameters in regards to social distancing.

Schools Must:
- Establish social distancing protocols for various activities during the school day—classroom, cafeteria, gym, playground, etc.
- Establish a process for social distancing, not mixing different student groups and sanitization between groups when students are eating within a cafeteria. If this can't be accomplished in the cafeteria, schools must consider eating within a classroom.
- Establish a contained area (such as a vestibule) for parent when checking students in/out during the school day. If others are waiting to check their student in, they should wait outside (in their vehicle if necessary) so there is a limited number of individuals in the contained area.
- Discontinue allowing nonessential visitors into the school. Individuals should not be allowed to visit classrooms and should remain in a contained area if visiting the school is necessary. Only one person should be in the contained area at one time. If others are waiting they should wait outside (in their vehicle if necessary) so there is a limited number of individuals in the contained area.
- Administer a temperature check and health screening questions if a vendor (food suppliers to the food preparation areas, for example) is allowed into the school building. Face masks should be required for these individuals.
- Keep accurate records of anyone who has been inside a building in case an outbreak occurs to assist with contact tracing efforts.

Schools May:
- Address class size by splitting classes, requiring attendance on alternating days and/or reducing the number of students within the classroom.

- Adjust elective classes by offering activities within the classroom instead of students moving to a new space.
- Establish a schedule for varying arrival and departure times to minimize the number of students entering and exiting the building at the same time.

Transportation
Schools Must:
- Assign seats to reduce transmission and assist with contact tracing if necessary.
- Establish a protocol for loading and unloading of buses to minimize student contact such as loading the rear of the bus first.
- Establish cleaning protocols for sanitizing each bus in between routes.
- Require older students (over the age of 9) to wear face masks while being transported on the bus if they are sitting in close proximity to other students.
- Require bus drivers to wear face masks.

Schools May:
- Reduce the number of students on a bus by allowing only one student per seat and/or alternating rows of students.
- Encourage parents to transport students to and from school.

Face Masks (or Face Shields)-Staff
Schools Must:
- Require staff members to wear a face mask or face shield when within 6' of another individual.
- Require other adults, such as repairmen, who are in the building to wear a face mask at all times.
- Instructstaff in the proper manner in which a face mask should be worn. Efforts should be made to destigmatize the wearing of face masks to protect those students who need to wear one.

Schools May:
- Provide face shields for health care workers, as an additional precaution.

Face Masks-Students
Schools Must:
- Require older students (over the age of 9)to wear a face mask if there are circumstances that put them in close areas. If at all possible, wearing masks when in a hallway during passingperiod is highly recommended. Younger students who are less able to comply with a requirement to wear a face mask should not be asked to do so.
- Require students who are in a high risk group to wear a face mask at all times.

- Isolate any student who becomes ill and provide a face mask.
- Instruct students who are being required to wear a face mask in the proper manner in which a mask should be worn. Efforts should be made to destigmatize the wearing of face masks to protect those students who need to wear one.

Schools May:
- Require older students (over the age of 9) to wear face masks at all times.
  o It should be noted that improper use of a cloth face mask or frequent hand to face activity which might be stimulated by continuous face mask usage could result in increased risk of infection.
- Require all student to wear face masks at all times.

Gloves-Staff (gloves not necessary for students)
Schools Must:
- Provide gloves for any staff member working with sick or suspected sick individuals. A fresh pair of gloves should be worn when working with each new individual. An individual should use hand sanitizer before putting on gloves and then once again after removing gloves.
- Require custodians to use gloves whenever cleaning.

Hand Washing-Staff and Students
Schools Must:
- Require hand washing upon entering the building, before eating, after eating, after restroom usage, before any group activities and before boarding buses.

Schools May:
- Recommend hand washing any time the face/mouth are touched (which may prove difficult with younger students).
- Provide hand sanitizer in classrooms and throughout the building.

Water Fountains-Staff and Students(note: the CDC has not issued specific guidance around water fountains)
Schools Must:
- Avoid groups congregating around water fountains waiting for access.

Schools May:
- Close down access to water fountains.
- Allow use of water fountains for filling water bottles.

Staff Restrooms
Schools Must:
- Administer at least one deep cleaning a day and clean/wipe down high touch surfaces throughout the day. High touch surfaces can transmit the disease but it's not a high instance.
- Maintain a cleaning log to assist with contact tracing if necessary.

Student Restrooms/Usage
Schools Must:
- Limit the number of students in the restroom.
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- Maintain a cleaning log so if there is an outbreak in a classroom, it will help with contact tracing to know when the bathrooms were cleaned during scheduled class bathroom breaks.

Schools May:
- Implement scheduled restroom breaks so each grade/class can use at a specific time and avoid mixing students from different classes.
- Mark spaces outside restrooms to provide visual cues to ensure social distancing while waiting.

Cleaning and Disinfecting
The Centers for Disease Control and Prevention (CDC) has provided guidelines regarding cleaning and disinfecting school buildings and other areas.

Schools Must:
- Require the use of disposable gloves when cleaning and disinfecting.
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    - More frequent cleaning and disinfection may be required based on level of use.
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Social and Emotional Well-being

This pandemic has caused stress on staff and students. From prolonged absences to fear of the unknown to deaths related to COVID-19, there have been a variety of stressors on our school community. Schools should consider these objectives when creating their re-entry plans.

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- In the event a person diagnosed with COVID-19 is determined to have been in the building and poses a risk to the staff or students, a school may close for 1-2 days for cleaning and disinfection of that building or exposed area if unable to clean during the nighttime closing.

Phased Reopening:

How it works: Schools bring back only some students at first to avoid crowding buildings and make it easier to adhere to social distancing. For instance, schools could welcome back only one or two grade levels, while students in other grades continue to learn remotely. As conditions with the virus improve, schools can gradually welcome more students until they reach full capacity.

HOW WE
GO BACK
TO SCHOOL

District and school leaders are confronting difficult, high-stakes decisions as they plan for how to reopen schools amid a global pandemic. Through eight installments, Education Week journalists explore the big challenges education leaders must address, including running a socially distanced school, rethinking how to get students to and from school, and making up for learning losses. We present a broad spectrum of options endorsed by public health officials, explain strategies that some districts will adopt, and provide estimated costs.

Read Part 1: The Socially Distanced School Day

Another version: School buildings initially open one day a week, with students continuing to learn remotely the other four days. Students would be divided into groups, either alphabetically or based on grade level, and be assigned to come on a specific day. The number of days a week that students are physically in school could gradually increase as the risks to health decrease in local communities.

Pros: Helps build the confidence of students, parents, and staff as they gradually return to school—and allows schools to more easily scale back operations if there's another wave of the virus later in the school year.

Cons: Deciding who comes back first won't be easy. There are competing arguments about whether younger grades or older grades should be the first to return. On one hand, virtual learning can be harder to provide for young students than it is for older students, and younger children might benefit more from being in the classroom with their teachers and peers. On the other, older students are more likely to follow the rules of social distancing. Experts suggest that district leaders consult with their local health departments to guide this decision. Childcare will also initially be a challenge for working parents.

2. Multi-Track System

How it works: Schools operate on a track schedule, with groups of students in school buildings on different days and engaging in remote learning when they are home. For example, one cohort of students comes to school on Mondays and Wednesdays, another cohort comes on Tuesdays and Thursdays, and everybody stays home on Fridays.

Another version: Schools divide students into A, B, and C groups, and have students take classes in-person every third day. In this model, special education students, English-language learners, and other vulnerable children like homeless students attend classes in person every day.

Pros: Keeping buildings empty on Fridays allows for regular, deep cleaning without disruption to teaching and learning. Ensuring that the students who need more in-person instruction can be in schools every day addresses a lot of big equity concerns.

Cons: Some families may object to allowing only certain students to attend school daily. This also poses a childcare challenge for working parents.

3. Staggered Schedules

How it works: Half of students come to school in the morning while the other half comes in the afternoon. Schools divide the students based on grade levels or alphabetically, in order to keep siblings on the same schedule.

Pros: Schools avoid some bottlenecks, including arrival, departure, and lunchtime. Morning-shift students could grab an individually packaged meal on their way home. All students would get in-person instruction daily.

Cons: This might not be as workable for schools with large student enrollments. It'll be challenging for parents with full-time jobs to manage the times of day when their children aren't in school.

4. Bubble Strategy

How it works: The same group of students stays together for all or most of the day, with the same teacher or teachers.
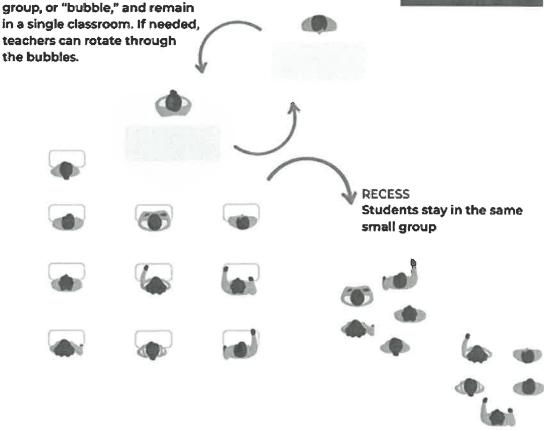
Students remain in a single classroom all day, even for lunch. If needed, different teachers rotate into the classroom while the students stay put. Younger students might forego electives, like art or physical education, or those teachers provide a lesson to the homeroom teacher. Students might also take those elective classes online, at home.

Pros: This is the CDC's recommended approach. If someone tests positive for COVID-19, the exposure to possible infection is limited to a smaller group, and contact tracing is easier to conduct.

Cons: Students are confined to a single space for extended periods. Classrooms may not be large enough to accommodate social distancing measures if the school's entire student body is in the building at once.

Limiting Exposure and Transmission

Students stay in the same small group, or "bubble," and remain in a single classroom. If needed, teachers can rotate through the bubbles.

RECESS
Students stay in the same small group

SOURCE: Education Week reporting

5. Cyclical Lockdown Strategy

How it works: School buildings regularly alternate between being open and closed, with students staying home for a minimum of 10 days during closure periods. Students attend school one full week, followed by two weeks of remote learning at home.

Another version: Students come to school Monday through Thursday, and then learn from home on Friday and all days of the following week.

Pros: Research says this schedule would allow the virus to reach peak infectiousness during "at-home" weeks. While symptomatic carriers of the virus can be infectious for longer than 10 days, the symptoms would be detected while people are under lockdown, so they and other members of their household can remain isolated or self-quarantined. It may help limit unscheduled disruptions caused by a positive case or wider outbreak in the community.

Rob Miller, the superintendent of Bixby Public Schools near Tulsa, Okla., is leaning toward this strategy for the fall, although he won't make a final decision until closer to the start of the school year. He thinks it would mitigate exposure of the virus in the community, keep students academically engaged, and give families some predictability.

The local health department put it to him this way, Miller said: "It's virtually a guarantee that school in the first semester of next year will be disrupted. It's how do we want it to be disrupted?" He also thinks this approach will ease some of the pressures of social distancing, and schools can operate somewhat normally—with protective safety measures in place, such as masks for staff members and increased handwashing—during "on weeks."

Cons: Students will spend more time in remote learning environments than in school buildings receiving in-person instruction. For working parents with younger children, childcare may be challenging to arrange on such an unconventional schedule.

6. Year-Round Schedule

How it works: The school divides students into groups—one cohort attends school for a set period, roughly nine weeks, while the other cohorts participate in remote learning. The groups would rotate at the end of each period. Breaks from schooling would be more frequent, but shorter than the traditional 10-week summer vacation.

Pros: This keeps students from falling behind academically with no extended breaks from formal teaching and learning. Builds in scheduling buffers for times when buildings must shut down due to positive cases of COVID-19, as well as more frequent opportunities for deep cleaning.

Cons: There's a strong constituency for summer vacation, and pushback to a year-round calendar—even temporarily—could be strong in some communities. Getting siblings on the same schedules can be a logistical challenge. Districts in states that have mandatory start and end dates typically need a waiver for this schedule, although some states have already offered flexibility for the 2020-21 school year.

North Nodaway R-VI Alternative Method of Instruction Plan

Pandemic/ Inclement Weather

2020-2021

Table of Contents

Introduction:

North Nodaway School District will be ready to educate our students as soon as health officials think that is safe enough to resume our work. The experience that was gained from COVID-19 in the spring of 2020 will help guide us and our decision for the school year of 2020-21. This plan will focus on how our district intends to educate students remotely at home, with limited interaction, and as normal as possible, with additional safety guidelines. Therefore, this plan takes many aspects into account to make our district and students as safe as possible. This plan is not inclusive of everything possible as COVID-19 has been unpredictable. The purpose of this plan is to reopen our school in a way that is safe and responsive to the needs of our families and the community.

The path to reopening is based on the direction of public health and the current guidance of social distance measures being mandated or applied locally in Northwest Missouri and more specifically Pickering and Hopkins. Depending on the direction of public health, our district may experience times of stopping and starting, staggered openings, and periods of normal operation.

The North Nodaway administration staff members have devised this plan to best understand this pandemic and what is needed to contain and mitigate any concerns.

Educational Strategies/Phases:

There are three educational strategies/phases that we are anticipating to educate the students of North Nodaway. This is all depending on the community spread of COVID-19 and recommendations presented by local health authorities.

- **Normal Operation-** Our initial plan is to open school as closely to normal as possible based on no or minimal community spread of COVID-19. All students will be allowed to attend as "normal" with staff and students using healthy hygiene practices, increased cleaning and disinfecting, and daily temperature checks. These will be done by the nurse and/or administrative staff prior to students entering the building. Guests may or may not be allowed into the building depending on the situation. Sick students and staff need to stay home to keep spread from happening. During this time, custodial staff will intensify cleaning and disinfecting of classrooms, buses, and shared spaces. Non-critical events may be postponed or altered based on the community's needs. Continued education of the pandemic will take place for students, staff, and patrons of the district.
- **Partial Remote Learning Strategy-** This method will be used when health authorities suggest that we limit the number of students and staff to confined spaces such as classrooms and buses. This method will be utilized if there is moderate community spread and a spike in cases in Pickering or Hopkins. This method will consist of students attending either Monday and Wednesday with an alternating Friday, or Tuesday and Thursday with an alternating Friday. We realize that this method creates some additional coordination amongst staff and for families, but the face to face interaction is valuable to assist and monitor student progress with learning. The administration staff will determine which families will be assigned Monday/Wednesday and those that will be Tuesday/Thursday based on the families last name. For example, a family with the last name of Smith might be assigned a Tuesday/Thursday schedule. During this method of instruction

students will receive educational instruction of the district curriculum and provided with additional resources and instruction to complete work independently, at home, on days not in school. It is our expectation that teachers provide a means that parents can request help or assistance concerning assignments being completed at home. During this strategy/phase the following will be done to help mitigate and reduce the further spread of COVID-19: increase social distancing on buses, suspending all non-essential activities, limiting visitors, increasing the number of temperature checks, increase hygiene and disinfecting practices, administering COVID-19 testing, encouraging students and staff to wear protective equipment, and closing all playground facilities. Preschool families will be charged a prorated amount during this phase.

- **Complete Remote Learning-** Complete remote learning is the strategy that our district will utilize as a last resort if school closures are necessary. Closures may be a result of substantial community spread or a mandate from federal, state, or local authorities. The district will also resort to this strategy should a student test positive for COVID-19 to allow Nodaway County Health officials to conduct contact tracing practices. This strategy will entail students being sent home with a Chromebook and teachers providing instruction remotely for all students. One Chromebook will be assigned to each family and sent home with the oldest student enrolled. The district will take measures to ensure that equitable access is available to all students. This may include opening up access points to families in school parking lots, and/or providing "hot spots" to families in need. Teachers will utilize Google platforms for learning such as: Google classroom, Google hangouts, and Google Docs. Teachers in the elementary may send instructional packets home that assist or compliment the on-line learning. Middle school and high school students will also utilize Edgenuity on-line resources for instruction. Students will be expected to check their school gmail accounts daily, as teachers will post assignments by 10:00 a.m. each morning. The district will recommend that teachers provide at least one on-line live

interaction per week to check on students and to monitor student progress.

Pandemic/Inclement Weather:

The state of Missouri has instructed all districts to submit a plan for an alternative method of instruction (AMI) for students should it be forced to close (like in the spring of 2020). With an approved plan, the district may be exempt from making up missed instruction time. This year the state is also allowing districts to utilize this alternative method of instruction when schools are dismissed for inclement weather. North Nodaway will not utilize an AMI method for early out dismissals due to weather. Complete Remote Learning (described above) will be used after the 4th snow day of the school year. A school district textcaster will be sent out stating that the school district will be closed due to weather but students will be utilizing remote learning, therefore must check school emails for assignments by 10:00 a.m.

Communication:

Communication between the home and school is paramount in a time of crisis. We will take every effort as a district to keep students, staff, and patrons informed of changes associated with the spread of COVID-19. Our district's main form of communication will be via the school textcaster. We encourage families to sign up and utilize this service. The textcaster will feature messages or messages with instructions to check email, the school website, or a letter attached. The secondary form of communication that will be employed during this time will be letters sent from the school administration. We ask that teaching staff send their correspondence through student emails or other platforms approved by building administrators. Decisions concerning COVID-19 will be made with the

collaboration of administration, staff, health officials, community agencies. The contact personnel for North Nodaway is the superintendent followed by building administrators.

Student and Staff Expectations

As we try to mitigate the spread of COVID-19 we need to establish some expectations of students and staff. When determining expectations, we as administration had to keep the feasibility/practicality of our requests at the forefront of our decisions. Therefore there may be some expectations that could be considered "safer" but determined not to be feasible.

- Students and staff will determine for themselves should they wear protective masks to school. The feasibility of preschoolers or older students keeping them on or not bothering them seemed impractical.
- Students and staff will be requested to utilize social distancing practices in classrooms, public spaces, buses, and during extra-curricular activities.
- Students and staff will be encouraged to utilize proper hand washing and hygiene practices.
- Teachers will provide on-line learning instruction and training based on the strategy being employed.
- Teachers will post assignments by 10:00am each day. Students will be expected to do the work by checking their emails each day after 10:00 am. Assignments may be turned in via on-line platforms, taking pictures, or other means requested by the teacher.
- Teachers are expected to notify students and parents concerning how to receive assistance on independent work assignments.
- All teachers are expected to have at least one live video conference or on-line interaction per week.
- Teachers will adhere to additional minimal expectations determined by their building principal.

Cleaning/Disinfecting:

The district will make a concerted effort to increase the cleanliness of facilities during the pandemic. Custodial/teacher staff will clean desks, chairs, door knobs, and water fountains along with bathroom facilities throughout the day and again in the evening. Teachers will be asked to wipe down their desks with disinfectant wipes at the end of the day in the elementary and as necessary in the middle/high school. Bus seating and rails will be sprayed and wiped down after bus routes. Special surfaces will be cleaned more often as needed such as bleachers and weight room materials. Because of the increased cleaning, more supplies and materials will be needed to provide a safe environment.

Busing:

The district will evaluate busing needs depending on the Instructional phase the school is in. When possible the bus will be filled starting in the back and alternating every other seat back and forth across the aisle. Siblings and family members will be encouraged to sit together to maximize space. Bus drivers will be highly encouraged to wear masks as students won't have their temperatures taken until they are at school. Students will not be restricted from entering the bus to ride unless specifically told by the nurse or administration. Busing protocols of social distancing will be stressed with students in extracurricular activities and travel to practices.

Daily School Procedures:

- **Water Fountains**- Only bottle filling stations will be in use. Students/staff will need to bring a bottle for water.
- **Social Distancing Markers**- Students and staff will need to adhere to social distancing/directional markers that will be placed within the building. More specifically at lunch, specials, hallways, bathrooms, and lining up locations for playgrounds,

and busing purposes. These practices will definitely be used during the partially remote phase.

- **Morning Procedures-** In the elementary school, after students arrive, they will get their temperature checked and then proceed to hang up their belongings and either go to the commons to eat breakfast or go to their classrooms where staff will be waiting for them. In the high school, students will arrive through the commons door to get their temperatures checked and proceed to the small gym to be dismissed for breakfast. The staff members on duty will make sure that social distancing is being maintained in the gym and cafeteria.

- **Breakfast/Lunch Procedures-** In order to minimize the spread of surface contamination, students will receive their trays and utensils from the cafeteria staff for both breakfast and during lunch. There will be 3 lunch shifts in the elementary (preK and K, 1st-2nd, and 3rd-5th). In the high school, there will be 2 shifts:(middle school and high school). Trading food, utilizing a share table, or serving yourself will be prohibited. A limited salad bar may be offered but served by the staff. If seating becomes an issue, the administration may need to look at placing additional tables in areas such as the gym or have students eat in their classrooms. This may require the cafeteria staff to utilize disposable trays and utensils.

- **Passing Periods/ Attending Specials-** The elementary teachers will have to utilize safe judgement to get students from their classrooms to special classes throughout the day. In the high school/middle school, students will pass between classes accordingly: high school will dismiss on the first bell and the junior high will be dismissed on the second bell for each class.

- **Sick Student-** Sick students or those showing symptoms of having COVID-19 will be sent home immediately by the nurse/ school administration. Temperatures should not be 100.4 degree or higher to be at school. The nurse/ administrator will notify the superintendent and then proceed with contacting the

Nodaway County Health Department. The superintendent or his designee will start the proper communication to others.

Northwest Technical Center Students:

All North Nodaway students attending Northwest Technical Center are expected to attend days that they are in session even if the district is in a limited or remote phase of learning. The only time they would not attend is if we called for inclement weather or if they were not in session. The North Nodaway School District will provide transportation. Students are expected to ride the bus unless they are given special permission by the administration.

Extracurricular Activities/ Events:

Students/Parents participating in extracurricular activities or events will be asked to fill out a waiver form to participate provided by the school's liability insurer. (All parents within the district will receive these as part of their enrollment packets.) Participating in extracurriculars comes with extra risk often because of the nature of the activity. The North Nodaway School District will follow guidelines and recommendations put forth by the state athletic association. Athletic coaches will try to do as much practice outside as possible. Coaches will try to incorporate procedures that allow for social distancing when possible. Coaches will be asked to limit the number of students participating in contests, if possible, to minimize exposure. Alternative schedules or minimizing the number of participants at a given time will be considered. Spectators at events may be limited based on available space to maintain social distancing. Extra hygiene will be provided during events such as hand washing stations. Concessions may not be available at these events. Gate workers will wear protective equipment because of the personal contact of others.

King City R-1
Re-Entry Plan
Fall 2020

The purpose of this plan is to create the safest return to Face-to-Face instruction for students of the King City R-1 School District. As the Covid situation is ever changing, this is a plan which may need altering as the school year unfolds. This plan is a framework for parents to determine if face-to-face instruction meets the needs of their family. The committee completely understands the dynamics of every family is different, and as such, each family has to make their own decision about what is best for their children's education. As there is no way to create a plan that meets the needs of everyone, families that do not feel safe in sending their children back to school will be provided options on how their children will receive educational services.

The consensus of the committee is that the Covid 19 virus will not be eradicated any time soon. Therefore, the plan must include a plan for disruptions in face-to-face instruction. Borrowing terminology from the article, (https://www.edsurge.com/news/2020-05-27-what-will-schools-do-in-the-fall-here-are-4-possible-scenarios) and author Emily Tate, the school will take into consideration recommendations from local Health Departments, CDC guidelines, the Missouri Department of Elementary and Secondary Education (DESE), and the office of Governor Parsons, to determine which scenario the school should be utilizing at any one time. The four possible school scenarios include:

- **BRICK TO CLICK LEARNING**- The academic year would look like a normal year with in-person classes. Students would be in the building for normal instruction with safety guards in place to reduce the likelihood of being exposed to the Covid virus.

    Staff members will receive additional professional development at the end of the summer to prepare for any future virtual/at-home learning. These preparations would prepare the school for a quick transition should there be a quick increase in positive cases of Covid. Should there be a significant increase in Covid cases, the school would transition from brick (in-school) to click (virtual) instruction.

- **CLICK TO BRICK LEARNING-** The academic school year would begin with online learning while the district and local health care professionals monitor the number of positive cases within the school district or region. School would transition back into the building when benchmarks or safeguards showed it was safe for students to return to face-to-face learning.

- **BLENDED LEARNING-** The school would provide a combination of face-to-face learning and online instruction.

    (While this option is discussed in the article, it would most likely be utilized in a larger school district with several hundred or even thousands of students. Although it is an option, it would likely not meet the needs of the families of the King City R-1 School District.)

- **ONLINE LEARNING**- In the event the Covid Virus does not allow for any student access to the building, all instruction would take place online to ensure the safety of students.

As mentioned previously, the virus is not likely to be eradicated/eliminated prior to the start of the 2020-2021 school year. A decision on which of the above four methodologies for instruction would not be decided until early August, 2020.

Should families determine they do not feel safe sending their children back to school, the King City R-1 School District will offer one of two options for families:

- 1. Online instruction provided through a vendor such as Launch, created by the Springfield School District. In this instruction, Launch would provide all instruction, grade student work, and assign grades. The grades would then be sent to the King City R-1 School District for placement on the student's permanent school records.
- 2. Should the number of families requesting online instruction be a manageable number, the King City R-1 School District will look to hire additional personnel to work with families via a King City R-1 School District online course offering. This plan would look similar to what students received in the spring of 2020. Option 2 would be available if there is a low need for virtual instruction and proper personnel were available.

For clarification, it would be impossible to expect a teacher to teach all day, grade, plan for instruction, and then spend a good portion of the evening teaching in a virtual environment. Additionally, it would likely cause violations to the Family Educational Rights to Privacy Act (FERPA) to transmit live instruction during the regular school day with other students in the room. If it is possible to teach our students who need to remain home, the district will, but if the numbers are higher than the district can accommodate, the Launch program will need to be an option for families.

Once families have made the decision whether to return to face-to-face instruction or choose to utilize a virtual method of instruction, students will required to remain in that learning tract with changes available at the beginning of the second and third quarters only.

Health Safeguards

- Masks- Masks will not be a mandatory requirement for students or staff members
    - Should a child become sick at school and show signs of potential Covid symptoms a child would be asked to wear a mask in a transition room until a family member could pick the child up.
    - Teachers will not be responsible for the masks of students that choose to wear a mask.
- Hand Sanitizer-The King City R-1 School District is in the process of obtaining adequate supplies of hand sanitizer for the school year.
    - As the current form of sanitizer is in a liquid form, the school will provide each teacher with a spray bottle dispenser of hand sanitizer. The teacher will spray the hand sanitizer on students hands several times a day to help limit the spread of Covid.
        - Students will also be taught proper hand washing procedures and will be provided with multiple opportunities to wash their hands daily.
        - Students will also be taught to minimize the number of times a day they touch their face with their hands.
        - Parents whose children have skin conditions that will not allow them to use hand sanitizer continually through the day will need to provide their own sanitizing solution to keep their child safe at school.
- Temperature Checks-The district will not conduct daily temperature checks of students. In the event a student appears to have a temperature the student's temperature will be checked.
    - The district will consider daily temperature checks in the event there are signs of an outbreak or conditions warrant reconsideration.
    - Parents are asked to keep their children home if they are showing signs of illness.

- DESE is working with families this year to reduce the consequences of absences due to illness for the 2020-2021 school year.
      - o Parents are also asked not to give their children doses of medication designed to force the body to drive down a temperature for the purpose of sending their child to the school.
      - o Students who have a temperature at school over 100.0 will be given a mask to wear until they have left the school with a parent/guardian.
  - Social Distancing-
      - Social Distancing will not work well with school aged children, they simply cannot do it and it takes time to teach the concept.
      - Doctors on the DESE and Missouri Department of Health and Senior Services webinar encouraged people to keep their distance as much as possible and wear a mask if they could not. Teachers will be asked to minimize/eliminate one-on-one student interaction.
      - Classrooms will be set up with as much social distance between desks as possible.
      - Students will be taught the importance of covering coughs and sneezes, hand hygiene, and not coming to school sick or with a fever.
      - Students will be taught to be conscientious of their surroundings and exhibit behaviors that take the needs of others into consideration.
      - Students (grades 7-12) will be asked to wipe down their desktop with hand sanitizer at the beginning of each hour.
      - The district will work to keep students 6 feet apart, but there will be times when that is not possible. The district will adhere to the MSBA goal of 6 feet for social distancing, but accepts that it will be impossible to obtain at all times.
  - Disinfectant Machine-The district has ordered an electrostatic sprayer which can be sprayed in each room. The mist from these machines attaches itself to places too difficult for a rag or cloth to get to for cleaning purposes.
      - o The frequency of use will be determined by the guidelines provided by the manufacturer.

Transportation-
  - The King City R-1 School District will continue to transport students as they have in the past.
      - Seats will be assigned to families, and families of students will sit together.
      - Seating will be assigned so that social distance is maintained for as long of the trip as is possible.
      - Families will be encouraged to transport their own children.

Cafeteria Guidelines

  - Students will be allowed to eat in the cafeteria.
      - o The district will either add more lunch shifts or more tables for lunch, or do both.
      - o Stickers will be placed on tables to identify acceptable seating locations. Seating will be staggered, so that students are not sitting directly across from one another.
      - o The salad bar and any self-serving food options will not be available at least until conditions improve.
      - o Napkins and silverware will be placed on trays directly by staff.
      - o Food sharing will be prohibited.
      - o Students will have their ID's scanned to pay for food this year so that students do not have to touch the key card system.

o   As there is little evidence to suggest that transmission of Covid-19 comes from food, the necessary changes here are minimal.

Recess, P.E., Art, Music, Library

- Recess will still take place. Recess times will be spread out to reduce the amount of children on the playground at any one time.
    o   Non-touching games will be encouraged.
    o   Students will be reminded to not touch their faces during recess. Students will be given hand sanitizer immediately after recess.
    o   Outdoor areas generally require normal routine cleaning and do not require disinfection. Spraying disinfectant on outdoor playgrounds is not an efficient use of disinfectant supplies and has not been proven to reduce the risk of COVID-19 to the public. You should maintain existing cleaning and hygiene practices for outdoor areas. If practical, high touch surfaces made of plastic or metal, such as grab bars and railings, should be cleaned routinely. Cleaning and disinfection of wooden surfaces (e.g., play structures, benches, tables) or groundcovers (e.g., mulch, sand) is not recommended. (https://www.cdc.gov/coronavirus/2019-ncov/faq.html)
- Physical Education (P.E.)
    o   Teach activities that require minimal social interaction, however, there may at times be games that requires person-to-person touch at times.
    o   For activities that require and increased heart rate, utilize a 10-12 social distancing rule for classes.
- Music
    o   Classes where students are singing will spread out to a minimum of 10-12 feet.
        ▪   During appropriate weather, classes could be conducted outside.
    o   Students will not share equipment
    o   Activities that require close contact or potential contact with another person should not be included.
    o   Students will face the same direction at all times.
- Art
    o   Sharing of materials or equipment will be kept to a minimum. Should equipment need to be shared the equipment will be washed or hand sanitizer be provided.
    o   Lesson/creations where students bring their own materials will be encouraged.
- Library
    o   Students will be able to check out books.
    o   The district has purchased a device that allows materials to be heated to a temperature high enough to kill the virus. Returned books will go through a "baking" process.

Academics
- The King City R-I School District will adhere to a grading policy should the district be required to move into a virtual instruction mode. A committee of teachers will create the grading policy and have it in place at the start of the school year.
- Teachers will create lessons that do not require students to share materials, such as crayons, scissors, pencils, etc. Should there be a time where materials have to be shared, those materials will be cleaned prior to being used by another student.
- Families will be surveyed later in the summer on home preparedness for virtual instruction. The district will provide internet hot-spots to families without internet options.
- In the event the school transitions into a virtual setting, attendance in virtual instruction will be required and students will be required to adhere to set schedules created by the classroom teacher. The district/teacher will take into consideration that not all families can be in a virtual classroom during the day due to family constraints outside of their ability to control.

Social and Emotional Support
- The King City R-I School District understands that the Covid crisis has caused a great deal of stress and disruption into the lives of its student body. As such, the district counselors will continue to meet one-on-one and virtually with students throughout the school year.
- As has been the case in previous years, the district has protocols in place to work with students and families who are experiencing difficult situations. As it is impossible to plan for each potential scenario, the staff of the school will work with students as the school becomes aware of situations students are dealing with.

Cleaning and disinfecting the building
- The district will follow the recommendations of the manufacturer of the Electrostatic Fogging machine purchased to disinfect classrooms.
- Custodial staff will be trained in the CDC guidelines issues by the CDC. (Attached to this document)
- High volume will disinfected throughout the school day.
- Additional staff will be hired should an evening cleaning be necessary.
- The Re-Entry Committee has expressed some concern that over cleaning could kill too many good germs reducing the body's immune system and its ability to fight off infection/illness. The committee also has concerns about too many chemicals causing difficulties for students with allergies and asthma.

Procedures for students who become sick at school

- Contact the parent and determine if the child has been in an area where they may have been exposed to Covid.
- Students with a temperature of 100.0 or higher will be sent home
- A child would not be allowed to return to school until they are fever free for 72 hours, and any other illness related symptoms are showing signs of improving.
- A child with a health care providers note may return to school after being fever free for 24 hours.
- The school will encourage a family to get Covid testing, but will not require it.
- Students will placed on a 14 day symptom watch to see if they develop any additional symptoms associated with Covid.

- Requirements for students that have been exposed or potentially exposed will be evaluated on a case-by-case basis. The local health department and CDC guidelines will help guide each scenario presented and administration will make a determination for next steps.
- When there is confirmation that a person infected with Covid-19 was in a school building, the school will contact the local health department immediately. The school will then close long enough to disinfect the building. The school will remain closed if additional conditions warrant staying closed longer.
- If there is a positive case, families will be notified that a person has tested positive for Covid in the building and encourage cooperation with the school and the local health department to conduct trace contacting with the individual. The individual who tested positive will not be identified in communications to the school community at large but may need to be selectively identified for contact tracing by the health department.
- While the school is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity was to take place in the building or another location, including extracurricular activities.

This re-entry plan was created with input from the administration, teachers, the school nurse, the food service director, and many parents. It is impossible to create a plan that takes into consideration every condition we may face during the next school year. As such, this plan may see additions made to it. This plan has been put in place for families to make a decision on what will be in the best interest of their families in regards to educating their children. In the very near future, families will be required to make a decision on whether or not they will choose between "in-building instruction" or "virtual instruction" so that the district can begin the process of determining how to best provide for families virtually.

Larry Ferlazzo's Websites of the Day... - 8 new articles
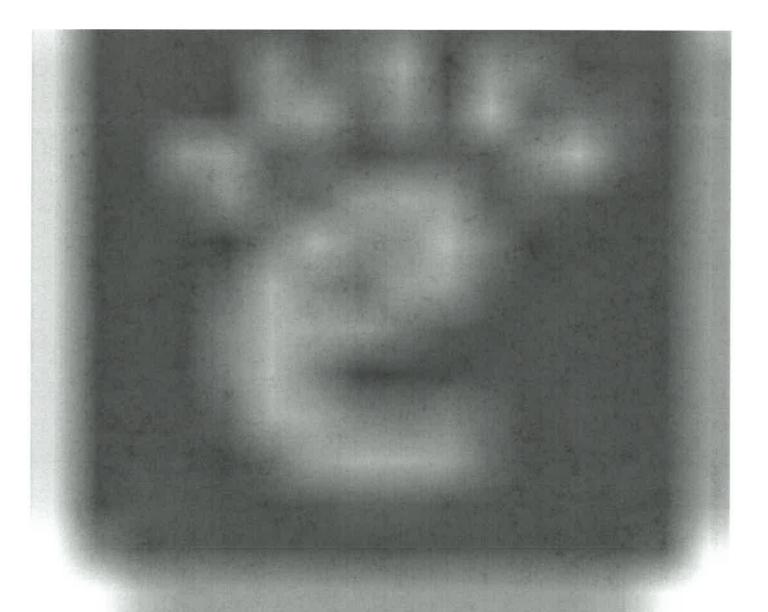
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"Larry Ferlazzo's Websites of the Day..." - 8 new articles

1. New NASA Video: "A Decade of Sun"
2. My Latest BAM! Radio Show Is On "Five Good Reasons and Five Great Ways to Teach With Music"
3. New Video: "Frederick Douglass' Descendants Read His Famous 'Fourth of July' Speech"
4. "Q&A Collections: Implementing the Common Core"
5. July 11th Is World Population Day – Here Are Teaching & Learning Resources
6. This Is Interesting: "21 Lessons From America's Worst Moments"
7. New Resources On What The Next School Year Might – Or Might Not – Look Like
8. A Look Back: Nine Long-Term Changes I Think The Distance Learning Crisis Will – & Will Not – Bring To Our Schools
9. More Recent Articles

New NASA Video: "A Decade of Sun"

This is how NASA describes this new video:

As of June 2020, NASA's Solar Dynamics Observatory — SDO — has now been watching the Sun non-stop for over a full decade. From its orbit in space around the Earth, SDO has gathered 425 million high-resolution images of the Sun, amassing 20 million gigabytes of data over the past 10 years. This information has enabled countless new discoveries about the workings of our closest star and how it influences the solar system. With a triad of instruments, SDO captures an image of the Sun every 0.75 seconds. The Atmospheric Imaging Assembly (AIA) instrument alone captures images every 12 seconds at 10 different wavelengths of light.

This 10-year time lapse showcases photos taken at a wavelength of 17.1 nanometers, which is an extreme ultraviolet wavelength that shows the Sun's outermost atmospheric layer — the corona. Compiling one photo every hour, the movie condenses a decade of the Sun into 61 minutes. The video shows the rise and fall in activity that occurs as part of the Sun's 11-year solar cycle and notable events, like transiting planets and eruptions. The custom music, titled "Solar Observer," was composed by musician Lars Leonhard.

I'm adding it to The Best Images Taken In Space:

🖼 👍 Like 📷 📌 📡 🐦
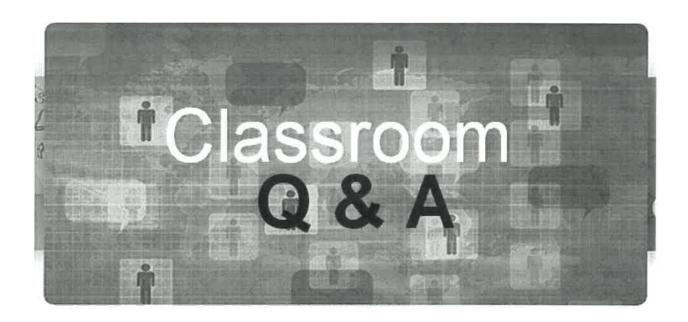
My Latest BAM! Radio Show Is On "Five Good Reasons and Five Great Ways to Teach With Music"

Five Good Reasons and Five Great Ways to Teach With Music is the topic of my latest ten-minute BAM! Radio Show.
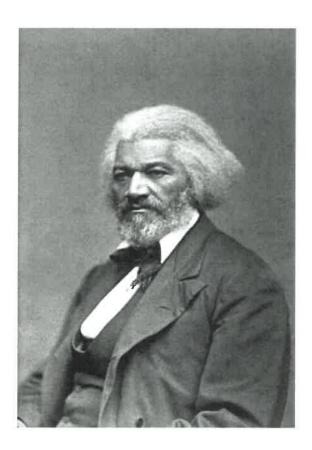
I'm joined by Denise Facey, Alycia Owen, Jennifer Schwanke, Rachelle Dene Poth and Sara Lev, who have also contributed written commentaries to my Ed Week Teacher column.

I'm adding this show to All My BAM Radio Shows – Linked With Descriptions.
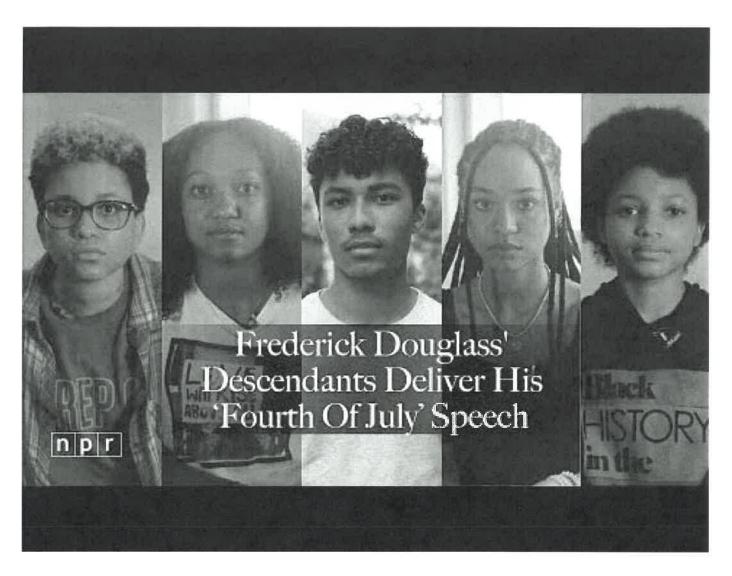
• Email to a friend • View comments • Track comments •

New Video: "Frederick Douglass' Descendants Read His Famous 'Fourth of July' Speech"

I have other videos of Frederick Douglass' famous speech at The Best Websites For Learning About The Fourth Of July, but this new one from NPR is definitely unique.

You can also read his speech here.

Frederick Douglass' Descendants Deliver His 'Fourth Of July' Speech

npr

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• Email to a friend • View comments • Track comments •

"Q&A Collections: Implementing the Common Core"

Q&A Collections: Implementing the Common Core is the headline of my latest Education Week Teacher column.

All Classroom Q&A posts sharing advice on Implementing the Common Core (from the past nine years!) are described and linked to in this compilation post.

Here's an excerpt:

> **I worry that in the age of the Common Core we mistake 'initiatives' with 'learning.'**
>
> - Christopher Lehman
> in Education Week Teacher

July 11th Is World Population Day – Here Are Teaching & Learning Resources

geralt / Pixabay

The United Nations has declared July 11th to be World Population Day.

You might be interested in The Best Resources For Learning About Our World's Population Of 7 Billion.

This Is Interesting: "21 Lessons From America's Worst Moments"

TIME Magazine often asks a bunch of historians questions like "Who were the most influential Americans?" or "Who were the 100 most significant figures in history?"

You can find links to all them at The Best "Lists Of Lists" Of Influential People, Events & Ideas. I use them as models when I have my students answer similar questions in class.

Today, TIME shared the answers to a different question: 21 Lessons From America's Worst Moments.

And, this time, it looks like they have made an attempt to get a more diverse group of historians to answer their question than in the past.

You might also be interested in The Best Resources For Using "Object Lessons" In History.

New Resources On What The Next School Year Might – Or Might Not – Look Like

Maklay62 / Pixabay

Here are new additions to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

NYC schools will reopen in the fall, the mayor says. The governor says not so fast is from CNN.

Government should treat the need to reopen schools as an emergency. is from The NY Times.

How schools across the globe are reopening amid the coronavirus pandemic is from Ed Source.

Why a Pediatric Group Is Pushing to Reopen Schools This Fall is from The NY Times.

Back to school: what can pupils in England expect from September? is from The Guardian.

There's a lot of wishful thinking in this San Francisco Chronicle interactive showing how schools are going to operate in the fall https://t.co/W6rDolLpJY

— Larry Ferlazzo (@Larryferlazzo) July 2, 2020

I would not bet on any of these plans lasting past the first few weeks of school – at most https://t.co/za4H0EpSS6

— Larry Ferlazzo (@Larryferlazzo) July 2, 2020

🖼 👍 Like 🔲 Ⓟ 🔗 🔽
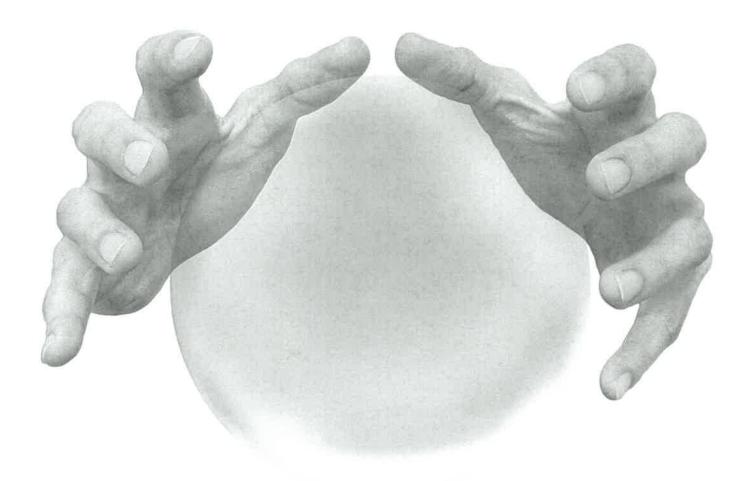
• Email to a friend • View comments • Track comments •

A Look Back: Nine Long-Term Changes I Think The Distance Learning Crisis Will – & Will Not – Bring To Our Schools

I thought that new – and veteran – readers might find it interesting if I began sharing my best posts from the first half of this year. You can see the entire collection of best posts from the past thirteen years here.

Tumisu / Pixabay

Yesterday, I shared my predictions of what the next school year might look like (see It's Going To Be A New Classroom World In The Fall – Here Is What I Think It Might Look Like).

Today, I thought I'd write about what long-term changes COVID-19 might bring to schools – even after a vaccine has been developed and distributed.

* For at least the next ten years, every first month of school will heavily emphasize relationship-building (even more than it does now in most classes) and developing procedures and student familiarity with remote learning in case of another pandemic. This will take the place of the "emergency substitute plans" that many schools have required teachers to turn-in to the central office. If, after ten years, we don't have another similar emergency, this emphasis on preparation will gradually diminish.

* Every school – from now until forever – will become a "one-to-one" school. In other words, every student will check-out a Chromebook or another device at the beginning of each school year. How they are used will vary widely (see following points), but each student getting one will continue to be a "given."

* No more hard-copy textbooks. Textbooks will be loaded into the Chromebooks so students can access them with or without Internet access. Even though studies have found that student comprehension is better when reading on paper (see The Best Resources On Which Is Best – Reading Digitally Or Reading Paper?), schools will decide that a small loss in in comprehension will be off-set by reduced costs and increased accessibility, and assume that the "comprehension gap" will diminish over time the more students are on their screens.

*There will be an increased interest among students to read actual physical books for pleasure. With the increased amount of time spent on screens reading text, physical books will be attractive for their content and for their "novelty." Teachers who had packed away their classroom libraries during the COVID-19 crisis will find that they are more popular than every post-vaccine.

* This next prediction is also a bit counter-intuitive: apart from additional time spent writing ("quick writes" on paper will be a thing of the past) and on reading and annotating text on laptops (and, admittedly that additional time will likely be substantial), there will be fewer minutes spent on them *during* the school day than there was prior to COVID-19. Though the vast majority of homework will be done online in the future, teachers will want to maximize the advantages of non-tech instruction during the day. This may be the most important lesson from the school closure crisis – widespread recognition that ed tech is not by any stretch of the imagination a magic bullet for instruction. Instead, it will be recognized as a tool for making some tasks (like reading/writing and homework) more efficient and convenient. There will be recognition that many of the "old ways" – getting to know students face-to-face, hands-on learning, small group live instruction, in-class discussions, etc. are what students need. The moniker "personalized learning" will lose its tech focus (The Best Resources For Understanding "Personalized Learning").

* Teachers unions will become stronger (see The Best Resources For Learning Why Teachers Unions Are Important). Just as we've seen in workers' struggles over the past few months in hospitals, fast-food restaurants, warehouses and in meat-packing plants, decision-makers who are removed from day-to-day operations tend to not be very cognizant of employee safety issues on the front lines. District Central Offices will not be immune from this blindness when

we go back next school year, and many teachers will reacquaint themselves with the value of their unions. That renewed awareness will carry over for years to come.

* Schools will offer many online class options, mainly for electives, but also a limited number of core classes. This expansion will mainly appear in moderate-to-high income areas where there are more stay-at-home parents, but will also be implemented in some form or another in all schools. One particular concern I have about this development is that some students who convince their parents to pursue these options might be the very ones who need to gain the socialization skills that are gained in physically attending schools.

* After a COVID-19 vaccine is developed, districts will almost immediately revert to their typical lack of emphasis on cleanliness and lay-off classified staff who were responsible for doing much of it. Teachers will, again, return to having to use more of their time toward wiping down desks and keyboards and sweeping and spot-mopping floors.

*There will be a renewed emphasis on equity for the most vulnerable student populations. This development, though obviously welcome, is going to be the result of tragedy. During the time between now and when a vaccine is developed, I believe that districts will generally *not* be providing additional supports to those who might fall into this "vulnerable" category, including English Language Learners, those with unique needs, and students who are challenged by the "opportunity gap" (see The Best Resources For Learning About The "Achievement Gap" (Opportunity Gap). I believe the consequences of these actions will be so severe that the subsequent public outcry will make district, state and federal bodies change policies to ensure that these vulnerable populations are given needed extra support. I, and many others, will continue fighting for this kind of support now. I'm just not confident we'll win.

Let me know where you agree and disagree, and what you think I'm missing!

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More Recent Articles

- Around The Web In ESL/EFL/ELL
- It Will Have Been 100 Years In August Since Some Women Were Granted The Right To Vote – Here Are Teaching & Learning Resources
- Study Finds One-Third Of U.S. Fifteen Year-Olds Feel Disconnected From School – & That Was Before The Pandemic
- "Q&A Collections: Student Motivation & Social-Emotional Learning"
- A Look Back: New Study Finds That Peer Assessment Works – Pretty Much Any Way You Do It

MoASBO ENewsletter- July 2020

Check out the latest news and information from the Missouri Association of School Business Officials
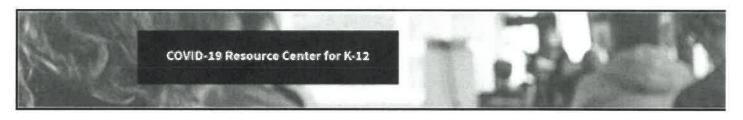
MoASBO
Missouri Association of School Business Officials

July 2020 Member ENewsletter- Ne

ICYMI
IN CASE YOU MISSED IT

COVID-19 Resource Center for K-12

As you work with your staff and community stakeholders to identify the best path forward for reopenir check out these resources to help you make informed decisions.

7/7   DESE administrative memo, "Attendance Changes for the 2020-21 School Year"

7/7   STL Post Dispatch article, regarding guidelines for reopening schools in St. Louis

7/6   DESE news release, "State Coronavirus Relief Funds to Address K-12 Education Challenge

7/6   NBC News story, "Schools Need Federal Funding To Reopen Safely"

6/30   DESE administrative memo, "FY21 Budget Restrictions Announced"

Access the Missouri ASBO Online Community and download COVID-19 webinar recordings

View additional resources

Upcoming Webinars

MoASBO NETWORK

COVID-19: School District Budget Updates
Date: July 13
Time: 10 - 11 a.m.
Presenters: Dr. Jim Cummins, Jason Hoffman and Ron Orr

Description: This is the latest in a series of budget/finance webinars. Join our finance veterans to learn more about the impact of reduced state revenue on your budget. They will incorporate the most recent information from the governor's office.

MoASBO and MASA are co-hosting this free webinar as a service to central office staff.

REGISTER TODAY

Interactive Discussion on Food Service
Date: July 22
Time: 1 - 2 p.m.
Presenters: TBD

Description: Learn about the latest federal school meal COVID-19 waivers available to your district, as well as what serving lunch and breakfast in the 2020-21 school year will look like. Attendees will have time for extended Q & A.

MoASBO is hosting this free webinar as a service to Active members.

REGISTER TODAY

School Business Specialist

Applications Now Being Accepted for the SBS Certification Program

This program is designed to support the ongoing professional development of support staff members.

Learn more

MoASBO/MASA Budget Workshops

MOASBO and MASA are pleased to sponsor a series of workshops to provide school finance training for school administrators and others responsible for district finances.

Register today

Welcome, New Members

View a list of people who have recently joined our association

---

MoASBO
Missouri Association of School Business Officials

global SCHOOL BUSINESS NETWORK

We Have New Business

Join the On-line Conversation

Partners for 2020-21

MoASBO is fortunate to have a number of outstanding business partnership who show their commitment to public education by partnering with our organization.

View Listing of our Premier and Executive Partners

Through a partnership between MoASBO and ASBO International, MoASBO members have access to a private, **online community** where you can:

- Collaborate with peers in Missouri and around the world.
- Access news and resources.
- Get answers to your most pressing school business questions.

Missouri Association of School Busi
3550 Amazonas Drive Jefferson Cit
Phone 5
Fax 5
http://www
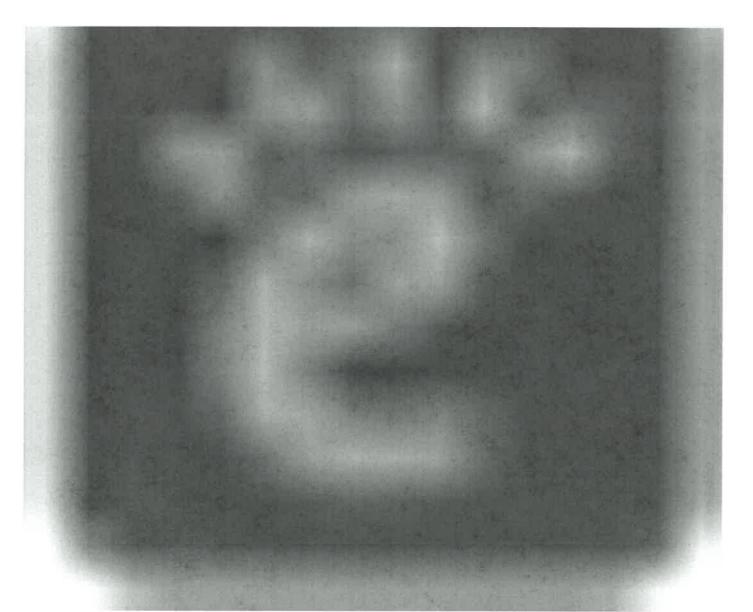
Larry Ferlazzo's Websites of the Day… - 8 new articles

Click here to read this mailing online.

feedblitz
win the inbox

Here are the latest updates for **mbarnes@wnrockets.com**

"Larry Ferlazzo's Websites of the Day..." - 8 new articles

1. State California Teachers Association Says To Start The Year With Remote Teaching
2. If You Teach Science, I'd Recommend You Participate In This Summer Book Study
3. For What It's Worth, Here's My Thinking Right Now About Reopening Schools
4. Useful Summary Of Education Research Findings
5. The Trump Administration Lost Its Mind Today About Reopening Schools
6. "Q&A Collections: Teaching Social Studies"
7. Important New Resources On School Reopening
8. A Look Back: Goldmine Of Printables For Primary Source Analysis, Including Versions For ELLs
9. More Recent Articles

State California Teachers Association Says To Start The Year With Remote Teaching

> **"It is clear that communities and school districts have not come close to meeting the threshold for a safe return to in-person learning, even under a hybrid model."**
>
> — California Teachers Association

In the face of today's Trump administration insanity (see THE TRUMP ADMINISTRATION LOST ITS MIND TODAY ABOUT REOPENING SCHOOLS), our California Teachers Association did what they had to do, and what every teachers union in the United States should do – take Donald Trump head on.

You can read the letter it sent to the Governor and other state officials here.

The letter goes on to say:

From a public health perspective, the best course of action would be to focus on improving our ability to provide robust, quality distance learning until the virus is marginalized and safety measures are addressed.

Teachers at this point can't have any confidence their safety, or the safety of students and their families, are going to be taken seriously.

Ironically, Trump's actions will now likely result in fewer in-person school reopenings than would have been happening before his meltdown – guidance from the CDC has been politicized, and it now appears he will try to put onerous conditions on money desperately needed by schools to reopen.
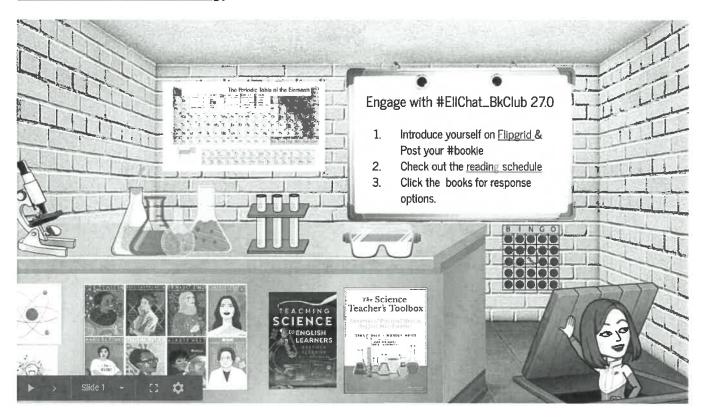
We teachers now legitimately should view ourselves as a line of defense for our students and

their families because, obviously, the Trump administration is willing to ignore their welfare in pursuit of reelection.

If You Teach Science, I'd Recommend You Participate In This Summer Book Study
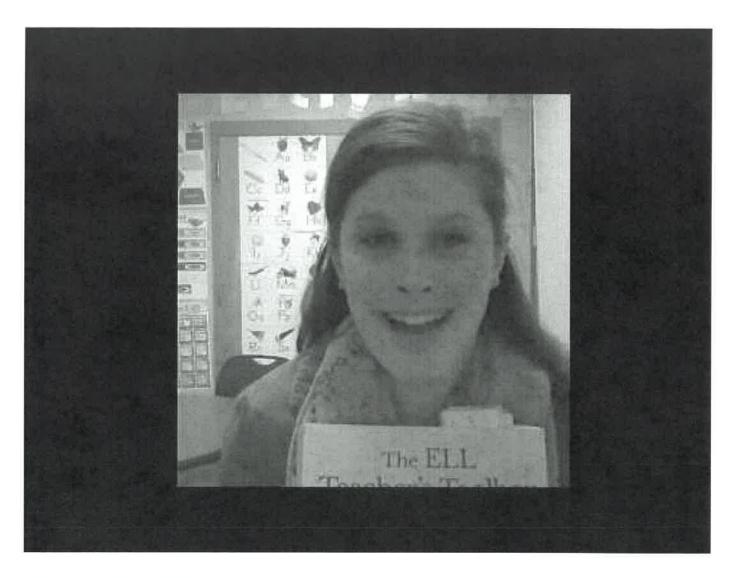

This summer's #EllChat_BkClub is starting now, and you can find out all the information about it here.

The book study is on two science books – the new *The Science Teacher's Toolbox*, which Katie Hull and I edited, and *Teaching Science to English Learners*, which I helped the Science teachers at our school adopt for a fall book study last year.

The next book on the book club's list in August is *The Math Teacher's Toolbox*, which Katie and I also edited.

Katie Toppel does a great job organizing these book studies!
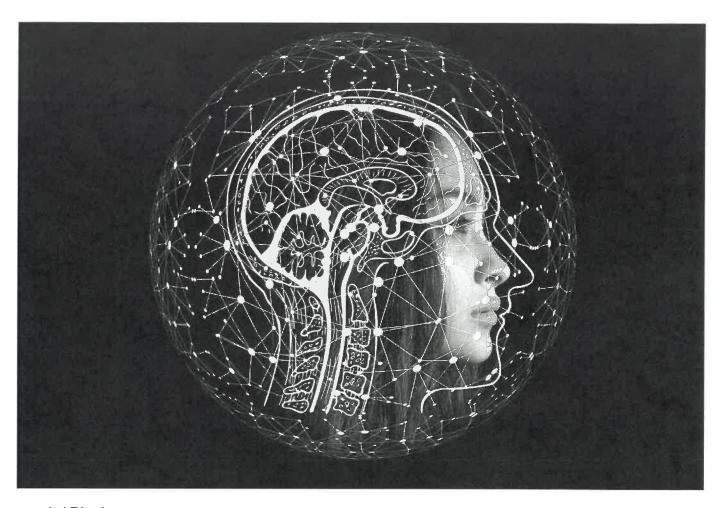
Here's a video about the group:

For What It's Worth, Here's My Thinking Right Now About Reopening Schools

Discussion about fall school reopening is hot-and-heavy these days.

Here's my latest thinking – for what's worth:

Lots of districts have already made a definitive decision to reopen in various ways – five days per week for everybody, hybrid models, etc.

I wonder if districts like ours who have not made determination yet should plan on opening with full-time ***well-planned*** remote learning for the first two months or so for most students, but make exceptions for students who can benefit most by five-days-per-week classes that are socially distanced:

- English Language Learners
- Kindergarten-through third-or-fourth graders
- Students with special needs
- Students of parents who are deemed "essential workers" (though I don't know who make that determination)
- Perhaps other vulnerable populations

Then, after the first six weeks, see what has been happening with the schools that have

opened-up – what's going well, which models – if any – have "gone south." Combine that data with the status of local community spread, and then make a decision of what should happen the rest of the year.

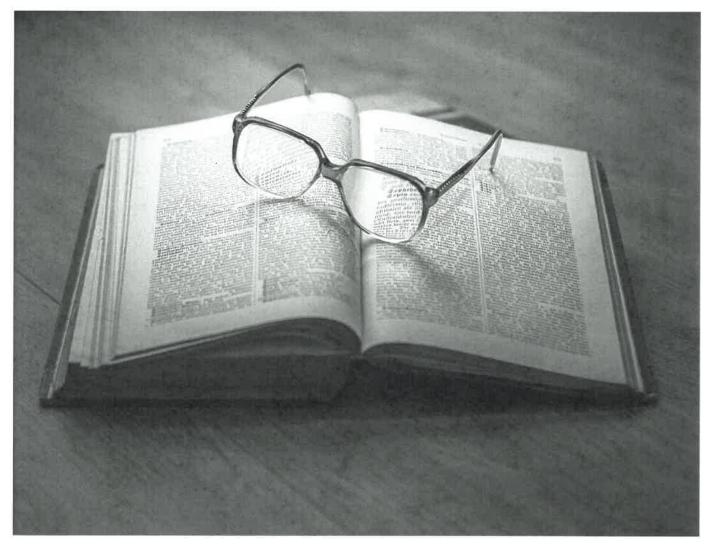I'm sure there are lots of holes in this idea. Let me know what you think…..

Useful Summary Of Education Research Findings

DariuszSankowski / Pixabay

Education researcher Cara Jackson shared a useful thread on Twitter this week. She gave me permission to share her tweets here.

I'm just highlighted a few of them, but the whole thread is worth reading.

They provide a pretty good ideas of what researchers have said works to improve academic achievement.

She comments on John Hattie's research, and you might be interested in The Best Articles, Posts & Videos On John Hattie's Research.

> There are lots of more rigorous meta-analyses out there. I checked out a few, and came up with this. There are things that work! But the effect size is NEVER as large as Hattie's "zone of desired effects" 8/10 pic.twitter.com/7D7k2wDXC3
>
> — Cara Jackson (@cara__jackson) July 7, 2020

> Formative assessment https://t.co/4niaiXH3zu
>
> PD (reading) https://t.co/VRcJVh4Nbm
>
> Instructional coaching https://t.co/RPUpEU6Fh7
>
> PD (math/sci) https://t.co/LRR5ABo9iR
>
> Vocab instruction https://t.co/EzyUh3Jeoq
>
> 12/10
>
> — Cara Jackson (@cara__jackson) July 7, 2020

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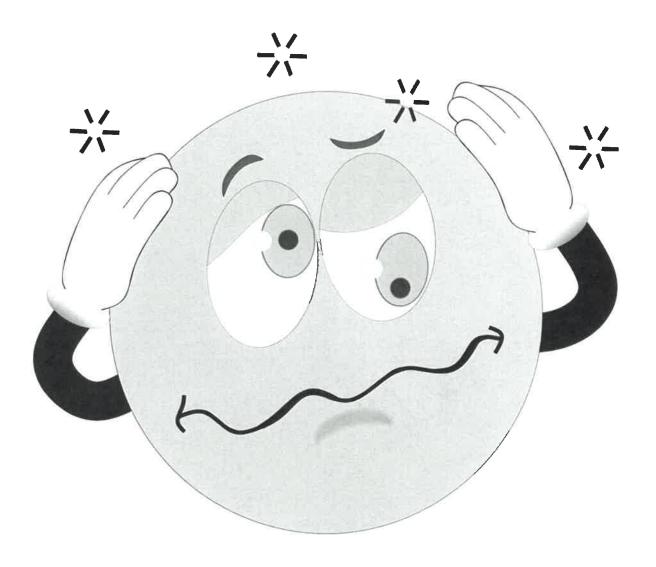• Email to a friend • View comments • Track comments •

The Trump Administration Lost Its Mind Today About Reopening Schools

The Trump Administration has been losing its hold on rationality over the past couple of days in their efforts to force schools to reopen for a regular schedule (see DEVOS TELLS TEACHERS THAT THEY JUST NEED MORE SOCIAL EMOTIONAL LEARNING SKILLS, NOT MORE MONEY, TO OPEN SCHOOLS SAFELY and Trump Administration Uses Money To Pressure Colleges To Teach In Physical Classrooms – I Bet You K-12 Is Next).

Today, however, they have lost their collective minds.

It's 9:45 in the morning here in California, and here are a few tweets that have already been sent out:

> I agree – at least, this will probably happen in the majority of states. Unfortunately, I suspect that in a few deep red states, this pressure will work to the the detriment of students, their families, and teachers. https://t.co/AhqHWfrwH6
>
> — Larry Ferlazzo (@Larryferlazzo) July 8, 2020

Almost every step of the way with the federal government on how and when to reopen has been a self-inflicted mess. https://t.co/jdGo5l7YVP

— Maggie Haberman (@maggieNYT) July 8, 2020

Fact-check:

–90% of school funding comes from states and locals
–That 10% Fed goes thru Congress, for vulnerable kids
–Threat to cut THAT is cruel and hollow
–If admin wants schools to reopen, it could back a bailout https://t.co/sdzVrdSAUv

— Cory Turner (@NPRCoryTurner) July 8, 2020

In the countries he cites, they have decreased class sizes, installed additional hand-washing stations, and provided PPE. They also pay teachers better and offer great health care and support services if they get ill.

— Jennifer Carey (@TheJenCarey) July 8, 2020

President Trump is now openly taking on the CDC and criticizing the agency's guidelines for opening schools.

Incredible. https://t.co/SkjRiCzx4h

— Yamiche Alcindor (@Yamiche) July 8, 2020

Updated for like the 10th time. Have to point out that in March, when schools shut down on their own, the CDC canceled a call with thousands of superintendents 40 minutes before they were supposed to clarify what their guidance meant. https://t.co/UNv1p0H7K3

— Erica L. Green (@EricaLG) July 8, 2020

CDC Director Robert Redfield says CDC's guidelines are not intended to be a "rationale" for keeping schools closed. He said it would be "disappointing" if people used the guidelines as a rationale for not opening schools.

No word yet on Pres Trump attacking the CDC's guidelines.

— Yamiche Alcindor (@Yamiche) July 8, 2020

"It's not a matter of if schools reopen. It's simply a matter of how. They must reopen and they must be fully operational," Education Secretary Betsy DeVos says, moments after Dr. Birx warned against indoor gatherings as the numbers of Covid cases rise in many states.

— Philip Rucker (@PhilipRucker) July 8, 2020

P.S. DeVos told Fox News that she's looking for one, though: https://t.co /eszGjJUoK5 https://t.co/hNmTB19DDa

— Erica L. Green (@EricaLG) July 8, 2020

New: Trump admin wants to use financial pressure to get school buildings to reopen — which is a viable threat with schools looking at the federal government for major help at the moment https://t.co/TITRGCHyEa

— Matt Barnum (@matt_barnum) July 8, 2020

Pence signals the WH will seek to tie some funding in the next recovery package to schools reopening. "As we work with Congress on the next round of state support, we're going to be looking for ways to give states a strong incentive and encouragement to get kids back to school."

— Manu Raju (@mkraju) July 8, 2020

The key takeaway from today: Pres attacked CDC's virus guidelines so new ones are now coming next week.

VP Pence: "The president said today, we just don't want the guidance to be too tough. That's the reason why next week, the C.D.C. is going to be issuing a new set of tools."

— Yamiche Alcindor (@Yamiche) July 8, 2020

.@NEAToday President @Lily_NEA just put it this way: "The president is an idiot." https://t.co/wR0q0f79ns

— Nicole Gaudiano (@ngaudiano) July 8, 2020

pic.twitter.com/BbPmSwOSXV

— Val Brown (@ValeriaBrownEdu) July 8, 2020

President Trump threatened to cut off federal funding to school districts that do not reopen in person this fall and assailed his own federal public health experts for recommending school-reopening precautions that he deemed too onerous and expensive https://t.co/QjPwQteWxH

— NYT Politics (@nytpolitics) July 8, 2020

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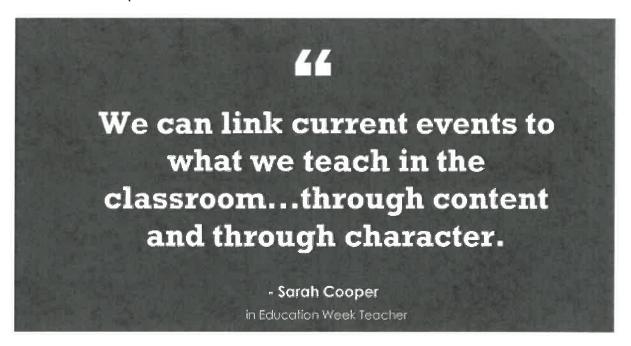• Email to a friend • View comments • Track comments •

"Q&A Collections: Teaching Social Studies"

Q&A Collections: Teaching Social Studies is the headline of my latest Education Week Teacher column.

All Classroom Q&A posts sharing advice on Teaching Social Studies (from the past nine

years!) are described and linked to in this compilation post.

Here's an excerpt from one of them:

"

We can link current events to
what we teach in the
classroom...through content
and through character.

- Sarah Cooper
in Education Week Teacher

• Email to a friend • View comments • Track comments •
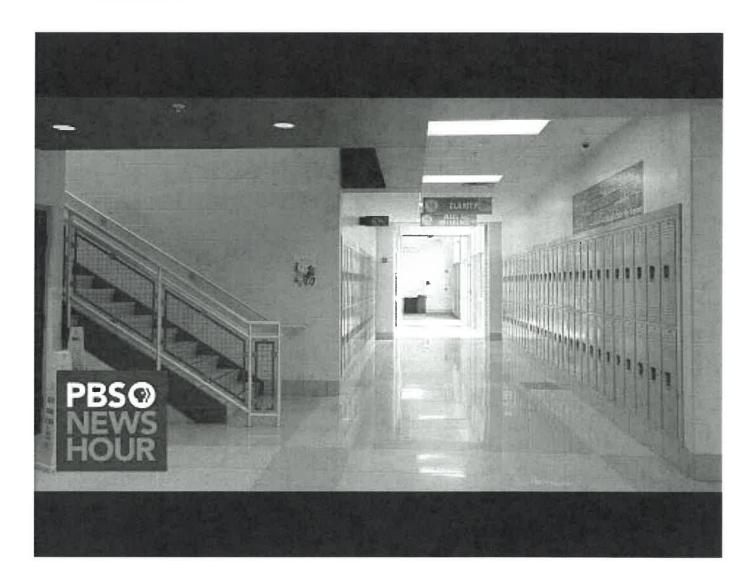
Important New Resources On School Reopening

geralt / Pixabay

Here are new additions to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

School openings across globe suggest ways to keep coronavirus at bay, despite outbreaks is an important new article from Science Magazine.

Florida Orders Schools To Reopen In The Fall For In-Person Instruction is from NPR.

Seeking guidance for reopening schools? is from Ed Source.

A Better Fall Is Possible is from The Atlantic.

A Look Back: Goldmine Of Printables For Primary Source Analysis, Including Versions For ELLs

I thought that new – and veteran – readers might find it interesting if I began sharing my best posts from the first half of this year. You can see the entire collection of best posts from the past thirteen years here.

Analyze a Photograph

Meet the photo.

Quickly scan the photo. What do you notice first?

Type of photo (check all that apply):
- Portrait
- Landscape
- Aerial/Satellite
- Action
- Architectural
- Event
- Family
- Panoramic
- Posed
- Candid
- Documentary
- Selfie
- Other

Is there a caption? ☐ yes ☐ no

Observe its parts.

List the people, objects and activities you see.

PEOPLE	OBJECTS	ACTIVITIES

Write one sentence summarizing this photo.

The National Archives has a collection of eighteen different sheets that can be used by students for analyzing primary sources, including versions specifically made for use with ELLs.

The worksheets could also be used with non-primary sources, and include ones targeting maps, documents and photos.

I'm adding them to The Best Resources For Using Primary Sources.

👍 Like

• Email to a friend • View comments • Track comments •

More Recent Articles

- Quote Of The Day: "The reality is no one should listen to Donald Trump or Betsy DeVos when it comes to what is best for students"
- DeVos Tells Teachers That They Just Need More Social Emotional Learning Skills, Not More Money, To Open Schools Safely
- 'Teachers & Aides Need to Work as a Team'
- The Best Resources On Instruction In 2020 – Part One
- Using The Term "Achievement Gap" Increases People's Biases Against African-Americans & Reduces Expectations

Larry Ferlazzo's Websites of the Day… - 9 new articles

Click here to read this mailing online.

Here are the latest updates for **mbarnes@wnrockets.com**
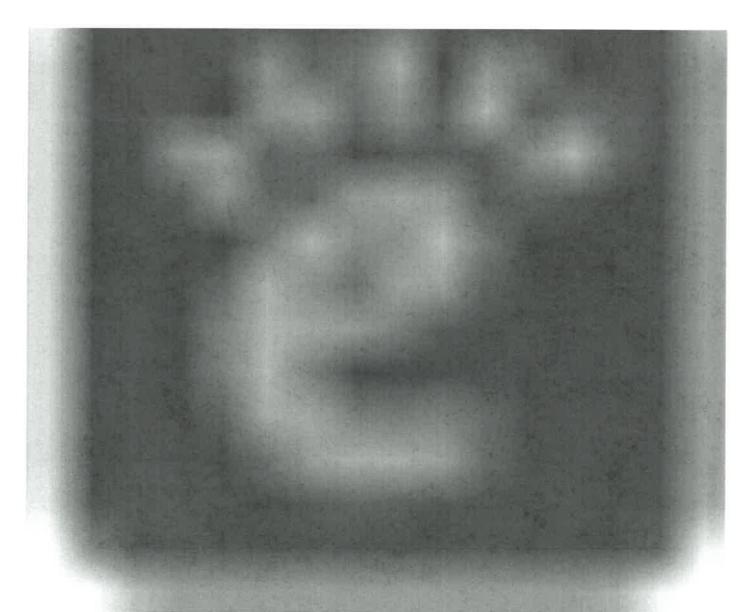
"Larry Ferlazzo's Websites of the Day..." - 9 new articles

1. Latest Update On Reopening Sacramento Schools
2. Reopening Schools Is Analogous To The Research Finding That The Greatest Influence On Student Achievement Is Outside School
3. Los Angeles and San Diego School Districts Announce They Are Starting The School Year All Online
4. The Publisher Of Our Next Book Has Agreed To Let Us Release Our Chapter On ELLs & Distance Learning Early & For Free
5. "Five Ways to Use Music in Lessons"
6. Monday's "Must Read" Articles About School Reopening Plans For The Fall
7. Pins Of The Week
8. Ed Tech Digest
9. A Look Back: A Reminder Why It's Important To Have Students Repeat Words – & Read Text – Out Loud
10. More Recent Articles

Latest Update On Reopening Sacramento Schools

The Sacramento Bee has just published California school districts announce fall closures. Will Sacramento schools be next?, and that gives the most recent update about where we are on reopening.

For what it's worth, here are my observations that appear in the article:

Luther Burbank High School teacher Larry Ferlazzo said teachers want to return to their classrooms, but some are skeptical of the district's commitment to safety.

Ferlazzo said before the school closures, teachers and students were consistently helping with keeping classrooms clean and sanitized.

"It's not that custodians didn't do their job; they are just stretched too thinly," he said.

Burbank's ZIP code, 95823, has the highest number of infections in the county, though students from adjoining ZIP codes also attend the school. The increase in reported cases there was due in part, health officials said, to a testing site which opened a month ago.

"I wouldn't be surprised if we go to distance learning, but I do hope that we still have limited face to face instruction with the most vulnerable student groups, like (English-language learners) and special ed," he said. "I'd feel comfortable going to school to teach ELLs with small numbers of students on campus and the present number of custodians we have, assuming we have social distancing and mask requirements.

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Reopening Schools Is Analogous To The Research Finding That The Greatest Influence On Student Achievement Is Outside School

> **"Decades of social science research have demonstrated that differences in the quality of schools can explain about one-third of the variation in student achievement. But the other two-thirds is attributable to non-school factors."**
>
> **Richard Rothstein, "How To Fix Our Schools"**

So much of the discussion about school reopening has been on safety procedures in school – masks, social distancing, temperature checks, cleaning, etc. I understand that is important and support – and have participated – in those talks.

Of course, the primary determining factor about if schools will be able to open will be the rate of community spread of COVID-19. Just as over two-thirds of the factors that affect student academic achievement are outside the schoolhouse walls (see The Best Places To Learn What Impact A Teacher & Outside Factors Have On Student Achievement), that same percentage – if not greater – will influence if schools can open or not.

"Irony is dead" when you have President Trump demanding that schools open, and he only finally put on a mask two days ago.

We shouldn't be surprised that society finds it convenient to once again scapegoat teachers

and schools for their inability to overcome broader socio-economic inequities and racism (white adults are least likely to wear masks).

We shouldn't be surprised.

But we can continue to be disappointed.

 ᗩ Like

Los Angeles and San Diego School Districts Announce They Are Starting The School Year All Online

"California's two largest
public school districts
said Monday, that
instruction will be remote
-only in the fall, citing
concerns that surging
coronavirus infections in
their areas pose too dire
a risk for students and
. teachers."

*- "Los Angeles and San Diego
Schools to Go Online-Only in The
Fall," NY Times*

I'm adding this info to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

Los Angeles and San Diego Schools to Go Online-Only in The Fall

L.A. Unified will not reopen campuses for start of school year amid coronavirus spike

So many districts in CA have been making the same announcement over past few days. .@officialSCUSD should work w/ unions 2 make similar announcement now so we can best prepare, tho I still would like 2 c limited face-to-face instruction for vulnerable populations -ELLs & sp ed https://t.co/OWmZeNvn2j

— Larry Ferlazzo (@Larryferlazzo) July 13, 2020

The Publisher Of Our Next Book Has Agreed To Let Us Release Our Chapter On ELLs & Distance Learning Early & For Free

Katie Hull and I are working hard on the second edition of *The ESL/ELL Teacher's Survival Guide,* the first book we wrote as a team.

We think it's a great book, and we're keeping most of what's in the first edition. In addition to minor changes, though, we are adding content to double the size of the book. In addition to writing new chapters ourselves, we'll be including new ones from other great ELL teachers like Carol Salva, Valentina Gonzalez, Tan Huynh, Cindy Garcia, Stephen Fleenor, Antoinette Perez, Carlota Holder, Jenny Vo and Jessica Bell.

One of the chapters Katie and I are writing is on distance learning. A final version will appear in the actual book, but our publishers, Jossey-Bass, have agreed to release a draft of the chapter in a few weeks.

It will be freely downloadable, and we hope to receive feedback on how we can make it better

for the final version.

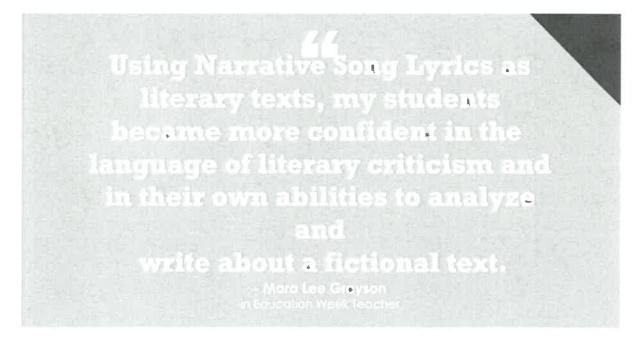I'll obviously post here when and where you can download it.

"Five Ways to Use Music in Lessons"

Five Ways to Use Music in Lessons is the headline of my latest Education Week Teacher column.

Five educators share ways to use music in lessons across the curriculum, including for textual analysis and to help create a positive classroom culture.

Here are some excerpts:

Using Narrative Song Lyrics as literary texts, my students became more confident in the language of literary criticism and in their own abilities to analyze and write about a fictional text.

- Mara Lee Grayson
in Education Week Teacher

> **"** We incorporate music in non-music classes to create a dynamic, positive, and enjoyable community of learners.

- Patricia Shehan Campbell, Ph.D., Carol Scott-Kassner, Ph.D., and Kirk Kassner, Ph.D.
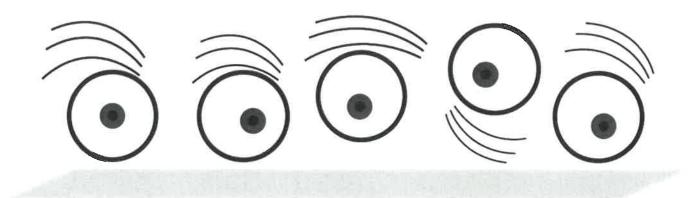in Education Week Teacher

> **"** The students were able to choose any instrumental version of a song and
were required to utilize 10-12 vocabulary words that they had learned
throughout the year.

- Dennis Griffin Jr.
in Education Week Teacher

Monday's "Must Read" Articles About School Reopening Plans For The Fall

Every day, a new school district in Northern California is announcing they are going to full remote teaching in the fall.

I suspect that similar announcements will be happening in other states, including Florida.

It's still unclear what's going to happen in Sacramento. I've previously shared my own ideas about what I think would be good to happen (see FOR WHAT IT'S WORTH, HERE'S MY THINKING RIGHT NOW ABOUT REOPENING SCHOOLS). I think it's more likely will end up going full remote and, if we don't start that way, or do a modified version like I write about in that post, we soon will end up that way (see I'M ORDINARILY A "GLASS HALF FULL" KIND OF PERSON, BUT NOT FOR THIS FALL – HERE'S MY PESSIMISTIC FORECAST).

Here are the articles about school reopening that I think are worth reading, and that I'm adding to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

California teachers fight back against pressure to reopen schools is from Politico.

> The zip code where our high school is located has the highest rate of infection in the Sacramento region. I wonder if families feel the same there https://t.co /tL8psFJLiy
>
> — Larry Ferlazzo (@Larryferlazzo) July 12, 2020

Black, Hispanic parents much more reluctant to send kids back to school, district survey shows.

Results "appear to reflect the disproportionate toll that coronavirus infections have

taken on minority communities." https://t.co/mblDehvatl

— Rebecca Klein (@rklein90) July 12, 2020

And if those articles did not get you feeling "down" enough, here's something else for us to worry about:

If nothing is done about this, schools need to be prepared for a massive increase in the number of homeless students https://t.co/CjxLSIghZj

— Larry Ferlazzo (@Larryferlazzo) July 13, 2020

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Pins Of The Week

Larry Ferlazzo

1.6m monthly viewers

Sacramento, California
larryferlazzo.edublogs.org

Urban High School teacher -- ESL Mainstream;
Author; Ed Week teacher advice columnist; Writes
about ELLs for NY Times

| Overview | Boards | Pins | Followers | Following | Tries |

27,146 Pins

I'm fairly active on Pinterest and, in fact, have curated 22,000 resources there that I haven't shared on this blog.

I thought readers might find it useful if I began sharing a handful of my most recent "pins" each week (I'm not sure if you can see them through an RSS Reader – you might have to click

through to the original post).

You might also be interested in <u>MY MOST POPULAR PINS OF 2020 – PART ONE</u>
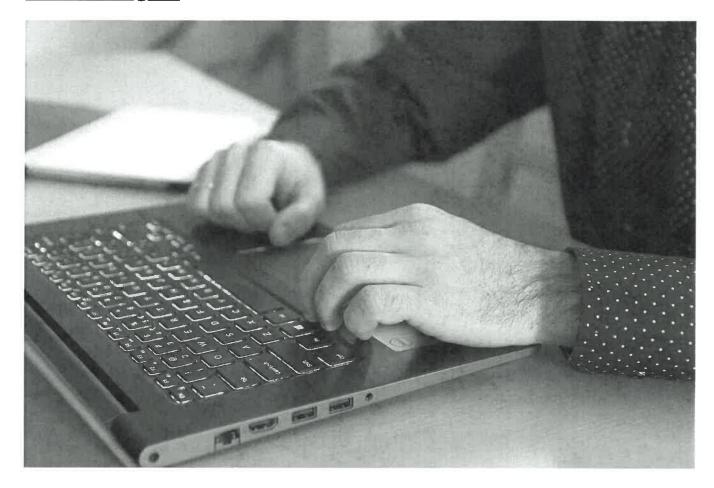
Here they are:

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<u>Ed Tech Digest</u>

Nine years ago, in another somewhat futile attempt to reduce the backlog of resources I want to share, I began this occasional <u>"Ed Tech Digest" post</u> where I share three or four links I think are particularly useful and related to…ed tech, including some Web 2.0 apps.

You might also be interested in <u>THE BEST ED TECH RESOURCES OF 2020 – PART ONE</u>, as well as checking out <u>all my edtech resources</u>.

Here are this week's choices:

<u>Number of Ed-Tech Tools in Use Has Jumped 90 Percent Since School Closures</u> is from Ed

Week. It's interesting to to see the list. You can see the expanded list here.

Geoscents is a new online Geography game. I'm adding it to The Best Online Geography Games and to The Best Online Games Students Can Play In Private Virtual "Rooms"

I'm adding Scattergories to the just-mentioned "rooms" list.

Vidyard is another screencasting tool. I'm adding it to The Best Tools For Making Screencasts.

The Wizard & the Eviction Notice is a weird choose your own adventure game. I'm adding it to The Best Places To Read & Write "Choose Your Own Adventure" Stories

Meetup Online seems like a unique video conference calling app that looks like a series of break-out rooms? I'm adding it to The Best Online Tools For Real-Time Collaboration.

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A Look Back: A Reminder Why It's Important To Have Students Repeat Words – & Read Text – Out Loud

I thought that new – and veteran – readers might find it interesting if I began sharing my best posts from the first half of this year. You can see the entire collection of best posts from the past thirteen years here.

> "Researchers have learned that simply saying something out loud - rather than reading information silently - can result in a major memory upgrade."
>
> - "What Happens in Your Brain When You Make Memories?" Discover

When teaching English Language Learners, many – if not most – of us have students repeat newly-learned words chorally. It encourages shy students to practice pronunciation and develop more self-confidence when speaking.

And many of us – when teaching ELLs or English-proficient students – often have students pair-up and read text aloud to each other taking turns with each paragraph. It's a very useful engagement strategy.

As I've shared on several previous occasions, though, there are other important reasons to have students repeat words and read text aloud – they are more likely to learn and remember it.

Discover Magazine had a good reminder of it in a graphic at their article, What Happens in Your Brain When You Make Memories?

I'm adding this info to a post where I share lost of related research, The Value Of Oral Reading In Partners For ELLs & Others.

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More Recent Articles

- If You Are Wondering Why Teachers Have No Confidence In Betsy DeVos, Watch This CNN Video
- Four Pandemic Resources Useful For When We're Teaching About It
- Today's Four Articles About School Reopening That Are Worth Your Time
- New CNN Video: "Leader of teachers union: DeVos has done nothing for teachers last few weeks"
- What Are Examples Of Student Projects That Improved Communities

Vital Summer Reading: Reopening Plans & Schedules| Rooting Out Racism | 'COVID Slide' | More

Summer reading you'll need to prep for reopening schools.

EducationWeek.

How and when schools will reopen is top of mind for you, and **we're committed to providing you with the insightful information, proprietary research, and deep analysis** you need to navigate this next phase with more certainty.

Discover what an indispensable and empowering resource Education Week is. **Your continued support makes our work possible**, so please subscribe to get full access to this mission-critical work. This mid-summer offer will get you through until school starts - only $5 per month for the next 3 months!

Here are recent stories you'll want to refer to:

1. The Socially Distanced School Day
2. 6 Ways to Bring Students and Staff Back to Schools
3. How to Root Out Anti-Black Racism From Your School (Opinion)
4. An Essay for Teachers Who Understand Racism Is Real (Opinion)
5. How Schools Will Overcome the 'Coronavirus Slide:' Ideas From 5 Superintendents
6. How to Teach Social-Emotional Learning When Students Aren't in School
7. National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings
8. Scheduling the COVID-19 School Year
9. School Districts' Reopening Plans: A Snapshot
10. How to Handle IEPs During the Coronavirus Crisis? Some Expert Advice
11. Academically Speaking, the 'COVID Slide' Could Be a Lot Worse Than You Think
12. 15 Classroom Resources for Discussing Racism, Policing, and Protest

See Education Week's new series on reopening schools here. (Hint: bookmark this!)
And get full coverage of the coronavirus and its impacts on schools in this collection.

Don't miss out on a single great story or exclusive report. Subscribe today! Find out how your entire organization can benefit from premium digital access.

$5/month

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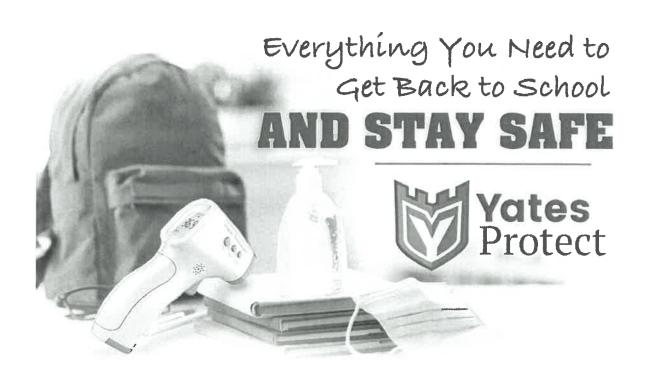This message was intended for: mbarnes@wnrockets.com. If you do not wish to receive future emails from Education Week or affiliated publications, click here to change your preferences

Safeguard Your Schools For Reopening With Yates Protect Thermal Detectors

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Everything You Need to
Get Back to School
AND STAY SAFE

Yates
Protect

BREAKING NEWS:
Billions of federal dollars approved to help schools reopen. K-12
in addition to Colleges & Universities. <u>Read more</u>

We have solved your problem!

Solutions available NOW to help your school reopen safely!

We know what it takes to prepare your school for opening. Let science be your guide. Yates Enterprises and Yates Protect are Chicago-based, minority-owned businesses that are owned by a trauma surgeon and managed by a registered nurse. Re-open with confidence knowing you have Yates Protect products to help keep your school clean and safe this school year.

See All Products and Pricing

Thermal Detection
(To check for fever, which is the #1 symptom of COVID-19)

We offer the largest variety of non-contact **Infrared Thermal Scanners** on the market. We utilize the highest quality, German-made infrared thermal scanner available today. Our thermal scanners provide a consistent, reliable, accurate and efficient non-contact temperature screenings.
Our thermal scanners and detection devices are:

- State-of-the-art
- All non-contact
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- Easily scalable for small to large schools
- Backed by excellent customer and technical support
- 1-year warranty

**Precision
Temperature
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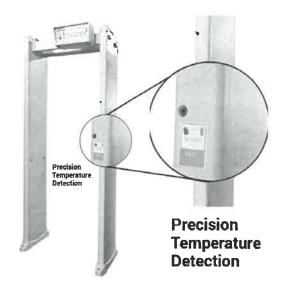
See All Products and Pricing

Sanitizers & Disinfectants

- Plastic Refillable touchless dispenser
- Custom branded with your school logo 1 square foot, 1 color
- 12" Wide x 45" Tall
- Custom powder coating available
- Recommended with 70% sanitizer fluid
- Easy to move to alternate locations

Yates Hand Sanitizer contains a 70% Alcohol concentration to help reduce bacteria and other pathogens that could potentially cause disease on the surface of your hands. Yates Hand Sanitizer also contains Aloe Vera to help soothe and protect the skin. Available in 8 or 32 oz

ProGienics Disinfectants
Disinfectants can be used against Novel Coronavirus SARS-Co-V-2m the cause of COVID-19, when used in accordance with the directions for use against human coronavirus on hard, non-porous surfaces.

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```
Protective Desk Pods and
            Shields
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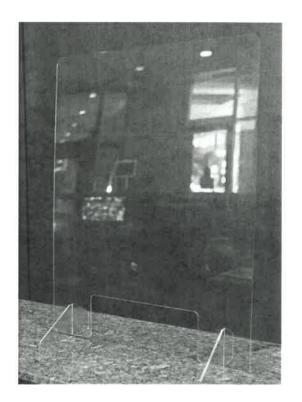
**Acrylic Student Desk
Protective Pod**

- 6MM Thick Clear Acrylic
- Stronger and more durable
  than plexiglass
- Custom guard made of 1 front
  and 2 side panels.
- Panel Sizes: 66CM x 122CM
  includes PVC angle and
  hardware for assembly
- Cutout: 12" wide x 4" height
- Custom Sizes with minimum
  order of 200

Acrylic Teacher Protective Shield

- Stronger and more durable
  than plexiglass
- 24.5"W x 31.5"H with cut-
  out/pass through 13" x 5.25"

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Masks

Debonair Face Mask Pocket Squares

Medical Procedural Face Mask

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- -

Gloves

Hygi

Health & Wellness

"Perfect for everyday use"

Made with Anti-Microbial Material

- Protect against germs
- Washable, 100% performance
- Tech stretch material
- Available in men's, women's & youth sizes
- Touch screen capability
- Silicon Anti-Slip Grip System on palm & fingers
- EPA Registration # 84189-1

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First Aid Trauma Kits

- Keep your students and staff safe
- Developed by a Trauma surgeon to help save lives and provide excellent supplies for general first aid
- Easy to use
- Includes hand sanitizer, face mask and skin thermometer

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Chicago, IL 60601-7803
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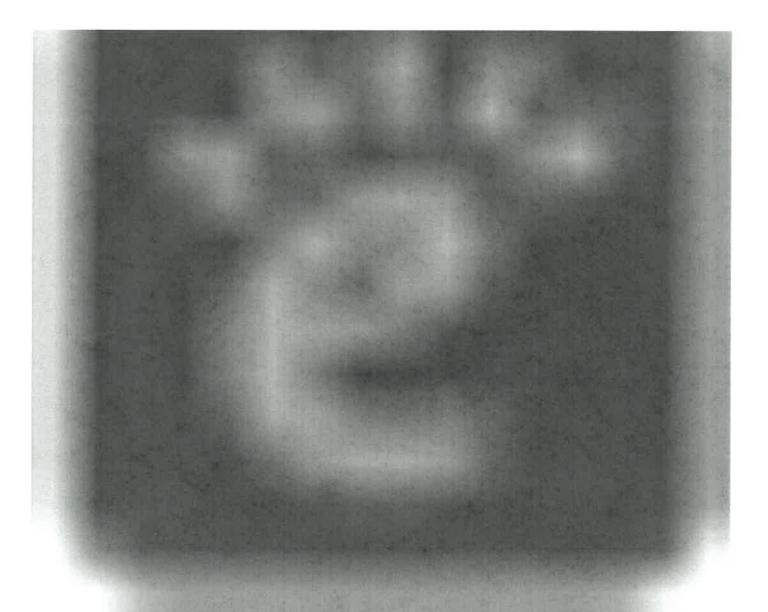
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Larry Ferlazzo's Websites of the Day… - 6 new articles

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"Larry Ferlazzo's Websites of the Day..." - 6 new articles

1. Statistic Of The Day: 56 MILLION U.S. Families Have Lost Income Since March 13th
2. "Q&A Collections: Assessment"
3. Watch For THIRTY Posts In My Ed Week Column Over The Next Two Months With Practical Distance Learning/Hybrid Advice
4. Wednesday's Must-Read Articles On Reopening Schools
5. "Tiny Tales" Are The BEST Teaching Resource For Folktales!
6. Most Popular Posts Of The Week
7. More Recent Articles

Statistic Of The Day: 56 MILLION U.S. Families Have Lost Income Since March 13th

"Over 56 million families have lost income since March 13...."

- "Families Across the U.S. Struggle to Afford Diapers, Wipes and Formula," NY Times

The New York Times shared the above terrifying statistic today.

We already know the impact that out-of-school factors have on student achievement (see The Best Places To Learn What Impact A Teacher (& Outside Factors) Have On Student Achievement).

Pile on this additional economic stress, and the fact that this means many of our high school students will be taking either over-or-under the table jobs to help support their families during this crisis, and we know that nobody is going to be doing very well.

We need to keep that in mind, and recognized that we must provide social emotional support (see The Best Resources For Learning About Teens & Stress) and realize that we have to strip down what we expect to teach (see CRITICAL QUESTION FOR US TEACHERS: WHAT AREN'T WE GOING TO COVER THIS YEAR).

I'm recommending to my colleagues that, at most, each high school school class expect no more than five hours of student work each week – INCLUDING any synchronous class time.

I'm open to an argument saying that is even too much, but I can't imagine that anybody is going to convince me that it should be more.

What do you think?

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"Q&A Collections: Assessment"

Q&A Collections: Assessment is the headline of my latest Education Week Teacher column.

All Classroom Q&A posts on Assessment (from the past nine years!) are described and linked to in this compilation post.

Here's an excerpt from one of them:

> "Grades are first and foremost communication; they are information, nothing more. The moment we make them something more, we corrupt their constructive use."
>
> - Rick Wormeli in Education Week Teacher

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Watch For THIRTY Posts In My Ed Week Column Over The Next Two Months With Practical Distance Learning/Hybrid Advice

geralt / Pixabay

Things are likely to get a bit rough for us teachers, our students, and their families during the upcoming school year.

Right now, there are over sixty posts at my Education Week column, including commentaries, videos and infographics from over one-hundred educators sharing their experiences with distance learning. Check them out at School Closures & the Coronavirus Crisis.

And, beginning on August 1st, you will find over *thirty* new ones appearing over the next two months featuring commentaries from another one-hundred educators answering the key questions we're all asking ourselves now. Educators in the "trenches" will be answering them based on their experiences in the spring, as well as sharing what they will have learned during the first few weeks of this new school year.

Readers got a "taste" of things to come this week at Classroom Activities to Start Your Online or Hybrid New Year Strong, where Katie Hull shared an excerpt from our next book, as well as providing our full chapter on distance learning available for free download.

I'm not sure if you will be able to find a more extensive collection of practical advice for helping us get through this next year….

Wednesday's Must-Read Articles On Reopening Schools

ractapopulous / Pixabay

Here are new additions to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

Teachers Union OKs Strikes If Schools Reopen Without Safety Measures In Place is from NPR.

Did America Set Public Schools Up to Fail? is from New York Magazine.

COVID-19 school guidance from Trump and the CDC paints teachers as villains is from NBC

News.

Influential national teachers union backs strikes as tool in school reopening fight is from Chalkbeat.
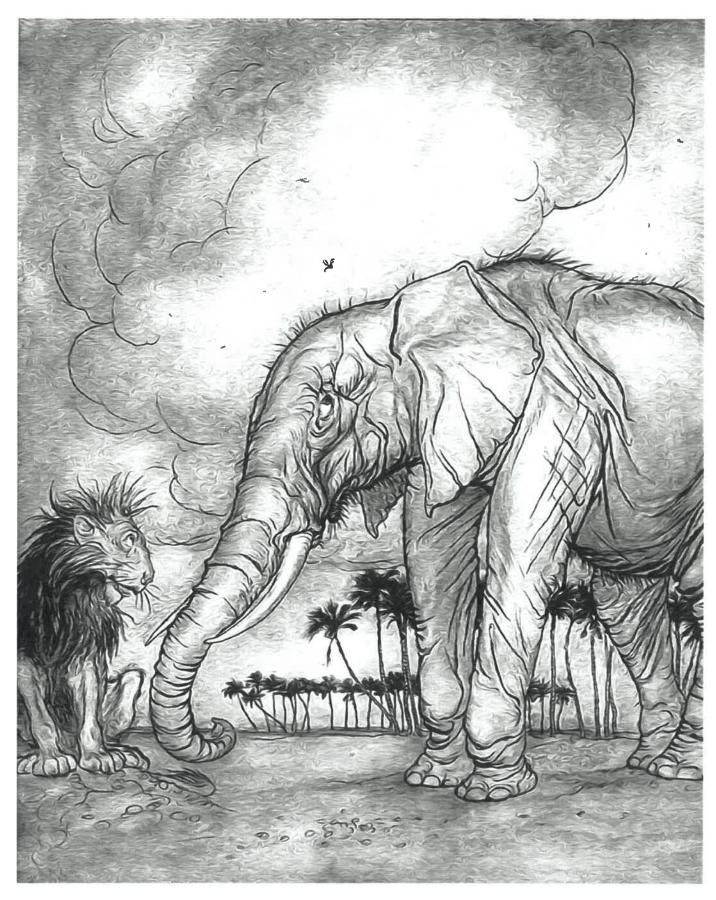
What do schools need, and what might they get? Making sense of the big numbers that will shape the stimulus bill is from Chalkbeat.

Pandemic pods are inequitable and inevitable — and a dream come true for the school choice movement is from Business Insider.

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"Tiny Tales" Are The BEST Teaching Resource For Folktales!

Laura Gibbs teaches online Humanities courses at the University of Oklahoma.

For twenty years, I've been teaching mythology and folklore courses. My students read traditional myths and legends, and then they write their own stories inspired by the reading. No quizzes, no essays: instead, we create stories-from-stories.

When people retell old stories in new ways, you never know what will happen; no two stories ever turn out the same. There are an infinite number of possibilities, and the more stories you and your students write, the more new ideas you'll come up with.
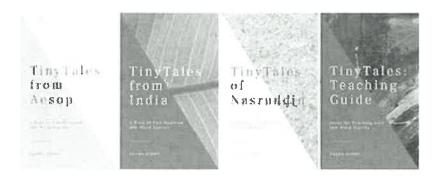
During this pandemic summer of 2020, I've been creating some books that I hope will be useful to other teachers who might want to try a stories-from-stories approach. I've focused on 100-word stories (short and sweet!), and I've written three collections this summer, each with two hundred of these very short stories: Tiny Tales from Aesop, Tiny Tales from India, and Tiny Tales from Nasruddin, along with a Teaching Guide for these three books. All four books are free online:

Aesop.LauraGibbs.net

India.LauraGibbs.net

Nasruddin.LauraGibbs.net

Guide.LauraGibbs.net

I've released the books as free educational resources (PDF, mobi, epub, and plain-text format)

with a Creative Commons license so you can take the materials and reuse, repurpose, and remix them for your own classes. I'm planning more books to come too; next up will be Tiny Tales from the Sufis (scheduled for October), and then Tiny Tales of Anansi (scheduled for November). You can find the whole series at **100Words.LauraGibbs.net**

The Teaching Guide is a good place to start because it contains selected stories from all three books, along with a storytelling idea for each story based on changes to the plot or characters, or a change in style. Those are just suggestions to get your imagination going, and there are always other possibilities… infinite possibilities! You and your students will be able to come up with all kinds of new stories and styles.

Here are just a few ideas about how you might reuse (repurpose, remix, etc.) the Tiny Tales materials for your own projects:

* Create your own class textbook. You can use the text-file versions of the Teaching Guide and/or the Tiny Tales books to create a textbook for your students. Just copy-and-paste the stories you want to use and then interweave your own notes and commentary, adjusting each story as needed to align with your students' skills and interests.

* Help your students create their own story anthologies. Each student can create their own personal story collection, rewriting their favorite stories in their own way, along with "author's notes" about the original story and how they've changed that story to make it their own. (My students create "Storybooks" as a semester-long class project, sharing their projects with each other and revising based on peer feedback.)

* Illustrate the stories. You and your students can create your own art or use Creative-Commons-licensed illustrations to produce illustrated versions of your stories. You can also make memes to accompany the stories, or turn them into cartoons.

* Perform the stories. You can adapt the stories into dramatic scripts for podcasts, puppet shows, etc., with students playing the roles of the different characters, adding the sound effects, music, and so on.

Finally, the most important advice of all: as you reuse, repurpose, and remix the stories… let your imagination run wild, and have fun!

I will also be grateful for any suggestions and requests as this "Tiny Tales" project continues to evolve. You can contact me by email (laurakgibbs@gmail.com) or find me at Twitter: @OnlineCrsLady

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Most Popular Posts Of The Week

I'm making a change in the content of the regular feature. In addition to sharing the top five posts that have received the most "hits" in the preceding seven days (though they may have originally been published on an earlier date), I will also include the top five posts that have actually appeared in the past week. Often, these are different posts.

You might also be interested in IT'S THE THIRTEENTH ANNIVERSARY OF THIS BLOG – HERE ARE THE FORTY ALL-TIME MOST POPULAR POSTS and A LOOK BACK: 2020'S BEST POSTS FROM THIS BLOG – PART ONE.

Here are this week's most popular posts:

1. HERE'S OUR CHAPTER ON DISTANCE LEARNING WITH ELLS & IT'S FREE TO DOWNLOAD (NO REGISTRATION REQUIRED!)

2. The Best Online Virtual "Corkboards" (or "Bulletin Boards")

3. GET A FREE PDF OF THE NY TIMES' "1619 PROJECT"

4. The Best Websites For Creating Online Learning Games

5. HERE ARE DETAILED – & TENTATIVE – DISTANCE LEARNING PLANS FOR ALL MY FALL CLASSES

Here are this week's top posts that originally appeared in the past seven days (if they are not already on the above list):

"CLASSROOM ACTIVITIES TO START YOUR ONLINE OR HYBRID NEW YEAR STRONG"

MOST POPULAR POSTS ON THIS BLOG OVER THE YEARS

WOW – CHECK OUT THIS THREE MINUTE FILM BY A NINTH-GRADER ABOUT DISTANCE LEARNING & QUARANTINE

HERE'S THE VIDEO OF THE KEYNOTE I GAVE AT THE VIRTUEL CONFERENCE TODAY: "WE WILL FIND A WAY OR MAKE ONE: OVERCOMING COVID-19 CHALLENGES FACING ELLS & THEIR TEACHERS"

"EIGHT WAYS TO USE MOVEMENT IN TEACHING & LEARNING"

WELL, THIS IS STUPID: FEDS SAY THEY DON'T WANT TO CANCEL STANDARDIZED TESTS THIS SCHOOL YEAR

A TENTATIVE YEAR PLAN FOR MY THEORY OF KNOWLEDGE CLASSES

FEDERAL EVICTION EXPIRES TODAY; CALIFORNIA'S EXPIRES IN SEPTEMBER – HOW WILL SCHOOLS COPE WITH BIG INCREASE OF HOMELESS STUDENTS?

HERE ARE DETAILED – & TENTATIVE – DISTANCE LEARNING PLANS FOR ALL MY FALL CLASSES

GOOGLE UNVEILS "IT'S A WONDERFUL WORLD" FOR TRAVELING – VIRTUALLY

UPDATED DISTANCE LEARNING PLAN FOR MY NEWCOMER/INTERMEDIATE ELL CLASS

CHECK OUT NEW ED WEEK VIDEO: "TIPS FOR NEW TEACHERS THIS FALL"
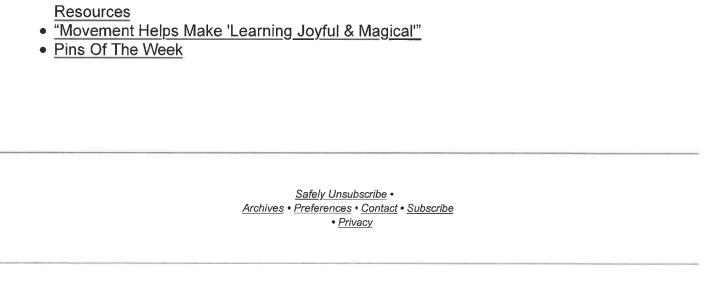
CHECK OUT NEW ED WEEK VIDEO: "TIPS FOR NEW TEACHERS THIS FALL"

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More Recent Articles

- Tuesday's Four Must-Read Articles On School Reopening In The Fall
- Thanks, Sen. Cotton, Your Criticism Of The 1619 Project Means That Students Everywhere Will Be Much More Interested In It
- The Korean War Began This Week Seventy Years Ago – Here Are Teaching & Learning

Resources
- "Movement Helps Make 'Learning Joyful & Magical'"
- Pins Of The Week

Larry Ferlazzo's Websites of the Day… - 8 new articles

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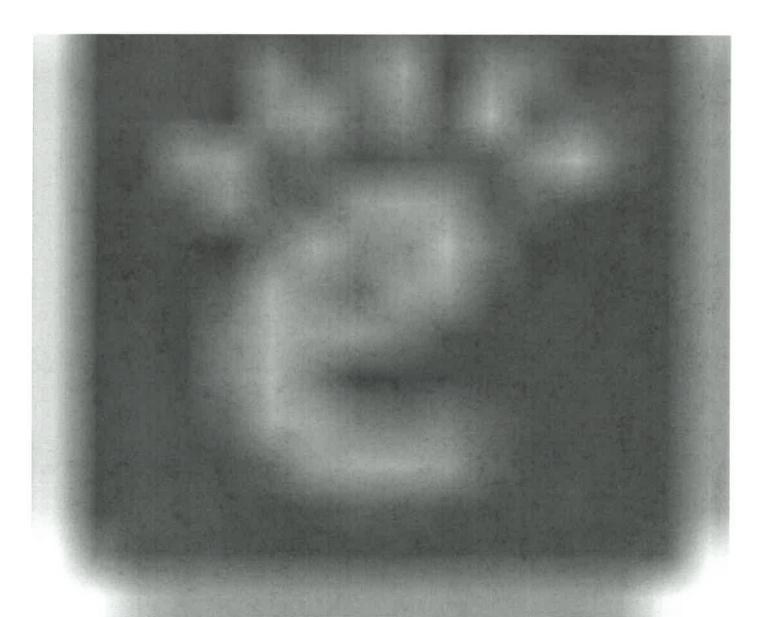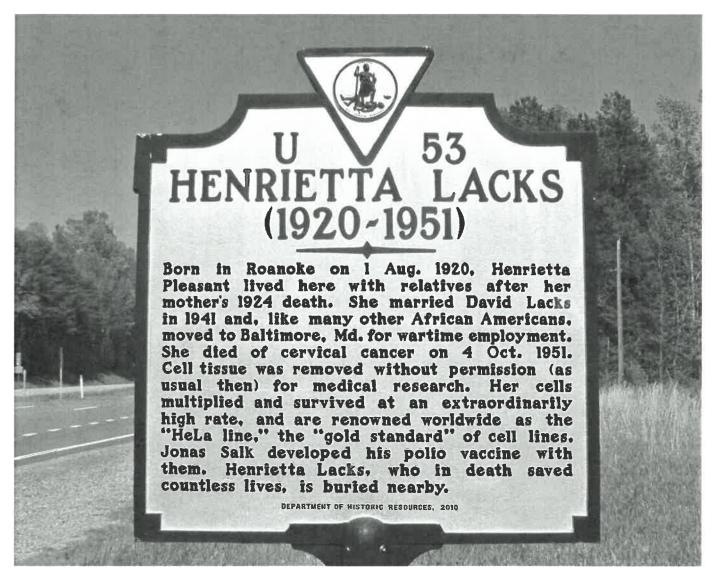
"Larry Ferlazzo's Websites of the Day..." - 8 new articles

1. Henrietta Lacks Would Have Been 100 Years Old Today – Here Are Teaching & Learning Resources
2. State Of California Unveils Changes To Recommended Ethnic Studies Curriculum
3. If You Teach Math, I'd Recommend You Participate In This Summer Book Study
4. "Steps to Make Your Students Feel Welcome This Fall"
5. Research Says The Best Thing To Do To Reopen Schools Is Reduce Community Infection – Wear A Darn Mask!
6. The Anniversary Of The Atomic Bombings In Japan Is Coming Up – Here Are Teaching & Learning Resources
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Henrietta Lacks Would Have Been 100 Years Old Today – Here Are Teaching & Learning Resources

For more information on the #HeLa100, check out https://t.co/QbPUWYxDBV.

— uché blackstock, md (@uche_blackstock) August 1, 2020

Here are my previous posts about her:

VIDEO: "THE IMMORTAL LIFE OF HENRIETTA LACKS: OFFICIAL TRAILER"

VIDEO: FILM ON HENRIETTA LACKS COMING OUT IN APRIL

HERE'S THE VIDEO TED-ED SHOULD HAVE MADE ABOUT HENRIETTA LACKS

DISAPPOINTING NEW TED-ED VIDEO & LESSON ON HENRIETTA LACKS

DISAPPOINTING NEW TED-ED VIDEO & LESSON ON HENRIETTA LACKS

BEYOND JUST A CELLS UNIT: What My Science Students Learned from the Story of Henrietta Lacks is from ReThinking Schools.

State Of California Unveils Changes To Recommended Ethnic Studies Curriculum

geralt / Pixabay

The road to a legislative mandated state of California ethnic studies curriculum has been a bit rocky, with a number of objections made to it's original proposal.

You can read about those issues here at an older article from Ed Source. The state took down their initial proposal, but as that article says:

The department took down the draft of the model curriculum after the public comment period ended last August. However, you can find the proposed introduction here, the glossary here and the full document here.

On Friday, the state unveiled changes it was proposing to make to the curriculum.

If you want to see a list of those specific changes, you have to go here and scroll down the agenda.
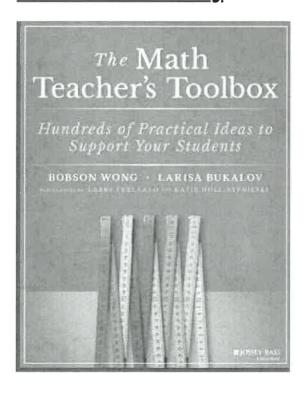
However, a better way is to read both an L.A. Times article and an Ed Source article that summarizes them.

I'm adding this post to The Best Posts On The Value Of Ethnic Studies Classes – Help Me Find More.

If You Teach Math, I'd Recommend You Participate In This Summer Book Study
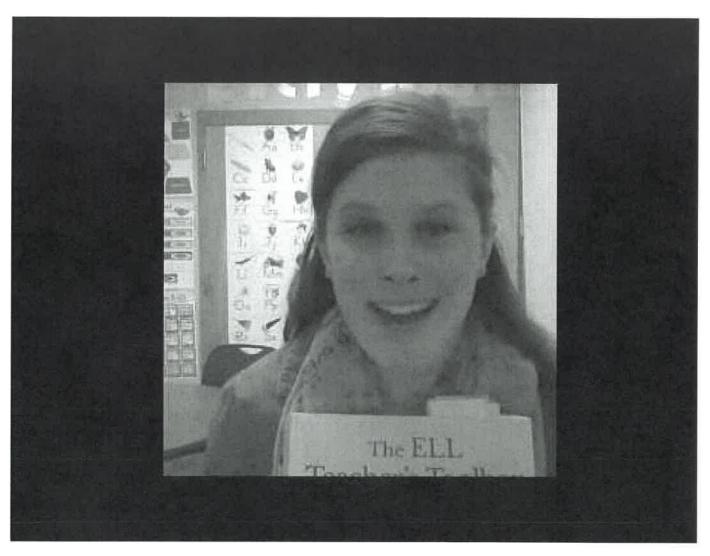
The fabulous #EllChat_BkClub just finished a book study of *The Science Teacher's Toolbox*, one of the books Katie Hull and I edited, and is now moving on to *The Math Teacher's Toolbox* (another one we edited!) and another book, Math For ELLs.

Learn all the information you need about the study here.

Katie Toppel does a great job organizing these book studies!

Here's a video about the group:

And a video about this specific chat:

"Steps to Make Your Students Feel Welcome This Fall"

Steps to Make Your Students Feel Welcome This Fall is the headline of my latest Education Week Teacher column.

Three teachers explain how they are going to start the COVID-19-affected new school year, including by sending videos or letters to students before classes begin.

Here are some excerpts:

"

It will be critical to develop social and emotional safety in our online classroom.

- Andi Jackson
in Education Week Teacher

"

The key is for me to get to know them and for them to get to know me and each other.

- Ann Stiltner
in Education Week Teacher

> **"**
> **Keep reaching out, and don't assume students and families are indifferent or apathetic.**
>
> – Kelly Love
> in Education Week Teacher

👍 Like

Research Says The Best Thing To Do To Reopen Schools Is Reduce Community Infection – Wear A Darn Mask!

The journal Science found, in a review of 20 countries' school reopenings, that while requiring face masks and social distancing, and keeping students in small cohorts (so-called "panedmic pods" among some U.S. schools and parents) did reduce outbreaks, the biggest factor was the overall rate of infection circulating in the community.

— "Will Opening Schools Worsen the Pandemic?" Ed Week

It's not the first time we've all heard it, but a ton of recent studies reinforce the fact that if you want to reopen physical schools, then reduce the rate of community infection.
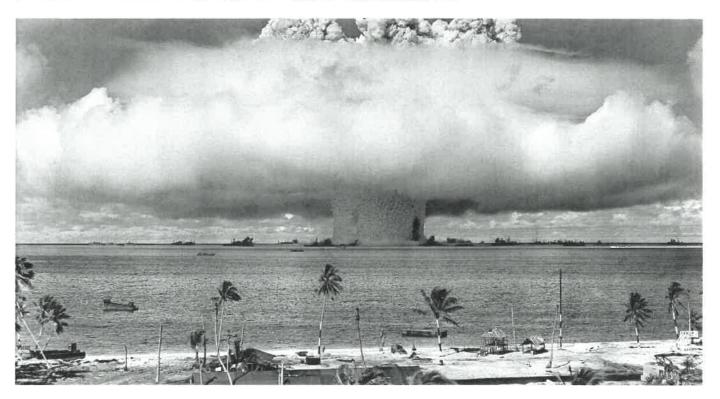
The fact that outside-of-school factors have the biggest influence on what happens at school is no surprise, as I've previously written at Reopening Schools Is Analogous To The Research Finding That The Greatest Influence On Student Achievement Is Outside School.

People, just wear a damn mask!

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The Anniversary Of The Atomic Bombings In Japan Is Coming Up – Here Are Teaching & Learning Resources

WikiImages / Pixabay

August 6th and 9th are the anniversaries of the atomic bombings of Hiroshima and Nagasaki.

You might be interested in The Best Resources For Learning About The Atomic Bombings Of Japan.

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Infographic: "Over 40% Of U.S. Renters Now At Risk Of Eviction"
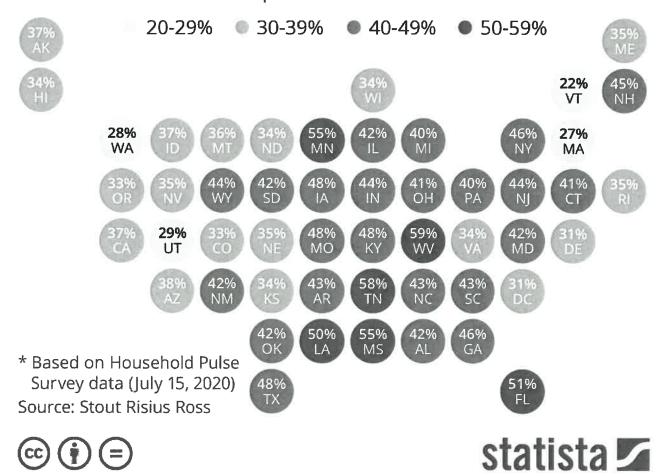
I wrote about this last week (see FEDERAL EVICTION EXPIRES TODAY; CALIFORNIA'S EXPIRES IN SEPTEMBER – HOW WILL SCHOOLS COPE WITH BIG INCREASE OF HOMELESS STUDENTS?).

This new infographic puts the crisis in visual terms:

Over 40% Of U.S. Renters Now At Risk Of Eviction

Estimated share of renter households facing a rental shortfall and potential eviction*

20-29% 30-39% 40-49% 50-59%

37% AK	35% ME
34% HI	34% WI · 22% VT · 45% NH

28% WA · 37% ID · 36% MT · 34% ND · 55% MN · 42% IL · 40% MI · 46% NY · 27% MA

33% OR · 35% NV · 44% WY · 42% SD · 48% IA · 44% IN · 41% OH · 40% PA · 44% NJ · 41% CT · 35% RI

37% CA · 29% UT · 33% CO · 35% NE · 48% MO · 48% KY · 59% WV · 34% VA · 42% MD · 31% DE

38% AZ · 42% NM · 34% KS · 43% AR · 58% TN · 43% NC · 43% SC · 31% DC

42% OK · 50% LA · 55% MS · 42% AL · 46% GA

48% TX · 51% FL

* Based on Household Pulse Survey data (July 15, 2020)
Source: Stout Risius Ross

statista

You will find more infographics at Statista

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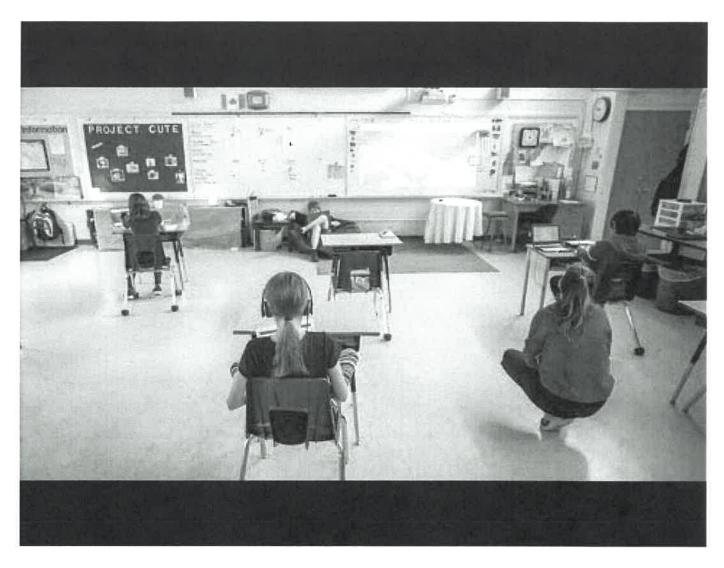
THE WORLD IS CHANGING

geralt / Pixabay

Here are new additions to THE BEST POSTS PREDICTING WHAT SCHOOLS WILL LOOK LIKE IN THE FALL:

The Risk That Students Could Arrive at School With the Coronavirus is from The New York Times.

These kids are getting left behind when schools go online is from CNN.

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More Recent Articles

- Video: Very Good Interview With Nikole Hannah-Jones
- It's Eid al-Adha Today – Here Are Teaching & Learning Resources
- 'Memorization Often Comes Without Understanding'
- Aug. 9th Is The International Day Of The World's Indigenous People & Google Just Unveiled A Great Site To Support It
- Friday's Four Must-Read Articles On Reopening Schools In The Fall

Larry Ferlazzo's Websites of the Day… - 6 new articles

Click here to read this mailing online.

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Here are the latest updates for **mbarnes@wnrockets.com**

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James Baldwin would have been ninety-six years today.

You might be interested in JAMES BALDWIN WAS BORN ON THIS DAY IN 1924 – HERE ARE RELATED RESOURCES.

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"Q&A Collections: Differentiating Instruction"

Q&A Collections: Differentiating Instruction is the headline of my latest Education Week Teacher column.

All Classroom Q&A posts on Differentiating Instruction (from the past nine years!) are described and linked to in this compilation post.

Here's an excerpt from one of them:

> **"According to Carol Ann Tomlinson, there are three ways to differentiate a lesson that allow students more choices in their learning by differentiating content, process, or product."**
>
> **Donalyn Miller in Ed Week Teacher**

Sunday's Three Must-Read Articles On Reopening Schools In The Fall

geralt / Pixabay

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A School Reopens, and the Coronavirus Creeps In is from The NY Times.

Equity In Pandemic Schooling

NYC Releases Plan For Handling COVID-19 Outbreaks In Schools is from The Gothamist.

> NEW: Schools in NYC will only reopen IF the city can maintain a test positivity rate below 3 percent, de Blasio just announced. We are currently hovering between 1-2 percent.
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> — Eliza Shapiro (@elizashapiro) July 31, 2020

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Video: "4 Myths About Face Masks And Coronavirus Debunked"

I think this would be a good video to show to students.

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Face Mask Myths Debunked

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I have a number of regular weekly features (see HERE IS A LIST (WITH LINKS) OF ALL MY REGULAR WEEKLY FEATURES).

This is a relatively new addition to that list.

Some of these resources will be added to The Best Advice On Teaching K-12 Online (If We Have To Because Of The Coronavirus) – Please Make More Suggestions! and the best will go to The "Best Of The Best" Resources To Support Teachers Dealing With School Closures.

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The Best Resources For Helping Students Prepare A Pecha Kucha Presentation – Please Suggest More

StartupStockPhotos / Pixabay

I have my IB Theory of Knowledge students make lots of presentations, and I plan to continue that plan during this year of online learning.

Most of the time in a physical classroom small groups create posters which they then present in front (of course, sometimes they also use Google Slides).

During this year, I'd like to try having them create Pecha Kucha presentations, many which will be presented in breakout rooms.

You might be familiar with the concept of twenty slides and twenty seconds on each one.

Here are some videos that I think provide good explanations. If you have suggestions of other videos, or other materials (like outlines!), please let me know.

Paulding Farnham is my favorite designer

His enameled orchids made him famous

His jewelry used nature to mimic nature

He designed many of Tiffany's most famous objects

He spent months modeling the horses on his Bellmont Cup

He knew how to combine materials!

Exotic materials tell exotic stories

He incorporated native aesthetics sensitively

He told America's story with design

Pecha Kucha
What it is, how to

7000

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Syaibatulhamdi / Pixabay

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Fwd: Missouri Sunshine Law request, Brown Institute for Media Innovation

email: "cadkins@wnrockets.com Cheryl Adkins"   Monday, August 3, 2020 at 11:31:09 AM Central Daylight Time
To: email: "mbarnes@wnrockets.com Mitch Barnes"

---------- Forwarded message ---------
From: **Kyra A. Senese** <kas2317@columbia.edu>
Date: Mon, Aug 3, 2020 at 9:17 AM
Subject: Missouri Sunshine Law request, Brown Institute for Media Innovation
To: <blangston@wnrockets.com>, <cadkins@wnrockets.com>

Good morning,

Attached, please see a Missouri Sunshine Law request. To reduce the number of voluminous emails, we ask to exclude the following: all listserv material; all news items; all daily alerts, such as Google Alerts; and all mass mailings.

Please reach out to me any time with any questions or updates. Please let me know if there is another contact or method in which to direct this request at your earliest convenience.

Thank you,
Kyra Senese

--
Kyra Senese
Senior Research Assistant
Documenting COVID-19
Columbia University's Brown Institute for Media Innovation
Subscribe to our newsletter
Email: kas2317@columbia.edu
Mobile: (630) 608-8844

--
Cheryl Adkins
West Nodaway R-I
Secretary/Accounting
Phone: 660-725-4613
Fax: 660-725-4300

Attachments:

FOIA-NodawayBarnes803.pdf 136k

THE BROWN INSTITUTE
FOR MEDIA INNOVATION

August 3, 2020

West Nodaway R-I School District
Attn: Public Information Officer
17665 US Hwy 136
Burlington Junction, MO 64428

To Whom It May Concern:

Under the Missouri Sunshine Law § 610.023 et seq., we request that a copy of the following documents be provided:

- Email correspondence, and all underlying documentation contained therein, between July 1, 2020, and the date this request is ultimately fulfilled sent to, from or copied to Mitch Barnes containing any of the following non-case-sensitive key-strings: "covid"; "coronavirus"; "reopen*";

If there are any fees for searching or copying these records, please inform us first if the cost will exceed $100. However the law allows you to impose a waiver or reduction of fees when information is sought in the public interest, as is the case for this request.

We are a nonprofit organization working on behalf of news organizations, academics and other public bodies to provide clear, timely information for public dissemination and we have recently published our findings in The New York Times, The Washington Post and other publications.

This information is in the public interest as coronavirus remains a threat to public health. The Missouri Sunshine Law requires a response within three business days. If access to the records I am requesting will take longer than this amount of time, please contact me with information about when I might expect copies or the ability to inspect the requested records.

Please provide any responsive records in electronic format by email attachment, if at all possible. For any documents that are withheld on the grounds of an exemption, privilege, or other reason, please justify each omission separately by reference to specific exemptions of the Act, and release all reasonably segregable portions of otherwise exempt material.

Include information contained in the material that otherwise would be considered non-responsive to the specific request. We reserve the right to appeal any decisions. We will only modify this request in writing, not via telephone.

Thanks in advance for your assistance. If you need to discuss this request, I can be reached at 630-608-8844. Thank you for your consideration of my request.

Regards,
Kyra Senese
2950 Broadway
New York, NY 10027
kas2317@columbia.edu

BROWN

Fwd: ACES Newsletter, CPI and Spedtrack Trainings

email: "mbarnes@wnrockets.com Mitch Barnes"   Monday, August 3, 2020 at 1:30:59 PM Central Daylight Time
To: email: "dbarnes@wnrockets.com Dana Barnes" , email: "slaw@wnrockets.com Susan Law" , email: "slarabee@wnrockets.com Shayli Larabee" , email: "cmattson@wnrockets.com Callie Mattson"

---------- Forwarded message ---------
From: **Cindy Naber** <cindy.naber@mndcty.org>
Date: Mon, Aug 3, 2020 at 1:17 PM
Subject: ACES Newsletter, CPI and Spedtrack Trainings
To: Ashley Marriott (nnr6.org) <amarriott@nnr6.org>, Becky Grimes (avenuecityschool.org) <bgrimes@avenuecityschool.org>, Becky Morris <bmorris@pattonsburg.k12.mo.us>, Bob Heddinger <rheddinger@stanberryschools.org>, Brenda Dougan <bdougan@nen.k12.mo.us>, Dana Barnes <dbarnes@wnrockets.com>, Dee Flint <dee.flint@mndcty.org>, Dr. Jeremy Burright <jburright@fxbulldogs.net>, Kari Taylor <taykar@tarkio.k12.mo.us>, Linda Rice <lindarice@kingcityschools.org>, Matt Martz <mmartz@wc.k12.mo.us>, Pam Weber (southholtr1.com) <weberp@southholtr1.com>, Renee Turpin <rturpin@craigr3school.org>, Sandy Hughes <shughes@northandrew.org>, Shawn Emerson <semerson@nodholt.org>, Steve Waigand (rpbluejays.com) <steve.waigand@rpbluejays.com>, Tammy Graham <tgraham@stanberryschools.org>, Tim Jermain <timjermain@jc123.k12.mo.us>, Vicki Spire (southnodaway.k12.mo.us) <vspire@southnodaway.k12.mo.us>, Sherry Copple <scopple@northandrew.org>, Ann Steins <astiens@nen.k12.mo.us>, Catherine Auffert <cauffert@nnr6.org>, Danielle Johnson <djohnson@nnr6.org>, Debbie Miller <dmiller@nodholt.org>, Deyton Thomas <thodey@tarkio.k12.mo.us>, Dottie Nelson <dottie.nelson@southnodaway.k12.mo.us>, Dottie Stoll <dottiestoll@kingcity.k12.mo.us>, Jaymee Koop <jkoop@fxbulldogs.net>, Jeanne Pierson <jpierson@northandrew.org>, Jennifer Vogler <jennifer.vogler@rpbluejays.com>, Kate Wiederholt <kwiederholt@stanberryschools.org>, Katherine Hansen <katherinehansen@nnr6.org>, Kayla Schoonover <kayla.schoonover@mndcty.k12.mo.us>, Kayti Shrader <shrkay@tarkio.k12.mo.us>, Lexi Heck <lheck@fxbulldogs.net>, Lisa Filley <lfilley@wnrockets.com>, Lori Stoll <lstoll@nen.k12.mo.us>, Markie Sunderman <sunmar@tarkio.k12.mo.us>, Michele Schuman <schumanm@southholtr1.com>, Patti Spalding <pspalding@avenuecityschool.org>, Rachel Luke <rluke@stanberryschools.org>, Renee Graff <reneegraff@kingcityschools.org>, Sarah Emery <semery@nnr6.org>, Shea Miller <smiller@northandrew.org>, Sherri Miller <smiller@usr2.com>, Susan Law <slaw@wnrockets.com>, Susan Lewis <susanlewis@kingcityschools.org>, Taylor Miles <tmiles@nodholt.org>, Tera Coleman <tcoleman@wc.k12.mo.us>, Wendy Riley <wriley@jc123.k12.mo.us>, <dstevens@pattonsburg.k12.mo.us>, <gmckinley@pattonsburg.k12.mo.us>, Amy Fast <afast@fxbulldogs.net>, Bobbi Cole <bcole@northandrew.org>, Carol Williams <cwilliams@avenuecityschool.org>, Crissy Drummond <drucri@tarkio.k12.mo.us>, Dianna Hawkins <hawdia@tarkio.k12.mo.us>, Dianna Jewett <dianna.jewett@southnodaway.k12.mo.us>, Donna Roush <droush@northandrew.org>, Glenys Morrow <gmorrow@nodholt.org>, Judy Ross <judy.ross@southnodaway.k12.mo.us>, Kayla Lewis <klewis@nnr6.org>, Kimberly Shunk <kshunk@northandrew.org>, Kristi Duering <kristiduering@gmail.com>, Linda Tadlock <ltadlock@stanberryschools.org>, Marcia Jackson <jacksonm@southholtr1.com>, Marilyn Brandenbury <bramar@tarkio.k12.mo.us>, Raegen Medsker <medskerr@southholtr1.com>, Ruth States <ruthstates@kingcityschools.org>, Susie Gloggner <susannegloggner@kingcityschools.org>, Tamara Pittman <tpittman@northandrew.org>, Tracy Salmons <tsalmons@northandrew.org>, Bill Pottorff <bpottorff@pattonsburg.k12.mo.us>, Bob Ottman <ottmanb@southholtr1.com>, Chris Turpin

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Good Afternoon and Happy Monday to you. Please see the attached newsletter, DESE information released last week about COVID-19 school reopening and FAQ, and the new special education forms. Please look these over and let me know if you have any questions or concerns. Start to use the new forms immediately and if they haven't been uploaded to Lumen or Spedtrack yet, contact your provider to get them uploaded.

I am also attaching the CPI training sign-up. There will be 4 more opportunities in August for recertification and there were 6 opportunities last week. Hopefully this will get everyone taken care of that expires in August and September. I do not have any other refresher courses offered in September at this time. Hope to See ya there!

CPI Refresher/Full Foundation Training Sign-up ...

Sign up for spedtrack training with Kerri Carelton at West Nodaway School District on August 20, 2020 from 9-3 p.m.

SpedTrack Training Attendance Sheet

Cindy Naber, Director
Area Cooperative for Educational Support
1212A S. Main Street
Maryville, MO 64468
Phone: 660.582.3768
Cell: 660-254-6134
F-x: 660.582.2807

"-If a child can't learn the way we teach, maybe we should teach the way they learn."- Ignacio Estrada

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Dr. Mitch Barnes
Superintendent
West Nodaway R-1
660-725-4613
mbarnes@wnrockets.com

"No One Rises to Low Expectations"

Attachments:

July August 2020 Newsletter.docx 205k

se-Covid-19-Reopening-Distance-Learning-QA.pdf 128k

COVID-MO-K12-Reopening-Guidance.pdf 191k

se-com-covid-19-faq (1).pdf 290k

parent consent for related services via teletherapy.docx 35k

se_compliance_Form_G-update.docx 25k

se_compliance_Prior_Written_Notice.docx 21k

se_compliance_Form_D.docx 50k

se-compliance-IEP-form.docx 43k

se_compliance_discipline_documentation_form.docx 49k

se-com-IEP_Addendum.pdf 93k

AREA COOPERATIVE FOR EDUCATIONAL SUPPORT

July/August 2020

ACES Mission

ACES is committed to providing a full continuum of special education and at-risk services for students in member districts from pre-school through 12th grade, as well as, to build the capacity of the educators and school systems in addressing the issues that interfere with educational outcomes.

ACES Vision

ACES will strive to be a comprehensive program of services for students whose behavioral difficulties and academic issues interfere with their educational performance. The key to this service provision is the active collaboration amongst educators, parents, students and the community.

Important Due Dates

- Accept Assurance Statement (ePeGs)
- After July 1: Complete Staff Semi-Annual Certification Forms
- Due by the end of July: Ensure all ECSE staff are coded correctly in Core Data, as information will be pulled into the ECSE FER
- 10/2020 Ensure K-12 special education staff paid with IDEA Part B Section 611 funds are coded correctly in core data.
- 8/15/2020 Submit ASBR for prior year with all special education expenditures reported under correct function and project codes.
- 09/30/2020: FY20 Part B Final Expenditure Report (ePeGs)

Upcoming Trainings

Please see attached list with details of each training. Thank you

Please see the ACES Training List 2020-2021 for additional trainings offered.

Monthly To Do List

- Print/Save updated Model Forms from DESE Website
- Print updated Standards & Indicators from DESE Website
- Conduct Annual Confidentiality Training S&I 100.220
- Schedule Initial & Renewal CPI Trainings as needed
- Update Public Notice & Post on District Website S&I 100.10-100.40
- Adopt Local Compliance Plan at Board Meeting
- Conduct Annual Private/Parochial/Home-school Meeting S&I 100.300

Tiered Monitoring Cohort

2020-2021		
Self-Assessment	Maintain	CAP
Cohort 1	Cohort 2	Cohort 3
West Nodaway	Jefferson	Avenue City
Fairfax		Craig
King City	North Nodaway	Mound City
Nodaway Holt	South Holt	North Andrew
Pattonsburg	Tarkio	Northeast Nodaway
Stanberry	Union Star	Rock Port
	Worth County	South Nodaway

Director's Desk-

Hello~~So much new information is out there which changes weekly. I for one was overwhelmed trying to keep up with it all and decided best practice was to wait until official documentation was released. I am attaching the most recent information to this newsletter that DESE released at the end of July. Please let me know if you have questions or need assistance as we transition together through these unchartered waters.

We at ACES are committed to being flexible with our districts and your opening plans. Should you have students that are receiving related services via a virtual model, please contact your related service provider immediately. This will help avert scheduling conflicts and ensure student's related services begin with the first week of school. We know that several students were in the special education evaluation process and needed assessments completed either by the diagnostician or behavior interventionist. Please feel free to contact Jody Renfro or Madison Alitz ahead of time to reserve them for assessments. If you need assistance with anything or everything, please get ahold of me. I might not know the answer, but have the resources to get

Compliance Corner

Observations

Myth: The special education teacher went into the classroom one time and the student was able to do all the classroom teacher required. This child will not qualify because of that observation.

Fact: Sometimes a single observation cannot provide a true picture of how the student performs during classroom instruction. Perhaps the task on the first day you observed was an easier task than typical tasks in class. You are allowed to observe as many times as necessary to get the information that provides an accurate description of classroom performance. Remember that observations in multiple setting are required for the category of autism and observations in different environments are required for the category of emotional disturbance.

Myth: Anyone can conduct the observation.

Fact: Who ever conducts the observation must know what exactly they are looking for in the observation. For instance, if you send the counselor in to complete an observation for basic reading the counselor should be knowledgeable about reading skills, and know what to look for when conducting the observation.

Myth: Recording time on task is the only way to collect data on behaviors during an observation.

Fact: Observers should write their observations in a clear, objective manner that contains quantifiable data. There are several ways to collect behavior information through direct observations. Frequency recording can be used to tally the number of times a behavior happens in a set period of time. Duration recording can be used to record the length of time a specific behavior lasts. Whereas interval recording collects data on if a behavior occurs during a specific interval of time. The type of data collection will depend on what behavior or skills you are observing and what type of data the team is trying to collect.

> What holds you back is not what you think you are, it's what you think you aren't.~~Author Unknown

Myth: An observation is required to meet the eligibility requirements for each of the sixteen disability categories used for special education.

Fact: Observations are required for three disability categories of eligibility: Autism, Emotional Disturbance (ED), and Specific Learning Disabilities (SLD). Observations are strongly recommended for all disability categories because observation results can provide support to statements describing adverse educational impact.

Myth: Only one observation of the student's learning and behavior is required for Autism, Emotional Disturbance, and Specific Learning Disabilities.

Fact: There are different requirements for the three disability categories that require observation. Autism eligibility requires observations across multiple settings. Eligibility for ED requires observations in different environments, and SLD eligibility requires the evaluation report to document observation in each area of suspected disability, including each of the subcategories for SLD. SLD criteria requires a statement describing the relationship of that observed behavior to the child's academic functioning be included in the evaluation report. One observation can document a child's academic performance in multiple areas of suspected disability depending on the kinds of classroom activities in which the student engaged during the observation.

Myth: When finding a student eligible for services in Autism, Emotional Disturbance (ED), and Specific Learning Disabilities (SLD), it is not important what you note during the observation. Only the test scores are needed for the student to meet the eligibility criteria.

Fact: The observation is of equal importance as the test scores when determining eligibility for the three disability categories requiring observations. If the test scores support eligibility but no problems (no adverse educational impact, no relationship between observed behavior and academic functioning) are observed in the classroom, the student should not qualify for services. Multiple sources of information, such as reports from the teachers and parents, observations of the student's functioning in the classroom and other settings, and test scores, are required for eligibility. State Plan Regulation III, page 36

Type of Training		PD Time	Description		
Crisis Prevention and Intervention Training (CPI) Refresher Course	Small Staff Team	3.5 hour	Formal refresher trainings are required within a 12 month period for continued certification	**When:** 8/27/2020 a.m. and p.m. class	**Where:** NWMSU J. W. Jones Student Union, Boardroom
Crisis Prevention and Intervention Training (CPI) Foundation Course	Small Staff Team	8 hour	Initial training for certification in CPI techniques	9/24/2020 & 01/28/2021	NWMSU J. W. Jones Student Union, Tower View Dining Room
Paraprofessional Training	Small Staff Team	6 + hour (2 separate Training Sessions)	Job specific training required by DESE enabling paraprofessional to perform duties as assigned in the member districts.	9/02/2020 & 11/04/2020	NWMSU J. W. Jones Student Union, Meeting Room D
Special Education Teacher Cohort Training	Small Staff Team	6+ hour (4 separate training sessions)	This cohort is designed to build capacity in staff in the areas of: compliance, timelines/due dates, evaluation procedures, communication & collaboration, and other best practices.	09/17/2020 11/19/2020 01/14/2021 03/18/2021	NWMSU J. W. Jones Student Union, Meeting Room D
Academic and Behavior Assessment Training	Small staff team	4 hour	Review and training of commonly used assessments	09/03/2020	NWMSU J. W. Jones Student Union, Meeting Room D
Behavior Management Training	Whole Staff team	3 + hour	Understanding and addressing behaviors that occur in the classroom	10/27/2020	NWMSU J. W. Jones Student Union, Meeting Room D

When coming for a full day of training, a refrigerator for meals is not provided. However, The Jones, located on the second floor of Student Union features retail locations such as Chick-fil-A, Einstein Bros. Bagels, Zen Asian and a Provisions on Demand (P.O.D.) mini-convenience store.

Social distancing of 6 feet or more cannot be practiced in the campus room facilities; therefore all visitors must wear a face mask at all times. Please watch this video if you are coming to any of the ACES training.

https://www.youtube.com/watch?v=7qX9-lb8hsQ&feature=emb_title

April 2, 2020

Special Education Compliance
COVID-19 Q&A

The following list of questions and answers related to COVID-19 and school closures was assembled from a variety of resources, including guidance documents posted by other states and national organizations as well as questions received from Missouri educators serving special education students and staff. Please know, we are all testing these uncharted waters together. Our challenge is to think about the intent and purpose behind the procedural requirements for each step of the special education process, and then have teams reflect on how they can fulfill that same purpose and intent in an alternate way, in light of our current circumstances. We must do the best we can to stay true to the intent of IDEA.

Q1: Do local education agencies (LEAs) have flexibility regarding the provision of a Free and Appropriate Public Education (FAPE) to students receiving special education services in times of emergencies such as the COVID-19 pandemic?
No. Neither state nor federal law provide flexibility to LEAs in times of emergency regarding their obligation to provide FAPE to students receiving special education services. If an LEA closes its schools and the function and delivery of educational services is disrupted and the LEA 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, the LEA must make every effort to provide special education and related services to the child in accordance with the child's Individualized Education Program (IEP).

In addition, the IEP team would be required to make an individualized determination as to whether compensatory services are needed to make up for any skills that may have been lost due to an extended school closure.

If schools are closed, but the LEA continues to provide educational opportunities to the general student population during the closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. The LEA must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's IEP.

Q2: When a school is closed under a public health order and no hours of instruction are provided, but some learning opportunities such as packets are made available, must students with disabilities also have access?
Yes. LEAs should ensure that students with disabilities have equal access to these opportunities to the greatest extent possible. The LEA, in collaboration with the parents, should discuss and document the specific accommodations, modifications, assistive technology, instruction, consultation, related services and/or supports each student will need during the school closure in a distance learning plan. Documentation of these individualized determinations can be recorded by using the DESE sample model form, *The Continuity of Instruction and Individual Education Program (IEP) Implementation Plan*. This form is available on DESE's website and can be used to document each student's plan for distance learning. The Council for Administrators of Special Education (CASE) also provided this sample distance learning plan.

Q3: While LEAs are required to implement IEPs and provide FAPE, what if the LEA cannot fully implement the IEP during the current COVID-19 pandemic response?
The guidance, Addressing the Risk of COVID-19 in Schools (March 21, 2020), from the U.S. Department of Education Office for Civil Rights (OCR) and Office for Special Education and Rehabilitative Services (OSERS) indicated that "...there may be exceptional circumstances that could affect how a particular service is provided." There is not an expectation that IEP services would be delivered exactly as the IEP states. This is a national emergency, and districts should be communicating with families and making decisions based on student need and how those services can be provided while protecting the health, safety and wellbeing of students, families and LEA staff.

If an LEA cannot implement the IEP as written and provide services necessary for the provision of FAPE in either a face-to-face or virtual environment, the LEA should document carefully what services were not able to be provided to each individual student. This documentation must be detailed enough to enable the IEP team to later make determinations regarding what compensatory services need to be considered for individual students. LEAs should plan for effective communication with families regarding any services provided during the COVID-19 pandemic response. The *Continuity of Instruction and Individual Education Program (IEP) Implementation Plan* was designed to help LEAs document services provided during the pandemic. Find the form on the DESE COVID-19 webpage in the Special Education Information and Guidance section. The Council for Administrators of Special Education (CASE) also provided a sample distance learning plan here.

Q4: How do districts provide services to students with significant behavioral difficulties who require a 1:1 paraprofessional and/or a high level of behavioral support for the safety of themselves and others?
Districts are encouraged to brainstorm to find creative ways to provide services to their students, including how to individualize these services based on the unique circumstances of each student. These services will look different based on safety needs, student need, parent engagement, staffing configurations, regional need and district systems. Additionally, there is not an expectation that IEP services would be delivered exactly as the IEP states, and providing support, such as a one-to-one paraprofessional, may not be needed at home or may not be feasible based on staffing configurations and health/safety risks. Districts should make decisions based on individual student needs and the focus should be on supporting students and their parents/caregivers in engaging in systems that promote safe behaviors in the home and community.

Schools and systems should leverage the behavioral expertise of their personnel to support interventions that meet the needs of their students and the new learning environment, and prioritize the immediate needs of their most impacted students. Behavioral support at home will likely look very different than behavioral support in schools, and parents/caregivers may need guidance on how to implement the needed interventions and support. Examples of behavioral supports that could be implemented in the home include parent/caregiver behavioral coaching, or coaching and support around interventions, such as "first, then choice boards," activity schedules, functional communication strategies, implementation of reinforcement contingencies, etc.

Q5: While schools are closed for COVID-19, can they stop taking referrals for initial evaluations and reject any parent requests for initial evaluations that may take place during the time of closure?
No. Child find obligations are not suspended during this time while schools are closed for COVID-19. When a district has reason to suspect a child is a child with a disability, they are mandated to evaluate the child under IDEA Child Find obligations. The only time the LEA can reject a parent or teacher request for a special education evaluation is if the LEA does not suspect the child is a child with a disability. School being closed for COVID-19 is not a reason to reject a special education referral. If a parent or LEA makes

a special education referral during the time period the school is closed for COVID-19, the LEA should take steps to proceed with the referral process, to include an initial evaluation if a disability is suspected.

Q6: How do you proceed in the situation with a kindergarten child identified as Young Child with Developmental Delay (YCDD)? The student will be transitioning to first grade in the fall, so they need to determine eligibility for school age identification.
A student identified as a YCDD transitioning from kindergarten to first grade must meet initial criteria in an eligibility category other than YCDD prior to entering first grade. While the student has to meet initial criteria, that does not always mean the team will need all new assessments. The team must conduct the Review of Existing Data (RED) meeting (by conferring or meeting through alternative means) to determine if the team has enough information to establish:

- Whether the child has a particular category of disability.
- The present levels of performance and educational needs of the student.
- Whether the child needs special education and related services.
- Whether any additions or modifications to the special education and related services. are needed to enable the child to meet the measurable annual goals set out in the individualized education program of the child and to participate, as appropriate, in the general curriculum.

If the team has enough information to do those four things without additional assessment, then the team can determine eligibility by utilizing the evaluation without additional assessment process. After eligibility has been determined, the team can proceed with developing an IEP through virtual technology or a teleconference. If the team does not have the information needed to make an eligibility decision and write an appropriate IEP, then steps should be taken to start an evaluation with assessment. The Missouri State Plan for Special Education, Regulation III allows that evaluation timelines may be extended for just cause. If a student is not available because the school is closed and there is no alternate method to provide the needed assessments, the timeline for conducting the evaluation may be extended. LEAs should maintain documentation as to why the timeline was extended and all good faith efforts made toward completing the necessary steps. LEAs should communicate with parents why the evaluation cannot be completed within the 60 days. LEAs should make good faith efforts to determine eligibility for all kindergarten YCDD students transitioning into first grade during the 2020-2021 school year. Keep in mind that evaluations can take place during the summer or prior to the beginning of the 2020-2021 school year if health and safety conditions allow. However, in the event LEAs are unable to determine eligibility prior to the student entering first grade, LEAs should expedite the evaluation process while continuing to provide services to the students until an eligibility determination can be made.

Q 7: Is there any extension in the Part C to B transition timeline regarding the requirement to have the IEP in place by the child's third birthday?
OSEP has not provided specific guidance about Part C to B transition timelines. Apply the general guidance regarding IEP timelines to the C to B transition when it comes to having the IEP in place by the third birthday. Here are a few possible outcomes:
- If review of existing data (RED) has been completed, which determined additional information is needed through assessment, and testing has already been started for a child who will turn three-years-old before the 2020-2021 school year, it might be possible to use the information already gathered from First Steps and the information already obtained from any assessments already completed to make an eligibility determination, at this time, through a virtual meeting or a phone conference. From that determination, an IEP could be written and a virtual meeting or phone conference could be held prior to the third birthday.
- If RED has been completed, which determined additional information is needed through assessment, but testing has not begun, there are some things to consider:
  - Revisit the information with the parent to determine if the First Steps information is sufficient to make an eligibility determination and develop an IEP.

- o If there is not enough information from First Steps, determine whether you could gather enough additional information about the child virtually to make an eligibility determination and develop an IEP.
- o If there is simply no way to complete the evaluation with information you already have or can get virtually, communicate with the parents and First Steps to let them know about the situation, document that conversation and meet ASAP to complete testing when normalcy resumes.
- If you have not yet completed a RED, do so by alternative means or through conferring. If possible, use the information from First Steps to determine eligibility and develop an IEP.

If a child transitioning from Part C to Part B does not have an IEP in place by the third birthday and should have, the IEP team will need to consider the need for compensatory services for the time between the third birthday and when the IEP does get developed.

Document all efforts, both successful and unsuccessful, to have meetings and complete evaluations. Be sure to include why meetings and evaluations were not able to be done if that occurs.

Q8: Are districts required to complete reevaluations by their due date during the COVID-19 school closure?
Neither the Federal Office of Special Education Programs (OSEP) nor DESE has the authority to waive or extend any requirements stipulated in IDEA. If a reevaluation is warranted, document the good faith efforts to complete it within the required timelines, according to IDEA regulations. Please consider, however, completing a reevaluation doesn't always mean conducting assessments and writing a report to document the decision about continued eligibility. If the team has enough information to confirm the student continues to be a child with a disability who needs special education services through an IEP and has enough information to write an appropriate IEP, then the parent and a representative of the school could agree to waive the triennial reevaluation. Any IEP team member can request a reevaluation at a later date if the team needs more information to decide continued eligibility or write an appropriate IEP.

Another option would be to either meet or confer to develop a RED. If, after gathering this data, the team has enough information to determine the four things listed in Q6 (above), then document that decision and review/revise the IEP if needed. If the team does not have the information needed to support continued eligibility and write an appropriate IEP, then steps should be taken to start a reevaluation with assessment. While there are existing allowable extensions to timelines for completing evaluations, keep in mind that there are no allowable extensions to the requirement to reevaluate students within three years of the most recent reevaluation or initial evaluation.

Q9: How do we document that a student is not available for evaluation?
There is no official form to document exceptions to the 60-day timeline. If the student is not made available for completing assessments that are part of the student's evaluation, the LEA should document all parent communication and parent responses regarding their attempts to assess the student. LEAs can use DESE's *Continuity of Instruction and IEP Implementation Plan* for documenting their attempts to complete the necessary assessments. The LEA should conduct the evaluation as quickly as possible once school resumes. The final evaluation report should also indicate the reason why the evaluation was not completed within the appropriate timelines.

Q10: When a school is closed, may IEP team meetings be conducted virtually or through conference calls?
Yes. In order to minimize contact with others, an IEP team meeting may be conducted through virtual technology or through a conference call. All required IEP team members should participate unless appropriately excused. Please keep in mind that procedural requirements regarding meeting notifications, the excusal process for required IEP team members and providing parents prior written notices, when

appropriate, still apply when conducting an IEP meeting through alternate methods. Various ways of fulfilling these requirements may be considered, including through email, regular mail, phone or other appropriate and accessible methods.

Q11: What should schools do if they have IEPs which are due for review during the time schools are closed for COVID-19?
Neither the Federal Office of Special Education Programs (OSEP) nor DESE has the authority to waive or extend any requirements stipulated in IDEA. Please explore all alternative methods for convening the IEP team and document the good faith efforts to do so within the appropriate timeline. The most appropriate action at this time, in light of these unique circumstances, is to convene the IEP team through virtual means (i.e. conference call or video chat). IEP teams should consider whether services currently in the IEP will meet the student's needs when students are allowed to return to school. If so, the IEP team may agree to leave all or most of the IEP intact and agree to meet again when school resumes to address the need for compensatory services and make any additional adjustments as determined necessary for the student to receive FAPE.

Q12: As a result of schools being closed, do we need to consider this a change of placement for our students with disabilities and complete a prior written notice document?
No. Use the *Continuity of Instruction and Individual Education Program (IEP) Implementation Plan* or some other form of distance learning plan to document the temporary changes to students' services and accommodations/modifications as well as the communication with parents and goal progress during this time. No prior written notice is required for this temporary change because a change in educational placement has occurred for all students displaced from schools due to COVID-19 closures.

Q13: With the closures of schools across our state and nation, how will DESE calculate timelines for certain areas of compliance? For example, for in-state and out-of-state transfers where we have requested documents from the student's previous school, will timelines for completing the transfer be extended to exclude the time period when schools were closed and no one was available to fulfill our request for documents?
Transfer questions are heavily context-dependent based on what information you have and whether it is enough to establish that the student is eligible for special education services through an IEP. Add to that complexity the current crisis, wherein Missouri schools are using a multitude of approaches to address provision of educational opportunities, ranging between providing no educational opportunities at all to going completely to a virtual instruction platform. So, please consider what you know about the student. If there is reason to suspect that the student has an educational disability and was either being served through an IEP or would be eligible for services through an IEP, then take steps to comply with the timelines for conducting an evaluation if you do not receive an evaluation from the sending district that can be accepted or rejected. If supported by information, provide comparable services when known. Focus on those services that will allow the student to access educational opportunities which are being provided to all students during these COVID-19 closures.

Q14: Is the LEA required to provide related services when a school goes to a digital/virtual learning platform for all students?
The LEA is responsible to implement the IEP, including related services, to the greatest extent possible during the COVID-19 closure if it is providing educational opportunities to the general student population. As with other services, providers should keep in mind the unique circumstances of the student and the family when planning for the provision of these services. DESE does note that it may not be feasible or safe for some institutions to provide some related services in a direct and hands-on manner. In many cases, related services such as speech and language therapy, occupational therapy, physical therapy, special education counseling and others may be adequately provided in a virtual environment. This will require planning by the therapist, in consultation with the families, to ensure these services can be provided in a way that is safe and effective.

It has been determined that the provision of special education and related services to small groups of students remotely through virtual means is not a violation of the Family Education Rights Privacy Act (FERPA), as long as the teacher or therapist does not provide personally identifiable information (PII) or release educational records during those sessions. A violation of FERPA occurs when PII or educational records are released without parent consent. Parents have the right to observe their child in classrooms without a FERPA violation occurring, as long as the teacher or therapist does not reveal any PII during the classroom period. If a teacher or therapist wants to record these sessions, it is suggested to contact the district legal counsel for guidance. American Speech-Language-Hearing Association (ASHA) has provided additional information on this question.
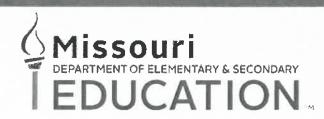
The LEA should consult the guidance released by the U.S. Department of Health and Human Services entitled Enforcement Discretion for Telehealth Remote Communications During the COVID-19 Nationwide Public Health Emergency, which permits flexibility to provide services in good faith.

If, after careful consideration of all of the child's circumstances and consultation with the family, it is determined that the provision of related services in any fashion is not possible, document that decision and the reasons behind it. When school resumes, schedule a meeting to determine the potential need for compensatory services.

Q15: What is the guidance on IEP goal progress reporting during this time?
As educational services are provided, districts should collect IEP goal progress data in whatever ways are feasible. This data should be used to inform IEP teams, including parents, about the need for compensatory services when the team meets after school operations resume. Notes about how often progress data is collected and when progress reports will be provided to parents should be included in the distance learning plan.

Information about the COVID-19 pandemic is released continuously. Updated information will be posted on the DESE COVID19 website. The department will continue to update this document to address new questions or when additional information is released.

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY
EDUCATION

Missouri
DHSS
**Department of Health
and Senior Services**

Missouri School Reopening Guidance
Frequently Asked Health-Related COVID-19 Questions
Created by the Department of Health & Senior Services (DHSS) and the
Department of Elementary & Secondary Education (DESE)

This document contains further school reopening guidance that aims to provide additional clarity and consistency for Missouri school leaders and public health officials as they make decisions about school reopening strategies at the local level. There are no statewide health mandates related to K-12 school reopening being issued at this time. There may, however, be local ordinances that school leaders and health officials should keep in mind when making plans to reopen schools.

The FAQs addressed in this document, as of now, center around the proactive strategies that Missouri's K-12 schools can implement to mitigate the spread of COVID-19 and best protect their students, staff members, and communities, including minimum protocols regarding screening, physical distancing and masks/face coverings. DHSS and DESE leaders are working quickly to answer questions about reactive strategies, including how to isolate symptomatic students or staff members at school, how to handle positive cases of COVID-19, and how to best be prepared to assist local health officials with contact tracing efforts. Answers to those important questions will be added to this document as soon as possible; school leaders and local health officials will be notified when those additions occur.

As health experts learn more about COVID-19, this document may continue to evolve to better inform K-12 operations in Missouri and provide guidance on further protocols to prevent the spread of this virus. It is also important to note that local schools and local jurisdictions have the authority to implement more stringent or less restrictive preventative measures. Each school should have a designated point person in charge of the COVID-19 response. An in-depth understanding of contact tracing is important and online training is available for that purpose and should be explored.

Screening

How should K-12 schools screen students for COVID-19?
K-12 schools should implement a process for daily screening for symptoms of and exposure to COVID-19. Parents and caregivers should be empowered to screen children for symptoms at home, prior to coming to school, and should be provided with a checklist that includes the following symptoms and exposure:

- Fever or chills
- Cough
- Headache
- Muscle aches
- Nausea, vomiting or diarrhea

- New loss of taste or smell
- New runny nose or congestion
- Shortness of breath or difficulty breathing
- Sore throat
- Close contact with a person with COVID-19 in the last 14 days

This list is subject to change as new symptoms of COVID-19 are identified and schools should be prepared to educate families regarding additional symptoms of concern. Parents should assess their children for fever. It is important to note, however, that temperature screenings are of low sensitivity and performing those checks in-person at school has the potential to create lines/groups of students.

Students with symptoms should not attend school and parents should consult their healthcare provider and follow CDC considerations regarding their return to school. For students who are diagnosed with COVID-19, either by a laboratory test or based on their symptoms, return to school is permissible when the student is at least 10 days from symptom onset, has had three days with no fever **and** has improving symptoms. Return to school for children with an alternate diagnosis is at the discretion of their healthcare provider and/or the school nurse. Children with a known close contact with COVID-19 (or an adult with symptoms compatible with COVID-19) should stay home for 14 days from their last contact **and** until return to school is approved by the local health department in accordance with the CDC guidance. Click here to review the CDC guidance.

Schools should broadly communicate the importance of keeping students home when they feel sick. At-home screening reinforces that decision and reminds families how important that choice is, as it helps to further protect other students, school staff members, and communities as a whole. Performing a daily screening before a student arrives at school also reduces the likelihood that a student will have to be isolated at school and sent home after experiencing COVID-19 symptoms.

Should schools screen students for COVID-19 onsite?
Children should be visually inspected for signs and symptoms of illness as they enter the school and/or classroom. School leaders may also elect to perform additional symptom or temperature screening at school, but should ensure those procedures do not force bottlenecks at building entry points, creating unnecessary situations where students cannot maintain adequate physical distance from one another.

How should K-12 schools screen staff members for COVID-19?
Health data continues to reveal that adults are much more likely to spread the novel coronavirus than children, unlike other viruses (e.g. influenza) where children are more likely to transmit the virus to others. Therefore, school staff members should self-screen at home, following the same protocol listed above for families screening students at home. Schools should also screen staff members upon entry to the building each day, and that screening may include a temperature check.

How should K-12 schools screen visitors for COVID-19?
Schools should limit visitors inside the building during the upcoming school year. Schools should identify options to conduct meetings with families remotely (conference call or videoconference) so parents can continue to engage with teachers (e.g. parent-teacher conferences) and participate in necessary discussions (e.g. Individualized Education Program (IEP) and 504 plan meetings; discipline conversations).

If visitors are unable to join a remote meeting or conduct their business without entering the building, schools should screen the visitor for COVID-19 by asking questions about symptoms and performing a temperature check, and then limit the visitor's movement throughout the school building. Schools may consider a designated visitor space/room where physical distancing measures are enforced. A record of visitors inside the school should also be kept, and it should include areas of the school that were visited and the time the visitor entered and exited the building.

Physical Distancing

Physical distancing is one measure that has been demonstrated to reduce the spread of the novel coronavirus. Distances of three to six feet may be effective in reducing viral transmission. However, a person is considered a "close contact" of a case of COVID-19 if they are within six feet of the case for more than 15 minutes. Close contacts of cases require quarantine for 14 days from the last exposure. By observing physical distancing in schools and reducing contacts, we can limit the number of children (and staff members) who will need to quarantine if a positive case occurs in school.

What physical distancing measures should K-12 schools have in place to protect against the spread of COVID-19?
Schools should assign students to cohorts and limit their exposure to other cohorts within the building. This means that students should stay with the same group of students and adults throughout the day. If classes must rotate, schools should consider rotating teachers, rather than moving groups of students throughout the school building. Strict adherence to a specific size of student groups should be discouraged, as this may limit the ability to provide in-person education. Schools should also implement and enforce assigned seating, and keep records of those seating charts to assist with identifying close contacts in the event a member of the school community is diagnosed with COVID-19.

Cohorting may not be feasible for middle and high school students and thus, assigned seating can help to reduce contacts among older students.

Other physical distancing measures to consider:
- Schools should limit the mixing of cohorts of students to the extent possible.
- Students should be spaced as far apart as possible. Six feet apart is best; when that's not possible, schools should make efforts to ensure a minimum of three feet of space between students.
- Desks should be placed facing forward in the same direction so students do not sit face-to-face.
- Schools should place physical distancing markers and cues throughout the building, which will remind and prompt students to remain six feet apart in areas where they are not stationary, such as hallways, cafeterias, restrooms and other locations where lines assemble.
- Schools should require hand hygiene before and after students move from one space to another within the building. Proper hand hygiene information can be found here and should be shared with students of all ages.

How should physical distancing take place on a school bus?
School bus transportation may not readily allow for physical distancing. However, strategies to reduce contact on buses and risk of infection can include:
- Screening of COVID-19 symptoms at home prior to getting on the bus.
- Encouraging hand hygiene upon boarding the bus.
- Assigning students to seats so contacts are stable.
- Seating siblings together.
- Loading the bus from back to front.
- Encouraging the use of face masks during transport.
- Having windows open when safe and weather-permitting.
- Providing bus drivers and monitors onboard with personal protective equipment, such as face masks and face shields and/or eye protection, as long as these do not impair driving.
- The use of plexiglass or another barrier around the school bus driver area is currently pending approval by the Federal Highway and Traffic Safety Administration.

Schools may also ask families that are able to transport their students to and from school or arrange for carpools, when possible, to reduce the number of students riding buses in the upcoming school year.

How should physical distancing take place during meal times?
Keep students in cohorts during meal times and, when possible, have students eat in their classrooms rather than moving through the school building. Schools may consider bringing meals directly to classrooms but should make efforts to ensure nutritional value and appealing menu choices are not sacrificed. For older students, multiple separate lunch periods may be created and alternate locations, such as an outdoor environment or large indoor spaces (e.g. gymnasium), may be used for lunches with proper supervision.

How should physical distancing take place during recess and physical education?
Physical activity during recess and physical education class is important for a child's physical, mental and emotional health. Students should engage in these activities with their primary cohorts (to the extent possible) to reduce the number of contacts. Multiple cohorts could have recess at the same time, as long as they are playing in separate areas of the playground.

If possible, individual equipment used during recess and physical education (e.g. balls, jump ropes) could be separated by cohort to reduce the need for disinfecting between uses. If that is not possible, individual equipment should be cleaned between uses. Stationary playground equipment does not need to be cleaned, with the exception of handrails and other high touch surfaces, which should be cleaned in accordance with CDC guidelines (see "cleaning and disinfecting outdoor areas" section here). Schools should require hand hygiene before and after recess and physical education.

Are there other creative ways schools can arrange for physical distancing?
School leaders should consider leveraging space in innovative ways. Large spaces, such as multi-purpose rooms and auditoriums could be marked and utilized to account for appropriate physical distancing. The risk of transmitting the virus outdoors is much lower, so schools may also consider using outdoor learning spaces more often.

How should physical distancing take place during music class, given the conversation around the higher rate of COVID-19 transmission during singing?
In local areas with ongoing community transmission, chorus and band classes should be controlled. School leaders should be advised that the risk of transmission during music and band classes increases in older grades. When considering music classes, ensure that students remain in cohorts and are appropriately physically distanced. Holding these classes outdoors would be a safe alternative. When cohorting and/or physical distancing cannot occur, consider alternative music classes such as virtual instruction, music technology, music theory, and music appreciation.

Masks/Face Coverings

Should K-12 students and staff wear face coverings?
Face coverings are an important strategy to reduce transmission of the novel coronavirus, primarily by reducing the spread of infection from the wearer to those around. Young children may have difficulty complying with the proper use of face coverings and may have increased face touching, mask chewing, mask trading, and other behavior that could increase risk of infection. For this reason, continuous usage of face coverings is not recommended for young children.

Older children, such as those in middle and high school, are likely to be able to follow guidance regarding proper mask usage. Additionally, these students are less easily cohorted. Thus, the use of face coverings can provide an additional layer of protection against the spread of infection.

Face coverings should be considered for all age groups during periods when students are not cohorted or cannot physically distance (e.g. in hallways or during entry and dismissal periods). As noted above, it is also appropriate for all students to wear masks or face coverings while riding the bus.

Schools should consider how to best deliver training to students on the safe and proper use of masks, accounting for the training most appropriate for the age group. Local leaders are encouraged to stay informed about CDC guidance and recommendations on face coverings (see "Cloth Face Coverings" section here).

Should K-12 staff members wear face coverings?
It is recommended that school leaders require school staff members to wear face coverings, as the data indicates COVID-19 transmission is more likely from adult to student, than from student to adult. Face coverings should be worn by staff members at all times when they are in close proximity to students or other staff members. In lecture formats, where the teacher is stationary and appropriately physically distanced from students, face coverings may not be necessary. In some circumstances, such as when working with young children or deaf or hard of hearing students, the need to convey facial expressions and mouth movements is important; in these circumstances, the use of a clear face shield is preferred to no face covering at all. As noted above, bus drivers and monitors onboard a school bus should wear personal protective equipment.

Any teacher or staff member who is working closely with symptomatic children must wear medical grade masks and eye protections to ensure that staff are protected. Click here to review recently updated information from the CDC on recommendations for personal protective equipment for those working with symptomatic individuals.

ACES

1212A South Main Street
Maryville, MO 64468

Cindy Naber, Director
Phone: (660)582-3768

I, (Parent/Guardian's Full Name)_____, consent to have my child's related therapy service delivered using Teletherapy as an alternative service delivery method during the current COVID-19 pandemic.

What is Teletherapy?

Teletherapy is the online delivery of speech, occupational, physical and mental health therapy services via live video conferencing. Teletherapy sessions are very similar to in person/face-to-face traditional speech, occupational therapy, physical therapy or mental health sessions with one major exception; students and therapists are interacting via live video conferencing.

I understand that the Teletherapy services that my child will be receiving will fulfill the service mandate in my child's Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP), and are being provided at no cost to me. I understand that Teletherapy services, are being utilized as an alternative service delivery method, and are only available during the declared state of emergency for COVID-19. I understand that my child's services will be delivered as authorized and outlined in my Child's IFSP or IEP. I understand that I must login to the Teletherapy services during the prearranged date/time in order for my child to receive the therapy service as outlined in my Child's IFSP or IEP. I understand that failure to login to the Teletherapy services during the prearranged date/time with the therapy provider, may mean that therapy session will not be able to be made up. I understand that Teletherapy means that my child's therapy services will be delivered using combined audio and video format for the duration of the session. I understand that I will have access to all therapist information resulting from the sessions conducted via Teletherapy in the form of Session Notes and Progress Notes if I request them in writing from my child's Special Education Teacher or District Case Manager. I have received a copy of "The Family Educational Rights and Privacy Act (FERPA)".

Date: _____

Student Name: _____ Date: _____

Discipline Documentation Form for Students with an Individualized Education Program (IEP)	

Description of Infraction:
☐ Copy of the discipline report to discipline documentation form is attached.

Students with disabilities can receive discipline. However, when they are removed from their **educational placement** for disciplinary reasons and that action constitutes a **disciplinary removal**, certain procedures must be followed. The following definitions will be helpful in determining whether the removal is one that requires additional action.
Educational Placement is the setting in which a special education program is provided. For school-aged children, this setting is one of the following: - regular school campus with the student inside the class with his/her peers without disabilities for: - more than 80% of the day   79% to 40% of the school day   - less than 40% of the school day   - separate school   - residential facility   - homebound/hospital   - correctional facility   - private school
Disciplinary Removal is any instance in which a child is removed from his/her educational placement for disciplinary purposes and not receiving special education services as outlined in the IEP. These removals include: - in-school suspension   - out-of-school suspension   - expulsion   - removal by school personnel to an interim alternative educational setting for drug or weapon offenses or serious bodily injury   - removal by a hearing officer for likely injury to self or others.

What type of removal action was taken by the public agency as a result of this infraction?	
☐	<u>In-School Suspension</u> – Instances in which a child is temporarily removed from his/her regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel. Note: ISS will count toward OSS days unless these three conditions are met for the child: 1. continues to have access to and progress in general education curriculum 2. continues to receive the services specified in the IEP 3. continues to participate with non-disabled peers as outlined in current IEP placement
☐	<u>Out-of-School Suspension</u> – Instances in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no IEP services are provided because the removal is 10 days or less and removals in which the child continues to receive services according to his/her IEP.
☐	<u>Expulsion</u> – An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes indefinitely in accordance with local educational agency policy.
☐	<u>Unilateral Removal</u> – Instances in which school personnel, not the IEP team, ordered removal of the student with an IEP from his/her current educational placement to an appropriate interim alternative educational (IAE) setting for not more than 45 days. This removal may occur when infractions involve drugs/alcohol/serious bodily injury. School personnel determine the use of this option; IEP teams determine the setting of this option.

Student Name: _____ Date: _____

Answer the following questions to determine if this disciplinary removal is a <u>Long-term Suspension</u>*. **Long-term Suspension – A disciplinary removal for greater than 10 days consecutively or greater than 10 days cumulatively in one school year when a pattern has been created.*		

1) Number of disciplinary removal days for **this** infraction - _____

   Is the total number of days for this infraction greater than 10 consecutively?

   ☐ **YES**, go to line 2   ☐ **NO**, go to line 3

2) Is this a disciplinary removal for drugs/weapons/serious bodily injury in which the district is choosing to use the 45 day **Interim Alternative Educational Setting** (IAES) placement option?

☐	**YES**, this disciplinary removal is for drugs/weapons/serious bodily injury. Go **directly** to **Section V**. (Do not use if suspending for more than 45 days. Check **NO** below.)
☐	**NO**, go **directly** to **Section II**. (Manifestation Determination)

3) Number of disciplinary removal days this school year prior to this infraction - _____

4) Total number of cumulative disciplinary removal days this school year (lines 1 + 3) - _____

5) Is the total number of disciplinary removal days (line 4) greater than 10 days cumulatively?

   ☐ **YES**, proceed to next question.   ☐ **NO**, <u>**STOP**</u>. No special procedures are required.

6) Has a pattern been created?

   The public agency determines, on a case-by-case basis, if a pattern has been created. In determining this, the two questions below should be used to guide the LEA's thinking about the existence of a pattern. Document the rationale based on the YES or NO answers to both questions.

   A) Is the child's behavior substantially similar to the child's behavior from previous incidents that resulted in the series of removals?

   ☐ **YES**   ☐ **NO**

   Rationale:

   B) Are there other factors such as length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another that create a pattern?

   ☐ **YES**   ☐ **NO**

   Rationale:

☐	<u>If both A and B above are NO</u>, the disciplinary removal likely does not constitute a pattern and would not be a long-term suspension under IDEA. Proceed to **Section I**. (Manifestation Determination is **NOT** required)
☐	<u>If both A and B above are YES</u>, the disciplinary removal likely does constitute a pattern resulting in a long-term suspension under IDEA. Proceed to **Section II**. (Manifestation Determination IS required)
☐	<u>If A and B above are a split decision</u>, then LEA must determine, based on the individual circumstances, whether or not this removal has created a pattern: ☐ If the LEA determines that it DOES create a pattern, proceed to **Section II** because a Manifestation Determination is required. OR ☐ If the LEA determines that it does NOT create a pattern, proceed to **Section I** because no long-term suspension has occurred

Student Name: _____ Date: _____

SECTION I: Removal Greater than 10 Days in a School Year – No Change in Placement
School personnel, in consultation with at least one of the child's teachers, determines the extent to which services are required on the 11th school day and thereafter when the child is removed from the current educational placement for this infraction. Services should be designed to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set in the child's IEP. The location of these services must also be determined.

Document any relevant information regarding the factors that must be considered in making this decision:

    1) Length of the removal:

    2) Extent to which the student has been removed previously:

    3) Student's needs and educational goals:

Decision:

☐	Services **ARE NOT** required on the 11th day of school and thereafter until student returns to school.

Plan:

☐	Services **ARE** required on the 11th day of school and thereafter until student returns to school.

Plan:

Date of decision: _____

Name(s) and role(s) of individual(s) making the decision:

Name	Role

Student Name: _____ Date: _____

	SECTION II: Manifestation Determination for any Long-term Suspension
☐	Documentation is present that within 10 school days of any decision to implement a long-term suspension, the public agency, the parent, and relevant members of the IEP team met to conduct a manifestation determination.

Date of infraction:_____

Date of decision to long-term suspend:_____

Date of manifestation determination meeting:_____

Manifestation Determination Meeting (must complete all three steps)

Step 1:

Team reviewed the following material from the student's record and noted relevant information:

- Child's IEP   ☐ _____
- Any teacher observations   ☐ _____
- Relevant information provided by parents ☐ _____
- Other: ☐ _____

Step 2:

Team determination:

A) Was the conduct in question caused by, or does it have a direct and substantial relationship to, the child's disability?

☐ **YES**   ☐ **NO**

Rationale:

B) Was the conduct in question the direct result of the LEA's failure to implement the IEP?

☐ **YES**   ☐ **NO**

Rationale:

Step 3: The team conclusion:

☐	If both A and B above are **NO**, conduct is not a manifestation of the disability. Document decision below and go to **Section III**.
☐	If either A or B above is **YES**, conduct is a manifestation of the disability. Document decision below and go to **Section IV**.

Date of decision: _____

Name(s) and role(s) of individual(s) making the decision:

Name	Role

Student Name: _____ Date: _____

SECTION III: Long-term Suspension, Conduct **NOT** a Manifestation of the Student's Disability.

Must complete all three steps:

Step 1: Documentation is present in **Section II** that relevant members of the IEP team found the conduct was not a manifestation of the disability

☐ **YES**   ☐ **NO** (Go back to **Section II** to complete)

Step 2: School personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities except that the IEP team must determine services that will enable the child to:

• Continue to receive educational services, which allow the student to participate in the general education curriculum, although in another setting	☐ IEP team considered
• Make progress toward meeting goals in the IEP	☐ IEP team considered
• Receive, as appropriate, a functional behavioral assessment (FBA) and behavior intervention services and modifications designed to address the behavior violation so that it does not recur	☐ IEP team considered

Step 3:

Date of the IEP team meeting: _____

Describe the services the IEP team determined will be provided to the student during the long-term suspension:

Describe the educational setting and placement the IEP team determined will be provided to the student:

Name(s) and role(s) of individual(s) making the decision:

Name	Role

☐	Parent provided with Prior Written Notice (PWN) for change of placement/services. Date: _____
☐	Parent provided a copy of the Procedural Safeguards. Date: _____
☐	Parent provided a copy of amended IEP (if appropriate). Date: _____

Student Name: _____ Date: _____

SECTION IV: Long-term Suspension, Conduct was a Manifestation of the Student's Disability.

Must complete all four steps:

Step 1: Documentation is present in Section B that relevant members of the IEP team found the conduct was a manifestation of the disability

☐ **YES** ☐ **NO** (Go back to **Section II** to complete)

Step 2: The IEP team conducted or reviewed a functional behavioral assessment (FBA) of the student.

☐ Took steps to conduct an FBA.

Date of Review of Existing Data (RED) meeting: _____

Date of PWN for evaluation (if required): _____

OR

☐ Reviewed an FBA conducted prior to behavioral incident.

Date of previous FBA: _____

Describe any changes:

Step 3: The IEP team developed or reviewed a behavior intervention plan (BIP) for the student.

☐ Developed a BIP to become part of the IEP.

Date of PWN for BIP: _____

OR

☐ Reviewed existing BIP and modified, as necessary, to address behavior related to this incident.

Date of PWN for BIP (if required): _____

Describe any changes:

Step 4: Placement decision for the student is made.

☐ Agency returned child to placement from which the child was removed.

Date copy of amended IEP provided to parent (if appropriate): _____

OR

☐ Parent and LEA agreed to a change of placement as part of the modification of the BIP.

Date of PWN for change of placement: _____

Date copy of amended IEP provided to parent: _____

OR

☐ The child's placement continues in the interim alternative educational setting. IEP team determined the location of that setting (in the case of a 45 day unilateral removal).

AND

☐ The IEP team has determined services that would enable the child to continue to participate in the general education curriculum, progress toward meeting goals set out in the IEP, and to receive, as appropriate, behavior intervention services and modifications designed to address the behavior violation so that it does not recur. These services will take place in the alternate setting.

Date of PWN for change of placement and placement: _____

Date copy of amended IEP provided to parent: _____

Describe any changes:

SECTION IV: (continued)

Date of the IEP team meeting: _____

Name(s) and role(s) of individual(s) making the decision:

Name	Role

SECTION V: Unilateral Removal of up to 45 School Days in an Interim Alternative Educational (IAE) Setting.

A) **Weapons/Drugs/Serious Bodily Injury:**
  1. Carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of an SEA or an LEA;
  2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA; or
  3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or an LEA.

Date of decision to make a disciplinary removal to an IAE setting: _____

☐ Parent/guardian was notified of the unilateral removal decision when it was made.

   Date and method of notification: _____

   Person making notification: _____

☐ Parent/guardian was provided a copy of the Procedural Safeguards.

   Date and method of provision: _____

☐ Within 10 school days of decision to unilaterally remove the student, a Manifestation Determination is conducted. Complete **Section II** and either **Section III** or **IV** of this form depending upon decision.

B) **Violent/dangerous student:**
There are certain circumstances in which the LEA can file for an expedited due process hearing or file for a court injunction to keep a student out of the school environment. If an LEA feels that a student with a disability is too dangerous to himself/herself and/or others to be in the school environment, the decision to request an expedited due process hearing or to seek a court injunction should be made with the district superintendent and the district legal counsel.

☐ LEA files a request for expedited due process hearing with DESE (attach copy of request).

   Date of request: _____

☐ Parent/guardian was notified of the decision to seek an expedited due process hearing when it was made.

   Date and method of notification: _____

SECTION V: (continued)
☐   Parent/guardian was provided a copy of the Procedural Safeguards. Date and method of provision: _____

If a child continues to present a danger to self or others:
 	
The Administrative Hearing Commission may extend placement for an additional 45 school day increment(s) through an additional expedited due process hearing.
 	
    Date of hearing: _____
 	
 OR
Agency files for an injunction with a court of competent jurisdiction for removal of a student (attach copy of request).
 	
    Date of injunction: _____

Form D: Part 1
MAP Grade-Level Assessments
Grades 3 through 8: English Language Arts and Mathematics
Grades 5 and 8: Science

The Grade-Level Assessment features both **Universal Tools** which are available to <u>ALL</u> students unless marked specifically for English Learners and **Accommodations** which are only available to students with an IEP/504 plan.

Participation

Choose one of the following:

☐ Student will participate in the Grade-Level Assessments **WITHOUT** Accommodations (**complete sections A - C**)

☐ Student will participate in the Grade-Level Assessments **WITH** Accommodations (**complete sections A – E**)

☐ Student has been determined eligible for and will participate in the MAP-Alternate (**MAP-A**) and therefore is excluded from Grade-Level Assessment participation (**STOP - complete Form D: Part 3**)

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. IEP teams may recommend but not require the use of universal tools. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations section of the Grade-Level Assessments Test Coordinator's Manual found under the Manuals/Trainings tab of DESE's <u>Grade Level Assessment</u> webpage.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Break (Pause)	☐ Calculator (Grades 6 – 8 only)	☐ Color Contrast (Online Only)
☐ English Dictionary (For use only on the ELA Writing Prompt)	☐ Grammar Handbook (For use only on the ELA Writing Prompt)	☐ Graphing Tool
☐ Highlighter	☐ Line Guide	☐ Magnification
☐ Mark For Review (Flag)	☐ Masking (Online Only)	☐ Protractor
☐ Read Aloud Test To Self	☐ Reference Sheet	☐ Ruler
☐ Scratch Paper (Sticky Notes)	☐ Strikethrough (Cross Off)	☐ Thesaurus (For use only on the ELA Writing Prompt)

☐ Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste)
☐ None recommended by IEP Team

Section B: Universal Tools – The following tools must be marked in the testing system prior to use.

☐ Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	☐ Color Contrast (Paper Testing)	☐ Color Overlay
☐ Magnification (Assistive Technology)	☐ Masking (Paper Testing)	☐ Non-Accommodation Paper Based (See Test Coordinator's Manual for scenarios)
☐ Scribe	☐ Separate Setting	☐ Translation (Only for ELs)

☐ None recommended by IEP Team

Section C: Universal Tools – Read aloud for everything except ELA reading passages.

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

English/Language Arts	Mathematics	Science
☐ Text-To-Speech	☐ Text-To-Speech	☐ Text-To-Speech
☐ Human Reader	☐ Human Reader	☐ Human Reader
☐ Assistive Technology	☐ Assistive Technology	☐ Assistive Technology
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	☐ Native Language (ELs Only)

☐ None recommended by IEP Team

Accommodations

Section D: Accommodations - Read aloud for ELA reading passages.

ELA reading passages may only be read to a student with an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

Grades 3-5: Use of this accommodation will cause an invalidation for ELA and the student will receive the Lowest Obtainable Scale Score (LOSS).	**Grades 6-8**: Use of this accommodation will not affect the student's ELA score.	☐ **Students who are Blind**: Read aloud allowed for students at any grade level who do not yet possess adequate Braille skills. The use of this accommodation will not affect the student's ELA score.
☐ Text-To-Speech	☐ Text-To-Speech	
☐ Human Reader	☐ Human Reader	
☐ Assistive Technology	☐ Assistive Technology	
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	

Section E: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	ELA	Math	Science
Abacus		☐	
Alternate Response Options (See Test Coordinator's Manual for scenarios)	☐	☐	☐
Braille	☐	☐	☐
Calculator – Grade 3 Use will cause an invalidation for Math and the student will receive the Lowest Obtainable Scale Score.		☐	
Calculator – Grades 4-5		☐	
Closed Captioning for ELA listening passages	☐		
Large Print	☐	☐	☐
Multiplication Table – Grade 3 Use will cause an invalidation for Math and the student will receive the Lowest Obtainable Scale Score		☐	
Multiplication Table – Grades 4-8		☐	
Paper Based Assessment	☐	☐	☐
Sign Language for ELA listening passages	☐		
Specialized Calculator (For Calculator Allowed Items Only)		☐	☐
Speech-To-Text via Assistive Technology	☐	☐	☐

Form D: Part 2 **MAP End-Of-Course (EOC) Assessments**	
Grades 9-12, or if appropriate, earlier grades	

The End-of-Course Assessments feature both *Universal Tools* which are available to <u>ALL</u> students unless marked specifically for English Learners and *Accommodations* which are only available to students with an IEP/504 plan.

Required EOC Assessments:	Biology, English II, Government, and Algebra I (or Algebra II, if Algebra I was taken prior to grade 9)
Optional EOC Assessments:	Geometry, English I, American History, Physical Science, and Algebra II
Personal Finance EOC Assessment:	1) For students who are receiving personal finance credit from embedded coursework, the assessment is **REQUIRED**. 2) For students attempting to "test out" and receive personal finance credit toward graduation, the assessment is **REQUIRED**. 3) For students who are enrolled in a stand-alone personal finance course, the assessment is **OPTIONAL**.

Participation

Choose one of the following:

☐ Student will participate in the End-of-Course Assessments **WITHOUT** Accommodations. (**complete sections A - D**)

☐ Algebra I	☐ Algebra II	☐ Geometry	☐ American History	☐ Government
☐ English I	☐ English II	☐ Personal Finance	☐ Biology	☐ Physical Science

☐ Student will participate in the End-of-Course Assessments **WITH** Accommodations. (**complete sections A – E**)

☐ Algebra I	☐ Algebra II	☐ Geometry	☐ American History	☐ Government
☐ English I	☐ English II	☐ Personal Finance	☐ Biology	☐ Physical Science

☐ The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A) and therefore is excluded from EOC Assessment participation. (**STOP - complete Form D: Part 3**)

Universal tools are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. For detailed descriptions of each tool and any restrictions on the use of them, please see the Tools and Accommodations document for the current school year at http://dese.mo.gov/college-career-readiness/assessment/end-course.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Break	☐ Calculator	☐ English Dictionary (For use only on the English I & II writing prompts)
☐ Grammar Handbook (For use only on the English I & II writing prompts)	☐ Graphing Tool	☐ Highlighter
☐ Line Reader/Masking	☐ Magnification (Zoom)	☐ Mark for Review (Bookmark)
☐ Protractor	☐ Read Aloud Test To Self	☐ Reference Sheet
☐ Ruler	☐ Scratch Paper (Note)	☐ Strikethrough (Answer Eliminator)
☐ Thesaurus	☐ Writing Tools (Bold, Underline, Italicize, Bullet Points, Undo/Redo Typing, Copy/Paste)	☐ None recommended by IEP Team

Section B: Universal Tools – The following tools must be marked in the testing system prior to use.

☐ Answer Masking	☐ Bilingual Dictionary (For use by ELs only on the ELA Writing Prompt)	☐ Color Contrast
☐ Color Overlay	☐ Magnification (Assistive Technology)	☐ Scribe
☐ Separate Setting	☐ Translation (Only for ELs)	☐ None recommended by IEP Team

Section C: Universal Tools – Read Aloud for Math, Science, and Social Studies EOCs.

All students may have all the text, including the **items** and **directions,** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

Mathematics	Science	Social Studies
☐ Text-To-Speech	☐ Text-To-Speech	☐ Text-To-Speech
☐ Human Reader	☐ Human Reader	☐ Human Reader
☐ Assistive Technology	☐ Assistive Technology	☐ Assistive Technology
☐ Native Language (ELs Only)	☐ Native Language (ELs Only)	☐ Native Language (ELs Only)
☐ None recommended by IEP Team	☐ None recommended by IEP Team	☐ None recommended by IEP Team

Section D: Universal Tools – Read Aloud for ELA EOCs except for reading passages.

All students may have the **items** and **directions** read aloud to them without an IEP/504 plan via one of the following methods which **must be marked in the testing system prior to use**:

☐ Text-To-Speech

☐ Human Reader

☐ Assistive Technology

☐ Native Language (ELs Only)

☐ None recommended by IEP Team

Accommodations

Section E: Accommodations - Read Aloud for ELA Reading Passages.

ELA Reading Passages may only be read to a student with an IEP/504 plan via one of the following methods which must be marked in the testing system prior to use:

☐ Text-To-Speech

☐ Human Reader

☐ Assistive Technology

☐ Native Language (ELs Only)

☐ **Students who are Blind**: Read Aloud allowed for students at any grade level who do not yet possess adequate Braille skills.

Section F: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	Alg I	Alg II	Geo	Amer His	Gov	Eng I	Eng II	Per Fin	Bio	Phy Sci
Abacus	☐	☐	☐							
Alternate Response Options	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Braille	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Closed Captioning (ELA listening passages)						☐	☐			
Large Print	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Multiplication Table	☐	☐	☐							
Paper Based Assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Sign Language (ELA listening passages)						☐	☐			
Specialized Calculator	☐	☐	☐						☐	☐
Speech-To-Text via Assistive Technology	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Form D: Part 3
Alternate Assessment (MAP-A)
Only for students with the most significant cognitive disabilities

Participation

The student will participate in the MAP-A Assessment. This alternate assessment is for students with the most significant cognitive disabilities who meet the multiple criteria* for eligibility which is based upon an educational curriculum focusing on essential skills and alternative learning standards in the following areas:

☐ **English Language Arts** in Grades 3 through 8 and 11

☐ **Mathematics** in Grades 3 through 8 and 11

☐ **Science** in Grades 5, 8, and 11

*Information from the alternate assessment decision making resources including the guidance document, flowchart, and/or checklist should be used to justify participation in the alternate assessment. These resources can be found at the following link: https://dese.mo.gov/college-career-readiness/assessment/map-a.

☐ Student will participate in Dynamic Learning Maps (DLM) for local assessment in the following areas:

☐ **English Language Arts** in Grades 9, 10, and 12

☐ **Mathematics** in Grades 9, 10, and 12

☐**Science** in Grades 3, 4, 6, 7, 9, 10, and 12

☐ Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 3, 4, 6, and 7.

☐ Student will **NOT** participate in Dynamic Learning Maps (DLM) for any local assessment for Grades 9, 10, and 12. The student still meets MAP-A eligibility and is not required to participate in EOCs.

MAP-A Justification

The IEP team **must complete Sections A – D** to explain why the child cannot participate in the general education assessment based upon the multiple criteria for eligibility to participate in the alternate assessment. (resources to assist in answering are located at the following link: https://dese.mo.gov/college-career-readiness/assessment/map-a)

Section A: Describe how the student demonstrates the most significant cognitive disabilities and limited adaptive skills that may be combined with physical or behavioral limitations.

Section B: Describe how the most significant cognitive disability impacts the student's access to the curriculum and requires specialized instruction.

Section C: Describe how the most significant cognitive disability impacts the student's post-school outcomes.

Section D: Describe any additional factors considered. The student's inability to participate in the general education assessment must be primarily the result of the most significant cognitive disability and NOT excessive absences; visual or auditory disabilities; or social, cultural, language, or economic differences.

<div style="border:1px solid black;">

Form D: Part 4
ACCESS for ELLs
Only for K-12 English Learners

</div>

Participation

Choose one of the following ACCESS assessments and whether it will be administered with or without accommodations:

☐ Student will participate in the Kindergarten ACCESS for ELLs Assessments (**complete section A**)
- ☐ **WITHOUT** Accommodations
- ☐ **WITH** Accommodations (**complete section B**)

☐ Student in grades 1-12 will participate in the Online* ACCESS for ELLs Assessments (**complete section A**)
- ☐ **WITHOUT** Accommodations
- ☐ **WITH** Accommodations (**complete section C**)

☐ Student in grades 1-12 will participate in the Paper/Pencil ACCESS for ELLs Assessments (**complete section A**)
- ☐ **WITHOUT** Accommodations
- ☐ **WITH** Accommodations (**complete section D**)

☐ Student in grades 1-12 will participate in the Alternate ACCESS for ELLs Assessments (**complete section A**)
- ☐ **WITHOUT** Accommodations
- ☐ **WITH** Accommodations (**complete section B**)

*This includes students in grades 1-3 who will take the writing modality via paper/pencil.

The ACCESS for ELLs Assessment features universal tools (available to ALL STUDENTS) and Accommodations (available only to students with an IEP/504 plan). Universal tools, including Administrative Considerations, are access features of the assessment that are either provided as digitally-delivered components of the test administration system or separate from it. Universal tools are available to students based on student preference and selection. For detailed descriptions of each tool and any restrictions on the use of them, please see the Accessibility and Accommodations Supplement document for the current school year.

Universal Tools and Administrative Consideration

Section A: The following tools and considerations are automatically available and do not need to be marked in the testing system to use them.

☐ Adaptive and Specialized Equipment or Furniture	☐ Alternative Microphone	☐ Audio Aids
☐ Color Contrast	☐ Color Overlay	☐ Familiar Test Administrator
☐ Frequent or Additional Supervised Breaks	☐ Highlighter, Colored Pencils, Crayons	☐ Individual or Small Group Setting
☐ Keyboard Navigation	☐ Line Guide	☐ Low Vision Aids or Magnification Devices
☐ Monitor Placement of Responses in The Test Booklet or Onscreen	☐ Scratch Paper	☐ Short Segments
☐ Specific Seating	☐ Sticky Notes	☐ Verbal Praise or Tangible Reinforcement
☐ Verbally Redirect Student's Attention to the Test	☐ None recommended by IEP Team	

Accommodations

Section B: Kindergarten and Alternate Assessment Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Large Print	☐	☐	☐	☐
Scribed Response				☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐		☐

Section C: Online Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Extended Testing Of A Test Domain Multiple Days	☐	☐	☐	☐
Extended Speaking Test Response Time			☐	
Extended Testing Time Within The School Day	☐	☐		☐
Human Reader For Response Options	☐			
Human Reader For Repeat of Response Options One Time	☐			
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Manual Control of Item Audio	☐		☐	☐
Repeat Item Audio	☐		☐	☐
Scribed Response	☐	☐		☐
Student Uses a Recording Device and Response Transcribed by Student				☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐		☐

Section D: Paper/Pencil Accommodations - The following tools must be marked in the testing system prior to use.

Accommodation	Listen	Read	Speak	Write
Braille with Tactile Graphics	☐	☐		☐
Extended Testing Of A Test Domain Multiple Days	☐	☐	☐	☐
Extended Speaking Test Response Time			☐	
Extended Testing Time Within The School Day	☐	☐		☐
Human Reader for Items	☐		☐	☐
Human Reader For Response Options	☐			
Human Reader For Repeat of Test Items	☐		☐	☐
Human Reader For Repeat of Response Options One Time	☐			
Interpreter Signs Test Directions in ASL	☐	☐	☐	☐
Large Print	☐	☐	☐	☐
Manual Control of Item Audio	☐		☐	☐
Repeat Item Audio	☐		☐	
Scribed Response	☐	☐		☐
Student Uses a Recording Device and Response Transcribed by Student				☐
Test May Be Administered By School Personnel In Non-School Setting	☐	☐	☐	☐
Word Processor or Similar Keyboarding Device To Respond To Test Items	☐	☐		☐

Form D: Part 5
National Assessment of Educational Progress (NAEP)
and/or International Assessments
Only for students selected to participate

Participation

☐ The student was selected for and will participate in NAEP and/or a related International Assessment:
　　☐ **WITHOUT** Accommodations **(review section A)**
　　☐ **WITH** Accommodations **(review section A and B)**
☐ The student has been determined eligible for and will participate in the MAP-Alternate (MAP-A) and therefore is excluded from NAEP and/or related International Assessments.

NAEP is a national test administered to a statewide representative sample of students for national comparison. NAEP is also tied to several international assessments that also use a representative sample of students. Thus, the NAEP and International Assessment samples include students with disabilities and every effort must be made to ensure that selected students have an opportunity to participate in NAEP and/or International Assessments.

The way in which students with disabilities are assessed on the NAEP and/or International Assessments should mirror as closely as possible the way they are tested on the state assessment. For additional information regarding NAEP's universal tools and accommodations, check with your School NAEP Coordinator or refer to: http://dese.mo.gov/college-career-readiness/assessment/naep.

Universal Tools

Section A: Universal Tools – The following tools are automatically available and do not need to be marked in the testing system to use them.

☐ Closed Captioning	☐ Color Theming	☐ Directions Read Aloud/Text-to-Speech
☐ Directions Explained/Clarified	☐ Elimination Capability	☐ Read Aloud/Text-to-Speech
☐ Scratch Paper	☐ Scratch/Highlighter Capability	☐ Small Group
☐ Use a Computer to Respond	☐ Volume Adjustment	☐ Zooming

Accommodations

Section B: Accommodations – The following tools must be marked in the testing system prior to use.

Accommodations	Math	Reading
Braille	☐	☐
Breaks During Test	☐	☐
Calculator Version of the Test	☐	
Cueing to Stay on Task	☐	☐
Directions Only Presented in ASL/Sign Language	☐	☐
Extended Time	☐	☐
Familiar Person Present or Administering the Test	☐	☐
Hearing Impaired Version of the Test	☐	☐
High Contrast for Visually Impaired Students	☐	☐
Low Mobility Version of the Test	☐	☐
Magnification	☐	☐
Preferential Seating	☐	☐
Presented in ASL/Sign Language	☐	
Response in ASL/Sign Language	☐	☐
Scribe	☐	☐
Special Equipment (see test manual)	☐	☐
Separate Location	☐	☐
Uses Template	☐	☐

Form G: Distance Learning Plan

PURPOSE: This form is designed to support individualized student planning for the delivery of special education and related services on days when school facilities are closed. It is recommended this form be used in conjunction with the companion document, Implementation guidance for alternative methods of instruction (AMI) days for students with disabilities, for additional information and strategies to support the planning of services and supports.

- -

Section A (For use with all distance learning plans)

Parental and staff input on priorities needed for the student during closures (technology, instructional materials, instructional supports available in the home, training needed for parents in order to support distance learning in the home):

Communication Plan (describe how communication will be implemented; who will be contacting the parent, by what method, and how frequently):

- -

Section B (For use during short term closures of 36 instructional hours or less)

Services or Supports to be provided during short term closures			
IEP Goal #	Description of Services or Supports	Platform/Modality/ Method of Participation	Staff Responsible for Delivering Service or Support

Accommodations/modifications for short term closures (describe the supports needed by the student in the continuous learning setting and how and when they will be provided):	
Accommodation/modification needed:	How and when it will be provided:

- -

Section C (For use during long term closures or in cases when the student is unable to attend school for long term.)

Description of IEP services and supports delivered through alternate or additional methods by LEA for this student during an extended closure (consider impact of extended closures on services and supports listed in Section B).

Description of any accommodations/modifications provided to enable access to instructional materials provided by LEA for this student during an extended closure (consider impact of extended closures on accommodations and modifications listed in Section B).

How will progress toward meeting goals be monitored and measured (especially during long term closures):

Other information which may impact the implementation of the distance learning plan.

Parent Contact Log:

Name of Parent/Guardian	By Whom	Date/Time	Topic(s) Discussed

Log of Date(s) of School Facility Closure

From:	To:	Number of School Days:

Student's Name:_____   Date Provided:_____(mm/dd/yyyy)

Parent/Guardian:_____   Method of Provision: ☐Personally present ☐ Mailed
                                             ☐Hand carried by student ☐ Emailed

<center>

<Insert District Information>
Prior Written Notice

</center>

In accordance with Part B of the IDEA, Prior Written Notice must be given before our district takes certain actions.
The following is to describe the action(s) ☐ Proposed or ☐ Refused by our district.

Consent is **required** for these actions to be carried out:	Consent is **not required** for these actions to be carried out:
☐ Initial evaluation	☐ Reevaluation (without assessment) ☐Initial placement
☐ Initial services	☐ Change in eligibility ☐ Ineligibility for services
☐ Reevaluation (with assessment)	☐ Change of placement ☐ Change of services
	☐ Graduation with regular diploma ☐ Initial eligibility
	☐ Other: (Specify)_____

Description and Explanation of Action:
Describe in detail the action(s) being proposed or refused and the reason(s) for the proposal or refusal.

Basis for the Action:
Description or listing of each evaluation procedure, assessment, record, or report the school district used in deciding to propose or refuse the action. (may attach separate document)

Options Considered and Why Rejected:
Description of any other options for the provision of a Free Appropriate Public Education (FAPE) that the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected.

Other Factors Relevant to the Action:

<center>**Procedural Safeguards Statement**</center>
Parents of a child with a disability have protection under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA). A copy of The Procedural Safeguards Statement for Parents and Children may be obtained from <insert name and address of local district special education contact>.

If you need assistance in understanding the provisions of the procedural safeguards, you may contact <insert name, address, and telephone number of local district special education contact> or the Special Education Compliance Section at the Missouri Department of Elementary and Secondary Education at 573-751-0699 or via email at secompliance@dese.mo.gov.

When seeking consent for evaluation, a description of the areas to be assessed and the tests to be used (if known) must be provided with this Prior Written Notice.

When parents revoke consent for services for their child, the child and his/her parents no longer have the protections provided under the procedural safeguards of Part B of the Individuals with Disabilities Education Act (IDEA).

If you have any questions or object to this action, contact me immediately.

_____   _____   _____
Name   Title   Phone Number

Revised 7/27/2020

Consent REQUIRED for Action to be Carried Out

PARENT SIGNATURE FOR CONSENT IS REQUIRED before the following actions can be initiated:

☐ Initial evaluation (with assessment* or without assessment)
☐ Initial services
☐ Reevaluation (with assessment*)

I understand and agree to the proposed action. Action may be implemented immediately upon signature of parent/guardian.

_____   _____
Parent/Guardian Signature   Date of Parent/Guardian Signature

Date signed consent received by public agency:_____

*A description of the areas to be assessed and the tests to be used (if known) must be provided with this Prior Written Notice.

Consent NOT REQUIRED for Action to be Carried Out
(Agreement for Immediate Initiation of Action)

I understand prior written notice must be provided to parents a reasonable time (generally ten days) before the district's proposed action or refusal goes into effect. My signature below, or documentation of my verbal agreement, indicate I have had ample time to consider the proposed action before its implementation and agree that it may be implemented as soon as is practical.

_____   _____
Parent/Guardian Signature   Date of Parent/Guardian Signature

Date signed consent received by public agency:_____

OR

☐ Verbal 10 day waiver obtained from parent

Date:_____   Time:_____   Method:_____

LEA Staff Signature:_____   Title:_____

Revised 7/27/2020

<Insert District Information>

IEP Amendment

(Attach this completed form along with a copy of new/changed pages to the front of the current IEP)

Student Name:	Date of Birth:
Grade:	Age:
Date of Annual IEP Meeting:	
Date of Amendment to the IEP:	
Date of implementation of Amendments:	

These amendments were agreed upon by:

☐ Parent/Guardian/student age 18+/Authorized representative(s) of the Local Educational Agency

---

| Name of Parent | Name of Parent | LEA Representative |

OR

☐ The IEP team at an IEP meeting.

IEP team member participation MUST be documented on page 2 of this form

The agreement was made by: ☐ Phone ☐ Email
☐ in Person ☐ Other: _____

Section(s) amended/modified:

All components required for compliance with state and federal regulations must be completed for each section amended/modified.

☐ 1. Present Level of Academic Achievement and Functional Performance
☐ 2. Special Considerations: Federal and State Requirements
☐ 3. Annual Goals
☐ 4. Reporting Progress
☐ 5. Services Summary
☐ 6. Transportation as a Related Service
☐ 7. Regular Education Participation
☐ 8. Placement Considerations and Decision
☐ Form A: Blind and Visually Impaired
☐ Form B: Extended School Year
☐ Form C: Transition Services Plan
☐ Form D: State Assessments
☐ Form E: District-wide Assessments
☐ Form F: Accommodations/Modifications

Parent requested a copy of: ☐ Amended pages only
☐ Revised IEP with amendments incorporated

Date IEP amendment documentation was requested: (m/d/y) _____/_____/_____

Date IEP amendment documentation was provided to parent: (m/d/y) _____/_____/_____
    Method of Provision: ☐ Personally presented ☐ Mailed ☐ Other:_____

*If an IEP meeting was conducted to make amendments to annual IEP, complete the section below.

Participants in IEP amendment meeting	Role
	Parent/Guardian/Student age 18+
	LEA
	Special Educator
	Regular Educator
	Individual Interpreting Instructional Implications of Evaluation Results
	Other
	Other
	Other

Prior written Notice of Action must be provided to parent/guardian/student age 18+ for any change resulting from this IEP amendment that triggers the prior written notice requirement under IDEA.

THE INDIVIDUALIZED EDUCATION PROGRAM (IEP) FOR:

Name: First	Middle	Last

STUDENT DEMOGRAPHIC INFORMATION (Optional):

Current Address:	Phone:

Birth Date: / / Age:	Student ID #/MOSIS#:

Present Grade Level:	Resident District Home School:

If the child is **not** receiving his/her special education and related services in his/her home school or resident district, indicate below where the services are being provided.

District/Agency Name:

School Name:

Address:

Phone:

Primary Language or Communication Mode(s): ☐English ☐Spanish ☐Sign language ☐Other (specify)_____

Educational Decision Maker is: ☐Parent ☐Legal Guardian ☐Educational Surrogate ☐Foster Parent ☐Child [age 18+]

☐Other_____

Name:

Address:

Phone:	Email:	Fax:

IEP Case Manager:	Case Manager Phone:

IEP Type ☐Initial ☐Annual	Date of most recent evaluation/reevaluation / /
Date of Previous IEP Review: / /	Projected date for next triennial evaluation / /

IEP CONTENT (Required):

Date of IEP Meeting: / /	Initiation Date of IEP: / /
Projected Date of Annual IEP Review: / /	Parent(s)/Legal Guardian(s) provided copy of this IEP: / /

PARTICIPANTS IN IEP MEETING AND ROLES
The names and roles of individuals **participating in developing** the IEP meeting must be documented.

Name of Person and Role Signatures are not required. If a signature is used it only indicates attendance, not agreement.		Method of Attendance/Participation
	Parent/Guardian	☐ in person ☐ did not participate ☐ in writing (if applicable) ☐ by phone ☐other:_____
	Parent/Guardian	☐ in person ☐ did not participate ☐ in writing (if applicable) ☐ by phone ☐other: _____
	Student	☐ in person ☐ did not participate (if required) ☐ in writing (if applicable) ☐ by phone ☐other:_____
	LEA Representative	☐ in person ☐ excused ☐ in writing (if applicable) ☐ by phone ☐other: _____
	Special Education Teacher	☐ in person ☐ excused ☐ in writing (if applicable) ☐ by phone ☐other: _____
	Regular Classroom Teacher	☐ in person ☐ excused ☐ in writing (if applicable) ☐ by phone ☐other:_____
	Individual Interpreting Instructional Implications of Evaluation Results	☐ in person ☐ excused ☐ in writing (if applicable) ☐ by phone ☐other: _____
	Part C Representative (if applicable)	
	Representative of an agency which may provide postsecondary transition services (if applicable)	
	Other:	

1. Present Level of Academic Achievement and Functional Performance

(Functional Performance refers to general ability and problem solving, attention and organization, communication, social skills, behavior, independent living, self-advocacy, learning style, vocational, employment)

Present Level must include:

- How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the student's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)

- The strengths of the child. (For students with transition plans, consider how the strengths of the child relate to the student's post-secondary goals.)

- Concerns of the parent/guardian for enhancing the education of the student. (For students with transition plans, consider the parent/guardian's expectations for the student after the student leaves high school.)

- Changes in current functioning of the student since the initial or prior IEP. (For students with transition plans, consider how changes in the child's current functioning will impact the student's ability to reach his/her post-secondary goal.)

- A summary of the most recent evaluation/re-evaluation results.

- A summary of formal and/or informal age appropriate transition assessments based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16).

- How the child's disability impacts the selection of distance learning options during unplanned school closures throughout the school year. Describe relevant factors that would impact the student's ability to have equitable access to distance learning opportunities, including:
  - assistive technology
  - instructional supports available at home
  - previous experience with distance learning

- For students participating in alternative assessments, a description of benchmarks or short-term objectives.

  ☐ N/A – student is not eligible to participate in the MAP-A.
  ☐ Objectives/benchmarks are on goal page(s).
  ☐ Objectives/benchmarks described below.

2. Special Considerations: Federal and State Requirements

Note: For the first six items below, if the IEP team determines that the child needs a particular device or service (including an intervention, accommodation or other program modification), information documenting the team's decision regarding the device or service must be included in the appropriate section of the IEP. These must be considered annually.

Is the student blind or visually impaired?
☐ No.
☐ Yes. If yes, complete Form A: Blind and Visually Impaired.

Is the student deaf or hearing impaired?
☐ No.
☐ Yes. The IEP Team has considered the child's language and communication needs, opportunities for direct communication with peers and professionals in the child's language and communication mode, academic level, and full range of needs including opportunities for direct instruction in the child's language and communication mode in the development of the IEP.

Does the student exhibit behaviors that impede his/her learning or that of others?
☐ No.
☐ Yes. If yes, strategies including positive behavior interventions and supports must be considered by the IEP team, and if determined necessary, addressed in this IEP. If a behavior intervention plan is developed it must be a part of the IEP.

Does the student have limited English proficiency?
☐ No.
☐ Yes. The student's language needs are addressed in this IEP. Students who are English Learners (EL) in grades K-12 take the state's annual English Language Proficiency assessment, ACCESS for ELLs.

Does the student have communication needs?
☐ No.
☐ Yes. The student's communication needs are addressed in this IEP.

Does the student require Assistive Technology device(s) and/or services?
☐ No.
☐ Yes. The student's assistive technology needs are addressed in this IEP.

Extended School Year:
☐ No. The student is not eligible for ESY services.
☐ Yes. The student is eligible for ESY services. **Complete Form B.**
☐ The need for ESY services will be addressed at a later date. Will be addressed by ___ / ___ (month/year).
   Attach IEP Amendment page and Form B.

Transfer of Rights: Notification must be given beginning not later than one year before the student is 18 informing the student of the rights under IDEA that will transfer to the student upon reaching the age of majority.
☐ N/A for this student/IEP
☐ Notification was given: ___ / ___ / ___ (month/day/year).

State Assessments: IDEA requires students with disabilities to participate in the following statewide assessments:

Grade-Level Assessment	End of Course Exams	MAP-A	ACCESS for ELLs	NAEP/International Assessments
☐ for Grades 3-8 (must complete Form D-1)	☐ for Grades 9-12, or, if appropriate, earlier grades (complete Form D-2) (NA for MAP-A eligible students)	☐ for eligible* students in Grades 3-8 and Grade 11 (must complete Form D-3) * DESE's MAP-A webpage	☐ for EL students in Grades K-12 (must complete Form D-4)	☐ for selected students (must complete Form D-5)

☐ No statewide assessment is required for this student at this time

District-wide Assessments:
Are there district-wide assessments administered for this student's age/grade level (refer to the District Assessment Plan)?
☐ No.
☐ Yes. If yes, **Complete Form E.**

Post-secondary Transition Services: (Must be included not later than the first IEP to be in effect when the child turns 16, and updated annually thereafter.) Is a Post-secondary Transition Plan required?
☐ No. (Child will not turn 16 while this IEP is in effect.)
☐ Yes. (Child is/will be 16 while this IEP is in effect.) **If yes, Complete Form C – Post-secondary Transition Plan.**

Distance Learning Plan:
☐ The student needs a distance learning plan in case on-site services are not an option due to school closings. **Complete Form G.**
☐ The student's IEP has been modified to address the student's distance learning needs.

3. IEP Goal

Annual Measurable Goals

Annual Goal #: _____

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
☐ Post-secondary Education/Training   ☐ Employment   ☐ Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

☐ Work samples	☐ Curriculum based tests	☐ Portfolios	☐ Checklists
☐ Scoring guides	☐ Observation chart	☐ Reading record	☐ Other:

Comments:

Annual Goal #: _____

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
☐ Post-secondary Education/Training   ☐ Employment   ☐ Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

☐ Work samples	☐ Curriculum based tests	☐ Portfolios	☐ Checklists
☐ Scoring guides	☐ Observation chart	☐ Reading record	☐ Other:

Comments:

Annual Goal #: _____

For students with Post-secondary Transition Plans, please indicate which goal domain(s) this annual goal will support:
☐ Post-secondary Education/Training   ☐ Employment   ☐ Independent Living

Progress toward the goal will be measured by: **(check all that apply)**

☐ Work samples	☐ Curriculum based tests	☐ Portfolios	☐ Checklists
☐ Scoring guides	☐ Observation chart	☐ Reading record	☐ Other:

Comments:

Student Name: _____ Date of IEP: _____

<table>
<tr><td colspan="7">4. Reporting Progress</td></tr>
<tr><td colspan="7">When progress will be reported to the parent(s)/guardian(s)</td></tr>
<tr><td>☐ Bi-Quarterly</td><td>☐ Quarterly</td><td>☐ Trimester</td><td>☐ Semester</td><td colspan="3">☐ Other:</td></tr>
</table>

<table>
<tr><td colspan="6">5. Services Summary</td></tr>
<tr><td></td><td>Amount</td><td>Frequency</td><td>Location</td><td>Begin Date*</td><td>End Date*</td></tr>
<tr><td>Special Education Services
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<tr><td>Related Services
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☐ None</td><td>_____
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<tr><td>Supplementary Aids/Services
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☐ None</td><td>_____
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<tr><td>Program Modifications and Accommodations
☐ Documented on alternate Form F
☐ None</td><td colspan="5"></td></tr>
<tr><td>Supports for School Personnel
☐ Documented on alternate Form F
☐ None</td><td colspan="5"></td></tr>
</table>

*N/A if will be same as initiation and annual review date indicated on page 1. If a date is listed, it must include the month, day and year.

<table>
<tr><td>6. Transportation as a Related Service</td></tr>
<tr><td>

☐ The student **does not** require transportation as a related service.
☐ The student requires transportation as a necessary related service.
    The student needs accommodations or modifications for transportation.
    ☐ No   ☐ Yes
    If yes, check any transportation accommodations/modifications that are needed.
        ☐ Wheelchair lift
        ☐ Child safety restraint system - specify:_____
        ☐ Door to door pick-up and drop-off
        ☐ Curb to curb pick-up and drop-off
        ☐ Aide
        ☐ Other - specify: _____
</td></tr>
</table>

7. Regular Education Participation

Extent of Participation in Regular Education

For Preschool: Will all of this child's special education and related services be provided with non-disabled peers in a regular education setting designed primarily for children without disabilities?

☐ Yes.
☐ No. If no:
    a. To what extent will the child not receive special education and related services in a regular education setting? (minutes or percent of special education and related service minutes on the IEP) _____
    b. Describe the reasons why the IEP team determined that provision of services in the regular education setting was not appropriate for the child. Check and describe all that apply for this child:

☐ The curriculum and goals of the regular education class (i.e., factors which document a need for specially designed materials, supplies or equipment or significant modifications to the regular curriculum which would have an adverse effect on the educational program for other students in the class). Must describe for this student:_____
☐ The sufficiency of the district's efforts to accommodate the child with a disability in the regular class (i.e., description of modifications which have been attempted/resources which have been committed and the student centered results which were observed or a description of the modifications considered but rejected and the basis for the rejection). Must describe for this student:_____
☐ The degree to which the child with a disability will receive educational benefit from regular education (i.e., consideration of the potential positive effects with respect to cognitive, academic, physical, social or other areas of development). Must describe for this student:_____
☐ The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving (i.e., description of potential harmful effects for the student with a disability or disruptive effects for students without disabilities). Must describe for this student:_____
☐ The nature and severity of the child's disability (i.e., factors which support a need for alternative instruction which cannot be achieved in the regular class such as extreme distractibility, diverse learning styles and inability to engage appropriately with other students in academic or social interactions). Must describe for this student:_____

For K-12: The regular education environment **includes all academic instruction as well as meals, recess, assemblies, field trips, etc**. Will this child participate 100% of the time with non-disabled peers in the regular education environment?

☐ Yes.
☐ No. If no:
    a.   To what extent will the child not participate in a regular education environment? (minutes or percent of special education and related service minutes on the IEP in special education settings) _____
    b. Describe the reasons why the IEP team determined that provision of services in the regular education environment was not appropriate for the child. Check and describe all that apply for this child:

☐ The curriculum and goals of the regular education class (i.e., factors which document a need for specially designed materials, supplies or equipment or significant modifications to the regular curriculum which would have an adverse effect on the educational program for other students in the class). Describe:_____
☐ The sufficiency of the district's efforts to accommodate the child with a disability in the regular class (i.e., description of modifications which have been attempted/resources which have been committed and the student centered results which were observed or a description of the modifications considered but rejected and the basis for the rejection).
Describe:_____
☐ The degree to which the child with a disability will receive educational benefit from regular education (i.e., consideration of the potential positive effects with respect to cognitive, academic, physical, social or other areas of development). Describe:_____
☐ The effect the presence of a child with a disability may have on the regular classroom environment and on the education that the other students are receiving (i.e., description of potential harmful effects for the student with a disability or disruptive effects for students without disabilities.)
Describe:_____
☐ The nature and severity of the child's disability (i.e., factors which support a need for alternative instruction which cannot be achieved in the regular class such as extreme distractibility, diverse learning styles and inability to engage appropriately with other students in academic or social interactions). Describe:_____

Participation in Physical Education

The student will participate in:
☐ Regular physical education
☐ Regular physical education with accommodations as addressed in this IEP
☐ Adapted physical education (includes special PE, adapted PE, movement education and motor development)
☐ No physical education activities are required for one of the following reasons:
    ☐ Credit already earned   ☐ Credit waived   ☐ Child is preschool age   ☐ Other:

Participation in Program Options, Nonacademic and Extracurricular Activities

The district assures that this student will have an equal opportunity to participate in program options, nonacademic and/or extracurricular activities and services offered by the district.

Student Name: _____ Date of IEP: _____

8. Placement Considerations and Decision

This section is a SUMMARY of all of the following: Present Level of Academic Achievement and Functional Performance, goals, objectives/benchmarks (if applicable), characteristics of services, adaptations and special education and related services information.

Annual Consideration of Placement

For ECSE: At least annually, the IEP team must consider whether all the special education and related services will be provided with non-disabled peers in a regular education setting (designed primarily for children without disabilities).

For K-12: At least annually, the IEP team must consider if the IEP goals can be met with services provided 100% of the time in the regular education environment.

Check **all** placement options that were **considered** for the provision of special education and related services. (For K-12, inside regular class at least 80% of time <u>must</u> be checked. For preschool, an EC setting <u>must</u> be checked.)

Check the **one** placement option that was selected.

Placement Continuum (K-12)	Placement Options (ECSE)
Considered Selected	Considered Selected
☐ ☐ Inside regular class at least 80% of time	☐ ☐ Early childhood setting
☐ ☐ Inside regular class 40% to 79% of time	☐ ☐ Early childhood special education
☐ ☐ Inside regular class less than 40% of time	☐ ☐ Home
☐ ☐ Public separate school (day) facility	☐ ☐ Part-time early childhood/Part-time early
☐ ☐ Private separate school (day) facility	childhood special education
☐ ☐ Public residential facility	☐ ☐ Residential facility
☐ ☐ Private residential facility	☐ ☐ Separate school
☐ ☐ Home/hospital	☐ ☐ Itinerant service outside the home

For K-12 students: Is this student's placement as close as possible to the child's home and/or in the school he/she would attend if nondisabled?

☐ Yes.
☐ No. If No, explain why another school/setting is required.

    ☐ IEP team decision

    ☐ Parent transfer request

    ☐ Other:

Missouri
DEPARTMENT OF ELEMENTARY & SECONDARY

EDUCATION

Office of Special Education

Stephen Barr, Ed.D. • *Assistant Commissioner*
205 Jefferson Street, P.O. Box 480 • Jefferson City, MO 65102-0480 • dese.mo.gov

July 30, 2020

DESE Office of Special Education Compliance
COVID-19 Related School Reopening and Distance Learning
Question and Answer Guide

The following list of questions and answers related to the reentry to school in light of COVID-19 was assembled from a variety of resources, including guidance documents posted by other states and national organizations as well as questions received from Missouri educators serving special education students and staff. Please know we are all testing these uncharted waters together. Our challenge is to think about the intent and purpose behind the procedural requirements for each step of the special education process and then have teams reflect on how they can fulfill that same purpose and intent in an alternate way in light of our current circumstances. We must do the best we can to stay true to the intent of the Individuals with Disabilities Education Act (IDEA). The companion to this document, the **DESE Special Education Compliance COVID-19 Question and Answer Guide**, addresses questions prevalent during the spring 2020 school closures.

1. How do we provide distance learning if the needed technology is not available?

Providing distance learning without high-speed internet service or a device to access instruction is challenging. The local education agency (LEA) should consider each situation on an individual basis. Planning ahead for a school closure is the best way to address what the LEA, school, and teacher can provide if a school closure occurs and technology is not available. If technology is being made available for others in the same district, buildings or grade levels, the individualized education program (IEP) team will need to determine if this technology will meet the student's needs or if something similar should be made available to a student with a disability. If a district is not providing devices to all students during times when distance learning is in place due to school closures, each child's IEP team should consider whether or not the student with an IEP needs a device in order to access a free appropriate public education (FAPE). Consider how learning can be addressed through packets, phone calls, hot spots, and in person or distance teacher visits via FaceTime or Skype or other virtual platform. IEP teams will need to determine the best way to provide services to each student based on their unique needs and their unique circumstances. The following resources provide more information about providing distance learning to students with disabilities:
- Readiness and Emergency Management for Schools Technical Assistance Center: Supporting Continuity of Teaching and Learning During an Emergency
- Arkansas Division of Elementary and Secondary Education: Supports for Students with Significant Cognitive Disabilities

2. How should we be providing related services in a distance learning format?

Related services should be provided in the way that works best for the student in the circumstances. Virtual instruction (teletherapy and telepractice) may be the option for many students. LEAs may also train parents through phone calls, online learning videos, and instructional packets to perform specific tasks or exercises with students. Such assistance may allow the student to keep making progress or, perhaps, limit regression with skills during times when providing direct therapy or teletherapy may not be an option.

The Office of Special Education Programs' (OSEP's) *IDEAs That Work* has provided a document with numerous ready-to use resources, tools, and practices for related service providers: OSEP Related Services Resource Document.

3. Do we need to do an amendment to the IEP to add Form G?

Yes. Since Form G becomes part of the IEP, you do need to do an amendment to add Form G to the IEP. An amendment is an agreement between the parent and the LEA (agency) regarding a change to the current IEP. A Prior Written Notice is required for an amendment since it impacts the provision of FAPE.

4. Do we have to fill out all sections of Form G?

Since all districts will now need Alternative Methods of Instruction (AMI) and an AMI-X plan in order to receive Average Daily Attendance (ADA) funding in the event of closures due to COVID-19, the information documented in Form G meets the guidelines for what must be included in a distance learning plan for students with disabilities. If your district has Department of Elementary and Secondary Education (DESE) approved AMI/AMI-X plans, then you will need to include this information in whatever distance learning plan you use for the students with disabilities in your district. The majority of districts will utilize Form G to meet this requirement. If your district chooses to craft their own plan, please see the guidance document referenced here for what needs to be included in that plan.

5. Do we have to use Form G or can we use a form of our own?
Form G was designed to help districts document necessary information for distance learning. For districts with approved distance learning plans, the information that must be included in the IEPs for students with disabilities can be found here:
Implementation Guidance for Alternative Methods of Instruction (AMI) Days for Students With Disabilities

A district can use their own form to address distance learning. Using Form G will ensure LEAs with approved distance learning plans have considered necessary information when developing IEPs.

6. Will the software companies be adding these changes to their platforms?

DESE has communicated with SpedTrack and Tyler SISK12; they both are changing their platforms to include the form change.

7. **What does reentering physical school look like for special education? What should we be making plans to address?**

Students with disabilities must be offered the same educational opportunities as all students during reentry. Each student's IEP team must consider reviewing and, if necessary, revising the IEP to make sure it includes all needed supports required to address reentry. It will be necessary to determine, through the use of progress monitoring data, where students are in their learning at this point. Plans for how this data will be gathered, when it will be gathered, and by whom, will need to be made. Students may need additional or continued instruction in the safety measures that have been put in place for school attendance.

When, how, and what instruction will be provided for that? Your district may allow for a virtual option for any student at this time. If that is the case, how will special education and related services be provided to a student with an IEP who chooses virtual school? Several resources for thinking about reentry of students with disabilities are provided below:
- Variety of COVID-19 Social Stories, Classroom Visuals and Mask Treatment Plans
- OSEP: Transition and Reentry Practices
- CEC Considerations for Special Educators
- Children's Mercy: Helping Your Child Wear a Mask

8. **Are compensatory services going to be necessary for all special education students? What things should we consider when making those decisions?**

IDEA does not include the concept of compensatory education. Rather, this term is a court created-court ordered remedy when FAPE has been denied by the district. Unless a school did not attempt good faith reasonable efforts to provide FAPE to the greatest extent possible during the closure due to COVID or the school does not make reasonable good faith efforts to address educational impact when schools resume normal operations, then compensatory education or compensatory services would not be appropriate. However, schools need to be intentional in their language and their actions when determining how to remedy any educational impact that may have been caused by the COVID closures. Teams should use terminology such as COVID Impact Services and Supports (CISS) rather than compensatory education or compensatory services as the COVID closures had an impact on all students, not just students with disabilities.

This distinction between the concept of compensatory services and CISS is an important context for IEP teams as they consider what services the student needs moving forward. Teams should identify, through the use of progress monitoring data, each student's functional performance in relevant curriculum areas. Then, IEP teams compare the student's current performance to where they would expect it to be had schools not closed. If it is determined that additional services are necessary at this time, IEP teams then write IEPs that include services designed to help the student bridge any gap in performance between where the student is and where the student was expected to be at the beginning of the new school year.

9. **What happens if we have a shut down again after school starts?**

IEP teams that have documented information about distance learning in the present levels and included a description of their plan to support distance learning on Form G will be prepared to respond to school closures. At this time, we do not have any waivers from the federal government for timelines or the provision of services to special education students, nor are any

waivers expected. Planning ahead for how districts will address brief closures (1 to 14 days) that could impact individuals, classrooms, buses, buildings, or the whole district is recommended.

10. In Missouri, can speech/language, occupational therapy (OT), and physical therapy (PT) be delivered through distance learning? Will the Board of Healing Arts come after our therapists' licenses if they provide teleservices?

Using the teletherapy and telepractice service delivery models can help school personnel manage the number of personal contacts for students attending school and for students engaged in distance learning. Limiting the number of contacts can help limit the scope of closures in the event that someone at the school tests positive for COVID-19. The American Speech-Language-Hearing Association (ASHA) recognizes telepractice as a service delivery model, if the speech language pathologist (SLP) is following any licensure requirements of the state. The Missouri School Boards Association (MSBA) Medicaid consortium created the following document to help districts make decisions about using telepractice:
Considerations for Missouri School Districts to Make Prior to Entering into a Contract for Telepractice for Speech-Language Services

The following are additional resources for information about teletherapy and telepractice:
- U.S Department of Health and Human Services: Discretion for Telehealth Remote Communications During COVID 19 Nationwide Public Health Emergency
- FERPA & COVID-19 FAQs
- FERPA & Virtual Learning
- FERPA & Virtual Learning During COVID 19 Video
- ECTA: Remote Service Delivery and Distance Learning
- Missouri Board of Healing Arts
- ASHA- Tracking of State Laws and Regulations for Telepractice and Temporary Practice

11. When do teams need to revise IEPs to include Form G and other required AMI information?

The distance learning plans for students with disabilities (Form G) need to be ready for implementation prior to any school closures or in the event that schools begin the year using alternate methods of instruction. Given the uncertainty of when schools may need to close, either on a short-term or a long-term basis, it is recommended that these changes to IEPs be made prior to the start of school. Changing IEPs to include Form G will include adding information about distance learning to the Present Level of Academic Achievement and Functional Performance, revising the Special Considerations page and completing Form G, and addressing specific accommodations and modifications required by the student to have access to distance learning opportunities. This can be done by holding an IEP meeting or by following the amendment process. Districts should consider the time special education personnel will need to complete this work as they plan for school reopening.

12. If a parent does not want to send their student back to school amid COVID fears, does the school need to put the student on homebound?

Homebound is an IEP team placement made when the team determines that, because of the child's unique circumstances, the student's least restrictive environment is at home. If the district is offering a distance learning option to all students, the IEP team should consider whether the

student can be provided FAPE through distance learning. If so, the IEP team would be sure to include documentation of the accommodations/modifications and other supports the student will need in the Present Levels of Academic and Functional Performance and on Form F. The student's IEP will reflect the services the student will be provided in order to receive FAPE. This would not be a homebound placement. If there are no distance learning options for any students and the student is unable to attend school due to health concerns, then the IEP team must consider providing services in the least restrictive environment for the student, which would include homebound. If homebound is the student's least restrictive environment, then review and revise the IEP to reflect provision of FAPE in a homebound placement. For more information about homebound, refer to the DESE Homebound Q&A.

13. If a student is accessing coursework through the Missouri Course Access and Virtual School Program (MOCAP) or any district approved virtual instruction platform, is that considered homebound placement?

No, see number 10 in the FAQ for MO-CAP.

14. If a student has individual needs (such as being medically fragile) that warrant the student not returning to the school setting due to COVID related concerns, what options do IEP teams have?

Teams should consider whether the student can access any of the distance learning opportunities available to all students in the district. If so, then write an IEP that supports completion of that distance learning program and progress monitor. If the student is not making meaningful progress in light of his/her circumstances, reconvene the team and discuss other options. If participation in distance learning opportunities is not appropriate for the student and the IEP team agrees this student's least restrictive environment at this time is at home, then the team should develop an IEP to provide FAPE through homebound services. If the student is not making meaningful progress in light of his/her circumstances, progress monitor and reconvene the IEP team.

15. Can districts deny or refuse to provide transportation to students who need to access special education services on campus?

Transportation as a related service is an IEP team decision. Even if a district makes a general rule that transportation will not be provided, the IEP team has the responsibility to determine whether or not individual students will require that related service in order to access their special education services. If the team determines it is a needed related service, it must be provided in some way.

16. When providing virtual special education services, do we need to provide a waiver to parents regarding their right to FAPE?

No. In any situation where students will be receiving virtual or distance special education services either documented on the service summary page or through a distance learning plan (Form G), the IEP team needs to determine what is needed to provide FAPE to the student in light of his/her individual and unique circumstance. The conversations about what is necessary and appropriate must be between the parent/guardian and the LEA. There is no avenue for a waiver of a student's rights under IDEA in this circumstance. Refer to MOCAP Guidance.

17. When students decide to go with a virtual school option, do they have to exit from special education?

No. IEP teams will need to have a meeting to discuss what services and supports the student will need and how those services and supports will be delivered to continue to make progress when utilizing the virtual school option in order to receive FAPE.
Refer to MOCAP-Q&A question 7 & 8.

18. In a situation where a parent actually withdraws their child from the district and declares that they are going to homeschool the student, are they automatically revoking their rights to special education services or can we tell them that they have to revoke their rights to those services if they homeschool their child?

If a parent withdraws a child from enrollment, there is no reason they have to revoke consent for special education services, nor is it appropriate for school personnel to suggest that they do so. When parents notify the district they are homeschooling, the parents have the right to special education evaluations and services through a service plan in accordance with the decisions the district made through consultation with private, parochial, and homeschooled administrators/parents.

If the district has at least one private or parochial school within their boundaries or at least one homeschooled student living within those boundaries, they are obligated to consult with those entities regarding the provision of services to those students. See DESE's website for more information about serving parentally placed private school students: https://dese.mo.gov/special-education/parentally-placed-private-school-children.

If the IEP team for this student has not met to discuss all the possible educational options for this student, it might be worth convening that team for this discussion. It is in everyone's best interest to support all students living in the district to the greatest extent possible to help them continue to make progress in the curriculum and on their IEP goals because, when widespread school attendance is possible again, these kids will potentially be reenrolling.

19. Our district has reentry plan policies and guidance that state that students who pick a virtual school option are locked into that option for the semester. Does this rule apply to students with disabilities?

No. School districts should not enforce this for students with IEPs because each student's IEP team makes decisions about placement. This means that IEP teams are making decisions about how and in what setting the student accesses special and general education instruction. If a student with an IEP starts a virtual program but is not successful, the IEP team, including the parent, should reconvene to determine why the student is not making progress and consider what additional supports could be provided through the IEP and whether or not these would be enough to help the student make progress and successfully complete the course. If the team determines additional supports and special education instruction would not allow the student to make progress, then they would consider the following options:
- whether the student should attend school in person so that instructional support in general education is provided through a paraprofessional

- whether providing accommodations and modifications that virtual school is unable to provide can be provided and would allow the student to stay in a general education setting
- whether the student needs more instruction in a special education setting

Changing the IEP so that the student can make meaningful progress may result in a change in educational placement through the IEP which would best be served through school attendance. Locking a student with an IEP into one particular educational setting for an arbitrary period of time could result in a failure to provide FAPE in the least restrictive environment when the student is unable to make meaningful progress in light of his/her circumstances. Additionally, parents have the right to request an IEP team meeting at any time to address concerns about placement in the least restrictive environment or the student's performance or any other parental concerns.

Re: Records Request

email: "kas2317@columbia.edu Kyra A. Senese"   Wednesday, August 5, 2020 at 9:50:03 AM Central Daylight Time
To: email: "mbarnes@wnrockets.com Mitch Barnes"

Got it. Thank you. I have shared this with my supervisor, who is processing this payment request now.

--
Kyra Senese
Senior Research Assistant
Documenting COVID-19
Columbia University's Brown Institute for Media Innovation
Subscribe to our newsletter
Email: kas2317@columbia.edu
Mobile: (630) 608-8844

On Wed, Aug 5, 2020 at 10:35 AM Mitch Barnes <mbarnes@wnrockets.com> wrote:
Kyra,

You may send a check to the following address listed below. Upon receipt and deposit, we will
send the compiled records to you.

West Nodaway R-I School District
17665 U.S. Hwy 136
P.O. Box 260
Burlington Jct. Mo. 64428

Thanks

On Wed, Aug 5, 2020 at 9:21 AM Kyra A. Senese <kas2317@columbia.edu> wrote:
Hi Mitch,

Thank you for your reply. We approve this charge. Let us know what the method of payment is
and my supervisor will follow up with that. Also, if the time spent completing this search of records
is less than the estimated time, please let us know if there is any updated cost/invoice available.

Thank you,
Kyra Senese

--
Kyra Senese
Senior Research Assistant
Documenting COVID-19
Columbia University's Brown Institute for Media Innovation

On Wed, Aug 5, 2020 at 9:51 AM Mitch Barnes <mbarnes@wnrockets.com> wrote:

Ms. Senese,

I am the Custodian of Records for the West Nodaway County R-1 School District. We are in your receipt of your request under the Missouri Sunshine Law (Chapter 610, RSMo.) for the following records:

Email correspondence, and all underlying documentation contained therein, between July 1, 2020, and the date this request is ultimately fulfilled sent to, from or copied to Mitch Barnes containing any of the following non-case-sensitive key-strings: "covid"; "coronavirus"; "reopen*";

Due to the amount of time it will take staff to pull and review the responsive records, the records will not be ready to review until August 10, 2020. If you have any questions, please direct them to me.

The Missouri Sunshine Law authorizes a charge for actual search time at the hourly rate of the person performing the search, provided that the public governmental body utilizes personnel designed to result in the lowest charge to the requesting party.

The search time for this request includes 4 hours of professional staff time at an hourly rate of $50.00 for a total of $200.00.

Once I am in receipt of your payment of $200.00 we will begin to compile the records to you. If you have any questions, please direct them to me.

--

Dr. Mitch Barnes
Superintendent
West Nodaway R-1
660-725-4613
mbarnes@wnrockets.com

"No One Rises to Low Expectations"

--

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