



# COVID-19 Toolkit User Guide



## Purpose

The COVID-19 Toolkit was designed with the intention of providing guidance to directors and teachers to proactively address the challenges of providing quality services to students with disabilities in the wake of the COVID-19 Pandemic.

The table below provides steps that educators should consider as the year begins:

## Guidance

### Step 1: Prioritize

#### Consider each student:

- In reviewing the caseload, evaluate the level of impact of the COVID-19 pandemic on each student.
  - Prioritize IEP meetings and IDLP planning based on students who were likely most impacted and students who are likely to be most impacted by transitions between Categories 1, 2, and 3.
- Which learning model (Traditional, Hybrid/Blended, Remote Learning) will each student participate in this fall?
  - Use the [Framework for Decision-Making](#) to identify levels of transmission/risk.

### Step 2: Review

Review progress monitoring and benchmark data from the spring.

#### Review data:

- What progress monitoring information do you have from services provided in the spring?
  - Use the [Progress Monitoring Quick Guide](#) and [Progress Monitoring Log](#) to assess the student's response to instruction provided.
- To what degree did each student participate in learning opportunities in the spring?
  - Use the [Recovery Services Decision Tree](#) to make individualized decisions about the student's current needs.
  - Use the [Recovery Services Quick Guide](#) and [Recovery Services Documentation](#) form to make individualized decisions about the student's current needs, based on his or her unique circumstances.

#### Review timelines:

- School closures do not change the 3-year reevaluation timeline, annual IEP review dates, or 60-day timeline requirements.
  - Use the [IEP Quick Guide](#) for considerations when developing an annual IEP.
  - Use the [Reevaluation Quick Guide](#) for evaluation considerations based on the category identified by the level of community spread.
  - Use the [Delayed Evaluation Quick Guide](#) for considerations that arise due to having delayed an initial or reevaluation due to closures during the COVID-19 pandemic.
  - Use the [Initial Evaluation Quick Guide](#) for considerations regarding the 60 day evaluation timeline identified by the level of community spread.
  - Use the [Specific Learning Disability Quick Guide](#) for considerations regarding evidence required when considering an SLD eligibility in light of school closures.

### Step 3: Plan

Determine which types of instructional opportunities will be provided to all students

#### Plan ahead:

- Options for providing instruction through a student's [Individualized Distance Learning Plan](#) in the event that the LEA moves to Category 2 or Category 3 during the school year.
  - Use the [Individualized Distance Instruction Planning Document](#) to determine what types of instruction will be provided to the student



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	<ul style="list-style-type: none"><li>○ Use the <a href="#">Attendance Quick Guide</a> to help teams consider and address each student's needs regarding provision of FAPE in each placement scenario.</li></ul>
<b>Step 4: Meet</b>	<p><b>Meet and implement:</b></p> <p>It is important for IEP teams to meet on each student.</p> <ul style="list-style-type: none"><li>● Develop an IEP with Category 1 implementation in mind<ul style="list-style-type: none"><li>○ AND use the <a href="#">Individualized Distance Learning Plan Quick Guide</a> and <a href="#">IDL P Service Planning</a> form for guidance on the development of an IDLP.</li><li>○ Use the <a href="#">Progress Monitoring Quick Guide</a> to consider options for gathering progress monitoring data.</li></ul></li></ul>
<b>Step 5: Document</b>	<p><b>Write it all down:</b></p> <p>Teams should be sure to document decisions made by IEP teams regarding student placement, service plans and instructional opportunities</p> <ul style="list-style-type: none"><li>○ Use the <a href="#">Written Notice Quick Guide</a> to ensure teams are effectively documenting IEP team decisions, including parent input.</li><li>○ Use the <a href="#">Individualized Distance Learning Plan</a> form to document team decisions regarding the student's IDLP.</li><li>○ Use the <a href="#">Special Education Instructional Tracking Log</a> to document services provided to each student.</li><li>○ Use the <a href="#">Progress Monitoring Log</a> to track student progress toward IEP goals.</li></ul>