

NOTE: This packet is a PDF copy of the electronic forms and templates that were showcased during the May 20, 2020 webinar. This packet is only for participants' reference during the webinar. The actual forms are available electronically for LEAs to adapt.

Summary

- This tool is offered by OSSE as a recommendation for centralizing and visualizing key student data and communications. LEAs should customize and use (or not) the tool as they see fit. This tool is for LEA use only and the data entered in the tool will not be collected by OSSE.
- Please note that SEDS continues to be the system of record. This tool is designed to help LEAs document communications and easily use data to make decisions at this extraordinary time. However use of this tool does not exempt LEAs from inputting required information and documentation into SEDS or any other reporting or compliance requirement.

Before Beginning

- 1 Save the folder "LEA SWD Toolkit for Remote Learning" on your Google Drive.
- 2 Ensure that the folder is only being shared with the appropriate people in your organization by right-clicking the folder, selecting "Share" and reviewing the people with whom the folder is already shared.
- 3 Discuss privacy with your LEA leaders and ensure that your Google Drive is an appropriate environment for sharing FERPA-protected information, as this worksheet is designed to collect and store student information.

To Customize Forms

LEAs may customize Family Input and Communications Form, Student Input and Communications Form, Educator Input Form, and Provider Input and Service Tracker Form.

- LEAs may require responses to questions in the forms that they find critical. (Right now a user may skip any question.)
- LEAs may adjust any of the allowable responses. There will be no impact on this worksheet.
- LEAs may remove or add questions to the forms. *If adding more than three questions, LEA should add one column per question to the right of Column X in the "Student Name" tab. This will prevent the responses from overwriting other information in the sheet.*

To Create a Student Sheet

- 1 In the sheet titled "Student Sheet" , enter each student's first and last name, along with their IEP and eligibility due dates.
- 2 Right click on the tab labeled "Student Name" below and select duplicate. Don't just rename the "Student Name" tab because you may also want to copy this for other student's. It's best to maintain the original and duplicate as needed.
- 3 Fill in the light grey boxes in the Student Information, Assessments, and IEP Goals. *Ignore cells that read "#DIV/0"; that error will fix itself once data is provided.*
- 4 Repeat process for all students.

To Use a Student Sheet

1	As appropriate LEAs should administer the Family Input Form, Student Input Form, Educator Input Form (for teachers and related service providers), and Service Tracker Form. Users can record data in the forms during conversations or enter the data afterwards. All responses are optional, but the more information that is provided, the more useful this worksheet will be.	
2	When entering information into the forms, add the student's first and last name exactly as it appears in the student's sheet.	
3	After form is submitted, data will appear in Family Input, Student Input, Educator Input, or Provider Input tabs below. The record will also appear in the student's sheet.	
4	After conversations with students and families, review responses in student sheet and record next steps in columns AA and AI. These columns allow you to record and document follow-up required or requested from these conversations.	
5	Forms are designed to be used on an on-going basis. Determine a regular and appropriate cadence with which to use the forms with families, students, educators, and providers. If there is a communication that does not require all of the questions to be asked, you can just select "Next" until you get to the open text section which will allow you to record a summary of your conversation. Just be sure to record the student's first and last name as it appears in the student's sheet. <i>Communications will continue to auto-populate in the student's sheet if their name is provided the same way each time.</i> If many communications are recorded and the records are nearing the header of the next section, just insert additional blank rows so that the communications will continue to auto-populate in the student's sheet.	
6	As it becomes available, record measurements towards IEP Goals. When measurements are added, the IEP Goals will auto-populate.	

Total # of Provider Service Trackers Recorded in the Last 30 Days	0	here
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Families Not Contacted in the Past 30 Days		
Last Name	First Name	Last Family Communication Recorded

Engagement Data

Engagement in Instruction as Reported by Educators on a Weekly Basis				
Type of Engagement	% Engaged	Number of Times Reported	Total Number of Reports	Rate
Attendance at Synchronous Instructional or Service Periods	0%	0	0	#DIV/0!
	1-25%	0	0	#DIV/0!
	26-50%	0	0	#DIV/0!
	51-75%	0	0	#DIV/0!
	75-99%	0	0	#DIV/0!
Attendance at Asynchronous Instructional or Service Periods	100%	0	0	#DIV/0!
	0%	0	0	#DIV/0!
	1-25%	0	0	#DIV/0!
	26-50%	0	0	#DIV/0!
	51-75%	0	0	#DIV/0!
75-99%	0	0	0	#DIV/0!

Last Name	First Name	IEP Due Date	Eligibility Due Date	Last Student Communication Recorded	Last Family Communication Recorded
Test	Kelley	06/01/2020	09/02/2021	#N/A	#N/A
Test	Kelley2	05/05/2020			

Student Name		9th	10th	11th	12th	Math	English	Science	History		
IEP Due Date		Credits earned				Algebra 1	Writing	Biology	World 1		
Eligibility Due Date		GPA				Algebra 2	Reading	Earth Science	World 2		
Case Manager						Geometry		Chemistry	USVA		
						# of SOL's Passed	0				
Goal # 1:		Goal # 2:			Goal # 3:			Goal # 4:			
Paste Goal Here		Paste Goal Here			Paste Goal Here			Paste Goal Here			
Quarter 1	<i>Mastery</i>	<i>Current Benchmark</i>	<i>Date</i>	Quarter 1	<i>Mastery</i>	<i>Current Benchmark</i>	<i>Date</i>	Quarter 1	<i>Mastery</i>	<i>Current Benchmark</i>	<i>Date</i>
M1				M1				M1			
M2				M2				M2			
M3				M3				M3			
M4				M4				M4			
M5				M5				M5			
Quarter 2											
M1				M1				M1			
M2				M2				M2			
M3				M3				M3			
M4				M4				M4			
M5				M5				M5			
Quarter 3											
M1				M1				M1			
M2				M2				M2			
M3				M3				M3			
M4				M4				M4			
M5				M5				M5			
Quarter 4											
M1				M1				M1			
M2				M2				M2			
M3				M3				M3			
M4				M4				M4			
M5				M5				M5			

No data

No data

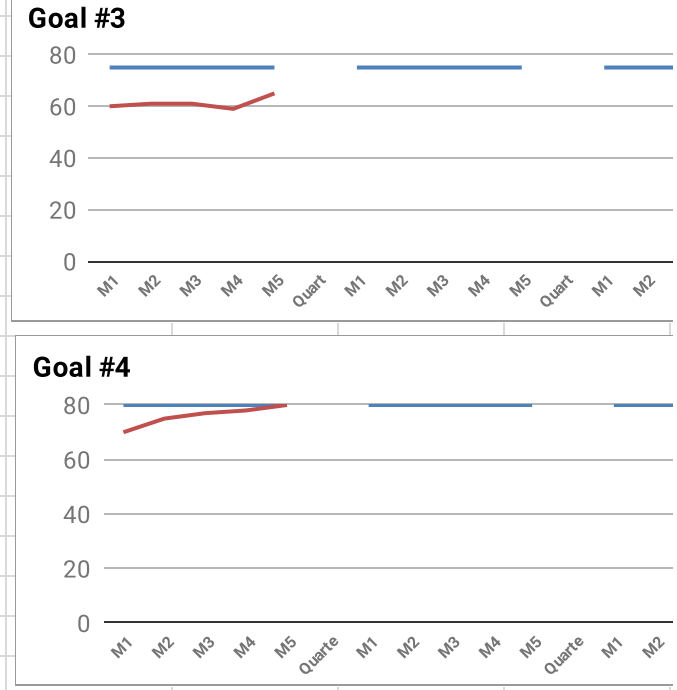
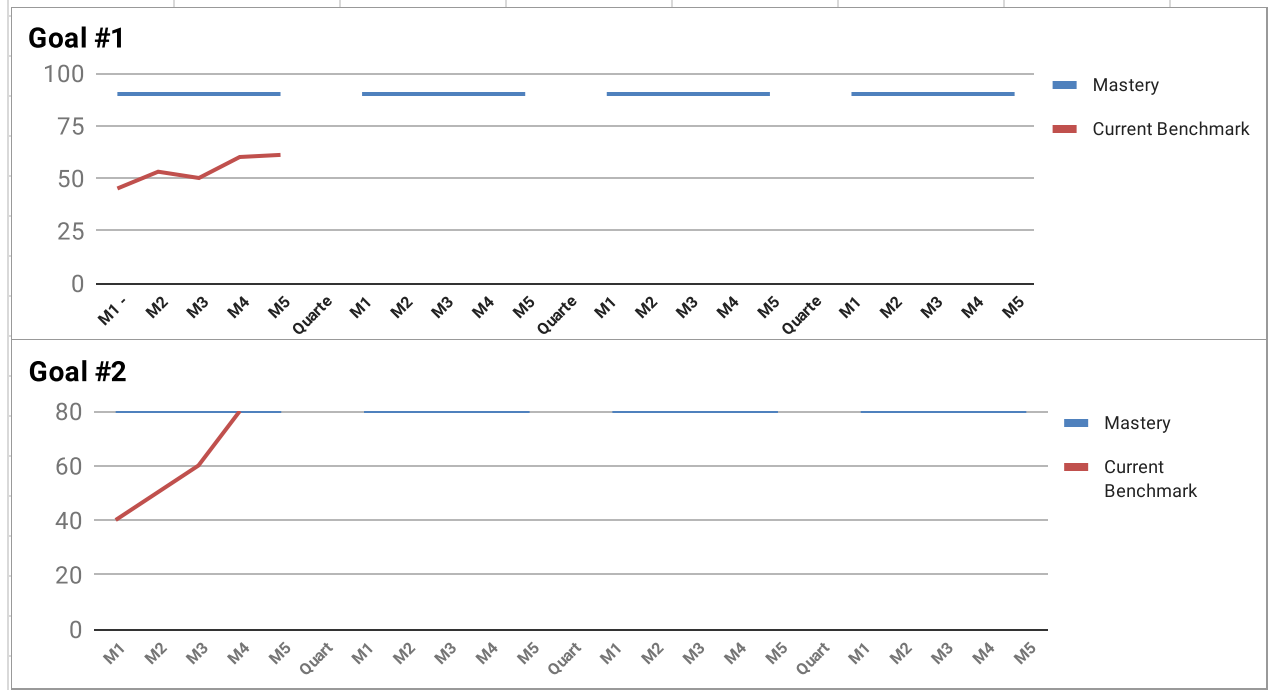
Assessment Results

Assessment Results				Math		English		Science		Hist
Lexile										
Quantile										
WIDA										

IEP Goals

Goal # 1:				Goal # 2:				Goal # 3:			
Paste Goal Here				Paste Goal Here				Paste Goal Here			
Quarter 1	Mastery	Current Benchmark	Date	Quarter 1	Mastery	Current Benchmark	Date	Quarter 1	Mastery	Current Benchmark	Date
M1 - Measure 1	90	45		M1	80	40		M1	75	60	
M2	90	53		M2	80	50		M2	75	61	
M3	90	50		M3	80	60		M3	75	61	
M4	90	60		M4	80	80		M4	75	59	
M5	90	61		M5	80			M5	75	65	
Quarter 2				Quarter 2				Quarter 2			
M1	90			M1	80			M1	75		
M2	90			M2	80			M2	75		
M3	90			M3	80			M3	75		
M4	90			M4	80			M4	75		
M5	90			M5	80			M5	75		
Quarter 3				Quarter 3				Quarter 3			
M1	90			M1	80			M1	75		
M2	90			M2	80			M2	75		

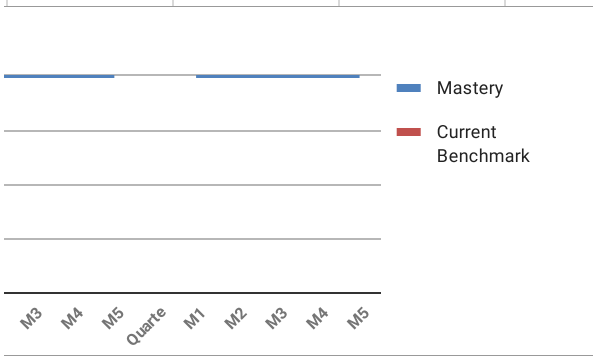
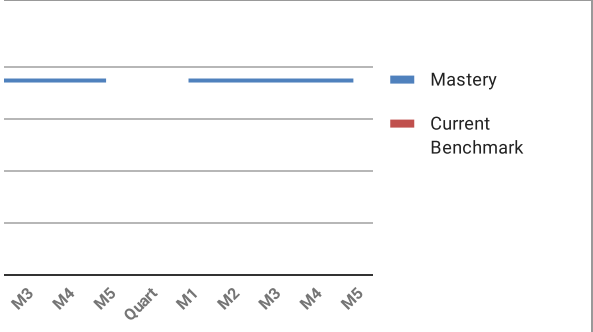
M3	90			M3	80			M3	75		
M4	90			M4	80			M4	75		
M5	90			M5	80			M5	75		
Quarter 4				Quarter 4				Quarter 4			
M1	90			M1	80			M1	75		
M2	90			M2	80			M2	75		
M3	90			M3	80			M3	75		
M4	90			M4	80			M4	75		
M5	90			M5	80			M5	75		



Family Input and Communication

Communication Log

M3	80		
M4	80		
M5	80		
Quarter 4			
M1	80		
M2	80		
M3	80		
M4	80		
M5	80		





Serving Students with Disabilities during Periods of Remote or Blended Learning Sample Service Adaptation Worksheet

Student Name		Date	
Parent Name		Parent Email/Phone	
Case Manager		Case Manager Email	

Existing Service Description	Can this service be delivered remotely? (Y/N)	Adaptations required for remote service delivery	Remote Service Proposed	Other Options Considered but not adopted	Remote Service Decision	Date PWN Sent	Parent Decision: Student Availability for Service Provision (Y/N)*

* LEAs should encourage participation in remote/blended learning through flexible programming. Please see resources [\[LINK\]](#) on deploying flexibility.





Serving Students with Disabilities during Periods of Remote or Blended Learning Accommodation Adaptation Matrix

Accommodations are available to students with disabilities, English learners, and English learners with disabilities, through documentation in an IEP, 504 plan, or English Learner (EL) plan. Accommodations are intended to reduce and/or eliminate the effects of a student’s disability and/or English language proficiency level. However, accommodations should never reduce learning expectations by reducing the scope, complexity, or rigor of an assessment.

To the extent possible, accommodations should:

- Provide equitable access during instruction and assessments
- Mitigate the effects of a student’s disability

Accommodations should *not*:

- Reduce learning or performance expectations
- Change the construct being assessed
- Compromise the integrity or validity of the assessment

Accommodation Type	Description of the Accommodation	Selected Examples
Setting	Changes the location in which a test or assignment is given or the conditions of the assessment setting	<ul style="list-style-type: none">● study carrel● special lighting● separate room
Timing and Scheduling	Changes the duration or the structure of the time given to complete a test or assignment	<ul style="list-style-type: none">● extended time when progress is demonstrated● frequent breaks
Presentation	Allow students to access information in ways that do not require them to visually read standard and/or grade-level print. These alternate modes of access are auditory, multi-sensory, tactile and visual.	<ul style="list-style-type: none">● repeat directions● read aloud● instructional-level text
Response	Allow students to complete activities, assignments, and assessments in different ways and/or using some type of assistive device or organizer.	<ul style="list-style-type: none">● use reference aids● indicate answer by pointing● use of computer● sentence frames or paragraph templates

Setting Accommodations	
Existing Accommodation	Possible Adaptations for Remote Learning
Seating in proximity to the source of instruction; Preferential seating	<ul style="list-style-type: none"> Clearly communicate with the student's family which seating arrangements are most conducive to the student's learning and completion of academic tasks.
Flexible seating options	<ul style="list-style-type: none"> Clearly communicate with the student's family which seating arrangements are most conducive to the student's learning and completion of academic tasks. Provide the student with a choice of two or more seating options at home as appropriate.
Small group instruction	<ul style="list-style-type: none"> Provide instruction individually or in a small group with peers: <ul style="list-style-type: none"> by phone virtually (FaceTime, Google Hangouts, etc.)
Behavior Intervention Plan (BIP)	<ul style="list-style-type: none"> Build family capacity to support behavior at home. Emphasize the importance of: <ul style="list-style-type: none"> clear rules and expectations providing positive support providing opportunities for movement offering opportunities for choice Whenever possible, adapt current behavioral supports for use at home

Timing and Scheduling Accommodations	
Existing Accommodation	Possible Adaptations for Remote Learning
Written or visual schedule; student requires structured breaks	<ul style="list-style-type: none"> Collaborate with parents to modify existing schedules to address current needs. Include appropriate time allocations for work and breaks Indicate appropriate activities for break times. Consider creating parent guidance and/or a video tutorial to support successful use of written and/or visual schedules at home
Extended time	<ul style="list-style-type: none"> Inform parents of appropriate time allocations for individual tasks. Adjust time settings within Learning Management Systems (LMS) to ensure appropriate time is allotted for assignments and assessments for individual students As appropriate, disable and/or adjust time settings in applications to meet student needs Offer alternative assignments meeting the same learning objectives

Presentation Accommodations

Existing Accommodation	Possible Adaptations for Remote Learning
Directions and/or content read aloud	<ul style="list-style-type: none"> ● Parents read aloud directions and content ● Teachers offer a phone or virtual session to read directions and content. ● Teachers record themselves reading the directions and content and provide the recording to the student. (Allows for repeat.) ● Offer text-to-speech options <ul style="list-style-type: none"> ○ Bookshare ○ Snap and Read ○ PrizmoGo ○ Natural Reader ○ Google Docs ○ Microsoft Immersive Reader – Chrome Extension
Clarify directions	<ul style="list-style-type: none"> ● Provide live or recorded video instructions <ul style="list-style-type: none"> ○ Screencastify ○ Khan Academy ○ YouTube ● Provide modeled examples with step-by-step tips and/or visual image supports
“Chunking” of assignments	<ul style="list-style-type: none"> ● Provide a schedule for step-by-step completion of the assignment with specified due dates for each step ● Check-in with student to confirm completion of each step ● Provide checklists
Use of manipulatives for math	<ul style="list-style-type: none"> ● Provide manipulatives that were used in the classroom environment for use at home ● Provide virtual manipulatives <ul style="list-style-type: none"> ○ Elementary – Math Learning Center Apps ○ Elementary and Secondary – National Library of Virtual Manipulatives
Visual supports	<ul style="list-style-type: none"> ● Provide digital copies of visuals used within the classroom for home use. Provide versions that can be edited as needed. ● Consider creating parent guidance and/or a video tutorial to support successful use of visual supports at home

Presentation Accommodations (Continued)	
Existing Accommodation	Possible Adaptations for Remote Learning
Provide copy of notes	<ul style="list-style-type: none"> ● Provide presentation with notes prior to virtual lessons ● Use Microsoft Translator to provide transcripts of lesson ● Provide guided notes for student to complete
Support to visually track text	<ul style="list-style-type: none"> ● Low-tech <ul style="list-style-type: none"> ○ Ruler, notecard or line guide to track text ● High-tech <ul style="list-style-type: none"> ○ Microsoft Immersive Reader ○ Visor – Chrome Extension ○ Liner- Chrome Extension
Visual cues	<ul style="list-style-type: none"> ● Color code, bold and/or highlight documents ● Liner- Chrome Extension ● Use icons or emojis ● Tag content according to a key ● Pre-organize content
Color contrast for visual accessibility	<ul style="list-style-type: none"> ● Share the best color contrast for student with the family ● Provide access to software at home ● Provide customized files as needed ● Utilize a colored overlay
Access to large print copies of the text.	<ul style="list-style-type: none"> ● Provide access to textbooks at home ● Provide technology to magnify materials at home ● Provide enlarged files, digital or paper, as needed
Access to braille copies of the text.	<ul style="list-style-type: none"> ● Provide access to textbooks at home ● Provide access to digital braille display or similar technology ● Provide embossed or digital files, as needed
Access to an interpreter for sign language.	<ul style="list-style-type: none"> ● Provide visual content as appropriate ● Provide closed captioning as appropriate ● Provide interpreter virtually as appropriate

Response Accommodations	
Existing Accommodation	Possible Adaptations for Remote Learning
Provision of graphic organizers.	<ul style="list-style-type: none"> ● Provide copies of commonly used graphic organizers and instructions <ul style="list-style-type: none"> ○ ReadWriteThink ○ Ditch That Textbook
Augmentative and alternative communication device	<ul style="list-style-type: none"> ● Provide access to the device in the home environment ● Include video tutorials and model the use of AAC <ul style="list-style-type: none"> ○ Provide static copies of boards currently being used
Use of a dictionary	<ul style="list-style-type: none"> ● Mail or deliver dictionary used in the school setting ● Provide online dictionaries <ul style="list-style-type: none"> ○ Elementary Options <ul style="list-style-type: none"> ■ Math Dictionary for Kids ■ Little Explorers Enchanted Learning ■ Merriam-Webster – Word Central ○ Secondary Options <ul style="list-style-type: none"> ■ Merriam Webster – Visual Dictionary ■ Visuwords ■ Visual Thesaurus ● Provide options for using built-in dictionaries and glossaries ● Provide instructions on how to access bilingual settings as needed
Use of a calculator	<ul style="list-style-type: none"> ● Provide access to appropriate calculator <ul style="list-style-type: none"> ○ Four Function Calculator ○ Scientific Calculator ○ Graphing Calculator ● If a device is not available, mail, deliver, or mail available for pick-up an appropriate calculator to the student
Hundreds chart or multiplication tables	<ul style="list-style-type: none"> ● Provide a paper copy of the hundreds chart or multiplication table to use at home ● Provide access to a virtual hundreds chart or a virtual multiplication table



Serving Students with Disabilities during Periods of Remote or Blended Learning Promising Practice Resource Matrix

I want to ...	Resources to Help	Ways to Use These Resources
Develop and Deliver Engaging, Accessible Remote Learning Materials		
Provide instructional materials that are accessible to all students.	UDL for Distance Learning	Understood.org has provided resources to support best practices for online learning that are based on the Universal Design for Learning model.
Improve my online instruction.	Edmodo Distance Learning Toolkit	This toolkit contains webinars to build teachers' capacity to design, implement, and assess online instruction.
	Launching Online Learning	This free micro course enables educators to find digital resources for your online learning environment, identify best practices for designing digital lessons and assessments, and learn strategies for delivering meaningful online instruction.
Use student check-ins to develop students' remote learning skills.	Instructional Strategies that Support Cognition and Metacognition	OSSE's Division of Teaching and Learning has created a micro-module on high-leverage practice aligned strategies to support remote learning. Use these strategies to make the most of contact time with students.

I want to ...	Resources to Help	Ways to Use These Resources
Individualize Supports for Students with Disabilities		
Adapt classroom scaffolds, accommodations, and modifications for the remote learning environment.	Accommodation Adaptation Matrix	OSSE's Division of Teaching and Learning has created an Accommodation Adaptation Matrix to assist you as you partner with families to modify accommodations for the remote learning context.
	Instructional Scaffolding in Online Education	Newrow has created this overview of instructional scaffolding, including specific guidance for how to scaffold remote learning experiences.
Assess student progress using standards-aligned tools.	Edulastic	Use Edulastic to create free standards-aligned formative and summative assessments that can be woven into your online instruction.
Continue my use of a PBIS approach in the remote learning context and in the transition back to brick-and-mortar schools.	Building Behavior Matrices for Virtual Learning	The Center on PBIS offers this guide for using a PBIS framework to make remote learning safe, predictable, and positive.
	Getting Back to School with PBIS	
Learn all I can about supporting students with disabilities in the remote learning context.	EALA's library of credible and actionable resources	The Educating All Learners Alliance (EALA), an alliance of national education organizations, has curated this library of high-quality resources for your use.

I want to ...	Resources to Help	Ways to Use These Resources
Individualize Supports for Students with Disabilities		
Provide high-quality supports for students with significant cognitive or developmental disabilities.	Distance Learning for Special Education	The University of Kansas has created a website with resources from over 1800 educators and specialists to support the needs of students with significant disabilities during periods of remote or blended learning.
	The Communication Matrix	The Communication Matrix has created a free assessment tool to help families and professionals easily assess the individual needs and progress of anyone functioning at the early stages of communication or using forms of communication other than speaking or writing.
Learn more about providing remote school counseling services.	ASCA Remote Service Resources	The American School Counselor Association (ASCA) provides resources for school counselors, including publications, free webinars, and a virtual online conference.
Provide high-quality secondary transition services for students with disabilities who are learning at home.	NTACT's Guidance on Services During Restricted Access to Schools and Community Services	The National Technical Assistance Center (NTACT) created this comprehensive set of assessment and service delivery resources to be used while students have limited access to school and community.

I want to ...	Resources to Help	Ways to Use These Resources
Individualize Supports for Students with Disabilities		
Provide high-quality related services for students with disabilities who are learning at home.	American Occupational Therapy Association (AOTA) – Telehealth Resources	AOTA provided online resources for OT practitioners, educators, and students to incorporate telehealth into their practice in the absence of opportunity for face-to-face therapy.
	American Physical Therapy Association (APTA) – Telehealth	APTA’s webpage provides guidance for using telehealth and e-visits to conduct physical therapy services.
	American Speech-Language-Hearing Association (ASHA) – Telepractice	This page links to resources and information for conducting speech-language-hearing services using telepractice.
	Continuity of Learning: Resources to Support Social Emotional Learning	The Comprehensive Center Network has curated these resources to assist SEAs, LEAs, and school leaders in the important work of supporting social emotional for learning as students learn remotely.

I want to ...	Resources to Help	Ways to Use These Resources
Support Families to Be Instructional Partners		
Help parents facilitate learning at home.	<u>Edmodo's Resources for Parents to Support Learning at Home</u>	Parents can use these resources to facilitate learning at home. These resources provide support with math, reading, social-emotional learning and more.
	<u>Be a Learning Hero Parent Resources for Supporting Learning at Home</u>	
	<u>Education Modified Resources for Parents of Students with Disabilities</u>	
Help parents set up clear expectations for their students in the virtual classroom and at home	<u>Supporting Families with PBIS</u>	Use this toolkit from the PBIS center to support virtual implementation of positive behavior supports and clear expectations. These tools contain practical guidance on how to create consistency for students and families.

Student Input Form

Please enter student's first and last name exactly as it appears in the Progress Monitoring sheet in order to ensure that all auto-population functions work.

1. Student First Name

2. Student Last Name

3. Homeroom Teacher

4. Student Grade

5. Student Email Address

6. Student Phone Number

7. Preferred Method of Communication

Mark only one oval.

Phone

Email

Other: _____

Section 1: How are you feeling?

8. During the past week, how often did you feel...

Mark only one oval per row.

	Almost Never	Once in a While	Sometimes	Frequently	Almost Always
Happy?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Safe?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optimistic?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bored?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overwhelmed?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worried?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 2: How is learning remotely going for you?

9. How much do you agree or disagree with the statements below?

Mark only one oval per row.

	Unsure	Strongly Disagree	Disagree	Agree	Strongly Agree
I feel comfortable doing my schoolwork remotely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy for me to use the remote learning tools my school provides.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is easy to stay focused long enough to complete my assignments at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get the support I need from my teachers to help with schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers give me enough instruction to complete my assignments remotely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get the support I need from my family to help with schoolwork.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning new things even while at home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lessons and activities I am working on help me to reach my individual goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The accommodations I receive in school have been adapted for remote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: How are you learning remotely?

10. While learning remotely, I have... (Check all that apply)

Check all that apply.

- Joined a video call with my class
- Joined a video call for one-on-one instruction with my teacher(s)
- Joined a phone call about learning
- Posted assignments to an online platform
- Received feedback on my work from my teachers
- Completed assignments on paper
- Received a message (e.g. text, email, etc.) about an assignment
- Completed a project
- Participated in an online exercise activity

11. Which of these remote learning experiences have been most helpful for you?
(Check all that apply)

Check all that apply.

- Joined a video call with my class
- Joined a video call for one-on-one instruction with my teacher(s)
- Joined a phone call about learning
- Posted assignments to an online platform
- Received feedback on my work from my teachers
- Completed assignments on paper
- Received a message (e.g. text, email, etc.) about an assignment
- Completed a project
- Participated in an online exercise activity

Section 4: Additional Needs for Information or Support

12. I would like to receive additional information and/or support on the following topics:

Check all that apply.

- Engaging in remote learning
- Time management
- Prioritizing and organizing work
- Communicating appropriately
- Self-advocacy
- Physical health and safety
- Housing
- Hunger and/or food security
- Emotional well-being
- Learning while working or caring for others at home
- Accessing or using technology

Section 4: Comments, Questions, or Concerns

13. Please share your additional comments, questions, or concerns in the space below.

Section 5: Request a Virtual or Phone Meeting

14. Please contact me to schedule a virtual or phone meeting to discuss my progress, ask questions, and/or share my concerns.

Mark only one oval.

- Yes
- No



**Serving Students with Disabilities during Periods of Remote or Blended Learning
Sample Student Input Form**

Student Name		Date	
Parent Name		Parent Email/Phone	
Student Grade		Homeroom Teacher	

Section 1: How are you feeling?

During the past week, how often did you feel...	Almost Never	Once in a while	Sometimes	Frequently	Almost Always
Happy?					
Safe?					
Optimistic?					
Bored?					
Overwhelmed?					
Worried?					

Section 2: How is learning remotely going for you?

How much do you agree or disagree with the statements below?	Unsure	Strongly disagree	Disagree	Agree	Strongly Agree
I feel comfortable doing my schoolwork remotely.					
It is easy for me to use the remote learning tools my school provides.					
It is easy to stay focused long enough to complete my assignments at home.					
I get the support I need from my teachers to help with schoolwork.					
My teachers give me enough instruction to complete my assignments remotely.					

How much do you agree or disagree with the statements below?	Unsure	Strongly disagree	Disagree	Agree	Strongly Agree
I get the support I need from my family to help with schoolwork.					
I am learning new things even while at home.					
The lessons and activities I am working on help me to reach my individual goals.					
The accommodations I receive in school have been adapted for remote learning.					

Section 3: How are you learning remotely?

While learning remotely, I have ...	Check all that apply	While learning remotely, I have ...	Check all that apply
Joined a video call with my class		Completed assignments on paper	
Joined a video call for one-on-one instruction with my teacher(s)		Received a message (e.g. text, email, etc.) about an assignment	
Joined a phone call about learning		Read a book	
Posted assignments to an online platform		Completed a project	
Received feedback on my work from my teachers		Participated in an online exercise activity	

Which of these remote learning experiences have been most helpful for you?	Check all that apply	Which of these remote learning experiences have been most helpful for you?	Check all that apply
Joined a video call with my class		Completed assignments on paper	
Joined a video call for one-on-one instruction with my teacher(s)		Received a message (e.g. text, email, etc.) about an assignment	
Joined a phone call about learning		Read a book	
Posted assignments to an online platform		Completed a project	
Received feedback on my work from my teachers		Participated in an online exercise activity	



Section 4: Additional Needs for Information or Support

I would like to receive additional information and/or support on the following topics:	Check all that apply	I would like to receive additional information and/or support on the following topics:	Check all that apply
Learning remotely		Staying physically healthy and safe	
Managing my time		Help obtaining housing	
Getting organized		Help obtaining food	
Communicating with teachers and peers		Staying emotionally healthy	
Working with teachers to get the support I need		Learning while working or caring for others at home	

Section 4: Comments, Questions, or Concerns

Please share your additional comments, questions, or concerns in the space below.

Section 5: Request a Virtual or Phone Meeting

Please contact me to schedule a virtual or phone meeting to discuss my progress, ask questions, and/or share my concerns.

Yes No



Student Information

Please enter student's first and last name exactly as it appears in the Progress Monitoring sheet in order to ensure that all auto-population functions work.

To record communications that are not part of the initial intake, please provide the Student's First Name, Student's Last Name, Date of Family Contact, Mode of Communication, and Reason for Communication. Then click 'Next' until you reach Section 4, where you can record notes from your communication. Recording the communication in this form will allow it to be displayed alongside the student's other information in the Progress Monitoring Worksheet.

1. Student First Name

2. Student Last Name

3. Date of Family Contact

Example: January 7, 2019

4. Mode of Communication

Mark only one oval.

Phone Call

Email

Text

Mail

Other: _____

5. Reason for Communication

Mark only one oval.

- Input on Remote Learning Adjustments
- Scheduling Eligibility Meeting
- Scheduling IEP Meeting
- Disciplinary Incident
- Checking-In
- Other: _____

6. Homeroom Teacher

7. Parent Name

8. Parent Phone Number

9. Parent Email Address

10. I prefer to be contacted by:

Check all that apply.

- Email
- Phone

Section 1: Engaging in Remote Learning

11. How concerned are you about your student's learning while their school building is closed?

Mark only one oval.

- Not at all concerned
- Slightly concerned
- Somewhat concerned
- Quite concerned
- Extremely concerned

12. How concerned are you about your student's social or emotional well-being during remote learning?

Mark only one oval.

- Not at all concerned
- Slightly concerned
- Somewhat concerned
- Quite concerned
- Extremely concerned

13. How much time is your student participating in learning activities from their school?

Mark only one oval.

- No or almost no time
- Not enough time
- Just enough time
- A little too much time
- Far too much time

14. What best describes your student's typical internet access?

Mark only one oval.

- No internet access
- Intermittent access
- Access with a smartphone only
- Access is reliable, but slow
- Reliable high-speed internet

15. Generally speaking, when is your child available to engage in remote learning or service provision?

Check all that apply.

	Morning (7am-10am)	Mid-Day (10am-1pm)	Afternoon (1pm-4pm)
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. Any other specifics or considerations educators should be aware of when scheduling time with your child?

Section 2: Special Education Services

17. In the past week, I have received the support I need from my student's school to help with schoolwork and IEP services.

Mark only one oval.

- Unsure
- Strongly disagree
- Disagree
- Agree
- Strongly Disagree

18. The lessons and activities my student is receiving help them to reach their IEP goals.

Mark only one oval.

- Unsure
- Strongly disagree
- Disagree
- Agree
- Strongly Disagree

19. My student is receiving appropriate behavioral supports and/or interventions during remote learning.

Mark only one oval.

- Unsure
- Strongly disagree
- Disagree
- Agree
- Strongly Disagree

20. The accommodations and/or modifications in my student's IEP have been appropriately adapted for remote learning.

Mark only one oval.

- Unsure
- Strongly disagree
- Disagree
- Agree
- Strongly Disagree

Section 3: Additional Needs for Information or Support

My family would like to receive additional information and/or support on the following topics (check all that apply):

21. Helping my student with:

Check all that apply.

- Engaging in remote learning
- Time management
- Prioritizing and organizing work
- Persistence
- Staying on task
- Communicating appropriately
- Self-advocacy
- Following remote learning routines and procedures
- Proactively seeking and using supports

Other: _____

22. Helping my whole family with:

Check all that apply.

- Accessing or using technology
- Physical health and safety
- Emotional well-being
- Housing
- Supporting my student while working or caring for others in the home
- Hunger and/or food security

Other: _____

Section 4: Questions or Concerns

23. Please share your questions or concerns in the space below.

Section 5: Request a Virtual or Phone Meeting

24. Please contact me to schedule a virtual or phone meeting to discuss my student's progress, ask questions, and/or share my concerns.

Mark only one oval.

Yes

No

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Google Forms



Serving Students with Disabilities during Periods of Remote or Blended Learning

Sample Family Input Form

Student Name		Date	
Parent Name		Parent Email/Phone	
Student Grade		Homeroom Teacher	

Section 1: Engaging in Remote Learning

	Not at all concerned	Slightly concerned	Somewhat concerned	Quite concerned	Extremely concerned
How concerned are you about your student's learning while their school building is closed?					
How concerned are you about your student's social or emotional well-being during remote learning?					
How much time is your student participating in learning activities from their school?	No or almost no time	Not enough time	Just enough time	A little too much time	Far too much time
What best describes your student's typical internet access?	No internet access	Intermittent access	Access with a smartphone only	Access is reliable, but slow	Reliable high-speed internet

Section 2: Special Education Services

	Unsure	Strongly disagree	Disagree	Agree	Strongly Agree
In the past week, I have received the support I need from my student's school to help with schoolwork and IEP services.					
The lessons and activities my student is receiving help them to reach their IEP goals.					
My student is receiving appropriate behavioral supports and/or interventions during remote learning.					
The accommodations and/or modifications in my student's IEP have been appropriately adapted for					

remote learning.					
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Section 3: Additional Needs for Information or Support

My family would like to receive additional information and/or support on the following topics (check all that apply):

Helping my student with:	Check all that apply	Helping my whole family with:	Check all that apply
Staying on task		Staying physically healthy and safe	
Managing time		Obtaining housing	
Getting organized		Obtaining food	
Communicating with teachers and peers		Staying emotionally healthy	
Working with teachers to get appropriate support		Supporting my student while working or caring for others at home	

Section 4: Comments, Questions, or Concerns

Please share additional comments, questions, or concerns in the space below.

Section 5: Scheduling Student Service

Generally speaking, when is your child available to engage in remote learning or service provision?

	Morning (7am-10am)	Mid-Day (10am-1pm)	Afternoon (1pm-4pm)
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

Section 6: Request a Virtual or Phone Meeting

Please contact me to schedule a virtual or phone meeting to discuss my student’s progress, ask questions, and/or share my concerns.



Student Information

Please enter student's first and last name exactly as it appears in the Progress Monitoring sheet in order to ensure that all auto-population functions work.

1. First Name

2. Last Name

3. Educator Name

4. Educator Email

5. Content Area(s):

Section 1: Engagement in Remote Learning

Rates of Engagement

Do not provide any values if the instruction, service period, remote learning or service assignments were not attempted.

6. The student has attended ___% of synchronous instructional or service periods.

Mark only one oval.

- 0%
- 1-25%
- 26-50%
- 51-75%
- 76-99%
- 100%

7. The student has attended ___% of asynchronous instructional or service periods.

Mark only one oval.

- 0%
- 1-25%
- 26-50%
- 51-75%
- 76-99%
- 100%

8. The student has attempted ___% of remote learning or service assignments. In the count of attempted assignments include those completed so that completed assignments is a subset of attempted assignments.

Mark only one oval.

- 0%
- 1-25%
- 26-50%
- 51-75%
- 76-99%
- 100%

9. The student has completed ___% of remote learning or service assignments.

Mark only one oval.

- 0%
- 1-25%
- 26-50%
- 51-75%
- 76-99%
- 100%

Areas of Academic Strength

Describe the student's academic strengths as they relate to grade-level content standards. Attach student work samples that demonstrate these strengths.

10. Area of Strength 1 - Please specify the area of strength, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

11. Area of Strength 2 - Please specify the area of strength, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

12. Area of Strength 3 - Please specify the area of strength, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

Areas of Academic Need

Describe the student's needs for academic support as they relate to grade-level content standards. Attach student work samples that demonstrate these needs.

13. Area of Need 1 - Please specify the area of need, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

14. Area of Need 2 - Please specify the area of need, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

15. Area of Need 3 - Please specify the area of need, the content standard or IEP goal to which it relates, and a summary of the documentation and/or a link to where it can be located.

Section 2: Strengths and Needs for Support

16. The student demonstrates strengths in these areas of functional performance in the remote or blended learning context (check all that apply):

Check all that apply.

- Consistent Engagement
- Organization
- Persistence
- Self-advocacy
- Time management
- Practively using and seeking supports
- Staying on task

17. In the remote or blended learning context, the student and/or family demonstrate a need for support in these functional areas (check all that apply):

Check all that apply.

- Consistent Engagement
- Prioritizing and organizing work
- Persistence
- Self-advocacy
- Time management
- Proactively using and seeking supports
- On-task behavior
- Accessing or using technology
- Physical health and safety
- Emotional well-being
- Housing and/or food security
- Supporting my student while working or caring for others in the home

18. For each area of concern checked, please provide links to documentation of your communication with the student's family regarding these concerns, as well as any interventions you have implemented and their effectiveness.

Section 3: Classroom Accommodations and Modifications

19. Classroom Accommodation / Modification 1 - Please specify the modification, the adaptation for the remote context, whether the modification is effective or not, and why the modification is effective or ineffective.

20. Classroom Accommodation / Modification 2 - Please specify the modification, the adaptation for the remote context, whether the modification is effective or not, and why the modification is effective or ineffective.

21. Classroom Accommodation / Modification 3 - Please specify the modification, the adaptation for the remote context, whether the modification is effective or not, and why the modification is effective or ineffective.

22. Classroom Accommodation / Modification 4 - Please specify the modification, the adaptation for the remote context, whether the modification is effective or not, and why the modification is effective or ineffective.

23. Classroom Accommodation / Modification 5 - Please specify the modification, the adaptation for the remote context, whether the modification is effective or not, and why the modification is effective or ineffective.

Please share any additional comments, questions, or concerns in the space provided.

24. Please share any additional comments, questions, or concerns in the space provided.



**Serving Students with Disabilities during Periods of Remote or Blended Learning
Sample Educator Input Form**

Student Name		Date	
Parent Name		Parent Email/Phone	
Educator Name		Educator Email	

Your input is necessary for the IEP team to develop an appropriate educational plan for this student. Please complete this form and submit it to Case.Manager@dc.gov no later than _____.

Section 1: Engagement in Remote Learning

Content Area(s):	
-------------------------	--

	#	of	# Offered	
The student attended		of		synchronous instructional or service periods.
The student has accessed		of		asynchronous instructional or service modules.
The student has attempted		of		remote learning or service assignments.
The student has completed		of		remote learning or service assignments.

Describe the student’s academic strengths as they relate to grade-level content standards. Attach student work samples that demonstrate these strengths.

Area of Strength	Content Standard

Describe the student’s needs for academic support as they relate to grade-level content standards. Attach student work samples that demonstrate these needs.

Area of Need	Content Standard

Section 2: Strengths and Needs for Support

The student demonstrates strengths in these areas of functional performance in the remote or blended learning context (check all that apply):

Consistent engagement	<input type="checkbox"/>	Self-advocacy	<input type="checkbox"/>
Organization	<input type="checkbox"/>	Time management	<input type="checkbox"/>
Persistence	<input type="checkbox"/>	Proactively using and seeking supports	<input type="checkbox"/>
Communicating with teachers and peers	<input type="checkbox"/>	On-task behavior	<input type="checkbox"/>

In the remote or blended learning context, the student and/or family demonstrate a need for support in these functional areas (check all that apply):

Consistent engagement	<input type="checkbox"/>	Self-advocacy	<input type="checkbox"/>
Organization	<input type="checkbox"/>	Time management	<input type="checkbox"/>
Persistence	<input type="checkbox"/>	Proactively using and seeking supports	<input type="checkbox"/>
Communicating with teachers and peers	<input type="checkbox"/>	On-task behavior	<input type="checkbox"/>
Accessing or using technology	<input type="checkbox"/>	Housing and/or food security	<input type="checkbox"/>
Physical health and safety	<input type="checkbox"/>	Caring for younger children in the home	<input type="checkbox"/>
Emotional well-being	<input type="checkbox"/>		<input type="checkbox"/>

For each area of concern checked, please attach documentation of your communication with the student’s family regarding these concerns, as well as any interventions you have implemented and their effectiveness.



Section 3: Classroom Accommodations and Modifications

Classroom Accommodation/Modification	Adaptation for the Remote Context	Is the adaptation effective? (Y/N and why)

Section 4: Additional Comments, Questions, or Concerns

c








Serving Students with Disabilities during Periods of Remote or Blended Learning
Sample Remote Family Engagement Brainstorming Tool

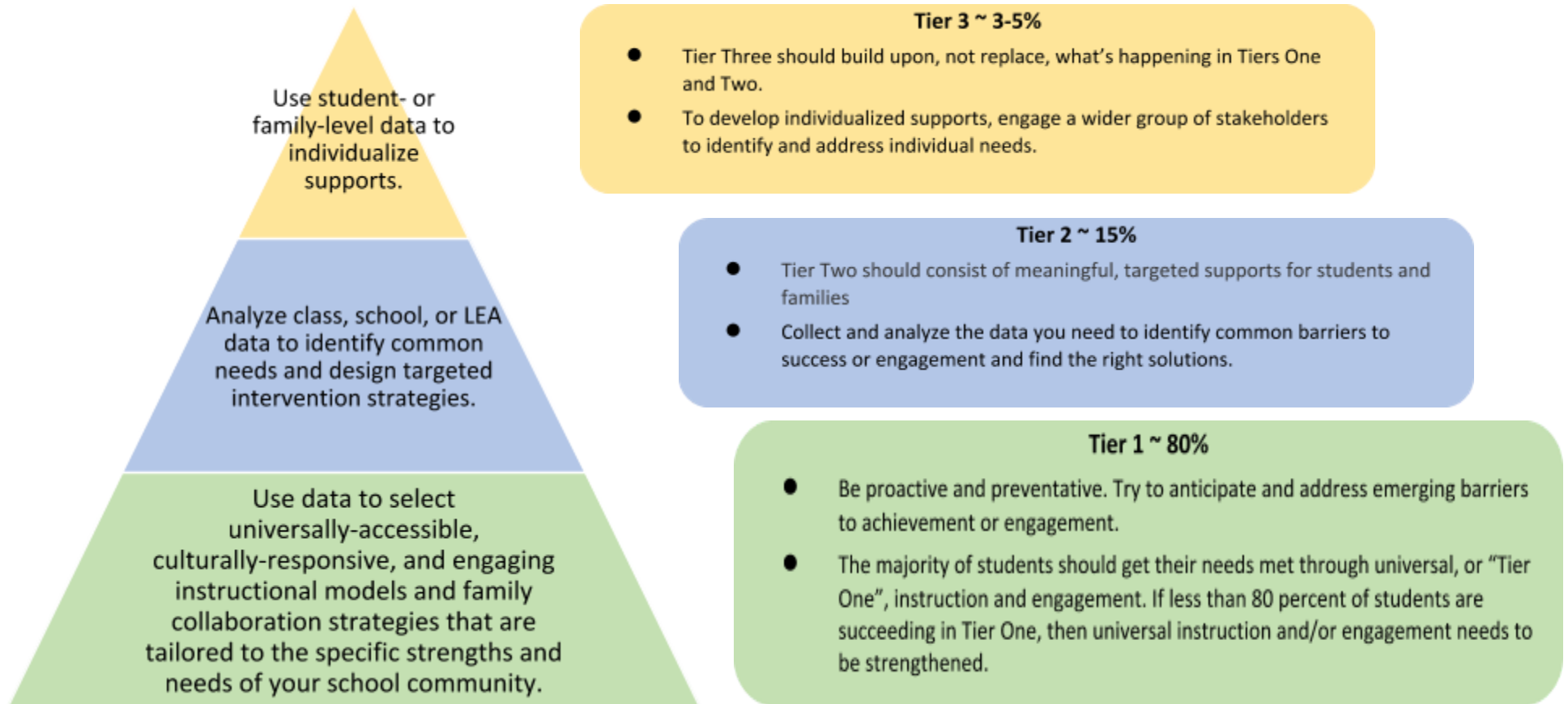
Questions to Consider as You Re-imagine Family Engagement for the Remote Learning Context:

- How will you provide parents, including those of students with disabilities, opportunities to engage with members of the IEP team and other staff while protecting confidentiality and student data and ensuring the health and safety of all parties?
- How can you use the tools in this toolkit to offer parents and students equity of voice and provide them with evidence that they have already been heard?
- How can the shift to remote or blending learning increase school leaders’ and general educators’ understanding that students with disabilities are general education students first?
- How can you change family engagement from something you offer TO or FOR families into something you do WITH families?

	Schoolwide Events and Initiatives	Sharing Student Progress with All Families	IEP Team Communication and Processes
Receiving Information 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:
Being Heard 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:
Staying Engaged 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:



Serving Students with Disabilities during Periods of Remote or Blended Learning Tiered Supports Snapshot



Service Provider

This service tracker is designed to be used on a weekly basis to summarize all attempts at delivery of service as well as service details and student response. Information submitted via this form will feed into the Student Data Tool. The more detailed information that is provided here, the more robust and useful the Student Data Tool will be to the IEP team.

Each form allows for reporting on ten students. If you are reporting on fewer than ten students, click "Next" until you have the opportunity to hit "Submit". If you are reporting on more than ten students, restart the form once you have hit "Submit".

1. Service Provider Last Name

2. Service Provider First Name

Student

1

Please enter student's first and last name exactly as it appears in the Progress Monitoring sheet in order to ensure that all auto-population functions work.

3. Student Last Name

4. Student First Name

5. In total, I attempted to provide this student __#__ minutes of service this week.

6. In total, the student participated in __#__ minutes of service this week.

7. If a student was unable to participate in all attempted services, please provide brief notes as to why the student was not able to participate in attempted services. (e.g. Unable to reach, refused services, lost focus before the end of the session, sick, etc.)

8. Record of Service Provision Attempts - Please indicate the date on which the service provision was attempted, how many minutes were attempted, the type of service, the subject and/or goal focus, the modification/accommodation provided, the student response, and links to any relevant documentation.

Student
2

Please enter student's first and last name exactly as it appears in the Progress Monitoring sheet in order to ensure that all auto-population functions work.

9. Student Last Name

10. Student First Name
