



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: General

This FAQ resource is a non-comprehensive guide that is intended to provide general information about special education and health services for the 2020-2021 School Year to address the provision of these services during the COVID-19 Pandemic. It is subject to change at any time without notice.

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>How will IEP team meetings be conducted?</p>	<ul style="list-style-type: none"> Meetings can be held in person or virtually through TEAMS 	<ul style="list-style-type: none"> Meetings can be held in person or virtually through TEAMS
<p>What does instruction look like (RESOURCE/STEP/DAY TREATMENT students)?</p> <ul style="list-style-type: none"> STEP (Short Term Educational Placement) – Program for students with emotional deficits requiring additional supports to be successful in the general education classroom Day Treatment – Program for students with Emotional Disturbance; requiring clinical intervention and mental health supports to be educationally successful 	<ul style="list-style-type: none"> Instruction/Intervention will be provided in a traditional manner Educational assistants are assigned to schools/classrooms in person 	<ul style="list-style-type: none"> Instruction will be provided through online modules with high degree of student independence Educational assistants will be available at points during virtual instruction via the TEAMS platform.
<p>What does instruction look like for my student in BIC (Behavior Intervention and Communication)? BIC is a program for students with Autism with severe behavior and communication needs.</p>	<ul style="list-style-type: none"> Instruction will be provided in a traditional manner Educational assistants are assigned to schools/classrooms in person 	<ul style="list-style-type: none"> Packets for instruction would be created by the special education teacher Lessons provided via TEAMS Educational assistants could be available in the TEAMS platform to provide support BIC website through Edugoodies



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<p>If the student has an FBA/BIP, how will it be implemented?</p>	<ul style="list-style-type: none"> • If the student has an FBA/BIP or Behavioral Support Plan (BSP), this will be implemented and supported in the traditional manner • Professional Development for special education teachers 	<ul style="list-style-type: none"> • Teachers will apply the behavioral strategies designated in the FBA/BIP or Behavioral Support Plan (BSP) in the live virtual setting to the extent possible. • If the student has an FBA/BIP, the special education teacher will provide strategies to the parent to support the student that are appropriate for virtual learning and consistent with student's independent behavioral goals. • Professional Development for special education teachers
<p>What is the difference between Homebound and Homeschool?</p>	<ul style="list-style-type: none"> • Homebound instruction is provided at home or at a hospital related site to children who are unable to attend school due to a physical or mental condition. A treating physician who is familiar with the treatment plan and standard of care for the physical and mental condition must complete the request for homebound services. After DECHS receives the completed request, the IEP team will meet to review all information regarding the health and educational needs of the student, including whether homebound services may be safely provided face-to-face in light of the COVID-19 pandemic. 	<ul style="list-style-type: none"> • Homebound instruction is provided at home or at a hospital related site to children who are unable to attend school due to a physical or mental condition. A treating physician who is familiar with the treatment plan and standard of care for the physical and mental condition must complete the request for homebound services. After DECHS receives the completed request, the IEP team will meet to review all information regarding the health and educational needs of the student, including the provision of homebound services virtually.



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
What is the difference between Homebound and Homeschool? (Continued)	<ul style="list-style-type: none">Parents in TN may choose to homeschool their own children in grades K-12. A homeschool is a school conducted or directed by a parent or parents or a legal guardian for their own children. The parent must submit an Intent to Homeschool Form to local public school system before the start of the school year. Tennessee Notice of Intent to Home School (PDF link)	<ul style="list-style-type: none">Parents in TN may choose to homeschool their own children in grades K-12. A homeschool is a school conducted or directed by a parent or parents or a legal guardian for their own children. The parent must submit an Intent to Homeschool Form to local public school system before the start of the school year. Tennessee Notice of Intent to Home School (PDF link)
I have questions about my student. Who do I contact?	Contact your child's teacher or the Special Education Advisor for your assigned school.	Contact your child's teacher or the Special Education Advisor for your assigned school.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: **STEP (Short Term Educational Placement)/Day Treatment**

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will counseling services be provided?	Each school is assigned a Mental Health Social worker (STEP), Day Treatment Social Worker (Day Treatment) to provide the direct services that are outlined in the student's IEP. These services will be provided face-to-face or small group.	Each school is assigned a Mental Health social worker (STEP) or Day Treatment Social Worker (Day Treatment) to provide the direct service outlined in the student's IEP. These services will be provided via Teletherapy or Microsoft TEAMS.
How will behavior supports be offered?	The strategies will remain as they were during the traditional setting.	The strategies will be modeled virtually via Microsoft TEAMS from Behavior Consultants on REACH team assigned to specialty program.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: Adaptive Functional Skills/Functional Skills

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>What supports are available for a student in the AFS/FS setting?</p> <ul style="list-style-type: none"> • AFS (Adaptive Functional Skills Class) – might include students who are medically fragile; have multiple disabilities; often require hand-over-hand and full support for all activities • FS (Functional Skills Class) – might include students who have an intellectual disability, require a high degree of supervision and a smaller classroom setting 	<ul style="list-style-type: none"> • Instruction will be provided in a traditional manner • Educational assistants are assigned to schools/classrooms in person 	<ul style="list-style-type: none"> • Packets for instruction created by the special education teacher to address IEP goals • Lessons provided via TEAMS • Educational assistants available in the TEAMS platform to provide support • Use of recommended websites
<p>Will students participate in WBL (Work Based Learning)? How will CBI (Community Based Instruction) be implemented?</p>	<ul style="list-style-type: none"> • WBL will be provided in a traditional manner with site approval and appropriate precautions (secondary) • CBI will be implemented in the traditional manner with site approval and appropriate precautions (K-12) 	<ul style="list-style-type: none"> • Virtual tours – pre-recorded • Live tours online
<p>How will students receive transition support?</p>	<p>Transition assessments and services will be provided in a traditional manner with appropriate precautions</p>	<ul style="list-style-type: none"> • Virtual support • Online assessments • Sites such as: TransitionTN.org
<p>How will student progress be monitored?</p>	<ul style="list-style-type: none"> • Teachers will keep daily data notebooks • Teachers will maintain informal assessments 	<ul style="list-style-type: none"> • Teachers will document data based on student participation in remote platforms. • Teachers will maintain informal assessments



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How are strategies such as hand-over-hand going to be implemented?	Modeling and using appropriate precautions.	Modeled in incremental steps through the TEAMS platform
How will the AAD (Alternate Academic Diploma) be implemented?	Instruction will be provided in a traditional manner	<ul style="list-style-type: none">• Special education teachers will provide the instruction virtually via TEAMS• Special education teachers will collaborate with general education teachers, as appropriate



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed:

Occupational, Physical and Speech Therapy (OT/PT/ST)

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will my child access OT/PT?	Provided contextually, in the classroom, lunchroom, playground, or during community-based instruction addressing deficits affecting the student's access and participation in learning activities. Community-based instruction setting is subject to the ability to provide instruction in this setting in accordance with COVID-19 safety precautions. Teacher and therapist collaborate to solve issues affecting access and participation, strategies and tools are trialed, then implemented daily during teacher instruction. Sometimes students receive initial instruction outside the class, then the skill is merged into contextual classroom activities.	Provided contextually, in the virtual classroom alongside teacher instruction using Microsoft Teams. Teacher - therapist planning prior to lessons augments the virtual instruction with strategies appropriate to the struggling learner. Additional parent instruction may be provided separately in the telehealth model or in a Microsoft Teams meeting with parent and parent's outside vendor, if, for example, student has outgrown personal equipment such as wheelchair or brace. Sometimes the virtual model is provided outside teacher instruction, especially for self-care goals where the parent is the primary "teacher." Therapists may drop off an instructional packet for parents to augment the student's learning.
How will my child access Speech Therapy?	Each school is assigned a Speech Therapist to provide the direct or consultation speech/language services that are in the student's IEP. These services will be provided face-to-face.	Each school is assigned a Speech Therapist to provide the direct or consultation speech/language services in the student's IEP. These services will be provided via teletherapy.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: Health Services

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>What symptoms are related to children with COVID-19?</p>	<ul style="list-style-type: none"> Fever >100.0 Vomiting Diarrhea Pain in the stomach Skin rash Red eyes Redness or swelling of the lips and tongue Feeling unusually tired Redness or swelling of the hands or feet <p>Note: Due to COVID-19, daily temp checks will be completed to ensure safety of your child, staff and families. If your child has any of the following symptoms at school, he/she will be dismissed from school and must be picked up as soon as possible. The Guidelines developed by CDC and the local Health Department and are subject to change.</p>	<p>If your child exhibits any of the listed symptoms at home, it is recommended that you contact your child's doctor.</p>
<p>Will my child be required to wear a mask?</p>	<p>Yes, however, there are exceptions for students who have respiratory illnesses and/or behavioral or emotional concerns that may not allow them to wear a mask.</p>	<p>N/A</p>



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>Why is it important for parents to share information about their child's health?</p>	<p>Providing the child's health information allows SCS Nursing staff to ensure all health needs are maintained while in school. A signed parent consent form must be completed yearly to collaborate/speak with the child's doctor. A signed parent consent is essential! Each year a new order is needed to maintain collaboration with the child's doctor, and it provides the nursing staff the opportunity to assist with many health-related concerns.</p>	<p>Providing the child's health information allows SCS Nursing staff to ensure all health needs are maintained and allows them to call/check in with parents/guardians while the child attends school virtually. A signed parent consent form must be completed yearly to collaborate/speak with the child's doctor. A signed parent consent is essential! Each year a new order is needed to maintain collaboration with the child's doctor, and it provides the nursing staff the opportunity to assist with many health-related concerns. Parents of students receiving related services such as mental health services, speech language therapy, physical therapy, or occupational therapy in a virtual setting are required to an Informed Consent form permitting the provision of these services via a HIPAA and FERPA compliant virtual platform.</p>
<p>My child has nursing services in his/her IEP, how will these services be provided?</p>	<p>Nursing services will be provided according to the doctor's orders that will accompany the IEP. Reminder: A parent consent is required for SCS Nursing staff to contact your child's doctor.</p>	<p>SCS Nursing staff will provide calls to parents/guardians for follow-up orders. They will reach out to assist you with additional resources that may be needed and/or address health related concerns. Reminder: A parent consent is required for SCS Nursing staff to contact your child's doctor.</p>



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: **SPED Preschool**

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How do I get my child evaluated?	Contact Colonial Hearing, Speech and Vision Center (CHSVC) at (901) 416-8940 or (901) 416-5206 to complete and intake with the Preschool Administrative Assistant. You will be contacted to schedule an appointment for screening or evaluation. You will bring your child to CHSVC for a meeting where you will participate in a consent for initial assessment meeting and begin the evaluation process. Evaluations that require in-person assessments that cannot be completed in accordance with social distancing recommendations will resume when it is deemed safe to conduct these types of in-person assessments. The evaluation will then be completed within applicable time frames.	Contact Colonial Hearing, Speech and Vision Center (CHSVC) at (901) 416-8940 or (901) 416-5206 to complete and intake with the Preschool Administrative Assistant. You will be contacted to schedule an appointment for screening or evaluation. Meetings to obtain consent to evaluate will be completed virtually; however, in-person portions of assessments that cannot be completed in compliance with social distancing recommendations will resume when it is deemed safe to conduct these types of in-person assessments. The evaluation will then be completed within applicable time frames.
Is there a preschool component to Memphis Virtual School?	Traditional preschool will be open in accordance with safety and social distancing measures.	Presently, virtual school is not offered for preschool students.



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How do I get my preschool child tested if I suspect a disability?	<ul style="list-style-type: none"> • Contact Colonial Hearing, Speech and Vision Center (CHSVC) at (901) 416-8940 or (901) 416-5206 to complete and intake with the Preschool Administrative Assistant. You will be contacted to schedule an appointment for screening or evaluation. You will bring your child to CHSVC for a meeting where you will participate in a consent for initial assessment meeting and begin the evaluation process. • Some evaluations require in-person assessments that cannot be completed in accordance with social distancing recommendations. These assessments will resume when it is deemed safe to conduct these types of in-person assessments. The evaluation will then be completed within applicable time frames. 	Contact Colonial Hearing, Speech and Vision Center at (901) 416-8940 or (901) 416-5206 to complete and intake with the Preschool Administrative Assistant. You will be contacted to schedule an appointment for screening or evaluation. Meetings to obtain consent to evaluate will be completed virtually and assessment will begin virtually; however, face to face portions of assessment will be completed will be completed within applicable time frames at CHSVC after it is deemed safe to do so.
Can I register for PreK Special Education online?	No, registration for Preschool Special Education will occur with the teacher.	No, registration for Preschool Special Education will occur with the teacher virtually.
How will I know what school my child will attend?	You will receive a letter from CHSVC with this information	You will receive a letter from CHSVC with this information.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: Hearing Impaired/Visually Impaired

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
Will there be an Interpreter for the Deaf assigned for my child who is enrolled in Memphis Virtual School?	Interpreters will be assigned according to each student's IEP related service hours.	Interpreters will be assigned to interpret for students according to their IEP. If classes are recorded, and then viewed later, there is also the option of closed captioning for further clarification.
My child doesn't use an interpreter. Will there be closed captioning for my child?	Clarification can be made by teachers when students are in a face to face setting.	Closed captioning is available for students. Classes and students can refer to the video and watch with closed captioning turned on to get further clarification.
How will Audiology services be provided?	Students will have the audiologist check hearing aids and equipment on a weekly/bi-monthly basis as stated on each students IEP.	Audiologist will contact parents and check in with students on a weekly/bi-weekly basis. If they need further assistance, an Audiologist will be available to help troubleshoot the students hearing aid/equipment. If more assistance is needed, an audiologist will be available at Colonial Hearing, Speech, and Vision Center 1-2 days a week for the parent to bring in their hearing aid to evaluate the level of need. (i.e. tubing to be replaced, new ear molds to be made, etc.)
How will vision services be provided?	Traditionally, the role of the Teacher of the Visually Impaired (TVI) is to work with the classroom teacher to modify daily assignments for visually impaired and blind students. This ensures that they are able to participate in the learning environment.	The Teacher of the Visually Impaired will meet weekly with the classroom teacher of the visually impaired or blind students and discuss the learning objectives for the week. The TVI's will then work with the student and parent to provide online support, such as how to magnify and enable text to speech. Concept development, and skills access will also be provided by Teachers of the Visually Impaired.



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will orientation and mobility services be provided?	Traditionally, the role of the Orientation and Mobility Specialist is to provide physical training to visually impaired and blind students to ensure that they are able to safely navigate the learning environment. The O&M specialist from Shelby County School is one of eight people who will be participating in the statewide planning committee to develop social distancing protocol for provision of services in the State of Tennessee.	The Orientation and Mobility Specialist (O&M) will use technology to assist with concept development, directionality.
What role will the Teacher of the Visually Impaired and the Orientation and Mobility Specialist play in daily instruction?	Traditionally, the TVI and O&M assists with assistive technology concerns. They will supply magnification devices, large print materials, braille materials, and tactual devices as needed by the students with certified visual impairments.	The TVI and O&M will assist with assistive technology concerns. They will supply magnification devices, Large Print materials, Braille Materials, and tactual devices as needed by students with Visual Impairments.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed:

CLUE (Creative Learning in a Unique Environment)

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will CLUE pull-out services be provided for students in grades 1-5 during the 2020-21 school year?	Students will be served in small groups using the CLUE gifted curriculum; however, students in grades 1-5 will be served through a hybrid model including 2 hours in-person instruction, 1 hour of synchronous learning, and 2 hours of asynchronous online learning for students.	Students will participate in online learning with class meetings led by teachers supplemented by independent learning tasks to practice skills and to engage creatively with content.
How will CLUE English services be provided for students in middle school and high school during the 2020-21 school year?	Students will be served in small classes using the CLUE gifted curriculum.	Students will participate in online learning with class meetings led by teachers supplemented by independent learning tasks to practice skills and to engage creatively with content.
How will students in grades 3-8 be screened for CLUE services?	Students in grades 3-8 will participate in the universal screener to identify who will complete the CompEfficiency and MathCAP tests in FastBridge, provided it can be administered in accordance with social distancing recommendations. Students who achieve 90% or higher on both tests will be tested for a gifted IEP. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.	Testing that requires face-to-face assessment will be conducted at an SCS school or designated location provided it can be conducted according to social distancing recommendations. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will students in grades 1-2 be screened for CLUE services?	Students in grades 1-2 will participate in the universal screener to identify who will complete the CompEfficiency and MathCAP tests in FastBridge or a similar placement test, provided it can be administered in accordance with social distancing recommendations. Students who achieve 90% or higher on both tests will be invited to participate in CLUE. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.	Testing that requires face-to-face assessment will be conducted at an SCS school or designated location provided it can be conducted according to social distancing recommendations. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.
How will students in PreK and Kindergarten be screened for CLUE services?	<ul style="list-style-type: none"> The CLUE Office will provide parent training in August and September to include characteristics of gifted students and gifted inventories that help identify student potential. Parents and teachers will complete these checklists to help provide data to determine a student’s need for enrichment, as provided by CLUE services through a couple of different services models. 	<ul style="list-style-type: none"> The CLUE Office will provide parent training in August and September to include characteristics of gifted students and gifted inventories that help identify student potential via Teams. Parents and teachers will complete these checklists to help provide data to determine a student’s need for enrichment, as provided by CLUE services through a couple of different services models.



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
How will students in PreK and Kindergarten be screened for CLUE services? (continued)	<ul style="list-style-type: none">Assessments that require face-to-face evaluations will occur in school settings or a designated SCS location, provided face-to-face assessment can occur in accordance with social distancing recommendations. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.	<ul style="list-style-type: none">Assessments that require face-to-face evaluations will occur in school settings or at a designated SCS locations, provided face-to-face assessment can occur in accordance within social distancing recommendations. Face-to-face assessment that cannot be conducted in accordance with social distancing recommendations will be completed when it safe it to be completed and will be completed within applicable timelines.

For more information about the Shelby County Schools CLUE program, visit <http://www.clue901.com>.



Exceptional Children and Health Services Frequently Asked Questions

Area Addressed: School Psychologists

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>Have Tennessee Department of Education (TDOE) criteria for educational disability eligibility changed in response to COVID-19?</p>	<p>Per the TDOE, there are no changes to evaluation standards for any disability.</p>	<p>Per the TDOE, there are no changes to evaluation standards for any disability.</p>
<p>If consent for evaluation or initial referrals and re-evaluation were obtained in SY2019-20 but could not be completed during closure, when will that evaluation be completed?</p>	<ul style="list-style-type: none"> Components of evaluations which require face-to-face assessment will be completed in the school setting provided they can be conducted in accordance with recommended social distancing measures. Checklist measures will be obtained from parents/teachers in-person or virtually. Classroom observations will be completed in the school classroom setting. Evaluations will be prioritized according to date of consent with consideration of type of measures needed (e.g., face-to-face with social distancing precautions, checklists from parents/teachers, and classroom observations). 	<ul style="list-style-type: none"> Components of evaluations which require face-to-face assessment and can be completed in compliance with social distancing recommendations must be completed in a school setting or other established SCS location. Checklist measures will be obtained from parents/teachers in-person or virtually. Classroom observations must be completed in a classroom setting with live instruction from teacher. Such observations in may occur in the virtual classroom setting depending of the setting. Evaluations will be prioritized according to date of consent with consideration of type of measures needed (e.g., face-to-face with social distancing, checklists from parents/teachers, and classroom observations).



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
<p>Will information gained through general education response to intervention be available for consideration of educational disability as required by the Tennessee Department of Education?</p>	<p>For disability categories which require structured intervention and progress monitoring as part of the evaluation process, data available through implementation of response to intervention will be considered according to the disability standards established by the Tennessee Department of Education.</p>	<p>For disability categories which require structured intervention and progress monitoring as part of the evaluation process, data available through implementation of response to intervention will be considered according to the disability standards established by the Tennessee Department of Education.</p>
<p>If an S-team meeting was already on the calendar during the SY2019-20 closure period, how will that meeting be scheduled when school resumes?</p>	<p>During the closure period, through the Professional School Counselors, a list of students with S-team meetings on the calendar was obtained. Counselors will work with the school psychologists to reschedule those meetings as soon as feasible with the transition back to school.</p>	<p>During the closure period, through the school counselors, a list of students with S-team meetings on the calendar was obtained. Counselors will work with the school psychologists to reschedule those meetings as soon as feasible with the transition back to school. If the S-Team agrees that there is reason to suspect an educational disability that may require specialized instruction, then the team moves towards evaluation. Components of evaluations which require face-to-face assessment and can be completed in accordance with social distancing recommendations must be completed in a school setting or other established SCS location. If face-to-face assessment components cannot be completed in accordance with social distancing recommendations, these assessments will resume when deemed safe to continue and the evaluation will be completed within applicable timelines.</p>



Exceptional Children and Health Services Frequently Asked Questions

Frequently Asked Questions	Traditional/Face-to-Face Setting	Virtual Setting
		<p>Checklist measures will be obtained from parents/teachers in-person or virtually. Classroom observations must be completed in a classroom setting with live instruction from teacher. Such observations in may occur in the virtual classroom setting depending of the setting.</p>
<p>How do I request an initial S-team meeting to discuss my concerns about my child’s performance and possible referral for evaluation for consideration of special education eligibility? What should I do if I have an evaluation completed by a provider outside of SCS that I would like reviewed as part of the S-team?</p>	<p>Requests for S-team meetings to discuss parent concerns and evaluation for a suspected educational disability are made to the Professional School Counselor. If you have a report from a provider outside of SCS, provide a copy of that evaluation to the counselor. The counselor coordinates scheduling of the meeting with the parent and school team members. Components of evaluations which require face-to-face assessment will be completed in the school setting provided they can be completed in accordance with social distancing recommendations. If face-to-face assessment cannot be completed in accordance with social distancing recommendations, the assessment will resume when it is safe to do so and completed within applicable timelines. Checklist measures will be obtained from parents/teachers in-person or virtually. Classroom observations will be completed in the school classroom setting. Evaluations will be prioritized according to date of consent with consideration of type of measures needed (e.g. face-to-face with social distancing precautions and checklists from parents/teachers, classroom observations).</p>	<p>Requests for S-team meetings to discuss parent concerns and evaluation for a suspected educational disability are made to designated virtual school or Exceptional Children staff. The designated contact coordinates scheduling of the meeting with the parent and school team members. Components of evaluations which require face-to-face assessment will be completed in a school setting or other established SCS location. Checklist measures will be obtained from parents/teachers in-person or virtually. Classroom observations must be completed in a classroom setting with live instruction from teacher. Such observations in may occur in the virtual classroom setting depending of the setting.</p>