



North Kingstown School Department
Pupil Personnel Services
50 East Court
North Kingstown, RI 02852
Phone: 401-336-3120 Fax: 401-398-0674

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Welcome Back!

Opening of the 2021-2022 School Year

We hope that you enjoyed every moment of your summer break with family and friends! As we begin the new school year, we wanted to share some information that will be helpful going forward. Please do not hesitate to reach out with anything that you may need, at any time. We are here to support you!

~We will continue to hold meetings virtually, unless the parent specifically requests an in-person meeting.

~Please obtain wet signatures via backpack on all documents. Electronic signatures will only be used in the rare case that we cannot get a wet signature after multiple attempts. In particular signatures are time sensitive for Consent to Evaluate and Initial Provisions. Please contact the PPS office for electronic signature if you do not receive it back within a couple days.

~Please get a signed medicaid form with a "wet signature" at every meeting. It is our understanding that the state is not accepting electronic signatures for Medicaid at this time.

~Please complete the **revised** I.E.P. checklist/Evaluation Checklist for all Initials, Annuals and Re-Eval meetings. This includes signing the checklist document (attached below, along with 60 day evaluation timeline calendar)

~Use the meeting notes section in Aspen for ALL meetings. In using this field, it provides easy access to a snapshot of the details of meetings, in a central location.

~Please continue to contact Deb/Jackie for Kim and Alison's schedules. When an advocate is attending an IEP meeting, please be sure to invite Kim or Alison to those meetings through Deb/Jackie at the PPS Office.

~The WIAT IV has been delivered to each building, with 25 complete testing protocols enclosed. Please email Deb at PPS when you are in need of re-ordering protocols. We have updated testing kits and protocols here at the PPS Office if you are looking for a specific test, feel free to

Some important links to references going forward:

- ☰ 2021-2022 PPS Re-Opening Schools Guidance
- ☰ Guidance for de-escalation and physical restraining during Covid-19
- ☰ Personal Care Protocols:
- ☰ Evaluation Safety Protocol
- ☰ Protocol for Re-opening IEP/Eval Mtgs

REMINDER-TIMELINES:

Referral	
10 school days	The public agency must conduct a meeting of the Evaluation Team within 10 school days of the receipt of a referral to determine whether a special education evaluation is needed. The Evaluation Team is comprised of qualified professionals and the parent, including members described in §300.321.
10 school days	<p>If an evaluation is needed, it must start no later than 10 school days after the receipt of parental consent to evaluate. (Should the parent not notify the agency of his/her consent within 5 school days, the agency must document its efforts to obtain consent. Should parental consent not be obtained within 15 school days, the Evaluation Team must reconvene.)</p> <p>If it is determined that an initial evaluation is not needed, the evaluation team shall consider referring the student's case back to general education for appropriate action.</p>
Evaluation/Eligibility/IEP	
60 calendar days:	<p>Within 60 calendar days of parental consent to evaluate:</p> <p>Child must be evaluated and a written Evaluation Team report provided.</p> <p>An Eligibility Team meeting must be convened to determine whether the child has a disability and is in need of special education and related services. The Eligibility Team is comprised of qualified professional and the parent.</p>
15 school days:	If determined eligible, an IEP meeting convening members described in §300.321-322, must be conducted and an IEP is developed and special education and related services are made available to the child in accordance with an IEP within 15 school days of the eligibility determination.
10 school days:	Following the development of the IEP, special education and related services must be made available in accordance with the IEP as soon as possible, but not later than by 10 school days.
Reevaluation	
60 calendar days	The public agency must conduct reevaluations and determine continued eligibility, and, when eligibility continues, make available continued services in accordance with timelines and provisions of reevaluation and evaluation procedures in §300.303-311.
Not more than 1x per year	Reevaluation limitations: May not occur more than once per year, unless the parent and public agency agree otherwise; and
Every 3 years	must occur at least once every 3 years, unless the parent and public agency agree that a reevaluation is unnecessary.

60 Day Calendar Dates (Non Leap Year)

[illegible]



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EVALUATION PAPERWORK CHECKLIST

FORMS MUST BE SENT TO THE PPS OFFICE IN THE FOLLOWING ORDER:

If Initial referral:

- ☐ Referral to Evaluation Team
- ☐ Letter to Parent – Meeting Notice
- ☐ Prior Written Notice – Initial Evaluation
- ☐ Record with Participants/Team Meeting Minutes

All Evaluation Meetings:

- ☐ Evaluation Team Summary --- LDID form as appropriate
- ☐ Student Observation Form
- ☐ All Evaluations – signed and dated and/or outside evaluation(s) as appropriate
- ☐ Prior Written Notice with Consent to Evaluate
- ☐ Letter to Parent – Meeting Notice (multiple copies if reschedule)
- ☐ Prior Written Notice – Eligibility Determination
- ☐ Record of Participants/Team meeting Minutes

If No Further Evaluation Needed:

- ☐ Prior Written Notice – Notice of No evaluation

Case Manager

Date



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IEP PAPERWORK CHECKLIST

FORMS MUST BE SENT TO THE PPS OFFICE IN THE FOLLOWING ORDER:

- ☐ IEP that has specific, measurable, attainable and time bound goals and objectives
- ☐ Letter to parent – Meeting Notice (10 day notice) – Copies of each Meeting Notice as applicable
- ☐ Prior Written Notice re IEP
- ☐ Record of Participants/Team Meeting Minutes
- ☐ Excusal Form – Any person listed on Letter to Parent and not in attendance
- ☐ Medicaid Form

If Initial referral:

- ☐ Prior Written Notice – Authorization for Initial Provision of Special Education Services

Case Manager

Date

All originals must go to PPS office with checklist



NKSD Office of Pupil Personnel

Reopening Schools Guidance Document

Updated, August 2021

Dr. Kimberly Carson Director of PPS

Alison Robey Assistant Director of PPS

Overview

We have all done our part the past year to reduce the spread of the virus. We followed recommendations around vaccinations, stay-at-home orders, wore face-masks in public, and honored the social distancing guidelines of three feet. These safety measures appear to be making a difference, and it would be unfortunate to forego the sacrifices already made by implementing less restrictive safety measures now. We continue to be in the midst of a pandemic, and we must continue to be vigilant about the risks associated with COVID-19.

This guidance document takes many variables into account and provides the framework for what a safe return-to-school for 21-22 will look like for us, keeping in mind that the guidance is not static and may change as conditions change. It won't be easy, and school certainly won't be the same as before, but we are up to the challenge!


Goal

The intention of this document is to offer guidance for NKSD and families to be mindful of as we continue to provide instruction and services to students with disabilities during and after the COVID-19 health crisis.

The goal is to support families and NKSD at this critical time and to equip them with the knowledge and tools they will need to navigate the physical, educational, and legal challenges of educating students with disabilities in the aftermath of a global pandemic. In presenting this plan, we recognize the need to be agile and flexible.

Context

In determining next steps for supporting students with disabilities in the time of emergency school closures and reopening schools, it is important to remember that the original intent of the Individuals with Disabilities Education Act (IDEA) was to address the inadequate educational services offered to children with disabilities and combat the exclusion of such children being educated with their peers. 20 USC §1400(c)(2)(A)-(B). Students with disabilities should have the same opportunity to receive an education as non-disabled



peers. Students with disabilities receiving special education under the IDEA thus have a right to a free appropriate public education (FAPE) in the least restrictive environment (LRE).

Challenge of School Closure and COVID Mitigation Strategies

The circumstances within which all children, in the general and special education populations, are educated changed virtually overnight, there has been no corresponding legislative or regulatory change in what it means to comply with an IEP or provide FAPE.

The critical concern is that some would seek to impose a presumption that school districts are expected to provide “compensatory services” due to a global pandemic resulting in the closure of school buildings. Compensatory services have traditionally been required only when a school district has failed to offer an appropriate education to a student with disabilities. Under the extraordinary and unprecedented circumstances of COVID-19, the ability to educate all students and for educating students with disabilities in particular changed dramatically and suddenly.

The unique circumstances of an unsafe school environment must be considered when evaluating a school district’s offer of education generally, and good faith effort to implement a student’s IEP or Section 504 plan. Reasonably, compensatory services should be applicable only when services were not offered when NKSD personnel could have reasonably done so.

Moving Forward to SY21-22

NKSD is committed to working for the success and progress of all students and engaging in a common approach that is viable for students. NKSD will continue to keep our students' Free Appropriate Public Education (FAPE) obligation at the forefront of decision-making, taking into account the specific needs and circumstances of each student with disabilities. Supporting students with disabilities will also require NKSD to conduct an individualized review of the educational impact of these circumstances and determine appropriate next steps, taking into consideration whether or not a student has experienced a loss of skills and/or lack of progress as compared to their non-disabled peers, in light of the child’s circumstances. An analysis in light of the child’s circumstances is consistent with the ruling of the Supreme Court in *Endrew F.*⁹

If a nondisabled student is not receiving the same degree of instruction and service as they would receive in a school building, it is reasonable to expect that students with disabilities would similarly not be offered the same amount of instruction that they would receive while in a school building.

NKSD will review assessment data and identify overall trends and gaps in student learning to design systematic supports and interventions for ALL learners. NKSD will need the patience and support of families, advocates, and the community to take the time to make an appropriate determination, taking into account the needs of students. That time can be used to allow districts to identify the range of and plan for additional supports and services that may be needed to allow all students to regain skills and make progress in their education.

NKSD Office of Pupil Personnel continues to use resources and personnel to educate students safely, thoroughly, and in a way that is consistent with legal obligations and abiding health and safety requirements. Decisions about individual students will need to be made in the context of the realities of what SY21-22 looks like for NKSD. NKSD will recover from this historic situation and will make every attempt to use good faith effort to support the needs of our most vulnerable learners.

Parent Communication

NKSD Office of Pupil Personnel strongly recommends teams cultivate a two-way communication with families. The frequency and type of communication will vary depending on the individual student needs, and any barriers families may face supporting their children with return to school. As always, school personnel will document all of their communication with parents.

Students with high risk medical conditions

Parents/guardians of students with high risk medical conditions are encouraged to consult their child's healthcare provider to discuss the appropriateness of attending in-person instruction. Those students with documented medical conditions prohibiting them from attending school, will be considered for Homebound Instruction. Required paperwork is available at the PPS office, who also approves any request.

NKSD nurses will be working in concert with families to ensure all medical information is up to date and to collaborate with families to ensure a safe return for all students.

Services

The Office of Pupil Personnel will comply with the North Kingstown School District Covid 19 mitigation plan and PPS protocols when providing special education and related services.

1. Full In-person (while meeting the current health and safety requirements)

When planning for physical distancing requirements for students and adults in classrooms and schools, NKSD is mindful of the additional special education and related service providers who will need to enter the classrooms throughout the school day to provide services to students with disabilities in the least restrictive environment. Special education teachers and related service providers will provide IEP services within the general education setting either individually or in small groups. This will be scheduled and coordinated to best meet the needs of the students per the IEP. Schools will be utilizing stable groupings as part of COVID mitigation protocols.

Table: Pupil Personnel Services Guidance

	Full-In Person
Co-taught/Push-in (80% or more in the general education classroom setting)	School resumes 100% in person operations. Stable groupings are designed to have students stay together as a group to the extent possible.
Intensive Needs (40% or less in the general education classroom)	Stable group will be the intensive needs class with staff and related services providing services within the special education classroom setting with inclusive opportunities as outlined in the student's IEP.
SLP/OT/PT	Full-in person services, following recommended RIDE/ DOH safety protocols.
Mental Health Services	Full in-person in small groups for students with similar needs to maximize resources and services for ALL students.

II. Private Parochial Students and Walk-in services

For students whose primary education takes place outside of the NKSD, those services will be provided by a special education and related services based upon current guidance from

RIDE Dept of Health. This would include private and state preschool. NKSD staff will adhere to Private/Parochial school COVID mitigation protocols and state mask mandates..

Referral / Eligibility/ Annual IEP Meetings:

It is important to note that it is not necessary to convene annual IEP teams to continue to provide specialized instruction to students with disabilities in the event of a school closure due to COVID19. Every effort should be made to hold a meeting but if/when this occurs, the current IEP will remain in effect until a new IEP is developed and accepted, irrespective of the expired date reflected in the IEP. The team will convene for meetings as deemed appropriate to determine student needs to remain in compliance with the RI Department of Education and US Department of Education regulations to the best of our ability in light of the current circumstances. These meetings may be hosted virtually, or in person, based on current and continual guidance from RIDE/RIDOH regarding minimizing school visitors and reducing the spread of the virus. Protocol for holding meetings is shared [here](#).

In the event of school closure, NKSD will follow a safety protocol when conducting evaluations and testing with children. See protocol [here](#).

IEP Progress Reports:

NKSD will continue to report on the student's progress towards his/her goals over the school year, at the designated intervals of reporting, as required by federal law.

Questions:

Wearing face covering/masks: NKSD policy for mask wearing can be found on the district website. All students must come to school each day with their own mask or cloth face-covering. They are required to wear face masks or cloth face-coverings in school, on school property and on a school bus. Face masks or cloth face-coverings must be properly worn to cover the student's nose and mouth. Should a student forget his/her mask or cloth face-covering or lose or damage it during the school day, the District will have spare reusable and/or disposal face coverings for the student. Please note the following exceptions: Students whose health or safety is put at risk by wearing a mask or cloth face-covering are required to provide medical documentation. Students who are in a classroom or participating in a supervised activity, may be permitted to remove their mask provided they maintain at least three feet of distance from any other individuals. However, they must wear their mask or face covering at all other times.

Students may be given a mask break whether outside or in a large room where they can be situated away from others. Students who are eating or drinking may remove their mask to do so.

Direct Service Providers: For some students, they require closer supervision and contact. Direct service providers include personal care assistants, direct support professionals, paraprofessionals, therapists, related service personnel (SLP, OT, PT, APE), school nurses, and other staff who may come in close contact with students with disabilities. Due to the need to be closer than the minimum physical distancing requirements when instructing some students with disabilities, NKSD recommends that staff follow the personal care protocol (found [here](#))

Personal Care: NKSD will provide, to the extent possible, appropriate PPE for staff who help our students with personal hygiene needed. All universal precautions will be made.

De-escalation & physical interventions: For some students with behavioral challenges, they require de-escalation to regulate their behavior. This sometimes manifests itself in the school setting. Staff will use a variety of strategies to support student de-escalation and will only use physical interventions as a last resort. In situations where the student has a history of challenging behavior, staff will be provided with appropriate PPE while supporting the student to ensure safety for both students and staff. Guidance on de-escalation can be found [here](#).

Student equipment: Some of our students require the use of specialized equipment which could include sensory tools, gait trainers, FM systems, AAC devices, etc. Equipment and any additional instructional tools or materials for students will be assigned to the location in which the student spends the majority of their school day. This will allow the following of cleaning protocols throughout the school day and stored/ charged in the classroom.

Transition/Vocational experiences (high school only): Transition services like community based instruction, transportation training via public bus and work experiences in the community all put the student and others at risk of spreading the virus. NKSD will work in collaboration with RIDE and RIDOH regarding transitional and vocational community based access until the spread of the infection is occurring at a minimal rate in Rhode Island. Although some in-person participation in community based programs may be limited at this time, teams will make best efforts to develop plans collaboratively with community based providers, parents/guardians and students in order for the student to access as much as possible transition programming as possible. Current health and safety requirements must remain a priority when making decisions as to the extent that transition



services are able to be accessed in the community based setting. In-person transition services will continue as it is safe to do so with proper health and safety measures in place while in our district schools. NKSD staff will follow protocol as outlined (link [here](#)).

Schedules of Staff: The Office of PPS continues to review all staff schedules to attempt to restrict the number of buildings related service providers are in. Although we are not able to limit them to one building, we are able to reduce the total number of buildings they are accessing. While working to do this is important, any new students who might enroll in NKSD might result in having to change. Related service providers will follow the protocols for handwashing and mask covering while navigating between buildings, classrooms, instructional spaces as required.

Disclaimer: We reserve the right to make changes, edits or revisions to any and all aspects of this guidance document and supplemental protocols as we receive and consider additional guidance from the RIDOH, RIDE and the CDC and continue to monitor COVID-19 trends.



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Guidance for de-escalation and physical restraining during Covid-19

COVID-19 presents significant challenges for the direct care staff of students with behavioral challenges. We recognize our NKSD staff are undertaking demanding roles within very unique circumstances. This guidance is for safe practice for those presenting with behavioral challenges thereby ensuring effective prevention and management. This should be utilized in conjunction with any updated or previous [RIDE guidance on physical restraint and seclusion](#). Rhode Island has regulations that set rules for the use of physical restraint in our schools. NKSD is required to follow these regulations. NKSD policy [here](#). NKSD uses the Nonviolent Crisis Intervention program with the philosophy of providing the best care, welfare, safety and security to the best of our ability in light of the current circumstances.

The purpose of the guidance is to ensure clarity regarding our requirement to support students at times of stress or distress. NKSD utilizes the [RIDE social emotional learning standards](#) and teaching strategies as the foundation to support all students as well as antecedent interventions, positive incentives and de-escalation strategies for students who require additional support for behavior regulation. When students require physical interventions, these interventions are only provided when it is determined the student is in imminent danger to harm him/herself or others. Only staff trained in these procedures are implementing physical interventions.

NKSD teams will be provided with personal protective equipment (PPE) which will include gloves, masks, face shields/goggles, gowns as needed and recommended. The direct care staff who are trained in de-escalation and physical interventions will continue to use de-escalation techniques such as the help, prompt or wait strategy alongside colleagues and with students with a prevention approach. A prevention approach will include early prevention, cognitive and robust communication with the school based teams and behavior support team. Health and safety monitoring with nursing departments as well as mental health staff will effectively support students being able to remain safe and continue to learn.

The nature of physical restraint means that it is intrusive in nature, reducing the ability of those involved to practice social distancing for the duration of the interaction and this could increase the risk of transmission of COVID-19. It is therefore essential that good infection prevention and control measures are implemented at all times. Staff involved with high risk/medical fragile groups will bring an additional set of clothing to store at school in the event their clothing becomes soiled/contaminated and there is a need to change as gowns may be in short or no supply. It is vital that essential infection prevention precautions are reinforced including hand hygiene, social distancing where possible and wearing of appropriate personal protective equipment (PPE). This will ensure the safe delivery of care and protection of both students and staff.



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It is recognized that situations can escalate with little or no warning. Given the nature of the intervention compliance NKSD will require that direct care staff in these positions will adhere to the following:

Personal Protective Equipment	Staff
Face coverings	Required
Goggles/face shields	Required
Non-Latex gloves	Required
Kevlar bite gloves	As needed
Gowns	As needed
Extra change of clothes	Required
Other	As deemed necessary for individual student

Once personal protective equipment is removed and discarded (gloves, face coverings, gowns), hand hygiene must be performed for a minimum of 20 seconds. Evidence from across the world has shown that transmission of COVID-19 to healthcare workers may be associated with touching of the face and eyes when adjusting the facemask therefore it is important to ensure that time is taken to correctly fit the facemask.

As previously stated, physical interventions should be used only as a last resort to prevent imminent danger to self or others. Any student that has a history of physical restraint procedures historically is reviewed w/ the nursing department to determine any underlying health conditions. Typically these underlying health conditions are documented in a health care plan for the students and often paired with a behavior intervention plan. This will allow the direct care, nursing, clinical team and parents/guardians to discuss alternate methods to ensure safety for all in unique situations like described above.

In the event of any student demonstrating dangerous behaviors that could harm another, the NKSD trained staff will implement the physical interventions and deploy the crisis team which could include emergency services via 911. If a student begins to show signs of defensiveness, staff will implement the initial steps of the Nonviolent Crisis Intervention (CPI) to de-escalate students and attempt to get students safe and calm. If a student loses control and physical interventions are needed due to unsafe behavior to self or others, the steps as outlined in the Nonviolent Crisis Intervention (CPI) training will be used. Only staff trained and certified in CPI techniques will implement these procedures.



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It is not recommended by CPI that students wear masks when in a hold (if the student is already wearing a mask, we recommend removing it as soon as that is practical). Masks can limit airflow. The student can spit into the mask, moistening the inside and reducing the flow of air in a manner that may not be observable to staff. Masks reduce the ability of staff to monitor the students breathing and medical status. The student may bite or even try to swallow the mask.

Using physical interventions could result in staff or students being injured, protective clothing being damaged, face masks being ripped off, exposing students and/or staff to the risk of contamination. Staff will be relieved as soon as possible if not wearing the appropriate personal protective equipment. Infection prevention and control procedures following any physical contact with students will be undertaken. The nursing staff will conduct any post physical interventions checks of students and staff and document accordingly.



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Personal Care Protocol

Staff must change students' clothing and their own clothing when soiled with secretions or body fluids. Staff involved with these high risk/medical fragile groups will need to bring an additional set of clothing to store at school in the event their clothing becomes soiled/contaminated and there is a need to change.

Students' soiled clothing must be bagged and sent home sealed in a plastic container or bag. Toileting and diapering areas (including tables, pails, countertops, toileting chairs, sinks/faucets, toilets, floors, etc.) must be cleaned and disinfected after each use.

Note: Cleaning and disinfecting are two separate tasks:

- ❖ **Clean:** To physically remove dirt, debris, and sticky film by washing, wiping, and rinsing.
- ❖ **Disinfect:** To kill nearly all of the germs on a hard, non-porous surface with a recommended chemical to remove bacteria.

Disinfect when students are not in the area. Surfaces should be dry by the time students use the area. Toileting/diaper procedures (including extra COVID-19 steps) must be posted in the bathroom changing area. Signage should be kept simple and in multiple languages if needed. Posting the multistep procedure may help direct service providers maintain the routine, which is designed to reduce contamination of surfaces. Nurses will work with all staff on proper removal of gloves, gowns, facial masks, and other protective equipment and on handwashing before donning and after removing equipment in order to reduce contamination. To ensure the student's safety, make the change more efficient, and reduce opportunities for contamination, assemble all necessary supplies before bringing the student to the changing area. To reduce contamination, wash the student's hands after the toileting/diaper change.

Please see the chart below for specific details of the required PPE Equipment to be used in each circumstance.



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North Kingstown Personal Protective Equipment (PPE) Chart

Personal Protective Equipment	N95 Mask	Face Covering (cloth/disposable mask)	Disposable Mask	Face Shield or goggles	Disposable Gloves	Gowns/ Body Covering
For all persons aged 3 and up in accordance with current RIDE/RIDOH guidance		X				
For staff providing personal care to students who may potentially be exposed to bodily fluids(gloves) or transportation assistance (buckling/unbuckling) or performing wheelchair safety services			X	X	X	X
Provide hand over hand assistance, and/or unable to maintain 3 feet of distance. Providing OT/PT, or where physical proximity is required		X		X		
For staff performing, or being present during, aerosol generating procedures, such as nebulizer treatments, chest PT, suctioning/trach care	X			X	X	X
For staff performing physical restraint		X		X	X	
For staff caring for a student identified with COVID-19 symptoms	X		X (if N95 is not available)	X	X	X



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TESTING/EVALUATION SAFETY PROTOCOL

**As needed due to changing COVID 19 protocols, If there is a school closure-
(August 2021)**

Prior to Testing:

- Contact parents/guardians regarding consent to test and requirement to adhere to safety protocol.
- Determine if parent continues to agree to have child evaluated
- Determine if staff agrees to evaluate student
- Schedule date/time with parent by evaluator to conduct testing at PPS Office
 - If more than one evaluator (school psych and SLP), coordination of evaluations to be completed but be done to ensure adherence to safety protocol.

Day of Testing:

- Parents/guardians **must enter the main office of PPS**
 - Parent and child must be wearing mask
 - Parents are not allowed to wait in the building, must wait in the car and we will call when done to meet at the door of the building.
 - Staff must wear masks.
 - Staff and children will wash hands for 20 seconds prior to entering testing space.
 - Staff and child's temperature is checked
 - Parent and staff complete a COVID-19 screening tool
 - Gloves and full coverage options are available for staff

Test Conditions:

- After completion of COVID-19 Screening tool and adherence to the above, move to the next step.
- Evaluator escorts (social distancing) student to classroom/testing area
- One child and one staff in a room
- 3 ft table used when possible
- Portable plexiglass divider used as appropriate
- Test materials passed under divider
- Test materials disinfected (wipes provided) before and after each use
- If a student needs to point to the test stimuli, they should be encouraged to use the eraser end of a pencil to do so vs. finger.
- Hand sanitizer available
- Hand washing after conclusion of testing for 20 seconds
- Surfaces are disinfected after each use (table, chairs, etc.)
- Evaluator escorts (social distancing) student back to parent at PPS office door



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Protocol and Procedure for Referral / IEP / Re-Eval

Purpose: NKSD will need to continue to convene IEP teams to determine student needs to remain in compliance with the RI Department of Education and US Department of Education regulations. Below is a protocol and procedural steps for case managers of students with IEPs:

Upcoming Schools & File Review:

- ☐ As students return to school, it is important that all staff and faculty work to engage students and families in reconnecting to the routines and rituals of school. Our "new normal" will take time and practice. Be mindful of how you proceed with your next steps for students, their families and your colleagues.
- ☐ Review all students on your caseload to include services and service model
- ☐ Reach out to any service provider for the student
- ☐ Reach out to families to check in and make a connection for the new school year.
- ☐ Begin instruction and collect data for the beginning of year (BOY) based on IEP goals and objectives.
- ☐ Review file and collaborate with colleagues to determine what the student needs are:
 - ☐ Annual IEP due dates
 - ☐ Evaluation needs for triennial
 - ☐ Eligibility
 - ☐ Service delivery
- ☐ Identify if the team needs to convene to make any revisions, edits or corrections to remain in compliance and/or to determine the best course of action for students.
- ☐ Create typical timelines and workflows in Aspen.
- ☐ Be mindful that asking parents to take more time off from work might be difficult and work to accommodate their schedules as best as possible.

Meeting Requirements and Annual Reviews:

- ☐ Communicate with family their preference for how to hold the meeting (in person or virtually).
- ☐ Communicate w/ members of the team to ensure a draft IEP or completed evaluations are cued up and ready to go.
- ☐ A draft of the IEP and/or any completed evaluations watermarked w/ DRAFT and all corresponding documents will be emailed electronically as a pdf to the parent to ensure the parent received the draft at least 2 days prior to the meeting. This step is crucial as "meaningful participation in the meeting" is key to this process.
- ☐ Always use district email only when sending email of this nature. Ensure the subject line of email indicates "confidential".
- ☐ Case manager will follow up with the parent at least 1 day prior to the meeting to confirm the parent has received all draft documents and is comfortable with the steps to access the meeting as it has been set up.



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Challenge**

- ☐ For virtual meetings, share w/ parent the Google calendar or email meeting invitation for the date/time of the scheduled meeting which will include the scheduled conference information. Case manager will host the meeting and schedule the meeting format with invited parties. Invite parents and team members (google calendar, click on "More options", click on the down arrow to the right of Add conferencing and select Hangouts Meet, invite participants).
- ☐ Team member excusal will be done in Aspen and also documented in team meeting minutes for any team members not attending but parent has given permission to proceed.
- ☐ Hold a meeting. Use the sample meeting notes document to ensure notes include all required aspects for holding virtual meetings.
- ☐ Send any final copies to the parents via email as a pdf document which would include draft IEP, evaluations, 504, meeting notes, PWN, procedural safeguards, information on the NK SELAC brochure.
- ☐ Aspen has a document library with a pdf of procedural safeguards and NK SELAC brochure. The parent should always be provided a copy of both.
- ☐ Email Jackie and Deb at PPS to ensure they are aware of the virtual meeting held so they are aware of the paperwork differences for a virtual meeting.
 - ☐ Send home any documents that require wet ink signature IF
 - ☐ You do not receive the paperwork, contact PPS office for electronic signature
- ☐ The Medicaid form needs to be discussed during the meeting. Team needs to discuss with families and let parents know that they will send the form via students' backpack, for wet ink signatures, which is required.
- ☐ **Initial Evaluations or Re-Evaluations:**
 - ☐ For an initial referral: If a student may be exhibiting learning loss due to COVID 19, it continues to be important to have some fall screening and benchmark data before referring the student. Once this information is gathered, teams should refer the student for the team to discuss and consider for next steps. Follow workflow in Aspen accordingly.
 - ☐ For re-evaluations the team will need to convene, complete a file review, discuss data and determine if consent is warranted for evaluations to be conducted. Follow workflow in Aspen accordingly.