CONSIDERATIONS FOR RELATED SERVICE PROVIDERS AND SCHOOL PSYCHOLOGISTS IN REOPENING SCHOOLS

JUNE 2020

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INTRODUCTION

This document presents several strategies and considerations intended to provide public and private schools, local educational agencies (LEAs), guidance in preparing for and conducting a successful re-entry into School Year 2020-2021. Because experts are continuing to learn more about COVID-19 and the conditions surrounding the crisis are continually evolving, this guidance will likely change, be amended or augmented. LEAs should coordinate with local authorities, such as state and local health departments, health centers, consulting physicians and health-care providers, apply this guidance in accordance with the guidance they receive from these stakeholders. LEAs should always adhere to the most recent recommendations from the Centers for Disease Control and Prevention.

Procedures outlined within this document are based on recommendations from federal and state resources, collaborative partners and institutional best practices and are not, unless otherwise indicated, required by statute or regulation. Some LEAs will not be able to address or implement all the strategies included. Each LEA should use this document as a guide and consult with all relevant stakeholders to determine which procedures the LEA is able to address and the best way to proceed.

We recognize the need for uniform parameters and considerations that are specific enough to be actionable, but broad enough to be adaptable. This guide will be revised and updated regularly as more data and resources become available.

THANK YOU

Arizona would like to recognize all of the statewide stakeholders who shared their valuable time and expertise in the development of this document. We also thank all those who served as an Advisory Group to review and provide thoughts and feedback.

Considerations for Related Service Providers and School Psychologists

	Scenario 1: All Students in Physical Buildings	Scenario 2: Some Students in Physical Buildings with Some Distance Learning	Scenario 3: All Students Distance Learning	Scenario 4: Intermittent Distance Learning (Emergency School Closure)
Occupational Therapy, Physical Therapy, and Speech Therapy	Therapy: • Follow CDC regulations and guidelines when considering the number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. If masks are required, SLPs may need masks with clear piece over mouth. • Caseload/Workload: Consider adjustments to caseload/workload to accommodate CDC guidelines. • Progress reports on annual IEP goals will need to be	Therapy: • In physical building: Follow CDC regulations and guidelines when considering the number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. If masks are required, SLPs may need masks with clear piece over mouth. • For distance learning: Consult your licensure board or agency to determine regulations regarding teletherapy. • Consider adjusting caseload/workload based on number of students seen in each	Therapy: • Consult your licensure board or agency to determine regulations regarding teletherapy. • Progress reports on annual IEP goals will need to be completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary. • Caseload/Workload: If teletherapy will be provided, consider adjustments to caseload/workload to accommodate scheduling.	Therapy: • Consult your licensure board or agency to determine regulations regarding teletherapy. • Progress reports on annual IEP goals will need to be completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary. • Caseload/Workload: If teletherapy will be provided, during the school closure, consider adjustments

	completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary.	setting. If teletherapy is not appropriate or feasible for some students, consider prioritizing those students for face-to-face therapy when they are in the building. • Progress reports on annual IEP goals will need to be completed in accordance with the student's IEP. Data collection should be done in a manner consistent with the service delivery model being implemented, utilizing alternative means as appropriate and necessary. Caseload/Workload: Consider adjustments to caseload/workload to accommodate CDC guidelines to accommodate scheduling of teletherapy	**Assessment:** • In Arizona, standardized scores are not required for an IEP team to determine whether a student needs OT, PT, or speech services. If it is not feasible or appropriate to administer a standardized assessment, data can be collected using student observation, criterion referenced measures, rubrics, teacher/parent/student interviews, etc.	to caseload/workload assignments. **Assessment:** • In Arizona, standardized scores are not required for an IEP team to determine whether a student needs OT, PT, or speech services. If it is not feasible or appropriate to administer a standardized assessment, data can be collected using student observation, criterion referenced measures, rubrics, teacher/parent/student interviews, etc.

Assistive Technology (AT) Support	Implement assistive technology needed to access classroom and curriculum, as identified in student's IEP or Section 504 plan. Provide staff training or re-training as needed.	Plan for A) implementation and B) smooth transition between AT needed in physical building and AT needed for distance learning for each student with an IEP or Section 504 plan. (AT may differ based on environment.)	Implement assistive technology needed to access online platform and curriculum as identified in a student's IEP or Section 504 plan. Provide staff training or re-training as needed.	Plan for A) implementation and B) smooth transition between AT needed in physical building and AT needed for distance learning for each student with an IEP or Section 504 plan. (AT may differ based on environment.)
School Psychologists	**Assessment/Evaluation** • During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). • Follow CDC regulations and guidelines; allow additional time between sessions to clean surfaces and materials when setting up schedules.	**Assessment/Evaluation** • During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). • Follow CDC regulations and guidelines; allow additional time between sessions to clean surfaces and materials when setting up schedules. • Only collect additional data using valid	**Assessment/Evaluation** • During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). • Only collect additional data using valid reliable measures and procedures. • Consider scenario's impact on student performance including current emotional state and access to learning/academic environment.	**Assessment/Evaluation** • During the Multidisciplinary Education Team (MET) process, carefully consider all available data sources and if the MET determines additional testing is needed, proceed with face-to-face testing only if absolutely necessary (refer to CDC/health guidelines). • Only collect additional data using valid reliable measures and procedures. • Consider scenario's impact on student performance including current emotional state and access to

- Carefully consider Spring 2020 school closure's impact on student performance including current emotional state and access to learning/academic environment.
- Avoid statements such as "results should be interpreted with caution," but rather use caution when interpreting results and describe how you did this.

Consultation (behavior and academic)

- Help teachers and school personnel understand how social-emotional learning and trauma impact students' performance and behavior.
- Support teachers in meeting the needs of students with disabilities.

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reliable measures and procedures.
- Consider scenario's impact on student performance including current emotional state and access to learning/academic environment.

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- Help teachers and school personnel understand how social-emotional learning and trauma impact students' performance and behavior.
- Support teachers in meeting the needs of students with disabilities.
- Assist teachers in identifying and supporting struggling students.
- Provide support to teachers to increase engagement in virtual format.

Direct services

- Consider best practices when completing educational evaluations during a school closure.

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Direct services
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learning/academic environment.
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Direct services
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	• Continue providing input regarding [data collection and use in MTSS](#). **Direct services** • Follow CDC regulations and guidelines when considering the number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. • Review/adjust counseling goals. • Revisit confidentiality agreements with students. • Consider providing additional mental health services such as [grief counseling](#), mindfulness, and coping skills. **Family Support**	• Follow CDC regulations and guidelines when considering the number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. • Review/adjust counseling goals. • [Establish and implement procedures](#) for informed consent, privacy/confidentiality, record keeping and service provision for group and individual counseling in telehealth setting. • Consider providing additional mental health services such as [grief counseling](#), mindfulness, and coping skills for students at school and participating virtually. • Consider how traditional Tier 1, Tier 2, and Tier 3 SEL supports will be provided for students participating virtually.	number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. • Review/adjust counseling goals. • [Establish and implement procedures](#) for informed consent, privacy/confidentiality, record keeping and service provision for group and individual counseling in telehealth setting. • Consider providing additional mental health services such as [grief counseling](#), mindfulness, and coping skills for students at school and participating virtually. • Consider how traditional Tier 1, Tier 2, and Tier 3 SEL supports will be provided for students participating virtually. • Consider how MTSS and FBA/PBIP implementation will be conducted for	guidelines when considering the number of students in a group setting; allow additional time between sessions to clean surfaces and materials when setting up schedules. • Review/adjust counseling goals. • [Establish and implement procedures](#) for informed consent, privacy/confidentiality, record keeping and service provision for group and individual counseling in telehealth setting. • Consider providing additional mental health services such as [grief counseling](#), mindfulness, and coping skills for students at school and participating virtually. • Consider how traditional Tier 1, Tier 2, and Tier 3 SEL supports will be provided for students participating virtually.

	• Maintain channels of communication with families. • Provide outreach for grief and loss. • Connect with families and provide resources.	• Consider how MTSS and FBA/PBIP implementation will be conducted for students participating virtually. • Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. • Establish remote crisis intervention and risk assessment procedures. **Family Support** • Maintain channels of communication with families. • Provide outreach for grief and loss • Connect with families and provide resources, including national hotlines and local community crisis response resources. • Provide strategies to structure and facilitate remote learning.	students participating virtually. • Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. • Establish remote crisis intervention and risk assessment procedures. **Family Support** • Maintain channels of communication with families. • Provide outreach for grief and loss • Connect with families and provide resources, including national hotlines and local community crisis response resources. • Provide strategies to structure and facilitate remote learning. • Provide strategies for behavioral management.	• Consider how MTSS and FBA/PBIP implementation will be conducted for students participating virtually. • Support staff training in recognizing concerns of students at school or participating virtually that may trigger mandatory reporting or crisis response. • Establish remote crisis intervention and risk assessment procedures. **Family Support** • Maintain channels of communication with families. • Provide outreach for grief and loss • Connect with families and provide resources, including national hotlines and local community crisis response resources. • Provide strategies to structure and facilitate remote learning.

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