

# Assessment Center & Limited In Person Instruction Overview

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# Assessment Center at Shaver Elem.

The Assessment Center is located at Shaver Elementary in the Multi-Purpose Room.

Students and caregivers will travel to this location at scheduled times to complete the special education standardized assessment as determined by the school team. District transportation may also be able to be arranged.

Individual students will enter in the NE door, met by the evaluator. The testing space is very large with access bathrooms. The testing table will be separated by plexiglass, and the evaluator will also be wearing a fully enclosed face mask. Parents will wait in their car or drop off and pick up.

Masks will be required for students unless they have a disability that limits them from wearing a mask. All PPE, including cleaning supplies, will be on site. Cleaning protocols will be followed during and after assessments.

# Assessment Center

The day before the assessment, the family will be contacted and complete screening questionnaire. If any symptoms of COVID-19 or other illness, the evaluation will be rescheduled.

The day of assessment, Parent will be interviewed and Complete Health Screening Form/Contact Logging. The MESD School Nurses are developing this form but will include:

- Does the child have fever or chills ☒, cough ☒, congestion ☒, loss of taste or smell ☒
- Have you or your child been in contact with someone who has been diagnosed with COVID in the last 2 weeks? ☒
- Confirm contact information in case contact tracing is necessary
- This number will also be used if the parent needs to be reached during or after the assessment and is not immediate vicinity.

# Assessment Center Staffing

Evaluators may opt in or out for assessing students per the PFA MOU. At this time, we have enough staff willing to evaluate students for special education evaluations.

School psychologists, special education teachers, occupational therapists and speech language pathologists provide the standardized assessments that cannot be completed virtually.

# Limited In-Person Instruction

- Schools operating in the Comprehensive Distance Learning instructional model are able to bring a limited number of students for limited hours and with specific conditions on-site. This supplemental guidance describes those conditions. If a school will be bringing students on-site for any reason, they will be required to complete Section 1-3 of the Operational Blueprint and submit to their local board, LPHA, and ODE.
- Within the limitations noted below, schools can bring students on-site for limited in-person instruction. Keep these considerations in mind in making any determinations about who or how they might prioritize providing this option:

## Schools can offer the opportunity for limited in-person instruction based on need, including to:

- Address connectivity issues, including a focus on students with limited or no internet access
- Provide academic support
- Access assessment
- Provide social, emotional, or mental health support
- Build educator-to-student relationships
- Career Technical Education (CTE)
- Support live peer-to-peer interaction
- Support ongoing engagement and attendance
- Build school community and culture
- Ensure culturally relevant and sustaining pedagogy
- Prepare for a return to in-person instruction
- Provide voluntary supplemental supports

# Limitations of LIPI

- Schools should not offer or suggest limited in-person instruction based solely on disability, race, gender, religion, or sexual orientation. Student participation in limited in-person instruction must be voluntary and cannot be a required element for any course or grade.
- Cohort groups are limited to no more than 10 students at a given time in a cohort. Students cannot be part of more than two cohorts (including transportation) in any given week. Any one staff member cannot interact with more than three cohorts in a given day and five in a week.
- The time a single student or student cohort of any size can spend in a school building on a given day is limited to two consecutive hours and cannot be intermittent.
- Limited in-person instruction cannot replace the requirements of CDL for any learner. Districts under CDL must adhere to the requirements of CDL while bringing students onsite under exceptions.

# Limitations of LIPI

- For students who experience disability, offers of FAPE cannot require students to come on-site during limited in-person instruction to satisfy requirements of SDI or related services. Students must continue to have full provisions of FAPE under CDL.
- For students who require language instruction, schools cannot require students to come on-site during limited in-person instruction as the sole means of providing instructional services under Title III.
- There have been no confirmed cases of COVID-19 among school staff or students in the past 14 days.
- Schools fully comply with sections 1-3 of the Ready Schools, Safe Learners guidance.
- The absolute number of students who can come to a school building within a given week is limited to 250 students and is further guided by the facility occupation limits described below when child care is also being offered.



# Next Steps

## Develop criteria to prioritize students

- 1st Tier: Address connectivity issues, including a focus on students with limited or no internet access
- 2nd Tier: Students with significant disabilities who have significant difficulty accessing remote learning.
- 3rd Tier: ELL, other students that need more significant instruction/interventions; preparing for a return to in-person instruction

Work with unions about on-site work; how do teachers balance workload of on-site instruction CDL

<https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/Guidance%20for%20Limited%20In-Person%20instruction%20during%20CDL.pdf>