

Summary

Panelists:

- John Eisenberg, Executive Director, National Association of State Directors of Special Education (NASDSE)
- Phyllis Wolfram, Executive Director, Council for Administrators of Special Education (CASE)

Moderator: Kelly Vaillancourt Strobach, NASP Director of Policy and Advocacy

Below is a summary of the key points addressed in this webinar:

Guidance for districts to provide special education and related services during the school closures

- Health, safety, and flexibility are key to planning and focusing on the students' needs.
- Consider where your school is on the continuum of closing/opening: What makes sense for our communities, teachers, staff, and families? What is reasonable given the available resources?
- Constantly evaluate where the needs are and adapt plans; be dynamic and proactive.

Creative/adaptive ways that school psychologists are delivering services to children and their families

- Telehealth: virtual counseling.
- Parent support: assisting with meeting technology needs; provide phone technology support; and providing emotional support.
- Providing input to local and state departments of education to provide supports over time.
- Many vendors offering free access to materials and web-based services.
- Long term issues around evaluations must be considered if the closures continue.
- School psychologists need to share experiences/tools/resources with each other.

Considerations for delivering virtual services, including counseling

- Parent factors: understanding consent, privacy concerns, and environmental factors (family stressors related to COVID-19); provide social-emotional learning (SEL) tips for parents; and provide tools for parents to use at home to combat the fight or flight response.
- Consider age of child and familiarity with technology and setting.
- Document all services and details including method of delivery, content, participants, and time spent.
- Collaborate with community partners.
- Prepare for when kids get back to school.

Necessary documentation for school psychologists to maintain

- Provide reasonable accommodations and opportunities to access services; good faith effort and documentation will help in showing the delivery of services.
- Initial and reevaluations: Do what is reasonable, reliable, and valid. Extend timelines with parental consent if needed. There are still questions to be answered in this area.
- Share tools with NASP communities if you've developed something useful.
- Many unknown questions regarding compensatory education.

Most important ways that school psychologists can be helpful to special education directors (state and local)

- Help local districts get delivery systems, portals, and resources to get virtual services.
- Be at the table when the decisions are being made.
- School psychologists need to be part of the conversation for how to do evaluations in a virtual environment.
- Work with local and state associations for partnerships.
- School psychology at the local level: Continue to check in with families, but also check in with our colleagues, teachers, service providers, and others.

Key Messages

- The federal government has issued guidance on how states should respond to this crisis and to the closure of schools. Read and review what it says. If you have questions, ask.
- Much of this guidance permits state education agencies and local educational agencies flexibility.
- Communicating with families is critical. If the families know that you are working to solve the obstacles to support their children, they will become partners with you in this process.
- Listen, learn, ask, and share.
- Reach out to your school leaders for guidance and support.
- Follow through and stay connected with your students and colleagues.
- Consider if your state school psychology association or NASP has resources that can be helpful for students, families, or educators.
- Help your school administrators, as appropriate, reach out to state officials for guidance through formal (direct contact by phone or email) or informal (social media) communication channels.

NASP Resources

Health Crisis Resources, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources>

Virtual Service Delivery in Response to COVID-19 Disruptions, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/virtual-service-delivery-in-response-to-covid-19-disruptions>

Guidance for the Delivery of School Psychological Telehealth Services, [http://www.nasponline.org/assets/documents/Guidance_Telehealth_Virtual_Service_%20Delivery_Final%20\(2\).pdf](http://www.nasponline.org/assets/documents/Guidance_Telehealth_Virtual_Service_%20Delivery_Final%20(2).pdf)

Summary of Department of Education Q&A, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-climate-safety-and-crisis/health-crisis-resources/usdoe-guidance-for-idea-service-delivery-faq-for-school-psychologists>

Just a Click Away: Virtual School Psychologist for Hire, <https://www.nasponline.org/publications/periodicals/communique/issues/volume-46-issue-1/just-a-click-away-virtual-school-psychologist-for-hire>

NASP Special Education Resources, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/special-education>

NASP Policy and Practice Recommendations for SLD Eligibility, <https://www.nasponline.org/resources-and-publications/resources-and-podcasts/special-education/sld-eligibility-policy-and-practice-recommendations>

NASP Handouts for Special Education, <https://www.nasponline.org/resources-and-publications/families-and-educators>

External Resources

U.S. Department of Education Resources, www.ed.gov/coronavirus

U.S. Department of Education, Office for Civil Rights: Fact Sheet for Addressing COVID-19 in Schools,

<https://www2.ed.gov/about/offices/list/ocr/docs/ocr-coronavirus-fact-sheet.pdf>

U.S. Department of Education, Office for Civil Rights: Webinar on Online Education and Website Accessibility, <https://www.youtube.com/watch?v=DCMLk4cES6A>

NCSECS: COVID-19 and Students With Disabilities, <https://www.ncsecs.org/wp-content/uploads/COVID-19-and-Students-with-Disabilities-.pdf>

COPAA Statement on Student Rights Under IDEA During COVID-19 Outbreak, <https://www.copaa.org/news/493349/COPAA-Statement-on-Student-Rights-Under-IDEA-During-the-COVID-19-Outbreak.htm>

U.S. Department of Education: FERPA and COVID 19, <https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19>

U.S. Department of Education: FERPA and Virtual Learning, <https://studentprivacy.ed.gov/resources/ferpa-and-virtual-learning>

U.S. Department of Education: Health Exception Disclosures, <https://studentprivacy.ed.gov/faq/when-it-permissible-utilize-ferpa%E2%80%99s-health-or-safety-emergency-exception-disclosures>

CASE: Considerations for Special Education Administrators, <https://docs.google.com/document/d/1zEH-ggcHSI7sRQy5IpPEC0FaP4Vw5Wm0uUooruNFmrl/edit>