Accessible and Inclusive Remote Learning Environment

**The Curriculum and Instruction Assessment Department designed a remote learning environment accessible to students with disabilities by considering a number of factors prior to launching the remote learning platform including:**

1. Developed Special Education guidelines for remote instruction.
2. Developed a grading policy with feedback from the Student Support Department to ensure no student with a disability penalized during remote instruction.
3. Included Student Support resources for students with disabilities within the parent portal for all students.
4. Review of Superintendent letters to the community prior to distribution to include language relative to IEP implementation.
5. Distribution of a computer to every student with an IEP, if the student has no device (above and beyond device standard for all students).
6. Added the Business Associate Agreement (BAA) to the district’s Google Suite to ensure the platform meets HIPPA standards and is allowable for tele-practice.

**The Student Support Department has layered additional supports beyond the accessibility features of the district’s remote instruction platform to ensure IEPs are implemented to the greatest extent possible. These efforts include:**

1. Distributing [weekly communication](https://sites.google.com/tomballschools.net/school-closure-resources/letter-archive) to parents of students with disabilities from the Assistant Superintendent of Student Support specific to IEP implementation.
2. Deploying a [“Help Desk”](https://sites.google.com/tomballschools.net/school-closure-resources/home) for parents of students with disabilities.
3. Developing a [COVID 19 Resources Website](https://sites.google.com/tomballschools.net/school-closure-resources/home?authuser=0) for parents and staff that includes resources for Social Emotional Learning (SEL), behavior, curriculum access tools, tips for remote learning and more.
4. Distributing [parental consents](https://sites.google.com/tomballschools.net/school-closure-resources/consent-forms) to protect disability related HIPPA and FERPA protected information.
5. Acquiring 14 licenses to deliver speech and language services through tele-therapy on the Presence Learning online platform.
6. Continuing the provision of tele-counseling for the caseloads of students receiving this service, prior to the district’s closure.
7. Continuing the partnership with the Harris Center to provide cognitive-based therapy through tele-counseling for the caseload of students receiving this service prior to the district’s closure.
8. Delivering weekly job-alike webinars for (Specialized Support Teachers, Low Incidence Program Teachers, AB/PASS teachers, evaluation personnel and related service personnel) to disseminate information and provide guidance on the delivery of instruction and FAPE in a remote environment.
9. Including Directors of ELA and Mathematics in webinars for Special Education teachers.
10. Continuing to hold ARD committee meetings in a remote environment.
11. Providing OT, PT, Speech and Counseling tele-practice when appropriate for students in which parental consent is obtained.
12. Developing an extended summer program for compensatory services to provide services for students with disabilities in which a remote learning environment greatly impacted the district’s ability to implement the student’s IEP.
13. Developed [Behavior On-Demand YouTube Channel](https://www.youtube.com/channel/UCaKhA2adIMxb4HnAMk1LgCw) for weekly behavior intervention videos for students with disabilities in home settings.
14. Provided Guidance to School Based ARD committee members regarding continuing ARD meetings. Additionally, processes are in development to hold ARD amendments for temporary COVID19 remote learning plans.

**The following results have been achieved for students with disabilities during remote instruction in Tomball ISD:**

* 170 ARD committee meetings held through a remote environment.
* 56 Special Education reevaluations, (not requiring in – person data collection) completed through a remote environment.
* Over 160 computers distributed to students in Special Education.
* Assistive technology equipment distributed to over 25 students.
* Over 1.5 million words read through the district’s universal text-to-speech software during remote instruction.
* 35 parents remotely attended curriculum access tool training.
* 97 parents have consented to speech tele-practice.
* 37 students have received occupational and/or physical therapy support through home programs and/or consultations.
* Over 40 students, not in Special Education, are receiving tele-counseling services.
* Over 15 students are receiving tele-counseling services through our collaboration with the Harris Center.
* 278 views on the Behavior On-Demand YouTube Channel and 23 subscribers to the page.