



## **Learning Disability During COVID 19 8.24.20**

*This is a working document, which may be updated frequently due to the rapidly changing response to this pandemic emergency and ongoing Federal guidance updates.*

### **Determining eligibility where the suspected disability is a specific learning disability prior to school transition to remote instruction (prior to March 2020)**

#### **Consider:**

Instructional data prior to school closure (March 2020)  
RTI/MTSS data prior to school closure  
RTI/MTSS data during remote instruction  
RTI/MTSS after school re opening in the fall  
Information/data obtained during remote instruction  
Parent input (see Parent input section in this document)

Achievement testing will be more reliable if it was completed prior to the end of in person instruction.

\*Attendance data cannot be used to determine eligibility based on the waiver of attendance during the COVID-19 Pandemic.

\*State assessments are not provided during the 2019-20 school year.

### **Referral for learning disability during remote instruction (after March 2020)**

#### **Use a thoughtful process to prevent over identification:**

- Referrals may increase for students who fell far behind during remote instruction
- Review data prior to remote instruction to understand achievement before disruption in education
- *Giving students time to emotionally re-adjust to school*
- *Giving interventions time to work*

#### **Consider:**

Instructional data prior to school closure (March 2020)  
RTI/MTSS data prior to school closure (if applicable)  
RTI/MTSS data during remote instruction (if applicable)  
RTI/MTSS after school re opening in the fall  
Information/data obtained during remote instruction  
Parent input (see Parent input section in this document)

Achievement testing may be less reliable, and will need to be used along with multiple sources of academic data gathering (CBMs, group administered assessments, observations, classroom assignments)

Go through the SLD form, if you do not have adequate information, make a plan for RTI and determine a time period to come back to the team. (e.g. 4,6,8 weeks)

\*Attendance data cannot be used to determine eligibility based on the waiver of attendance during the COVID-19 Pandemic.

\*State assessments are not provided during the 2019-20 school year.

### ***Evaluation, Eligibility and Consent***

#### ***What if there is not enough information to determine eligibility?***

The team may ask for further evaluation, data, assessment or observation OR it may not have completed all the evaluations that were recommended.

If there are no new assessments ordered, the same consent form will remain active.

If there are new assessments ordered, a new consent to conduct evaluations should be signed by parent.

*Parents may revoke (in writing) consent if the team feels they have the necessary information to determine eligibility and no further assessments are required. Parents could revoke consent for remaining assessments that were not completed, but not needed to determine eligibility.*

#### **Parent input:**

Consider these questions:

How much support did parent have to provide to their child?

Was the child able to complete activities independently?

Describe the learning environment?

Was the child able to understand directions around assignments?

Was the child able to attend the task?

Did the child become frustrated during academic tasks? If yes, which tasks? Reading, Writing, Math, paying attention, understand assignments

#### **Teacher input:**

Consider these questions:

Were students engaged in remote learning?

Were students actively participating in virtual learning?

Were students engaged in interventions during remote learning?

Do you have work samples to provide that were completed during remote instruction?

Were accommodations provided during virtual learning?

Is there a history of school transitions and absenteeism prior to March 2020?

**Collect class wide data as soon as possible to compare to persons with disabilities:**

Compare data trends in the following areas:

Literacy

Math

Writing

Functional Behavior (executive skills, behavior)

Please review [Part III of the Framework](#) provided by the Maine DOE on Academic Programs and Student Learning

**Further resources to consider:**

**[MTSS Resources for schools – Department of Education](#)**

National Center on Intensive Intervention: About the Charts- Tool Chart Resources

<https://intensiveintervention.org/about-charts-resources>

RTI Network- MTSS/RTI Implementation/Survey and documentation resources for Secondary School

<http://www.rtinetwork.org/getstarted/checklists-and-forms>

Intervention Documentation Checklist

<http://www.rtinetwork.org/images/content/downloads/get%20started/interventionschart.pdf>

Implementation Checklist of Observable Steps

[http://www.rtinetwork.org/images/content/downloads/get%20started/hall\\_checklist.pdf](http://www.rtinetwork.org/images/content/downloads/get%20started/hall_checklist.pdf)

<https://charts.intensiveintervention.org/aintervention>

[Referral Form \(Optional\) – Maine DOE](#)

[Revoke Consent Form \(Optional – Maine DOE\)](#)