



**Presents**  
**KY-SPIN's Update COVID19 - NTI Tips for**  
**Parents, Dr. Laura Clarke (NCKES) &**  
**Other COVID-19 Updates**  
**Webinar 4/14/20**

# **KY-SPIN**

## **(Special Parent Involvement Network)**

### **Parent Training & Information (PTI)**

### **Center**

Funded by the U.S. Dept. of Education under IDEA since 1988 when Kentucky first received a PTI. KY-SPIN Parent Center provides training, information and support for children and youth with all types of disabilities (birth through 26 years old), their parents, families, and professionals.



We do NOT:  
Act as Attorneys

We DO:



- ♥ Empower Families to Effectively Advocate for their Children
- ♥ Provide peer support to help families access needed information and resources
- ♥ Lend a listening ear



“The key to success for all our children during this unprecedented time is to work in partnership as we all go down this uncharted territory together!”

Rhonda Logsdon, KY-SPIN



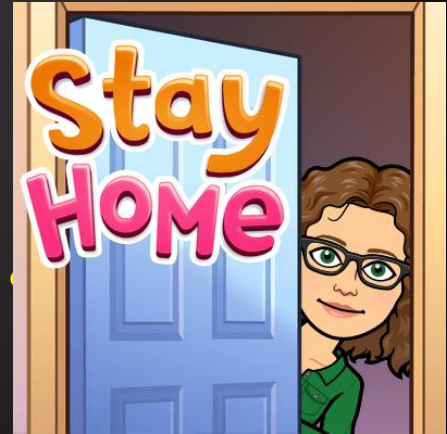
# Non-Traditional Instruction (NTI) Program Tips for Parents of Children and Youth with Disabilities

Dr. Laura Clarke  
NKCES Special Education Consultant



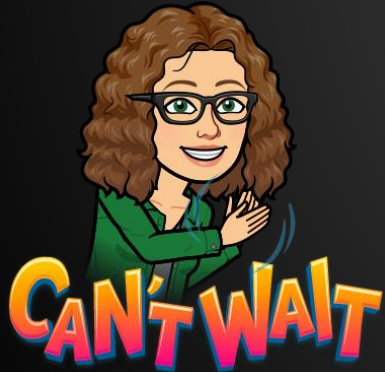
# HELLO!

A little about me and my family during NTI





# Our "big rocks" to discuss today



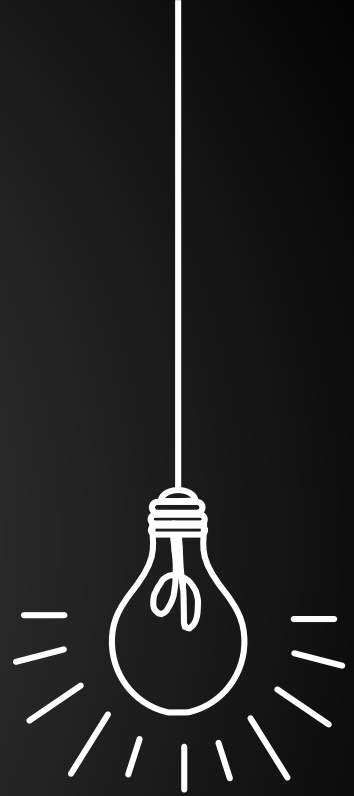
What NTI is looking like during COVID-19

What we can do to support our students

What resources are out there to help us?



# NTI for Students with Disabilities



# Where is your school?

March 20, 2020



## Identify Where Your School Is Located

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"><li>• School is completely closed.</li><li>• No services provided to any student.</li></ul>	<ul style="list-style-type: none"><li>• School is closed, but learning activities are being provided for students.</li><li>• Learning activities are primarily parent/ guardian supported.</li></ul>	<ul style="list-style-type: none"><li>• School is closed, but learning is continuing with teachers and service providers actively checking in with students.</li></ul>	<ul style="list-style-type: none"><li>• Brick and mortar school is closed.</li><li>• Learning is continuing through a continued series of structured activities which are teacher directed, student implemented, and assessed for progress.</li></ul>	<ul style="list-style-type: none"><li>• Brick and mortar schools are open.</li></ul>



# Where is your school?

March 20, 2020



## Focus of Your Efforts

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none"><li>Planning for when schools move to the next level on the continuum.</li></ul>	<ul style="list-style-type: none"><li>Is the work being provided accessible to all students?</li><li>How are you documenting what is being provided to all of your students?</li></ul>	<ul style="list-style-type: none"><li>Is the work being provided accessible to all students?</li><li>Is it focused on IEP goals?</li><li>What reasonable efforts are you making to engage students?</li></ul>	<ul style="list-style-type: none"><li>Is the learning goal focused and uniquely tailored?</li><li>Is the learning accessible in the new learning environment?</li><li>Are we providing as high quality services to students as possible?</li></ul>	<ul style="list-style-type: none"><li>Brick and mortar schools are open.</li><li>What's appropriate?</li><li>Andrew F. Standard</li></ul>



# Where is your school?

March 20, 2020



## FAPE Considerations

### Completely Closed

### Homework Packets

### Continuous Learning Opportunities

### e-Learning/ Distance

### Completely Open

- |   |  |   |
|---|--|---|
| <ul style="list-style-type: none"><li>• If no students are receiving services, then there is no obligation to provide FAPE to students with disabilities.</li></ul> | <ul style="list-style-type: none"><li>• What's appropriate in light of the <u>current</u> circumstances?</li><li>• Compare learning of students with disabilities to other students (i.e. is any student getting appropriate instruction?)</li></ul> | <ul style="list-style-type: none"><li>• What's appropriate?</li><li>• <i>Endrew F. Standard</i></li></ul> |
|---|--|---|



# Where is your school?

March 20, 2020



## What to Consider

### Continuous Learning Opportunities

- Create programming that provides the level of progress expected of other students in these circumstances.
- Focused work for specific classes (i.e. self-contained vs. grade level getting same work)
- Accommodations and modifications of general education materials
- Ability of parent/ guardian / family to support student learning
- Possible services necessary to access learning opportunities in a way that is nondiscriminatory to the extent possible in these circumstances.



March 20, 2020



## What to Consider

### e-Learning/ Distance Learning

- An analysis of FAPE under e-learning will be needed
- Internet access becomes a consideration
- Web accessibility (<https://webaim.org/articles/>)
- Utilizing resources that might already be used in classroom, but now with opened access (i.e. Read 180, Lexia, etc.)
- Captioning videos
- Individualized instruction / Small group instruction in a virtual setting?

March 20, 2020

## What is an “Appropriate Education”

Let's not forget what the Supreme Court said in Endrew F. on March 22, 2017:

“To meet its substantive obligation under the IDEA, a school must offer an IEP reasonably calculated to enable a child to make progress *appropriate in light of the child's circumstances.*”



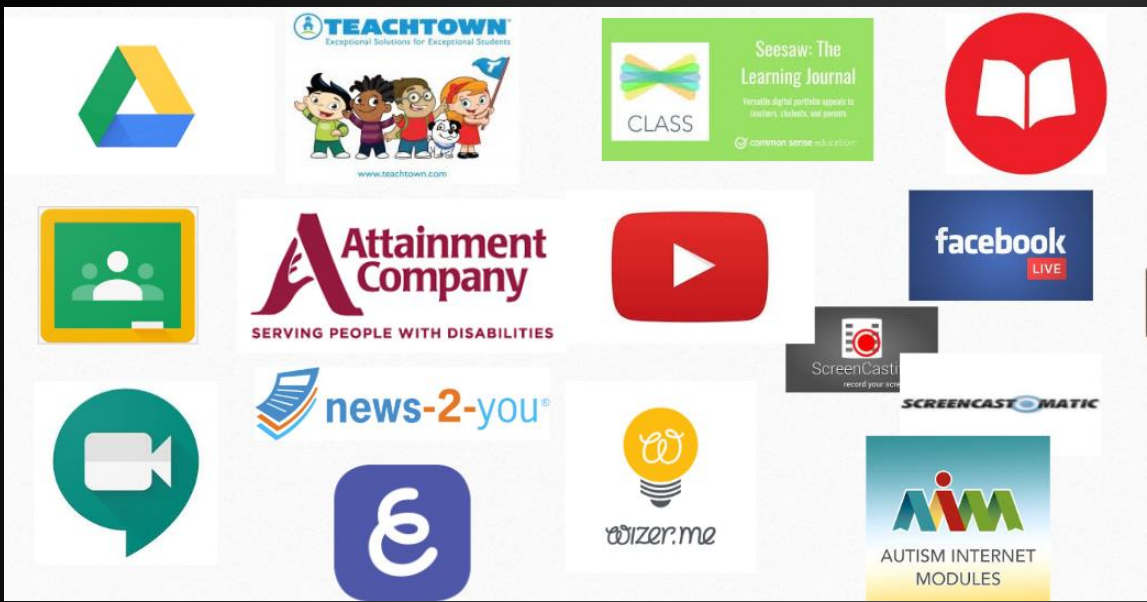
Our **COVID-19 NTI circumstances** are **very different** than we've ever seen

So what does this mean for students and families?

For some of us, learning looks  
like work packets to  
complete



**WORK SHEETS?**  
**BOOKS?**  
**MANIPULATIVES?**



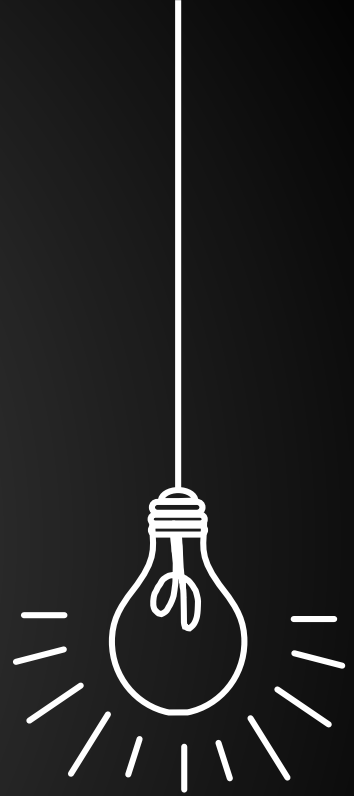
For some, learning is online.

**GOOGLE?  
SEESAW?  
SCHOOLGY?  
FLIPGRID?  
EXPLAIN  
EVERYTHING?  
YOUTUBE?  
FACEBOOK LIVE?  
OTHER SITES?**



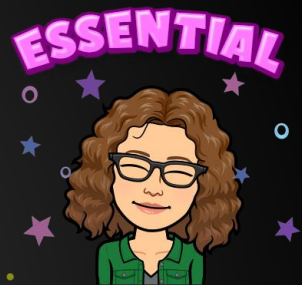
2

Here's what we can  
do to support our  
students.





Take care of yourself,  
Take care of your student



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**Classroom. Community.**  
Denver, Colorado ♥ June  
Pre-Cons: June 25, 2020 ♥ www.ascd.org

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[Books](#) ▼


[Home](#) > [Education Resources](#) > [Strategies for staying sane while staying home](#)

[Education Resources](#)

[K-12 Coronavirus Resources](#)

[Technology](#)

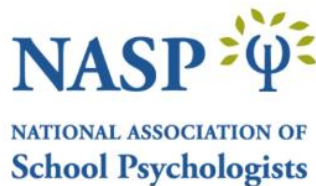
# Strategies for staying sane while staying home

stay   
**healthy**  
*helpful*  
& **calm**





# Talking to children about COVID-19



February 29, 2020

## Talking to Children About COVID-19 (Coronavirus) Parent Resource

### COVID-19 information and resources for families

COVID-19

Families

Adults on the spectrum

Educators and Health  
Professionals

Events

The Autism Response Team (ART) is an information line for the autism community. Our team members are available via phone, email, and live chat to speak with you and share resources and support based on your family's individual situation. [Contact our Autism Response Team \(ART\)](#)

## The Basics

[ASD Strategies in Action \(NEW April 9\)](#)

While Americans from coast to coast are practicing safe social distancing and staying home, the Autism Certification Center (ACC) and Autism Speaks are teaming up to make 30+ hours of online video learning resources available at no cost for the autism community.

What does the autism community need to know about COVID-19?

We're Here to



# Talking to children about COVID-19

## **Coping with COVID-19: A “For-Now” Normal**

These are unprecedented times for everyone. We’re all being called upon to use our strengths to overcome big challenges. As part of the autism community, your strengths—among many others—include planning ahead and finding joy and beauty in small moments during uncertain times. You already see the world through a unique lens and you’ve found opportunities that benefit your child even in the most difficult circumstances.

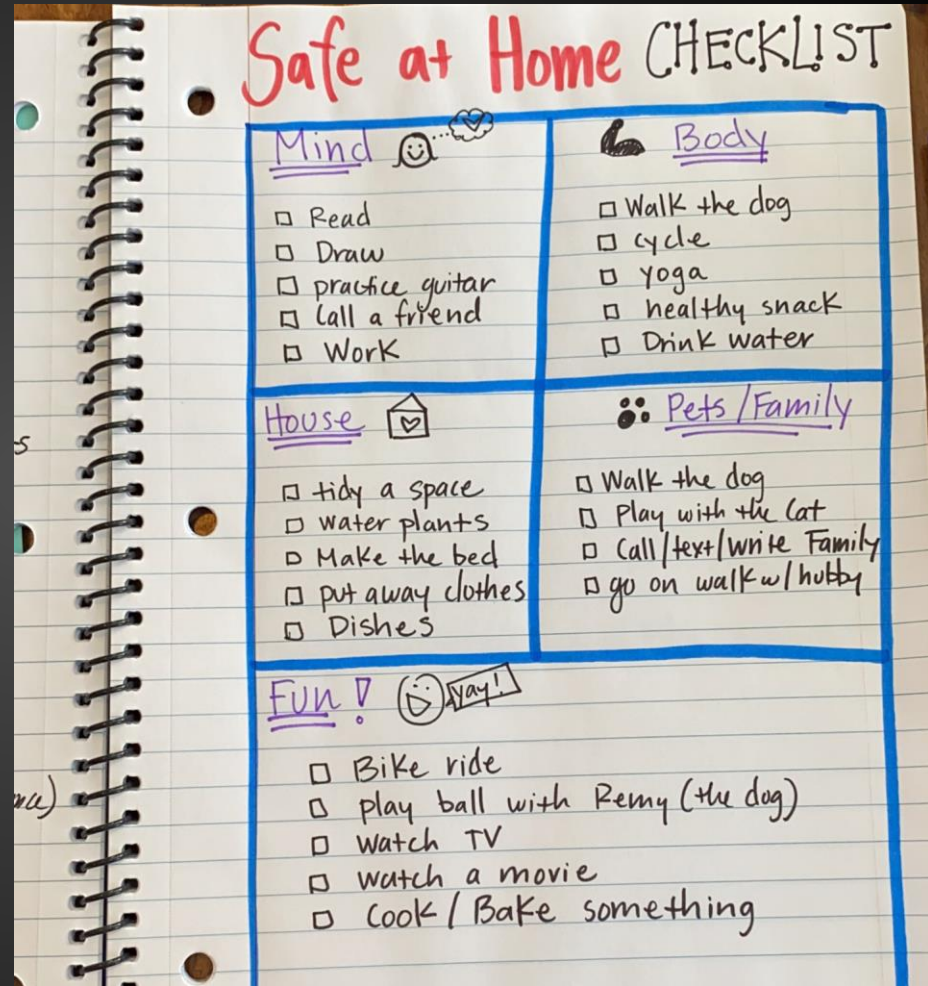




**Meredith Forbes**  
@mer\_forbes

Just created a predictable and flexible daily "schedule" to try at home and share with my students next week.

Thank you @AlexSVenet for the idea and wonderful PD today with @fallhamiltoneos!



# 7 STEPS FOR CONQUERING DEPRESSION

## 1. UNPLUG FROM THE NOISE.

TAKE A SABBATICAL FROM NEWS, FACEBOOK, INTERNET DISCUSSIONS, AND ANY SOCIAL INTERACTION WITH GRUMPY NAYSAYERS, DEBBIE DOWNERS, AND DRAMA QUEENS.

## 2. DAILY EXUBERANT MOTION.

TURN ON SOME BOUNCY MUSIC AND MOVE! DANCE, EXERCISE, SWIM, WALK, PLAY TAG, CHASE THE DOG... BREAK A SWEAT AND FEEL YOUR HEART BEAT. LET THE BLUES ROLL DOWN THE DRAIN WHEN YOU TRINE OFF.

## 3. DAILY MINDFUL STILLNESS.

SPEND SOME TIME PAYING ATTENTION TO YOU. SIT STILL, BREATHE, AND NOTICE YOUR BODY, THOUGHTS, EMOTIONS. WORK TOWARD 20 MINUTES OF COMPASSIONATE AWARENESS AND ACCEPTANCE.

## 4. CULTIVATE JOYOUS VIRTUES.

WHAT IF HAPPINESS IS NOT SOMETHING YOU WAIT FOR, BUT A HABIT YOU CAN PRACTICE? COMPASSION, GRATITUDE, PEACE, PASSION, INNOCENCE, CURIOSITY, PLAY, ENTHUSIASM, AND GENEROSITY.

## 5. TRY A PRIDE COSTUME.

SCRUB YOURSELF UP NICE, AND GET DRESSED LIKE YOU'RE PROUD TO BE YOU. GO OUT AND DO SOME WORK IN A COFFEE SHOP OR LIBRARY. WALK TALL, SMILE, MAYBE EVEN FLIRT A BIT. SHINE!

## 6. EAT LIKE A HUNTER-GATHERER.

YES: PLANTS, ANIMALS, WATER. NO: GRAINS, SUGAR, CHEMICALS. CAFFEINE IS GREAT UPON ARISING, BUT REMEMBER TO EASE OFF TO ENCOURAGE HEALTHY SLEEP.

## 7. MITOCHONDRIAL SUPPORT.

SUPPLEMENT WITH COQ-10, L-CARNITINE, B-VITAMINS, FOLIC ACID, AND ANTIOXIDANTS. SPEND TIME IN THE SUN FOR VITAMIN D.

# Some excellent strategies

## Kids' Sadness About COVID-19

### May Look Like:

#### Anger

"This stupid remote doesn't work!"

#### Resisting the "new order"

"I'm not doing four math problems! I'm only doing one!"

#### Tiredness

"I don't want to go for a walk. I'm too tired!"

#### Numbing Out

("Just 30 more minutes on the iPad!")

#### Displaced frustration

"I didn't want lasagna for dinner. I wanted tacos!"

#### Boredom

"I'm bored" = code for "I'm sad"



## Parent/Caregiver Guide to Helping Families Cope With the Coronavirus Disease 2019 (COVID-19)

At this time, information about COVID-19 is rapidly evolving as new details are confirmed and new questions emerge. In the event of an outbreak in your community, as a parent/caregiver, your first concern is about how to protect and take care of your children and family. Knowing important information about the outbreak and learning how to be prepared can reduce your stress and help calm likely anxieties. This resource will help you think about how an infectious disease outbreak might affect your family—both physically and emotionally—and what you can do to help your family cope.

### What You Should Know

- Coronaviruses are a large family of viruses that cause illness ranging from the common cold to more severe diseases. COVID-19 is caused by a novel coronavirus; this means it is a new strain that has not been previously identified in humans.
- COVID-19 is a respiratory disease that is mainly spread person-to-person. Currently, there is no available vaccine or curative treatment, so the best preventative strategy is to avoid exposure.
- So far, children appear to be much less affected by COVID-19, which was also seen after other coronavirus

## SEL For Virtual Learning

### CHECK-in



- Today I am grateful for ...
- My favorite (e.g., food, artist etc.) \_\_\_\_\_ is ...
- The person that makes me happy is ...
- Today I feel... (*rate your feelings, scale of 1–5*)

### Positive Affirmations

### Mindful MINUTES

- Breathing, (inhale for 4, hold for 7, exhale for 8)
- Smell the roses, blow out the candles

### A MINDFUL MINUTE



What can I hear?  
What can I smell?  
What can I feel?  
What can I see?  
What can I taste?



### "JUST ONE BREATH" BREATHING ACTIVITY

- Find a relaxing place, sit comfortably, and set a timer for one minute.
- Breathe deeply in and out while paying attention to any sensations you notice or sounds you hear.
- Take another slow deep breath, imagine the air moving down into the lungs and back up.
- Take one more deep breath and hold for a moment, then release it.



### Closing Your Lesson

- My goal for today will be ...
- Today I want to give a compliment to ....(compliments to each other)



So what does this mean for students and families?



**Check your student's IEP -**

**Look at their IEP goals.**

- Reading?
- Writing?
- Math?
- Behavior?
- Speech?

**Now look at the Specially  
Designed Instruction (SDI) -**

What can this look like during NTI in  
Covid-19?

What is our role?

***SDI IS...***

How the special education teacher is  
providing instruction.



# Under construction:

## IEP Recommendations for Specially Designed Instruction (SDI) and Supplementary Aids and Services (SAS) in Non-Traditional Instruction (NTI)

If this is the SDI in the IEP:	Here's what SDI might look like in (NTI) <i>Note: these are suggestions. SDI should be individualized based on your student's unique learning strengths &amp; needs</i>	
	Packet	e-Learning
Language Arts (Reading and Writing)		
Modeling the use of graphic organizers for writing	PDF with numbered steps written on g.o. (could have an example written in a bubble)	Video showing the procedure/steps for completing the graphic organizer



So what does this mean for students and families?



**Check your student's IEP -**

**Check out their Special Education  
and/or Related Services**

- This is going to look different
- There should still be instruction provided, but how it is delivered will depend on the type of NTI work happening for your student (packet / online)

**Now look at the Supplementary  
Aids and Services (SAS) and  
Accommodations -**

What can this look like during NTI in  
Covid-19?

What is our role?

## ***SAS IS...***

What your student needs to access the  
content (examples: reader, scribe,  
extended time)



# Partnering ideas from Edutopia & Jake Miller

## SPECIAL EDUCATION

### New Strategies in Special Education as Kids Learn From Home

In special education, teachers say that schedules, sensory supports, and close collaboration with families can help smooth the transition to remote learning during coronavirus.

By **Nora Fleming**

March 27, 2020



**Jake Miller**

#EduGIF Guy. Speaker. Tech Integration Specialist. Google Apps for Edu Trainer. Nerd. #EduDuctTape Podcast Host.

### #EduDuctTape Episode 40: Supporting Students with Special Needs in Remote Learning!





# Visual Supports

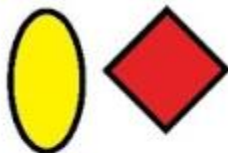


The Arc Of Kentucky

Yesterday at 2:02 PM · 🌐



today



different



school



closed



home



I will be okay



turn on tap



put soap in  
hands



wet hands



rub hands  
together



turn off tap



dry hands

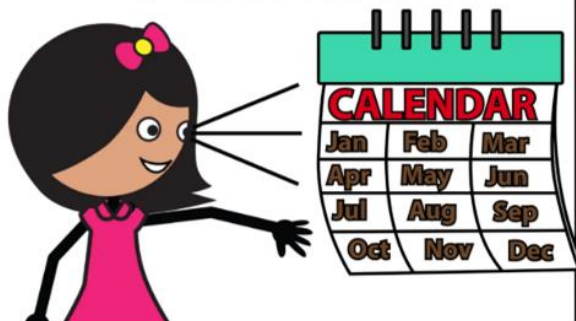


# The Autism Educator

MARCH 17, 2020

NO SCHOOL CALENDAR

## Calendar



[VIEW POST](#)

MARCH 11, 2020

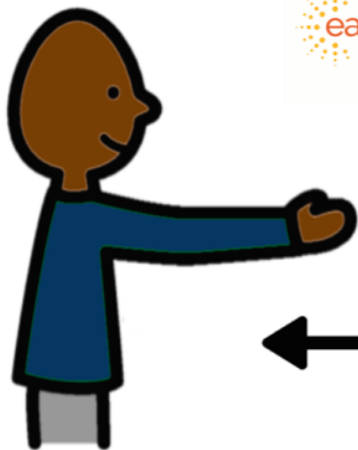
CORONAVIRUS SOCIAL SOCIAL



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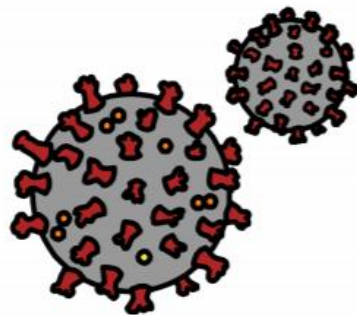
# My Social Distancing Story by Easter Seals

## My Social Distancing Story



easterseals  
Illinois Autism  
Partnership

The Picture Communication Symbols ©1981–2020 by Tobii Dynavox. All Rights Reserved Worldwide. Used with permission. Boardmaker® is a trademark of Tobii Dynavox.



A lot of people are talking about something called  
Coronavirus.



Everyone is working hard to feel safe and be healthy.



# Reading Supports ... text to speech

The screenshot shows the Natural Reader web application interface. At the top, there is a navigation bar with a menu icon, a logo, and several controls: a plus button, a play button, a download icon, a language dropdown set to "English (US) - Sharon", a speed dropdown set to "Speed 1", and an "UPGRADE" button with a star icon. Below the navigation bar is a large orange and white gradient area. In the center, a white modal window is open. The modal has a title bar with a toggle switch for "Dyslexic Font" and icons for document, zoom in, zoom out, share, and close. The main content of the modal contains the following text:

Drag and drop your files, or type, paste, and edit text here.

Natural Reader is a professional text to speech program that converts any written text into spoken words. The paid versions of Natural Reader have many more features.

If you are interested in using our voices for non-personal use such as for Youtube videos, e-Learning, or other commercial or public purposes, please check out our Natural Reader Commercial web application.

At the bottom of the modal, there is a link: [+ Open Documents](#) pdf, txt, doc(x), epub, ods, odt, pages, ppt(x), png, jpeg.



# Math Supports - [www.didax.com](http://www.didax.com)



Click here to visit the new [eNLVM](http://nlvm.org) website!

Virtual Library About eNLVM Buy Now!  Search

Download NLVM App, Additional Features, No problems with Java

Index	Pre-K — 2	3 — 5	6 — 8	9 — 12
Number & Operations				
Algebra				
Geometry				
Measurement				
Data Analysis & Probability				

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SHOP MATH LANGUAGE ARTS BESTSELLERS EUREKA MATH KATHY RICHARDSON NEW CLEARANCE

Home > Virtual Manipulatives

## Virtual Manipulatives

Our Virtual Manipulatives are a great way to enhance at-home learning. Simply drag the manipulatives into position to see math concepts come alive!

**Instructions:** Here are simple instructions on how to use some of these Virtual Manipulatives. [Access Here](#)

**Free Activities:** Teach a variety of concepts using the Virtual Manipulatives with these free activities. [Access Here](#)

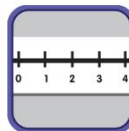
**Embed Virtual Manipulatives:** Download the iframe texts for each of the tools so you can embed them in your online learning platform. [Access Here](#)



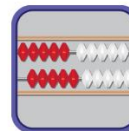
Unifix Cubes



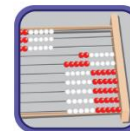
Ten Frames



Number Lines



20-Bead Rekenrek



100-Bead  
Rekenrek



Two-Color  
Counters

# [Natl Library of Virtual Manipulatives](http://nlvm.org)



# More Student Learning Resources



## NTI Student Learning Resources

This  resource contains **175+ links** across **10**  topic areas to support your NTI instruction 

Educational consultants at *The Northern Kentucky Cooperative for Educational Services* are hard at work compiling a one-stop-shop of go-to resources that may be useful for educators as we work to deliver instruction to our students during Non-Traditional Instruction (NTI). **Consultants are compiling what is currently FREE and available digitally.** Please use your own discretion in what you select to use for your students. **This is a living document.** Share this document with others: <https://bit.ly/NKCESNTI>.

 [Click here for Community LIVE/ONLINE events we've found that you can engage in!](#)

 [Click here to access online training resources for staff.](#)

Educational Technology Platforms & Resources



# Writing Supports

[Contribute to ReadWriteThink](#) / [RSS](#) / [FAQs](#) / [Site Demonstrations](#) / [Contact Us](#) / [About Us](#)

readwritethink

INTERNATIONAL  
LITERACY  
ASSOCIATION

NCTE

CLASSROOM RESOURCES

PROFESSIONAL DEVELOPMENT

VIDEOS **NEW!**

PARENT & AFTERSCHOOL RESOURCES

## Celebrate Poets and Their Craft

Find ways to engage students with poetry.

[learn more](#) 

**national**  
**poetry** month



National Poetry Month

Write a Spring Haiku

← National Poetry Month

Spring Weather

II

Pause

GoNoodle

GoNoodle  
Games

Good Energy  
at Home

Learn  
More

Educator  
Login

Get Started Now

## Join the Movement

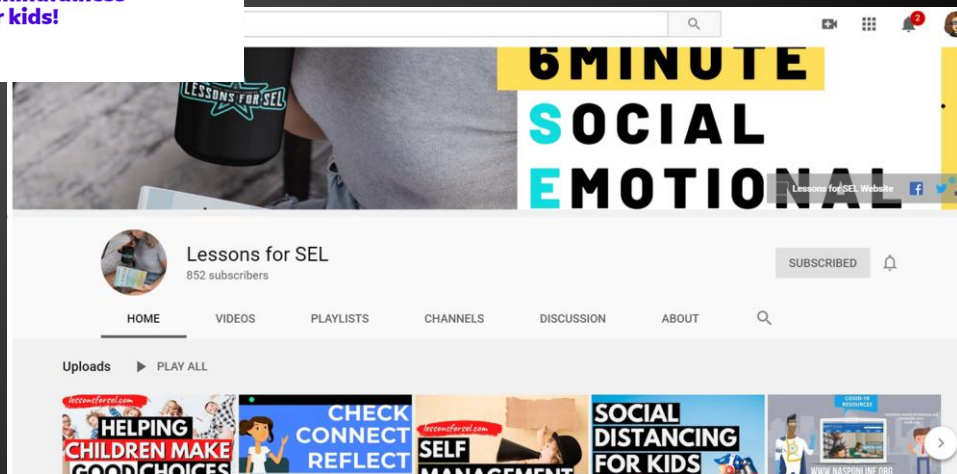


Try the GoNoodle Games app!



Try GoNoodle's 100s of free  
movement and mindfulness  
videos for kids!

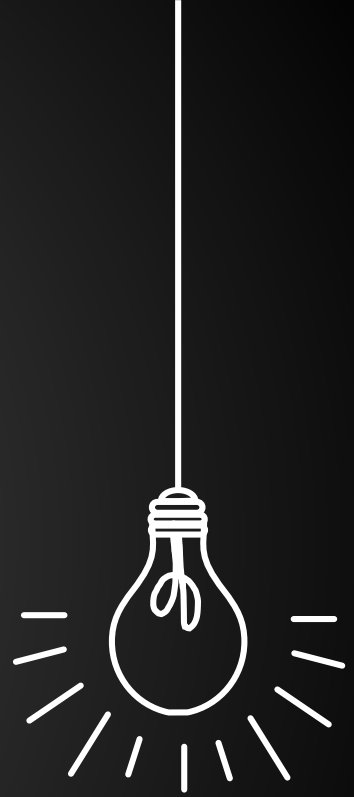
# Social Emotional Supports





3

Here are some  
resources that can  
help.



# Key Suggestions -

Work with the general education and special education teachers

Discuss what works best at your home - what supports do you need to help with your student's learning?



# Key Suggestions -

Share any barriers to learning, any needed behavior supports

Social Stories? Picture supports?





SoundFinder

Clip Art

Sharing Center

Your LessonPix

Home

Learn More

Tutorials

Articles

Pricing & Benefits

Request a Picture

Symbol Builder

New

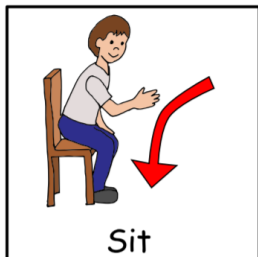
ALL

Search

Go

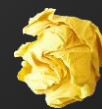
First

Then



First Then Cards

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GREAT IDEA!







Keep  
expectations  
reasonable ...

Lots of movement,  
plenty of breaks,  
plenty of support,  
Healthy eating

I Am Working For



Bubble Gum

 Wait	 Quiet	 Hands to Self	 Listen
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Setting a Goal

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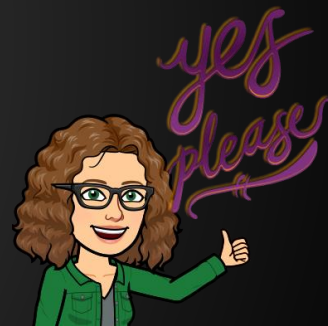
# Giving Directives

## (What you want students to do)

**Whenever possible,  
it's better to give  
CHOICES than  
directives**




**(example: Would  
you like to sit on the  
right or left side?)**

1. Give a polite directive  
Use your child's name if possible
2. State the expectation positively
3. Repeat the expectation  
Use a calm voice  
Do not react emotionally
4. State a reasonable consequence  
Presenting as a choice might be helpful.



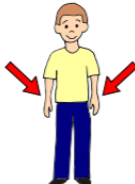






# Motivation is key

PRACTICE	DESCRIPTION & RESOURCES	OUTCOMES AFFECTED
Create Structure & Predictability		
<b>Physical Environment</b> 	Create classroom layout to match instruction Minimize clutter Have easy access to materials Minimize distractions	Smoother transitions Smoother instructional routines Maintain safety ↓ disruptions
<b>Routines</b> 	Provide for all class activities, inc: Classroom routines Lesson routines Interaction routines	Maximize instructional time ↑ predictability ↓ disruptions ↑ on-task behaviors
<b>Active Supervision</b> 	Supervise through movement Scan classroom Interact with students	↓ disruptions ↑ feedback opportunities ↑ rapport building

Picture Cards

 Wait	 Quiet
 Hands to Self	 Listen
 Bubble Gum	

## Set Expectations & Rules



Create broad expectations for students to follow  
Provide concrete rules (procedures) that are observable & measurable

- ↑ rule following
- ↑ social skills
- ↑ prosocial behavior
- ↓ disruptions

## Behavior-Specific Praise



Praise identifies specific behavior  
Give statement of approval  
Identify who is being praised

- ↑ prosocial behavior
- ↑ academic engagement
- ↑ academic achievement
- ↑ intrinsic motivation
- ↑ teacher-student relationship
- ↓ off-task/disruptive beh.

## Token Economy



Deliver tokens contingent on a behavior occurring  
(tokens are backup reinforcers that are exchanged for a desirable item or activity)

- ↑ prosocial behavior
- ↑ academic engagement
- ↑ academic achievement
- ↓ off-task/disruptive beh.



## Noncontingent Reinforcement



Positive reinforcement not tied to a particular behavior of the student (given throughout class/day)



academic engagement



achievement



teacher-student relationship



off-task/disruptive beh.

## High Probability Response Sequence



Teacher requests behaviors student is likely to respond to, provide reinforcement for appropriate responding, then deliver a low-probability request in close succession (e.g. within 10 seconds)



rule following



disruptions



# Quick Wrap Up....



1

Take care of  
yourself &  
your family -  
mental health  
matters!



2

Talk to your  
school - know  
what NTI  
expectations  
apply to your  
student(s)



3

Ask for help  
when you  
need it



4

Take  
advantage of  
free resources



5

Keep learning  
in perspective



We've got this!

At NKCES, #BetterTogether and #ConnectGrowServe are more than just hashtags - it's the foundation of our work. *To date, more than 1,650 modules have been completed ... that's a lot of learning and growing for educators around Kentucky and the nation!*

To support our state and national community of educators, we're offering ALL of our online trainings on this site for free through June 30. We hope you enjoy the learning!

# NKCES 1 STOP NTI RESOURCES

Connecting our region to must-have resources

**In this ever-changing teaching and learning world, we are here to CONNECT, GROW & SERVE**



We believe in the power of connection - in this one-stop resource, we're continuing to compile the latest resources for educators and administrators to use as they support students and families across the region. From quick tools you can use to build videos and instructional tools to professional development opportunities, this page is full of links curated and built just for you!

We can do this!



#BetterTogether



I'm happy to help!

[laura.clarke@nkces.org](mailto:laura.clarke@nkces.org)  
@lauraLsclarke

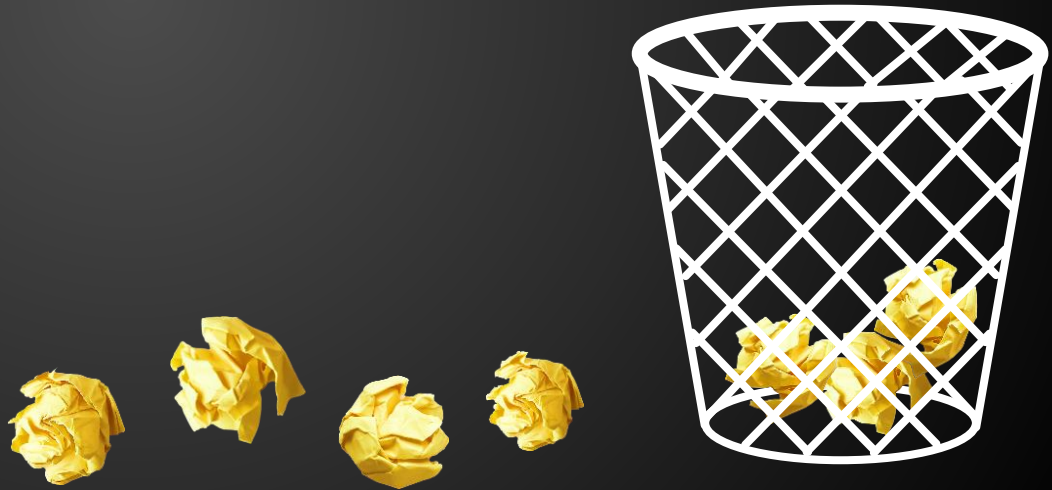




Thank you!

Questions? Would you like to chat?

More to come!



# Important COVID-19 Education Updates related to Education

KDE: The [Kentucky Department of Education](#) has launched a new webpage designed to provide [#COVID19 education-related updates and information](#). During this international pandemic, the department's three main goals are: Educate, Feed, Support- All of these are reflected on its [new #COVID19 webpage](#)

COMMUNICATIONS

## COVID-19 Updates and Information for P-12 Education

Published: 4/8/2020 2:03 AM



EDUCATE



TEACHING  
COVID-19 RESOURCES



LEARNING  
COVID-19 RESOURCES




FEED




FEEDING SITES



CHILD NUTRITION PROGRAMS



SUPPORT




FINANCE AND OPERATIONS



NEWS AND GUIDANCE



PARTNERING AGENCY GUIDANCE



FAQ

[Find a Feeding Site During COVID-19 School Closures](#)

[KDE's COVID-19 FAQ Answers for KY Schools/Districts](#)

[Emergency NTL Guidance for Schools/Districts](#)

[Team Kentucky's COVID-19 Information Website](#)

The KDE is committed to educating and feeding our children and providing support to our schools and districts. We will get through this together. We are #TeamKentucky.



### COVID-19 NEWS FROM KDE

[Kentucky schools could receive more than \\$200M in federal COVID-19 relief funds](#) - April 7, 2020

[KDE releases guidance documents for districts dealing with COVID-19 closures](#) - April 7, 2020

[KDE highlights USDA meals for children during COVID-19 school closure](#) - April 7, 2020

[Public comment sought on Kentucky waivers for flexibility on K-12 education funding](#) - April 7, 2020

[Principals offer feedback to KY's Education Continuation Task Force on graduation requirements](#) - April 6, 2020

[Interim Commissioner Kevin C. Brown's April 3 letter to families](#) - April 3, 2020

[Waiver suspends requirements for civics test, early graduation exams](#) - April 3, 2020

[Public comment sought on Kentucky's federal testing waiver](#) - April 3, 2020

[Gov. Beshear recommends school closure period be extended through May 1](#) - April 2, 2020

[KDE helps schools through challenges of providing special education during NTL days](#) - April 1, 2020

[MORE COVID-19 NEWS FROM KDE](#)

[FOLLOW @KYDEPTOFED](#)

COVID-19 SCHOOL

# Continued COVID-19 Education Updates

**KDE** [releases guidance documents for districts dealing with COVID-19 closures](#) (4/7/20)

The guidance documents available include:

- ▶ [Considerations for the Senior Class of 2020](#)
- ▶ [Considerations for Instruction](#)
- ▶ [Considerations for Professional Learning](#)
- ▶ [Considerations for Mental Health and Wellness](#)
- ▶ [Considerations for Assigning and Reporting Grades](#)

# Continued COVID-19 Education Updates

- ▶ **OSERS** (@ED\_Sped\_Rehab) tweeted on Fri, Apr 10, 2020: With a shift to distance learning due to #COVID19, groups that advocate for and support children with disabilities collaborated to [launch a site](#) with curated tools, strategies, tips and best practices for supporting students with disabilities online.
- ▶ **KY Dept of Education** (@KyDeptofEd) tweeted on Thu, Apr 09, 2020: @GoTeachKY [launches virtual teacher mentorship program](#) for #COVID19 support – “Teachers Helping Teachers is a great way for educators to provide new ideas, resources and support for each other.”
- ▶ **ThinkCollege** (@thinkcollegelCI) tweeted on Thu, Apr 09, 2020: #ThinkCollege Thursday ICYMI: last [week’s webinar on establishing circles of support was recorded and all the handouts](#) are posted on our website!

# Other COVID-19 Updates:

## CHFS: [UPDATED: COVID-19 FAQ for 1915\(c\) HCBS Waivers \(4/7/20\)](#)

Here are a few things to know about the updated FAQ:

- Questions have been re-arranged and grouped by topic. Some questions fall under multiple topics. We recommend reviewing questions via the “Contents” section to identify questions and answers of interest to you. Clicking on the question in the “Contents” section will take you to the answer in the FAQ.
- Each question/answer includes the date it was added or revised. To help you more quickly identify new or updated questions/answers, we have highlighted the date field in yellow for newly added questions and green for revised ones.
- If you do not see the question you asked or a similar one, it may be included in a later version of this FAQ. DMS is continuously receiving questions and will update the FAQ in the near future.

You can view all resources DMS has released regarding the 1915(c) HCBS waivers on the [Division of Community Alternatives website](#). Available resources include the Waiver Updates Webinar presentation and recording. If you still have questions after reviewing the FAQ and other waiver-related COVID-19 guidance, please contact the 1915(c) Waiver Help Desk at [1915cWaiverHelpDesk@ky.gov](mailto:1915cWaiverHelpDesk@ky.gov) or (844) 784-5614. DMS plans to hold at least one more live question and answer session for waiver stakeholders via Zoom very soon. We will send a notification as soon as it is scheduled.

# Continued Other COVID-19 Updates:

- **Governor Andy Beshear** (@GovAndyBeshear) tweeted on Thu, Apr 09, 2020: (1 of 2) Pharmacists can now dispense emergency refills for up to another 30-day supply of non-scheduled medications to Kentucky residents. They can also work out of temporary or non-traditional areas through May 8. (2 of 2) It's important we thank pharmacists as they work to help our residents through #COVID19.  
@KyPharmAssoc
- **Governor Andy Beshear** (@GovAndyBeshear) tweeted on Thu, Apr 09, 2020: We've received federal funding to begin making the additional \$600 per week payment to [Kentuckians receiving #unemployment](#). This will be made as a separate payment & you do not need to do anything to receive. We plan to share updates tonight at 5PM ET. #TogetherKy #TeamKentucky
- **Governor Andy Beshear** (@GovAndyBeshear) tweeted on Wed, Apr 08, 2020: [New #COVID19 orders](#) limit shopping to one adult per household, ban door-to-door solicitation
- **HDI** is proud to partner with the National Center for Dignity in Healthcare for People with Disabilities. They have released this resource document to "[Safeguard Against Disability Discrimination During COVID-19](#)." This [document](#) and [video message](#) from HDI provide helpful information during this difficult time.

# Questions??



*Questions are the path to learning*



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Please complete our evaluation at the end of  
the webinar.

Thank you!