

**KidsPeace National Centers – Continuity of Education Plan – 3/30/20 – 6/5/20**  
Information for Professional Staff

**Goal of this Continuity of Education Plan:** The goal of this plan is to provide educational learning opportunities for KidsPeace National Centers students that reinforce and continue course learning objectives. KidsPeace educational staff will provide educational opportunities focused on retention and meeting PDE core standards.

**General Daily Teacher Schedule (Monday – Friday)**

Prior to 9:00 AM and after 2:30 as applicable	Teacher prep time
9:00 – 11:00	Instruction/Activities addressing all subject areas
11:00 – 1:00	Lunch/Break – Allow students to get meals at alternating times (See attached sample Lesson Plans for alternating lunch schedules)
1:00 – 2:30	Instruction/Activities addressing all subject areas

Teacher Expectations for Assessment	<ul style="list-style-type: none"> <li>• Students are expected to participate in the learning activities assigned by each teacher. The goal of this plan is for continuity of new learning connected to standards. Therefore, students may be graded on some of the learning activities, but they must also be provided feedback and given the opportunity to revise and resubmit grades assignments.</li> <li>• Be reasonable and flexible with learning assignment timelines and due dates.</li> <li>• Teacher will continue to update the gradebook (MMS) as assignments are collected, reviewed, and assessed.</li> <li>• The school calendar has not been disrupted and we will be following the existing timeline for the 2019-2020 School Year (See attached KidsPeace Schools (Lehigh Valley) 2019-2020 School Calendar)</li> </ul>
Special Education Teacher	<ul style="list-style-type: none"> <li>• All Special Education Teacher are to follow the Special Education Procedures During the COVID-19 Mandated School Closures</li> </ul>
Related Services (Speech)	<ul style="list-style-type: none"> <li>• Related services personnel plan to provide enrichment and review activities for students beginning April 14, 2020.</li> </ul>
Title I	<ul style="list-style-type: none"> <li>• Available to support learners on an as needed basis.</li> </ul>
School Counselors/Crisis Interventionists/Clinicians	<ul style="list-style-type: none"> <li>• School counselors should be available to assist with students during appointed academic times</li> <li>• Counselors and/or students may schedule counseling meetings with students, as needed, regarding academics, college and careers, or personal needs.</li> <li>• Counselors should follow the K-12 Comprehensive School Counseling Plan.</li> </ul>

**KidsPeace National Centers – Continuity of Education Plan – 3/30/20 – 6/5/20**  
**Information for Professional Staff**

	<ul style="list-style-type: none"> <li>• Counselors will have different responsibilities based on grade level.</li> <li>• Counselors will continue to connect with those students having counseling goals in their IEPs.</li> <li>• Counselors will continue to be responsible for overseeing and drafting annual 504s using the 504 Procedures During the COVID-19 Mandated School Closure.</li> <li>• Crisis Counselors will connect with learners and continue with social skills groups/lessons for those student with an IEP.</li> <li>• Clinical Staff will continue to provide therapeutic sessions with parents/guardians via phone conferencing or ZOOM meetings.</li> </ul>
School Nurses	<ul style="list-style-type: none"> <li>• Nurses should be available to assist with students during appointed school hours.</li> <li>• Nurses will develop information for student awareness issues/concerns. These can be presented to educators via email to share with students.</li> </ul>
Teacher Attendance	<ul style="list-style-type: none"> <li>• If a staff member needs to use a sick/bereavement/personal day during this time frame: <ul style="list-style-type: none"> <li>○ The absence must be communicated to the Assistant Director of Education for assigned building.</li> <li>○ If sick leave, the absence must complete the Associate Illness Screening through Human Resources Department available on Sharepoint.</li> </ul> </li> </ul>
Student Attendance	<ul style="list-style-type: none"> <li>• Attendance will be tracked through MMS.</li> <li>• The building supervisor will work with the building’s attendance secretary to update attendance records.</li> </ul>
Contacts for Additional Information	<ul style="list-style-type: none"> <li>• Technical Support – IT Department</li> <li>• Building questions and attendance – Contact your building supervisors</li> <li>• Special Education Questions – Gina Delluva, <a href="mailto:gina.delluva@kidspeace.org">gina.delluva@kidspeace.org</a>; Tracey Jacobi, Ed.D., <a href="mailto:tjacobi@salisburyisd.org">tjacobi@salisburyisd.org</a>; Michael Vacaro, <a href="mailto:mvacaro@salisburyisd.org">mvacaro@salisburyisd.org</a></li> <li>• Curriculum, instruction, and assessment questions – Gina Delluva, <a href="mailto:gina.delluva@kidspeace.org">gina.delluva@kidspeace.org</a></li> </ul>
Parent/Guardian Information	<ul style="list-style-type: none"> <li>• Parents/guardians can access the KidsPeace Response to Coronavirus (COVID-19) found at <a href="https://www.kidspeace.org/">https://www.kidspeace.org/</a></li> <li>• Parents/guardians may contact the student’s clinician via phone or email.</li> </ul>

**KIDSPEACE SCHOOL**  
**2019-2020**  
**LESSON PLAN – Lunch 1**

STUDENT: \_\_\_\_\_ Grade: \_\_\_\_\_ ROOM # \_\_\_\_\_ TEACHER \_\_\_\_\_

Period	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
1	8:15 8:30	ACADEMIC			REVIEW		
2	8:30 9:20	MATH	SS	READING	SS	SS	
3	9:20 10:10	COMPUTER	MATH	MATH	MATH	MATH	
4	10:10 11:00	SS	READING	SS	CAREER  Incentive gym (11:00-11:20)	HEALTH	
5	11:20- 11:50	L 11:50-12:20- gym	U	N 11:50-12:20- gym	C	H 11:50-12:20- gym	
6	11:00- 11:20 11:50- 12:20	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH	
7	12:20 1:10	ART	PE	MUSIC	READING  Lab Available	READING	
8	1:10 2:00	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE	
9	2:00 2:15	ACADEMIC			REVIEW		

**KIDSPACE SCHOOL**  
**2019-2020**  
**LESSON PLAN – Lunch 2**

STUDENT: \_\_\_\_\_ Grade: \_\_\_\_\_ ROOM # \_\_\_\_\_ TEACHER \_\_\_\_\_

Period	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:15 8:30	ACADEMIC			REVIEW	
2	8:30 9:20	Consumer Science  Lab Available	PE	CAREER	MUSIC	Consumer Science/GYM
3	9:20 10:10	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
4	10:10 11:00	MATH	MATH	MATH	MATH	MATH
5	11:00- 11:50	SS	SS	SS	SS	SS
6	11:50- 12:20	L	U	N	C	H
7	12:20 1:10	ENGLISH	ENGLISH	ENGLISH	ENGLISH  Incentive gym 12:20-12:45	ENGLISH
8	1:10 2:00	ART	Consumer Science	HEALTH	COMPUTER	Consumer Science
9	2:00 2:15	ACADEMIC			REVIEW	

**KIDSPeACE SCHOOL**  
**2019-2020**  
**LESSON PLAN – LUNCH 3**

STUDENT: \_\_\_\_\_ Grade: \_\_\_\_\_ ROOM # \_\_\_\_\_ TEACHER \_\_\_\_\_

Period	TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1	8:15 8:30	ACADEMIC			REVIEW	
2	8:30 9:20	SCIENCE	SCIENCE	SCIENCE	SCIENCE	SCIENCE
3	9:20 10:10	MATH	MATH	MATH  Incentive gym (9:30-10:10)	MATH	MATH
4	10:10 11:00	ART	PE	HEALTH	MUSIC	CAREER
5	11:00 11:50	Consumer Science	COMPUTER (11:15-12:00)	Consumer Science	Consumer Science  Lab Available (11:15-12:00)	Consumer Science/gym
6	11:50- 12:20 12:50- 1:10	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
7	12:20- 12:50	L	U	N	C	H
8	1:10 2:00	SS	SS	SS	SS	SS
9	2:00 2:15	ACADEMIC			REVIEW	

**KidsPeace Schools**  
(Lehigh Valley)  
**2019-2020 Calendar**

**FALL SESSION 2019**

August 27-28	School Closed - In-Service
August 29	Students Report
September 2	School Closed – Labor Day
October 14	School Closed - In-Service
November 27	School Closed - In-Service
November 28-29 & December 2	School Closed - Thanksgiving Holiday
December 24-31	School Closed – Holiday Break

**SPRING SESSION 2020**

January 1	School Closed – New Year’s Day
January 2	School Reopens
January 20	School Closed - Dr. M. L. King, Jr. Holiday
February 14	School Closed - In-Service
February 17	School Closed – President’s Day
March 13	School Closed – In-Service
April 9	School Closed – In-Service
April 10 & April 13	School Closed – Spring Break
May 22	School Closed - In-Service
May 25	School Closed - Memorial Day
June 5	Last Day of School

*\*(Additional day(s) will be added when cancellations are necessary.)*

**SUMMER SESSION 2020**

June 22	In-Service
June 23	Students Report
July 3	School Closed - Holiday
July 24	Mid-Marking Period
August 25	Last Day

<b>2019-2020</b>	<b>Student</b>	<b>Staff</b>
<b>SCHOOL YEAR</b>	<b>Days</b>	<b>Days</b>
August	2	4
September	20	20
October	22	23
November	18	19
December	15	15

<b>Mid MP</b>	<b>End of Quarter</b>	<b>Report Cards Due</b>
October 1	November 1	November 8
December 10	January 21	January 28
February 25	March 27	April 3
May 4	June 5	June 5

January	21	21
February	18	19
March	21	22
April	19	20
May	19	20
June	5	5
<b>Total Days</b>	<b>180</b>	<b>188</b>

**Summer School 2020**

June	6	7
July	22	22
August	17	17
<b>Total Days</b>	<b>45</b>	<b>46</b>

**KidsPeace National Centers**  
**Special Education Procedures During the**  
**COVID-19 Mandated School Closure**

*Special Education Procedures*

<p><b>Permission to Request an Evaluation (PTE)</b></p>	<p>Based upon advice of counsel, if there is a request for <i>an evaluation</i>, the director of education or assistant director of education will respond <i>within 10 school days</i> to the parent/guardian, in an email, or via US postal service with the following statement:</p> <p><i>"We have agreed that a multidisciplinary team evaluation of your child, _____, is needed. The current closure of schools as of March 16, 2020 that Governor Wolf has ordered; however, prevents the completion of evaluation activities at this time. Immediately upon the reopening of school buildings, we will be issuing a Permission to Evaluate form to you. Receipt of this form back from you indicating your consent will enable us to proceed with the evaluation. Thank you for your patience in trying times."</i></p> <p style="text-align: right;">(A.Faust email 3/17/20)</p>
<p><b>Evaluation Reports (ER)</b></p>	<p>Based on input from counsel: For those evaluations for which you have received permission, complete an evaluation report (ER) summarizing the records and other information reviewed and any testing that was completed before the break. If the team was <i>unable to complete all of the testing or any of the testing</i> for which consent was received, acknowledge that fact in the report and explain how, if at all, the absence of the testing and assessments that you were unable to complete affects the ability of the team to make conclusive determinations of (a) disability status (especially for initial evaluations); (b) present levels; or (c) educational needs.</p> <p style="text-align: right;">(A.Faust email 3/16/20)</p> <p>If the evaluation is an initial that you need to complete for timeline compliance despite the inability to complete testing, and the team was unable to conclusively determine whether the student has a disability or a need for special education, <u>include the following statement in the "summary of findings" section:</u></p> <p><i>"The team sought and received consent from the parents to conduct the following testing and assessments: _____. The closure of all schools as of March 16, 2020 by the Governor in light of the COVID-19 pandemic precluded the completion of this testing and these assessments. The team is therefore unable at this time to make a determination of whether (Student) has a disability and is in need of special education. Immediately upon the reopening of school buildings, the team will issue a renewed permission form seeking parent consent to perform the necessary tests and assessments and will revisit the issue of eligibility."</i></p> <p style="text-align: right;">(A.Faust email 3/19/20)</p> <p>The corresponding NOREP that should be issued notifying the parents should include the following:</p>

	<ul style="list-style-type: none"> <li>• Check the box in section 1 indicating refusal to change the identification of the child.</li> <li>• In the second section (proposed action or refusal) write, <ul style="list-style-type: none"> <li>◦ <i>“Due to the Governor’s closing of all schools as of March 16 2020, resulting in an inability to complete required testing and assessments at this time, the multidisciplinary team was unable to determine whether (Student) has a disability and is in need of special education.”</i></li> </ul> </li> <li>• In the third section (reason for refusal), simply reproduce the statement from the ER above.</li> <li>• Options considered should simply state “not applicable.”</li> </ul> <p style="text-align: right;">(A.Faust email 3/19/20)</p>
<p><b>Reevaluation Reports (RR)</b></p>	<p>“For those reevaluations for which you have received permission, complete a reevaluation report (RR) summarizing the records and other information reviewed and any testing that was completed before the break. If the team was unable to complete all of the testing or <i>any</i> of the testing for which consent was received, acknowledge that fact in the report and explain how, if at all, the absence of the testing and assessments that you were unable to complete affects the ability of the team to make conclusive determinations of (a) disability status (especially for reevaluations that were exploring the possibility of dismissal or adding a new area of disability); (b) present levels; or (c) educational needs.”</p> <p style="text-align: right;">(A.Faust email 3/16/20)</p> <p>For reevaluations, check the box at the end of the review of records section indicating that the team determined testing and assessments are needed. In the summary of findings section, include the following:</p> <p><i>“From the IEP team review of existing information, the team was able to establish the following present levels of academic and functional performance and to make the following program needs:</i></p> <p><i>The IEP team, however, concluded that new testing and assessments were needed to [determine continued eligibility for special education][determine whether a change in disability status might be warranted][establish complete present levels of academic and functional performance][make conclusive recommendations concerning ongoing program and placement needs]. Immediately upon the reopening of schools, the team will issue a renewed permission form seeking parent consent to perform the necessary tests and assessments and will revisit these issues once the recommended testing and assessments are conducted.”</i></p> <p style="text-align: right;">(A.Faust email 3/19/20)</p>
<p><b>State Mandated 3-year Reevaluations (2-year for Intellectually Disabled)</b></p>	<p>For cyclical reevaluations that will be due during the period of the shut-down, or that will need to be underway during that period, <i>conduct a virtual review</i> of existing information.</p>



students)	<p>If that virtual review results in a recommendation to conduct testing and assessments, acknowledge that fact in the RR, and proceed as recommended above.</p> <p>When the break is concluded, issue a PTRE to complete the testing and assessments you were unable to conduct during the break.</p> <p>Issue the reevaluation.</p> <p>No NOREP will be necessary until you have completed the IEP review based thereon. (A.Faust email 3/16/20)</p>
-----------	--

<b>Functional Based Assessments (FBA's)</b>	<p>If data for a FBA has been completed, the finalized FBA and corresponding positive behavior support plan (PBSP) will be shared with the school psychologist to be embedded in the ER or RR.</p> <p>If permission for a FBA has been signed by the parent and the FBA was not able to be completed, the following should be included in the ER or RR report:</p> <p><i>"Due to the Governor's closing of all schools as of March 16 2020, resulting in an inability to complete any FBA assessments and observations at this time, the multidisciplinary team was unable to determine whether (student) has a need for an individualized positive behavior support plan. When students return to school in their respective school buildings, a permission will be reissued to the parent/guardian."</i></p>
---	--

### IEP Meeting After an Initial Evaluation, Reevaluation, and Annual IEP Meeting:

<b>IEP Meeting (after an initial evaluation):</b>	<ul style="list-style-type: none"> <li>• The special education case manager, <u>within 30 days of the date of the evaluation report (ER) provided to the parent/guardian</u>, will write an initial IEP, schedule and hold an IEP meeting via phone conference call to review the draft IEP.</li> <li>• Indicate in the present education level the following:</li> </ul> <p><i>"At the end of business day on March 13, 2020, Pennsylvania's Governor, Tom Wolf, announced the closure of all PA schools in response to the COVID-19 pandemic for a period of 10 business days starting on March 16, 2020. On March 23, 2020, the</i></p>
---	--

	<p><i>Governor extended school closures through April 6, 2020. The information contained, goals developed, and specially designed instruction determined in this IEP is based on information available to its writer through March 13, 2020. The IEP will be revised if any changes or updates are deemed necessary upon the reopening of schools."</i></p> <ul style="list-style-type: none"> <li>● Determine the team members to be present, but ensure that <u>all</u> required team members <u>have confirmed their participation</u>. Please send an IEP invite via email to invite to all team members. <ul style="list-style-type: none"> <li>○ Team members need to include: <ul style="list-style-type: none"> <li>■ Special education teacher</li> <li>■ General education teacher (one is only required)</li> <li>■ Parent/Guardian</li> <li>■ Student (optional), if 14 years and older</li> <li>■ LEA</li> <li>■ School counselor, if needed</li> <li>■ Related service provider/s</li> </ul> </li> </ul> </li> <li>● Draft of the IEP needs to be shared electronically with Mike and/or Tracey.</li> <li>● Draft of the IEP needs to be electronically shared with all IEP team members.</li> <li>● The IEP meeting can be held via phone conference call meeting.</li> <li>● Print out the IEP sign in sheet and hand write "participate in a conference call". Save this record as it needs to be attached to the finalized IEP.</li> <li>● The IEP meeting is held, and changes/additions are made to the draft IEP.</li> <li>● Issue a NOREP</li> </ul>
<p><b>IEP Meeting (after a reevaluation):</b></p>	<ul style="list-style-type: none"> <li>● While the 30-day requirement does not apply to reevaluations, it is strongly recommended by counsel that this would be a "good practice", which is why it has been a part of our internal procedures.</li> <li>● The special education case manager, <u>within 30 days of the date of the reevaluation report (RR) provided to the parent/guardian</u>, will write a new IEP, schedule and hold an IEP meeting to review the draft IEP via a conference call to review the draft IEP.</li> <li>● Indicate in the present education level the following: <p><i>"At the end of business day on March 13, 2020, Pennsylvania's Governor, Tom Wolf, announced the closure of all PA schools in response to the COVID-19 pandemic for a period of 10 business days starting on March 16, 2020. On March 23, 2020, the Governor extended school closures through April 6, 2020. The information contained, goals developed, and specially designed instruction determined in this IEP is based on information available to its writer through March 13, 2020. The IEP will be revised if any changes or updates are deemed necessary upon the reopening of schools.</i></p> </li> <li>● Determine the team members to be present, but ensure that all required team members <u>have confirmed their participation</u>. Please send an IEP invite via email to all team members. <ul style="list-style-type: none"> <li>○ Team members need to include: <ul style="list-style-type: none"> <li>■ Special education teacher</li> <li>■ General education teacher (one is only required)</li> <li>■ Parent/Guardian</li> </ul> </li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ Student (optional), if 14 years and older</li> <li>■ LEA</li> <li>■ School counselor, if needed</li> <li>■ Related service provider/s</li> </ul> <ul style="list-style-type: none"> <li>● Draft of the IEP needs to be shared electronically with Mike and/or Tracey.</li> <li>● Draft of the IEP needs to be electronically shared with <u>all</u> IEP team members.</li> <li>● The IEP meeting can be held via a conference call meeting or some combination thereof.</li> <li>● Print out the IEP sign in sheet and hand write "participate in a conference call". Save this record as it needs to be attached to the finalized IEP.</li> <li>● The IEP meeting is held, and changes/additions are made to the draft IEP.</li> <li>● Issue a NOREP</li> </ul>
<p><b>Annual IEP Meeting:</b></p>	<ul style="list-style-type: none"> <li>● The special education case manager will write an IEP, schedule and hold an IEP meeting to review the draft IEP a conference call to review the draft IEP.</li> <li>● Indicate in the present education level the following: <ul style="list-style-type: none"> <li>○ <i>At the end of business day on March 13, 2020, Pennsylvania's Governor, Tom Wolf, announced the closure of all PA schools in response to the COVID-19 pandemic for a period of 10 business days starting on March 16, 2020. On March 23, 2020, the Governor extended school closures through April 6, 2020. The information contained, goals developed, and specially designed instruction determined in this IEP is based on information available to its writer through March 13, 2020. The IEP will be revised if any changes or updates are deemed necessary upon the reopening of schools.</i></li> </ul> </li> <li>● Determine the team members to be present, but ensure that <u>all</u> required team members <u>have confirmed their participation</u>. Please send an IEP invite via email to all team members. <ul style="list-style-type: none"> <li>○ Team members need to include: <ul style="list-style-type: none"> <li>■ Special education teacher</li> <li>■ General education teacher (one is only required)</li> <li>■ Parent/Guardian</li> <li>■ Student (optional), if 14 years and older</li> <li>■ LEA</li> <li>■ School counselor, if needed</li> <li>■ Related service provider/s</li> </ul> </li> </ul> </li> <li>● Draft of the IEP needs to be shared electronically with Mike and/or Tracey.</li> <li>● Draft of the IEP needs to be electronically shared with all IEP team members.</li> <li>● The IEP meeting can be held via a conference call meeting or some combination thereof.</li> <li>● Print out the IEP sign in sheet and hand write "participate in a conference call". Save this record as it needs to be attached to the finalized IEP.</li> <li>● The IEP meeting is held, and changes/additions are made to the draft IEP.</li> <li>● Issue a NOREP</li> </ul>

<b>Progress Monitoring Reports for Q3 and Q4:</b>	<p>Progress monitoring <u>data for Q3</u> will be reported for each student at the middle school and high school by April 3rd. Progress monitoring language needs to include any data that has been collected for the third quarter that a teacher has access to.</p> <p>Progress monitoring <u>data for Q4</u> will be reported for each IEP goal.</p>
<b>Related Services (to be determined)</b>	<ul style="list-style-type: none"> <li>• Speech and Language Services</li> <li>• Social Skills Instruction will continue based upon the special education teacher, counselor, and behavior interventionist schedule.</li> <li>• Counseling Services</li> </ul>
<b><u>Extended School Year (ESY) Determination:</u></b>	<p>ESY revisions and NOREPs should have already occurred. Upon the opening and our return to the school buildings, data will be reviewed to determine if students have had regression and recoupment issues over this extended time period.</p>
<b>Pennsylvania State Testing:</b>	<p>Pennsylvania has suspended all state testing for the 19-20 school year including PSSA, Keystone, and PASA testing. Continue to include all individualized testing accommodations.</p>

**KidsPeace National Centers  
504 Procedures During the  
COVID-19 Mandated School Closure**

*Section 504 Accommodations Plan Procedures*

<p><b>Permission to Request a Section 504 Evaluation:</b></p>	<p>Similar to the advice of counsel for a special education evaluation, if there is a request for a <i>Section 504 evaluation</i>, a school counselor will respond <i>within 10 school days</i> to the following: parent/guardian, building principal, director of special education,; <u>in an email</u> or via US Postal Service <u>with the following statement</u>:</p> <p><i>"We have agreed that a Section 504 evaluation of your child, _____, is needed. The current closure of schools as of March 16, 2020 that Governor Wolf has ordered; however, prevent the completion of evaluation activities at this time. Immediately upon the reopening of school buildings, we will be issuing a Section 504 Permission to Evaluate form to you. Receipt of this form back from you indicating your consent will enable us to proceed with the Section 504 evaluation. Thank you for your patience in trying times."</i></p>
<p><b>Section 504 Plans for Newly Identified Students:</b></p>	<ul style="list-style-type: none"> <li>• The school counselor, upon completion of the initial Section 504 evaluation, will complete a 504 plan for the newly identified student.</li> <li>• Please send an invitation via email to invite to all team members.</li> <li>• The meeting should be scheduled and held via conference call to review the draft 504 plan.</li> <li>• This review of the draft accommodation plan will occur with the:             <ul style="list-style-type: none"> <li>○ School Counselor</li> <li>○ Parent/Guardian</li> <li>○ General Education Teacher</li> <li>○ LEA</li> <li>○ School nurse (if health concerns)</li> <li>○ Student (optional)</li> </ul> </li> <li>• Section 504 plans drafted would include all school setting accommodations that the student needs.</li> </ul>
<p><b>Section 504 Plan Annual Review Meetings:</b></p>	<p>All annual review meetings of Section 504 plans will be completed upon their annual due dates.</p> <ul style="list-style-type: none"> <li>• Please send an invitation via email to invite to all team members.</li> <li>• The meeting should be scheduled and held via a conference call to review the draft 504 plan.</li> </ul>

	<ul style="list-style-type: none"><li>• This review of the draft accommodation plan will occur with the:<ul style="list-style-type: none"><li>○ School Counselor</li><li>○ Parent/Guardian</li><li>○ General Education Teacher</li><li>○ LEA</li><li>○ School nurse (if health concerns)</li><li>○ Student (optional)</li></ul></li></ul>
--	---