

Special Education and the **20-21** School Year

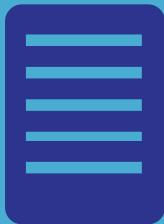
What You Need to Know



Special education services your student receives **WILL** look different.
(Examples: occupational and speech therapy may be online or provided with limited in-person instruction, cohorts, masks)



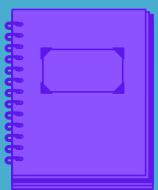
You are a critically important member of your child's IEP team and should be included in discussions on what Comprehensive Distance Learning, on-site/hybrid learning, and limited in-person instruction will look like for your student.



We encourage you to prepare and share your parent input and one-page profiles as you would in any IEP meeting. Review 'Parent Input Statement for the upcoming 20-21 school year' for more suggestions on things to consider. Be sure to address the different learning models your child may experience in the 20-21 school year.



Share with your child's IEP team any concerns about loss of progress (regression) following the extended school closure in spring 2020 and Distance Learning for All. Compensatory or Recovery Services are meant to address any possible loss of progress related to the **exceptional circumstances** due to the pandemic.



Discuss with your child's team how progress toward goals will be monitored and recorded. Be sure to 'log' learning at home and any contact with your child's IEP team or school staff. You may request training or support on options for sharing feedback regarding progress during the 20-21 school year.



You are not alone...FACT Oregon is here for you!

Our parent-led staff is experiencing this **WITH** you! Our support team is available to help answer your questions, brainstorm solutions and navigate this unprecedented time together! Connect with us!

Suggestions of what to "log" or record during the 20-21 school year



Contact by the school or the school district

- Who contacted you? Examples: Teacher, Special Education Teacher, Principal, Counselor, therapist
- When and how often did they contact you?
- What did you talk about?
- Note if the information was timely, helpful, manageable or unrealistic



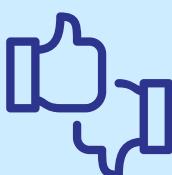
Obstacles or barriers to consider during the 20-21 school year

- Parents/caregivers working
- Siblings providing care
- No/limited internet access - multiple people using internet bandwidth
- It hard for my young child to stay engaged in long virtual sessions
- English language learners - parents and/or students



What was worked on

- List academic activities (teacher directed learning, applied learning day, etc.)
- Social engagement and opportunities to connect with peers
- Electives (art, music)
- Extra curricular or enrichment activities (cooking or baking)
- P.E. (walks, basketball, biking, yoga)



What worked or didn't work with learning

- Kids were engaged and able to focus
- My child was dysregulated and we didn't have enough behavior support.
- Unable to complete work because of barriers
- The materials aren't accessible (all online and we have no internet; all handouts and my child doesn't write; I don't understand the information, not in a language I read)



Remember to give yourself a break!

We are all doing the best we can! Whether it's an extra cup of coffee or tea, a piece of chocolate, going for a walk or run, don't forget to give yourself a break! Also checkout the flip side for ***Special Education and the 20-21: What You Need to Know!***

Creating a parent input statement is easy and straightforward when you use an outline approach.

Opening paragraph:

- Start with an “opening” paragraph of a few sentences that acknowledges that we are creating a comprehensive IEP during an unprecedented time (pandemic).

What Works and What Doesn’t Work:

- Include some examples of what works and what doesn’t work during this time.

What Works:

- What works for your child during this time? Think about a good (given the circumstances) day. What occurs that seems to work? (For example: consistent routine, meeting with my teacher via a virtual platform on a regular basis, assignments and learning that are modified for success, etc.?)

What Doesn’t Work:

- What doesn’t work for your child during this time. Think about a challenging day. What occurs that causes the challenges? (For example, change in routine, increased stress in isolation, parent in the role of teacher, etc.?)

Concerns for your child’s 20-21 school year experience:

- This is where to list your concerns about your child’s education during this time. It’s important to be brief and specific.
- Look for themes in your concerns and try to word a few sentences that will address that theme. (Ex., “We are concerned that without access to teachers, my child will not make progress towards”) “We are concerned that without access to teachers, my child will get further behind in math”)

Considerations for the school about my child’s 20-21 school year experience:

This is where to include how your capacity, schedules and availability should be considered in the individual plan. Examples include:

- Family bandwidth or capacity
- Working from home
- Lack of technology or internet
- Amount of communication being received from all teachers
- Lack of space
- Language access

Input, suggestions and proposed solutions:

- This is your opportunity to show that you want to work toward solutions and that you understand your role on the IEP team.
- You know your child best! This is an opportunity to contribute to the plan by sharing what works and doesn’t work with your child. Examples might include:
 - One point of contact
 - Face to face virtual sessions
 - Reduced work

Closing sentence:

- A sentence or two emphasizing working together as a team.

Parent Input Statement for the 20-21 School Year Example

Date

IEP Team,

We look forward to working with the team to create a comprehensive IEP for Sam to provide him with the services and support that will assist him and our family during this historical time of the pandemic.

What Works for Sam:

- Keyboarding
- Learning through videos and online platforms

What Doesn't Work for Sam:

- Handwriting
- Talking over the phone

Concerns for my child's education during the 20-21 school year:

- We are concerned that Sam's increased behavior and dysregulation will prevent him from being able to return to in-person learning during the school year.
- We are concerned that during the 20-21 school year and Comprehensive Distance Learning Sam will be and not have the support to build and/or maintain relationships with his peers.

Considerations for the school about my child's education during the 20-21 school year:

- We are working from home (40 hours a week) and do not have the ability to support multiple transitions throughout the day.
- We are a large family and have multiple people accessing Comprehensive Distance Learning and working from home, our internet bandwidth may not be able to support everyone at the same time.

Input, suggestions and proposed solutions:

- Limit transitions to as few as possible and support any transitions with a visual schedule.
- Provide virtual (and social distanced if appropriate) opportunities for students to engage with each other to maintain important social relationships.

We look forward to working as a team to create a comprehensive IEP during the extended school closure.

The Smiths

Examples of "Logs" for the 20-21 school year

Use a calendar, piece of paper, notebook or even voice memos on your phone.

4/13/20	<ul style="list-style-type: none"> • Talked to Mr. Jones - just checking on us • Tried to work on math - don't get it • Had to work half a day too
4/14/20	<ul style="list-style-type: none"> • Had to work - kids not able to focus independently
4/15/20	<ul style="list-style-type: none"> • <u>5 emails</u> from two teachers! Able to do math worksheet and read book

APRIL 2020

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	Mr. Jones called Tried to work on math - don't get it Had to work 1/2 day	Had to work - kids not able to focus independently	5 emails from two teachers! Able to do math worksheet and read book	16	17	18
19	20	21	22	23	24	25

