

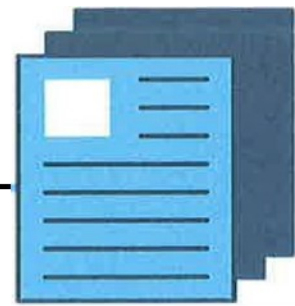
Return to School Planning Guide

STEP 1

Get a copy of your school district's back to school plan for all students.



SCHOOL PLAN
WORKSHEET



STEP 2

Request a copy of your child's IEP and progress report to review and prepare for meeting with the school team regarding possible regression (what was lost) and needed services.



PROGRESS
REVIEW
WORKSHEET

STEP 3

Share your concerns and input with the school team by discussing recoupment (how to regain lost skills) and the type and amount of services needed for your child to make meaningful progress and meet their IEP goals.



DATA AND
OBSERVATION
WORKSHEET

STEP 4

Prepare to discuss where and how your child's IEP services will be provided in different learning environments.

Discuss placement and request Prior Written Notice (PWN) for each service asked for or offered.

SERVICES
DELIVERY
WORKSHEET



RETURN TO SCHOOL

STEP 1 - SCHOOL PLAN WORKSHEET



WHAT IS MY TASK IN THE PROCESS?

Get a copy of your school district's back to school plan for all students.

Tip - Find the plan on the school website or by contacting your child's school

GATHER INFORMATION

Is there a choice of virtual or in-person learning? If yes, what are the deadlines? _____

How often can I change from one to the other? _____

Are there special exceptions for students with IEP's or 504's? _____

Are the needs of students with IEP's and 504 plans addressed in the back to school plan? _____

If there is a mandatory change to virtual learning, how quickly will I be notified? _____

PREPARE - Important to ask or consider

- Who is my direct contact and best way to communicate with them quickly?
- How will each service in my child's IEP be delivered?
- For virtual learning, what training, equipment and technology will be provided to support my child's learning?
- What can we do to prepare my child for a smooth transition? (meet teachers, tour school prior to first day, visual schedule, virtual "get to know you" meeting)
- What attendance, data or reporting will I be required to do?
- If your child uses specific supplementary aides or services at school (like a sensory vest, screen reader, communication device, etc...) ask for those to be provided for virtual learning at home.

TIP: The Individuals with Disabilities Education Act (IDEA) did not change. You can still request an IEP meeting to discuss your child's goals and services.

TAKE ACTION - Next steps

1. _____

2. _____

3. _____

4. _____

5. _____

TIP: On the back of this worksheet, keep a log of contacts: date, who you talked to and what was discussed.

RESOURCES - To help you make decisions

- Checklist on COVID-19 – safety considerations – <https://bit.ly/back-to-school-cklist-FND>
- TN Department of Education Special Populations School Reopening Toolkit – <https://bit.ly/Sp-Pop-Reopening-Toolkit-20200611>
- Sample of form to outline IEP delivery virtually – <https://bit.ly/MNPS-CLIP-2020>
- ALL ABOUT ME Booklet - A tool to share information about your child and their needs <https://bit.ly/all-about-me-booklet>

CONTACT TNSTEP FOR ASSISTANCE UNDERSTANDING YOUR RIGHTS AND HOW TO ADVOCATE FOR YOUR CHILD

tnstep.info

1-800-280-7837

gethelp@tnstep.info



RETURN TO SCHOOL

STEP 2 - PROGRESS REVIEW WORKSHEET



WHAT IS MY TASK IN THE PROCESS?

Request a copy of your child's IEP and progress report to review and prepare for meeting with the school team regarding possible regression (what was lost) and needed services.

Tip - Contact your child's school (make requests in writing via email or letter)

IMPORTANT TO KNOW - What to do, say or ask

Compare your child's level of functioning on each Present Level of Performance (PLEP) in the IEP with your child's current functioning	1) Ask what data and evaluations will be used to determine your child's <u>current</u> present levels of performance (baseline). 2) Make a list (on the back of this worksheet) of your child's current needs and areas they have lost skills.
Review each IEP goal to determine loss of skills or progress during school closure.	1) Highlight goals your child did not master. 2) List any goals that were mastered that need new goals written.

Tip - Tennessee Department of Education guidance says school districts should have a plan for collecting regression and recoupment data and providing remediation and/or compensatory services

SKILLS AND ABILITIES - Consider the impact of time away from school

Record positive and negative observations

Reading _____

Math _____

Communication _____

Social, emotional and behavior skills _____

Mobility _____

Other _____

Tip - Use the back of this worksheet for additional notes

BIGGEST CHALLENGES - During school closure

Select all that apply

<input type="checkbox"/> Poor or no internet	<input type="checkbox"/> Parental communication with school and update
<input type="checkbox"/> Inability to complete work	<input type="checkbox"/> Access to breakfast/lunch
<input type="checkbox"/> Focus/attention to virtual learning	<input type="checkbox"/> No support services or equipment provided
<input type="checkbox"/> No access to therapy	<input type="checkbox"/> No counseling or social services

SERVICES RECEIVED - At home during school closure

Service	Frequency/Dates
Academic instruction	
Paper packets	
Therapy services (speech and/or occupational)	
Other	

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RETURN TO SCHOOL

STEP 3 - DATA AND OBSERVATION WORKSHEET



WHAT IS MY TASK IN THE PROCESS?

Share your concerns and input with the school team by discussing recoupment (how to regain lost skills) and the type and amount of services needed for your child to make meaningful progress and meet their IEP goals.

PRIORITIZE - What areas of skill loss are of most concern

Select all that apply and note related IEP goal(s):

- | | |
|---|---|
| <input type="checkbox"/> Reading (Goal _____) | <input type="checkbox"/> Communication skills (Goal _____) |
| <input type="checkbox"/> Math (Goal _____) | <input type="checkbox"/> Social skills (Goal _____) |
| <input type="checkbox"/> Behavioral skills (Goal _____) | <input type="checkbox"/> Ability to graduate on time and transition |
| <input type="checkbox"/> _____ (Goal _____) | <input type="checkbox"/> _____ (Goal _____) |

PLAN - Type and amount of services needed to meet IEP goals

Goal	Current Service	What's Needed
<i>Example: Speak in sentence</i>	<i>1 x 30 minutes Speech Language Therapy</i>	<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service
		<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service
		<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service

SHARE - Inform teachers and therapists what is new with your child

Information	Details
New medications	
New social, emotional or behavioral needs	
New academic needs	
Other	

TAKE ACTION - Discuss what new goals need to be added

1. _____
2. _____
3. _____



RETURN TO SCHOOL

STEP 4 - SERVICES DELIVERY WORKSHEET



WHAT IS MY TASK IN THE PROCESS?

Prepare to discuss where and how your child's IEP services will be provided in different learning environments. Discuss placement and request Prior Written Notice (PWN) for each service asked for or offered.

IMPORTANT - Points to remember

- IEP services must be effective
- Placement is an IEP team decision, and schools must offer a Free Appropriate Public Education (FAPE)
- To help parents make informed decisions, the IDEA requires the provision of Prior Written Notice (PWN)
- You can request an IEP team meeting at any time - request in writing
- Ask for information to be provided in writing
- Keep copies of everything
- Request Prior Written Notice (PWN) for each service asked for or offered (see back of worksheet for Tennessee Department of Education one page guide to PWN)

PREPARE - Questions to ask

What are the specific expectations for my child in each learning environment? (in-person, virtual, hybrid)

Attendance _____ Work Completion _____

Hours per day/days per week _____ Other _____

What are the specific expectations for an adult supporting the learning process or services?

Will the adult be required to collect data, turn in work, use specific technology?

How will my child's special needs and accommodations and modifications be considered? (breaks, one-on-one assistance, modified work, etc...)

How will my child's services be scheduled, taking into consideration family schedules and routines?

CONSIDERATIONS - Needs for different learning environments

In-Person

- ◇ Home to school (and back) communication log
- ◇ Copy of the daily schedule
- ◇ Discuss each part of your child's day (where, how and by whom will your child receive services)
- ◇ Does my child need assistance with safety, and who will provide it?

Virtual

- ◇ If you work, do you have flexibility to provide supports?
- ◇ Is there an adult in the home with the flexibility and ability to provide supports?
- ◇ What are your limitations and obligations that may impact accessing or supporting virtual learning? (other children, appointments, limited or no internet, language barriers)

ASSISTANCE AND INFORMATION - What do you need

- tablet, laptop, or other device
- visual schedules
- materials to organize my child's work
- assistance with homework
- suggestions for connecting my child with their peers
- training and technology that will be used
- other _____

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Prior Written Notice

Prior written notice (PWN) is required when the public agency **proposes or refuses** to **initiate or change** the following:

- Evaluation
- Identification
- Educational placement
- Provision of a free appropriate public education (FAPE)

Prior Written Notice Content

1. Description of the **action(s) proposed or refused** by the school district.
 - Provide a clear explanation of each proposal and/or refusal that is factually grounded or informative, rather than being written in a vague, generic, and normative format.
2. Explanation of **why** the action is proposed or refused.
 - Provide a detailed rationale for the proposed and/or refused actions so that the parent clearly understands how the individualized education program (IEP) team reached its decision on each specific action.
3. A description of any **other options** the IEP team considered and the reasons for the rejection of those options.
 - Describe in detail all options considered and why each was rejected.
4. A description of each **evaluation procedure assessment, record, or report** the school district used as a basis for the proposed or refused action.
 - Be clear and specific about the information used.
5. A description of **other factors** that are relevant to the LEA's proposal or refusal.
 - Use this section to document important information and describe in detail any other relevant factors that were used by the IEP team.
6. Statement of the protections available under IDEA and the means by which a copy of the **procedural safeguards** may be obtained.
7. Sources to obtain **assistance** in understanding the provisions of IDEA.

Purpose of PWN

- Document decisions made, **but not yet acted upon**, by the IEP team and the basis for those decisions
- Provide adequate notice before the decisions are implemented
- Provide information on the protections provided under the procedural safeguards and how to obtain a copy of the procedural safeguards notice
- Provide sources for assistance in understanding the provisions of the prior notice requirement

Best Practice Tips:

- Avoid leaving blanks and/or using terms such as not applicable, none, or NA.
- Avoid abbreviations and jargon. Write the PWN in language understandable by a reader who is not conversant in special education.
- Proofread and avoid "cookie-cutter" PWN statements.
- Ensure that the PWN is comprehensive and encompasses all proposed and/or refused actions, even when there is agreement with the proposal.