



RETURN TO SCHOOL PREPARATION GUIDE



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- 1 - Review your school or district's Back to School Plan for all students
- 2 - Review your child's current IEP and progress last school year before and after remote learning
- 3 - Share your input on the services that will be needed for meaningful progress to occur
- 4 - Make a team decision about where and how those services will be provided to your child

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1 - Review your school or district's Back to School Plan for all students

___ Obtain a copy of your school district's plan for educational services in the 2020-2021 school year for all students. Was one.....

- Mailed to you?
- Emailed to you?
- Posted on the district's website?

Plans are changing rapidly, so be sure to review the latest version!



___ Determine what learning options are being offered to all students.

- In-person learning only?
- Remote learning only?
- A blended program of in-person and remote learning?
- Parental choice of in-person or remote learning?

Can you change your mind?

When can you switch options?

___ Note any sections of the school plan that specifically address students with disabilities who have Individualized Education Programs (IEPs) or 504 Plans.

___ Note any attendance, data collection, or reporting that you will be required to do if your child receives remote services.

___ Determine who is the best person to communicate with at the school regarding the plan and note their contact information in case you have questions.



___ You may want to compare your district's plan with the guidance being issued by the Illinois State Board of Education at <https://www.isbe.net/Pages/covid19.aspx>

2 - Review your child's current IEP and the progress made last school year before and after remote learning

___ Review your child's current IEP and progress reports. Annual IEPs are still required. Your school should have conducted a virtual annual meeting at the end of last school year if your child's IEP was expiring, and if so, that IEP is the IEP that is currently in effect.

If you do not have them, obtain a copy of

- your child's current IEP.
- any interim remote learning plan that was implemented for your child during the end of the 2019-2020 school year.
- reports on progress toward annual goals.

___ Note the services that were available to your child during remote learning.

- Paper packets to complete and return?
- Modified work? Accommodations for assignments?
- Direct instruction from teachers online?
- Weekly check-ins with social workers and counselors?
- Therapy services?
- Other?

___ List challenges presented by remote learning for your child even if the plan is for your child to return to in-person learning. (Plans could change over time.)

- Internet and technology issues?
- Inability to focus / sustain attention / complete work?
- Work refusal in home setting?
- Lack of interaction with therapists, social workers, counselors, etc.?
- Difficulty with school-to-home and home-to-school communication?
- Other?



___ List information obtained during remote learning about your child's learning style.

- Works better with frequent breaks?
- Gains information during online instruction even when not looking directly into the screen?
- Needs frequent verbal prompts?
- Prefers to answer orally rather than in writing?
- Needs to take lengthy notes in order to comprehend content?
- Needs a visual schedule?

___ Record positive and negative outcomes of remote learning at the end of the 2019-2020 school year.

- In reading?
- In math?
- In communication?
- In mobility?
- In social/emotional/behavioral skills?
- In other areas?



___ Using school data plus your own observations, note your child's current level of performance for each IEP goal compared to when the IEP was developed.

- Has progress been made in each area?
- Has there been regression?
- Was there initial progress but then regression during remote learning at the end of the 2019-2020 school year?
- Has there been adequate progress that would indicate that your child will meet each goal by the time the annual IEP expires?

3 - Share your input on the services that will be needed for meaningful progress to occur

___ Share your concerns in writing with the school related to any lack of progress, regression, and need for regaining skills that were lost.

- Academic
- Behavior
- Social
- Communication
- Job/Employment/Vocational

___ List goals/objectives that you feel need to be added or revised based on the data provided by the school or your observations in order for your child to make progress. (There may be additional need for emotional supports during this unprecedented time when instruction and interactions look different than what your child experienced in the past.)

GOAL	CURRENT SERVICE OR INSTRUCTIONAL STRATEGY	WHAT'S NEEDED
		Assistive Technology? Increase in amount of time? Different support?

___ Set up an IEP meeting (live or remote) in order to make adjustments to your child's IEP/Remote Learning Plan.

- Schedule at a mutually agreeable time
- Bring copies of your child's records and your notes or have them to refer to during a virtual meeting
- Work through the IEP process by noting present levels, developing robust goals, and listing needed accommodations and supports



4 - Make a team decision about where and how those services will be provided to your child

___ Make a team decision about the services in your child's IEP.

- How will they be delivered? How often?
- What equipment, technology, and training will you receive to support this learning if it takes place at your home?
- How will you communicate with school staff? How often?
- What will happen if learning changes from in-person to remote learning during the year? Will you meet to write a plan? What aids will be sent to your home (communication device, sensory items, etc.)?

REMEMBER that the requirements of the Individuals with Disabilities Education Act (IDEA) have NOT been waived. Students who qualify for special education services must still receive specialized instruction and related services to meet their individualized needs.

If you propose a new service or a change in your child's services and this proposal is denied, you have the right to Prior Written Notice. That means the district must put in writing:

- A clear explanation of each proposal/refusal
- An explanation of WHY the action was refused with detailed rationale so that you can clearly understand how the IEP team reached their decision
- A description of any other options the IEP team considered that were rejected and why
- A description of the evaluation data, assessment data, records, or reports that the district used as a basis for the rejection
- A description of other factors that were relevant to the refusal
- A statement of procedural safeguards and how a parent can obtain them
- Sources to obtain assistance in understanding federal and state rules and provisions

Contact Family Matters for assistance in planning and understanding your options and refer to the Remote Learning/COVID 19 resources on our website.

www.fmptic.org/node/4453



This document was adapted from a guide developed by STEP-Support and Training for Exceptional Parents, the Parent Training and Information Center in Tennessee. 2020