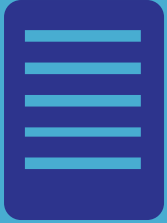


# Special Education and *Distance Learning*: What You Need to Know



**You are a critically important member of your child's IEP team** and should be included in discussions on what Distance Learning 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 'Written Parent Input Statement for Distance Learning' for more suggestions on things to consider.



**Special education services your student receives *WILL* look different during distance learning.** (Examples: speech or occupational therapy via the computer, online learning, no additional *in-person* instructional support)



**Discussed and agreed upon necessary changes to the IEP should be noted and specific, including the dates for the period of time we are engaged in distance learning.**



**Keep a log or journal.** Use a calendar, piece of paper, notebook or even voice memos on your phone. It will be important when teams reconvene to discuss whether compensatory education and services are needed to ensure the provision of FAPE. See 'Suggestions of what to "log" or write down during Distance Learning'.



***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!



**Connect with us!**

Call 503-786-6082 or email [support@factoregon.org](mailto:support@factoregon.org)

# Suggestions of what to "log" or write down during *Distance Learning*



## 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?
- Note if the information was timely, helpful, manageable or unrealistic



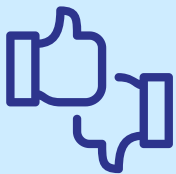
## Obstacles or barriers

- Parents/caregivers working
- Siblings providing care
- No internet access
- Behavior was unregulated and your child is unable to engage in learning
- English language learners - parents and/or students



## What was worked on

- List academic activities (math worksheets or online modules, reading a book)
- Games or puzzles
- Cooking or baking
- Physical activity
- Music
- Art



## What worked or didn't work with learning

- Kids were engaged and able to focus
- Kids were not interested or too distracted being home
- 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 check out the flip side for *Special Education and Distance Learning: What You Need to Know!*



# Written Parent Input Statement for Distance Learning

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 distance learning plan 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 distance learning education during an extended school closure:

- 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 his teachers, he will not make progress towards his .....”) “We are concerned that without access to his teachers, he will she will get further behind in math .....”)

## Considerations for the school about my child's education during extended school closure:

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

## 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.



# Written Parent Input Statement for Distance Learning Example

Date

IEP Team,

We look forward to working with the team to create a distance learning plan 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 extended school closure:**

- We are concerned that Sam's increased behavior and dysregulation will prevent him from being able to make progress in school during the extended school closure.
- We are concerned that the lack of access to teachers / therapies will put Sam further behind when we are back in school.

**Considerations for the school about my child's education during extended school closure:**

- We are working from home (40 hours a week) and do not have the ability to be providing one on one teaching throughout the day.
- We are not able to keep up with the amount of communication being received from all the teachers.
- Input, suggestions and proposed solutions:
- One point of contact for parents
- Face to face virtual sessions (at least weekly) using Facetime, Zoom, ...for Sam to see a teacher

We look forward to working as a team to create a distance learning plan during the extended school closure.

The Smiths

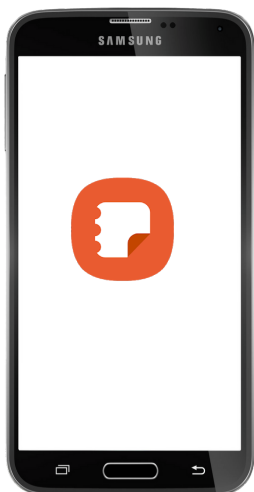
# Examples of Distance Learning "Logs"

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

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

## 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	13 Couldn't do anything...had to work - kids not able to focus	14 5 emails from two teachers! Able to do math worksheet and read book	16	17	18
19	20	21	22	23	24	25



4/13/20

Talked to Mr. Jones/checking on us  
Tried to work on math - don't get it  
Had to work half a day too

4/14/20

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