

IEPs and 504s for Online/Hybrid Learning: Ensuring Necessary Support



lmurdock@jfsalv.org
www.jfsalv.org/educationcenter



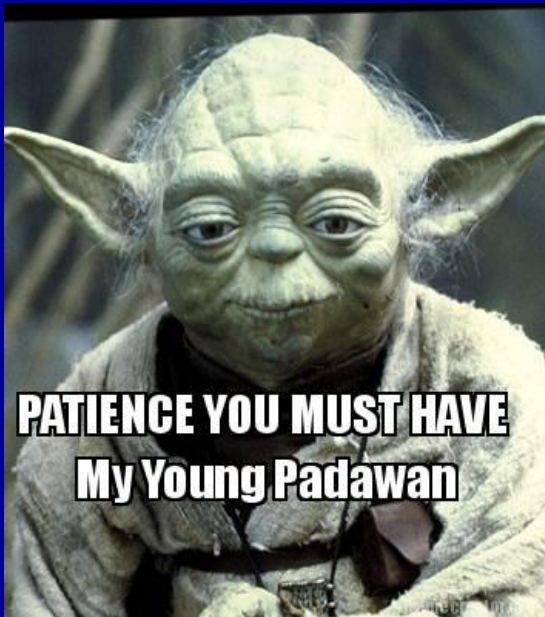
lmurdock@elmedconsulting.com
www.elmedconsulting.com

Dr. Leslie Strasser Murdock/Congrove
702-509-1797

JFSA's Center for Assessment and Educational Services

- Psychoeducational Assessments/Education Memos
- Attending school meetings
- College/career school accommodations consultations and meetings
- Consultative services with parents
- Direct consultation with schools on child's behalf
- Document review
- Education planning/Learning Plans
- Education and school choice
- Homework and schoolwork supports and strategies
- School/community observations
- Trainings for Parents and School Staff


**KEEP
CALM
WE'RE ALL
IN THE
SAME BOAT**



Schools: We're shutting down. Keep your kids home.

Parents:



Big Picture Legal Rights

- School/school district must adhere to the Section 504 (504s) and IDEA (IEPs) laws if offering education
- School districts must accommodate/modify education to remove barriers so a child with a disability/impairment can access education (IEPs/504s)
- School districts must provide Free and Appropriate Public Education to meet a child's unique needs and must ensure a child makes meaningful educational benefit (IEPs)
 - IEP must cover all disability related struggles
 - Goals and Services in the IEP must be revised if the child is not making meaningful progress

IEP Laws/Rights

- IEP Teams must review the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and revise the IEP, as appropriate, to address—
 - (A) Any lack of expected progress toward the annual goals and in the general education curriculum, if appropriate;
 - (B) The results of any reevaluation
 - (C) Information about the child provided to, or by, the parents,
 - (D) The child's anticipated needs; or
 - (E) Other matters

Schools have rights to deliver special education services to children

IEP Laws/Rights

Parents have rights regarding the IEP Process

- Parent can request an IEP revision meeting during the school year
- Prior notice must be provided to parents early enough so they can attend any meeting
- Meeting must be scheduled at a mutually agreed upon time and place and schools must try to reasonably accommodate parents' schedules
- Information parent presents must be meaningfully considered
- Parent can agree or disagree with IEPs and file a complaint/mediation request to stop/resolve issues

IEP/504 Tips for Online/Hybrid Learning Recommendations

- Understand how your child's school is delivering school schedule, classes, learning, etc.
- Know your school point of contact (POC):
 - Case Manager/Special Education Teacher (IEP) or 504 Liaison (504)
 - For issues: Contact your child's principal/assistant principals and/or the Special Education Instructional Facilitator (SEIF)/Admin Designee for Special Ed
- Consider what struggles your child is going to have based on the learning delivery model
- Read IEP/504 and determine if it works for current learning model
 - Write down your concerns
 - Major changes needed or unsure of changes needed: Request an IEP or 504 Revision Meeting
 - Minor changes needed: Document concerns, email POCs/parents with potential issues them and give it 2-3 weeks of school for schools/parents to take data
- Schedule time to talk with POC/parent, discuss solutions, and how you will communicate regularly about child's progress
 - Offer any recommended solutions that work at home/
 - Ask schools for educational recommendations
 - Come up with routine check ins/communication plan (add check ins to accommodations section of IEP)

Considerations for IEPs/504s for Online/Hybrid Services Overview

- Set up Home/School communication plan
- Can schedule an IEP/504 revision or do annual earlier
- Update IEPs/504s
 - Present Levels to where a child is right now educationally
 - Parent Concerns to include online/hybrid learning issues
 - Goals and Benchmarks to include strong academic goals and online/hybrid learning goals
 - Update special ed times/minutes and locations if needed
 - Update Modifications/Accommodations to include online/hybrid supports
 - Specific home/school communication plan
 - Recorded Lessons
 - School/homework accommodations (work for mastery, cut down work)
 - Breaks (end of class/before next class)
 - Specify when special ed support should happen to best help the child (i.e. support to happen during independent work time/asynchronous learning)
 - Virtual schedules
- Identify outside supports

IEP Components



Present Levels + Students' Strengths & Interests+
Parental Concerns



Transition Plan (when appropriate)

Goals and Benchmarks



Modifications/Accommodations (504s)



Specifically Designed Instruction (SDI) + Related
Services

Present Levels of Performance

How a child is current performing educationally



Legal guidelines/recommendations suggest that Present Levels be based on:

- (i) The strengths of the child;
- (ii) The concerns of the parents for enhancing the education of their child;
- (iii) The results of the initial or most recent evaluation of the child; and
- (iv) The academic, developmental, and functional needs of the child
- (i) In the case of a child whose behavior impedes the child's learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior

Best Practices strongly recommends a variety of data used for present levels



Present Levels Recommendations

Add:

- Information from the Last IEP (how child was performing at last IEP meeting)
- IEP Progress Reports
 - Look at last Report before Covid protocols were in place
 - if any unsatisfactory marked, goals need to be changed to be easier or broken down more
- Data from teachers on how child did on schoolwork during virtual learning period
- Observations of students during virtual learning period
- Parent/guardian input
- Child's current abilities compared with Nevada Academic Content Standards
 - <http://corestandards.org/the-standards/mathematics>
 - <http://www.corestandards.org/ELA-Literacy/>
 - <http://faces.ccsd.net/family-toolbox/academic-resources/>

Parent Educational Concerns

Parents should come prepared with their concerns. They can be emailed to the school ahead of time or bring to the IEP meeting

School must meaningfully consider and document any concern the parent presents in the IEP such as when developing goals, benchmarks, and all other IEP services; However law does not automatically guarantee all parents requests will be implemented

Effective parent concerns should be: specific; written verbatim by what the parent says; related to how the school can help the child; and identify what the school/teacher can to do help the child



Parent Concerns Recommendations

Add:

- Concerns about your child's struggles with the current learning model
- Recommend any strategies or accommodations that work for your child
- Request a time to meet special education teacher/teachers to discuss concerns
- Request communication plan with school staff needed to support your child

Poor Examples:

- Parent is concerned about Sam's organizational skills
- Parent is worried about Sam's behavior

Good Examples

- I hope that Sam will develop good organizational skills, positive behaviors, and improve his ability to focus and remain on task. I would like to see the school reward him when he makes good choices. I would like daily communication with the school about Sam's academics and behaviors so I can support him at home
- I am concerned that Sam will have a hard time focusing on the computer for long periods of time. I want Sam to have movement breaks and access to recorded lessons in case Sam has a hard time paying attention

Goals and Objectives

Goals should be based on child's deficit areas and current school related struggles as identified in the Present Levels Section

Goals should be measurable, achievable by the child in one year's time, and easy to understand

***Academic goals should be aligned with Nevada Academic Content Standards*

– As they build on each other, higher or lower grade level standards can be used

Goals and Objectives Recommendations

Add:

- Updated/Modified Goals based on current present levels and what a child can do in one year based on current learning model
- Distance Learning Goals – how to get online, how to access assignments, how to work with groups/teachers online
- Stronger measurable academic goals based on Nevada Academic Content Standards

Example of Poor Goal

- By annual review date, Journey will read at grade level 80% of the time

• Example of Good Goal

- By annual review, Journey understand how common prefixes and suffixes (i.e. re-, ed, ing) change the meaning of a word and be able to read words with common prefixes and suffices with 80% accurately during independent reading
 - By first quarter, child will know the prefix of re-, pre-, and dis- means and will read 20 out of 25 words correctly on a word list of these prefixes
 - By second quarter/first semester, child will know the suffixes of –ing and -ness and read 20 out of 25 words correctly on a word list

Specially Designed Instruction (SDI)

- Specially Designed Instruction is the practicality or plan on how the child will be supported to achieve goals and benchmarks
- Includes:
 - Beginning and ending dates
 - Type of Service: Consult (teachers collaborating to support the child) or Direct (teacher working directly with the child)
 - Subject Area
 - Frequency of services (How many minutes per day and/or week)
 - Location of services (Support in the general ed class or in a pull-out room)
- Before deciding a placement for the student, the IEP team should review each goal and discuss whether or not the goal could be met in the least restrictive environment (the general education classroom) with supplemental aids and services

SDI in the LRE: Continuum of Placements

- Students with disabilities must be educated in their Least Restrictive Environment (LRE). First discussions must take place on whether the child can be supported in the general education classroom.
- Districts must offer a continuum of placements for LRE
- CCSD's placements include:
 - Order is from Least Restrictive to More Restrictive*
 - Regular ed classroom with aids and services
 - Regular ed and special ed (resource room) combo
 - Self-contained program
 - Special School (Miley, Variety)
 - Residential
 - Hospital
 - Other
- Before deciding a placement for the student, the IEP team should review each goal and discuss whether or not the goal could be met in the least restrictive environment (the general education classroom) with supplemental aids and services

SDI and LRE Recommendations

Add

- Minutes/Locations of Support
 - Look at what classes or times that the child needs support
 - Add additional time for support if needed
 - Look at different placements if needed (resource support)

Related Services Recommendations

- Supplementary services/specialty services needed to support IEP Goals
- May include but is not limited to: PT; OT; Speech/Language; Counseling; and other disability related services
- Can be direct or consult services
- If Hybrid Learning, can decide what services can be provided in person vs. online
- *Talk with service providers to determine how services are provided*
- *Use Accommodations/Modifications section to outline specific services*

Modifications/Accommodations

Accommodations/Modifications (Supplemental Aids and Services) support a student in his/her educational environment to help achieve Goals

These services include “aids, services, and other supports in regular education classrooms, education related settings, and in extra curricular activities and nonacademic settings to enable students with disabilities to be educated with nondisabled peers to the maximum extent possible”

Can include anything to modify the environment or teaching to help the child learn

Should be specific and cover all locations and situations where the modification might be needed

Should indicate what the school should do to support the child, not what the child should do

Modifications/Accommodations Recommendations

Suggested Additions:

- Specific home/school communication plan
- Recorded Lessons
- School/homework accommodations (work for mastery, cut down work)
- Breaks (end of class/before next class)
- Specify when special ed support should happen to best help the child (i.e. support to happen during independent work time/asynchronous learning)
- Visual schedules
- Meeting with Teachers
- Parent Support (knowledge of how classes are run)

Outside Supports

- Tutoring (Tutors, Services)
- Therapies
- Behavioral Support
- Parenting Classes
- Advocates/Consultants

Other Related Trainings

Navigating the School District: District Policies and Procedures

Behavioral Support & School Disciplinary Procedures for Students With and Without Disabilities

Special Education Law and Advocacy: What You Need to Know

IEP and the IEP Process

Contact

702-509-1797

lmurdock@elmedconsulting.com

lmurdock@jfsalv.org

www.elmedconsulting.com

www.jfsalv.org/educationcenter