



## BACK TO SCHOOL PLANNING GUIDE

### STEP #1

#### **SCHOOL PLAN WORKSHEET**

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

### STEP #2

#### **PROGRESS REVIEW WORKSHEET**

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

### STEP #3

#### **DATA AND OBSERVATION WORKSHEET**

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.

### STEP #4

#### **SERVICE DELIVERY WORKSHEET**

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 (PRN) for each service asked for or offered.

*Adapted from: Return to School Planning Guide, [tnstep.org](http://tnstep.org)*



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## STEP #1

# SCHOOL PLAN WORKSHEET

Gather information, prepare your questions, use resources, and take action!

## **GATHER INFORMATION:**

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

***(Check the school website or contact your child's school.)***

- ⇒ What options are available for my child's education?  
 100% Virtual     100% In-person     A blended model
- ⇒ What is the deadline to make my choice? \_\_\_\_\_
- ⇒ How often can I change from one to the other? \_\_\_\_\_
- ⇒ Are the needs of students with disabilities addressed in my school district's plan?  
 Yes     No     Not Sure, *give the OPC a call at 877-553-4332!*

## **PREPARE YOUR QUESTIONS:**

Use these guiding questions to help make your own questions.

***(The Individuals with Disabilities Education Act (IDEA) did not change. You can still request an IEP meeting at any time.)***

- ⇒ Who is my direct contact and best way to communicate with them quickly?
- ⇒ If there is a mandatory change to virtual, how and how quickly will I be notified?
- ⇒ 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.

## **USE RESOURCES:**

Use these resources to help guide your next steps.

***(Contact the Oklahoma Parents Center (OPC) for assistance understanding your rights and how to advocate for your child.)***

- ⇒ Oklahoma Parents Center: 877-553-4332, [www.OklahomaParentsCenter.org](http://www.OklahomaParentsCenter.org)
- ⇒ OK Dept. of Education: Return to Learn, <https://bit.ly/2Pcajks>
- ⇒ OK Dept. of Education: School Safety Protocols, <https://bit.ly/3jUrgy4>
- ⇒ IDEA: COVID-19, <https://bit.ly/2BNIsEm>



**STEP #1**

## **SCHOOL PLAN WORKSHEET**

Gather information, prepare your questions, use resources, and take action!

### **TAKE ACTION:**

Use the information you gathered, the questions you prepared, and the resources to make your action steps, then get moving!

*(Take the time to write down your steps here!)*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_
6. \_\_\_\_\_  
\_\_\_\_\_

### **NEED MORE HELP:**

The OPC is here to help and all of our services are free!

*(Give us a call on our toll-free line @ 877-553-4332 or email us @ [info@oklahomaparentscenter.org](mailto:info@oklahomaparentscenter.org) or visit our website @ [www.OklahomaParentsCenter.org](http://www.OklahomaParentsCenter.org).)*

⇒ On the back of this worksheet, keep a log of contacts with info such as date, who you talked to, and what was discussed!

## **PROGRESS REVIEW WORKSHEET**

### **STEP #2**

Gather information, then compare past data to current data. Look into what your child's skills and abilities are, what services looked like during school closure, and what your biggest challenges are during school closure.

### **GATHER INFORMATION AND COMPARE:**

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

***(Contact your child's school - do this in writing via email or letter.)***

- ⇒ 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 your child's school team what data and evaluations will be used to determine your child's **current** present levels (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.
  - 1) Highlight any goals your child did not master
  - 2) List any goals that were mastered that need new goals written.

### **ABOUT YOUR CHILD:**

List your child's skills and abilities (list both positive and negative) - consider the impact of time away from in-person school.

***(Use the back of this worksheet for additional notes.)***

#### **Skills and Abilities**

- 1) Reading: \_\_\_\_\_
- 2) Math: \_\_\_\_\_
- 3) Communication: \_\_\_\_\_
- 4) Social, emotional, and behavioral skills: \_\_\_\_\_  
\_\_\_\_\_
- 5) Mobility: \_\_\_\_\_
- 6) Other: \_\_\_\_\_  
\_\_\_\_\_

## **PROGRESS REVIEW WORKSHEET**

### **STEP #2**

Gather information, then compare past data to current data. Look into what your child's skills and abilities are, what services looked like during school closure, and what your biggest challenges are during school closure.

### **TIMELINES AND SERVICES RECEIVED:**

List the date your child's IEP and evaluation is due and note if it was during school closure. Also list any services received and frequency. *(Use the back of this worksheet for additional notes.)*

IEP due date: \_\_\_\_\_

During closure: \_\_\_ Yes \_\_\_ No

Evaluation due date: \_\_\_\_\_

During closure: \_\_\_ Yes \_\_\_ No

<b>SERVICES RECEIVED</b>	<b>FREQUENCY/DATE/PLATFORM</b> (google, zoom, phone, etc.)
Academic instruction	
Paper packets	
Therapy services (speech/OT/PT/etc.)	
Other	

### **BIGGEST CHALLENGES:**

Select all of the challenges that applied to you and/or your child during school closure.

- Poor or no internet
- No technology/devices at home
- No support services or equipment provided
- Inability to complete work
- Focus/attention to virtual learning

- No access to therapy
- Limited communication with school
- Access to breakfast/lunch
- No counseling or social services
- Other: \_\_\_\_\_

## STEP #3

# DATA AND OBSERVATION WORKSHEET

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:**

You have listed your child's skills and abilities in the previous worksheet, take those and note what are your concerns in each area.

***(Try to prioritize what areas of skill loss are of most concern.)***

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

- Reading: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Math: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Communication: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Behavioral skills: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Social skills: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Transition: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Other: \_\_\_\_\_ (Goal \_\_\_\_\_)
- Other: \_\_\_\_\_ (Goal \_\_\_\_\_)

### **SHARE NEW INFORMATION:**

Take time to list here and share with teachers, therapists, and others what is new with your child that they need to be aware of.

INFORMATION	DETAILS
New academic needs	
New social, emotional, or behavioral needs	
New medication	
Other	
Other	

# STEP #3

## DATA AND OBSERVATION WORKSHEET

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.

### **PLAN:**

List your child's goals, the current services they are receiving to reach those goals, and any changes to current services that may be needed.

***(Use the back for more goals and for action steps!)***

GOAL	CURRENT SERVICES	WHAT IS NEEDED
<i>Example:</i> <b>Speak in sentences</b>	<i>Example:</i> <b>1 x 30 minutes Speech Language Therapy</b>	<input type="checkbox"/> No change <input type="checkbox"/> Technology <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different services <input type="checkbox"/> Other support services
		<input type="checkbox"/> No change <input type="checkbox"/> Technology <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different services <input type="checkbox"/> Other support services
		<input type="checkbox"/> No change <input type="checkbox"/> Technology <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different services <input type="checkbox"/> Other support services
		<input type="checkbox"/> No change <input type="checkbox"/> Technology <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different services <input type="checkbox"/> Other support services
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## STEP #4

# SERVICE DELIVERY WORKSHEET

Prepare your questions, review facts and resources, look at considerations, and what you and your child needs for different learning environments.

## PREPARE YOUR QUESTIONS:

Use these questions to guide your conversations regarding your child's IEP services. Think about how different learning environments will affect your child and what services and supports they will need to succeed in each.

### **Considerations for All Students:**

- ⇒ What are the specific expectations for my child in each learning environment?  
(*in-person, virtual, blended*)
  - \* Attendance
  - \* Hours per day/days per week
  - \* Work Completion
  - \* 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, etc.?
- ⇒ 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 and parent work schedules?

### **Considerations for In-Person Students:**

- ⇒ Can we have a home to school (*and back*) communication log? What will that look like? How often will I receive this?
- ⇒ Can I receive a copy of my child's daily schedule? What will that look like? When would I receive it?
- ⇒ Can we discuss each part of my child's day? (*where, how, and by whom will my child receive services*) When can we have this discussion?
- ⇒ Does my child need assistance with safety and who will provide it?

### **Considerations for Virtual Students:**

- ⇒ Does an adult need to be in the home to provide assistance to my child?
- ⇒ Is there an adult in the home with the flexibility and ability to provide support to my child?
- ⇒ If I work, do I get flexibility in providing supports to my child? (*before or after school*)
- ⇒ What are the limitations and obligations of the at-home support person that may impact accessing or supporting virtual learning? (*other children, appointments, work, limited or no internet, language barrier, etc.*)
- ⇒ What assistance or information do you need to best help your child?
  - \* Tablet, Laptop, Device, Internet
  - \* Assistance with homework
  - \* Parent training on technology
  - \* Child training on technology
  - \* Visual schedules
  - \* Materials to organize child's work
  - \* Information for peer connections
  - \* Other





**STEP #4**

**SERVICE DELIVERY WORKSHEET**

Prepare your questions, review facts and resources, look at considerations, and what you and your child needs for different learning environments.

**FACTS AND RESOURCES:**

Just a few points to remember! The OPC is always here to help and all of our services are free!

*(Call us on our toll-free line @ 877-553-4332 or email us @ [info@oklahomaparentscenter.org](mailto:info@oklahomaparentscenter.org) or visit our website @ [www.OklahomaParentsCenter.org](http://www.OklahomaParentsCenter.org).)*

- ⇒ IEP services must be effective. Look at your child’s goals and progress!
- ⇒ Placement is an IEP team decision. You are a part of that team!
- ⇒ Schools must offer a Free Appropriate Public Education (FAPE).
- ⇒ You can request an IEP meeting at any time - request this in writing.
- ⇒ Ask for all information to be provided in writing to you.
- ⇒ Keep copies of everything! Get a 3-ring binder and keep it all together.
- ⇒ IDEA requires that Prior Written Notice be given to parents to help make decisions.

**CONTACT YOUR SCHOOL:**

Now is the time to take your questions and get some answers to help you make informed, well thought out decisions about your child’s education.

*(Write your questions here and use the back if needed.)*

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
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3. \_\_\_\_\_  
\_\_\_\_\_
4. \_\_\_\_\_  
\_\_\_\_\_
5. \_\_\_\_\_  
\_\_\_\_\_