



## Back to School Planning Guide – WV Parent Training & Information

SUMMER | 2020 |

### WVPTI

West Virginia Parent Training and Information has an outline of a plan to return to school. This guide features specific worksheets to help parents and families as they prepare for how their children with disabilities to understand what services and supports they will need outlined in their child's IEP. There are additional resources from other agencies to help you make decisions about returning to school. You need to check with each county's board of education to see the exact plan and options.

This guide is subject to change as warranted, given the situation of COVID-19 Pandemic at the state and local levels.



#### Step 1

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

\* You might check the school's website or contact your school for this plan.



#### Step 2

Request a copy of your child's IEP and progress reports to review and prepare for a meeting with the school team about any regression and needed services.



#### Step 3

Tell about your concerns with the school team by discussing your child's future progress with the type and amount of services needed to meet their goals.



#### Step 4

Be prepared to discuss where and how your child's IEP will be provide and in what different learning environments or placement with prior written notice.



"As a parent, no one knows your child better than you. You are your child's best advocate."  
Brenda Lamkin, Executive Director of WVPTI

# Step 1- Back to School

Planning Worksheet



## Copy of School District's Plan

Step 1: Get a copy of your school district's back to school plan for all students in your area.

Suggestion: Check the school's website, social pages, or contact your child's school for the plan.

To help with your decision:

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html#review-schools>



## Consider the following when making your plan:

Who is the main person to contact and what is the best way to communicate with them quickly? \_\_\_\_\_

How will each service in my child's IEP be delivered? \_\_\_\_\_

What can we do to prepare my child for a smooth transition? (meet teachers, tour school, visual schedule, etc.) \_\_\_\_\_

If virtual is your option, consider what attendance, data or reporting will you be required to do? \_\_\_\_\_

If virtual and your child requires specific supplementary aides or services, ask for how those items will be provided at home? \_\_\_\_\_



## Collect Information!

Questions to consider:

Is there a choice of virtual or in-person learning?

What are the deadlines to the options?

Is there an option to change from one choice to another? How often? 9 weeks or semester?

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

Are there needs of students with IEP's/504's plans addressed in the returning to school plan?

## Action Steps: What do I need to do?

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

*Remember to keep a log of who you talk with, date, and subject of conversation.*

*Tips: The Individual with Disabilities Education Act is still the same. You can request an IEP meeting to discuss your child's goals and services.*



Website:

[www.wvpti-inc.org](http://www.wvpti-inc.org)



Contact:

304-472-5697



Email:

[wvpti@aol.com](mailto:wvpti@aol.com)

# Step 2- Back to School

## Progress Review Worksheet

**What is my action in this step?** You need to request a copy of your child's IEP and progress reports to review and prepare for the meeting with your child's school team about possible regression (learning lost) and needed services.

*Tip: You need to make the request in writing via email or by letter when contacting your child's school.*

### IMPORTANT TO KNOW: What to do or ask?

Compare your child's level of functioning on each Present Level of Performance (PLEP) in the IEP with your child's current level.	Ask what data and evaluations will be used to determine your child's current level of performance (baseline) Make a list of your child's current needs and areas where they have lost skills.
Review each IEP goal to determine skill level during the school closure: maintained, lost, or progress?	Highlight any goals that your child did not master. List any goals that were mastered with new goals that need to be written.

*Tip: West Virginia Department of Education has a re-entry toolkit and all school districts should have a plan for collecting regression, recoupment date, providing mediation, and/or compensatory services. <https://wvde.us/school-system-re-entry/>*

**Skills and Abilities-** Consider the impact of time away from school. Record positive and negative observations.

Reading \_\_\_\_\_ Math \_\_\_\_\_

Communication: \_\_\_\_\_ Mobility \_\_\_\_\_

Social, Emotional, and Behavior skills \_\_\_\_\_

Other: \_\_\_\_\_

Tip: Use the back of this sheet for additional notes.

<p><b>Biggest Challenges:</b> During school closure</p> <p><input type="checkbox"/> Poor or no internet</p> <p><input type="checkbox"/> Inability to complete work</p> <p><input type="checkbox"/> Access to breakfast and lunch</p> <p><input type="checkbox"/> Focus on learning/attention</p> <p><input type="checkbox"/> No counselling</p> <p><input type="checkbox"/> Parental communication school/updates</p> <p><input type="checkbox"/> No access to therapy or social services</p>	<p><b>Services Received: (At home)</b></p> <p>Academic instruction: _____</p> <p>Paper packets: _____</p> <p>Therapy Services: _____</p> <p>Other: _____</p> <p>(Place frequency and dates if you kept track of this information.)</p>
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# Step 3- Back to School

## Observation Worksheet

**What is my action in this step?** You need to share your concerns and views with the school team by discussing how to regain any possible lost skills, the type, and amount of services needed for your child to make meaningful progress and master their IEP goals.

**Rank Your Child's Needs-**Which areas of skill have loss and are most important to your child?

Select all that apply and note the related IEP goal (s) by its number.

<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 (Goals _____)	<input type="checkbox"/> Ability to graduate on time and transition
<input type="checkbox"/> Other _____ (Goal _____)	<input type="checkbox"/> Other _____ (Goal _____)

**Plan-** What is the type and amount of services needed to meet the IEP goals?

Goal	Current Service	What is needed?
<i>Example: Speak in a sentence</i>	1 x 30 minutes Speech Language therapy	No change    Increased intervention time Different    Technology Other support service needed
		No change    Increased intervention time Different    Technology Other support service needed
		No change    Increased intervention time Different    Technology Other support service needed

**Share-** What is new with your child to tell teachers and therapists?

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

**ACTION STEPS-** Discuss what new goals need to be added.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Contact WVPTI for Assistance Understanding Your Rights or How to Advocate for Your Child:**

Website:  
Wvpti-inc.org

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304-472-5697

Email:  
[wvpti@aol.com](mailto:wvpti@aol.com)



# Step 4- Back to School

Delivery of Services Worksheet

**What is my action in this step?** You need to prepare to discuss how your child's IEP services will be provided in different learning environments. You will need to discuss placement and request Prior Written Notice (PWN) for each service asked for or offered.

## Important to Remember

- IEP service need to be effective and helping your child master his/her goals.
- Placement is a team decision.
- Schools must offer a Free Appropriate Public Education (FAPE).
- To help you make decisions, IDEA requires a Prior Written Notice (PWN).
- You may request a IEP meeting at any time (remember to place the request in writing).
- Keep copies of all documentation and correspondence.
- Request Prior Written Notice for each service requested or offered. PRW:  
[https://wvde.state.wv.us/osp/compliance/pdf-fillable/PS PRIOR WRITTEN NOTICE OF DISTRICTS PROPOSAL REFUSAL.pdf](https://wvde.state.wv.us/osp/compliance/pdf-fillable/PS_PRIOR_WRITTEN_NOTICE_OF_DISTRICTS_PROPOSAL_REFUSAL.pdf)

## Prepare- What questions do I need to ask?

**What are the specific expectations for my child in each option?** (in-person and/or blended, virtual, or full remote if required by governor) Attendance \_\_\_\_\_ Work Completion \_\_\_\_\_ Hours per day/days per week \_\_\_\_\_ Other \_\_\_\_\_

**What are the specific expectations for an adult or parent supporting the learning process or service?**

**Will the adult or parent be required to collect data, turn in work, and 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 with the options of blended or virtual taking into consideration family schedules and routines?**

## CONSIDERATIONS- Items to consider with each learning environment

### In person/Blended

- Communication Log from home to school (and back)
- Copy of daily schedule
- Discuss each part of your child's day (where, how, and by whom your child will receive services)
- Does your child need assistance with safety and who will provide it?

### Virtual

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

## 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 keeping my child connected with his/her peers  
 \_\_\_ training and technology used    \_\_\_ Other items: \_\_\_\_\_

# Resources for You:

One very important legal document is titled Prior Written Notice (PWN). This document is required when the public agency proposes or refuses to initiate or change the following:

- \*Evaluation
- \* Identification
- \* Education Placement
- \* Provision of a free appropriate public education (FAPE)

It is a written explanation of any proposed changes in your child’s educational plan.

## Purpose of PWN

- Documents decisions made, but not yet acted upon, by the IEP team and the basis for those decisions
- Provides adequate notice before 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 PWN requirement

### 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 option 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 (local educational agency) 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 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.
  - You may contact WVPTI (304-472-5697) for assistance or information.



- Make sure there are not any blanks or terms such as none, or NA are in the document.
- After reading the document, make sure to keep a copy for your records.
- Make sure that the document addresses all your requests whether they are accepted or refused.
- Request all documents from virtual meeting to be emailed or mailed to you.

**Sample of the Prior Written Notice Form for you:**

Page \_\_\_ of \_\_\_

**INDIVIDUALIZED EDUCATION PROGRAM**

\_\_\_\_\_ County Schools

**Student's Full Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**PART XII: PRIOR WRITTEN NOTICE OF DISTRICT'S PROPOSAL/REFUSAL**

Dear Parent/Adult Student:

As a result of:

- a Student Assistance Team (SAT) meeting conducted on \_\_\_\_\_,
- an Eligibility Committee (EC) meeting conducted on \_\_\_\_\_,
- an Individualized Education Program (IEP) Team meeting conducted on \_\_\_\_\_,
- a disciplinary action occurring on \_\_\_\_\_,
- other \_\_\_\_\_.

The district is  proposing or  refusing to initiate or change:

- the educational evaluation or reevaluation of the student.
- the identification of the student as having a disability.
- the educational placement of the student.
- the provision of a free appropriate public education (FAPE) to the student.

Specifically, the district is:

The district is  proposing or  refusing this action because:

The evaluation procedure(s), assessment(s), record(s) or report(s) the district used as a basis for the  proposed or  refused action include:

Other options the district considered, but rejected include:

The reasons the above options were rejected include:

Other factors relevant to the district's  proposal or  refusal include:

Exceptional students and their parents have protections under the procedural safeguards. A copy of the Procedural Safeguards Brochure and assistance in understanding the provisions of the procedural safeguards may be obtained by contacting the Director of Special Education at \_\_\_\_\_, if available, the local Parent Educator Resource Center at \_\_\_\_\_ and/or the West Virginia Department of Education, Office of Special Education at 304.558.2696 or 1.800.642.8541.

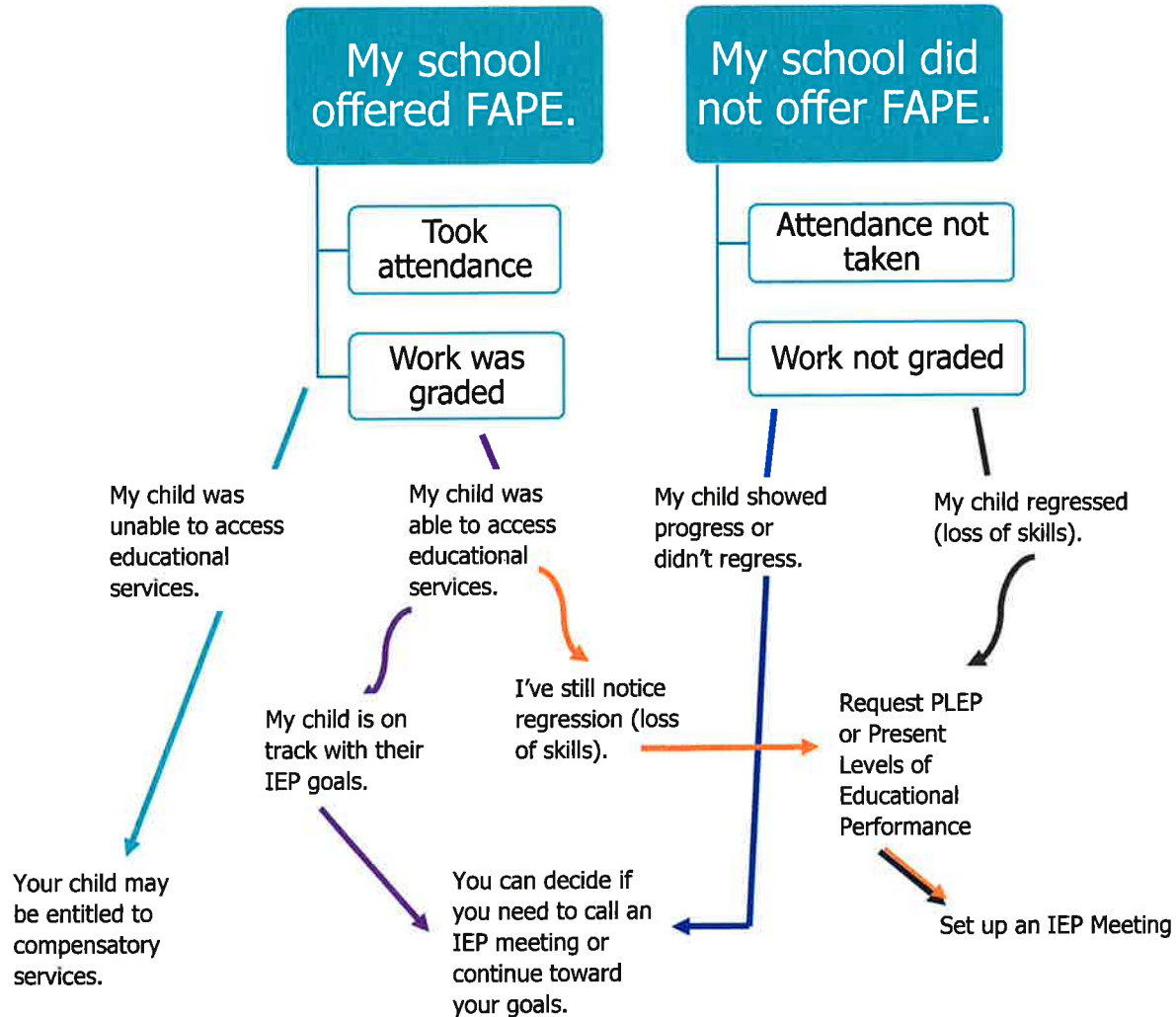
Sincerely,

\_\_\_\_\_  
Signature/Position

\_\_\_\_\_  
Date



# CONSIDER WHAT DID YOUR SCHOOL DO IN SPRING 2020!



FAPE = Free Appropriate Public Education

PLEP= Present level of Educational Performance

Resource for Frequently Asked Questions about Providing FAPE: <https://wwde.us/wp-content/uploads/2020/04/COVID-SpecialEducation-FAQs-v3.pdf>



West Virginia Parent Training and Information is here to help you if you have questions or need to talk.

Website:  
Wvpti-inc.org

Contact:  
304-472-5697

Email:  
[wvpti@aol.com](mailto:wvpti@aol.com)



# Final Thought



Photo: Houston Chronicle, 2020

West Virginia Parent Training and Information is here to help you during this time when you as a parent are trying to decide the best option for your child(ren) with special needs.

There are so many options to analyze and weigh the best choice for your child. You have:

1. **In-person and Blended Instruction-** This choice may be regular hours, reduced days or hours or re-entry and then, students learning five days a week where the students attend school.
2. **Existing Virtual Options-** Counties may establish their own virtual program or partner with other counties or WVDE for virtual options.
3. **Home schooling-** a parent elective for all students; if you choose this option all services provided by the schools are relinquished.
4. **Homebound** - available for those students who provide a physician's note. These students will receive instruction at home using a designated platform.
5. **Remote Learning** – is only an option if the Governor should require it. All school district's re-entry plans must be prepared to implement this option if necessary.
6. **Special Education Out-of-School Environment-** the student's specially designed instruction and related services are temporarily delivered in choice of different settings: a non-school environment such as a public library, group home or mental health center; a medical treatment facility/hospital; or the home.

As you decide and ponder, we understand that you want the best option for your special needs child. If you need assistance, or information, please contact us.

"Every child deserves a **champion**, an adult who will **never give up**, on them, who understands the power of **connection**, and insists that they become the best that they can possible **be.**"

---Rita F. Pierson

We would like to thank Step-TN for support and guidance in creating this document for our families.

**Contact WVPTI for Assistance with Understanding Your Rights or How to Advocate for Your Child!**

Website:

[Wvpti-inc.org](http://Wvpti-inc.org)

Contact:

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Email:

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