PEATC's Back to School Planning Guide for Students with IEPs

**STEP 1: School Plan Worksheet**
Get a copy of your school district's back to school plan for all students and gather needed information.

**STEP 2: Progress Review Worksheet**
Obtain a copy of your student's most recent 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 IEP team by discussing recoupment (how to regain lost skills) and the type and amount of services needed for your student to make meaningful progress toward their IEP goals.

**STEP 4: Service Delivery Worksheet**
Prepare to discuss where and how your student's IEP services will be provided this upcoming school year. Discuss placement and request Prior Written Notice (PWN) for each service asked for or offered.
Step 1: School Plan Worksheet

What Do I Do First?

Get a copy of your school district's back to school plan for all students.
Tip - Find the plan on the school website or by contacting your student's school.

Gather Information

Is there a choice of virtual or in-person learning? If yes, what are the deadlines? ______________________________
How often can I change from one to the other? ________________________________
Are there unique plans for students with IEP’s or 504’s? ________________________________
Are the needs of students with IEP’s and 504 plans addressed in the back to school plan? If yes what are those?
____________________________________________________________________________________________
If there is a mandatory change to virtual learning, how quickly will I be notified? _____________________________

Prepare - Ask or consider these important questions.

- Who is my direct school contact and what is the best way to communicate with them quickly?
- How will each service in my student's IEP be delivered?
- For virtual learning, what training, equipment and technology will be provided to support my student's learning?
- What can we do to prepare my student for a smooth transition? (meet teachers, tour school prior to first day, visual “get to know you” meeting)
- What are the attendance, data collection, or reporting requirements I am expected to meet?
- If your student 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.

Tip: The Individuals with Disabilities Education Act (IDEA) did not change. You can still request an IEP meeting to discuss your student's goals and services.

Take Action - What next steps need to be taken?

1. ________________________________
   ________________________________
   ________________________________
2. ________________________________
   ________________________________
   ________________________________
3. ________________________________
   ________________________________
   ________________________________
4. ________________________________
   ________________________________
   ________________________________
5. ________________________________
   ________________________________
   ________________________________

Tip: On the back of this worksheet, keep a log of contacts: date, who you talked to and what was discussed.

Resources


Contact PEATC for more information about your rights and how to advocate for your student.
Step 2: Progress Review Worksheet

What Is My Task In The Process?
Obtain a copy of your student's last signed IEP and most recent progress report to review and prepare for meeting with the IEP team regarding possible regression (what was lost) and needed services.
Tip - Contact your student's school (in writing) if you don't have the most recent documents.

Information to Know

Compare what is in your student's present level of academic achievement and functional performance (PLAAFP) with your student's current functioning.

Review each IEP goal to determine loss of skills or progress made during school closure.

1) Ask what data and evaluations will be used to determine your student's current present levels of performance (baseline).
2) Make a list (on the back of this worksheet) of your student's current needs and areas they have lost skills.

1) Highlight goals your student did not master.
2) List any goals that were mastered that need new goals written.

Skills and Abilities - Consider the impact of time away from school.

Record Observations of Wanted and Unwanted Behaviors

Reading

Math

Communication

Social, emotional skills

Behavior skills

Mobility

Other

Tip - Use the back of this worksheet for additional notes

Biggest Challenges - What were the challenges during school closure?

Select all that apply

___ Parent working from home or out of home
___ Parental communication with school and update
___ Access to breakfast/lunch
___ Inability to complete work
___ No support services or equipment provided
___ Focus/attention to virtual learning
___ No counseling or social services
___ No access to therapy

Services Received - What services were received at home during school closure?

<table>
<thead>
<tr>
<th>Service</th>
<th>Frequency/Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic instruction</td>
<td></td>
</tr>
<tr>
<td>Paper packets</td>
<td></td>
</tr>
<tr>
<td>Therapy services (speech and/or occupational)</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
</tbody>
</table>

Contact PEATC for more information on your rights and how to advocate for your student.

Additional Notes and Planning
Step 3:
Data and Observation Worksheet

Share your concerns and input with the IEP team by discussing recoupment (how to regain lost skills) and the type and amount of services needed for your student to make meaningful progress toward their IEP goals.

Prioritize - What are your areas of most concern?

| Select all that apply and note which IEP goal(s) addresses that area |
|---|---|
| ___ Reading (Goal #__) |
| ___ Math (Goal #__) |
| ___ Behavioral skills (Goal #__) |
| ___ Communication skills (Goal #__) |
| ___ Social skills (Goal #__) |
| ___ Ability to graduate on time and transition (Goal #__) |

Plan - What are the services (type and amount) in current IEP?

<table>
<thead>
<tr>
<th>Goal</th>
<th>Current Services</th>
<th>What's Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Speak in sentence</td>
<td>1 x 30 minutes Speech Language Therapy</td>
<td>___ No Change ___ Increase intervention time ___ Technology ___ Different Service ___ Other support service</td>
</tr>
</tbody>
</table>

Share - What are new needs?

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>New behavioral needs</td>
<td></td>
</tr>
<tr>
<td>New social/emotional needs</td>
<td></td>
</tr>
<tr>
<td>New academic needs</td>
<td></td>
</tr>
<tr>
<td>New transition needs</td>
<td></td>
</tr>
</tbody>
</table>

Take Action - Based on the above information, what new goals are needed?

1. ____________________________________________________________
2. ____________________________________________________________
3. ____________________________________________________________

Contact PEATC for more information on your rights and how to advocate for your student.
Additional Notes and Planning
Step 4: Services Delivery Worksheet

Important - Keep these things in mind.

- If schools are providing services to students, schools must continue to provide a Free Appropriate Public Education (FAPE) to students with IEP's
- IEP services must be effective
- Placement is an IEP team decision
- You can request an IEP team meeting at any time - request in writing
- Keep copies of everything, and get information in writing
- Request Prior Written Notice (PWN) for each service asked for OR offered (see PEATC's one page Factsheet on PWN)

Prepare - Ask questions and document answers.

What are the specific expectations for my student in each learning environment? (in-person, virtual, hybrid)
Attendance__________________________________ Work Completion___________________________________
Hours per day/days per week ______________________ 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?
How will my student's special needs and accommodations and modifications be considered? (breaks, one-on-one assistance, modified work, etc.)
How will my student's services be scheduled, taking into consideration family schedules and routines?

Considerations - different learning environments

In-person/Hybrid
- Home to school (and back) communication log
- Copy of the daily schedule
- Discuss each part of your student's day (where, how and by whom will your student receive services)
- Does my student need assistance with safety, and who will provide it?

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

Assistance and Information

___tablet, laptop, or other device ___visual schedules ___materials to organize student's work
___assistance with homework ___suggestions for connecting ___other
___training on technology to be used my student with peers

Contact PEATC for more information on your rights and how to advocate for your student.

Additional Notes and Planning
What is Prior Written Notice?

The Individuals with Disabilities Education Act (IDEA) provides for the right of parents to receive Prior Written Notice each time the school proposes to take or refuses to take certain actions related to your child. The term prior written notice can be a little confusing. The notice is given to parents after a decision is made, but before the action is taken. The Virginia Department of Education has taken the position that 10 business days is a reasonable timeframe by which Prior Written Notice should be provided after a decision is made, but states that there may be circumstances in which schools are able to document why they needed a longer time.

When is Prior Written Notice Required?

Prior Written Notice must be provided every time a school:

- Proposes or refuses to initiate (begin) or change the identification, evaluation, or educational placement of your child.
- Proposes or refuses to initiate or change the provision of a free appropriate public education (FAPE).

What Must Be Included in Prior Written Notice?

- A description of the action the school proposed or refused.
- An explanation of why the school proposes or refuses to take the action.
- A description of other options the school considered and the reason(s) for rejecting (declining) these options.
- A description of other facts important to the school’s proposal or refusal.
- A description of each evaluation procedure, test, record, or report the school used as a basis for its decision.
- A statement that you, as the parent of a child with a disability, have protections under the Procedural Safeguards in IDEA.
- Information on how to get a copy of the Procedural Safeguards if not included with the notice (See also Procedural Safeguard Fact Sheet); and
- Sources for you to contact for help in understanding the notice.
What if I Can’t Understand the Notice?
The school must write the notice in language that the general public can understand. The school must provide the notice to you in your native (primary) language unless it is clearly not possible to do so. If your primary way of communication is not a written language, the school must take steps to ensure the notice is translated orally or by other means to you and that you understand the content of the Prior Written Notice. Ask for help if you need it!

What if the School Does Not Give Me the Notice?
If Prior Written Notice is required and the school does not provide it, **you should ask for it.** You can also ask for Prior Written Notice if the school has told you over the phone or in an informal conversation about an action that it proposes to take or refuses to take. You are entitled to Prior Written Notice no matter how you hear about the school’s decision. **Not all proposed actions require Prior Written Notice, just those cited earlier.** For example, child study activities, a change in teachers or course schedule, disciplinary removal for not more than 10 days (when there is no pattern), are all actions that don’t require Prior Written Notice. When in doubt, ask!

What are the Benefits of Prior Written Notice?
Prior Written Notice is an important right. It ensures that the school has **completely documented** the actions it proposes or refuses to take. It ensures that you and the school **have the same understanding** of what the actions proposed the actions refused are **and why** the decision was made. It provides you with an opportunity to **state additional concerns** and ensures that your **consent is obtained** as needed. It also provides you with **important documentation** that that you can use if you decide use **dispute resolution options** such as mediation, a complaint, a due process hearing, or a local option.

**PEATC**’s mission focuses on building positive futures for Virginia’s children by working collaboratively with families, schools and communities to improve opportunities for excellence in education and success in school and community life.

**For more information about us, please contact:**
8003 Forbes Place, Suite 310, Springfield, VA 22151
800-869-6782 / 703-923-0010
www.peatc.org

The contents of this factsheet were developed under a grant from the US Department of Education, #H328M140013-18. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer. PEATC is not a legal services agency and cannot provide legal advice or legal representation. Any information contained in this factsheet is not intended as legal advice and should not be used as a substitution for legal advice.