



Reopening Considerations for Families of Students
with Disabilities for the Upcoming School Year

MICHELLE DRISCOLL,
MICHIGAN ALLIANCE FOR
FAMILIES

Welcome!



This Photo by Unknown Author is licensed under CC BY-ND

Preparing to Return to School



MI Safe Schools: Michigan's 2020-21 Return to School Roadmap

- Local school districts submit a Preparedness and Response Plan to the State.
- The accompanying Michigan Return to School Roadmap offers a guide to the types of safety protocols appropriate during each phase.
- Phase 4: Permits in-person instruction with safety protocols.
- Some school districts have reentry taskforces.
 - You may be able to participate and provide parent input into the return to school plan.
- Many districts are surveying parents to see what they want school to look like for their child.
 - In-person school
 - Virtual learning
 - Hybrid Instruction

Important to Know

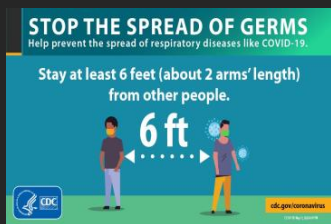
CONTINUITY OF LEARNING PLAN

Developed by school districts to finish out the 2019-2020 School Year. A Learning Plan for all students, including those with Individualized Education Programs (IEP)

CONTINGENCY LEARNING PLAN

Developed by IEP Teams to meet the additional or unique needs of students with IEP during Distance Learning to finish out the 2019-2020 School Year.





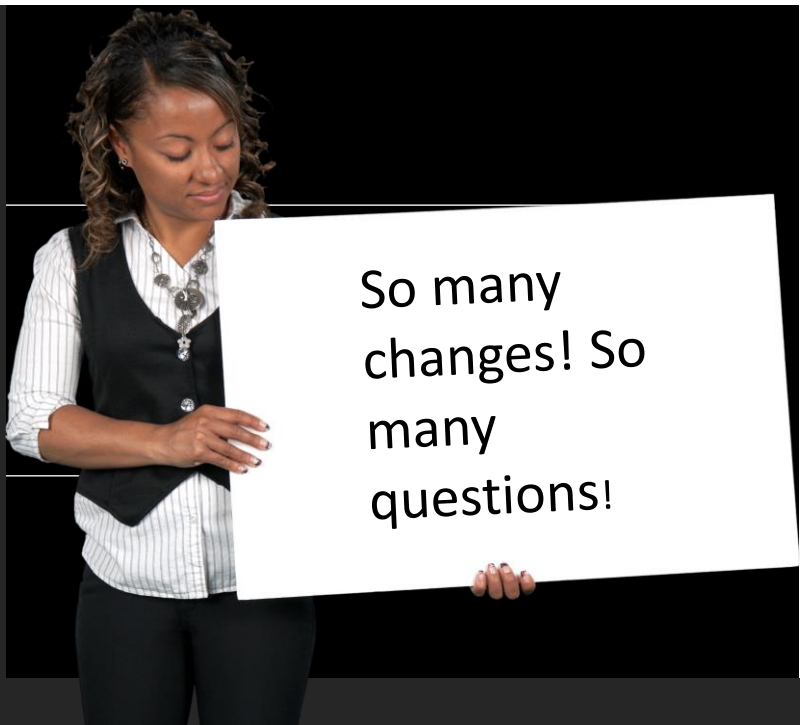
Preparing for School to Open

Michigan's Return to School Roadmap identifies what must be in place.

Protocols will be in place in the school building and classroom settings .

Each school district will determine how to implement these protocols.

What will
school look
like in the
fall?





What are your child's needs?

Start the discussion early

- Will your child have difficulty wearing a face covering all day?
- Will your child need assistance with handwashing?
- Will someone else be using a tissue to wipe your child's nose?
- Will your child need assistance to understand how far to stand from others?

Patience is Important

Be patient with yourself and school personnel.

Reopening school during a pandemic is very complicated.

- Share your concerns openly
- Develop a plan with the IEP team before school begins:
 - Address concerns that takes into consideration your child's:
 - Learning
 - Physical health
 - Mental and emotional health.

What are your
options?

**Discuss your options with the
school team and your child**

What will the school day look like for your child?

Will school be all day, in person?

Will it be some virtual learning and some in-person learning?

How did your child do during distance learning?

What is the best schedule for your child?

Open Communication:

- Talk with your child and with the school team about what is needed for your child to feel safe and comfortable when returning to the school setting.
- Use clear language to explain what is happening and let your child know he/she is safe.
 - Use visual supports to make the situation clearer.
 - Use pictures or words to explain:
 - the need for good hygiene,
 - wearing a face covering,
 - social distancing,
 - riding the bus or
 - reinforcing the daily schedule

What does your child need?

- School may look different for your child than for his/her friends. How does your child feel about this?
- Does your child know relaxing/calming strategies to use if he/she feels upset or anxious? This may be a good time to learn or practice these strategies.
- Does your child need to bring something of comfort to have on the school bus? An activity to keep them busy during the bus ride to help with anxiety?

What does your child need? (cont.)

- Can your child meet their new teacher (virtually or with social distancing) and see his/her classroom/school building before school reopens?
- Does your child know who he/she can talk to at school if they are scared or feeling anxious—who will be that “go to” person? If not, talk about this with the school team.
- Help your child build confidence to advocate for what he/she needs to feel safe and comfortable at school.

Getting Ready for Your Child to Return to School

Communicate with your child's IEP Team before school starts:

- Share information with the team about conversations you had during the school closure regarding your child's learning, as well as information about services that were provided and missed.
- Discuss data that you have collected regarding your child's progress toward his/her goals (progress monitoring).
- Review your child's progress on IEP goals from the last source of data before the interruption of instruction due to the COVID-19 pandemic and compare the his/her current level of performance as determined by the district.

Getting Ready for Your Child to Return to School (cont.)

- Discuss what worked and what didn't work during distance learning.
- IEP teams should review the provision of Free Appropriate Public Education (FAPE) during the period of distance learning.
- Discuss any regression of skills due to the closing of school buildings and in-person instruction.
- School must provide you certain information in writing whenever it:
 - Proposes to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of a free appropriate public education (FAPE) to your child; or
 - Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to your child.

New!!

RECOVERY SERVICES

FORGONE LEARNING

Learning that could have occurred in the absence of the COVID-19 Pandemic

1. Are supplemental to the offer of a Free and Appropriate Public Education (FAPE)
2. In response to the **foregone learning** & school building closures
3. Potential additional impact of the loss for students with IEP's



Recovery Services



Must align with the IEP,



Must supplement, not supplant, the services provided as part of the current offer of FAPE,



May not necessarily replicate services currently in the IEP, including the frequency, duration, and type of service,



Intended to support achievement of the annual goal,



An effort to support the student in making progress in the general education curriculum without further delay



Can be provided within the course of the typical school day

Comparison of Compensatory Education and Recovery Services Due to Covid-19 (MDE)

Compensatory Education	Recovery Services Due to COVID-19
Results from a state complaint or due process hearing or focused monitoring corrective action, for district identified noncompliance leading to educational loss and a denial of a free appropriate public education (FAPE).	Results from a loss of instructional time due to the COVID-19 pandemic and the additional impact of the instructional loss for an individual student with an individualized education program (IEP).
Remedy to "place children in the position they would have been in but for the violation of the Act."	Provide additional support to assist the student in meeting IEP goals as well as make progress in the general curriculum.
Provided outside of the normal school day.	Can be provided within the normal school day.
Services are based on the individual needs of the student and should align with the IEP goals and objectives as determined by the district with input from the parent as directed by the MDE OSE or the administrative law judge (ALJ).	Services are based on the individual needs of the student and should align with the IEP goals and objectives as determined by the IEP team, including the parent.
Must be provided based on the conditions defined by the MDE OSE or the ALJ.	Must be provided within the IEP timeframe or within the school year (including summer).
Support to the student aligns with the IEP, with additional requirements for the district to address the area of identified noncompliance leading to the additional requirement for compensatory education.	Supplemental support to the individual student's identified needs based on the additional impact of the COVID-19 pandemic and aligned with the IEP goals and objectives.
Type, amount, frequency, and duration are determined by the MDE OSE or the ALJ.	Type, amount, frequency, and duration are determined by the IEP team including the parent, and is based on student level data.
Timeframe of a state complaint must not exceed one year from the date of filing a request for a state complaint investigation, or two years for a request for a due process hearing.	Timeframe specific to the mandatory school closure due to the COVID-19 pandemic and consistent with Executive Order 2020-65.
Decisions to award compensatory education must be made within 60 days of the filing of a state complaint, or the timeline established because of focused monitoring or by the ALJ as the outcome of a due process hearing decision.	Decisions regarding recovery services due to COVID-19 must be made within the first six months of the 2020-21 school year, including the summer. (December)

Note: Extended School Year (ESY) services is a **predictive analysis** based on how the student has fared in the past during periods of breaks in instructional time. In determining whether recovery services are required, the IEP team must consider the **ACTUAL IMPACT** of the extended school closure on the student's ability to retain skills and make progress toward their IEP goals and in the general curriculum.

Handout: Tools for Resolving Special Education Issues



Tools for Resolving Special Education Issues

1. Informal Meetings	2. Review/Revise IEP § 300.324(b) Facilitated IEP	3. Mediation § 300.506
<ul style="list-style-type: none"> Parent and district meet and try to resolve issues When appropriate, start with teacher or principal, and move up the chain of command Can use other options if not able to resolve informally 	<ul style="list-style-type: none"> IDEA IEP process IEP team meets to review the current IEP and make necessary revisions Must be done at least annually Should be done at other times when there is new information about the student 	<ul style="list-style-type: none"> IEP facilitated (led) by neutral person Helps keep discussion focused on student issues Ensures everyone gets to talk Address and defuse conflict
Issues related to student's education	Student's special education needs	<ul style="list-style-type: none"> A Mediator helps parents and district talk about the issues ways the dispute can be resolved A written agreement is signed by parent and district if they reach an agreement The agreement is enforceable in court Mediator is neutral, has no connection with parent or district, and is trained in special education
Parent or district	Parent or district	<ul style="list-style-type: none"> Disagreements/conflict about special education rules/regulations Not: discrimination, abuse, individual staff matters, 504
		Parent or district (both must agree to mediate)

- Informal Meetings
- Review Individualized Education Program (IEP)
- Facilitated IEP Meeting
- Mediation
- State Complaint
- Due Process Complaint/Hearing

Questions to Think About

Do you feel comfortable with school's reopening plans for reducing risk of spreading COVID-19?

Do you feel the school has the resources to effectively implement their reopening plan?

Do you feel comfortable with your school's plan if a student or staff member test positive for COVID-19?

Do you feel that your school has a plan to provide an effective program of instruction every day of the regular school week?

Are you satisfied with how your school communicates with families about changes it is considering?

Are you satisfied with how your school is addressing parents or students concerns and questions?

Questions to Think About (cont'd.)

Does your child know how to properly wear a face covering and understand the importance of doing so? Can your child wear a face covering or an extended period of time?

Do you have arrangements for your child for transportation to and from school? Are you comfortable with your child taking the school bus or with your child being part of a carpool?

How comfortable are you with your resources to address your child's learning, physical, emotional, and mental health needs as your child gets ready to start school?

Does your child have new needs that you will share with the IEP team? If so, when will you discuss this with the IEP team and when will the IEP be revised to address these new needs?

When will you have the discussion about whether recovery services are warranted for your child?

What other information do you need to help your child prepare to return to school?

Resources

Michigan Alliance for Families-COVID-19 Webpage

<https://www.michiganallianceforfamilies.org/covid19/>

Family Matters Fact Sheet-Navigating Time Away from School: Information for Families With Children Receiving Special Education Services

https://www.michigan.gov/documents/mde/ExtendedTimeAway_FactSheet_686645_7.pdf

Michigan Developmental Disabilities Institute

ddi.wayne.edu/covid19

Guidance to Address Foregone Learning for Students with IEP's as a Result of the COVID-19 Pandemic

https://www.michigan.gov/documents/mde/RecoveryServices_695362_7.pdf

Comparison of Compensatory Education and Recovery Services Due to COVID-19 Pandemic

https://www.michigan.gov/documents/mde/RecoveryServices_Side-by-Side_694537_7.pdf

Resources (cont'd.)

MI Safe Schools: Michigan's 2020-2021 Return to School Roadmap-

Provides guidance to districts creating local plans for in-person and remote learning in the fall.

https://www.michigan.gov/documents/whitmer/MI_Safe_Schools_Roadmap_FINAL_695392_7.pdf

Michigan Alliance for Families-Dispute Resolution

<https://www.michiganallianceforfamilies.org/disputes/>

Michigan Special Education Mediation Services (SEMS)-

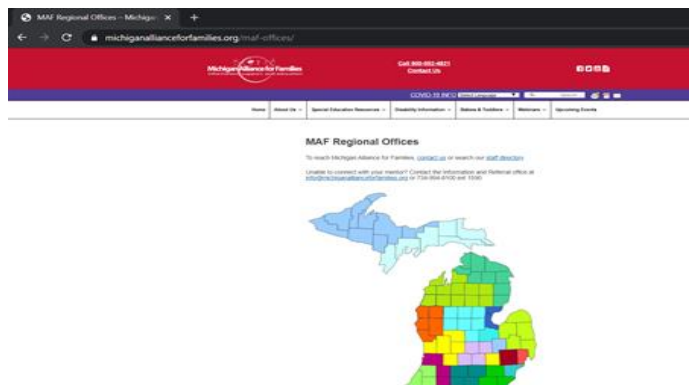
<https://mikids1st.org/>

Find Your
Parent Mentor

1-800-552-4821



www.michiganallianceforfamilies.org



Resources



- Michigan Alliance for Families –
Regional Parent Mentor (800)-552-4821
- Michigan Alliance for Families
www.michiganallianceforfamilies.org
- Michigan Alliance for Families-Webinars
www.michiganallianceforfamilies.org/webinar
www.youtube.com/MichiganAlliance



Contact Us



www.michiganallianceforfamilies.org

1-800-552-4821



Disclaimer and Compliance

The information expressed during this presentation is the opinion of the individual presenter(s) and may not reflect the opinions of Michigan Alliance for Families, Michigan Alliance – PTI, Michigan Department of Education, or U.S. Department of Education Office of Special Education Programs.

Compliance with Title IX

Title IX of the Education Amendments of 1972 is the landmark federal law that bans sex discrimination in schools, whether it is in curricular, extra-curricular or athletic activities.

Title IX states: "No person in the U.S. shall, on the basis of sex be excluded from participation in, or denied the benefits of, or be subject to discrimination under any educational program or activity receiving federal aid."

The Michigan Department of Education (MDE) is in compliance with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq. (Title IX), and its implementing regulation, at 34 C.F.R. Part 106, which prohibits discrimination based on sex. The MDE, as a recipient of federal financial assistance from the United States Department of Education (USED), is subject to the provisions of Title IX. MDE does not discriminate based on gender in employment or in any educational program or activity that it operates.

For inquiries and complaints regarding Title IX, contact:

Elizabeth Collins, Office of Career and Technical Education,
Michigan Department of Education, Hannah Building,
608 West Allegan, P.O. Box 30008, Lansing, MI 48909



State Board of Education Members

State Board of Education Members

Dr. Cassandra E. Ulbrich, President

Dr. Pamela Pugh, Vice President

Michelle Fecteau, Secretary

Tom McMillin, Treasurer

Tiffany D. Tilley, NASBE Delegate

Nikki Snyder, Board Member

Dr. Judith Pritchett, Board Member

Lupe Ramos-Montigny, Board Member

Ex-Officio

Gretchen Whitmer, Governor

Michael Rice, State Superintendent



Michigan Alliance for Families



Michigan Alliance for Families is an IDEA Grant Funded Initiative of the Michigan Department of Education, Office of Special Education, and Michigan's federal Parent-Training and Information Center (PTIC) funded by U.S. Department of Education, Office of Special Education Programs (OSEP).

www.michiganallianceforfamilies.org

1-800-552-4821

info@michiganallianceforfamilies.org



Below is the link to our Michigan Alliance for Families' survey in regards to this presentation. Please assist us by taking this survey. Thank you.

<https://www.surveymonkey.com/r/DDC-Covid08062020>

