



NOTES - RYH 7th SPED COMMUNITY MEETING RE REMOTE LEARNING
Tuesday, 5/5/2020, 1-2:30pm

RYH held its 7th Special Ed Community Meeting re Remote Learning on Tuesday, May 5, 2020. Dr. Stephanie Jones was able to join us on the call from 1:00 - 1:30 p.m.

Feedback Form (Optional): <https://forms.gle/e7BRS2VnGq2kdHmTA>

Q&A with Dr. Stephanie Jones, Chief of ODLSS and Mary Hughes (RYH)

Q: Can you explain the current CPS policy and guidance on 1:1 or small group services from Related Service Providers, especially Speech Pathologists, OT's and PT's, during this time of remote learning? If Related Service Providers are allowed to provide 1:1 and small group services via video, how will that be arranged? Who should parents reach out to to get these sessions set up?

A: All Related Service Providers are allowed to provide 1:1 services.

Q: What will this look like? How will parents be contacted?

A: The latest guidance includes a Remote Learning Plan for Related Service Providers. It will be a little different with how it will look in person. Contact your Case Manager if you have difficulties initiating the process.

Q: There still might be some confusion because the Acceptable Use Policy has not been updated yet.

A: We're working on it.

Q: Can you explain the current CPS policy and guidance on 1:1 SECA supports (per a child's IEP), especially for children who are not responsive to or accepting of their parents/guardians in a school-related teaching role. Is there any possibility of making 1:1 SECA services available to students during remote learning?

A: We are not seeking approval for SECA's to provide 1:1 support, but during Google Chats or Zoom, a SECA can use the chat feature to send messages to an individual child. The Google Classroom chats includes a "Plug In" feature, so students don't have to use multiple screens. SECA's are working under the direction of teachers.

Q: Parents concerned about needing SECAs to be involved for their kids and education.

A: SECAs should be used for in-class instruction.

Q: Parents are concerned that the "Remote Learning Plans" discussed in the 4/28/2020 Special Education Guidance to Remote Learning Procedures, Standards and Instructional Quality would absolve the District from having to provide compensatory education in the event a student failed to reach goals or regressed during a time of remote learning. Can you provide some clarity on this subject?

A: Parents and staff need to understand how to provide services per IEP within a Remote Learning Plan. We will look at compensatory education when in-person instruction resumes, based on regression or students failing to meet their goals. The Remote Learning Plan was not designed to be a “cover” for IEP minutes. It is to be a clear plan that provides services during Remote Learning. We have taken parent and stakeholder feedback to make very clear what will be provided during remote learning.

Q: Within what kind of time frame are you hoping Teachers/IEP Teams complete Remote Learning Plans for every student? Teachers are concerned that this work, in addition to regular annual and 3-year-reevaluation IEP meetings, will overwhelm the system and create an unreasonable workload.

A: The Remote Learning Plan takes most of the information directly from the IEP, which is already built into the SSM system. We want to be specific about how we are providing that service remotely and what that looks like. I'm proud that, as of yesterday, over 1000 Plans have been opened and 100 finalized. Those same RLP's can be completed during an IEP meeting.

Q and A with Dr. Jones and Participants via the Zoom Chat feature

Q: 1:1 SECA support is required for some students to access remote learning, as outlined within their IEP. Some kids only have one student in a spec ed class, and would require 1:1 SECA support with that special education teacher, as well. This MUST be allowed (or allowed with a parent in the room), otherwise there will be many students receiving no support. What, exactly is the guidance here and when will this be allowed?

A: If it's a class of one that contains a special education teacher and a SECA, it is no longer considered 1:1.

Q: So, there is no separate SECA support to help a child stay on task outside of the class and a teacher being involved, as well?

A: SECAs work under a teacher. They can join in the class and have a side conversation with a student while the class occurs simultaneously..

Q: What is the protocol for students who were currently being evaluated due to academics?

A: Per our previous FAQ's and our new guidance documents, we are moving forward.

Q: Have residential students like UCAN been provided with computers as well as the very necessary Social Work services?

A: Our Department is working with all of our residential providers and making sure our students have what they need.

Q: IF SECAs can not provide dedicated support then my child can not access remote learning. What will be done for him?

A: SECAs can join into classes.

Q: From one case manager I heard, "However, the guidance does not explicitly state that the Related Service Providers can hold 'group' meetings, nor does it explicitly state that they cannot." I also heard this from a Principal at another school regarding this. I know that you've clarified with me and other parents, will this be publicly available in a FAQ 3.0? And when will that be released?

- A: FAQ 3.0 is currently being edited. To be clear, small group instruction has always been allowed. [Post Script - the link to the FAQ 3.0 can be found [ODLSS FAQ Re Remote Learning 3.0 - May 08, 2020](#)]
- Q: Can we expect to have all our IEP minutes fulfilled on a weekly basis?
- A: We are making our best effort. It will look different because we are working remotely.
- Q: Do IEP teams and 504 teams need to schedule a meeting with parents (including Notice of Conference) to complete the Remote Learning Plan? Or can the plan be created and shared via email without a meeting, or allowing a meeting to be optional, per parent request? There are 50,000 students w/IEPs in the dist and even more including 504s. That's 10s of 1000s of extra meetings on top of already scheduled meetings.
- A: It will be answered in FAQ 3.0. If parents do not want to meet that's ok. We'll put it in writing.
- Q: Can all students with IEP'S who received services from speech and Occupational therapy can get 1 on 1 services or does it need to be specifically stated in thier IEPs for 1 on 1?
- A: It needs to be specifically stated in their IEP.
- Q: I need to have something clarified - if my child is in an IEP small group for 1 hour per day. This is nowhere near the amount of minutes his IEP states. What does this mean? Will we get compensatory services to make up for this lack of services?
- A: IEP teams will decide if compensatory education is warranted when school is back in person.
- Q: Students require SECA support to access remote learning. Many are not in virtual meets. You are hearing our continual feedback on this issue. We need access to SECAs 1:1 or 1:with a parent. Can you PLEASE consider this? Essentially, my child is autistic and has over 1,000 minutes per week and 2100 minutes with a dedicated SECA. Has had a total of 60 minutes in the last 3 weeks. We're on our 4th week. They are not having virtual meets, only 15 minutes social checkins and cannot navigate a chat box, as many children cannot. If a trusted adult/dedicated aide is needed to access the classroom, they are needed to access remote learning. An aide might help reteach, redirect, break of tasks. If you're saying I have to schedule with my teacher, with my child's SECA, with the school Administration to schedule, it won't happen. It would help if my child could meet with SECA 20 minutes before or after class.
- A: Thank you.
- Q: What if we receive a phone call from the school stating that our child's IEP is being pushed back until next year because the evaluations were not completed before the school closure?
- A: Outlined in the Guidance document. It is a school team decision on if there's not enough data to make a determination, in which case we would have to complete the process upon return to school. The school team would have to convene and have a conversation with the parent if they feel they have a lack of information.
- Q: What's happening within schools that are experiencing a shortage in staff? In my case, my child teacher is the case manager and the resource pull out support
- A: Contact the school Principal. If you are not satisfied, contact me.
- Q: Will you help with placement?

- A: I don't understand what you mean and I don't want you to share personal information. You can email me.
- Q: My child specifically gets 1:1 speech minutes in her IEP, however we were told today, it will only be co-treatment with other Related Service Providers and teachers. Is that allowed?
- A: The new acceptable use policy should address that as well as the new guidance. If the IEP indicates 1:1, they should get it.
- Q: I don't know what the new guidance addresses, but we were just told today that they will only provide speech in a co-treatment model. Should I contact you?
- A: Yes. Contact me about that.
- Q: What if you have a horrible school team for the compensatory services?? What do we do then?? You are assuming that all schools have the child/family's best interest at heart, this is not always the case.

Unanswered Chat Questions

- Q: If there are 50,000 students with IEPs , is there a goal as to how many are expected to emerge from this learning? Is there an estimated goal within the IEP?
- Q: With regard to promotion and corrective action, will diverse learners who earn "incomplete" grades be denied promotion to the next grade level?
- Q: If there is an Independent Evaluation (neuropsych eval) does that count as data?
- Q: Dr Jones your consistent feedback of "thank you for your feedback" is not acceptable. Can you please provide an answer as to WHY you are NOT considering that SECAs and Sped staff be allowed 1:1 with a parent
- Q: Dr. Jones, you are not answering the questions that parents are asking you. You can not just point to a document and reference it.

Mo Buti: IEP does not specify 1 on 1 for speech.

- Q: As a Special Ed teacher, I believe if parents want to have 1:1 with teachers, paras, and their students it should be allowed. It should be flexible as far as the time so that the teacher's other obligations can be met, but the option should be there if parents are willing to be present during the 1:1 time.
- Q: Did Residential homes get computers?
- Q: Many Related Service Providers have caseloads that are quite large and they service multiple schools. There are 5 hours during the normal school day for services, but under remote learning, RPSs are only supposed to give 2 hours of direct services. Plus, the scheduling is extremely difficult to meet 100s families' needs remotely. Related Service Providers also are expected to participate in dozens of IEP meetings across multiple schools. That's only 2 hours a day of direct support for their entire case load. It's frankly not logistically possible. This issue has not been addressed.

Q: For 504 Plans that have stipulations like this - how does it translate to remote learning?

- Ask students to repeat back directions for understanding
- Ask students to summarize information to check for understanding
- Explain directions and give concrete examples
- Give verbal directions in clearly stated steps

Introductions

Housekeeping/Best Practices on Zoom

New Guidance

Understand there is new guidance out today.

- [Coronavirus: Special Education Guidance for Diverse Learners](#)
- [CPS Remote Learning Packets w/Materials for Diverse Learners](#)
- [Special Education Guidance to Remote Learning Procedures, Standards and Instructional Quality in English and Spanish](#)
- [Supplemental Remote Learning Resources for Diverse Learners](#)
- [Coronavirus: CPS TV](#)

Introductions

Special Ed Community Share Out

Re: Social Work Services. Is anyone getting any services?

Social Worker: Shared that she has been contacting parents, finding out what they need. Sending emails to students and talking to students in some cases on the phone when they reach out. Sharing social stories. Also have been talking to parents because I believe they are the ones that need support. A lot of our goals as Social Workers are to help students interact with their peers, but they're not with their peers. And most of the SW's that I know are doing the same thing.

Parent: 1st social support group will be this week, 4 students. 30 minutes w/Social Worker. Will be 4 girls, but happy because it gave us a little more flexibility.

Parent: 9th Grade Parent shares that her child's Social Worker is designing a small group right now.

BC: Where is the link to the new webpage for Covid-19 ODLSS?

MFH: There is a separate web page for ODLSS [Diverse Learner Supports and Services Covid 19](#)

Parent: ISBE monitors want to assist, can and want to join IEP meetings and remote learning plan meetings, Laura Boedeke and Lisa Armonda lboedeke@isbe.net LARMONDA@isbe.net

Parents: Our social workers, speech/OT/PT have sent me things that I post to my google classroom for my students.

How is it going with other Related Service Providers?

Parent: Speech therapist has been great but I don't know how to support my child. Not sure the best way to correct him, support him. Weekly newsletters and tips are fine, but it is hard for a parent to follow through.

Parent: OT sent worksheets only. Social Worker sent one too but these all feel like MORE homework.

Parent: Working, small capacity to be FT parent. Received resources that feel like homework.

Parents: My experience is if I'm not sitting right next to the kid(s), the work doesn't get done.

From Sped Teacher: Please parents, do not feel like you need to take all this on especially while working and being the parent. I have told my parents to let the child choose an activity or assignment that is 15-20 min maximum. if you can't guide them through the assignment, contact the teacher directly. We are here for you!

Resource: <https://www.equipforequality.org/covid-19-and-special-education/>
Equip for Equality Helpline: Contact our Helpline at 1-866-KIDS-046 (1-866-543-7046) or specialed@equipforequality.org.

Parent: I participated in a really great webinar with Family Matters a couple of weeks ago on teaching social skills to children with autism which was really helpful. All of their webinars are online for 6 months so there is a ton of helpful info. <https://www.fmptc.org/>

Parent: Anyone from CPS: Student's require access to their SECA support. Who should we reach out to within CPS to push for access to 1:1 virtual seca support where required? Is there one person in charge of this area? The message from families and students is all very clear - can anyone outline what the barrier here is?

Parent: Some paras and sped teachers were providing 1:1 (w a parent in the "room") and have since been told by ODLSS that they can not do that any longer. I can't imagine the effect on the poor kiddos

SECA; I support teachers during the Google Meet. I watch my student on screen. Sometimes I address the student by saying their name, I give thumbs up, nod head, etc. Parents can modify work.

Parent: What can we do within CPS? Where can I advocate for this? Who can we push?

SECA: Call your school's Principal or AP because they are usually in charge of SECAs.

Parent: School Administration doesn't seem to be keeping up with the new FAQ's and directives, as they keep reverting back to 1st FAQ and assigning SECAs to teachers to work with.

Erin Miller: I hear you. Agrees that SECAs are under Principal supervision, but I will bring this issue to ODLSS leadership to see if there's a way to communicate this to Principals and make guidance clearer around SECAs, especially to Principals.

Other SECA: Maybe call SEIU Local 73?

Parent: Media attention. LSCs, get it in the minutes.

Media list here:

<https://docs.google.com/spreadsheets/d/1x4-FcFj-bzebvkn1sqgPeE-I9XXXGd2K0fhGq3uREvo/edit#gid=0>

NE: LSC Community Solidarity Call is an open-space for LSC, parents and school stakeholders; to build synergy across Chicago school communities. On Thursday, we will focus on the persistent equity gaps around technology and communication amid COVID-19. Registration URL:

https://us02web.zoom.us/meeting/register/tZwscuygpzqiGdDC5IQDsoKqVn_D9I-MotYp

LSC-Community Solidarity Call: Thursday 5/7 at 6pm

Parent: We appreciate the advice to contact teachers, but you have to understand that in many cases, the teachers refuse to communicate or be flexible and can be part of the problem.

Parent has 2 Questions:

- 1) Some Related Service Providers are saying that while CPS has allowed for 1:1, they will not be providing such per the union guidance. If your Related Service Provider decides not to provide any direct mins (and the IEP outlines individual not group setting, how should the parent document this?
- 2) The SLP pushed into a gen ed class meet and did not participate in any way with the student. Does this count as mins for that student? How is this beneficial?

Parent: We are not complaining, we are concerned and frustrated. The people who are supposed to be helping us seem pretty clueless. As parents let's be realistic and do what we can. Students need help and they are not getting the help. This is nothing new. It has been a battle for some parents for years. Has CPS or ISBE gotten this right? Personally I don't think so. What is holding them back? Let's stay strong.

Parent: Can Dr. Jones spend more time next week?

MFH: We can ask. She wants to talk about budgets for next year.

You can also email Boe@cps.edu for comments to the Board of Education.

Michelle Burgess - Parent Involvement Specialist at cps - mburgess3@cps.edu

Here are the emails for the CPS Board of Ed members: mdelvalle2@cps.edu
srevuluri@cps.edu
arome1@cps.edu
dtruss1@cps.edu

etoddbreland@cps.edu
lmelendez9@cps.edu
lsotelo11@cps.edu

Contact your school principal and ask about sped staffing for next school year.

Resources

If you put any resources in the chat, we will send it out too.

Other Resources

RYH SpEd FB Page: <https://www.facebook.com/groups/RYHSpecialEd/>

[RYH List of SpEd Resources for Remote Learning](#)

Advocacy Agencies

- [Family Resource Center on Disabilities](#)
- [Equip for Equality](#)
- [Legal Council for Health Justice](#)

Links to Guidance on the COVID-19 school shut down from CPS

- [Coronavirus: Special Education Guidance for Diverse Learners](#)
- [CPS Remote Learning Packets w/Materials for Diverse Learners](#)
- [Special Education Guidance to Remote Learning Procedures, Standards and Instructional Quality in English and Spanish](#)
- [Supplemental Remote Learning Resources for Diverse Learners](#)
- [Coronavirus: CPS TV](#)
- [Acceptable Use Policy: Acceptable Use Policy: Staff Policy](#)
- [Acceptable Use Policy: Acceptable Use Policy: Student Policy](#)
- [CPS Remote Learning Guide](#)
- [ODLSS Frequently Asked Questions Following ISBE Guidance March 22, 2020](#)
- [CPS ODLSS Frequently Asked Questions, April 20, 2020 \[English\]\(#\) | \[Spanish\]\(#\)](#)

Links to the most recent guidance on the COVID-19 school shut down from ISBE [ISBE Education-Related Guidance for Illinois Schools and School Districts Regarding Coronavirus/COVID-19](#)

Links to the most recent guidance on the COVID-19 school shut down from USDOE

- [Federal Guidance on Special Education during COVID19 school shutdown](#)

Resources by Subject

Completing/Organizing/Supporting School Work

- Sample Schedule developed by CPS Teacher with parent input: Holistic teaching model (includes exercise, art, chores, academics, etc.) [Sample Schedule developed by CPS Teacher](#)
- [Emergency Home School Kit from the Autism Helper](#)
- [Free 30-day trial to Boardmaker Online](#)
- Explore artistic expression by creating art, dancing, enjoying music, going on [virtual museum tours](#), etc.

- [Possible Accommodations/Modifications for Academic Work](#)
- Work on skills for your child with Dyslexia - Illinois State [Dyslexia HANDBOOK](#)
- [Suntimes Imagination Art Contest for Students](#)

Keeping Track of Remote Learning

- [Classroom Work Plan](#) to keep track of work completed daily and weekly
- Legal Council for Health Justice's **Tips for Protecting Your Child's IEP Services** During COVID-19 in English [English](#) and [Spanish](#)
- Equip for Equality [Your Special Education Rights During the COVID-19 Pandemic](#), which includes links to a Remote Learning Tracking Form and Sample Record Keeper

Social/Emotional Well Being

- Blogpost written by teacher Olivia Mulcahy: [Care IS the Curriculum](#)
- Short video explaining mindfulness practices: [Mind the Bump: Mindfulness Practices](#)
- [Read alouds for social-emotional learning](#)
- For adults and children managing [anxiety](#).
- [ISBE Mental Health Resources](#)

Physical Fitness

- [Special Olympics Illinois 21 Day Fit Challenge](#)