



## NOTES AND RESOURCES

**RYH SpEd Community Zoom Call re Remote Learning**

**Tuesday, 5/26/2020, 1-2:30pm**

**Zoom Link:**

<https://us02web.zoom.us/meeting/register/uJlkcuorj4i1VupSvqXvgwcKmHomEse0Q>

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

### Welcome and Introduction

Welcome and introduce ISBE Monitors Laura Boedeker (lboedeker@isbe.net) and Lisa Armonda ([larmonda@isbe.net](mailto:larmonda@isbe.net)) and ask participants post any questions for Monitors in the chat.

### ISBE Monitors Share Out

ISBE Monitors share out re their role in relation to CPS Special Ed and ISBE

Monitor Boedeker: Our primary role is to put into place the corrective plan put into place in 2018. Also gather and hear and disseminate complaints in CPS sped but primary role is to implement the corrective plan. ISBE did not “take over” but they keep a close eye on CPS sped.

Monitor Armonda: The most recent edition to ISBE monitoring function as she joined the team 6 months ago. Our main function is to monitor compliance and we do field compliance issues. Attend IEP meetings. Now with remote learning, we are looking for people to invite us. We can look and listen in and watch out for compliance issues during IEP/RL Plan meetings.

### Q&A with ISBE Monitors

MFH: So we can take questions in order, I'm going to ask participants to put questions for you in the chat and then I will read the questions to you.

Q: Can you talk about what led to the ISBE monitor role?

A: The Public Inquiry occurred during Winter 2017. (2016-17 school year). Concerns were brought to ISBE re: CPS sped practices and procedures that were put into place. At the next ISBE meeting, ISBE agreed to Public Inquiry. Stephanie Jones, General Counsel at ISBE (no relation nor is this the same Stephanie Jones of ODLSS), designed an investigation process: open discussion and presentation format. There were Public Hearings with 1000s of docs submitted by stakeholders. In April 2018, ISBE released their findings- 44-page document. From that ISBE put together an 11-page corrective action plan and they appointed a monitor to oversee this plan and work with CPS to implement. Fortunately, CPS had made changes during the Public Inquiry, so some corrective actions were already started.

Some info here <https://www.isbe.net/monitor>

To contact the Monitors, you can email [isbemonitor@isbe.net](mailto:isbemonitor@isbe.net). To contact me directly you can email [larmonda@isbe.net](mailto:larmonda@isbe.net).

- Q: Can you please talk about the Remote Learning Plans that CPS has sent to some parents? Specifically, the parent is worried about signing away the rights of her kids and has not signed yet. 1 out of 3 kids have received a RLP.
- A: You are not signing away your rights by agreeing to the RLP agreement. This may have been about the waivers that other school districts (not CPS) implemented to waive a child's IEP minutes. ISBE is giving each school district discretion with RLPs
- Q: I have a question re: ESY this summer. Has ISBE sent out guidance around this?
- A: We have a summer school guidance but not specific to ESY. ODLSS is working on finalizing letter regarding ESY that should be going out to parents and school staff maybe this week - not sure of the deadline
- Q: Since ISBE listed guidance about remote learning, how does that guidance affect what CPS is doing with grading now, especially since many of our children are not receiving support for many academic areas?
- Q: I received one from my school but did not sign it. I do not fully understand it and although my kids have been checking in with their sped teachers, they have not been receiving extra time, no OT and no extra supports.
- Q: For clarification, parents can ask you guys to join in on their child's IEP meetings to ensure compliance? If so, what's your contact information for the parents to connect with you?
- A: To contact the Monitors you can email [isbemonitor@isbe.net](mailto:isbemonitor@isbe.net). To contact me directly you can email [larmonda@isbe.net](mailto:larmonda@isbe.net).
- Q: What is ISBE going to do now that CPS has budgeted out many SECA positions given this will violate most student's IEP'S?
- A: ISBE is looking at it, they have reviewed ODLSS' presentation, the Monitors themselves are not looking at the process, but there are folks in ISBE examining the issue.
- Q: ODLSS was and still is letting a budget director deny sped teacher allocation appeal. Accountants and budgetary people are still making sped decisions.
- Q: How are 2 of you able to cover all CPS special ed students?
- A: Not the ISBE monitor's role - they are monitoring the Student corrective action plan.
- Q: Is the RLP supposed to be "signed," or is it not a document that is less formal? Is it correct to say the agreeing to the RLP now is not waiving any rights to comp ed if such is needed later?
- A: Yes that is true.
- Q: Are you working w cps at all to brainstorm on what school may look like next fall? And how that will affect students with disabilities.
- A: ISBE follows the governor's office's lead regarding school openings. They are working on guidance around what schools could look like in the fall

Q: Re: remote learning when ISBE provided "guidance" on grading, what happens when CPS changed the rules on grading, especially when sped students have no support and are failing subjects?

A: ISBE has released guidance on ratings but it's not the monitor's role to address grading at specific school districts

PARENT: Named issue of children failing because they are not getting the services and their grades have dropped.

ISBE monitor spoke about communication with the specific school and District Representative, 1-1 aides and roles outside of the classroom setting.

PARENT: CPS was found and continue to use a budgetary manager professional to deny Sped allocations and positions. They have 1 person at ODLSS approving and denying the appeals

Q: Will you attend SSCA meetings or phone calls whenever they begin?

Q: We see some of the impacts of the Monitor -- with more disclosure and other areas directly with our students. Can you also update us on some of overarching risk management/compliance procedures being implemented to minimize systemic issues? Is there a system in place to make these procedures sustainable?

ISBE: If you have SSCA questions, please bring them to the meeting - the ISBE monitors will be there.

PARENT: SpEd appeals process has 1 person responding to appeals (budget, not SpEd person), consistent references to contact your DR. Lots of schools are reporting that the SpEd budget is leading to cuts and they are struggling to address.

ISBE makes a note to contact them with specific issues and asks parents with questions to reference which guidance parents are referencing (FAQs, emails etc...).

Welcome everyone for joining us. In case you have to leave before we get to it, just want to mention:

We have collected [RYH List of SpEd Resources for Remote Learning](#). If you have any to add, please share links in the chat.

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

We are looking for a few parents of kids with Special Needs to share what they have gotten out of these SpEd Calls. E-mail me (Mary Hughes) at [faheyhughes@gmail.com](mailto:faheyhughes@gmail.com)

### Opportunities to Connect

#### LSC Solidarity Call

This 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/tZwscuygpzgiGdDC5IQDsoKqVn\\_D9I-MotYp](https://us02web.zoom.us/meeting/register/tZwscuygpzgiGdDC5IQDsoKqVn_D9I-MotYp)

LSC-Community Solidarity Call: Thursday 5/28 at 6pm

## Objectives for this call

1. Learn about ISBE Monitor Role re CPS Special Ed
2. Q and A with Monitors
3. Discuss Remote Learning Plans
4. Discuss ESY

## Ground-setting and Context [Jianan]

### Norms:

- One person speak at a time.
- Use “I” statements or “we” statements if referring to only your family. You don’t have to speak on behalf of a group.
- Be open-minded, no judgment
- Be concise and get to your point
- Good rule of thumb is after sharing, wait until 3 people share before you share something new
- Keep this call confidential and leave out identifying information on your kids.
- Assume Best Intentions, be kind and own the impact of your words

### Best Practices on Zoom

- Recorded
- Stay on mute unless speaking (for this call, participants are automatically set to mute upon joining).  
Tip: holding the space bar allows you to unmute and speak.
- Limit background noise.
- We have Use the chat function to share questions, comments, and links when you're not able to verbally chime in
- Share your face! Use a well-lit space and distraction-free background.
- Make sure everyone has a chance to share.

## Introduction

Quickly, we would love to know your name, your role (parent, teacher, clinician, advocate) and why you are here. I’m going to go down the list of names in the participant window and unmute you one at a time so you can share. I’ll start.

## Remote Learning Plans

1. Do you have an RLP?

Mix of responses Y/N

Parent shares pieces of their RLP

Mary explains that RLP does not override IEP. A RLP should be meaningful and maybe provide more services than at school.

Parent says she asked for a meeting b/c no supports. ISBE Monitor attended. It was copy and paste of goals from IEP. We’re going to meet these goals, but not true to implementation. Mom stated her concerns so happy about that. Was not asked to sign anything. She was told (after additions) - here’s your RLP. [From

chat: Mine was just a copy paste of goals w no breakdown of mins or info on detailed info on how goals will be implemented. It does not mention para support in any way. I don't believe there is a signature. The team presented mine and didn't ask for my approval in any way.]

Advocate: SSM populates. Teachers says yes or no. RSP services being clicked as "no." Concerning. Not individualized. We can't see areas they've said no to. Telling clients to say "What happened to speech? Etc." Ask where the RSPs are if they are in your IEP but not your RLP. And send it back.

[From chat: I have been advised to encourage parents to advocate for or request a Remote Learning Plan. Seems CPS is relying on parents to request these plans.]

2. Have you been asked to agree to an RLP?

Parent says yes she was asked to sign and wonders if she should?

Other parent says no.

3. Without giving personally identifying details, what does your RLP look like? Does it document what your child's teacher is currently doing?

4. Was your RLP prepared with an IEP Team meeting?

Mixed responses.

### ESY

1. Do you think your child has regressed during the time of COVID-19 remote learning?

2. Does your child already qualify for ESY?

3. Do you think ESY delivered remotely is worth it?

MFH: Not confirmed but probably remote. We don't know how students will be identified as needing it as a result of COVID-19 shut down.

Parent: My child was offered summer school because they are an ELL. It's possible all ELLs are being offered summer school.

It seems no one has been contacted about ESY.

Parent: Had an ESY meeting in Feb and IEP meeting today. Today, CPS says next week they'll send an email. ESY will start in mid June.

MFH: Thank you for sharing. It is good to know that

### General Q&A

Parent: ODLSS is not in control and not supporting schools. When principals appeal sped staff cuts, they have no support. Accountants writing procedural manual again. Sounds very familiar. RYH, Advocates Group, everyone should be looking at this. ODLSS is supposed to notify ISBE of every denial.

MFH: We are looking at it at RYH and in the Advocates Group. We're discussing it.

Parent: School does not have budget voted on. Sending a message that they can't deny sped students who walk in our door and that's what this budget will do.

Q: What happened to all the therapy? My kids are getting none.

MFH: Document. Write down daily all the services not being met. Parents are going to have to have proof of the IEP minutes vs actual RLP (or remote learning) minutes. Compensatory Education can be granted- extra services outside of the school day to make up for the services you did not get during this time. Comp Ed often takes the form of tutoring; a separate agreement from SSCA and this Comp Ed discussion would happen during the IEP meeting.

IMPORTANT: We are changing the time of our weekly call to 12:00 - 1:30 pm. There are 2 calls that conflict with this one (Advocates and CTU.) It gives more time for guest speakers to be with us on our call.

PARENT: I received a letter about UER/SCCA?

MFH: Recommends getting on ODLSS PAC Special Meeting call tomorrow night, Wed, May 27, 6-7:30.  
Agenda and other info here:

FROM ODLSS PAC:

**Student Specific Corrective Action (SSCA) or UER Presentation:** Wednesday, 5/27/2020 (6-7:30pm) there is a special ODLSS PAC meeting, where Sarah Briggs will be presenting on the Student Specific Corrective Action (SSCA) that resulted from the ISBE inquiry. You can find the agenda, as well as ODLSS's blurb describing the purpose of the presentation, below. ISBE monitors will also be in attendance and all will take questions via chat.

Google Meet link: [meet.google.com/zcx-iokw-irp](https://meet.google.com/zcx-iokw-irp)

Call in number: (US)+1 601-526-1803

PIN: 224 348 207#

**Description:** What Parents need to know about Student Specific Corrective Action and their procedural rights as a result of the Public Inquiry.

They are looking to get feedback on how the information presents to parents with the hope that parents come away from the training with better understanding and if there are suggested edits to the presentation, we will take those so that we can finalize the presentation and schedule the webinar. Please no recordings or screenshots.

[https://drive.google.com/file/d/1OMHmdzL-heOfTWMp05xLdU8\\_OlhYUFOu/view?usp=sharing](https://drive.google.com/file/d/1OMHmdzL-heOfTWMp05xLdU8_OlhYUFOu/view?usp=sharing)

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Equip for Equality also a good resource: <https://www.equipforequality.org/issues/special-education/>

<https://www.equipforequality.org/covid-19-and-special-education/>

Contact our Helpline at 1-866-KIDS-046 (1-866-543-7046) or [special@equipforequality.org](mailto:special@equipforequality.org)

Q: Asking CPS if they are still collecting data to keep evals and IEP meetings going? Dismayed by the answers CPS is giving.

MFH: The whole team should be part of IEP discussion. Parent can waive someone's absence, but an IEP Team meeting should include everyone. Invite ISBE Monitors to IEP meetings and call Equip.

PARENT: Good news! Teacher doing 1:1 check in w/ student and parent re: assignments and supports. Then chatting 1:1 on how they are doing.

Q: Are IEP meetings still happening? (Moving child back to CPS.)

MFH: We don't know. Do you need evaluations?

Parent: Just wondering if they are reinstating IEPs.

Another parent: Child at private school and was due for 3 year re-eval. It happened quickly but it was before COVID.

MFH: Possible hold up is any in-person evaluation. If there's no in-person requirement for evaluation, the IEP meeting should move forward virtually.

Do you have any Any Agenda Items for Next week?

Thank everyone for coming.

### **Other Resources**

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

### **Advocacy Agencies**

- [Access Living](#)
- [Equip for Equality](#)
  - <https://www.equipforequality.org/covid-19-and-special-education/>
  - Contact our Helpline at 1-866-KIDS-046 (1-866-543-7046) or [specialed@equipforequality.org](mailto:specialed@equipforequality.org)
- [Family Resource Center on Disabilities](#)
- [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 & 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](#)