



A Planning Guide for North Carolina Families Who Have a Student with a Disability

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SCHOOL PLAN WORKSHEET

STEP 1

Familiarize yourself with your school district's reopening plan for all students.

STEP 2

Request a copy of your child's IEP and progress report to review and prepare for meeting with the school team regarding needed services for the school year.

PROGRESS REVIEW WORKSHEET

 A screenshot of a "PERSONALIZED EDUCATION PROGRAM (IEP)" form. It includes fields for student information, IEP team members, and a section for "Present Levels of Academic Achievement and Functional Performance".

2020-2021 IEP Re-opening Schedule
Implementation: October 1, 2020
August 10, 2020

Scenario	Addendum		Notes
	IEP Meeting	Non-IEP Meeting	
Scenario 1: Necessary change to services that only affects the student's individualized IEP (e.g., change in goals, objectives, or services).	Yes (IEP meeting is required to discuss the change and update the IEP.)	No (IEP meeting is not required to discuss the change; the IEP team can discuss the change at a meeting.)	
Scenario 2: Necessary change to services that only affects the student's individualized IEP (e.g., change in goals, objectives, or services).	Yes (IEP meeting is required to discuss the change and update the IEP.)	No (IEP meeting is not required to discuss the change; the IEP team can discuss the change at a meeting.)	
Scenario 3: Necessary change to services that only affects the student's individualized IEP (e.g., change in goals, objectives, or services).	Yes (IEP meeting is required to discuss the change and update the IEP.)	No (IEP meeting is not required to discuss the change; the IEP team can discuss the change at a meeting.)	

ADDENDUM WORKSHEET

STEP 3

Review NCDPI EC Division Scenarios to determine if your child may need an addendum (addition or change) to the IEP, and if an IEP meeting is required.

STEP 4

Share your concerns and input with the school team by discussing recoupment (how to regain lost skills) and what additional services or supports are needed for your child to make meaningful progress towards IEP goals.

DATA & OBSERVATION WORKSHEET



SERVICE DELIVERY WORKSHEET

STEP 5

Prepare to discuss where and how your child's IEP services will be provided in different learning environments. Make sure Prior Written Notice (PWN) includes **all** actions proposed and refused.

 A screenshot of a "Service Delivery Worksheet" form. It includes fields for student information, IEP team members, and a section for "Service Delivery" with checkboxes for different learning environments.

Using this Document

This document is fillable in a digital format.

Simply click in the empty box beside or underneath the question, category or item and enter your answer.

For lists that ask you to "Select all that apply" please place an X in the small box beside the option.

STEP 1 - SCHOOL PLAN WORKSHEET

WHAT IS MY TASK IN THE PROCESS?

Get a copy of your school district's reopening plan for all students.

Tip - Find the reopening plan on the school system website or by contacting your child'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 special exceptions 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 there is a mandatory change to virtual learning, how quickly will I be notified?	

PREPARE - Important to ask or consider

- Who is my direct contact for general education and special education? What is the best way to communicate with them quickly?
- How will each service in my child's IEP be delivered?
- For virtual learning, what training, equipment and technology will be provided to support my child's learning?
- What can we do to prepare my child for a smooth transition? (meet teachers, tour school prior to first day, visual schedule, virtual "get to know you" meeting)
- What attendance, data or reporting will I be required to do?
- If your child uses specific supplementary aides or services at school (like a weighted vest, screen reader, communication device, etc...) ask for those to be provided for virtual learning at home.

TAKE ACTION - Next steps

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TIP: The Individuals with Disabilities Education Act (IDEA) did not change. - The obligation to provide a free appropriate public education (FAPE) remains the same. Parents can request an IEP meeting at any time.

TIP: Keep a log of contacts: date, who you talked to and what was discussed.

STEP 1 - SCHOOL PLAN WORKSHEET (continued)

ADDITIONAL NOTES AND PLANNING

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what you type.

RESOURCES - To help you make decisions

- Lighting Our Way Forward, North Carolina's Guidebook for Reopening Public Schools
<https://docs.google.com/document/d/1z5Mp2XzOOPkBYN4YvROz4YOyNIF2UoWq9EZfrjvN4x8/edit>
- Strong Schools NC Public Health Toolkit
<https://files.nc.gov/covid/documents/guidance/Strong-Schools-NC-Public-Health-Toolkit.pdf>
- 2020-2021 SY: Re-Opening Schools Exceptional Children Division July 15, 2020
https://content.govdelivery.com/attachments/NCSBE/2020/07/15/file_attachments/1496741/ECReOpen2020.2021.FINAL.7.15.20.pdf
- Academic Supports for Students with Disabilities
https://www.annenberginstitute.org/sites/default/files/EdResearch_for_Recovery_Brief_2.pdf
- The Big Picture – A tool to “paint the big picture” about who your child is, what she or he can do, and how others can relate and respond to the child.
<https://ecaclegacy.wpengine.com/wp-content/uploads/2018/08/ECAC-Painting-the-Big-Picture-fillable-2018.pdf>
- Virtual IEP Meetings Tip Sheet
https://www.parentcenterhub.org/wp-content/uploads/repo_items/virtual-iep-meeting-tipsheets.pdf
- Remote IEP Meetings: Tips for Parent Participation
<https://disabilityrightsncc.org/wp-content/uploads/2020/04/Tips-for-Parent-Participation.pdf>
- Sample Letter to Document a Problem or Request an IEP Meeting
<https://www.wrightslaw.com/info/ltrs.virus.clp.htm>



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www.ecac-parentcenter.org

STEP 2 – PROGRESS REVIEW WORKSHEET

WHAT IS MY TASK IN THE PROCESS?

Request a copy of your child's IEP and last progress report to review and prepare for meeting with the school team regarding needed services and possible regression (what was lost).

Tip – Contact your child's school in writing via email or letter

IMPORTANT TO KNOW – What to do, say or ask

Compare your child's current level of functioning on each Present Level of Academic and Functional Performance listed on the IEP	1) Ask what data and evaluations will be used to determine your child's current present levels of performance (baseline). 2) Make a list (on the back of this worksheet) of your child's current needs and areas they have lost skills.
Review each IEP goal to determine if there was a loss of skills or lack of progress during school closure.	1) Highlight goals your child 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 positive and negative observations	
Reading	
Math	
Communication	
Social, emotional and behavior skills	
Mobility	
Other	

BIGGEST CHALLENGES – During school closure

Select all that apply			
<input type="checkbox"/>	Poor or no internet	<input type="checkbox"/>	Parental communication with school and update
<input type="checkbox"/>	Inability to complete work	<input type="checkbox"/>	Access to breakfast/lunch
<input type="checkbox"/>	Focus/attention to virtual learning	<input type="checkbox"/>	No support services or equipment provided
<input type="checkbox"/>	No access to therapy	<input type="checkbox"/>	No counseling or social services

SERVICES RECEIVED – At home during school closure

Service	Frequency
Academic instruction	
Paper packets	
Therapy services (e.g., speech and/or occupational)	
Other	



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STEP 2 – PROGRESS REVIEW WORKSHEET (continued)

ADDITIONAL NOTES AND PLANNING

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what you type.

STEP 3 – ADDENDUM WORKSHEET

WHAT IS MY TASK IN THE PROCESS?

Review NCDPI EC Division Guidance below to determine if an addendum to the IEP is needed and whether an IEP meeting is required.

Reminder: A parent must be provided with a revised copy of the IEP with the amendments

Addendum IEPs

It is likely that Plan B and Plan C Re-Opening requirements and a parent's choice to select the remote learning option rather than in-person instruction for their child will impact the implementation of a child's current IEP in some way. On the next page, you will find a few scenarios to help identify circumstances for which the IEP will need to be revised (addendum) and the options available to support the IEP Team in adapting to those circumstances in an efficient manner. These scenarios are not intended to cover all the variables possible when individualized decisions must be considered; rather, the intent is to provide a framework for reasonable decision-making.

Source:

https://content.govdelivery.com/attachments/NCSBE/2020/07/15/file_attachments/1496741/ECReOpen2020.2021.FINAL.7.15.20.pdf



2020-2021 SY: Re-Opening Schools
Exceptional Children Division
July 15, 2020

Scenario	Addendum		NOTES
	IEP Meeting	Amendment without IEP Meeting	
The only change to service delivery is the "location". (School building vs. Remote)	<i>An IEP meeting is not required because the IEP can be delivered as written. All that has changed is the location of where services will be provided.</i>		
The only change to service delivery will be the frequency of services as a result of change to a school schedule for all students. (A/B schedule, A/B schedule + remote learning, etc.)	This is an option, but an addendum is required.	This is an option, but parent agreement (for not having an IEP meeting) and an addendum are required.	<i>This is considered a revision to the IEP; therefore an addendum is needed.</i>
The delivery of services in the IEP or the IEP itself will be <i>substantively</i> different than originally planned during Plan B or Plan C. (goals, accommodations, services and supports, etc.)	The IEP Team should meet to discuss a review/revision to the IEP in order to ensure FAPE is being delivered according to the child's unique circumstances.	<u>This is not an option</u> because the IEP Team must determine the appropriate offer of FAPE given the child's unique circumstances.	



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STEP 4 – DATA AND OBSERVATION WORKSHEET

WHAT IS MY TASK IN THE PROCESS?

Share your concerns about your child's learning with the school team. Provide input on the type and amount of services needed for your child to make meaningful progress towards IEP goals.

Tip – Your input and observations play a critical role in documenting a student's response to instruction during remote learning.

SHARE – Inform teachers and related service providers about what is new with your child

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

PRIORITIZE – What skill areas are of most concern to you

Select all that apply and note related goal(s)

Skill	Goal	Skill	Goal
Reading		Communication skills	
Math		Social Skills	
Behavioral Skills		Ability to graduate on time and transition	
Other		Other	

PLAN – Discuss what new goals, supports and/or services need to be added.

1
2
3

TAKE ACTION – Identify the type and amount of services needed to meet IEP goals

Example: Speak in sentence	1 x 30 minutes Speech Language Therapy	<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service
		<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service
		<input type="checkbox"/> No change <input type="checkbox"/> Increase intervention time <input type="checkbox"/> Different Service <input type="checkbox"/> Technology <input type="checkbox"/> Other support service

STEP 4 – DATA AND OBSERVATION WORKSHEET (continued)

ADDITIONAL NOTES AND PLANNING

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what you type.

IMPORTANT POINTS TO REMEMBER



- IEP services must be effective
- Public schools must offer a Free Appropriate Public Education (FAPE)
- Placement is an IEP team decision
- To help parents make informed decisions, the IDEA requires the provision of Prior Written Notice (PWN)
- You can request an IEP team meeting at any time - request in writing
- Ask for information to be provided in writing
- Keep copies of everything
- Prior Written Notice (PWN) should include all important IEP decisions
([see NCDPI EC PWN worksheet with directions](#))

STEP 5 – SERVICES DELIVERY WORKSHEET

WHAT IS MY TASK IN THE PROCESS?

Prepare to discuss where and how your child's IEP services will be provided in different learning environments. Make sure Prior Written Notice (PWN) documents all proposed actions that were accepted or refused by the IEP team.

PREPARE – Questions to ask

What are the specific expectations for my child 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 child's special needs, accommodations and modifications be considered?

(Examples: breaks, one-on-one assistance, modified work, etc)

How will my child's services be scheduled? Will family schedules and routines be considered?

CONSIDERATIONS – Needs for different learning environments

In-Person	Virtual
Home to school (and back) communication log	If you work, do you have flexibility to provide adequate support for your child?
Copy of the daily schedule	Is there an adult in the home with the ability to provide supports?
Discuss each part of your child's day (where, how and by whom will your child receive services)	What are the limitations and obligations that may impact accessing or supporting virtual learning? (Examples: disability related challenges, attention difficulties other children, limited or no internet, language barriers)
Does my child need assistance with safety? If yes, who will provide it?	How does my child get extra help with content or assignments, if they need it?

ASSISTANCE AND INFORMATION – What do you need

- ☐ Tablet, laptop or other device ☐ Visual Schedules ☐ Assistance with homework
☐ Training on technology that will be used ☐ Materials to organize my child's work ☐ Other



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