



PREPARING FOR THE 2020-2021 SCHOOL YEAR

A COVID-19 LEARNING CHECKLIST FOR IDEA-ELIGIBLE STUDENTS

Prepare yourself to be an active member of your child's IEP Team as school starts up this year! The questions on this checklist are meant to help you think about the supports your child will need if he or she participates in remote learning this fall so that you can talk about those things at your child's Team meeting. The questions also can help you think about any learning loss your child may have experienced so that you can address that loss with your child's Team to write an appropriate IEP for this school year.

Think about your child's spring 2020 remote learning experience:

- If your child used paper work packets, were all subjects addressed? Were the packets complete? Were they timely provided by your child's school?
- If your child used an online platform, was your child able to consistently access online work?
- How was support and feedback provided your child by his or her teachers?
- Given your family's circumstances (ex. work responsibilities, etc.) were you able to support your child's learning as you felt your child needed?
- Was the work appropriate to your child's learning level and individualized as described in his or her IEP?
- Was your child able to complete the provided work? If not, why?
- What strengths did you see in your child during remote learning that could be built upon in the future?
- What areas of concern did you see in your child during remote learning that you would like to see addressed in the future?
- Did you have the communication you needed with your child's school to support your child?
- Because of the disruption caused by the pandemic and the related social isolation, many children experienced new or worsened emotional or behavioral challenges like anxiety, work refusal, or depression. Do you have any concerns for which you would like support for your child this year?

Explain:

Look at the goals in your child's 2019-2020 IEP and the special education and related services that were designed to support them.

- Were there any IEP goals that were put aside or otherwise not addressed during remote learning last spring?
- Were there any special education instructional services that were not provided or altered once your child started remote learning?
- Are there IEP goals where your child did not make needed progress or where learning opportunities were shortchanged?
- Do you see areas where your child has not maintained the skills he or she had in the spring before remote learning started or where your child might have regressed or lost ground?
- Related services include things like physical, occupational and speech therapy services, behavioral supports, and counseling. Were related services provided as described in the IEP? If not, how were they provided?
- How was your child impacted by any changes in the delivery of the related services?

Explain:

Considering your answers to these questions, what must happen this year to ensure that your child's regular and special education needs are successfully met, including during remote learning, and to ensure that any learning loss that your child experienced is identified and made up so your child is back on track! Be prepared to talk about these things with your child's Team.

Explain:

Questions? Contact ADAP to set up a telephone intake appointment with our special education specialist. ADAP provides free legal advocacy services to protect the civil rights of Alabamians, including your child's right to special education. Remember, special education is a right, not a favor!

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