



What Families Need to Know about Additional Services Due to Extended School Closure

This document is for parents and families. It summarizes the Wisconsin Department of Public Instruction (DPI) Bulletin 20.01 “Additional Services Due to Extended School Closures” in parent-friendly language and provides information, tips, and actions so families can support their child. This guidance does not constitute legal advice and parents are always encouraged to use their dispute resolution options listed at the end of this document if they have disagreements with the school or Individualized Education Program (IEP) team.

The Wisconsin Statewide Parent Educator Initiative (WSPEI) developed an “Additional Services Planning Worksheet” that goes along with this document to assist parents in writing down and organizing information they can share with the IEP team. DPI thanks WSPEI for helping develop this document.

In this document, the words “family” and “families” describe anyone who lives with or supports a child in their home. The word “parent” describes someone who has rights under the Individuals with Disabilities Education Act (IDEA) and is a member of the IEP team that makes decisions regarding the child’s IEP.

- 1) *What are “additional services due to extended school closure”?*
 - 2) *Are “additional services” the same as “compensatory services”?*
 - 3) *What should parents and families know about “additional services”?*
 - 4) *Do we need to have an IEP team meeting to make a decision about additional services for my child?*
 - 5) *When should we make a decision about additional services for my child?*
 - 6) *What if my child is not returning back to the school building at the start of the school year?*
 - 7) *What should the IEP team or the school discuss when making a decision about additional services for my child?*
 - 8) *What does regression mean?*
 - 9) *How do we decide how much loss of knowledge and skill, or regression, my child had during the time school buildings were closed?*
 - 10) *What information should schools share with me to decide if my child does or does not need additional services?*
 - 11) *What other information might schools share with me?*
 - 12) *What information should families be sharing with the school to decide if my child does or does not need additional services?*
 - 13) *When and where should additional services take place for my child?*
 - 14) *Who should provide my child’s additional services?*
 - 15) *How often should I get information about my child’s progress from additional services?*
 - 16) *Where and how do we write additional services in my child’s IEP?*
 - 17) *If my child is in the process of a special education evaluation but does not have an IEP, can we still discuss additional services once we write the IEP?*
 - 18) *Can my child who graduated or turned 21 get additional services?*
 - 19) *Is the decision for additional services the same as the decision for Extended School Year (ESY)?*
 - 20) *What dispute resolution options do parents have if they disagree with the decision for additional services?*
 - 21) *Where can families get additional help communicating with schools?*
-

1) What are “additional services due to extended school closure”?

(Bulletin 20.01 Introduction: [Full document here](#))

On March 18, 2020, a public health emergency order closed all school buildings in Wisconsin for in-person instruction and other school activities through June 30, 2020.

- When school buildings closed, some special education IEP services and supports may not have been provided or may not have been successful in assisting the student.
- For transition-aged youth, some post-secondary transition services may not have been able to be implemented such as job coaching or community-based instruction.
- These barriers have resulted in some students losing skills or knowledge previously learned or not making progress on IEP goals or in their classes.
- This means some students with IEPs may need additional services added to the current IEP.

If families have not heard from their school or teachers about additional services, families can contact their special education teacher, case manager, or special education director to discuss whether their child needs additional services added to the IEP.

2) Are “additional services” the same as “compensatory services”?

(Bulletin 20.01 Introduction: [Full document here](#))

The Wisconsin DPI uses the term “additional services” and not “compensatory services” when the IEP team needs to add additional services to an IEP because of the public health emergency.

- “Compensatory services” are words used most often to describe when a parent or other person files a state complaint or the parent requests a due process hearing. These require DPI or a hearing officer to make a decision as to whether the school did or did not provide a free appropriate public education (FAPE) to a student with an IEP.
- “Additional services” are words used to describe services that may be needed because school buildings were closed to in-person instruction. Some students may need more special education instruction and support when they come back to school. The parent and school staff, or IEP team, can make decisions about “additional services” without someone filing a state complaint or due process hearing.

If families feel their child needs additional services, the parent has the right to ask for an IEP team meeting to request additional services.

3) What should parents and families know about “additional services”?

(Bulletin 20.01 Introduction: [Full document here](#))

To receive additional services, your child must be receiving special education services through an IEP.

- School staff that work with your child and the IEP team should work together, along with the parent, to discuss adding or not adding additional services to the IEP.
- Parents and families know their child best and spend the most time with them during school closure. Be prepared to share what you have seen about your child's learning.
- Services must be in addition to and not replace your child's current education.
- IEP teams are not required to replace every minute your child missed special education services during the school closure, and in most cases, this would not be possible.
- Additional services are not automatically required if your child did not receive all of the services as specified in their IEP.
- The amount and type of additional services are what your child needs to address loss of skills or knowledge so your child can make progress and catch up more quickly and/or address any new needs your child may have since school buildings closed.
- In deciding about where additional services will be provided, IEP teams must still consider what would be the least restrictive environment for your child's education.

Parents can learn about additional services so they are ready to participate in the decision to determine whether or not their child needs additional services.

4) Do we need to have an IEP team meeting to make a decision about additional services for my child?

(Bulletin 20.01 FAQ #4: [Full document here](#))

No. However, parents must be included in the decision about additional services.

The parent and IEP team can decide on additional services with or without an IEP team meeting.

- If there is not an IEP meeting, the school will contact you to discuss and decide if additional services are necessary and if you agree.
- If you agree with additional services, the school must send you a revised IEP that tells you the changes made to the IEP and when those changes will begin.
- The school will send a form, letter, or statement that says the parent agreed with the changes made to your child's IEP.
- The parent has the right to request an IEP meeting to discuss changes to the IEP at any time.

Families can make the decision of whether or not to hold an IEP meeting. When parents participate in the decision for additional services, parents can ask questions to make sure they understand what the changes in the IEP will mean for their child. If the parent does not agree with the additional services decision, parents have the right to dispute resolution options (see question #20).

5) When should we make a decision about additional services for my child?

(Bulletin 20.01 FAQ #5: [Full document here](#))

Additional services decisions should take place within 6 months of the first day of the school year.

- Your child's teachers should work with your child to know what progress your child made during the time school buildings closed and identify your child's current general and special education needs.
- Schools should try to meet with you sooner if your child did not have any instruction or very little instruction during the time school buildings were closed.
- Schools should try to meet with you sooner if your child needs new special education instruction or support that your child did not receive before school buildings closed.
- If your child graduated or exited out of school at age 21, the school should meet with you before school begins.
- The parent may request an IEP meeting more than once a year to review and revise your child's IEP. Any IEP meeting can include making decisions about additional services so your child receives what they need to receive a free and appropriate public education.

Parents can contact their child's IEP team to decide the best time to meet, share information and concerns about their child's learning, and review and revise the IEP.

6) What if my child is not returning back to the school building at the start of the school year?

(Additional Information)

Some schools may offer parents a choice for returning to school and some parents may choose to not send their child back to the school building because of concerns about their child's safety.

- Your child's school should continue to work with you to determine how best to provide general and special education instruction and services until your child is able to return back to the school building.
- Even though your child may not be returning to the school building at the beginning of the school year, your child still has the right to a Free and Appropriate Public Education in the Least Restrictive Environment.
- The IEP team can develop a contingency plan to meet your child's needs and provide FAPE until your child is able to return to the school building.
- If the parent agrees, the IEP can be revised to include a contingency plan without an IEP team meeting.

If families have not heard from the school, parents can ask how their child's IEP will be implemented, and whether there should be a contingency plan. The parent can ask the school if there is any training and support the school can provide to help them support their child with virtual or distance learning. The parent can ask for this training to be included in the related services or family engagement section of the IEP.

7) What should the IEP team or school discuss when making a decision about additional services for my child?

(Bulletin 20.01 Introduction: [Full document here](#))

The IEP team should work together, including the parent, to discuss the following:

- Your child’s individual strengths and needs.
- How much regression your child had during the time school buildings were closed.
- How much progress your child made compared to students without IEPs during the time school buildings were closed.
- What, if any, new disability-related needs your child may have after school buildings were closed that are not in your child’s current IEP.
- How quickly your child is able to learn new skills or knowledge.

Families know their child best and can share areas in which their child is doing well and where they need to improve. Families can share changes they have seen in their child during the time school buildings closed. Families can share any new concerns they have since the time school buildings closed.

8) What does regression mean?

(Additional Information)

“Regression” refers to a loss of skill or knowledge. Regression can happen when your child does not receive the amount of instruction, service, or support described in your child’s IEP over a period of weeks or months.

- Regression is important when talking about “additional services”. Your child may not have made progress on IEP goals because they did not receive the instruction and support needed when school buildings were closed or because the instruction and support when school buildings were closed did not help your child make progress.
- Regression can mean a loss of knowledge or skill in “academic areas” such as reading, writing, and math.
- Regression can also mean a loss in “functional” knowledge and skills such as organization, self-regulation, daily living skills, physical abilities, communication, following directions, play skills, and getting along with others.
- Regression can also mean a loss in “transition” knowledge and skills such as pre-employment and independent living.
- Teachers and families can share information about whether your child has regressed in knowledge or skills. Families stepped into a support role when school buildings were closed and they can provide important information about their child’s learning.

Families should be ready to share how much their child made progress during the amount of time school buildings were closed for any academic, functional, or transition skills. Families can share any skills or knowledge their child lost during the time school buildings were closed. Families should collect their child’s progress reports and other information to share with the IEP team.

9) How do we decide how much loss of knowledge and skill, or regression, my child had during the time school buildings were closed?

(Bulletin 20.01 FAQ #1: [Full document here](#))

The decision for additional services is an IEP team decision. See question #4 for how a decision for additional services can be made without an IEP team meeting.

- There are different factors, or considerations, an IEP team can take into account when deciding if additional services are needed for your child.
- No one factor determines whether or not additional services are needed.
- Below are three factors your child's IEP team should consider using to determine if additional services are needed.

First, the IEP team will compare the progress your child made on IEP goals and present levels of academic and functional performance before school buildings closed, to the progress your child made during the time school buildings were closed.

- The IEP team will discuss the amount of progress your child made on IEP goals from your child's progress report before school buildings closed.
- When your child returns to school, teachers will determine your child's current level of academic and functional performance and current IEP goal performance to identify how much progress your child made during the time school buildings were closed.
- The IEP team will discuss the difference in your child's progress before school buildings closed compared to your child's progress during time school buildings were closed.
- The IEP team will also look at how much progress your child has made in meeting academic and functional expectations for your child's age or grade level.
- For example, the school may compare the progress report for your child during the time when schools were open in January, February, and March to what your child knows and is able to do when your child returns to school. This helps the IEP team know how much progress your child made when school buildings were closed in April, May, and June.

If not already provided by the school, parents can request information in advance of the IEP meeting so they are ready to discuss additional services. Families can ask to have the information explained to them. Families can share information or data to help the IEP team decide if their child is making progress. Families can share observations, charts, and information about any changes in their child's behavior.

Second, the IEP team will compare the progress your child made when school buildings were closed to the progress students without IEPs made when school buildings were closed.

- All students with and without IEPs may not have made as much progress when school buildings were closed than they did before school buildings closed.
- If the progress of your child compared to students without IEPs was similar, then your child may not need additional services.
- Remember that no one factor determines if additional services are needed.
- There may be other factors that determine whether or not your child needs additional services.

Families can share what they feel works well in general and special education to support their child's needs. Families can share any additional concerns they have about their child's progress during school closure. Families can share how well their child learned during virtual or distance learning.

Third, the IEP team will discuss if your child has any new disability-related needs that require additional services or support in the IEP so your child is able to return to school.

- Some students may need to learn new skills or knowledge to help them with mental health, social and emotional, physical, safety, or other needs.
- Some students may need new support or accommodations to help them transition back into school so they are safe and able to learn.
- The decision of whether or not your child has any new disability-related needs should be made by identifying your child's current academic and functional achievement at the beginning of the school year compared to what all students are expected to know and be able to do for your child's age or grade level.
- If your child does have any new disability-related needs, then the IEP team will develop IEP goals or services to address these needs. IEP services should be provided in your child's least restrictive environment.

Families can share their observations of their child during the school closure. Families can share new information or changes in their child from when school buildings were closed. Families can discuss with the IEP team possible support and services that would benefit their child or what works at home to support their child. Families can request, and have explained, what services and support will look like for their child and how their child will benefit. Families can learn about how they can support new services or support at home.

10) What information should schools share with me to decide if my child does or does not need additional services?

(Bulletin 20.01 FAQ #3: [Full document here](#))

Schools and the IEP team should share and discuss the following information:

- Current levels and progress of your child's IEP goals and academic and functional skills before and during the time school buildings were closed.
- The age or grade level academic and functional expectations that are expected of all students.
- The amount and type of general education and special education instruction provided to your child during the time school buildings were closed.
- Your child's progress during the time school buildings were closed compared to the progress of students without IEPs who are the same age or grade of your child.
- Your child's past need for Extended School Year (ESY) services and past ability to keep skills and knowledge when school buildings closed over summer or other breaks.

Families can ask for a clear explanation of their child's current levels of academic and functional performance before and after the school buildings closed and how this affects the decisions made. Families can ask for documentation of time their child received both general and special education

instruction during school closure. Families can ask for information about grade-level academic and functional expectations and how their child's growth compares to that of others students' during the school closure. Families can share any skills or knowledge their child lost during time school buildings were closed.

11) What other information might schools share with me?

(Bulletin 20.01 FAQ #3: [Full document here](#))

In addition, schools and the IEP team may also share and discuss any of the following:

- Feedback and observations on your child's ability to access learning during the time school buildings were closed. This includes how well your child engaged in learning and how effective the instruction was for your child.
- Classroom assessment results from any classroom assessments given at the beginning of the school year.
- Feedback and observations of any new behavior changes or academic or functional concerns that teachers have seen in your child at the beginning of the school year.
- Results from a reevaluation, if you agreed to a reevaluation for your child, to determine your child's current level of academic and functional achievement.

If the school has not already shared the information, parents can request information about how well their child started the school year including any assessments. Families can have the information explained to them. Parents can also request a reevaluation of their child.

12) What information should families be sharing with the school to decide if my child does or does not need additional services?

(Bulletin 20.01 FAQ #3: [Full document here](#))

- Feedback and observations on your child's ability to access learning during time school buildings were closed such as your child's ability to use the internet or technology.
- How independent your child was with learning, how much you helped your child with learning, and how you helped your child.
- How well the instruction and support provided to your child helped your child learn including what skills your child learned and what skills your child did not learn.
- Any learning or skills your child has lost since the time school buildings were closed.
- Any behavior changes you have seen in your child at home, with siblings or friends, and in the community since the time school buildings closed.

Families can share their experiences, tracking records, notes, charts, logs, and other information about their child's learning during the time school buildings were closed. Families can share observations of their child's experience with virtual or distance learning for both special education and general education instruction. See the WSPEI "additional services planning worksheet" to help families share this information about their child with the school.

13) When and where should additional services take place for my child?

(Bulletin 20.01: FAQ #3: [Full document here](#))

The IEP team, including the parent, will decide when and where additional services will take place.

- Additional services must be provided in your child's least restrictive environment.
- Additional services can take place during, before, or after the regular school day and can also take place during the summer.
- IEP teams should discuss scheduling options for when additional services will work best for your child and family.
- If provided before or after school, or during summer, the IEP team can discuss if the child needs transportation services.

Families can share when and where they feel their child will learn best. Families can share information about their child's schedule before and after school and during the summer. Families can share any concerns about the transportation their child may need to receive additional services.

14) Who should provide my child's additional services?

(Additional Information)

Your child's school will decide who is best to provide additional services for your child based on the type of service or support added to your child's IEP.

- The same people already providing your child's special education services or new people can provide the additional services your child needs.
- Any adult working with your child can provide additional supports, modifications and accommodations, also called supplemental aids and services. This includes special and general education teachers and paraprofessionals.
- Only licensed educators can provide related services such as speech and language therapy, occupational and physical therapy, and services offered by school counselors, school psychologists, school nurses, and school social workers.

Families can ask who will work with their child to help improve their child's progress. Families can ask what training and support school staff will get so they are able to help their child. Families can ask how everyone working with their child will know about the additional services their child will receive.

15) How often should I get information about my child's progress from additional services?

(Additional Information)

Parents receive reports on their child's progress toward IEP goals on a schedule stated in their child's IEP. These reports are often provided at the same time parents receive reports on progress in general education.

- If your child is not making enough progress toward annual IEP goals, the IEP team must explain in the IEP why your child did not make enough progress and the IEP team should meet with you to review and revise your child's IEP.

- The IEP team, including the parent, can identify new disability-related needs and/or revise the IEP services, including additional services and support, at any time.

Parents can request how they would like progress toward IEP goals communicated to them and everyone working with your child.

16) Where and how do we write additional services in my child's IEP?

(Bulletin 20.01: FAQ #6: [Full document here](#))

The IEP team should write “additional services due to extended school closure” in the summary of services part of your child's IEP.

- The IEP team should describe what additional services your child will receive, how often they will receive it (frequency), for how long they will receive it (amount), and where they will receive the additional services (location).
- The additional services written in the IEP should be clear to you, clear to your child as appropriate, and clear to everyone in the school working with your child.
- The additional services and support in the IEP may take place throughout the next full year including the summer.

Families should review the IEP Summary of Services to be sure they understand the services and support provided.

17) If my child is in the process of a special education evaluation but does not have an IEP, can we still discuss additional services once we write the IEP?

(Bulletin 20.01: FAQ #6: [Full document here](#))

Yes, if your child began a special education evaluation before school buildings closed, the school can discuss additional services for your child if the evaluation was delayed due to the school closure.

- Additional services discussion takes place after the evaluation is completed and the IEP team, including the parent, writes the IEP.

Parents can contact their child's IEP team to understand when the evaluation will be completed. Parents are a partner on the IEP team that is making decisions about your child's special education evaluation and should provide input as part of the IEP team.

18) Can my child who graduated or turned 21 get additional services?

(Bulletin 20.01: FAQ #6: [Full document here](#))

Yes, even if your child graduated at the end of the school year or turned 21 when school buildings closed, your school can discuss additional services your child may need.

- Since your child graduated or turned 21, they are not required to continue to go to school.
- Your child should be a part of the decision if they want additional services.

- If your child does want additional services, then your child should be involved with the discussion about what additional services they may need.
- The focus of additional services decisions should be your child's needs related to post-secondary education, employment, training, and independent living.
- Since your child graduated or turned 21, the school should meet with your child as soon as possible if your child wants to discuss what additional services may be available.

Families can support their child's self-advocacy and decision making for additional services. Families, including the child, should contact the school as soon as possible if they want to discuss additional services after graduation or the child turned 21.

19) Is the decision for additional services the same as the decision for Extended School Year (ESY)?

(Bulletin 20.01: FAQ #2: [Full document here](#))

No, the decision for additional services is different from the decision for ESY. If your child did not receive ESY in the past, your child can still receive additional services.

ESY is different from the decision for additional services because ESY only looks at the pattern of regression during school breaks in the past and how quickly your child is able to learn new skills and knowledge. Additional services decisions must also take into account the following:

- How much service and instruction your child received when school buildings closed.
- How well services and instruction worked for your child when school buildings closed.
- How much progress your child made during the time when school buildings closed compared to the progress your child made before school buildings closed.
- How much progress your child made during the time school buildings closed compared to progress students without IEPs made at the same time school buildings closed.
- Note: If your child receives additional services during the school year, these services do not replace ESY and your child can still receive ESY.

ESY is similar to the decision for additional services in the following ways:

- The IEP team looks at how well your child is able to learn new skills and knowledge.
- The IEP team looks at how much regression your child has had in the past during school breaks such as summer.
- The IEP team decides what services your child needs to meet IEP goals.

Families can share how well their child has been able to learn new skills and knowledge in the past when they return to school after school breaks. Families can share their concerns about their child's education during the time school was closed because of the public health emergency. Families can ask about where, when, and how additional services will be provided to their child, including services over the summer.

20) What dispute resolution options do parents have if they disagree with the decision for additional services?

(Bulletin 20.01: FAQ #10: [Full document here](#))

Parents have the same dispute resolution options for additional services decisions as they have for other IEP team decisions.

- Parents can contact the Director of Special Education to share concerns or request an IEP meeting to review and revise the IEP.
- Parents may request a facilitated IEP meeting from the Wisconsin Special Education Mediation System (WSEMS) if they would like someone who does not work for the school to assist in the IEP meeting discussion so that everyone is able to share their ideas.
- Parents may request mediation from the Wisconsin Special Education Mediation System (WSEMS) if they would like someone who does not work for the school to help resolve disputes that cannot be resolved through an IEP meeting.
- Parents, family members, or any adult may file an IDEA complaint to the Wisconsin Department of Public Instruction.
- Parents may request a due process hearing with the Wisconsin Department of Public Instruction.
- More information and contact information for these options is on the Wisconsin Department of Public Instruction "[Dispute Resolution Options](#)" web page.

Families can contact the DPI or a statewide family support and advocacy organization to understand the dispute resolution options available to them. Families can contact the Wisconsin Special Education Mediation System to assist the parent and IEP team with the discussion about additional services through a facilitated IEP team meeting.

21) Where can families get additional help with communicating with schools?

(Additional Information)

There are several family support and advocacy organizations to assist families with their child's education:

- Wisconsin Statewide Parent Educator Initiative (WSPEI)
- Wisconsin Family Assistance Center for Education, Training and Support (WI FACETS)
- Alianza Latina Aplicando Soluciones (ALAS)
- Disability Rights Wisconsin (DRW)
- The Arc Wisconsin
- WI Family Ties
- Contact information and additional agencies are on the DPI Special Education Agency and Organization web page

Families can share their questions and concerns and ask what types of supports are available.

Additional Information and Resources

1. [Bulletin 20.01 Additional Services Due to Extended School Closures](#) – This bulletin outlines DPI’s guidance on how to determine additional services needed as a result of the school closure.
2. [WI DPI COVID 19 Special Education Web Page](#) – This web page is updated regularly to provide guidance and information related to school closure. The following resources on this page may be useful:
 - Extended School Closure Due to COVID 19 Special Education Question and Answer Document
 - Video Presentation for Families Understanding Special Education Guidance During the COVID-19 Pandemic
 - Conducting Parent Friendly and Virtual IEP Meetings
 - Teleservice Considerations for Related Service Providers During the Public Health Emergency
3. [Tips for Protecting your Child’s IEP Services during COVID-19](#) – Example of a daily journal and the types of information parents and families could collect. Share this information with the IEP team.
4. [National Center on Learning Disabilities \(NCLD\) COVID-19 Parent Information](#) – Resources to Help School Districts Serve Students with Learning and Attention Issues during COVID-19
5. [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#) – This Q and A from the US Department of Education describes services school districts must continue to provide students with IEPs during school closure because of the public health emergency.
6. [Statewide Family Support and Advocacy Organizations](#) – These state and federally funded family support and advocacy organizations provide free information and support to families.
7. [Dispute Resolution Options in Special Education](#) – The Wisconsin Department of Public Instruction provides information on free options parents and families have when they disagree with a decision of the school.
8. [Special Education in Plain Language](#) – This document provides families with information on special education state and federal legal requirements and tips on what families need to know and do to support their child’s special education needs.
9. [Council for Health Justice](#) – Share this information with the IEP team.
[NCLD Parent Advocacy Toolkit](#) —This toolkit can help to advocate for students with learning and attention issues during and after the COVID-19 pandemic.



Wisconsin Statewide Parent Educator Initiative

Preparing for Discussions on Additional Services: What Families Can Do

This planning worksheet was developed by the Wisconsin Statewide Parent Educator Initiative (WSPEI) to assist parents and families with preparing for additional services discussions with their IEP teams.

Parents, as members of the IEP team, have valuable information about their child's skills during the time of school closure that can be helpful in determining progress, as well as the need for additional services once school resumes. This outline will help parents and families reflect on and organize their thoughts on their child's learning experience during the school closure in order to fully participate in the discussion about additional services.

Families are encouraged to focus on the areas below that will be most beneficial to their child.

1) Consider these important questions as you use this document:

- a. How well was your child able to access learning during the times schools were closed?
- b. How well was your child able to engage in learning?
- c. How effective was the delivery of instruction for your child?
- d. Does your child agree with your thoughts and observations?
- e. What is your child's perspective about their experience?

2) Organize your child's records:

- a. Collect samples of your child's work.
- b. Estimate the amount of time the family supported your child's learning.
- c. Write down your observations about your child's learning (see item #1).
- d. Before meeting with the school, request that the school send copies of information and reports about your child's learning prior to and during the time the school building was closed. This may include the following:
 - report cards,
 - assessments and test scores,
 - discipline reports, and
 - teacher observations and comments shared with you.
- e. Collect reports from other people (non-school) who have expertise about your child in specialized areas, such as a doctors, counselors, and therapists.

3) Write down observations about your child's accomplishments and challenges in learning:

- a. Consider academics, especially reading and math.
- b. Consider skills such as writing, organization, ability to sustain focus, and following a schedule.
- c. Consider social skills such as interacting with the family, other children, taking turns.
- d. Consider home life such as helping with chores and ability to entertain self.
- e. Consider mental health, social and emotional, mood regulation, depression, anxiety.

- f. Consider technology, such as how well your child is able to use it independently while participating in virtual classroom instruction, watching classroom videos, and accessing internet or email.
 - g. Consider skills in independently using assistive technology such as graphic organizers, a walker to move from place to place, text to speech, alternative communication systems, or computer applications.
- 4) Think of any issues or concerns you may have related to the areas listed above and explain how they have affected your child:**
- a. Think about what you, the school, or others have done in the past to work on your child's challenges.
 - b. Write down any progress you believe your child has made in these areas.
 - c. Compare your thoughts and observations with school reports.
- 5) Focus on your child's needs:**
- a. Based on your child's strengths and accomplishments, make a list of what has worked in the past and what is currently working.
 - b. Based on the identified challenges, issues, or concerns, make a list of ideas regarding what could be done to allow your child to continue making appropriate progress.
 - c. Think about your child's communication with teachers, use of technology, and necessary supports. How could communication with your child be improved?
 - Identify the types of communication that were beneficial and those that were not (be specific).
 - d. With whom do you think your child best connects and communicates at school?
- 6) Communication with school – identify what did and did not work:**
- a. Consider how effective communication was between you and your child's teachers:
 - Identify the types of communication that were beneficial and those that were not (be specific).
 - b. Consider the following questions:
 - How often do you think communication is necessary?
 - Is communication most effective through text, email or phone calls?
 - When is the best time to be reached?
 - Is there a need for an interpreter or translation?
 - Do you need other assistive technology?
- 7) What are you most looking forward to once school resumes?**
- 8) Is there anything else you would like the team to know?**