



PROGRAMS OF NW DISABILITY SUPPORT



abicommunity.org

What Does Back to School Mean for My Child?

Know your rights, unpack the Ready Schools, Safe Learners guidance, and find the best information to support your child in the 2020-2021 school year with with Dr. Candace Pelt, ODE

**Thursday, August 13, 2020
3pm-4pm (PST)**

Presenter

- Dr. Candace Pelt
- Assistant Superintendent, Oregon Department of Education (ODE)
- Shares belief in equity and the right for every child to belong and have the supports they need to be successful in school
- Will unpack [Ready Schools, Safe Learners Guidance](#)



Ten Tips Resource

- Developed from parents by parents
- Best practices in inclusive schools
- Support parents and teachers as they plan and prepare
- Supports must be implemented so ALL students have access to education
- Find this resource and others on our website under [Support for Online Learning](#)

Ten Tips for General and Special Education Teachers, and Parents for Inclusive Equitable Schools During COVID and Beyond

This resource has been created considering best practices in inclusive schools, sensitivity to the capacity and demands of parent(s)/teacher(s), impacts to disability communities now with additional stressors/barriers, expectations that Americans with Disabilities Act (ADA) and the Individuals with Disabilities Education Act (IDEA) will be followed, and supports on and not on the IEP will be implemented so all students have access to education.

- 1. Define Communication Details and Options to Connect**
Provide contact information and understand availability of teachers, para, parent(s) to communicate and support/supervise student and schoolwork
- 2. Determine if Student Needs Food or is Homeless**
What supports can be put in place?
- 3. Determine What Technology a Student Needs and Has and What Their Strengths Are**
Including the Internet, device to access internet, assistive technology tools and services, a [SETT](#) meeting, training to utilize technology, ability to access/navigate educational platforms, website accessibility
- 4. Determine What Technology Parent(s) are Familiar with and What Parent(s) Strengths/Needs Are**
Including access to tutorials and training for devices, online educational platforms, website affordability/accessibility
- 5. Decide What Type of Supports Student Needs to Engage and Learn**
Provide background information, accommodations, footrest, printed materials, manipulatives, calculator, fidgets, visuals, social/emotional tools to build relationships and self-regulate, resources at language/writing level, translated materials in primary language, clear instructions/expectations, related services, modifications, tools to develop self-management, cultural responsiveness, personal planner
- 6. Determine What Type of Supports Parent(s) Need for Student's Engagement and Learning**
Background information, resources at language/writing level, translated materials in primary language, interpreter, clear instructions/expectations, schedule, learning/teaching strategies, culturally responsiveness
- 7. Schedule Ongoing, Weekly Communication and Collaboration with Team Members**
Including student and parent(s), that is proactive, supportive, individualized, two-way/mutual, positive, built on trust/respect, focused on student support and progress, and allows for feedback (Was the student/parent prepared? Could student engage/participate in curriculum? What were the barriers and how can they be removed or worked around? Were modifications made? Were accommodations implemented? Were instructions/expectations clear?)
- 8. Provide Consistent and Predictable Content and Assignments**
Prepare flexible, inclusive, individualized, universally designed lessons, post instruction and schoolwork prior to delivery so students and parents can be prepared, and the school team can plan to pre-teach, modify, implement accommodations, and incorporate para support
- 9. Plan and Schedule Routine and Interactive Instructional Opportunities**
Minimize chaos, organize learning agenda, use tools for engagement (examples of key concepts, hands on supports, ask questions, check for understanding, make study groups), incorporate time for students to respond and be involved
- 10. Post Instruction and Assignments in One Location**
Share recorded instruction, videos, resources, assignments, worksheets, links, learning objectives/study guide for test, and all pertinent information in a single location for student/parent(s) to refer to and ask questions about

NW Disability Support is a coalition, hosts the annual all born (in) inclusion conference, has staff to provide Spanish support, and provides resources. Find this and other resources at www.abicommunity.org.

Evaluation

- We want your feedback
- Include questions you may still have
- Please fill out [online survey](#)
- Link in chat box and in follow up email
- Your input is important



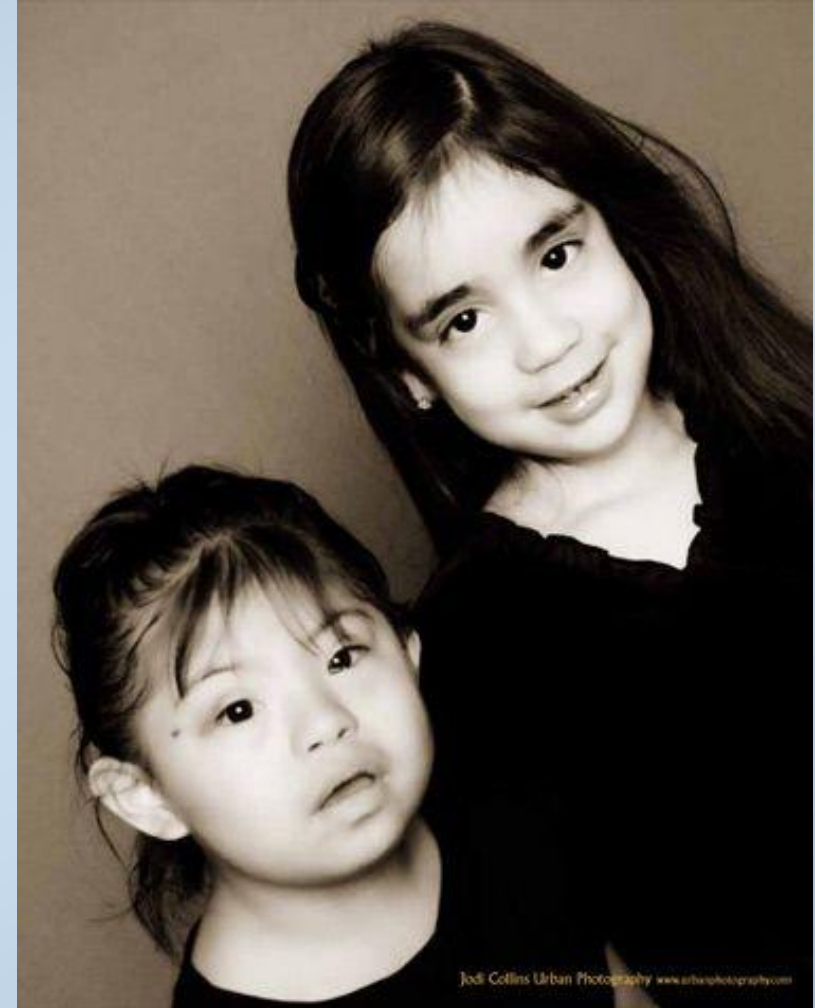
Support

- 1:1 support, IEP review, plan for a meeting, understand rights, receive information and resources
- Maria Rangel (Spanish)
mrangel@nwdsa.org 503-262-4029
- Jamie Burch (English)
jburch@nwdsa.org 503-238-0522



Thank You

- Glad you joined us
- Please contact us for assistance
 - info@nwdsa.org
 - 503-238-0522
 - abicomcommunity.org
- We hope you and yours stay healthy and safe



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