BACK TO SCHOOL

AUGUST

Remote Virtual Learning *vs.* Online Learning

The coronavirus pandemic caused many Utah schools to close at end of last school year as emergency measures were put into place for remote learning access across the state. Many of us were left filling in the gaps for our child's educational needs, and many were confused about what "remote learning" could look like for the upcoming school year.
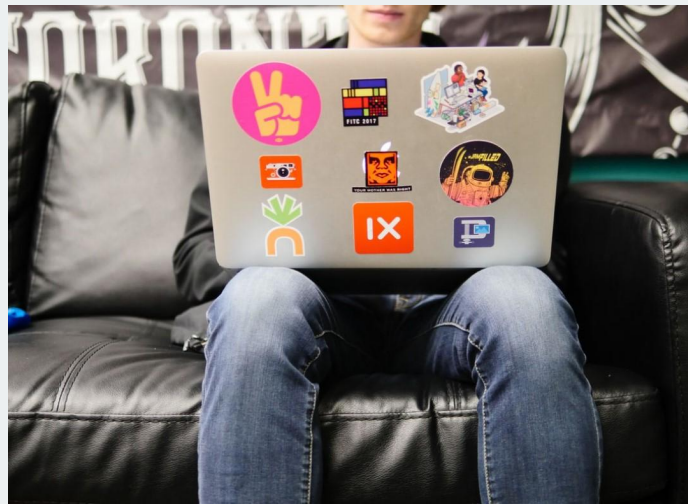
If you're a parent that has to decide between online or in-person learning this fall, how do you make that decision? As schools re-open their doors, some LEAs are offering or requiring remote and online learning opportunities for families. So what exactly is the difference between remote learning and online learning?

What is Remote/Virtual Learning?

- An online educational format that strives to re-create or mimic the classroom environment as the student learns through the computer. Keep in mind that remote learning is not a change in placement on an IEP, yet simply a location difference for the same intended classroom instruction.
- Students may be required to check in at scheduled class times

throughout the day to view core instruction from their scheduled class(es) and teacher(s).
- Typically, students will engage online with their peer classmates in group learning activities.

What is Online Learning?

- Internet based education that allows students to work on their education at their own pace and on their own time without face-to-face interaction with their instructor.
- No typical scheduled class times, yet scheduled deadlines for work completion and exams.
- Most flexible format, yet students will need the skills to self pace and be self-motivated.

If this is a route your student is taking, then consider these following links:

- [Remote Learning and Student Confidentiality](#)

- [Family Guide to At-Home Learning](#)

- [School Counseling Resource Guide](#)

- [Open Texbook Projects](#)

- [COVID-19 and Civil Rights of Students](#)

- [Internet Safety for Remote Learning at Home](#)

- [Home Virtual Classroom Behavioral Supports](#)

- [Utah's Online Library](#)

- [Homework Help](#)

- [Directory List of All Utah Schools](#)

- Affordable Internet (must meet qualifying criteria) Click photo below to access full flier

To Wear or Not to Wear a Mask in School-- That is the Question!!

A new public safety health order was issued on July 17th regarding directives on mask wearing in school. Some exemptions have been outlined, such as exemptions under Subsection (3)(d)(e)(f), which state:

d. an individual with a medical condition, mental health condition,

or disability that prevents wearing a face covering, including an individual with a medical condition for whom wearing a face covering could cause harm or dangerously obstruct breathing, or who is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance;

e. an individual who is deaf or hard of hearing while communicating with others, or an individual who is communicating with an individual who is deaf or hard of hearing, where the ability to see the mouth is essential for communication, in which case a face shield or alternative protection such as a plexiglass barrier should be used;

f. an individual who has an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act, 20 U.S.C. section 1414, or an accommodation under Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794, that would necessitate exempting the individual from wearing a face covering;

If your student meets one of the exemptions listed under section 3, then be aware that your school may require your student to provide a medical directive verifying a need for an exemption and your student's IEP or Section 504 plan will need to be updated documenting the accommodation.

For full directives, download the state public health order *here*.

Tips for Getting Kids to Wear

Need some more resources on mask wearing? Follow these links for further support:

- Avoid foggy eyeglasses while wearing your mask

- Tips Wearing Masks at School

- Skin health during mask-wearing

Face Masks

Whether you're asymptomatic or have symptoms, wearing a face mask can help reduce the chance of spreading coronavirus for everyone-including children. But getting your child to wear a face mask can be a difficult task. Pediatrician Dr. Cindy...

Read more
healthcare.utah.edu

- Helping your child feel good about wearing a mask

- Myths on maskwearing

Temporary Guidelines for Baby Watch Early Intervention Programs

Lisa Davenport, Baby Watch Early Intervention Program Manager, has provided some input regarding some of the questions parents have been asking pertaining to their early intervention services. As these services were initially provided in the child's natural environment (family home, daycare etc.), *temporary guidelines* have been put in effect until Utah's public health emergency declaration is lifted.

Q: When will providers begin re-entering homes again?

A: *We contract with 14 programs across the State of Utah, and have one program in house under the Utah Department of Health. Each of the contracted programs is responsible for deciding, with collaboration of their own administration and legal counsel, when it is safe and appropriate to began to resume face to face visits. This will also be very dependent on the program's location and catchment area served within the state, as well as their abilities to have appropriate protections (i.e., PPE, etc.) in place. We have not identified a date for the early intervention program within the Utah Department of Health, which covers the Weber-Morgan areas, to resume face to face visits. We continue to feel virtual visits are most appropriate and safest for children, families, and providers in this catchment area at this time.*

Q: What are the options to determine eligibility without in person assessments happening right now?

A: *Since tele-intervention has been implemented for delivering Baby Watch Early Intervention Services, there have been two ways to determine eligibility: Informed Clinical Opinion (require assessment to be conducted virtually) and Approved Medical Diagnosis. The only way that is not currently be used is Standard Score because this would require the BDI-2 NU to be administered in person. These have always been the three types of eligibility determination under Baby Watch policy. You can access our*

policies at: utahbabywatch.org under the Get More Info tab

Q: What do you offer families who do not have wifi or electronic devices to receive services?

A: If families do not have the means to receive a virtual visit with video conferencing, providers have been delivering EI services in a coaching model over the phone, as well as have provided resources in the mail and via email.

Q: Have deadlines been extended for updated IFSP's with families?

A: The Office of Special Education Programs has continued to communicate that there is no negotiation in regards to the Part C Federal Regulations, and all time frames (45 days) are still required.

Q: What discussions have there been had around attire/safety protection wear for employees and families after this temporary status has been lifted and providers can resume home visits?

A: We have communicated and recommended to all of the Baby Watch Early Intervention Programs to follow both state and CDC guidelines regarding PPE and other necessary precautions for in home services.

If you have further questions that have not been addressed here, please contact our parent consultants for a free over the phone consultation at 801-272-1051.

New Webinar Regarding Back to School

BACK TO SCHOOL IN UTAH DURING THE MODERATE PHASE OF COVID-19

As Utah enters the "Moderate Risk Phase" in relation to the Coronavirus pandemic, please join us in hearing about what this means
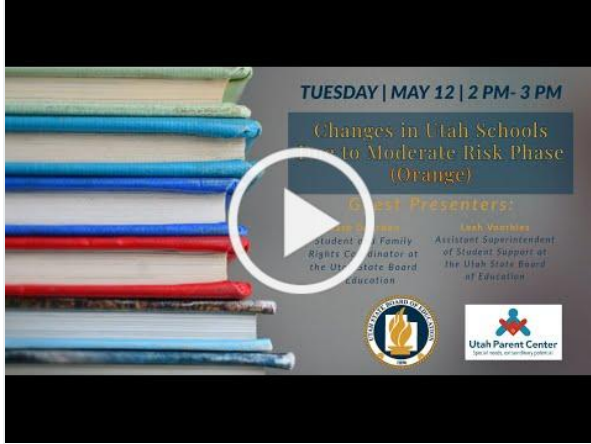
for students with disabilities in our state. Come and learn about the possibilities and changes experienced by students in an effort to support their education and ongoing progress.

Free Hotline for Anyone Feeling Emotional Distress Related to COVID-19

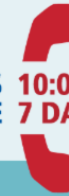## School Planning Guide for Your Student In Special Education

STEP, a parent training and information center in Tennessee, has provided an informative guide for families as they begin planning for the upcoming school year. They have kept the student in mind as they help families consider some "steps" with their student's IEP needs.

Click the photo below for the complete PDF guide.

Return to School Planning Guide

SCHOOL PLAN WORKSHEET

STEP 1

Get a copy of your school district's back to school 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 possible regression (what was lost) and needed services.

PROGRESS REVIEW WORKSHEET

STEP 3

Share your concerns and input with the school team by discussing recoupment (how to regain lost skills) and the type and amount of services needed for your child to make meaningful progress and meet their IEP goals..

DATA AND OBSERVATION WORKSHEET

STEP 4

Prepare to discuss where and how your child's IEP services will be provided in different learning environments. Discuss placement and request Prior Written Notice (PWN) for each service asked for or offered.

SERVICES DELIVERY WORKSHEET

step tnstep.org   1-800-280-7837   information@tnstep.org

Back to School Busing & Transportation Concerns Addressed

Getting Kids to School: Tackling the COVID-19...

Of all the complex decisions education leaders face as they plan to reopen schools for the 2020-21 academic year, the toughest one might be the most basic: how to get students to the buildings in the first place. It's not a question districts and ...

[Read more](#)
www.edweek.org

Students Inform Needs to New Teacher by Using Introduction Letter Templates

There are several approaches to build positive relationships with your child's teacher. At the start of a new school year, there is much anticipation about whether or not the new teacher understands the specific accommodations that allow your student everyday success. A great method would be to write an introductory letter with your child to the new teacher(s) regarding your child's strengths and specific supports. Your older student may prefer a more traditional approach by sending a letter via email to all their upcoming teachers, while younger students may want draw pictures.

Here are two fun examples from _understood.org_ to get you started:

- [Younger Student Introductory Letter PDF download](#)

- [Older Student Introductory Letter PDF download](#)

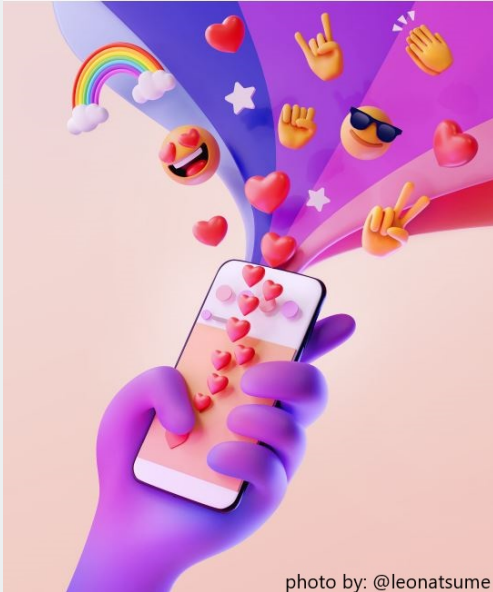# Online Bullying Prevention & Your Teen

photo by: @leonatsume

Bullying is not just in the schoolyard, it can be online as well. As our children have connected more online, it is important that we talk to them about digital forms of bullying.

Online bullying is the use of technology to harass, hurt, embarrass, humiliate, or intimidate another person. It can be done anonymously, which makes it easy for one child to hurt another and not be held accountable or see the impact of his or her actions. Because this technology reaches a wider audience than just the person who is targeted, its effects can be devastating.

Children with disabilities may be more vulnerable, so it is important to recognize and respond to bullying to keep our children happy and safe. Here is a checklist from Pacer Center's Teens Against Bullying to help you identify when behavior crosses the line into bullying.

Bullying Checklist

Here are three fun posters you can download and print to remind your teen that when they are online, their interactions should be free from bullying and they should feel safe.

Poster Download

Teach your children that they can come to you or another trusted adult to stop bullying. It is important for adults to get involved and protect children from the harmful effects of bullying.

Advocating Locally -

Find out if there are any organizations that are already advocating for your cause. If there are, join the organization. There is power in numbers. Parents like you and other grassroots volunteers have been the catalyst for change in many programs and services for people with disabilities, at times even protecting the rights of these individuals.

ADVOCACY
CORNER

Where to start advocating at the local level?

- Contact local governments or local regulatory agencies (ie. school boards).

- Contact State agencies or State Legislative representatives. Summer is a good time to start a conversation with your representative. To find out your local representative click *here.*