SPED Back to School Advocacy

General: services and assessments are not on hold (though the ERH can agree to a 60 day assessment extension), the school is still obligated to provide FAPE. A district may not unilaterally cut or reduce services in a student’s existing IEP.

All CASAs/ERHS:

1. Connect with the Foster Youth Liaison
2. Obtain all school records
3. Point of contact for the school (has the school been in touch?)

Youth with a current IEP:

1. Connect with the youth’s IEP case manager
   a. Obtain a copy of the updated IEP with the emergency learning plan (make sure it complies with SB98, link to SFUSD FAQs.)
   b. How exactly are the services being provided day-to-day (should be in the learning plan)?
      i. What do the related services look like, if any?
         1. Teletherapy is feasible, no reason why it shouldn’t be happening.
            a. Confirm that the student has the necessary tools.
            b. Therapist should check in with caregiver about proper set up and ensuring that student can engage (student have tennis balls? Flour in tray? Camera angle so the therapist can see student’s hands/paper?).
            c. What is the professional organization’s stance on therapy during distance learning?
   2. If not in compliance, will there be an outside contractor? Will there be comp ed? How will you provide them if in-house people can’t?
   c. How is the student making progress on goals?
   d. What does a typical day look like for this youth?
   e. What is the student’s capacity for engagement?
   f. Options for accessibility: recorded classes? Close captions? Notes? Dictate to speech?
      i. See google accessibility tools

2. Connect with the caregiver
   a. Do they feel comfortable supporting the youth’s learning needs?
   b. Do they have the contact information for the case manager?
   c. Is the caregiver the updated point of contact for the school/case manager?
   d. What is their capacity to supervise or support the youth during the day?
e. Does the youth have the technology (adaptive or otherwise) and internet connection to be successful?
   i. Do they have all the links/info for how to connect to the classroom?
f. Request that they document what they see going on in the home.
g. Does the student have medical needs that might make them more vulnerable if school resumes? Are medical needs being met?

3. **Check in with the youth**
   a. How are you feeling about school this year?
   b. Is there anything we can do to help you engage with remote learning?
      i. Headphones, desk dividers, comfy chair, fidget tools, computer stand/elevate, divide living space from school space (keep room as a sanctuary), desk organizers/shelves…

**Youth who were mid-assessment for an IEP last year:**

1. Where was the youth in the assessment process?
   a. Is there enough to determine that a kid is eligible? Either for a category they meet now or the one you were initially testing for? (OHI easier to get, use as placeholder and then find better eligibility category later)
      i. Needs drive goals drive services (should be reflected in ELP)
      ii. Is there information about the kid/their testing at a literal school site? Who can get it if so?
   b. How do you meet as a team to decide if you have enough to provide services?
      i. Parent can approve “as is” (sign with exceptions--without certain test now but that you want to complete the tests when reasonable).

2. All tests have to be completed *eventually…*