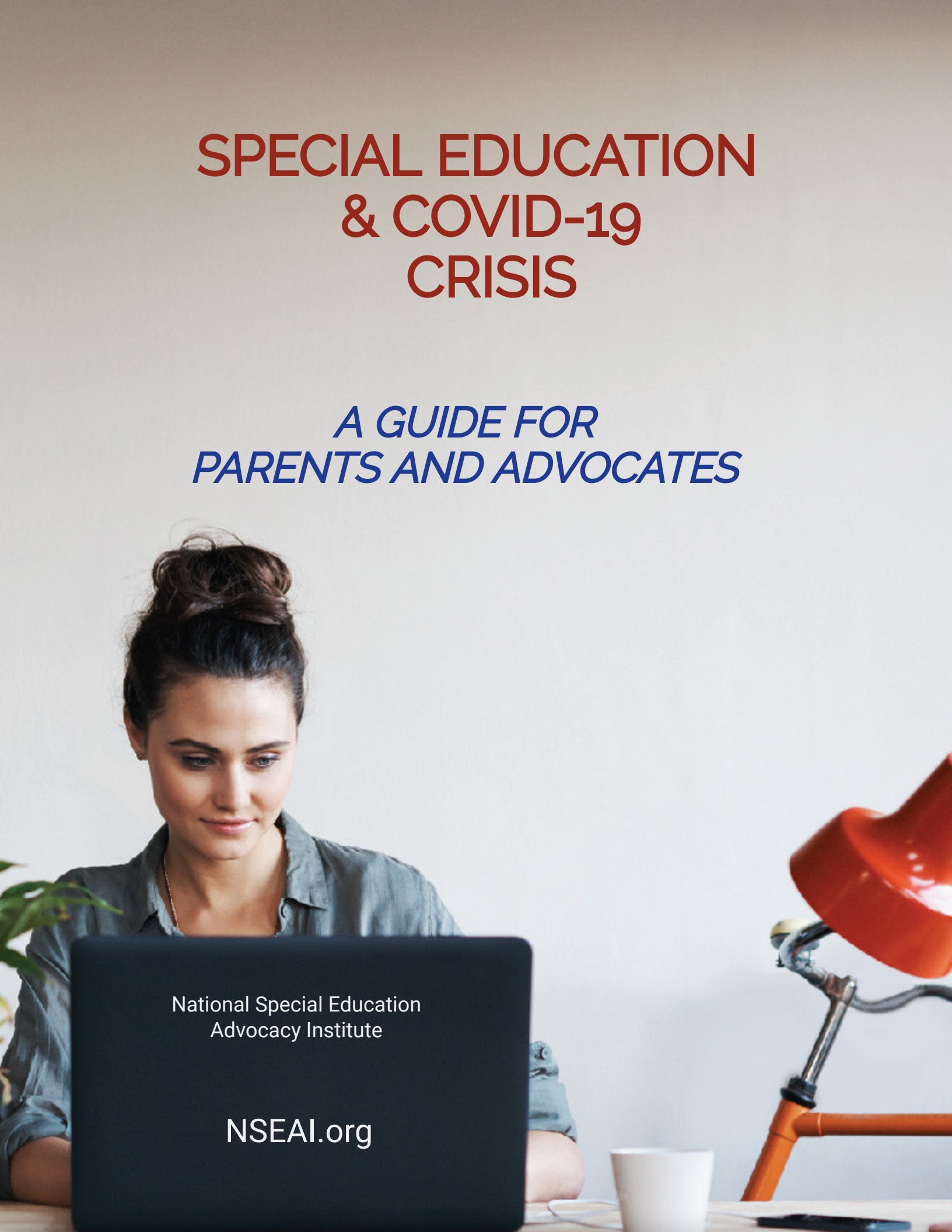


# SPECIAL EDUCATION & COVID-19 CRISIS

*A GUIDE FOR  
PARENTS AND ADVOCATES*



National Special Education  
Advocacy Institute

NSEAI.org

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**SPECIAL EDUCATION AND COVID-19**

**A PARENT AND ADVOCATE'S GUIDE**

**ADDRESSING MAJOR AREAS OF CONCERN**

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A thank you to Linda Snyder  
for her commitment to Education Advocacy  
and to all of our children's success.

### CURRENT ISSUES

This is a hard time for everyone. While we are all frustrated and coping with unprecedented challenges raised by COVID-19, the burden is not shared evenly. This pandemic has magnified the extensive inequities present for 7.5 million special education students in our current educational system. 14 percent of all public school students receive federally mandated special education services because of their disabilities. Working together in collective constructive and positive action to face the inequity in education for our most vulnerable special education learners is our only hope. Everyone's gifts and skills need to be appreciated during this time. Parents are acting as therapists, aides, counselors, and teachers, while balancing their own responsibilities, working from home, and parenting.

The U.S. Department of Education and the Centers for Medicare & Medicaid Services (CMS) have released new guidance to those working in schools and providing services to children with disabilities. The U.S. Department of Education clarified, that during this COVID shutdown, that a free appropriate public education (FAPE) may be provided consistent with the need to protect the health and safety of students with disabilities and those individuals providing special education and related services to students. This

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includes many special education and related services delivered through distance instruction provided virtually, online, or telephonically. Despite this clarification, during this stressful time of school closures, certain children are not receiving appropriate education.

We know that it is a stressful time for all families, students, educators, and administrators. Every student deserves to learn, but many are not able to access computer-based virtual education from home. Even if a parent has the necessary hardware and internet access, they may lack the necessary computer skills. Many students with special needs rely on specific, hard-won, deserved, and legally required, learning supports to access their education. These supports are now absent for many which is institutionalized discrimination.

US Department of Education Fact Sheet during COVID Crisis:

[https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%](https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%20during%20COVID%20Crisis.pdf)

**Equality**  
**Institutionalized Discrimination:**  
**Socially Acceptable Discrimination**  
**Intentional Discrimination**  
**Offensive Discrimination**  
**Illegal Discrimination**  
**Unimaginable Discrimination**

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This inequity in access constitutes institutionalized discrimination against special education students whose needs are not prioritized. Lack of implementation of their IEPs, poor parent communication, inadequate online individualized instruction, lack of counseling, no access to parent or teacher training, needs assessments not being done, and lack of data tracking and analysis is occurring. These barriers to their education are no different than having a child in a wheelchair outside of the school that has many steps which they cannot transverse.



Students with disabilities may be entitled to “compensatory” services to make up for whatever they missed during this shutdown. However, the problem is compounded by the fact that many of them are regressing also.

# TEACHER AND STUDENT SUPPORTS

We also need to be aware that many teachers are not being provided the appropriate supports so that they can support your child. Most teachers work very hard, but if IEP supports are not written into the IEP the teacher is left to do them all by themselves despite not having the time or training to do so.

I have seen first hand how hard these teachers work. I would often go see my sister, who taught a general education 1st grade class, and she would be working late into the evening. She easily worked 55-60 hours a week to support her class. She paid for supplies for her classroom to supplement what the school provided. I would come down to see her only to spend the whole day decorating her classroom with her during time she was not paid for. She would call on her own time and ask for my expert advice on how to document cases, I was an RN working as a neuro developmental disability case manager and behavior specialist. We would identify how to document a situation with an unidentified learning disability, so the child could be identified appropriately and receive services, previously refused by the school. She turned around many a student case so that they could succeed with the appropriate supports. I am sure parents were never aware of how hard she worked to support all of her children/students.



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Remember that the next time you go to the IEP meeting. The IEP is not only there to allow your child to access their education, but to also provide the instructional supports and training to anyone, including the general education teacher and special education teacher, who instructs them. We do a disservice to teachers when the IEP is not written correctly, and they are left to fly by the seat of their pants and do it all by themselves. This is unfair, and is a misuse of their expertise. These supports are those that are needed to meet the unique and specific needs of the student and may include:

- Consults from other clinical professionals - OT, PT, S/L, Psychologist
- Training and time to document behaviors appropriately
- Training on implementation of positive behavior interventions
- Training on specific disabilities and instructional implications
- Behavior Specialist supports, observations, analysis of data, with recommendations
- School psychologist and clinical team assistance in the development of appropriate instructional accommodations and curriculum modifications
- Instructional Aide responsibilities to support the teacher
- Transitional support services, etc...

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Document during this time. All the revisions to the IEP that must be documented so that your child will receive appropriate services from individuals who are themselves being supported. The area in the IEP under supports to school personnel is probably the most underused section of the IEP. As a nurse, I could never take care of my patients without additional supports—including nurses aids, training, supervision support, labs, identification of nursing diagnoses, doctor recommendations, research based interventions, appropriate nursing care plans, and supplies. This is very similar to an IEP process. *(By the way—just so you know—the IEP was actually modeled after a nursing care plan!)*

We know the teachers are working hard, and the fact that they are not being supported appropriately directly affects your child's education. Many teachers were not provided time or supports to prepare for the modifications needed in the IEP. That is why IEP development to address all educational needs is so important. (80-90% of IEPs have unidentified educational needs that lead to academic failure or lack of adequate progress.) It is essential that we address the deficits in providing appropriate education to your child in an appropriate way.

### PARENTAL CONCERNS

The following are the concerns that we have been hearing from many parents calling our offices:

- IEP services are either not being received or being received in limited and ineffective forms
- Specially designed instruction/adaptations/modifications are not being provided like visual supports, graphic organizers, lesson notes.
- Present levels of performance (independent skills) are inaccurate
- Individualized instruction, attention and reinforcement not being provided
- Difficulty with the platforms provided
- Districts have sent home legal waiver forms, or uniquely worded NOREPs to try to get parents to agree over the phone or to sign away their individual rights and limit support to special education students. Parents are told that they have to agree to what is being offered, or they will get nothing, which is not true.
- Parents receive downloadable packets that are not modified as defined in the IEP to address the child's disability.

### **EVERY CHILD CAN LEARN**

**It should not matter if you:**

- **have the right parents**
- **live in the right neighborhood**
- **have the right friends**
- **have the right tutors**
- **have the right housing**

Parents express their frustration since:

- They don't know how to address the regression in skills occurring
- No generalization opportunities are provided so skills are not functional
- They are not being taught how to support attention and focus
- They are not taught how to prompt appropriately and fade

*We are going to need so many trained educational advocates to help with this transition back after this shutdown is over. Go to [NSEAI.org](https://nseai.org) to see about a 12 day online, on demand educational advocacy training. It is the most efficient, effective, and comprehensive program in the country.*

# A PARADIGM CHANGE

This paradigm change in school settings puts light on the fact that the children with special needs are not able to accurately or fluently adapt to new environments. Do not bellyache as a parent if you don't document the issues and actively participate in the IEP process vs. just showing up at an IEP meeting.

**DURING THIS NATIONAL DISASTER,**

**THERE IS A GREAT OPPORTUNITY**

**TO LEARN HOW TO PARTICIPATE ACTIVELY IN THE IEP PROCESS AND**

**DEVELOP AN APPROPRIATE IEP FOR YOUR CHILD.**

Without documentation, you have little recourse after this disaster. You will not have documentation of regression, lack of services or decreased pace of progress. As parents, you must address the following 9 areas:

- 1) Present Levels Of Performance - Demonstrated
- 2) Specially Designed Instruction
- 3) Instructional Aide
- 4) Behaviors

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- 5) Goals And Objectives
- 6) Ask For An Iep Meeting - For Revisions
- 7) Parent Input
- 8) Document—Document—Document
- 9) Additional Tools To Use

# PRESENT LEVELS OF PERFORMANCE

## PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE - PLAAFP

Are present levels at home are different from what the teacher said they were and what your previous documentation from schools that they were? Ask the teacher what the present level is currently and document what they say. This is not uncommon and needs to be addressed. Present levels in any highly structured classroom with high levels of support and prompting are going to be very different than in settings that require higher levels of independence and generalization of the skill.

## HOW TO DOCUMENT THE PLAAFP

- Analysis of student performance as compared to grade-level standards and/or age-appropriate academic and functional expectations
- Include multiple sources of information including - grade level State and District standards, CBA, rubrics of performance, focused observations, student, parent and service provider input, error pattern analysis, instructional fidelity analysis, goal progress, trends of growth over time.

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- Include student appropriate baselines, assessment data, historical progress based on type of interventions used, and rate of growth information.
- Describe how and why the individualized presentation of a disability impacts access to learning for this student. This can include processing of information, speed and accuracy, concept acquisition, ability to demonstrate learning, generalization of skills, maintaining of ( retention of) skills, ability to navigate school environments both physically and technologically, task completion and levels of independence
- Informative and explicit descriptions on how the disability affects involvement and progress in the general education curriculum
- Using language that is understood by the whole IEP team (including parents)

### FOCUS ON IDENTIFYING CONCERNS/NEEDS

Address highly specific skills that can be measured. Skills that the student requires in order to access and make progress in:

- Actively and independently engage in the school environment including:
  - o Behavior
  - o Communication
  - o Personal Management
  - o Self regulation/ Emotional regulation
  - o Social Competence - interactions (not just social skills)



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- General education curriculum at their peer grade-level develop in order to approach or achieve grade-level standards
- Reach post-secondary goals and outcomes
- Reaching identified standards (school and state)
- Self-advocacy and self-determination

One of the biggest complaints we've gotten is that legally based educational advocacy groups out there tell parents to document present levels but do not tell them how to document.

Without the skills to document, develop, and manage an IEP, parents waste time and have to wait until a gross legal violation occurs before they have any recourse, which is expensive. Less than 1% of IEPs with legal representation (costing \$35-70,000) 70% LOOSE to the school district. If they loose they also DO NOT get back their expert witness fees which can be over \$10,000. 95% loose to the school district if the parent represents themselves. Those are not good odds. Too little too late! So learn to document, develop and manage IEPs.

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A parent must document:

- Fluency (how fast)
- Accuracy (the number correct)
- The level of independence with which a child applies a skill
- Behaviors that interfere with accessing and progressing in their education
- Levels of independence and ability to generalize information
- Supports that work and don't work

*NSEAI provides Education Advocacy training for parents and professional Advocates so that they understand the bell curve, mean, standard deviations, standard scores, percentile ranks, subtest scores and scattering, and composite scores. They teach you how to use the bell curve and to communicate your concerns related to your child's progress. 12 one day on demand, on line classes to learn all that you need to know to be a professional education advocate or improve your advocacy skills as a parent.*

When a child is given a worksheet, document the amount of time it takes to finish either the problem or the worksheet with out prompting from you. Then document the level of verbal and visual prompts (the number of times you have to tell them what to do, and the number of times you have to point to the directions for visual support)

Document the **accuracy and fluency** (the amount of time it takes to do the work)

If a child takes 30 minutes to successfully answer one math problem, this is not fluent. If they can do the addition, but not the subtraction problems, we have both an accuracy issue and a skill deficit issue. After they have attempted to do it themselves, copy what they have done, then do it with them correctly, documenting the amount of time and support given.

Baselines are about skills that can be done independently. Baselines are affected by lack of skill set, lack of understanding concepts, impaired memory, and behaviors.

The baseline in my house for loading the dishwasher correctly is about 40%. It does not mean that the individuals in my house have not been taught how to load the dishwasher correctly. It has been modeled, demonstrated, and supervised many times. Yet, the success rate is only 40% and that is what I would get on a standardized test if it were assessed without my prompting and supervision. Thus, this skill has not been mastered and continues to need high levels of reinforcement to retrain, as well as the providing of motivators to complete the task independently.

The issues related to the lack of success are usually a lack of memory, behaviors including motivation, or lack of understanding the concept of why dishes need to be washed correctly, inability to sequence skills, lack of attention or focus...

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So I need to go back and teach the skill again, fading my supports, until mastery of 85% or greater is achieved. If a child cannot demonstrate a skill outside of a 1:1 instructional support environment or even small group environment and generalize it to the natural environment, it has not been learned! It has been partially learned, but cannot be applied independently. It is important to know these skills often build upon each other. Thus if a sub-skill is not mastered the whole task will not be mastered.

### SPECIALLY DESIGNED INSTRUCTION

Document the level of support or lack of specially designed instruction and support provided during lessons. Was the graphic organizer provided; was the PowerPoint presentation or Notes for the lesson provided prior to instruction? These are just a few things that have been lacking as parents call. Look at the IEP and the SDIs that can be provided via virtual instruction. If they are not being provided ask why and when will they be provided.

When you document SDIs, remember to document what it looks like. It's that simple. What did the teacher do or did you have to do as a parent that was not provided to the general class. If you do not document SDIs, the next person who comes to instruct your child will be at a disadvantage and your child will not get the most effective instruction.

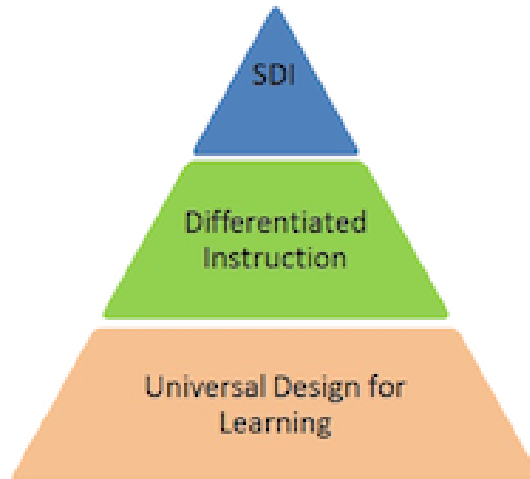
Document each lesson and whether the SDIs were applied. This can be done with a simple checklist of copying the SDIs from the back of the IEP and documenting for the check next to each one if they were used were not used. Note any additional SDIs that are being used that are not documented in the IEP by either you or the teacher. It is easy to document SDIs I just describe what it looks like.

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*NSEAI provides extensive training in this area via our educational advocacy board certification program for parents and professional advocates.*



# INSTRUCTIONAL AIDE

If your child has an aide at school, and you need to support them during lessons at home, document this. Ask to be trained on how to be an instructional aide so that you can support your child during lessons. What the instructional aide does should be documented in the IEP! Ask the teacher what the instructional aide does, and how it should be applied now.

- Instructional reinforcement (not teaching)
- Implementing behavioral plan
- Gathering and documenting data on performance
- Facilitating access to equipment
- Addressing student's personal needs (toileting - getting to nurse for meds)
- Facilitate socialization or communication
- Facilitate instruction in the Least Restrictive Environment
- Assist with maintaining attention and focus

If this is not documented, then you know what you're going to do at your next IEP meeting. You're going to request that those items be added.

# BEHAVIORS

There can be behaviors that include school refusal, refusal behaviors during a lesson, and behaviors after the lesson, during work time, or homework time. If there are behaviors, request to be trained in how to collect ABC data.

- A is the antecedent or what happens prior to the behavior.
- B is the behavior demonstrated, including how long, and the intensity.
- C is the consequence provided to the behavior and its effectiveness or lack of effectiveness. The consequences can be provided by parents since you were supervising lessons or by the teacher.

Without this data, we can just make up stories about what happened but we can't analyze it and come to a more effective intervention.

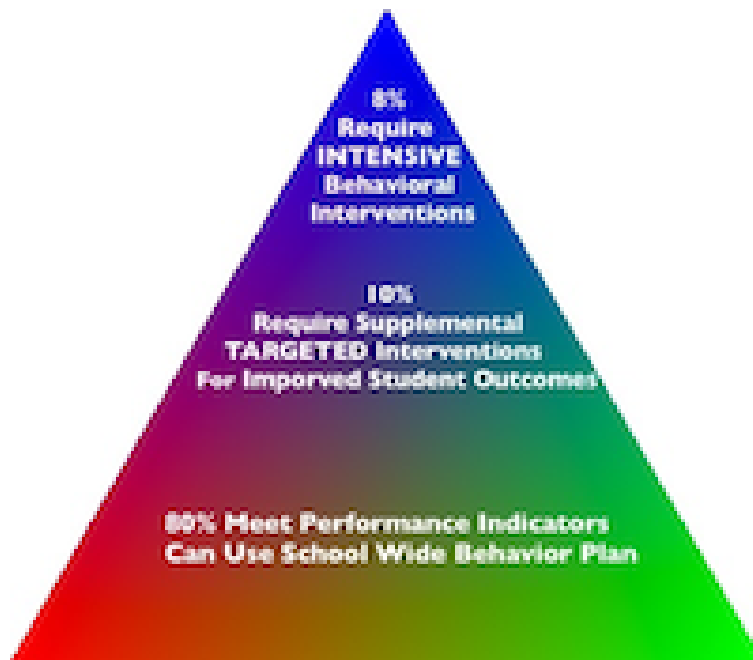
Remember that a skill deficit is not a behavior. The base lines of sub skills related to any task need to be evaluated. Behaviors can occur due to anxiety, fatigue, lack of understanding, other mental health issues, other health impairments, executive functioning deficits related to attention and sustained focus, or lack of skill sets, to note just a few. The reason for the behaviors has to be assessed so that an appropriate intervention can be developed. When this is not done correctly, children are often disciplined for a manifestation of their disability, which is not allowed.



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Send in your observations and ABC data that is collected daily. It must be sent in at least weekly. Then have a discussion with your teacher and support staff on how to use the data to develop interventions that are more effective.

- Request the teacher record the lesson so that you can reinforce it later.
- If you were told that you were not allowed to attend a computer class, request a classroom observation in writing.
- Request a FBA, functional behavioral assessment by a qualified behavioral specialist/BCBA.
- Without recording the lesson, you can record your child and their behaviors from the side.

### GOALS AND OBJECTIVES

Throughout the week, document which goals and objectives from the IEP are and are not being addressed. This is important, and can be addressed at an IEP meeting. Ask the teacher how they are recording in progress through the online learning. Ask them what you should be recording and reinforcing.

Special education students are profoundly affected by lapses in instruction. They may be unable to store concepts, sequences, or information in their long-term memory. Many need high levels of reinforcement and generalization of information in natural environments before content is learned. The amount of instruction they need to "recoup" their skills are often longer than other students. Changes in environments, routines and personnel can cause regression. SDIs is often needed during breaks including additional instruction called Extended School Year services. Current instructional activities and SDIs must ensure maintenance and generalization of skills learned.

Are the goals measurable ?

Do objectives clearly define the steps and sequence of the goal achievement?

Do they define the actual skill (sub skill) deficit?

Are independent baselines noted and expected achievement levels?

### ASK FOR AN IEP REVISION

You can ask for an IEP! It can be done via phone or Zoom. It is important that you come to the table prepared! Come prepared to ask questions, and be prepared to insist on answers. Any information you need prior to the IEP meeting request in writing.

Many of these IEP's are done on Zoom, and have the IEP displayed so you can see changes as they are made. Ask how data is being collected and communicated to you.

Many of the requests occurring and the NOREPs received recently incorporate huge get-out-of-jail-free cards for the school districts. Be careful what you sign and agree to. Document each item that is agreed to, and each item that is refused. There is a very simple process to slow down and confirm agreement or disagreement.

- "Is .... wording what we are agreeing to? So it will be placed in .... part of the IEP."
- "So what I heard you say is that we are not going to agree to my request for ... So you will put that in the NOREP correct? "



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Be sure to ask them where each item will be documented—either in an IEP or in the NOREP, as appropriate.

- Note in your parent input if the teacher is unable to provide a present level, as that will prevent you from being able to make an informed decision.
- Note any accommodations you note that work or don't work for your child.

You answer more questions than listed below when you go to the emergency room. So, be prepared as a parent to address the following at an IEP meeting. The best way to do this is to have them written in front of you and inserted as appropriate into your parent input.

### **Individualized priorities:**

- Functional performance issues related to communication, processing of information, cognitive, sensory, physical, behavioral, social, and other factors that impact learning - in and out of school!
- Priorities as a parent for your child
- What is their performance in functional areas, such as self-determination, social competence, communication, behavior, and social interactions outside of school?
- What specific types of tasks does your child say are difficult?
- Your child's postsecondary desired outcomes (if 14 or older)
- Your child's preferences, interests, and goals
- Your concerns about assessments and observations

### Academic and Functional Data needed prior to writing an IEP:

- What grade level skills are they unable to perform (have the team list them)
  - What specific skills are they missing?
  - What specific areas of the standard or task is the student unable to successfully complete?
  - What prerequisite skill deficits are impacting mastery?
  - If the team does not know the prerequisite skills needed to get a consult from a school psychologist or an outside evaluation, at public expense.
- Is their rate of progress on track to achieve grade-level proficiency within 1 year, 2 years, or more?
- What instructional SDI, interventions, accommodations, supplementary aides and related services or modifications - have been successful and why?
- What is their performance in functional areas, such as self-determination, social competence, communication, behavior, and social interactions?
- What other needs, such as functional, organizational, and social skills impact the student's ability to actively participate and progress in the general education curriculum?
- What skills/behaviors (academic or functional) is the student able/unable to perform?
- What specific types of tasks are especially difficult for the student?
- Which SDIs are not being used and why not?

### PARENT INPUT

Make sure that your parents input is complete, and includes all the data and observational information that you have collected. Document your concerns and:

- Note if they are unable to change items in the IEP due to lack of information, and the reasons why.
- Note the level of prompting and the lack of documentation of such prompting.
- Note the level of difficulty with homework and their lack of independence
- Note lack of generalization and any behaviors that have occurred.
- Record worksheets and quality of work done over one week (not just one assignment)
- Always document date, time, activity, goal, objective, accommodation, and supports.



*NSEAI provides extensive training at [NSEAI.org](https://www.nseai.org) on how to be heard at IEP meetings.*

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This is an “Aha!” moment for parents to realize and see their child's actual performance educationally prior to it being too late. A highly respected neuropsychologist at one of the NSEAI national programs noted that on average:

**To make up one year of instruction takes two years and**

**To make up two years of instruction takes five years.**

## DOCUMENT—DOCUMENT—DOCUMENT

Write things down when they happen—date and time documentation

Document issues in written format, in an email or letter.

Formulate your response in an "it's just a facts Jack" format without attacking.

Ask for assistance, training, and resources.

Below is a sample of a letter that was sent recently by a NSEAI trained parent:

Dear Mrs. \_\_\_\_\_

*I have discussed my daughter's deficits in the area of math and reading for the past three years at her IEP meetings, and this has been dismissed by the team as not significant enough for her to be evaluated further, or provided additional assistance in this area.*

*During this time of distance instruction, I have noted significant issues with the work product and levels of independence.*



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*The following fluency tests were taken from our state standards.*

- *Start of year benchmarks for 4th grade are:*
- *Addition 35 problems per minute (70 in two minutes)*
- *Subtraction 35 problems per minute (70 in two minutes)*
- *Multiplication 35 problems per minute (70 in two minutes)*
- *Mid year benchmark—Division 20 problems per minute (40 in two minutes)*

*My daughter is being given a 4th grade lesson but here are examples of the issues observed—no prompting was given during baseline assessment:*

*Addition fact fluency was 20—below 2nd grade benchmark*

*Subtraction fact fluency was 18—below 2nd grade benchmark*

*Multiplication fact fluency was 12—below 3rd grade benchmark*

*Division fact fluency was 3*

*She cannot keep up with the instruction given during class time and she is prompted and given the answers to everything.*

*I checked, and her oral reading fluency was 88 WCPM in a 2nd grade book, so I checked her letter naming fluency, which was also very slow.*

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*During her last IEP meeting, I was told that she was "going great" and that she was able to do her math skills in the regular classroom with an aide present. During her fourth grade instruction this week, she was unable to regroup for addition or subtraction independently, and was using her fingers to count. She clearly had no automaticity/fluency in addition and subtraction skills, and was unable to keep up.*

*She needed significant prompting by you during review of previous instruction and during homework with me. She is not getting her graphic organizers or prewritten notes for class to follow prior to instruction. Homework could not be done independently, despite her making a heroic attempt.*

*The following techniques and supports were used during homework, which seemed to work... and should be added to the SDIs. Please instruct me as to what we're going to do about this, any tips, or techniques, and what evaluation tools should be used to get an accurate baseline for her and the appropriate instruction. Lets discuss when we can have an IEP meeting.*

*Thank you for all you are doing especially during these hard times. I hope your family is okay.*

*Parent of a 4th grader.*

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Another father I met at the grocery store. We talked 6 feet away from each other while masked in a 50 person line at check out. He said the following:

"My son has Aspergers and they said he could not do a lot of the work we are now doing at home. He can do advance math and is reading 2 years above his grade level, but they have him doing work below his grade level. They said he refuses to do any work. I think he is bored with what they are giving him."

I asked if he was prompting his child along or was it independent work. He responded with, " I just give him the work sheet and he does the math. I do have to promise him an activity afterwards so he focuses, but he does great! He was refusing to read the book they told him to read which is 2 years behind his grade so I let him pick out the book he wanted. It was his sister's 9th grade book. We sit at dinner and his sister and I ask him the 100 questions about the chapter he read, and he gets them all correct."

This father then asked me—"so what do I do?" and I said document, document, document!

## LESSON OBSERVATION FORM

Date of Instruction \_\_\_\_\_ Accessed via \_\_\_\_\_ (zoom, Google hangout)

- ☐ Recorded instruction with expected activities afterwards
- ☐ Live instruction
- ☐ Worksheets to reinforce lesson
- ☐ Flip lesson - mini lesson
- ☐ Direct instruction
- ☐ Para instructor support provided

Subject /Therapy \_\_\_\_\_ Instructor \_\_\_\_\_

Focus of lesson (what was being taught)

IEP goals addressed

Accommodations used & Modifications of work - individualized how

Student Response (behaviors, kept up, shut down)

Homework assigned (is it modified or adapted per SDIs)

(if SDIs don't exist to adapt appropriately so student can access their education - request it)

Parent support requested Parent support provided

- ☐ Proximal support (standing/sitting near)
- ☐ Prompting (visual (point or picture), verbal, hand over hand)

How does the disability impact learning?

How does disability impact leaning in this new distance learning format? What worked and didn't work?

### ADDITIONAL TOOLS TO USE

There are many tools out there that you can use, and we will list only a few. Computer-based additional tools for reinforcement should be listed in SDIs and provided to parents at no cost.

The following are some resources.

#### **Usbourn Illustrated Dictionary of Maths**

A math dictionary with explanations of the key terms and concepts alongside worked examples of alternative methods as well as hints, tips, shortcuts, and strategies. It is suitable for students and parents alike.

#### ***Amplify***

Help for educators and families. Top-rated programs that create a series of remote learning experiences that are high quality, easy to use at home, and free.

#### ***CDC***

Resources for administrators, teachers, and families on how to approach extended school closures. The CDC also has child-friendly resources to help students understand what COVID-19 is and how students can help to keep themselves and their loved ones safe and healthy.

#### ***Curriculum Associates***

Printable at-home activity packs designed to provide students with self-directed exercises and practice. Each pack reinforces key concepts for a given grade. Resources are available for Grades K-8.

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### ***Educate All Learners***

A list of credible and actionable special education resources paired with examples from the field of schools and teachers adapting ways of meeting student needs.

### ***EverFi***

Free interactive online lessons teaching real-world skills like financial education, social-emotional learning, STEM, career readiness, health, & wellness.

### ***FutureEd***

This resource provides an up-to-date tracker on bills and resolutions introduced in response to COVID-19.

### ***Google Resource Hub for teaching at home***

A temporary hub of information and tools to help teachers during the coronavirus (COVID-19) crisis.

### ***Great Schools***

Resources to help your child learn from home and how to set up at-home learning and use the grade-based resources to fill in the gaps.

### ***Khan Academy***

Khan Academy produces short videos paired with supplementary web-based practice exercises. The website also offers tools and materials for educators.

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## SPECIAL EDUCATION CRISIS AND COVID-19

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### ***Nearpod***

Free access to daily live webinars focused on home-based learning, and other tools and resources with up-to-date details around COVID-19.

### ***News Literacy Project***

Free resources for educators, parents, and students. It includes downloadable charts and graphics for identifying misinformation.

### ***New York Times Learning Network***

The Learning Network site is dedicated to helping teach and learn with *Times* content with classroom resources, lesson plans and writing prompts to news quizzes, student contests and more.

### ***Outschool***

Connecting motivated learners, parents, and teachers together to create great learning experiences, Outschool offers unique online classes from hundreds of independent teachers, and classes meet via group video chat.

### ***PBS SoCal***

As part of the public media mission to ensure all kids, regardless of their capabilities, have access to continued free educational resources at home, PBS SoCal | KCET, and LAUSD.

### ***Springboard Collaborative***

Literacy Resources for parents and teachers, including weekly coaching plans, daily lessons, e-books, and virtual professional development.

### ***The Education Trust***

Newly released 6 steps schools can take to promote instructional equity and preserve student well being if schools need to close because of the coronavirus.

### **XQ**

A list of high school resources on remote learning, focusing on how best to support students during COVID-19 school closures.

### ***Wide Open School***

Wide Open School is a free collection of the best online learning experiences for kids curated by the editors at Common Sense.



# SPECIAL EDUCATION & COVID-19 CRISIS

## A Guide For Parents and Advocates

This is a hard time for everyone. While we are all frustrated and coping with unprecedented challenges raised by COVID-19, the burden is not shared evenly. This pandemic has magnified the extensive inequities present for 7.5 million special education students in our current educational system. 14 percent of all public school students receive federally mandated special education services because of their disabilities. Working together in collective constructive and positive action to face the inequity in education for our most vulnerable special education learners is our only hope.

The National Special Education Advocacy Institute - NSEAI is a professional association for education advocates. They have trained thousands of parents, related service providers, educators, and lawyers to be skilled education advocates. We cannot sit silently when there is educational social injustice robbing children of their futures. NSEAI has shown their commitment to Education Advocacy, since 2008, by being a leader and setting the national standards in educational advocacy. They were the first organization nationally, to take seriously the profession of education advocacy, and offer a board certification program in Education Advocacy, with a Board Certified Education Advocate™ - BCEA™ designation.

