

# The Five Rs of virtual and hybrid instruction

*navigating special education in the 2020-21 school year*

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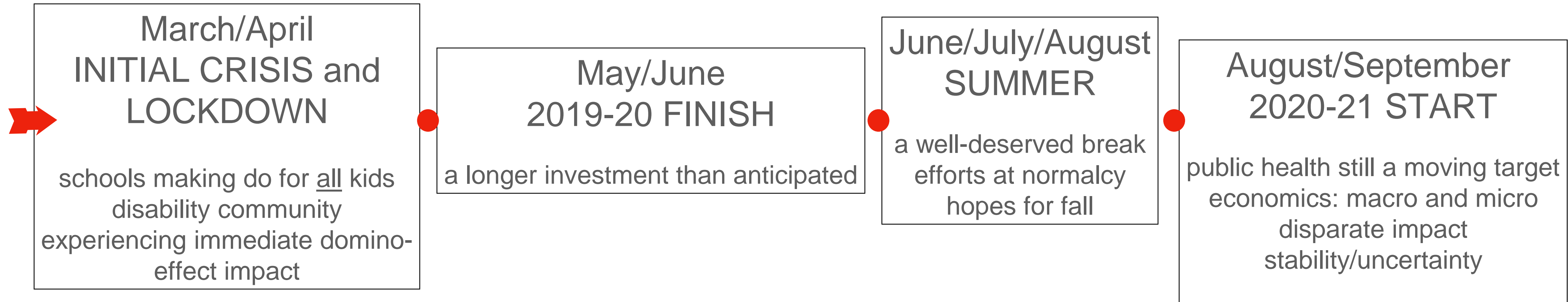
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# Agenda

- Introductions
- ★ Learning Targets
- Understanding the Backdrop
- The Five Rs
- Q&A

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# IDEA NEVER CONTEMPLATED COVID

**★ NO LEGAL BLUEPRINT**  
school/public health relationship  
emergency measures only  
loose ties with other public services

**COVID-19 vs. a HURRICANE**  
same quick mobilization

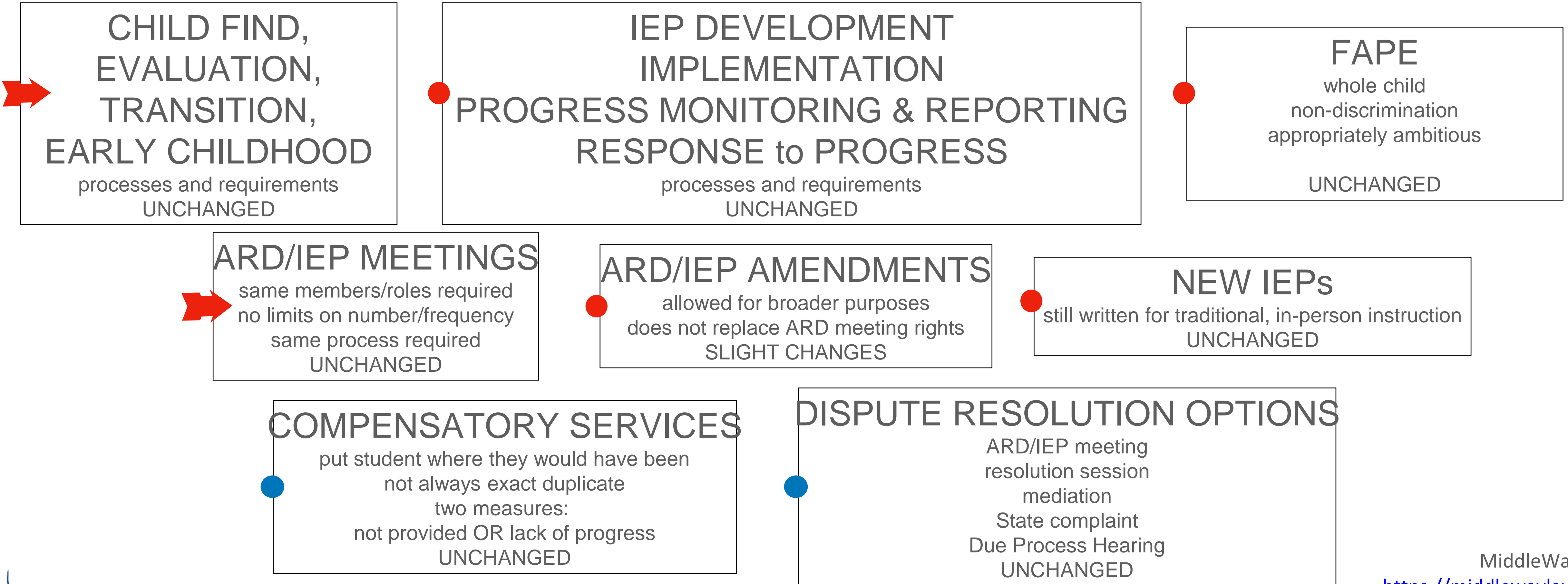
different  
ability to pitch in together vs. required separation/isolation  
length of time from crisis to recovery  
role of mistakes and learning curve  
localized vs. nationwide



# RULES — know them.

 **PARENT ROLE**  
required member of IEP  
meaningful participation  
**UNCHANGED**

The IDEA “playbook” remains in place, and requirements unchanged, despite the pandemic.



# REALITY — schools are in an impossible bind.

Current IEPs are written for a full, in-person school day and pre-COVID flexibility for close personal contact.

current guidance combines  
**COMPENSATORY SERVICES**  
keeping track of gaps  
*and*  
**GOOD FAITH EFFORTS**  
communication  
collaboration  
responsiveness

★ **WHAT THE PANDEMIC IS TEACHING US ABOUT FAPE**  
consistent with other social safety net issues,  
**disparate impact** on marginalized and vulnerable populations  
the anti-discrimination gamble

**NEW LAW DEVELOPING**  
Congress  
Litigation



# RHYTHM — same partner, new dance

In the end, schools will have to answer to the requirement of good faith effort. The most powerful parent weigh-in on this will come from having been a good faith partner.

## COLLECT SNAPSHOTS

- journal
- notebook
- dedicated snapshot time



## WHAT AM I LOOKING FOR?

- examples of progress
- examples of regression
- patterns
- demeanor
- interest
- motivation
- time on task
- ability with technology or materials

- COMP. SERVICES
- CONVERSATIONS
- DON'T HAVE TO WAIT
- proximity to the gap
- use of current resources
- no penalty

**AND... whatever gains are possible currently, are ONLY possible with good faith parent efforts at partnership and engagement.**



# RIGHT — you still know what you're doing.

★ YOU are the best authority on how your child is doing and how they are responding to the circumstances. Keep your advocacy efforts specific and focused on your child's unique needs, progress and well-being.

PARENTS MAY BE  
THE **FIRST** TO  
IDENTIFY  
new needs  
regression  
adaptation  
growth

THE "I" IN IEP  
MEANS  
**INDIVIDUALIZED**  
cookie-cutter solutions  
what the neighbor gets  
labels





# REMEMBER — this is complicated.

Complex problems rarely call for black-and-white answers. Resist the temptation to impose all-or-nothing standards on yourself and others.

## CONSIDER THESE THINGS THAT CAN HAPPEN TOGETHER

- feeling anxious/angry...  
AND working in good faith with the school
- helping your child get as much as they can from virtual or hybrid school...  
AND gathering info you need for a compensatory services discussion
- having compassion for your professional counterparts...  
AND being a strong advocate
- ★ taking care of yourself...  
AND taking care of your child and family





# Q&A



**Many thanks; stay in touch!**

