



NOTES

RYP SpEd Community Zoom Call - Covid-19

Tuesday, 6/16/2020, Noon-1:30pm

Zoom Link: <https://us02web.zoom.us/meeting/register/uJlkcuorj4i1VupSvqXvgwckmHomEse0Q>

Feedback Form (Optional): <https://forms.gle/e7BRS2VnGq2kdHmTA>

Time	
1:00 - 1:10	Welcome and introductions.
1:10 - 1:15	<p><u>Opening remarks Housekeeping Objectives</u></p> <p>Welcome everyone for joining us. In case you have to leave before we get to it, just want to mention:</p> <ul style="list-style-type: none"> ● We have collected RYH List of SpEd Resources for Remote Learning. If you have any to add, please share links in the chat. ● Equip for Equality gave us a Know Your Rights presentation on our 5/19/2020 call and here is the link: https://www.youtube.com/watch?v=-RgRZgJrX6w&feature=youtu.be ● 🌻 Grow With Us! #RYHGrow2020 🌻 ● Feedback Form (Optional): https://forms.gle/e7BRS2VnGq2kdHmTA <p><u>Objectives for this call:</u></p> <ol style="list-style-type: none"> a. Check In at the finish line. b. Discuss Remote Learning Plans/Record Keeping and possible Comp. Ed. c. Discuss ESY d. Discuss Possible Remote Learning/Possible Hybrid of in-person and remote learning for the Fall e. Discuss Resources for educating students with disabilities about racial justice.
1:15- 1:20	<p><u>Ground-setting & context</u> [Jianan]</p> <ol style="list-style-type: none"> 1. Norms 2. Best Practices on Zoom.
1:20- 1:35	<p><u>Check In - How is everyone doing?</u> We're at the end of the school year. How did it go?</p> <ul style="list-style-type: none"> ● What worked? ● What didn't work?

	<ul style="list-style-type: none"> • If we are still remote learning in the Fall, will it be easier and more effective for your child? If not, what do you need from CPS to make it workable?
<p>1:35-1:50</p>	<p><u>Remote Learning Plans</u></p> <ul style="list-style-type: none"> • Keeping Records for Possible Comp Ed • RLP's do not replace IEP's • CPS is supposedly documenting what has been done this year. • Pros <ul style="list-style-type: none"> ○ You will have CPS documenting what they are doing to be able to compare it to your child's IEP for purposes of compensatory education. ○ ISBE has assured us that an RLP does NOT alter the IEP ○ • Cons <ul style="list-style-type: none"> ○ You don't know if what is in the RLP is actually what is happening now. ○ The "plan" was something that was thrown together in an emergency and cannot be a "one size fits all." ○ Students may need more services than what is prescribed in the remote learning plan ○ Parents are often just given the remote learning plan without any input ○ CPS has said the RLP alters the IEP.
<p>1:50-2:05</p>	<p><u>ESY</u></p> <ul style="list-style-type: none"> • It is our understanding that CPS is likely NOT planning on in-person learning for ESY. While the Governor released a new Executive Order (2020-40), and ISBE released guidance on Summer learning, Districts do have some latitude to maintain a remote learning platform for Summer. While some ESY notification letters have already been sent to families whose children have already been deemed eligible for ESY, I believe that general letters to Parents regarding ESY will be sent out soon. There will be reference to ESY "sites," but that merely identifies the school "sites" whose teachers will be providing remote instruction. Again, this is not 100%. Please let us know if you hear differently.
<p>2:05-2:10</p>	<p><u>Next Year</u></p> <ul style="list-style-type: none"> • Possible Hybrid
<p>2:10-2:25</p>	<p><u>Repeat from Last Week - Black Lives Matter: The Intersectionality of Race, Disability, and Imprisonment</u></p> <ul style="list-style-type: none"> • Learning Disabilities Association of America: Disability and Criminal Justice Reform • The School-to-Prison Pipeline • [Simple Social Story] George Floyd Social Story.pdf • 15 Classroom Resources for Discussing Racism, Policing, and Protest • Brené with Ibram X. Kendi on How to Be an Antiracist Brené Brown • [For Teens] Stamped From The Beginning — Ibram X. Kendi • [New] The Takeaway Podcast by WNYC Studios: Deaths of Rayshard Brooks, Robert Fuller, and Malcolm Harsch Underscore Nationwide Anger with Law Enforcement 2020-06-15 The Takeaway at 42:35 they talk about the intersectionality of race and

	<p>disability and how behaviors or inaction related to disability are treated as hostile or aggressive by Police</p> <ul style="list-style-type: none"> •
2:25pm - 2:30pm	<p><u>Process Debrief/</u> Around the Zoom; share a word or two about today's call? Was it helpful? We're planning on holding these calls weekly. Future of these calls. Can you take a minute to fill out this short feedback form?</p>
2:30pm	<p>Thank you for joining everyone. Take care of yourselves and one another.</p>

Other Resources

RYH SpEd FB Page: <https://www.facebook.com/groups/RYHSpecialEd/>

Advocacy Agencies

- [Family Resource Center on Disabilities](#)
- [Equip for Equality](#)
 - [Your Special Education Rights During the COVID-19 Pandemic](#)
 - Contact our Helpline at 1-866-KIDS-046 (1-866-543-7046) or special@equipforequality.org
- [JCFS Legal Advocacy Center](#)
- [Legal Council for Health Justice](#)

Completing/Organizing/Supporting School Work

- Sample Schedule developed by CPS Teacher with parent input: Holistic teaching model (includes exercise, art, chores, academics, etc.) [Sample Schedule developed by CPS Teacher](#)
- [Emergency Home School Kit from the Autism Helper](#)
- [Free 30-day trial to Boardmaker Online](#)
- Explore artistic expression by creating art, dancing, enjoying music, going on [virtual museum tours](#), etc.
- [Possible Accommodations/Modifications for Academic Work](#)
- Work on skills for your child with Dyslexia - Illinois State [Dyslexia HANDBOOK](#)
- [Suntimes Imagination Art Contest for Students](#)

Keeping Track of Remote Learning

- [Classroom Work Plan](#) to keep track of work completed daily and weekly
- Legal Council for Health Justice's **Tips for Protecting Your Child's IEP Services** During COVID-19 in [English](#) and [Spanish](#)
- Equip for Equality [Your Special Education Rights During the COVID-19 Pandemic](#), which includes links to a *Remote Learning Tracking Form* and *Sample Record Keeper*

Social/Emotional Well Being

- Blogpost written by teacher Olivia Mulcahy: [Care IS the Curriculum](#)
- Short video explaining mindfulness practices: [Mind the Bump: Mindfulness Practices](#)
- [Read alouds for social-emotional learning](#)
- For adults and children managing [anxiety](#).

- [ISBE Mental Health Resources](#)

Physical Fitness

- [Special Olympics Illinois 21 Day Fit Challenge](#)

Links to Guidance on the COVID-19 school shut down from CPS

- [Coronavirus: Special Education Guidance for Diverse Learners](#)
- [CPS Remote Learning Packets w/Materials for Diverse Learners](#)
- [Special Education Guidance to Remote Learning Procedures. Standards & Instructional Quality in English and Spanish](#)
- [Supplemental Remote Learning Resources for Diverse Learners](#)
- [Coronavirus: CPS TV | CTU's #WeStillTeach programming](#)
- [CPS Remote Learning Guide](#)
- [ODLSS Frequently Asked Questions Following ISBE Guidance March 22, 2020](#)
- [CPS ODLSS Frequently Asked Questions, April 20 English | Spanish](#)
- [ODLSS Frequently Asked Questions re COVID-19 Shutdown 5/8/2020 in English](#)
- [Acceptable Use Policy: Acceptable Use Policy: Staff Policy](#)
- [Acceptable Use Policy: Acceptable Use Policy: Student Policy](#)

Links to the most recent guidance on the COVID-19 school shut down from ISBE

[ISBE Special Education FAQ- May 8, 2020](#)

[ISBE Education-Related Guidance for Illinois Schools and School Districts Regarding Coronavirus/COVID-19](#)

ISBE [FAQ on Special Education During Remote Learning](#)

Links to the most recent guidance on the COVID-19 school shut down from USDOE

- [Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities](#)