

DISTANCE LEARNING RESOURCES & INFORMATION FOR FAMILIES

The information below was collected by BCFR in an effort to assist families in identifying resources and assistance in completing documents associated with Distance Learning
September 29, 2020

What is Distance Instruction? Students are offsite and receive instruction through online means or through the use of physical materials. Instruction includes teacher interaction as approved by the department in the LEA's AMI-X plan ("AMI" refers to "Alternative Methods of Instruction").
<https://dese.mo.gov/sites/default/files/AMI-072320Webinar.pdf>

What is Virtual Instruction? Students receive all instruction through technology-based delivery that meets the requirements of Sections 161.670 and/or 162.1250, RSMo.
<https://dese.mo.gov/sites/default/files/AMI-072320Webinar.pdf>

What is Intermittent Blended Instruction? Students in an entire school building or LEA receive distanced instruction during a period of interruption to the planned pattern. The planned pattern of onsite or fixed blended instruction is interrupted by local conditions that prevent any onsite instruction. *This form of instruction is occurring in response to COVID-19.*
<https://dese.mo.gov/sites/default/files/AMI-072320Webinar.pdf>

What is Fixed Blended Instruction? Planned pattern of days alternating onsite and distanced instruction with minimum equivalent of 2 days per week of onsite instruction. School buildings are still open. Students are divided into groups so that alternating pattern into groups so that alternating pattern reduces the number of students present at the school at any given time.
<https://dese.mo.gov/sites/default/files/AMI-072320Webinar.pdf>

Missouri Department of Elementary and Secondary Education Website on AMI:
<https://dese.mo.gov/quality-schools/alternative-methods-instruction>

Missouri Department of Elementary and Secondary Education Webinar on AMI and AMI-X (AMI-X extends an approved AMI plan): <https://dese.mo.gov/sites/default/files/AMI-072320Webinar.pdf>

IEP-FORM G

The purpose of the form is designed to support individualized student planning for the delivery of special education and related services on days when school facilities are closed. It is recommended this form be used in conjunction with the companion document, [Implementation guidance for alternative methods of instruction \(AMI\) days for students with disabilities](#), for additional information and strategies to support the planning of services and supports. <https://dese.mo.gov/special-education/compliance/special-education-forms> (Under "IEP", "Form G")

Missouri DESE Implementation Guidance for AMI Days for Students With Disabilities:
<https://dese.mo.gov/sites/default/files/se-compliance-AMI-final-1-28-20.pdf>

Missouri DESE Form G: Distance Learning Plan Implications for Parents & Students:
<https://dese.mo.gov/sites/default/files/se-compliance-parent-group-form-G-Q-A-revised.pdf>

Missouri DESE: A Parent's Guide to Including Form G: Distance Learning Plan in your Child's IEP
<https://dese.mo.gov/sites/default/files/se-compliance-a-parent-guide-to-form-G.pdf>

Missouri DESE Guidance for AMI days Includes the Following Directions for Form G:

IEPs

IEP teams will need to determine how best to meet each student's needs for AMI day assignments at the beginning of the school year (i.e., consider sensory impairment needs, availability of support needed, available technology access, etc.).

- **IEP teams need to discuss and document, within the IEP, the following things:**
 - Method of participation.
 - Goal(s) to be addressed.
 - Accommodations/modifications, including how documented.
 - Related Service needs, including how documented.
 - Technology needs, if appropriate.
 - Level of support available from those at home.
 - Direct Instruction needs and how delivered.
 - Communication with teacher, if needed.
- **Compensatory Services**
 - IEP teams will need to decide what and how compensatory services will be delivered if it is determined that a student's needs are so significant that even with accommodations or modifications, AMI lessons are not appropriate.
- **Related Services**
 - Some related services may be delivered through the use of technology on AMI days. Document this on the IEP.
 - Related services that cannot be provided at home may need to be made up when school is back in session
- **Debrief Following AMI Days**
 - What went well?
 - What did not work?
 - What do we need to do differently next time?
 - Obtain Feedback from parents, students, and staff. Recall the IEP team if the current plan for AMI days is not working
- **Other Suggestions**
 - Plan lessons which incorporate assistive technology if the student is using AT in everyday lessons.
 - Reiterate the availability of assistance so students and parents can contact a teacher during AMI days. Schedule "check-in" times for each student and/or general "office hours."
 - Although students may need some learning packets or manipulatives to complete activities, these should be individualized and not the same for every student.

<https://dese.mo.gov/sites/default/files/se-compliance-AMI-final-1-28-20.pdf>

Additional Resources

Minnesota's Pacer Center:

Distance Learning and IEP: Consideration of Related Services (Speech, Occupational, & Physical Therapy, Social Work/Psychology Services, etc.) & Questions: <https://www.pacer.org/pdf/ge/GE-16.pdf>

Distance Learning and Your Child with Disabilities: Tips for Families: <https://www.pacer.org/pdf/ge/GE-17.pdf>

Preparing Your Child with Disabilities for Distance Learning: <https://www.pacer.org/pdf/ge/GE-14.pdf>

The Arc Q & A: Advocating for Students with Disabilities during the COVID-19 Pandemic:

"If parents are asked to sign anything "consenting" to the change in services to distance learning, they should very clearly indicate that they are consenting to distance learning only while schools are closed related to COVID, and the IEP in effect prior to school closure must be implemented as soon as schools reopen. Parents should also note that they reserve the right to request compensatory services needed to address any regression their children exhibit when schools reopen."

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"The plans should clearly indicate that the parent agrees to these services only during the time that school is closed, that services in the IEP prior to school closure must be implemented as soon as schools reopen, and that the parent reserves the right to request compensatory services for any regression their child exhibits when schools reopen."

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"While parents should be flexible during this time and may need to agree to short delays for certain timelines, e.g. evaluations, meetings, or due process hearings, they should not be asked to sign, and they should not sign, anything that "waives" their rights during this time. Their children still have the right to FAPE, and they still have the right to disagree about what constitutes FAPE for their child under these circumstances, and certainly the circumstances that existed prior to the school closure."

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"Regardless of a student's personal situation, it will be critical when schools reopen for parents and schools to work together to figure out how much an individual student has progressed or regressed during the school closure so that they can identify the services and supports the student needs to make up for the progress they would have made if schools hadn't closed."

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"An important consideration, though, is how many additional services an individual student can handle at any given time. For students who regressed significantly and who need a significant amount of compensatory services, particularly if they already receive a significant number of services, it is likely that parents and advocates will need to seek extra services and supports for a lengthy period of time, possibly including services during the summer of 2021 and into the 2021-2022 school year."

[Q&A: Advocating for Students with Disabilities during the COVID-19 Pandemic](#)

The United States Department of Education Questions and Answers on Providing Services to Children with Disabilities during the Coronavirus Disease 2019 Outbreak (March 2020)

<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>

Wrightslaw

The Special Ed Advocate: Managing Parent-School Disputes During the COVID-19 Pandemic:

<https://www.wrightslaw.com/nltr/20/nl.0909.htm>

How Schools Can Use Teletherapy to Provide Therapy and Services:

<https://www.wrightslaw.com/info/virus.virtual.tx.htm>

Office of Special Education Programs (OSEP)

Three-Part Webinar Series on Continuity of Learning and Return to School During COVID-19

Part One: Highlighting Resources for Teachers and Parents to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities:

<https://www.youtube.com/watch?v=yfbd7bTKIx8&feature=youtu.be>

<https://osepideasthatwork.org/sites/default/files/COL%20Webinar%201%20Highlighted%20Resources%20for%20Teachers%20and%20Parents.pdf>

Part Two: Highlighting Strategies and Practices in Providing Related Services to Enhance the Continuity of Learning During COVID-19 for Children with Disabilities

<https://www.youtube.com/watch?v=9IsGISA3x-Q&feature=youtu.be>

<https://osepideasthatwork.org/sites/default/files/Webinar2-Highlighted-Resources.pdf>

Part Three: Highlighting Resources and Practices to Support Back to School and Continuity of Learning During COVID-19 for Children with Disabilities:

<https://www.youtube.com/watch?v=EhvKwny8TCI&feature=youtu.be>

https://osepideasthatwork.org/sites/default/files/Webinar%203%20Highlighted%20Resources_508.pdf

Resources and Strategies to Support Children with Disabilities and their Families during COVID-19:

<https://osepideasthatwork.org/sites/default/files/Inclusion-Institute-Resources-Strategies-Children-Disabilities-Covid-1%20%28ED%20and%20HHS%29.pdf>

Resources including Educational Advocacy & Support and Legal Assistance can be found at pages 9-14 in the following link:

[The School to Prison Pipeline: Know Your Rights and Resource Guide for Parents and Advocates](#)

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