



在Covid-19远程学习期间，和返回学校之后您孩子的特殊教育权利

**Your Child's Special Education Rights
During COVID-19 Remote Learning and
When They Return to School**

May 15, 2020

Equip for Equality



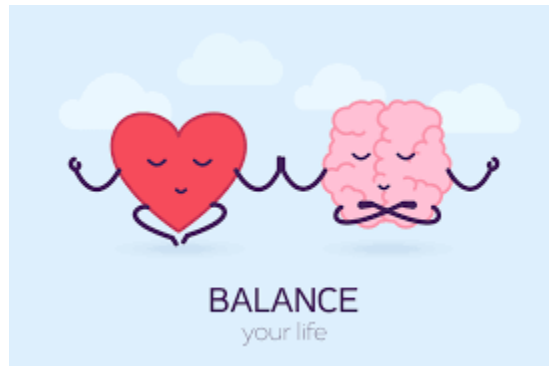
您今天参加的主要原因是什么？What is the main reason you're attending today?

- A. Parent 父母
- B. School staff 学校员工
- C. Service provider 服务提供者
- D. Other 其他

照顾好自己和家人

Take Care of Yourself and Your Family

- **您不是老师，学校也不能期望您成为老师**
You are not a teacher and the school cannot expect you to know how to be a teacher.
- **最重要的是要照顾好自己和家人**
The most important thing is to take care of yourself and your family.
- **EFE 在这里为您服务！ Equip for Equality is here to help you!**





特殊教育法基本条款

Special Education Law Basic Terms

- IDEA: 残疾人教育法 Individuals with Disabilities Education Act
- FAPE: 免费和适切的的公共教育 Free Appropriate Public Education
 - 需要学习或获得一些好处
Need to learn or get some benefit
 - 不是一定要最好的 NOT what is best
- IEP: 个人化教育计划 Individualized Education Program
- 相关服务 Related services –
需要什么才能从教育中受益 what is needed to benefit from education
- 补偿教育 Compensatory Education- 您可能能够获得的额外帮助或服务，以弥补错过的服务，或者因为您的孩子在IEP目标上退步（遭受挫折） extra help or services that you might be able to get to make up for missed services or because your child regressed (had a setback) on IEP goals

在COVID-19远程学习期间享受特殊教育服务的权利Right to Special Ed Services during COVID-19 Remote Learning

- 伊利诺伊州Illinois:所有学校都于2020年3月31日下令进行远程学习。 All schools ordered to move to remote learning on March 31, 2020.





您的经验是什么？ What's Your Experience?

您是否已经从孩子的学校或老师那里获得了书面的远程学习计划？

Have you gotten a written remote learning plan from your child's school or teacher?

A. Yes

B. No



您的经验是什么？ What's Your Experience?

您的孩子是否与这些服务提供者进行过远程学习课程
Has your child had remote sessions with any of these related services providers?

- A. Speech pathologist 语言治疗师
- B. Social worker 社会工作者
- C. Occupational therapist 职业治疗师
- D. Physical therapist 物理治疗师
- E. Other 其他
- F. No 没有

我的孩子应该得到什么服务？ What services should my child get?

- 按照在IEP里拟定的目标而努力Work on IEP goals;
- 如果她之前有助教的帮助, 现在应该也有
Have help from an aide if she had it before;
- 按需要修改标准要求, 例如增加测试时间 ;
Have modifications such as more time on tests;
- 获得治疗, 如 语言, 职业, 物理治疗
Have therapies, such as speech, physical (PT) and occupational (OT);
- 获得社工和咨询服务 ;
Get social work and counseling services; and
- 如果您的孩子在学校需要学习辅儀器, 例如電腦或特殊的学习课程, 现在也应该得到。Get assistive technology, such as a computer or special learning program, if that is what your child needed to learn in school.



没有足够信息的远程学习计划 Remote Learning Plan without Enough Information

| <i>Session Type</i> | <i>Individual, Group, or Both</i> | <i>Application (Zoom, Google)</i> | <i>Skill(s) to be addressed</i> | <i>Estimated Minutes</i> | |
|----------------------|-----------------------------------|-----------------------------------|----------------------------------|--------------------------|-----------|
| academic instruction | Both | zoom/phone | math-computation/word problems | times may vary | per month |
| academic instruction | Both | Zoom | writing-conventions/organization | times may vary | per month |
| | | | | | |
| | | | | | |

- 询问特定的分钟数 (例如每周60分钟)
Ask for specific minutes (e.g. 60 minutes per week)
- 要求时间表 Ask for a schedule

Tyell

- 患有自闭症的三年级学生, 在核心学术课程需要参加单独的特殊教育班3rd grader with autism in separate special education classes for core academic classes
- 老師提供教學小提示和步骤, 我必须扮演老师的角色Teacher sends tip sheets and things to do, but as parent, I have to act as the teacher
- 应该得到语言, 职业治疗和社工辅导
Should be getting speech, OT, and social work
- 没有正式的远程学习计划
No formal remote learning plan
- 没有获得任何相关服务
Not getting any related services
- 要求线上上课时行为问题出现 (每周线上上课2次, 每次30分钟, 以使用游戏上课) Has behaviors when calling into Google Meet (calls 2x per week for 30 minutes to play games as a class)
- 没有任何教学-只是有工作纸Not getting any teaching- just worksheets
- 我能做什么? 我应该得到什么? What can I do? What should I get?

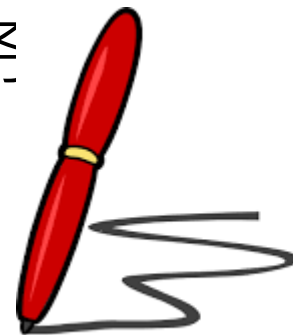
Isabel

- 患有学习障碍的六年级生，特殊阅读课的学生
6th grader with a learning disability with a special reading program.
- 我认为下面的时间表不足以满足她的学习需求。我能做什么？
I don't think the outlined schedule is going to be enough to meet her learning needs. What can I do?

| | Monday | Tuesday | Wednesday | Thursday |
|---------------|--------------------------|---------|---------------------------------|----------|
| 9:00 - 9:30 | Ms. [REDACTED] (Reading) | | | |
| 9:30 - 10:00 | Ms. [REDACTED] (Math) | | | |
| 10:00 - 10:30 | Mr. [REDACTED] (Science) | | Mr. [REDACTED] (Social Studies) | |
| 10:30 - 11:00 | Ms. [REDACTED] 1:1 | | Ms. [REDACTED] 1:1 | |

您不应放弃任何权利 You Should Not Waive Any Rights

- 学校不应要求您签署放弃任何权利的表格。The school should not ask you to sign a form waiving (giving away) any rights.
- 如果学校要求您签署以下表格，请联系我们的帮助热线
Contact our Helpline if the school asked you to sign a form giving up:
 1. 现时得到的服务 services now or
 2. 补偿教育(稍后额外服务)
compensatory
education(extra
services later)





您的经验是什么？ What's Your Experience?

校方曾否要求您签署一份放弃教育服务的文件或稍后要进行补偿性教育服务的文件？

Have you been asked to sign a paper to waive education services now or compensatory education services later?

- A. Yes
- B. No

什么是补偿性教育？ What is Compensatory Education?

- 额外的教育服务，以弥补过去错过的服务或过去不合适的服务
Extra educational services to make up for past missed services or past inappropriate services
- 将学生放在原本应该安排的课堂
Put the student in the place he/she would have been if the student had received a FAPE
- 示例：将来针对错过了的语言治疗服务，进行额外的语言治疗以作补偿
Example: additional speech therapy in future for missed speech services
- 保存整齐记录对获取补偿性教育非常重要 It is important to keep a good record if you want to try to get compensatory education (extra services/help)





在远程学习期间保存重要信息Tracking Important Information During Remote Learning

Write down all communication
and keep a record

| | | | |
|---|--|---|---|
| <p>Send email follow ups 发送电子邮件跟进</p> | <p>Let the school know in writing of technology or behavior problems 以书面形式让学校了解科技或行为问题</p> | <p>Track time on remote learning work with and without the school/teacher's help 保存在远程学习没有学校/老师帮助下的学习时间</p> | <p>Track progress or regression (falling behind) that you see 小心观察进步或退步的迹象</p> |
|---|--|---|---|



Sample Tracking Forms

INFORMATION TRACKING FORM 資料保存表

Student 学生: _____

School/ District 学校/学区: _____

Distance Learning

| Date | Topic 主题 | Persons Involved 参与人员 | Time spent 所花时间 | Comments 评语 |
|------------------|---------------|---------------------------|--------------------|--|
| Examples: | | | | |
| 4/1/20 | Reading 阅读 | Teacher 老师 | 45 min | Amanda was focused for 20 minutes during lesson 上课时 · Amanda 专注了20分钟 |
| 4/1/20 | Speech 语言 | Speech Therapist 语言治疗师 | 10 min | Amanda worked independently with therapist Amanda 与治疗师独立工作 |
| 4/1/20 | Writing 写作 | Mom 妈妈 | | Mom had to work and was unable to help with Amanda's writing assignment 妈妈不得不工作，无法帮助Amanda完成写作作业 |
| | | | | |



Sample Tracking Forms

Student: _____

School/ District: _____

Communication/School Contact Log 通讯/学校联系日志

| Date | Type 通讯方式 | Persons Involved 参与人员 | Time 时间 | Notes 笔记 |
|------------------|--------------|--------------------------|------------|--|
| Examples: | | | | |
| 4/1/20 | Email | Teacher | 8:00 am | Cannot access online lesson 无法获得在线课程 |
| 4/1/20 | Zoom | IEP team IEP团队 | 1:00 pm | IEP meeting to address no PT services provided IEP会议不涉及无法提供物理治疗服务 |
| | | | | |



Sample Tracking Forms

Behavior Log

行为记录

Student: _____

School / District: _____

Month April Year 2020

| Week of | Monday | Tuesday | Wednesday | Thursday | Friday |
|---|--|------------------------------------|--|--------------|--------|
| EXAMPLE: 5 th – 10 th | 1. Great DAY 愉快的一天 | 3. all day No school work 整天没上课 | 2. Only paid attention ½ day 只集中注意力半天 | 1. Great Day | |
| 13 th – 17 th | 1. Paid attention during learning time | | | | |

2. Paid attention half the time

3. Unable to pay attention



IEP和评估的时间表 Timelines for IEPs and Evaluations

- “Remote Learning” days are school days.
- “远程学习”日是上学日

| Action Step 行动步骤 | Timeline 时间线 |
|--|---|
| Ask for IEP meeting 要求 IEP会议 | School must answer in 10 calendar days 学校必须在10个日历天内回复 |
| Ask for Evaluation (Testing) 要求评估 (测试) | School must answer in 14 school days 学校必须在14个工作日内回复 |
| Agree to Evaluation (Testing) 同意评估 | Finish in 60 school days* 60天内完成 *Some assessments (tests) may be impossible to do |

Possibility of Compensatory Education 补偿性教育的可能性 (额外的帮助/服务) (Extra Help/Services)

- No compensatory education for services missed “Act of God” days - March 17-30
如果是因為”上帝作為”日（3月17至30日）而引致錯失學習機會,便沒有補賞教育
- Each day after that is a school day.
之后的每一天都是上学日
- Talk about compensatory education (needed extra help/services) at an IEP Meeting.
- 在IEP会议上谈论补偿教育



Protect Your Child's Rights

保护孩子的权利



| DO | DON'T |
|--|---|
| <p>Ask for an IEP meeting via phone or video conference to talk about a distance learning plan 通过电话或视频会议要求参加IEP会议以讨论远程学习计划</p> | <p>Don't sign any waivers of your child's educational rights 不要签署任何放弃您孩子受教育权利的声明</p> |
| <p>You can agree to distance learning plans without agreeing that the plan provides a FAPE 您可以同意远程学习计划，而无需同意该计划提供了FAPE</p> | <p>Don't agree to take away or cut any services in your child's IEP just because the school says it cannot give those services right now through remote learning 不要因为学校表示不能立即通过远程学习提供这些服务，就同意剥夺或削减孩子的IEP中</p> |



We're Here to Help You!

Equip For Equality's Special Education Clinic

Call for Free Legal Information and Advice

1-866-KIDS-046

1-866-543-7046

contactus@equipforequality.org

www.equipforequality.org