

# Public Comments for Virtual School Board Meetings #132

**My public comments are related to: \*** Continuity of Learning 4.0

**Topic \*** Virtual Plus & students with disabilities

**Name \*** Dena Penner & Maeve OConnor

**What is your relationship to ACPS? \*** Parent/Guardian of an ACPS Student

**To include your comments as part of the Public Comments agenda item at weekly Special Called School Board Meetings, enter your comments here:**

Dear Dr. Hutchings and School Board Members,

Thank you all for your tireless work in these unprecedented times as we all navigate a world that would have been unimaginable only seven months ago. We appreciate your consistency, messaging and communications that have been useful and informative.

We are writing to provide you with more information on how the virtual learning environment has impacted children with disabilities. As parents, we have completed several division-wide surveys since March 2020. However, we do not feel that any have accurately captured the experiences of our families and others who have learners with IEPs. With this in mind, we constructed our own very basic survey to provide you with some targeted information on this population in hopes that you will give specific consideration to their needs as you move forward with "Virtual +" this Fall.

For reference, the survey results are attached, including important additional information that was provided in comment format. We circulated the survey via several Facebook parent groups, including the Alexandria Special Education Parent Support group, and received 51 responses between July 31 and August 5. All who completed the survey are parents or guardians of students who receive special education services. We did not provide the survey in any language other than English, so we are aware that many families were unable to participate.

The majority of respondents (50.98%) identified having a learner with an IEP in the elementary grades (K-5). 23.53% of respondents reported having a high school student with an IEP. Among respondents, the majority agreed with one of the two following statements: "My student with a disability enjoyed online learning and was able to participate with support from a parent or caregiver," and "my student with a disability disliked online learning but would sometimes participate with support for a parent or caregiver." This is an important point to consider as you develop plans for the Fall. While many parents were able to assume the support role in the short-term, it is absolutely a

hardship for them to continue to do this for the first quarter of the school year, or longer. There is a definite need for increased guidance and support for parents moving forward.

It is also clear from the comments received that the March through June virtual learning experiences were very variable across the division both by grade level and by school. We hope that these inconsistencies will have been addressed by the time the next school year begins and that a clear plan will be shared with parents. Furthermore, there is a definite sense of frustration from parents at the vagueness of plans for the next school year, particularly for students requiring special education support. The new school year begins in less than five weeks, and parents in our community face even greater challenges in these uncertain times.

Should you have questions or require any further information, please don't hesitate to contact us. Thank you for your service and your attention.

With best wishes,

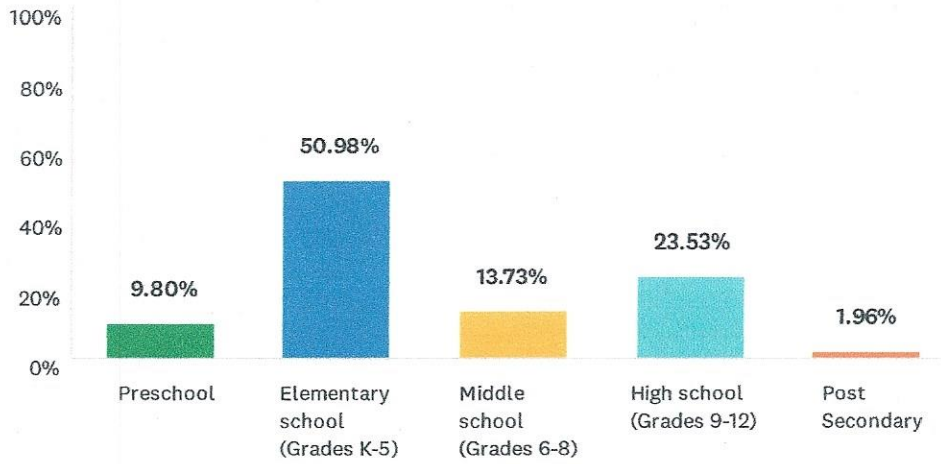
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See attached survey beginning on next page

### Q1 During March to June 2020 my child attended:

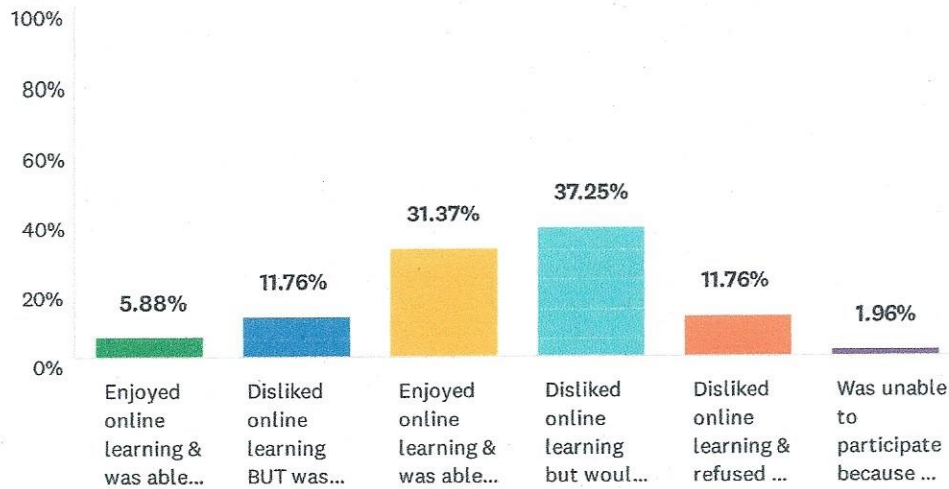
Answered: 51 Skipped: 0



ANSWER CHOICES	RESPONSES	
Preschool	9.80%	5
Elementary school (Grades K-5)	50.98%	26
Middle school (Grades 6-8)	13.73%	7
High school (Grades 9-12)	23.53%	12
Post Secondary	1.96%	1
<b>TOTAL</b>		<b>51</b>

## Q2 Thinking about your student's experience with virtual learning from March-June 2020, which of the following statements most accurately reflect their experience. My student with a disability:

Answered: 51 Skipped: 0



**ANSWER CHOICES**

**RESPONSES**

Enjoyed online learning & was able to participate fully without additional support or w/virtual assistance from ACPS staff.	5.88%	3
Disliked online learning BUT was able to participate fully without additional support or with virtual assistance from ACPS staff.	11.76%	6
Enjoyed online learning & was able to participate with support from a parent or caregiver.	31.37%	16
Disliked online learning but would sometimes participate with support from a parent or caregiver.	37.25%	19
Disliked online learning & refused to participate in online learning.	11.76%	6
Was unable to participate because no support was available at home.	1.96%	1
<b>TOTAL</b>		<b>51</b>

**Q3 Briefly describe any challenges you and your child encountered while accessing virtual learning from March-June 2020.**

Answered: 50 Skipped: 1

#	RESPONSES	DATE
1	My child requires 1:1 support to log in and attend to online sessions.	8/5/2020 3:40 PM
2	He needed written activities to do in combination with the zoom learning. He had zoom for only four half hour sessions each week. It was excellent but definitely not a full school day, so we did additional math and reading activities on our own. It took a lot of scheduling and behavior management to get him to do both zoom and mom-directed learning, But once we had a schedule and reward system down he made good progress.	8/5/2020 2:54 PM
3	Attention span Help with redirection Chunking tasks	8/5/2020 8:48 AM
4	My son needs OT for fine motor skills and speech. When I reached out to the Child Find Office they did respond to me even though the website indicated they were closed. I was referred to a VP at my son's to-be elementary school who advised me all incoming kindergarteners were screened for OT. I subsequently decided to see if I could reenroll by son in preschool since virtual learning is unlikely to be successful. The website indicated they were closed and no one got back to me in sufficient time so I emailed the school board. I was eventually advised that I would be contacted on Aug. 4 (today) to schedule a Child Find meeting. No one has called me yet. I was also advised that I would be asked to waive the 65 days within which an evaluation must be conducted. I was also advised that the delay might be explained by covid - Arlington was not doing evaluations because of covid. I responded that evaluations could be done outside wearing masks or by zoom with my husband and I participating to assist the evaluator. In any case, this is required by state and federal law and I'm fairly certain it is not impacted by the emergency order.	8/4/2020 5:14 PM
5	It was very difficult for my son to stay engaged and pay attention throughout an entire virtual class session. He was easily distracted by other students, got angry when interrupted (which is hard to avoid online), and had to frequently move around/had trouble remembering to stay in the frame. He need a lot of support from me or another caregiver, including: help navigating the technology, prompts to stay on task, reading text to him when voice technology was unavailable, help understanding concepts being taught, and help with assignments. We did have some success with his special ed teacher helping him with one assignment during "office hours," but her focus was sometimes split among several students and it took several days of half hour sessions with her for him to complete one assignment.	8/4/2020 4:02 PM
6	She was distracted during all learning sessions, avoided math when possible, and forgot about her class sessions despite many reminders.	8/4/2020 11:20 AM
7	Not enough time with teachers. Zoom seminars were Once a week. That was not enough. Teachers online presence was inconsistent across the city at the elementary level. Other parents I know met with teachers daily for social benefits. Meeting once a week didn't create much continuity and community. It felt like it was just a thing to do once a week.	8/3/2020 11:34 PM
8	Time management	8/3/2020 11:11 PM
9	Whole the initial change was tough to track, my son's case manager helped us to find a rhythm that worked well for our family.	8/3/2020 11:10 PM
10	As a parent I'm often not able to access assignments. Not all teachers record Zooms for parents to watch and help the kids with schoolwork. Teachers are too slow to update the grade book (parents are not sure if assignments have been turned in)	8/3/2020 10:53 PM
11	Loss of basic support, even the simplest help with organization, set our child up for (literal) failure. Our case manager offered no help and did not respond to inquiries; she completely abandoned our child. We did our best but lacked any teamwork from the school's special ed team (Minnie Howard).	8/3/2020 9:31 PM
12	Finishing assignments but not learning the lesson.	8/3/2020 8:35 PM
13	My child felt overwhelmed and unable to prioritize and schedule the assignments. Teachers would give encouragement, but she needed actual instruction.	8/3/2020 7:41 PM
14	It was really hard for my daughter to keep up with her classmates during class meetings. The coursework was too difficult for her to complete, and I didn't know how to help her. I didn't know where she left off, and since she was so far behind her peers, and unable to understand the assignments, it was very frustrating. She would get very distracted (ADHD and developmental delays), and if she didn't have someone directly next to her, she'd just totally disengage. Even with someone next to her, she wouldn't really pay attention, and required constant prompts.	8/3/2020 6:57 PM

15	The expectations were incredibly low — 60% to get a top score.	8/3/2020 5:37 PM
16	My child has adhd and struggled to keep herself organized, often missing assignments and Zoom meetings, neglecting to turn in completed assignments, unable to allot the proper amount of time to work on an assignment- working for 3 hours on one thing and completely skipping others for lack of time. In addition, because some teachers were using google classroom and others were only using Canvas, there was no one place to check to see what due or what was up next. My husband and I struggled to help her keep on top of everything, in addition to helping our other 2 kids and also working. They all had different schedules, start times, and even different lunch times. How can we all eat if lunchtimes between the 5 of us vary sometime between 11:00 and 1:00?! Nightmare! We all were busy all the time and no one in the house was ever working efficiently.	8/3/2020 5:27 PM
17	My child has a specific learning disability related to writing and memory processing, and suddenly *Everything* was in writing. From overwhelming amounts of written instructions, to anxiety about writing in the zoom "chat", she was overwhelmed with the sheer quantity of written communication. She's a diligent student, so we made her slog through. But, for example, zoom chats don't support her accommodations—like word prediction and spell check software, and extra time. It was beyond stressful. She received no special ed services during that time. And we had to fight to get someone to help her with AP testing. We ended up providing her almost 100% of her services as her parents during that time. That's just not sustainable next year.	8/3/2020 5:09 PM
18	My child is unable to work independently and required Monitoring during class Zooms and hands-on parental support to complete assignments on Seesaw. Very time intensive for me. My son also got very frustrated with the length of Zoom calls, especially when it would take half the class to get everyone set up for the activity, e.g. playing Kahoot.	8/3/2020 4:29 PM
19	The first week was hard because my daughter, who is four and on the autism spectrum, did not understand what was going on. After her teachers provided her with supports for that, she thrived!	8/3/2020 3:43 PM
20	I found that I needed to make sure my schedule was balanced with my child's schedule so she could receive services. Her teacher and SLP were very flexible and helpful in doing this.	8/3/2020 3:11 PM
21	Until May, my child received zero special educational support. Once things were starting to be figured out, she received one-on-one special educational support 30 min/3 days a week (her IEP calls for 90 min/day). I would like to see increased special educational support for the next school year and as closely aligned with IEPs as possible.	8/3/2020 2:05 PM
22	My daughter did not want my help. She wanted to be independent and found it difficult to follow the classes without her one on one aid.	8/3/2020 1:52 PM
23	Required schedule, optional show ups were not attended, classes with teacher interaction were more successful and more likely to be attended, staying in task was difficult on own, social interaction necessary.	8/3/2020 1:06 PM
24	Accessing virtual learning was fine, but my son who is a rising 1st grader needed to have me by his side for each lesson, he couldn't read at the time..and there was a need for guidance between lessons...basically if I didn't direct him to the table and see what was planned for the day and then help facilitate that his school work would never get done- I don't think having a disability (adhd) would matter in that regard for that age group, I have a feeling not many K/1st graders would be able to do self guided school	8/3/2020 1:00 PM
25	My child had significant support from her ACPS team, including case worker and teachers. Her English teacher especially wonderful. It did take her a long time to get used to Zoom virtual classes which made her uncomfortable and often started these sessions with her video off so no one could see her. She would turn it on once she felt comfortable. Her virtual one on one sessions with the caseworker and teacher were necessary to organize work and work out her obstacles on assignments. If she didn't understand directions she had to be pushed to reach out to have them explained, which was complicated by having to reach out virtually, but did work. It was harder for her to juggle so many different assignments for different classes which made organizational support from her case worker very necessary. I also had to provide a lot of parental support to get her emotional level to the point if her being able to accept the virtual support. Overall, it ended on a very good note	8/3/2020 12:32 PM
26	Although my son was willing to participate in some online learning, it was often a struggle to	8/3/2020 10:58 AM

get him to join Zoom calls. He definitely could not stay online for more than an hour at a time. In school he has the support of a paraprofessional for all of his classes, so he needed a parent with him for any Zoom calls he would join. This meant I had to greatly reduce my work hours. We had excellent virtual support from his special ed teacher and speech therapist, but even with that, it was difficult to get my son to engage online for more than one or two classes per day. He is also unwilling to do much independent work outside of the calls, and I decided that his emotional well-being was ultimately more important than forcing him to do schoolwork.

27	My high schooler with ADD did well in the virtual environment, due to support from her case manager and her special education teachers. However, it was clear that the majority of her peers in special ed or co-taught classes were not participating AT ALL in online learning.	8/3/2020 10:43 AM
28	While able to participate in virtual learning that occurred in Spring 2020, my child had none of the supports and accommodations outlined in his IEP. There was no special education teacher taking responsibility to ensure accommodations and were being implemented in any sort of way and to check how my child was managing in the virtual setting. It was as if my child had no IEP, no disability, and no special needs.	8/2/2020 11:00 PM
29	Virtual learning took longer to complete the assignments because WE would have to go back and forth and try to find answers. He needed full support from us for online learning . If not he would not have gotten anything out of it. I'm concerned with the "bell "schedule . There is no way he is going to sit there during regular school hours.	8/1/2020 8:25 PM
30	My child is 3 and online learning does not work for him at all. He needs in person instruction.	8/1/2020 8:10 PM
31	He didn't always understand where to find his assignments.	8/1/2020 8:55 AM
32	No accommodation for his disability. Worksheets send home too long. Watching videos is a terrible way for him to learn. We had to take the objectives and teach him on our own.	8/1/2020 8:40 AM
33	Emotional breakdown from lack of structure. Behavioral problems.	8/1/2020 6:23 AM
34	Little to no support from paras and co-teachers assigned to her gen ed classes. Difficulty for all of us keeping track of Zoom links and finding and tracking assignments. One gen ed teacher who refused to use Canvas, putting everything in multiple places in Google classroom, this exacerbating the problem. This same teacher also changed the time of her class so it was different from the posted schedule.	7/31/2020 10:06 PM
35	too many different apps were introduced which made it hard to keep track.	7/31/2020 9:03 PM
36	My child needs 1:1 help to access her communication system. She will sometimes work with a parent but not to the extent of a trained professional.	7/31/2020 8:53 PM
37	1) 5 week delay between start of home learning & no communication from ACPS- we had an established routine in our home week 1- when gen ed teacher announced set class times they overlapped with meetings Parent lead for work- 2) due to work demands parent could not oversee the class zooms to assist in child capturing full assignment 3) child complained he was never called on (teacher ignored him) 4) child board with repeating busy work (endless worksheets) 5) lack of weekly planning- knowing the work planned for the upcoming week from the teacher such that we could work at our speed. (classes were Wed & Friday & 5 pages of math on a Friday were not happening. 6) students not held accountable to do work/teachers assigned but never checked/viewed/graded kids only accountable to parents -& they don't count! 7) classes were to large- small group would be better 8) too many screens!! watching videos while online with a teacher is not the teacher teaching!! give videos to parents and teach our kids 9) too many links/content scattered.	7/31/2020 8:13 PM
38	Would not maintain joint attention on screen, irrespective of 1:1 lesson.	7/31/2020 8:02 PM
39	There was no way my child would be interested in more than 5 minutes of a talking head. Social skills group with peers did not interest her and again she would not sit to watch more than 2-3 minutes. Virtual learning is not a preferred activity so therefore it's hard to enforce or police. My child loves school and even forcing her to sit does not work.	7/31/2020 7:08 PM
40	None	7/31/2020 6:09 PM
41	We received none of the classroom supports required for participation/access to curriculum. My child doesn't engage well with online learning. Both parents work full time.	7/31/2020 5:42 PM
42	Lack of paraprofessional support, as well as the inability of ACPS to provide accommodations	7/31/2020 5:34 PM



and interventions as outlined in my child's IEP. Nobody on our IEP team seemed to have received much training on how to teach online. Related service providers were even further behind and barely provided any services.

43	My son struggled to control impulses to touch everything on the screen. His anxiety increased if he was supposed to write during a live video because he could not keep up. The sped teacher did not help with accommodations that would help with writing work. Packets were not organized in a way that was easy for him to attempt to do independently and I had to reorganize and make my own schedule to help him. Too much of the work required additional screen time (i.e. watching more You Tube videos). There was so much video watching between those, synchronous, and asynchronous videos that he was tapped out by the time we needed to do hands on work and the transitions between screens and no screens was brutal.	7/31/2020 5:17 PM
44	My student was only marginally able to focus on the computer. It typically took two care providers to help him. One to navigate the computer and one to guide my student. Over the summer there was no support available at home for virtual learning for my student so he lost ground and could not participate in the summer learning program. My child needs to be in a physical classroom.	7/31/2020 5:17 PM
45	We didn't received any services	7/31/2020 5:11 PM
46	My child with disabilities liked online learning and did learn sometimes with parent support sometimes. Particularly had oppositional behavior with social class time rather than learning time (2nd grade), Zoom 'class' about 30min daily with online assignments mostly. TAG was given by extension activities but no interaction with TAG instructor. And keeping up with the online assignments for my rigid kid was enough (also while homeschool Pre-K sibling not enrolled in ACPS). All of this was made 'easier' because I work part-time (and was essentially furloughed).	7/31/2020 5:06 PM
47	Our first grader needed one on one help to do the woek assigned which involved lots of multistep instructions. The work was not well differentiated like in an in person class. Our child was frequently bored that resulted in anger. We had to find her other work. It also put us in a power struggle to get her to do the work. Teachers were helpful in one on one zooms to talj about doing the work.	7/31/2020 4:50 PM
48	Lack of use of manipulatives. "Online learning" relied on visual learning, which is a major disability for my child and no accommodations were made for this disability. Additionally, I had to choose between working and assisting my child in accessing the curriculum. We took an economic hit because of coronavirus and sometimes I had to work because I need to be able to financially support myself and my child. I was told I would receive services that would help with that but I did not.	7/31/2020 4:41 PM
49	Its impossible to do properly PT, OT, Speech via distance learning	7/31/2020 4:39 PM
50	Dfgbnkn n BBC chiming Fghjkkkgfss	7/31/2020 4:19 PM

**Q4 Please add any other relevant comments below.**

Answered: 38 Skipped: 13

#	RESPONSES	DATE
1	There were too many different links to keep track of for classroom and related service online sessions. I am not sure how my child could do this independently.	8/5/2020 3:40 PM
2	The summer learning had several improvements, including two separate hours of learning each day. I was impressed that his teacher could manage a group of eight special ed kids to do fourth grade level work, and made it accessible for my son even though 1/2-3/4 of it was new to him (He usually uses a different math curriculum called Number worlds and does reading in the resource setting only). He was able to work fairly independently with the occasional assistance of an adult.	8/5/2020 2:54 PM
3	1:1 support will be essential.	8/5/2020 8:48 AM
4	I can eventually get these services for my son because I have some experience with the IEP process from my work as a lawyer. His needs are relatively easy. But I'm having a hard time with this and I have knowledge and time to figure this out - what is happening to parents who don't have my resources or whose kids have more significant needs?	8/4/2020 5:14 PM
5	He participated in the summer learning session in July and luckily was assigned a very dynamic teacher with only 5 other special needs students in the class. He enjoyed this class much more and was able to stay much more engaged. I would definitely want him in a similar setting up for the regular school year and he will also need several 1:1 sessions where someone can walk him through things and help him complete assignments since I work full-time and have lost the child care I had and may not be able to replace it. That said, I don't know how long my son will be able to stay online throughout the day without losing focus.	8/4/2020 4:02 PM
6	I would like to learn strategies for ADD remote learning and have additional support or coaching for my child.	8/4/2020 11:20 AM
7	Smaller group meetings with teachers please.	8/3/2020 11:34 PM
8	Teachers were very attentive to her needs. The psychologist checked on her and her counselor reached out to me.	8/3/2020 11:11 PM
9	Having a strong case manager made a big difference.	8/3/2020 11:10 PM
10	#ACPSstrong	8/3/2020 8:35 PM
11	Synchronous learning with actual instruction will help as well as adherence to her 504 with extended due dates and less homework	8/3/2020 7:41 PM
12	I would be interested in small group, in person sessions, if at all possible. She really does better taking instructions from people that are not me. Our neighbor has been kind enough to run phonics drills with her this summer, and it's been really helpful.	8/3/2020 6:57 PM
13	I think it would be crazy to expect the kids to have 7 zooms a day, or a "bell schedule." They should divide the schedule into blocks as they did in the end at Hammond: with "blue" and "gray" days- doing half the classes on one day, and half on the other. Also, teachers should provide a syllabus- with weekly or monthly lessons and assignments listed, as well as synchronous Zoom meeting times. There should also be one single place where all the class info is located- schedule, chats, comments, links, syllabus, assignments, etc.	8/3/2020 5:27 PM
14	We have received no communication about how accommodations and special ed services will be handled for her in the fall. This has us very stressed.	8/3/2020 5:09 PM
15	A full day on Zoom is not feasible for us.	8/3/2020 4:29 PM
16	I am so thankful that ACPS is going to continue this model. Now that my daughter, who is autistic and has speech delays, understands the process, she is absolutely thriving with her learning and making tremendous gains. I can't imagine her going back into a school building during this crazy time of uncertainty, and I'm so extremely thankful that ACPS took this into consideration. Her teachers this past spring even emulated the ACPS preschool program by having their own typical children attend the sessions as role models, which was such a great experience and gave my daughter so many opportunities to learn and grow. I am so excited for all of our community's students with disabilities to thrive in online learning in the fall!	8/3/2020 3:43 PM
17	I felt that my child was successful with 1:1 teletherapy for speech. Her case manager for ECSE also did a wonderful job of checking in with us on a weekly basis, creating social stories	8/3/2020 3:11 PM

	for my child, and providing engaging activities to practice and support IEP goals. I am thankful that ACPS will be continuing this model, and I hope that other students had the same experiences as my family did.	
18	We need our daughter's one on one aid to be with her in person during the virtual school year.	8/3/2020 1:52 PM
19	High functioning students with IEP's are being overlooked. As long as they are doing ok it is fine but that requires so much parental assistance and follow up.	8/3/2020 1:06 PM
20	Summer school was very different. Very little support and no modifications until week 3 of 4. Again, ended on a good note but a huge struggle getting there	8/3/2020 12:32 PM
21	ACPS needs to make special education a priority in its planning. There were plenty of positive statements the spring about supporting our students, but no real plan which left families and teachers uncertain and on their own to figure things out. Leaving things to IEP teams is not enough unless those teams have true access to a variety of creative solutions for working with our kids.	8/3/2020 10:58 AM
22	ACPS needs to establish clear guidelines and options and make those available to parents of all students. We had great staff supporting my child but they were very frustrated because it was unclear what ACPS as a whole was making available for special ed students.	8/3/2020 10:43 AM
23	As we go into the fall with virtual learning, I am already frustrated that ACPS seems to be only giving lip service to the needs of children with IEPs. They are saying, "Tell us what your child needs and we are committed to providing it," while offering no real solutions. The onus of inventing solutions for special education support in virtual learning should not be on the parents. We are not the teachers and we are not fully aware of what resources and limitations exist. As parents, we can provide input on what we think will be beneficial for our child, but what ultimately happens in the classroom, virtual or in-person, is a function of resources, limitations, and the decision of whether to implement them by staff. What is clear is that ACPS must step up to the plate, be creative, and figure out how they are going to implement IEPs in virtual settings because that is something that was not occurring at all during the spring, at least in our household.	8/2/2020 11:00 PM
24	Please have some in person special education. It is needed.	8/1/2020 8:10 PM
25	Students with ADD and dyslexia need individualized instruction and hands on opportunities.	8/1/2020 8:40 AM
26	My daughter's special ed teachers were fantastic and really tried to make the best of the situation. Her math teacher/case worker set up twice-weekly 1:1 sessions with her. The speech therapist started a small group, which was great, I wish she had been able to do that earlier. Hopefully they can immediately re-start things like this that WERE working. A foundational issue for ALL students and parents is for ACPS to actually use the calendar in Canvas. Every company in this world uses a calendar to schedule meetings, this is so basic I cannot fathom why it is not used for these poor kids.	7/31/2020 10:06 PM
27	the online learning for a disabled child was not good. it was only one hour a day and always the same format. there was no one on one offered.	7/31/2020 9:03 PM
28	Eliminating the routine and taking away supports and therapy has been detrimental.	7/31/2020 8:53 PM
29	my sons IEP & learning needs were not met by ACPS. I had to hire tutors to help guide me in how to teach to my child's needs- as a single parent & sole income the demands have been extreme- I can no longer sustain the demands put on me by ACPS it's not sustainable	7/31/2020 8:13 PM
30	One on one visiting teachers need to come to homes or work with small groups in the school. Virtual learning does not work well for special ed. I will definitely hold my child back at least one year, maybe two, depending on how long this lapse in live school lasts.	7/31/2020 7:08 PM
31	Need ideas and support from ABA team, please!	7/31/2020 6:09 PM
32	I hope that the responses to this survey provide our School Board with a much-needed perspective on ACPS services and support for children with IEPs.	7/31/2020 5:34 PM
33	I really want to know how kids with IEPs that are able to be in gen ed will be supported. Often their supports can be subtle and done with the help of a professional in the classroom, such as gentle reminders to stay on task; helping with organization; clear cut first then schedules; adapting writing material; adapting things when they see its difficult for them. Many kids with ADHD are picking up on the things their peers do to be able to stay on task better - how can	7/31/2020 5:17 PM

you do this virtually? I would love a very clear cut schedule. I'm lucky enough to stay home with him but I need to support my younger daughter to. It would be nice to say Monday you need to do this, Tuesday do this, etc instead of having me create that schedule for him. Also please do not schedule therapies directly before or after school zoom sessions. This is too much sitting and screen time so its hard to focus. Also it would be great to see more hands on activities during the synchronous and asynchronous videos to help children attend (really that would be great for ALL children).

34	My student is losing significant skills because he cannot learn virtually.	7/31/2020 5:17 PM
35	Perhaps another survey needed to address Summer Learning which was much worse at our house.	7/31/2020 5:06 PM
36	We need to come up with better supports for social and emotional services under the IEP. The one on one model is poor for this in person and not worse digitally. We would love to see groups organized.	7/31/2020 4:50 PM
37	I feel that the school system has abandoned my child as they refuse to offer learning opportunities that will work for her given her disabilities.	7/31/2020 4:41 PM
38	Would be great to have in home visits 1:1 with teacher	7/31/2020 4:39 PM