



In-Person Model of Learning

Students and teachers resume school in the traditional in person format, with both attending school at the physical school location full time.

<u>Factor to Consider</u>	<u>Considerations/Impact on Seizures</u>	<u>Resources/Possible Action</u>
Risk Level for Contracting COVID-19	<p>Does your child fall within the high risk category for getting COVID19?</p> <p>Potential reasons:</p> <ul style="list-style-type: none"> • Uncontrolled seizure activity • Medication side effects • Complexity of diagnosis(s) • Lower immune system 	<p>If child is in a high risk category and in-person learning is a better fit for child's needs, consider what accommodations child may need. Examples may be:</p> <ul style="list-style-type: none"> • Seating arrangement- does it allow for recommended social distancing? • Masking at all times for interactions with child • Frequent use of handwashing before interactions with child. • Consult with school nurse for recommendations of accommodations that can be made for child. <p>May determine in-person model will not work due to increased risk of contracting COVID-19</p>
Masking and Social Distancing Requirements	<p>Is your child required to wear a face mask or are they exempt due to diagnosis and/or IEP/504 plan?</p> <p>Will masking and/or social distancing impact staff response to seizures and/or administration of rescue medications?</p>	<p>Seek recommendation from child's healthcare provider about masking. If necessary, ask provider for note of exemption.</p> <p>Speak to school personnel to learn what new protocols are in place for responding to medical situations (such as a seizure).</p>
Medication Adherence	<p>Are there changes to how medication administration will occur?</p> <p>How will rescue medication administration be managed?</p> <p>Will the school be able to administer medication at the correct time?</p>	<p>Ask the school nurse If there are any changes to medication policy.</p> <p>Confirm with school nurse that rescue medication will be administered as indicated in seizure action plan.</p> <p>Speak to school nurse/staff about importance of medication schedule for seizure control and add to the seizure action plan</p> <p>Consider a medication tracking app to remind or keep track of dispersal.</p>
Seizure Control and Triggers	<p>Has your child experienced any changes to their seizure control?</p> <p>Have they developed any new triggers, such as stress or adapting to change?</p>	<p>Update or fill out a seizure action plan for your child and share with the school nurse and teacher.</p> <p>Include an updated list of current seizure triggers.</p>
Learning Ability	<p>Are you concerned with what and how much your child was able to take in and/or retain last school year due to distance learning?</p>	<p>Share with teacher your concerns. Ask how the teacher will manage any need for remedial/repeat work.</p>
Mental Health Impact	<p>What impact has COVID 19 had on your child's mental health, like hyperactivity, inattention, anxiety or isolation?</p>	<p>Share any concerns with school personnel to include feelings of depression, anxiety, etc. and/or include in seizure action plan.</p>
Medication Side Effects	<p>Is your child experiencing any changes with medication side effects?</p>	<p>Update school personnel of any significant side effects and update seizure action plan accordingly.</p>

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Distance Model of Learning

Teaching and learning is done 100% outside of the physical school building, typically in the student’s home utilizing online/virtual platforms and tools set up by the student’s teacher/school district.

<u>Factor to Consider</u>	<u>Considerations/Impact on Seizures</u>	<u>Resources/Possible Action</u>
IEP/504 implementation	<p>Does your child have an established IEP or 504 plan?</p> <p>If so, how will the school manage the supports for your child in the distance model (for example speech therapy or paraprofessional support)</p>	<p>Request an online IEP/504 check in meeting to go through your child’s plan and how the school will implement the supports in the IEP/504 plan in the distance learning setting.</p> <p>Reference EFMN IEP/504 consultation services, if needed.</p>
Seizure Control and Triggers	<p>Will an increase in digital learning and screen time be a potential trigger for your child?</p>	<p>Work with teacher to plan how to break up screen time into smaller intervals to avoid potential trigger.</p> <p>Purchase a screen protector/shield, noise cancelling headphones, etc.</p>
Learning Ability	<p>Did your child have challenges with distance learning last spring?</p> <p>Are you concerned with them continuing to make progress in learning and meeting needed benchmarks in the distance learning model?</p>	<p>Share with your child’s teacher your concerns. Ask how the teacher will manage any need for remedial/repeat work.</p> <p>Ask teacher for suggestions on extra supports for your child if distance learning provides challenges for your child.</p>
Mental Health and Socialization impact	<p>Has your child experienced any impact on their mental health due to COVID19 and distance learning?</p> <p>How will your child cope with not having time with friends/teachers in a face to face setting?</p>	<p>Provide outlets for your child to express feelings (art activities, physical activities, concentrated listening time)</p> <p>Consider whether professional help should be sought.</p> <p>Schedule online friend time and help child plan activities for them to do with their friends.</p>
Parent or Guardian work schedule and student school schedule	<p>If you are a working parent, how will you balance work, school, and family time?</p> <p>Will you need to send your child to childcare during day so you can work? Is the childcare provider able to access and support your child doing school work?</p>	<p>Set up a meeting with your childcare provider to go over the plan the school has developed for learning; determine if this will be able to be implemented by your childcare provider.</p>
Child’s Perception of Distance Learning	<p>Does your child see distance learning as important as in person learning or do they see it as “extended vacation time?”</p>	<p>Work with your child’s school and community resources to create a schedule and environment that is conducive to learning or models a classroom setting.</p>

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Hybrid Model of Learning

NOTE: Use both the In-Person and Distance Learning guides in combination with these considerations if your child is currently in a hybrid part-school/part-home educational schedule.

Factor to Consider	Consideration/Possible Impact	Resources/Possible Action
Transitions back and forth between learning models	Is your child challenged with transitions in general? Do schedule changes cause extra stress for your child that can impact seizure control (i.e. triggers)?	<p>If your child is challenged with transitioning between models, speak to school personnel to see if they qualify for full time in-person learning.</p> <p>Consider if distance learning would be best option for your child to minimize challenges with transitions.</p>
Schedule disruption	<p>Will your school be modifying start/stop times, transportation schedules, etc. to accommodate for less students in the building at one time?</p> <p>Will this impact your child's typical routine (such as sleep schedule, medication schedule or eating schedule) or potentially lead to seizure triggers for your child?</p>	<p>Consider whether an accommodation for your child is necessary to keep their schedule consistent.</p> <p>Work directly with the school personnel on what the change and/or accommodation could look like and how it is implemented.</p>
Communication Plan	Is there a need for an enhanced communication plan between you and the school personnel due to multiple learning models being implemented?	<p>Consider daily communication plan options between you and the school about your student's day (both learning and behavioral content) Possible options for communication could be:</p> <ul style="list-style-type: none"> • Physical paper journal that goes back and forth between school and home • Daily email communication expectation • School online platform feature of daily check in between home and school
Support Services vs. Classroom Learning	<p>Does your student receive additional support services through an IEP or 504 plan (for example therapy services or specialized group services)?</p> <p>What services are most important for your child to receive during the in-person portion of their learning?</p>	<p>Talk with school personnel, particularly therapists or special education providers, about what they recommend for in-person learning time and if it is more beneficial to make sure that your child is receiving special services while in the school building.</p>

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