How will students who are unable to wear a mask due to medical reasons or a disability, including anxiety, be supported? For example will they have a goal added to their IEP? How will other staff members in the building be made aware of who is unable to wear a mask and then be provided information on how best to communicate with that student? Kristen Herbert mentioned a positive reinforcement program, will families have access to this information to continue the messaging at home?

Will all students and families be provided resources about mask wearing such as a social story and instructions on proper use and removal? Will there be any oversight regarding types of masks that are acceptable (eg bandanas, gaiters, loose fitting masks, etc)?

How will IEP meetings be run and how will the District begin to catch up on missed meetings? When can parents expect an update on when missed IEP meetings will be held?

When will initial and re-evaluations begin to take place? When will those in progress be resumed?

What steps is CASE transportation taking? What standards are in place for cleaning and ventilation and what is being done to ensure common practice across all vans/drivers?

How will IEP direct services be delivered at CMS and CCHS bearing in mind children will not be in school every day?

Will the reduction from 180 school days to 170 school days change the way services are delivered? Will it change IEP timelines?
How will the District ensure equity between buildings, subjects, grades, etc.

How is the District determining high priority students? How can parents obtain the PL3 form for their child? How have you and how will you continue to prepare and educate high priority students for safety protocols and expectations?

While the District is hybrid or if it switches to full remote how will in person instruction for high priority students be implemented?

What support and education will be provided to parents to support their children during remote days. For example what training or education will parents receive on the use of assigned educational websites, learning tools, consistent language to use with their child, expectations for structured learning time and way to support students’ social/emotional needs?

Who can parents/caregivers contact if a student is having trouble accessing or learning how to use a platform or encountering a technology problem?

What are the platforms that the district is using to communicate with students? Will students and caregivers be trained in how to use these platforms?

Will Unified sports and Special Olympics be held? What type of extracurricular activities are being planned and how will students on IEPs be supported?

For teachers who choose to teach remotely during a hybrid option, how will students receiving special education receive their services?
Can you explain the waiver investigation described in the Globe and Mosquito article and what the resolution was?

What plans have been made with community-based providers, colleges, parents/guardians, and students for students in transition programs to have continued access to their programming?

What is your plan for mental health check-ins and emotional support for students on IEPs?

What outreach will be in place to check how students with disabilities are accessing remote learning to include how often and by what means?

Who do I contact if my student is having trouble with remote learning, technology challenges, challenges with engagement? Will the district provide me with a list of who I should contact when we’re struggling?

Will screen breaks be built into schedules for fully remote students and students who are on a remote day in their hybrid schedule?

How are you tracking parent engagement in all team meetings?

How can parents track their student’s progress at home during remote learning and then share their observations with the team?