COVID-19 FACT SHEET #3:

DOCUMENTATION

Parent Information Center
Project of Parents Helping Parents of WY, Inc. online at wpic.org

Good records are essential to effective advocacy! "If it’s not in writing, it didn’t happen" is the motto in which to live by when communicating with regards to special education and related services. It is always considered best practice to document any communication between home and school. Below are some ideas:

- Its ok to ask questions!
  As a required member of the IEP team, parents should be informed. Make sure you know:
  - What services were agreed to?
  - Were there other services or supports that the team did not agree to?
  What were the reasons for these decisions?

- Keep copies of all correspondence or paperwork from your child’s school. This can include emails, reports, consent forms, IEP’s (past and present), Prior Written Notice’s, etc. Under the Family Education Rights Privacy Act (FERPA) parent’s can request their child’s records at any time.

- Keep a record of contacts with the school. Consider making notes about phone calls, meetings, conversations and emails. Include the date, the time and any specific information or decisions that were discussed. Consider sending a follow-up email re-capping the conversation.

During the time of school closures and distance learning there should be various forms of communication between school and home. As part of effective communication and language assistance by school officials, that must equally include effective communication for persons with disabilities. IEP team members should thoroughly document any conversations and decisions in relation to a child’s special education and related services.

*Note* - This guidance is considered valid during the time frame that the COVID-19 Health Emergency is in place. For additional information or specific questions on a student’s special education or related services, please refer to our website at www.wpic.org or call us at 307-684-2277.