Reminders

- Please mute your computer/phone
- Type questions in the chat box
- We are recording

LEA/SOP Directors' Call

4/15/2020

Agenda

- Updates
- Survey Results
- Prechecks
- Reminders
  - Spring Configuration Updates
    - Electronic Signatures Staff/job

Updates

- No new information from the feds at this time
- No new money, decisions, guidance other than CARES Act money
- No information on length of closure (right now it's until April 30)

BUT

Start thinking longer term

- End of year
- Summer services
- Reopening in Fall

Plans

- Plans for longer-term closure

- Plans for reopening

What would it look like if....

- Schools reopened mid-May
- Schools reopened June
- Schools reopened August
- Schools reopened later

Budget Needs

- Start looking at what you would need
- Run different scenarios
  - Virtual
  - Face-to-face
  - Blended
- ESY
- Staffing – survey staff to see who might be available
- Mental health support needs
- Supplemental school closure needs

Plan a week at a time

- When to hold ESY
  - Beginning, middle, or end of summer
- Funding needs
  - ESY face-to-face
  - ESY virtual
- Major concerns
  - Academics?
  - Social-emotional?
  - Mental health?

Supplemental School Closure Services Considerations

- How to determine
- When to provide
- Staff needed
- Student access
- Cost
- Method

Answers

- We don't have them...yet
- Plan for all reasonable contingencies
- Look at all possible funding flexibility



Resources – Able SC

With the support from the SC Department of Education, Able SC is offering an array of virtual programs to keep students and youth with disabilities engaged at home during this time. The virtual programs include:

- Self-Paced transition lessons on self-advocacy, work readiness, financial literacy, and more for High School students
- Online Peer Mentoring Classes
- Lessons for Students Exiting High School
- One-On-One Peer Mentoring
- Social-Emotional Learning for Elementary Students

Information can be found at: https://www.able-sc.org/virtual-youth-support-services/

Questions can be answered at: youthstaff@able-sc.org

Survey

PROGRESS MONITORING

Survey Results – April 2020

Remember the why:

- "If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that **students with disabilities also have equal access to the same opportunities**, including the provision of FAPE." [emphasis added]
- https://sites.ed.gov/idea/idea-files/q-and-a-providing-services-to-children-with-disabilities-during-the-coronavirus-disease-2019-outbreak/#Q-A-1

What is considered equitable access for students with disabilities?

- When an LEA provides instruction to students during a school site closure, the LEA must provide equitable access to that instruction for students with disabilities, with services appropriately tailored to the individualized needs of students, to the extent practical.
- When LEAs are providing instruction through a distance learning model to replace what would have been provided in the classroom LEAs must create access to instruction for students with disabilities.
- This includes appropriate modifications or accommodations based on the needs of students and the differences created by the change in modality (e.g. virtual vs. classroom-based).

The purpose of Progress Monitoring in a virtual setting is:

- to provide ongoing data collection on skills that are important to student success
- to estimate student rates of improvement
- conducted frequently and provides an easy and quick method for gathering student performance data on important, grade-level skills/content
- an analysis of student progress (performance across time) in order to modify instructional programs when needed and/or adjust student goals upward

To evaluate tools or techniques in a virtual setting ask:

- Is the skill in the goal needed, or even possible, in a virtual setting?
- Does the tool used enable teachers to see if the student is improving over time?
- Is the tool or technique something a student can do frequently? Is it quick and easy?
- Is this tool measuring the skill in the goal/IEP?
- Does the tool tell the teacher information about the students skills and abilities in a way that help a teacher monitor and adjust instruction?

Tell teachers:

- Not all goals can be measured in a virtual setting. That's OK.
  - *IF it can't be measured virtually, create a plan on how to measure any progress or regression when the student returns and then the IEP team can discuss any necessary remediation or supplemental services.*
- Be sure teachers are working on things that provide ACCESS in current context.
  - *Remember the WHY, special education is about access to general education.*
- Not all goals are needed in a virtual setting. Be sure teachers are working on things that are meaningful in the current context.
  - *It is OK to prioritize. Teachers will have limited ability to access students during this time. Prioritize the specialized instruction. Discuss it in a virtual IEP meeting if necessary.*

Resources

- OSES will share via email the resources that LEA's are currently reporting using. When looking at the list remember:
  - *The list is intended to inform LEA's of what their peers are using. It is NOT an endorsement of any specific tool or vendor from the Department of Education and are meant for informational purposes only.*
  - *The tools are only good if the teachers and students know how to use them. Purchase of a tool does not guarantee use by teachers or students. Introduction to new tools in a virtual setting will take time and effort on the part of both teachers and students.*
  - *The list is edited so that a resource/technique only shows up once and it in alphabetical order. The location within the list or duplication on the list is coincidental and not intended to reflect a hierarchy.*

Data

Data Reporting Prechecks

- Indicators 7, 11 & 12 submit via Enrich by April 24th

For Overdue Meetings

- You are required to add a comment. Districts will need to select "oD" code then
    - Add the original scheduled meeting date
    - Specify whether the student was eligible or not
    - Add the following comment: overdue as a result of COVID-19 school closure
- Once the final report is submitted to OSES, Yolanda verifies codes and comments for accuracy and adjusts the final code based on the comment and guidance from the districts

Reminders

- Complete Survey: https://scoses.formstack.com/forms/sped_directors_additional_information
- If you have what you need to conduct a meeting (initial eligibility, initial IEP, reevaluation, annual review) and can conduct it through alternative means, go ahead
  - **Make good faith efforts/decisions based on student needs**


BREAKING
NEWS ALERT