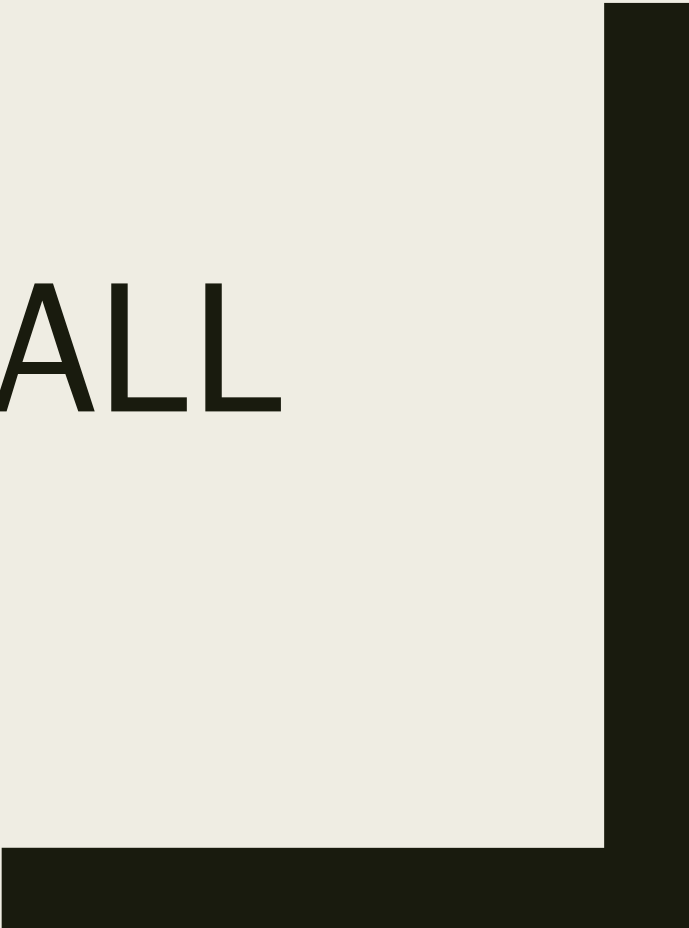




# DIRECTORS' CALL

4/22/2020



# Agenda

- Updates
- Plans
- ESY vs Compensatory vs School Closure Services

*This is impacting all students*



# Remember

**The purpose of special education and related services is to provide services and supports that students with disabilities need in order to access and progress in the general curriculum.**

# School closures until end of school year

- What does this look like for your district?
- How can we support that?
- What will summer services look like for your district?
- How can we support that?

# Summer – Instructional Jump Start

- How do we assess the gaps that will occur?
- How do we address those gaps?
- How could summer learning opportunities be used to minimize this?
- When and how should these opportunities be delivered?

# Multiple Scenarios

- Online/virtual plan
- Blended with social distancing plan
- Small group/individual with social distancing plan
- "Normal" plan

# Priorities

- Health and Safety First
- Student needs before compliance
- Communication

## 3-Priority Response to COVID-19



### Health & Safety

Health and safety needs come first; that includes mental health needs as well as physical health needs.

### Access to Learning

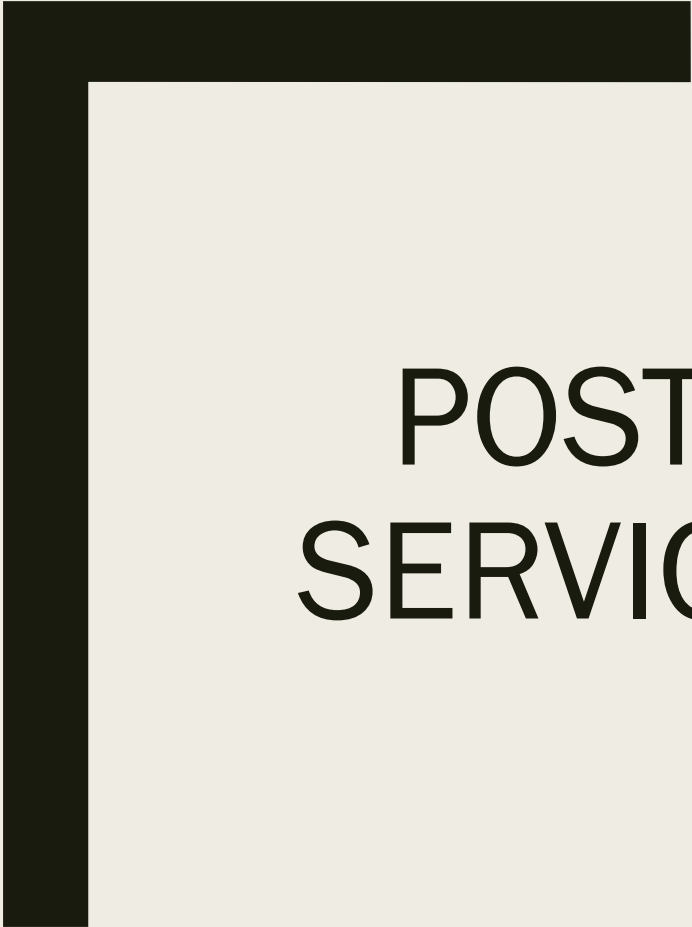
Student needs come before IDEA compliance. Do your best to provide reasonable and practical access to continued learning opportunities in light of these current circumstances.

### Stakeholder Communication

Frequent, clear communication among stakeholders (families, students, teachers, staff) will support all efforts on behalf of students with disabilities.

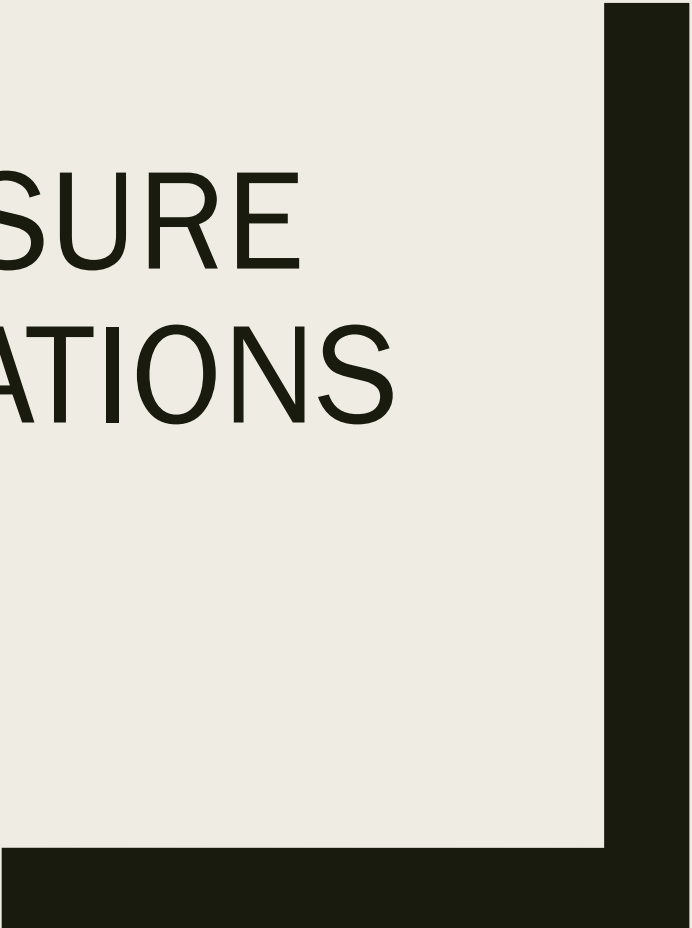
# Temporary and Targeted Flexibility

- **76%** had overdue evaluation due to COVID-19 closures
- **60%** had parents requesting delay in timelines
- **79%** won't be able to meet requirements of SPP/APR because of COVID-19
- **41%** had to excuse more IEP team members than typical because of COVID-19
- **43%** had parents requesting sped services stop during closure



# POST SCHOOL-CLOSURE SERVICE DETERMINATIONS

April 2020



- Peter
- Continue submitting COVID-related questions through website

# Real Talk

Disclaimer:

- The information we are providing today is the best we know at this moment.
- It might change by the end of the webinar based on additional guidance.
- It could change by next week or if things change

Check out the CASE webinar on this topic:

<https://cec.sped.org/COVID19forAdministrators>

# Compensatory Services

- Compensatory services are educational services that are awarded to students with disabilities to make up for services that they lost because of a LEA's failure to provide an appropriate educational placement under the Individuals with Disabilities Education Act (IDEA).
- Are post school-closure services compensatory services?

# How to determine if “compensatory services” are needed:

- Was the student provided ACCESS to the same instruction that non-disabled students received during the school closure?
  - *Yes, the student was able to access instruction delivered during the closure – discuss supplemental services NOT compensatory services.*
  - *No, the format of the instruction was not accessible to the student – discuss compensatory services and possibly supplemental services.*
- Did the student receive a version of the services in their IEP?
  - EX: The IEP has speech for 1 hour per week in a small group setting, during the closure the student received:*
    - *30 minutes of telehealth speech during the closure – go to supplemental services*
    - *No speech was available – discuss compensatory services*

# How to determine if “compensatory services” are needed Pt2:

- Was the service necessary during the school closure?

*EX: The IEP has transportation daily to and from school:*

- *This service was not necessary, no compensatory services are necessary.*

*The student has services and goals specific to the school setting.*

*EX: The student has 1 hour per day of behavioral support related to transition from class to class or activity to activity within the classroom.*

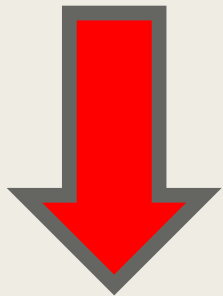
- *This specific service was not necessary, no compensatory services are necessary. However the student may have substantial issues when returning to school, discuss supplemental services NOT compensatory services.*

# Extended School Year (ESY) Services

- In order for a student to receive ESY services, the student must have evidenced substantial regression and recoupment issues during the previous IEP year and/or there is evidence of emerging skills which are often referred to as "breakthrough" skills. The focus of the services provided to the student as part of an ESY program are generally not upon learning new skills or "catching up" to grade level, but rather to provide practice to maintain previously acquired or learned skills.
- Are post school-closure services Extended School Year services?

# How to determine if “extended school year” services are needed:

- Has the student shown substantial regression and recoupment issues during the previous IEP year(s) and breaks (Winter break)?
  - *Yes, the student has had extended school year in the past, and/or there is data to show that the student regresses during the summer– discuss ESY and possibly supplemental services.*
  - *No, the student has NOT had extended school year in the past, and/or there is NO data to show that the regresses during the summer? The student is likely not eligible for ESY.*
- Is there evidence of emerging skills which are often referred to as "breakthrough" skills?
  - *Yes, the student's IEP present level and goals, show that the student has been working on breakthrough skills– discuss ESY and possibly supplemental services.*
  - *No, the student's IEP present level and goals do not show that the student has been working on breakthrough skills– The student is likely not eligible for ESY.*



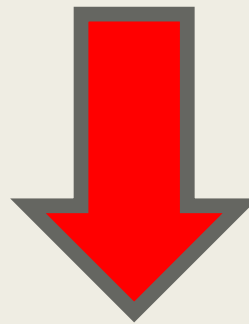
# ESY Determinations:

| June 2019-<br>Point the Schools Closed                                                                                                                                                                                                                                                     | March 2020 - June 2020<br>COVID-19 School Closures                                                                                                                                                                                                                                                           | June 2020 -<br>August - 2020                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Analyze the data and determine student progress at the point schools closed.</li><li>• Consider ESY based on prior regression data at this point. (these students have already been identified or decided through a typical IEP meeting)</li></ul> | <ul style="list-style-type: none"><li>• Maintain documentation of what services were offered.</li><li>• Maintain documentation of what services were delivered.</li><li>• Collect solid data on IEP goal progress across the time frame services are delivered under distance learning frameworks.</li></ul> | <ul style="list-style-type: none"><li>• Implement summer services based on regression analysis to avoid further regression</li><li>• Analyze COVID Impact</li><li>• Plan for the Fall with curriculum mapping and remapping</li><li>• Hiring and changes in staffing</li></ul> |

# Supplemental School-Closure Services

- This is the term South Carolina will be using to discuss the services students need related to the covid-19 school closure, and the related extended learning change to the instructional environment.
- Teams need to determine where the student was and where the student is now and then the services they need moving forward.

# DO NOW:



| June 2019-<br>Point the Schools Closed                                                                                                                                                                                                                                                     | March 2020 - June 2020<br>COVID-19 School Closures                                                                                                                                                                                                                                                           | June 2020 -<br>August - 2020                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Analyze the data and determine student progress at the point schools closed.</li><li>• Consider ESY based on prior regression data at this point. (these students have already been identified or decided through a typical IEP meeting)</li></ul> | <ul style="list-style-type: none"><li>• Maintain documentation of what services were offered.</li><li>• Maintain documentation of what services were delivered.</li><li>• Collect solid data on IEP goal progress across the time frame services are delivered under distance learning frameworks.</li></ul> | <ul style="list-style-type: none"><li>• Implement summer services based on regression analysis to avoid further regression</li><li>• Analyze COVID Impact</li><li>• Plan for the Fall with curriculum mapping and remapping</li><li>• Hiring and changes in staffing</li></ul> |

# Considerations for current services:

- Whether or not flexibility is provided with respect to procedural compliance during COVID-19, do not be paralyzed by the thought of procedural violations and legal compliance.
- Continue to exercise good "PR" and "customer service" skills. Compassion, Communication and Collaboration will lessen complaints and lawsuits.
- Now that the end of the school year is getting close, begin thinking about making those individualized determinations regarding each student's need for Extended School Year services.
- Make good faith recommendations/offers for ESY services. Offer ESY when needed, even if parents don't want it.
- Don't worry right now about Supplemental School-Closure Services. There will be time for that when school buildings reopen.

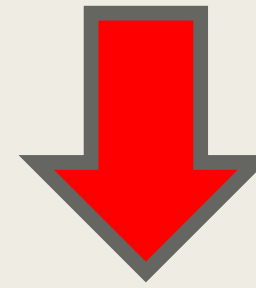
# Supplemental School-Closure Services ARE NOT:

- Compensatory Services, though a student could need both
- ESY Services, though a student could need both
- Minute for minute replacement or additional minutes that the student did not receive during the closure
- Not in addition to the regular school day.

# How teams determine if a student needs supplemental school-closure services:

- Data and information the team need to make a determination:
  - *What instruction was delivered to all students in this grade level during the closure?*
  - *How has the school/district measured the learning of all students during the closure?*
  - *What services was the student provided during the closure?*
  - *What did the students progress report before the school closure say?*
  - *Once the student has returned to school, what is the student's progress towards goals?*
  - *What did the trend in progress monitoring show before and after the school closure? How does the trend line compare?*

# Supplemental Determinations:



| June 2019-<br>Point the Schools Closed                                                                                                                                                                                                                                                     | March 2020 - June 2020<br>COVID-19 School Closures                                                                                                                                                                                                                                                           | June 2020 -<br>August - 2020                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Analyze the data and determine student progress at the point schools closed.</li><li>• Consider ESY based on prior regression data at this point. (these students have already been identified or decided through a typical IEP meeting)</li></ul> | <ul style="list-style-type: none"><li>• Maintain documentation of what services were offered.</li><li>• Maintain documentation of what services were delivered.</li><li>• Collect solid data on IEP goal progress across the time frame services are delivered under distance learning frameworks.</li></ul> | <ul style="list-style-type: none"><li>• Implement summer services based on regression analysis to avoid further regression</li><li>• Analyze COVID Impact</li><li>• Plan for the Fall with curriculum mapping and remapping</li><li>• Hiring and changes in staffing</li></ul> |

# 3 Key Data Points – ALL students

- **End of in-person services** – where were students performing on IEP goals?
- **End of school year** – where were students performing on IEP goals and what impact, if any, has COVID-19 had on them?
- **Beginning of school year** – what was summer slide and how does this compare to summer slide for peers?

# Guidance for General Education Minutes:

| Grade Level | Minimum                                         | Maximum                                         | Recommended Length of Sustained Attention |
|-------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------|
| PreK        | 20 minutes/day                                  | 60 minutes/day                                  | 3–5 minutes                               |
| K           | 30 minutes/ day                                 | 90 minutes/day                                  | 3–5 minutes                               |
| 1–2         | 45 minutes/day                                  | 90 minutes/day                                  | 5–10 minutes                              |
| 3–5         | 60 minutes/day                                  | 120 minutes/day                                 | 10–15 minutes                             |
| 6–8         | Class: 15 minutes/day<br>Total: 90 minutes/day  | Class: 30 minutes/day<br>Total: 180 minutes/day | 1 subject area or class                   |
| 9–12        | Class: 20 minutes/day<br>Total: 120 minutes/day | Class: 45 minutes/day<br>Total: 270 minutes/day | 1 subject area or class                   |

# POSSIBLE FORMULA:

| Grade Level | Minimum Gen Ed | Maximum Gen Ed | Recommended Minutes per one hour of services: |
|-------------|----------------|----------------|-----------------------------------------------|
| Pre-K       | 20             | 60             | 3-9 per day 35-45 per week                    |
| K           | 30             | 90             | 5-13 per day 25-65 per week                   |
| 1-2         | 45             | 90             | 7-13 per day 35-65 per week                   |
| 3-5         | 60             | 120            | 9-17 per day 45-85 per week                   |
| 6-8         | 90             | 180            | 13-26 per day 65-130 per week                 |
| 9-12        | 120            | 270            | 17-39 per day 85-195 per week                 |