Reminders

- Mute phones/computers
- Will be recorded and posted
- Post questions/comments in chat box

LEA Call



June 24, 2020

Agenda

- AcceleratED Task Force Re-opening
- What does this mean for special education?
- Reminders
  - Waiver info
  - FY20 allocation

Re-opening - AcceleratED Task Force recommendations

- Protect health, safety, and wellness of students and staff
- Give students best possible learning experience
- Require collective commitment from everyone
- 4 Phases

Phase I – Immediate Actions, District

- Communication
  - Local task force/team for authentic communication
- Human Resources, Finance, & Administration
  - Survey of staff ASAP
  - Prepare for staff social/emotional needs
- Facilities, Transportation, & Operations
  - Address digital divide
  - Continue wraparound supports

Phase I, continued

- Instruction & Student Services
  - Determining student attendance
    - Survey family preferences
    - Develop policy for distance learning access

Phase II – Summer Planning

- Communications
  - Review school calendar
    - Start date to align with local situation
    - Alternative calendar with greater flexibility in event of recurrence
    - Extended winter break
    - Schedule by semester
  - Schedule distance learning practice days

Phase II, continued

- Distance learning contingency plan
- Update/overview on planning for reopening
- Human Resources, Finance, & Administration
  - Nurses
  - Ed prep programs
  - Leave policies
  - Emergency contact info
  - Budget review
  - Contingency leadership planning

Phase II, continued

- HR,…
  - Review attendance incentive and penalites
  - Health reporting
  - Job description review
- Facilities, Transportation, & Operations
  - Cleaning protocols
  - Resources for classrooms and facility reconfiguration
  - Cleaning and facility prep
  - Safety plans
  - Review of potential costs for food services
  - Visitation policies
  - Facilities use
  - REview of transportation capacity

Phase II, continued

- Instruction & Student Services
  - Plan for fall distance learning groups
    - Distance learning sections
    - Live streaming of classes
    - Asynchronous learning
  - Declaration of Intent
  - Professional Learning
  - Completion of Evaluations
    - Special education
    - English learners

Phase II, continued

- Prep for social and emotional needs of students
- Prevent bullying and harassment

Phase III – Pre-Opening

- Communications
- Back to school events
- Human Resources, Finance, & Administration
  - Staff training
- Facilities, Transportation, & Operations
  - Allocation of furniture and materials

PHase lll, continued

- Instruction & Student Services
  - Who should attend LEAP days (Pre-K through 8th grade)
    - Highest priority on engaging students with significant learning gaps
  - Activities during LEAP
    - Clear plan
  - SEL Plan

Phase IV – Re-Opening

- Communications
  - Prevention
- Human Resources, Finance, & Administration
  - Staff absences
  - Reporting protocol
- Facilities, Transportation, & Operations
  - Building considerations
  - Transportation
  - Student and staff health protocols
  - COVID-19 case on campus

Phase IV, continued

- Meal services
  - Full distance
  - Hybrid
- Face masks and PPE
  - Review dress code
  - Staff masks
- Nurses stations
- Playgrounds and recess
- Staff meetings
- Staff workspace

Phase IV, continued

- Instruction & Student Services
  - Extended learning
- Grading Practices
- Ensuring Well-Rounded Education
- Scheduling Models
  - Align scheduling decisions with latest public health info
  - Avoid having teachers be responsible for both traditional and distance instruction
  - Have plan ready to adjust

Model 1: Traditional Scheduling

- All students and staff return
- Do not extend class size caps
- Eliminate/limit partner or group activities
- Increase use of large spaces
- Prioritize inclusive scheduling
- Reduce transitions
- Modify school day (HS)
- Plan for potential self-isolation periods

Model 2: Hybrid Scheduling

- Prioritize for
  - Pre-K and elementary
  - Students with IEPs that require face-to-face
  - English learners
  - HS in CTE with hands-on requirements
- Split schedules
  - AM/PM
  - Alternating days
- Considerations

Model 3: Full Distance Learning

- Distance learning plan
- Building relationships
- Establishing advisory group
- Providing for authentic communicatin
- Reducing transporting of school materials
- Providing tech assist hubs
- Meeting needs of special populations
- SCDE to consider waivers of seat time, defined program

What does this mean for special education?

HOT TOPICS

THESE ARE REPRESENTATIVE CONCERNS OF STATE DIRECTORS OF SPECIAL EDUCATION

IDEA COMPLIANCE

- TIMELINES
- SPP/APR DATA
- DUE PROCESS/COMPLAINTS

PERSONEL SHORTAGES

- SPECIAL EDUCATION TEACHERS
- RELATED SERVICES
- TEACHER AIDES/PARAPROFESSIONALS

ADDITIONAL FUNDING

- PPE
- TEACHER TRAINING
- TECHNOLOGY
- COMPENSATORY/RECOVERY SERVICES



PARENT/FAMILY ENGAGMENT

- DEEPER ENGAGEMENT OF COMMUNITIES OF COLOR AND COMMUNITIES WITH HIGH POVERTY
- PARENT TRAINING
- COMMUNICATION SYSTEMS

HEALTH AND SAFETY

- HOW TO MAKE CLASSROOMS SAFE
- MENTAL HEALTH TRAINING
- IMPLEMENTING CDC GUIDANCE

VIRTUAL EDUCATION

- ACESSIBILITY ISSUES
- SERVICE DELIVERY
- TRAINING
- LRE?
- BROADBAND

Questions/Topics

- Blended model and reduced class size – how does this affect LRE, inclusion, and co-teaching?
- How will this affect scheduling of related services personnel?
- What will special education services look like in a blended model; in a virtual model?
- What does FAPE look like in a blended model; in a virtual model?
- What happens if there is a recurrence and a district/school is closed for another period of time?

While the circumstances for every state, school system, school, and child are vastly different, one thing holds true across all states and territories:

ALL students will require a comprehensive plan for recovery services at the restart of a new school year

Within the context of recovery services for all students, schools must consider the unique needs of students with disabilities and develop a strong plan for services and supports.

What does this mean for special education?

Special education students are general education students first

This is not temporary

More data are needed to inform special education decisions

Despite many unknowns, plan now

THE SCDE SHOULD...	...SO DISTRICTS CAN...
Establish clear communication structures to share policy, health, and safety updates throughout the state	**Determine appropriate implementation based on local circumstances**
Develop clear guidance on FAPE considerations and the critical connections among recovery services, education continuity services, and IEP services	Make appropriate planning decisions based on individual student needs and circumstances
Provide clear guidance on the various funding streams available for assessing the needs of students with disabilities and developing plans as a result of individual circumstances	Use innovative staffing structures to support local review, planning, and implementation needs
Facilitate routine discussions about collecting, monitoring, and responding to data that ensure the principal foundations of IDEA are not lost as we find new ways of serving students with disabilities	Provide responsive and appropriate services to students with disabilities based on their individual circumstances and needs

“SEAs and LEAs should work together to ensure every school and IEP team have a process in place to support good faith efforts to meet student needs”



CONTINUITY SERVICES

- Offered to all students through various distance learning and/or hybrid delivery strategies during COVID-19 school closures.
- Students with disabilities must have equitable access to gen ed curriculum.
- Services may or may not be equivalent to those in the IEP.
- Schools may use a distance learning plan to clearly articulate special education services.



RECOVERY SERVICES

- Offered to all students as a result of missed or disrupted services during COVID-19 school closures.
- Recovery services is to ensure a successful restart after school closures.
- Services will vary tremendously based on unique circumstances of every state, school system and school.
- Premised on the idea that all students will need new baseline data and to address unfinished learning



IEP SERVICES & SUPPORTS

- FAPE as a result of COVID-19 closures looks different in each local circumstance and will require local definitions based on the continuity services provided in each unique circumstance.
- School will need to convene IEP Teams to collaborate with families and students to assess individual needs, progress, and/or loss of skills and determine if the IEPs should be amended to reflect appropriated services and supports.
- COVID-19 impact may require amendments to the IEP to ensure the student continues access the curriculum and receives FAPE

Distance Learning

- Offered to all students during a closure
- Ensure appropriate access for students with disabilities to these
- Equitable access to these may or may not be equivalent to services in IEP

Contingency learning plans

Contingency Learning Plan/Individualized Distance Learning Plan

- Used during "extended" emergency school closure
- Describe reasonable, practicable, safe services
- Does not replace current IEP
- Describes how goals will be supported and progress monitored with accommodations/modifications
- Documents how parents consulted

Recovery Learning/Services

- Offered to all students as a result of disrupted instruction
- Ensure successful restart
- All student will need new baseline data
- All students will need support to address unfinished learning
- Best done in a tiered support system

Supplemental Services

- IEP teams to collaborate and assess individual needs
- May require additional services to ensure student continues to access gen ed curriculum and receive FAPE

Compensatory Education

- Historically remedy to account for loss, regression, or failure to make progress as a result of a denial of FAPE
- USED encourages IEP teams to make these determinations when students were denied access

Key Considerations from CEC

- Ensure equity for all students
- Protect and prioritize special educators and their teams
- Protect the integrity of the IDEA
- Address gaps in distance learning

TRAINING AND TECHNICAL ASSISTANCE

1. Creating future pandemic plans/templates for students with disabilities.
2. Special Education teacher preparation program – modifications.
3. Best practices and new research.
4. Administrator training – both special education and regular education.
5. Inclusion.
6. Behavioral, medical, nutritional and mental health supports.
7. Trauma Informed Care.

VIRTUAL EDUCATION

1. Best Practices in Special Education - translation to virtual environments.
2. Related service delivery methods – Keeping “medical home” models intact/coordination.
3. Assistive technology integration.
4. Accessibility options and strategies.
5. Conducting virtual IEP meetings.
6. Instruction methods for teachers and families.
7. What is LRE in a virtual environment?
8. Virtual education for students with developmental disabilities and sensory impairments.
9. Roles of paraprofessionals.
10. Teaching teachers how to teach in virtual environments.

HEALTH AND SAFTETY

1. Technical assistance to SEAs and LEAs on COVID medical Information and CDC/State Public Health recommendations.
2. Strategies, considerations, and medical recommendations for students with developmental disabilities and chronic health issues.
3. Ideas, tips and strategies for families who have children with severe behavioral issues.
4. Mental health supports and services for students, teachers and families.

PARENT/FAMILY ENGAGEMENT

1. Increase parent/family outreach using virtual resources.
2. Underserved families who don’t have access to virtual resources.
3. Tips and strategies for providing home instruction as a “learning coach” – teaching techniques, behavior, communication, AT, etc.
4. Advocacy: IEP meetings, Evaluations, Services, and Dispute Resolution Options.

https://www.pbis.org/resource/returning-to-school-during-and-after-crisis

PBIS.org | Resource: Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year

PDF: This guide describes the use of a multi-tiered systems of support (MTSS) framework to support students, families, and educators during the transitions back to school during and following the global pandemic in a manner that prioritizes their health and safety, social and emotional needs, and behavioral and academic growth.

www.pbis.org

https://intensiveintervention.org/resource/FAQ-collecting-progress-monitoring-data-virtually

- What questions should I consider when deciding whether to conduct virtual progress monitoring?
- How do I know my tool can be used virtually?
- What are the limitations of conducting virtual progress monitoring?
- Can I still use published rates of improvement and end-of-year benchmarks to set goals and compare progress?
- What are concerns about the validity and accuracy of student data collected virtually?

Resources

- Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities
  - https://nceo.umn.edu/docs/OnlinePubs/NCEOBrief20.pdf
- TIES Distance Learning
  - https://tiescenter.org/resource/r8/67WB1STAKZfZD_KV47cg
- Educating All Learners Alliance – partners include national organizations (NASP, LDA, CCSSO, AIR, …)
  - https://www.educatingalllearners.org/about

Reminders

IDEA applications

- Preliminary approval of waiver on FY19 funds to extend to September 30, 2021
  - Info on process going out this week
  - Complete and sign FormStack acknowledgement (electronic signature) and submit
  - Will receive PDF of that; put with letter from Molly and file with GAN
- FY20 state allocations expected July 1

Phase II and 619 Applications are due June 30, 2020.

We are granting extensions on a case-by-case basis for districts with justifiable reasons for needing more time to complete the application

We are anticipating that Supplemental Award notifications will be sent out to LEA's sometime next week.

This year we took an assurance to assure compliance with Excess Costs during the application process. Excess Information will be collected in January moving forward.