

OSPI Special Education Reopening Workgroup: June 16, 2020 Zoom Meeting Notes

Notes from Whole-group discussion:

Opening Question feedback on Agency Reopening document

- One question I had after reading the Reopening WA Schools 2020 document was whether schools reopening with mixed schedules, with some in person, some further continuous learning from home, would be looking at beginning conversations on compensatory services at that stage of reopening, or might still be postponing those discussions until there is a "full" reopening, with students back at school every day all day? or some mix? (added Closing out 2019-20)
- I appreciated the recognition of the need to "support students furthest from educational justice." My main question is around visitors to school building from agencies such as ours, if there is anything specific, we need to know about how that will be handled. (added as a question in school systems and operations)
- The OSPI press release heavily emphasized all districts will be face to face? How does that match the focus on the other 3 options?
- let's make sure we address transition activities in the community for our students 16+ of all abilities
- The assurance given that we will be at school seems like an inaccurate public message
- What terms could be used instead of compensatory services, some fiscal agencies use the term remediation
- Concerns over disconnect between OSPI agency planning guide (focus on in person services) and the special education workgroup perceived focus on distance learning. This brings up concerns that special education students will be left behind or educated at home (excluded and not adequately supported). This aligns with other comments on chat about confusion of OSPI press conference message that the expectation is that next year will be in-person instruction with plans to pivot if needed and feedback that this does not align with the main agency workgroup conversations
 - Tania addressed that much of the content has been carried over from previous document and it will be updated

Next Step

- Group will add feedback by Friday to prepare for release of draft document. There will be continued opportunities to provide feedback after that

Questions/feedback brought up:

General

- Concerns that SLP needs to be a section
- concerns about students whose families will choose to homeschool

2020 School Year

- How do we plan for both reopening and the likely closures real guidance to staff and families to support student learning and developing an emergence plan that takes



longer term look at planning for students while ensuring we are not excluding students due to their disability? (added to draft)

- Choosing who "needs" to go back to school is a careful walk. Perhaps this group could give some suggested points to consider (added to draft)
- following up on individualized decisions re whether a particular student is able to safely return to in person instruction - can we work on clarity and transparency regarding who would have the authority to make those decisions, with what factors relevant to consideration, would it be an IEP team for a child with disabilities? would it potentially mean home-based services as the placement for some? (added)
- if schools reopen, every student with disabilities must have the opportunity to attend. If that is not possible for health reasons, how will systems ensure that home instruction is to be comparable to in person instruction and equitable. (added)
- how to we broaden our focus to start thinking outside of the box around providing services in response to poor student engagement and attendance data. (for example, our high school students can read and write, can we prioritize math and science in person instruction) (added)

Early Childhood

- Barrier
 - With physical distancing, many of our preschool programs are eliminating slots for typically developing peers which will completely change LRE (added)

Outside of school support

- Clarity is needed around "additional support needs" would that mean primarily adding to supports and service minutes during a school day? would that allow consideration for things like tutoring outside of school hours? or make-up time with an SLP, OT PT, etc. outside of regular school hours. Could we imagine a situation where a student might need additional support during the day AND some additional make up services outside of the regular school hours? (added)

Social Emotional/Student Engagement

- Potential strategy: assign an educational peer group or buddy. this can be used online and in person and could benefit both the general ed learning peer and the special education student (added)

CLP

- concerns that the CLP is starting to look like the "cut back"/"reduced plan" rather than the alternative plan (Added)
- We will be asking teachers to create new CLPS? I understand the concept and OSPI needs to remember that these are all bargainable things with unions regarding workload. Any OSPI traction with WEA regarding these issues? (added)
- a district CLP or indiv. CLP for nimbleness? (added)

PPE/Basic Safety

- if you wear a face shield do you also need a mask (added)

Staffing

- Barrier
 - of up to 20% of school employees being in a high-risk category, this will impact special education services (added)

PD

- Barrier:



- need for more robust training for continuous learning in the area of remote progress monitoring. (added)
- ESA staff are looking for training and education to be able to do more teletherapy to create flexibility. (added)
- Questions
 - How will systems provide PD around SDI in remote learning situations? (added)
- Potential Resource (added)
 - Jeff Utech is a resource for thinking differently about instruction
 - embedded learning opportunities and intentionally designed Planned Instructional Sequences as a framework

SDI

- Barrier: (added)
 - systems are often designing programs and plugging students in rather than individualized needs
 - Home instruction needs to be bolstered significantly.
- Questions (added)
 - How will providing services outside of school hours fit into contracts and would those services also be offered to all students?
 - How will OSPI support specific guidance that instructional and delivery methods of SDI need to be ready to be operationalized to families, other providers and OSPI. The need to articulate that the specialization is and ensure work is not “busy work” This will assist continuity between settings
 - item A1C has a sentence that says students should not have reductions in IEP services on annual IEPs following the school facility closures in Spring 2020? The nature of the workgroup conversation seems to be in conflict with that statement. How can we have clear guidance about the expectation around potential service reductions?
- Potential Strategies (added)
 - have different goals during the at home for SDI vs when in school.
 - would it be feasible to gather, share some models of how a practitioner might describe the SDI to a family/IEP team? maybe examples both of written descriptions and descriptions shared at a meeting?
 - Anita Archer has done very effective training with short easy to use videos on teaching strategies too

Autism

- Barriers (added)
 - Parents are struggling around to access ABA/behavioral support and many have just given up because they do not have the skills or support
 - this population is going to struggle with at home learning given many systems current policies and supports
- Resource (added)
 - Resource from Arzu that we can repurpose for the Autism section, <https://www.washingtonautismadvocacy.org/wp-content/uploads/proposed-autism-iep-supplement.pdf>

Unsorted (added)

- One particular issue that sometimes comes up and complicates issues is un-enrollment of a student after 20 days of consecutive absences. Could/Does OSPI guidance specifically address this issue as part of the guidance around how districts will be expected to track attendance as it relates to funding? Could the guidance make it clear



that whether or not districts can count a student toward full enrollment, they remain responsible for continuing to try to engage the student and provide educational services? Could offer assistance/support in reconnecting with students/families who have been out of contact/absent for 20 consecutive days?

- The group asks for clarification, in the resource collection more information about what terms or framing some are talking about in lieu of "compensatory services"?
- who are the "fiscal partners"? is that Department of Ed?
- There are changes to the CEDARS LRE codes. Appendix W Districts are trying to understand those changes and how multiple modes of service impact calculating setting. Specific guidance will be needed, maybe a new decision tree

