

Supporting Families Across All Learning Models:

A Live Q&A Webinar with OSPI Special Education

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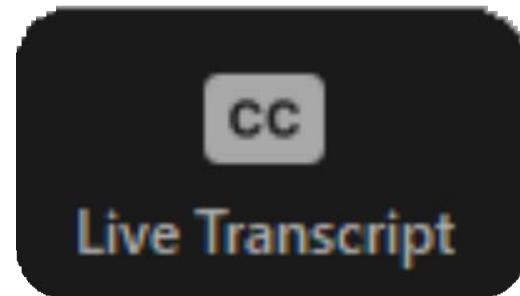


Washington Office of Superintendent of
PUBLIC INSTRUCTION

February 24, 2021

Engagement Options for This Session

- This session will be recorded and posted to the [OSPI Website HERE](#).
- The link to the slides will be dropped into the chat.
- Use the Q & A button to ask a question or comment on a question.
- We are joined by a Spanish language interpreter, Patricia Montes.
- Live captioning is also available; click on the “CC” button:



Land Acknowledgement



We acknowledge the pain and trauma of these past months and over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.



Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

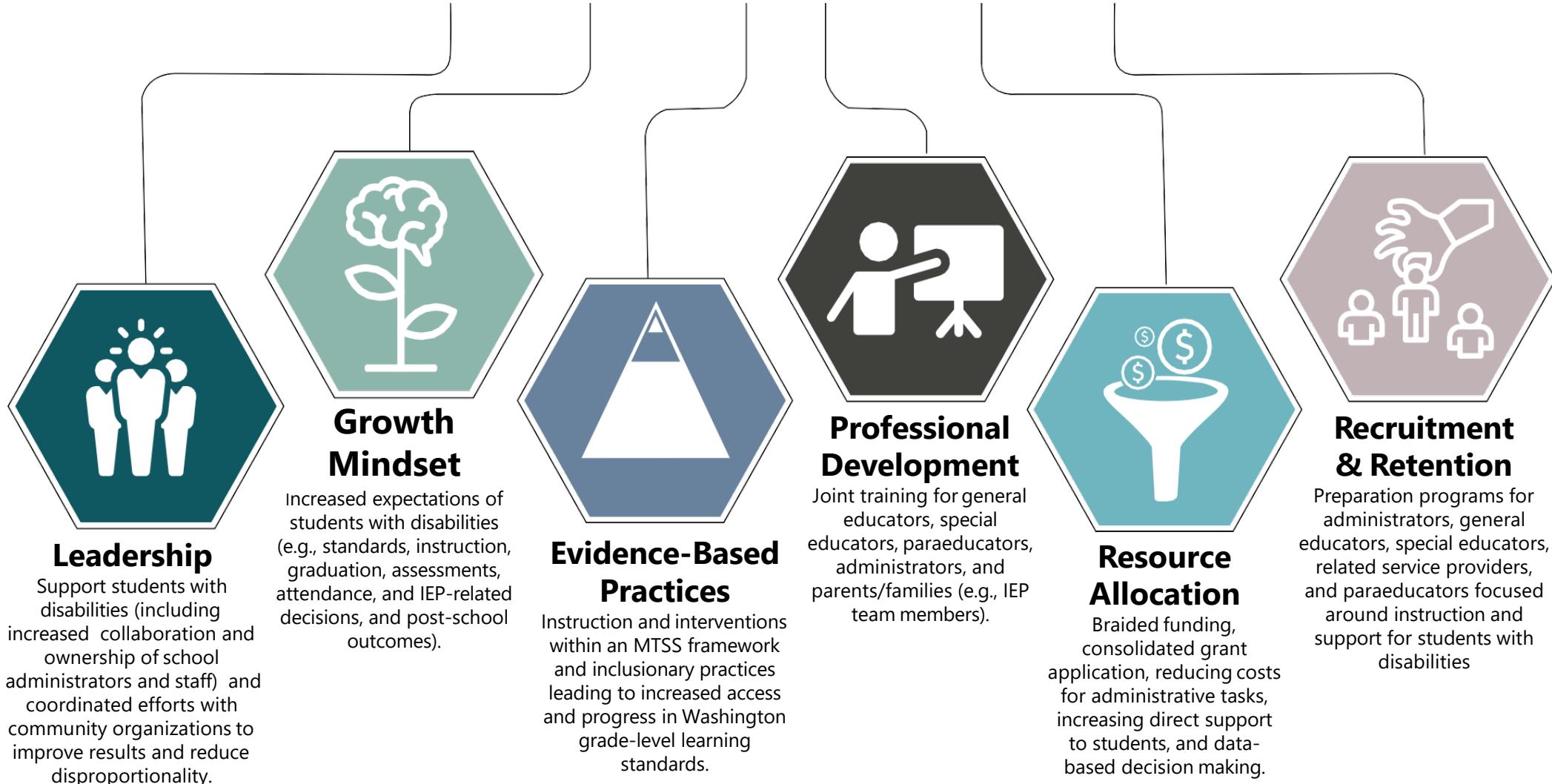
- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.



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OSPI's Priorities for Improving Outcomes for Students with Disabilities



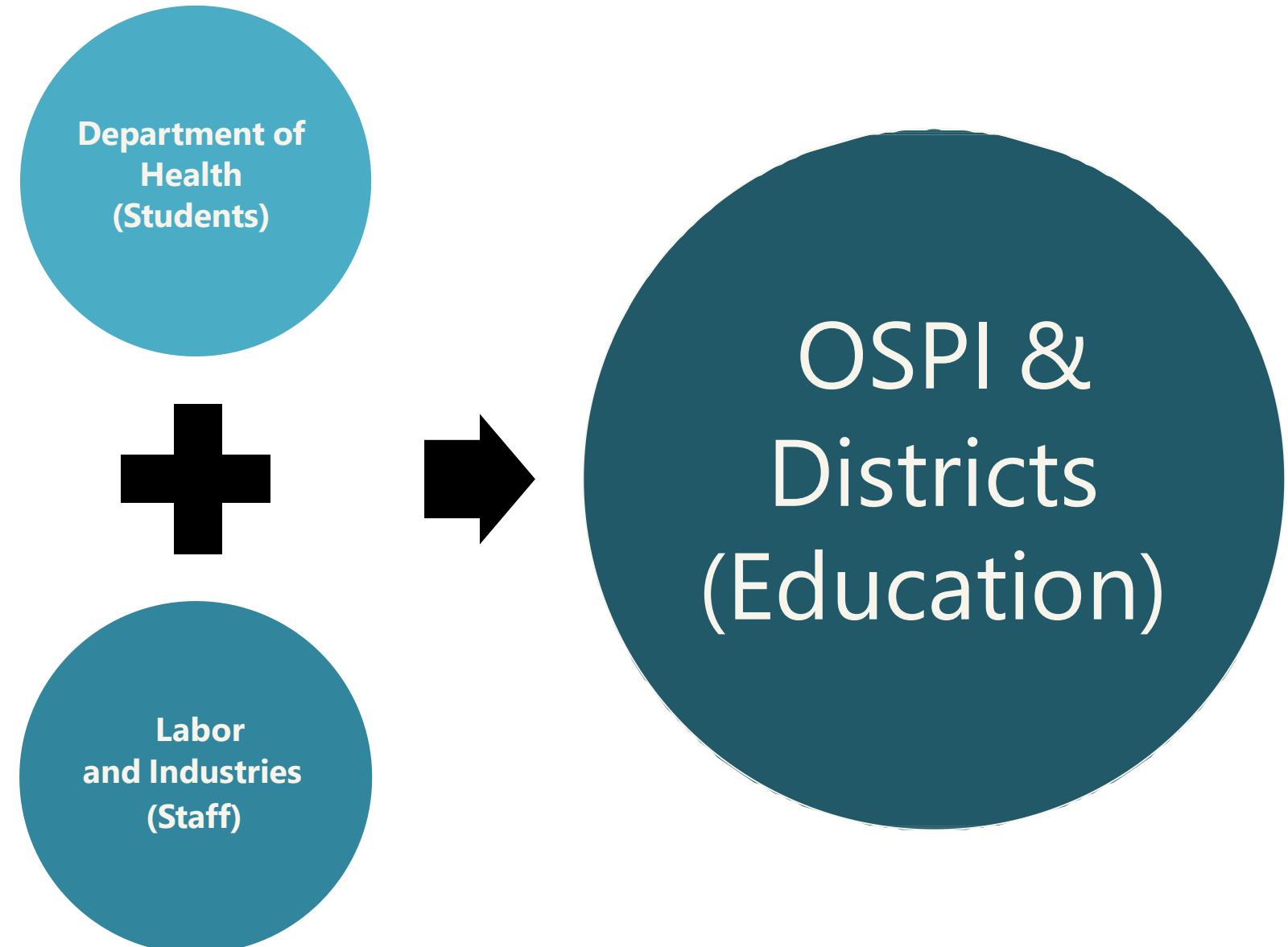
Question Topics from Families:

- In-Person & Remote Learning
- Learning Recovery & Inclusion
- Family Supports
- IEP Planning & Coordination
- Special Education Monitoring

In-Person & Remote Learning



School Reopening Decisions

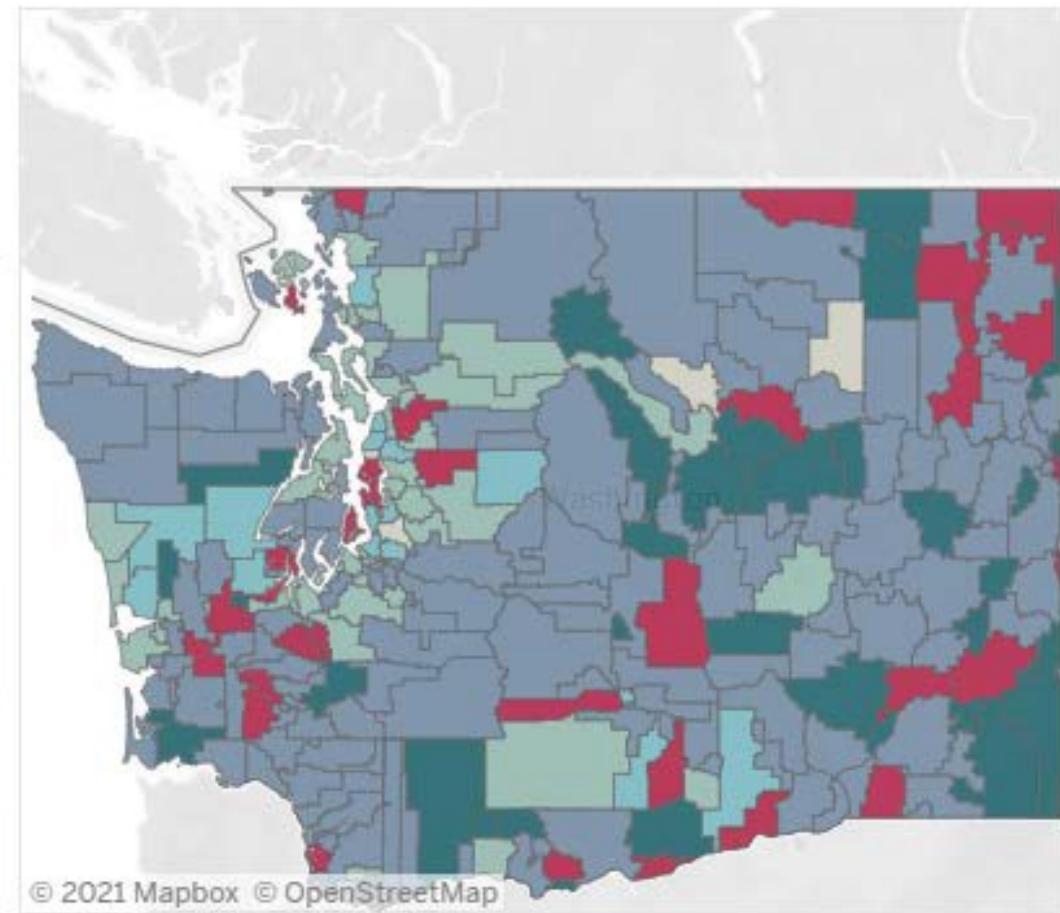


COVID-19 Activity	HIGH ~350 cases/100K/14 days Test positivity >10% Trends in cases and hospitalizations	MODERATE ~50-350 cases/100K /14 days Test positivity 5-10% Trends in cases and hospitalizations	LOW <50 cases/100K/14 days Test positivity <5% Trends in cases and hospitalizations
Education Modality	<p>Phase in in-person learning in groups of 15 or fewer students for pre-K through grade 5 and those with highest needs.</p> <p>Prioritize Pre-K through grade 3, and students in any grade with disabilities, students living homeless, or those farthest from educational justice.</p> <p>If schools can demonstrate the ability to limit transmission in the school environment, add grades 4-5.</p>	<p>Phase in in-person learning.</p> <p>Prioritize Elementary (pre-K - 5) if they are not already receiving in-person learning, and Middle School.</p> <p>If schools can demonstrate the ability to limit transmission in the school environment, add more high school students when case rates are below about 200/100K/14 days.</p>	<p>Provide in-person learning for all students.</p>
Extra-curricular Activities	Cancel or postpone most in-person extra-curricular activities except those allowed under Safe Start and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.	Extra-curricular activities must follow K-12, applicable Safe Start protocols and Governor's proclamations on COVID-19.
Transition	<p>Across all COVID-19 Activity Levels:</p> <ul style="list-style-type: none"> When trends in cases and hospitalizations are flat or decreasing, and the school can demonstrate the ability to limit transmission in the school environment, expand access to in-person learning When trends are increasing, pause expansion of additional in-person learning and maintain access to in-person learning for those who have it. Schools are not required to reduce in-person learning or revert to remote learning based on metrics if the school can demonstrate the ability to limit transmission in the school environment. Consider other health and education risks and benefits to children and their families <p>At any COVID-19 level, transition temporarily to full distance learning for 14 days when school meets criteria in DOH's K-12 Health and Safety Guidance (p 16) or on recommendation of the local health officer.</p>		

DOH K-12 In-Person Learning Toolkit

OSPI School Reopening Data

	Number of Districts	Enrolled	Percent in Person Single Day	Percent in Person Weekly
No survey response	42	0		
100% Remote	8	18,792	0.0%	0.0%
Small Groups + Remote	19	74,439	3.0%	6.2%
Phase-In	46	149,013	35.5%	39.1%
Partial In-Person for All Students	145	160,883	57.6%	75.5%
Typical/Traditional In-Person	57	81,263	22.6%	22.6%



Special Education Guidance

Several resources on our [**Special Education COVID page**](#):

- [**Guidance for In-Person Learning**](#) (including [**translated versions**](#))
- [**Online Training; Online Teaching Resources for Students**](#)
- Case Studies – complete, student-centered examples:
 - [**Least Restrictive Environment**](#) (LRE): elementary, middle/behavior, transition
 - [**High School & Beyond Planning and IEP Transition Planning**](#)
 - Adult student with transition services; Career & Tech Ed in development

Excerpt: Guidance for In-Person Learning

Supporting Students and Families

- Some students and families may need additional support to transition back to in-person learning.
- Help families understand health and safety precautions at school and consider ways to help families support their student's transition back to school.

Staffing and Scheduling

- Restructure staff schedules to transition to in-person services with inclusive access.
- Preserve time for staff collaboration and planning across content areas.

Student Engagement and Social & Emotional Learning

- Review universal screening systems to ensure they include and are responsive to the needs of students with disabilities transitioning to in-person instruction.

Learning Recovery & Inclusion



Key Characteristics of Recovery Services

- Focus on individual case-by-case student needs.
 - Terminology such as “comp ed” (fault) versus “recovery” (no fault) services less important than meeting the needs of the student
- Recovery services are not generally expected to be in the same amount that was missed (i.e., minute for minute, hour for hour) and depends more upon on student progress and supporting equitable outcomes
- Scheduling recovery services during the student’s school day should not lead to a more restrictive placement for the student or contribute to additional general education instruction being missed
 - Students can access recovery services made available to all students in addition to any recovery services for special education needs

Question: Timeline for Recovery Services

"By when will school districts be required to provide recovery services and/or compensatory education? The longer we wait to more regression is going to happen for my student."

Response: There is currently no deadline or requirement from OSPI to provide compensatory education or recovery services.

- Each district IEP team will determine any need for recovery services.
- Districts are allowed, but not required, to provide recovery services through remote and/or hybrid learning models in Fall/Spring 20-21.
- Some/all recovery services can be provided now, and some/all can be provided when in-person school operations resume.

Question: Lack of Progress & Recovery

"If my student has not made progress or regressed, are school teams required to contact me about recovery services? Are they going to conduct a new evaluation? Is there a timeline teams need to have this completed?"

Response: No, recovery services are not currently required, but IEP teams do need to assess the impact of remote learning and school building closures on student progress.

- IEP teams can decide that a reevaluation is needed to gather updated information on student needs and determine need for additional services.
- Timelines for reevaluations should be followed to the maximum extent possible given health and safety guidelines.

Tips for Requesting Recovery Services

- Track any progress made and services missed during hybrid/remote learning and school building closures.
 - Ask IEP team for support/training on progress monitoring if necessary.
 - Work with IEP team to stick to progress reporting schedule in IEP.
- Add recovery services as agenda item to each IEP team meeting.
 - Request documenting any areas for later discussion about recovery services in a Prior Written Notice (PWN) following a meeting.
 - Take notes and document ideas for recovery services in a follow-up email to IEP team if necessary.
 - Ask questions and discuss how recovery services fit within existing timelines for upcoming annual IEP meetings and/or triennial reevaluation.

Tips for Requesting Recovery Services

- Discuss prioritizing critical skills with IEP team now; planning for recovery services later.
 - IEP amendments can be temporary
 - Services can be provided using a “block” schedule or modular format (e.g., intensive 6-week format)
- Plan to request a reevaluation.
 - Consider with IEP team if an assessment is possible and needed now; plan for additional areas of assessment later
 - Share any data/information obtained privately
- Request possible private services at district expense – **Note:** Districts are not required to reimburse for private providers.



Transition Services Recovery

- **Issue:** The ability of many schools and districts to provide adequate transition services was interrupted by COVID-19 last year and is still an ongoing problem.
- **Solution:** OSPI requests that the legislature provide up to \$12 million per year for 2021-23, to extend transition services to students with disabilities who:
 - Turned age 21 during the 2019-20 or 2020-21 school years;
 - Did not graduate with a regular diploma; and
 - Require recovery services on or after July 1, 2021 as determined by the IEP team.
- The per-student amount for districts will be tied to monthly enrollment counts.



Inclusionary Practices Professional Development Project

- In 2018, WA ranked 44th out of 50 states for inclusive practices.
- In 2019, our State Legislature funded the Inclusionary Practices Project, a two-year, \$25,000,000 initiative.
- OSPI has been partnering with schools, families, and professional development providers to support inclusive practices statewide.

Our Inclusionary Practices Project Goal:

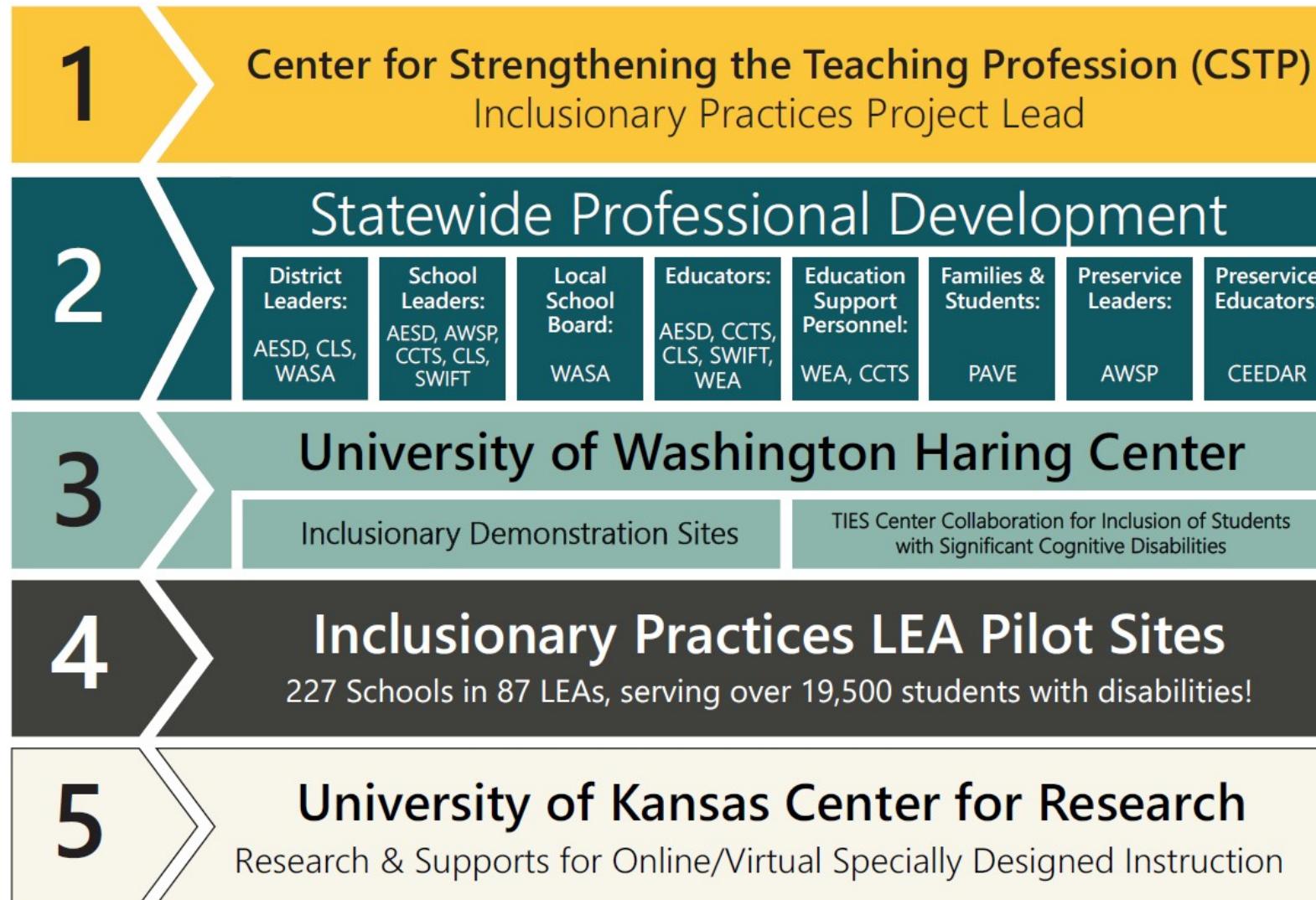
By 2021, increase inclusion in WA to:

- 60% statewide and
- 50% in targeted pilot schools.

By the end of 2020, WA met the statewide target & exceeded the pilot target by 5.5%!

This means 5,000 students with disabilities in WA have moved up to the highest level of inclusion!

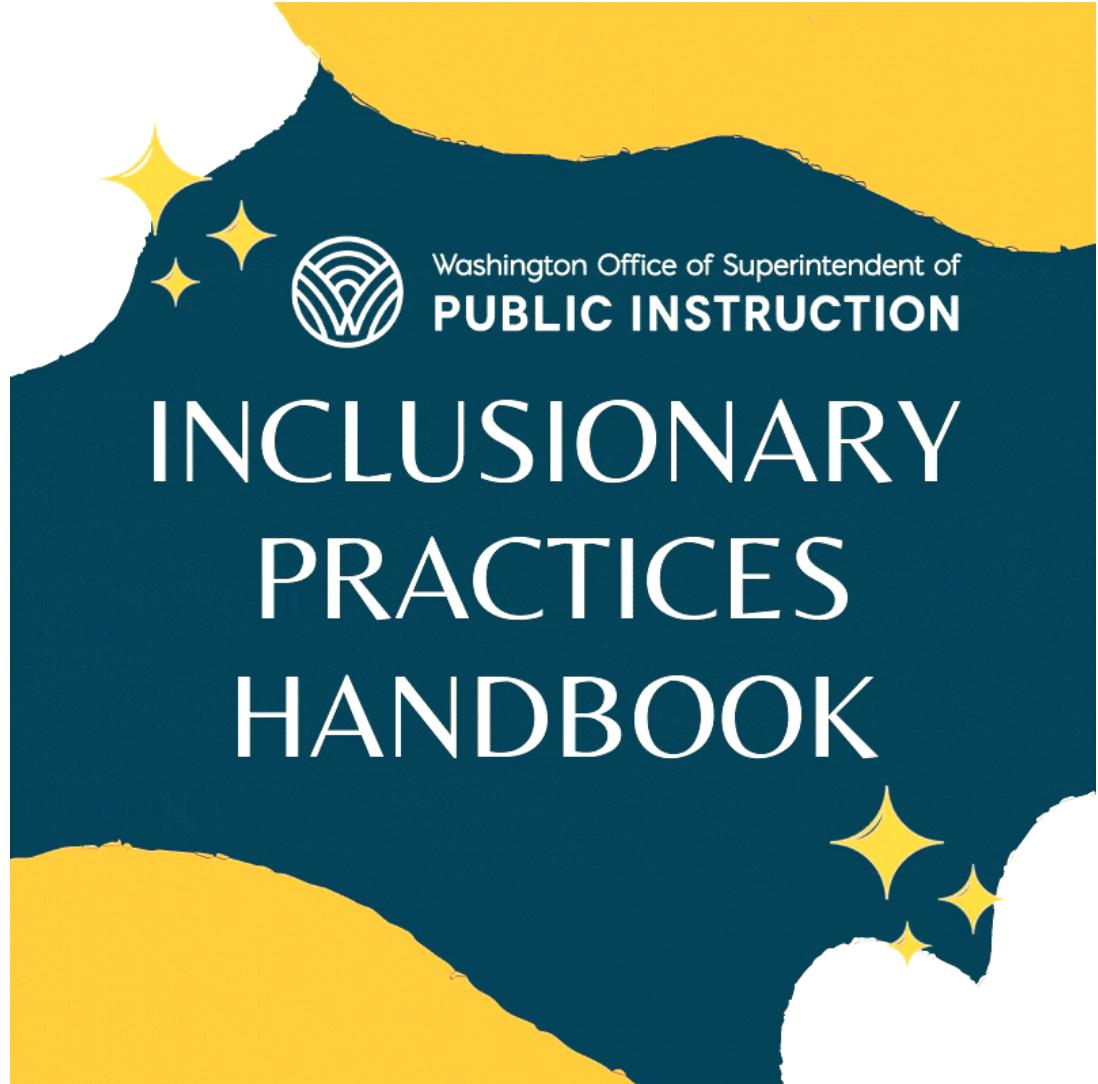
Inclusionary Practices Project



Inclusionary Practices Project Statewide Professional Development Cadre

- [Family Engagement Collaborative \(FEC\)](#) – Family Engagement and Training
- [UW Haring Center](#) – Inclusionary Demonstration Sites (4 PreK and 12 K-12)
- [Collaborative Learning Solutions \(CLS\)](#) – Restorative Practices and Inclusion
- [Center for Change in Transition Services \(CCTS\)](#) – Collaboration between Career & Tech Ed & Special Ed





Inclusionary Practices Handbook Sections:

1. Introduction	Complete ✓
2. An Instructional Guide for Inclusive Education	March 2021
3. Inclusive Early Childhood Education	May 2021
4. A Family Guide to Inclusion	June 2021
5. A Leadership Guide to Inclusion	July 2021

Link: [Inclusionary Practices Handbook Draft](#)

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Family Supports



How Much Should We Try To Do?





- Learning at home is valuable.
- Embedding children into your routine
- Inclusion in the home
- What is important?

Dr. Bruce Perry's Tools To Support Families:

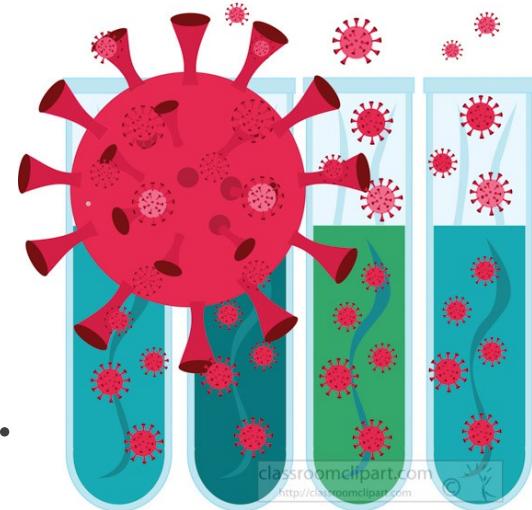
- **Structure your day.**
- **Have family meals.**
- **Limit media.**
- **Exercise.**
- **Reach out.**
- **Help others.**
- **Practice good sleep hygiene.**
- **Stay positive and future-focused.**



<https://www.youtube.com/watch?v=orwln02h6V4&t=145s>

New/Old COVID-19 Behaviors and Our Kids

- They're crying and arguing more often.
- They're falling back into old habits or behaviors.
- They're sleeping or eating patterns have changed.
- They're overdoing the screen time.
- They're clinging to you a lot — even though you may be spending a lot more time together.



Shifting the view of behavior

- Challenging kids are challenging because they're lacking the skills to not be challenging.
- Students display challenging behaviors when the demands and expectations being placed on them outstrip the skills they have to respond adaptively.
- When we treat behaviorally challenging kids as if they have a developmental delay and apply the same compassion and pretty much the same approach we would use with any other learning disability, they do a lot better.

From Ross Greene, *Lost & Found: Helping Behaviorally Challenging Students*

www.livesinthebalance.org

IEP Planning & Coordination



Family Engagement and Schools

- Transparent and engaging evaluation processes that center student and family voice and focus on strengths and assets.
- IEP team meetings with shared discussions and decisions supporting inclusionary practices (e.g., universal design for learning, accommodations, standards-aligned goals).
- Opportunities for families to participate in training for advocacy and inclusive practices.
- Coordination and linkages with outside agencies that support students and families.

Special Education Services & School Reopening

Evaluations and Eligibility

- Teams should monitor progress for all students to support academics and behavior.
- School districts must find and support students with disabilities. This process is called child find.
- Teams should talk with families about student needs in school and at home. Teams should also discuss needs because of school closures in spring 2020.
- Data for evaluation can include observations and tests completed in person or online. Late evaluations should be completed as soon as possible.

From [Summary of Reopening Washington Schools 2020: Special Education Guidance](#)

Special Education Services & School Reopening

Individualized Education Program (IEP) Development

- Students must receive IEP services. The delivery of services can be online, in person, or both.
- If students are grouped for safety, schools should be careful not to further segregate students with disabilities. Placement decisions should be made individually based on student need.
- Services can be provided one-on-one, in small groups or in a class.
- All staff can help students with disabilities. Special education staff must design the instruction and monitor progress.
- Families can help students learn at home and online. Schools should train and support families when needed.

From [Summary of Reopening Washington Schools 2020: Special Education Guidance](#)

Special Education Monitoring



Monitoring – Desk Reviews & Virtual Visits

District and School Reviews

- Continuous Improvement – Use of data & family/community input
- Monitoring Priority Areas – Child Find, Least Restrictive Environment, Early Childhood Transition, Secondary Transition, Discipline, and Disproportionality

Student File Reviews

- Review evaluations, IEPs, and progress reports
- Service provider interviews and instructional observations
- Educational benefit review – looking at progress over 3-year trends

Types of Monitoring Activities

- **Administrator Interviews**
- **Service Provider Interviews**
- **Focus Groups/Work Sessions** – Educational Benefit, Secondary Transition, Equity and Disproportionality, Early Childhood
- **Parent Involvement** – parent surveys, parent interviews
- **Student Interviews**
- **Observations** of special education services delivered
- **Supplemental Interviews** (if applicable) – private schools, non-public agencies, institutions



Thank you!





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