The LEA Special Education Point of Contact Monthly Webinar will begin momentarily.

A copy of today's presentation is available for download through GoToWebinar. To access, expand the 'Handouts' menu.

**LEA Special Education Point of Contact Monthly Webinar**

*June 17, 2020 Session*

# AGENDA

- **Introduction**

- **Guest presentation:**

  Planning Tiers of Recovery for Students with Disabilities

    LEA Presenters & Partners

- **Announcements & reminders**

# Planning Tiers of Recovery for Students with Disabilities:

Recovery and Compensatory Education Services Planning

## SY 20-21

**Presenters**: Amita Lathigra, Creative Minds International PCS
Samantha Lincoln, Inspired Teaching PCS
Melody Maitland, DCI PCS
Lauren Baum, Attorney
Megan Alderton, DC Special Education Cooperative
Julie Camerata, DC Special Education Cooperative

# What's in it for me?

| | | |
|---|---|---|
| Integration of the needs of students with special needs into the overall school recovery plan | Collaboration and partnership with general education leaders so that recovery plans are responsive to all students | Reduce litigation |
| Save resources | Build trusting relationships with families to show good faith towards planning learning for their children in the long-term | Receiving LEAs will have more robust information about individual student needs |

# Rationale

**Distance Learning Period:** During the COVID-19 distance learning period*, LEAs were responsible for providing individualized distance learning programs to students with disabilities in an effort to implement the IEP to the greatest extent possible and to enable the student to access the general education distance learning program and make appropriate progress in light of the general education distance learning program and student's unique circumstances.

**Continuing Responsibility:** LEAs are  also required to make individualized determinations as to whether each student with a disability requires compensatory education services "to make up for any skills that have been lost [if] the student did not receive educational benefit" from those services." OSSE has mandated that LEAs are responsible for ensuring the delivery of services designed to mitigate student regression and address recovery of loss of learning that may have occurred during school closure due to COVID-19, as appropriate, to all students enrolled in the LEA. Considerations about the need for compensatory education services will be made by taking into account what recovery services the student will receive as part of the school-wide recovery plan.

**Next steps:** Eventually LEAs must make compensatory education service decisions, recovery planning and services may mitigate the need for compensatory services.
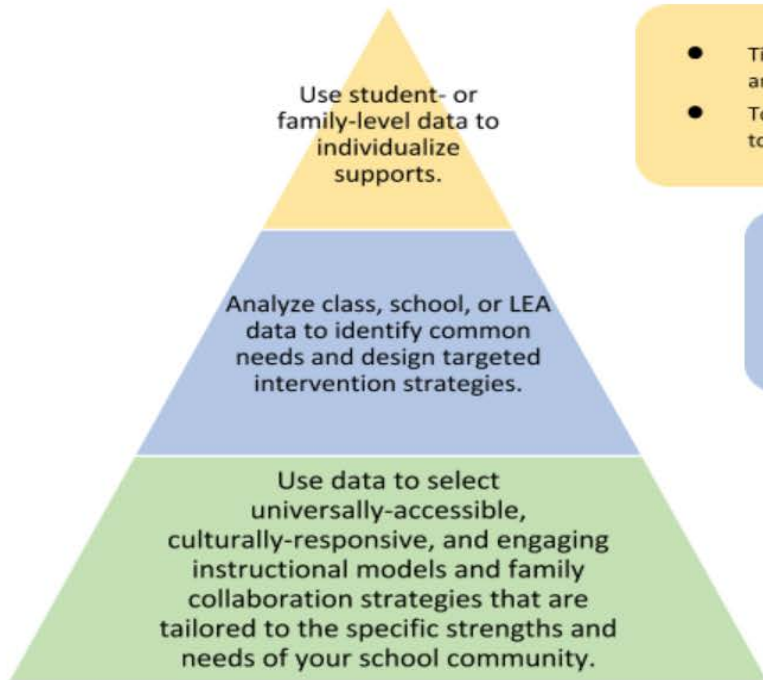
* March 2020-July 2020

# Compensatory Education Services v. Recovery Services

| Compensatory Education Services based on COVID closures | Recovery Services |
|---|---|
| US Department of Education and OSSE guidance states that if a child did not receive services during the school's closure the IEP team must make an individualized determination as to whether and to what extent compensatory services are needed consistent with applicable requirements, including to make up for any skills that might have been lost<br><br>District of Columbia, federal courts have established that compensatory services are intended to put the child in the position he or she would have been in had the LEA provided the services in the first place. (*Reid v. Dist. of Columbia*, 43 IDELR 32 (D.C. Cir. 2005)).<br><br>Making up for services missed hour by hour is NOT required<br><br>Guidance Roundup on Compensatory Services | IDEA does not specifically address recovery services.<br><br>OSSE has mandated that LEAs are responsible for ensuring the delivery of services designed to mitigate student regression and address recovery of loss of learning that may have occurred during school closure due to COVID-19, as appropriate, to *all students* enrolled in the LEA. |

# Delivering Services to Recovering Learning

**Serving Students with Disabilities during Periods of Remote or Blended Learning**
**Tiered Supports Snapshot**

Use student- or family-level data to individualize supports.

Analyze class, school, or LEA data to identify common needs and design targeted intervention strategies.

Use data to select universally-accessible, culturally-responsive, and engaging instructional models and family collaboration strategies that are tailored to the specific strengths and needs of your school community.

**Tier 3 ~ 3-5%**
- Tier Three should build upon, not replace, what's happening in Tiers One and Two.
- To develop individualized supports, engage a wider group of stakeholders to identify and address individual needs.
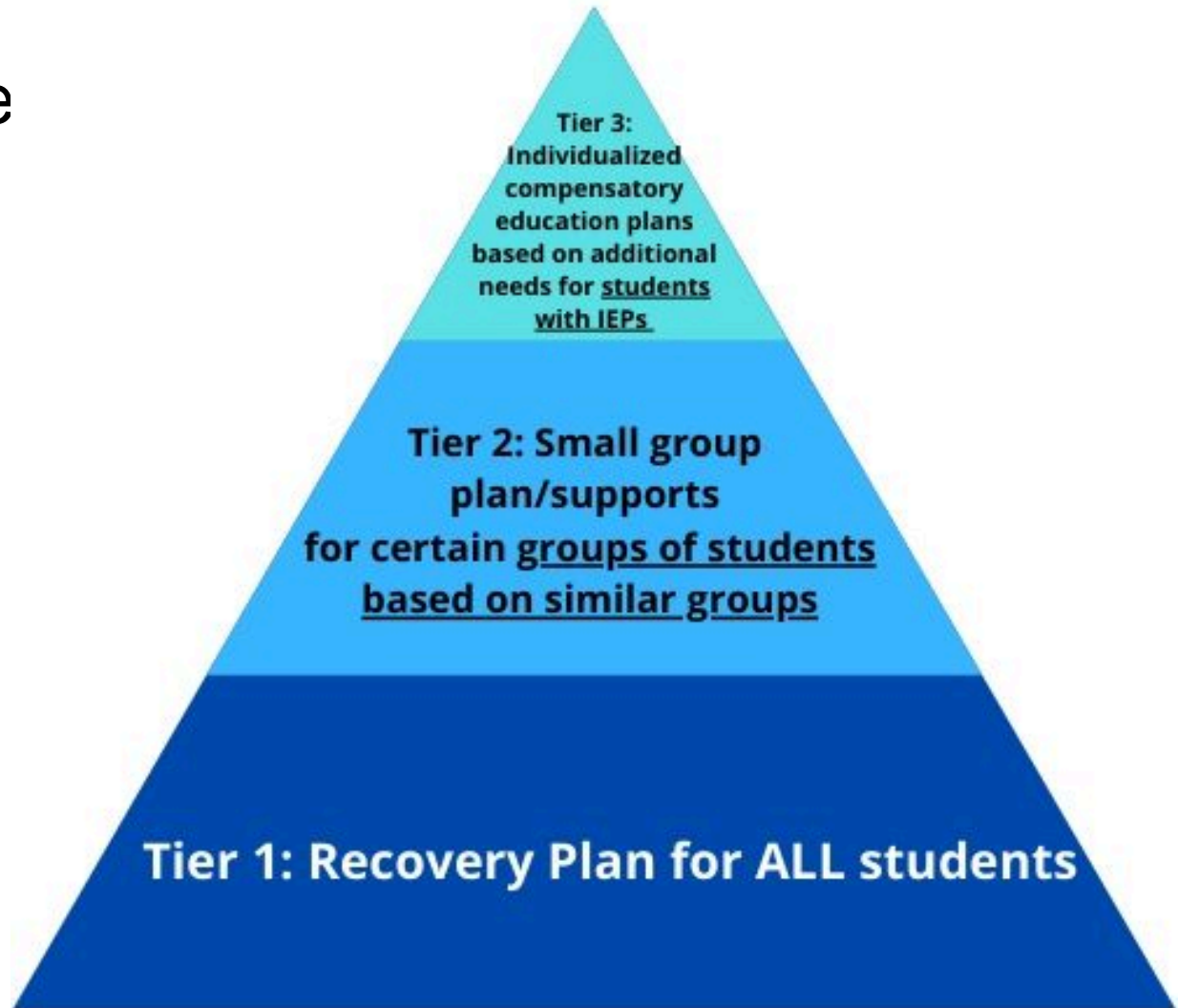
**Tier 2 ~ 15%**
- Tier Two should consist of meaningful, targeted supports for students and families
- Collect and analyze the data you need to identify common barriers to success or engagement and find the right solutions.

**Tier 1 ~ 80%**
- Be proactive and preventative. Try to anticipate and address emerging barriers to achievement or engagement.
- The majority of students should get their needs met through universal, or "Tier One", instruction and engagement. If less than 80 percent of students are succeeding in Tier One, then universal instruction and/or engagement needs to be strengthened.
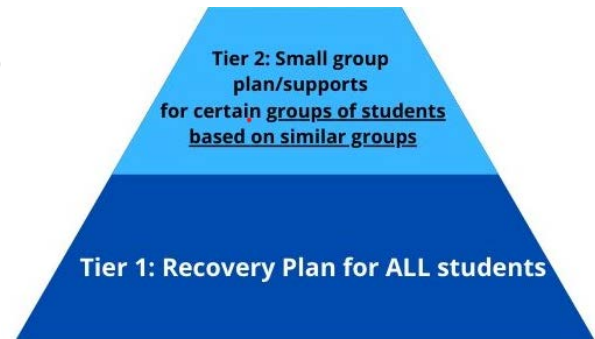
# Delivering Service to Recovering Learning

Tier 3: Individualized compensatory education plans based on additional needs for students with IEPs

Tier 2: Small group plan/supports for certain groups of students based on similar groups

Tier 1: Recovery Plan for ALL students

# Recovery Services (all students)

**Guiding Questions for Special Education Leaders**

- What is the recovery plan for whole school (tiers of support/MTSS/SST/RtI, including students with disabilities and the sped continuum of services)

- What are our tiers of support? How will students be placed into those tiers/what data will be used? Who is responsible for making these decisions and managing the process?

- How will your LEA use data to both determine the nee for and assess the effectiveness of recovery?

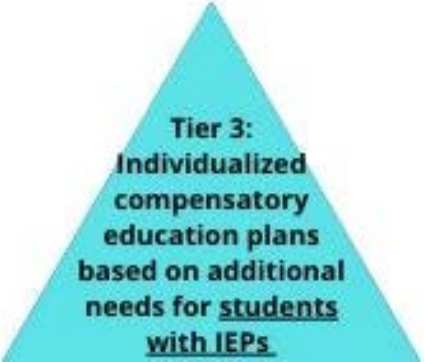- When should our LEA make compensatory education decisions?

Tier 2: Small group plan/supports for certain groups of students based on similar groups

Tier 1: Recovery Plan for ALL students

# Individualized Recovery Planning = Provision of Compensatory Services

**Individual plans should be based on:**

- A qualitative analysis of what the student received through distance learning (both with respect to the general education distance learning program and special education services/accommodations and supports provided remotely)

- What progress or regression the student experienced as a result

- What is needed to address recovery of lost learning and mitigate student regression

**Considerations: A different comp ed services may be necessary for:**

- Students moving between LEAs

- Students whose eligibility was delayed due to closure

**Tier 3:**
Individualized compensatory education plans based on additional needs for <u>students with IEPs</u>

# Recovery/Compensatory Services Worksheet

https://docs.google.com/document/d/1IIxMSDZg0BZrp16X1-pp8ajltVCEXL7jfYc7Sguk0bY/edit?usp=sharing

## Guidance Document

https://docs.google.com/document/d/1LoZ6zlm16n4PLpt4FMB3-dwQMnwx2umLXhS6OlpNWJw/edit?usp=sharing

# What's Next?

## Do this!

| | | |
|---|---|---|
| Meet with your LEA's leadership team to discuss/contribute to the LEA's Whole School Recovery Plan | Gather and consolidate all progress monitoring data from EOY | Complete the [FAPE worksheet](#) |

Specific thinking/planning should be done on these topics:

| | |
|---|---|
| How will we monitor/document student progress? | How will we communicate with families? (the plan, student progress, etc) |

# Resources

OSSE's SERVING STUDENTS WITH DISABILITIES DURING PERIODS OF REMOTE OR BLENDED LEARNING LEA Toolkit

- Sample Student Data Tool and User Guide allows you to collect and analyze data regarding student engagement and progress, service delivery and communication with families all in one place.

- Sample Service Adaptation Worksheet to guide and document IEP Team decision-making around service delivery in the remote learning context.

- Accommodation Adaptation Matrix to identify potential ways that students' accommodations can be modified for the remote learning context.

- Serving Students with Disabilities During Periods of Remote or Blended Learning: Promising Practice Resource Matrix to find promising solutions shared by experts in the field.

Reminders and Announcements

# In Case You Missed It ….

- On May 20, OSSE offered a two-hour webinar, ***Serving Students with Disabilities During Periods of Remote or Blended Learning***.

- This webinar served as an introduction to a new LEA toolkit developed to assist LEAs in establishing data-informed policies and procedures for serving students with disabilities in remote and/or blended learning contexts that are consistent with IDEA requirements.

- You can find the recording of the webinar [here](#).

# Summer 2020 Technical Assistance Series
## Serving Students with Disabilities During Periods of Remote or Blended Learning

### Part 1: Balancing LEA Discretion and Flexibility

- Creative and flexible approaches to service delivery
- Working with families as partners
- Overcoming service delivery barriers

**June 17, 2020**
**July 29, 2020**

### Part 2: Ensuring Transparency and Collaboration

- Including parents in decision-making
- Effective ways to communicate with parents
- Documenting outreach and efforts to be flexible

**June 24, 2020**
**Aug. 5, 2020**

### Part 3: Data-Driven Supports

- Systems for collecting and reviewing data to develop student- and family-specific supports
- Ways to use data to consider the educational benefit received by the student

**July 1, 2020**
**Aug. 12, 2020**

Each session will serve as a "deep dive" into each core principle. Each session will be repeated twice throughout the summer. All sessions take place virtually on Wednesdays from 1:30-3 p.m.

Registration links for all summer training sessions are found in the **OSSE Training Registration App: https://octo.quickbase.com/db/bi339wdcr.** Search for session by date or topic, and scroll to far right to click "Add Registration  Add Registration

# Summer 2020 Professional Development

OSSE's Division of Teaching and Learning (TAL) is hosting over 50 sessions of virtual PD this summer.

To view a list of all Summer 2020 PD sessions, please view the June 2020 TAL PD Bulletin and subscribe today to receive the monthly newsletter.

**How Do I Register?** Beginning this summer, and moving forward into the fall, all OSSE TAL PD trainings will be advertised and open for registration within the OSSE Training Registration app in QuickBase.

For questions, please contact the relevant member of the TAL PD Team.

# Early Access to Incoming Student Data: Tools for Schools

**Learn more about OSSE's Early Access to Student Data Qlik applications by viewing these resources and pre-recorded trainings:**

- May 12, 2020 Overview of all Early Access Qlik apps

- Getting Started with Early Access to Students with Disabilities Data

- Getting Started with Early Access to English Learners Data

- Getting Started with High School Transition (Bridge to High School Data Exchange)

**Purpose of Apps:** Preview of student-level data for students who are **pre-enrolled in but not yet attending** an LEA to enable LEAs to plan effectively to serve these student populations.

**Target Audience:** School Counselors, LEA Data Managers, Special Education Points of Contact, English Learner Coordinators, and all other administrative staff who plan to access and use one or more of the apps.

# SEDS Trainings & Resources

Archived Resources:

- Getting Started with SEDS: Related Service Provision 101 (webinar recording) https://osse.dc.gov/node/1288166

- Navigating the Initial Eligibility Process in SEDS (webinar recording) https://osse.dc.gov/node/1317041

- SEDS Basic User Guide (200-page manual with step-by-step instructions & screenshots)

# Thank you!

Data systems access, training, and troubleshooting, including SEDS issues: Submit a ticket in the OSSE Support Tool

Policy questions: OSSE.DSEpolicy@dc.gov

TOTE and transportation: (202) 576-5520 or DOT.data@dc.gov

Special education monitoring: Karen.Morgan-Donaldson@dc.gov or your LEA state rep

Statewide assessment questions: OSSE.Assessment@dc.gov

**NEXT WEBINAR:**

**Wednesday, July 15, 2020 10—11 a.m.**