Serving Students with Disabilities during Periods of Remote or Blended Learning

Technical Assistance Session 1: Balancing LEA Discretion and Flexibility

Summer 2020 | Jennifer Carpenter and Kelley Scholl

Series Overview

Serving Students with Disabilities during Periods of Remote or Blended Learning

Balancing LEA Discretion and Flexibility Deep Dive	Ensuring Transparency and Collaboration Deep Dive	Developing Data-driven Supports Deep Dive
Wednesday, June 17, 1:30-3 p.m. Wednesday, July 29, 1:30-3 p.m.	Wednesday, June 24, 1:30-3 p.m. Wednesday, Aug. 5, 1:30-3 p.m.	Wednesday, July 1, 1:30-3 p.m. Wednesday, Aug. 12, 1:30-3 p.m.

Technical Assistance Session Objective

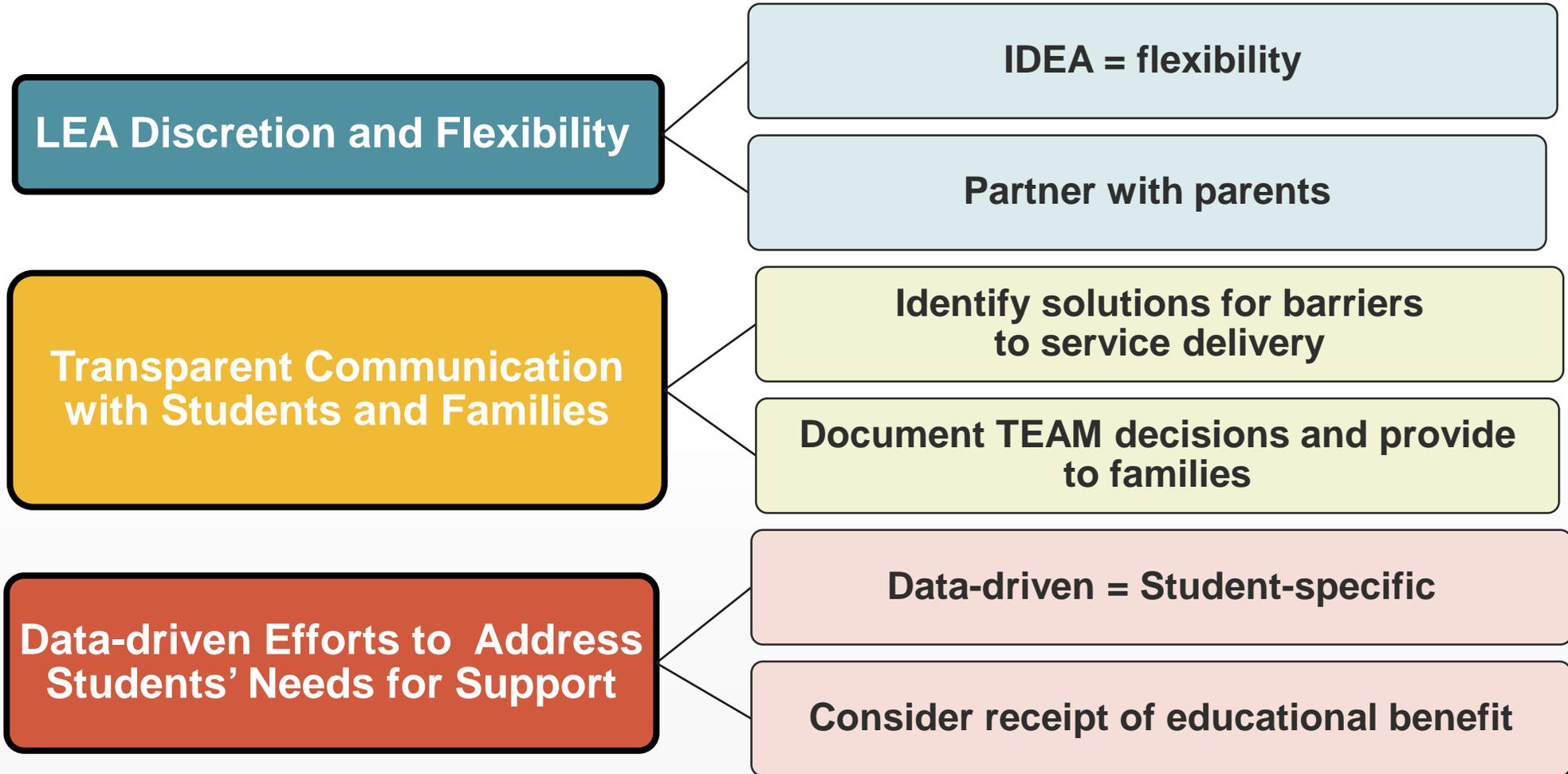**In the first session, Balancing LEA Discretion and Flexibility, we will discuss:**

- Flexible and creative approaches for delivering a wide variety of services in the distance learning context;

- Ways to engage families in consideration of flexible options for service delivery;

- Examples of how LEAs can determine and address each family's level of access to technology and needs for support to effectively partner in remote service delivery; and

- Possible solutions to address gaps in access or readiness to partner for service delivery.

Key Principles of Special Education Service Provision

Key Principles of Special Education Service Provision

LEA Discretion and Flexibility
- IDEA = flexibility
- Partner with parents

Transparent Communication with Students and Families
- Identify solutions for barriers to service delivery
- Document TEAM decisions and provide to families

Data-driven Efforts to Address Students' Needs for Support
- Data-driven = Student-specific
- Consider receipt of educational benefit

Our Focus Today: Balancing LEA Discretion and Flexibility

LEAs have the discretion to be flexible, but ….

- The determination of how FAPE is to be provided may **need** to be **different** in this time of unprecedented national emergency. (USED Supplemental Fact Sheet, p. 2)

- In the absence of federal or local guidance, **LEAs should establish policies and procedures** consistent with IDEA requirements. (OSSE FAQs (3/25/2020) (4/15/2020), p. 1)

IDEA allows for the flexibility required to generate novel solutions.

**LEAs enjoy broad discretion, provided their actions are consistent with IDEA requirements.**

… as always, they must partner with parents <u>and</u> …

- As a **general principle**. . . public agencies are encouraged to **work with parents** to reach mutually agreeable extensions of time, as appropriate. ([USED Supplemental Fact Sheet](#), p. 4-5) ([OSSE FAQ (3/25/2020)](#) Q8) (*Emphasis added*)

Remember:
Parents are truly co-teachers now.

… ensure team decisions are based on data that describe the circumstances of the individual student.

- **IEP team** meetings shall be considered on a **case by case basis** when a student receiving distance learning requires **special considerations** to equitably access the educational opportunities provided to all students. (OSSE FAQ 4/15/2020, Q2)
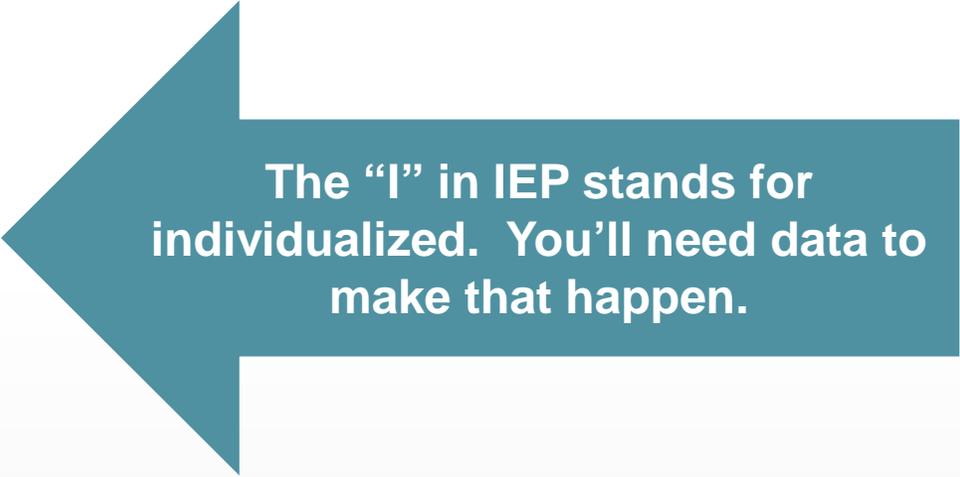
The "I" in IEP stands for individualized. You'll need data to make that happen.

An IEP is an Instrument of Continuous Improvement

The tools we'll discuss today are designed to collect student-level data and family input, so that continuous individualization and improvement of instruction, services and supports are possible

Working with Families Remotely to Develop Flexible, Creative, Individualized Approaches to Service Provision

Use data to identify service provision. These data must include input from students and their families.

Clearly communicate these barriers to families.

Work with families to leverage existing resources to identify solutions

How We'll Share Our Specific Solutions Today
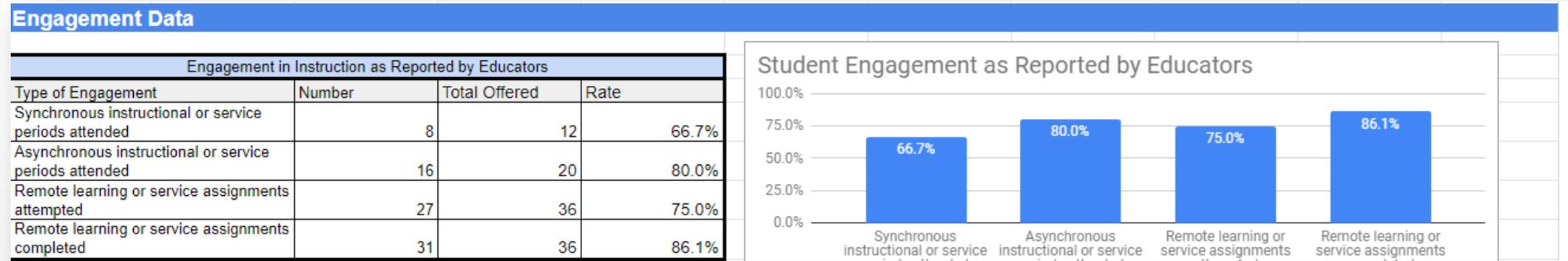
Balancing LEA Discretion and Flexibility
Solutions Tracker
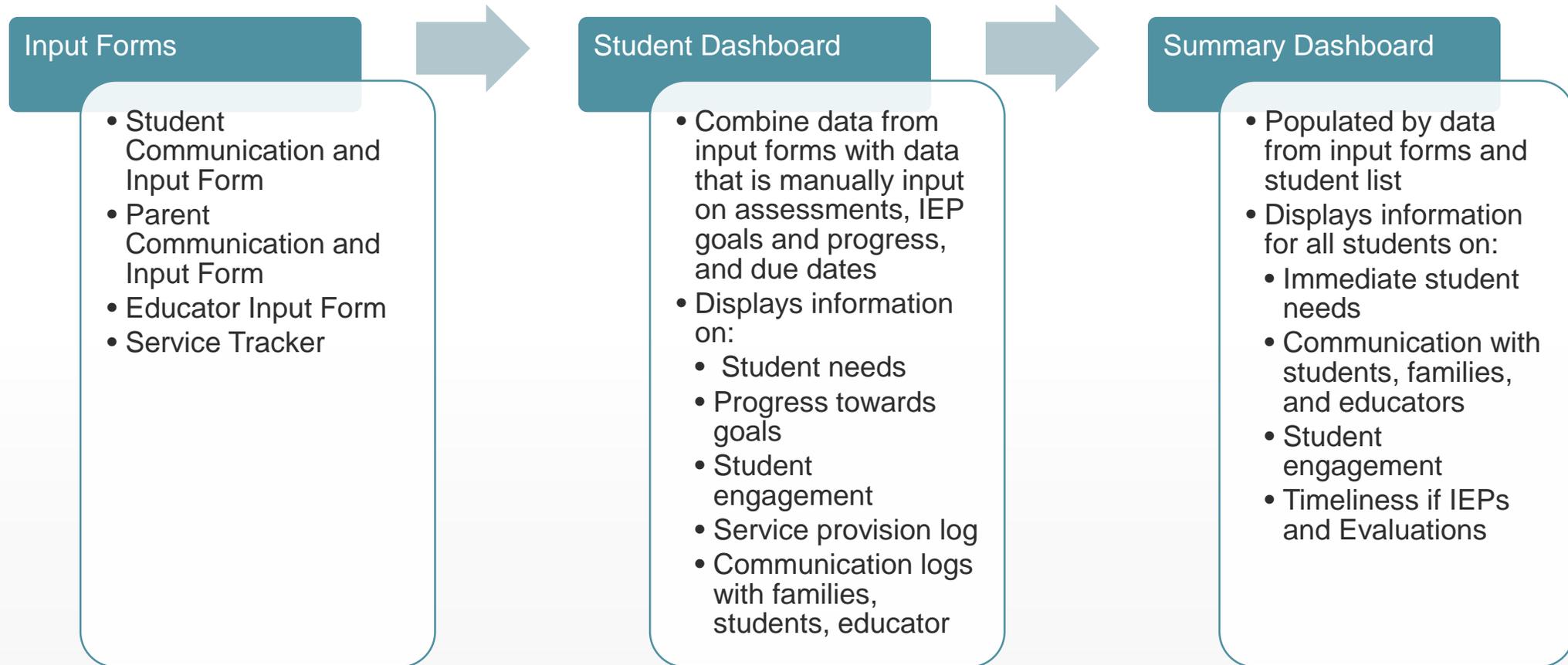
Solution 1: Use Data to Identify Barriers to Service Provision

Solution 1: Use Data to Identify Barriers to Service Provision

- The 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.

Engagement Data

Engagement in Instruction as Reported by Educators			
Type of Engagement	Number	Total Offered	Rate
Synchronous instructional or service periods attended	8	12	66.7%
Asynchronous instructional or service periods attended	16	20	80.0%
Remote learning or service assignments attempted	27	36	75.0%
Remote learning or service assignments completed	31	36	86.1%

Student Engagement as Reported by Educators

Synchronous instructional or service	66.7%
Asynchronous instructional or service	80.0%
Remote learning or service assignments	75.0%
Remote learning or service assignments	86.1%

The tool is designed to combine multiple perspectives and data points into one view.

Input Forms

- Student Communication and Input Form
- Parent Communication and Input Form
- Educator Input Form
- Service Tracker

Student Dashboard

- Combine data from input forms with data that is manually input on assessments, IEP goals and progress, and due dates
- Displays information on:
  - Student needs
  - Progress towards goals
  - Student engagement
  - Service provision log
  - Communication logs with families, students, educator

Summary Dashboard

- Populated by data from input forms and student list
- Displays information for all students on:
  - Immediate student needs
  - Communication with students, families, and educators
  - Student engagement
  - Timeliness if IEPs and Evaluations

Solution 1: Use Data to Identify Barriers to Service Provision

- How can you use the data collected using the Sample Student Data Tool to help you use flexibility, creativity, and inclusion of parent voice to ensure that students with individualized education programs (IEPs) in your LEA or school are engaging in learning that supports their individual goals?

ParentsTogether Foundation Survey Results

Nationally, of children who receive special education services:

- **39% are not receiving any support at all.**

- **35% are doing little or no remote learning (vs. 17% of their nondisabled peers)**

- **40% report that distance learning is going poorly (vs.19% of those without IEPs).**

- **40% are concerned about their kids' mental health during this public health emergency (vs. 23% for those without IEPs).**

Solution 1: Use Data to Identify Barriers to Service Provision

How can you use the data collected using the Sample Student Data Tool to more productively engage families in consideration of flexible options for service delivery?

How can the data inform how you share information with parents?

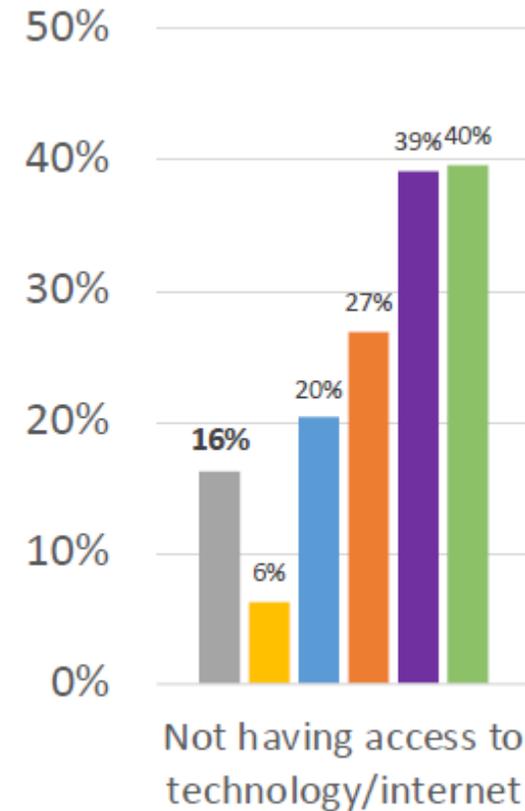How can the data inform how you collect and use information from parents?

How can the data be used to help you systematize your collaboration with families?

Solution 1: Use Data to Identify Barriers to Service Provision

How can you use the Sample Student Data Tool to identify trends in families' levels of access to technology in your LEA or school?

Solution 1: Use Data to Identify Barriers to Service Provision

How can you use the Sample Student Data Tool to learn what parents in your LEA or school need to effectively partner for remote instruction and/or service delivery?

44% of parents surveyed listed managing school at home the **MOST** challenging issue for them.
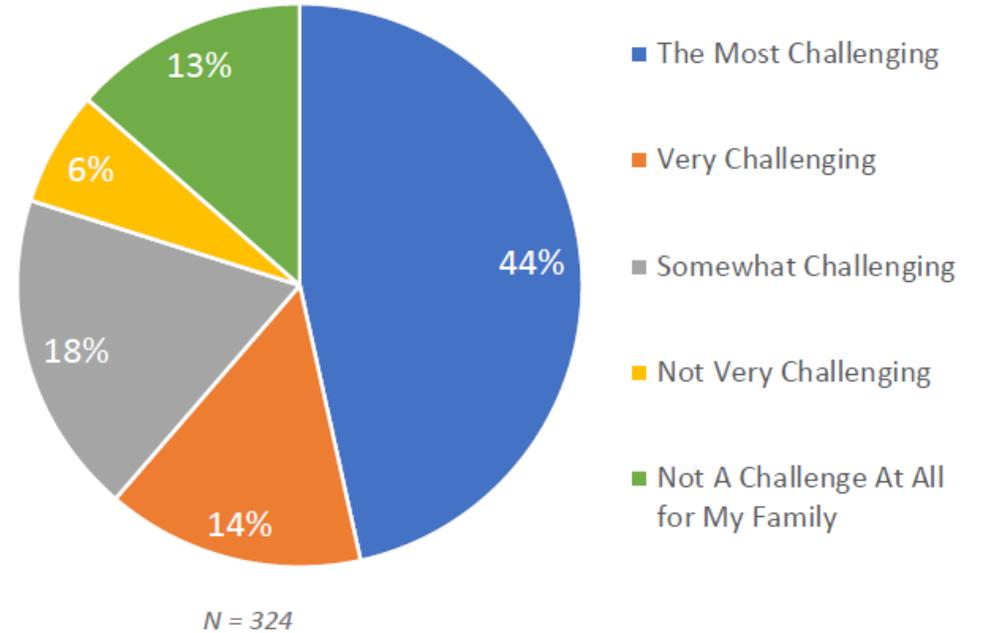
PAVE PARENTS AMPLIFYING VOICES in EDUCATION

Managing School at Home

- The Most Challenging
- Very Challenging
- Somewhat Challenging
- Not Very Challenging
- Not A Challenge At All for My Family

44%

13%

6%

18%

14%

N = 324

Solution 1: Use Data to Identify Barriers to Service Provision

How can you use the data collected using the Sample Student Data Tool to develop a tiered approach to addressing gaps in access or readiness to partner for service delivery?

Individualized Supports

Targeted Supports

Universal Supports
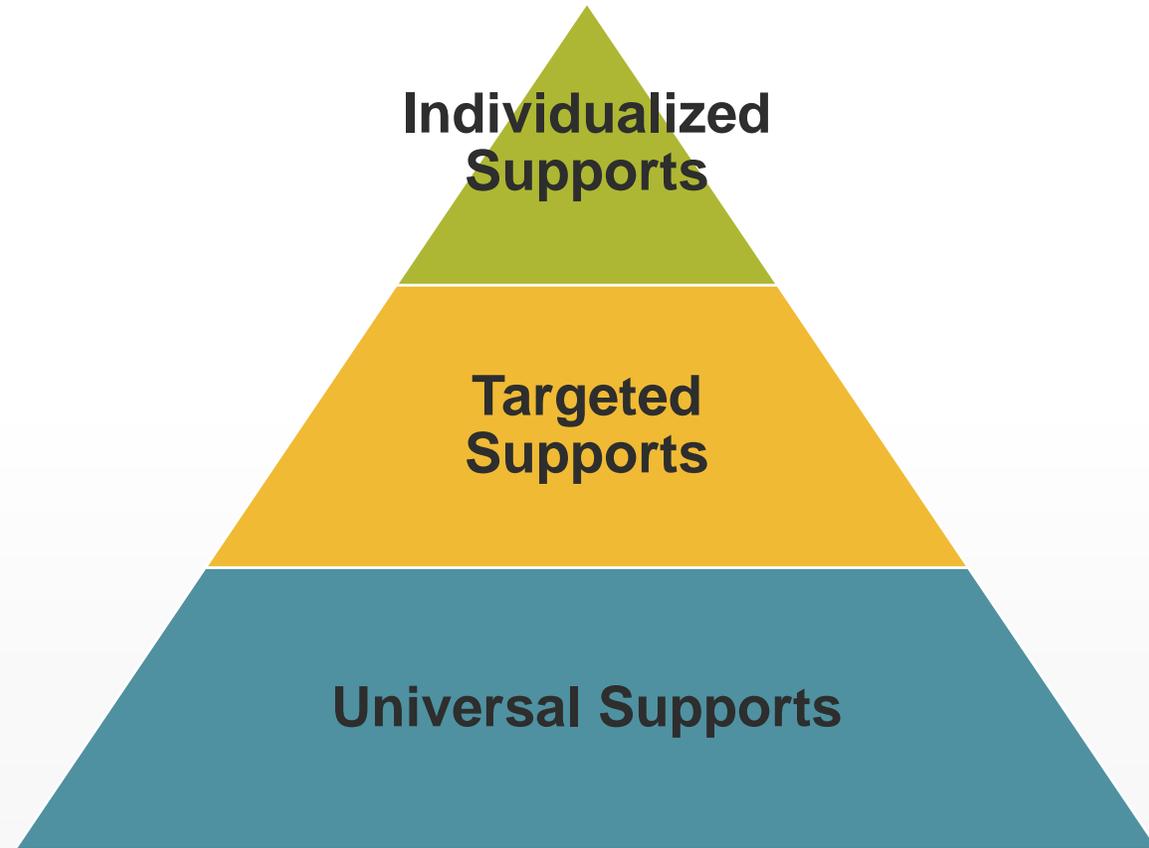
Let's See What Solutions We've Generated So Far

Questions

Solution 2: Clearly Communicate Barriers to Families

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Use the [Sample Service Adaptation Worksheet](#) to guide and document IEP **team** decision-making around service delivery in the remote learning context.

Serving Students with Disabilities during Periods of Remote or Blended Learning
Sample Service Adaptation Worksheet

Student Name		Date	
Parent Name		Parent Email/Phone	
Case Manager		Case Manager Email	

Existing Service Description	Can this service be delivered remotely? (Y/N)	Adaptations required for remote service delivery	Remote Service Proposed	Other Options Considered but not adopted	Remote Service Decision	Date PWN Sent	Parent Decision: Student Availability for Service Provision (Y/N)*

Solution 2: Clearly Communicate Barriers to Families

How can you use Sample Service Adaptation Worksheet to increase transparency and collaboration with families as you work to identify and address barriers to service delivery?
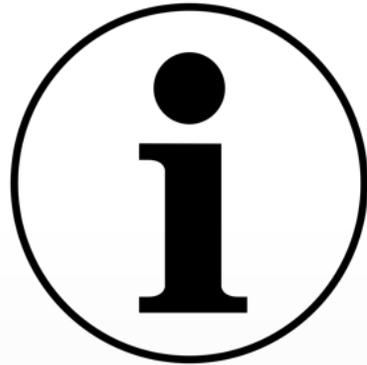
How can this worksheet support the transparent disclosure and documentation of barriers to service delivery?

How can you use this worksheet to document parent input, preferences, and service acceptance or refusal?

How can you use this worksheet to make the decision-making process more accessible for all members of the IEP team?

Let's See What We've Come Up With

Questions

Solution 3: Leverage Existing Resources to Identify Solutions

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- Working with families, use the [Accommodation Adaptation Matrix](#) to identify potential ways that students' accommodations can be modified for the remote learning context.

| Presentation Accommodations (Continued)	
Existing Accommodation	**Possible Adaptations for Remote Learning**
Provide copy of notes	- Provide presentation with notes prior to virtual lessons - Use Microsoft Translator to provide transcripts of lesson - Provide guided notes for student to complete
Support to visually track text	- Low-tech - Ruler, notecard or line guide to track text - High-tech - Microsoft Immersive Reader - Visor – Chrome Extension - Liner- Chrome Extension
Visual cues	- Color code, bold and/or highlight documents - Liner- Chrome Extension - Use icons or emojis - Tag content according to a key - Pre-organize content
Color contrast for visual accessibility	- Share the best color contrast for student with the family - Provide access to software at home - Provide customized files as needed - Utilize a colored overlay
Access to large print copies of the text.	- Provide access to textbooks at home - Provide technology to magnify materials at home - Provide enlarged files, digital or paper, as needed
Access to braille copies of the text.	- Provide access to textbooks at home - Provide access to digital braille display or similar technology - Provide embossed or digital files, as needed
Access to an interpreter for sign language.	- Provide visual content as appropriate - Provide closed captioning as appropriate - Provide interpreter virtually as appropriate

Solution 3: Leverage Existing Resources to Identify Solutions

Working with families, use the [Promising Practice Resource Matrix](#) to find promising solutions shared by experts in the field.

I want to ...	Resources to Help	Ways to Use These Resources
Individualize Supports for Students with Disabilities		
Adapt classroom scaffolds, accommodations, and modifications for the remote learning environment.	Accommodation Adaptation Matrix	OSSE's Division of Teaching and Learning has created an Accommodation Adaptation Matrix to assist you as you partner with families to modify accommodations for the remote learning context.
	Instructional Scaffolding in Online Education	Newrow has created this overview of instructional scaffolding, including specific guidance for how to scaffold remote learning experiences.
Assess student progress using standards-aligned tools.	Edulastic	Use Edulastic to create free standards-aligned formative and summative assessments that can be woven into your online instruction.
Continue my use of a PBIS approach in the remote learning context.	Building Behavior Matrices for Virtual Learning	The Center on PBIS offers this guide for using a PBIS framework to make remote learning safe, predictable, and positive.
Learn all I can about supporting students with disabilities in the remote learning context.	EALA's library of credible and actionable resources	The Educating All Learners Alliance (EALA), an alliance of national education organizations, has curated this library of high-quality resources for your use.

Solution 3: Leverage Existing Resources to Identify Solutions

How can you use the Accommodation Adaptation Matrix and the Promising Practice Resource Matrix to guide IEP team solution-generation and decision making?
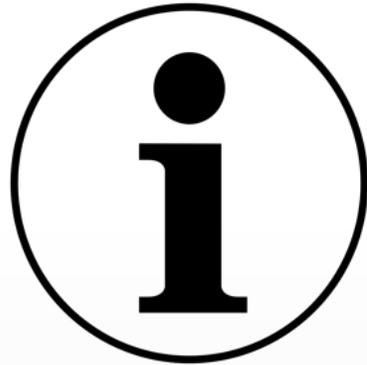
How can these resources help you inform parents of their students' accommodations and services and build their knowledge of alternatives for remote settings?

How can you use parent input to expand or improve these tools?

How can using these resources WITH families lead to more authentic and productive collaboration?

How Will You Use These Tools with Families?

Questions

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