



Serving Students with Disabilities during Periods of Remote or Blended Learning

*Technical Assistance Session 2:
Ensuring Transparency and Collaboration*

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

Wednesday, July 29,
1:30-3 p.m.

Ensuring Transparency and Collaboration Deep Dive

Wednesday, Aug. 5,
1:30-3 p.m.

Developing Data-driven Supports Deep Dive

Wednesday, Aug. 12,
1:30-3 p.m.

Technical Assistance Session Objective

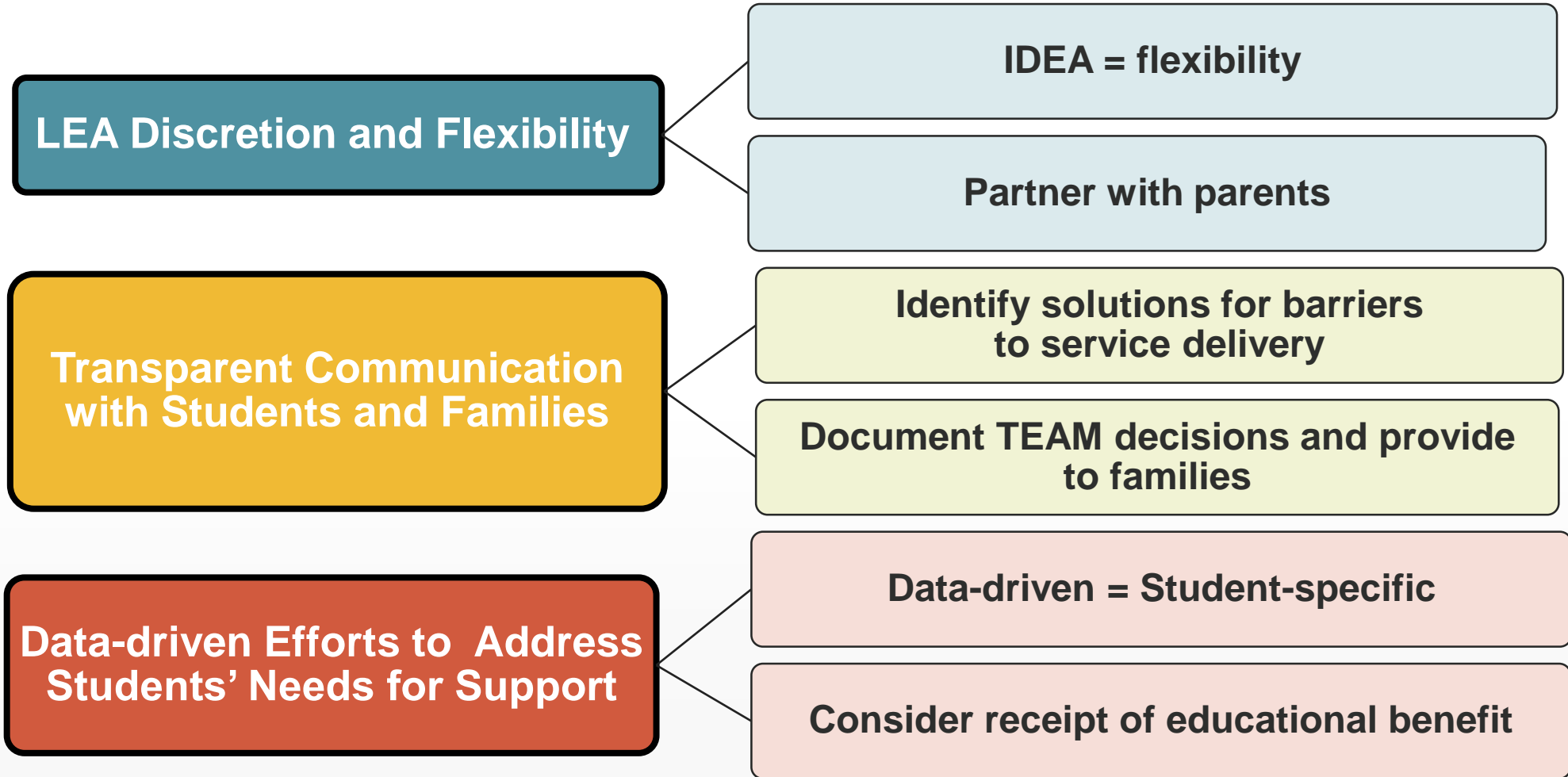
In the second session, Ensuring Transparency and Collaboration, we will discuss:

- Ways LEAs can document meaningful parent engagement in the decision-making process;
- A variety of examples of how the LEA can communicate to the parent, in writing, what services the student will and will not receive during this time and the rationale for each determination;
- Examples of customer service oriented communication to families; and
- Ways to document efforts to be flexible in service delivery scheduling.



Key Principles of Special Education Service Provision

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**Our Focus Today: Ensuring
Transparency and Collaboration**

Ensuring Transparency and Collaboration

LEAs should clearly communicate barriers to service delivery and work with families to identify solutions.

- Consideration of alternative means of providing supports is a task for the IEP team that can be accomplished through the IEP Amendment process ([OSSE FAQ 3/25/2020, Q7](#); ([OSSE IEP Amendment Policy](#)); ([OSSE FAQ \(4/15/2020\), Q2](#)).



Ensuring Transparency and Collaboration

To support effective collaboration, LEAs should consider practices that increase parent engagement by communicating that partnering with parents is a priority:

- Ensure parents receive contact information their special education point-of-contact for scheduling and other questions. Consider making a back-up contact available.
- Seek to identify mutually agreed upon appointment times.
- Provide options for parents to choose from when scheduling.



Ensuring Transparency and Collaboration

- As always, LEAs should use Prior Written Notice to document IEP Team decisions about extensions, including the flexibilities considered and determined unavailable at this time, and any mutually agreed to extensions of time. ([OSSE FAQ \(4/15/2020\)](#) Q6).
- Likewise, LEAs should document student related service **refusal**. ([OSSE FAQ \(3/25/2020\)](#)) Q4).



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.



Determining and Addressing Each Family's Need for Support

**Gather Input from
Students, Families,
Teachers, and Other
Providers**

**Adapt Universal
Family Engagement
Strategies for the
Remote Context**

**Use the Sample
Student Data Tool to
Develop Tiered
Supports for Families**

How We'll Share Our Specific Solutions Today

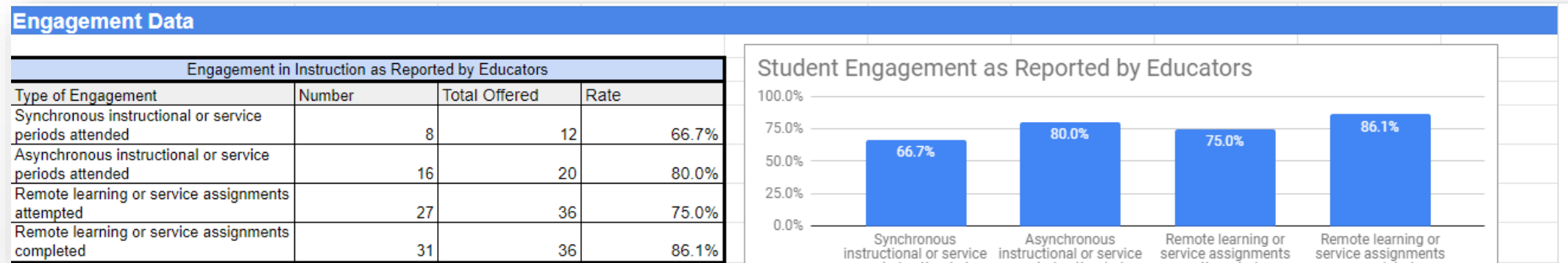
- Ensuring Transparency and Collaboration Solutions Tracker



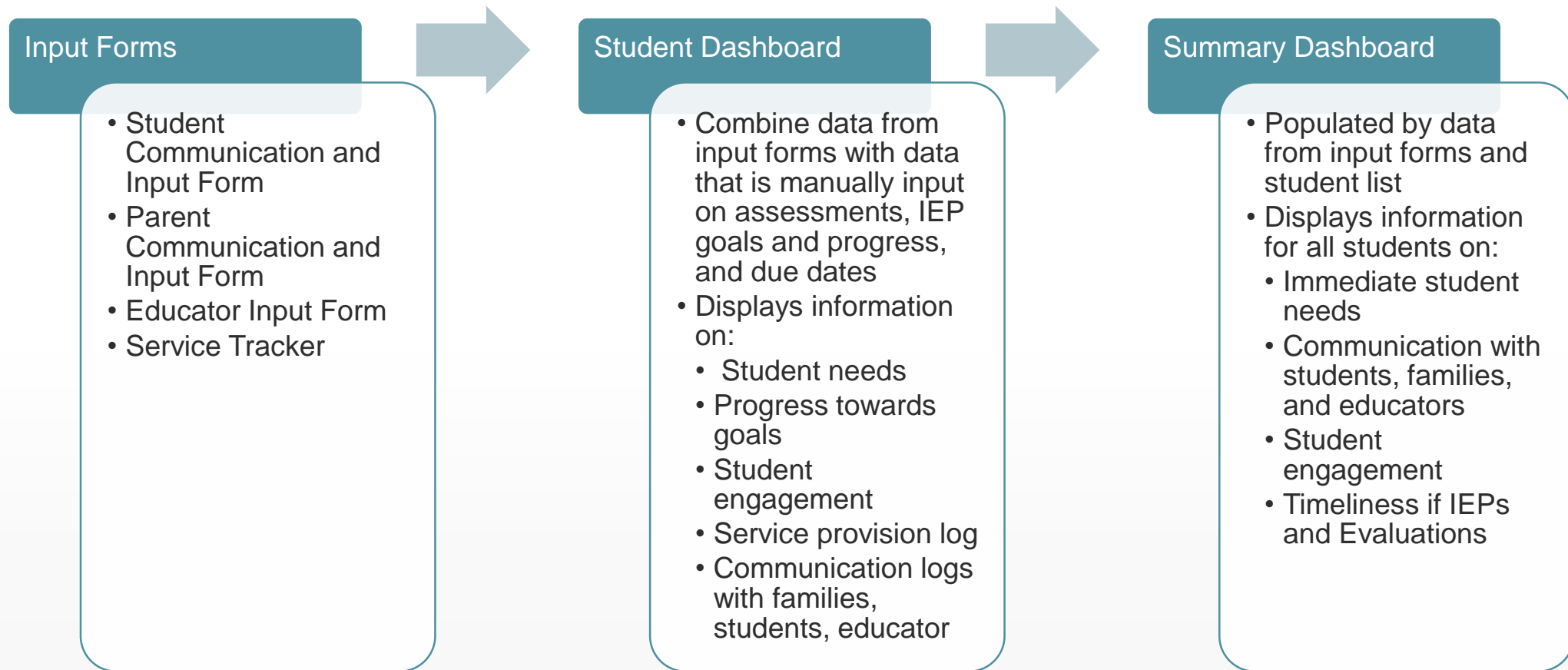
Solution 1: Gather Input from Students, Families, Teachers, and Other Providers

Solution 1: Gathering Input from Students, Families, Teachers, and Other Providers

- 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.



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



Solution 1: Gathering Input from Students, Families, Teachers, and Other Providers

- How can you use the data collected using the Sample Student Data Tool to enhance the quality of your communication with families?



Solution 1: Gathering Input from Students, Families, Teachers, and Other Providers

How can you use the data collected using the Sample Student Data Tool to enhance the way your LEA shares information with parents?



Solution 1: Gathering Input from Students, Families, Teachers, and Other Providers

How can you use the data collected using the Sample Student Data Tool to enhance the way your LEA collects and uses information from parents?



Solution 1: Gathering Input from Students, Families, Teachers, and Other Providers

How can you use the data collected using the Sample Student Data Tool to enhance the way your LEA builds collaboration with families into everything you do?



Questions



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

Ensuring Transparency and
Collaboration Solutions
Tracker

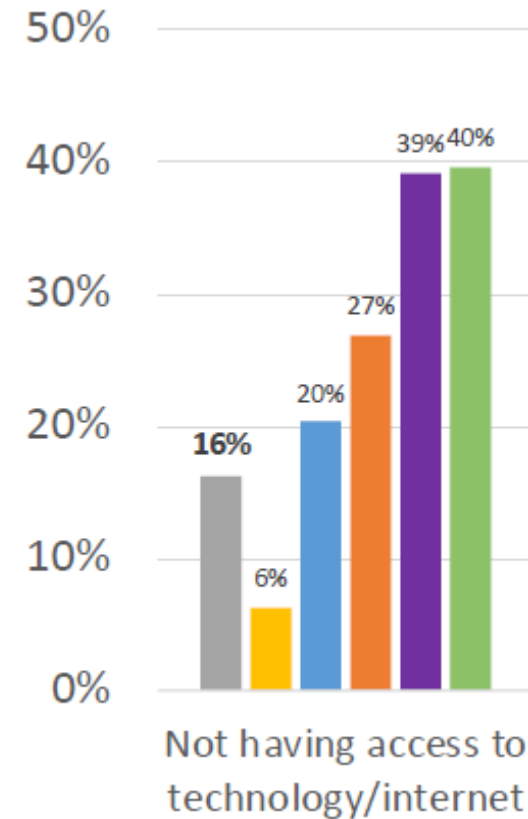


Solution 2: Adapt Universal Family Engagement Strategies for the Remote Context

Solution 2: Adapting Universal Family Engagement Strategies for the Remote Context

How can you use the Sample Student Data Tool to identify families needs for universal, targeted, and individualized support to access?

Top Challenges for Parents by Ward



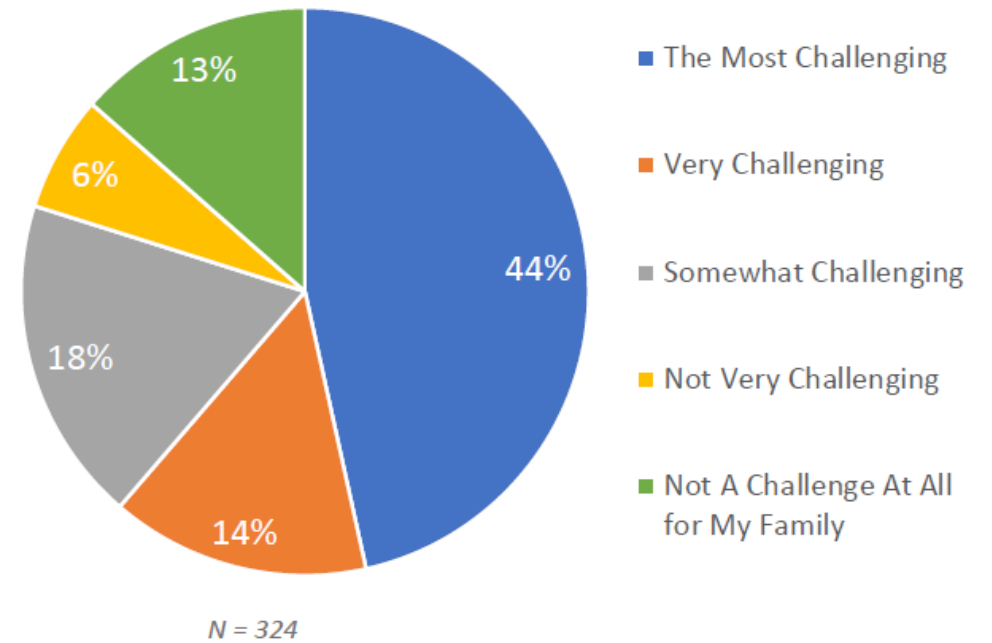
Solution 2: Adapting Universal Family Engagement Strategies for the Remote Context

How can you use the Sample Student Data Tool to identify families needs for universal, targeted, and individualized support 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.






Managing School at Home



Solution 2: Adapting Universal Family Engagement Strategies for the Remote Context

How can you use the [Sample Remote Family Engagement Brainstorming Tool](#) to reconsider your family engagement efforts and events through the lens of remote engagement?

	School-wide Events and Initiatives	Sharing Student Progress with All Families	IEP Team Communication and Processes
Receiving Information 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:
Being Heard 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:
Staying Engaged 	Barrier:	Barrier:	Barrier:
	Solution:	Solution:	Solution:

Questions



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

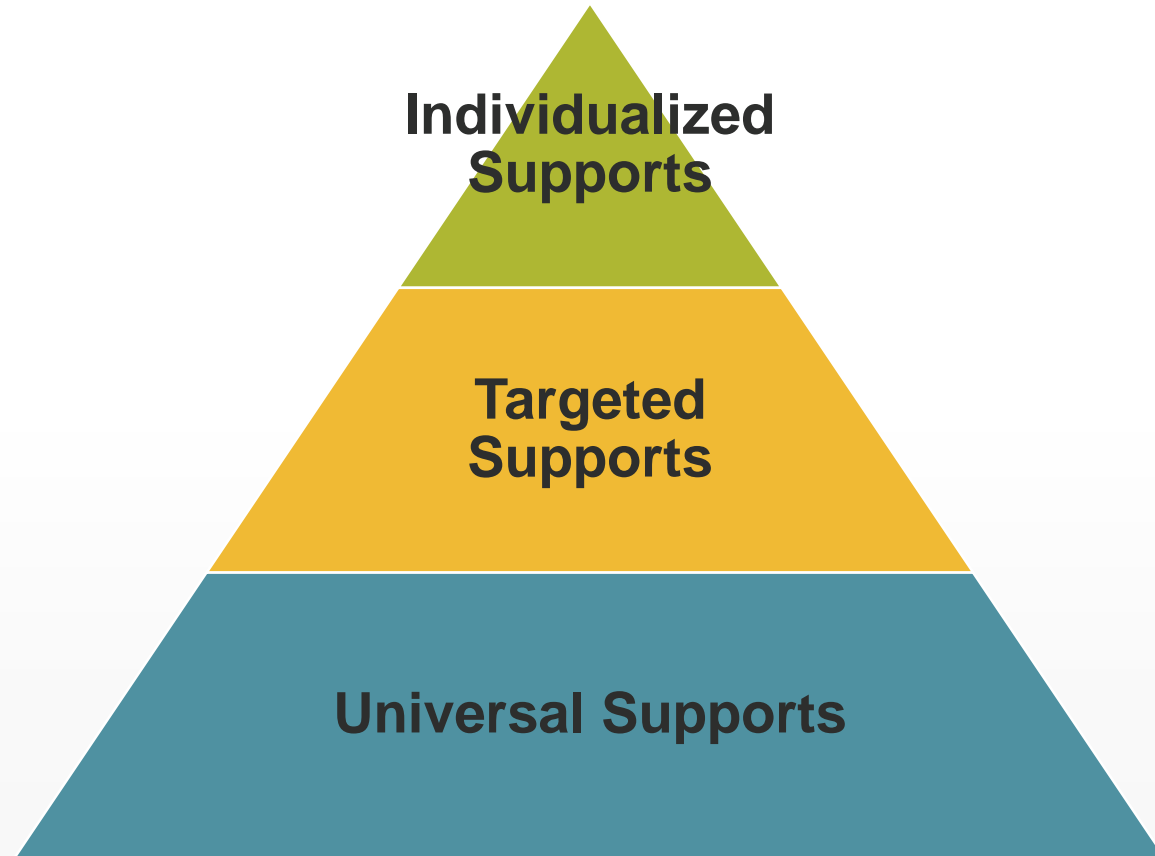
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Solution 3: Use the Sample Student Data Tool to Develop Tiered Supports for Families

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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?



Solution 3: Using the Sample Student Data Tool to Develop Tiered Supports for Families

- 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Low-tech <ul style="list-style-type: none"> Ruler, notecard or line guide to track text High-tech <ul style="list-style-type: none"> Microsoft Immersive Reader Viner - Chrome Extension Liner- Chrome Extension
Visual cues	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Provide visual content as appropriate Provide closed captioning as appropriate Provide interpreter virtually as appropriate

Solution 3: Using the Sample Student Data Tool to Develop Tiered Supports for Families

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: Using the Sample Student Data Tool to Develop Tiered Supports for Families

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



Let's See What We've Come Up With

Ensuring Transparency and Collaboration Solutions Tracker

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