



Serving Students with Disabilities during Periods of Remote or Blended Learning

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Series Overview

Serving Students with Disabilities during Periods of Remote or Blended Learning

Balancing LEA Discretion and Flexibility Deep Dive

**Wednesday, June 17,
1:30-3 p.m.**
**Wednesday, July 29,
1:30-3 p.m.**

Ensuring Transparency and Collaboration Deep Dive

**Wednesday, June 24,
1:30-3 p.m.**
**Wednesday, Aug. 5,
1:30-3 p.m.**

Developing Data-driven Supports Deep Dive

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

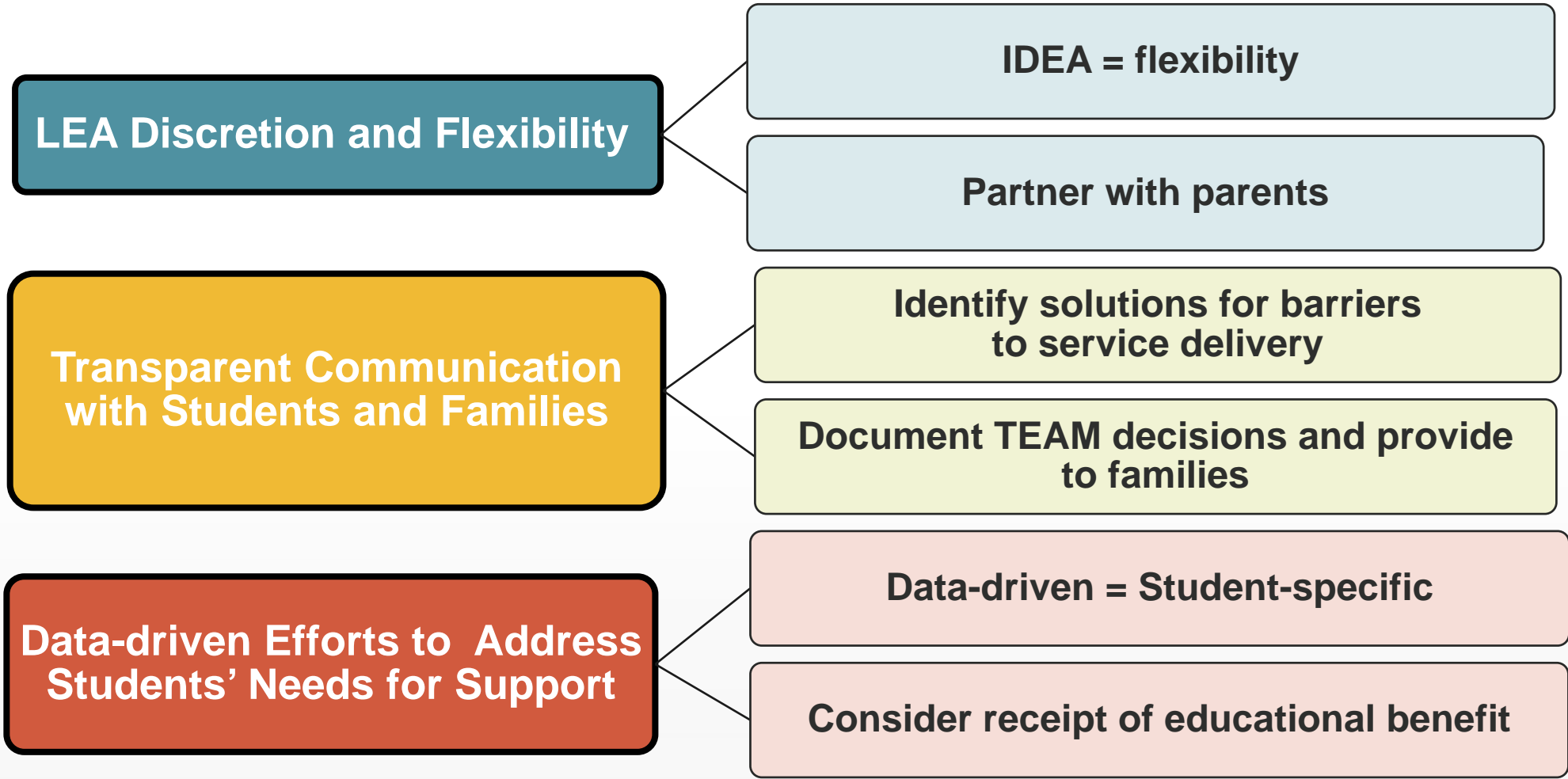
Introductory Webinar Objective

In this session, we will discuss how local education agencies (LEAs) can use the resources provided in this [LEA Toolkit](#) to ensure that the policies and procedures they establish for serving students with disabilities in remote and/or blended learning contexts are consistent with Individuals with Disabilities Education Act (IDEA) requirements and the key principles of special education service provision set forth by the US Department of Education and OSSE.



Key Principles of Special Education Service Provision

Key Principles of Special Education Service Provision






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.

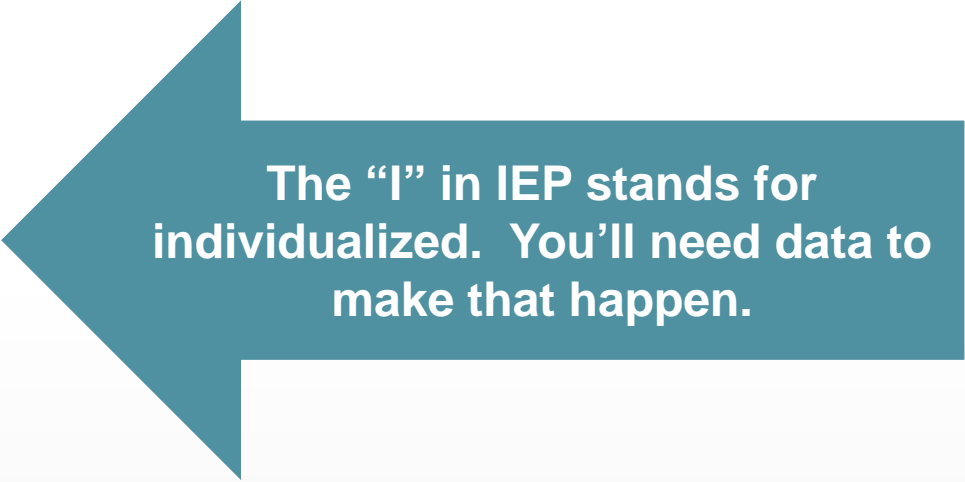
... as always, they must partner with parents and ...

- 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*)



... 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](#))

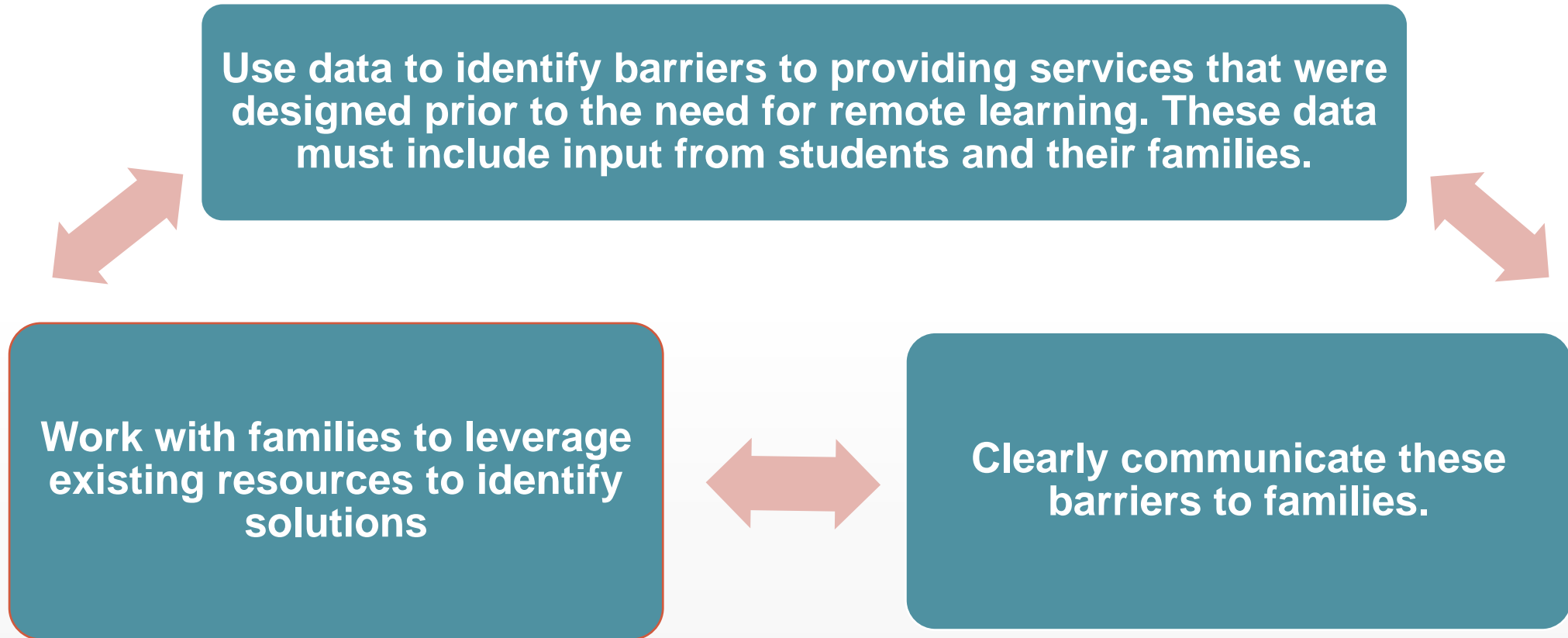


The “I” in IEP stands for individualized. You’ll need data to make that happen.



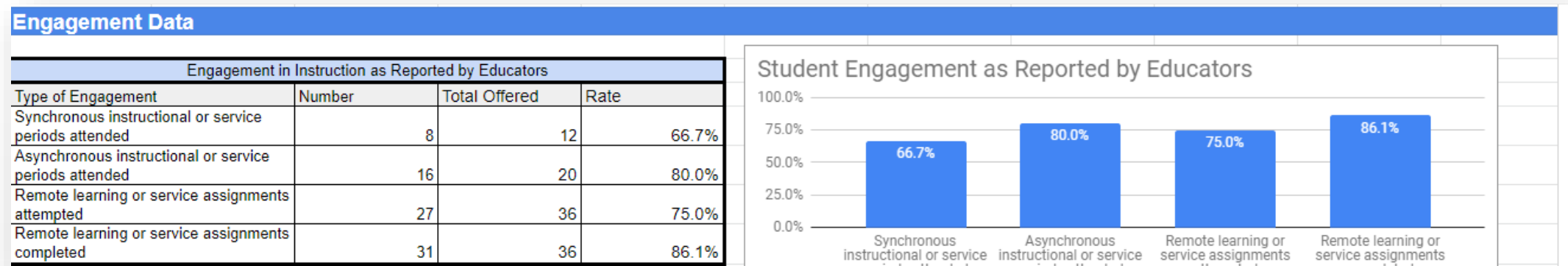
Challenge: Working with Families Remotely to Develop Flexible, Creative, Individualized Approaches to Service Provision

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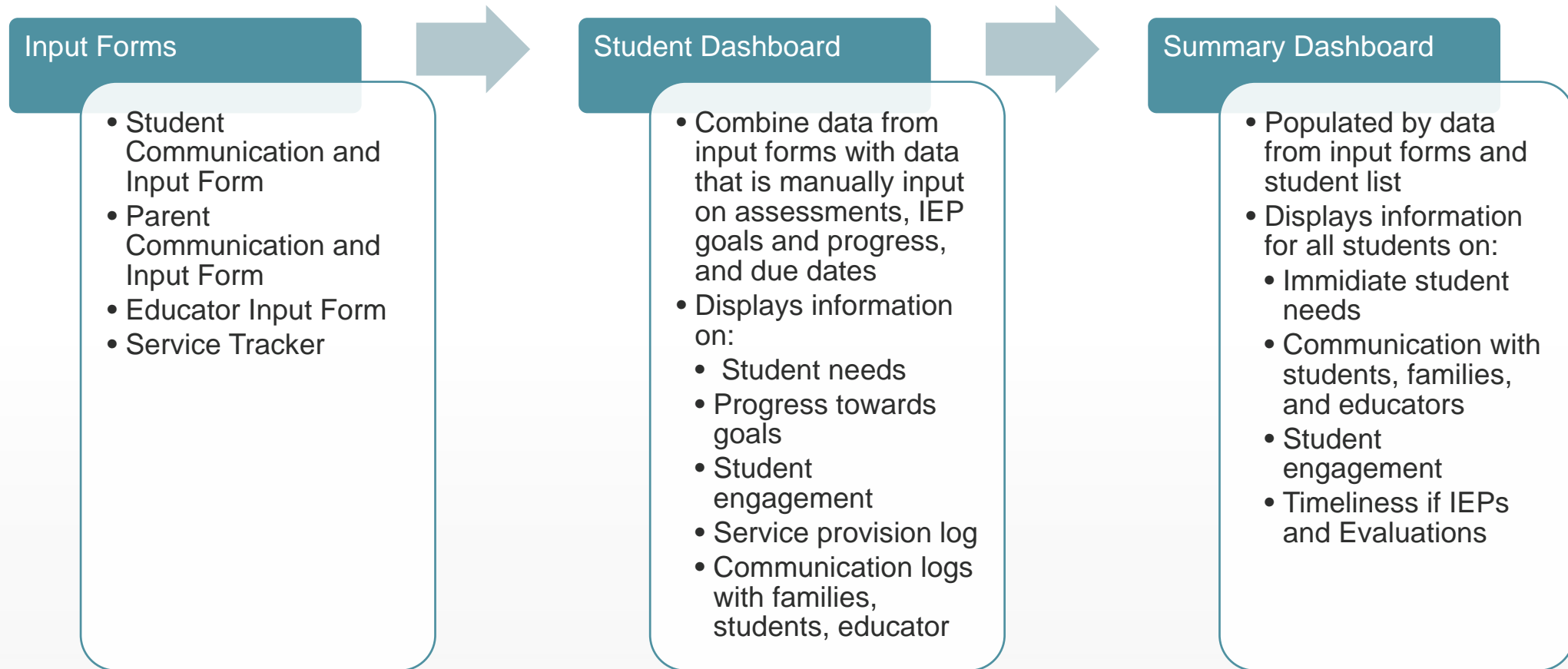


Solution 1: Use Data to Identify Barriers to Service Provision

- 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.




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



Solution 2: Clearly Communicate Barriers to Families

- 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) ^a



Solution 2: Clearly Communicate Barriers to 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 Viper – 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: Leverage Existing Resources to Identify Solutions

- Use the [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.

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 Metrics 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.

Questions





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).



Challenge: Determining Each Family's Needs for Support

Determine Each Family's Needs for Support



Ask students what they need to access and engage successfully in distance and/or blended learning.



Ask families what they need to support student success.



Require teachers and other service providers to collect data that will help identify each family's unique needs.



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

Use the Sample Input Surveys below to gather information that feeds directly into the Sample Student Data Tool.

- [Sample Student Input Survey](#)
- [Sample Family Input Survey](#)
- [Sample Educator Input Survey](#)

Section 3: Additional Needs for Information or Support ✕

My family would like to receive additional information and/or support on the following topics (check all that apply):

Helping my student with:

- Engaging in remote learning
- Time management
- Prioritizing and organizing work
- Persistence
- Staying on task
- Communicating appropriately
- Self-advocacy

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

As an alternative, use the Sample Interview Forms below to gather information by mail, email, or phone. You can enter the data into the survey form upon receipt to keep all of your data in one place.

- [Sample Student Interview Form](#)
- [Sample Family Interview Form](#)
- [Sample Educator Interview Form](#)

Section 1: How are you feeling?					
During the past week, how often did you feel...	Almost Never	Once in a while	Sometimes	Frequently	Almost Always
Happy?					
Sad?					
Optimistic?					
Bored?					
Overwhelmed?					
Worried?					

Section 2: How is learning remotely going for you?					
How much do you agree or disagree with the statements below?	Unsure	Strongly disagree	Disagree	Agree	Strongly Agree
I feel comfortable doing my schoolwork remotely.					
It is easy for me to use the remote learning tools my school provides.					
It is easy to stay focused long enough to complete my assignments at home.					
I get the support I need from my teachers to help with schoolwork.					

How Do LEAs Use This Data Now?

- To edit and revise the distance learning model school-wide and individually
- To plan for the summer
- To start planning for recovery upon return
- To support other LEAs
- To leverage high quality distance learning practices by integrating into traditional schooling models post-COVID



**Challenge: Identify
Solutions to Address Gaps
in Access or Readiness to
Partner for Service Delivery**

Identify Solutions to Address Gaps in Access or Readiness to Partner for Service Delivery

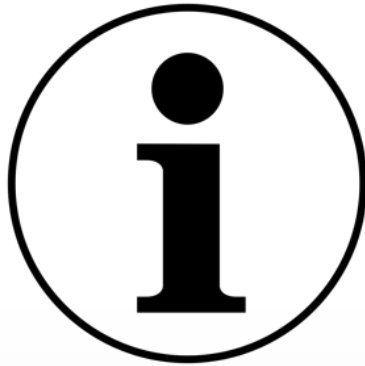
Establish a tiered system to ensure communication with and support for ALL families.

Use remote engagement data to help identify families who may need assistance to obtain devices or access technology or serve as instructional partners.

Develop targeted and/or individualized supports for families – and students -- who demonstrate the greatest need.

Solution 1: Adapt Universal Family Engagement Strategies for the Remote Context

- Be proactive. In our new context, try to anticipate what barriers might prevent students and families from ...



- Having access to essential information?
- Being aware of opportunities that might benefit their student?






- Communicating their insights, concerns, and preferences to school staff?
- Feeling heard and understood?



- Attending IEP or other meetings?
- Accessing school resources or attending events?
- Sustaining engagement over time?

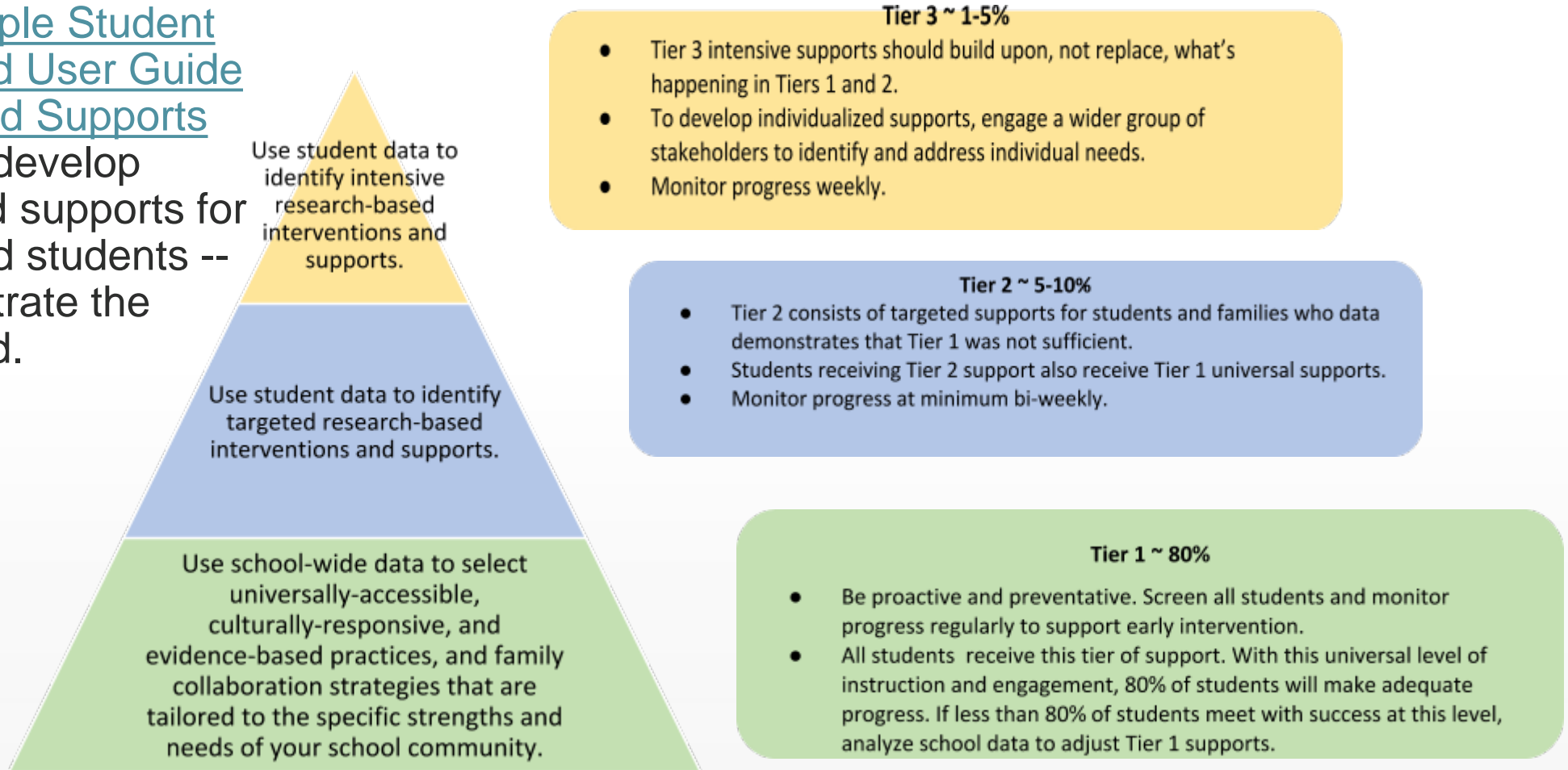
Solution 1: Adapt Universal Family Engagement Strategies for the Remote Context

- 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:

Solution 2: Use the Sample Student Data Tool to Develop Tiered Supports – for Families AND for Students

- Use the [Sample Student Data Tool and User Guide](#) and the [Tiered Supports Snapshot](#) to develop individualized supports for families – and students -- who demonstrate the greatest need.



Questions





Developing Data-driven Supports

Developing Data-driven Supports

- As always, to meet their obligations under the IDEA, LEAs must offer each student receiving special education services “an IEP reasonably calculated to enable a child to make progress appropriate in light of the child’s circumstances.” (Endrew, 2017, p. 16) This calculation must be driven by student-specific data.

Developing Data-driven Supports

- In circumstances that cause unanticipated interruptions to instruction or shifts to remote or blended models of instruction and/or service delivery, IEP teams must use data to review the **impact of the lapse in services** for **each student** with a disability and to consider receipt of educational benefit ([OSSE FAQ, \(3/25/2020\), Q11](#); [OSEP Guidance A-1, A-2, A-3, A-4](#), [USED Supplemental Fact Sheet p. 2](#), [OSSE FAQ \(4/15/2020, Q3\)](#))



Challenge: Collaborating with Families to Ensure Students Are Available for Instruction, Service, and Ongoing Assessment

Solution 1: Gather Input from Students and Families Regarding Their Availability

- Use the information gathered using the [Sample Family Input Survey](#) or the [Sample Family Interview Form](#) when scheduling student services. Align provider availability with family preference to the best of your ability.

Generally speaking, when is your child available to engage in remote learning or service provision?

	Morning (7am-10am)	Mid-Day (10am-1pm)	Afternoon (1pm-4pm)
Monday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tuesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wednesday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thursday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Friday	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Solution 2: Gather Input from Teachers and Other Providers Regarding Service Provision

- Use the information gathered using the [Sample Weekly Service Tracker](#) when reviewing service provision schedules, documenting service provided, and identifying families who might need more support.

If a student was unable to participate in all attempted services, please provide brief notes as to why the student was not able to participate in attempted services. (e.g. Unable to reach, refused services, lost focus before the end of the session, sick, etc.)

Long answer text

Record of Service Provision Attempts - Please indicate the date on which the service provision was attempted, how many minutes were attempted, the type of service, the subject and/or goal focus, the modification/accommodation provided, the student response, and links to any relevant documentation.

Short answer text



Challenge AND Solution: Preparing to Consider Individual Student Receipt of Educational Benefit

Prepare to Consider Individual Student Receipt of Educational Benefit

- The primary purpose of the tools shared in this document is to assist LEAs in using student-specific data for the purpose of developing, implementing, and reviewing the efficacy of evidence-based, individualized supports for students with disabilities.
- The data that informs student service will also be useful as you consider receipt of educational benefit on a student-by-student basis.
- Diminished educational benefit could result from extended school closure, IEP services that could not be provided remotely, delay in provision of services, or student's unavailability to receive services ([OSEP Guidance A-1, A-2, A-3, A-4](#), [USED Supplemental Fact Sheet](#) p. 2) ([OSSE FAQ \(4/15/2020\)](#) Q3).

(Please) Use the Toolkit

Consideration	Suggested Data Source
Has one or more extended school closures occurred?	School Calendar or Notices of Operating Status Sample Educator Input Survey
Are there services in the student's IEP that could not be delivered remotely?	Sample Service Adaptation Worksheet
Has the provision of services been delayed?	Sample Student Input Survey Sample Family Input Survey Sample Educator Input Survey
Has the student been available to receive services?	Sample Service Adaptation Worksheet Sample Educator Input Survey

Questions





Bringing It All Together

Key Principle: LEA Discretion and Flexibility

Key Principle	Primary Take-away	Associated Resources
LEA Discretion and Flexibility	IDEA = flexibility	Sample Service Adaptation Worksheet Accommodation Adaptation Matrix
	Partner with parents	Sample Family Input Survey Sample Family Interview Form Sample Remote Family Engagement Brainstorming Tool Tiered Supports Snapshot

Key Principle: Transparent Communication with Students and Families

Key Principle	Primary Take-away	Associated Resources
Transparent Communication with Students and Families	Identify solutions for barriers to service delivery	Serving Students with Disabilities During Periods of Remote or Blended Learning: Promising Practice Resource Matrix
	Document IEP team decisions and provide to families	Sample Service Adaptation Worksheet

Key Principle: Data-driven Efforts to Address Students' Needs for Support

Key Principle	Primary Take-away	Associated Resources
Data-driven Efforts to Address Students' Needs for Support	Data-driven = Student-specific	Sample Student Data Tool and User Guide <ul style="list-style-type: none"> • Sample Student Input Survey • Sample Student Interview Form • Sample Educator Input Survey • Sample Educator Interview Form
	Consider receipt of educational benefit	<p>The data you collect using the tools below can form the basis for IEP team consideration of receipt of educational benefit:</p> <p>Service Adaptation Worksheet</p> <p>Sample Student Data Tool</p> <p>Tiered Supports Snapshot</p>

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

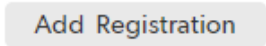
Part 3: Data-Driven Supports

- 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/bj339wdcr>. Search for session by date or topic, and scroll to far right to click “Add Registration” button: 

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