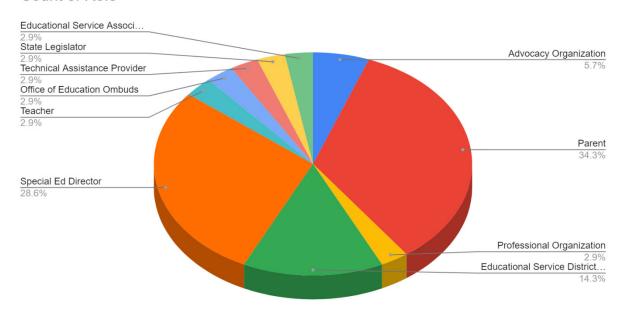# OSPI Special Education Reopening Workgroup:

Welcome & Agreements

Providers of Public Comments:

Count of Role

- Educational Service Associ… 2.9%
- State Legislator 2.9%
- Technical Assistance Provider 2.9%
- Office of Education Ombuds 2.9%
- Teacher 2.9%
- Special Ed Director 28.6%
- Advocacy Organization 5.7%
- Parent 34.3%
- Professional Organization 2.9%
- Educational Service District… 14.3%

Summary of Public Comments:

- ○ General Feedback

  - ■ Focus on plain talk; recommend shortening the document.

  - ■ Need for additional resources for safety, staffing, training, etc.

  - ■ This information is critical for all staff and students, not simply special education.

  - ■ Guidance versus requirements versus rules/regulations.

  - ■ Much of the feedback targeted larger systems, training needs, and funding - those have been elevated to leadership.

- ○ Special Education Planning Systems

Washington Office of Superintendent of
PUBLIC INSTRUCTION

- ■ Special Education Reopening Planning Guide: How to add stronger language to planning guide around documenting and responding to family preferences and barriers to make outreach more systematic and intentional?

- ■ Scheduling: What does it look like to prioritize vulnerable populations of special education students?

- ■ Extended School Year (ESY): Consider recommending ESY services for all students with disabilities; concern raised that ESY decisions will have been made by date of publication.

- ■ Recovery Services: Clarify the term and that recovery services could be reflected as increased or supplemental services in the student's IEP; clarify IEP team members (include parents); concern raised for students who missed transition services and/or job placement opportunities.

- ■ Safety Considerations: Increase guidance on if students refuse to wear masks; Clarify if a medical opinion will be required for students to not wear face coverings.

- ■ Staffing/Staff Safety: Feedback that content seems general; what would be more specific to staffing for special education services?

- ○ Family Partnerships & Communication

  - ■ Include language about how family partnerships are mutually beneficial.

  - ■ Content is very skills and standards based; consider highlighting love of learning, feeling connected and curiosity for knowledge.

  - ■ Consider reviewing basic civil rights obligations with all staff to ensure protocols are in place to facilitate compliance with those obligations.

  - ■ Strengthen language around communication expectations with families.

- ○ Student Engagement, Social-Emotional and Behavioral Supports: Important content for all educators and needs to be done in collaboration with general education; highlight that effective deployment of technology is a mechanism for increasing engagement; highlight the need to use positive behavior supports for mask wearing on buses.

- ○ Instructional Delivery & Universal Design for Learning (UDL): highlight

the need for lessons to be ready in advance and modified for accessibility and student specific need; information should be in the general education guidance on reopening; strengthen language around the role of general

○ Evaluations & Eligibility: concern about safely conducting in-person assessments, including distance, equipment, and protocols; how to address student needs due to lack of appropriate instruction, trauma, and not necessarily disability; acknowledge that trauma can necessitate FAPE and that this should not be overlooked in eligibility decisions.education in these efforts.

○ IEP Development: how to document services across school reopening models; how to reconcile IEP services before, during, and after school facility closure; safety concerns about in-person meetings and services; how and where to document training needs for staff and familiesX

○ Specially Designed Instruction (SDI): Request for clarification around expectations for parent training.

○ Related Services: Clarify expectation for consent for telehealth; clarify if telehealth practices need to be deployed with consideration to guidelines from different accreditation bodies.

○ Supplementary Aids & Services: Clarification of in-person and remote instruction by paraeducators. Also, clarify how this works in 1:1 situations.

○ Specific Strategies for Supporting Individualized Student Needs: acknowledge that disability manifests differently in individuals; focus on the supports and accommodations needed and how to provide them.

○ Supporting Students Who are Deaf/Hard of Hearing: family perspectives on deaf classrooms as the least restrictive environment; clear face masks recommended for both staff and peers.

○ Supporting Students with Significant Cognitive Disabilities: revisions submitted by the TIES Center; concern raised about safety and feasibility of providing itinerant, in-person services.

Next Steps for Publishing Guidance

○ Open forum for questions and closing comments

○ By Friday, July 10th, 2020

Washington Office of Superintendent of
PUBLIC INSTRUCTION

- Resolve public comments and make revisions.
- Complete final preparations for posting.
- Final review will be conducted by leadership.

Questions and Discussion Items

- Clarify the districts responsibility is to provide guidance around PPE and not necessarily PPE itself

- Specific scenarios would be good for districts to use. Short, applicable, etc. Such as when a student is medically fragile, and what to do in that case...or when spitting is a behavior, etc.

- Student engagement, paragraph 4 should that include the student and family to survey technology needs?

- Perhaps better than "recommendations" we should provide considerations, things to consider in making this decision.

- More examples and more case studies

- Important to highlight training needs for teletherapy

- It could be helpful to know what others are doing at each district

- Concerns around the term of recovery services and potential complications with comp servicers which has a different process and criteria

  - Lakewood school district (MC) shared that they have developed their own criteria for recovery services as a way to give students more support

- Case updates provides more detail around recovery services

- Shared that early childhood education workgroup will be convening more guidance soon

- Can OSPI translate this into the major languages, and make a specific parent resource on reopening that can be provided to parents, additionally short videos of each section of this document made for parents as the intended audience would be helpful (ideally this would be shared outside of the OSPI website to have a larger audience)

- Recommendation that LEAs, in their director groups, share out what they are doing in specific scenarios, while protecting confidentiality. We tend to learn from each other while keeping in mind our own barriers and

Washington Office of Superintendent of
PUBLIC INSTRUCTION

assets.

- ■ LEA directors meeting in PSESD...maybe that's an ongoing agenda item. Or CASE...another ongoing agenda item.