

# *OSPI Special Education Reopening Workgroup: June 8, 2020 Zoom Meeting Notes*

## List of process and/or discussion feedback shared by participants during from initial meeting:

- Seeing notes following the meeting to reflect.

## Notes from Whole-group discussion:

- Recap of June 4<sup>th</sup> Meeting
- Partner Updates
  - OSPI Special Education will share the OSPI Reopening Guidance with this workgroup as soon as it is published.
  - Discussed June 12<sup>th</sup> as there is an Black Lives Matter Statewide Strike and Silent March
    - Unanimous yes, many replied that Monday will work
- Equity Framing
  - The workgroup had a conversation on equity (serving students with individual need at center of decision making) vs compliance. How do ensure students are at the center of every decision, not the guidance applied without consideration of individual student need?
  - Focus on Compliance with IDEA grounded in equity, it does not need to be compliance or equity it can be both
- Planning Guide Format

## Notes from after breakout:

- recommendations/process for next meetings
  - Will we get to talk more specifically about three primary continuum of learning options
  - It was difficult to see family engagement as a topic, when this is an overarching need for all of the topics
  - After we create the document will we have PD opportunities to help people process the information? Recorded Webinar?
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- General reflections
  - It was great, the guiding questions and topics were helpful, but not restrictive.
  - difficult to choose between topics
  - Loved the focus on individual student need
  - I liked being able to select the group/topic. Group 2 went well...structured enough to get something done, yet open enough to leave space for everyone to have a voice.
- Next Step



- frame the questions into the format shared
- build out the content into usable guidance for stakeholders
- OSPI team will have as much of the table with guiding questions outlined by our next meeting and as some written content built out

## Questions/feedback brought up:

- Kris Hirschmann shared the guidance developed should be part of the larger document and not a separate doc. Ideally the conversation of general education and special education would happen together
  - Jen Cole shared Intent vs Impact of creating a separate document.
  - Carrie Suchy shared the importance of cross walking the document with the main document to decide what could be included there. More overlap than not overlap
- We must make sure that we maintain the "Individualized" piece to the IEP.
- Important to look at staffing to think about how we are breaking down silos (How do we insure intentional collaboration across systems?)
- Concerns over eligibility for special education
  - How do we redefine behind?
  - How do we get students what they need without stating they have a disability
  - How do we support students who didn't get services and are behind, but comp ed is based on what was provided to general education students?

<b>Brainstorm of Implementation Questions to Help Systems Address Barriers</b>	
<u>Themes of Barriers</u>	<u>Guiding Questions</u>
<b>Social Emotional Learning and Behavior Supports (Group 1)</b>	
<ul style="list-style-type: none"> <li>● Prevent stigmatizing for students/families who we perceive as unsafe (exclusion/bullying/harassment etc.)</li> <li>● Increased behavioral health needs</li> <li>● Over reliance on discipline</li> <li>● Workforce size and ability to address needs</li> <li>● Unknown/new family barriers</li> <li>● Culturally responsive SEL</li> <li>● Staff health/welfare/readiness, access to care</li> <li>● Support for classified staff</li> <li>● Need to engage families to support their SEL, as we continue any form of hybrid learning</li> <li>● Communication to address fears</li> <li>● The need to include all students in all of school.</li> </ul>	<ol style="list-style-type: none"> <li>1. Do we have the appropriate supports for all students to be included? What embedded supports are needed in buildings so no students are left behind? What changes need to be made to the physical environment to support all students?</li> <li>2. How do we develop peer relationships to support inclusion?</li> <li>3. How do we repair relationships damaged during the 19-20 school closures?</li> <li>4. How do we include trauma informed and culturally responsive supports into tier 1 interventions? What training is needed?</li> <li>5. What do staff need to support their own behavioral health needs to fully support students?</li> <li>6. How are people held accountable to fidelity of supporting student need that is trauma informed and culturally responsive?</li> <li>7. What language access measures are being practiced so families can participate and communicate? Where does accountability come from?</li> </ol>



<b>Basic Need and Student Safety (Group 1)</b>	
<ul style="list-style-type: none"> <li>● Unknown needs, or needs that may not be documented</li> <li>● PPE interferes with relationship &amp; access, trigger medical trauma and could be a barrier to access for students who cannot wear, lip reading</li> <li>● Family trauma – unemployment, housing food, emotional support – basic needs</li> <li>● Transportation</li> <li>● Health checks</li> <li>● Medically fragile students</li> <li>● PPE as a barrier to relationship building</li> <li>● Virtual education as a barrier to relationship building</li> <li>● Staff resistance to PPE</li> </ul>	<ol style="list-style-type: none"> <li>1. How are we ensuring health safety for our medically fragile students? How are we allowing them to access education virtually or from home?</li> <li>2. How do we maintain accountability to health department directives?</li> <li>3. How do we find PPE accommodations for students and staff?</li> <li>4. How do we access the needed nursing staff consistently?</li> <li>5. How can we access parent/community supports to better support SWD w/complex needs?</li> <li>6. How will all students access the needed health/safety checks?</li> <li>7. What diagnostics are needed to be identified to keep healthy students in school</li> </ol>
<b>Transition (Group 1)</b>	
<ul style="list-style-type: none"> <li>● Transportation</li> <li>● Building transitions</li> </ul>	<ol style="list-style-type: none"> <li>1. How do we move students and teachers around the building safely?</li> <li>2. How do we safely address students toileting needs?</li> <li>3. How do we ensure social distancing without utilizing discipline?</li> <li>4. How are we supporting community access, transition activities and CTE for all students?</li> <li>5. How do we ensure social distancing with staff?</li> <li>6. How do we ensure social distancing for students with complex needs that might require physical proximity?</li> </ol>
<b>Student Learning and Support (Group 2)</b>	
<ul style="list-style-type: none"> <li>● Lack of access/support in home language (deaf/visually impaired), even less to support learning at home</li> <li>● Lack of access and individualized supports for students with significant impairments who often require higher level of support to engage and progress in learning in the home environment</li> <li>● Need to improve equitable access to services for special populations of students (significant disabilities, EBD, highly mobile, blind visually impaired)</li> <li>● Creating opportunities for face to face interactions for early learners</li> </ul>	<ol style="list-style-type: none"> <li>1. Do you have a sufficient language access plan to meet the needs of your diverse students and families? How are you as a system determining if this access plan is effective and ensuring that all staff understand how to support students and families within this plan? (add collaboration)</li> <li>2. How has a system are you assessing student progress and access during continuous learning opportunities? Ensuring that progress was assessed and progressed by a certified special education teacher in alignment with grade level curriculum? <ol style="list-style-type: none"> <li>a. What is your systems plan to support progress in student IEP goals during the continuum of school options for 2020-2021 (pivoting)? How will the plan be to pivot data collection for regular progress monitoring, and instructional delivery through options? How will this be communicated with parents</li> </ol> </li> </ol>



<ul style="list-style-type: none"> <li>● Access of outside services but not in school services</li> </ul>	<ol style="list-style-type: none"> <li>2. What is your plan to ensure students have access and progress in appropriate grade level curriculum and are included with their same age peers? How will you continually assess this effort? How are you communicating this to families?</li> <li>3. How as a system are your prioritizing services and supports based on student need? Individualized help within IA/paraeducators, for students with vision, DHH needs, 1:1 paraeducator services</li> <li>4. Don't make assumptions on whether or not students are doing well or not doing well in the remote learning environment. How can this information be collected from families?</li> <li>5. How can IEP teams be encouraged to look at individual supports and ensure that they can be effectively transferred to and from instructional models? How to ensure regular progress monitoring, particularly in terms of future placement?</li> </ol>
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**Professional Development and Teaching Practices (Group 2)**

<ul style="list-style-type: none"> <li>● Use and embed technology</li> <li>● UDL and individualized student supports</li> <li>● Family engagement, supporting parents as educators and student learning at home</li> <li>● Need consistent language</li> <li>● Underestimating student ability</li> </ul>	<ol style="list-style-type: none"> <li>1. How will the system support educators and ESA staff to deliver, monitor, evaluate and <b>coordinate</b> SDI and student specific support across the continuum? (including family collaboration and engagement strategies)</li> <li>1. How as a system will you deploy and evaluate parent training to support parents who are acting as educators to support student learning in the home? How will you be responsive to family need and acknowledge that not all parents may have the capacity for this added responsibility?</li> <li>2. How as a system will you train and support educators in deploying technology to support unique populations of students who may need additional support, including low tech solutions (deaf hard of hearing, blind, mobility. How will educators ensure students have access and support in using high tech and/or low tech supports across settings?</li> <li>3. What strategies and supports are in place to support student interactions, and communication across the continuum (face to face element)?</li> <li>4. What is the plan to support students with behavioral support needs and how as a system will you support the use positive behavior supports across learning environments?</li> <li>5. How can information be gathered from families to assess which parents/guardians would like support on how to deliver instruction and services to their students and who needs teachers/paras to deliver them to students?</li> <li>6. How as a system will develop policies and practices to ensure that students have access to technology - low tech and high tech - to use at home? How to incorporate UDL into the thinking around curriculum and technology? <ul style="list-style-type: none"> <li>○ (Are we providing technology-no tech, low tech, high tech options for students around how they demonstrate knowledge?</li> <li>○ Does staff know about UDL?</li> </ul> </li> </ol>
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	<ul style="list-style-type: none"> <li>○ Need uniformity so parents don't need to navigate a variety of platforms.</li> </ul> <p>7. How as a system will you ensure that materials going home are representative of populations and culturally responsive?</p>
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**Family Engagement and Communication (Group 2)**

<ul style="list-style-type: none"> <li>● Need to improve ability to build rapport and connect with families (easy to understand and native language)</li> <li>● High rate of non-participations/non-engagement</li> <li>● Conflicting messaging from parents – some people are good, some not so – lack of uniformity</li> <li>● Need transparency (content/resources/training/roles) for parents for them to replicate and support learning in the home and know</li> <li>● Prevent stigmatizing for student/families who are perceived as unsafe (exclusion/bullying/harassment etc.)</li> </ul>	<ol style="list-style-type: none"> <li>1. How will you document and respond to family's preferences and barriers to learning in the home to support them? <ul style="list-style-type: none"> <li>○ (consider primary modes of communication, preferences for tech/low tech/no tech options)</li> </ul> </li> <li>1. How will you streamline communication with parents, and organization/streamline student tasks and responsibilities? Including communicating to parents what options exist and how to engage?</li> <li>1. How are you collecting parent input regularly to inform continuous improvement of continuous learning delivery and ensure that as a system you are being responsive to student and family need? How will you utilize this data to be responsive to need, coordinate efforts, and be transparent with the community? (include considerations for MTSS, reorganization of staffing and restorative practices/insuring input is collected not just from the loudest voice)</li> <li>1. How was a system will you measure, evaluate and improve communication efforts of staff at all levels to ensure that all staff are connecting with students and collaborating as needed based on student need?</li> <li>1. How as a system will you redesign/prioritize service delivery to be responsive to the trauma/individualized needs of students to ensure that schools can be a place of healing?</li> <li>2. What are the opportunities to rethink parent engagements and how can we facilitate community with parents? (Bolster PTA to be more hands on)</li> <li>3. How are districts going to have courageous conversation about race and equity?</li> <li>4. How as a district will you utilize data from continuous learning 1.0 to make improvements to continuous learning 2.0 to ensure that you are addressing gaps in services and access?</li> </ol>
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**School Systems and Operation (Group 3)**

<ul style="list-style-type: none"> <li>● System gets the results it was designed to get, How do we shift from compliance to student growth</li> <li>● Local control, we have a disconnected system without continuity between schools and districts. This includes a lack of clear directives from OSPI.</li> <li>● Silos: Need leadership and general education staff committed and engaged in equitable access and</li> </ul>	<ol style="list-style-type: none"> <li>1. What are the measures of student growth?</li> <li>2. What systems support will be in place for students at varying levels and methods and access to instruction?</li> <li>3. How to measure student growth for students with limited access to internet?</li> <li>4. How will student voice be captured to inform of their progress?</li> <li>5. How will districts ensure that materials and instruction are accessible and usable for all? (i.e., home or native language, students with visually impairments)</li> </ol>
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<p>improved individualized supports for students</p> <ul style="list-style-type: none"> <li>● Systems often default to exclusionary practices when behaviors occur due to trauma, students engage in refusal or unsafe behaviors</li> <li>● Operating in a system that will likely struggle to differentiate between disability vs lack of instruction (eligibility determinations)</li> <li>● Communication systems between sped and transportation</li> </ul>	<ol style="list-style-type: none"> <li>6. How will districts shift teachers from crisis response mindset to transformative change?</li> <li>7. How will districts provide planning and support around using accessible methods of instruction and ensuring they have resources to respond to the lack of student growth (i.e., collaboration, UDL, proactively removing barriers)?</li> <li>8. How will the district ensure ongoing communication around medical and health issues?</li> </ol>
<b>Technology (Group 3)</b>	
<ul style="list-style-type: none"> <li>● Need to improve equitable access for special populations of students (highly mobile population, blind visually impaired, significant disabilities, lack of access and support for appropriate use for students with behaviors such as property destruction)</li> <li>● Training for staff, students and families on accessing and utilizing technology (individualized and in language used at home)</li> <li>● Improve technology resources (are they meeting the need, are their gaps?)</li> </ul>	<ol style="list-style-type: none"> <li>1. How will technology be documented in the IEP?</li> <li>2. How will districts respond to the definition of portability of technology between home and school</li> <li>3. What technology is used to support instruction (e.g., tablets, chromebooks, visual schedules, picture cards, tactile schedules, embossers)?</li> <li>4. What process will be used to determine the individual technology needs of students?</li> <li>5. How will parents be supported with technology use?</li> <li>6. How will school staff be supported with technology use, including teachers and paraprofessionals?</li> <li>7. How will the district ensure instruction and access to internet and technology for families that do not currently have access?</li> </ol>
<b>Staffing (Group 3)</b>	
<ul style="list-style-type: none"> <li>● IEP case managers are systemically overburdened with reduced capacity to increase support in response to the COVID-19 pandemic</li> <li>● Need increased training (see section on professional development)</li> <li>● Staffing difficulties due to reduced classroom sizes, increased need for support, potential budget/staff cuts</li> <li>● Most schools do not have a full time nurse</li> <li>● Over-reliance on paraeducators, and a lack of highly trained staff to meet increased needs</li> <li>● Staff retention</li> </ul>	<ol style="list-style-type: none"> <li>1. How can compliance or documentation be shifted to limit clerical demands on case managers to increase opportunities for individualized instruction and family outreach?</li> <li>2. How can the budget be reallocated to ensure equitable funding?</li> </ol>

