

# Supporting Families Across All Learning Models:

## A Live Q&A Webinar with OSPI Special Education

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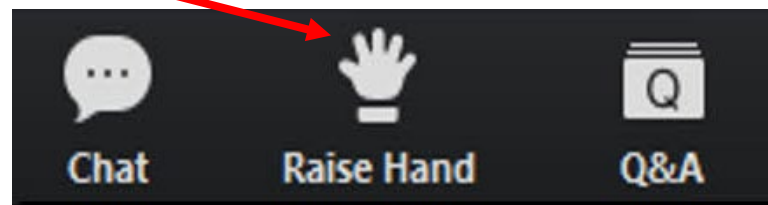
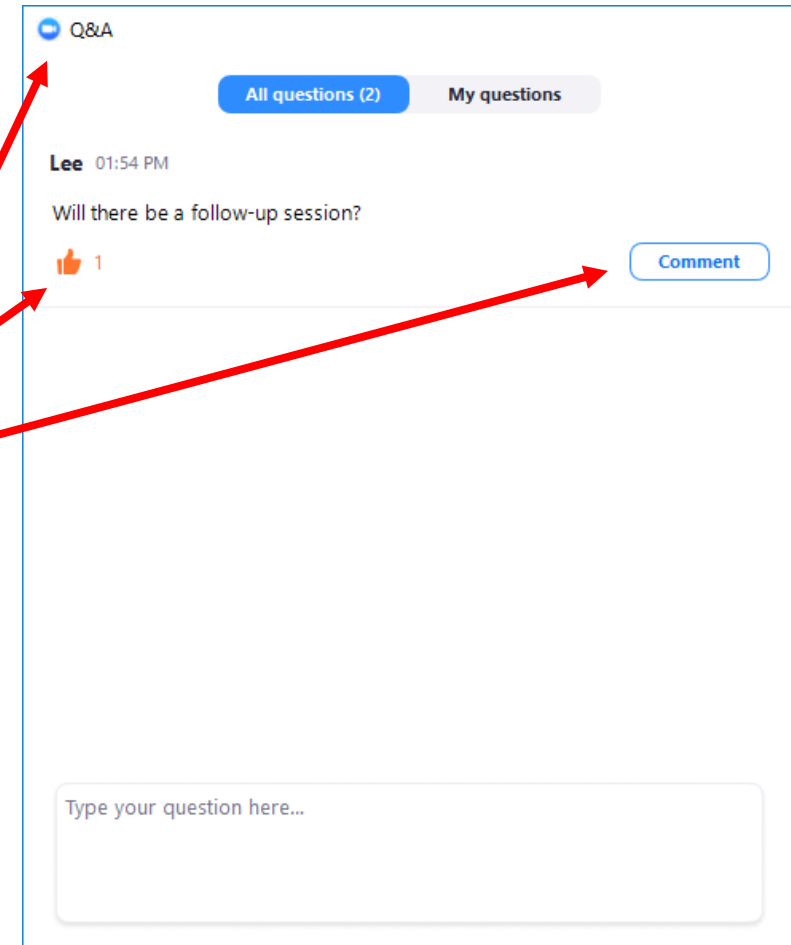


Washington Office of Superintendent of  
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October 28, 2020

# Engagement Options for This Session

- This session will be recorded and posted to the [OSPI Website HERE](#).
- The link to the slides will be dropped into the chat periodically.
- Use the Q & A Screen for the following actions:
  - Thumbs up: Yes, I have the same question.
  - Comment on an existing question.
  - Ask a question.
  - Raise your hand.



# Land Acknowledgement



We acknowledge the pain and trauma of these past months and over 400 years of racism in the United States.

We stand with our communities of color, especially those who identify as and/or are categorized as African-American. We also acknowledge the intersectionality of those who identify both as persons of color and individuals with disabilities.

We commit to centering our work to dismantle systemic racism and disrupt ableist structures.



# Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.

Ensuring educational equity:

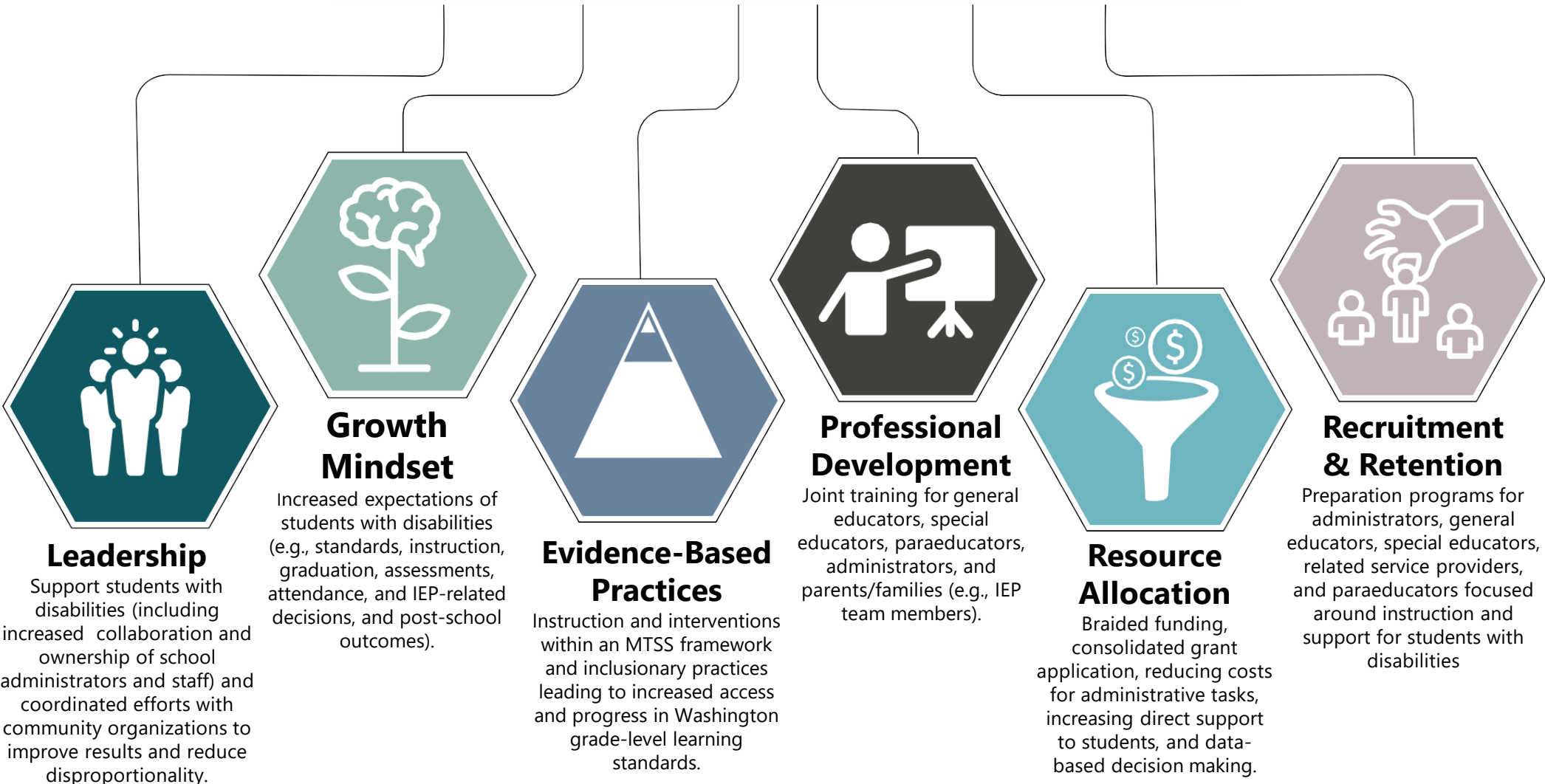
- Goes beyond equality; it requires education leaders to examine the ways current policies and practices result in disparate outcomes for our students of color, students living in poverty, students receiving special education and English Learner services, students who identify as LGBTQ+, and highly mobile student populations.
- Requires education leaders to develop an understanding of historical contexts; engage students, families, and community representatives as partners in decision-making; and **actively dismantle systemic barriers, replacing them with policies and practices that ensure all students have access to the instruction and support they need to succeed in our schools.**



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# OSPI's Priorities for Improving Outcomes for Students with Disabilities



# Question Topics Raised by Families:

- In-Person Learning**
- Remote Learning**
- Family Supports**
- IEP Planning & Advocacy**

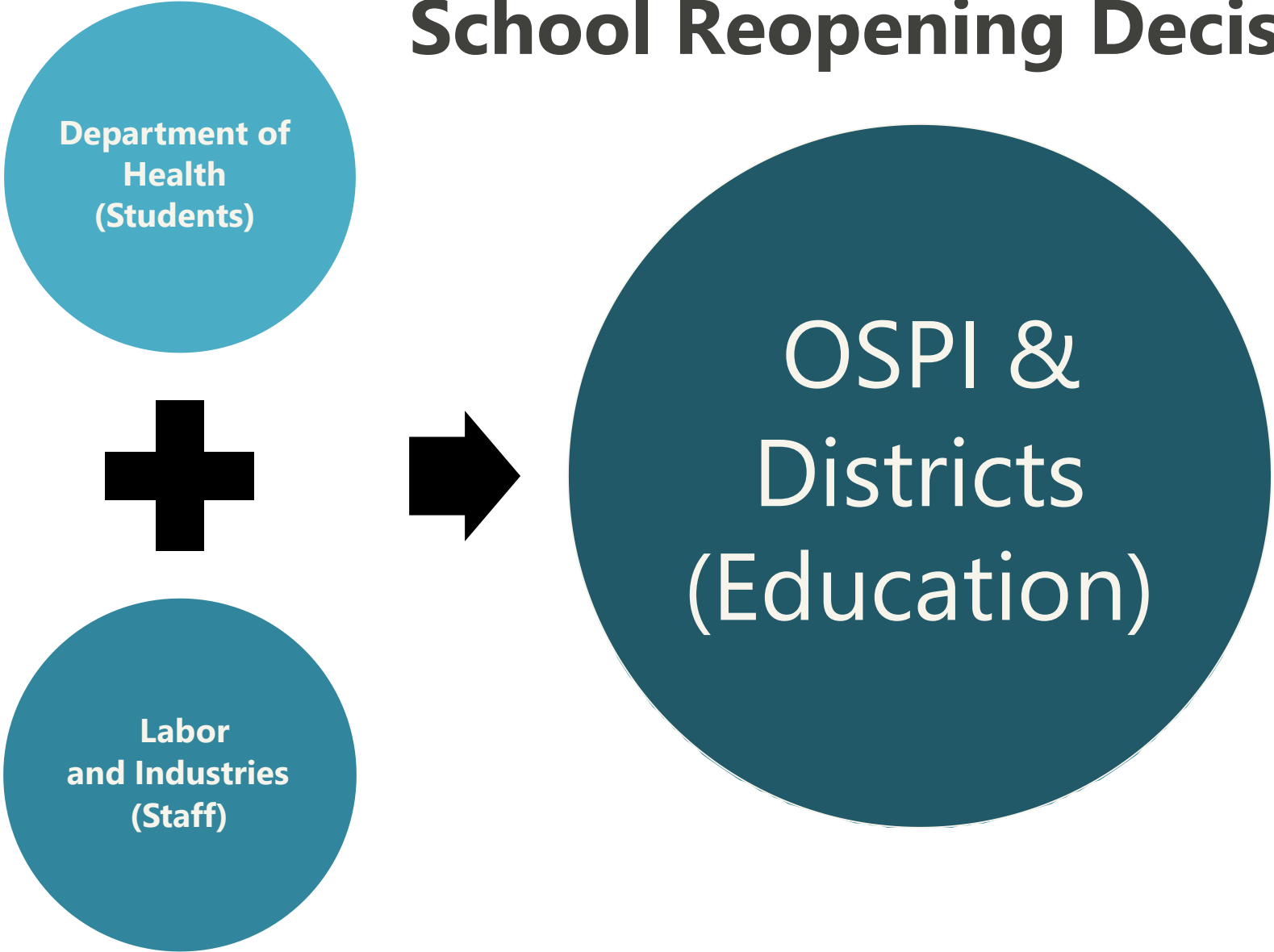


# In-Person Learning





# School Reopening Decisions



### Should your community provide in person learning and for whom?

For School Administrators, Local Health Officers, and Community Stakeholders

The risk of COVID-19 being introduced into the school depends on the level of COVID-19 spread in the community and the health and safety measures taken by schools. Consider the following educational modalities based on community transmission and other health and education risks and benefits.

COVID-19 Activity Level	Education Modality*	Extracurricular**
<b>HIGH</b> <b>&gt;75 cases/100K/14 days</b> Other considerations: <ul style="list-style-type: none"> <li>Trend in cases or hospitalizations</li> <li>Test positivity, ideally &lt;5%</li> <li>Other health and education risks and benefits to children and their families</li> </ul>	Strongly recommend distance learning with the option for limited in-person learning in small groups, or cohorts, of students for the highest need students, such as students with disabilities, students living homeless, those farthest from educational justice, and younger learners.	Strongly recommend canceling or postponing most in person extra-curricular activities, including sports, performances, clubs, events, etc. with the option to allow extracurricular activities in small groups of 6 or fewer students.
<b>MODERATE</b> <b>25–75 cases/100K/14 days</b> Other considerations: <ul style="list-style-type: none"> <li>Trend in cases or hospitalizations</li> <li>Test positivity, ideally &lt;5%</li> <li>Other health and education risks and benefits to children and their families</li> </ul>	Recommend careful phasing in of in-person learning, starting with elementary students.  Over time, if schools can demonstrate the ability to limit transmission in the school environment, add in-person learning for middle and high school students.	Consider cautious phasing in of low then moderate risk in person extra-curricular activities.  Activities that can be done online, should continue in that format.
<b>LOW</b> <b>&lt;25 cases/100K/14 days</b> Other considerations: <ul style="list-style-type: none"> <li>Trend in cases or hospitalizations</li> <li>Test positivity, ideally &lt;5%</li> </ul>	Encourage full-time in person learning for all elementary students and hybrid learning for middle and high school.  Over time, if physical space allows, add full-time in-person learning for middle and high school.	Consider low, moderate, or high risk in-person extra-curricular activities.



When any in-person

### Can the school(s) implement recommended COVID-19 health and safety measures?

School Administrators and Staff

The risk of COVID-19 spreading in schools depends on the ability of the school to implement [DOH's K-12 health and safety measures](#), and LNI employer safety requirements

*Does the school have the plans, staff, space, and supplies to do the following?*

- ✓ Protect staff and students at higher risk for severe COVID-19 while ensuring access to learning
- ✓ Transport or facilitate drop-off and pick-up of students
- ✓ Group students (required in elementary, recommended for middle and high school)
- ✓ Practice physical distancing of ≥6 feet among students and staff.
- ✓ Promote frequent hand washing or sanitizing
- ✓ Promote and ensure face covering use among students and staff
- ✓ Increase cleaning and disinfection
- ✓ Improve ventilation

*Are all staff trained on health and safety practices?*

\*Staff may work in school at any COVID-19 activity level if the school follows DOH and LNI health and safety guidance

\*\*Where possible do extracurricular activities outdoors, wear face coverings, and maintain physical distance of 6 feet.

When all YES



### Is the school and health system ready to monitor for and respond to suspected and confirmed cases of COVID-19?

Schools and Local Public Health

COVID-19 cases in the school should be expected. The risk of COVID-19 spreading in schools depends on the ability to quickly identify and respond to suspected and confirmed cases and the level of community transmission.

- ✓ Can the school ensure monitoring of symptoms and history of exposure among students and staff? (attestation acceptable)
- ✓ Is the school prepared to manage students and/or staff who get sick onsite?
- ✓ Does the school have letters drafted to inform families and staff about confirmed cases or outbreaks?
- ✓ Is there adequate access to testing in the community health system for ill students and staff?
- ✓ Is there capacity in your local health department to investigate confirmed COVID-19 cases, quarantine their close contacts and assess whether transmission is occurring in the school?
- ✓ Can local public health monitor the level of community spread to determine when a change in education modality is needed?

When all YES

Begin Learning Model and Monitor

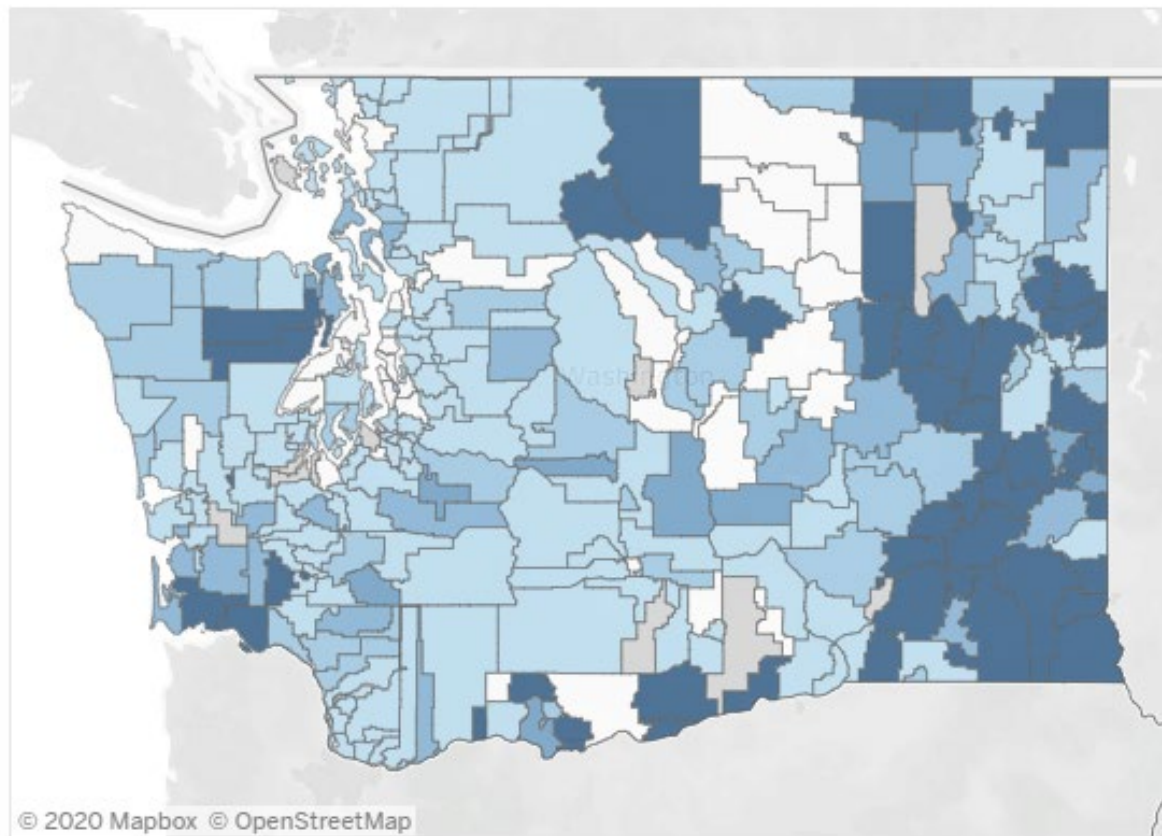
# Decision Tree for Provision of In-Person Learning for K-12 Students

# How are district facilities opening for students in September 2020?

Select Data to Display:

Percent of Students in Person ▾

[Click here for additional details on re-opening phases](#)



Legend - Select re-opening option to highlight districts

- N/A
- 0%
- 1 - 10%
- 11 - 25%
- 26 - 50%
- 51 - 75%
- 76 - 100%





# Remote Learning





## Provide multiple means of Engagement



Affective Networks  
The "WHY" of Learning

## Provide multiple means of Representation



Recognition Networks  
The "WHAT" of Learning

## Provide multiple means of Action & Expression



Strategic Networks  
The "HOW" of Learning

- Offer individual choice.
- Scaffold supports – and level of challenge!
- Build in self-reflection practice.
- Model coping skills/strategies.

- Customize how information is displayed.
- Provide alternatives to auditory/visual inputs.
- Support decoding (of symbols, too!).
- Activate background knowledge.

- Allow different types of responses.
- Offer assistive technologies.
- Design different levels of support.
- Practice guided goal setting.

# Brandon's 4th GRADE CLASS ASSIGNMENTS

Monday - 10/19		Tuesday - 10/20		Thursday - 10/22		Friday - 10/23	
<b>READING</b>		<b>9:00 - 9:45 am - ELA ZOOM</b>					
<input checked="" type="checkbox"/>	<a href="#">Read Big Race - p. 64 in Workshop</a>	<input checked="" type="checkbox"/>	<a href="#">Read Crash Course - p. 62 Anthology</a>	<input checked="" type="checkbox"/>	<a href="#">Read Box Zip - p. 80 Anthology</a>	<input checked="" type="checkbox"/>	Discuss character attributes
<input checked="" type="checkbox"/>	<a href="#">Vocab tri-fold in packet; submit</a>	<input checked="" type="checkbox"/>	Cause/effect in reading spiral notebook	<input checked="" type="checkbox"/>	Venn diagram	<input checked="" type="checkbox"/>	Character page from reading packet
<input checked="" type="checkbox"/>	<a href="#">AR test for Crash Course #112827</a>	<input checked="" type="checkbox"/>	<a href="#">Gravity experiment; submit</a>	<input checked="" type="checkbox"/>	<a href="#">Second Steps - Assertive worksheet</a>	<input checked="" type="checkbox"/>	<a href="#">Read George's Giant Wheel</a>
<input checked="" type="checkbox"/>	<a href="#">Submit Crash Course AR score</a>	<input checked="" type="checkbox"/>	<a href="#">Second Steps - submit?</a>	<input checked="" type="checkbox"/>	<a href="#">Second Steps - Assertive submit link</a>	<input checked="" type="checkbox"/>	<a href="#">AR test for Giant Wheel #913375</a>
<input type="checkbox"/>		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<a href="#">Close - p. 25-26; submit</a>	<input checked="" type="checkbox"/>	<a href="#">Packet page for Giant Wheel; submit</a>
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<b>9:45 - 9:55 am - STRETCH BREAK!</b>							
<b>MATH</b>		<b>9:55 - 10:30 am - MATH ZOOM</b>					
<input type="checkbox"/>	<a href="#">Find factors (page in schoology)</a>	<input checked="" type="checkbox"/>	<a href="#">Watch Number Corner Video Day 13</a>	<input checked="" type="checkbox"/>	<a href="#">Bridges - p. 17; submit</a>	<input checked="" type="checkbox"/>	<a href="#">Watch Number Corner Video Day 16-7</a>
<input checked="" type="checkbox"/>	<a href="#">Bridges - p. 14; submit</a>	<input checked="" type="checkbox"/>	<a href="#">Watch Number Corner Video Day 14</a>	<input checked="" type="checkbox"/>	<a href="#">Watch Number Corner Video Day 15</a>	<input checked="" type="checkbox"/>	<a href="#">Review arrays in Bridges - p. 15; submit</a>
<input checked="" type="checkbox"/>	<a href="#">Check Monday Math journal page</a>	<input checked="" type="checkbox"/>	<a href="#">Complete factors page in journal</a>	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<a href="#">Xtra math practice</a>
<input checked="" type="checkbox"/>	<a href="#">Watch Number Corner Video Day 11</a>	<input checked="" type="checkbox"/>	<a href="#">Copy multiplication tricks into journal</a>	<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<b>10:30 - 10:40 am - STRETCH BREAK!</b>							
<b>WRITING</b>		<b>10:40 - 11:15 am - WRITING ZOOM</b>					
<input checked="" type="checkbox"/>	<a href="#">Tree poem</a>	<input checked="" type="checkbox"/>	<a href="#">Flip book: cover</a>	<input checked="" type="checkbox"/>	<a href="#">Flip book: conifer</a>	<input checked="" type="checkbox"/>	<a href="#">Flip book: deciduous</a>
<input checked="" type="checkbox"/>	<a href="#">Tree image</a>	<input checked="" type="checkbox"/>	Cursive - p. 15-16 in penmanship packet	<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
<b>11:15 - 12:05 - LUNCH</b>							
<b>12:05 - 12:40 pm - Free Choice: Typing Club/Math/Xtra Math/Reading/AR Quizzes/Writing/Social Studies/Movement</b>							
<b>12:40 - 1:15 pm - Art</b>				<input checked="" type="checkbox"/>	<b>12:40 - 1:15 pm PE ZOOM</b>	<input checked="" type="checkbox"/>	<b>12:40 - 1:15 pm - Art: Fall Trees</b>
<input type="checkbox"/>	1 - 3pm Asynchronous Reading/Math	<input checked="" type="checkbox"/>	<a href="#">Shiloh Read-a-loud ch. 12 (video)</a>	<input type="checkbox"/>	1 - 3pm Asynchronous Reading/Math	<input checked="" type="checkbox"/>	<a href="#">Shiloh Read-a-loud ch. 13 (video)</a>

# When should a student be marked absent from remote learning?

An absence from remote learning is when a student is not participating in planned instructional activities on a scheduled remote learning day. Student presence or participation may be asynchronous or synchronous.

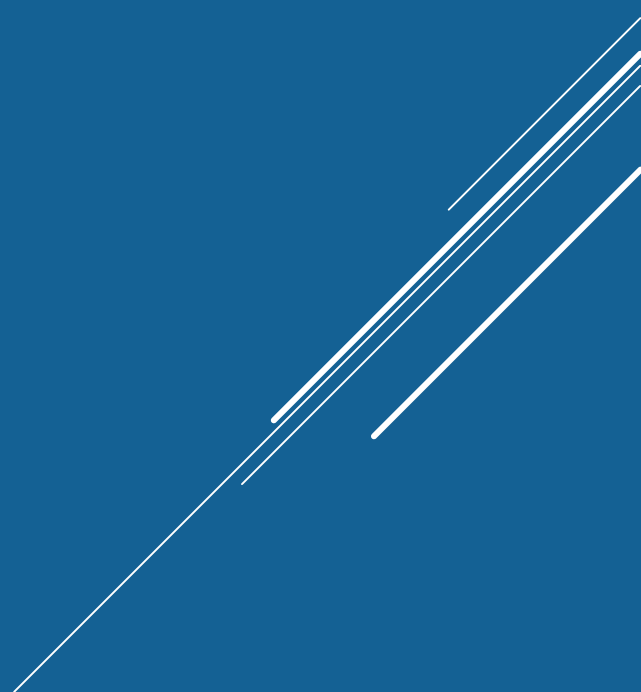
For the purposes of taking daily attendance, examples of what student participation could look like include, but are not limited to:

- Daily logins to learning management systems;
- Daily interactions with educators to acknowledge attendance (including messages, emails, phone calls or video chats); or
- Evidence of participation in a task or assignment.





# Family Supports



# A New Reality...That No One Was Prepared For

- Suddenly being asked to educate our children is hard.
- You are being asked to do someone else's job.
- We are scared of losing everything we have fought for.
- Asset lens.



# How Much Should We Try To Do?



**TEACHERS:** just log into zabblezoot, scroll down to the LORK! app, and have the kids work through the assignments sent through kracklezam or check the links posted in drumblekick.

**PARENTS:**







- **Learning at home is valuable.**
- **Imbedding children into your routine**
- **Inclusion in the home**
- **What is important?**



# Dr. Bruce Perry's Tools To Support Families:

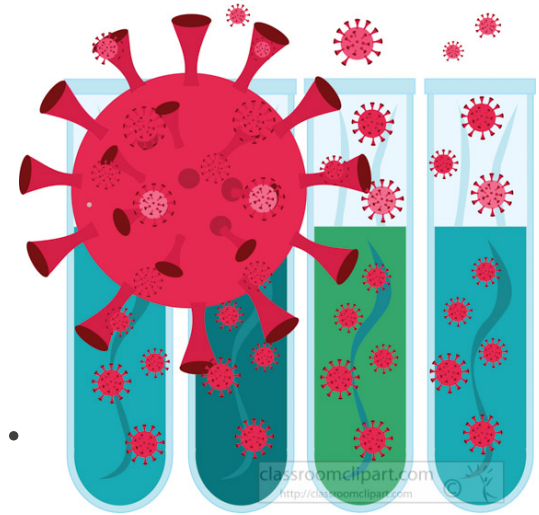
- **Structure your day.**
- **Have family meals**
- **Limit media.**
- **Exercise.**
- **Reach out.**
- **Help others.**
- **Practice good sleep hygiene.**
- **Stay positive and future-focused.**



<https://www.youtube.com/watch?v=orwln02h6V4&t=145s>

# New/Old COVID-19 Behaviors and Our Kids

- They're crying and arguing more often.
- They're falling back into old habits or behaviors.
- They're sleeping or eating patterns have changed.
- They're overdoing the screen time.
- They're clinging to you a lot — even though you may be spending a lot more time together.



# IEP Planning & Advocacy







# Reframing Our Mental Models

Medical Model	Inclusive Model
Disability is a deficiency.	Differences are experienced by everyone.
Interventions should focus on normalizing the individual and their skills.	Interventions should help the individual interact with and access community.
Students with disabilities can be included when they can keep up with core content.	Learning environments should adapt to all types of learners and abilities.
Interventions are determined by the experts and professionals.	Interventions are focused on and driven by the strengths of the individual.



# Shifting the view of behavior

- Challenging kids are challenging because they're lacking the skills to not be challenging.
- Students display challenging behaviors when the demands and expectations being placed on them outstrip the skills they have to respond adaptively.
- When we treat behaviorally challenging kids as if they have a developmental delay and apply the same compassion and pretty much the same approach we would use with any other learning disability, they do a lot better.

From Ross Greene, *Lost & Found: Helping Behaviorally Challenging Students*



# Family Engagement and Schools

- Transparent and engaging evaluation processes that center student and family voice and focus on strengths and assets.
- IEP team meetings with shared discussions and decisions supporting inclusionary practices (e.g., universal design for learning, accommodations, standards-aligned goals).
- Opportunities for families to participate in training for advocacy and inclusive practices.
- Changing instruction as a result of training provided to educators, principals, and paraeducators.



# Special Education Services & School Reopening

## Evaluations and Eligibility

- Teams should monitor progress for all students to support academics and behavior.
- School districts must find and support students with disabilities. This process is called child find.
- Teams should talk with families about student needs in school and at home. Teams should also discuss needs because of school closures in spring 2020.
- Data for evaluation can include observations and tests completed in person or online. Late evaluations should be completed as soon as possible.

From [Summary of Reopening Washington Schools 2020: Special Education Guidance](#)



# Special Education Services & School Reopening

## Individualized Education Program (IEP) Development

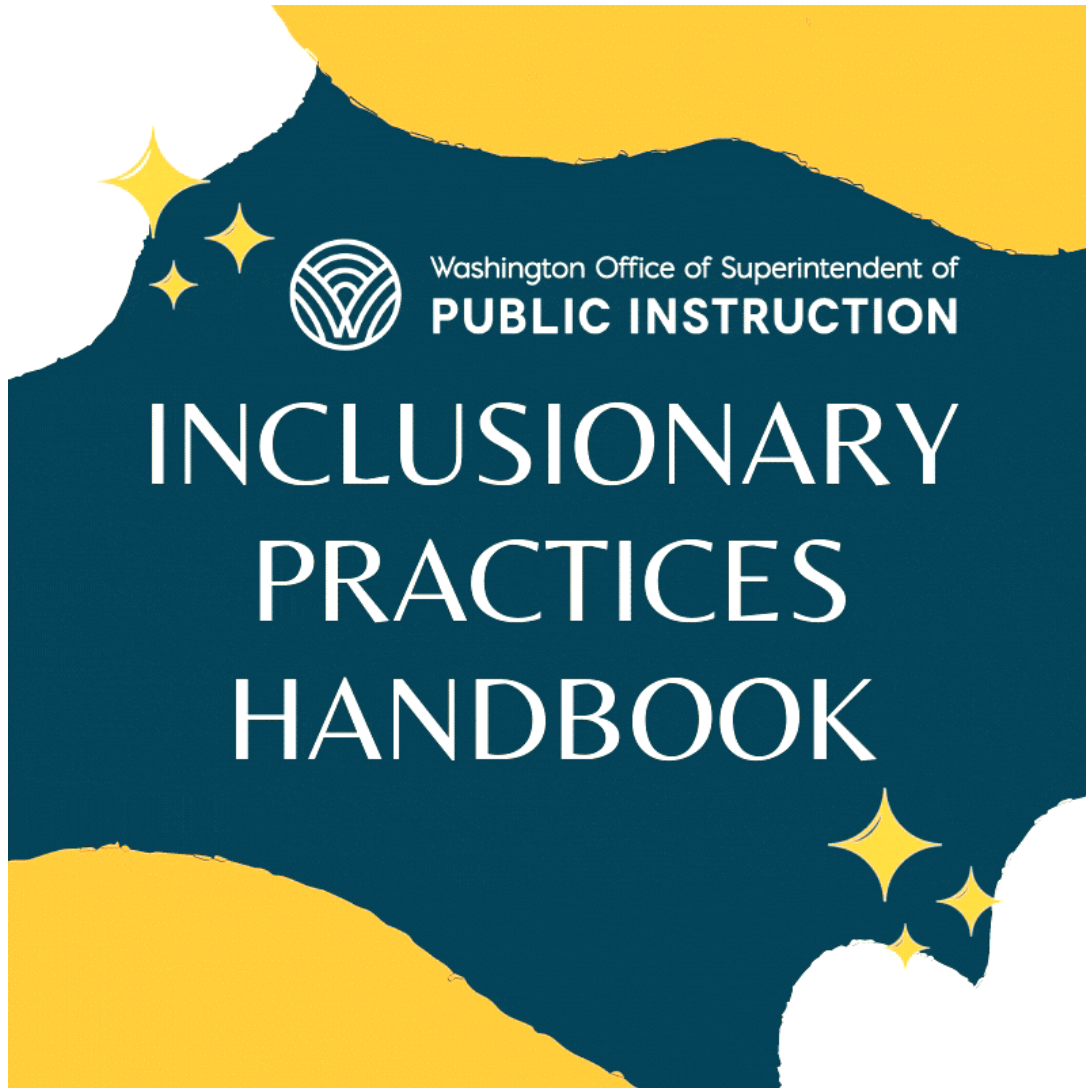
- Students must receive IEP services. The delivery of services can be online, in person, or both.
- If students are grouped for safety, schools should be careful not to further segregate students with disabilities. Placement decisions should be made individually based on student need.
- Services can be provided one-on-one, in small groups or in a class.
- All staff can help students with disabilities. Special education staff must design the instruction and monitor progress.
- Families can help students learn at home and online. Schools should train and support families when needed.

From [Summary of Reopening Washington Schools 2020: Special Education Guidance](#)



# Inclusionary Practices Project





Link: [Inclusionary Practices Handbook Draft](#)

Contact: [rebecca.lynn@k12.wa.us](mailto:rebecca.lynn@k12.wa.us)

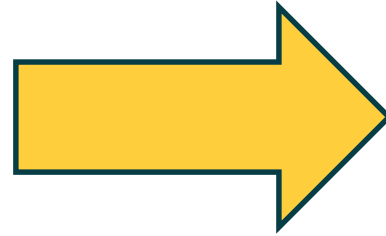
## Inclusionary Practices Handbook Sections:

- |   |               |
|---|---------------|
| 1. Introduction   | Complete ✓    |
| 2. An Instructional Guide for Educators                 | January 2021  |
| 3. An Instructional Guide for Early Childhood Educators | February 2021 |
| 4. A Family Guide to Inclusion                          | March 2021    |
| 5. A Leadership Guide for Administrators                | April 2021    |



# Developing inclusionary habits...

**Are we committed to building a system that meets the needs of all students?**



**Or, are we still trying to “add on” to existing, inequitable systems?**

**How can we move forward, collectively, with the least dangerous assumptions?**













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