



Washington Office of Superintendent of  
**PUBLIC INSTRUCTION**

# **SPECIAL EDUCATION GUIDANCE FOR REOPENING WASHINGTON SCHOOLS 2020**

**June 2020**

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June 19, 2020

Greetings, partners in education,

A Special Education Reopening Workgroup convened throughout June 2020 to develop special education guidance for reopening Washington schools for the 2020-21 school year. It is not the intent of the special education workgroup to duplicate the content of the [Reopening Washington Schools 2020 District Planning Guide](#), which involved special education participation. Our goal is for this document to be a companion resource to the agency-wide reopening resource, to provide guidance, best practices, resources and unique considerations for supporting students with disabilities, their families, and educators through the school reopening process. Additional guidance and requirements can be found in the OSPI Special Education [Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020](#), which was developed to provide discrete technical assistance for school districts on the topic of provision of special education services.

We greatly appreciate the work of the stakeholder group in providing questions and considerations to support development of this initial draft. Meeting notes from the Special Education Reopening Workgroup are posted on the [Reopening Washington Schools 2020-21 Workgroup page](#).

We are releasing this initial draft of Special Education Guidance for Reopening Washington Schools 2020 to partners across the educational community. Stakeholders are invited to review this draft document and provide feedback regarding usability, best practices, questions, and constructive feedback to improve the content.

Please add comments directly onto the draft, or separately in writing, and submit to [speced@k12.wa.us](mailto:speced@k12.wa.us) by Monday, July 6, 2020, at 12 pm. Someone from our team can also arrange a time to speak with you directly via phone or zoom, if you prefer, including language access and closed captioning supports.

Thank you in advance for your helpful feedback to help improve this draft guidance. As always, we thank you for your continued partnership.

With thanks,

A handwritten signature in cursive script that reads "Glenna Gallo".

Glenna Gallo  
Assistant Superintendent, Special Education  
Office of Superintendent of Public Instruction

## TABLE OF CONTENTS

<b>A. Special Education Systems Planning for Reopening WA Schools 2020</b> .....	<b>1</b>
a. Special Education Planning Guide for Reopening Washington Schools 2020 .....	<b>3</b>
b. Closing Out 2019-20: Summer 2020 and Recovery Services Needs .....	<b>7</b>
c. Safety Considerations .....	<b>8</b>
i. Students’ Basic Needs and Student Safety .....	<b>8</b>
ii. Staffing and Staff Safety .....	<b>11</b>
<b>B. Inclusionary Practices Through the Continuum of School Reopening Models</b> .....	<b>13</b>
a. Family Partnerships and Communication .....	<b>14</b>
b. Student Engagement, Social-Emotional, and Behavioral Supports .....	<b>15</b>
c. Instructional Delivery & Universal Design for Continuous Learning .....	<b>19</b>
<b>C. Special Education Services Throughout School Reopening</b> .....	<b>20</b>
a. Evaluations and Eligibility .....	<b>21</b>
b. Individualized Education Program (IEP) Development .....	<b>23</b>
c. Provision of Special Education and Related Services throughout School Reopening.....	<b>24</b>
d. Technology Supports and Assistive Technology (AT) .....	<b>27</b>
e. Specific Strategies for Supporting Individualized Student Needs.....	<b>28</b>
i. Students with Specific Learning Disabilities .....	<b>28</b>
ii. Students Who are Deaf/Hard of Hearing .....	<b>29</b>
iii. Students with Visual Impairment or Deafblindness.....	<b>30</b>
iv. Students with Significant Cognitive Disabilities.....	<b>31</b>
v. Students with Autism .....	<b>33</b>
vi. Students with Medical Needs and/or Requiring Home/Hospital Services .....	<b>34</b>
vii. Students with Emotional/Behavioral Disabilities .....	<b>35</b>
viii. Students with Disabilities Eligible for Dual Program Supports.....	<b>36</b>
f. Progress Monitoring and Reporting.....	<b>39</b>
g. Early Learning .....	<b>40</b>
h. Graduation & Secondary Transition .....	<b>41</b>
<b>Appendix: Special Education Reopening Workgroup Members</b> .....	<b>44</b>



## A. SPECIAL EDUCATION SYSTEMS PLANNING FOR REOPENING WA SCHOOLS 2020

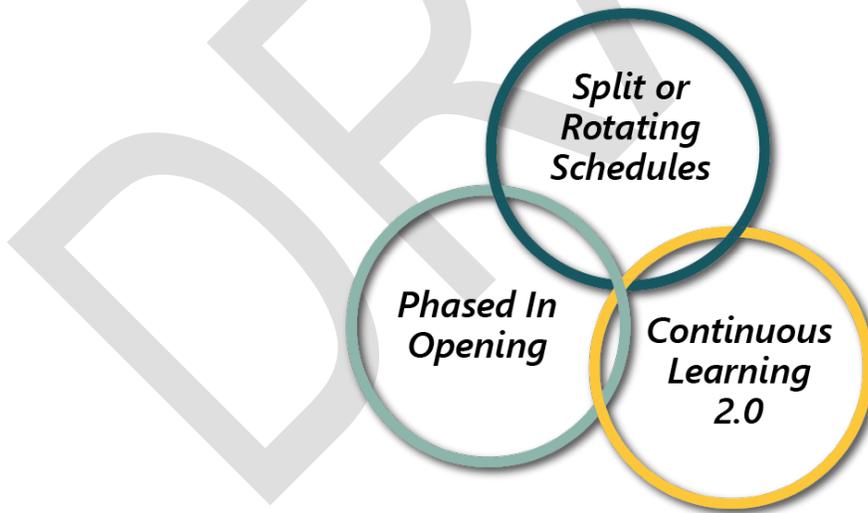
This Special Education Reopening Guidance has been developed as a companion resource to OSPI's [Reopening Washington Schools 2020 District Planning Guide](#). The special education guidance provides information and resources beyond the general guidance document, to address questions and issues specific to special education as it relates to Parts B and C of the Individuals with Disabilities Education Act (IDEA): free and appropriate public education (FAPE), child find and evaluation, least restrictive environment (LRE), procedural safeguards, family participation, and transitions.

The intent of this document is to offer guidance for districts related to special education as they continue to provide instruction and services to students with disabilities during and after the COVID-19 health crisis. This includes guidance on partnering with families; addressing issues of equity in access; supporting social-emotional and academic development of students; and providing special education and related services across the continuum of reopening models.

### Scheduling Concepts for Consideration<sup>1</sup>

The Reopening Washington Schools 2020 District Planning Guide identifies three scheduling concepts for use if schools cannot meet physical distancing requirements and are limited in face-to-face instruction opportunity:

- Split or rotating schedules with continuous distance learning
- Phased-in opening with continuous distance learning
- Continuous Learning 2.0 - an improved version of the distance-only learning models implemented in spring 2020



As outlined in the [Reopening Washington Schools 2020 District Planning Guide](#), the priority for reopening schools is to serve students with as much face-to-face time with their educators and peers in schools as possible, consistent with health and safety guidelines. The scheduling concepts identified below should be employed only when schools are unable to meet physical distancing requirements and other in-person health requirements. All districts must be prepared to shift to continuous remote learning should there be

<sup>1</sup> Source: [Reopening Washington Schools 2020 District Planning Guide](#), p. 30.



a need for a short- or long-term school facility closure.

The information and strategies included throughout this resource document are focused on the following priorities:

- How can district and building leadership engage across content areas and with family and community partners to ensure equitable access and improved individualized supports for students?
- How do schools plan for both reopening and potential re-closures to provide guidance to staff and families in support of inclusive student learning and not excluding students due to their disabilities?
- When schools reopen, how will systems ensure that every student with disabilities has an opportunity to attend? If that is not possible for health reasons, how will equitable service alternatives be provided that are comparable to in-person instruction?
- How do staff maintain adherence to health department directives in special education planning and delivery of services?
- What factors must be considered when making decisions about priorities for in-person services in school buildings, including who has authority to make those decisions?

Special Education Systems Planning Resources	
<a href="#">[Placeholder for NASDSE Strong Start Brief]</a>	<a href="#">IDEA Best Practices during the COVID-19 Crisis</a>
<a href="#">2020-21 Planning Guidance for Minnesota Public Schools</a>	<a href="#">COVID-19 Considerations for Reopening Schools: Initial Guidance for Schools and Districts</a>
<a href="#">Sonoma County 2020-21 Reopening guidance</a>	<a href="#">Topical Issue Brief: Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities</a>



## a. Special Education Planning Guide<sup>2</sup> for Reopening Washington Schools 2020

This special education planning guide was developed to support districts with planning for the provision of special education and related services throughout the school reopening process. These questions were compiled from considerations and concerns raised by stakeholders and workgroup members. Additional information, strategies, and resources to support special education planning for school reopening are included throughout this guidance document.

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
<b>Systems Planning and Operations</b>					
<i>How will your district learning management system(s) provide consistency for students, staff, and families, including those engaged with special education supports?</i>					
<i>How will you review and revise policies, practices, and school-wide expectations to support students receiving special education and related services in the continuum of reopening models for the 2020 school year?</i>					
<i>How will the budget and CARES Act funds be allocated to ensure equitable special education funding for those students furthest from justice?</i>					
<b>Closing out 2019-20</b>					
<i>How will you prioritize school facility usage and in-person instruction for ESY for students needing hands-on learning opportunities and face-to-face instruction and support to learn?</i>					
<i>How will you disaggregate engagement, participation, and progress data from spring 2020 to identify recovery service needs for students with disabilities?</i>					
<b>Safety Considerations</b>					
<i>How will you consider PPE requirements for differing populations of students with disabilities (e.g., for those requiring medical procedures, toileting, lifting, mobility assistance, etc.)?</i>					
<i>What changes need to be made to physical environments to support all students, and how will systems make changes to support students with mobility needs?</i>					
<i>How will you provide and document training to all staff involved in special education, including educators, paraeducators, and classified staff on safety protocols to prepare for transitioning back to the classroom with physical distancing and PPE requirements?</i>					

<sup>2</sup> This planning guide format was adapted from the [CCSSO Virtual Summer School 2020 - Lea Planning Guide](#)

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
<b>Inclusionary Practices</b>					
<b>Family Partnerships &amp; Communications</b>					
	<i>How will you streamline communications with families and ensure that documentation and materials going home are representative of populations, languages, and culturally responsive?</i>				
	<i>How will you document and respond to family's preferences and barriers to distance learning, including strategies/materials, training, and staff supports?</i>				
	<i>What language access measures are needed so families can participate and communicate? What internal protocols will be developed to ensure all special education staff can support students and families?</i>				
<b>Student Engagement, Social-Emotional and Behavioral Supports</b>					
	<i>How will you ensure that students with disabilities are integrated throughout the day, including at lunch and recess, when mixing of classes is limited?</i>				
	<i>What staff training and supports are needed for all students to be included and to prevent exclusion due to a student's disability?</i>				
<b>Instructional Delivery &amp; Universal Design for Learning (UDL)</b>					
	<i>How will you provide training and support for accessible methods of instruction and ensure staff have resources to respond to lack of student growth (e.g., collaboration, UDL, proactively removing barriers)?</i>				
	<i>What strategies will be utilized to support personal and educational support needs of students, across the continuum of reopening options?</i>				
<b>Special Education Services</b>					
<b>Evaluations &amp; Eligibility</b>					
	<i>What policies and practices are needed to meet child find obligations and prevent delay of initial evaluations and reevaluations, including those that need to be conducted in person? What training, materials, and equipment are needed by evaluators in order to safely complete evaluations?</i>				
	<i>How will evaluation groups consider the impact of COVID-19 school facility closure on achievement, adverse impact, and need for SDI?</i>				
	<i>How will overdue initial evaluations and reevaluations be prioritized for timely completion?</i>				

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
<b>IEP Development</b>					
<i>How can compliance or documentation obligations be shifted to limit clerical demands on case managers, to increase opportunities for individualized instruction and family outreach?</i>					
<i>How will you document and provide training around SDI and related services across the continuum of school reopening models, including distance learning?</i>					
<i>How will overdue initial IEPs and annual IEPs be prioritized for timely completion?</i>					
<i>What is the plan for scheduling IEP meetings district-wide to review student progress and determine if additional services are needed, including recovery services?</i>					
<b>Provision of Special Education and Related Services</b>					
<i>How will you prioritize safety, in-person services, and supports based on student need, including individualized help from staff, for students with vision, deaf hard of hearing needs, 1:1 paraeducator services, etc.?</i>					
<i>How will you ensure students with disabilities receive services, supports, and make progress, including when parents are unable to engage and support distance learning due to work obligations or other barriers?</i>					
<b>Technology Supports and Assistive Technology (AT)</b>					
<i>How will materials and instruction be accessible and usable for all? (e.g., home or native language, students with visual impairments, complex communication needs, deaf and hard of hearing, specific learning disability etc.)</i>					
<i>How will student access and technology needs be included in school reopening plans, across the continuum of school reopening models?</i>					
<i>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?</i>					
<b>Specific Strategies for Supporting Individualized Student Needs</b>					
<b>Supporting Individualized Student Needs</b>					
<i>What equipment and staff supports are available to provide specialized services across the continuum of school reopening options, including for students who require in-person supports?</i>					
<i>How will you ensure ongoing communication around specialized, medical, and health supports, across the continuum of school reopening models?</i>					

DIMENSION	ACTIONS	IMPLEMENTATION TIMELINE	OFFICE/PERSON RESPONSIBLE	DELIVERABLES/ MATERIALS	FIDELITY MEASURES
<b>Progress Monitoring and Reporting</b>					
<i>How will you measure, evaluate and improve communication efforts of staff at all levels to ensure that teams are collaborating as needed to meet student and family needs?</i>					
<i>What internal controls are needed to ensure ongoing progress monitoring for students with disabilities, including protocols for identifying and responding to lack of progress, across the continuum of reopening models?</i>					
<b>Early Learning</b>					
<i>What training and supports are needed by early childhood special education staff to conduct child find, to provide inclusive early learning services across the continuum of school reopening models, and to complete data collection and reporting (e.g., COS data)?</i>					
<i>How will you ensure inclusive access and a continuum of early learning options in the context of changes to early learning programs as a response to physical distancing requirements?</i>					
<b>Graduation &amp; Secondary Transition</b>					
<i>How will service needs for students with disabilities who are nearing graduation or age 21 (exit from special education) be prioritized across the continuum of school reopening models, including students who require in-person supports?</i>					
<i>What safety training and equipment are needed to support transition services for students with disabilities, including transportation and access to off-site and employment settings?</i>					

## b. Closing Out 2019-20: Summer 2020 and Recovery Services Needs

### Summer 2020

- Districts should develop plans that address a continuum of summer 2020 service options, including in-person, distance only, and a combination of both. Students with disabilities should have an opportunity to access optional summer learning opportunities offered to all students.
- Extended school year (ESY) is required if the student needs it in order to maintain IEP skills. The need for ESY is determined by the student's IEP team based on data that show regression or lack of recoupment of progress on IEP goals within a reasonable amount of time after a break from school.
  - Delivery of ESY services could include a combination of in-person services, providing printed learning materials paired with educator instruction and online learning options, and could also include providing some students with laptops and/or mobile Internet hotspots as needed.
  - In consideration of public health and safety guidelines (or guidance from the Department of Health (DOH)), schools should prioritize school facility usage and in-person instruction for ESY for students needing hands-on learning opportunities and face-to-face instruction and support to learn.
- Refer to the OSPI Special Education resource, [Questions and Answers: Provision of Services to Students with Disabilities during COVID-19 in Summer and Fall 2020](#), for additional considerations for summer 2020 planning.

### Recovery Service needs as a result of COVID-19 school facility closure

The term "recovery services", as used in this document, may depict a variety of scenarios. It may describe services need to remedy a denial of FAPE by a district (typically referred to during dispute resolution as "compensatory services"), and also to describe additional, supplemental services needed to address gaps in service delivery due to COVID-19 health/safety limitations, over which districts had no control.

- Recovery services are intended to enable the student to make progress on IEP goals, if students have not been provided or were unable to access IEP services during COVID-19.
- To determine whether a student needs recovery services, IEP teams should examine the effect of COVID-19 and the special education and related services provided during spring 2020 school facility closures on the student's overall progress and engagement, including progress toward their IEP goals.
  - Documentation of the degree to which services were offered and accessed during the closure will assist the IEP team in determining if recovery services are needed once school facilities re-open. The extent of a student's recovery services, if needed, must be an individualized determination made by the IEP team, considering individual student needs, in the context of instructional opportunities provided to all students during the school facility closures.
  - Recovery services are not generally provided in the same amount that was missed (e.g., minute for minute, hour for hour), and are dependent on the student's progress as well as the amount and type of services that were provided during the school facility closure.
  - Recovery services could be provided outside of the district's school day or be reflected as increased or supplemental services in the student's IEP. For example:
    - Behavior skills training for families;
    - Coaching from a Speech and Language Pathologist (SLP) around the use of a Picture Exchange Communication System (PECS) or other augmentative communication device;
    - Online or in-person tutoring;

- Facilitated social skills opportunities; or
  - Services provided by a contracted specialist in the home or community settings.
- Districts may utilize federal IDEA funds, state special education funds, state basic education funds, district-allocated Elementary and Secondary School Emergency Relief (ESSER) funds, and/or a combination to support the provision of recovery services.

## c. Safety Considerations

### *i. Students' Basic Needs and Student Safety*

OSPI recognizes there are diverse learning environments that will require teams to use thoughtful strategies when applying guidance to meet the health and safety needs of all students and staff. Not all recommended practices will be possible in all settings, and therefore should be tailored as appropriate with the priorities given to student safety and ensuring equitable and appropriate access to learning for all students.

In order for schools to effectively prioritize the health and safety of students and staff, districts must establish robust instructional practices embedded in Tier 1 Multi-Tiered System of Supports (MTSS)/Positive Behavioral Interventions and Supports (PBIS) systems. Content can be designed by school nurses or other health professionals who can also provide training to staff. Districts and schools may also consider documenting Centers for Disease Control and Prevention (CDC) and other training completed by staff, including completion of CDC video training. Universal implementation includes steps such as:

- Staff receive training, coaching, and practice in health routines and lessons for students.
- School-wide expectations are identified to promote health and safety.
- School-wide reminders and positive reinforcement are provided.
- Daily classroom content and instruction on health and safety practices is implemented: how/when to wash our hands, how to wear masks to protect our friends and our grandparents, why and how to stay six feet and stay healthy, etc.
- Positive reinforcement is given for healthy behaviors, using behavior-specific praise and tangible rewards.
- Youth development is addressed--Peer helpers and leaders should be trained and paired to support school-wide health and safety practices.

### **Personal Protective Equipment (PPE) and Health Screenings**

Consider the differing requirements of PPE for the differing populations of students with disabilities (e.g., for those requiring medical procedures, toileting, lifting and mobility assistance). Consider how the district will offer FAPE to students with disabilities who refuse or are not able to safely wear masks and adopt policies that support students to engage in safe behavior and do not stigmatize them.

Cloth face masks can limit or obstruct access to instruction and classmates/peers for social interaction.

- Cloth face masks and greater distances between people may distort or reduce the volume of speech sounds. It can also make accessing and understanding facial expressions and American Sign Language (ASL) grammatical markers difficult.
- Wearing masks can be difficult for persons who use behind-the-ear hearing aids, cochlear implant processors, eye protection, glasses, helmets, head gear, or head/neck supports on a wheelchair/in standers.
- Wearing cloth face masks can create barriers for persons who have difficulty controlling their saliva.

Cloth face coverings should **not** be worn by:

- Those with a disability that prevents them from comfortably wearing or removing a face covering.

- Those with certain respiratory conditions or trouble breathing.
- Those who are deaf or hard of hearing and use facial and mouth movements as part of communication.
- Those advised by a medical, legal, or behavioral health professional that wearing a face covering may pose a risk to that person.

Students may use face shields as an alternative to a cloth face covering.

- Younger students must be supervised when wearing a cloth face covering or face shield and will need help putting them on, taking them off, and getting used to wearing them.
- Ensure that staff are trained and required to use positive alternatives to discipline to encourage students to wear PPE.

### **Five positive behavior strategies to support students that struggle to wear PPE and/or comply with health screenings:**

1. Let students choose their PPE
  - Students often prefer equipment that they've chosen themselves – it gives them a sense of independence, individuality, and control.
2. Communicate with them in a positive and friendly tone; do not use fear or shame to attempt to gain compliance.
  - If a student or family is unable to wear PPE due to a sizing problem, comfort/sensory reasons, or a religious or medical issue, address it with them by acknowledging that you recognize this is a cause of frustration. Let them know that you would like their input to identify alternate PPE.
3. Teach, practice, and reteach.
  - School-wide, classroom, and individualized lessons and practice on health and safety, and PPE specifically, can really help drive home how important wearing PPE is. Use visual content. Show images or videos relating to PPE, but be wary of material that is scaremongering and or/not culturally responsive.
4. Show, Don't Tell
  - Students cannot see why they should follow rules if educators and staff fail to follow them too. We contradict our stance on health and safety by implying PPE is inconsequential and we will lose the respect and trust of students.
5. Create systems and routines
  - Have a classroom entry routine that checks for proper PPE application. Put up a bulletin board or cubby in the classroom where students can keep extra PPE. On the board, encourage people to pin pictures of their family, friends, pets, or whatever motivates them to stay safe every day. Embed health and safety reminders into the day, certain points were educators and staff checking for safety and completing routine preventative health care.

### **Physical Distancing**

- Establish any necessary flexibilities for specific students with disabilities populations such as preschool-age, students with extensive support needs, behavioral challenges, etc.
- Ensure that staff are trained and required to use positive alternatives to discipline to encourage students to physically distance.
- Establish flexibilities and plan for how to implement physical distancing given lack of space and facility limitations, particularly for students who will struggle with maintaining physical distancing.
- Address potential issues arising from physical distancing rules that could result in unintended segregation of students with disabilities on campuses away from peers without disabilities.
- Plan for maintaining access to peers without disabilities and ensure that students remain in the least restrictive environment.

- Determine how the district will provide related services in instructional models while staying physically distant.
- Discuss how district staff and providers will conduct assessments while practicing physical distancing.

### **Nursing Services**

- Determine adequate nursing staff to address the health and safety of all students on campus.
- Schedule the nurse to review IEPs of students with nursing services and assess identified students within the first 30 days of return to school.
- Provide training for frontline office staff in the absence of a nurse.
- Acquire adequate supplies for cleaning and hygiene.

### **Student Transportation/Transitions**

As indicated in the [Reopening Washington Schools 2020 District Planning Guide](#), the principles for COVID prevention within school transportation include:

- Maximize outside air and keep windows open as much as possible.
- Encourage walking, biking, or being driven by caregivers as much as possible. For students who have transportation as a related service on their IEP, districts must provide transportation or reimburse parents who are able to provide it.
- Riders and staff members must wear a cloth face covering, to the extent possible.
- Clean and disinfect frequently touched surfaces.
- Keep riders as far apart as possible on the bus.

### **Transportation considerations for students with disabilities**

- Districts should continue to support coordination between special education and transportation departments, to ensure that transportation is able to support the district's offer of FAPE and LRE under IDEA.
- IEP teams should identify the availability of transportation equipment for all students that might need this in order to receive transportation.
- IEP teams should partner with transportation offices to ensure that a protocol is established for frequent cleaning of transportation equipment.

### **Student Transitions**

When designing in-building student transitions as a part of scheduling, be sure to be aware of students with disabilities that would be adversely impacted by inequitable access to:

- Bathrooms.
- General education peers.
- School activities.
- Libraries, physical education, and outdoor enrichment activities.
- Staff will need to be prepared with adequate PPE to support the students who require physical touch with adults to support their communication access and physical access to education (e.g., hand-under-hand support, use of tactile sign language, support for physical transitions in and out of equipment, personal care [toileting and feeding] and therapies).

Basic Needs and Student Safety Resources	
<a href="#">CDC: Stop the Spread of Germs Visual</a>	<a href="#">CDC: Using PPE</a>
<a href="#">CDC: Training and Information on Cloth Face Covers</a>	<a href="#">Washington DOH: K-12 Schools-Fall 2020-2021 Guidance</a>

## *ii. Staffing and Staff Safety*

### **Staffing**

Reopening Washington schools for the 2020-2021 school year will employ new instructional models and a potential shift to more remote learning programming. This shift will require a strong commitment of systems to develop educator supports to support our students and allow our educators to focus on student learning. Districts should be preparing for the 2020-2021 school year by considering the following:

- How information can be collected from the experiences of educators and families during spring 2020 continuous learning efforts, and analyzed to determine what worked well and identify potential areas for improvement before transitioning to new instructional program models. Data from educators, students, and family should be continually collected through the year to inform the professional development opportunities offered and should be disaggregated by student groups to identify gaps and flag the most critical areas to address with professional development.
- How professional development opportunities can support educators, Educational Staff Associate (ESA) staff, and administrators in developing a shared understanding of what successful implementation is and looks like for all students and what the system may need in order to achieve it.
- School and district leaders should support educators and educational staff in building confidence with new models, technology, and instructional strategies by providing opportunities to learn, experiment with tools and resources and receive feedback.

Systems should also be identifying ways to support their staff to prevent burn out, promote wellness, and improve staff retention such as to:

- Monitor absenteeism of employees and students.
- Cross train staff and create a transparent system to document and assign trained backup staff based on individual student need.
- Ensure there are adequate qualified paraeducators and other staff to support the needs of educators and ensure that students with disabilities are included and supported to the maximum extent possible with their general education peers.
- Determine what supports are available to promote staff wellness and prevent burn out, compassion fatigue, and secondary traumatic stress. Supports could include routine communication to staff members and modeling of healthy behaviors by leadership to encourage self-care and provide examples and avenues for wellness activities (e.g., wellness walks, movement breaks, saying no, accepting oneself and others and taking personal days to rest and reset) and community based resources to promote wellness.

Individual examples of training could include:

- Training all staff, including educators, paraeducators, custodial and office staff on all safety protocols to prepare for transitioning back to the classroom with physical distancing and PPE requirements. Training around health and safety should be based on CDC guidance and should consider the following for both student and staff safety:
  - Differing requirements for PPE/Essential Protective Gear (EPG) for the differing populations of students with disabilities (e.g., for those students who may experience breathing difficulties, can

not independently remove masks, may need to read lips, and those requiring medical procedures, toileting, lifting and mobility assistance).

- Training, equipment, and procedures needed to accommodate physical, behavioral and sensory disability barriers to temperature and other entry screening checks for students as well as potential disabilities of staff.
- What policies and practices may be needed to ensure that students are not separated from peers, excluded from school, or disciplined if they can not comply with entry screening and PPE requirements.
- How to support and coordinate with visitors from agencies such as Developmental Disabilities Association (DDA) and Department of Vocational Rehabilitation (DVR) to ensure students have access to essential support agency linkages.

**Staff Safety**

- Itinerant staff travel to many different sites in a single day and come into contact with numerous staff and students, increasing the potential for exposure. Considerations may include virtual coaching of an on-site proxy if possible in an effort to mitigate risk.
- Itinerant staff will need extra time to sanitize materials before and after visiting each different school and/or classroom. Considerations may include provision of additional materials that can remain on-site or with specific students, if possible, in an effort to mitigate risk.
- Administering assessments and evaluations may require staff and students to be in close contact with one another. Consider use of clear barriers to provide additional protection.
- District and school administration will want to develop and implement policies and practices that support staff considered to be in the “high risk” categories.

<b>Staffing and Staff Safety Resources</b>	
<a href="#"><u>OSPI TAP #1: The Individuals with Disabilities Education Act: A Review of the Basics (PDF)</u></a>	<a href="#"><u>Topical Issue Brief: Evidence-Based and Promising Practices to Support Continuity of Learning for Students with Disabilities</u></a>
<a href="#"><u>Measurable Annual Goal Quick Check</u></a>	<a href="#"><u>Jeff Utech: Shifting Our Schools Podcast</u></a>
<a href="#"><u>Remote Use of Paraprofessional Supports for Students with Disabilities during the COVID-19 Pandemic</u></a>	<a href="#"><u>Embedded Learning Opportunities/Embedded Instruction</u></a>
<a href="#"><u>Planned Instructional Sequences</u></a>	<a href="#"><u>Choice Boards for Student Agency</u></a>

## B. INCLUSIONARY PRACTICES THROUGH THE CONTINUUM OF SCHOOL REOPENING MODELS

Inclusionary practices ensure all students maintain access to general education curriculum and instruction, even as schools adapt to a variety of instructional delivery models. A basic education for all students begins with the [Washington State Learning Standards](#) and high quality core instruction in a welcoming environment. As unprecedented circumstances force changes to the traditional ways of doing school, educators and families are forging new ways to provide the best learning experiences possible for every student. Inclusionary practices create the conditions for positive learning experiences, irrespective of the learning environment. Continuous learning should reflect the following tenets of inclusionary practices:

- All students feel a sense of belonging and value, as full members of the school community.
- All students have access to equitable and high-quality, meaningful instruction.
- Instruction is culturally responsive, and student and family centered.

Inclusionary practices ensure access to a basic education and the core curriculum for students with disabilities through the implementation of an Individualized Education Plan (IEP) and specially designed instruction (SDI). However, the provision of services on IEPs will be different due to these emergency circumstances and the need to maintain safe learning environments for everyone. As districts adapt to different instructional models, continuous planning and collaboration are needed to help students make progress on IEP learning goals through alternate means. In addition, efforts are needed to maintain access to general education instruction and activities to the greatest extent possible, as described on the IEPs, and to include opportunities to participate in general education hybrid or online instruction with needed supplementary aids and services.

In the context of change, students with disabilities are most successful when educators and families presume competence in what they are capable of learning and accomplishing in school. Rather than view student challenges or inability to meet learning objectives in new and different learning environments as a deficit in the student due to a disability, recognize how instruction or environments may be affecting what a student learns and how they demonstrate what they know. Students learn best when they feel valued and when people hold high expectations. When students cannot communicate effectively, or behavior impedes participation and learning, explore multiple pathways for understanding and assume students want to learn but may have difficulty expressing their needs.

With safety measures in place, a sense of community and relationships can be maintained through individual and small group activities in person and online. Inclusionary practices and services in the least restrictive environment are possible when barriers to participation are recognized, and participation is facilitated for all students to the greatest extent possible. Ongoing collaboration between general and special education teachers and administrators is essential to the success of all students.

In this section, guidance is provided in four core areas that support planning and teaching students with disabilities in a variety of learning environments:

- **Family Partnerships and Communication** to enable the home as a supportive environment that fosters continuity of learning.
- **Student Engagement** to maintain knowledge and skills, and foster progress toward meeting benchmarks and standards.
- **Social-Emotional and Behavioral Supports** to create a positive learning experiences and shared understanding of expectations to help students achieve learning goals
- **Instructional Delivery and Universal Design for Continuous Learning** to create conditions that make learning accessible, stimulating, relevant and rewarding so students will make academic gains and develop self-determination.

## a. Family Partnerships and Communication

Reopening schools requires that districts and families work together to facilitate learning and positive experiences for students with disabilities. While understanding that many of our families that have experienced historical marginalization in preK-12+ settings, and specifically in special education programming, families must be conceived of and collaborated with as essential partners. Re-engaging and reaching out frequently, systematically and across multiple mediums is critical to ensure connectedness and support. It is important to maintain the perspective that families may be still in crisis when school buildings reopen, and that the educational system may have historically been a stressor for many of these families.

Collaborative, ongoing discussion about an appropriate path forward for each student, given each student's unique needs and circumstances, is critical to ensuring equitable access and offering of FAPE for students with disabilities. We know every family situation and feeling about the current pandemic, while a shared experience across the globe, are as unique as the needs of the students. Honoring the fears, challenges, diversities and preferences of families is critical to the success of students with disabilities in reopening our schools. Consider the following:

- Districts must understand the impact of historical oppression, generational trauma, systemic racism and anti-ableism has on families of students with disabilities. Using civil rights and equity as a lens, districts should mandate and train staff to be responsive to family needs, family and student cultures, language differences and strengths.
- All staff, particularly staff who communicate with families, should receive culturally responsive training to help staff understand their role in how the educational system works to perpetuate historical systems of oppression, regardless of the intentions of the individual staff. All staff should understand how microaggressions and implicit bias in their daily work negatively impact outcomes for all students and families.
- Utilize student and family voice when planning for fall, and provide multiple engagement opportunities to evaluate evolving needs.
- IEP teams should screen for access to required technology and create a plan to close technology gaps to ensure provision of FAPE.
- Districts should partner with parent-teacher organizations, after-school, and community-based organizations to provide training to families to support distance education.
- Some homes have more than one student with a disability and/or students in multiple grades and will need to coordinate resources and expectations from different instructors.
- It is also important to recognize that many families may not understand the concepts and assignments that students are expected to demonstrate and could become overwhelmed and frustrated if expectations are not clear and manageable for them and their student(s).
- Some families might find it particularly challenging to support their student with activities or work that is presented only in English when that is not the language spoken in the home.
- Some families may need access to additional resources to meet basic needs before they are ready to incorporate a plan of education for their student. In some instances, families may need to be connected

with other community resources.

Make extra effort to ensure families understand district expectations for health and safety.

- Translate into families' languages.
- Use multiple modes of communication: mobile phone text, phone/video calls, social media, paper, pre-recorded videos, etc.
- Post signage for health and safety options in multiple languages (e.g., hand washing, physical distancing, coughing/sneezing into arms)
- Provide additional personal protective equipment (PPE) including masks and gloves, sanitizer, and wipes to help families stay healthy and clean at home and at school.
- Assist in finding after-school supports and childcare for families working extra-long hours.
- Make expectations for physical distancing on school buses clear and accessible.
- Provide clear instructions around enrollment procedures.

Student schedules must be strategic to support family and community needs

- Consider providing optional childcare for younger siblings that are not scheduled for in-school instruction.
- Plan for delivery of educational materials.
- Plan for delivery of school meals.

Family Partnerships & Communication Resources	
<a href="#">Sample Lesson Plans with Family Implementation Videos</a> from National Center for Intensive Intervention, AIR	<a href="#">CDC Talking w/ Children about COVID-19</a>
<a href="#">Script: Parent Guide for Remote Learning</a>	<a href="#">PTA: Parents' Guide to School Success</a>
<a href="#">Letting Students LEAD Parent Guide</a>	TIES Center: Distance Learning Resources for <a href="#">Dealing with Uncertainty Through Planning /Collaboration</a> and <a href="#">Reflections About Individualizing Supports for Children and Families</a>
<a href="#">Coronavirus Resources for Parents</a> from the Center for Parent Information and Resources	<a href="#">Virtual Early Intervention Home Preparation Checklist for Families</a> from Idaho
<a href="#">Washington Partnerships for Action, Voices for Empowerment (PAVE)</a>	<a href="#">Open Doors for Multicultural Families</a>
<a href="#">Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships</a>	<a href="#">PARENT'S GUIDE TO DISTANCE LEARNING</a>

## b. Student Engagement, Social-Emotional, and Behavioral Supports

Inclusionary practices are student-centered, enable all students to feel a sense of belonging, and ensure all students have access to high-quality, meaningful instruction.

## Student Engagement

The Special Education Technology Center<sup>3</sup> (SETC) guidelines for [Equitable Online Learning through the Lens of Student Needs](#) identifies steps for supporting students with a more active role in their learning during school facility closure. Students may need additional supports to continue developing self-management and self-regulation skills, such as checklists, self-reinforcement, timers, if-then charts, self-assessments, movement breaks, and pre-arranged procedures for requesting help.

When providing education outside traditional in-person classroom settings, staff may need to use technology tools that allow them to check in with students in creative ways or provide multiple opportunities for engagement. For general information regarding recommendations for age-appropriate daily learning times, see the *Summary of Continuous Learning Guidance for Elementary and Secondary Educators* section of the OSPI publication [Continuous Learning 2020](#).

**Identify Student-Specific Needs in Continuous Learning Instruction.** The movement from traditional learning environments to any hybrid learning model, can result in various access barriers for students. Prior to implementing lesson plans, it will be important for staff to identify and, whenever possible, remove or work around the barriers.

If the continuous learning will be provided using online learning platforms or programs, staff will need to determine how familiar the student is with the platform/program as well as with the device used to access, which accessibility features are available for the device and platform/program, and how independent the student is with navigating those features.

Regardless of the continuous learning modality—online, printed learning materials or a combination of the two—additional environmental considerations include:

- Does the student have access to a location to complete schoolwork (e.g., table, chair, lighting)?
- What materials does the student need to complete assignments (e.g., paper, pencil, dictionary)?
- What family support/supervision is available for the students during learning time?

Student Engagement Resources	
<a href="#">Online Learner Readiness Rubric</a> developed by Michigan Virtual	
<p>Time management and engagement tools (e.g., online timers, <a href="#">Kahoot</a>, <a href="#">Padlet</a>), websites that provide supplemental videos on a topic (e.g., <a href="#">Science Channel's How It's Made</a>) and opportunities for movement (e.g., <a href="#">GoNoodle</a>) are examples that support <i>all</i> students with focus and self-regulation.</p>	<p>TIES Center Distance Learning Resources for:</p> <ul style="list-style-type: none"> <li>• <a href="#">Morning Meetings</a></li> <li>• <a href="#">Effective SDI in Distance Learning Environment</a></li> <li>• <a href="#">Tips for Helping Students When They Get Stuck with Remote Learning</a></li> <li>• <a href="#">Self-Determined Schedule Making</a></li> <li>• <a href="#">Time Management</a></li> <li>• <a href="#">Communication Systems</a></li> <li>• <a href="#">Embedding Instruction at Home</a></li> <li>• <a href="#">Promoting Engagement for Students with Significant Cognitive Disabilities in Group Learning Settings</a></li> </ul>

<sup>3</sup> The [Special Education Technology Center \(SETC\)](#) is a State Needs Project funded through Washington State's Office of Superintendent of Public Instruction (OSPI) Special Education division with IDEA funds.

## Social-Emotional and Behavioral Supports

Social and Emotional Learning (SEL) is broadly understood as a process through which individuals build awareness and skills in managing emotions, setting goals, establishing relationships, and making responsible decisions that support success in school and in life. The [Washington State Social Emotional Learning Framework](#) describes six social-emotional learning competencies, including Self-awareness, Self-management, Self-efficacy, Social awareness, Social management, and Social engagement.

Researchers consistently recommend teaching culturally responsive SEL through a multi-tiered system of support (MTSS) that focuses on prevention and evidence-based approaches. Implementing SEL and MTSS separately may lead to contradictory, fragmented, or redundant programming; implementation and program burnout for educators and administrators; and reduced program sustainability due to the burdens of implementing redundant activities.

- Culturally responsive SEL should be embedded throughout the curriculum and delivered in a MTSS.
- Any selected curricula should incorporate culturally relevant content that has been tested with families, community groups, and experts to ensure that it was accessible and aligned with cultural norms, goals, and values of the participants and their families and communities.
- Teacher should be provided with specialized training in the social and emotional needs of students prior to delivering the program.
- Understanding the impact of trauma on learning and supporting resilient learners.
- Directly teaching SEL skills and using teaching practices that support SEL skill development in academic classes.
- Integrating culturally responsive SEL into positive behavior supports and other school/district infrastructure.
- Partnering with afterschool activities, sports and families to reinforce SEL in out of school time.

Behavioral health professionals and support staff can be critical in shaping messages to students and families about school re-entry including addressing anxiety, social acclimation, etc.

- Teachers and other school personnel should receive training on how to talk to and support children during a pandemic and principles of psychological first aid.
- Teachers should be supported to continuously examine any implicit bias they may bring to the classroom.
- Students requiring more behavioral health support, including those who are exhibiting suicidal ideation, should be referred for additional services.
- Support should be provided to grieving students as well as those experiencing other losses (e.g., missed experiences).
- Schools need to contact students who do not return to school, as they may be experiencing school avoidance due to anxiety related to the pandemic.
- Schools should be attuned to the broader social and family stressors that may affect a student's ability to attend school or be ready to learn.
- Schools need to incorporate academic accommodations and supports for students who may still be having difficulty concentrating or learning new information due to stress associated with the pandemic into planning considerations.
- Teachers need to be supported to intentionally create learning environments that validate student participation and voice, respect diverse views and opinions, promote respectful language and action, and create a sense of community.

- Students need to have dedicated time to build and develop relationships with peers and adults

When supporting students with behavioral challenges, it is important to work from the lens that “kids do well if they can.” Remember that, as supported by neuroscience research over the past thirty years, these students often *require supports to practice and master critical problem solving, planning, and thinking skills*. Ross Greene (*The Explosive Child*, 2014) explains that these students “are lacking the skills of flexibility, adaptability, frustration, tolerance, and problem solving, skills most of us take for granted” (p. 10).<sup>4</sup> As such, it is important that educators consider the function of behavior to identify skills or other needs that are reflected in the behavior. This information is used to make environmental and instructional changes needed to better support the student.

#### Ideas for Supporting Social Emotional Learning for students with disabilities during school reopening

- Begin lessons with routine opportunities for students and staff to check-in with how they are feeling and what they need to be mentally ready to focus on work.
- Select reading content that can provide opportunities for students to learn how others manage their emotions in a variety of situations (e.g., bullying, disasters, making tough decisions).
- For writing assignments, encourage students to keep journals and, when possible and with their approval, respond to their journal writings with affirmation and empathy.
- Have students dedicate a portion of their school day at home to “service projects” and keep track of things they do to help their families. This could be expanded to include student reporting of their student projects and identifying how it felt to be helping and how those who received the help felt.
- Teach explicit strategies for conflict resolution and anger management, and have students make posters to remind them of the steps to follow, role play them with staff or in small groups, and be ready to share-out when they used the strategy and how well they worked.
- Teach students to identify the emotion they are feeling, and possible strategies for successfully managing it (e.g., It is okay to be angry, but it is not okay to hurt people or things).
- Debrief student communications that involve social/emotional struggles as an opportunity to use and reinforce previously learned language and coping skills (e.g., what happened, how did it make you feel, did you get a desired outcome, what else could you have tried)
- Introduce students to a variety of apps or online sites to help them manage or monitor physical and mental health (e.g., fitness tracker, apps to support sleep, meditation, yoga, taking breaks).
- Provide and teach students strategies for self-calming and managing anxiety (e.g., quiet time, painting, singing, listening to music, drawing, exercising).

Social/Emotional and Behavioral Support Resources	
UW SMART Center, Northwest MHTTC Network, and Seattle Children's <a href="#">Behavioral Health Impacts &amp; Ways to Prepare for the Return to School</a>	Schoolyard: <a href="#">Inclusion &amp; Social Emotional Learning for Students with Special Needs</a>
Yale Center for Emotional Intelligence <a href="#">Managing Anxiety Around COVID-19: Tips for You and Your School Community</a>	Center on Grant Teachers and Leaders (AIR) Research to Practice Brief: Teaching the Whole Child: <a href="#">Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks</a>

<sup>4</sup> Greene, R. (2014). *The Explosive Child: A New Approach for Understanding and Parenting Easily Frustrated, Chronically Inflexible Children* (5<sup>th</sup> ed.). Harper.

<a href="#">Self-Regulation Briefs from University of North Carolina's Frank Porter Graham Child Development Institute</a>	<a href="#">OSPI: SEL Learning Activities</a>
<a href="#">OSPI's Social Emotional Learning webpage</a> includes implementation resources and research	TIES Center: Distance Learning Resource for <a href="#">A Collaborative Start to Behavioral Supports</a>
<a href="#">National Center for PBIS: Creating a PBIS Behavior Teaching Matrix for Remote Instruction</a>	<a href="#">Responding to COVID-19</a> from the Comprehensive, Integrated, Three-Tiered (Ci3T) Model of Prevention
<a href="#">Collaborative for Academic, Social, and Emotional Learning (CASEL)</a>	<a href="#">Zones of Regulation: Resources &amp; Ideas to Support Distance Learning during COVID-19</a>
<a href="#">Virginia Commission on Youth: Collection of Evidence-Based Practices for Children and Adolescents with Mental Health Treatment Needs</a>	

### c. Instructional Delivery & Universal Design for Continuous Learning

Continuous learning involves expanding ways that High Leverage Practices and UDL strategies can be applied throughout the design and delivery of lessons. Teaching and responding, in flexible and novel ways, to students who experience barriers to learning requires creative thinking, problem solving, and collaboration. The UDL framework serves as a reminder that learning involves multiple means for engaging, accessing and learning the content being shared and demonstrating what is learned. For most students with disabilities, continuous learning instruction may include interacting via computer and communications technology, with instruction and check-in times between educators and students. Some students may engage with materials that do not require technology access, such as printed learning materials or oral feedback.

**Universal Design for Learning (UDL)** is a framework for instructional planning and decision-making that meets the varied needs of each student and supports inclusionary practices. Using the [principles of UDL](#) to design and deliver instruction provides all students with lessons that are flexible in a variety of ways to support student access at their skill level, opportunities for active engagement with the learning, and multiple ways to demonstrate growth. Detailed descriptions on the principles of UDL and how they can be applied in different environments with different subject matters can be found on the [CAST, Inc. website](#).

- Maintain focus on supportive relationships with students and families, beyond considerations for instructional content.
- Develop projects/choice boards with flexible choices for students and families, to foster interest, creativity, and build on student strengths.
- Incorporate strategies to support students with balancing continuous learning and home responsibilities.
- Design materials/activities that support technology and technology-free experiences for students.
- Provide individualized learning experiences utilizing accessible materials and multiple modalities.

[High Leverage Practices in Special Education](#) support educators with designing and delivering effective instructional practices for students with disabilities in grades preK-12+ settings. These instructional strategies, which are appropriate for a variety of instructional settings, from in-person to continuous learning environments, are organized around four aspects of practice: collaboration, assessment, social/emotional/behavioral, and instruction. Staff providing instruction for preschool students with disabilities will find recommendations supporting the use of evidence-based strategies for that age group in the [Division of Early Childhood \(DEC\) Recommended Practices](#). See also [Appendix F](#) of this document.

HLP strategies include the following:

- Explicit instruction
- Pre-teaching / reteaching

- Peer mentors
- Identify and prioritize long- and short-term learning goals
- Systematically design instruction toward a specific learning goal
- Adapt curriculum tasks and materials for specific learning goals
- Teach cognitive and metacognitive strategies to support learning and independence
- Provide scaffolded supports
- Flexible grouping
- Use strategies to promote active student engagement
- Use assistive and instructional technologies
- Provide intensive instruction
- Teach students to maintain and generalize new learning across time and settings
- Provide positive and constructive feedback to guide students' learning and behavior

**Recommendations on how to continue to implement and increase inclusionary practices, given the COVID-19 pandemic:**

- Adaptations (accommodations and modifications) are planned and implemented through continuous collaboration between educators, administrators, and families.
- General education class schedules are shared with special education teachers and students with disabilities are anticipated to participate.
- Plan opportunities for students to have meaningful access with typically developing peers during both structured and unstructured time.
- General education materials are provided to special education teachers and families with appropriate adaptations to meet IEP objectives.
- Students with disabilities are given flexibility and choice regarding when and how to access Universally Designed materials and assessments.

Instructional Resources	
<a href="#">Building Effective Peer Mentoring in Schools</a>	<a href="#">LD OnLine</a> Teaching and learning materials, videos on reading and math, resources for educators
TIES Center Distance Learning Resources for: <ul style="list-style-type: none"> <li>● <a href="#">Effective SDI in Distance Learning Environment</a></li> <li>● <a href="#">Embedding Instruction at Home</a></li> <li>● <a href="#">Promoting Engagement for Students with Significant Cognitive Disabilities in Group Learning Settings</a></li> <li>● <a href="#">High Leverage Practices Crosswalk (Can be adapted for Distance Learning)</a></li> </ul>	<a href="#">Council for Exceptional Children (CEC)</a> Resources, articles, information and free membership until Fall, 2020
<a href="#">Do2Learn</a> Learning materials, games, activities, social and behavioral activities (all ages)	<a href="#">CAST</a> Lesson planning, video demonstrations, planning. Also see Cast's <a href="#">Accessible Educational Materials</a> site
<a href="#">Center for Online Learning and Students with Disabilities</a>	

### C. SPECIAL EDUCATION SERVICES THROUGHOUT SCHOOL REOPENING

This section supports evaluation and eligibility procedures, IEP development and service delivery, and progress

monitoring for students receiving special education and related services throughout the school reopening process.

## **a. Evaluations and Eligibility**

OSPI acknowledges that students are going to return to school with a variety of educational experiences from the spring of 2020, and that not all students were able to access consistent general education and specially designed instruction during this time. OSPI and the workgroup share concerns that our current workforce may lack sufficient guidance and training to determine adverse educational impact on academic progress and eligibility related to this in our current circumstances. Students with a variety of intersecting needs may have higher magnitude of impact, including but not limited to students learning English, students with disabilities, students experiencing poverty, and students of color experiencing racial trauma.

### **Pre-referral interventions**

- Protect against exacerbating disproportionality in special education by understanding that some students may have been more significantly impacted by the school facility closure than others, and that this does not constitute a disability. Students should not be falsely identified as having a disability when their needs are only a result of their experiences or lack of instruction and not an actual disability.
- Prepare to meet student's needs without special education being the only avenue to high quality intervention. Districts and teams should seek appropriate training to prepare teams to discuss and consider complex factors for students experiencing intersectionality in order to better prepare them to meet these student's needs.
- Plan for how students will be identified for intervention (e.g., class-wide intervention at tier 1, as well as more traditional tier 2 and 3 interventions), what those interventions will be, and how students will be progress monitored based on predictable needs students will have upon returning to school. This includes areas such as reading, writing, math, social emotional, and behavioral needs.
- All interventions should include data collection prior to intervention and regular progress monitoring during the intervention to determine if the student is responding to the intervention. If the student is not making sufficient growth, the team should consider an intensification of the intervention, or an alternative intervention.

### **Child Find and Referrals**

- Schools continue to carry a child find obligation. Systems for the referral, evaluation, and provision of special education services must be available to ensure child find is being fulfilled.
- Teams also have an ethical responsibility to consider referrals carefully in the climate of a global pandemic and the accompanying disruption to general education instructional access for students in the spring of 2020. A lack of instruction is not a disability.
- Consider all the intersecting needs of each student through an equity lens. Teams have an ethical responsibility to ensure students are not being identified as having a disability when the primary reason for identified needs is due to one of these other intersecting areas, such as learning English or racial trauma.
- Plan for how to execute the referral systems in each possible model the district is planning for to allow for continuous access to referral services during the school year.
- Prepare and plan for access to available data remotely.
- Progress monitoring from interventions described in the pre-referral recommendations above is one source of data to consider in the referral process.
- As a result of school facility closure, many students will be returning to school with new or exacerbated trauma and adverse childhood experiences. Limited ability to socialize with other children is expected to

have an impact on social emotional skills and behavioral regulation. Experiencing school from behind face masks will also likely impact social emotional skills due to our reliance on facial expressions when interacting with other people. Teams will need to consider what “behind” in these areas actually looks like after these exceptional circumstances, and will need to rule out the school closure as the primary reason for the needs.

### **Initial Evaluations and Reevaluations**

- Carefully consider appropriate assessment methods with respect to all safety recommendations, best practice, and normative procedures. Should in-person assessment be available, the team is cautioned in the use of standardized normative tests which have not been normed for pandemic circumstances (e.g., use of masks covering the mouth, plexiglass shields, inability for the examiner to manipulate materials, as well as the stress of the situation).
- Consider the use of curriculum-based assessments and qualitative assessments, as well as review of existing data such as in program assessments or progress monitoring data.
- Plan for methods of identifying local norms in order to compare student performance in various areas (e.g., reading, writing, math, social/emotional, behavior) to other students who have been through the same unique circumstances.
- When determining eligibility and a need for specially designed instruction, teams will need to link these areas of concern to an adverse educational impact. Consider the recommendations in the OSPI ReOpening Washington Schools Guidance document for addressing social emotional needs, including universal screening.
- Other evaluating professionals are recommended to consult with their professional organizations on the ethical and responsible use of virtual and remote assessment at this time.
- Should in-person assessments be needed as part of the comprehensive evaluation, the team should arrange for the assessments to be completed while following health and safety guidelines, including physical distancing.
- In summer and/or fall of 2020, districts should prioritize the completion of any delayed evaluations and reevaluations that were unable to be completed in spring 2020 as a result of school facility closures.

### **Part C to Part B Transitions**

- Districts remain obligated to complete a timely Part C to Part B transition, with an IEP in place by the child’s third birthday if found eligible for special education.
- Districts should review existing data from Part C agency providers to assist in decisions regarding eligibility. If the IEP team believes there is enough current information to complete a comprehensive evaluation and determine Part B eligibility, the district could complete their evaluation using the existing data.
- If face-to-face transition planning meetings and assessments are needed, staff should arrange for the meeting/assessment to be conducted while following health and safety guidelines, including physical distancing.
- In summer and/or fall of 2020, districts should prioritize the completion of any delayed Part C to Part B transitions that were unable to be completed in spring 2020 as a result of school facility closures, to avoid any further delay in the provision of Part B services. If the child is found eligible for Part B, the IEP team should consider what recovery services might be needed as a result of the delayed transition.
- Districts should consider the impact of current legislation (SHB 2787) on Part C to B partnerships, including the funding shift and change in district responsibility for Early Support for Infants and Toddler (ESIT) as of September 1, 2020. Considerations should include changes in communication systems with Part C to know which students may be potentially eligible for special education services through Part B.

Evaluation and Eligibility Resources	
<a href="#">WSASP Guidance for Special Education Evaluations during the COVID-19 Closure</a>	<a href="#">National Center on Intensive Intervention</a>
<a href="#">Response to Intervention-RTI Resources</a>	<a href="#">Norm-Referenced Assessment Tools for Children Birth to Age Five Years with Potential for Remote Administration for Eligibility Determination</a>
<a href="#">Applying Assessment Principles to Evaluation for Eligibility Remotely (Section 619)</a>	<a href="#">Provision of Services to Children with Disabilities in Early Childhood Programs During a School Facility Closure</a>

## b. Individualized Education Program (IEP) Development

Upon return to in-person school settings in summer and/or fall 2020, districts are expected to prioritize re-implementing pre-closure IEPs and to adjust IEPs, as needed, to provide additional services, accommodations, and/or modifications. Districts should develop policies to support IEP team decisions about individual student needs, including which students require in-person services. The content areas that follow, including IEP development, provision of services, technology supports, and specific strategies for individualized student needs are intended to support districts and IEP teams to make individualized decisions regarding services, including in-person supports.

### IEP Development

- Students should not have reductions in IEP services (e.g., specially designed instruction, related services, supplementary aids and services) on annual IEPs due to school reopening models or availability of funding or staffing following the school facility closures in spring 2020.
  - Annual IEPs should reflect the level of services needed by the student in order to receive FAPE, including the frequency, location, and duration of special education and related services the student requires in a traditional in-person school model (unless they are enrolled in an alternate model).
    - Supports should reflect student needs across the continuum of school reopening models, including distance learning and priorities for supporting students with disabilities who require in-person services.
    - Training needs of staff and parents supporting distance learning should also be noted.
  - IEP teams should also consider the service recovery needs of individual students, as a result of COVID-19 school facility closure. See the Closing Out 2019-20 section of this document and the [Questions and Answers: Provision of Services to Students with Disabilities during COVID-19 in Summer and Fall 2020](#) for additional considerations regarding recovery services.
- It is OSPI's expectation that individual student Continuous Learning Plans (or other similar documents) will no longer be necessary following the reduction of state and local COVID-19 health and safety restrictions and upon return to in-person school settings in the summer and/or fall of 2020. Individual student Continuous Learning Plans (or other similar documents) should only be needed in fall 2020 as a point of reference when IEP teams consider adjusting IEPs and/or plan for any recovery services and should be maintained in the student's special education record. For more information on recovery services, see the Closing Out 2019-20 section of this guidance.
- If during summer and/or fall 2020 the IEP team determines that temporary reductions or adjustments to services are necessary, such as in cases of school facility re-closure, districts may wish to consider the

options described above, including the use of an IEP amendment or a new individual student Continuous Learning Plan (or similar document). To be clear, the use of an individual student Continuous Learning Plan in fall 2020 is only an option for use during full school facility closure, impacting all district students.

- Develop a process to communicate with parents and guardians regarding their child’s services, including discussion of amending IEPs to best meet the student’s needs in distance learning or a hybrid model, if applicable. Review the delivery of special education and related services, as well as general education curriculum to ensure that students with disabilities have equal access to learning options, especially if distance learning is being provided, including in a hybrid model.<sup>5</sup>
  - Facilitate communication between IEP case managers, general education teachers, parents/guardians, and related services providers to ensure students with disabilities can be appropriately involved and make progress toward the general education standards and IEP goals.
  - Consider which IEP team members and agencies/organizations should be included in communications, including contracted providers and non-public agencies when appropriate. Telehealth, teleservice, and telemedicine may be used to provide special education and related services if FERPA and HIPAA compliant.
  - Address translation and interpretation needs for students and families when developing and providing instructional materials across the continuum of reopening options, especially distance learning.
- As previously described, the service matrix of the annual IEP should reflect the frequency, location, and duration of services needed by the student in a traditional in-person school model. For LRE code calculation and reporting purposes, the district should use the annual IEP, including the total number of instructional minutes in the school during traditional in-person operations (denominator), and the total minutes per week the student is in a general education setting (numerator) per the team’s determination of the student’s needs.
- Beginning this school year, students with disabilities who are five years old and in kindergarten should be reported using the LRE codes for students ages 6-21. Use the instructions in the previous bullet to calculate LRE codes for children in kindergarten.

IEP Development Resources	
<a href="#">Virtual IEP Meeting Tip Sheets</a>	<a href="#">OSPI Special Education Continuous Learning Plan Template</a>

### **c. Provision of Special Education and Related Services throughout School Reopening**

Considerations must be made for prioritizing in-person services and supports based on student need, including individualized help with paraeducators, for students with vision, DHH needs, 1:1 paraeducator services, and across the continuum of school reopening models. Systems planning to provide services should address the following:

- Strategies for identifying, documenting, and providing coaching/support needs for parents who will be supporting with distance learning.
- Policies to document and safely provide home instruction, as needed.

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<sup>5</sup> This section adapted from: [Guidance for Minnesota Public Schools: 2020-21 School Year Planning](#). (2020).

- Plans for providing services across reopening models, including contingency plans for temporary school re-closures in response to DOH directives.
- Considerations for staffing and ongoing training to support the provision of services across all reopening models.

### **Specially Designed Instruction (SDI)**

Specially Designed Instruction (SDI) are the instructional strategies that support meeting Individualized Education Program (IEP) goals and objectives. SDI strategies include adapting as appropriate the content, methodology, or delivery of instruction to address the unique needs that result from the student's disability to facilitate progress toward outcomes and ensure access to the general education curriculum. Specially Designed instruction is responsive, evidence-based instruction using High Leverage Practices, and provided in addition to differentiated instruction and Universal Design for Learning (UDL) made available to all students. Specially Designed Instruction plans are informed by: present levels of performance, IEP goals and objectives, student performance data, and evidence-based instruction and intervention known to be effective with students with disabilities.

- Students retain their right to be educated in the least restrictive environment, including their neighborhood school. Districts should be cautious about grouping students with disabilities simply due to the lack of services provided/accessed during the school facility closure, or due to the convenience (or the lack of) and feasibility of online tools and platforms or grouping of students to adhere to health and safety requirements.
- IEP teams should be familiar with their district's fall 2020 instructional plan, including the instructional models and phases that will be in place when school reopens. This will help teams determine methods for providing specially designed instruction in the various models, and how to continue a focus on inclusionary practices.

### **Related Services**

Districts should develop policies and procedures to:

- Review IEP services to anticipate student needs and make adjustments to related service provider caseloads.
- Support providers to provide related services to students across the continuum of school reopening models while adhering to DOH safety recommendation by considering:
  - What assistive technology or adaptive equipment is needed so that all students with disabilities have access to instruction and related services?
  - What training is needed to support distance model service delivery, collaboration and progress monitoring data collection?
- Methods to strengthen communication and collaboration with educators, paraeducators, and families around services and supports.
- How to conduct any assessments and initial referrals.
- Creative ways that related service providers can support continuity of students learning across environments.
  - Provide specialized supports such as adaptive paper, sensory activities, pencil grips, reinforcement charts, and other communication tools and ensure both the student and adults in those environments have been trained to support use.
- See the Students' Basic Needs and Student Safety section for additional safety considerations when planning for transportation as a related service across the continuum of school reopening models.

## Supplementary Aids and Supports (SAS) including paraeducator/1:1 supports<sup>6</sup>

Districts will want to consider what supplemental aids and services can be deployed with consistency across the continuum of reopening models to ensure that students with disabilities have the support they need to be educated with nondisabled peers to the maximum extent appropriate in the least restrictive environments. Systems may want to consider:

- How to increase the opportunities for students with disabilities to have access to general education teachers, curriculum, and students without disabilities during in-person and distance learning environments and what the relevant supports for in-person and distance learning are.
- How to ensure students, families, and educational staff understand what supports are available and how to access them across the continuum of reopening models.

Paraeducators and specialized academic support staff are valuable supports for both in-person and remote instruction to support students in making progress, and to increase the capacity of our educators. Systems should evaluate how to most effectively utilize their paraeducator workforce during the continuum of reopening models for the 2020-2021 school year by considering:

- The importance of maintaining the same recommended principles and practice as when paraeducators are deployed for in-person services. Paraeducators cannot function as a teacher or special educator during the unusual circumstances of COVID-19. Paraeducators:
  - Should only be assigned to tasks they are qualified to undertake and for which they have been appropriately prepared.
  - May assist in the provision of special education and related services, provided that the instruction is designed, supervised, and monitored by special education certificated staff, or for related services by a certificated educational staff associate<sup>7</sup>.
  - Should be supplemental to both in-person and remote instruction. Students should not be receiving the bulk of their instruction from paraeducators and instructional content provided to students with disabilities should include access to their general education teachers, across subjects as well as meaningful access to their peers without disabilities.
  - Should be assigned a designated professional educator to guide their work, assist with coordinating a schedule, and be an established contact and resource for them.
  - Most instruction provided by paraeducators is likely to be synchronous (at the same time), because asynchronous learning (happening at different times) should be planned by a highly qualified professional (e.g., teacher, special educator).
  - If supplemental instruction is provided by a paraeducator it should primarily focus on: practicing already acquired skills with a focus on individually appropriate dimensions (e.g., accuracy, quality, latency, response rate), (b) minimizing educational regression, and (c) strengthening maintenance and generalization of learned skills. Primary and first instruction remains an appropriate role of the teachers and special educators.
  - Remote instruction provided by paraeducators should be based on written plans that include a data collection component prepared by a general education teacher and/or special educator. Paraeducators should not be asked to develop lesson plans; however, they may have insightful and useful contributions to share with the general education teachers and special educators.

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<sup>6</sup> This section adapted from: [Remote Use of Paraprofessional Supports for Students with Disabilities During the COVID-19 Pandemic](#). (2020).

<sup>7</sup> [WAC 392-172A-02090](#)

- Consider strategies to creatively deploy paraeducators to support student engagement and progress as well as communication with families in the continuum of reopening models such as facilitating social peer interactions in person or via videoconferencing platforms, or online multiplayer games.
- Not all paraeducator supports are compatible with remote instruction or online platforms, and 1:1 supports may not be needed or feasible in home learning environments. For this reason, in-person services should be prioritized for students with disabilities.

<b>Special Education and Related Services Resources</b>	
<a href="#">OSPI: Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020, Section I</a>	TIES Center Distance Learning Resources for: <ul style="list-style-type: none"> <li>● <a href="#">Self-Determined Schedule Making</a></li> <li>● <a href="#">Time Management</a></li> <li>● <a href="#">Embedding Instruction at Home</a></li> </ul>
<b>School Psychology resources:</b> <a href="#">National Association of School Psychologists (NASP) COVID-19 Resources</a> ; <a href="#">Virtual Service Delivery in Response to COVID-19</a> ; <a href="#">Office/technology checklist for telepsychological services</a> ; <a href="#">American Psychological Association (APA) COVID-19 Resources</a> <a href="#">Wading Through a Sea of Ambiguity: Charting a Course for Special Education Services During a Pandemic</a> (webinar and materials, including a sample Service Log); <a href="#">COVID-19 Resources from the National Register of Health Service Psychologists</a>	
<b>Occupational Therapy resources:</b> <a href="#">American Occupational Therapy Association (AOTA) Advisory Opinion for Telehealth Services</a> ; <a href="#">AOTA Telehealth resources</a> ; <a href="#">AOTA Telehealth Webinar 6/2017</a> ; <a href="#">Occupational Therapy in the Era of COVID-19</a>	
<b>Physical Therapy resources:</b> <a href="#">American Physical Therapy Association Telehealth Services</a> ; <a href="#">Telehealth in Physical Therapy in Light of COVID-19</a> ; <a href="#">APTA Position Paper on CONNECT for Health Act (Teleservices)</a>	
<b>Audiology &amp; Speech-Language Pathology resources:</b> <a href="#">American Speech and Hearing Association Telepractice considerations</a> ; <a href="#">Teleservice Overview</a> (e.g., resources, key issues); <a href="#">Telepractice Evidence Map</a>	

#### **d. Technology Supports and Assistive Technology (AT)**

All students can benefit from the use of instructional and assistive technologies that enable access to general education content. Simple tools such as closed captions, text-to-speech, voice recognition, word prediction, or the ability to change text properties can be helpful to anyone. [SETC’s continuous learning guidelines](#) outline helpful strategies for supporting students with disabilities across the continuum of school reopening models. Additionally, Michigan Virtual has outlined [disability-specific considerations for providing online learning](#), including recommendations for students who are deaf/hard of hearing and students with autism, cognitive disabilities, other health impairments, emotional/behavioral disabilities, visual impairments, and physical impairments.<sup>8</sup> This guidance document also provides a deeper look into supports for low-incidence and emotional-behavioral disabilities in the sections that follow.

When preparing to offer technology supports for students with disabilities, districts should consider the following:

- Review accommodations currently documented in the student’s IEP, including any assistive technology (AT) supports, and determine how those needs will be addressed.

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<sup>8</sup> [Michigan Virtual](#) is a non-profit organization working to leverage face-to-face, blended, and online learning innovations that facilitate the advancement of education.

- To support distance learning (if needed), districts should also be flexible in providing access to school-purchased assistive technology devices when necessary, consistent with law, to ensure students have access to devices they typically use at school, especially if determined as needed by the IEP team to receive FAPE.
- I Identify any new assistive technology (AT) supports students and families need for consistency and to maintain learning across the continuum of school reopening models, including in-person and distance learning.
  - Students and families may benefit from a variety of communication modalities, in-person discussions, including printed materials and instructional packets sent via mail or distributed along with school meals, materials loaded onto a flash drive, telephone and video calling, email and web conferencing, social media, and Wiki sites.
  - Equip IEP teams with knowledge of current assistive technology tools to continue high quality AT assessment, AT consideration, and AT implementation for students in all contexts during in-person and distance learning.
  - To provide assistive technology access across settings, consider training needs across all staff roles to support communication and access for students with disabilities. This includes general education teachers, recess staff, transportation, district-provided childcare, etc.

Technology and Assistive Technology (AT) Resources	
TIES Center: Distance Learning Resources for <a href="#">Communication Systems</a> and <a href="#">Promoting Engagement for Students with Significant Cognitive Disabilities in Group Learning Settings</a>	
For practical guidance on assistive technology consideration, assessment, and implementation during in-person or distance learning, contact the <a href="#">Special Education Technology Center (SETC)</a> . SETC provides online training to support school teams, including parents and caregivers.	
<a href="#">Inclusive Learning with Technology at Home and at School</a>	<a href="#">National Center on Instructional Educational Materials</a>
<a href="#">Assistive Technology Internet Modules</a>	<a href="#">AT Tools</a> and <a href="#">AT Processes</a> from the Assistive Technology Certification Program, University of Illinois at Chicago

**e. Specific Strategies for Supporting Individualized Student Needs**

Meeting the individual needs of students with disabilities across the continuum of school reopening models will require innovative approaches, flexibility, and ongoing communication between school and home, especially for our students with more complex individual needs.

All students are general education students first. They need and are entitled to access and engage in the general education curriculum, as well as the general education environment. The following sections provide guidance and some helpful links to resources specific to supporting individualized student needs.

*i. Students with Specific Learning Disabilities*

Specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual

disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia, that adversely affects a student's educational performance<sup>9</sup>.

Districts should develop procedures and practices that support students with learning disabilities make progress in the continuum of reopening models by considering:

- What interventions and supports can be deployed to support executive function, information processing and sustained attention across learning environments
- What specific interventions and supports will be deployed to support students across areas of need such as oral expression, listening comprehension, written expression, basic reading skills, reading fluency, reading comprehension math calculation and math problem solving.
- How will the delivery of services and supports be adapted, including methods for collecting progress monitoring data for distance learning.
- How to best design student learning experiences using Universal Design for Learning (UDL) to improve access for all learners
- Use read-aloud technology Tools for supplemental reading instruction such as with computerized readers, text to speech devices, speech to text, hyperlinked text, advance organizers, visual imaging, visual mnemonics, summarization, main idea identification instruction.
- Download apps for practice with phonics, reading, math computations and number concept automaticity.

Resources for Supporting Students with High Incidence Disabilities	
<a href="#">Preparing for reopening after COVID-19: A Teacher Checklist</a>	<a href="#">Edutopia: New Strategies in Special Education as Students Learn from Home</a>
A collection of resources: <a href="#">Educating All Learners</a>	<a href="#">Re-engaging students to the school setting with the three R's</a>

## ii. Students Who are Deaf/Hard of Hearing

Students with disabilities who are deaf or hard of hearing and follow a standard curriculum can complete the same learning activities as their general education peer group. Students with disabilities who are deaf or hard of hearing and follow a modified curriculum can complete modified learning activities as designed by the teacher of the deaf and hard of hearing or special educator. Districts should consider what additional professional development and supports may be needed as they prepare for the continuum of reopening options for the 2020-2021 school year.

Districts should consider the following strategies:

- For students whose primary mode of communication is sign language, create shared schedules for instructional delivery. Interpreters might provide live signed interpretation during instruction delivered online, or they might pre-record interpretation of lessons.
- Educators may need to coordinate schedules in order to share interpreters for students who are deaf or hard of hearing.
- Utilize closed captioning software/features. However, please use caution and consider the reading levels of students when employing closed caption.
- Video relay services (e.g., [Sorensen](#)) might be used to interpret conversations or phone calls.

<sup>9</sup> Source: [WAC 392-172A-01035](#)

- For students who are deaf or hard of hearing, wearing cloth masks will interfere with the communicative process. Educators should ensure unobstructed view of mouth area while complying with CDC and Washington State DOH COVID-19 guidance. Students, educators, interpreters, and other service providers need masks (e.g., clear, plastic fabrics) that do not obstruct the view of the mouth area.

Resources for Supporting Students Who Are Deaf/Hard of Hearing	
<a href="#">The Described and Captioned Media Program</a> Captioned educational video resources	<a href="#">Tips for Instructors: Teaching Deaf Students Online</a>
<a href="#">10 Tips for Accessibility for D/HH and 5 Tips for Providing Accessibility in Online Classes</a>	<a href="#">Telecommunication Services</a> (e.g., <a href="#">Sorenson</a> ) facilitated communication among student, family, and educator
Learning Management Systems (LMS) or video platforms ( <a href="#">Google Classroom</a> , <a href="#">YouTube</a> , <a href="#">Zoom</a> )	<a href="#">Considerations for Remote Interpreting Services</a>

### *iii. Students with Visual Impairment or Deafblindness*

Students with visual impairments have unique needs that must be considered, especially across the continuum of school reopening models. A teacher of students with visual impairments and orientation and mobility specialists should act as the gateway to effective instructional practices. Primary considerations must include a method for providing instructional materials in the student's appropriate learning media, as identified in the student's Learning Media Assessment. Alternative learning options may be deemed beneficial. However, methods for providing meaningful tactile modes of communication, including braille, should be incorporated for students as appropriate.

Accessible instruction for students who are deafblind (have a hearing *and* vision loss) will need to be individualized via partnerships between the student's IEP team and family members, based on the child's Learning Media Assessment and mode of communication. Distance consultation with IEP teams is available from the Deaf-Blind Project of Washington Sensory Disabilities Services (WSDS), a state needs project of OSPI Special Education.

Considerations for the instruction of students with visual impairments:

- Accessibility of the instruction, technology, materials, and learning management system is fundamental.
- A majority of students with visual impairments in Washington may not benefit from computer-based instructional delivery models.
- Effective instructional design for students with visual impairments should be in collaboration with a Teacher of Students with Visual Impairments and/or the Orientation and Mobility Specialist.
- Parents/caregivers are critical partners in the effectiveness of home-based continuous learning instruction. Frequent and clear communication is necessary for the success of students.
- In addition to accessing the core curriculum, students with visual impairments should be provided opportunities for continued skills development in areas of the Expanded Core Curriculum (Compensatory Skills such as braille and alternative communication modes, Orientation and Mobility, Independent Living Skills, Social Skills, Use of Assistive Technology, Career Education, Self-Determination Skills, Sensory Efficiency, and Recreation and Leisure Skills).

<b>Resources for Supporting Students with Visual Impairments of Deafblindness</b>
<p><a href="#">Contact the district or region's Teacher of Students with Visual Impairments or Orientation &amp; Mobility Specialist</a> TVIs and O&amp;M instructors have access to a variety of tools and resources that may be curated to meet a student's individual needs.</p>
<p><a href="#">Washington State School for the Blind</a>—Washington state resources, statewide vision consultant, and Ogden Resource Center. Request support from WA Statewide Vision Consultant Pam Parker: <a href="mailto:pam.parker@wssb.wa.gov">pam.parker@wssb.wa.gov</a> or 360-947-3304</p>
<p><a href="#">Washington Sensory Disabilities Services (WSDS)</a>—OSPI state needs project Deaf and Hard of Hearing, Deafblind, and blind or visually impaired. Schools/districts/professionals may request disability-specific supports.</p>
<p><a href="#">American Printing House for the Blind</a> Clearinghouse for materials and information for students who are visually impaired, including students with multiple disabilities, and deafblindness.</p>
<p><a href="#">American Foundation for the Blind</a> Accessible instructional resources for families and students with visual impairments. Resources specific to school closures during the COVID-19 crisis.</p>
<p><a href="#">Paths to Literacy</a>—Ideas, resources, activities, and strategies for students with visual impairments, including students with multiple disabilities, and deafblindness.</p>
<p><a href="#">National Center on Deaf-Blindness (NCDB)</a>—Ideas for activities at home and <a href="#">page for families or educational staff partnering with families</a></p>

#### *iv. Students with Significant Cognitive Disabilities*

Students with significant cognitive disabilities provide a unique opportunity for educators to discover flexible and innovative means of instructional delivery. The individual needs and ability (e.g., cognitive, mobility, adaptive) levels of the students are an important factor in instructional design. Educators (with paraeducator support) may deliver instruction and/or coach families and students in person or by using a Learning Management System (LMS) platforms, YouTube, Zoom, etc. For students and families who have access to technology, supplemental activities may include a mix of online activities and handouts. For students and families who lack technology, printed learning materials may be needed.

Each school district is responsible for developing policies and practices that support students through the continuum of reopening models. Depending on the district's plan, educators can deliver student instruction via small groups, pre-recorded video, or email, etc. during potential periods of distance learning. Providing services itinerantly may also be an option for educators, if families approve, in accordance with current district and physical distancing and guidelines. Educators can determine the goals to be addressed during face-to-face instruction and those that will be addressed through distance learning in the home setting. If there are temporary closures or reduced schedules due to COVID-19 implications, educators should focus on the most salient IEP goals for students with significant cognitive disabilities, and, as case managers, coordinate instruction, and lessons with related service providers. In-person instruction should prioritize instruction and supports that increase a student's ability to independently:

- Engage with technology;
- Transition between tasks on a student schedule;
- Sustain attention in learning tasks;
- Exchange functional communication; and
- Engage in self-care and personal hygiene tasks.

In the event that full or partial school facility closures happen again, independently engaging in work, navigating a

schedule, engaging in self-care, and engaging with technology will support students in engaging in learning opportunities available to them, and these are also essential skills for post-secondary success.

The Washington DOH has released guidance to support school reopening. Teachers who serve students with severe cognitive impairments should follow established DOH guidance, including wearing masks, washing hands frequently, frequently sanitizing rooms, desks, tables, chairs, etc. IEP teams should discuss and document ways to address specific needs of students who exhibit risky behaviors such as spitting or biting (i.e., functional communication strategies, implementation of reinforcement principles to increase functional replacement behaviors or the use of “first, then” strategies).

Specific strategies to support students with significant cognitive disabilities adhere to DOH guidance and maintain safe behaviors include:

- Establish and support adaptive and cognition skill acquisition programs that support hygiene and sanitation protocols (e.g., promote students to independently identify and discard single-use items via sorting and/or matching programs, discriminate between cleaning products for student use vs. adult use only).
- Encourage wrap-around adaptive programming in the home to promote generalization of learning including hygiene and sanitation skills (e.g., encourage parents to integrate the same hygiene visual schedules in the home environment to support the routine).
- Consider implementing programs to address student toleration of PPE equipment using the principles of systematic desensitization and/or reinforcement.
- Develop supports for staff to assess and modify behavior intervention plans, crisis intervention plans/emergency response protocols to better align with current CDC recommendations in an effort to reduce physical and proximal prompting intervention strategies unless absolutely necessary.
- Prior to the resumption of school services, teachers might consider utilizing an indirect assessment tool, questionnaire, or algorithm completed by parents to determine the level of anticipated student support required for CDC adherence (e.g., identify quadrants of support based on the following suggested criteria: willingness/tolerance of PPE equipment usage, frequency of proximal and/or physical prompting required for skill acquisition and/or behavior support, supports required that may involve increased staff exposure to biohazard substances, and student adherence to social distancing instructions).

Staff may need to provide families with visual schedules, task analysis checklists, and communication pictures/boards that are similar to those used in the classroom when providing services for students with significant cognitive disabilities to promote generalization of skills and support continuity of learning across environments.

<b>Resources to Support Students with Significant Cognitive Disabilities</b>
<a href="#">The TIES Center at the University of Minnesota: Resources to support increasing time, instructional effectiveness, and engagement in general education, including resources specific to distance learning and supporting students with complex communication needs.</a>
<a href="#">How Washington State’s Teacher of the Year Is Supporting Expressive and Receptive Communication for Students at Home</a>
<a href="#">Tips for Teachers—Center for Parent Information &amp; Resources</a>
<a href="#">YouTube videos that are age-appropriate and address the student’s learning target (e.g., counting, phonics, abc’s, basic reading site words, Jack Hartmann)</a>
<a href="#">Academics: Math Games; Reading PBS Kids and Storyline Online; Science—NeoK12; Producibles by do2learn; Multiple Content Areas—BrainPop</a>

## *v. Students with Autism*

Students with autism often have unique needs including but not limited to the domains of social interaction, communication, repetitive behaviors, and resistance to change that must be considered as we support our students in returning to school for the 2020-2021 school year. Many students with autism may experience difficulties in the transition back to school and may need additional support to understand and engage with the new routines and expectations that are present in the school environment. Districts should consider how they can support students in returning to both the physical school environment and the educational programming. Some strategies that could support the transition back to school could include leveraging behavioral expertise of local staff to:

- Establish reinforcement contingencies and systematic increases in work demands before the start of the school year.
- Deploy resources such as social stories, teacher check-ins, and brief parent training to support a successful transition back on the first day.
- Consider offering an optional “first day” for students who may need additional time to adjust to the new school environment. This could be a time to meet the teacher, orient to the new environment, receive one on one support around routines to practice for the first day of school, and a day to access the reinforcing aspects of a school environment without traditional educational demands.

Additionally, school staff will want to develop a plan for how to best provide educational services for this population of students, including how to pivot from in-person to remote instruction. Systems will need to:

- Determine how classroom floor plans can be designed with consideration given to how best embed visual prompts and visual schedules to:
  - Support independence with hygiene and sanitation needs.
  - Limit touching of nonessential surfaces.
  - Promote independence with a transition and with classroom routines.
- Evaluate the need for more embedded instruction and support to increase independence with engaging technology, and transitioning between tasks on a student schedule. In the event that school facility closures happen again independently engaging in work, navigating a schedule, engaging in self-care and engaging with technology will support students in engaging in continuous learning opportunities available to them, and these are also essential skills for post-secondary success.
- Devote more time and resources to establish classroom and school wide behavior management systems.
- Evaluate the need for parent coaching or behavioral support to support parents as educators and learning in the home environment.
- Develop supports for staff to assess and modify behavior intervention plans and emergency response protocols to better align with current CDC recommendations in an effort reduce physical and proximal prompting intervention strategies unless absolutely necessary.

Systems should consider:

- What individualized strategies and prompts are needed to support continuity of instruction between home and school environments and how collaboration will occur between adults supporting instruction and the environments instruction occurs.
- Early identification and support for students who may need additional behavioral support. This will look different for every student and may include the development of a Behavior Intervention Plan (BIP). Behavioral strategies to increase adaptive behaviors and decrease unsafe maladaptive behaviors such as biting and spitting could include:

- Modeling and promoting the use of functional communication strategies, such as the use of a break card.
- Breaking down tasks into smaller tasks, incorporating frequent breaks or pacing work tasks to meet the individual needs of the student.
- Utilizing a "First, then" format when presenting difficult tasks where you verify interest in a reinforcer before presenting a work demand.

<b>Resources to Support Students with Autism</b>	
IRIS Center Autism Training Modules <ul style="list-style-type: none"> <li>● <a href="#">Autism Spectrum Disorder (Part 1): An Overview for Educators</a></li> <li>● <a href="#">Autism Spectrum Disorder (Part 2): Evidence Based Practices</a></li> </ul>	Example Social Stories and visual supports: <ul style="list-style-type: none"> <li>● <a href="#">Summer School</a></li> <li>● <a href="#">I can wear a face mask</a></li> <li>● <a href="#">I can wear a face shield</a></li> <li>● <a href="#">Hand Washing Social Story</a></li> <li>● <a href="#">Hand Washing Visual Prompt for Timing</a></li> <li>● <a href="#">Staying Healthy</a></li> </ul>
<a href="#">Autism Guidebook for Washington State, A Resource for Individuals, Families and Professionals</a>	<a href="#">Supporting Individuals with Autism through Uncertain Times</a>

### *vi. Students with Medical Needs and/or Requiring Home/Hospital Services*

Many students have medical needs that place them at high-risk of severe medical complications if exposed to COVID-19, and therefore may need additional PPE or be unable to physically attend school in buildings to receive face-to-face instruction. Districts will need to continue to provide educational services for these students. The determination of the services to be provided must be made by the IEP team and based upon the individual student’s medical and educational needs. If the services are to be delivered through online or virtual instruction, technological competency, access and the need for additional assistive technology must be considered.

- Clearly define how staff can honor physical distancing recommendations, yet meet student medical, personal, or support needs.
- Determine how adequate space and facilities will be utilized to maintain health and safety of students and staff, especially when tending to individual student medical or personal needs.
- Build in flexibilities to keep students connected and included in the class and school community regardless of how much physical time they are able to attend school. Ensure the ability to quickly pivot to attending class virtually in order to retain some regular connection to teacher and peers.
- Determine any special or unique needs for students related to planned district or schoolwide procedures and protocols related to the following:
  - Daily health screening and temperature checks:
    - Determine how you are providing FAPE to students that are not able to comply with district-required health screenings.
  - Restroom use as well as diapering and toileting.
  - Paths of travel.
  - Use of campuses for recess or recreational activities.
  - Cleaning and disinfecting.

Resources to Support Students with Medical Needs and/or Requiring Home/Hospital Services	
<a href="#">National School Board Association, "COVID-19 Preparing for Widespread Illness in Your Community, A Legal Guide for School Leaders"</a>	<a href="#">OSPI Home/Hospital Instruction webpage</a>

*vii. Students with Emotional/Behavioral Disabilities*

Students identified as having an emotional/behavioral disability (EBD) may struggle both academically and behaviorally in traditional in-person and distance education environments. Students identified with EBD are supported by predictable schedules, clearly defined expectations, and a high rate of positive specific feedback. Educators should support families by providing guidance on developing daily schedules, positive reinforcement systems, choice boards, and movement breaks.

- All staff who come in regular, frequent contact with the student should be trained to implement the student’s IEP and BIP.
- Consider having a calming/quiet area built into a classroom to teach appropriate social emotional skills. This space should not be utilized for punitive or emergency physical interventions.
- All staff should be trained in crisis intervention and de-escalation and required behavioral incident debriefing protocols. Districts should plan for new ways to involve both students and families in the incident debriefing process.
- Access to technology must be ensured whenever it is a requirement to access digital curriculum. Rather than using removal of access to technology support as a consequence for inappropriate use or destruction of property, staff should use positive behavior strategies and student BIP.
- Alternatives to restraint and isolation should be explored by the district. Collaboration with a crisis management provider provides an opportunity to inquire if they have made training modifications and/or updates that incorporate the need for PPE and physical distancing.
- Please see the Safety Considerations within this document for strategies to support students unable to comply with health screenings and PPE.
- Level systems/programs should be updated to support positive behavioral interventions or eliminated from use in the classroom.
- Classrooms should be prepared with multiple options of protective equipment and plans to support students with a range of needs and abilities.
- Some students will have experienced more severe punishment (emotional, possibly physical), resulting in more irritability, anger, oppositional behavior, depression, and self-harm upon their return to school. Staff should be prepared to respond with positive behavior programs and remove expectations that punitive discipline will be effective in curbing these new and/or more acute behaviors.

Resources to Support Students with Social-Emotional/Behavioral Disabilities	
<a href="#">Trauma-Informed Classrooms: Calming Corners</a>	<a href="#">TIES Center Distance Learning Resources for a Collaborative Start to Behavioral Supports and Reflections About Individualizing Supports for Children and Families</a>
<a href="#">APBS: Home Resources for Positive Behavior Support</a>	<a href="#">CA DOE: Ten Variables That Affect Compliance</a>

<a href="#">Bradley University: Positive Behavioral Strategies for Students (EBD)</a>	<a href="#">do2learn: Social Skills</a>
<a href="#">Intervention Central: Behavioral Interventions</a>	<a href="#">What Works Clearinghouse: Organizing Instruction &amp; Study to Improve Learning</a>
<a href="#">Understood.org: Board Games to build key skills</a>	<a href="#">Ed Tech Review: Project Based Learning Ideas</a>
<a href="#">Florida DOE: Blueprint for Tier 3 Implementation</a>	

### *viii. Students with Disabilities Eligible for Dual Program Supports*

#### **English Learners with Disabilities**

To meet the needs of English learners with disabilities, districts are required to provide access to academic content and facilitate student progress towards both English language proficiency (ELP) and IEP goals. It is important to remember that providing services to students identified as English Learners (ELs) and students with disabilities is a matter of equity. Students who qualify as EL and also qualify for one or more IDEA disability categories present unique educational opportunities and challenges for educators, students, and families. These students are all limited in their English proficiency and differ in the languages they speak, level of proficiency in both English and their other language(s), and the types of disabilities they have. Instructional goals must address students' cultural, linguistic, and disability-related needs to provide context for educators to work collaboratively with general educators, special educators, English as a Second Language educators, family members, and others, and to share information and accountability for the development of programs and services for ELs with disabilities. Districts should review their school schedule models to ensure that the learning programming they intend to implement for English learners with disabilities produces results that denote students' language barriers are being overcome and IEP goals are being met. Districts will need to continue to address translation and interpreter needs for students and families when developing and providing instructional plans, strategies, and materials in any of the three adjusted school scheduling models, and especially continuous learning 2.0.

Considerations across the scheduling models for educators include:

- Ensure collaboration among core content, ESL, and special education teachers to plan lessons and provide modifications to best support EL and special education needs.
- Develop a shared understanding of the impact of language, culture, and disability on the development of academic and behavioral skills.
- ELs come to school needing more opportunities to amplify their voices. Provide scaffolded opportunities that build on student assets so students enjoy and benefit from interacting with their educators and classmates. Teachers can arrange student partners or teams, integrate creativity with projects, role playing games, simulations, case studies, debates, group projects, and experiments. Students need to explore and create to be motivated as learners.
- Schedule student contact time to build relationships, set goals, provide feedback, and identify student experiences that enrich learning.
- Identify resources that can be provided to support development of the native language and/or English while simultaneously building academic knowledge and social emotional skills.
- Consider family language preferences and cultural communication styles when engaging families in program planning and instructional support.
- Continue to closely monitor language and special education goal progress using strategies that are sensitive to the student's background and determine the most appropriate course of action for students

about whom you or a parent has ongoing concerns.

Resources to Support English Learners with Disabilities	
<a href="#">Tools and Resources for Addressing English Learners with Disabilities</a>	<a href="#">School’s Civil Rights Obligations to English Learner Students and Limited English Proficient Parents</a>
<a href="#">Video: Collaborating on Behalf of ELs with Disabilities</a>	<a href="#">Teaching Bilingual Learners with Disabilities in an Integrated Co-Teaching Dual Language Program</a>

### Students Identified as Twice Exceptional

Students who are twice-exceptional are identified as highly capable/gifted and talented in one or more areas of exceptionality (academic, intelligence, creativity, leadership or art), and also qualifies in at least one IDEA disability category. This dual identification presents a unique combination of strengths and challenges to consider when determining eligibility and planning appropriate instruction. Strengths may include a wide range of interests, extreme curiosity, superior vocabulary, and exceptional memory or knowledge. Challenges inherent to students identified as Highly Capable are compounded in different ways by disability and may include poor social skills, lack of organization and study skills, emotional sensitivity, and frustration. Best practices and considerations for educators include the following:

- Plan and teach using Universal Design for Learning strategies to support multiple means of recognition, engagement, and expression.
- Create opportunities for students identified as twice-exceptional to participate in groups and activities with other students, including students identified as Highly Capable.
- Provide enrichment activities for self-directed learning as an extension of interests and choice.
- Foster social and emotional development through curriculum and relationships.
- Identify learning and skill gaps that present challenges to success and school engagement.

Resources to Support Students with Students Identified as Twice Exceptional	
<a href="#">National Association for Gifted Children</a>	<a href="#">Teaching Strategies for Twice-Exceptional Students</a>
<a href="#">OSPI guidance for Highly Capable eligibility and services</a>	

### Students with Disabilities Experiencing Homelessness

Under the McKinney-Vento Act, the term “homeless children and youth” means individuals who lack a fixed, regular, and adequate nighttime residence. Homeless children, youth, and families face unique challenges. Any question regarding a student with disabilities experiencing homelessness will likely involve needs related to both conditions, requirements under both laws, and services available through both programs. Therefore, it is imperative that McKinney-Vento and IDEA program staff get to know each other, become familiar with the requirements of and services provided under each other’s laws, and work together to meet students’ needs.

Not having stable housing is traumatic. The reasons for homelessness are traumatic and that trauma can have a negative impact on student behavior and learning. Students experiencing homelessness are significantly more at

risk of losing services during the COVID-19 pandemic. In addition to being prepared to address specific trauma symptoms, and staff should create safe, trauma informed and culturally responsive environments by:

- Maximizing choice and control for all.
- Avoiding provocation and power struggles.
- Modeling prosocial behavior and skills.
- Maintaining clear and consistent boundaries.
- Sharing power in the running of activities.

Some recommended policies that districts can implement for regular, ongoing communication and collaboration are:

- Mandating programmatic cross training for all IDEA administrators and McKinney-Vento local liaisons on an annual basis.
- Requiring that schools invite local liaisons to IEP meetings for students experiencing homelessness.
  - The local liaison can participate in the meeting,
  - Send a designee,
  - Help the parent participate by providing transportation or other resources, and
  - Provide a written report to the IEP team, or share comments and impressions orally with other IEP team members.
- Requiring local liaisons to consult with an IEP team member when considering the student’s best interest for school selection decisions and other services for students with disabilities.

<b>Resources to Support Students with Disabilities Experiencing Homelessness</b>	
<a href="#">National Center for Homeless Education</a>	<a href="#">Schoolhouse Connection</a>
<a href="#">NCHCE: Supporting Homeless Children and Youth with Disabilities: Legislative Provisions in the McKinney-Vento Act and the Individuals with Disabilities Education Act</a>	<a href="#">NCHCE: Navigating the Intersections of the McKinney-Vento Act and Individuals with Disabilities Education Act: Coordination to Help Homeless Children and Youth with Disabilities</a>

**Students with Disabilities in Foster Care**

While school buildings were closed due to COVID-19 response efforts, foster care placements and changes in placements were still occurring. Students continued to be removed from their homes, disrupted, and relocated. Many of these students will be entering new districts and/or school buildings for the first time this fall. Schools, child welfare agencies, communities, and families must work together to provide the equitable opportunities, specialized services, and useful supports that are essential for students in foster care to be successful in school and in life. Districts can make some direct efforts to support these students by:

- Ensuring that foster families and youth are aware of all school resources offered during the COVID-19 response effort, through targeted outreach.
- Ensuring that youth in foster care have the same access to instruction and other educational supports provided to all other students and that the IEP team takes these into consideration.
- Maintain open communication and collaboration with their child welfare partners.
- Communicate any challenges supporting the educational needs of youth in foster care with the child’s caregiver or placing child welfare agency.
- Ensure there is a process in place for enrolling and withdrawing students if buildings are again forced to close.

Resources to Support Students with Disabilities in Foster Care	
<a href="#">Center for Advanced Studies in Child Welfare: The Intersection of Child Welfare and Disability: Focus on Children</a>	<a href="#">Children and Youth Services Review: Youth with Disabilities in the United States Child Welfare System</a>
<a href="#">Child Welfare Information Gateway: Postpermanency Services for Children with Disabilities</a>	

## f. Progress Monitoring and Reporting<sup>10</sup>

Special Education Case Managers and Related Service providers must continue to document the student’s current level of performance throughout the school reopening process, across the continuum of school reopening models. Documentation of progress monitoring data is necessary to evaluate student progress across the school reopening models, including continuous learning 2.0. It will also be critical information for IEP teams to determine the need for any individual Recovery Services.

- Progress reports should be provided consistent with the way they are specified in the individual student’s IEP and in the method the district normally provides progress reports to parents.
- Progress data should include the level of performance for each goal/objective, based on various forms of data collection.
  - Each report requires a summary of the progress towards the goal (or objective).
  - Reports may also note: goal met, minimal or limited progress, or unable to contact student or collect data.
  - It is recommended to also include comments in the progress report to note any changes in access to school reopening models, for example: “Due to COVID-19 and state-mandated health directives on Sept \_\_, 2020, data and progress summary information has been collected by the following as available: report card information, informal assessment data, formal assessment data, district or site-based assessments, teacher-made assessments, as well as distance learning activities, including both digital and print-based sources”.
- As part of progress monitoring and progress reporting under distance learning frameworks, it is important to:
  - Explore all assessment possibilities recognizing that conducting in-person assessments may be limited during school building closures;
  - Maintain documentation of what services were offered;
  - Maintain documentation of what services were delivered;
  - Maintain documentation of student “attendance” to the extent possible (if digital learning is being offered, how often did the student log in, what work was produced during that time, etc.);
  - Determine what aligns to IEP goals and how to gather solid data on IEP progress to support this determination in the best way possible;
  - Manage the data gathered; and
  - Analyze the data compared to the student’s progress at the point school building closures took

<sup>10</sup> This section includes content adapted from the [IDEA Best Practices during the Covid-19 Crisis](#) (Spring 2020).

place to ensure the COVID-19 impact is made clear.

Progress Monitoring Resources	
TIES Center Distance Learning Resources for <a href="#">Effective SDI in Distance Learning Environments</a> and <a href="#">Planning for Transitioning Students Back to School</a>	<a href="#">IDEA Best Practices during the Covid-19 Crisis</a> (Spring 2020)
<a href="#">Progress Reporting</a> (tip from OSPI’s September 2018 Special Education Monthly Update, pages 5-11)	

### g. Early Learning

The Special Education Reopening Workgroup discussed a variety of considerations and concerns regarding the provision of early childhood special education services throughout the school reopening process. These concerns were shared with an auxiliary workgroup focused on Early Learning<sup>11</sup> support. This section will continue to be developed and revised in alignment across both workgroups. Priorities to still address include:

- Strategies to support physical distancing for the youngest learners.
- With physical distancing, some preschool programs are eliminating slots for typically developing peers, which will impact preschool LRE. What are the potential long-term effects as districts face cuts to inclusive preschool settings?
- Strategies and examples for maintaining inclusive or integrated preschool settings, in the context of potential staff cuts of paraeducators who are supporting SDI delivery.
- See also the considerations for C to B transition included in the Evaluations and Eligibility section of this guidance.

Special considerations are needed when providing inclusionary practices for young children with disabilities, ages three through five, across the continuum of school reopening models. OSPI recommends a combination of direct instruction with additional time for imaginative play and movement activities each day. Districts should prioritize considerations for face-to-face service delivery, including within the context of district-provided childcare.

Some ideas for engaging early learners across the continuum of school reopening models include:

- Provide resources/directions with all activities, to support families and caregivers—which may include older siblings helping with instruction.
- Make kits with hands-on materials to have families pick up/be delivered (weekly or bi-weekly).
- Help families create predictable routines for learning and play, based on family schedules—share recommendations for minutes of each activity that families can easily accomplish.
- Have parents take pictures of work and submit through app/email through daily/weekly “challenges”, and also to showcase learning.
- Emphasize the importance of daily reading with students.
- Model what instruction looks like in the classroom and how that can translate to home settings.
- Provide guidance on how to follow their child’s lead and how learning success can look.
- Provide prompts (questions/videos) for families to use during play and reading that encourage critical thinking. (“Tell me about what you are drawing.” “What made you think of that?”).

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<sup>11</sup> For additional information about the Early Learning workgroup, please contact Karma Hugo, OSPI Director of Early Learning, [karma.hugo@k12.wa](mailto:karma.hugo@k12.wa).

- Share classroom strategies that could also work at home, focusing on what’s familiar.

Early Learning Resources	
<a href="#">Considerations for Increasing In-Person Activities and Making Infrastructure Adjustments for Part C During COVID-19</a>	<a href="#">Equitably Serving Children with Disabilities and their Families during Coronavirus (COVID-19)</a>
NCMPI & the <a href="#">Pyramid Model Resource Library</a>	<a href="#">National Center for Systemic Improvement (NCSI) Distance Learning PreK -K</a>
<a href="#">Early learning resources</a> from WAs Open Educational Resources (OER) Hub	<a href="#">Early Childhood Technical Assistance Center (ECTA)</a>

## h. Graduation & Secondary Transition

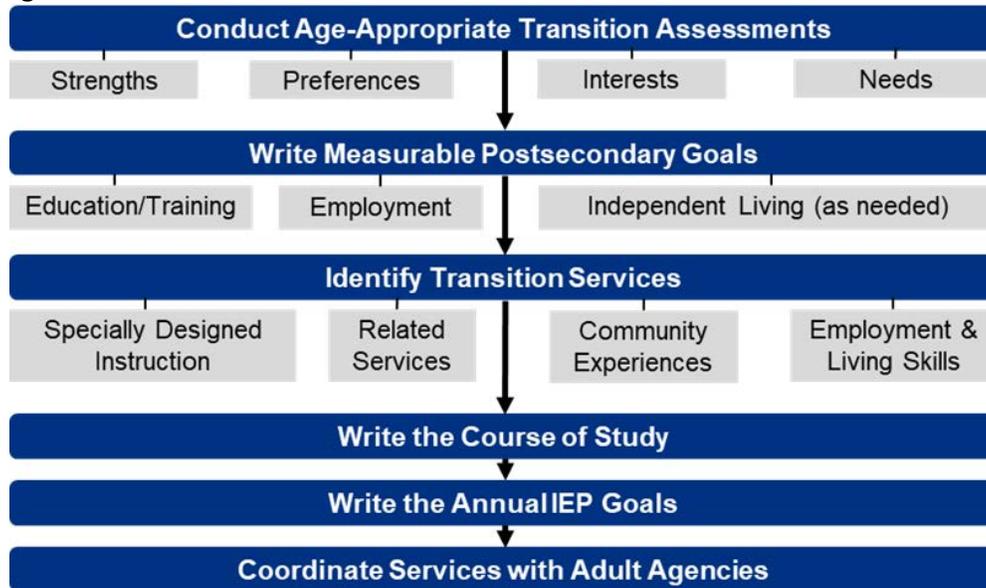
Individualized Education Program (IEP) teams work together to plan and implement academic and non-academic courses and programs of study that help all youth achieve successful post-school outcomes such as postsecondary education and training, employment, and community engagement. These services are developed and implemented in alignment with a High School and Beyond Plan (HSBP) and often involve coordination between school counselors, general education teachers, CTE teachers, and with community businesses and state agencies which, like school facilities, may have been closed due to COVID-19 impacts during Spring of 2020.

As the Department of Health (DOH) health and safety restrictions have decreased in communities during the summer and fall of 2020, additional safety precautions must be implemented by districts to allow students with disabilities to receive needed in-person special education and related services that were unable to be safely delivered during Spring 2020 continuous learning. Now, as safety restrictions are reduced for in-person services, districts must prioritize and complete remaining IEP transition services including beginning to address service gaps through recovery services if needed.

Secondary transition is more than providing service routes in the individual's movement from high school to employment it is a comprehensive approach to educational programs aligning student goals with educational experiences and services. When we move these activities to the continuum of reopening models, we have to stretch our thinking about how this can be done.

Now the question is: *how do we do shift this work for the continuum of reopening models so that support can be offered through both in-person and distance learning formats?* Let’s first review the steps in the transition process, then explore different approaches to inclusionary practices around each step.

## Center for Change in Transition Services Transition Services Flowchart<sup>12</sup>



### Examples of Transition Services through the Continuum of Reopening Models

- Use the units and lessons in the [T-folio](#), starting with the introductory lesson, then working through the assessment lessons to help students identify their strengths, preferences, interests, and needs. The educator provides instruction on the purpose and importance of assessment in the areas of interest inventories, needs assessments, preferences, career clusters, self-determination, etc. The student is then guided to chosen websites to complete the assessment, print results to a PDF, and send to the instructor.
- As students identify areas of interest, assignments that include activities such as researching three job titles and listing the job title, training, salary range, skills, etc., can become not only an avenue of discovery about their job goals, but also a writing and research assignment. Another activity that can be useful for students who are just beginning to discover job interests is creating a PowerPoint of jobs A-Z where the student identifies a job title (internet research or through a source like [Career Bridge](#), [My Next Move](#), etc.) and gives a brief summary of the job. The students can upload their work into a Google doc or email it to you for evidence of work. If the student does not have access to the Internet, Career Bridge has printed copies that are sent to schools and can be distributed to students as printed learning materials and returned to the instructor for review and feedback to the student.
- The instructor can provide the student with the 'formula' for writing post-secondary goals: After high school, \_\_\_ (I) will \_\_\_ (do) \_\_\_ (where/what). Students can fill out a template that has them identify their goal(s), what steps they plan on taking to achieve those goals, a timeline, and how they will measure their progress and success.
- Have students assess their work readiness (sample tool [here](#)). After students assess their skills, this can become information on which they base some activities for their transition services.
- Assign a task for students to compare their readiness with the tasks/responsibilities of their chosen post-school employment outcomes. The students create a list of things they could do, such as conduct an informational interview with someone in the field with focused questions.
- The educator could arrange for a guest speaker, informational interviews of employers/employees, mock interviews, phone interviews, or virtual tours of businesses, all focusing on the skills and preparation for employment.

<sup>12</sup> Johnson, 2019.

- Students are provided instruction on the importance of a course of study plan, how to navigate the course catalogue, thinking about experiences that will enhance their learning, and filling out a template. The educator asks the students to review their postsecondary goals and think about what courses might help them meet those goals.
- Invite adult agency personnel to in-person or distant learning instruction. Some agencies to consider: [WorkSource](#), [Division of Vocational Rehabilitation](#), Disability Services from local colleges, [Developmental Disability Administration](#) representatives, local mental health services, housing agencies, etc.
- For students who are developing and practicing work and/or independent living skills and can no longer do this on a job/community site due to COVID-19, consider working with the family to set up comparable activities in the home or similar setting. Examples could include assisting with household chores such as laundry, cooking, cleaning, etc.; assisting with the family budget; or caring for pets and/or younger siblings.

Graduation & Secondary Transition Resources	
<a href="#">OSPI: Guidelines for Aligning HSBP and IEP Transition Plans</a> <ul style="list-style-type: none"> <li>● <a href="#">Appendix G: IEP Transition Planning Checklist for Educators</a></li> <li>● <a href="#">Appendix H: IEP Transition Planning Checklist for Students</a></li> </ul>	<a href="#">OSPI Graduation Pathways Toolkit</a>
<a href="#">OSPI: Continuous Learning 2020: Planning Guide for Graduating Seniors</a> section	<a href="#">OSPI: Class of 2020 Graduation Requirements: Frequently Asked Questions</a>
<a href="#">OSPI: Questions and Answers: Provision of Services to Students with Disabilities During COVID-19 in Summer and Fall 2020</a> , Questions G1-G3	<a href="#">WASA 2020 Workshop PowerPoint: Multiple Pathways to Graduation</a>

DRAFT

## APPENDIX: SPECIAL EDUCATION REOPENING WORKGROUP MEMBERS

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