

Washington Special Education Town Hall

August 19, 2020



Agenda

- Introductions
- Special Education Supports and Instruction in the Virtual Environment Presentation
- General Q&A
- School Breakout Q&A with SELT



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DEPARTMENT OF
SPECIAL EDUCATION

Purpose

As the Department of Special Education prepares for the 2020-2021 school year, the following slides provide information regarding support for students with disabilities while the District continues to provide instruction in a virtual environment.



- ✓ Instructional Services
- ✓ Speech & Related Services
- ✓ Transition Programming
- ✓ Psychological Evaluations
- ✓ Family Engagement & Support
- ✓ Virtual Learning Contingency Plan

How will students with disabilities receive instruction in a Co-taught Setting?

- Co-teachers (general and special education) will provide instruction utilizing virtual platforms (Zoom, Google Suite, Seesaw etc.).
- Students will receive accommodations virtually.
- Co-teachers will plan and collaborate to provide both synchronous (real time) and asynchronous (independent of direct teacher support) instruction.
- Various co-teaching approaches will be used during instructional delivery.



Zoom has features that allow the facilitator to place participants in small groups called breakout rooms. Teachers will use the breakout rooms for alternative, parallel, and station teaching which are all ways to provide instruction to students in the co-taught setting. Additionally, if a student needs one-to-one support, the student and teacher may work privately and rejoin the whole group.



How will students with disabilities receive instruction in a Resource Setting?

Resource Setting: A class for students with disabilities who require specialized instruction that is taught by a Special Education Teacher in a small group setting.



Accommodations will be provided.



Teachers will provide instruction during scheduled times in small group settings.



Students will participate in synchronous (real time) and asynchronous (independent) instruction.



How will students in Regional Programs receive instructional services?

Kindergarten- 5th Grade

- TeachTown enCORE with Basics is an online curriculum which provides an evidence-based curriculum that addresses the academic, cognitive, and social emotional challenges faced by students with developmental delays, intellectual disability (ID), and Autism Spectrum Disorder (ASD). Through computer-delivered and teacher-led instruction, students learn individualized skills that are both developmentally appropriate and grade-aligned. TeachTown is for students who are ages 2-10 developmentally and 2-22 chronologically.

6th Grade- 12th Grade

- Unique Learning Systems is a cloud-based platform in which educators deliver differentiated, standards-aligned content enhanced by powerful assessments, data tools and evidence-based instructional support. Students have the advantage of consistent high-quality instruction, a motivating interactive learning environment, engaging symbol support and a path to independence.



How will paraprofessionals provide support to SWD?

Interrelated

- Provide instructional support in the General Education setting

Resource

- Provide support to students in small group settings

One-to-One

- Collaborate with teachers to determine and provide supports to individual students across settings

Regional

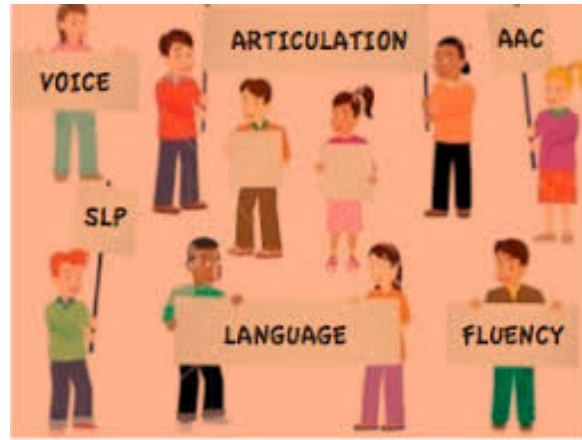
- Collaborate and plan with regional classroom teachers to determine support needed for students



How will students receive Speech Language & Related Services?

- Speech Language Therapy
- Occupational Therapy
- Physical Therapy
- Deaf/ Hard of Hearing
- Visual Impairments
- Orientation and Mobility

How will Speech Language Therapy be provided to students?



Speech Language Pathologists will:

- ✓ provide direct services through virtual sessions as indicated in students' IEP.
- ✓ collaborate with classroom teachers to pre-teach vocabulary and support the application of language skills such as following directions and sequencing, as appropriate.
- ✓ participate in IEP meetings for all assigned students.
- ✓ collect data and report progress.

How will Occupational Therapy be provided?

Occupational Therapists (OTs) will:

- provide direct services through virtual sessions as indicated in students' IEPs.
- collect data and report progress.
- collaborate with classroom teachers and parents to provide functional activities related to sensory, transitions, and handwriting.
- participate in IEP meetings for all assigned students.

Examples of tasks include:

- ✓ Copying text or use of virtual handwriting software
- ✓ Grabbing an object or series of objects (beads, cotton balls, etc.)
- ✓ Practicing the appropriate grasp and use of utensils
- ✓ Online puzzles to address visual tracking and spatial skills
- ✓ Games that address fine motor skills and problem solving



How will Physical Therapy be provided?

Physical Therapists (PTs) will:

- provide direct services to the greatest extent possible through virtual sessions as indicated in students' IEPs.
- conduct observations and lead students in stretching and movement activities.

Examples of tasks include:

- ✓ Rolling a ball
- ✓ Sitting upright in a chair for a designated period of time
- ✓ Activities for balance and coordination
- ✓ Wheelchair positioning



How will students who are Deaf/Hard of Hearing receive instruction?

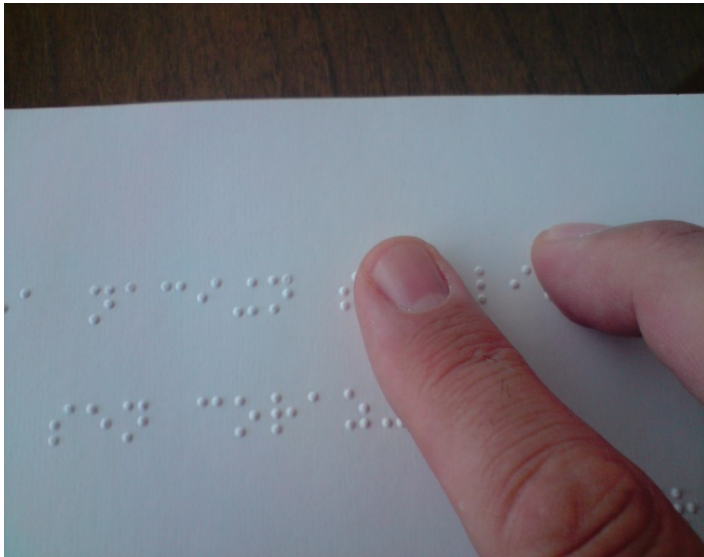
Deaf/Hard of Hearing (DHH) Teachers will:

- provide direct instruction to students who are in resource settings.
- attend scheduled virtual classes with students and an interpreter.
- schedule interpreters based on students' class schedules and needs.

Note: Sign-language Interpreters will provide services in general education and resource classes as needed.



How will students who are Visually Impaired receive instruction?



Visually Impaired (VI) Teachers will:

- attend courses with students on their caseloads to ensure they have access to the curriculum.
- collaborate with classroom teachers to provide Braille copies of content.
- collaborate with teachers and parents to continuously assess needs.
- work one-to-one with students to provide support for utilizing software (JAWS, Math Flash, etc.).



How will students receive Orientation and Mobility Services?

O&M Specialists will:

- collaborate with visually impaired teachers to determine students' needs.
- address goals related to appropriate cane use.
- collaborate with parents and students for various needs.
- provide direct services virtually to address appropriate navigation goals in their home and community environment.

O&M specialists may navigate the community via a virtual platform to address the following skills:

- ✓ Application of mental mapping and directions
- ✓ Cardinal directions
- ✓ Traffic patterns
- ✓ Clues and landmarks



How will Behavior Supports be provided for students?

- If students are exhibiting challenging behaviors in the home, the parent should first speak to their Special Education Case Manager.
- In the event that further support is needed, the Case Manager will submit a request for behavior support.
- An Autism Specialist or Board Certified Behavior Analyst (BCBA) will contact the parent and provide strategies and interventions to address targeted behaviors.
- All students who currently receive behavior services in their IEP by an Autism Specialist/BCBA will continue to receive consultation in a virtual format.

How will Transition Programming be implemented virtually?

- Virtual instruction will be delivered daily via Online Platforms (Unique Learning, TeachTown, Life Centered Education) which includes video modeling, teacher-delivered lesson plans, computer-based lessons, data collection and visual supports.
- Transition teachers will provide two (2) whole group learning sessions daily with scheduled 1:1 work sessions provided in order to address the students' needs as identified in their individual transition plan.

What opportunities will exist for Parent Engagement?

- SELTs will host virtual parent meetings on behalf of their assigned schools.
- Parents will have access to video links for training on virtual platforms.
- The Special Education Parent Mentor will be available to consult and provide resources to parents.
- Parents may contact the Special Education Lead Teacher or Case Manager at their assigned school for assistance and support.
- When parents receive meeting notifications, they are invited to list any concerns on the meeting notice.
- Parents are invited to participate in Parent CAFEs (Circle of Adults Focusing on Education) twice monthly.
- The District will continue to offer parents the opportunity to meet and collaborate in the IEP process through a virtual format.

What do parents need to know about Psychological Evaluations in the virtual environment?

- ✓ School Psychologists will focus on conducting reevaluations during the 9-week virtual period.
- ✓ A virtual evaluation platform has been identified to provide access to some of the needed assessments.
- ✓ The district will proceed with Immediate Considerations.
- ✓ Initial evaluations will not be completed at this time for grades K-12, but will resume if the District returns in a hybrid model or face-to-face instruction.
- ✓ Preschool initial evaluations will be completed to the greatest extent possible in the virtual environment.

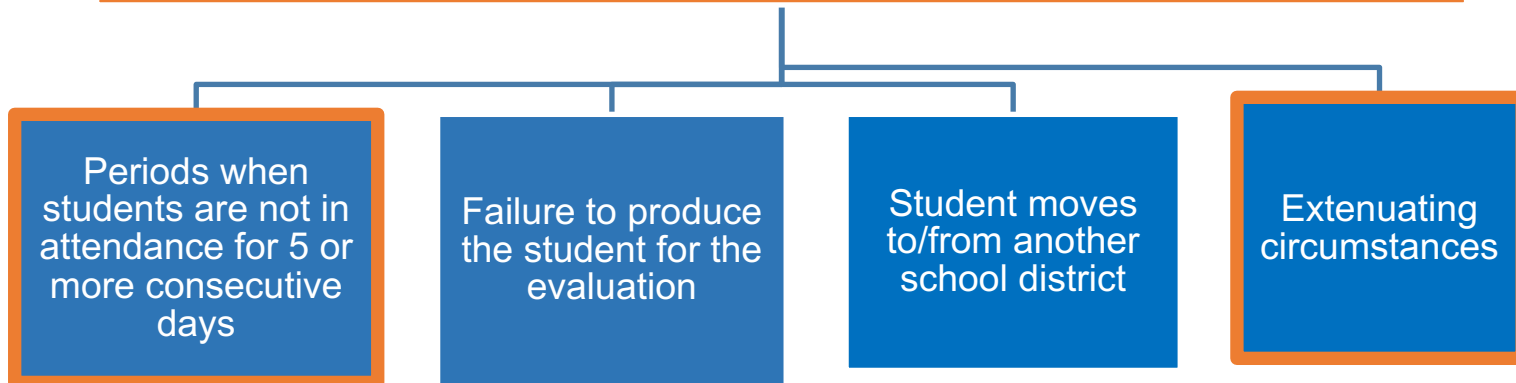


What is an Initial Evaluation?

Initial Evaluation: A comprehensive and individualized assessment to obtain data to determine initial eligibility for special education and related services.

State and Federal Laws require that initial evaluations are completed within 60 days of parental consent; however, exceptions to timelines are made for the following reasons.

Exceptions to Timeline for Initial Evaluation Reports





What does this mean for parents and students?

- If you signed consent for an initial evaluation and the evaluation has not yet been completed, **the one-on-one portions of the evaluation will be on hold until a hybrid model of instruction is utilized** by the district.

What supports are available for students who were referred but are waiting for their initial evaluation?

- Students will continue to receive Tier 3 supports and interventions.
- Additionally, School Psychologists will provide group counseling to address anxiety, depression, social skills, and executive functioning with select Tier 3 students.



How will parents be supported & informed?

Case Managers will:

- contact students and parents on their caseloads weekly to inquire about barriers, academic progress, and instructional support needed in specific courses.
- facilitate communication between parents and school-based personnel or district office personnel to address needs.
- contact Speech Language Pathologists, related services providers, and itinerant staff to ensure that services are being provided.
- oversee or conduct progress monitoring to ensure that the data is collected and provide progress reports to parents.
- submit behavior support requests on behalf of the parent.

What is a Virtual Learning Contingency Plan?

- The VLCP is an addendum to the student's most recent IEP that will outline the special education and related services the student will receive in the virtual setting.
- Case Managers will provide parents with a draft Virtual Learning Contingency Plan (VLCP).
- Case Managers will contact parents and guardians August 10th-14th to inquire about concerns and to gain meaningful input to consider for the draft VLCP.
- The addendum is not an amendment to the current IEP. The IEP will be implemented as written when students return face-to-face.

What are the major components of a Virtual Learning Contingency Plan?

- Demographic Information
- Student's Current Performance to Support Virtual Learning
- Accessibility and/or Assistive Technology Needs
- Accommodations, Modifications, and/or Supports
- Services
- IEP Goals/Objectives

