



# Family-Centric Special Education Services For Distance Learning

June 8, 2020

District Leadership Forum

**We help schools support students from enrollment to graduation and beyond**

➤ **ROOTED IN RESEARCH**

**7,500+** Peer-tested best practices

**500+** Enrollment innovations tested annually

➤ **ADVANTAGE OF SCALE**

**1,700+** Institutions served

**4 M+** Students supported by our SSMS

➤ **WE DELIVER RESULTS**

**95%** Of our partners continue with us year after year, reflecting the goals we **achieve together**

➤ Find and enroll your right-fit students

➤ Support and graduate more students



➤ Prepare your institution for the future

# Introducing the District Leadership Forum

*Comprehensive Support for District Superintendents and Their Leadership Teams*

## National Best Practice Research

*Proven solutions for addressing school districts' biggest challenges*

- Offers a blend of strategic insights and practical information
- In-depth practice "playbooks" for district leaders



## Tailored On-Demand Research

*Customized short-answer research projects for individual districts*

- Quick-turnaround answers to district leader questions
- Case studies and profiles of other districts facing similar issues



## Diagnostics and Benchmarking

*National member surveys and benchmarking to help members identify best opportunities for improvement in their own districts*

- Surveys and benchmarking on topics identified by membership
- Data analysis and review of implications for individual members



## Dedicated Implementation Support

*Tools and expert advice to educate stakeholders on the best course of action and accelerate adoption across district*

- Audits, guides, templates with detailed implementation advice
- In-person and virtual support from research experts



## Our Mission: Advancing Your Critical Priorities



**Promoting Student Mental Health and Well-Being**



**Recruiting, Retaining, and Developing Key Talent**



**Improving Student Outcomes**



**Closing Equity Gaps**

# One-Stop Resources for K-12 Recovery Planning



EAB

## Frameworks to Create Plans and Assess Readiness



**Return to Learn Plans**



**Student and Teacher Mental Health**



**Equitable Multimodal Learning**

Safe Building Reopening

Student Screening, Referral & Re-entry

Distance Learner Experience Mapping

COVID Slide Learning Recovery

Teacher Burnout Prevention

**Family Customer Service for Virtual Special Education**

Personalized Learning

Telemental Health Services

Next-Gen IT Architecture, Curriculum & PD

### Serving the Entire Organization



Control Tower



Rapid Response Teams



Professional Learning Communities



Transformation Team

### Continuous Learning Resources



Consultative Workshops



Reopening Plan Validation



Peer Roundtable Meetings



Principal & Teacher PD

# Please Use the Chat Feature Today!

## We Would Love to Crowdfund Questions and Ideas



### *Specific Questions*

What questions are you tackling that would benefit from additional research?



### *Data, Resources, Best Practice Leads*

Share your successes to help other districts better serve their students and communities



### *Request to Speak With an EAB Expert*

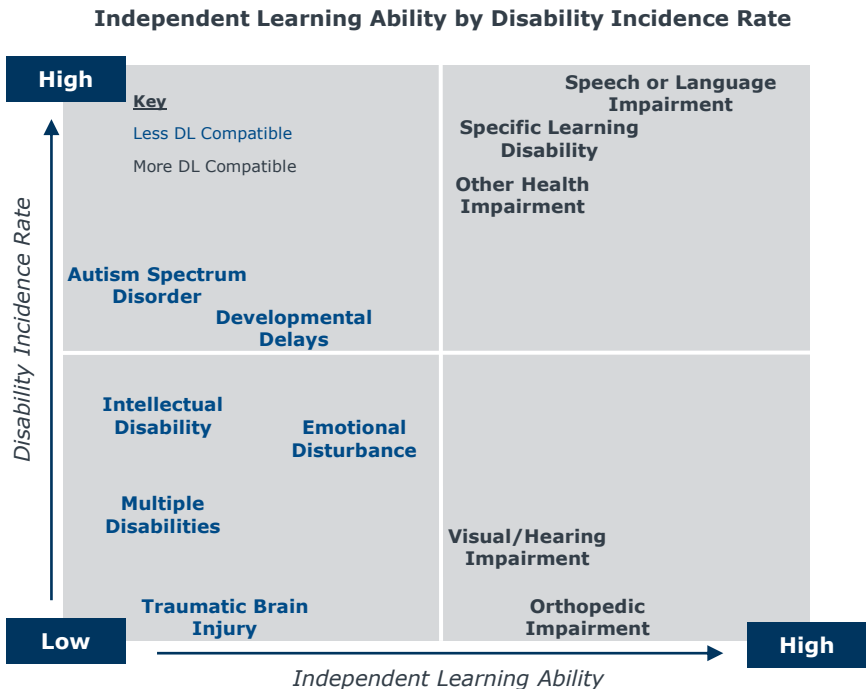
Partners: schedule a consultative conversation through your dedicated advisor



Find the Chat Button at the bottom of your screen

# Many Disabilities Incompatible with DL

*Difficult for a Large Portion of SWD to be Independent Distance Learners*



## SWD Parents Fear Mental Health Problems, Learning Loss

n=1,600 parents, May 27<sup>th</sup>

**40% vs. 23%**

Of SWD parents reported concerns about their child's mental health, 23% for gen ed parents

**35% vs. 17%**

Of SWD parents reported their children are doing little to no remote learning, 17% for gen ed parents

# COVID Learning Loss Goes Far Beyond Seat Time



7

*Two-Month Shutdown Means a Year or More in Lost Skills*

## Concerning Projections about General Population Reading and Math



### 4<sup>th</sup> Grade Reading Loss

**-34%** decline expected in Reading RIT scores; equivalent to **6 months** of learning loss



### 6<sup>th</sup> Grade Math Loss

**-81%** decline expected in Math RIT scores; equivalent to **14 months** of learning loss

## Wide Achievement Gaps Expected, Especially for SWD



COVID expected to add **+20%** to gap between highest and lowest-performing students

- ▶ Only **20%** of SWD score proficient on state math and reading assessments
- ▶ Four-year graduation rate for SWD is **17%** lower than the rate for all students

# Legal Guidance About SPED Remains Unclear, at Best

8

## Few States Have Defined Vague Federal Guidance, Pushing “Best Faith Effort”



- Betsy DeVos does not grant additional flexibilities to districts in late April
- *“I know this nation’s educators and schools can continue to faithfully educate every one of its students”*



- As of early June only 6 states had done the following:
  1. Interpreted federal SPED legal guidance
  2. Required inclusion of SPED in DL plans
  3. Provided educational resources for SPED admins and teachers

## Handful of Districts and States Bracing for Legal Action

NJ

- Handful of districts asked parents of SWD to sign documents releasing district from all liability
- If parents don’t sign, but their student(s) receive services, district counts it as a signature

HI

- Hawaii DOE was sued in federal court on behalf of 30,000 SWD and their families
- Lawsuit framed as a solution, alleviating state DOE the burden of being sued hundreds of times

## Many Districts Concerned “COVID-Halt” in IEPs Will Cause Problems This Fall

n=1,600 Teacher and Administrators, April 3<sup>rd</sup>

**76%**

Reported overdue requests for IEP initial or re-evaluations

**68%**

Reported no parents had requested to schedule an IEP meeting review

**Only 4%**

Reported parents filed a state/due process complaint related to COVID-19 service delivery





# Beware a Cycle of Family Frustration and Legal Action <sup>9</sup>

*Educators, Lawyers Agree Burnout Leads to Worse Outcomes, More Suits*

## Parents of SWD Ill-Prepared and Frustrated at Their Sudden Distance Learning Roles



### Home Learning Coach

Responsible for facilitating instruction and providing additional supports/services

### Tech Support

To wear new hats, parents must master unfamiliar technologies



### Second Job

For many, there's not enough time to provide the intensive supports their child needs

### District Liaison

High communications volume from multiple sources can overwhelm



## Parents of SWD Have Too Many Responsibilities with Too Little Support

**39%**

Of SWD parents report they are not receiving any IEP-mandated supports



“I am hearing stories from parents who say they haven't been contacted other than having a packet delivered to their home. Those are the parents that will have a lawyer on speed dial. Compassion, communication, and collaboration, that's going to lessen the complaints and lawsuits.”

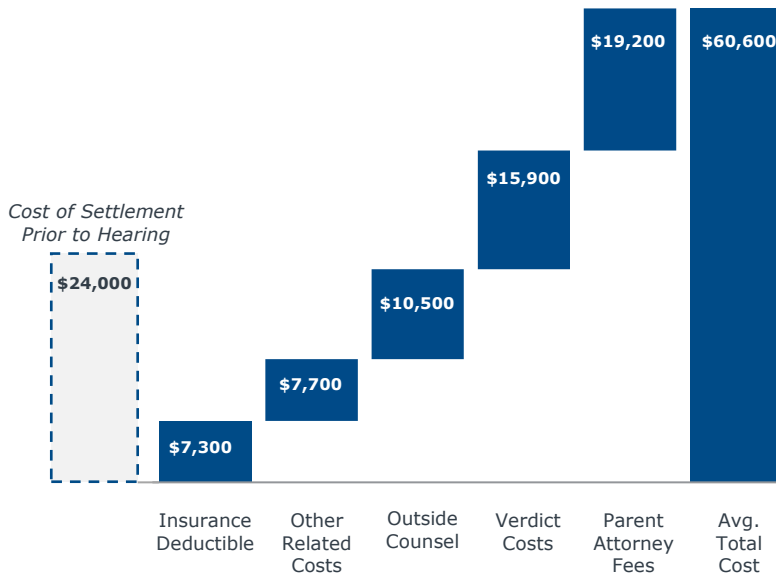
~ SPED Attorney

# Ignore Family Customer Service at Your Legal Peril

## Litigation from Frustrated Parents of SWD is Costly and Time-Consuming

### Typical Cost of Special Education Litigation

*n=200 Superintendents, 2012*



### Not Including Indirect Costs of Staff Time, Retention

## 100+ hours

Estimated time required of staff to prepare for and participate in a due process hearing

## 53%

Of Superintendents report a trend of SPED teachers requesting transfer or leaving the district after being involved in SPED litigation

## Turn Potential Adversaries into Advocates

*SPED and Distance Learning Teams Should Consider These High-Impact Practices*



**1** **SPED Family Onboarding Sessions**



**2** **Family Distance Learning Profiles**



**3** **Multimodal IEP Transition Tools**



**4** **Distance Learning Workload Audit**



**5** **Standardized Virtual IEP Documentation**



**6** **Home Behavior Management**



**7** **Online Communities for Families of SWD**

# #1 – SPED Family Onboarding Sessions

Parents did not expect to be learning coaches, so districts must meet parents where they are. Orient parents to virtual Special Education processes, mutually set expectations, and translate services using multiple forms of media to get parent buy-in.

## Formalize Virtual IEP Meetings

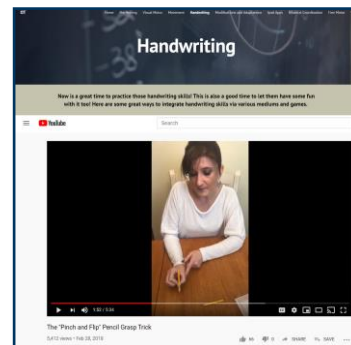
Sample Virtual IEP Meeting Agenda (60 Minutes Sample Protocol)			
MEETING ROLES		STEPS	Who
<b>FACILITATOR</b> Facilitates the meeting and ensures the participants use the technology as best as possible.	<b>TIMEKEEPER</b> Monitors the meeting time and alerts the facilitator when the meeting time is almost over.	1. Meet introductions and review meeting norms and agenda	Facilitator
<b>SCRIBE</b> Takes detailed notes.	<b>NOTE-TAKER</b> Takes detailed notes and updates to IEP meeting.	2. Review Student's Present Levels of Academic Achievement and Functional Performance (PLAAFP or PLDP)	Team
MEETING NORMS		3. Identify measurable annual goals for the student that address all areas of identified needs and how progress will be measured.	Team
Be on time	Use office equipment as needed	4. State the special education and related services the student will receive along with needed supplementary aids and services, and program modifications or supports for school personnel.	Team
Be respectful	Use office equipment as needed	5. Address other IEP sections	Team
Be professional	Use office equipment as needed	6. Wrap-up and next steps	Facilitator

- Explicit agendas
- Speed movement

## Explain Services in Plain Language

Special Education Frequently Asked Questions (FAQs)
Last updated: May 22, 2020
Will there be Extended School Year Services this Summer?
What if I need to make a special education records request during the school closure?
Will SFUSD move forward with Special Education Assessments during this period of school closure?
How will SFUSD support Special Education students during shelter in place?
What are distance learning plans for Special Education students?
What about PreK and TK students?
What is the purpose of a Prior Written Notice (PWN)?
Are the proposed special education service changes in the PWN—Distance Learning Plan temporary or will they be permanent?

## Use Multimedia to Increase Transparency



## Distance Learning is Perfect Moment to Educate Parents about SPED Services

“During distance learning, specialists are consulting more with parents and building a positive relationship where previously they may not have known each other. If you aren’t steeped in it, you might not “get” what something like Speech Pathology means. Now, parents are learning through experience.”

~SPED Director, California School District

# #2 – Family Distance Learning Profiles

## Align DL Activities and Communications with Household Circumstances

### All Parents Asking the Same Q's

Will all my kids be able to access devices?



Are device-usage expectations realistic for my family?

Is our home environment appropriate for learning?

Do educators and service providers know when/how to contact me?



Am I adequately prepared to facilitate instruction at home?

Do educators know in what format my child learns best?



Will educators facilitate my child's learning?

How well can my home mimic a school setting?



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### Family Distance Learning Profile

#### For each household:

- Number of students and grade/school of each student
- Number/type of in-home devices (e.g., iPads, Chromebooks, laptops)
- Expected hours of device usage and time of day access is needed for each student
- Circumstances that the school should be aware of (e.g., family illness, shared custody)

#### For each parent/guardian:

- Language(s) spoken
  - English language proficient?
- Best hours to contact
- Best way to reach (e.g., text, email, phone call)
- Parent received LMS training (y/n)

#### For each student with disabilities:

- Preferred learning structure (e.g., asynchronous, synchronous, hard copy packets)
- On a scale of 1-5 (1=not at all, 5=very well), how well does the student engage in independent learning?
- Attach student's Virtual Learning IEP Addendum

# #3 – Multimodal IEP Transition Tools

## Create Home-Learning Versions for Each IEP Accommodation



Daily Accommodations	Remote Accommodations
Student needs directions and content read aloud	Teachers can record themselves reading directions, provide the recording to the student
Student needs assignments broken down into parts or steps	Provide schedule to students to complete parts of the assignment with specified due dates
Student benefits from visual cues on assignments	<ul style="list-style-type: none"><li>• Color code, bold and/or highlight documents</li><li>• <a href="#">Liner-Chrome Extension</a></li><li>• Use icons or emojis</li><li>• Pre-organize content</li></ul>
Student provided access to a scribe	<ul style="list-style-type: none"><li>• Parent can scribe for student</li><li>• Student can complete assignment via speech to text<ul style="list-style-type: none"><li>○ Google Docs</li><li>○ Microsoft Word</li></ul></li></ul>
Student requires preferential seating	Inform parents of the environment needed for their child to learn best

## Embed Low-Effort Parent Feedback Loops to Track Progress on IEP Goals



### Practice-In-Brief

- Teachers design simple Google Form diagnostic
- Parents document student activity daily and submit
- Teacher analyzes data, measures progress, adjusts approach



Daily Skills and Goals - Data

Reach and grasp item positioned overhead

No, refused

Tolerated hand-over-hand

Marked independently

Other: \_\_\_\_\_

Submit

# #4 – Distance Learning Workload Audit

## Avoid Overburdening Students with Unrealistic Assignments

### SWD Easily Overloaded and Harmfully Disengaged by DL

Inundated with assignments and lacking needed support, SWD falls behind



Overwhelmed students and families stop responding to school outreach



### IEP Team Should Audit How Much DL Work Students Can Handle

#### Student Distance Learning Workload Audit

##### Objective:

Identify target area for optimal student engagement and maximum learning.



##### Steps:


1. List student's IEP goals, objectives, and target skill areas in priority order.
2. Using information from the Family Distance Learning Profile, highlight the goals, objectives, and/or target skill areas most attainable for the student during distance learning.
3. Select the 1-3 highest-ranked, highlighted goals, objectives and/or target skill areas.
4. Answer the following questions about these goals, objectives, and/or target skill areas:
  - a. What synchronous or asynchronous assignments can the student complete to make progress on these goals, objects, and/or target skill areas?
  - b. How much time each week can the student reasonably devote to these assignments?
  - c. What support will the student need to complete these assignments (e.g., one-on-one guidance, daily reminders, etc.)?
  - d. How will educators document and measure student progress?
5. Instruct general education teachers, parents, and the student that the student will not be held accountable to any other assignments.


# #5 – Standardized Virtual IEP Documentation

4-page document that tracks distance learning plan implementation for SWD

Standardized documentation reduces paperwork burden, establishes mutual transparency

Key code one option, Excel or Google Sheets multi-item dropdown might be even easier





**MIAMI-DADE COUNTY PUBLIC SCHOOLS**  
**DISTANCE LEARNING IMPLEMENTATION PLAN FOR STUDENTS WITH SPECIAL NEEDS**

**Section 1: Student's Individualized Educational Plan (IEP) Priority Educational Needs (PENs) being delivered weekly during distance learning.** Check all that apply.

TECHNOLOGY RESOURCES	Language Arts PEN	Mathematics PEN	Science PEN	Social Studies PEN	Independent Functioning PEN	Other PEN
Microsoft Teams/ZOOM					✓	
Learning A-Z			✓			
Edgenuity	✓					
Unique Learning						✓
IXL Personalized Learning	✓					
i-Ready						
BrainPop						
TeachTown						
Khan Academy		✓				
Storyline Online						

**Section 2: Distance Learning Instructional Delivery Methods/Accommodations for students with IEP or 504 Plan.** Refer to the code(s) in Table 1 and Table 2 below for a description of the distance learning instructional delivery methods and accommodations being utilized with the student.

Monday	Tuesday	Wednesday	Thursday	Friday
Instructional Delivery Method Code(s): 1,2,4,6	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):	Instructional Delivery Method Code(s):
Accommodation Code(s): d,c,g	Accommodation Code(s):	Accommodation Code(s):	Accommodation Code(s):	Accommodation Code(s):

**TABLE 1: KEY FOR INSTRUCTIONAL DELIVERY METHODS**

1. ESE Teacher
2. General Education Teacher
3. Support Facilitation/Consultation Teacher support
4. Virtual face-to-face contact (i.e. Zoom, Microsoft Teams)
5. Small group virtual/phone contact
6. Interactive tutorials

**TABLE 2: KEY FOR ACCOMMODATIONS**

a. Extended time for test taking
b. ESOL strategies
c. Use of immersive reader/text-to-speech
d. Closed captioning (Google Slides)
e. Credit for oral participation
f. Provide written directions for assignments when directions are given orally through virtual means
g. Provide important dates/deadlines in writing



# #6 – Home Behavior Management

## Parental Coaching

### Recreating the Learning Environment



Starter-pack for implementing positive behavioral intervention supports at home

Recommends recreating school environment to greatest extent possible

Templates for establishing routine, expectations, and rewarding good behavior

### Behavior Specialist Coaching



SPED Case Manager works with IEP team to identify need

1-hour parent trainings weekly via email, phone, Zoom

Parent coaching customized based student's Positive Behavior Support Plan

## Just-in-Time Resources

### Virtual Calming Rooms



SCUSD "Virtual Calming Room" for students and parents

JIT emotional management tools for self-regulation and wellness

10+ resource areas including live animal cameras, yoga, and guided meditations

### Mental Health Hotline



Phone, text, email hotline for COVID-19-related mental health concerns

Open 6am-6pm on weekdays, bilingual operators

In April, 581 total calls, 350 callers were parents, 19 were students

# #7 – Online Communities for Families of SWD

*Activate Parent Volunteers, Host Virtual Workshops to Scale Reach*

## Special-Education Parent Network

### 1 Simple web form asks: “How can we help?”



How can we help? \*

- I'd like more information about BSPN.
- I have a suggestion or something to add to the site.
- I have a question about my child's education.
- I'd like to be contacted by another parent of a special needs child.

SUBMIT

### 2 Connect with others who have “been there”



- Share resources for training, counseling, therapy, etc.
- Offer emotional support and advice
- Advise based on personal and collective experiences

## Virtual Special Education Workshops for Families



Align content of sessions with needs of SWD and their parents



Host sessions through videoconferencing or social media platforms to increase participation



Expert speakers, time for Q&A, and “take-home” resources maximize relevance and value

# Many SPED Lessons Apply to General Population

19

*EAB Will Be Producing Tools to Improve Distance Learning Experience*

Equitable Multimodal  
Learning Models

*Seamless transitions between school  
and home settings*



Distance Learning  
Experience Mapping

*"What went wrong? What went right?"*



Next-Gen IT Architecture,  
Curriculum, and PD

*Making multimodal learning sustainable  
long-term*



Teleservices Readiness  
Criteria

*Teletherapy, telemental health services  
implementation considerations*



# What Can You Do Next?

## How EAB Can Help K12 Partners Right Away

### Step 1



#### Visit EAB.com's COVID Resource Center

A central location for essential information and expert insights across multiple topics, including:

- Distance Learning
- Equity and Wraparound Services
- Financial Sustainability
- Legal, Logistics, and Operations
- SEL and Mental Health
- Student Engagement and Community
- Teacher and Staff Workforce

### Step 2



#### Schedule 1:1 Consultation Workshop

Review your COVID response priorities, decision-making organization structure, and planning goals with EAB experts



#### Family-Centric SPED Organization



#### Student and Teacher Mental Health

### Step 3



#### Access Relevant DLF Research

Pre-COVID District Leadership Forum research more relevant now than ever, access high-impact research immediately

- *Managing Behavioral Disruptions in Early Grades*
- *Narrowing the Third-Grade Reading Gap*
- *Responding to the Adolescent Mental Health Crisis*
- *Preparing Principals to Lead*

[eab.com/k12covid19response](https://eab.com/k12covid19response)



Interested in talking to an EAB expert about your COVID-19 challenges?

Complete the exit survey

## Question

What do you want to know about how other districts are making distance learning easier for parents?

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