SST 13: COVID-19 Practices-Regional Survey Responses:

Please read document in its entirety

Document Layout:

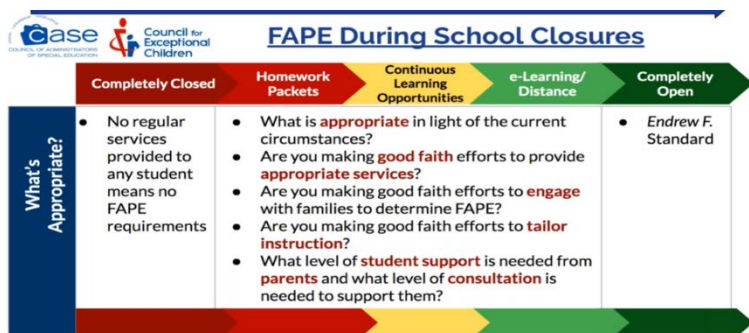The following represents a layout of the data analysis trends and patterns captured within the document.

❖ **Brief Introduction**- thank you to districts and ESC partners
❖ **Section 1**- Where districts fall on the school closure continuum
❖ **Section 2**- Providing instruction for all students
❖ **Section 3**- Districts' expectations of educators working remotely
❖ **Section 4**- Procedures for ensuring students with disabilities (SWD) are accessing learning/instruction that is appropriate and reasonable
❖ **Section 5**- Tracking and documenting services provided pursuit to the IEP
❖ **Section 6**- How are related services being provided?
❖ **Section 7**- Questions districts would like for SST to submit to OEC on the district behavior

Introduction

First and foremost, SST 13 would like to thank our wonderful districts and 4 County ESC partners (Butler, Clermont, Hamilton, and Warren) for their dedication towards working collaboratively and completing the COVID-19 regional survey.

This document represents a very brief and targeted analysis of information collected from the SST 13 COVID-19 Continuum of Regional Practices survey. It is not intended to be interpreted as an exhaustive analysis of all the practices and procedures that schools and districts have or are planning to put in place as they work to provide a continuum of "***good faith effort***" educational supports under the COVID-19 crisis. Thus, this information should be viewed as preliminary baseline data only. Districts are working tirelessly to develop and refine protocols, crisis plans, and other procedures to meet the array of needs of their students and families. ***Please note that the data is arranged by county and/or region only to ensure district anonymity***.

FAPE During School Closures

What's Appropriate?

Completely Closed
- No regular services provided to any student means no FAPE requirements

Homework Packets
- What is **appropriate** in light of the current circumstances?
- Are you making **good faith** efforts to provide **appropriate services**?
- Are you making good faith efforts to **engage** with families to determine FAPE?
- Are you making good faith efforts to **tailor instruction**?
- What level of **student support** is needed from **parents** and what level of **consultation** is needed to support them?

Continuous Learning Opportunities

e-Learning/ Distance

Completely Open
- *Endrew F.* Standard

Some data analysis is represented in graphical form, while other components are best captured in narration based on the type of information requested through the survey tool. As we stated in our four county taskforce email blasts, this report will be made available to our ESC partners and districts. It is our hope that this material can be used by districts to assist with planning and sharing resources in some capacity. Should you have any questions or concerns regarding the data, please do not hesitate to contact your county SST point of contact, whose information has been provided at the end of this document.

To begin, it is important to note there was a total of 55 responses representing all 4 counties. 4 of the responses were duplicates from the same districts; duplicate responses were removed from the data analysis. Thus, the actual number of respondents is **51, which will serve as the denominator for analysis**. Responses generally align to the number of districts represented by region. As such, Hamilton County had more districts responding because it has more districts located in its county. It should also be noted that some districts were on spring break when the survey was initially sent out.

County

55 responses

- Butler
- Clermont
- Hamilton
- Warren

43.6% 16.4% 21.8% 18.2%
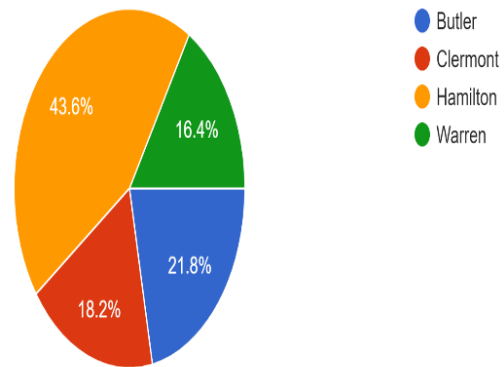
The rate of response per county in region 13

Butler County=100%, Clermont County=100%, Hamilton County=96% Warren County=43%

(It should be noted that some districts were on spring break when the survey was sent out)

Section 1: Where Districts Fall on the Continuum

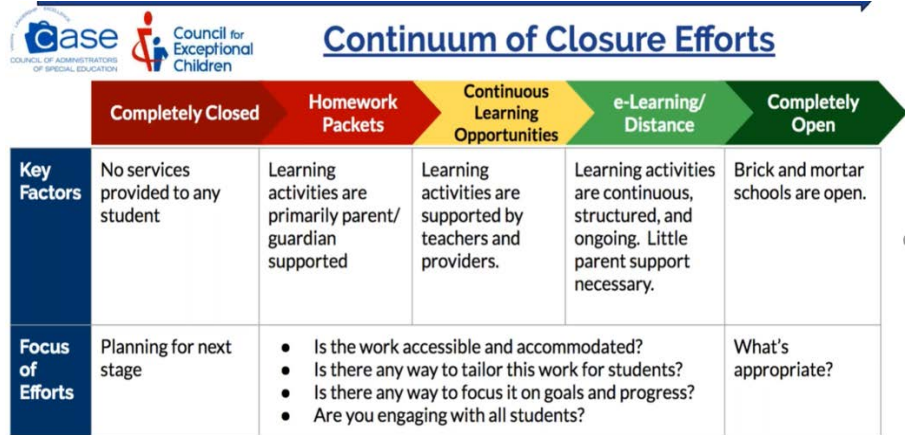| Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
1	2	3	4	5

The following graph demonstrates where districts fall on the overall continuum of their "good faith efforts" to provide general education and FAPE during the COVID-19 school closure in region 13. As stated previously, there were 55 district respondents, with 4 replications. After the replications were removed 51 respondents remained; representing all four counties located in region 13 (Butler, Clermont, Hamilton and Warren). Please note, many districts are doing a hybrid of practices across the continuum, such as homework packets and e-learning/distance, etc. The data also reveals that there are districts that are not providing any instruction at this time (but discussed plans to do so).

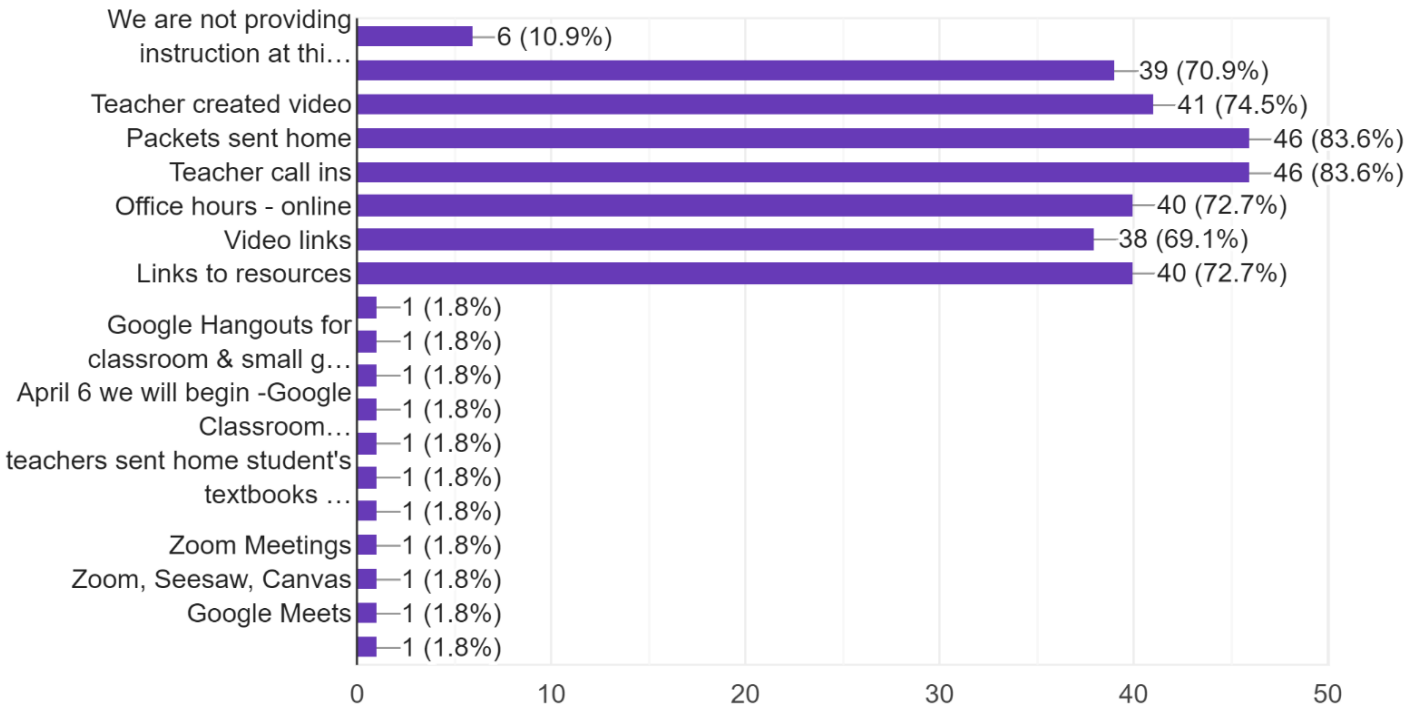| Sum of Where does your district fall on the above continuum?	Column Labels				
Row Labels	1	2	3	4	Grand Total
Butler			24	16	40
Clermont	1	2	9	20	32
Hamilton		6	27	48	81
Warren	1	4	12	8	25
Grand Total	**2**	**12**	**72**	**92**	**178**

The purpose of this data is to gather some preliminary information regarding the varying ways districts are providing instruction for all students. Districts' responses ranged from providing nothing at this time due to closure to homework packets, e-learning/distance and hybrid combinations. There are significant disparities among districts' ability to provide e-learning opportunities. Districts are also using varying online platforms to check in with students and families, provide instruction and SDI, as well as to provide resources for families.

Continuum of Closure Efforts

	Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
Key Factors	No services provided to any student	Learning activities are primarily parent/ guardian supported	Learning activities are supported by teachers and providers.	Learning activities are continuous, structured, and ongoing. Little parent support necessary.	Brick and mortar schools are open.
Focus of Efforts	Planning for next stage	• Is the work accessible and accommodated? • Is there any way to tailor this work for students? • Is there any way to focus it on goals and progress? • Are you engaging with all students?			What's appropriate?

Document your good faith efforts so you know what has been provided!

How are you providing instruction for all students? (Check all that apply)

55 responses

Category	Count
We are not providing instruction at thi…	6 (10.9%)
	39 (70.9%)
Teacher created video	41 (74.5%)
Packets sent home	46 (83.6%)
Teacher call ins	46 (83.6%)
Office hours - online	40 (72.7%)
Video links	38 (69.1%)
Links to resources	40 (72.7%)
Google Hangouts for classroom & small g…	1 (1.8%)
	1 (1.8%)
April 6 we will begin -Google Classroom…	1 (1.8%)
	1 (1.8%)
teachers sent home student's textbooks …	1 (1.8%)
	1 (1.8%)
Zoom Meetings	1 (1.8%)
Zoom, Seesaw, Canvas	1 (1.8%)
Google Meets	1 (1.8%)
	1 (1.8%)

This data point is aimed at gathering concrete examples regarding the work expectations that districts have set for educators, related service providers, and paraprofessionals (as applicable) during school closures. Districts provided an array of responses from having no expectations (due to being presently closed and awaiting guidance from district/or on spring break and planning) to very explicit times for availability, instructional platforms, and other instructional requirements.

Please note that there are various calculations based on how the districts answered the questions. Thus, although there are 51 respondents, analysis may not include all 51 responses, particularly, if the targeted information could not be extrapolated from the question. This was done in order to try to quantify the vast amount of data in the responses and to reduce an extensive qualitative narration of the data. Recurring themes have been captured in global terms, but if districts want county information, they can request it from their ESC leads (Wendy, Chris, Sally and Christy) and SST will make it available accordingly.

Expectations	Quantitative Data		Qualitative Themes
Formal District Plan: Pandemic, Distant learning, remote location, etc.	51/51= 100% of districts are engaging in planning conversations		✓ All districts are **engaging in planning conversation**s at some level (district, building, and school) including districts who are officially identified as being completely closed ✓ All districts providing instruction across the continuum, have plans and or are planning to address **SDI for SWD** ✓ Districts that **were on spring break** are in the planning phase: getting acclimated to the new normal, gathering and processing legislation regarding instructional practices, etc. ✓ Districts that are **going on spring break** will be using that time to plan for remote learning, building platforms, etc. ✓ Many districts are doing **planning in phases**- releasing plans for staff communication and expectation structures first, instruction for all students next phase, SDI for students with disabilities, etc. ✓ Presently, only one district explicitly reported a formalized plan prek-through 12 ✓ Many districts reported that plans will be updated in the near future.
Availability for Educators ✓ 38/51 responses specifically addressed staff availability: averages to 74%	The following is based on the 74% that answered this question specifically		✓ Expectations for staff to **engage in selfcare** during this time ✓ Expectations for teachers to **work contractual day** with flexibility including but not limited to: ➢ **Flexibility** with requirements for how much time staff is expected to be available online ➢ Specific **office hours** to be available to families and students ➢ Specific time for posting materials, holding face-to-face chat with students and families, answering emails, making phone calls and updating materials depending on the type of platform selected by the district
	Daily	17=45%	
	Weekly	9=24%	
	Other	8=21%	
	None	4=10%%	

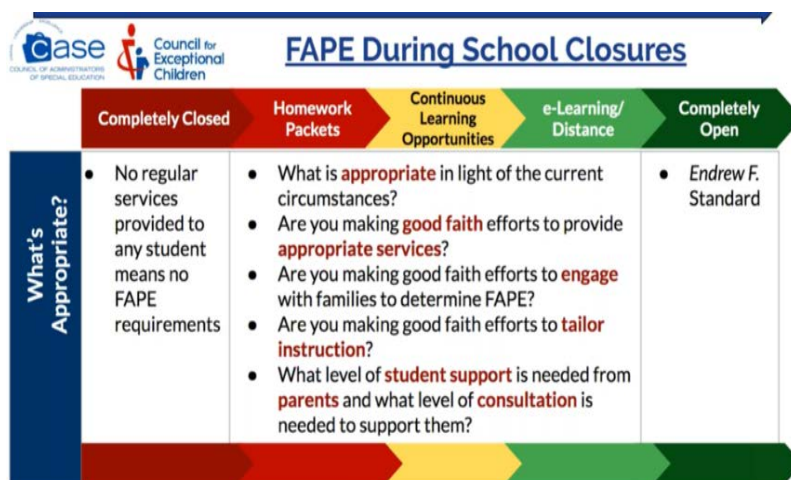|			
			✓ Expectations for teachers to be available for at least **half or more** of the contractual day (e.g., 9-11 or 9-1) with the same fluid components as listed above (e.g., flexibility, office hours, specific times for posting and reading out to families/students, making calls, etc.) ✓ Some districts stated availability expectations were the **same** for **related service providers** (and paraprofessional as applicable) as **intervention specialists** and **general educators** ✓ Other districts specifically provided availability expectations for **intervention specialists** and **related services** providers including but not limited to: checking in at least one day a week with caseload, checking in daily for office hours and progress monitoring, checking in as needed to meet caseload obligations, checking in using contractual day with office hours, and checking in for targeted time frames of the day ✓ Some respondents reported **hybrid systems** that incorporates both contractual and targeted availability expectations for staff. ✓ **No expectations** – schools are closed and/or on spring break and using this time to plan and establish a system of instructional supports
Expectations for Lessons	22 =43%		✓ 43% of districts responded that there are clear expectations for lessons and instruction. ✓ Most districts are using a hybrid system of packets (pencil and paper), videos and links, and e-learning ✓ For the districts that are able to provide an e-learning option, they are using a variety of options: Google classroom, CANVAS, Google Hangouts, Seesaws, Chat, Schoology, GoToMeeting, Zoom, etc. ✓ Some lesson expectations are very prescribed: for example 25 to 30-minute video lesson recorded or provided live, face to face instruction, posted lessons in classroom and chat the night before, posting instruction on CANVAS and Blackboard, provide video lessons and resources weekly from educational links, provide instructional activities through chrome books, ✓ Many districts provided explicit lesson expectations for **students with disabilities** including same expectations as nondisabled peers, a continuum of instructional options based on the intensity of individual needs as appropriate under COVID-19 crisis -pencil paper, modified learning packets and video resource options for students that has been modified to instructional level, etc. ✓ **SDI**- districts reporting an array of practices including conferring with parents to develop a plan for instructional needs, IS and general educators work collaboratively to provide accommodations and modifications (including 504 for some districts), teletherapy with IS and related services providers, check-ins with parents, calls, chats, and face-to-face depending on IEP goals.

Expectations for monitoring	8=15%	✓ 8 districts explicitly discussed expectations of some form of documentation of student work, responses goals, and/or academic progress, specifically related to IEPs ✓ Many of these 8 districts also discussed monitoring in general for nondisabled peers as well ✓ The way and manner is which progress monitoring was to be conducted was also briefly stated: weekly through phone calls, team and parent virtual meetings, formalized documenting tool, etc.
Other		✓ Expectations for team virtual team meetings and work was stated some districts ✓ Expectations for continued **on the job development** was stated by some districts as it relates to learning more about remote learning platforms that the district will be utilizing ✓ It should be noted that one district explicitly stated that teachers should be continuing with their **professional development** by attending webinars and reading professional materials

Section 4: Procedures for Ensuring Students with Disabilities are Accessing Learning and Instruction that is Appropriate and Reasonable

The purpose of this data is to gather information regarding the varying ways districts are providing instruction for students with disabilities. Districts provided a brief narrative in response to this question. The data was analyzed for themes and then subthemes under each theme. Each subtheme has a total of the times the subtheme was stated in the individual district responses. The team analyzed the data for trends and patterns, included comments that may be beneficial to the districts (I.e. utilization of aides for support, instruction, and communication/check-ins), and shared barriers stated by a few districts.

FAPE During School Closures

Theme	Quantitative Data	Analysis of Data
Instruction	Total=51	
• Multiple methods of providing instruction to students with disabilities (packets, online, videos, etc.) based on student needs. • Intervention specialists provides live video instruction (Zoom, Google Hangout) or online programs • Individualized packets sent home to address IEP goals • Created individualized plans (unspecified method of instruction) • Currently, in the process of creating instructional plans for district • Treating SWD same as general education students (method of instruction unspecified) • Closed-no instruction provided to all students, including SWD • Intervention specialists worked in collaboration with general education teachers to design learning activities for SWD	17/51=33% 6/51=12% 7/51=14% 12/51=24% 4/51=8% 2/51=4% 2/51=4% ---- 9/51=18%	• Most districts in the region that completed the survey are providing some form of instruction to SWD. • While some districts provided instruction via one form of delivery, several used a hybrid of online learning and packets. • Districts have utilized a variety of online platforms (Zoom, Schoology, Google Classroom/Hangout, current online programs students already used when in school buildings). • Districts have a variety of expectations for direct virtual instruction or paper/pencil lessons[packets] (2x week, 2-4x week, every day, 30 minutes a day, minutes per grade level, etc.). • Many stated doing their best they can in the circumstances. • Nine districts also included intervention specialists and general education teachers collaborated on modifying general education learning activities for students with disabilities. This is additional information included the way they provided instruction itself, so is not part of the total factored into the method of how instruction was provided to students with disabilities.
Check-in/Supports	Total=29	Percent based off the number of districts that included information in narrative related to checking in with families and students.
• Multiple methods to check-in • Phone calls • Video chats/conferencing • Emails • Google document/communication log • Office hours • Unspecified method • No check-in required of staff at this time • Google classroom (for check-in)	5/29=18% 1/29=3% 1/29=3% 1/29=3% 3/29=10% 4/29=14% 12/29=41% 1/29=3% 1/29=3%	• Most districts had expectations for staff (intervention specialists and related service providers) to maintain consistent communication with families/student and to provide additional instruction, clarification, and support as needed. • Most districts stated check-in with families/students was expected to be done at least weekly.
Resources	Total=4	Percent not included as this was additional information included in responses.
• Shared online resources as intervention tools & recommendations for activities • Applied for a grant to purchase iPads for SWD who cannot access Chromebooks	3 1	• May be a possible area districts can provide additional support to families/students to share online resources.
	Total=8	Percent not included as this was additional information included in responses.

Documenting communication, instruction, support, and/or progress monitoring	8	• Documentation is addressed in another question in the survey, so will be reviewed with the results of that question.
Other	Total=1	Percent not included as this was additional information included in responses.
• Aides are providing support, some instruction, and some check-in	1	• One district stated how aides were also providing instructional support and communication.
Barriers to Instruction	Total=8	Percent not included as this was additional information included in responses.
• Lack of access to technology • Lack of wi-fi/internet connection	3 (no 1:1 tech options) 5	• Concerns about access if school closure is extended to 1:1 technology. • Lack of access to wi-fi connection and sometimes not appropriate for all SWD, so paper/pencil or packets were provided for SWD as an option.

Section 5: Tracking and Documenting Services Provided Pursuit to IEP

This chart shows the different ways that people are tracking and ensuring that students are receiving specially designed instruction throughout these unprecedented times. As we learn more about the technology available and the numerous options for providing instructional opportunities, districts will be able to expand their toolbox of resources. Many districts stated that they were trying an array of options and letting staff choose while others were asking all staff to use the same form.

Below are the entries we received from the region. Please note that many schools stated that they were using more than one way to document services and will be represented in more than one place. The total number of districts that responded to this question is 51. Even though there were 51 responses, not all the responses specifically answered the targeted question. As such, the percentages will vary in calculations.

Tracking/Logging forms	49	91%
Google sheet/doc	14	26%
Individualized by IS	16	30%
District developed	17	31%
CASE form (not modified)	2	4%
Other forms of documenting services		
Google Classroom/LMS	4	7%
Documenting what is being taught, material, content and method	4	7%
Check-ins with families	3	6%
Sending packets home	2	4%
PR-01 every attempt and contact	1	2%
Parent/Student takes pictures	1	2%
Teachers daily journal of activities	1	2%
Weekly SPED meeting to check on progress	1	2%

Section 6: How Are Related Services Being Provided?

The following chart shows the different ways that districts have chosen to provide related services to their students. As more information comes out the methods can and do change. This is just a snapshot of what districts are doing. Many districts stated that the method they were using changed based on the service and/or student they were serving. There is no one size fits all and that all districts are working to meet the needs of their students. Please keep in mind that the data provided here is just snapshot of how districts are meeting the needs of all students. Throughout the survey several districts stated they were exploring the option of teletherapy. Since the creation of this survey further guidance has become available around teletherapy.

Method of Service Provided	Number of districts
Teletherapy -through live platform Google hangout, Zoom, Seesaw	24
Packets sent home	11
Remote consultation services through email, chat, phone calls	11
Meeting virtually one on one with parents, providing parents ideas	10
Services provided by ESC or affiliate school	7
Google classroom activities posted	1
Compensatory upon return	1
Collaborates with classroom teacher	1

Sect Section 7: Questions Districts Has for SST to Inquire of ODE

The section below represents questions from the districts that cover a wide range of topics and concerns regarding FAPE during the COVID-19 crisis. Many of these questions have already been answered through guidance documents provided by the Ohio Department of Education and/or the U.S. Department of Education, as such some of the answers have been incorporated by SST. All answers and web sites can be accessed through the SST 13 Toolkit and Resources.

ETR/IEP

Is it ok to write on ETR and IEP participant pages "agreed per video conference" for participants unable to sign remotely and then collect all signatures after this crisis has passed?

Yes. Documentation/PR-01 is your best friend. You can also collect signatures via picture from phone or email.

This is a little early but... when we return to school, we will have many ETR's and IEP's to get signatures on. We have documented thoroughly who participated and agreed in a PRO1. What date will we have parents and team members put when they sign - the actual date they sign when we return? or backdate to the meeting date?

They will date/sign the actual date in which they signed.

How long will districts have to conduct meetings for ETRs/IEPs that were not able to be conducted due to limited data and delayed via a PR01?

During School Closures, Special Education Providers should be documenting, to the greatest extent possible, the following:

● *Agreement or non-agreement:*
  ○ *Meeting timeline extensions*
  ○ *New services or temporary discontinuation of services*
  ○ *FERPA information* ○ *Temporary plans for learning during the next few months*
  ○ *Use of parent input to the extent possible*

NOTE: A state may be able to extend the 60-day timeline for complaint resolution if exceptional circumstances exist with respect to a particular complaint. 34 C.F.R. § 300.152(b)(1). Although the Department has previously advised that unavailability of staff is not an exceptional circumstance that would warrant an extension of the 60-day complaint resolution timeline, the COVID-19 pandemic could be deemed an exceptional circumstance if a large number of SEA staff are unavailable or absent for an extended period of time.

Should we really be amending IEPs for change of placement/services due to this chain program delivery during this period of time or is a PR01 sufficient?

No amendments are needed.
Avoid "changing placement" (i.e. to home setting) - this is not a "traditional" change in placement - the school is not doing this, the pandemic is.
 ● This "change of placement" is not one contemplated by IDEA that would trigger typical procedures (e.g., convening full IEP team, providing PWN). It is a forced "change of placement" being made by COVID-19.
 ● We do not want this "change of placement" to become the current IEP for purposes of stay-put!
See 'How to handle Change of Placement' below

Request for evaluations during the closure- what should the response be?"

During this time, it is unrealistic to complete a full and accurate evaluation. Document parent request in PR-01.

How will all our initial IEPs and ETRs that we can't meet the compliance timeline on be tracked in EMIS so we are not taken into a CAP?

Situation is fluid as ODE is updating its guidance along with legislature. Waiting for further guidance.

Also, can we go back and change any special education student that was expelled to being not expelled? We are providing the exact same instruction to all students, so they are not truly expelled. I don't know if we even have any, but I just wanted to ask in case we do.

Looking for further guidance currently.
(FAPE must be provided, even to students who are expelled – see 3301-51-02 FAPE: (A) Each school district shall adopt and implement written policies and procedures, approved by the Ohio department of education, office for exceptional children, ensuring that a free appropriate public education (FAPE) is made available to all children with disabilities between the ages of three and twenty-one, inclusive, including children with disabilities who have been suspended or expelled from school, for whom the school district is the child's school district of residence, as defined in paragraph (B)(56) of rule 3301-51-01 of the Administrative Code and as provided by rule 3301-51-01 of the Administrative Code.)

Compliance during the Pandemic

All Schools Should Continue to Make Good Faith Efforts to Comply With IDEA:
 ● Written Notice To ensure that parents are informed, in writing, of what is happening with their child. ● IEP Meeting Procedures To ensure parents are provided the opportunity for meaningful and informed participation in decision-making and are made aware of their procedural safeguards

What about re-evals/reviews?

If the school was scheduled to conduct a re-evaluation team report review prior to the ordered school-building closure period but was unable to complete it, then continue to provide services.
IEPs also must be reviewed annually. 34 C.F.R. §300.324(b)(1). However, parents and an IEP Team may agree to conduct IEP meetings through alternate means, including videoconferencing or conference telephone calls. 34 C.F.R. §300.328. Again, we encourage school teams and parents to work collaboratively and creatively to meet IEP timeline requirements.
Reviews of the evaluation team report can be completed using a virtual format or via telephone. Participation and required signatures can be documented via email attachment, standard mail, scanned signature, photograph of the signature or any other electronic means.

SDI

Is there anything extra we should be doing for those students when parents have not responded to any attempts to make contact / provide instruction?

During School Closures, Special Education Providers should be documenting, to the greatest extent possible, the following:
* *Attempts to engage with the student and how the student responded.*
* *Tailored instruction documented and shared*
 * *Progress on IEP goals measured and reported*
* *https://bit.ly/CASEServiceLogS*

How do we handle a change of placement?

IDEA Did Not Contemplate Changes in Placement During a Pandemic, Let's Not Treat it Like One
* *Avoid "changing placement" (i.e. to home setting) - this is not a "traditional" change in placement - the school is not doing this, the pandemic is.*
* *This "change of placement" is not one contemplated by IDEA that would trigger typical procedures (e.g., convening full IEP team, providing PWN). It is a forced "change of placement" being made by COVID-19*
. ● We do not want this "change of placement" to become the current IEP for purposes of stay-put!

Would it be reasonable to amend IEPs to adjust SDI minutes based on technology access? How does equal access apply?
No amendments are needed. Document your good faith efforts so you know what has been provided.

What is the expectation related to delivery of SDI and therapy minutes?
Do all minutes presently identified on IEPs have to be delivered?

Document your good faith efforts so you know what has been provided.
Resource: https://docs.google.com/spreadsheets/d/1rSv5DGQGNAXmOWnc1URPO64jufVmzGU_DAru1jYhags/edit#gid=0

How do we handle situations where students and families are not available for SDI delivery either due to technology barriers or scheduling challenges?

Where technology itself imposes a barrier to access or where educational materials simply are not available in an accessible format, educators may still meet their legal obligations by providing children with disabilities equally effective alternate access to the curriculum or services provided to other students.
 For example, if a teacher who has a blind student in her class is working from home and cannot distribute a document accessible to that student, she can distribute to the rest of the class an inaccessible document and, if appropriate for the student, read the document over the phone to the blind student or provide the blind student with an audio recording of a reading of the document aloud.
The Department encourages parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. Consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

Preschool ETR/IEP

How are we to handle preschool IEP's by the 3rd birthday - and those transitioning from Help Me Grow services? Is there flexibility here?
All Schools Should Continue to Make Good Faith Efforts to Comply With IDEA:
● *60-day Timelines*
● *Annual Reviews*
● *Part C to Part B Transitions*
 ● *Prior Written Notice*
 ● *IEP Meeting Procedures (i.e. written notices, meeting participants, meeting procedures)*
All Schools Should Continue to Make Good Faith Efforts to Comply With IDEA:
● *60-day Timelines- Complete any evaluations that might remain open in an expeditious fashion.*
 ● *Annual Reviews- To ensure that we are regularly reviewing progress toward IEP goals.*
● *Part C to Part B Transitions- To ensure continuity of services and seamless supports.*

Financial supports and obligations

Are there any chance Grant's funds will be extended, IDEA-B. This would allow for fund to be used in July/August to provide compensatory education needs.

IDEA Part B funds may be used for activities that directly relate to providing, end ensuring the continuity of, special education and related services to children with disabilities. For example, an LEA may use IDEA Part B funds to disseminate health and COVID-19 information that is specifically related to children with disabilities, to develop emergency plans for children with disabilities or to provide other information….
https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf

Stimulus Funding as it relates to IDEA, now being worked on via CASE-Allowable Expenses:
Any services provide under IDEA.
Purchasing education tech. (including hardware, software, connectivity) for students…including SWD, which may include assistive tech. or adaptive equipment.
Providing mental health services and supports.
Planning and implementing activities related to summer learning and supplemental afterschool programs, including during the summer months and addressing the needs of…SWD. MORE INFO TO COME.

Compensatory Education (time)

How will Comp Ed Services be determined?

The determination to provide compensatory educational services as a result of the ordered school-building closure needs to be made on an individual or case-by-case basis after the ordered school-building closure ends.
IEP teams should review student data to determine if critical skills will be or have been lost during the period in which the district has been closed.
Where, due to the global pandemic and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - IEP teams (as noted in the March 12, 2020 guidance) must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations.
 https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020

Graduation and Testing

How should we determine exemptions when alternative pathways may not be met?

HB 197—allows public and private schools to grant a diploma to any student who, at the time school closures began March 17, was on track to graduate this spring-even if that student is unable to compete some of the requirements now.

Ohio currently has different graduation pathways for students in different graduating classes. It is unclear how the cancellation of this spring's state tests will affect graduation options for current freshman through juniors. One of

the primary diploma pathways involves those students taking spring tests directly tied to courses they were taking this year. (More information to come)

Some AA testing not complete- what is their guidance?

Annual state testing for the 2019-2020 school year are waived, as are the September state report cards that are largely based on that testing. The new waiver includes WebXams for career tech students, tests for new English Language learners and Alternate Assessment for Student with disabilities.

Are you aware of any state guidance related to the return of physical copies of the alternate assessment? We had three students take this assessment via the tradition/paper version. Do I return these, or do I keep them per the order that the alternate assessment is canceled?

Per Andrew Hinkle: At this time, they just need to make sure they are locked up until further notice. We don't need to spread anything or add to the distribution/mail system and the receiving warehouse is shut down.

Four Priorities for Special Education (CASE Webinar March 27, 2020)

1. Focus on the safety, health, and welfare of students and staff members in your community.
2. Provide FAPE - Deliver services to as many students as you reasonably can in the best way you know how.
3. Document your efforts; make sure documentation is focused, consistent, detailed and demonstrates a good faith effort to provide good services.
4. Compliance during the pandemic - IDEA wasn't built for this

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