

# Addressing Learning Loss for Students Eligible for Special Education Services



**Glenna Gallo**

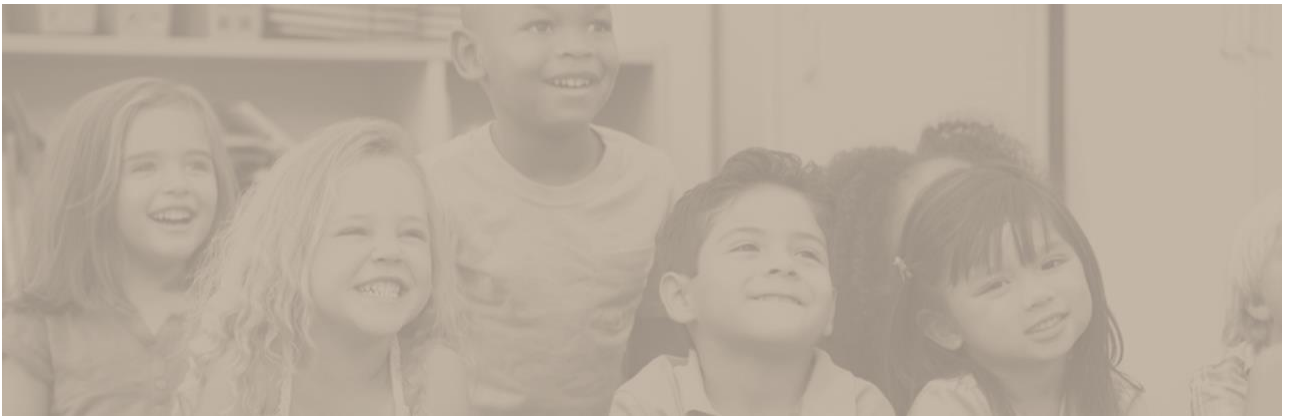
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## Student Needs

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# OSPI School Reopening Data

## Overview

- Approximately 30% of WA students are learning in-person on a weekly basis (at least once per week).
  - That number is higher at the elementary levels (41%) and lower for middle (21%) and high (19%).
- Among districts that are primarily remote learning but are serving some students in small groups in-person, over 95% are prioritizing students with disabilities to receive in-person instruction.

## November 2020 Child Count (# of WA Students with an IEP)

Grade Level	Number of Students
PK	10,122
K	7,467
1	9,425
2	10,015
3	10,661
4	11,444
5	11,568
6	11,505
7	11,374
8	11,177
9	10,450
10	10,052
11	9,474
12+	12,468
Grand Total	147,202



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## Special Education Dispute Resolution Options

- Families and others with concerns regarding student special education services may elect to address those concerns through a variety of ways, including:
  - Discussions with educator, special education case manager, and/or principal
  - Discussions with district leaders
  - Technical Assistance from OSPI
  - Governor's Office of the Education Ombuds (OEO)
  - OSPI Parent and Community Liaison\*
  - Parent, family, and community-based organizations
  - Advocates
  - Options in WAC 392-172A:
    - IEP facilitation
    - Mediation
    - Citizen Complaint
    - Due Process Complaint



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## Issues and Findings of Noncompliance

- No specific right to in-person instruction; however, violations if IEP team determines in-person is required for FAPE and in-person not provided
- IEP Implementation during Spring and Fall 2020
  - Spring 2020: Implementation of IEPs to "greatest extent possible"
  - Fall 2020: Full implementation of IEPs
- Lack of Progress Monitoring and Reporting to Parents
- Procedures for Responding to Requests for Extended School Year (ESY), Provision of ESY, and/or Recovery Services
- IEP Implementation in Least Restrictive Environment (LRE) (e.g., limited or no access to nondisabled peers due to in-person safety regulations and school facility closures resulting in shortened contact time (e.g., days per week & length of day)
- 1:1 Paraeducator Support During Remote/Hybrid Learning



## Impact to Students with Disabilities in Early Childhood/Preschool

- Differing safety regulations for regular early childhood programs (RECP) create barriers for specialists to access children (childcare regulations vs. local school vs. Head Start)
- Conflicting program reopening plans have impacted SWD's ability to access a RECP (e.g., ECEAP program is open for in-person, local school district personnel remain remote)
- Access for students is dependent upon a family's access to technology and adult supervision to assist virtual learning
- Some families are choosing to limit interactions with school district personnel and/or remove children from programs



## Summary on "Learning Loss"

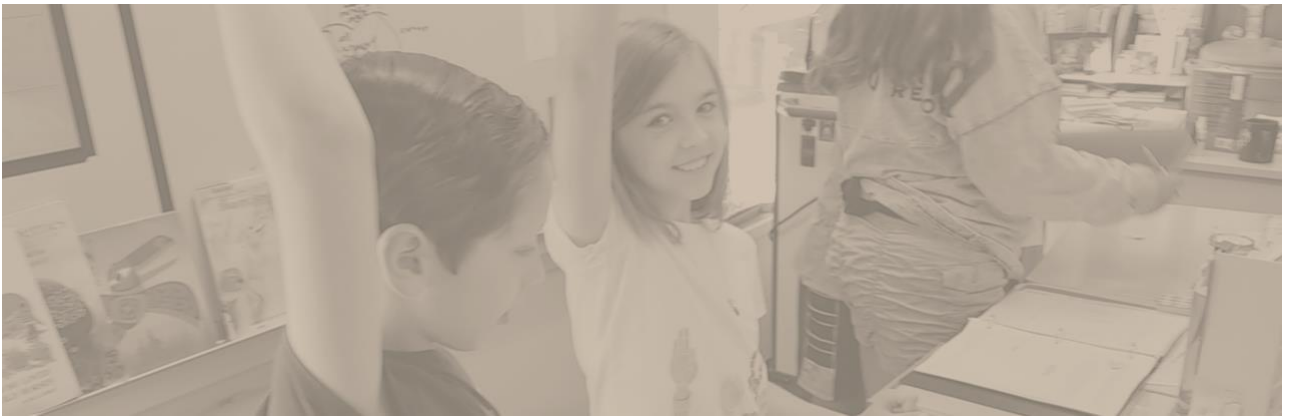
- All students, including those with disabilities, lost learning opportunities over the last year.
- There have been additional difficulties in providing specially designed instruction to students with disabilities during the pandemic, resulting in learning loss impacting progress on IEP goals.
- Some students with disabilities have thrived during remote instruction.
- The total amount of learning loss for students with disabilities can only be measured at the student level, and requires input from the IEP team, including the parents.
- Many students with disabilities will need recovery services and/or compensatory education to address lack of progress on IEP goals.



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## Activities to Support Learning

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# Learning Recovery Opportunities

## IDEA and WAC 392-172A

- Extended School Year (ESY) is provided to maintain learning during school breaks
- Compensatory education is provided to address denial of a free appropriate public education (FAPE)
- Special education services available through graduation or age 22 for eligible students
- Informal and formative assessments (school or classroom level)
- Parent training

## Proposed Activities

- Increasing in-person instruction
- Summer learning academies (acceleration)
- Extended day learning
- Balanced school calendar
- Supplemental instruction/tutoring
- Temporarily extending age of services past 22 to 23 or 24 years of age (for students not graduating)
- Expanding services from other agencies (e.g., DVR, DDA, DCYF) for students ages birth-5 and 16+
- Additional Parent and Community Liaison to support families



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## Funding and Supports for Learning

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# Funding and Supports for Learning

## Existing Funds

- Basic Education funds
- IDEA funds
- State Special Education funds
- ESSER I and II funds
- If eligible, Learning Assistance Program (LAP) and/or Title I funds
- Local funds, if available
- Safety Net funds, if applicable

## Legislation and Funding Needs:

- Learning academies for all students
- Temporarily extend the age of services past 22 years old
- Expand services from DVR and DDA
- Recovery and/or compensatory services, due to the pandemic impacting IEP implementation



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**For more information** about Special Education Services during COVID-19, please visit OSPI COVID webpage.

**Next**, we are excited to share information about the successful and impactful **Inclusionary Practices Project (IPP)**!

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# Inclusionary Practices Project Updates



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## Partnership/Practitioner Panelists



**Dr. Cassie Martin**  
Senior Inclusion Specialist  
Demonstration Sites Lead  
UW Haring Center  
for Inclusive Education



**Mike Van Orden**  
Associate Superintendent  
Lake Washington School District



**Jey Buno**  
Executive Director  
Evergreen Public Schools



**Dr. Staci Bain**  
Assistant Executive Director  
Learning and Teaching  
Wenatchee Public Schools



**Heidi Schroeder**  
Preschool Special Educator  
Wenatchee School District



**Lauren Hamilton**  
Science Teacher  
Federal Way Public Schools



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# Project Overview & Updates

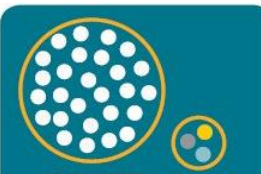
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## What is Inclusion?




**EXCLUSION**

***Exclusion** occurs when students are directly or indirectly prevented from or denied access to education in any form.*




**SEGREGATION**

***Segregation** occurs when the education of students with disabilities is provided in separate environments designed or used to respond to a particular or various impairments, in isolation from students without disabilities.*



**INTEGRATION**

***Integration** is a process of placing persons with disabilities in existing mainstream educational institutions, as long as the former can adjust to the standardized requirements of such institutions.*



**INCLUSION**

***Inclusion** involves a process of systemic reform embodying changes and modifications in content, teaching methods, approaches, structures and strategies in education to overcome barriers with a vision serving to provide all students of the relevant age range with an equitable and participatory learning experience and environment that best corresponds to their requirements and preferences.*

*Placing students with disabilities within mainstream classes without accompanying structural changes to, for example, organisation, curriculum and teaching and learning strategies, does not constitute inclusion. Furthermore, integration does not automatically guarantee the transition from segregation to inclusion.*

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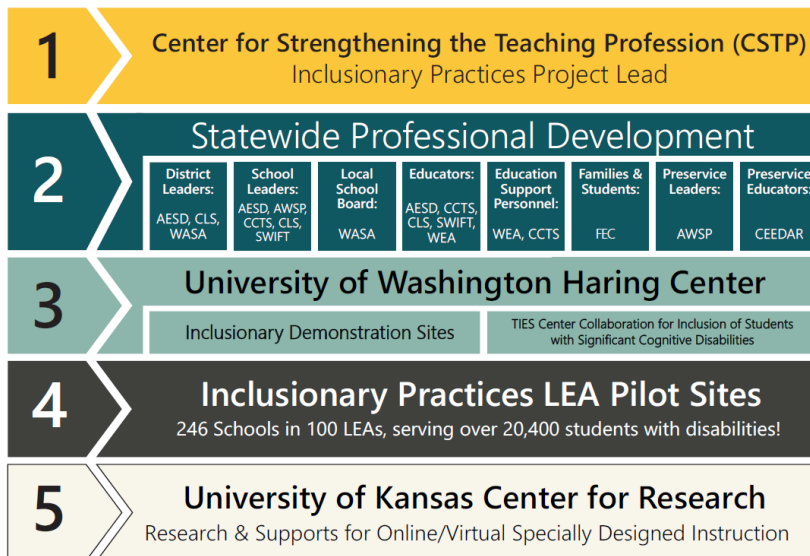


# Inclusionary Practices Professional Development Project



- In 2018, WA ranked 44<sup>th</sup> out of 50 states for inclusive practices.
- In 2019, our State Legislature funded the Inclusionary Practices Project, a two-year, \$25,000,000 initiative.
- OSPI has been partnering with schools, families, and professional development providers to support inclusive practices statewide.

## Inclusionary Practices Project Partners



## Logic Model

**If we** provide statewide support to target audiences consistent in the areas of:

- ➔ Coaching/mentoring
- ➔ State and local capacity to demonstrate positive peer relationships
- ➔ State and local capacity to utilize the expertise of WA public education faculty, staff and leaders
- ➔ Strengthen and align existing professional development and support activities
- ➔ Engaging parents and families
- ➔ Building student independence

**THEN...**

- ➔ **Educators will** be able to increase access to grade level core instruction through the inclusion of students eligible for special education services in general education classrooms.
- ➔ **Resulting in** improved LRE data, graduation rates, English Language Arts and math proficiency growth, and school quality or student success indicators for students statewide.

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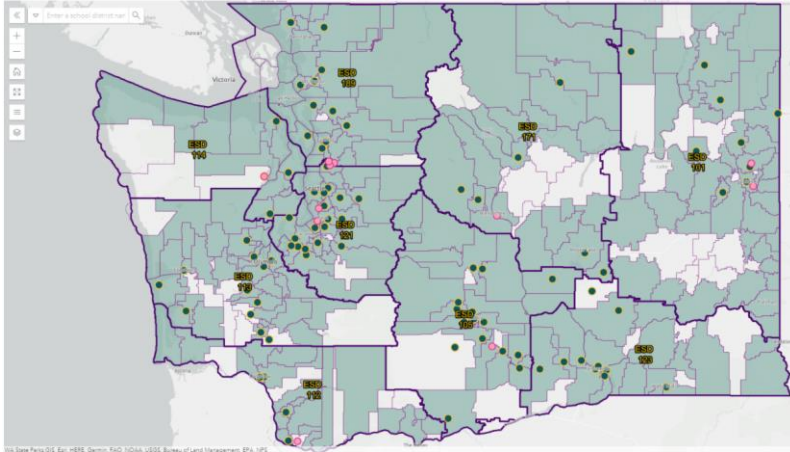
## Inclusionary Practices Supports

- Synchronous and asynchronous modules for educators:
  - Inclusionary Practices
  - Multi-Tiered Systems of Support (MTSS)
  - Unpacking the Learning Standards
- Live virtual trainings
- Inclusionary Practices Handbook
- Grant Funding for Districts and Schools

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# Project Activity Map

This **interactive map** shows where the Professional Development Cadre is engaging educators and where our Pilot LEAs and Demonstration Sites are located.



## Inclusionary Practices – Project Impact Snapshot

<b>Pilot Districts &amp; Schools</b>	<b>100 School Districts</b>
	<b>246 Schools</b>
	<b>Over 20,000 Students with Disabilities</b>
<b>Professional Development Cadre</b>	<b>240 School Districts (81%)</b>
	<b>60 District Leadership Teams (WASA)</b>
	<b>Inclusionary Practices Demonstration sites: 12 K-12 sites and 4 Pre-K sites across all 9 ESDs</b>
	<b>Over 7,000 Educator Registrations (WEA)</b>

## Our Inclusionary Practices Project Goal:

By 2021, increase inclusion in WA to:

- 60% statewide and
- 50% in targeted pilot schools.

**By the end of 2020, WA met the statewide target & exceeded the pilot target by 5.5%**

**This means 5,000 students with disabilities in WA have moved up to the highest level of inclusion!**

IPP Year 2 Progress Update

## Placement Data – Year 2 Progress Update

Level of Inclusion	Data Group	2018 Baseline	2019 Update	2020 Update	% Change from Baseline
<b>LRE 1 (80-100% general ed):</b>	Statewide	56.6%	57.7%	60.0%	+ <b>3.40%</b>
	Pilot	44.2%	49.1%	55.5%	+ <b>11.30%</b>
<b>LRE 2 (40-79% general ed):</b>	Statewide	29.2%	28.4%	26.3%	- <b>2.9%</b>
	Pilot	46.2%	38.3%	33.1%	- <b>13.10%</b>
<b>LRE 3 (0-39% general ed):</b>	Statewide	12.8%	12.4%	12.2%	- <b>0.6%</b>
	Pilot	11.7%	11.5%	10.3%	- <b>1.40%</b>

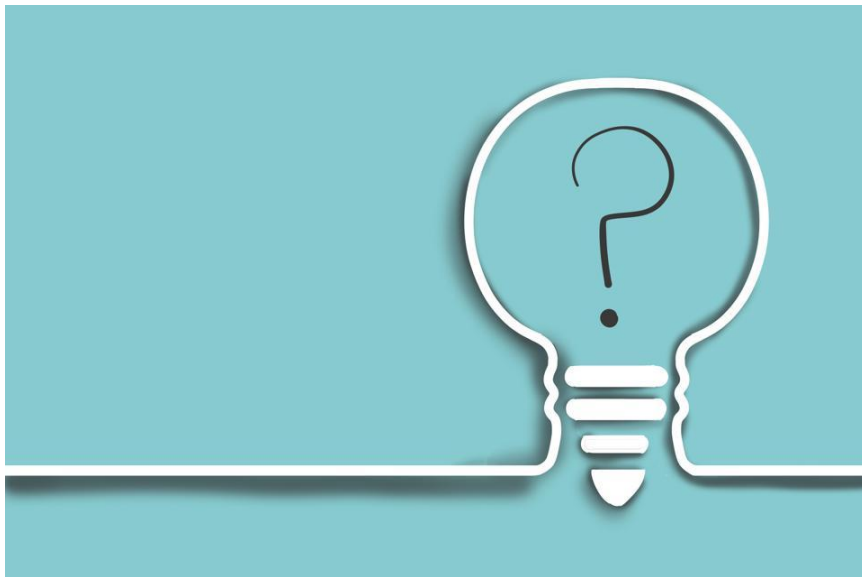
**Progress for LRE/placement data** is demonstrated through an **increase in LRE 1** and a **decrease in LRE 2 and LRE 3** (as students move to less restrictive tiers).

Source: OSPI. (2021). DRAFT Least Restrictive Environment (LRE) and Child Count Data.

## IPP Legislative Request – Years 3 & 4

OSPI's Budget Request for the 2021 Legislative Session includes:

- \$13 million for the biennium (2021-23) to continue supporting inclusion with a primary focus on professional development for educators.
- Extending grant dollars Pre-K through grade 12.





# Partnership Panel

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## Partnership/Practitioner Panelists



**Dr. Cassie Martin**  
Senior Inclusion Specialist  
Demonstration Sites Lead  
UW Haring Center  
for Inclusive Education



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## Questions for Our Panelists

1. Over this year, what innovations have worked for your district/school?
2. What has been your biggest breakthrough or proudest moment?
3. What has been the biggest barrier for inclusive practices?
4. What is your one sentence or summary of what you have learned?
5. What do you think is needed to scale this work in your system and to help other districts get started?
6. Any final thoughts from our panelists?

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For more information about the Inclusionary Practices Project, please contact David Green, [david.green@k12.wa.us](mailto:david.green@k12.wa.us)