

# Navigating Services for Students with IEPs when Schools Reopen

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[OEO website: www.oeo.wa.gov](http://www.oeo.wa.gov)

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# History of the OEO

Tackling the Opportunity Gap in k-12 Washington State Public Schools

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Founded by the state legislature in 2006

**OEO's Mission:** We work with families, communities, and schools to navigate educational challenges and increase collaborative problem-solving so that every student can fully participate in and benefit from public education in Washington.



# What OEO Does

We listen. We inform. We help solve problems.


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CASEWORK

TRAININGS & OUTREACH

POLICY

Read more about how we work with families, educators and community professionals on our website: [www.oeo.wa.gov/contact](http://www.oeo.wa.gov/contact).



# Focus for Today

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1. Introductions
2. Plans for when and how schools will reopen
3. Opportunities to make up time and learning lost during the school closures

# Introductions

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Please share in chat:

During this time of distance learning, amidst all of the challenges, have you experienced:

- Something surprising?
- An unexpected blessing?

# What do we know about when and how schools will reopen?

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The Office of Superintendent of Public Instruction (OSPI) has said:

It expects that school districts will reopen their buildings and return to in-person classes as long as it is possible within public health guidelines.

This will depend, in part, on what phase the county is in where each district is located.

# How will schools be able to resume classes in person while following public health guidelines?

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Districts will need to prepare for various different scenarios:

- Schools operating with split or rotating schedules for in person classes together with some distance learning at home
- Opening in phases with some distance learning at home
- A different version of distance learning; and
- Require all students and staff to wear face coverings (with exceptions for those unable to due to disability)
- Require students and staff to stay home at the first sign of any symptoms (cough, fever and loss of energy)

# Who will decide?

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The Office of Superintendent of Public Instruction (OSPI) published state guidelines for reopening schools.

That reopening guide leaves most decisions in the hands of school districts.

**What are some ways you can share your concerns, ideas, perspectives, and priorities about reopening plans with your district?**



What do we know about opportunities to make up for learning time lost during the school closures?

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## What did they say about Continued Learning when the schools closed in March?

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- Educators will continue adapting instruction to provide accommodations and services to students who have an IEP
- We don't expect that IEPs will be able to be implemented the same as when schools are open
- As they provide educational services, teams should also collect data to measure goal progress in order to keep families informed ***and help inform decisions about compensatory services when schools reopen.***

# Continuous Learning Plans for Students with Special Education

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- Optional
- Used to document individual decisions regarding special education services during the school closures

How many of you were invited to a meeting to create a Continuous Learning Plan?

If you were not, how was a plan developed for the continuous learning of your student?

## When Classes Resume...

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The specific needs of students arising from the school closures will need to be addressed. Teams can consider if a student needs:

- Compensatory Services
- Additional supports and/or
- Extended School Year Services

# Extended School Year Services

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- Services outside of the traditional school year
- Generally during the summer break (can also be during school holidays)
- In order to maintain skills (not to progress further, or introduce something new)
- Decided by the IEP team

## Extended School Year Services, cont.

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Points for a team to consider:

- Regression and time for recoupment (with data to show it when it is available), or
- The nature and severity of the disability
- The rate of progress and
- Emerging skills

# Extended School Year Services – Questions to consider

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If there isn't data available on regression and recoupment, the team can consider whether your student:

- Has difficulty retaining skills after short breaks?
- Requires constant reinforcement to maintain skills during the regular school year?
- Has challenges with behavior that get in the way of learning during the school year, and if this would be a problem in the coming year if they don't receive support during the summer?
- Is just starting to master an important new skill, like learning to read?

# Consideration for Compensatory Services

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*For whom?*

**Every student with an IEP**

*Who decides if they are necessary?*

**The IEP team.**



# Compensatory Services

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## *Case by Case:*

- Considering the impact of missed instruction on the student's progress and performance and
- Whether some compensatory services are necessary to make up for lost skills

## Considerations when we return

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- Update present levels and compare them to the present levels from before schools closed;
- Consider whether your student has new needs (for example, due to an increase in anxiety with all of the changes, or confusion with new rules for health/safety); and

## Considerations when we return, cont.

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Decide:

- What is the plan that will offer FAPE for now, while we continue with some restrictions on in-person school?
- Will your student need something more – like compensatory services in the form of tutoring or therapy outside of normal class hours – in order to make up for or compensate for time or skills lost during the school closures?

# Questions

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What questions do you still have?

# Stay in Touch with OEO

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## Contact Us:

OEO's website: [www.oeo.wa.gov](http://www.oeo.wa.gov)

OEO Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)

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