

Oregon achieves . . . together!

Special Education and COVID-19 HB 3350 House Education Committee

Jessica Ventura, Government Relations Director Eric Wells, Ed.D., Director, IDEA Part B

April 27, 2021



READY SCHOOLS, SAFE LEARNERS GUIDANCE FOR SCHOOL YEAR 2020-21



COMPANION GUIDANCE TO READY SCHOOLS, SAFE LEARNERS AND COMPREHENSIVE DISTANCE LEARNING

IEP Teams

For Each Individual Student



Discu

Developing IEPs for 2020-21

OPTION A

OPTION B reactively Plan for Changes in Instructional

previous year, regardlass of option chosen ngs must address the following elements fo IEP development:

 uses op the tressent users of Academic and Function. Performance (PLAAFP Statements) cased on age/good erpected case.
 Disease and possible attengths and chillinges the st has accessing the general curriculum.

and the second s	expectations.
gas the student	 How do changes to the general education context (i.e., instructional model tallected) impact the strengths and
iges the soudent	e vallanges the student has relative to the general curriculum?
lent's disability	 low does the child's disability impact their ability to
arriculum.	are then within the selection instantional model (a)?
e FAPE based on	 Develop Measurable Annual Goals that enable FAPE based on trace strengths and that engres.
125	 Consider whether charges to instructional model(s) insect.
development for	the most entiteal skills are strategies the student needs to
alam that the	learn to access FAPE (e.g., technology skills required for
ints must be	Comprehensive Distance Learning).
IEP goals.	 Annual goals are worked on over the course of the IsP year.
nata	but not all goals, or short-term objectives/constrmalits are
	appropriate to work on throughout the entire year.
	Document any goals that are specific to cartain
our de FAPE.	instructional models.
nction) and	
onable a child	 Determine the services/supports weeded to provide FAPE.
	 Consider services/support for each pass ple instructional
bbjeaner park	model the school may enter during the 2020-21 school year.
supports for	 Services and subcut simulated described with ensure
or to meeded to	specificity that all ISP team members have the same oldar
	understanding of services to be provided, inclusing when, where, and by whom those services will be provided.
(URE) in which	regardless of shifts in instructional model.
cents receive	Determine the Least Restrictive Environment (LRE) is which
ion.	those services/supports can be provided.
EP Learns must	 Changes to the general adacation setting where all
moon	students receive their education does not constitute a
only as the data	change in placement under IDEA.
f s disability	 Changes to instructions -models alone are not justification.
FARE in later	for increasing the restrict veness of any student's placement.
who select this on any shift is	This option requires additional considerations due to changes in requirements for the 2020-21 school year. Dispicts who select this option minimize the need to among the due to shifts in instructional module.
	and the state of t

Developing IEPs for 2020-21

OPTION A

Amend Plans as Instructional Models Change

OPTION B

Proactively Plan for Changes in Instructional Models

As in any previous year, regardless of option chosen, IEP meetings must address the following elements for IEP development:

Develop the Present Levels of Academic and Functional
 Performance (PLAA tements) based on age/grade level
 expectations.

challenges the student

s the studen

Develop the Present Levels of Academic and Functional

In addition to the elements addressed in Option A, in

order to develop IEPs that are resilient to changes in

instructional models, IEP teams must also consider:

Performance (FP Statements) based on age/grade level expected

peral education context (i.e., pact the strengths and the general

nis option is the same as previous years. Districts option will need to address questions in Option B upon a instructional models. This option requires additional consideration of the second secon

Regardless of which option a district/program uses to develop plans, FAPE must be provided to each eligible student throughout the entire 2020-21 school year. ODE recommends Option B to proactively minimize the need for multiple IEP amendments throughout the school year.





Types of Services Provided

Services	Examples from COVID-19 Era
General Education Services and Supports	 Comprehensive Distance Learning Hybrid or On-Site Instruction Limited In-Person Instruction
Specially Designed Instruction	 Instruction in specific content (e.g., math) Instruction in specific skills (e.g., using a graphic organizer) Speech therapy
Related Services	 Speech, Language, Occupational, or Physical Therapy Transportation School Health Services
Supplementary Aids And Services	 Support from an Educational Assistant Implementation of a Behavior Intervention Plan based on a Functional Behavioral Assessment Provision of Study Guides Note Taker or Scribe Use of Assistive Technology



Challenges Districts Faced in Providing Services

Challenges At Large	Challenges Specific to Students Experiencing Disability
 Digital Divide Comprehensive Distance Learning Teachers had to learn to teach in an entirely new way. Students had to learn to learn in an entirely new way. Lack of in-person teacher and peer interaction Stressors Related to COVID-19 	 Completing Evaluations Telehealth Services Need for Additional Support Parents in role of quasi- Teacher/Instructional Assistants In-person services that could not translate to a distance learning setting Face Coverings

Questions?





Questions?