

September 23, 2020

AESD/OSPI/CCTS

LRE Case Study Webinar Series 2 of 3:

Secondary Transition

Tania May

OSPI Director of Special Education

tania.may@k12.wa.us

Alexandra Toney

OSPI Program Supervisor

alexandra.toney@k12.wa.us

Kris Hirschmann

CCTS Director of Transition Services

hirschmk@seattleu.edu



Washington Office of Superintendent of
PUBLIC INSTRUCTION



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Special Education Reopening Guidance: Least Restrictive Environment (LRE) Case Studies

- IEP Guidelines
- LRE Requirements
- Settings across Reopening Models
- Accommodations & Modifications
- Parent Engagement & Support
- LRE Case Studies
 - Elementary
 - Behavior
 - Secondary Transition
 - Early Childhood (*in development*)
 - LRE FAQs (*in development*)

LRE Case Studies Webinar Series

**Sept 16, 3pm:
Elementary
& Behavior**

[Recording](#) & [Slides](#)

**Today:
Secondary
Transition**

**Sept 30, 3pm:
Early
Childhood**

[9/30 Registration Link](#)



Series Learning Objectives:

- ☐ Know when an IEP/amendment is necessary (and when it may not be!)
- ☐ Review strategies for providing instruction and monitoring progress across reopening models
- ☐ Collaborate to support student growth and effective transitions across the reopening models



Today's Discussion:

- ☐ LRE & SDI Across Reopening Models
- ☐ LRE Case Studies: Transition Example
- ☐ Transition Resources and Best Practices
- ☐ Q&A – throughout today's session



Review: LRE, SDI & IEPs Across Reopening Models

- IEPs must include the frequency, location, and duration of services.
- Location refers to whether the setting is special education or general education (not whether instruction is provided online, in person, or live).
- In many cases, the IEP **can** be implemented as written during distance or hybrid instruction.
 - IEPs and IEP amendments should document updated present levels, additional need for services, and changes to frequency, location, and duration.
 - In some cases, an amendment may not be necessary.
 - For considerations around scheduling, including block scheduling, see Question A-1A of the [Special Education COVID Q&A](#).

Identifying Settings Across Reopening Models

- **IMPORTANT:** When calculating LRE, **setting is based solely on the level of access to the student's peer group.**
 - Setting is **ONLY** determined by the access to the peer group. Not the instructor nor the content nor the method of delivery.
- In situations where all students in a school or district are participating in distance learning, the student's home is the setting from which all students are accessing their instruction. Therefore, **the student's home is typically considered a general education setting.**
- Whether services are distance or in-person, synchronous or asynchronous, at home or at school or in the community, just ask yourself: **What is the level of access to the peer group during this instruction, service, or activity?** Your answer will determine the setting.

Identifying Settings Across Reopening Models

	General Education	Special Education
Synchronous	Synchronous online career exploration with peers, via Zoom, with and without disabilities.	Live online instruction on the use of the t-folio with only peers with disabilities.
Asynchronous	Asynchronous transition activities (e.g., independent assignments; time spent watching pre-recorded videos available via CareerConnect@Home).	Asynchronous transition activities (individual work on the t-folio modules), intended for follow-up discussion only with other students with disabilities.
In-Person	Integrated, community-based job placement; independent living or job skills activities in a CTE course with typically developing peers.	Transition-related instruction and activities completed with only peers with disabilities.

Transition Case Study: Tim, Half Day Transition Program



Tim's Original IEP and Present Levels

Tim will be entering into his second year of a half day transition program with 16 students at the start of the 2020-21 school year. Per his annual IEP dated 2/20/2020:

Service Area	Frequency	Location (setting)	Duration
Adaptive	500 mpw	General Ed (Community)	through 2/19/2021
Adaptive	250 mpw	Special Ed	through 2/19/2021
Math	90 mpw	Special Ed	through 2/19/2021
Written Expression	90 mpw	Special Ed	through 2/19/2021
Speech	30 mpw	Special Ed	through 2/19/2021
Total instructional minutes per week: 960		Weekly minutes in a special ed setting: 460	LRE Calculation: 52%

Paraeducator Support: 500 mpw in the general education setting and 250 mpw in the special education setting for adaptive support.

Present Levels Update:

- Tim was unable to access his community based job placement due to facility closure
- Tim required adult prompting to engage online learning, was unable to independently begin and end activities or problem solve barriers
- Parents would like strategies to support Tim be independent and problem solve tasks



IEP Team Planning for Tim's Distance Learning

Changes in response to progress data collected in spring of 2020:

Adaptive SDI will include:

- 2x per week of online instruction with all students with IEPs on how to utilize a student specific schedule template and self monitoring checklist
- Twice daily check-in from a paraeducator to support self monitoring checklist and schedule use
- 3x per week of small group, virtual instruction related to employment goals
- 100 minutes 5x per week of individual work at home using a schedule and self monitoring checklist

Parent Support includes 120 minutes per year of parent training (related service) to support the student with a student specific schedule and self monitoring checklist.

Accommodations: visual aids, assistance with technology, visual aids, prompts to use student schedule and self monitoring checklist, reinforcement system and use of a visual timer



Amending Tim's IEP: Distant Learning Matrix

From Tim's amended IEP, dated 8/6/2020:

Distant Model			
Service Area		Frequency	Location (setting)
Adaptive		500 mpw	General Ed
Adaptive		250 mpw	Special Ed
Math		90 mpw	Special Ed
Written Expression		90 mpw	Special Ed
Speech		30 mpw	Special Ed
Total instructional minutes per		Weekly minutes in a special ed	LRE Calculation: 52%
week: 960		setting: 460	
Related Service	Frequency	Location (setting)	Duration
Parent Training	120 minutes per year	N/A	8/6/2020-10/6/2020

NOTE:

- The total minutes per week of SDI and LRE calculation remains the same as the original IEP.
- An IEP amendment was needed to note changes to paraeducator minutes and to add parent training for the distant learning table.



IEP Team Planning for Tim's Hybrid Learning

Math SDI will include:

- 3x per week of small instruction (one day in person, two days distant learning)

Written Expression SDI will include:

- 2x per week of small instruction (one day in person, two days distant learning)

Adaptive SDI will include:

- 2x per week of small group instruction to use schedule and self monitoring schedule (two days in person)
- Twice daily check-in from a paraeducator to support self monitoring checklist and schedule use (two days in person, three distant learning)
- 3x per week of small group, virtual instruction related to employment goals
- 5x per week, 100 minutes of individual work using a schedule and self monitoring checklist
 - two days in person: changes to special education setting*
 - three days in home: remains general education setting

Speech will continue as previously planned.

NOTE: No IEP amendment needed; 8/6/2020 amendment (with a triple matrix) remains in effect.

Amending Tim's IEP: Hybrid Learning Matrix

From Tim's amended IEP, dated 8/6/2020:

Hybrid Model		
Service Area	Frequency	Location (setting)
Adaptive	250 450 mpw	Special Ed
Adaptive	250 300 mpw	General Ed
Math	90 mpw	Special Ed
Written Expression	90 mpw	Special Ed
Speech	30 mpw	Special Ed
Total instructional minutes per week: 960	Weekly minutes in a special ed setting: 660	LRE Calculation: 31%

Para-Educator Support: 260 mpw (60 mpw + 200 mpw) in the special education setting for adaptive support.

NOTE:

- The LRE shifted from 52% to 31%. The IEP team discussed and agreed that this is not a significant change of placement and a reevaluation was not required
- An IEP amendment was needed to note changes to paraeducator minutes, location and LRE calculations



Transition Best Practices and Considerations



Washington Office of Superintendent of
PUBLIC INSTRUCTION

Transition Resources

[Distance Learning Resources for Transition Activities](#)

Resources for families, curriculum, assessment, career exploration, job shadowing, post-secondary education, independent living, recreation, and exercise and fitness!



Key Practices to Support Online Learning for Students with Disabilities

1. Ensure digital and language equity and orientation to tools and platforms.
2. Maintain reciprocal communication with students, families, and providers related to schedules, routines, and expectations.
3. Review and reinforce predictable routines for delivering SDI and engagement in synchronous and asynchronous learning and transition services.
4. Develop flexible distance learning and assessment plans based on individual student strengths and needs.
5. Establish partnerships with families and provide training as well as ongoing support to ensure access to continuous learning and prepare for transition.
6. Collaborate with general education and community partners to ensure access to general education instruction and integrated peer interactions.

Remote Learning Resources & Supports

- [OSPI Open Educational Resources \(OER\) Commons list](#)
- [OSPI Special Education list: PD Opportunities](#)
- [OSPI Special Education list: Online & Offline Resources](#)
- [CEC & Marilyn Friend: Online Instruction During COVID-19](#)
- [NCII: Supporting Students with Disabilities at School & Home](#)
- [ISTE: What Works in K-12 Online Learning](#)
- [UDL on Campus: Executive Functioning in Online Environments](#)
- [CAST.org: Remote Learning Resources](#)



Parent/Family Training & Support

- Parent/family training can be provided generally or be specifically designed for a student and included on the IEP as part of a district's offer of FAPE.
- IEP teams can add parent training to an IEP based on the intended function:
 - **Related Service:** to enable to the student to benefit from specially designed instruction.
 - **Supplementary Aids and Services:** to enable to the student to benefit from general education instruction.
- Parent/family training videos & resources:
 - Supporting Positive Behavior Across Environments: [Part 1](#), [Part 2](#) and [Part 3](#)
 - [Informing Families – Ages 14-21](#); [Benefits Planning \(Plan to Work\)](#)
 - Iris Center – [Parents: Supporting Learning During the COVID-19 Pandemic](#)

Progress Monitoring

- Continues across all reopening models.
- Monitor progress on IEP goals and objectives (frequency / duration).
- Review High School and Beyond Plan (HSBP) and graduation pathway progress.
- Evaluate impact of instruction and engagement in distance learning and transition services.
- Determine whether the student is making reasonable progress.
- Continue instruction or adapt, change or modify materials, goals or interventions, as needed.



Progress Monitoring Data Collection

Review previous & existing data: observations; educator, employer/coach, and parent reports; spring 2020 data related to IEP goals, post-secondary goals, and distance learning.

Collect data: quantitative *and* narrative data to evaluate student progress across delivery models; to document IEP, HSBP, and graduation pathway progress; revise services as needed, and determine need for Recovery Services.

Data sources: report card information; informal assessment data, formal assessment data, and transition assessment information; distance learning activities, including both digital and print-based sources such as tally sheets, work samples, video, audio, self-report, photos of work.

Resources for Monitoring Progress

- [IDEA Best Practices during the Covid-19 Crisis](#)
- [NCII FAQ on Collecting Progress Monitoring Data Virtually](#)
- [OSPI Progress Reporting Tip](#)

TIES Center Resources:

- [Effective SDI within the Distance Learning Environment](#)
- [Start Now to Plan for Students Transitioning Back to School](#)





Except where otherwise noted, this work by the [Office of Superintendent of Public Instruction](#) is licensed under a [Creative Commons Attribution License](#).

This presentation may contain or reference links to websites operated by third parties. These links are provided for your convenience only and do not constitute or imply any affiliation, endorsement, sponsorship, approval, verification, or monitoring by OSPI of any product, service or content offered on the third party websites. In no event will OSPI be responsible for the information or content in linked third party websites or for your use or inability to use such websites. Please confirm the license status of any third-party resources and understand their terms of use before reusing them.

