

TEA

**ARD
Guidance**

**TASA
Summer
Conference**

June 9th, 2020

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True North Statement



Together, we are committed to high expectations and strong systems that achieve equitable outcomes for every student with a disability.



Agenda

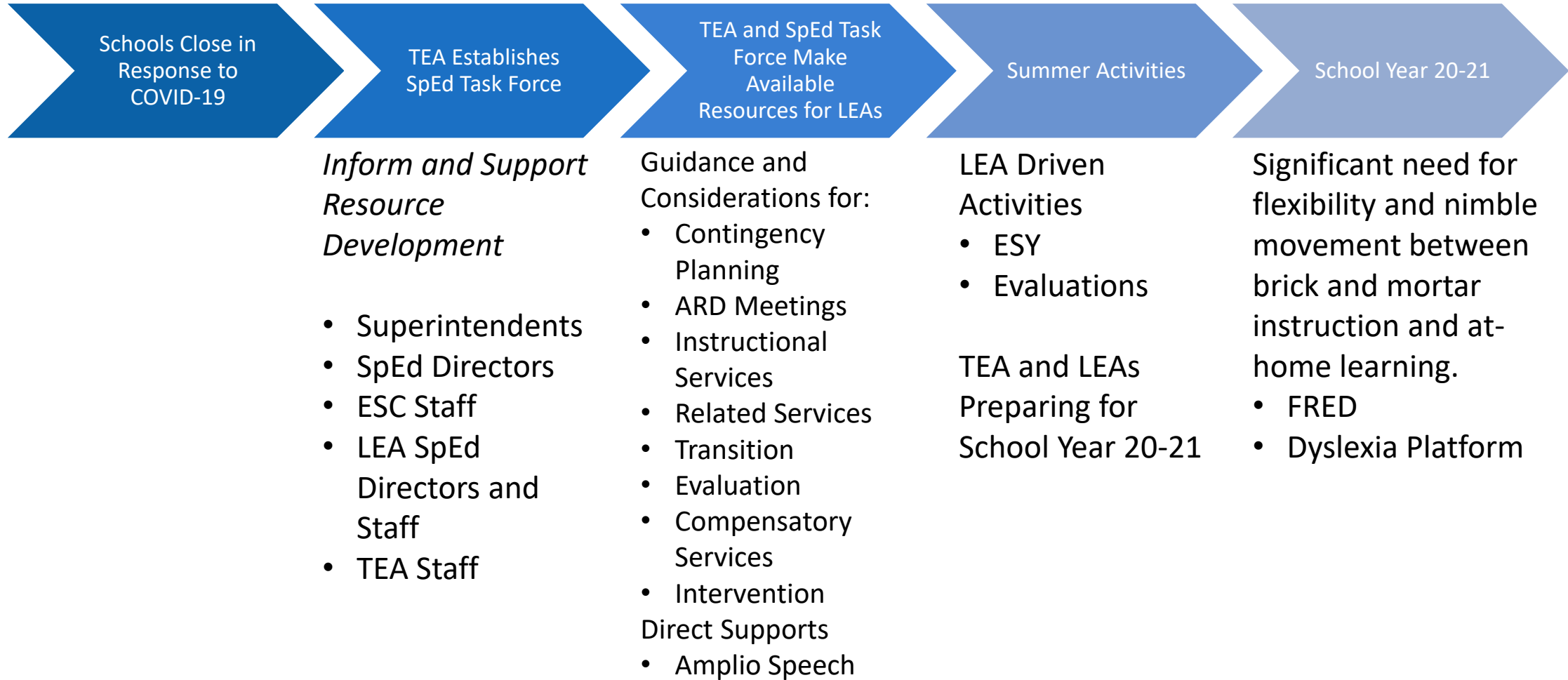
- Overview of COVID-19 Pandemic Response
- ARD Considerations
 - Policy Questions
 - Emergency Contingency Plan as Part of the IEP
 - Compensatory Services
 - Evaluation Considerations
- 20-21 Supports for LEAs
 - Online Platform Dyslexia Services
 - Additional Supports for Students with Complex Needs
 - Community of Practice
 - Transition
 - Students with complex needs
 - Evaluations





Overview

Timeline





Existing Resources for ARD Committees

Policy Considerations



- COVID-19 Special Education Q&A
 - Updated Regularly
 - Additions and changes are indicated within the document
 - Every entry carries an initial publication or revision date
 - Published in English and Spanish

Individualized Education Program Implications



- Contingency Plan
 - **MUST be developed in collaboration with parents and families**
 - Does not take the place of the existing IEP
 - Is designed to only be in effect during times of pandemic related school closures or other at-home learning scenarios
 - TEA recommends creating and updating plans on an ongoing basis for all students with IEPs so that there is clarity around what services will be provided during pandemic related school closures or other at-home learning scenarios.

Extended School Year and Compensatory Services



■ ESY and Compensatory Services

- Due to COVID-19, ESY may be appropriate for individual students that would not typically be eligible.
- Compensatory Services
 - ARD committees consider all relevant data, including progress monitoring data collected by caregivers during at-home learning.
 - Decisions must be made on an individual basis.
 - Not necessarily a situation where a minute missed = a minute owed.
 - Decisions and plans for compensatory services must be made in such a way that they accelerate the recoupment of lost skills in a way that makes sense for the individual student.

Evaluation Considerations



- Evaluation Considerations During COVID-19
 - Evaluation timelines have not been waived by the USED OSEP
 - LEAs **must not** delay obtaining written parental consent to evaluate for any reason
 - LEAs should discuss with parents and families what limitations exist and explain reasons why a required timeline may be missed.
 - Classroom Observations
 - Classroom observations are very often part of an FIIE and are required if there is a suspicion of a learning disability
 - Must be a documented observation, not a teacher interview based on perception or memory
 - Must be specific and related to an FIIE
 - Are not required to be conducted by the evaluator



Improvements for SY 20-21

Dyslexia Therapy Platform



- TEA is currently soliciting bids to create an online platform to facilitate dyslexia therapy
 - Platform will allow students and therapists to move fluidly from face to face models of delivery to blended and online models.
 - All necessary materials and activities will be contained within the platform.
 - The platform will collect and aggregate assessment and progress monitoring data on an ongoing basis.
 - The platform will support therapy in English and Spanish.
 - Slated to be available statewide in early SY 20-21

Additional Supports for Students with Complex Needs



- The needs of students in this group present unique challenges in at-home learning scenarios.
 - TEA is working closely with the Texas Complex Access Network (TxCAN) to develop additional resources and guidance for LEAs
 - Communication protocols
 - Effective use of existing paraprofessional staff
 - Compilation of national resources

Communities of Practice



- Communities of Practice
 - Convene groups of practitioners and experts to discuss methods for overcoming barriers to effective implementation created by at-home learning scenarios.
 - Produce and improve guidance and resources to leverage promising practices statewide
 - Areas of interest
 - Transition
 - Students with complex needs
 - Evaluation

Questions?

[COVID-19 Specific Resources
disasterinfo@tea.Texas.gov](mailto:disasterinfo@tea.Texas.gov)

[TEA Department of Special Education
WWW.TEA.Texas.gov/TexasSpEd](http://WWW.TEA.Texas.gov/TexasSpEd)
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