SAFER SCHOOLS AND CAMPUSES BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

Returning to In-Person Learning:
Supporting Students, Especially Those with Disabilities, through Intensive Instruction, Effective Learning Environments and Family Engagement

MAY 26, 2021

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NCSSLE Website

To access information and archived materials from previous Lessons from the Field webinars, go to: https://safesupportivelearning.ed.gov/lessons-field-webinar-series

Logistics

Zoom Control Panel

Audio Settings   Chat   Raise Hand   Q&A   Leave Meeting

Technical Issues

For assistance during the webinar, please contact
Claire Viscione at cviscione@air.org.

This webinar is being recorded and will be archived at the following location:
https://safesupportivelearning.ed.gov/events/webinar/lessons-field-returning-person-learning-supporting-students-especially-those

The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.

Initial Polling Questions

1. Are you a:
   - ❑ Educator/related service provider
   - ❑ Staff person that leads multi-tiered systems of support
   - ❑ Specialized instructional support personnel
   - ❑ School administrator
   - ❑ Education agency staff
   - ❑ Family/community engagement staff
   - ❑ Other (Please specify in the chat.)

2. In your community, are/were instruction and supports being delivered:
   - ❑ In-person
   - ❑ Hybrid
   - ❑ Virtually
   - ❑ Not applicable

Agenda

1 Introduction and Logistics

2 Remarks from Acting Director of the Office of Special Education Programs Dr. David Cantrell

3 Panel Discussion

4 Questions and Answers

5 Wrap Up & Closing

Speakers

SAFER SCHOOLS AND CAMPUSES
BEST PRACTICES CLEARINGHOUSE

Ruth Ryder
Deputy Assistant Secretary, Office of Elementary and Secondary Education, U.S. Department of Education

Dr. Joseph Davis
Superintendent, Ferguson-Florissant School District, MO

Thom Jones
State Systemic Improvement Plan Coordinator, Wyoming Department of Education

Dr. David Cantrell
Deputy Director, Office of Special Education Programs, U.S. Department of Education

Dr. Bonita Jamison
Executive Director, Integrated Support, Ferguson-Florissant, MO

Jill Gallegos
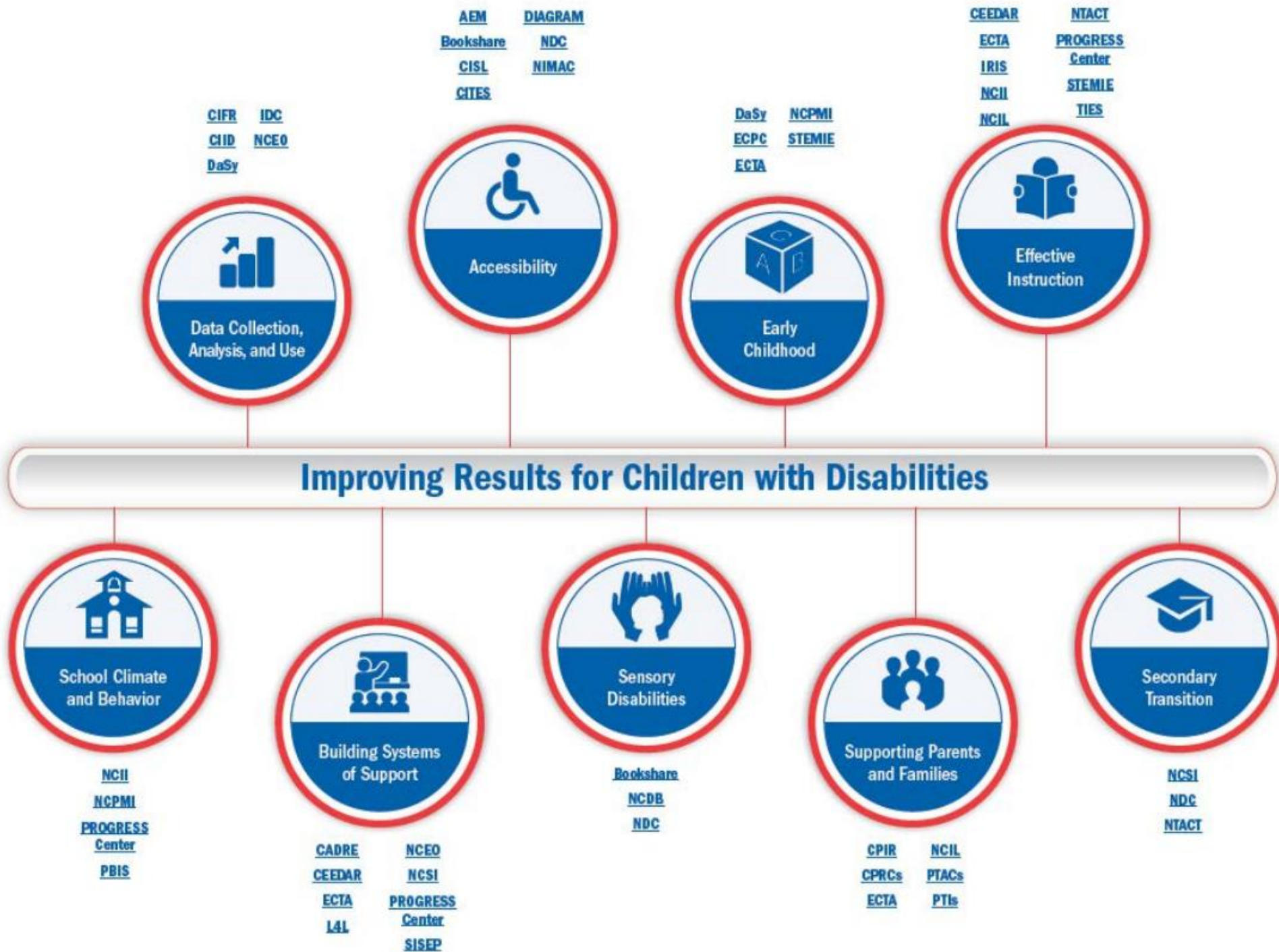Special Services Consultant, Laramie County School District 1, WY

Bios for the speakers are archived at the following location:
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Remarks from Acting Director of the Office of Special Education Programs
Dr. David Cantrell

Improving Results for Children with Disabilities

Data Collection, Analysis, and Use
CIFR   IDC
CIID   NCEO
DaSy

Accessibility
AEM   DIAGRAM
Bookshare   NDC
CISL   NIMAC
CITES

Early Childhood
DaSy   NCPMI
ECPC   STEMIE
ECTA

Effective Instruction
CEEDAR   NTACT
ECTA   PROGRESS Center
IRIS   STEMIE
NCII   TIES
NCIL

School Climate and Behavior
NCII
NCPMI
PROGRESS Center
PBIS

Building Systems of Support
CADRE   NCEO
CEEDAR   NCSI
ECTA   PROGRESS Center
L4L   SISEP

Sensory Disabilities
Bookshare
NCDB
NDC

Supporting Parents and Families
CPIR   NCIL
CPRCs   PTACs
ECTA   PTIs

Secondary Transition
NCSI
NDC
NTACT

OSEP funds discretionary projects under the IDEA. For more information on the discretionary projects funded by OSEP (and to search projects by location or topic area) visit the IDEAs that Work website.

IDEAs that Work
U.S. Office of Special Education Programs

OSEP's ED.gov website has information on both the discretionary and formula grants funded by OSEP. For more information on each center, please view the reverse side.

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Office of Special Education Programs Technical Assistance Network

TA&D Program Centers

- Center for Appropriate Dispute Resolution in Special Education (CADRE) cadreworks.org
- Center on Positive Behavioral Interventions and Supports (PBIS) pbis.org
- Early Childhood Technical Assistance Center (ECTA Center) ectacenter.org
- Literacy for Leaders (L4L) leadforliteracy.org
- National Center for Pyramid Model Innovations (NCPMI) challengingbehavior.cbcs.usf.edu
- National Center for Systemic Improvement (NCSI) wested.org/project/national-center-for-systemic- improvement
- National Center on Deaf-Blindness (NCDB) nationaldb.org
- National Center on Educational Outcomes (NCEO) nceo.info
- National Center on Intensive Intervention (NCII) intensiveintervention.org
- National Deaf Center (NDC) nationaldeafcenter.org
- National Technical Assistance Center on Transition (NTACT) transitionta.org
- PROGRESS Center: Promoting Rigorous Outcomes and Growth by Redesigning Educational Services for Students with Disabilities Center promotingprogress.org
- State Implementation and Scaling-up of Evidence-based Practices Center (SISEP) sisep.fpg.unc.edu
- TIES Center: Increasing Time, Instructional Effectiveness, Engagement, and State Support for Inclusive Practices for Students with Significant Cognitive Disabilities ici.umn.edu/projects/view/203

Parent Program Centers

- Center for Parent Information and Resources (CPIR) parentcenterhub.org
- Community Parent Resource Centers (CPRCs) parentcenterhub.org/find-your-center
- Parent Training and Information Centers (PTIs) parentcenterhub.org/find-your-center
- Regional Parent Technical Assistance Centers (RPTACs) parentcenterhub.org/rptacs

IDEAs that Work
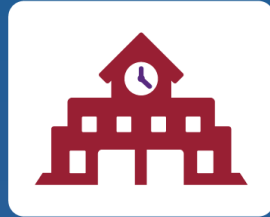U.S. Office of Special Education Programs

Technology, Personnel, and Data Centers

- Bookshare bookshare.org/cms
- Center for IDEA Fiscal Reporting (CIFR) cifr.wested.org
- Center on Inclusive Software for Learning (CISL) cisl.cast.org
- Center on Technology Systems in Local Educational Agencies/Center on Inclusive Technology & Education System (CITES) cites.cast.org
- CEEDAR Center: Collaboration for Effective Educator Development, Accountability, and Reform Center ceedar.education.ufl.edu
- DIAGRAM Center diagramcenter.org
- Early Childhood Personnel Center (ECPC) ecpcta.org
- Early Childhood STEM Center (STEMIE) stemie.fpg.unc.edu
- IDEA Data Center (IDC) ideadata.org
- IRIS Center iris.peabody.vanderbilt.edu
- National Center on Accessible Educational Materials (AEM) aem.cast.org
- National Center on Improving Literacy (NCIL) improvingliteracy.org
- National Instructional Materials Access Center (NIMAC) nimac.us
- The Center for IDEA Early Childhood Data Systems (DaSy) dasycenter.org
- The Center for the Integration of IDEA Data (CIID) ciidta.grads360.org/#program

For an interactive copy of this PDF with live links, please visit https://osepideasthatwork.org/.

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Panel Discussion

LESSONS FROM THE FIELD

Ferguson-Florissant School District

- Located in St. Louis' Urban Ring
- Serving Over 10,000 Students
- Nine Municipalities
- 4 High Schools
- 3 Middle Schools
- 2 Sixth Grade Centers
- 6 Intermediate Schools (3-5)
- 7 Primary Schools (PreK-2)
- 1 Auxiliary School

Wyoming State Context

- Data Based Individualization
  - Original Focus : 3rd grade reading proficiency for students with disabilities who spent the majority of their time in the resource room
  - Current Focus: Pre-K, K-8, All educators, All Students, Domain Agnostic
- Observed Outcomes
  - Increased student performance
    - 96% of students in first cohort made progress
  - Increased teacher confidence
  - Increased teacher efficacy
  - Positive relationships with families
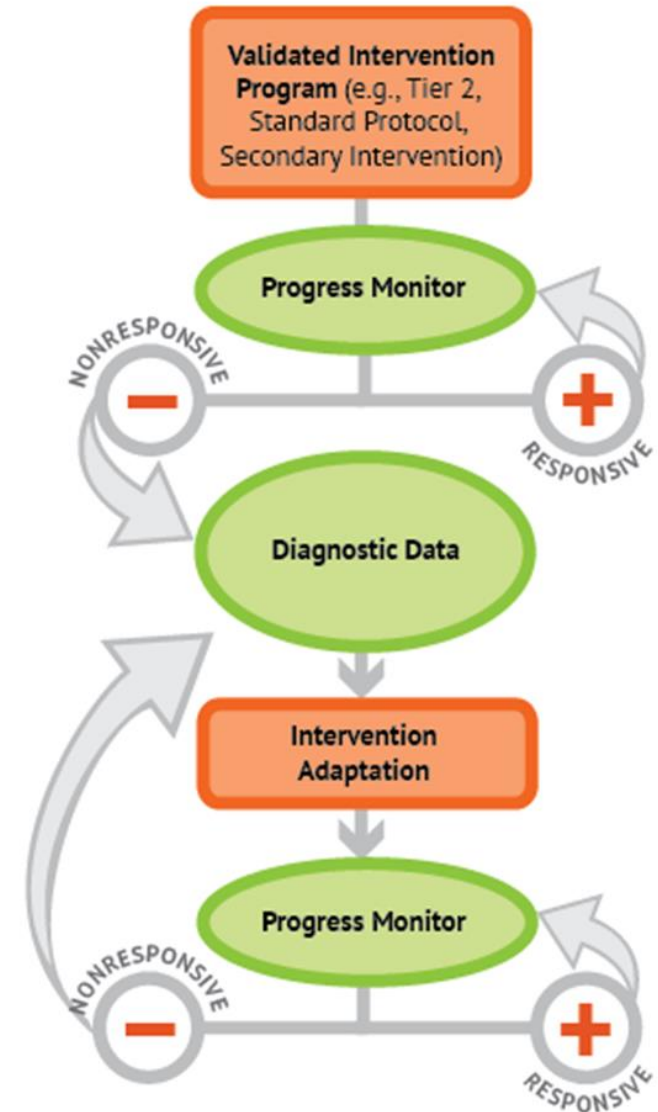
Impact of COVID

- Teachers adapted process, interventions, and progress monitoring for delivery in a virtual setting.

- In some cases, students involved in the DBI process outpaced their non-disabled peers in terms of growth.

- Student performance
  - 92% of students continued to make progress during COVID Shutdown

Grade Level	Fall	Winter	Spring (May)
1	9	69	
2		47	54

Grade Level	Fall	Winter	Spring (May)
3	33	-	72

Grade Level	Fall	Winter	Spring (May)
3	-	68	78

Grade Level	Fall	Winter	Spring (May)
2	-	0/7	5/7

Lessons Learned

- What was necessary for teacher success, especially under COVID.

- Asynchronous learning options through the State LMS,

- Community of Practice - Opportunities for peer coaching and cross site collaboration.

- Alignment with the new WY MTSS Center.

Panel Discussion

LESSONS FROM THE FIELD

Closing Polling Question

3. Select the topic(s) for which you feel additional information is needed. (Select all that apply.)

- Resources to strengthen supports for students, especially those with disabilities, return to in-person learning
- Effective strategies for providing intensive instruction when students return to in-person learning
- Effective strategies for creating an effective learning environment when students return to in-person learning
- Effective communication strategies that build trust and allow you to reach various constituents in your community
- Resources for families and community members on supporting students as they return to in-person learning
- Other (Please specify in the chat box.)

Feedback Form

HTTPS://WWW.SURVEYMONKEY.COM/R/LFTF_SESSION5

Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website
https://safesupportivelearning.ed.gov

Best Practices Clearinghouse
https://bestpracticesclearinghouse.ed.gov/