**Back to School with Dr. Nancy Holsapple, Indiana Director of Special Education**

**Cathy Boswell:**

Or back to school with Dr. Nancy Holsapple, who's the Director of Special Education with the Indiana Department of Education and our own Lesa Paddack, who's our IN\*SOURCE liaison to the Indiana Department of Education and welcome. We're very glad to have you. We're going to let them introduce themselves in just a moment.

Before they do that, I'd like to talk about the legal disclaimer. This information is provided for educational purposes only. It is not intended to be a substitute for legal advice, and we don't say that it's legal advice. It is not, you certainly have the right to seek answers to legal questions via an attorney, at your discretion.

So, I'm going to stop sharing and Lesa, you can get prepared to share your screen, but in the meantime Dr. Holsapple, if you'd like to share your video for a moment and introduce yourself.

**Dr. Nancy Holsapple:**

Well, good morning to everyone. I'm Dr. Nancy Holsapple. I am the Director at the Department of Education in the Office of Special Education and I'm excited to share with you today. Information as our schools have started to reopen and, hopefully I can answer questions as you pose them throughout the morning. Thank you.

**Cathy Boswell:**

And Dr. Holsapple, can you share your video just for a moment? There you go so folks can see you. And Lesa will do the same in just a moment. The reason we're not sharing live video throughout the entire presentation is because it creates a very, very large file, which makes it difficult to save and upload to our website for future viewing. So that's why you're not going to see us live throughout the entire presentation. Thank you, Dr. Holsapple. Lesa would you go live?

**Lesa Paddack:**

Good morning everyone. How are you and thank you so much for taking time out of your morning to be with Dr. Holsapple, and myself and Cathy and Jill. And we greatly appreciate it. And also, please be patient with us as we try to make sure that technology works, sometimes it does and sometimes it is a little bit challenging. So today we are here to talk about several things. Cathy, are we ready at this moment?

**Cathy Boswell:**

We are live recording and we've already got some questions in the chat.

**Lesa Paddack:**

So wonderful, well, Cathy mentioned for you that everyone will be receiving a copy of this document that is on your screen. And it's addressing Covid 19 Special Education Service interruptions. We're going to be discussing several things today, but particularly recovery services, compensatory services and extended school year. And so this document is a little harder to go through and I want to particularly thank Dr. Holsapple for making sure that, you know, she could spend time with us today to be able to go over this and we will be covering a variety different things.

Dr. Holsapple, this is a very difficult time for families, for students, for schools, and community stakeholders. Could you take just an opportunity right now to speak to the individuals who are on this webinar about some of the things that are going on? And just the fact that you acknowledge and recognize, as the department that this is a challenging and unique time. So maybe you could just speak to everyone at this moment.

**Dr. Nancy Holsapple:**

Sure. And thank you, Lesa, and thank you and IN\*SOURCE.

As schools have started to open, whether it's virtual or in class, this has been such a unique situation for everyone involved from the parents, the students, the educators, the administration in trying to determine the safest, most best way to educate our children. And as schools have started to reopen, unfortunately, there are schools who have also had to quarantine students, quarantine teachers, or other staff due to testing positive for Covid 19 or through the contact tracing, having been in contact with those people who have tested positive. One of the things, and then I would like to say to the parent, the families, the educators who are viewing is we have to give grace to each other.

These times are something that no one has ever experienced, nor do I think we will ever experience again, or I'd like to think that. So as we go through each day, I've had numerous conversations with parents and school people and trying to figure out what is the best way that our children with disabilities or without disabilities can be educated and often my response is please call a case conference and talk through all of these concerns with your school because we know that parents are trying to do what's best for their children. Some have chosen to go virtually due to having the medical need or be in contact with people who are at high risk, and there are parents who are trying to get back to work. So, they're trying to figure out the schedule and making sure their children are safe while they are going to in class school. So, I want to thank you again for everything that as parents, you have been doing. And I've heard from some parents who said last spring, my children didn't get any education.

To some parents who said that even though they were e-learning. It was very productive for their children. So just keep in mind when the school shuttered in the spring by the governor. Not everyone was prepared to do e-learning for months on end. Schools have had time to try to figure out plans, safe plans, alternative plans, virtual plans and continuous learning plans for all children.

So, as we discuss things today, keep that in mind. And of course, like Lesa said if you have questions, but it in the q and a or if you want to email me directly, or anyone on my team, our emails are all listed on the Office of Special Education on the Department of EDS website. So, thank you.

**Lesa Paddack:**

Thank you, Dr. Holsapple. And we can also make your email, we can put that out for everyone, additionally, if you would like.

Okay, so today. And there are also questions in the chat box. I hope we will get to discussing a little bit about the mask issue. I know that is on everyone's mind and it is a concern. So right now, let's start with the document here addressing Covid 19 Special Education Service interruptions. As Dr. Holsapple stated basically everything came to a screeching halt in March and Dr. Holsapple was kind enough to be with us back in May and we were just slowly working our way through all of this, excuse me. And at this point, now schools have had an opportunity to regroup and are looking at, hopefully, more robust services than had to happen during the emergency shut down where our state was shut down. Many times the schools only had a day or two to try to plan anything so I do believe from talking to people all across the state that there are have certainly been many, many more services added at this point and these are more robust services in general, than were able to be completed back in March. So, we're going to discuss some terms first.

So, the terms, we're going to discuss are recovery services, compensatory services, and extended school year (ESY services). These are all different, but they are all terms that you might hear coming up this next school year and perhaps for many school years to come as far as that.

So first, I want to go through each of these a little bit and then I'm going to turn it over to Dr. Holsapple to discuss some of these terms.

Recovery services, actually as it states here, this is a new term. This is a term that is not in either IDEA, the Individuals with Disabilities Education Act, or an Article 7. So, this is a new term that we have been hearing across the country and it is increasingly being used by educators in the country.

In lieu of compensatory services and that these are not necessarily services that were written in the IEP that were supposed to be completed. But this term deals with the fact that schools know that there's going to be an impact on the learning of all students, including and especially students that are at high risk students that have special education needs. So, when we talk about recovery service, it is a term that is new. But it is also a term that you will be hearing more about as students get back into school and schools start looking at what has occurred from the last time they were able to access education in the same manner, compared to where they are. So this is going to be something that schools are going to be taking and looking at across the state, across their school corporation where the kids now after having some different services for the last several months of school and having that interruption.

Compensatory services though are different, and that term is written in IDEA and compensatory services are our services that may be given when a school is not able to deliver the services that are written in an IEP. Okay. Sometimes that comes about because a complaint has been filed and there's an investigative report or a due process hearing. Sometimes it comes about when a school acknowledges that something happened, and those services did that were actually written in the IEP were not provided. So that is different than recovery services. So compensatory services when we talk about those, think about the fact that those are services that were already written into a child's IEP and there was not a case conference to change those services because that is something that happened in the time frame of March to May. Some schools and parents held case conferences and change services. Now please note, even in the middle of the pandemic and we do need to offer grace and lots of communication, but IDEA and Article 7 did not go away. So, if a parent did not agree, or does not agree to that new offering of service, there is still dispute resolution process that they can go through. But for this webinar, when we talk about compensatory services, think about services that were already written in the IEP that did not get delivered to the child, nor was there a change that was completed because of a case conference.

And lastly, we're also going to discuss extended school year services. Okay and extended school your services are different from either of these others. Extended school year services are beyond the normal school year or instructional day. Those needs to be put in the student's IEP and at no cost to the student or the parent and they do meet the standards of the Department of Education. And according to the technical guidance document those would be for three considerations of window of opportunity for the child, a special circumstance, or regression of the child. They will not, basically, catch up to where they were in the same timeframe as their peers. So those are the three terms that we're going to discuss today. And then we will also look at recovery services versus compensatory services. So, Dr. Holsapple, if you would like to first speak to these three terms before we kind of jump in a little bit. This is a difficult document, to be honest, to go over. But we felt that it really covered lots of important information. So please bear with us as I move this document along and we try to discuss some of the important portions of it. Thank you, Dr. Holsapple.

**Dr. Nancy Holsapple:**

Thank you, Lesa. As Lesa mentioned that three terms recovery service, compensatory service, and extended school year, or ESY. When we were planning on schools starting to reopen we had to come up with guidance and as Lesa said many states across the United States were using the term recovery service because all the schools were shuttering, closing down in the majority of the states. And it was all students who were having to get their education virtually. So, as we looked at the terms and as states were discussing how they were going to provide services to students, we, in Indiana, thought recovery service. The term was much more appeasing in the sense that we knew that kids, all kids, lost out on the opportunities by being educated through e-learning. So, the recovery services was really talking about how can schools provide services for all kids to try to make up some of the services that they were not given the opportunity to have. Then when you compare that to compensatory services- compensatory services are usually decided when a student is denied his or her fate, or the services, such as when we were doing e-learning schools did not offer, the education did not offer virtual or in some situations, there were packets that went home. In those situations, it's a case by case decision that's held within the case conference. And your teachers should have documentation from progress monitoring that shows that students have a loss in their skill level. And during those times, then the school would be providing compensatory services. So as school starts back up, and your children are back in school for a set period of time, we have to allow the kids to get acclimated back to school, whether it's virtual or in class. There are different guidelines, now for virtual. There's set number of hours, there's attendance that's being taken. All of the things that schools in the spring were trying to address but it wasn't being done 100% just given the situations.

So, as a parent, when a school reaches out to you and they start talking to you about recovery service. Just remember that that recovery service could be documented throughout the day, it's not necessarily a minute by minute of services, it's a school could offer different types of additional things to families to help the kids try to recover the skill loss that they may have had during that time. Your compensatory services are different. That is usually decided if a child had speech for 20 minutes, twice a week, and they did not get any speech then those compensatory services match what that child did not get whether if it was during the Covid 19 or during a outcome of due process, whatever the situation is then the compensatory services are delivered to that child. And you need to also remember that if your school is offering recovery services, it needs to be documented. Some schools are looking at recovery services through the multi-tiered support system that they may have in place. If a child needs additional help with behaviors that could be done through positive behavior intervention support or PBIS, as you might know that term, that are being delivered throughout the day in different avenues. So it could be that schools are providing social, emotional lessons and they could be providing that to any child that they feel like has that need that during the COVID time and the time schools were shattered, it could have been a very traumatic experience for many kids and they feel like kids would benefit from that.

The goal of the recovery services is to help the student obtain the skills in the sense that if they, unfortunately, may not have had a one to one device or they could not do virtually and they were doing packets. Maybe there was something being presented virtually that wasn't presented in the packets. So, the schools are offering those opportunities for children to try to give them the resources that they had missed out on. And it's up to local schools to determine the recovery skills that are going to be provided to the students. So, you may get an email, you may get a phone call, you may get a letter from your school that they are talking about recovery services. They may be talking about how it's going to be spread out over an extended period of time. They may tell you in that letter email, phone call, who would be providing those services to the children. And if you get that letter, just, you know, if you have questions, contact your teacher record or your special education director or your building administrator. If you have questions about that. If you as a parent felt like that your child got absolutely no services during the pandemic, then it is your right to call a case conference and ask for documentation on the goals that your child have would have in their IEP and where the documentation of the progress monitoring lies on whether the kids, the students were actually making gains during their Covid time.

If the school does not have documentation to show, then you could request compensatory services. I know that can also be, not only your education, but if your child had related services and the therapist were not able to provide it. I know one of the executive orders by the governor was allowing for tele-therapy. So, a lot of families elected to continue with their OT, their PT, and speech through tele-therapy. So then, schools, would, you know, fulfill meeting the needs of the child. So you could not go back and say, well, even though I did it virtually, now I want compensatory services in person. Because the school did provide the services the family would not be eligible for the compensatory services in those respects. We also had families who declined all services. And when I spoke back in May, there were so many concerns from families that they were juggling, possibly losing their job, trying to do virtual, trying to do packets, trying to do the best they could at the time that some families just said we're not going to worry about this. You know, we've got a month and a half of school left this year we're just going to call it even and they declined any education services from their schools.

If that is documented. Then at that time the school would not have to offer compensatory because parents were declining. But what the schools would offer you, in turn, would be the recovery services. Because given the situation that families were encountering, schools tried to work with families and say we understand that, you know, this is just not working for you and we'll pick this up in the fall. And that in turn would become the recovery services that schools would be offering. Now when we talk about ESY, typically that is discussed in your child's case conference. And even though the buildings close, shattered, in March, schools still were holding virtual case conferences phone case conferences, whatever the parents could do and it could have been discussed during those conferences, ESY, extended school year. And typically, when schools are thinking extended school years, and families, it's typically over the summer.

Unfortunately, with the month of June, schools were still shuttered so nothing could occur on campus until actually the first of July, when the governor went to a different phase and schools were able to open their doors back up. I know some schools had called families. They started summer school jumpstart or trying to work on the ESY and they may have reached out to families and said we're going to do ESY but we're going to do it virtually. Families took advantage of that and some schools may have said we're going to do ESY but we would like for you to bring your child to the elementary, middle school, high school, whatever the case may be and the services were provided there.

I know there's questions about the extended school year. And if the students were not able to get any of the extended school year, then again, families need to request a case conference with their teacher of record to go back and revisit the extended school year. The hope is, eventually, schools will totally be open, and children will be allowed back on campus. That would be the hope of everyone, but the reality could be that schools continue to have to quarantine students, teachers or go back to virtual given the numbers of the of the Covid 19 that test positive within their buildings.

If something like that were to happen again, then the schools would have the continuous learning plans in place, and how the child receives their services would be outlined in the continuous learning plan. But just keep in mind those three terms the recovery service is truly offered for all children, given the opportunity to have the experiences and the education that they may not have had during the COVID 19 first time the pandemic hit and the schools shuttered. The compensatory services are if the student was refused services by a school or did not receive any instruction whatsoever during the COVID pandemic when the schools were shuttered in the spring.

And then the extended school year is if that child already had that in their IEP and they weren't given that opportunity to have extended school year then you need to have that conversation with your school and there's nothing that prohibits because your IEP is for one year. That the extended school year could not carry over into a break, a winter break, fall break, spring break, whatever the case may be. What the schools have, if there's a situation where the school your child attends shutters, then what would happen is if you had agreed to have extended school year during say Fall break, then it would probably be virtually if your child would be able to participate virtually. So just keep in mind if, you know, you get information from your school or if you have questions about recovery services or compensatory services or extended school year, please reach out to your school, please reach out to your teacher of record and ask for a case conference to discuss how those services can be provided, who will provide the services and over what time frame those services will be delivered.

Okay, Lesa, I think I covered it pretty well.

**Lesa Paddack:**

Thank you, Dr. Holsapple. I appreciate that. Well, there's several things I'd like to just mention before we kind of get a little further into this document and once again you will be sent this document. My apologies that I didn't get it to go out sooner, on our next webinars will try to make sure that that happens. So, my apologies. So, one thing I do want to just put out there quickly is because schools are- things are changing so quickly, there could be a time, as there was in the spring, when there were waiver days. Now we're not looking at that yet, but please note, that if the school is not offering any services, then that means that there had been some type of a waiver and they weren't offering anything.

Okay, so that is important to understand. Compared to when they're offering virtual services, they are offering school services. Okay, so if we should ever go back to the point, which we hope we won't, when they're not offering anything than that is not an instructional day. But even if a school is closed, an offering virtual that is considered an instructional day, but they are not having students necessarily come into the brick and mortar buildings.

Okay. One thing, Dr. Holsapple, that I wanted to speak about before we kind of went a little further in the document, has to do with making everyone aware that all school districts have a comprehensive continual learning plan on their website. And I think it is really important for everyone to know that that comprehensive continual learning plan that was put out in March.

Please go back and check it because there's new updates. And it may now be a link that says returning back to school there, could be listed a few different ways but please note that all school districts have that.

At IN\*SOURCE and the Department of Ed, I know that everyone is trying to help families find those, but there's several important points to those. Those learning plans do clearly spell out what is going to be occurring. It spells out options that are being given. And of course, most of you that are parents were already sent information. We're going to do a virtual and we're going to do in person. And this is what it's going to look like. Those plans also go hand-in-hand with the type of information about the health concerns and what's going to be required, and it also talks about special education. It talks about English language learners.

So those comprehensive learning plans are extremely important, and you will find those on your school administration websites, and you may also find those on your individual school websites. But we are encouraging families to make sure that they are very familiar with those especially if there are families who are accessing services virtually including many of the schools that are providing food for families, that are accessing school virtually depending on the school district and the amount of students eligible for free and reduced lunch. But we want families to be aware of that. So that continuous learning plan is important and as important information for you. Dr. Holsapple, is there anything in particular that you would like to say about the continuous learning plans?

**Dr. Nancy Holsapple:**

One thing, you hit on many things, but technology. It also in the plan speaks to if students need one-to-one devices, hotspots, the internet, that type of stuff is typically listed in those plans as well.

**Lesa Paddack:**

Thank you for reminding me of that because that is one big issue because obviously across the state internet problems and equities issues are common. So, it is really important to know the who, what, where, of who to contact and sometimes it is different than it used to be. So, making sure that if you're having trouble with your child's device, you know who to contact, if you're needing internet access, if that's being offered. Some schools are offering a MiFi, a hotspot. Please make sure that you visit those continuous learning plans and then almost always, as I've been looking, there are a variety of links

at about the same location that do talk about other services that might be available. And once again, things like the food program that are being offered, and we want to make sure that families do not miss out on that. And the schools want to make sure that families receive that food that need to. So good communication is super important. So, I would encourage you to be checking your school's website, that administration website regularly about information. Okay.

**Jill Summerlot:**

Lesa…

**Lesa Paddack:**

Yes…

**Jill Summerlot:**

I would like to interrupt, because we do have a Facebook Live question for Dr. Holsapple, and I will read it. It says, we tried to use virtual therapy sessions, but they were not nearly as effective, and we're lost, and we lost progress. Our son is can connect can, I guess it would help if I could read, our son has cognitive physical impairments and is legally blind. Do we not qualify for compensatory services because we participated in the virtual therapy?

And I really did butcher that. So, if you need for me to read again. I sure will.

**Dr. Nancy Holsapple**:

And my response is that the speech therapist would have collected data on the therapies being delivered, and if the student was not able to participate, like they would in person, then I would ask for a case conference, if it's speech therapy, visually impaired, so I don't know if they get orientation and mobility related services or not. But whatever the case may be ask the school for a case conference.

Ask to see the documentation, the data collected and if the therapists say, Well, you know, we really don't have a lot of data collected, then the parent could say, well, can we have some compensatory services to make up for that lost time during the virtual settings. I'm hoping that the child is in class. But if for whatever reason they're still participating virtually, and the therapies are delivered in the same manner and the families don't feel like the child is gaining from those therapies. Then again, I would ask to have a case conference because sometimes the schools don't always know. And if the child is participating virtually, it's very hard to determine through a computer screen, how that child is doing. So, if that's the case, you know, it's the parents right to call that case conference and have those discussions.

**Jill Summerlot:**

Thank you very much. And to answer the question on our Facebook live about where the document is that is on our, on our webinar if you registered for our webinar for the zoom then you should have gotten it in your email this morning, and if not, whenever we get done. If you are not a registered person, then please email IN\*SOURCE at insource.org and they'll be happy to get you the document from there.

And one last question. And this is a technical question, Lesa. We have questions that are posted in our question and answer box, but we seem to have some that have been moved to the answered portion and we just want to make sure that either you've done it or they're going over there for some reason.

**Lesa Paddack:**

Yes, I have answered a few questions. Lovely.

**Jill Summerlot:**

I just wanted to make sure. Okay, thank you very much.

**Lesa Paddack:**

Sure.

Okay, so we've already talked about a lot of a lot of information. But I do think that it would be wise for us to continue to take a look at the compensatory services and the recovery services.

And we do have one, we have a question that I wanted to bring in at this point because I have seen some schools do some different things, Dr. Holsapple. The question has to do with the fact that there are some schools that have gone to virtual learning and but are also bringing in some students who have very significant needs for some in person. And I think that what we talked about before had to do with the fact the school and their health department working together to make decisions for those students that really struggle with some virtual learning. So, I know that there are some school districts across the state that have made that decision.

Though they're virtual they are bringing in students that have the most significant disabilities. Could you speak to that, perhaps, a little bit about the school districts, being able to work with their health departments and make some decisions, especially for those students with some of the most significant disabilities. Sure.

**Dr. Nancy Holsapple:**

In conversations with special ed directors across the state, they are trying to meet the needs of their most significant students. Each district has to work with their local health department and that is guidance by the Indiana State Department of Health, the Center for Disease Control, and the governor's executive orders that he has published over time. So, we have some areas around the state that are considered hot spots, which means that they have high numbers positive cases of the Covid. So what schools are doing in order to try to meet all the needs of their students, if there is a population of students with significant disabilities and the parents feel like they are best served

on campus, then the schools are working with their health department to make sure that is appropriate that it's safe for the students and trying to set up a schedule for the children. I know some schools that are large have gone to alternating days. They've split it by alphabet, just because they have such a high enrollment in that building that it was just impossible for them to maintain social distancing.

So, know that some schools are trying to work with their health departments to get those classes open. It may not be a full day they may say, you know, we'll have the students come in Monday, Wednesdays Fridays. They may offer the therapies during those times.

Some schools could say, even though we're virtual have your child come in on one day a week. Some way to be able to provide the education for the students who really just cannot do virtual sessions online and do note that if your school would reach out to you, even though they have set this up and your child is attending in person, and they say, we have to quarantine. We have to close our building to do a deep clean. You need to understand that, you know, when they're doing that clean, they don't want any child exposed to whatever chemical they are using to disinfect the entire building. So, if they reach out to you and say, we have to quarantine, or we have to shut down. Just ask what the timeframe would that be and then, you know, work with the school and then have the when the session start back up your child would attend going back to school, then.

**Lesa Paddack:**

Thank you for that. I think one thing as we talk today. That is very prevalent has to do with, though there's been guidance, this system is basically with families with schools with community stakeholders. We are all flying the plane at the same time we're building it. So, this is going to look very different. So as we look at this document, and we've talked about compensatory services and recovery services, one thing to keep in mind has to do with as that child is receiving education and a school and a family need to look at compensatory services and perhaps recovery or only recovery services. How is that going to be done.

Part of the reason we wanted to do this webinar was to give some practical discussion, just like Dr. Holsapple is doing today. What might that look like, what kind of communication might you want to have with your school? And of course, these documents are on the Department of Ed’s website there on our website. And these are the kind of documents that can be printed out and brought to your case conference or shared as you're having a discussion. So, for instance services that have been missed, such as compensatory services. That case conference would get together and they may not be totally offered minute-for-minute because perhaps during March to May, you know, there were 20 hours missed of something. A family in a case conference committee and they're going to have to look at what is reasonable for this child, too. We want that child to receive services, but we also want to figure out what's a good way for this child to receive those compensatory services along with receiving their ongoing educational services. Then we have recovery services. So, the recovery services and those compensatory services could be provided over an extended period of time. It doesn't have to be just those first few weeks of returning to school. Okay. Because there is going to be. There's going to be some information that's going to be collected during this period of time and you know, we're going to have to understand that this situation is fluid and very, you know, very much different. And Jill, did I just lose the document?

**Jill Summerlot:**

You have for some reason, there is just a great big gray screen in front there.

**Lesa Paddack:**

Okay, I'm not

**Jill Summerlot:**

I'm not sure what you've done.

Lesa Paddack:

Well, someone actually messaged me and somehow, are we back?

**Jill Summerlot:**

There you go.

**Lesa Paddack:**

Well, okay, thank you. Sorry. Once again, technology is good only when it works.

Okay, so can you see it now?

**Cathy Boswell:**

Yes.

**Lesa Paddack:**

Yes. All right. Well, I think I may be having some difficulty we may have to tell me a little bit about what's in the chat box. Okay, so that is one of the things that we wanted to talk about. The fact that there will be data collected, about regression, there in a case conference you want to have a discussion that looks at the services that were in the IEP, takes a look to say were these direct services or direct and consultative. So, for instance if they were consultation, the information that was sent on activities to work by the OT or PT could perhaps fall into fitting, you know, having met the requirement for those services. If they were direct services, then those probably would not have been met.

So that is one thing to keep in mind as far as that has to do with what was actually written in the IEP, was there a case conference that family and school had that made a change. Because we all know that something's could not be actually done in the same way, you're not going to be able to collect data on a goal about social interaction on the playground

during this. You might be able to change that goal about social interaction in a Google Classroom. So be mindful that these, these are changing times and the fact that when you come to your case conference, you want to look at what services were given to discuss compensatory then you want to look at where the child is and the ongoing learning and how would compensatory, if needed, recovery, if needed, actually work into their school day. Okay.

So, one thing I did want to also talk about, Dr. Holsapple, was describing the recovery services in the IEP. So, part of this document says staff should clearly note in the written notes section of the IEP that these services are being provided due to Covid 19 during school building closures. Okay, so as things change, I will be expecting to see some different and unique things documenting these in the notes in IEPs. Okay.

So. Additionally, perhaps it's decided by the family and the school that it's a recovery service, but it's not extended school year.

Okay. So, please note, when you have those case conferences to make sure that things are well documented in the notes so that everyone understands exactly what the services, why it's being given and length of time. And these are some points for service provision considerations. Okay. And so, Dr. Holsapple, maybe we'll just quickly go over some of these whether the student participated in continuous learning opportunities provided by the school district. So, we've talked a little bit about that, that some kids didn't get the same opportunities that they were supposed to because perhaps it was all paper and pencil with not any ongoing service. Parent observation, the student learning during the continuous plan and the teacher observation for the student learning. Dr. Holsapple, did you have anything in particular that you wanted to add about these service provisions that are listed here that we've been talking about during the building closures?

**Dr. Nancy Holsapple**:

Sure, the parent observations of the students learning. I know, parents and the majority of parents, are not educators by trade. So, if their child were participating virtually or with packets, they were trying to do the best that they could. Now if the parent says, you know, I got this packet on Monday. It was do the following Monday, but I could not get my child to do but two pages, you know, and a note went back with the packet to the teacher. Teachers were taking those things into consideration. The impact socially, emotionally on our children was pretty intense because of how their education was being provided that parents were making comments. It could have been that

if a child has emotional difficulties anyway, you know, it was maybe hard for the parents to get the child to log on to the computer. Those are types of parent observations that could be shared with the school. So, the teacher would have a great idea of how the learning went. Teachers who then were able to participate virtually with the child through zoom, canvas, Google met, Google, whatever.

The teachers could actually observe the student learning, how long they had logged on to an assignment, if the assignments were completed, those are types of things that differentiates between the parent observations and the teachers’ observations. And they would take that data and if the teacher says, you know, your child completed all of the assignments, they logged on every day for X amount of minutes...Or they could have a conversation with a parent that said your child only completed five out of 45 assignments and log time was only three hours per week instead of,

you know, 25 hours, whatever the case may be.

So those are the types of things when the school is having a conversation they may say, Parents, what were your observations?

Here's our observations. That type of stuff. And it helps to come to a better understanding on whether the child was successful, or they need recovery services, compensatory services type things. And yes, it would be documented as Lesa said in the IEP. It could be in the notes,

on different pages. It could be in the minutes that are taken during a case conference. But yes, it needs to be discussed.

**Lesa Paddack:**

One thing to also keep in mind, I know across the state from March to May, because it was emergency learning and not exactly to the rigor that schools would have liked it to be, many times, students did not have anything counted against them. When May finished, they had the grades basically that they were going to have and only received additional positive grades or grades that rate, you know, grades that ended up raising their grade and they were not it was not a punitive form if they didn't turn things in. Many schools simply made it supplementary.

Now things have changed because now virtual learning does have some more guidelines, to be honest. They it is supposed to be more robust, they are taking attendance, even in a more ongoing way. So that March to May experience is not necessarily going to be reflective of what is supposed to be happening now. And additionally, when there are goals that are still in the IEP, it is up to the teacher of record and the general ed teacher. That's who works to monitor that progress. It is not up to a parent to be the one that's monitoring the goal that is the teacher of records job. Though the parent can obviously make great observations, give narrative information, and very important data, it is important to know that the teacher of record should not be requiring that parent to be the one to monitor the goal. There should be significant and sufficient interaction with the teacher for those activities so that the goals can still be monitored or if they cannot be done in this setting, whether it be virtual or because of other changes with the Covid that that goal would be changed to where there could be goals that were able to be monitored.

Okay, so I think we talked a little bit about services identified in the student’s IEP prior to closure, and Dr. Holsapple talked about the student continuing making progress toward meeting their goals. And additionally, I think one place where parent observation is so important is what Dr. Holsapple mentioned about social, emotional health issues.

Families, teachers, community stakeholders, communities have really gone through a time of difficulty, a time of trauma, a time of grief and I think it is really important to acknowledge what happened to help prepare our students for re-entry back, whether that's virtual or in person. Because I think that this has been traumatic for everyone on every front, every way. And even just coming back into the school this year we had back in March, we had never dreamed we perhaps would still be dealing with this in August and September.

Additionally, whether that student experienced regression during this period of school. So those are all really good things to keep in mind. And for a parent to be looking at. But the things that are actually to be monitored through the IEP is the responsibility of the teacher of record. Okay, and then whether the student has historically needed extended school year to avoid regression after a stint school breaks. So, at this point, Jill and Cathy, I'm going to stop sharing my screen.

**Lesa Paddack:**

Okay.

**Cathy Boswell:**

Yeah. Yes. I'm trying to share mine.

**Lesa Paddack:**

Okay thank you because I’m thinking I've done what I need to do. But I'm not positive.

**Jill Summerlot:**

And why you're doing that, I would like to just read a comment that's been posted in our Facebook Live and it says, part of the problem was the parents had no prior training on these Chromebooks and students weren't able to educate them on how to use it.

**Dr. Nancy Holsapple:**

That is true. Jill. Another concern is for our EL families if directions, maybe were sent home or provided they may have been in English, and if English wasn't the primary language being spoken in the home that was difficult for families to understand or for the children to help the families understand and it was not only on the Chromebooks. But, you know, most parents probably didn't have a lot of experience on logging into Canvas, Google, any of the avenues that schools were using for assignments or zoom classroom interaction.

And another thing was there may have been one or two devices in a home and there were multiple children. So having all the children to get on to the devices to complete their assignments or participate in their classrooms, that was a challenge Jill and I know this quite well, but our internet provider, you know, sometimes it's not the best or your internet could go down. And then your children become frustrated because they know they have to do their schoolwork, but yet that internet connectivity is out of the control of the families because it's the service provider. So those were all things that many, many schools and families were trying to work through. And the same with teachers because, you know, teachers, live in those communities that have the same type of internet providers and they may have experienced the very same thing as families were experiencing as well so…

**Lesa Paddack:**

Dr. Holsapple, I think one question that everyone wants to talk about. And it's in our chat, has to do with wearing masks. So, we know that the Governor has a mandate out and there's the CDC guidelines, there's the state health department guidelines and the hope and the desire is to have everyone wearing masks social distancing. Taking those masks off at particular times when the students are facing a certain way, we've seen on the news, we've read on the websites, how entries and exits have been intentionally directed, how lunch rooms have changed, how there are spots of where to stand all around the school, how water fountains have been disabled and changed to avoid contact. So, of course, one of the questions that we are hearing a lot has to do with masks for students that have some significant needs or maybe sensory issues and we have talked before about a local case conference decision making that decision and the health department. And this question also has to do with transportation. If this student would not wear a mask on the bus, school as asking parents to please transport. So, could you speak a little bit to the mask situation and that individual decision with case conferences and recommendations and discuss a little bit about the ongoing mask situation? Right.

**Dr. Nancy Holsapple:**

I know the Office of Special Ed put out guidance on what we would term altered mask and it's just the mass that have the clear inserts so students would be able to lip read. And then we had information about face shields, well then, the CDC came along and said the face shields were not secure in themselves to stand alone. So, you would have to wear a mask that covers the nose and goes below your chin if you wanted to use the face shield in addition to that. I've had several calls and emails from families about the mask but the governor did put out an executive order that states that, you know, different categories of people, one of them being people with disabilities, if they could not wear that mask due to their disability but oftentimes it related to sensory, then they would not have to wear the mask. And it talks about medical needs, you know, for people if they could not wear that mask as well.

The only thing that and I'm not sure about the transportation. So that would have to be something I would need to check with our state health department is because of the social distancing. And if a family chooses to not have their child wear a mask. It's not so much sometimes as the preventive for them, but it's also the preventive for others. So, if a family says my child's not going to wear a mask and they get on a school bus. And I know schools are doing their best and trying to put siblings together in a seat. They're staggering seats. Some are running multiple routes just so the kids could be staggered on the bus. I've not heard yet and I'll have to follow up on this. If the family is choosing not to have their child wear a mask and then the school is asking them the families to transport their child. I do know that more families are choosing to transport their children themselves because of the social distancing on buses.

And you also have to realize I think some of the guidance that went out on the buses was to keep windows open so the fresh air, the air is flowing and not have air conditioning going on the buses. It's my understanding that was one of the guidance that put out but yet the kids are still required to keep the mask on during the bus ride. So, for some of those kids who are on the bus for some time that can become a pretty hot lengthy the ride. Let me, let me do a follow up with the health department and our Department of Transportation for clarification on that Lesa and then we could send that answer out

**Cathy Boswell:**

Okay, Lesa. Are you going to be reading questions in the question and answer box or…?

**Lesa Paddack:**

Yes, I thought that I would go through those. Do we have enough time to at least start on some of those?

**Cathy Boswell:**

Yes, we have 20 minutes. Okay.

**Lesa Paddack:**

One of the other comments that I wanted to make is that many schools are working toward maybe setting a goal to try to help give support visual aids to even work toward being able to wear a mask. At some point, even if it's one minute, even if it's two minutes. Now, some kids will not be able to do that, or even some adults. But in general, I believe that I am seeing some families received some significant support on working toward that skill. Because every little bit of opportunity that that student can wear a mask is helpful. Okay, so first question, if school is operating under a hybrid schedule where students are attending in person, two days a week or so, and e-learning, continuous learning three days a week and your child doesn't have that ability to engage virtually does the school have the option to apply for a waiver from the Department of Health for students to attend in-person during the four days the school is open.

Dr. Holsapple, my understanding is that's between school and health department, would you like to speak some more to that? I agree. I think it is dependent on the local health department and the school district. Because Indiana is local control so that was my understanding, and there are some school districts that are virtual but are having some children that cannot learn virtually in their building with many precautions.

And actually there is a document that we have out, that the department has out, about special about considerations for special populations having to do with health issues for some of the most significantly involved students and you can find that on our website and you can find that on the department's website also where it actually deals with some of the health precautions. Okay. In theory. should have school special ed teacher contact you about recovery compensatory services or really, is that a parent’s lead? One thing that I talk to parents about and our staff about is when you have that case conference. If you're having one soon to take a look at those minutes and discuss with the school, what has occurred, what you would like to have occur, and look at how the provisions and minutes of service were actually written and how those for supports were written. If you're not having a case conference, then I would encourage you to, if you have questions, contact your special ed director, I'm sorry, your teacher of record first to get a discussion going about whether you feel those services were actually delivered or not. And then you can always call a case conference Dr. Holsapple, do you have anything additional also to add to that, about how to bring that up or should parents be expecting the school to reach out to them about that?

**Dr. Nancy Holsapple:**

I would just say that if parents have not heard from their school within the first two to three weeks, once school has started back then, the parents should by all means, reach out and ask for a case conference. I'm not saying that it's not the responsibility of the teacher record but situations where I'm hearing some teachers may be doing a hybrid, meaning they are in the class teaching plus, they are also being recorded to teach virtually at the same time and then have, you know, their prep period within there so by all means, you know, if the school has not reached out, then parents, please do reach out to the school.

**Lesa Paddack:**

The next question is, does a student have to show regression before a family can ask for a different services and due to not learning well in virtual environment? One thing I think to always keep in mind has to do with the reason that there is a goal, has to do with teaching a goal or a skill. So, in theory, if that student is moving along and progressing on that goal, typically, the thought is there was not a regression in that area now. Everything has to do with the individual child. So, you know, if a family just is not comfortable with how a goals being measured, I would encourage them to talk to their teacher of record, hold a case conference and be able to explain why they're not comfortable with how that goals being measured or what it looked like during that period of time. Dr. Holsapple?

**Dr. Nancy Holsapple:**

I agree. And also keep in mind that families may have signed up to do virtual learning thinking that, given their home situation, that's what they were going to do. But then maybe something changed, maybe they got a job opportunity, or they have to care for an elderly person and they're not able to do virtual any longer. So, they just need to reach out to the school and say, hey situations have changed. Instead of doing virtually. Can we switch to in class? And I do know that a lot of schools, prior to school starting, wanted parents to sign up, for the parents to say I'm either going to do virtual or I'm going to do in class. And then they were going to say, well, that was going to be a grading period length. But then I have heard from other districts who said they're doing this on a month to month basis. I think, given the situations with the virtual and the in class that if parents have a valid reason, and when I say valid, it could be that, you know, situations at home have changed or the child is not focusing pertaining to the amount of time that they're doing virtual and the family has decided that they want their child in class. Then they would reach out to the school and just ask for the child to attend in class. It could be also something emotionally, you know, children exhibiting anxiety in the social, emotional part and maybe it's really taken its toll on the child and for that social interaction, it would be better for the child to be in school.

So, okay.

**Lesa Paddack:**

Dr. Holsapple, so I'm not exactly sure all the ins and outs of this question, but we'll take a look at it because there are several virtual programs that are accredited in Indiana, and there are virtual

programs that parents choose to enroll their children in that are not accredited in Indiana. So, the question is, if schools are providing a virtual option for all students. So, I am presuming this as a local school district providing some type of virtual option. But that services from a third party virtual online school and not being provided by the district direction. Can the school then change the IEP automatically to console or defer to the third-party Virtual School to provide these services. And also, with the virtual third-party school need to be accredited with IDOE? So, in the first-place case conference committees are the ones who make changes not unilateral changes by other

other parties but Dr. Holsapple, would you like to speak to that?

**Dr. Nancy Holsapple:**

Sure. Lesa, you are correct. An IEP cannot be automatically changed without a case conference. Now it could be in person or revision without a case conference, but parents have to be in agreement. And I'm assuming by that question is if it's a public school, they are contracting with a virtual maybe online, such as Plato, for an example, to provide the online education for the for the students that in their district who are going virtual. There are certain virtual programs, online programs. such as Plato, that are vetted and they have to be approved by the Department of Education, but there may be a company or a venue that a district may be utilizing that the Department of ED is not even aware of. So, there is a e-learning department at the Department of Ed, you could always reach out to them and ask them if, you know, the name of the online company to get their input from that.

**Lesa Paddack:**

Okay. Thank you.

If this isn't a question, we're hearing a lot, if the school gives the family the option of in person or virtual school is a school allowed to offer the child less services because the family chose virtual?

Dr. Holsapple has been answering that question lot. I've been answering it. Our staff has, the department staff has. Having to do with the fact that, though it might look differently, the services should be decided by what the child needs and looking at a different methodology and discussion about that in the case conference. Dr. Holsapple, would you like to speak to just basic reduction of services because it's virtual?

**Dr. Nancy Holsapple:**

To the reduction of services?

**Lesa Paddack:**

Yes, the question had to do with, can the school simply reduce the services, simply because it's only virtual?

**Dr. Nancy Holsapple:**

Now case Conference Committees decision and that is with the parents in agreement to the services being provided if they say, well, we only have one speech therapist that can provide these services then the parents then ask, well, how can those services be made up or be provided. But just because it's virtual doesn't mean their services are reduced.

**Lesa Paddack:**

Okay, so once again that is one important part that I know is going to be a struggle as we look toward this next year of deciding for families who choose because of health risks or health risk in the home of a grandparent or parent, they basically have decided their child can't attend in person or perhaps maybe they'll only attend a very limited amount of services or instruction in person.

So, having these documents that the department and the US Department of Ed have put out are very important to be able to understand your rights roles and responsibilities. As, as a parent, and as school staff as everyone works to work together about deciding the services that a child needs. But those services are based on the information about the child's progress and what their needs are. Okay.

One question had to be for some families’ compensatory services quite some extra while learning the current which is what we referred to before. It is really challenging; it can be really challenging to squeeze compensatory and recovery and or in which turns into a very long school day. Has there been any consideration to offering an extra year of school? I'm not exactly sure the reference there. But Dr. Holsapple, have there been any discussion, perhaps I had nationally heard a discussion about some states, thinking about holding some continued instruction through the summer, but we don't. I haven't heard anything come down uniformly about that. Do you have anything to weigh on in on as far as additional instructional time?

**Dr. Nancy Holsapple:**

The only thing that we have discussed at the Office of Special Ed is if those services would be offered over breaks. Nothing has been decided about an extra school year at this point. But, you know, we're not sure how this school year will pan out either so…

**Lesa Paddack:**

Okay. And we had someone asked the answers could be shared in some fashion and Jill and Cathy, as I have been typing answers. I did assume that unless they were directed privately, they showed up. I do not know that, So I have been answering some of them typing them and putting them in this question answer box and I have assumed that they show up unless it was directed privately to someone

**Cathy Boswell:**

This is Cathy. I'm not showing those your typed responses. Obviously, you've been addressing the questions verbally as you go along. And at this point, my thought is Cathy Boswell: if you need to rehear the answers as they've been provided that you may want to go back and listen again to the webinar when it's made available on our website. Okay, okay. She says she's seeing them

**Lesa Paddack:**

Okay, good.

**Cathy Boswell:**

Oh well, something somebody seeing them. I'm not

**Lesa Paddack:**

Okay because I tried to if I type the answer unless it was something that needed to be privately directed to someone I tried to do it in the manner that I thought was going to show the answer.

**Jill Summerlot:**

This is Jill. If you go to the answer column, in the question and answer box, and then underneath the person that's asked the question, you'll see the question. And then if Lesa has answered it, you will see there's going to be a show all one and if you click on that, it will bring down the answers that she's typed in.

**Lesa Paddack:**

Thank you, Jill, because to be honest, I'm afraid to mess with too many screens, because I'm afraid I'll lose something. Okay, so we have just a few more minutes. And there is a question about school not offering any special services until the case conferences held. Well in general, my answer would be there if there's an IEP, there should be special education services that are being ongoing even if there is an IEP that is being contested the IEP services from the previous IEP should be what is in place at this point. So, Dr. Holsapple, the question is, what if your school is not offering any special services until the case conferences held and there is a continuous learning plan, as far as I know, for every school that deals with special education we can get to it back to that one, as far as privately, also but Dr. Holsapple, as one of our last questions would you like to just deal with perhaps if parents feel like they're having some trouble getting his conferences going or even getting services started during this really difficult time of contacting people and holding some meetings.

**Dr. Nancy Holsapple:**

Right. And, you know, my first thought was, is this an initial and is there an IEP already in place. So, if the IEP is already in place then yet services should be starting it should not there should not be a delay between the services and the start of school. If students have moved schools, there would be a 10 day timeframe to do a moving case conferences to get the IEP pulled into that new school setting but other than that, there should not be a reason why the services are being delayed. For those families who are listening and maybe participated in the spring and the schools worked with you through Ed Plan Connect. We are going to continue with that. So if you cannot go into school for a case conference, you would get the email notification or you may get a call from the school, in case your email is not uploaded or correct in the IEP system, and then you would get your case conference, your notice your paperwork electronically and you would be able to sign it electronically as well as participating through the case conference virtually or on phone If that's the case.

**Lesa Paddack:**

And real quickly, Dr. Holsapple, could you explain a little bit about Ed Plan because we have gotten a lot of questions about that. It's a little hard to understand. Just a simple explanation of why that was put in place and how it works.

**Dr. Nancy Holsapple:**

Sure. So, when school shuttered case conferences were still being held. And my first reaction was how are we getting the paperwork to families. How are families able to see the IEPs. So, the company that we contract with to house our electronic IEP had a system in place, they turned some functions on for us and schools and families were then able to electronically, get a copy of the IEP. They were also able to sign electronically because we know with initial or different situations the IEP must be signed by the parent. And we were trying to figure out how we could do that because the majority of families do not have a fax machine or a scanner in their home. We had even looked at on cell phones, you know, under if you have an Apple phone the notes section. a way where you can take a picture and it turns into a PDF of a document and it could be emailed that way. We were trying everything we could think of to work with families and then we have this ability to turn this function on So then schools were notifying parents through an email that said you got a document, you need to review and schools and families were then able to continue with the paperwork electronically for their child's IEP. We are going to continue that because we know, with a lot of the restrictions, that schools aren't wanting lots of people into their buildings and this also allows an opportunity. So, if a parent is virtually doing the virtual learning that they can participate and the case conference at home or in a safe setting and still get a copy of the IEP, be able to sign it. And some of the paperwork that schools may be sending would come electronically instead of through the mail. So that's why the Office of Special Ed offered that to our families.

**Lesa Paddack:**

Thank you, Dr. Holsapple, very much and it is one o'clock, so I will turn it back over to Cathy and Jill and thank Dr. Holsapple very much for taking time out of her day to be with us so

**Jill Summerlot:**

This is Jill, I would like to just let you know that I did post the document in our Facebook Live feed for the parents that

are on our Facebook Live, you can click the link and you'll be taken There's right to the document that Lesa and Dr. Holsapple shared with us today. And I'd like to thank you Dr. Holsapple very much for all of your help and your support with this today. We greatly appreciate it.

Thank you.

**Cathy Boswell:**

Yes. And I'd like to offer that as well. Very, very thankful for you coming and taking very precious time. I know you're quite busy to share this information with us the document is very important, as I indicated at the beginning of the webinar, when you receive an email survey with that certificate link, there will also be a link to this document. For those of you that are registered have attended with us today. Here's our contact information if you have questions, please follow us on Twitter or find us on Facebook and I'm going to stop the recording at this point.