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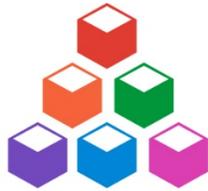
National Technical Assistance Center on Transition

Compilation of Resources and Learning Opportunities Regarding Questions on Extended Learning and Transition Service Provision Beyond the Planned Academic Year or Initial Date of Exit

May 13, 2020

The National Technical Assistance Center on Transition (NTACT) has received queries from the field regarding family, school, service provider, district, local agency, and state agency concerns regarding “lost” time or acquisition of skills during this period of closed communities, distance learning, or closed schools in the context of the COVID-19 pandemic. Questions regarding decisions about the provision of Extended School Year, compensatory education services, recovery opportunities, and modified graduation requirements are distinct issues, individualized for each student, and based on data collection and existing policies. However, there are some common threads in these questions. NTACT cannot provide legal guidance for State or Local agencies; however, some of the resources below may be useful to state agencies and local agencies as they grapple with complex decisions in real time.

The National Center for Systemic Improvement (NCSI) hosts a cross-state learning collaborative focused on general supervision systems called the **Results Based Accountability and Support (RBAS) Collaborative**. The collaborative has been hosting a **COVID open-door** call series for states to come together and share resources, discuss common challenges with general supervision systems in light of extended school closures, and brainstorm strategies and solutions. Recent discussion topics have included the **implications of school closures for state monitoring systems and correction of noncompliance, formats for tracking and monitoring what service students are receiving, fiscal updates (CARES act including potential impact on LEA MOE), state approaches to collecting indicator data (including impacts of school closures future data collection and reporting activities), ESY, and compensatory education**. States who are not members of the RBAS collaborative are welcome to join these calls, as well. To find out more information about the RBAS collaborative and/or register for the COVID open-door call series, please contact Susan Hayes (shayes@wested.org) or Sara Doutré (sdoutré@wested.org) or your NCSI TA Facilitator.



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There is also an ongoing series of webinars. The **May 20th at 4 PM Eastern** webinar, "[Resource Planning for Students with Disabilities through the COVID-19 Pandemic: Balancing Legal Obligations and Available Resources to Maintain Student Progress](#)", may be of particular interest and you may register here: [webinar registration link](#).

NCSI is also hosting many centers' (like NTACT) and other organizations' resources at <https://ncsi.wested.org/> Resources are organized into three categories:

- o **COVID-19 Policy Guidance**
- o **Distance Learning**
- o **Tele-Practice/Tele-Therapy**

At the following link, Minnesota provides a Q&A on **Special Education and COVID-19 Due Process**, which includes guidance on ESY and compensatory education (excerpted below):

<https://education.mn.gov/MDE/dse/health/covid19/spedcovid19/MDE032087>

"40. Is there guidance to assist IEP teams in making extended school year eligibility determinations for students with disabilities during the 2019-20 school year?"

Response: Extended school year services (ESY) eligibility is based upon the individual student's needs based upon data collected during the school year. This would include data for a large portion of the school year prior to the school closure, as well as data collected during distance learning. Some IEP teams will already have considered the need for ESY and incorporated that into a student's IEP. If it has not yet been addressed, IEP teams would need to consider the need for ESY services as they have in the past (although it would be done virtually during the distance learning period). [See Minnesota Rules, part 3525.0755](#). Pending further MDE guidance, the ESY services will be delivered through a distance learning delivery model."

The Office of Special Education Programs (OSEP) has not yet specifically addressed the issue of ESY services due to school closures and the implementation of distance learning. What OSEP has addressed is the issue of compensatory education due to school closures. ESY eligibility is determined prior to the end of the school year. Compensatory education is an individualized



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determination of whether a student is in need of compensatory education due to services not being provided or accessed during the distance learning period. The compensatory education individualized determination is not made until schools resume normal operations. That language can be found in the [OSEP/OSERS Supplemental Fact Sheet, dated March 21, 2020](#).

Additionally, **CASE continues to update guidance that touches on this topic.** [CASE Webinar PowerPoint](#) (see slides 16 - 22) and more resources: <https://www.casecec.org/covid-19>

You are also encouraged to **pose specific US DOE questions to the email**, COVID-19@ed.gov.

Related to this family of topics, NTACT recommends that IEP teams and local districts are provided with some decision rules similar to those offered through the CASE webinar. LEAs should continue to practice and document due diligence when connecting with students and families. There should be an ongoing communication/outreach plan in place that takes into account cultural, economic, and environmental diversity. The LEA should be consistent and persistent in implementing these plans even if the family/student appears to be unreceptive.

The following resources offer useful guidance regarding family engagement in virtual settings:

[Considerations for State, District, & School Leaders per Parent Communications](#)

[Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - English](#)

[Tips for Families in Supporting Their Children with Disabilities in Virtual Formats - Spanish](#)

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