

Special  
Education  
Legislative  
Summit **2020**  
Virtual | July 13-24, 2020



# Special Education and the Pandemic

## Panelists



**Dr. Amanda Fitzgerald**  
Director of Public Policy,  
American School Counselors Association



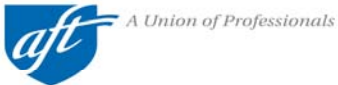
**Dr. Lisa Thomas**  
Associate Director, Educational Issues  
American Federation of Teachers (AFT)

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AFT Professional Learning

# CASE-CEC Special Education Legislative Summit

Dr. Lisa Thomas

<p><b>55.1m</b></p> <p>K-12 students are currently affected by school closures</p> 	<p><b>7.5m</b></p> <p>Students in special education are currently affected by school closures</p> 	
 <p><b>5,300</b></p> <p>Colleges and Universities in the United States are closed or virtual</p>	 <p><b>19.9m</b></p> <p>College and University students are affected by closures</p>	 <p><b>124, 000</b></p> <p>K-12 public schools are closed</p>

## AFT – Where We Stand

- Plan to Safely Open America’s Schools and Communities  
[https://www.aft.org/sites/default/files/covid19\\_reopen-america-schools.pdf](https://www.aft.org/sites/default/files/covid19_reopen-america-schools.pdf)
- Share My Lesson Special Education Resources  
<https://sharemylesson.com/teaching-resource/supporting-students-disabilities-tip-sheet-during-covid-19-school-closures-321525>
- AFT Equity and Excellence in Public Education Resolutions
  - <https://www.aft.org/resolution/real-accountability-equity-and-excellence-public-education>
  - <https://www.aft.org/resolution/fighting-safe-communities-and-racial-justice-our-citizens-and-our-first>
  - <https://www.aft.org/resolution/confronting-racism-and-support-black-lives>

### It is More than a Profession!

- <https://sharemylesson.com/blog/social-ed-covid>

The profession needs more Ms. Ks!

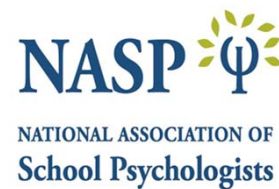
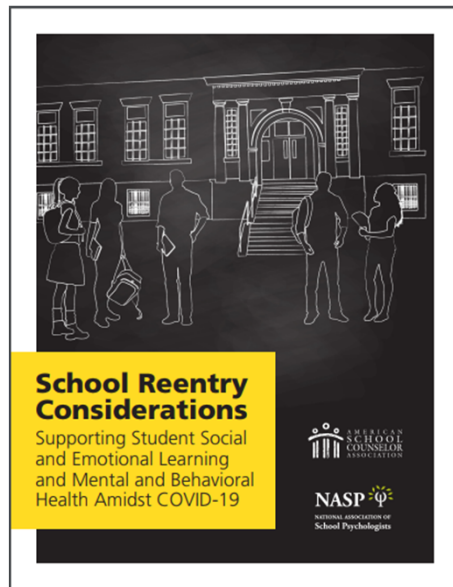
- Address personnel shortages
  - Invest in pre-service/in service infrastructures
  - Protect your investment!
- Engage the Professionals!
  - With us not to us!
  - Planning teams
  - Increase capacity, not reduce it!



# COVID-19: The Impact on Schools

Amanda Fitzgerald, Director of public policy  
American school counselor association

<https://www.schoolcounselor.org/asca/media/asca/Publications/SchoolReentry.pdf>





**REUNITE**

**RENEW**

**THRIVE**

Reunite, Renew, and Thrive:  
Social and Emotional Learning (SEL)  
Roadmap for Reopening School  
JULY 2020

**ACKNOWLEDGMENTS**

CASEL developed this roadmap with the input of a broad range of stakeholders through focus groups and one-on-one interviews that included state members in the Collaborating States Initiative, districts in the Collaborating Districts Initiative, valued collaborators, and national experts.

The numerous contributing partners—including organizations that work with chiefs and school and education leaders as well as leaders in trauma, mental health, and other student and adult support systems—bring an important perspective to this compilation of evidence-based considerations, activities, tools, and resources. During this time of social, economic, and health turbulence, we are committed to helping schools foster supportive relationships and equitable learning environments where all students and adults feel a sense of belonging and agency and harness their social and emotional competencies to heal and thrive as anti-racist community members.

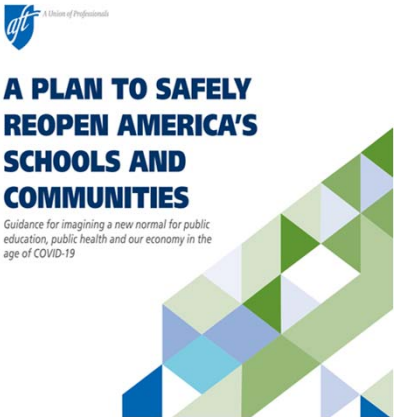
CASEL would like to acknowledge and thank the following partners for their important contributions to this resource:



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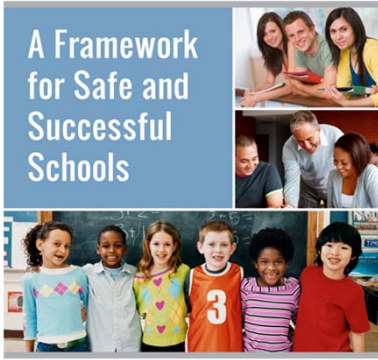
<https://bit.ly/CASELmap>

# Physical and Psychological Safety




**A Plan to SAFELY REOPEN AMERICA'S SCHOOLS AND COMMUNITIES**

Guidance for imagining a new normal for public education, public health and our economy in the age of COVID-19



**A Framework for Safe and Successful Schools**



## Pre-planning, planning and more planning

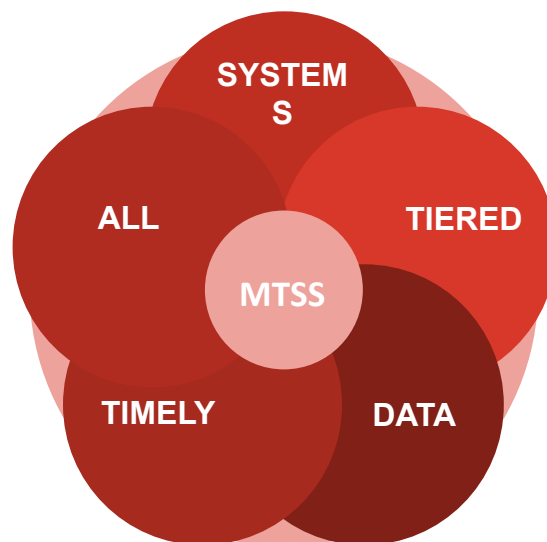
- **Multidisciplinary team**
- **Resource Mapping**
- **Different Phases of Recovery**

Schedule	Target Group	Tiers		
		Universal-All	Targeted-Some	Targeted-Few
Now	Students			
	Families			
	Educators			
1 month before	Students	<i>Welcome back plan</i>		
	Families	<i>Share back to school plan</i>		
	Educators	<i>Provide PD</i>		
1 week before	Students			
	Families			
	Educators			

Sugai (2020)-MTSS FEST Key Note; retrieved from <https://www.youtube.com/watch?v=r-zRDNZlw14>

## MTSS - Multi-Tiered Systems of Equity

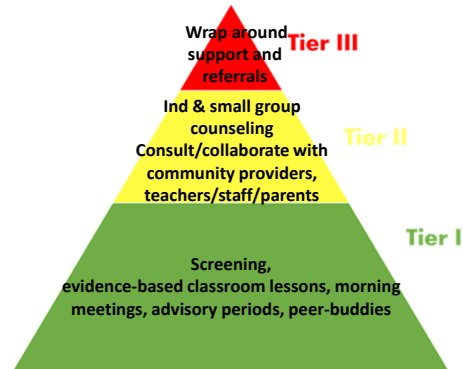
- ALL STUDENTS
- 1 system with a continuum of support team
- Start with commitment to being welcoming and open
- Explicit expectations for Universal, Additional and Intense Supports



(McCart & Miller, 2020)

## Social/Emotional and Mental/Behavioral Health of Students and Staff

- Determine capacity for universal screenings or alternatives
- Embed SEL into core academic content areas
- Anticipate regression



## Relationships & Transitions

- Virtual back-to-school events
- Create and sustain school community
- Plan for intentional relationship building
  - Peer/Adult buddy or mentors
  - Looping
  - Year-long Advisories

# Use evidence-based and standards-based resources

**The ASCA Mindsets & Behaviors for Student Success:  
K-12 College- and Career-Readiness Standards for Every Student**  
*Each of the following standards can be applied to the academic, career and social/emotional domains.*

**Category 1: Mindset Standards**  
School counselors encourage the following mindsets for all students.

M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being  
M 2. Self-efficacy in ability to succeed  
M 3. Sense of belonging in the school environment  
M 4. Understanding that postsecondary education and life-long learning are necessary for long-term career success  
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes  
M 6. Positive attitude toward work and learning

**Category 2: Behavior Standards**  
Students will demonstrate the following standards through classroom lessons, activities and/or individual/group counseling.

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Demonstrate critical thinking skills to make informed decisions	B-SMS 1. Demonstrate ability to assume responsibility	B-SS 1. Use effective oral and written communication skills and listening skills
B-LS 2. Demonstrate creativity	B-SMS 2. Demonstrate self-discipline and self-control	B-SS 2. Create positive and supportive relationships with other students
B-LS 3. Use time management, organizational and study skills	B-SMS 3. Demonstrate ability to work independently	B-SS 3. Create relationships with adults that support success
B-LS 4. Apply self-motivation and self-direction to learning	B-SMS 4. Demonstrate ability to delay immediate gratification for long-term rewards	B-SS 4. Demonstrate empathy
B-LS 5. Apply media and technology skills	B-SMS 5. Demonstrate perseverance to achieve long- and short-term goals	B-SS 5. Demonstrate ethical decision-making and social responsibility
B-LS 6. Set high standards of quality	B-SMS 6. Demonstrate ability to overcome barriers to learning	B-SS 6. Use effective collaboration and cooperation skills
B-LS 7. Identify long- and short-term academic, career and social/emotional goals	B-SMS 7. Demonstrate effective coping skills when faced with a problem	B-SS 7. Use leadership and teamwork skills to work effectively in diverse teams



# Potential for Trauma

**Identify and Address Traumatic Stress**

**Be Culturally Responsive**

**Prevent and Intervene Related to Traumatic Stress**

**Develop & implement emergency management/crisis response plans**

**Teaching Trauma Education and Awareness**

**Ensure staff self-care and prevent secondary traumatic stress**

**Partner with Student and Families**

**Understand & Address staff self-care & secondary traumatic stress.**

**Develop a trauma-informed learning environment**

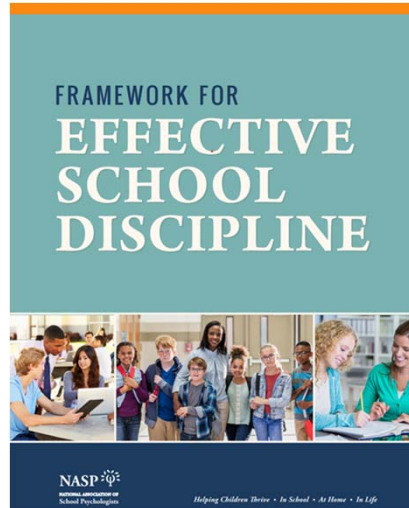
**Establish and collaborate across disciplines and into the community.**

National Center for Traumatic Stress Network, 2018



## Discipline

- Inconsistent expectations while at home
- Underlying trauma
- Avoid punitive/exclusionary discipline
- Restorative Practices

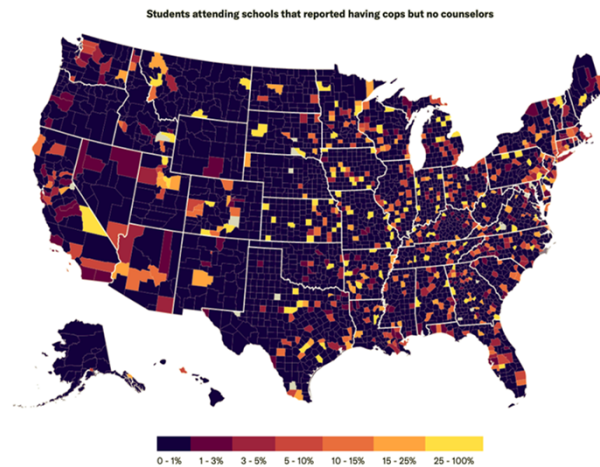


## Family Engagement

- Include parent/family voice in multidisciplinary teams & decisions.
- Identify needs the families in your community may have, provide resources and assistance to those who may need food, shelter and other basic needs.
- Identify needs that families in community may have (food, shelter, basic needs)

## School Funding

- Targeted funds for highly vulnerable districts and populations
- Focus on instruction and support
- Flexible funding



Losen & Whitaker,

## Access to school mental health professionals

- School psychologists 1:500 students
  - School counselors 1:250 students
  - School social workers 1:250 students
  - School nurses 1:750 students\*
- Ensure students have access to supports in instances of abbreviated school schedules and virtual learning.

## Emergency COVID Asks

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Cosponsor the Supporting Children with Disabilities During COVID–19 Act (Senators Hassan (D-NH), Murphy (D-CT), & Van Hollen (D-MD)) which provides a one-time emergency appropriation of \$12.5 billion for IDEA, including:

- \$11 billion for IDEA Part B
- \$500 million for IDEA Part C
- \$400 million for the IDEA Part B, Section 619 Preschool Program
- \$300 million for IDEA Personnel Preparation Grants to compensate for unexpected expenses during the COVID-19 pandemic in light of significant reductions in state budgets

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- Provide no less than \$175 billion in emergency relief funds to help school districts address the litany of needs for students playing catch up in the aftermath of COVID-19
- Provide an additional \$100 million for the Teacher Quality Partnership (TQP) Grants in Title II of the Higher Education Act
- Appropriate \$5 billion for an Emergency Connectivity Fund, administered through the Federal Communications Commission's (FCC) E-Rate program
- Provide emergency funding to support evidence-based professional development on remote learning for special education teachers and support staff

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