Good afternoon everyone,

One thing we can say about 2020 is that it’ moving at the speed of light. Next week is June and many of you are ending the 19-20 school year and heading into summer services.  I’m sure that we will all be working this summer on fall planning. Here are some thoughts when considering resuming in person instruction.

**Considerations for resuming in person instruction:**

* Students with disabilities may be particularly vulnerable to COVID given linguistic and technological barriers to access.
* Els and other groups that have disproportionate learning growth will also have an impact on learning resulting from remote education.
* Asynchronous learning often doesn't promote productive language skills or facilitate the interaction necessary for language development and targeted skills instructed through in-person teaching.
* The majority of teachers aren’t trained nor do they have virtual platforms in providing synchronous instruction effectively.
* COVID Impact Services describe remedies that are provided to compensate for regression or lack of progress that occurs during the period of alternate instruction.
* Compensatory Education services are a remedy when FAPE is not provided.
* Remember, FAPE looks different during the COVID-19 Pandemic.

**When thinking about reentry/recovery:**

* How will you calculate what will be needed to recover learning loss that may have occurred as a result of remote instruction?  We know all students are likely have some impact on learning, especially in the younger grades.
* Summer [learning loss](https://nam03.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.nwea.org%2Fcontent%2Fuploads%2F2020%2F05%2FCollaborative-Brief_Covid19-Slide-APR20.pdf&data=02%7C01%7CColene.ONeill%40maine.gov%7C25f2483f08264df84f7408d801b59e6c%7C413fa8ab207d4b629bcdea1a8f2f864e%7C0%7C0%7C637261226841356948&sdata=%2FC2dqze9UUjXtpD1O8o62RmoRJWDCaG87CA0YhuAZDI%3D&reserved=0) research: An example of calculating learning loss.
* What assessment data does each school district have to measure student progress attained through the end of in person instruction and what was the expected growth through the end of the 2019-2020 school year.
  + - Formative academic measures
      * Math
      * ELA
      * Progress monitoring and intervention data (MTSS/RTI)
    - Language acquisition measures
    - Social and Emotional measures
    - Access issues (technology)
    - Participation rates
    - Parent concerns

**Planning and preparation:**

* Identify the structures teams will use to review progress data for all students and then how each sub-group of students performs in relation to the general student population.
* With this information, school teams in partnership with parents, may calculate what recovery education will be needed to close the identified gaps.
* Since all students will likely be making up a gap when school reopens, some teams may decide to wait to see how the students are responding to instruction after school resumes and calculate the gap at that point. This period may continue into the first quarter of the 2020-2021 school year and beyond.
* COVID Impact Services (CIS) may be provided during the regular school day, over school breaks, in intensive, targeted, individualized programs, or by outside service providers.
* If CIS are to be provided during the school day, the student’s least restrictive environment cannot be altered due to the provision of these services, unless the IEP team determines this is warranted and the IEP is amended. Consider waiting for a period after school resumes to make this determination.
* **It will be important for the teachers, parents and administrators to communicate effectively about the decisions regarding learning loss, what recovery education will be provided and document the outcomes of the conversations.**

I will have to provide the PBIS link in tomorrow’s email as the link I have isn’t working.

Have a great evening everyone!  
Erin and the Special Services Team