Special Education, Compensatory Services, COVID-19 & Beyond

 ChanceLight Education in collaboration with
 The Muscogee County School District, Columbus, Georgia
Presenters

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Today’s Agenda

1. Increasing demand for special education services
2. Compensatory Education Services in the COVID-19 era
3. District Spotlight
4. Distance Learning for Students with Disabilities
5. The Future of Public Education
The Increasing Demand for Special Education Services

U.S. students enrolled in special education (AGES 3 TO 21)

Data Source: National Center for Education Statistics
Of the nation’s school districts report special education teacher shortages

98%

Shortages Result in:

• Limited access to services needed to succeed
• Inability to provide prevention and early intervention services
• Overemphasis on special education compliance

Data Source: National Center for Education Statistics
• FAPE is **required** during the Pandemic
• What is **compensatory education**?
  • “Under the theory of ‘compensatory education,’ courts and hearing officers may award ‘educational services…to be provided prospectively to compensate for a past deficient program.’”
  • “Compensatory education involves discretionary, prospective, injunctive relief crafted by a court to remedy what might be termed an educational deficit created by an educational agency’s failure over a given period of time to provide a FAPE to a student.”
• **History** of compensatory education
• **Current issues** related to compensatory education
• Ask these questions:
  ✓ What is FAPE under the circumstances?
  ✓ Has the District documented and offered FAPE during the Pandemic?
Compensatory Education in a COVID-19 World

• Focus on the Data
  ✓ Seek feedback from parents
  ✓ Document your response to that information
  ✓ Promote patience

• Avoid “Pandemic Penalties”
  ✓ Know your expenditures
  ✓ Share your concerns
  ✓ Estimate expenses for compensatory services
How to support students with disabilities as they return to school:

1. Make students feel **safe and in control** as we emerge from the coronavirus pandemic and focus on the safety, health, and welfare of your students and staff members in your community.

2. Help students **reconnect** with one another, their teachers, and build or re-build relationships.

3. Expand and improve **remote learning**.

4. Determine students’ **academic, social, and emotional needs**.

5. Focus on the **mental health supports** your students require as we recover from COVID-19.

6. Document **services, instruction, and progress** during closure and reconvene the IEP team when school re-opens to determine whether any changes to the IEP are needed or compensatory services owed.

7. Provide **FAPE**.
About The Muscogee County School District
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Program Review

Needs Assessment

Stakeholders Committee

Behavior Supports

Continuum of Services

Solutions to the Immediate Needs

Partnering with an Educational Company
The mission of ChanceLight Education is to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families and public-school districts.
Creating a Partnership
The Design and Implementation of a Full Continuum of Services

Interrelated Special Education Services and Supports

Behavior Supports Transitional Classrooms

Behavior Supports Collaborative Classrooms

Behavior Supports Therapeutic Day Program

Less Restrictive

More Restrictive
First Year Outcomes

2018-19sy compared to 2019-20sy
August through March*

- **22%** of students transitioned to a less restrictive environment. An increase from 1% in previous years.

- **68%** decrease in out of school suspensions.

- **100%** of students in BSP graduated with a regular HS diploma in 2020.

- **11%** of students in BSP returned to their home school.

- **40%** increase in average daily attendance (ADA).

- **97%** of BSP staff indicated they were returning for the 20-21sy.

*Due to school closures as a result of COVID-19*
• All students in the program received access to mental health services including individual and group counseling.

• Students residing in group homes experienced fewer transitions, creating a more stable living situation and increasing attendance.

• A Parent University was implemented to support students and families outside the classroom by providing specific educational trainings and resources.

• Training and support for bus drivers and transportation personnel was provided to reduce bus incidents and ensure a safe journey to school.
“Working with Anthony has been one of the biggest highlights of my career so far, and I look forward to seeing his continued growth in his upcoming years.”

-Patrick Knoblauch, BCBA, Teacher
COVID-19 and School Closures

Our community is resilient—we will persevere, and together, we will meet the challenges that attempt to dampen our outlook.

DR. DAVID LEWIS,
SUPERINTENDENT OF EDUCATION
The Transition to Distance Learning

Teaching & Learning

- 1332 touchpoints with students. Average of 5 touchpoints per student each week
- 82% Individual student support; 18% small group instruction
- 75% Provide academic instruction and support
- 25% Provide behavior support & positive reinforcement

Social & Emotional

- 1102 touchpoints with students. Average of 4 touchpoints per student each week
- 42% Individual student counseling
- 51% Group social/emotional learning lessons; consultation with parents
- 7% Provide basic needs and resources
1. Lower teacher-student ratios
2. An emphasis on attainment not seat time
3. A new academic calendar
4. The benefit of public-private partnerships
5. Submitted questions
• How do I make sure students understand that they are safe, even after coming to school? Mississippi

• How do I effectively meet the needs of IEP students in a hybrid/remote learning situation? New Jersey

• How do we deal with parents who are not responsive to IEP-mandated services (SLP, OT, PT, etc)? New York

• From a legal standpoint, do we owe ‘comp ed’ if we implemented the IEP to the best of our ability? Washington DC

• Are Functional Behavior Assessments and Positive Behavior Intervention Plans required during virtual learning? Michigan
For More Information

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