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OSEP Director



First and Foremost

- ▶ Thank you!
- ▶ You have “given” so much
- ▶ Let’s remember and honor the educators, students, colleagues, family members and friends we we’ve lost due to COVID-19
- ▶ And pray for a full recovery for those with long-Covid



Greetings from OSEP



OSEP Office of the Director Priorities

- Recovering from COVID
- Better dissemination of our technical assistance resources
- Reconceptualizing Transition from birth to grade 12

Recovering from COVID-19: Challenges

- ▶ The COVID-19 Pandemic has presented many challenges,
 - Most challenges were preexisting, but exacerbated and magnified
 - What we thought was going to be a short-term break from school wound up being much longer for many children
 - Our CWD missed out on learning opportunities (both academic and otherwise), and virtual learning didn't work well for all CWD
 - .

Opportunities Resulting from COVID-19

- ▶ Flexibility in system
- ▶ School leaders became more intentional.
 - Including the enhanced use of data to drive decisions
- ▶ Increased coordination, collaboration and communication than ever before
- ▶ Funding is available for innovation
- ▶ We're all in this together

Advances Made

- ▶ We've seen and heard the amazing innovations in education that are occurring using ARP funds including:
- ▶ Community schools with integrated health and social services
- ▶ Universal Telehealth
- ▶ Career Pathways Programs
- ▶ Compensatory Services for Children with Disabilities

Better Dissemination of OSEP Resources

- ▶ How do we ensure that all of our resources are getting to where it matters—at the LEA and school level?
- ▶ SEA and LEA staff have limited time to track down relevant guidance
- ▶ We need your thoughts and input on how we can make our information easier to find
- ▶ As an initial step we'll be looking at our websites and appreciate your feedback

Reconceptualizing Transition

- ▶ What steps do we need to take for the 200,000 toddlers who exit Part C without an IEP?
- ▶ What services are in place for the nearly 100,000 children with disabilities who exit every year who drop out or leave with a certificate/GED?



Updates: From the Hill

- ▶ Recap: The President's Budget included the \$18.1 billion for IDEA/special education a \$4.1 Billion increase
- ▶ The House appropriations bill has a \$17.7 billion overall for IDEA, a 3.7 billion increase
- ▶ The Senate appropriations bill has \$16.7 billion overall for special education, 2.7 billion increase
- ▶ We'll share the final amounts and any added appropriations language with you as soon as numbers are finalized

Biden-Harris Administration Priorities

- ▶ Historic investments in funding, guidance and collaboration
- ▶ In person, safe and learning
- ▶ Equity

Full implementation is our baseline

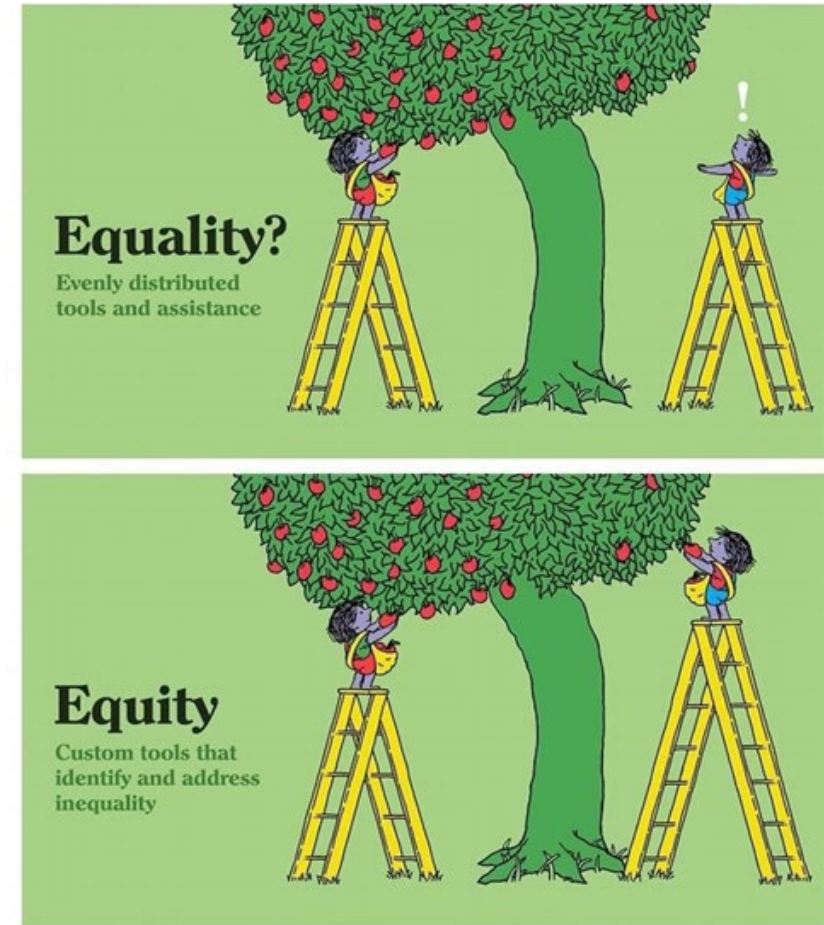
Administration Priorities: Equity and IDEA

Equity: the consistent and systematic fair, just, and impartial treatment of all individuals

IDEA requires so much more than equality...

“The requirement that States provide ‘equal’ educational opportunities would . . . seem to present an entirely unworkable standard requiring impossible measurements and comparisons”

Endrew F. Decision quoting Board of Ed. of Hendrick Hudson Central School Dist., Westchester Cty. v. Rowley, 1982



Working Together: Rolling up our sleeves

- ▶ What additional information do we need to get a **better understanding of the needs** of our children with disabilities?
- ▶ How can we better **leverage existing resources**?
- ▶ How can we work together to **make a difference** for our infants, toddlers, students and their families?

Working Together: Understanding students' academic needs

How can we work together to address students' social, emotional and academic needs?

OSEP

- ▶ Continue to fund IDEA Part D investments whose research-based practices enhance academic growth
- ▶ Collaborate with the Office of Elementary and Secondary Education to support CWD within the overall school environment
- ▶ Where possible support flexibility in the use of IDEA funds

SEAs

- ▶ Share best practices implemented with IDEA State-level funds and Part D investments
- ▶ Use ARP funds to expand interventions for all students
- ▶ Scale up SSIP work
- ▶ Examine data collections and conduct monitoring to ensure that LEAs are not overidentifying CWD

Working Together: Understanding students' social and emotional needs

How can we work together to address students' social and emotional needs?

OSEP

- ▶ OSERS has taken the lead in this area with our guidance:
- ▶ Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs and
- ▶ Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders
- ▶ Plus, all our investments through IDEA Part D and other Federal sources:

SEAs

- ▶ States are using \$120 Million of IDEA State-Level funds,
 - To assist LEAs in providing positive behavioral interventions and supports and mental health services for children with disabilities
- ▶ One State invests more for this activity than all the other States combined. Is your State investing enough?
- ▶ How can you leverage IDEA State Level funds plus additional State/local/Federal funds to expand and support student social emotional learning



The Beliefs Underlying our Guidance

► We knew that:

- We needed to do more
- We needed to push the envelope to better support CWD
- Secretary Cardona firmly believes that the Department is a service organization to support our stakeholders

An Unprecedented Amount of Guidance

- ▶ Both the Department in General and OSEP in particular
- ▶ At OSEP our focus on issuing detailed and compressive guidance
- ▶ Child Find, IEPs and IFSPs
- ▶ Supporting Child and Student Social, Emotional, Behavioral, and Mental Health Needs
- ▶ Positive, Proactive Approaches to Supporting Children with Disabilities: A Guide for Stakeholders and Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions
- ▶ Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools

Coming Soon

- ▶ Revised and Comprehensive Guidance on General Supervision Requirements
- ▶ Revisions to the SPP/APR information collection package
 - Opportunities to comment on revisions will occur in 2023
- ▶ Rethinking OSEP's determinations process

Final Thoughts

- ▶ First and foremost, enjoy your time together at CADRE; network, network, network
- ▶ We're excited for the continued collaboration