



Special Education Directors' Meeting

March 26, 2020



CONTENTS

01 Shift in Providing Remote Instruction

02 Increasing Implementation of Remote Learning

03 Developing and Improving Systems for Provision of Remote Services

04 Known Hurdles

05 Resources

01

Shift in Providing Remote Instruction

Shift in Providing Remote Instruction

**Schools closed
until at least
May 4**

**USED
Supplemental
Fact Sheet
3/21/20**



School Closure Until at Least May 4

- Safety and wellbeing of students, families and staff continue to be top priority
- Must focus on equity for our most vulnerable students
- Maintaining connections between school staff and students is paramount

Supplemental Fact Sheet Key Takeaways

- All students must be receiving an education
- Ensuring compliance with IDEA should not prevent any school from offering educational programs through distance instruction
- Districts must provide FAPE while protecting the health and safety of students, educators and service providers



Supplemental Fact Sheet Key Takeaways

- In these circumstances, services will be provided differently than they are when school is fully operational
- Many modifications and services can be effectively provided remotely
- Communication with families is key to make this happen



Stakeholder Engagement

DESE solicited stakeholder engagement to develop implementation recommendations from the following groups:

- **Special Education Directors**
 - ASE Executive Board
 - MA Urban Special Education Leadership Collaborative
- **Educators and Related Services Providers**
 - MCEC
- **Parents**
 - FCSN
 - SEAP members
- **Advocates**
 - SPaN
 - ARC Leadership
- **Approved Special Education Schools**
 - maaps leadership
- **Collaboratives**
 - MOEC
- **Attorneys representing schools and families**



02

Implementation of Remote Services

New FAQ

**Models of Remote
Service Delivery**

Key Tenets of Remote Learning

- Remote learning comes in many forms and is not always online learning
- Schools and districts have local contexts that they must navigate
- Planning and time for planning are key
- We're doing something we've never done before, but we can deliver remote special education services

Models of Remote Service Delivery

**Supports and
Resources**

and

**Instruction and
Services (Whole
Class, Small Group,
Individualized)**

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**Supports and
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**Instruction and
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Class, Small Group,
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Supports and Resources

Goal

Establish systemic special education resources, supports and services to promote continuity of learning

Expectation

All schools and districts can implement this model of services

Supports and Resources: Key Components

- Provision of *strategies, assignments, projects, and packets* to students
 - General education materials with accommodations
 - Materials directly from special educators and related service providers
 - Consider making choices available to students

Supports and Resources: Key Components

- Provision of *resources* to families to keep students engaged in learning and movement
 - YouTube channels or other streaming content
 - WGBH (online resources and television)
 - Apps to meet the needs of individual students

Communication is Critical

- Regular, ongoing check-ins with families (phone, email, district-approved social media, etc.)
 - Use check ins to discuss special education supports and services, prioritize learning needs, problem solve learning and behavioral issues at home, and customize the daily schedule for students
 - Help to overcome individual obstacles to accessing materials and resources
 - Scheduling times with families recommended
- Office hours
 - Specific hours in the day parents can sign-up for ahead of time and touch base with a specific person at the school

Considerations

- **Consent** not required
- **Privacy** issues not triggered
- Team approach recommended

Documentation

- Communication logs
- Email records
- Social media records



Models of Remote Service Delivery

**Supports and
Resources**

and

**Instruction and
Services (Whole
Class, Small Group,
Individualized)**

Instruction and Services

Goal

Provide more direct services to students in whole class, small group, or individualized formats

Expectations

- All schools and districts can now implement aspects of this model by providing as many of these services as possible given the current circumstances
- Schools and districts will make continual systemic improvements to increase the provision of services over time

Instruction and Services: Key Components

- Telephonic instruction and therapies
 - Lessons with small groups or individuals
 - Phone calls for related services
 - Morning meeting with class via conference call
- Telephonic or Internet-based parent consultation
 - A Grid consultation service
 - Ongoing support during closure



Instruction and Services: Key Components

- Interactive Internet-based lessons
 - Online virtual instruction with teacher and class
 - Pre-scheduled and announced to families
 - Frequency as appropriate given circumstances
- Recorded lessons
 - Teachers recording and then posting lessons for students
 - Allows students to still see their teachers
 - Step-by-step related services videos to assist caregivers in replicating at home



Considerations – Notice to Parents

- Districts need to provide notice to families regarding IEP services that will be provided to their children remotely
 - Consent not required; notice is for services temporarily provided while students are out of school.
 - This does not change the IEP or impact “stay put” rights
 - Same requirements for all schools (public, charter, day, residential)



Considerations – Privacy

- Schools and districts must ensure that online platforms are COPPA and PPRA compliant
- Inform parents of privacy-related issues with virtual learning options
 - Educators to provide disclaimers at start of lessons re: appropriate online communication
 - Advise against recording or sharing of online or telephonic lessons/therapies, unless teacher is recording lesson to share with other students

Documentation

- Clinical notes
- Service logs
- Communication logs
- Email and social media archives

03

Developing and Improving Systems for Provision of Remote Services

Implementation Recommendations

- Determine local capacity for providing remote opportunities and communicate expectations to families and students
- Establish elements of both types of services during newly announced closure period
- Schools and districts will continuously need to re-examine their systems for further improvements

Essential Elements

- Planning time to develop systems
- Assess curriculum, technology, and human resources available
- Assess family/home considerations
- Consider collective bargaining requirements



Essential Elements

- Consult with SEPAC leadership
- Develop overall plan for both levels of implementation
- Develop remote learning PD for educators and parents
- Communicate plan to stakeholders
- Use of existing, effective communication systems with families



Compensatory Services

- Providing services now is the most effective way to mitigate the need for compensatory services in the future
- Individualized determination
- More information to come

04

Known Hurdles

Known Issues/Hurdles

- Lack of devices, computers and access to Internet
- Language access issues
- Addressing racial equity concerns
- Family availability
- Homelessness
- Teachers can't go to schools to get materials
- Licensing requirements for tele-therapy
- Services for students with severe disabilities
- Many others



05

Resources

Resources

Policy:

- New FAQ

Remote Learning:

- National Center for Systemic Improvement (NCSI) is curating special education remote learning resources – **Educator Resources to Support Remote Learning** at <https://padlet.com/wested/educate>

Tell us what you need to expand models of remote service delivery

- Resolution of specific issues
- Examples
- Technical assistance
- Other

Thank you!

