Welcome
Key Ideas During School Closure

• 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
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<th>5 Sunday</th>
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Stakeholder Engagement and Outreach

• Massachusetts Autism Commission
• Massachusetts Departments of:
  o Children and Families
  o Children's Trust
  o Early Education and Care
  o Elementary and Secondary Education
  o Public Health
• Massachusetts Executive Offices of Education and Health and Human Services
• Office of Child Advocate
• Various parent organizations
02 Updates
Speech-Language Pathology Update

• Board of Registration for Speech-Language Pathology and Audiology issued updated guidance for SLPs during COVID-19 specific to:
  o License renewal;
  o Continuing education; and
  o Telepractice

• This guidance is available online:
Speech-Language Pathology Update

• Board of Registration for Speech-Language Pathology and Audiology Meeting on April 7, 2020
  o Covid-19 related issues:
    ▪ Wet signatures on application documents
    ▪ Other licensing application issues
    ▪ Tele-practice for Clinical Fellows, students and assistants
  o Meeting minutes forthcoming on MA Board of Registration for SLP website
  o DESE will post on notes on "SEPP Headlines"
Resource Guides for Educators

- **SEPP Website**
- **Excel File: Additional Resources for Supporting Students with Disabilities for All Educators and Providers**
  - Document includes resources that:
    - Support multiple roles: Administrators, General and Special Educators, Related Services Providers, and Families and Students;
    - Cover a variety of topics: content, disability categories, SEL, and more; and
    - Use a variety of digital formats: Guides, E-learning, Podcasts, Toolkits, Videos, & Webinars.
- **Curriculum and Instruction Website** – Coming Soon!
  - Resources to support multiple roles: Administration, Teacher and Support Personnel and Students and Families
<table>
<thead>
<tr>
<th>Topic</th>
<th>What is the resource?</th>
<th>Where did the resource come from</th>
<th>Link to the resource</th>
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2. Tuition payments for out-of-district day or residential special education programs and “circuit breaker” reimbursement

It is our expectation that school districts will continue to provide tuition payments today and residential special education programs to maintain this essential system capacity and promote continuity of service for students to the greatest extent possible. Most residential schools remain open, and day programs have agreed to continue providing learning opportunities and services to students remotely during this period. The tuition payments will be eligible for reimbursement under the circuit breaker program if they exceed the statutory threshold and are otherwise eligible.
Financial Considerations

Reminder: **OSEP March 2020 Q&A**

**Question A-6:** What activities other than special education and related services may and may not be provided with IDEA Part B funds both prior to and during a COVID-19 outbreak?

**Answer:** IDEA Part B funds may be used for activities that directly relate to providing, and ensuring the continuity of, special education and related services to children with disabilities. For example, an LEA may use
Financial Considerations

Claiming In-District Services—Up to 3 periods

1. Beginning of school year to date school closed + 20 days
2. Remote services delivery period
3. May 4 to end of school year (if applicable)
Remote Services Plan
Remote Services Plan Template

• Recommended form
• Districts can modify or copy portions into a customized district form as needed
• If you already have a template, you do not need to use this one
• This is not an IEP amendment
• As districts continue to develop and improve remote learning systems and opportunities, update the plan
• Collaboratives, day, and residential programs are responsible for developing remote service plans for the students they serve

• Remote Services Plan – blank template
• Remote Services Plan – with sample content
04
Family Letter and
Family Resource Toolbox
Family Letter

**FAPE must be provided** – but it will look differently than when schools are in session

**The IEP doesn’t need to be changed** for students to receive remote services

Learning should include both:

- **Supports and resources** for independent learning that can include academic content and homework packets and project-based learning opportunities, with the accommodations your child needs.

- **Instruction and services** that can be delivered remotely in whole group and small group settings or individually. Instruction and services can be provided by using online programs, television or the telephone.
Family Letter – Key Considerations

- **Ongoing and regular communication** between educators and families is important.
- **Individualized instruction and services** will look different than when school is in session.
- **Accommodations and assistive technology** can also be used during daily activities at home.
- **IEP meetings** should be held virtually while schools are closed.
- **Teachers should connect with families** about 504 Plans.
Family Resource Toolbox

- Resources about COVID-19
- Resources for Healthy Families
- Supplemental learning
- Additional resources for SWD
- Caregiver tools
- Have suggestions? Send to: specialeducation@doe.mass.edu
05 Q&A
THANK YOU