



# Special Education Directors' Meeting

March 26, 2020



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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
  - Massachusetts Urban Project
- **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 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!**

