Special Education Leaders Meeting

April 3, 2020
Welcome
Continued Stakeholder Engagement

- ASE
- maaps
- MCEC
- MA Urban Project
- MOEC
Remote Service Delivery Ideas
Remote learning looks different for everyone
Remote learning looks different for everyone
Developing and Improving Systems
## Related Services Staff Providing Remote Services: OT

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<thead>
<tr>
<th>Considerations</th>
<th>Resources</th>
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<tr>
<td><strong>Massachusetts Board of Allied Health Professionals</strong>&lt;br&gt;OT services can be provided via telepractice</td>
<td><strong>American Occupational Therapy Association (AOTA):</strong>&lt;br&gt;Telehealth Resources&lt;br&gt;The Opinion for the Ethics Commission Telehealth</td>
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<td>PT services can be provided via telepractice</td>
<td>American Physical Therapy Association, Massachusetts Chapter: Covid-19 Resource Center</td>
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## Related Services Staff Providing Remote Services: ABA

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<td><strong>Board of Registration of Allied Mental Health and Human Services Professionals</strong></td>
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MA Board of Speech-Language Pathology and Audiology

- Emergency Board meeting held on 03/31/2020
  - Currently 10 hours of training required before SLP can provide telehealth services
- Discussed
  - Reducing the required hours of training prior to telehealth services and
  - 10 hours of training must be completed within 4 months of the first date of a SLP starting telehealth services.
  - This would allow SLPs to provide telehealth services prior to participating in the 10 hours of previously required training.
  - Board has not yet finalized
  - Policy will be posted at: https://www.mass.gov/orgs/board-of-registration-for-speech-language-pathology-and-audiology
Related Services Staff Providing Remote Services: Counselors

- https://mhanational.org/covid19

- https://www.pbis.org/resource/creating-a-pbis-behavior-teaching-matrix-for-remote-instruction

https://matoolsforschools.com/resources/covid-19-sel
Counseling Resources

- Massachusetts Association of School Psychologists [Covid-19 Resources](#)
- FAQs for Behavioral Telehealth in Massachusetts 3/27/20 [FAQ: COVID-19 and Behavioral Health Providers](#)
- Association of Social Work Boards (ASWB) [Regulatory provisions for social work emergency responders and COVID-19 policy](#)
- Board of Registration of Allied Mental Health and Human Services Professionals [Allied Mental Health Policy](#)
- Massachusetts Board of Registration of Social Workers [Practice Advisory regarding social work services by electronic means](#)
Nursing documentation

DESE consulted with DPH School Nurse Health Services

- Not all schools maintain health records electronically.
- Some electronic health records are not accessible remotely (example SNAP).
Nursing documentation

• Suggested options for nursing documentation:
  o Paper logs
  o Spreadsheet with student identification, not names
  o Entering calls into Student Information Systems (SIS)

• DPH understands that it will not be possible for nurses to transfer all paper logs into electronic systems when schools re-open
3 Types of Parent Communication

1. Ongoing updates
2. Notification of remote services
3. Scheduling of remote services

• Documentation
1. Parent Communication—Ongoing Communication

• Sample letters
  - Nashoba Learning Group
  - READS Collaborative
  - Cambridge Public Schools
2. Parent Communication-- Notification of Remote Services

- Begin services as soon as you can; add more over time

- IEP amendments are not required
  - Online or virtual remote learning in this emergency is considered an alternate mode of instructional delivery

- Give written notice to parents of remote learning plans – what to expect and how services will be delivered
  - Send email or correspondence to documenting services, accommodations, and modes of delivery – could use N1
  - Let parents know who to contact with questions
2. Parent Communication-- Notification of Remote Services

• Coordinate therapists' and educators' schedules
• Schedule two weeks at a time since this is an evolving situation
• Examples
  o CREST Collaborative Continuation of Learning Plan
  o Valley Collaborative Remote Student Learning Plan
3. Parent Communication--Scheduling of Remote Services

- Educators and therapists scheduling sessions
- Email, phone or social media contact
Documentation

• What works in your context?
  o Online IEP system
  o Consistent form or spreadsheet
  o Lynn Public Schools example

• If it isn’t documented, it didn’t happen
• What gets monitored gets done
Staff Accessing Materials and Supplies

- **Governor Baker's March 23 Executive Order** lists essential services:

  Other community-based essential functions, includes: “Educators and staff supporting public...K-12 schools...for purposes of facilitating distance learning...or performing other essential student support functions, if operating under rules for social distancing”
Remote Service Delivery Ideas and Resources
Remote learning looks different for everyone
Remote learning looks different for everyone
Privacy and Confidentiality Considerations

• Only use online programs or video platforms approved by the school district.

• Consider whether the online program or video platform is compliant with relevant privacy laws that may apply to students (FERPA, COPPA, PPRA, others) before beginning to use the program and entering into contracts/agreements with these vendors.
Resources and Tips

- **MA Student Privacy Alliance**
- **Common Sense Privacy Program** (starting point)
- **Helpful tips** on teachers using Zoom
- Review the settings on the video platform so that you can restrict access and prevent uninvited users from accessing the chat and other security features.
Sample Classroom Rules for Virtual Lessons

- Face the screen
- Mute when not speaking so as to remove background noise from the home
- Be respectful of others, be respectful of the technology (not share inappropriate images during the chats through the tools on the platforms)
- Do not share the links to the classroom chat with others who are not members of the classroom
- Do not record or screen shot the sessions to protect the privacy of the other students/teacher
- [Sample expectations document from Newton Public Schools](#)
Remote Service Delivery Resources

https://padlet.com/wested/educate (National TA Center)

- Students with Mild to Moderate Disabilities
  - https://www.khanacademy.org/
  - https://listenwise.com/#
  - https://www.getepic.com/
  - https://www.kqed.org/education/533275/remote-in-a-hurry
  - https://www.newsomatic.org/
  - http://aem.cast.org/about/aem-center-covid-19-resources.html

- Students with Severe Disabilities
  - https://afirm.fpg.unc.edu/afirm-modules
  - http://www.ric.edu/sherlockcenter/wwslist.html
Remote Service Delivery Resources

• Students with Social, Emotional, and Behavioral Needs
  • http://mindfulnessforteens.com/resources/videos-mindfulness/
  • https://innerexplorer.org/
  • http://www.schoolmentalhealth.org/COVID-19-Resources/
  • https://masmhc.org/

• Young Students (Prek-K)
  • https://dasycenter.org/
  • https://ectacenter.org/topics/disaster/coronavirus.asp

• FREE CEC Membership Through May 31
  • https://cec.sped.org/Tools-and-Resources/Resources-for-Teaching-Remotely
Remote Service Delivery Resources

- Springfield Public Schools Padlet
- Worcester Public Schools Resources
Supporting Students with Severe Disabilities

• **Parent survey** Ask parent to take an inventory of the house
• Provide **videos** of educators/therapists demonstrating functional skills
• Videos can be reviewed repeatedly by parents and students which is helpful
• "Challenges" with photo evidence sent to teacher
  o Make your bed every day
  o Demonstrate an act of kindness
• **Boardmaker coronavirus resources**
Procedural Issues
Virtual IEP Team Meetings

• Virtual IEP meetings for annual reviews encouraged
  o Video conference
  o Telephone conference call using phones or 3rd party platform
  o Write plan as if school is in session; include remote learning opportunities in N1

• Communicate with parents
  o Document good faith efforts to convene the required Team members
  o Provide interpreters when parents' primary language is not English
Virtual IEP Team Meetings

• Suggestions
  o Prioritize transition meetings
  o Use team approach
  o Practice with a limited number before full scale implementation
Progress Reports

- Where the term ended during the period of closure and the school or district issues report cards, they should also issue Progress Reports.

- Where the new term begins during the time of closure, issue end of year Progress Reports based on progress through remote learning.

- Continue to address IEP goals given the current circumstances.
Timelines

• Three levels of legal requirements
  1. Federal requirements in IDEA
  2. State requirements in M.G.L.
  3. DESE regulations (603 CMR 28.00) and policy

• Upcoming meeting with the Special Education Advisory Panel for state and Department level discussion
Letter to OSERS regarding the CARES Act:

Mark Schultz, Acting Assistant Secretary  
Office of Special Education and Rehabilitative Services (OSERS)  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-7100

Laurie VanderPloeg, Director  
Office of Special Education Programs (OSEP)  
U.S. Department of Education  
400 Maryland Ave., SW  
Washington, DC 20202-7100

March 31, 2020

Dear Acting Assistant Secretary Schultz and Director VanderPloeg:

The members of the Council of Administrators of Special Education (CASE) and the National Association of State Directors of Special Education (NASDSE) are fierce supporters of the Individuals with Disabilities Education Act, its implementing regulations, and individuals with disabilities. We believe all children and youth with disabilities have a right to a free appropriate public education in the least restrictive environment with strong protections for all parties involved. When parents and families collaborate with schools and states, outstanding outcomes are possible. In no other situation in our organizations’ history can we find a time where we have asked for limited flexibilities in implementing the IDEA. However, now more than ever, schools and states need to be focused on what is important - providing an appropriate, accessible, accommodated educational program to all students in light of their current circumstances.
Upcoming Information and Updates
Family-Facing Letter and Tool Kit

• DESE is drafting a letter and Tool Kit for families

• Letter and Tool Kit will be:
  o Written specifically for families with children with disabilities
  o Translated into several languages
  o Sent to school districts to pass on to families
  o Useful to provide resources, clarify families' roles, and to support communication between families and school personnel
Remote Learning Special Education Resources

• [http://www.doe.mass.edu/covid19/sped.html](http://www.doe.mass.edu/covid19/sped.html)

  • **SUPPORTING STUDENTS WITH DISABILITIES FOR ALL EDUCATORS AND PROVIDERS**

    Districts should ensure all online learning platforms meet confidentiality and student privacy, and electronic content accessibility standards. Consult your district’s acceptable use policy (AUP) for more information.

    **GENERAL GUIDANCE TO ALL EDUCATORS**
    - DESE reminds all teachers to make a reasonable effort, in instructional planning and student resource selection, to differentiate by providing provide multiple means of:
      - Representation
      - Engagement
      - Action and expression
      - Accompanying Resource(s)
        - [7 Ways to Make Remote Learning Accessible to All Students](#)

• Send resources to Specialeducation@doe.mass.edu

• Will be curated by topic and updated at least 2X per week
Special Education Determinations

• 2019-2020 special education determinations will be posted next week
  o Email to superintendents and special education directors
• Based on review of compliance and performance data
• LEAs have already been working with DESE to address reasons for the determination - no new activities are likely to be required
• Program Reconstruction Meeting will be held in 3 weeks
Questions and Answers
Residential Programs
Thank you!