Shifts in Providing Remote Instruction
Remote learning looks different for everyone
You’re making Parthum proud Sophia! 
Keep up the fantastic work!

#stay at home
#learningathome

Well done, Sebastian
Working hard for South Lawrence East

#stay at home
#learningathome
School Closure for the Remainder of the School Year

• 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
Strengthening Our Remote Learning Experience

• Further defining the recommended elements of a quality remote learning program, including a focus on teaching the content standards most critical for student success in the next grade level, and

• Encouraging districts to move all students towards successful engagement in remote learning, with a focus on addressing fundamental needs

Impact on Special Education

• Balances continued focus on current IEP goals with prerequisite learning standards
Implementation of Remote Services
Models of Remote Service Delivery

Supports and Resources and Instruction and Services (Whole Class, Small Group, Individualized)
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
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
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
Resource Guides for Educators

• **SEPP Website**

• *Excel File: Additional Resources for Supporting Students with Disabilities for All Educators and Providers*

  o 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.
03
Timelines and Virtual IEP Meetings
Legal Authorities for Timelines

Three levels of legal requirements for timelines

1. Federal requirements in IDEA
2. State requirements in Mass. General Laws
3. DESE regulations (603 CMR 28.00) and policy

All three levels are connected and without flexibility at federal level, we do not have flexibility at state level
Suggestions for Special Education Leaders

• Continue to treat timelines as if they are in effect and make efforts to meet them. For example,
  o **Attempt to agree** with parents on extending any deadlines
  o IEP meetings may be held using **alternative means of participation**, e.g., video conferences, conference calls
  o Reevaluations may be conducted through a **review of existing evaluation data**, unless additional evaluations are needed
  o If some assessments **cannot be conducted remotely**, plan to complete them when school reopens
DESE's Next Steps

• Develop draft guidance on efforts to meet timelines
• Share draft with various stakeholder groups soon
• Publish guidance as quickly thereafter as possible
Recommended Approach to Timelines

- Student-centered approach to timelines instead of district-wide approach
- Clear communication with parents (e.g., reach agreement on timeline extensions)
- Ongoing documentation
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
04 Parent Communication
Progress Reports

School districts, collaborative programs and approved special education schools:

• Where the term ended during the period of closure, issue Progress Reports
• Where the new term began during the period of closure, issue end of year Progress Reports based on progress through remote learning
• IEP goals are currently in effect:
  o Continue to address IEP goals given the current circumstances
  o During remote learning, continue to monitor progress and collect data
  o Data will be used for developing Progress Reports
• Issuing Progress Reports:
  o Send by email or US mail
  o In translation
The Department is providing this special education Student Remote Learning Plan template as a resource. Please note that this is a suggested form, not a required form. Schools and districts that have developed their own remote learning plans for students should continue to use the plans they currently have in place.

- 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

• Student Remote Learning Plan – blank template
• Student Remote Learning Plan – with sample content
**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 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
Future Issues: ESY and Compensatory Services
Extended School Year and Summer Education Services

- Recommended approach: Contingency planning
  - Plan for continuation of remote learning for ESY
  - Develop readiness for in-person instruction if it becomes possible

- Anticipate decision on summer services, camps, etc. soon
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
Thank you!