

School Closure Until June 29th

- 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



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
- 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)**

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
 - Enrichment activities from the district website
 - Individualized work, schedules, accommodations, scaffolds
 - 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, virtual platforms, 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



Documentation

- Communication logs
- Email records

Models of Remote Service Delivery

**Supports and
Resources**

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**Instruction and
Services (Whole
Class, Small
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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 & video conferencing 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)



Documentation

- Clinical notes
- Service logs
- Communication logs
- Email records
- Suggest creating one document per student on your caseload (ex. google sheet/doc) Do NOT rely on the EasyIEP log