



# BEST FOR ALL

We will set all students on a path to success.

## COVID-19 Special Education Update

March 30, 2020

Adapted from Massachusetts Department of Elementary and Secondary Education



# BEST FOR ALL

We will set all students on a path to success.

## ACADEMICS

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ALL TENNESSEE STUDENTS WILL  
HAVE ACCESS TO A HIGH-QUALITY  
EDUCATION, NO MATTER WHERE  
THEY LIVE

## WHOLE CHILD

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TENNESSEE PUBLIC SCHOOLS  
WILL BE EQUIPPED TO SERVE THE  
ACADEMIC AND NON-ACADEMIC  
NEEDS OF ALL STUDENTS

## EDUCATORS

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TENNESSEE WILL SET A NEW PATH  
FOR THE EDUCATION PROFESSION  
AND BE THE TOP STATE TO  
BECOME AND REMAIN A TEACHER  
AND LEADER

# Contents

- Providing Remote Instruction
- Remote Learning Implementation
- Systems for Provision of Remote Services
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# Providing Remote Instruction



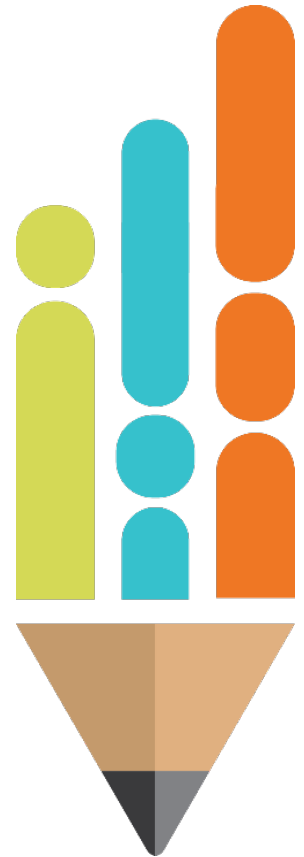
# Why?

- Encouraged closure through April 24<sup>th</sup>
- Some districts have announced extended closure
- Most students will be out of school for more than 4 weeks with summer vacation on the horizon



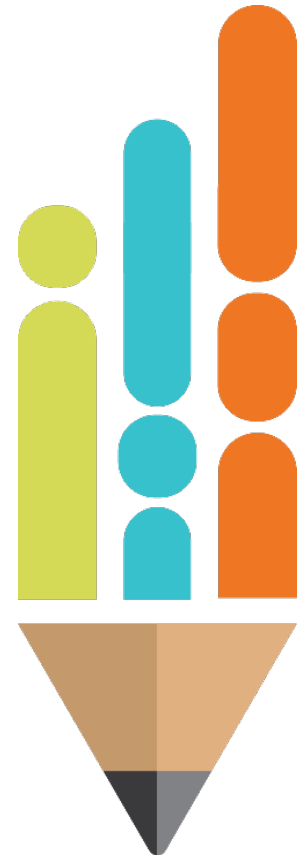
# School Closure

- 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



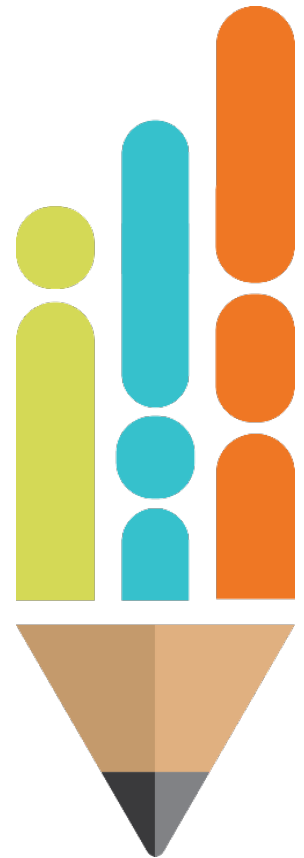
# USDOE Supplemental Fact Sheet

- All districts are encouraged to provide students with an education to the greatest extent possible
- **Ensuring compliance with IDEA should not prevent any school from offering educational programs through distance instruction**
- If schools are open and serving other students through through distance or virtual learning, districts must provide FAPE while protecting the health and safety of students, educators and service providers.
- As virtual or distance learning takes place to the general student population during a school closure, the school or district must ensure that students with disabilities also have equal access to the same educational opportunities, taking into consideration the individual needs of students.



# USDOE Supplemental Fact Sheet

- 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





# Remote Learning Implementation



# 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

# 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



# 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



# Key Components

- Provision of *resources* to families to keep students engaged in learning and movement
  - Visual schedules
  - YouTube channels or other streaming content with built in accessibility features
  - PBS
  - Apps to meet the needs of individual students
  - Communication/picture systems



# Communication is Key

- Regular, ongoing communication with families (phone, email, district-approved social media, etc.)
  - Use these opportunities 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
- Service logs to track IEP services provided and missed



# 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





# 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
  - Ongoing support during closure



# 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 if only change to services is that they will be **provided remotely**; notice is for services temporarily provided while students are out of school.
  - Same requirements for all schools (public, charter, day, residential)



# Documentation

- Clinical notes
- Service logs
- Communication logs
- Email and social media archives



# Systems for Provisions 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




# Essential Elements



- Develop overall plan for implementation
- Develop remote learning PD for educators and parents
- Communicate plan to stakeholders
- Use of existing, effective communication systems with families



# Compensatory Services

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- Providing services now is the most effective way to mitigate the need for compensatory services in the future
  - Individualized determination
  - More information to come

# Challenges



# Known Challenges

- 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

# Resources



# Resources: Implementation

Accessibility features:

- [Microsoft Suite Products](#)
- [Apple Products](#)
- [iPad](#)
- [GSuite](#)

Communication supports

- [PICTO4me](#)
- [Lessonpix](#)
- [Boardmaker](#)

Visual schedules

- [Do2Learn](#)
- [Earlywood Educational Services](#)
- [Boardmaker](#)

# Remote Learning: Implementation

- 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>

# Resources: Guidance

- Office of Civil Rights Webinar on Online Education and Website Accessibility:  
<https://www.youtube.com/watch?v=DCMLk4cES6A>
- FERPA and the Coronavirus Disease 2019 (COVID-19): <https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19>
- Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak: <https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
- [\*Supplemental Fact Sheet\*](#) Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities (March 21, 2020)

# Tell us what you need...





# Questions

