

Navigating Special Education and Remote Learning

Tips & Experiences from the Field

Onowa Bjella, Moderator

Richard Capone, CEO

Dr. Kurt Hulett, National Director of Special Education Services



Richard Capone

CEO & Chief Technologist, *Let's Go Learn*



- Co-Founded Let's Go Learn in 2000 with Dr. Richard McCallum of UC Berkeley
- Founding Goal: To create the first automated reading diagnostic
- Today: To Drive the Best Data-Driven Personalized Instructional Solution for Schools and Districts
- 15+ million students assessed to date
- 100+ million hours of personalized online instruction served to students

Let's Go Learn

Dr. Kurt E. Hulett

National Director, Special Education Services, *Let's Go Learn*

Author

Legal Aspects of Special Education

Veteran Educator

High School Special Education Teacher
Middle School Assistant Principal
Middle School Principal
District Policy Officer For Special Education

Lifelong Advocate for Children with Disabilities



Let's Go Learn

Phyllis Wolfram

Executive Director, *International CASE*



- Has worked in public education for 37 years
- Has been a special education director in districts ranging from a small rural district to the largest urban district in Missouri.
- Experienced in gifted education, Section 504, ELL and early childhood.
- Served as:
 - President of CASE
 - Executive Director for MO-CASE
 - Chair of the CASE Policy and Legislation Committee
 - Chair of the CASE Ad Hoc Committee on IDEA
 - Reauthorization member of the CASE Task Force; Design for the Future, 2005
 - Board of Directors for the Council for Exceptional Children and the CEC IDEA Reauthorization Workgroup.
- Distinguished Service Award, (2017)
- Harrie M. Selznick Distinguished Service Award (2018)

Erin Maguire

President, *International CASE*



- Has been a director of special education for 20 years in Vermont
- Currently the President of CASE and served as the President in her state organization from 2015-2017.
- Served as the policy and legislative chair for both CASE and her state unit
- Testifies regularly in the State Legislature and stays current with national policy issues in special education
- MA in special education, a certificate of advanced graduate studies in educational leadership, in the process of completing her doctorate in Education Leadership and Policy Studies





Attendee Poll

AGENDA

- A. Introductions**
- B. Federal Regulations Update and Outlook**
- C. Four Priorities for Special Education**
- D. Remote Learning Framework Best Practices**
- E. Technology Updates**
- F. Expert Panel Q&A**



Federal Regulations Update and Outlook

Erin Maguire
President,
International CASE

Phyllis Wolfram
Executive Director,
International CASE

CARES Act: Flexibilities Needed



TIMELINES



60-day initial evaluation timelines and re-evaluation triennial due dates

[34 C.F.R. § 300.301(c); 34 C.F.R. §300.303(b)(2)].



Annual IEP review timelines

[34 C.F.R. §300.324(b)(1)].



Compliant timelines

[34 C.F.R. 34 C.F.R. §300.508; C.F.R. § 300.510(a) and (c); 34 C.F.R. § 300.515(a) and (c)]



Part C to Part B Transition Timelines

[34 C.F.R. § 300.124].

CARES Act: Flexibilities Needed



PROCEDURES




Documentation of FAPE under each district's circumstances and IEP meeting procedures

[34 C.F.R. §300.323(c)(1); 34 C.F.R. §300.324(b)(1); 34 C.F.R. §300.324(a)(4)(i); 34 C.F.R. §300.328].



Data collection and corrective action plans

[34 C.F.R. § 300.152]

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Four Key Priorities for Special Education

Four Priorities for Special Education

1

Focus on the safety, health, and welfare of students and staff members in your community.

2

Provide FAPE: Deliver services to as many students as you reasonably can in the best way you know how.

3

Document your Efforts: Make sure documentation is focused, consistent, detailed, and demonstrates a good faith effort to provide good services

4

Compliance During the Pandemic: IDEA wasn't built for this.

Identify Where Your School Is Located

Completely Closed	Homework Packets	Continuous Learning Opportunities	e-Learning/ Distance	Completely Open
<ul style="list-style-type: none">• School is completely closed.• No services provided to any student.	<ul style="list-style-type: none">• School is closed, but learning activities are being provided for students.• Learning activities are primarily parent/ guardian supported.	<ul style="list-style-type: none">• School is closed, but learning is continuing with teachers & service providers actively checking in with students.	<ul style="list-style-type: none">• Brick & mortar schools are closed.• Learning is continuing through a series of structured activities which are teacher directed, student implemented, & assessed for progress.	<ul style="list-style-type: none">• Brick & mortar schools are open.

Focus of Your Efforts

Completely Closed

- Planning for when schools move to the next level on the continuum.

Homework Packets

- Is the work being provided accessible to all students?
- How are you documenting what is being provided to all of your students?

Continuous Learning Opportunities

- Is the work being provided accessible to all students?
- Is it focused on IEP goals?
- What reasonable efforts are you making to engage students?

e-Learning/ Distance

- Is the learning goal focused & uniquely tailored?
- Is the learning accessible in the new learning environment?
- Are we providing as high quality services to students as possible?

Completely Open

- Brick & mortar schools are open.
- What's appropriate?
- Endrew F. Standard

Four Priorities for Special Education

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Remote Learning Framework Tips from the Field

Richard Capone

CEO/Chief Technologist

Let's Go Learn



**The Building Has
Been Flipped
Upside Down!**

- **Headline attention has been on transition to “distance learning”**
- **But your organizations are also transforming from brick-and-mortar to virtual**
- **Employees are transforming how they teach and work**
- **Three major transformations happening at once**

1. Determine Communication Protocols

- Single Point of Info for Parents on External Site
- Single Point of Info for Teachers on Intranet Site
- Avoid emails with attachments
- Determine electronic document storage
 - Use Cloud Storage; No individual PCs!
 - File naming conventions



Communication Protocols

PRO: If you use Google Suite you can create Google Sites

PRO TIP: Set up Google Docs (or MS OneDrive) Folders at the district level.

PRO TIP: Set permissions based on groups. "District" "School A" **PRO**

TIP: Google Docs, MS OneDrive files have version histories

2. Build Your Curriculum Plan

- Limit freeware or other non-sanctioned software
- Continue to provide FAPE! Standardize on “something” then adapt
 - Google Classroom for foundation class tool
 - Let’s Go Learn (or other tool) for automated specialized instruction
- Consider “phased” introduction of services
 - Paper-based in weeks 1 and 2
 - Automated instruction in week 3 (Let’s Go Learn or other)
 - Teacher directed personalized instruction in weeks 4+



Curriculum Plan

TIP: Evaluate current resources

PRO TIP: Include cloud storage trainings first!

PRO TIP: Google Classroom next!

Example Video (11 min)

<https://youtu.be/LXyn5Scksa4>

3. Set Clear Meeting/Training Protocols

- Align your training with your curriculum's phased rollout
 - Train on basic systems first (Google Docs/Classroom, Let's Go Learn)
 - Train on teacher directed systems or processes next
- Have a regular teacher meeting calendar
 - Friday afternoons for district
 - Monday morning for individual sites; Monday AN for SPED teachers
- Plan all trainings in multiple layers
 - District trainings - Hard and soft skills
 - Site/PLC meeting to operationalize district training
 - Open office hours for additional support



Meeting/ Training Protocols

TIP: Ask for teacher volunteers to be points. Use vendors for open office hours.

TIP: Teacher volunteers can cover a broad range of topics. This is not just about “remote” tech skills

PRO TIP: Make all meetings video conferencing. Hangout built into G-suite, Skype into Outlook

4. Monitoring and Feedback Procedures

- Setup teacher-student basic requirements
 - i.e. 1 assignment per week; 1 checkin per week; etc.
- Student tracking procedures if no response
 - Can admin staff support in this area?
- Set up weekly teacher feedback procedures



Monitoring & Feedback

PRO: In teacher/PLC weekly meeting set up a scoreboard of metrics for all to report

PRO TIP: Subscribe/set up weekly usage reports with technology tools being used

5. Hardware & Internet Access Action Plan

- Coordinate with IT or General School Effort
- Be sure this effort accepts notes for specialized hardware requirements for individual students
- Ensure monitoring and feedback procedures include hardware and access input from teachers



Hardware & Internet

PRO: Partner with Wireless phone providers and/or local Internet companies

PRO TIP: Single master DB or Google doc in which teachers can directly update hardware and internet

Remote Learning Framework Recap

1. Determine Communication Protocols
2. Build Your Curriculum Plan
3. Set Clear Meeting/Training Protocols
4. Monitoring and Feedback Procedures
5. Hardware & Internet Access Action Plan

How Let's Go Learn is Supporting Special Education Departments

1. Immediate Support: Remote learning for Tiers 1, 2, & 3
2. Immediate & Long-term: Support of FAPE compliance
3. Better diagnostic data natively in online system
4. Support of teachers with SDI including progress monitoring
5. Long-term streamlining of entire IEP process



Expert Panel Question & Answers

WEBINAR HOSTS & PANELISTS



Richard Capone

CEO, Co-Founder, Chief Technologist,
Let's Go Learn



Dr. Kurt E. Hulett

National Director, Special Education
Services, *Let's Go Learn*



Phyllis Wolfram

Executive Director,
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Erin Maguire

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Thank You!

Next Steps

For more information...

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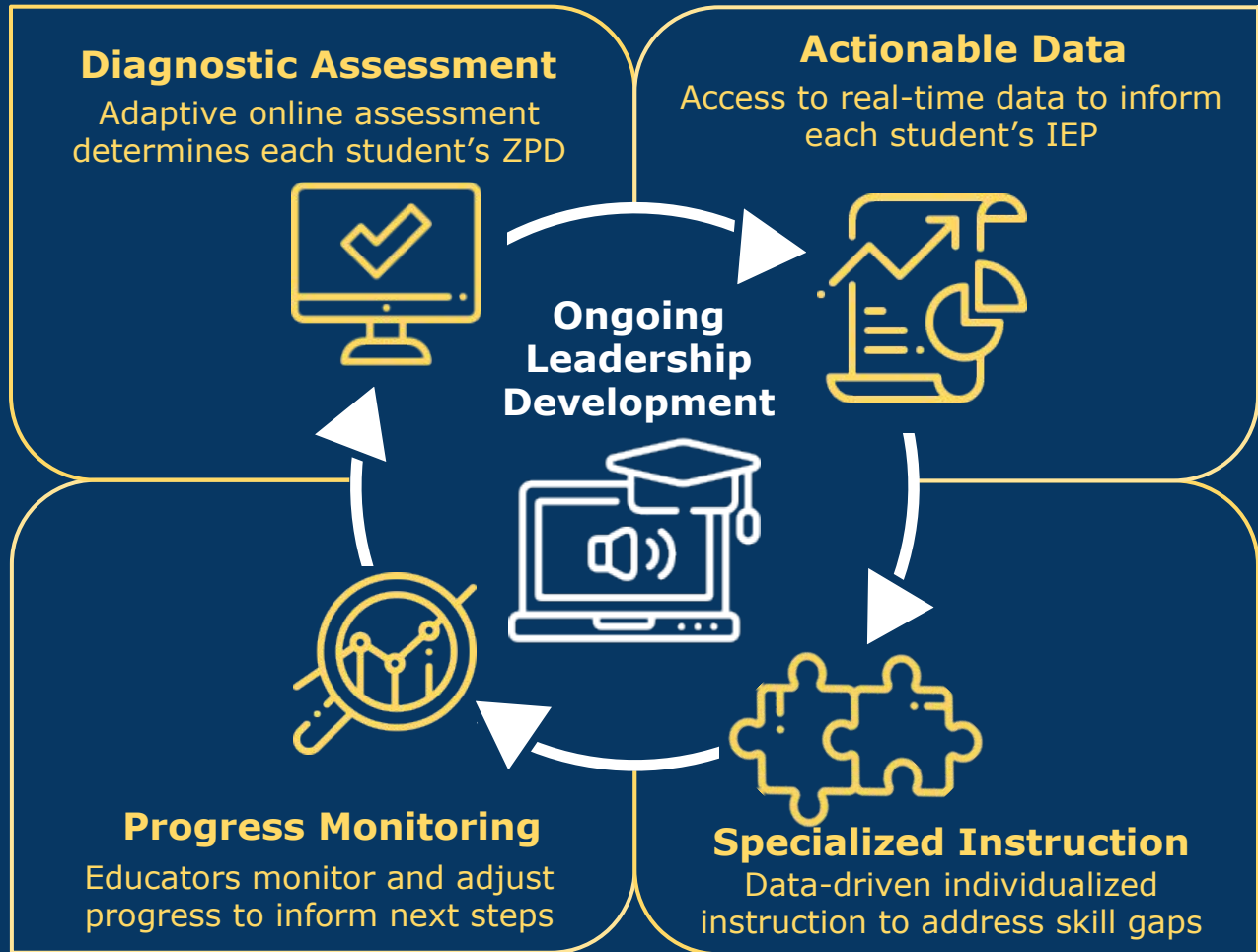




Extra Slides for Reference

Let's Go Learn

A BETTER WAY TO SUPPORT DISTRICTS & SCHOOLS



Data-Driven Personalized Learning

