Chat Box Check In

Please tell us your –

Name
SAU/District
Role

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Good Morning!

<u>Please note</u> –

When you enter the meeting,

your mics will automatically be muted.

Thank you very much.

Please feel free to unmute yourself and ask questions as they come up

or

drop any questions in the Chat Box and we will answer them.

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Introductions:

Team Members

Colette Sullivan – Acting Federal Programs Coordinator
colette.sullivan@maine.gov

Leora Byras – Special Education Consultant
leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant
anne-marie.adamson@maine.gov

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Office of Special Services

Office Hours

Zoom Meeting Date:

Friday 11/20/2020

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Schedule

Date	Topic
11/20/2020	Remote Programming/Data Collection
11/27/2020	No Office Hours – Thanksgiving Holiday
12/4/2020	TBD
12/11/2020	No Office Hours
12/18/2020	TBD
12/25/2020	No Office Hours – Christmas Break
1/1/2021	No Office Hours – New Year’s Day
1/8/2020	TBD

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Structures for Student Success

New remote teaching strategies should include:

- establishing new communication strategies,
- developing new routines,
- designing daily expectations,
- assessing for accessibility,
- and preparing for continuity of learning.

HOW DO WE DO THIS?

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Structures for Student Success

Ideas could include:

- Craft developmentally appropriate learning schedules or weekly/daily outlines that are flexible enough to meet individual student needs while providing some predictability.

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https://education.vermont.gov/sites/aoe/files/documents/edu-remote-education-resources-for-special-education.pdf

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Structures for Student Success

- Ideas could include:
- Establishing consistent expectations of, and supports for student learning opportunities. (ie: evaluating existing district resources)

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https://education.vermont.gov/sites/aoe/files/documents/edu-remote-education-resources-for-special-education.pdf

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Structures for Student Success

- Create office hours, check-ins and provide feedback to students.
  - For virtual delivery systems, technical support should also be available synchronously during the times you expect students to login to any live sessions to help them with technical issues should they arise. (equal access)

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https://education.vermont.gov/sites/aoe/files/documents/edu-remote-education-resources-for-special-education.pdf

Ensuring Accessibility

When developing remote instruction plans:

- Keep in mind the expectations around the provision of FAPE, adherence to FERPA, and supporting students with Individual Education Programs.
  - Possible Individual Remote Learning Plan (IRLP) development

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Ensuring Accessibility

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

Visit the UDL Guidelines

AFFECTIVE NETWORKS:
THE WHY OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

Explore Engagement

RECOGNITION NETWORKS:
THE WHAT OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

Explore Representation

STRATEGIC NETWORKS:
THE HOW OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

Explore Action & Expression

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http://www.cast.org/impact/universal-design-for-learning-udl

Ensuring Accessibility

CAST VIDEO: https://youtu.be/bDvKnY0g6e4

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Ensuring Accessibility

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The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities.

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http://www.cast.org/impact/universal-design-for-learning-udl

Ensuring Accessibility

UDL:

Engagement – Guidelines and Checkpoints

Recruiting Interest

- **Spark excitement and curiosity for learning.**
  - Student Choice
  - Relevance and Authenticity
  - Minimize distractions

Sustaining Effort & Persistence

- **Tackle challenges with focus and determination**
  - Support students awareness of end results
  - Tailor expectations and resources to student abilities
  - Foster collaboration and community
  - Increase positive feedback

Self Regulation

- **Harness the power of emotions and motivation in learning**
  - Promote and optimize motivation
  - Provide coping skills and learning strategies
  - Develop self assessment and reflection

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http://www.cast.org/impact/universal-design-for-learning-udl

Ensuring Accessibility

UDL:

Representation – Guidelines and Checkpoints

Perception

- **Interact with flexible content that doesn't depend on a single sense like sight, hearing, movement, or touch.**
  - Display information in different ways
  - Offer alternatives for auditory information
  - Offer alternatives for visual information

Language & Symbols

- **Communicate through languages that create a shared understanding**
  - Clarify Vocabulary and symbols
  - Clarify syntax and structure
  - Support decoding of text and mathematical notation and symbols
  - Promote understanding across languages
  - Illustrate through multiple media.

Comprehension

- **Construct meaning and generate new understandings**.
  - Activate or supply background knowledge
  - Highlight patterns. Relationships and big ideas
  - Guide information processing and visualization
  - Maximize transfer and generalization

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http://www.cast.org/impact/universal-design-for-learning-udl

Ensuring Accessibility

UDL:

Action and Expression – Guidelines and Checkpoints

Physical Action

- **Interact with accessible materials and tools.**
  - Vary the methods for response and navigation
  - Optimize access to tools and assistive technology

Expression & Communication

- **Compose and share ideas using tools that help attain learning goals.**
  - Use multiple media for communication
  - Use multiple tools for construction and composition
  - Build fluencies with graduated levels of support for practice and performance.

Executive Functions

- **Develop and act on plans to make the most out of learning**
  - Guide appropriate goal setting
  - Support planning and strategy development
  - Facilitate managing information and resources
  - Enhance capacity for monitoring progress

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http://www.cast.org/impact/universal-design-for-learning-udl

Minimizing Inequities in Remote Education Through Universal Design for Learning

The UDL framework reminds me of what I can do remotely:

- I can still design multiple paths to a learning goal so students without adult support can find an independent option.
- I can support students with planning so they can build routine and better regulate their emotions.
- I can heighten the salience of my goals so students can focus on the most essential learning and better sustain attention.
- Most importantly, I can offer opportunities for reflection so students walk away from this experience as more empowered advocates for what they need.

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https://www.rootsconnected.org/blog/udl-and-remote-learning-stretching-the-boundaries-of-inclusion

Minimizing Inequities in Remote Education Through Universal Design for Learning

Specifically making these ideas a reality:

Action and Expression principle (The “how” of learning):

- Designing a weekly schedule for students with embedded links and pre-planned brain breaks.
- The schedule allows students to set small, focused goals and navigate the ever-changing resources online learning requires.
- These schedules easily adapt into checklists or incentive charts that families and teachers can use to motivate students and communicate easily about their progress.

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https://www.rootsconnected.org/blog/udl-and-remote-learning-stretching-the-boundaries-of-inclusion

Minimizing Inequities in Remote Education Through Universal Design for Learning

Specifically making these ideas a reality:

Building learning capacity on the UDL framework, specifically refers to offering multiple ways for students to express their learning. For Example:

- In pre-recorded lessons, this teacher explicitly taught students three options for expressing their ideas in social studies and consistently offers those in the lessons. These options include responding through writing, drawing, recording themselves speaking, or recording themselves acting something out.
- This small shift in structure has re-engaged students who consistently avoided social studies content because of the writing demands.

https://www.rootsconnected.org/blog/udl-and-remote-learning-stretching-the-boundaries-of-inclusion

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Minimizing Inequities in Remote Education Through Universal Design for Learning

Specifically making these ideas a reality:

Writing lessons are full of potential barriers for students: fine motor, expressive language, vocabulary, and frustration tolerance to name a few. These barriers, unsupported, can quickly lead to disengagement and negative attitudes about writing.

- By creating a lesson video that clearly explains the learning goal of our writing work for the week, then offering choices for how students can complete that work, empowers students.
- Students working on specific goals may meet with me in a zoom strategy group to complete some of their work with my targeted feedback.
- Others may use a slide deck of mentor texts with annotated vocabulary words to help them get inspired.
- Some may watch pre-recorded videos that model a technique while others access extra challenge options through an online platform.
- This level of autonomy has made students actively accountable for the learning goal. I have noticed that students who may have avoided the writing lesson are turning in assignments earlier and often making supportive learning choices.

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https://www.rootsconnected.org/blog/udl-and-remote-learning-stretching-the-boundaries-of-inclusion

Minimizing Inequities in Remote Education Through Universal Design for Learning

Specifically making these ideas a reality:

It is worth noting that although the UDL principles are helpful in isolation, they also rely on each other to be impactful.

- Students could not effectively navigate the options I presented without executive functioning supports.
- Students would not be able to express their learning in social studies using multiple means without maintaining their engagement in the lesson.

"As we use UDL to open up our remote platforms to truly include all of our students, our work becomes more complex. However, so far, it has also become less tiresome. Since beginning to ground our work in UDL, I am spending more of my time working on content with students and less time working through crises with them. Team meetings that used to be spent consolidating and prioritizing the major barriers families were experiencing are now spent finding creative ways to navigate them. Most importantly, more families are finding ways to engage with learning that feel motivating and attainable."

https://www.rootsconnected.org/blog/udl-and-remote-learning-stretching-the-boundaries-of-inclusion

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Minimizing Inequities in Remote Education

UDL Scan Tool

The purpose of this tool is to evaluate products used for online learning. Unless otherwise stated, please consider features embedded in the system when answering questions.

Some of the items are to be rated on a scale ranging from Never to Always. Unless otherwise stated, use the following guidelines when using this scale to rate the product. Choose “never” if in your judgment, the feature is never available to the user in the product, not even once. Choose “sometimes” if in your judgment, the feature is available to the user across the product at least half the time. Choose “always” if in your judgment, the feature is available to the user across the product all the time. Intermediate ratings do not reflect the number of times a feature occurred, but rather the degree to which that feature is available across the product observed.

Some of the questions will ask the evaluator whether or not a feature exists. These questions use a multiple-choice format with the following options: yes, no, don’t know, or not applicable. For these questions, answer “yes”, even if the feature is available minimally, for example, even if it is only available in some parts of the lesson or only under some circumstances. When in doubt, answer “don’t know”.

Keep in mind, when examples are provided, they are not inclusive of all examples. Answer yes, if the product offers a particular feature, even if it does not match one of the examples provided. In subsequent questions, if applicable, you will be given the opportunity to write-in "other" responses to show your thinking about why the feature exists.

Please use the navigation buttons at the bottom of the survey to move forward or to go back and modify an answer. Do not use the navigation buttons on your web browser.

https://docs.google.com/forms/d/1ykyvN76UDOwo_E0xG-bIaxiW8RTQFU75NaRj1DQ8Py8/edit?allow_large_form

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Chat Box Check In

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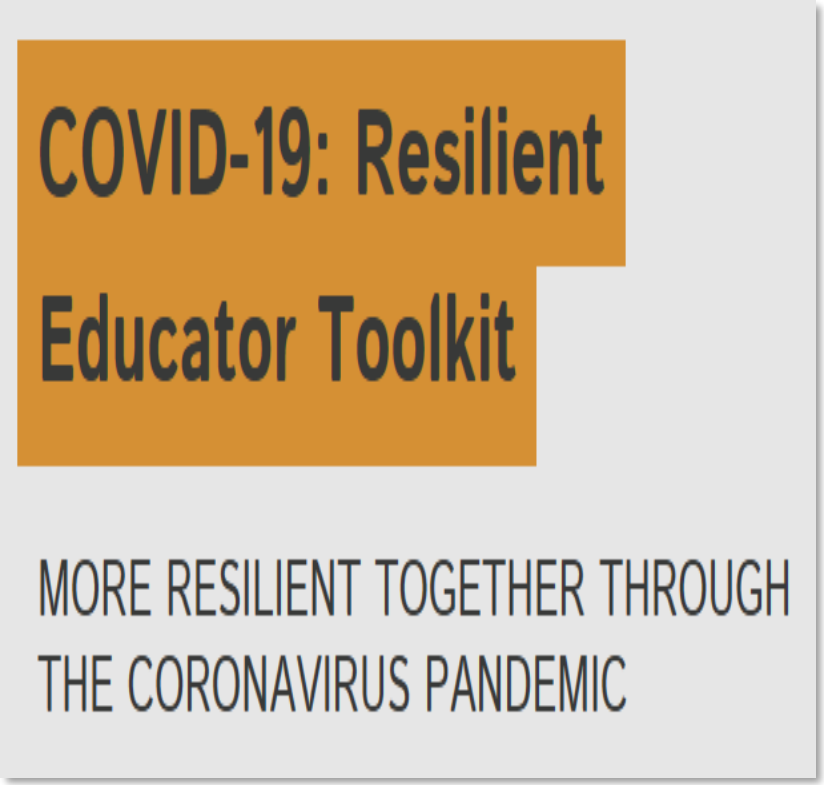
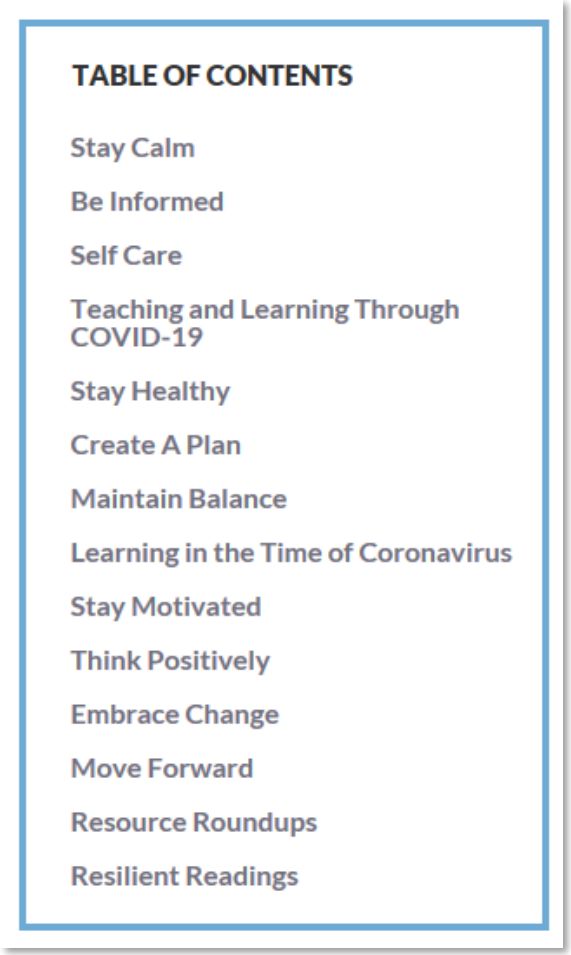
Designing Remote Lesson Plans





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https://resilienteducator.com/collections/covid19/

Designing Remote Lesson Plans

Resource:

Teaching Through the Coronavirus Pandemic

Teaching Through the Coronavirus Pandemic is a free 90-minute, self-paced course on the stresses and trauma specifically caused by responses to COVID-19, such as quarantine and social distancing. It also provides strategies to help teachers and their students remain strong during the pandemic – and beyond.

REGISTER FOR FREE

https://resilienteducator.com/collections/covid19/

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Designing Remote Lesson Plans

Resource:

https://resilienteducator.com/collections/covid19/

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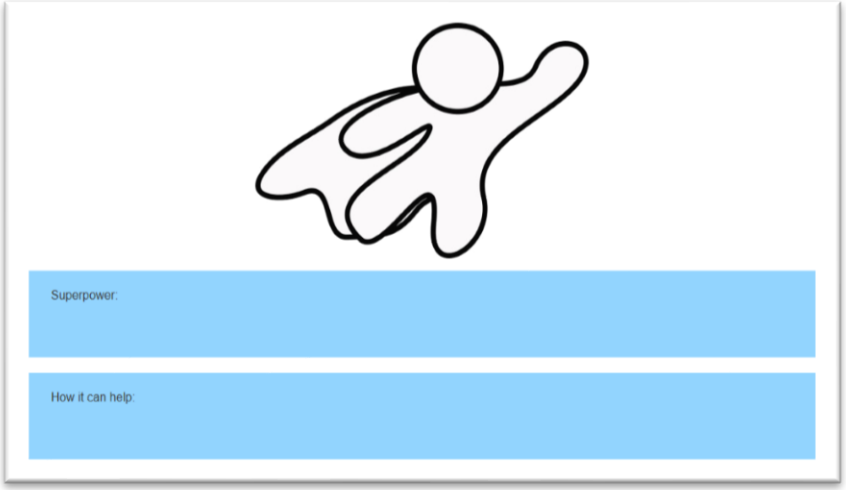
Designing Remote Lesson Plans

Resource:

- Embrace Change: Student activity directions
- Part 1: Life is full of changes, some big and some small. Can you think of a big change that has happened to you? Describe it below.
- Part 2: Now think of how you handled that change and create a superhero that can help others make it through similar changes! What powers does your superhero have that can help embrace those changes?



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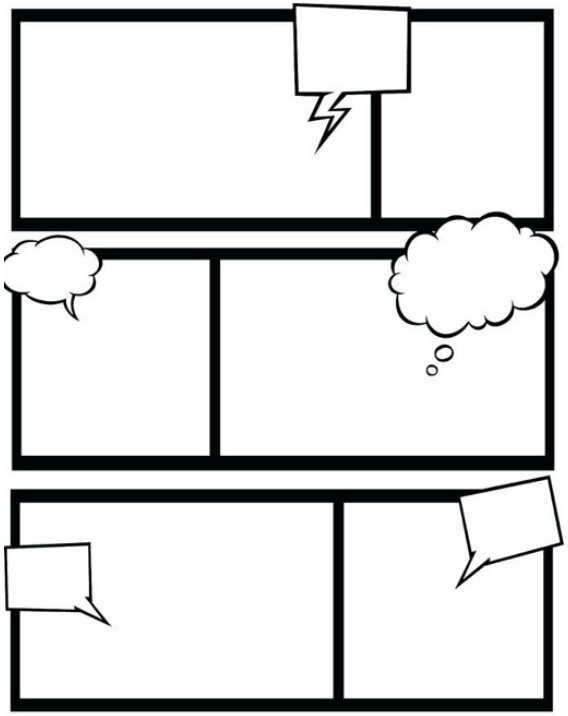
Designing Remote Lesson Plans

Resource:

- Embrace Change: Student activity directions
- Part 3: Now show your superhero in action. Create a comic book scene showing your superhero helping others in your community. Don't forget to name your superhero too!



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Designing Remote Lesson Plans

Resource:

- Move Forward: Teacher "One Step at a Time"
- Moving forward can be difficult. Its hard to take steps outside one's comfort zone especially in an area that you felt you were good at.
- "Productive Discomfort"- Author Daniel Pink speaks of it as a place of "productive discomfort," and he gives the analogy of Goldilocks: too little challenge is too comforting; while too much challenge can backfire and cause a negative result, often that of disengagement. But as we continue to develop our own sense of self-awareness and self-regulation, we can begin to push ourselves and our students in a healthy way to try the new, embrace the different, and take a calculated risk.
- An example for teachers is: picking up and moving to a large city
- An example for students is: Picking up that next level reading book or changing schools.

"We can't let indecision or fear paralyze us."

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Chat Box Check In

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Compassion Resilience

What is Compassion Resilience?

- Teacher resilience is defined as “using energy productively to achieve school goals and meet students’ needs in the face of adversity” (Patterson et al., 2004).
- Compassion is the combination of the consciousness of others’ distress and a desire to alleviate it.
- It is a basic quality needed to be able to meet student needs.

https://compassionresiliencetoolkit.org/schools/compassion-resilience/

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Compassion Resilience

What is Compassion Resilience?

- **Compassion resilience for those in the education field is:**
- The ability to maintain our physical, emotional and mental well-being (using energy productively) while compassionately identifying and addressing the stressors that are barriers to learning for students,
- Identifying and addressing the barriers to caregivers/ parents and colleagues being able to effectively partner on behalf of children, and
- Identifying, preventing, and minimizing compassion fatigue within ourselves.

https://compassionresiliencetoolkit.org/schools/compassion-resilience/

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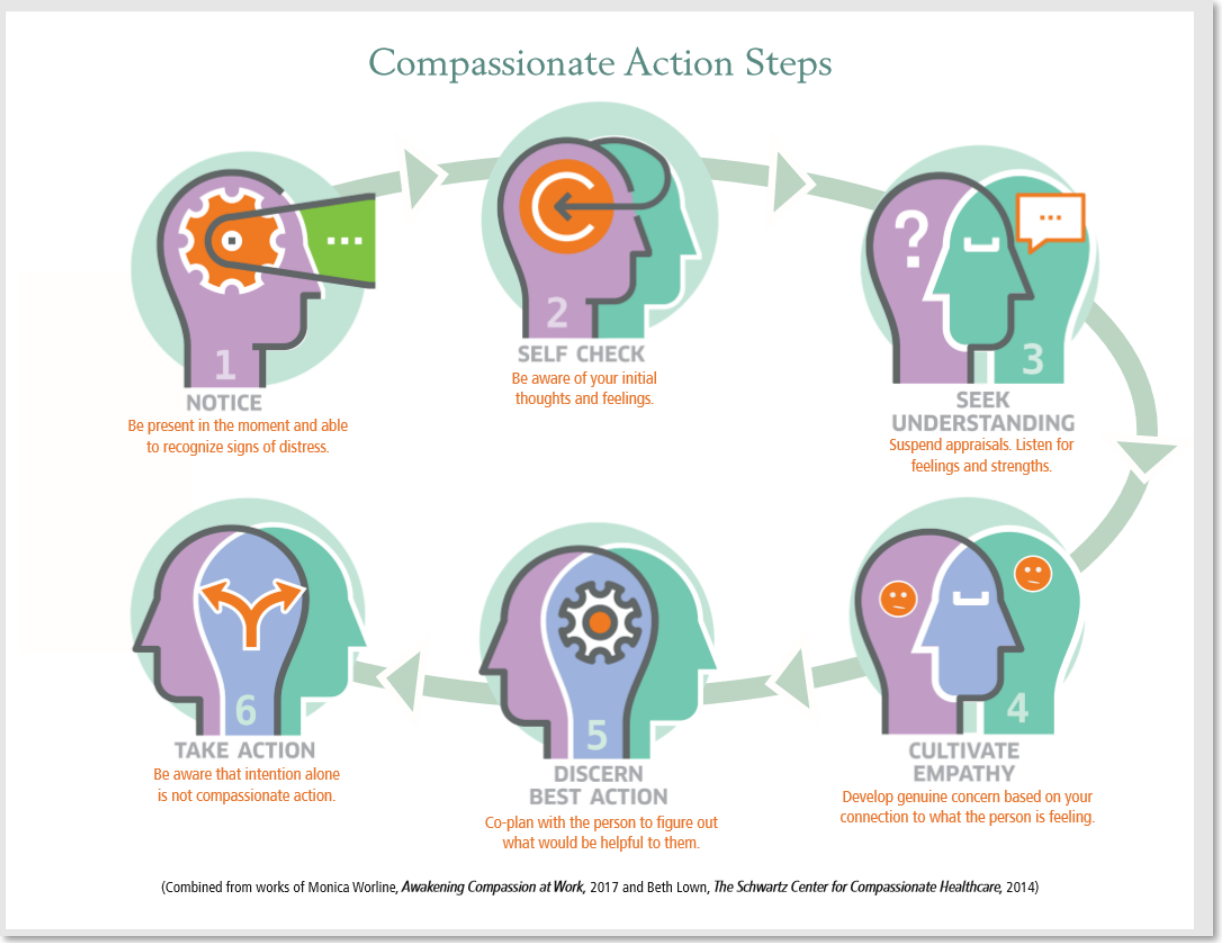
Compassion Resilience

Toolkit Implementation (in person and virtual)



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https://compassionresiliencetoolkit.org/schools/compassion-resilience/

Give comfort about what's the same. Give guidance in what's different

"Developing IEP Goals During the Pandemic: How to Help Teachers Think Differently and The Same!"

Comfort in what's the same and guidance in what's different.

1. Data–Determine the most important data to collect (current performance levels and baseline) when some tried and true data sources are not readily available.
2. Effect of disability –Widen the lens of the effect the disability and disability-related needs has on student's involvement and progress in the curriculum when students may receive their instruction in multiple formats over the year.
3. Goals–Analyze functional information about student's response to remote learning to help prioritize student's most urgent needs.

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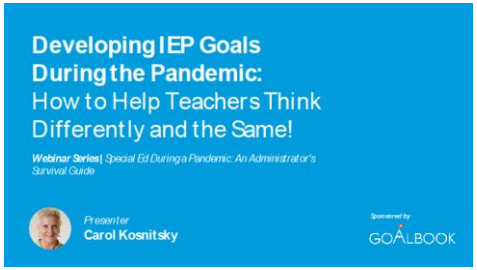

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Data–What is needed to:

● Determine present levels of academic achievement and functional performance (PLAAFP)? ● Establish baseline data in order to set annual IEP goal?

Three approaches:

1. Review previous data and consult with primary stakeholders.
2. Expand the data collection toolbox.
3. Maximize parent input.

Build the Data Toolbox

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Give comfort about what's the same. Give guidance in what's different

Data–What is needed

File review –Multiple data sources are collected each year including benchmark assessments, report cards, and IEP progress reports. Prior to developing a new IEP, consider each of the following sources:

- SY 19-20 IEP progress monitoring data –Students experienced ¾ of the school year before the pivot to remote learning. There should be adequate data to measure the student's learning rate from August to March and March to June.
- SY 19-20 report cards –Triangulate report cards with IEP progress reports and teacher input. Provide time for this collaboration.

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Data–What is needed

SY 20-21 -Year to date data –Special educators have always assessed student's reentry to school with an eye toward regression and recoupment. ● Functional performance -Classroom teachers have information about how this student is doing compared to grade level expectations. In addition, they can assist in comparing the impact of remote learning on this student as compared to grade level peers.

● Extended School Year data -Tease out regression from normal summer slide/spring.

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Data Toolbox:

Digital assessments -Identify monitoring tools already in use and determine if they have digital component. ○ Read Naturally Live ○ DIBELS ○ AIMSweb Plus ○ Q -Global

● Downloadable Assessments and Worksheets -Create teacher made tests for essential skills at each grade. Start at grade level and work backwards to find the highest level of "can do".

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Data Toolbox:

Resources to Collect Data:

- Checklists
- Self-report sheets
- Audio and video clips
- Work samples
- Rubrics
- Sticker charts
- Error analysis protocols

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Data Toolbox:

Resources to Organize Data:

- Provide standardized tools such as frequency, duration, and latency data recording sheets.
- Provide standardized graphing templates.
- Provide training on use of Google forms, slides, etc.
- Facilitate cross discipline data collection –(smarter not harder).

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Give comfort about what's the same. Give guidance in what's different

Guidance on Data:

*** Increase parent communication**

Parents now know things about how their child learns they did not know before. Engage them in conversations about:

- Their child functional performance.
- Strategies they found that work.
- Ideas to improve their child's educational experience.

● Provide questionnaires (logs, tally sheets) to document their observations of their child's skills and work habits.

● Find real world applications –identify "home scenarios" for data collection (i. e. follows 3 step directions when logging on to computer).

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Give comfort about what's the same. Give guidance in what's different

Guidance on Data:

Increase parent communication

Ensure parents have the support they need to access technology –limit the number of platforms used.

- Push out information on "how to's":
    - Technology.
    - Modeling instruction.
    - Modeling management strategies.
    - Data collection.
- Develop/revitalize parent support opportunities.

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Give comfort about what's the same. Give guidance in what's different

Guidance on "Effect of Disability"

Student Characteristics	Task/ Demand	Purpose/ Goal	Effect of Disability	Accommodations (options)
• Limited decoding skills • Likes using technology	• Read grade-level text	• Preview content	• Student cannot preview text to prepare for class discussion	• Digitized textbook • Book on tape • YouTube video • Reading Buddy
• Limited motor control • Strong attention to detail	• Note-taking during lecture	• Create a memory aid to study for test	• Student creates incomplete notes	• Fill-in-the-blank study guide • Tape record lecture • Peer Note-taker
• Limited working memory • Adequate reading skills	• Follow multi-step, oral directions on assignment	• Complete task	• Student will accurately follow directions for task completion	• Written directions • Peer scribe • Teacher redacted notes
• Limited sustained attention • Likes physical movement	• Pay attention during teacher-led lecture	• Obtain new information to prepare for performance task	• Student will miss critical information necessary for participation	• Seat in back row so student can get sensory input without disturbing others • Chunk information

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Guidance on "Effect of Disability" – Using a Wider Lens

Consider the student who is highly distractible.

- An appropriate accommodation in the classroom may be preferential seating through teacher proximity. The same characteristic demonstrated in remote learning may require noise cancelling headphones.

Consider the student who is disorganized.

- An appropriate accommodation in the classroom may be paraprofessional prompting. The same characteristic demonstrated in remote learning may require private prompts in chat box.

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Give comfort about what's the same. Give guidance in what's different

Guidance on Urgent Needs and Goals

Goals – Analyze student's functional performance during remote learning to prioritize student's most urgent disability-related needs.

Prioritize:

1. What will make the biggest difference in changing the student's trajectory for next school year?
2. What gaps were seen without school scaffolds?

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Give comfort about what's the same. Give guidance in what's different

Guidance on Urgent Needs and Goals

As we look at "effect of disability" through a wider lens, does this change priorities and "urgent needs"?

- Executive skills such as:
  - Self-regulation
  - Task initiation
  - Response inhibition
  - Self-regulation
  - Prioritizing
- Participation
- Effective use of technology

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Give comfort about what's the same. Give guidance in what's different

Guidance on Urgent Needs and Goals

When is Less More?

- Write fewer but more targeted goals.
- There are compelling reasons to shift:
  - From use of measuring instructional objectives to benchmarks, and
  - Use of general outcome measures that are easier and more efficient monitoring tools.

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Chat Box Check In

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Contact Hour

If you would like to receive a contact hour for today, please send the following code to:

Beautiful1120

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All Maine Educators

We Appreciate You So Much!

Thank you for how hard you ALL continue to work.

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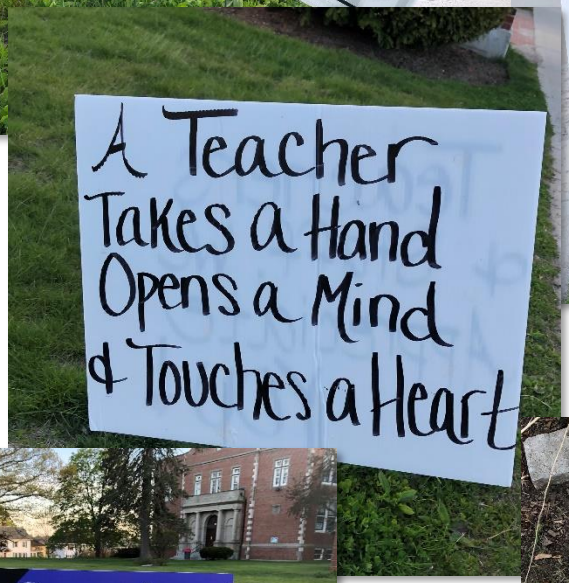

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Maine Educators Are –

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Introductions:

Team Members

Colette Sullivan – Acting Federal Programs Coordinator
colette.sullivan@maine.gov

Leora Byras – Special Education Consultant
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Anne-Marie Adamson – Special Education Consultant
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