

Please note –
When you enter the meeting,
your mics will automatically be muted.
Thank you very much.





Office of Special Services

CDS

Special Education in a Pandemic – Part 1

Zoom Meeting Date:

Tuesday 7/7/2020



**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.**

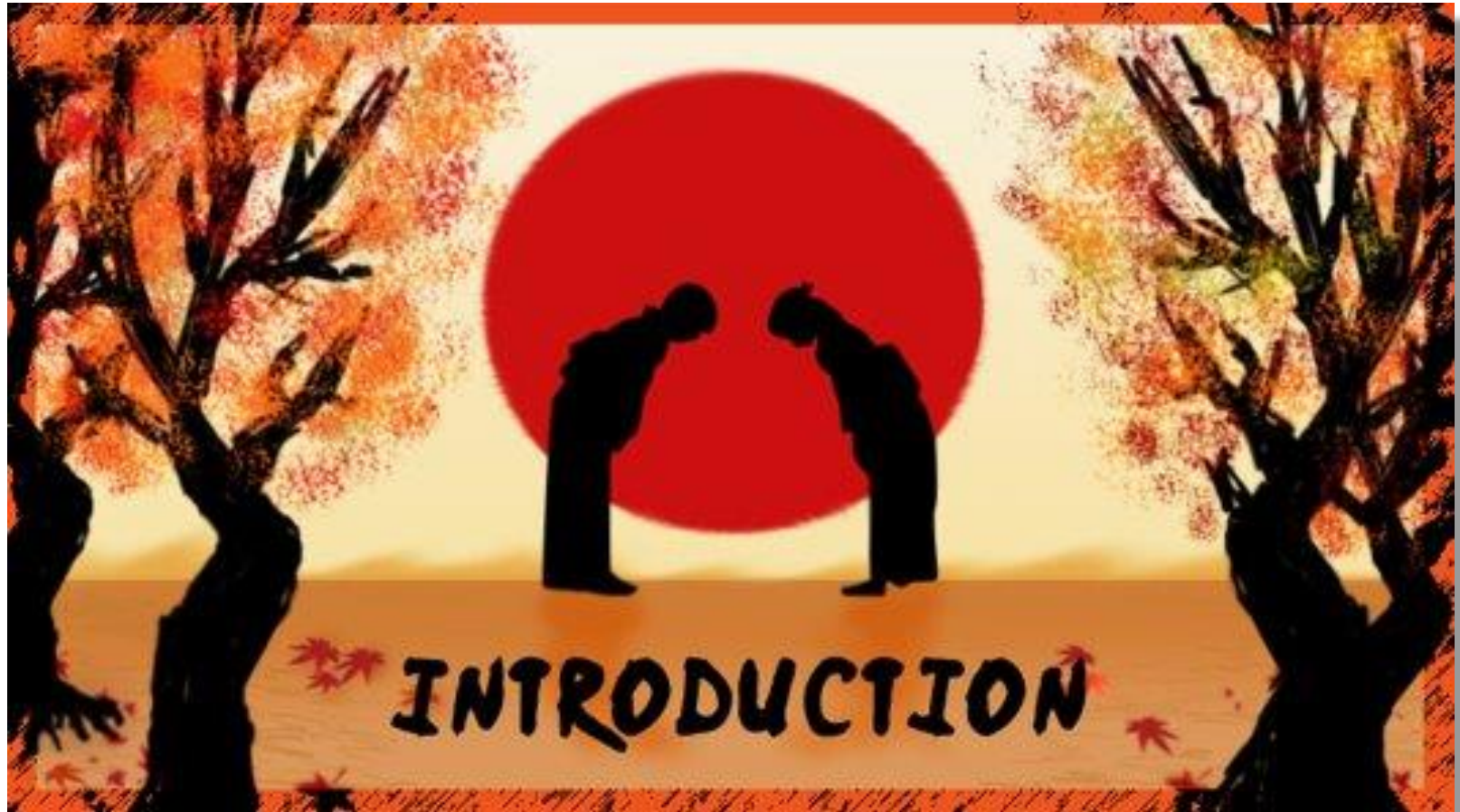




At the end of each Zoom meeting, Julie Pelletier will forward the PP, and any corresponding information to Regional Directors to share as appropriate.

- 
- This training session was requested by Erin Frazier, State Director of Special Services B-20, in an attempt to consistently align all Part B programming.
 - Please remember that this is a 7 week training and we understand this will generate many questions.
 - We will be following the outlined schedule and will be working through the information relevant to those topics.
 - We will keep track of all questions and will work to tailor this training to your needs and questions.
 - This is intended to be foundational learning and each session will build upon those presented previously.
 - As we move through this training, please consider a student that you work with, diagnosed with either Autism or Developmental Delay, that we can use in Week 7 as a potential Case Study.
 - If interested, please be prepared to email a Special Services team member a child's initials and DOB during Week 5.
 - We will review what is submitted via CINC, and discuss programming, IEP development etc., specific to that student.

Who Are We?



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Team Members

Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

Leora Byras – Special Education Consultant

leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant

anne-marie.adamson@maine.gov

Colette Sullivan – Special Education Consultant

colette.sullivan@maine.gov



Please put the following information in the Chat Box:

- What is your name?
- What is your role?
- Which site do you work at?
- Do you have any questions or concerns you want us to consider throughout this training?

ZORMS

ZORMS (Zoom meeting norms)

Adapted for the University of California

4-H Youth Development Program

Revised April 9, 2020 | smworker@ucanr.edu



Before the meeting



[Download the Zoom app](#) onto your computer or phone.



Add your picture to your [zoom account profile](#). *The photograph will display when you turn off your video.*



Log in a couple of minutes ahead of time. The scheduled start time is when talking should begin, not when one should problem solve their connection.

ZORMS

During the meeting



Join meetings with video on and audio muted. Users can [set these as default](#) on their end; meeting host can also set to mute people upon entry.



Remain **on-camera** at all times (except for internet bandwidth issues). *This helps better simulate an in-person meeting.*



Remain **available-to-be-on-mic**. You can mute while others are speaking and be ready to participate. *This helps reduce background noise.*



Feel free to **raise your hand** on camera or using [nonverbal tools](#) in Zoom. *Zoom is more like a walkie talkie where people need to take turns.*



When speaking, look directly into the camera. *Helps make people feel like you are speaking to them.*



Open chat pod at the start of the meeting. *Respond and comment as needed. Also, forgive typos, as many are working off cell phones and cannot see the words as they type them.*



Have grace with yourself and others. We're all figuring this out together!

ZORMS

For Zoom meeting hosts & facilitators



Call on people by name when input is needed. *It is so much easier to “hide” in zoom meetings.*



When showing a link in the sharing screen slides, also sharing the link into the chat box so people can click right way.



When people join by phone: (1) rename the number with their name; and (2) read any chat question aloud for the group.



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OUR CLASSROOM RULES

Fourth and Tally, 2010

RULE THREE

Respect others. Respect
yourself. Respect your school.



Fourth and Tally, 2010

BE RESPECTFUL



Fourth and Tally, 2010

RULE ONE

Listen when your teacher is
talking.



Fourth and Tally, 2010

RULE FOUR

Raise your hand to speak to
the class.



Fourth and Tally, 2010

BE RESPONSIBLE



Fourth and Tally, 2010

RULE TWO

Follow directions quickly.



Fourth and Tally, 2010

RULE FIVE

Be safe. Be kind. Be honest.



Fourth and Tally, 2010

BE SAFE



Fourth and Tally, 2010

<u>Special Education in a Pandemic – Part 1</u> Tuesday 7/7/2020	<u>Special Education in a Pandemic – Part 2</u> Wednesday 7/8/2020	<u>Special Education in a Pandemic – Part 3</u> Thursday 7/9/2020
<u>Data: Where to Begin –</u> Tuesday 7/14/2020	<u>Data: ABC</u> Wednesday 7/15/2020	<u>Data: ABC – Extended</u> Thursday 7/16/2020
<u>Data: Duration/Frequency</u> Tuesday 7/21/2020	<u>Data: Duration/Frequency – Extended</u> Wednesday 7/22/2020	<u>Data: Duration/Frequency – Exemplars and Practice</u> Thursday 7/23/2020
<u>Data: Latency</u> Tuesday 7/28/2020	<u>Data: Latency – Extended</u> Wednesday 7/29/2020	<u>Data: Latency – Exemplars and Practice</u> Thursday 7/30/2020
<u>Data: Interval</u> Tuesday 8/4/2020	<u>Data: Interval – Extended</u> Wednesday 8/5/2020	<u>Data: Intervals – Exemplars and Practice</u> Thursday 8/6/2020
<u>Data: IEP Training</u> Tuesday 8/11/2020	<u>Data: IEP Training</u> Wednesday 8/12/2020	<u>Data: IEP Training</u> Thursday 8/13/2020
<u>Autism and Developmental Delay –</u> Tuesday 8/18/2020	<u>Autism and Developmental Delay – Considerations and Practice</u> Wednesday 8/19/2020	<u>Autism and Developmental Delay – Present Level and Goals</u> Thursday 8/20/2020

Chat Box Check In

We want to address your specific concerns.

Therefore, please tell us what challenges you have faced or are facing now, during this time of virtual learning?





Why Are We All Here?

What is the Purpose of an IEP?

The Individuals with Disabilities Education Act (IDEA) says the purpose of an ***Individualized*** Education Program (IEP) is “to ensure that all children with disabilities have available to them a ***free appropriate public education*** (FAPE) that emphasizes ***special education*** and related services designed to meet their ***unique needs*** and ***prepare them*** for further education, employment and independent living”, *and to promote movement back to general education.*



Why Are We All Here?

IDEA – Section 300.1

The purposes of this part are –

- (a) To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;
- (b) To ensure that the rights of children with disabilities and their parents are protected;
- (c) To assist States, localities, educational service agencies, and Federal agencies to provide for the education of all children with disabilities; and
- (d) To assess and ensure the effectiveness of efforts to educate children with disabilities.

Why Are We All Here?

IDEA / Individuals with Disabilities Education Act

▶ IDEA is...

A federal education law. Kids with disabilities who qualify can get special education and related services from public schools.

▶ IDEA covers...

Kids from birth through high school (or age 21). But a child must have a disability in one of 13 categories in the law **and** need special education to make progress in school. Not all kids who struggle in school will qualify.

IDEA requires public schools to...

Find and evaluate kids with disabilities — at no cost to families. Kids have the right to a free appropriate public education (FAPE) through an Individualized Education Program (IEP). The IEP is tailored to a child's unique needs and may include the following:

Special education

Instruction designed to meet the child's individual differences and needs

Example: explicit reading instruction

Related services

Services that help the child benefit from special education

Examples: speech and occupational therapy

Accommodations

Changes in the classroom to how the child learns the curriculum

Examples: extra time on tests, seating at the front of the class

Assistive technology

Tools that help the child work around barriers to learning

Examples: calculators, keyboards, graphic organizers

IDEA gives families rights, too

Parents and guardians have the right to be part of the team that develops the IEP. They have the right to disagree with the school and ask for due process, a formal way to resolve disputes.



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Why Are We All Here?



Individuals with Disabilities Education Act: Explained

<https://www.youtube.com/watch?v=66g6TbJbs2g>

**Let's talk about the challenges you
shared in the Chat Box.**





April 17, 2020 –

“U.S. Secretary of Education Betsy DeVos today reaffirmed her long-held position that individualized education must take place for all students, including students with disabilities. As a result, the Secretary is not recommending Congress pass any additional waiver authority concerning the Free Appropriate Public Education (FAPE) and Least Restrictive Environment (LRE) requirements of the Individuals with Disabilities Education Act (IDEA), reiterating that learning must continue for all students during the COVID-19 national emergency.”

Council of Administrators of Special Education – CASE

May 1, 2020



#WeKeepLeading

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.



Council of Administrators of Special Education – CASE

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

DO	DON'T
<ul style="list-style-type: none">- If you're planning for virtual ESY at this point, follow CDC and State Guidance Documents.- Plan for possible challenges with health and welfare in the long term.- Focus on mental health for your staff and for students, what are you doing to keep balance?	<ul style="list-style-type: none">- Bring populations of vulnerable children together because it is easier or tradition.

Council of Administrators of Special Education – CASE

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

DO	DON'T
<ul style="list-style-type: none">- Continue to provide as many services as possible through remote learning as you can.- Make services and supports individualized for students with disabilities.- Provide and maintain equal access.	<ul style="list-style-type: none">- Ask parents to sign “FAPE waivers”.- Stop reaching out to families, even if they have disengaged with you.- Stop reaching out to general ed. folks.

Council of Administrators of Special Education – CASE

- 3. Document your efforts; make sure documentation is focused, consistent, detailed and demonstrated a good faith effort to provide good services.**

DO	DON'T
<ul style="list-style-type: none">- Assist your teams with staying organized with all of the paper and virtual records.- Organize yourself and your team over the summer for what the Fall will look like (i.e., evaluations, meetings, etc.)	<ul style="list-style-type: none">- Force yourself to rely on memory during this emotional and challenging time.- Count on others to be organized or to have a good plan of organization. Plan to organize yourself “later” when things are back to “normal”.



Council of Administrators of Special Education – CASE

4. Compliance during the pandemic – IDEA wasn't built for this.

DO	DON'T
<ul style="list-style-type: none">- Comply with meeting notification requirements in the best way you know how.- Attempt to meet timelines as best as possible.- Follow through with state guidance documents.	<ul style="list-style-type: none">- Count on any flexibilities from Congress.

Chat Box Check In

What are some of your favorite units, activities, plans, etc. that you love to teach and engage in with your students?

Please share how you adapted them to be effective in a virtual setting.



*...a fun place to
play and learn!*

7 Tips to Make Distance Learning Work in Preschool

1. **Let children guide you:** Although we're not together, children are still playing, exploring, and learning in their homes. Ask families to submit photos or videos of children's play. Look for trends in this documentation. During the small-group meetings, we display these photos or videos so children's voices are heard and teachers are not the only leaders of remote discussions.
 - To take an example from my school, one of our teachers noticed a trend in the photos and videos we were receiving from families in one small group: Several children were playing with trains, cars, or trucks at home. During a virtual class meeting, this teacher sang automobile-related songs and posted videos of children playing with their automobiles so that children could see themselves and their friends. The children then discussed and compared their play.



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7 Tips to Make Distance Learning Work in Preschool

2. **Provide meaningful alternatives to screen time:** Children between the ages of 2 and 7 are still in the preoperational stage, and it is developmentally inappropriate to expect their learning to be entirely screen-based. With the automobile-inspired play, the teacher invited children to continue their exploration after their virtual meeting by building automobiles using cardboard boxes. The teacher then invited families to share photos or videos of their children's creations.
- To inspire these real-world prompts and ensure that they're feasible in your students' homes, invite families to submit photos of their spaces or survey them to better understand the resources available to them. At our school, we've had at least half of families in each class share these details with us.



7 Tips to Make Distance Learning Work in Preschool

3. **Remember that families are your partners**: Families are excellent allies and can support you by extending children's learning at home. However, we must remember that families have other responsibilities outside of supporting us with our lessons. Make attendance at the virtual meetings voluntary, and if a family misses one or neglects to complete a project, send a note to check in and share what was missed, but don't require participation.



7 Tips to Make Distance Learning Work in Preschool

4. **Remote relationship-building is critical:** Relationships are the bedrock of our schools. Although we cannot be together, we can stay in touch and show we care. Work as a staff to connect with families once a week over the phone or via video chat—whatever works best for them. Send a school-wide email every day.
- To ensure that this work is spread sustainably across your staff, create a schedule with faculty that rotates responsibility for writing the daily email so that each person's voice is heard. Ideas for daily emails include: a note of gratitude, video recordings of read-alouds or songs, child-friendly cooking recipes, and directions for how to use household items to make paint or build an imaginary structure.



7 Tips to Make Distance Learning Work in Preschool

5. **Music is magical**: Children respond well to singing and dancing online. For a child, participating in a song or dance is an easy way to engage with a screen because they can follow the leader. The rules of this interaction are clear and translate well into an online format. Try a school-wide sing-along or use songs intermittently to re-engage children who may be distracted during a virtual meeting.



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7 Tips to Make Distance Learning Work in Preschool

6. **Leverage your tech-savvy team members**: Even if your school is typically a low-tech environment, there are likely teachers or families who are tech-savvy. Lean on them for their creativity. Taking your school online is a collective effort—any idea is worth trying.



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7 Tips to Make Distance Learning Work in Preschool

7. **Be kind to yourself**: Previous metrics of success no longer apply. Measure your success in participation and smiles. If children are disinterested during a virtual meeting, remember that they are young, and this is new to everyone. Don't take abrupt exits personally. If overall attendance is dwindling, call or survey families to find out what they need and try your best to adapt. Lastly, acknowledge that you cannot be the exact right thing for everyone at all times. We are all just doing our best.



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Service Delivery Tips During Remote Learning

“Build Your Video Conferencing Skills: For Home Visitors – And Everyone Else!”

This entertaining video presents important tips for improving your video conferencing skills. The lighthearted narration and whimsical illustrations can help you identify key technical, environmental, and interactional aspects to keep in mind.

<https://youtu.be/NOFszpSwxBs>

(8-minute video featured on ECTA site)

Service Delivery Tips During Remote Learning



Technology:

- 1) Use your computer over a tablet or phone if possible. You will have more options and control over the presentation of your lesson. Families can choose what device they use based on comfortability and availability.
- 2) Try and use the right video APP. There are a lot of good options so choose the one that fits your needs best. And when working with families, do not use a public App such as Facebook Live, Tik Tok or Twitch.
- 3) Maximize your bandwidth by using an ethernet connection because typically it is faster and more dependable than Wi-Fi. If you do use Wi-Fi, try and set up your computer as close to your router as possible. Also it is recommended to turn your equipment off and on occasionally to restart the connection.
- 4) Turn off other Apps (except the ones you may be using for the call) in the background of your computer including email. This will help your computer run more smoothly and also reduce the temptation to multitask.
- 5) Be sure your computer mic, webcam and speakers are working well and use external devices if necessary.
- 6) Get everything ready before the call, just as you would before teaching a lesson in the classroom.

<https://ectacenter.org/topics/disaster/ti-service.asp>

Service Delivery Tips During Remote Learning



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Environment:

- 1) If you can while your conferencing; close the door, wear earbuds and don't say personally identifiable information out loud in common areas.
- 2) Try and adjust the lighting so that you are not appearing in shadows or overexposed. Lamps or overhead lights might help.
- 3) Try to minimize background noise by closing the door and staying away from noisier areas.
- 4) Try to position your laptop so that you can see others on screen eye-eye. You may need to use books to raise your laptop. Avoid being off the screen, too close to the screen or presenting in a skewed manner on the screen.
- 5) Check to be sure that your background is something that you want to share. It's a personal preference but be sure that it isn't distracting or offensive in any way.

Service Delivery Tips During Remote Learning



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Interactions:

1. Even though we are communicating through video, our relationships still matter. Be yourself and do not try to be overly formal.
2. Maintain eye contact. When speaking, try and look at the camera and not at the people you are talking with or your own image. This may make it appear as though you are looking down when talking. Alternate your gaze between the camera and their faces.
3. Pay attention to nonverbal communication and use nods, facial expressions and an affirming gesture to let people know you are really listening.
4. Be aware of your movements in the video. Something that would have made sense if you were all in the same room may not while you are videoconferencing.
5. It's best to speak one person at a time. When we are in person, we have more signals telling us when it is our turn to talk. You may have to wait longer between speakers to take a turn.
6. Try not to multitask during the call. Be present with the people you are speaking with. Silence your phone and close your email App.

Service Delivery Tips During Remote Learning

Build Your Video Conferencing Skills! For Home Visitors - and Everyone Else! Self-Assessment Checklist

By Larry Edelman larry.edelman@cuanschutz.edu
Illustrations By Sam Bartlett sambartlett.com



Recommended Tips	I do this well!	I should work on this!
Technical Stuff		
1. Use a computer		
2. Use the right video app		
3. Maximize your bandwidth		
4. Turn off other apps		
5. Produce good-enough audio		
6. Make sure you can hear		
7. Produce good-enough video		
8. Get ready before the call		
Your Environment		
9. Protect others' privacy		
10. Let there be light		
11. Minimize unwanted noise		
12. Eye to eye		
13. What's in back?		
Interactions		
14. Be yourself		
15. Maintain eye contact		
16. Pay attention to non-verbal communication		
17. Take turns		
18. Do. Not. Multitask.		

For more information on using video conferencing for home visits, please refer to [Video Conferencing 101: Guidance for early interventionists on using video conference for home visits \(and other purposes\) during the COVID-19 Pandemic](#)

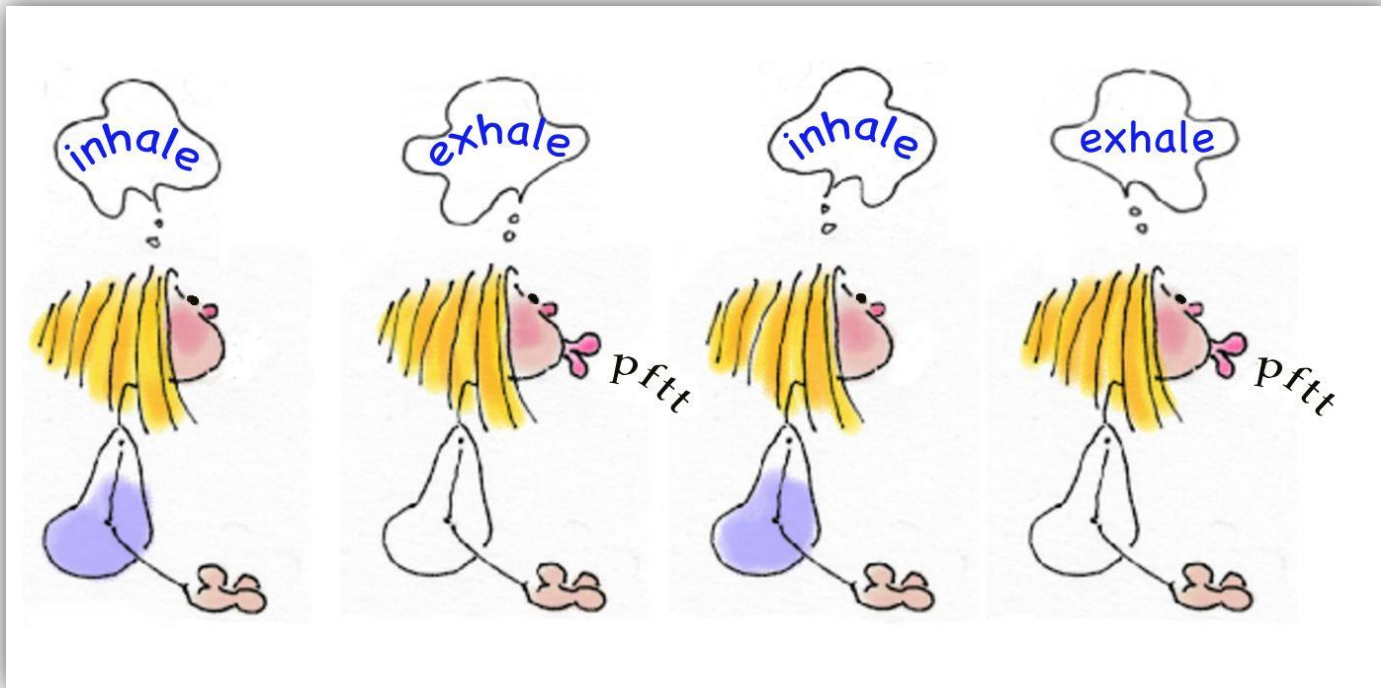
Chat Box Check In

Let's talk about those favorite units, activities, plans, etc. that you love to teach and engage in with your students?



*...a fun place to
play and learn!*

Remember...





Where do I go for Current Updates?

Maine Department of Education Special Services Website:

<https://www.maine.gov/doe/learning/special>

State Director, Erin Frazier, has updated questions/answers, which can be found in the Director's Corner on the Maine Department of Education website:

<https://www.maine.gov/doe/learning/special/director>



Where do I go for Current Updates?

Federal government documents:

OCR Fact Sheet (03/16/2020)

<http://bit.ly/COVIDOCRfacts>

FERPA Guidance (03/12/2020)

<http://bit.ly/FERPA-COVID19>

OSEP Guidance (03/21/2020)

[Supplemental Fact Sheet](#)

Disclaimer:

The links and websites shared in this PowerPoint are for information and reference only and are not endorsed in any way by the Maine Department of Education.



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Ongoing Resource List:

Betsy Devos Statement

<https://sites.ed.gov/idea/secretary-devos-declines-to-seek-congressional-fape-lre-waivers-to-idea-requirements>

Council of Administrators of Special Education - CASE

https://docs.google.com/presentation/d/16YeIFmVuXH1ulrzD75ZGFBliLWVxkU7Pb_3G6u1MtdQ/edit#slide=id.g81987b82be_0_53

Edutopia: 7 Tips for Managing Distance Learning in Preschool

By Melanie Muskin

<https://www.edutopia.org/article/7-tips-managing-distance-learning-preschool>

IDEA Fact Sheet – One Pager

[https://assets.ctfassets.net/p0qf7j048i0q/5mCyZWw2Px6V0rd7eM6pD9/2cd896d2bcc9568ed70d86d02c8581b3/IDEA Fact Sheet Understood.pdf](https://assets.ctfassets.net/p0qf7j048i0q/5mCyZWw2Px6V0rd7eM6pD9/2cd896d2bcc9568ed70d86d02c8581b3/IDEA_Fact_Sheet_Understood.pdf)

Individuals with Disabilities Education Act: Explained

<https://www.youtube.com/watch?v=66g6TbJbs2g>

Individuals with Disabilities Education Act: IDEA – Part B

<https://sites.ed.gov/idea/regs/b/a/300.1>



Ongoing Resource List:

Early Childhood Technical Assistance Center

<https://ectacenter.org/topics/disaster/ti-service.asp>

Build Your Video Conferencing Skills

<https://youtu.be/NOFszpSwxBs>

Zoom Norms – Zorms

<https://ucanr.edu/sites/sfd/files/323562.pdf>



Maine DOE is offering Contact Hours for each Special Services Zoom meeting you view.

Please follow these steps:

1. Email Leora Byras at leora.byras@maine.gov at **the completion of the Training** with the codes for each Zoom meeting you viewed. You may have up to **21 codes**.
2. You **may** re-watch Zoom meetings that have been previously recorded.
3. Maine DOE is working to get all recordings transferred to YouTube.
4. Allow at least **5 business days** to receive your certificate of participation.

Code for Contact Hours

- Code will be shared in Chat Box



Reminder:

At the end of each Zoom meeting, Julie Pelletier will forward the PP, and any corresponding information to Regional Directors to share as appropriate.



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Roberta Lucas – Federal Programs Coordinator

roberta.lucas@maine.gov

Leora Byras – Special Education Consultant

leora.byras@maine.gov

Anne-Marie Adamson – Special Education Consultant

anne-marie.adamson@maine.gov

Colette Sullivan – Special Education Consultant

colette.sullivan@maine.gov



Who's Who at MDOE

- **Pender Makin** – Maine State Commissioner of Education
- **Erin Frazier** – State Director of Special Services B-20
- **Roberta Lucas** – Federal Programs Coordinator
- **Mary Adley** – Coordinator of State Agency Programs and Special Projects
- **Roy Fowler** – State Director Child Development Services
- **Barbara McGowen** – Finance Coordinator
- **Shawn Collier** – Data and Research Coordinator
- **David Emberley** – Due Process Consultant
- **Tracy Whitlock** – Special Education Consultant/Special Projects
- **Colette Sullivan** – Special Education Consultant
- **Leora Byras** – Special Education Consultant
- **Anne-Marie Adamson** – Special Education Consultant
- **Colene O'Neill** – Secretary Specialist
- **Julie Pelletier** – Secretary Associate