



# Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

## SUBGROUP: ADMINISTRATORS

### Overview Of Workgroup Purpose

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The California Department of Education (CDE) convened a stakeholder workgroup to gather and share innovative strategies, ideas, and resources that others have found successful as they provide access to students with disabilities in distance learning. The purpose of the workgroup was to assist educators and families across the state of California with distance learning as the new format for education during the coronavirus (COVID-19) pandemic by developing and providing access for all students and students with disabilities in particular. Workgroup participants selected one of 10 topic subgroups to join and share strategies, ideas, and resources that have been successful for them.

Each of the area subgroups created an overview of key resources that were shared by the participants or submitted to the CDE by others in the field. The Workgroup Summary divides the strategies, ideas, and resources into focus areas according to issues or topics. Each focus area describes the issue and provides consideration or ideas to address the issue, describes what the practice should look like, and provides examples and resources from the field with links to online resources where appropriate. Additional information for all of the online resources are also listed below each of the focus areas.

### Overview of Subgroup Purpose

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#### Administrators

Administrators of special education programs are faced with the task of ensuring the health, safety, and education of students with disabilities as well as compliance with the laws ensuring Free Appropriate Public Education (FAPE) during these challenging times.



**FOCUS AREA ONE**

**Managing and Updating the Information to be Shared with Stakeholders**

As districts are suddenly moving to distance learning, many district and school administrators are inundated with information and updates they need to sort and provide to the staff, parents, and community. Managing this information can be daunting and difficult to track.

Topic	Considerations	Practice should Look like...	Examples from the Field
<p><b>Managing and updating information to share with stakeholders</b></p>	<p><b>Managing daily updates</b></p> <ul style="list-style-type: none"> <li>• A first priority to help address their current basic needs for health and well-being by establishing a method of communication with the student and their family.</li> <li>• Administrators find themselves deluged by the number of updates and changes that are occurring now.</li> </ul>	<p><b>Managing daily updates</b></p> <ul style="list-style-type: none"> <li>• Identify sources of information that provide just in time updates.</li> <li>• Establish process of when and how to distribute information to staff, parents, and community.</li> <li>• Establish a means of ongoing communication with students and their families.</li> </ul>	<p><b>Tools and resources for providing equitable access:</b></p> <ul style="list-style-type: none"> <li>• Google daily updates will send you email updates on topics you identify at: <a href="https://support.google.com/assistant/answer/7564257?co=GENIE.Platform%3DAndroid&amp;hl=en">https://support.google.com/assistant/answer/7564257?co=GENIE.Platform%3DAndroid&amp;hl=en</a></li> <li>• Association of California School Administrators (ACSA) sends out templates that show what other Local Educational Agencies (LEAs) are doing during this time at: <a href="https://www.acsa.org/covid-19-updates">https://www.acsa.org/covid-19-updates</a></li> <li>• Gaggle is a real-time app that monitors internet for discussions of risk as a suicide prevention at: <a href="https://www.gaggle.net/">https://www.gaggle.net/</a></li> </ul> <p>The social emotional wellbeing of students and families is a major concern for many LEAs. Some suggestions:</p> <ul style="list-style-type: none"> <li>• Meet with Department of Health for updates.</li> <li>• Create different padlets for all different related service providers to share with parents</li> <li>• Question and answer section on padlet or website works well as a resource.</li> <li>• Los Angeles County Office of Education (LACOE) meets weekly or bi-weekly and has created a padlet for parents at:</li> </ul>



Topic	Considerations	Practice should Look like...	Examples from the Field
			<a href="https://padlet.com/lacoepedcoordinators/myw2zcp6by5f">https://padlet.com/lacoepedcoordinators/myw2zcp6by5f</a>

### Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>Google Updates</i>	Google daily updates will send an email every day with specific updates as determined by you.	Website: <a href="https://support.google.com/assistant/answer/7564257?co=GENIE.Platform%3DAndroid&amp;hl=en">https://support.google.com/assistant/answer/7564257?co=GENIE.Platform%3DAndroid&amp;hl=en</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>
<i>ACSA Template Examples</i>	Association of California School Administrators (ACSA) sends out templates that show what other LEAs are doing during this time.	Website <a href="https://www.acsa.org/covid-19-updates">https://www.acsa.org/covid-19-updates</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>
<i>Gaggle</i>	Gaggle is a real-time app that monitors internet postings as a suicide prevention.	Website: <a href="https://www.gaggle.net/">https://www.gaggle.net/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>
<i>Parent Resources Padlet</i>	LACOE meets weekly or bi-weekly and has created a padlet for parents.	Padlet: <a href="https://padlet.com/lacoepedcoordinators/myw2zcp6by5f">https://padlet.com/lacoepedcoordinators/myw2zcp6by5f</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Parent resources</li> </ul>

## FOCUS AREA TWO

### Equitable Access to Distance Learning

As districts are suddenly moving to distance learning, many district and school administrators are concerned with the equitable access for all students. Districts are dealing with the rapid distribution of equipment for technology as well as the limited access to the internet that some families experience.



Topic	Considerations	Practice should Look Like...	Examples from the Field
<b>Ensuring equitable access to distance learning</b>	<p><b>How to ensure equitable access to distance learning</b></p> <ul style="list-style-type: none"> <li>Recognize that inequities exist and develop actions to remedy wherever possible.</li> </ul>	<p><b>Ensuring equitable access to distance learning</b></p> <ul style="list-style-type: none"> <li>Work with staff, students, and families to:</li> <li>Determine where inequities exist.</li> <li>Develop a plan for finding solutions to the areas where inequities exist.</li> <li>Recognizing that there is not a one-size approach to the access issue – be flexible and creative.</li> </ul>	<p><b>Tools and resources for providing equitable access to distance learning</b></p> <ul style="list-style-type: none"> <li>Considerations for special education administrators from Council for Administrators of Special Education (CASE) at: <a href="https://drive.google.com/file/d/1EmH6-vDTVqa8Bpg5gtaFyI0BZ54L1zhW/view?usp=sharing">https://drive.google.com/file/d/1EmH6-vDTVqa8Bpg5gtaFyI0BZ54L1zhW/view?usp=sharing</a></li> <li>“Open Door” times for discussing any needs or issues that students and families are experiencing.</li> <li>Telepractice resources at: <a href="https://www.asha.org/About/Telepractice-Resources-During-COVID-19/">https://www.asha.org/About/Telepractice-Resources-During-COVID-19/</a></li> <li>Remote Learning Resources from Riverside County Office of Ed at: <a href="https://www.rcoe.us/educational-services/educational-resources-remote-learning/">https://www.rcoe.us/educational-services/educational-resources-remote-learning/</a></li> <li>Resource for teachers to use to watch and share YouTube videos safely at: <a href="https://safeyoutube.net/">https://safeyoutube.net/</a></li> <li>Some teacher of students with moderate/severe needs may struggle with progress monitoring because it can be dependent on parent participation. Education self-care grid at: <a href="https://www.westminsterpublicschools.org/cms/lib/C001001133/Centricity/Domain/2261/WPS%20Self-Care%20Grid%203-29-20.pdf">https://www.westminsterpublicschools.org/cms/lib/C001001133/Centricity/Domain/2261/WPS%20Self-Care%20Grid%203-29-20.pdf</a></li> </ul>

## Resource List for Focus Area Two

Title	Description	Platform	Grade Span	Category
<i>Novel Coronavirus 2019 (COVID-19) Considerations for Special</i>	Considerations for special education administrators from CASE.	Google doc: <a href="https://drive.google.com/file/d/1EmH6-vDTVqa8Bpg5gtaFyI0BZ54L1zhW/view?usp=sharing">https://drive.google.com/file/d/1EmH6-vDTVqa8Bpg5gtaFyI0BZ54L1zhW/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Education Administrators</i>				
<i>Telepractice Resources During COVID-19</i>	American Speech-Language-Hearing Association (ASHA) resources for telepractice services.	Website: <a href="https://www.asha.org/About/Telepractice-Resources-During-COVID-19/">https://www.asha.org/About/Telepractice-Resources-During-COVID-19/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Telepractice speech services</li> </ul>
<i>Educational Resources for Remote Learning</i>	Remote Learning Resources from Riverside County Office of Education.	Website: <a href="https://www.rcoe.us/educational-services/educational-resources-remote-learning/">https://www.rcoe.us/educational-services/educational-resources-remote-learning/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Resources for remote learning</li> </ul>
<i>Safe YouTube</i>	Resource for teachers to use to watch and share YouTube videos safely.	Website: <a href="https://safeyoutube.net/">https://safeyoutube.net/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>
<i>Education Self-Care during COVID-19</i>	Education self-care grid to assist with progress monitoring by families during COVID-19 from Westminster Public Schools.	Website: <a href="https://www.westminsterpublicschools.org/cms/lib/CO01001133/Centri-city/Domain/2261/WPS%20Self-Care%20Grid%203-29-20.pdf">https://www.westminsterpublicschools.org/cms/lib/CO01001133/Centri-city/Domain/2261/WPS%20Self-Care%20Grid%203-29-20.pdf</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Students with moderate/severe needs</li> <li>Progress monitoring</li> </ul>

### FOCUS AREA THREE

## FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT and Virtual Learning

Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. An important consideration for school administrators is ensuring that all of the privacy protections provided by FERPA are in place during virtual learning.



Topic	Considerations	Practice should Look Like...	Examples from the Field
<p><b>FERPA and Virtual Learning</b></p>	<p><b>How to provide virtual learning opportunities without violating FERPA</b></p> <ul style="list-style-type: none"> <li>Understand federal privacy law that applies to educational agencies and institutions and applicable programs funded by the U.S. Department of Education.</li> </ul>	<p><b>Providing virtual opportunities that</b></p> <ul style="list-style-type: none"> <li>Ensure consent to disclose personally identifiable information from student records unless a FERPA exception applies</li> </ul>	<p><b>Tools and resources regarding FERPA and virtual learning</b></p> <ul style="list-style-type: none"> <li>Guidance from the U.S. Department of Education concerning FERPA and the Coronavirus Disease 2019 at: <a href="https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19">https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19</a></li> <li>Webinar on considerations for FERPA in virtual learning at: <a href="https://doe.sd.gov/coronavirus/documents/FERPAandVirtualLearning.pdf">https://doe.sd.gov/coronavirus/documents/FERPAandVirtualLearning.pdf</a></li> <li>Guidance on planning for the use of paraprofessionals during COVID-19 from the University of Vermont Center on Disability and Community Inclusion at: <a href="https://drive.google.com/file/d/17LgVkoCq8qFFSMYsUqsJMBRhVPBssjnb/view?usp=sharing">https://drive.google.com/file/d/17LgVkoCq8qFFSMYsUqsJMBRhVPBssjnb/view?usp=sharing</a></li> <li>Remote learning recommendations (Illinois State Board of Education) at: <a href="https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf">https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf</a></li> <li>Remote Learning Recommendations (El Dorado Special Education Local Plan Area (SELPA) at: <a href="https://charterselpa.org/wp-content/uploads/2020/03/covid-19-guidance.pdf">https://charterselpa.org/wp-content/uploads/2020/03/covid-19-guidance.pdf</a></li> <li>Sample Prior Written Notice (Google Doc) at: <a href="https://drive.google.com/file/d/11Xi9uRx3FAf1V1II9FUslbTe-fhKhpZR/view?usp=sharing">https://drive.google.com/file/d/11Xi9uRx3FAf1V1II9FUslbTe-fhKhpZR/view?usp=sharing</a></li> <li>Wellness Together (a support organization for mental health for schools) is the host for a webinar series on supporting students during challenging times (Co-hosted by CDE) is at: <a href="https://www.wellnesstogether.org/blogs/news">https://www.wellnesstogether.org/blogs/news</a></li> </ul>



## Resource List for Focus Area Three

Title	Description	Platform	Grade Span	Category
<i>FERPA and the Coronavirus Disease 2019</i>	Guidance form the U.S. Department of Education concerning FERPA and the Coronavirus Disease 2019.	Website: <a href="https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19">https://studentprivacy.ed.gov/resources/ferpa-and-coronavirus-disease-2019-covid-19</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>FERPA</li> <li>Administrators</li> </ul>
<ul style="list-style-type: none"> <li><i>FERPA and Virtual Learning During COVID-19</i></li> </ul>	Webinar on considerations for FERPA in virtual learning from U.S. Department of Education Student Privacy Policy Office.	Website: <a href="https://doe.sd.gov/coronavirus/documents/FERPAandVirtualLearning.pdf">https://doe.sd.gov/coronavirus/documents/FERPAandVirtualLearning.pdf</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>FERPA</li> <li>Administrators</li> </ul>
<i>Paraprofessional Planning COVID-19</i>	Guidance on planning for the use of paraprofessionals during COVID-19 from the University of Vermont Center on Disability and Community Inclusion.	Google drive at: <a href="https://drive.google.com/file/d/17LgVkoCq8qFFSMYsUqsJMBRhVPBssjnb/view?usp=sharing">https://drive.google.com/file/d/17LgVkoCq8qFFSMYsUqsJMBRhVPBssjnb/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Paraprofessionals</li> </ul>
<i>Remote Learning Recommendations During COVID-19 Emergency</i>	Remote learning recommendations (Illinois State Board of Education):	PDF: <a href="https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf">https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> </ul>
<i>Provision of Special Education Services During School Closures Due to COVID-19</i>	Remote Learning Recommendations from El Dorado Charter SELPA	PDF: <a href="https://charterselpa.org/wp-content/uploads/2020/03/covid-19-guidance.pdf">https://charterselpa.org/wp-content/uploads/2020/03/covid-19-guidance.pdf</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Charter schools</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Prior Written Notice Template</i>	Sample Prior Written Notice from El Dorado Charter SELPA.	Google doc at: <a href="https://drive.google.com/file/d/11Xi9uRx3FAf1V1II9FUslbTe-fhKhpZR/view?usp=sharing">https://drive.google.com/file/d/11Xi9uRx3FAf1V1II9FUslbTe-fhKhpZR/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> </ul>
<i>Webinar Series on Supporting Your Students</i>	Wellness Together (a support organization for mental health for schools) is the host for a webinar series on supporting students during challenging times.	Website: <a href="https://www.wellnesstogether.org/blogs/news">https://www.wellnesstogether.org/blogs/news</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Mental health resources</li> <li>Administrators</li> </ul>