Navigating the COVID-19 Crisis

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Myrna Mandlawitz, J.D., CASE Policy and Legislative Consultant
Kindel Mason, CASE President Elect
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Moderated by: Phyllis Wolfram, Executive Director, CASE
Presenters for Today

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Agenda

1. Welcome and Introductory Comments
2. Introductions
3. An Update from Washington DC
4. Services in Rural Districts during COVID 19
5. Supporting your Superintendent Through COVID 19
6. Use of MTSS for Return to School Planning
7. Questions

April 24, 2020

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About CASE

- CASE, The Council of Administrators of Special Education, is the largest division of the Council for Exceptional Children. With close to 4800 members, it is the professional organization of choice for special education administrators across the country.

- CASE’s mission is to provide leadership and support to members by shaping policies and practices that impact the quality of education.

- Our members work with parents and families on the front lines of special education on a daily basis.
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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.
Updates from Washington DC

Myrna Mandlawitz, J.D.
CASE Policy & Legislative Consultant
Twitter: @myrnamandlawitz
What's Happening in DC?

- **CASE Hill Briefing**
  - Staffers from offices in Washington, DC
  - Focused on request for targeted and temporary flexibilities in IDEA

- **Report from Secretary DeVos**
  - Report is expected in the near future (today?)
  - Recommendations will drive agenda for funding and flexibilities in the future

- **CARES Funding**
  - Initial funding released yesterday
Services in Rural Districts during COVID 19

Kindel Mason
CASE President Elect
Twitter: @Kindel_Mason
Supporting Rural Service during COVID 19

Strengths to Capitalize On

- Relationships with families
- Close ties to the community
- Nimble
- Get it done mindset
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Supporting Rural Service during COVID-19

Challenges to Overcome

- Focus on the safety, health and welfare of students and staff members in your community.
- Digital Divide
- Delivery of learning materials
- Staffing
A Few Additional Challenges

● High rate of essential workers
● Students working
● Extended family care
● Pressure to reopen schools
Supporting Rural Service during COVID-19

Wrapping It All Up

- Provide FAPE as best you can (i.e. Priority 2)
  - Individual distance learning plans
  - Meet families and students where they are
  - Consider low tech options

- Tell your story (i.e. Priority 3)
  - Parent contact logs
  - Written notice

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“I used to think I knew all the answers. Then I thought I knew maybe a few of the answers. Now I'm not even sure I understand the questions. Nobody knows anything.”

— Pete Nelson, I Thought You Were Dead
Supporting your Superintendent through COVID 19

Adam Leckie, Ed.D.
CASE Publications Chair
Twitter: @adamdavid223

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Supporting your Superintendent

ABIDE by the 4 “Cs”

- Communication
- Collaboration
- Confidence
- Creativity

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Supporting your Superintendent

Communication:

- Ensure a consistent and clear channel of communication
- Be honest about challenges
- Understand your Superintendent's perspective

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Supporting your Superintendent

Collaboration

- Be adamant about the need to be at the table
- Look for opportunities
- Use the complexity of Special Education

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Supporting your Superintendent

Confidence

- Be the expert
- Be informed
- Leverage the national and state networks (CASE and local units)

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Supporting your Superintendent

Creativity

- Be proactive and anticipate challenges
- Showcase your innovative solutions
- Actively Share your strategies

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Frequently Asked Questions

Erin Maguire
CASE President
Twitter: @vteducator

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CASE Policy & Legislative Chair
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Use of MTSS for Return to School Planning

Heath Peine
CASE Professional Development Chair
Twitter: @hpeine

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Use of MTSS for Return to School Planning

Visible Learning Effect Sizes When Schools Are Closed: What Matters and What Does Not

Author: John Hattie / April 14

Use of MTSS for Return to School Planning

“I don't know about you but I am overwhelmed by the proliferation of ideas for remote learning. My best advice is don't run toward a solution. The urgency is Covid 19. Think anew about education, focus on those that need the help, while all of us take 2020 to create a better system”

- Michael Fullan

Twitter: https://twitter.com/MichaelFullan1/status/1247179599320092672
Use of MTSS for Return to School Planning

Five Key Questions

1. Where are our students in their learning?
2. Where do we want our students to be?
3. How can we close the gap from where they are now, to where we need them to be?
4. Are we on target to meet our goals?
5. Did our efforts work for each learner, and what can we learn from the successes or struggles?

(Adapted from Hattie & Timperley, 2007)
Frequently Asked Questions

Erin Maguire
CASE President
Twitter: @vteducator

Kevin Rubenstein, Ed.D.
CASE Policy & Legislative Chair
Twitter: @kdruben
April 24, 2020

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Questions and Answers

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April 24, 2020

Sign up for our “Use of MTSS for Return to School Planning” Webinar

Save the Date

Date: May 12, 2020
Time: 4:30 PM

www.casecec.org
April 24, 2020

To stay up to date on resources and information visit:

www.cec.sped.org

www.casecec.org

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Thank you for participating in the webinar today.

Connect with CASE next Friday:

May 1, 2020 - 12:00pm CST