

COVID-19 LEGAL PANEL DISCUSSION ON CRITICAL ISSUES FACING K-12 SCHOOLS

**Webinar
March 30, 2020**

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COVID-19


Legal Panel Discussion on Critical Issues Facing K-12 Schools

A webinar panel presented by:
Todd K. Hayden, Caroline A. Roselli, Catherine R. Locallo
and Samuel B. Cavnar

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Today's Agenda



- State of the State
- Remote Learning Guidance for March 31 through *at least* April 7, 2020
 - Student and Special Education Considerations
 - Labor/Personnel Considerations
- Application of New Emergency Leaves (FFCRA)
- Status of Construction Projects
- Best Practices Bidding and Vendor Contracts
- OMA Flexibility

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Although the information contained herein is considered accurate, it is not, nor should it be construed to be legal advice. If you have an individual problem or incident that involves a topic covered in this document, please seek a legal opinion that is based upon the facts of your particular case.

State of the State

- Governor's *Current* Disaster Proclamation Extends Through April 7, 2020
- Governor's "Stay At Home" Order Effective Through April 7, 2020
- Education Institutions are Essential Businesses and Operations
- Schools Closed Through at least April 7, 2020
- "Act of God" Days End Today
- "Remote Learning Days" Begin March 31 and Until In-Person Instruction Resumes

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Remote Learning Days ("RLD")

- Eff. March 31 and until in-person instruction resumes
- Schools must conduct instruction remotely
- **RLD count as pupil attendance days**

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Remote Learning Days ("RLD")

- RLD may be met through a district's implementation of an e-learning program under School Code
- Otherwise, districts must adopt an RLD Plan approved by the districts' superintendent or chief administrator
- May use Remote Learning Planning Days ("RLPD") to work on the plan for RLD in partnership with their respective bargaining units
- **RLPD also count as pupil attendance days**
- RLD Plan must be posted to district website and shared with staff and students

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Remote Learning Days ("RLD")

• Each RLD Plan shall address:

- Accessibility of the remote instruction to all students
- When applicable, a requirement that RLD activities reflect the State learning standards
- Means for students to confer with an educator, as necessary.
- Unique needs of students in special populations
- Transitions from remote learning to in-person instruction

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Student/Special Ed

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ISBE Remote Learning Recommendations

Instructional Recommendations

- Determine the essential learning skills and/or standards and focus educational activities and opportunities on these learning standards.
- Meticulously document the best efforts being made under the current emergency conditions with regard to students with IEPs and Section 504 Plans.
- Structure active student engagement with learning in accordance with the age appropriate thresholds (i.e. suggested times outlined on page 17).
 - Active Student Engagement is inclusive of digital interaction, assigned work, project time, independent work, and direct teacher engagement, but does not include non-graded optional enrichment activities.
- Prepare for potential gaps in student learning and understanding and plan accordingly to support student acquisition of these skills upon return back to school.

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ISBE Remote Learning Recommendations

Grading Recommendations

- The emphasis for schoolwork assigned, reviewed, and completed during the remote learning period is on **learning**, not on compliance.
- Grading should focus on the continuation of learning and prioritize the connectedness and care for students and staff. The recommendations on grading are based upon the principle of *no educational harm to any child*.
 - Grades are not lowered as a result of remote learning.
 - All students should have the opportunity to redo, makeup, or try again to complete, show progress, or attempt to complete work assigned prior to the remote learning period in that time frame.
- A student who is not able to be engaged, or who chooses to disengage in remote learning should receive an incomplete or no grade.

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ISBE Remote Learning Recommendations: Special Education and Related Services

- The focus of instruction should be individualized and based on the students' IEPs, the goals, the modifications, and accommodations within the IEP.
- It is important to note that districts should have local control in guiding staff to meet the needs of their school community and students' IEP needs.

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FAPE is Required During Remote Learning

- Department of Education indicates that FAPE will be required, but in a manner that accounts for remote learning.
- OCR and OSERS recognize that the exceptional circumstances associated with COVID 19 and the global pandemic may affect how all educational and related services and supports are provided, and the Department will offer flexibility where possible.
- The IDEA allows for the provision of FAPE, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.

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FAPE Standard during COVID-19.

Endrew F. FAPE Standard

- An IEP must be reasonably calculated to engage the child “to make progress appropriate in light of the child’s circumstances.”

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FAPE Standard during COVID-19.

FAPE Standard During COVID-19

- Federal guidance suggests “the child’s circumstances” have been altered and FAPE should be reviewed in light of the exceptional COVID-19 circumstances.
 - See Department of Education March 21, 2020 Supplemental Fact Sheet
 - *“It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.”*
- Therefore, FAPE may be judged based on whether the provision of supports and services are reasonably calculated and appropriate in light of the current exceptional circumstances.

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FAPE Obligations Under New Standard

- Schools should make a **good faith** effort to provide appropriate services and tailor instruction to meet the individual needs of the student.
 - Ensure an individualized determination is made regarding what goals will be addressed and the services and supports to be provided.
 - Ensure there is an individualized rationale for what the school is offering and the method of delivery for the student.
 - Do not utilize a one size fits all formula for the amount of services, supports and goals.

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FAPE Obligations Under New Standard

- Consider creation of an individualized remote learning plan (i.e. adjustments and/or supports/services additions to the grade level remote learning plan), and convey such to parents to allow for parental input.
 - Prior written notice content.
 - Goals to be addressed during remote learning.
 - The type of service, amount of service and method of delivery of service during remote learning.
 - Does not require an IEP meeting or amendment; it is not an IEP change of placement.

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Compensatory Ed Claim Prevention

- Make a good faith effort to provide services in light of the COVID-19 exceptional circumstances.
 - Consider an individualized remote learning plan
- Log all special education services, including related services
 - Phone calls, emails, videoconferencing, direct instruction, etc.
- Maintain data on goals being addressed during remote learning
 - Utilize class assignments, individual goal directed activities, etc.

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Video Conferencing Teletherapy FERPA

- March 17, 2020 Department of HHS Guidance
 - Teletherapy is permissible during this time and doesn't violate HIPAA
 - Relaxed HIPAA standards during COVID-19 crisis inform school district's use of videoconferencing with students
- Educational record information and student personally identifiable information is governed by FERPA, ISSRA and MHDDCA
 - Use of videoconferencing does not violate FERPA, ISSRA and MHDDCA

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Video Conferencing Teletherapy FERPA

- FERPA is not implicated when observing an educational activity; rather, it applies to the disclosure of a tangible record and information derived from a record.
 - There is no disclosure of personally identifiable information from an education record during instruction.
 - FERPA does not require, nor prohibit classroom observations.
 - *Letter to Mamas*, December 2003.
- Provide written notification to parents of privacy risks, confidentiality concerns and basic guidelines/rules for participation in sessions.

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Timelines

- In the March 21, 2020 Supplemental Fact Sheet, the Department of Education notes that during these unprecedented times, schools are encouraged to work with parents to reach mutually agreeable extensions of time, as appropriate.
- ISBE will work with schools as much as possible to provide flexibility regarding timeline indicator findings.
- No timeline flexibility has been provided by ISBE or the Department of Education; therefore, school districts should continue to make all reasonable efforts to comply with timelines.

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Timelines

- The federal regulations allow parents and school teams to agree to conduct IEP meetings through alternate means, including videoconferencing or teleconference. 34 CFR 300.328
- ISBE March 18, 2020 Guidance notes that "to the extent an LEA convenes a meeting via alternate means, the student's parents or guardian must consent."

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Timelines

- Initial Evaluations:

- ISBE Guidance notes that any evaluations which require face to face assessments or situations where the parent does not consent to videoconferencing or other telecommunication must be postponed until school reopens.
 - But Note: Eligibility determinations are required within 60 school days of parental consent.
 - See 23 Ill.Adm.Code 226.110(i): If the needed portion of the evaluation cannot be completed due to....inability of the child to participate in an evaluative procedure, the district shall note the missing portions in the child's evaluation report and state the reasons why those portions could not be completed.

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Timelines

- Initial Evaluations for Student in Early Intervention

- ISBE Guidance suggests that teams may want to consider assessment procedures, such as parent interviews, child care provider interviews, parent rating scales and review of early intervention reports.
- Consider use of parent video of specified play activities.
- See 23 Ill.Adm.Code 226.110(i) on prior slide.

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Labor and Employment

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RLD: *Labor/ Personnel Considerations*

- **March 27, 2020 Joint Statement**

- Work with unions to determine how RLD will occur
- School districts are not expected to extend the school year
- School districts can expect school district employees to participate in work activities in some form during RLD
- All school district employees on the district's payroll will get paid as if the schools were functioning normally and they were performing their normal work
 - Normal pay includes salary, hourly and stipend pay, as well as benefits.
 - Employees will receive full and normal service credit in their pension systems

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RLD: *Labor/ Personnel Considerations*

• **March 27, 2020 Joint Statement**

- Bargaining Obligations for RLD
 - Details of the work, including stipend work, that will occur during RLD. Negotiations should focus on:
 - Continuity of education through RLD;
 - Provision of meals;
 - Other student/staff support measures as appropriate for each district to effectuate RLD; and
 - Ensuring the performance of essential district functions and operations. *The school district determines essential functions and operations.*
- Perform work remotely, if possible.
- For on-site work, CDC and IDPH guidelines should be followed.

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RLD: *Labor/ Personnel Considerations*

• **Teacher Evaluations, RIF and More**

- **Teacher evaluation, reduction-in-force and non-reemployment timelines remain in full force and effect**
 - If no evaluation by end of the school year, the teacher will be considered "proficient."
 - Evaluations that have been substantially completed (all classroom observations have occurred, and all professional practice and student growth has been collected) shall be finished remotely
- PDP and Remediation Plan timelines are **paused** until schools reopen statewide
- Timeline and notice requirements from a school board regarding dismissal of a teacher in contractual continued service, as well as the requirement that a hearing be requested within 17 days, remain are **not paused**.

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RLD:
*Labor/
Personnel
Considerations*

• **ESP Evaluations and Dismissals**

- Evaluations that have been substantially completed (all necessary data has been collected) shall be finished remotely
- All timelines, notice requirements and procedures remain in place for ESP RIFS/reduction of hours

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Emergency Paid
Sick Leave

- Eff. April 1 through December 31, 2020
- Applies to all school districts
- Applies to full- and part-time employees who are **unable to work or telework**
- Up to a maximum of 2 weeks (80 hours) of paid sick leave
- Employees can't be required to use other PTO first

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Emergency Paid Sick Leave

- **Reasons for Leave (1-3), the Employee:**
 - Is subject to a Federal, State or local quarantine/isolation order related to COVID-19;
 - Has been advised by a health care provider to quarantine due to concerns related to COVID-19; or
 - Is experiencing symptoms of COVID-19 and seeking a medical diagnosis.
- **Pay for Leave Reasons (1-3):**
 - 100% of regular rate of pay (or minimum wage, if higher) for the number of hours the employee would typically work in a day.
 - Capped at \$511 per day per employee (\$5,110 in aggregate).

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Emergency Paid Sick Leave

- **Reasons for Leave (4-6), the Employee:**
 - Is caring for an "individual" who is subject to a quarantine order or advisement by a health care provider;
 - Is caring for a son or daughter if the child's school or place of care has been closed or the child's care provider is unavailable due to COVID-19 related reasons; or
 - Is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and the Secretary of Labor.
- **Pay for Leave Reasons (4-6):**
 - 2/3 of the employee's regular rate of pay for the number of hours the employee would typically work in a day.
 - Capped at \$200 per day per employee (\$2,000 in aggregate).

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Emergency Paid Sick Leave

• Amount of Leave for Qualifying Reason:

- Full-time Employees: 80 hours
- Part-Time Employees: number of hours employee works on average over 2-week period
 - Variable Schedules:
 - Use average scheduled hours over last 6 months
 - Newer hires:
 - Reasonable expectation of hours at time of hire
 - If no agreement, use average hours worked

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Emergency Expansion of FMLA Leave

- Eff. April 1 through December 31, 2020
- Applies to all school districts
- Applies to any individual who has been employed by the school district for at least 30 days
- Does not expand total 12-week FMLA leave entitlement in 12 month period
- Employer Duty to Post Notice in Workplace and Distribute to Remote Workers
 - https://www.dol.gov/sites/dolgov/files/WHD/posters/FFCRA_Poster_WH1422_Non-Federal.pdf

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Emergency Expansion of FMLA Leave

- New, Temporary Reason for FMLA Leave:
 - To care for a son or daughter if the child's school or place of care has been closed or the child's care provider is unavailable due to COVID-19 related reasons
- For the above reason only:
 - First 2 workweeks of leave is unpaid
 - Employee *may* substitute available paid leave
 - Up to 10 additional workweeks paid at 2/3 for up to \$200 daily and \$12,000 total
 - Nothing would prohibit an employer from allowing an employee to use 1/3 PTO day to receive full pay

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RLD Labor/ Personnel Considerations and New Leaves



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Commercial & Construction

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Best Practices & Protocols:

Bidding and Purchasing, Service Contracts, Construction Projects, Maintenance Work, and Facilities Operations

Bidding and Purchasing

- Pre-bid meeting options: cancel, postpone, conduct virtually (if practicable), or proceed with physical meeting (only if social distancing is possible).
 - Modify through bid addendum; notify all bidders.
- Bid submittals: physical and electronic options.
- Bid openings: how to comply with public opening & announcement requirements.
- Board action to award: cancel, postpone, conduct virtually (E.O. 2020-07, Section 6), or act administratively subject to ratification.

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Best Practices & Protocols:

Bidding and Purchasing, Service Contracts, Construction Projects, Maintenance Work, and Facilities Operations

Transportation, Food Service, Custodial Service, Etc.

- Numerous vendors are requesting payments for services not rendered during school closure.
- Recommended steps for responding to vendors:
 - Consult district's legal counsel on contract requirements (a case-by-case inquiry)
 - If payments are discretionary, negotiate and execute a contract amendment to protect the district. Consider:
 - Vendor's obligation to mitigate losses;
 - Vendor's obligation to retain staff; and
 - District's right to audit costs and reconcile payments.

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Best Practices & Protocols:

Bidding and Purchasing, Service Contracts, Construction Projects, Maintenance Work, and Facilities Operations

Construction Projects Under the Stay-At-Home Order (E.O. 2020-10)

- Construction projects are included in "Essential Infrastructure" and are thus exempt.
- Manufacturers and suppliers of construction material and equipment are exempt.
- Building and construction trades are categorically exempt.
- Social distancing requirements apply to all construction operations.
- School districts have discretion to commence, continue, suspend or terminate projects on a case-by-case basis.
- Consult with district's legal counsel on district's rights and obligations under design and construction contracts.

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Samuel Cavnar represents school districts, community colleges, municipalities, and various other public entities, along with private clients including owners, developers, general contractors, subcontractors, and various other commercial interests. Sam is an experienced negotiator of commercial and construction-related contracts, and he regularly counsels clients in the areas of board governance, bidding, procurement, tort immunity and risk management. Sam has been appointed Special Assistant State's Attorney in several matters involving construction-related transactions and litigation. Sam has successfully prosecuted and defended numerous lawsuits related to defaults, delays, extras, liquidated damages, design and construction defects, performance issues, non-payment and other similar commercial claims.

AWARDS

Illinois "Rising Star", by Super Lawyers Magazine, in the area of Construction Litigation (2012-2017)

RECENT PUBLICATIONS

"How Public Sector Entities Can Protect Themselves in Premise Liability Cases," *Chicago Daily Law Bulletin* (2018)

"Property Tax Exemption for Charitable Remains Gray Area," *Chicago Daily Law Bulletin* (2017)

Contributing author, "Organization, Finance, and Property," *Illinois School Law*, IICLE (2017)

"School District and Zoning Exemptions," *Chicago Daily Law Bulletin* (2015)

RECENT PRESENTATIONS

Statutory Requirements and Ethical Considerations for Public Officials, Illinois GFOA Annual Conference (September 2019)

Public Procurement for Construction Projects, ICCCFD Conference (April 2018)

Public Procurement for Construction Projects, Cotter Consulting (January 2018)

Competitive Bidding and Contract Administration, IAPD/IPRA Soaring to New Heights Conference (January 2018)



PRACTICE AREAS

Commercial Transactions
Construction Law
Real Estate Development

EDUCATION

J.D., Wayne State
University Law School;
Managing Editor, *The
Wayne Law Review*

B.A., Michigan State
University

ADMITTED TO PRACTICE

U.S. District Court for the
Northern District of Illinois

U.S. District Court for the
Eastern District of
Michigan

Supreme Court of Illinois

Supreme Court of
Michigan

Legal Considerations Related to Renewable Energy, Sustainability for PK-12 Schools, IASB/IASA/Illinois ASBO 85th Joint Annual Conference (November 2017)

Best Practices for Bidding and Contracting, Illinois Council of School Attorneys, In-House Counsel Networking Meeting (October 2017)

Construction Contract Boilerplate Terms: Spotting the Top Dangers, National Business Institute (June 2017)

Top School Construction Problems and Solutions, IASB/IASA/Illinois ASBO Joint Annual Conference - Carousel of Panels (November 2016)

Construction Defects: Litigation Insurance Coverage Claims A-Z, National Business Institute (August 2016)

Contracts 101: Forms and Best Practices for Sustainable Schools, Illinois ASBO (February 2016)

Critical Decisions: Selecting the Project Team, Construction Law Workshop, HalfMoon Education, Inc. (March 2015)

Best Practices for Completing and Closing Out Your Project, Construction Law Workshop, HalfMoon Education, Inc. (March 2015)

ORGANIZATIONS

American Bar Association, Forum on the Construction Industry

Chicago Bar Association

Illinois Association of School Business Officials

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Todd Hayden practices in the areas of school and municipal law. He provides governmental employers with guidance and counseling regarding labor and employment, including employee discipline and termination, board governance, collective bargaining, contract, public finance and transactional matters.

Todd has represented employers in various employer-employee disputes including federal and state litigation, EEOC/Department of Human Rights charges, State Labor Board Proceedings and grievance and arbitration proceedings. Todd has extensive experience in collective bargaining, including unit formation proceedings, negotiations, mediation and interest arbitration. He has performed construction contract reviews, served as local bond counsel and worked on school boundary changes.

Todd is approved by the Illinois State Board of Education to provide school board member training.

AWARDS

Illinois Leading Lawyer, Employment Law: Management, Labor Law: Management, School Law and Governmental, Municipal, Lobbying & Administrative Law, 2015

RECENT PUBLICATIONS

Contributing author, "Civil Rights Litigation," *Illinois School Law*, IICLE (2017)

RECENT PRESENTATIONS

Collective Bargaining for School Board Members and Administrators, IASB/IASA/Illinois ASBO Joint Annual Conference (November 2018)

Employee Free Speech and the Public Employer, HR Source Employment Law Conference at Northern Illinois University (September 2018)

Practical Advice for Maintaining a Harassment Free Workplace, IASA (February 2018)

Legislative Update for Public Employers, HR Conference 2017, Management Association (March 2017)

RIF Procedures for Support and Certified Staff, IASA – South Cook, Superintendent Workshop (February 2016)



PRACTICE AREAS

Commercial Transactions
Education Law
Employee Benefits
Labor & Employment
Litigation
Municipal Law
Public Finance & Taxation
Student Discipline

EDUCATION

J.D., *cum laude*, Indiana
University School of Law

B.A., University of
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ADMITTED TO PRACTICE

Supreme Court of the
United States

U.S. Court of Appeals for
the Seventh Circuit

Trial Bar of the U.S.
District Court for the
Northern District of Illinois

U.S. District Court for the
Northern District of Illinois

Supreme Court of Illinois

HR In-Service, ECHO Special Education Cooperative (October 2015)

Collective Bargaining Agreements – What You Should Know, In-Service (June 2015)

Video Taping on School Buses – What Should You Be Concerned About?, Illinois ASBO (April 2015)

Legislative Update, Board of Trustees In-Service (December 2016)

Practical Guidance on Employee Misconduct Investigations and Discipline, In-Service (August 2016)

ORGANIZATIONS

Illinois Council of School Attorneys

Illinois State Bar Association

Will County Bar Association – Local Government Committee

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Catherine Locallo's practice focuses on labor and employment law and board governance matters. She counsels employers in all aspects of employment law including hiring, employment contracts, employee discipline issues, terminations and reductions in force, collective bargaining and labor relations, nonimmigrant worker visas and employment discrimination matters. She also counsels public bodies on compliance with Illinois' Freedom of Information Act and Open Meetings Act. Catherine has extensive experience representing clients in court and administrative agency proceedings involving discrimination, retaliation and harassment claims.

Catherine is approved by the Illinois State Board of Education to provide school board member training.

AWARDS

Illinois "Rising Star," Employment & Labor Law (2015-2018)

RECENT PUBLICATIONS

"First Amendment Protections Get Broader for Government Employees," *Chicago Daily Law Bulletin* (2016)

"Regulatory Changes to the Illinois Wage Payment and Collection Act," *Justinian Society Newsletter* (2015)

"New FOIA Amendments to Ease Burden on Public Bodies," *Justinian Society Newsletter* (2015)

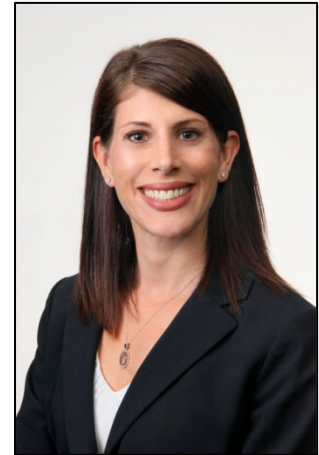
"Illinois Supreme Court Determines Arbitration Award Ordering Reinstatement of a Paraprofessional was Binding Because the Award 'Drew Its Essence' from the CBA," *Justinian Society Newsletter* (2014)

"When the Music Stops, Why Not Require Certain Title VII Plaintiffs to Find a Chair on Which to Rest Their Complaint," *The John Marshall Law Review*, (2009)

RECENT PRESENTATIONS

Is PERA Dead?? Implementation of a Local Appeals Process for Unsatisfactory Ratings, IASPA Annual Conference (January 2020)

A Workshop on Compliance with the Open Meetings Act and Illinois Freedom of Information Act, LUDA Annual Conference (October 2019)



PRACTICE AREAS

Education Law
Labor & Employment
Litigation

EDUCATION

J.D., *cum laude*, The John Marshall Law School,
Order of John Marshall

B.S., Southern Illinois
University

ADMITTED TO PRACTICE

U.S. Court of Appeals for
the Seventh Circuit

U.S. District Court for the
Central District of Illinois

U.S. District Court for the
Northern District of Illinois

Supreme Court of Illinois

Community College Trustees Training Session, ICCTA (June 2019)

Community College Trustees Training Session, ICCTA (June 2017)

ORGANIZATIONS

Chicago Bar Association

Illinois Council of School Attorneys

Illinois State Bar Association

Justinian Society of Lawyers; Scholarship Committee, Co-Chair

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Caroline Roselli practices in the areas of special education law and student rights. She counsels school districts and colleges concerning student discipline, student records, policy development, students' rights and other student-related matters. She assists school districts in responding to complaints from the Illinois State Board of Education and Office of Civil Rights and she regularly represents public school districts at IEP meetings, due process hearings, mediations, student expulsion and suspension hearings and residency hearings. Caroline has successfully defended school district decisions and prevailed at due process hearings on issues regarding eligibility, requests for residential placements and denial of FAPE claims.

Caroline has presented at annual conferences for both the Illinois Association for School Boards and for the Illinois Alliance of Administrators of Special Education. She is a co-author of the "Special Education" chapter of the Illinois Institute of Continuing Legal Education's School Law treatise. Caroline also regularly conducts workshops and in-service programs on a variety of special education related topics, including IEP compliance, response to intervention and child find, evaluation procedures, eligibility determinations, autism litigation and discipline of special education students.

AWARDS

Illinois Emerging Lawyer, School Law (2017-2018)

Illinois "Rising Star," Super Lawyers Magazine, Schools and Education Law (2012-2017)

RECENT PUBLICATIONS

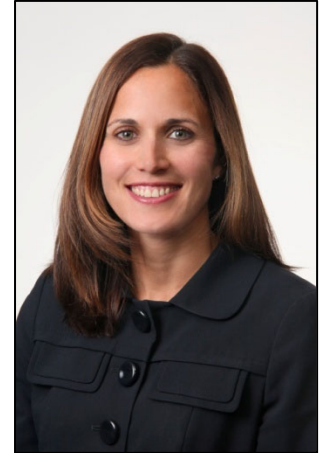
"Students Should Know the Consequences of Sexting," *Chicago Daily Law Bulletin* (2015)

"What Does State Law Say about Measles Prevention and Control in Schools?" *Chicago Daily Law Bulletin* (2015)

Contributing author, "Special Education," *Illinois School Law*, IICLE (2010, 2012 and 2015)

RECENT PRESENTATIONS

Due Process: To Go or Not to Go? Special Education Update, Illinois Council of School Attorneys, 33rd Annual Seminar on School Law (November 2019)



PRACTICE AREAS

Education Law
Special Education
Student Discipline

EDUCATION

J.D., *cum laude*, Loyola University Chicago School of Law

B.A., University of Notre Dame

ADMITTED TO PRACTICE

Supreme Court of the United States

U.S. District Court for the Northern District of Illinois

Supreme Court of Illinois

ORGANIZATIONS

Chicago Bar Association

Illinois Bar Association

Illinois Council of School Attorneys

National Council of School Attorneys

Seclusion, Restraint, and Time Out 2020, Illinois Alliance of Administrators of Special Education Region 1 Roundtable (November 2019)

Risk Assessment, Threat Assessments and the Impact on Students with Disabilities, Illinois Alliance of Administrators of Special Education Fall Conference (October 2019)

Legal Issues Related to School Safety and Security: Addressing the Complex Challenges Facing Schools, Large Unit District Association, (May 2019)

Responding to Requests for Homebound Instruction, Illinois Alliance of Administrators of Special Education Webinar (April 2019)

Tips for Preparing Legally Defensible Eligibility Determinations for Specific Learning Disability, Illinois Alliance of Administrators of Special Education Roundtable Presentation (March 2019)

Absenteeism, School Refusal, and Truancy in Special Education: Legal Issues when Students Don't or Can't Come to School, Illinois Alliance of Administrators of Special Education Roundtable Presentation (March 2019)

Escalating Student Behavior and Safety Concerns: Legal Options and Considerations, Illinois Alliance of Administrators of Special Education Winter Conference (February 2019)

The Ins & Outs of Residential Placements: Rules, Regulations, & Recommendations, Illinois Alliance of Administrators of Special Education Fall Conference (October 2018)

Just What the Doctor Ordered: Responding to Increasing Requests for Homebound Instruction, Illinois Alliance of Administrators of Special Education Winter Conference (February 2018)

Special Education Law Goes to the Supreme Court, Illinois Alliance of Administrators of Special Education Winter Conference (February 2017)

Unilateral Placements for Special Education Students: A Big Gamble?, Illinois Alliance of Administrators of Special Education Winter Conference (February 2017)

Child Find, Evaluation and Eligibility in an Rtl World, Illinois Alliance of Administrators of Special Education Fall Conference (October 2016)