

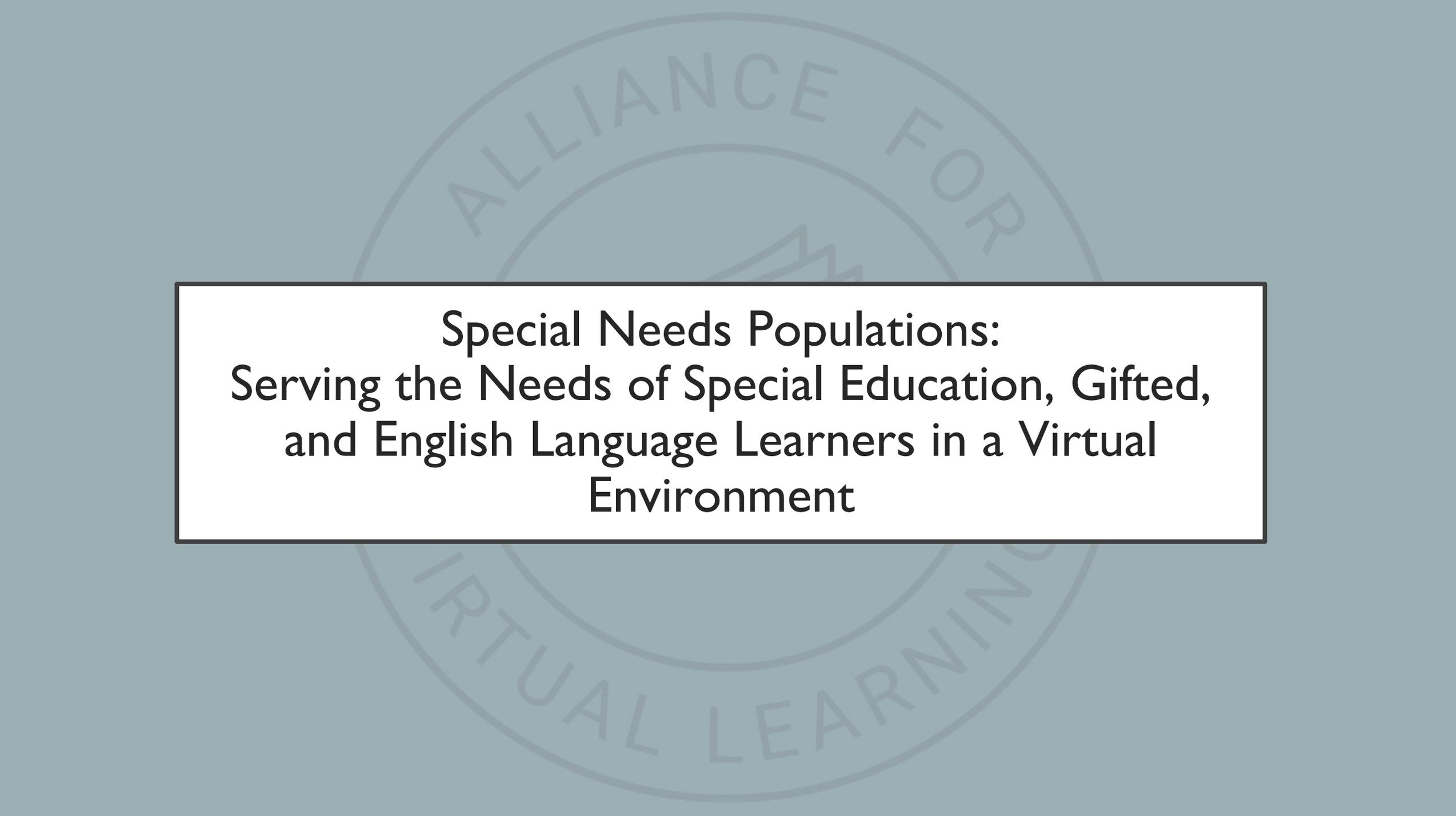


WELCOME TO THE
**ALLIANCE FOR
VIRTUAL LEARNING'S
SUMMER VIRTUAL TEACHING ACADEMY**

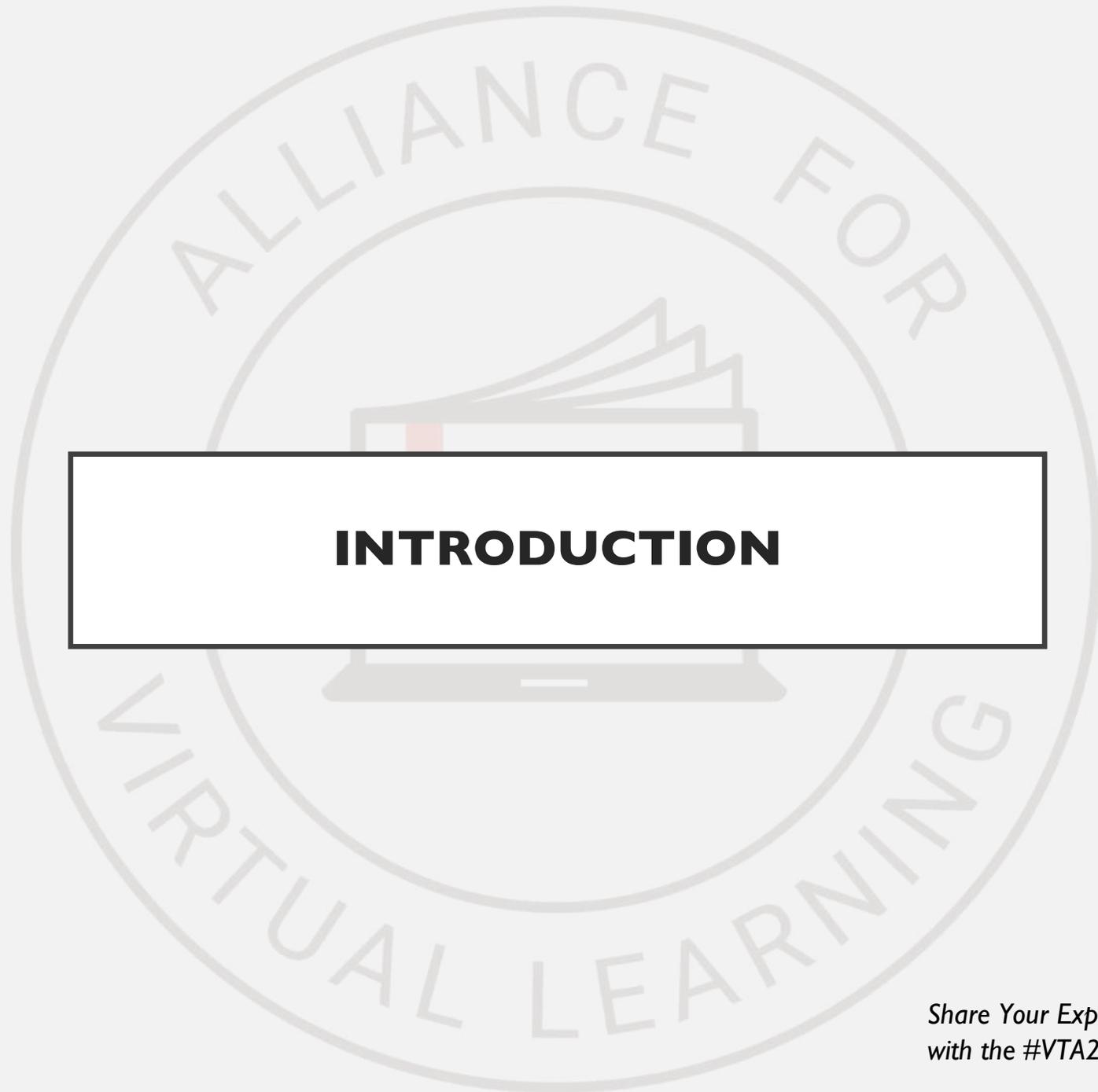
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*Share Your Experience with the VTA on Social Media
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**Special Needs Populations:
Serving the Needs of Special Education, Gifted,
and English Language Learners in a Virtual
Environment**



INTRODUCTION

*Share Your Experience with the VTA on Social Media
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PRESENTER

Kareem Neal

Kareem has taught self-contained special education for 22 years. He has a Master's degree in Special Education from New Jersey City University. He is the PUHSD PLC lead for self-contained special education. He has written science, social studies, math, language arts, and adult living skills curriculum for the Phoenix Union High School District. Kareem is currently serving his 3rd year on the Arizona K12 Center's Teacher Solutions Team. He is also currently an Understood Fellow. Kareem is the 2019 Arizona Teacher of the Year.

Contact Kareem at kareemneal7@gmail.com

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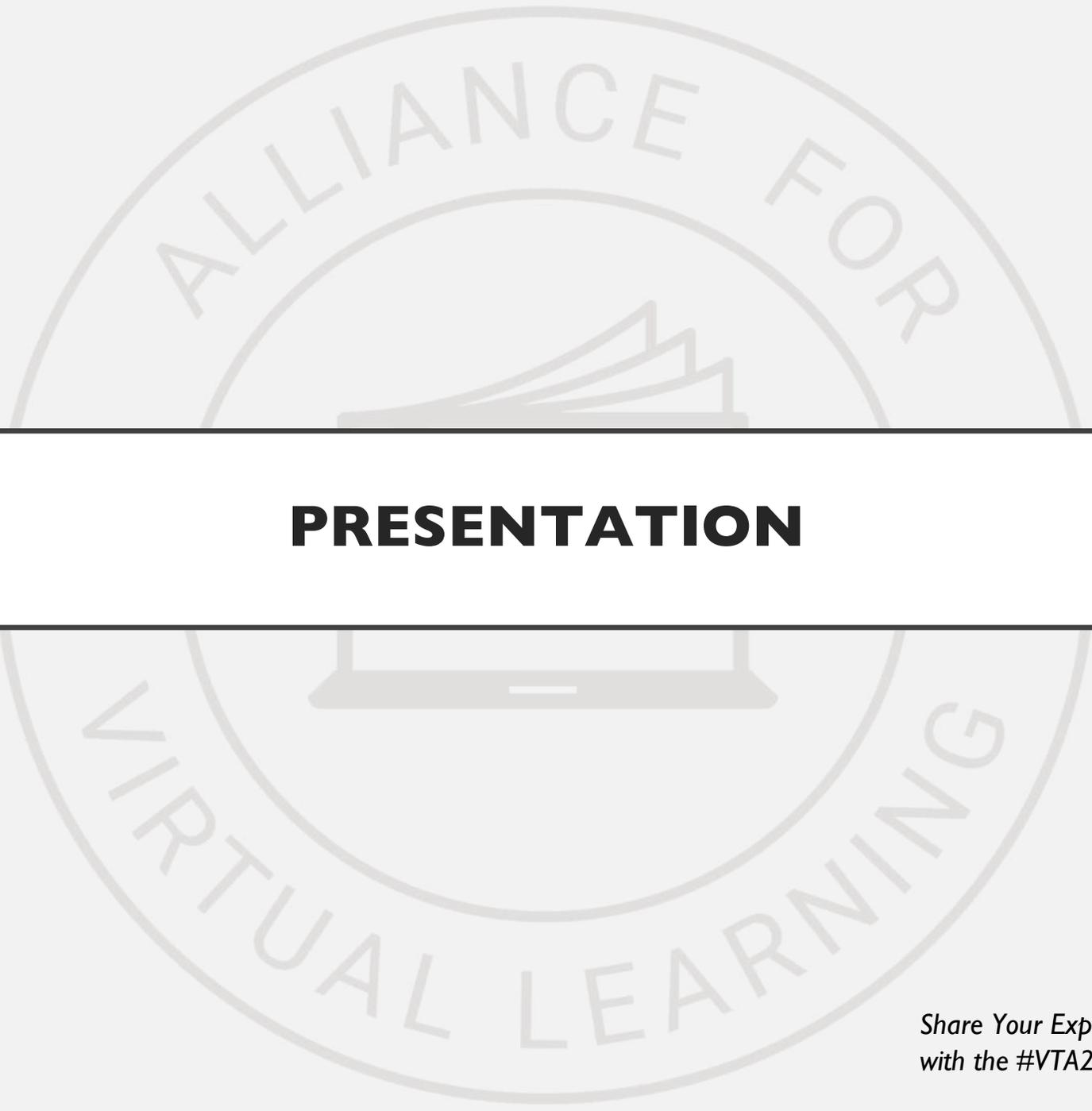
PRESENTER

Tracy Broccolino

Tracy is the Director of Early Childhood Education for the Community Action Council of Howard County, MD, the county's designated anti-poverty agency. She also served for over ten years as the National Director of Exceptional Student Services with Pearson Online and Blended Learning, overseeing services to special populations in 35 virtual charter schools in 29 states. Tracy has spent 27 years as an educator, including as a classroom teacher, reading specialist, and curriculum researcher and developer.

Contact Tracy at tbroccolino@cac-hc.org

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PRESENTATION

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Learning Outcomes

- Gain an understanding of the important differences between virtual and face-to-face learning when serving special needs populations - what is the same and what is different and why?
- Learn key considerations when home is the learning environment vs the physical classroom (e.g., student engagement, parent engagement, access, accessibility, compliance, etc.)
- Learn best/effective practices for success in serving special needs populations virtually and when learning shifts between virtual and face-to-face.

Virtual v. Face-to-Face Learning and Special Populations

Similarities

- Targeted, goal-based instruction is still possible
- Small group instruction
- Compliance activities *and requirements* remain

Differences

- Two-dimensional
- Materials are not readily available for all children so plan carefully
 - Consider Learning Kits
- Reading level has a huge impact
- Efficient executive functioning is required for independence
- Technology skills are required from parents and children

Technology Options & “Gaps”

High Tech

- Use screen sharing and online curriculum tools
- Accessing learning websites and YouTube videos for learning without the instructor
- Reading (or being read to) online books
- Posting lessons online (Teams; District site; Classdojo, etc.)
- Video chats with students and families

Low Tech

- Watch educational TV shows and discuss
- Talk on the phone with friends and family

No Tech

- Discussions with families/describing household items
- Reading any available text/being read to
- Writing stories or name or holding utensils
- Help with household chores and activities that help with sequencing and following directions.

Home Environment

Conducive for Learning

- Dedicated space is ideal – but not everyone has this.
- Visual schedule
- Learning materials: Consider kits

Child Welfare

- Maintain voice-to-voice, “face-to-face” contact with your students and parents.
- Document concerns
- Don’t assume lack of engagement = lack of interest

Connecting

With Families

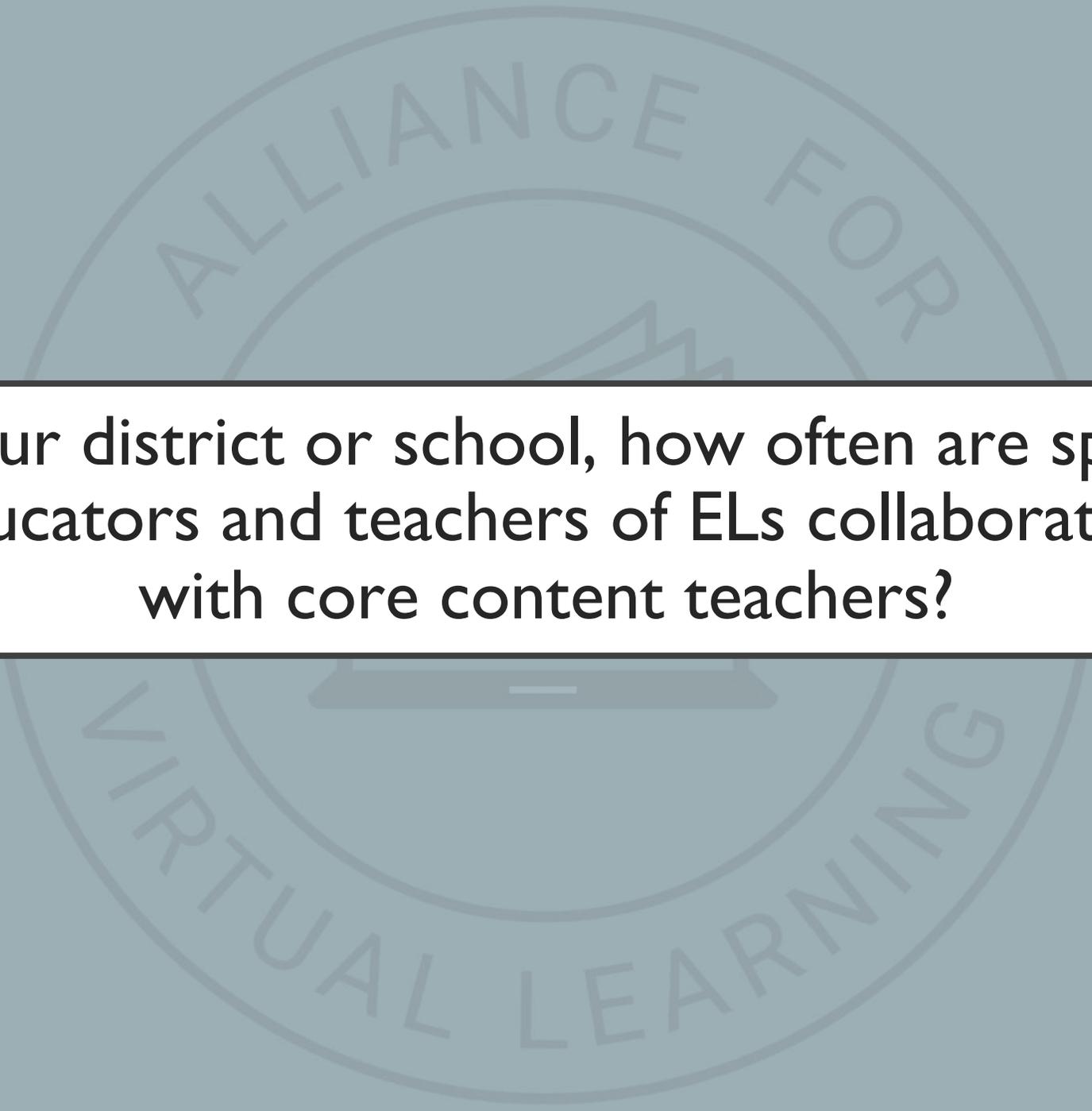
- Online tools for those with tech (Classdojo, etc.)
- Zoom/Teams, etc. meetings for those with tech
- Phone calls to advisory (homeroom) weekly, or more often if necessary
- Books and lessons mailed/delivered home (altogether)
- Recorded lessons sent to YouTube or other online channels

With School Teams

- Teams, Zoom, etc. meetings weekly
- Online collaboration through IEP tool
- Phone calls for alarming situations that arise

Teacher Collaboration for Special Populations

- Virtual learning requires teachers of special populations and general educators to work closely together.
- Front loading information:
 - Week or unit outlines
 - What to expect
 - Exemplars
- The obligation to provide documented accommodations and modifications remains.

The background features a large, faint, circular logo. The top half of the logo contains the text "ALLIANCE FOR" and the bottom half contains "VIRTUAL LEARNING". In the center of the logo is a stylized graphic of a laptop or tablet.

In your district or school, how often are special educators and teachers of ELs collaborating with core content teachers?

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Self-Contained Service Model

Instruction for MO/MI Self-contained

I-on-I

- Preferred method (ask your school or district if paras can supplement sessions)
- Parents can help with these sessions (leading to better relationships with families). Some students will need it, others will just need the setup.
- Sessions have to be relatively quick to get all students in daily.

Large Group

- Should be used for social activities and reconnecting.
- Tricky to keep everyone engaged. Parents **HAVE** to be a part of these sessions.
- Try screensharing activities where you play music, videos, or online books.

Examples of Online Instruction

I-on-1

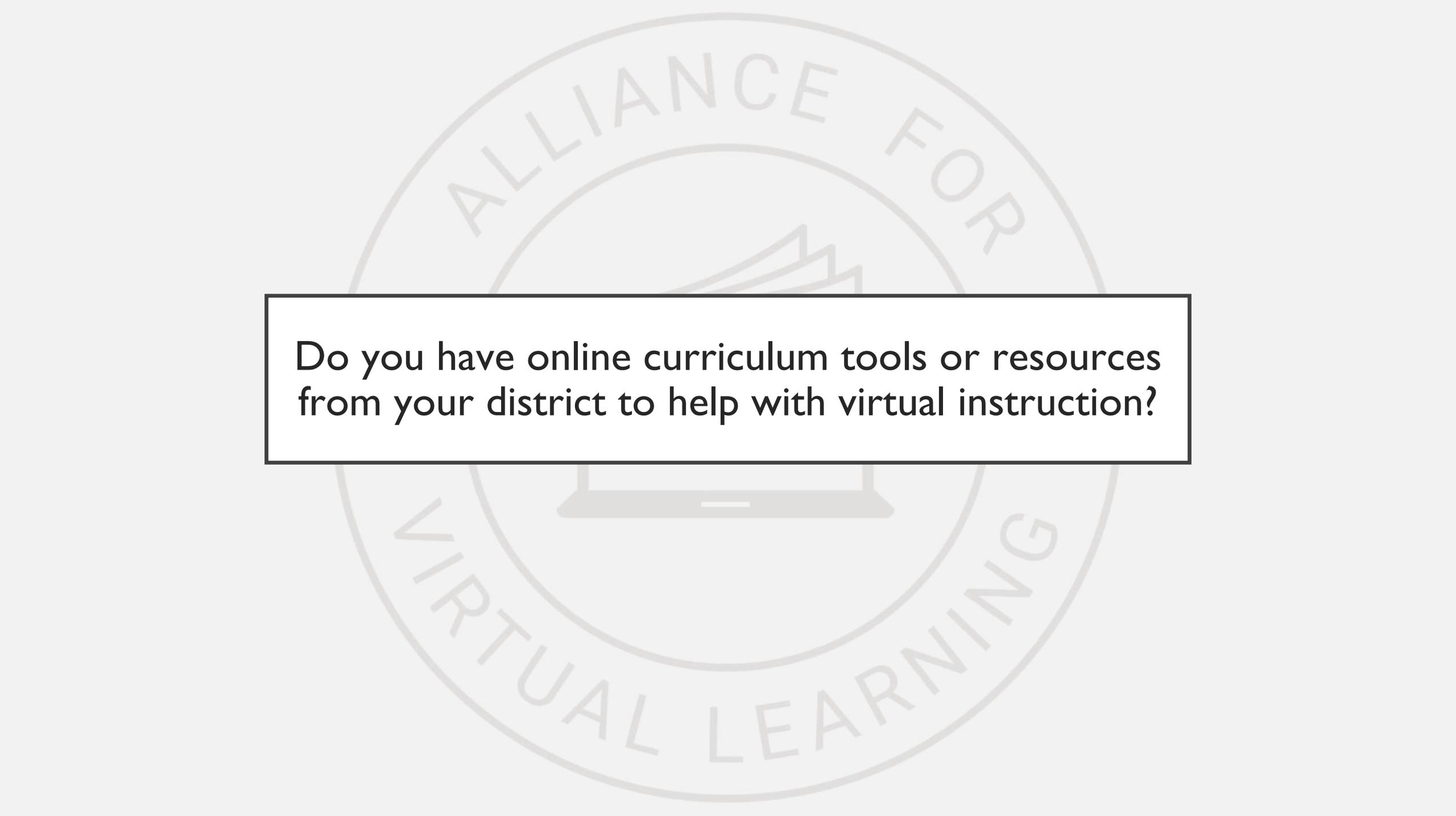
- Screen sharing

Whole Group

- Zoom or Teams collaborative learning
- Zoom breakout rooms



VIRTUAL LEARNING



Do you have online curriculum tools or resources from your district to help with virtual instruction?

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Young Learners

Young Learners: Lessons from Head Start

- **Short circle times**
 - Twice daily: Literacy, math
- Asynchronous content
 - Supplemental program with reporting
 - Verify with curriculum based assessments: Authentic tasks
- Attention span = 5-7 minutes
- Record stories
- Engage and prepare parents
- Learning kits

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English Learners

English Learners and Virtual Learning

Instruction

- Proficiency level = frequency of instruction
- Predictable “room” layout
 - Sheltered Instruction
- Assistive technology:
 - ReadWrite Gold
 - Snap & Read

Family Support

- Translation of schoolwide communication
- Consider weekly emails

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Gifted and Talented Learners

Serving Gifted/Talented Students

- Not just more work
- Get creative
- Consider comorbidity
- Social-emotional support: Isolation
- In states with Gifted IEPs/EPs, compliance still applies

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Considerations for School and District Leaders

Dear Colleague Letter (OSERS/OSEP 2016)

- “The education rights and protections afforded to children with disabilities and their parents under IDEA must not be diminished or compromised when children with disabilities attend virtual schools....”
- “The SEA must exercise general supervision over all educational programs for children with disabilities administered within the state to ensure that the educational standards of the SEA and the requirements of Part B are met.
- “If a virtual school is a public school of an LEA, the LEA ... would generally be responsible for ensuring that the requirements of Part B are met... for children with disabilities participating in the virtual school’s program.”

Home and the Least Restrictive Environment

- For some children, home is the LRE: Fewer distractions, extended time, ability to take breaks, etc.
- For others, school at home is more restrictive: no access to resources, no “dedicated space,” working parents
- The key to determining LRE is student progress. Monitor closely.
- Progress monitoring may need to be more frequent to determine the impact of learning at home.

Prior Written Notice & Learning at Home

- Under 34 CFR §300.503(a), written notice that meets the requirements of 34 CFR §300.503(b) must be given to the parents of a child with a disability a reasonable time before the public agency:
 - "(1) proposes to initiate or change the identification, evaluation, or educational placement of the child, or **the provision of FAPE to the child**; or
 - (2) refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. This notice must be provided in either of these circumstances, **irrespective of whether or not the proposal or refusal** is made during the course of an IEP Team meeting, pursuant to 34 CFR §§300.320-300.324."

Compliance

- DOCUMENT, DOCUMENT, DOCUMENT
- Update all paperwork to reflect the change in the provision of FAPE.
 - Prior Written Notice (IEP, Section 504)
- Track the provision of services.
 - Log notes of conversations with parents, students
 - Minutes of special education and related services provided -- or attempted to provide -- to the child
- Keep documentation available only to those with “educational need” to see it.

******Asynchronous instruction is not a replacement for special education services.******

Reporting Requirements

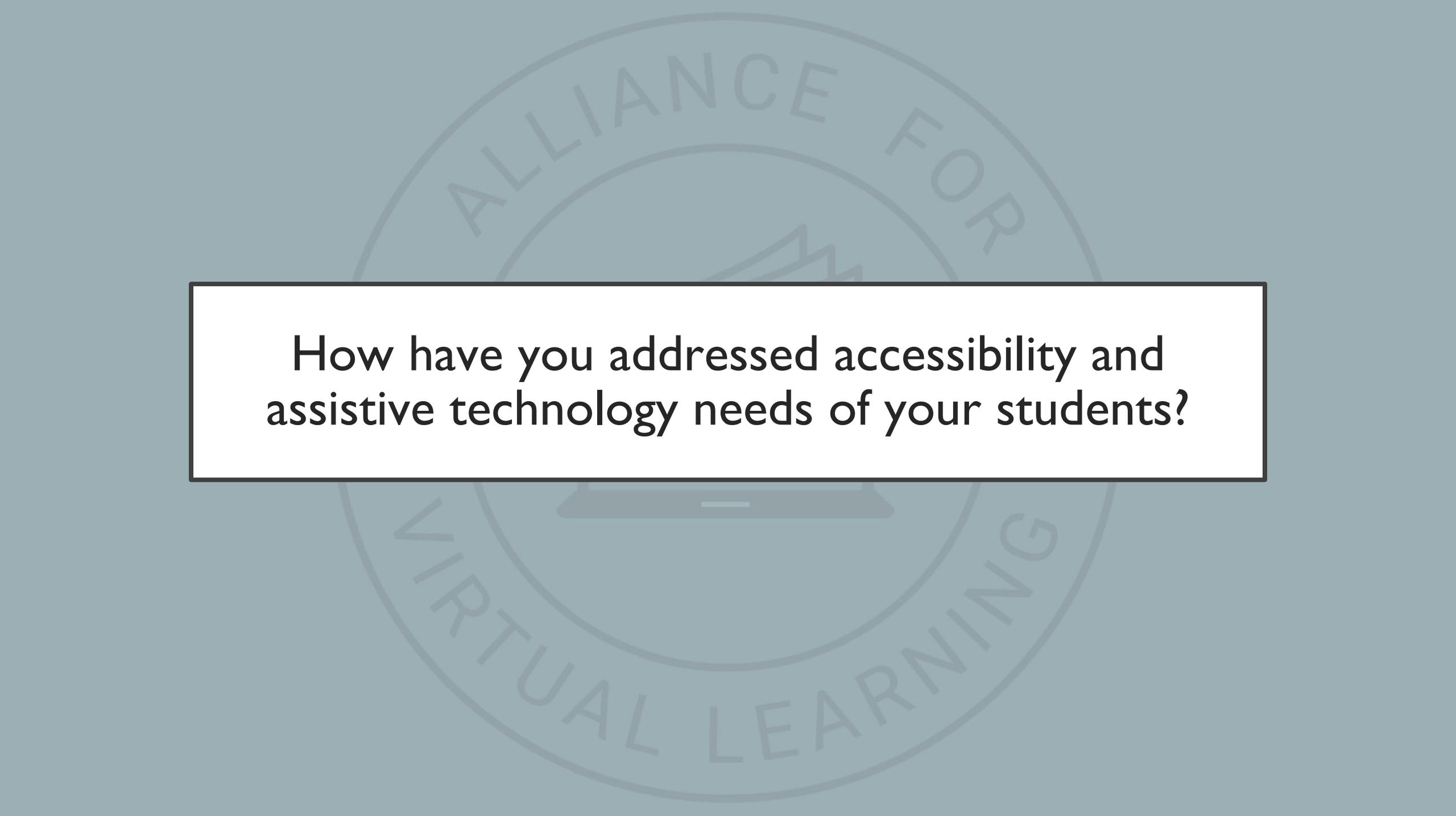
- Stay current: Visit the [OSEP Bulletins pages](#) (assign)
- Waivers do not mean you can stop collecting data.
- Indicator 11, 13
- Track services provided:
 - When a student is a “no-show,” have a process for convening an IEP meeting after X attempts: are the IEP and services appropriate?

Access

- Children in protected populations must have access to school.
- Schools must provide this access or this is a denial of FAPE.
- Provide computers with the appropriate technology; laptops are preferable.
- Siblings sharing computers: If one has an IEP/GIEP, Section 504 Plan, or an LEP, that child needs access.
- Supplementary instructional support programs do not all work on the same devices. Investigate before purchasing.

Accessibility

- Systemwide resources
 - [Bookshare](#): Free to U.S. Public Schools – District must establish the account.
 - [Learning Ally](#): Licenses for children – dyslexia and those with reading disabilities
 - [NVDA](#): Free screen reader for the visually impaired
 - Tech support and teacher knowledge is important.
- Large print books
- Closed Captioning for live instruction hearing impaired: [Vitag](#)
- Assistive technology



How have you addressed accessibility and assistive technology needs of your students?

Returning to a Hybrid/Blended Model

School Dist. of Pittsburgh v. C.M.C. (W.D. Pa. 2016)

- District implemented a hybrid model where student with a disability did core subjects online and specials at school.
- Student failed to make progress.
- Court ruled placement was inappropriate.

Make sure your IEPs, LEPs, and Section 504 plans reflect the way services will be provided in each environment.

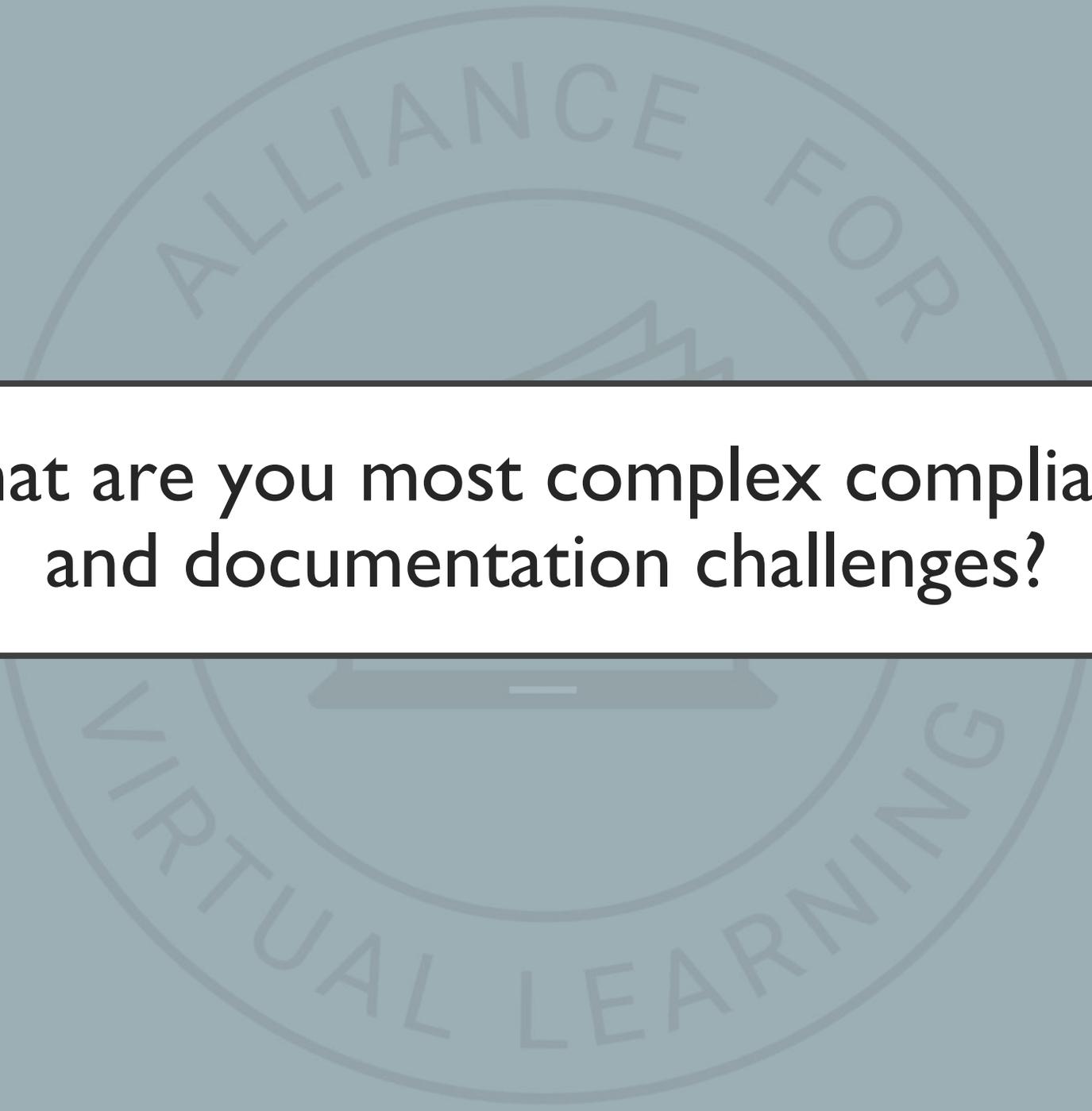
A Word About Related Services Contracts

- Ensure secure exchange of students' Personally Identifiable Information (PII)
- Change location of services on the IEP
- Ensure there is a process for background checks and certifications
- Document no-shows: KNOW the vendors' policies

Teachers and compliance

What you should do

- Contact your Special Education Coordinator/Special Education Director
- Review the minutes and services in the IEP
- Figure out the things you can do (send home materials, work on goals, etc.) and things you can't (provide a paraprofessional, give therapy, etc.)

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What are your most complex compliance and documentation challenges?

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Documenting Parent Support

Supporting & Engaging Parents

- Many parents of exceptional learners do not know what you know.
- Convene meetings to “hear” them – what they are observing may change the IEP/GIEP or Section 504 Plan.
 - Temporary – accommodations or modifications maybe necessary.
 - Document changes with prior written notice.
- Consider meetings at different times of the day as parents are returning to work.
- Translation for speakers of other languages: Any communication sent systemwide must be translated.

Parent Support as a Related Service

- **71 Fed. Reg. 46,573 (2006)**

«Section 300.34(c)(8)(iii) [of IDEA], regarding helping parents acquire the skills to allow them to support the implementation of their child’s IEP or IFSP, was added in the 1999 regulations to recognize the more active role of parents as participants in the education of their children.»

Families who are struggling with learning at home such that it prevents the child from receiving a FAPE, may need counseling.

Resources for Teachers and Districts

- [Center for Online Learning and Students with Disabilities](#) (OSEP)

SIGN UP FOR UPCOMING SESSIONS IN THE
**SUMMER VIRTUAL TEACHING
ACADEMY, JUNE 26TH -JULY 1ST, AT**

[https://go.blackboard.com/virtual-teaching-
academy](https://go.blackboard.com/virtual-teaching-academy)

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