

Department of Special Services  
Distance Learning Plan for COVID19 Closure  
FCPS School Board Briefing - April 23, 2020



# Discussion Items:



- Distance Learning Plan (DLP) for Students with Disabilities
- Staff Roles and Responsibilities
- Temporary Learning Plan (TLP)
- Professional Development
- Resources for Staff and Parents

# Distance Learning Plan



|                                   |   |
|-----------------------------------|---|
| <b>Early Childhood Curriculum</b> | <ul style="list-style-type: none"><li>• Centrally created learning packets distributed weekly by mail to <b>all students PreK</b></li><li>• Teachers will plan and lead synchronous &amp; asynchronous learning activities</li><li>• Teachers will create learning opportunities that are accessible for students that will help them continue to learn</li></ul>   |
| <b>Adapted Curriculum</b>         | <ul style="list-style-type: none"><li>• Centrally created learning packets distributed weekly by mail to <b>all students K-12</b> for 4 core, movement, and home &amp; work skills</li><li>• Teachers will plan and lead synchronous &amp; asynchronous learning activities</li><li>• Teachers will design learning activities that meet the needs of all learners in a distance learning environment</li></ul>                                   |
| <b>General Curriculum</b>         | <ul style="list-style-type: none"><li>• Centrally created supplemental learning packets distributed by mail to <b>all students K-8</b> that includes quick tips and instructional strategies</li><li>• Teachers will collaboratively plan and lead synchronous &amp; asynchronous learning activities</li><li>• Teachers will collaborate with general education teachers to provide support in scaffolding and differentiating lessons</li></ul> |

# Roles and Responsibilities



## **Special Education Instructional Service Delivery**

### Special Education Teachers will ...

- Plan and lead synchronous & asynchronous learning activities that are individualized
- Connect with individual students and families on caseload to support learning
- Build a sense of community and connectedness among students
- Create learning opportunities that are accessible for students that will help them continue to learn
- Provide students with feedback and support as needed
- Set and communicate "office hours" for individualized support to students, parents/guardians, and caregivers
- Reach out to students/families who are not engaging in learning
- Respond to parent or student communication promptly
- Participate in IEP meetings, eligibility meetings, and professional development as scheduled by school administrator



# Related Service Providers



| Role   | Responsibilities  |
|--|---|
| <b>Speech and Language Pathologists</b>        | <ul style="list-style-type: none"> <li>• Provide small group and one-on-one instructional time in virtual and online educational settings, when determined appropriate</li> <li>• Support student access to communication and participation in the learning environment</li> <li>• Collaborate to problem solve around challenges that may occur within a distance learning environment</li> <li>• Develop instructional activities and strategies that support student success in a virtual environment</li> <li>• Consult with students/families to address questions and offer guidance</li> <li>• Provide real-time, multimedia support to students/families</li> </ul>   |
| <b>Occupational and Physical Therapists</b>    | <ul style="list-style-type: none"> <li>• Provide small group and one-on-one instructional time in virtual and online educational settings, when determined appropriate</li> <li>• Consult/collaborate with school staff regarding student needs</li> <li>• Collaborate to problem solve around challenges that may occur within a distance learning environment</li> <li>• Support access and participation in the home environment</li> <li>• Provide real-time, multimedia support to students/families</li> </ul>  |
| <b>School Psychologists and Social Workers</b> | <ul style="list-style-type: none"> <li>• Consultation and Direct Service                             <ul style="list-style-type: none"> <li>- IEP Goal Areas (Group &amp; Individual)</li> </ul> </li> <li>• Clinical Team and MTSS Meetings with Buildings                             <ul style="list-style-type: none"> <li>- Address Student &amp; Family Needs</li> </ul> </li> <li>• Work Groups- Partnerships with County Services, Social Emotional Learning (SEL)                             <ul style="list-style-type: none"> <li>- Communication of resources</li> </ul> </li> <li>• Staffing Virtual Clinic for Parent &amp; MS/HS Student calls                             <ul style="list-style-type: none"> <li>- Serving Crisis Response Teams, as necessary</li> </ul> </li> <li>• Provide Guidance related to Trauma Informed Practices</li> </ul> |

# Additional Roles and Responsibilities



| Role                                       | Responsibilities   |
|--|--|
| <b>Hearing and Vision Teachers</b>         | <ul style="list-style-type: none"> <li>• Consult/collaborate with school staff regarding student needs</li> <li>• Collaborate with school teams and colleagues to problem solve around challenges that may occur within a distance learning environment</li> <li>• Collaborate with teacher/case manager regarding the expectations for and presentation of instructional materials</li> <li>• Assist families to understand how to implement appropriate accommodations such as closed captioning, educational interpreting services, and visual supports, etc.</li> <li>• Support access and participation in the home learning environment</li> <li>• Develop instructional activities and strategies that support student success in a distance learning environment</li> <li>• Use real-time, multimedia support with student/family</li> <li>• May plan and lead synchronous &amp; asynchronous learning activities</li> </ul> |
| <b>Adapted Physical Education Teachers</b> | <ul style="list-style-type: none"> <li>• Consult and collaborate with school staff regarding student needs</li> <li>• Collaborate with school teams and colleagues to problem solve around challenges that may occur within a distance learning environment</li> <li>• Participate in virtual special education meetings with school teams</li> <li>• Support access and participation in the home environment</li> <li>• Develop instructional activities and strategies that support student success in a virtual environment</li> <li>• Use real-time, multi-media support with student/family</li> </ul>   |

# Additional Roles and Responsibilities



| Role   | Responsibilities   |
|--|--|
| <b>Behavior Intervention Teachers (BITs)</b>                 | <ul style="list-style-type: none"> <li>• Provide behavioral intervention support as needed</li> <li>• Assist teachers with incorporating behavioral best practices in a distance learning environment</li> <li>• Consult and collaborate with parents/guardians as needed on behavioral strategies to support online learning in the home environment</li> <li>• District training &amp; resources for supporting continued learning environment incorporating behavioral best practices</li> </ul>  |
| <b>Applied Behavior Analysis (ABA) Coaches</b>               | <ul style="list-style-type: none"> <li>• Support teachers in developing lessons that break down student skills utilizing verbal behavior and applied behavior analysis</li> <li>• Assist teachers with student behavioral needs</li> <li>• Collaborate to support any other teacher needs as requested</li> </ul>  |
| <b>Assistive Technology Services (ATS) Resource Teachers</b> | <ul style="list-style-type: none"> <li>• Collaborate with school-based technology teams and teachers in the online delivery of their distance learning plans</li> <li>• Assist school staff with the implementation of appropriate AT accommodations in online learning environments</li> <li>• Collaborate with teacher/case manager regarding appropriate assistive technology accommodations for instructional materials</li> <li>• Assist students/families in their understanding of appropriate technology accommodations such as word prediction, text to speech, speech to text, augmentative communication, etc.</li> <li>• Assist students/families with the implementation of appropriate AT accommodations in online learning environments</li> <li>• Training to students/families can be provided with synchronous and asynchronous communication</li> </ul> |



# Additional Roles and Responsibilities



| Role   | Responsibilities  |
|--|---|
| <b>Substance Abuse Prevention Specialists (SAPS)</b> | <ul style="list-style-type: none"><li>• Reach out to current case load students</li><li>• Respond to requests for infused education into virtual classrooms</li><li>• Available for referrals</li></ul>   |
| <b>Restorative Justice Practitioners</b>             | <ul style="list-style-type: none"><li>• Provide information to staff on restorative justice practices</li><li>• Available for consultation or circles by request</li></ul>  |
| <b>Multi-tiered Systems of Support (MTSS)</b>        | <ul style="list-style-type: none"><li>• Provide professional development to school teams applying MTSS to a virtual environment</li><li>• Provide support to school teams in collaboration with the Office of School Support</li><li>• Provide support to teachers in setting up virtual classrooms for success</li><li>• Provide support to school teams on the implementation of Responsive Classroom and Positive Behavior Supports in a virtual environment</li></ul> |



# Context of COVID-19



- Reasonable efforts
- VDOE Guidance April 2020
- COVID-19 is well beyond the control of the school division
- Prioritize health and safety of students, staff, communities
- Districts should be flexible and consider a variety of delivery options as they make reasonable efforts to provide services

# Temporary Learning Plans (TLP)



- A temporary learning plan model was selected to effectively manage the needs of all during emergency
- A TLP is not an IEP
- The distance learning plan is not offering instruction in the same way or amount as during the school year
- Parental signature on the TLP indicates agreement for what will be provided, and is not a waiver of other rights
- Once normal school operations resume, IEPs will be implemented

# Temporary Learning Plans (TLP)



## WHAT IS IT?

- The Temporary Learning Plan is a one page, letter format that documents the selected goals, accommodations and service that will be provided to a student with a disability (IEP) to ensure continuity of learning during school closure and distance learning.



# Temporary Learning Plans (TLP)



## A TLP IS.....

- For continuity of learning
- Feasibly delivered via distance learning
- Selected goals
- Selected accommodations
- Selected services

## A TLP IS NOT.....

- An IEP
- A waiver of rights
- One size fits all
- The same set of services
- The same frequency
- Delivered in-person

# DSS Professional Development



## Required Training

### **Special Education Teachers (Week of 3/30)**

- Council for Exceptional Children (CEC) Training: Teaching Special Education Online During Covid-19
- Distance Learning for Students with Disabilities (Early Childhood, Adapted Curriculum, General Curriculum)
- Exploring the Accommodations Toolbox

### **Related and Additional Services Staff (Week of 3/30)**

- Related Service Providers (Occupational Therapists, Physical Therapists, Speech-Language Pathologists)
- Additional Staff (Adapted PE Teachers, Hearing and Vision Teachers, ATS Resource Teachers)

## Optional Training

- Engaging Learners in Online Environments: Utilizing Universal Design for Learning Principles
- Behavior Supports to Enhance Distance Learning
- Teachers and Paraprofessionals: Collaboration in Distance Learning Classrooms

## Procedural Training

### **Procedural Support Liaisons**

- Procedural Support During Distance Learning (3/27)

### **Special Education Lead Teachers and Department Chairs**

- COVID-19 Special Education Procedural Guidance (4/1)
- Conducting Virtual Meetings (4/7)

### **Special Education Teachers**

- Temporary Learning Plan (4/13)

### **Principals**

- Distance Learning Plan (DLP) Updates with Instructional Services (4/2)
- DLP Updates from the Department of Special Services (3/27, 4/7)



# Procedural Supports for Staff



## **Procedural Support Liaisons**

- Provided supplemental and additional training offered to administrators and school based staff
- Convened Collaborative Learning Team or Department Meetings at Schools
- 25 PSLs conducted 235 school based trainings as of Monday 4/20 with more scheduled
- On-going role of assisting schools with TLP and IEPs

## **Due Process & Eligibility, Specialists, Managers**

- Specialists and Managers conducted telephone support and in person CLT meeting trainings
- Developed sample TLP guidance
- Held Office Hours for special education teachers to have individual questions addressed
- On-going role of assisting schools and problem-solving

# Resources for Parents/Guardians



## Continuity of Learning Resources – Distance Learning Plan



Click on the links below to find learning resources to use while schools are closed.

[Elementary Resources](#)

[Middle and High School Resources](#)

*For Parents- These sites contain resources that students can use while schools are closed. Consider working through these resources with your children.*

- Early Childhood
- Adapted Curriculum
- General Curriculum
- Distance Learning Packets
- Additional Supports
  - Accommodations Toolbox
  - Related Services
  - Behavior Supports
  - Hearing and Vision
  - Adapted PE

# Resources for Parents/Guardians



Continuity of Learning-Elementary School

Announcements

Video Learning

Prekindergarten

PreK & Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Library

ESOL

Project-Based Learning

Special Education

CCT @ Home

FCPS Get2Green

Digital Citizenship

School Counseling

Career Connections

Global Classroom Project

CompSci & Engr (STEAM)

Special Education

Build ContentAssessmentsTools

Adapted Curriculum

Resources for students who are accessing an adapted curriculum. Typically, these students are participating in the VAAP.

General Curriculum

Resources for special education students accessing the general education curriculum based on the grade level standards of learning. Typically these students are participating in the SOL assessment.

Additional Supports

Accommodations toolbox, Adapted PE, Behavior Support, Hearing and Vision, Physical and Occupational Therapy, and Speech / Language activities.

Special Education: Early Childhood

Distance Learning Packets

Please select your child's corresponding grade level to access the distance learning packets.



# Resources for Parents/Guardians



## Adapted Curriculum

Build Content ▾ Assessments ▾ Tools ▾



### Reading Resources

In this folder, you will find activities and resources to help practice reading skills with your child.



### Math

This folder contains resources to help support math learning for the students.



### Augmentative and Alternative Communication (AAC)

Resources related to supporting communicative competence with the use of AAC. Addit [Planner](#) to implement AAC; [Assistiveware Core Word Classroom](#)- requires registration b implementation ideas and [AAC Language Lab](#) free resources



### Social Skills/Leisure Activities

Attached Files: [Social Skills Activity Ideas \(1\).pdf](#) (25.384 KB)

This document includes ideas for social skills and leisure activities that parents can use at home.

## General Curriculum



### Distance Learning Parent Resources

Attached Files: [Distance Learning Plan Elementary Reading and Writing.pdf](#) (91.333 KB)  
 [Distance Learning Plan Elementary Math.pdf](#) (72.035 KB)

Please find resources for math, reading, and writing instruction.



### Assistive Technology to Support Math



### Assistive Technology Support for Students with Reading Difficulties

There are assistive technologies and strategies available that can support access to th for students with reading difficulties. Many of these technologies and strategies are rea can also be used at home to support a student who struggles with reading. Assistive te instruction, but when paired with research-based instructional methods, it can bridge th skills and the material that they need to access.



### Assistive Technology for Executive Functioning

Many different technologies can be used to facilitate executive functioning skills.



### Assistive Technology Resources to Support Writing

# Resources for Parents/Guardians



## Special Education: Early Childhood

Build Content ▾ Assessments ▾ Tools ▾



### Preschool Learning

Attached Files: [Preschool Learning.pdf](#) (138.527 KB)



### Behavior Supports

Attached Files: [Behavior Supports.docx](#) (14.631 KB)



### At Home Learning

Attached Files: [playing at home.pdf](#) (125.472 KB)  
 [eating at home.pdf](#) (111.678 KB)  
 [getting dressed at home.pdf](#) (105.008 KB)  
 [bath time at home.pdf](#) (111.932 KB)

## Additional Supports

Build Content ▾ Assessments ▾ Tools ▾



### Accommodations

Strategies and resources on how a student may be able to access accommodations at home.



### Adapted Physical Education



### Behavior Support

Enabled: Statistics Tracking  
Reinforcement, Routines, Social Skills, Visual Supports & Additional Resources



### Hearing & Vision

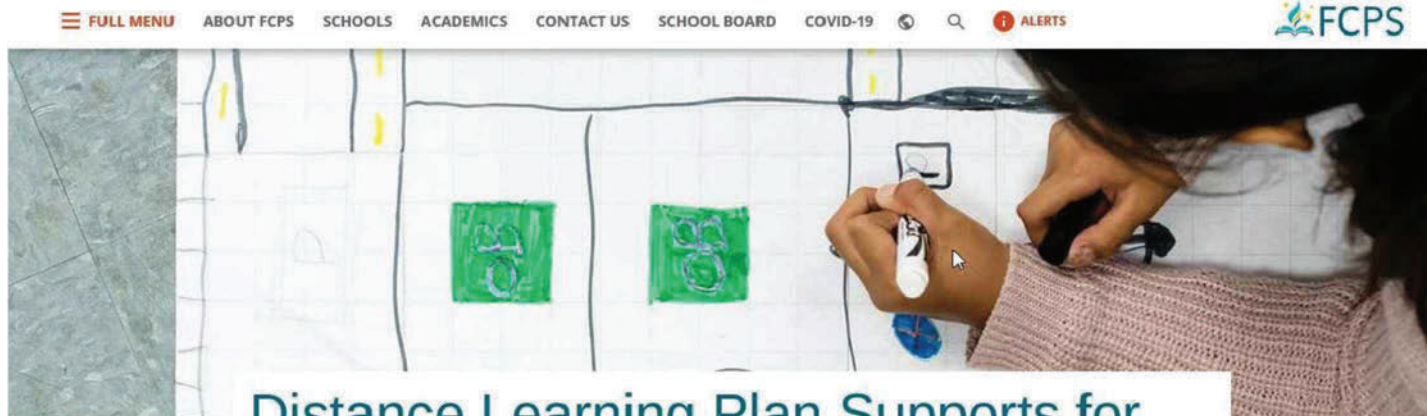


### Physical Therapy & Occupational Therapy



### Speech-Language Activities

# Resources for Parents/Guardians



## Distance Learning Plan Supports for Students with Disabilities

FCPS has developed a plan for distance learning supports for students with disabilities


### [Distance Learning Webpage](#)

- **Temporary Learning Plan (TLP)**
- **IEP & Eligibility Meetings**
- **Instructional Learning Packets**
- [Staff Roles and Responsibilities](#)
- [Frequently Asked Questions](#)
- [FCPS Distance Learning Plan](#)

# Resources for Teachers



Distance Learning Support



The course linked below contains resources to help teachers plan in the event of an extended shut down. *(Content is being added to the course on a regular basis.)*

Resources include:

- Help documentation for suggested applications
- Materials to support instructional continuity in an online environment
- Content specific resources for elementary, middle, and high school
- Link to materials being provided to students

[Distance Learning Resources](#)

March 30, 2020: An [FAQ document](#) with answers related to expectations, instruction, grading, communication, etc. is now available. It will be updated as new information becomes available.

March 30, 2020: The Office of Special Education Instruction has developed this [website](#) to provide information about required training and support sessions. (VPN is required.)

- Continuity of Learning Resources
- Distance Learning Packets
- DSS Recorded Trainings
- Office Hours for Staff
- Early Childhood Curriculum
- Adapted Curriculum
- General Curriculum
- Behavior Intervention Supports
- Accommodations
- Procedural Support
- Paraprofessionals



# Frequently Asked Questions



FULL MENU ABOUT FCPS SCHOOLS ACADEMICS CONTACT US SCHOOL BOARD COVID-19 ALERTS



## Coronavirus Update - Frequently Asked Questions and Answers - Special Education

Answers to common questions about Child Find, evaluations, reevaluations, eligibility, IEPs, 504 Plans, and special education instruction.



## [Frequently Asked Questions](#)

## DSS and Region Leaders

- DSS training provides strong foundation and common guidelines and expectations
- Region leadership teams supporting principals with implementation
- Fidelity of implementation is not a new challenge
- Ongoing collaboration with DSS staff
- Leverage all central office support for schools



[www.fcps.edu](http://www.fcps.edu)