



Exploring Special Education Services in a Remote Learning Environment Webinar

**Sponsored by the CHCCS Student Services
Division - Exceptional Children Staff**

August 10, 2020 at 12:00 PM

Please join us for a webinar to learn more about how our schools will offer special educational services in the remote learning environment. If you have specific questions that you would like for us to address during this webinar, please feel free to use this [link](#) for your questions.

Outline for Presentation

- Review North Carolina Department of Instruction EC Division guidance includes alignment of CHCCS District Remote Learning Plan linked

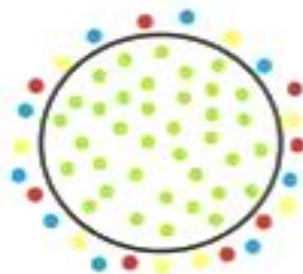
[District Remote Learning Plan](#)

- What we learned (Spring and Summer) and planning moving forward for student success
- How to access supports for your child

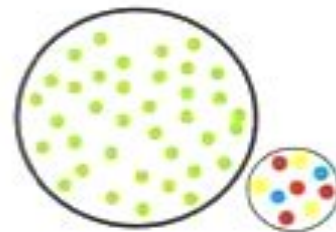
Key Points for Understanding

Students with disabilities must be provided access to remote learning opportunities same as their non-disabled peers.

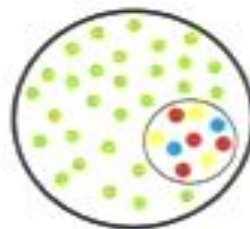
Implementation of services will be addressed at an individual student level (school based) due to the nature of student's disability or other circumstances impeding their learning.



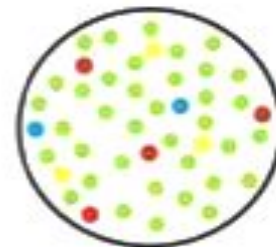
Exclusion



Segregation



Integration



Inclusion

NCDPI EC Division Guidance

As stated in our CHCCS District Remote Learning plan:

Exceptional Children Teacher/Case Manager and Related Service Providers will have an established process for providing the provision of special education, related services and instructional supports based on students' individual needs

Highlights:

- Many student IEPs will remain as written for in-person instruction
- Not all, but some student IEPs will need to be reviewed in order to address individual students based on our remote learning environment- IEP teams will meet using NCDPI modified contingency plan documentation
- Provision of services indicates students will receive instructional support related to annual goals and accommodations/ modifications to include Behavior Intervention Plans (BIP)

Successful Experiences

The following staff will share **highlights of successful experiences** when implementing remote learning for students with disabilities in general and/ or adapted curriculum. Experiences shared by staff identified as General Curriculum, Adapted Curriculum Teachers and Related Services Providers

- Structured flexibility in working with students and families for meeting student needs in instructional supports- wide range to time for accessing
- Addressing individual student needs by providing alternative material
- Alignment of instructional activities such as read aloud, pre- recorded video, and related activity including communication focus based on student needs

NCDPI EC Division Guidance

As part of our CHCCS District Remote Learning plan:

Provide clear communication of staff roles and expectations for remote instruction days. Attached are examples of how student services personnel will continue to provide ongoing support and resources to our students and families during remote learning days [Student Services Roles and Responsibilities - Remote Learning](#).

Highlights:

- Communicate directly with students/families on assigned caseload
- Establish a daily schedule for implementation of instructional supports
- Support implementation of modifications/ accommodations
- Collaborate with staff for planning and implementation of instructional supports

Sample Gr. Level Schedule: Elementary

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:15	Morning Meeting (live at least 2 times per week)				
8:00-9:00	Literacy	Literacy	Flex Day Live Small Group Support	Literacy	Literacy
9:00-9:30	Specials	Specials		Specials	Specials
9:30-10:00	Sci/SS	Sci/SS		Sci/SS	Sci/SS
10:00-11:00	Office Hours	Office Hours	Independent practice & choice activities (Staff engaged in PLCs/PD)	Office Hours	Office Hours
11:00-12:00	Device Free Lunch	Device Free Lunch		Device Free Lunch	Device Free Lunch
12:00-1:00	Math	Math		Math	Math
1:00-3:00	Asynchronous Learning	Asynchronous Learning		Asynchronous Learning	Asynchronous Learning

Sample Gr. Level Schedule: Middle School

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Advisory	Clubs/ Affinity Grps	Flex Day Live Small Group Support	Advisory	Clubs/ Affinity Grps
9:00-10:00	Core 1	Core 3		Core 1	Core 3
10:00-11:00	Service Delivery	Asynchronous Learning		Service Delivery	Asynchronous Learning
11:00-12:00	PE/Lunch	PE/Lunch	Independent practice & choice activities (PLCs/PD for staff)	PE/Lunch	PE/Lunch
12:00-1:00	Core 2	Core 4		Core 2	Core 4
1:00-2:00	Asynchronous Learning	Guided Study Hall		Asynchronous Learning	Guided Study Hall
2:00-2:45	Elective 1	Elective 2	Elective 1	Elective 2	
2:45-3:30	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	Asynchronous Learning	

Sample Schedule: High School - 7 pd

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:45	Period 1	Period 5	Flex Day Live Small Group Support	Period 1	Period 5
10:00-11:00	Service Delivery	Asynchronous Learning		Service Delivery	Asynchronous Learning
11:00-11:45	Period 2	Period 6		Period 2	Period 6
12:00-1:00	Lunch	Lunch		Lunch	Lunch
1:00-1:45	Period 3	Period 7	Independent practice/ choice activities (PLCs/PD for staff)	Period 3	Period 7
2:00-3:00	Asynchronous Learning	Guided Study Hall		Asynchronous Learning	Guided Study Hall
3:00-3:45	Period 4	Clubs/ Affinity Groups		Period 4	Clubs/ Affinity Groups

Sample Schedule: High School - Block

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-10:30	Period 1 (Whole Group & Small Groups)	Period 3 (Whole Group & Small Groups)	Flex Day Live Small Group Support	Period 1 (Whole Group & Small Groups)	Period 3 (Whole Group & Small Groups)
10:30-12:00	Service Delivery	Asynchronous Learning		Service Delivery	Asynchronous Learning
12:00-1:00	Lunch/Clubs	Lunch/ Affinity Groups	Independent practice (PLCs/PD for staff)	Lunch/Clubs	Lunch/ Affinity Groups
1:00-2:30	Period 2 (Whole Group & Small Groups)	Period 4 (Whole Group & Small Groups)		Period 2 (Whole Group & Small Groups)	Period 4 (Whole Group & Small Groups)
2:30-4:00	Asynchronous Learning	Guided Study Hall		Asynchronous Learning	Guided Study Hall

Successful Experiences

The following staff will share **highlights of successful experiences** when implementing remote learning for students with disabilities in general and/ or adapted curriculum. Experiences shared by staff identified as School Administrator, Theatre Teacher, Autism Specialist

- Providing live instruction (synchronous) and pre-recorded (asynchronous)
- Integration of social skills groups and peer interactions within daily schedule and provide structured time with expected outcomes

NCDPI EC Division Guidance

As stated in our CHCCS District Remote Learning plan,

Exceptional Children Teachers/ Case Managers will collaborate with General Education Teachers, Related Service Providers, Instructional Coaches, district and school based Specialist, EC Program Facilitators, Psychologist and/or other school based staff for planning based on student unique needs and circumstances for the provision of special education, related services and instructional supports

Highlights:

- Wednesday has designated Professional Learning Communities at all levels

Successful Experiences

The following staff will share **highlights of successful experiences** when implementing remote learning for students with disabilities in general and/ or adapted curriculum. Experiences shared by staff identified as Theatre Teacher, Autism Specialist, and School Psychologist

- Work with students with various of needs with flexibility and adjustments of teacher instructional planning- importance of sharing students learning plans
- Check ins with EC Staff (Teacher/ Case Manager/ Related Services/ Support Staff) for understanding of learning plans
- Incorporate all support staff for student planning and implementation of instruction

What we learned Spring and Summer 2020

Spring 2020	Summer 2020	Moving Forward 2020-2021
<ul style="list-style-type: none">● Although guidance provided for roles/ responsibilities- staff training needed● Set schedules and learning platforms	<p>Specific to our students in Adapted Curriculum classrooms: offering of live sessions, access to Music and Art, hands on activities, established schedule with morning group and peer interaction</p>	<ul style="list-style-type: none">● Set expectations● August 13th - staff professional learning● Established instructional day- elem, middle and high● Consistent online platforms (includes example for Adapted Curriculum- Unique Learning Systems)

How to access supports for your child

TOPIC	EC Teacher/ Case Manager	EC Program Facilitator	School Administrator
Implementation of IEP services including providing accommodations/ modifications, instructional support related to academic, behavior or social emotional learning	X		
Progress on IEP annual goals or intervention plans,	X		
Scheduling meetings or conferences	X	X	
Request for Student Records		X	
Supervision of implementation of special education and/ or related services, unresolved communication with school based staff and other school based information			X

Questions

