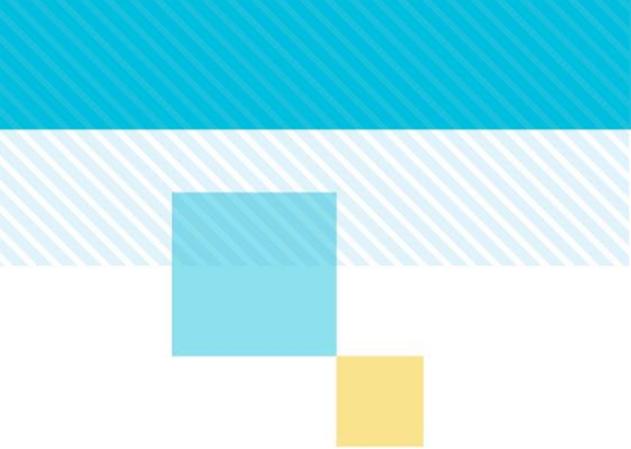




Special Education In A Virtual Environment – The Basics To Get You Started

New to Special Education in a Virtual Setting
March, 2020



Tips and Tricks for Serving Student with Disabilities

Audience: New to distance
learning





Jenny Kendall K12's Sr Director of Special Programs

Ten years experience in a large, urban district as well as supporting adults in independent living situations in the community

Eighteen years working for K12/K12 schools serving students with disabilities across 34 states and over 15,000 students per year





Tara Richardson K12's Director of Related Services

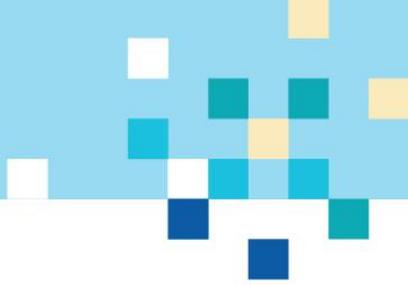
Over 20 years working in special education across a variety of settings including hospital, reverse mainstream preschool, outpatient therapy clinic, public school brick and mortar and virtual. Tara has been with K12 or K12 school since 2007.



Lena Ruck Talent Development Specialist- Teacher Trainer

Joined K12 in 2013 with brick and mortar experience, teaching middle school language arts and maintained a caseload of special education. Co-taught middle and high school ELA and math at K12 and was a compliance lead before becoming an instructional coach and now on the Talent Development team, specializing in special education.

Agenda



- Special Educators Tips & Tricks
- Web based conferencing tools to provide distance support
- IEP meetings – virtually
- Plan development for progress monitoring, service minutes
- Assistive technology and accessibility features of your district chosen platforms and products
- Service delivery to students – tips and tricks
- Related service – online providers and best practices in these relationships
- Questions – and answers

Tips and Tricks in Your Magic Hat

Never Forget:

- 1) You know your students
- 2) You can relay this knowledge to the student's supportive adult
- 3) *Much* of what you have done in your daily instruction can be provided virtually, with the correct tools and time to prepare
- 4) We are here to help you – anytime, with anything



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Familiarize Yourself With District Provided or Free Web Based Communication Tools

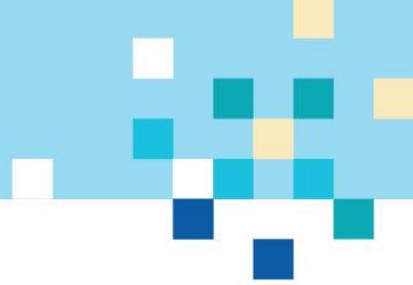


- Make sure you are confident in using the tools provided/suggested by your district (or available for free)
- Familiarize yourself with the embedded/available accessibility features to these tools
- Provide training on these accessibility features for students and the supportive adult at home with the student
- When working with the student, don't forget to monitor the implementation/usage of the applicable accessibility features

IEP Goals/Accommodations and Parent Support

- 1) Resend the parent/guardian a copy of their student's IEP through whatever communication tools are approved by your district
- 2) Provide resources and detail about each goal to the parent/supportive adult
 - 1) For each goal – define in parent friendly language
 - 2) Provide resources/links/suggestions on how to implement each applicable goal
- 3) Define the accommodations in parent friendly language.
 - 1) Provide online free assistive technology resources and plan to spend time with the supportive adult/student to ensure they are comfortable implementing
- 4) Provide resources, suggestions and examples of how these accommodations can be implemented online or remotely
- 5) Provide those magical tips and tricks as to how their child responds and learns best - you know the words you use, the visual cues you provide and more

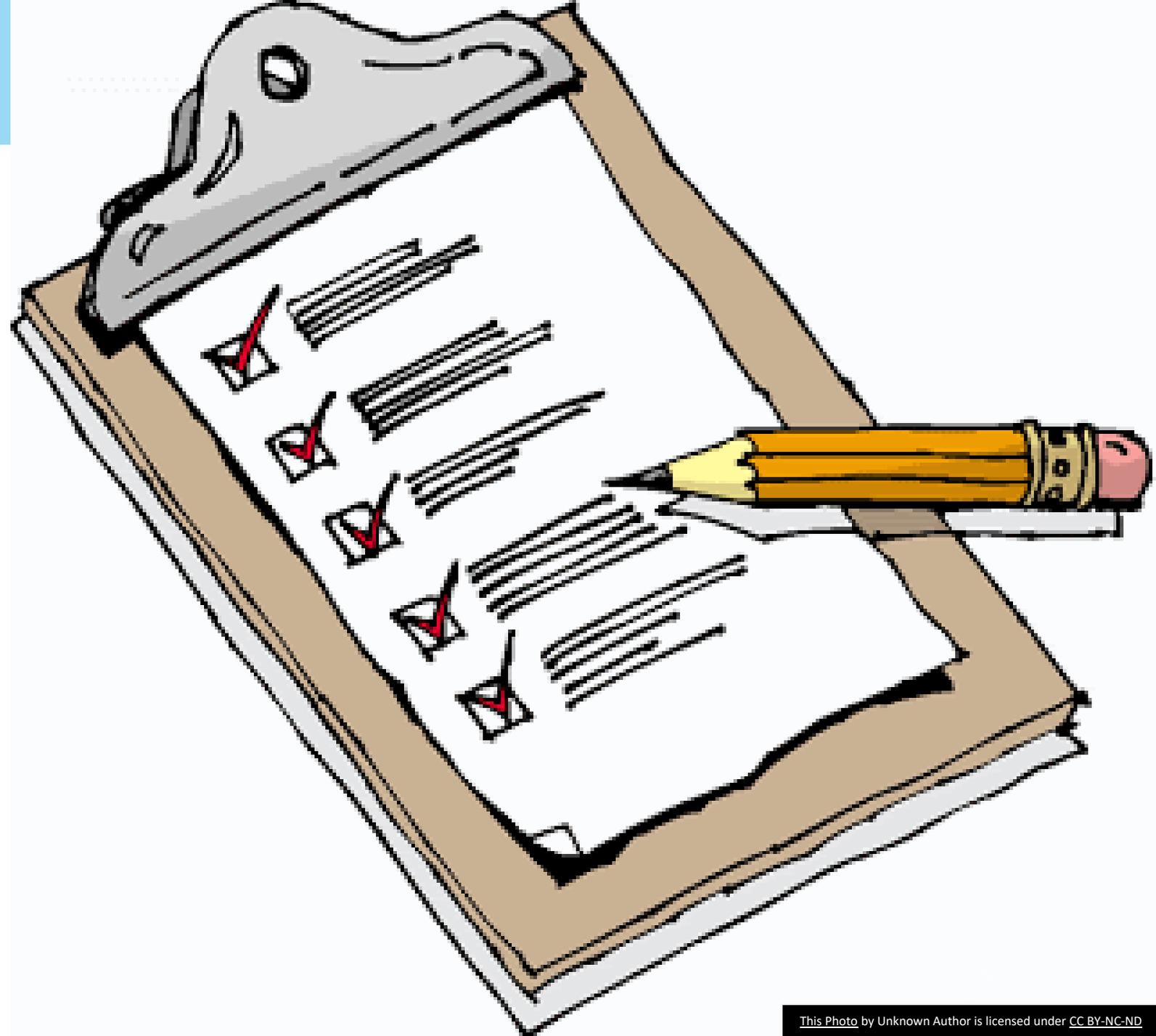
IEP Meetings In A Virtual Setting



- **Process development**
 - How to schedule IEP meetings with all attendees
 - Establishing host versus guest participation and sharing in the web-based conferencing tool
 - To record or not to record – district decision
 - If recorded – where to retain recording
 - IEP signatures – virtual signatures or other
- **Training**
 - Training on web based conferencing tool (teachers, therapists, administrators, students and parents)
 - Mock IEP meetings with peers
 - Supplemental documentation – PWN and Procedural Safeguards (amongst others)
- **Implementing**
 - Process for no-shows
 - Ease of information relayed to parent
- **Guidance**
 - OSEP/your state agency may allow for alternate documentation than an IEP – refer to state guidance

Progress Monitoring and Service Delivery

- Plan to continue to track student progress toward IEP goals (albeit the service delivery mode may be different)
- Plan to track the frequency, type and duration of service delivery per student
- Training for appropriate staff on whatever tracker is developed

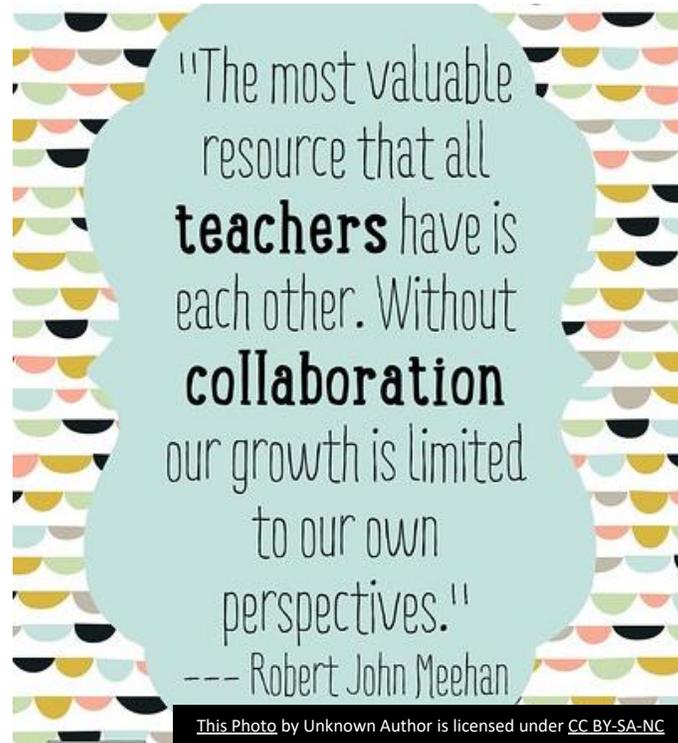


Virtual Resources to Mirror Your Classroom Resources

- 1) Create a list of the resources (manipulatives, calculators, number lines, visual assets, etc.) you used in instruction with your students
- 2) Research these same tools to find a virtual “partner” to your physical resources
- 3) Create a bank of these resources, organized in a way that makes sense to you and named in a way that you can find quickly
- 4) Organize these resources by student and if applicable, share with the supportive adult of that student



Safe Teacher Collaboration Space



- Create a safe space where teachers can share online resources
- Establish naming conventions (grade/grade band, subject area, specific details)
- Create a vetting process – ensure someone else is reviewing content for accuracy
- Director to teacher resource center- suggestions to include:
 - FAPE in an online setting
 - FERPA in an online setting
 - List of available AT and accessibility features/tutorials for all web based conferencing tools and other

Scheduling Sessions With Your Students

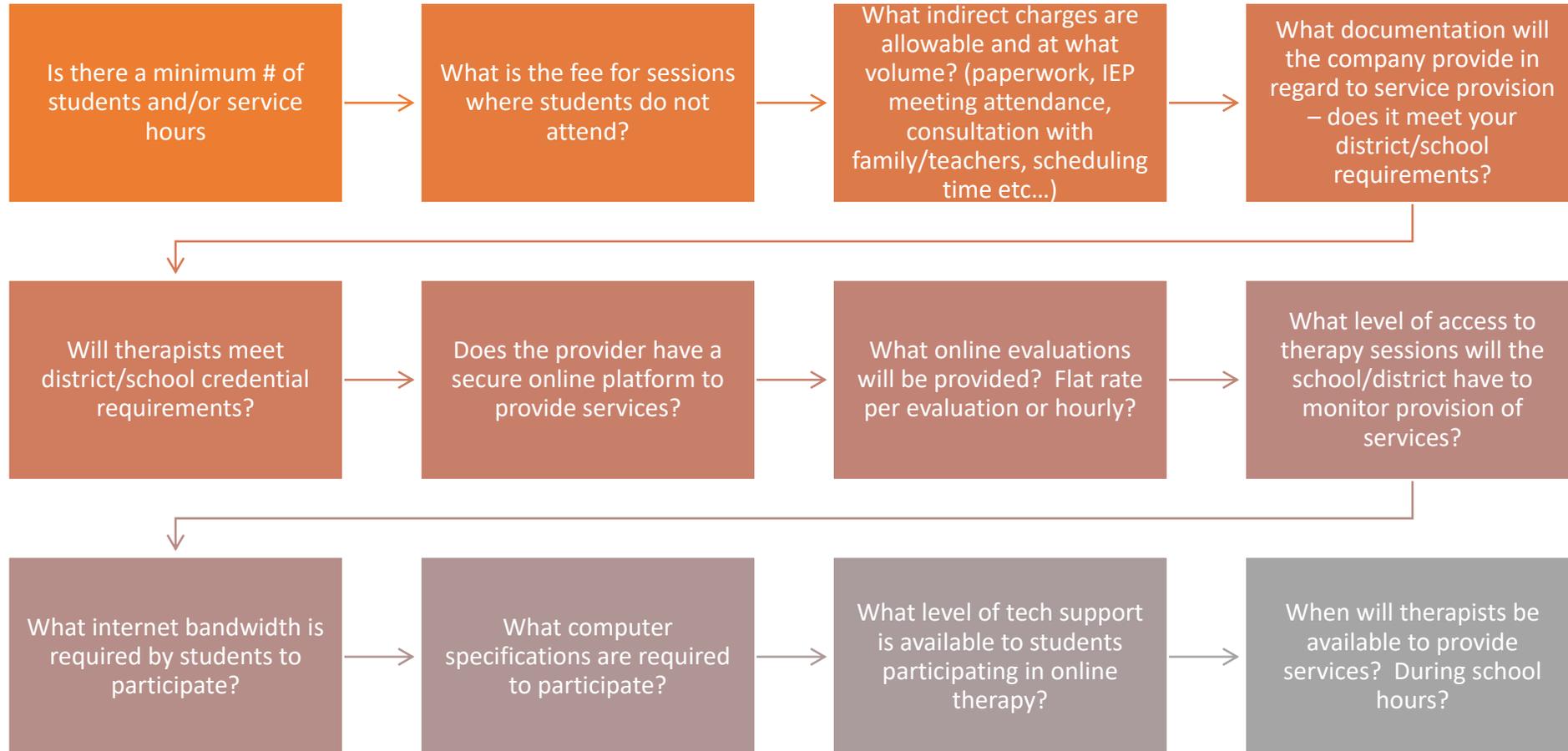
- Following your district's guidance, schedule one on one, small group or large group instruction with students
- To ensure students are comfortable with web-based instruction – meet 1:1 with them prior to engaging in a small or large group session
- Send the student/adult reminders of the sessions – multiple times prior to each scheduled session
- If possible, attempt to follow their prior schedule.
- Include their same peers if at all possible
- Allow time for communication with peers – social interaction is so important
- Some may be hesitant to speak in a virtual classroom (initially) – prepare ice breaker activities to encourage communication

Assistive Technology and Accessibility Features Of Online Tools



- Review AT already in use in your brick and mortar setting
 - Can this be used in the home, online environment and if so – is this with the student? If not – can it be provided to the student in a safe manner?
 - If not – what is available that parallels the existing AT? Can a license or product be shipped/sent to the student?
- Accessibility:
 - What new products/platforms are you using and what do you know about their accessibility features
 - What trainings do you need to provide to your teachers about the accessibility features
 - What tracking usage of accessibility and AT are needed?

Possible Questions to Ask New Online Related Service Providers





Questions:

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