What Can I Expect From DCPS Special Education When it Comes to Learning At Home?

Parent University

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District of Columbia Public Schools   1200 First Street, NE Washington, DC 20002   T 202.442.5885   F 202.442.5026   dcps.dc.gov

Upcoming Parent University Workshops

August

18	**Supporting Specialized Instruction During Learning at Home**
20	**Accessing Learning Online – Canvas 101 for Families**
27	**Helping Our Children Respond to Trauma as we Return to Learning**

September

| 1 | **Learn How to Navigate the IEP (Individualized Education Program) Process This Year** |
3	**High School Grading, Graduation and Supports**
10	**Experience Restorative Practices with Your Family**
15	**What Will Attendance Look Like for School Year 20-21?**
17	**English Learning Family Guide to Partnering with PK Teachers – in Spanish**

Sign up at bit.ly/dcpsparentursvp!

Subtitles, Sous-titres, Subtítulos
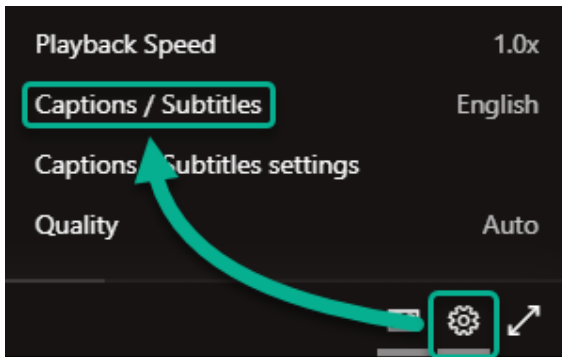
Look for the gear icon in the bottom right corner of the video player.	Busque el ícono de ajustes en la esquina inferior a la derecha del reproductor de video.	
	Cherchez le bouton "réglages" dans la barre d'outils en bas à droite de la vidéo.	
Select **Captions/Subtitles.**	Seleccione **Captions/Subtitle.**	
	Sélectionnez **Captions/Subtitles.**	
Choose a language from the list of available options.	Elija un idioma de la lista de opciones disponibles.	
	Choisissez votre langue parmi les options disponibles.	

Playback Speed — 1.0x
Captions / Subtitles — English
Captions Subtitles settings
Quality — Auto

Welcome to Microsoft Teams

Use the Q&A feature to…

Ask questions

Share insights you might have

Upvote other questions and comments by pressing the thumbs up button

Ask as **Mr Tinkering**

Ask a question

Ask anonymously

Ask

Community Agreement

Assume best intentions

Go hard on ideas, not on people

Accept non-closure

Meet Our Presenter

Kerri A. Larkin,
Deputy Chief
Specialized Instruction

Office of Teaching &
Learning

4 Pillars of DCPS Virtual Instruction

At DCPS, we believe that our educators are essential to our students' learning and development. Therefore, we are committed to joyful, rigorous learning opportunities led by caring adults.

Equity Forward

All students have the tools and instructional supports they need for a productive year of learning

Excellence

Provide high quality, rigorous, rich instruction for all students every day

Authentic Learning

Authentic connections between students' learning and the world around them

Holistic Approach

Social emotional development activities added into instructional plans and academic expectations

Equity Forward

- All students have the tools they need—**including a device and wifi access**, and the instructional supports they need for a productive year of learning.

- Students with IEPs and their parents have support in using technology and devices.

- Visit bit.ly/dcpstechsurvey

Excellence

- All students have access to high quality, rigorous, rich instruction every day *as well as* the support they need to meet our high expectations.

- Students with IEPs have increased instructional opportunities through general and special education content and learning experiences.

Authentic Learning

- Wherever possible, we are working to make authentic connections between students' learning and the world around them.

- One example is our district-wide *Living Through History* Cornerstone.

- Related Service Providers will work more closely with teachers to build stronger connections between content and services.

Holistic Approach

- Students, teachers and families will be provided suggestions for "brain breaks" such as movement, deep breathing, physical activity and quick social connection infused throughout the day to promote social and emotional health and wellness.

Special Education Services

Our Commitment:

We believe that all students, regardless of background or circumstance, can achieve at the highest levels. DCPS is committed to providing families of students with disabilities clear information regarding the special education process, programs and services, and changes as a result of virtual learning.

Special Education Services

Whether learning at school or at home, the Individuals with Disabilities Education Act (IDEA) is a federal law that remains in effect.

✓ All instruction and student learning begins with the general education curriculum.

✓ The Individualized Education Program (IEP) remains the legal document that describes each child's plan.

✓ The IEP process and steps are intact.

✓ Quarterly progress reports will be issued.

✓ Like instruction, related services will be virtual.

Agenda

- **What has changed from the spring?**

- What will the curriculum look like in School Year 2020-2021?

- How can I help my child be successful in virtual learning?

More Live Instruction

Streamlined Platforms

What has changed from the spring?

Increased Collaboration

Targeted Supports

More Live Instruction

- Students can expect to engage in live lessons with their classmates that follow a predictable schedule weekly.

- Student schedules will include live lessons with their teachers, small group learning, and independent work time.

- To view sample student schedules visit:

dcpsreopenstrong.com/schedule/

Sample Schedule: Self-Contained

SPED Self-Contained	Monday		Tuesday		Wednesday		Thursday		Friday	
8:30-9:00	Morning Meeting		Morning Meeting			Tracking the provision of Specialized Instruction Services	Morning Meeting		Morning Meeting	
9:00-10:00	ELA Whole Group Instructional Block (shown as 1 block but likely distributed throughout day)		Math Whole Group Instructional Block (shown as 1 block but likely distributed throughout day)		Inner Core		ELA Whole Group Instructional Block (shown as 1 block but likely distributed throughout day)		Math Whole Group Instructional Block (shown as 1 block but likely distributed throughout day)	
					Inner Core					
10:00-10:30	1 on 1 Direct Instruction ELA/ Related Services	Asynchronous Learning	Math Small Group		Planning and Progress Monitoring		ELA Small Group		1 on 1 Direct Instruction Math / Related Services	Asynchronous Learning
10:30-11:00			Asynchronous Learning				Asynchronous Learning			
11:00-11:30	ELA Small Group		1 on 1 Direct Instruction / Related Services	Asynchronous Learning	Co-planning with General Ed		1 on 1 Direct Instruction / Related Services	Asynchronous Learning	Math Small Group	
11:30-12:00	Inner Core				Co-planning with RSPS				Asynchronous Learning	
12:00-12:45	Lunch		Lunch and Recess		Lunch		Lunch		Lunch	
12:45-1:00	Movement/Lunch Bunch		Movement/Lunch Bunch		LEAP		Movement/Lunch Bunch		Movement/Lunch Bunch	
1:00-2:00	Social Studies Whole Group Instruction Social Skills Block		Science Whole Group Instruction and Social Skills Block				Social Studies Whole Group Instruction and Social Skills Block		Science Whole Group Instruction and Social Skills Block	
2:00-2:30	1 on 1 Direct Instruction with families/ Related Services		1 on 1 Direct Instruction with families/ Related Services		IEP meeting events		1 on 1 Direct Instruction with families / Related Services		1 on 1 Direct Instruction with families/ Related Services	
2:30-3:00										
3:00 – 4:00	Planning		Planning				Planning		Planning	

Streamlined Platforms

- We will be using a common learning management system, called **Canvas**, to help teachers and students have all their learning resources in one place.

- Logging into Canvas every day is like entering the school building every day. This is how we will track attendance!

- We will still use **Microsoft TEAMS** for live class meetings, but those links can be accessed from Canvas.

- This will make it easier for students to stay organized!

Targeted Special Education Supports for Parents

- Parents can receive training and support with technology.

- Parents may participate in quarterly District level feedback sessions.

- The Parent Resources Guide is available on the DCPS website.

Increased Collaboration

- Students with IEPs will have Individualized Distance Learning Plans developed in collaboration with teachers and parents.
  - ✓ IEP remains the legal document.
  - ✓ Establishes weekly expectations for distance learning

Individualized Distance Learning Plan

An Individualized Distance Learning Plan is a supplementary tool used to articulate ways elements of a student's Individualized Education Program (IEP) may be implemented during periods of distance learning.

The plan is:
- ✓ Created in collaboration with all relevant stakeholders, including:
  - Parents
  - Teachers
  - Related Service Providers
  - Students (as appropriate)
- ✓ A collection of strategies, supports, and resources to promote accessibility of learning at home

The plan is NOT:
- ✓ a replacement of the student's IEP
- ✓ An IEP team meeting
- ✓ A recurring requirement. The plan is a one-time upload.

Individualized Distance Learning Plan

Distance Learning Provision of Specialized Instruction			
This section outlines the manner in which specialized instruction will be provided for the student during the period of distance and hybrid learning. Learning may be live or asynchronous, and a combination of whole group, small group and individual support. It is guided by the weekly school schedule and collaborators must adhere to DCPS provision of general instruction guidelines.			
Goal Area Listed on Current IEP	**Current IEP Goal**	**Remote Resources** (Provide description of relevant adaptations. Use OSSE Accommodations Matrix for suggestions)	**Frequency** (Cite when services will be provided)
☐ Reading			
☐ Written Expression			
☐ Math			
☐ Vision			
☐ Hearing			
☐ Cognitive or Adaptive Functioning			
☐ Transition			
☐ Other			

Individualized Distance Learning Plan

Communications Plan				
Families should expect regular and ongoing communication from the members of a student's special education team. This section outlines the plan for maintaining regular communication with families about individual student progress during distance or hybrid learning.				
Mode of Communication *(select all that apply)*	**Frequency**	**Purpose**	**Preferred Time of Day (8:00AM-3:30PM)**	**POC**
☐ Phone Call		Report on progress and/or respond to requests for support.	\<Select One\>	
☐ Email		Report on progress and/or respond to requests for support.	\<Select One\>	
☐ Video Call		Instruction, report on progress and/or respond to requests for support.	\<Select One\>	
☐ IEP Progress Report	Every 9 weeks or at the same interval in which Report Cards are distributed.	Describe progress made towards achievement of IEP goals.	N/A	
☐ Other: (Ex. Class website, newsletter, etc.)			\<Select One\>	
Notes	*(Include any relevant notes about preferred contact method, permission to leave voicemail, etc.)*			

Questions?

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- **What will the curriculum look like in School Year 2020-2021?**

- How can I help my child be successful in virtual learning?

Design for All Learners

- Canvas Course Companions are the general education curriculum and basis for all grade level instruction.

- Accessibility features for all students include immersive reader, translation, and dictation.

Elementary Canvas Course Companions (CCC)

What's in a CCC for your child?

Engagement, interaction, checks for understanding to support rich, collaborative learning

Grade 6 Social Studies
Close Reading Lesson using **Canvas Quizzes**

New Resources!

- Samples of modified and adapted instructional materials
- Adapted Texts 3rd-8th
    - Adapted books
    - Adapted books with symbols
- Modified Lessons 3rd-5th
- Paper-based Activities 3rd
- Boom Learning 3rd
- Nearpod 3rd
- Partnership with George Mason University

Take Home Materials

- K-5 students will receive take-home materials before Aug. 31st - the first day of school.

- Schools will release instructions for distribution.

- Secondary resources will be all digital.
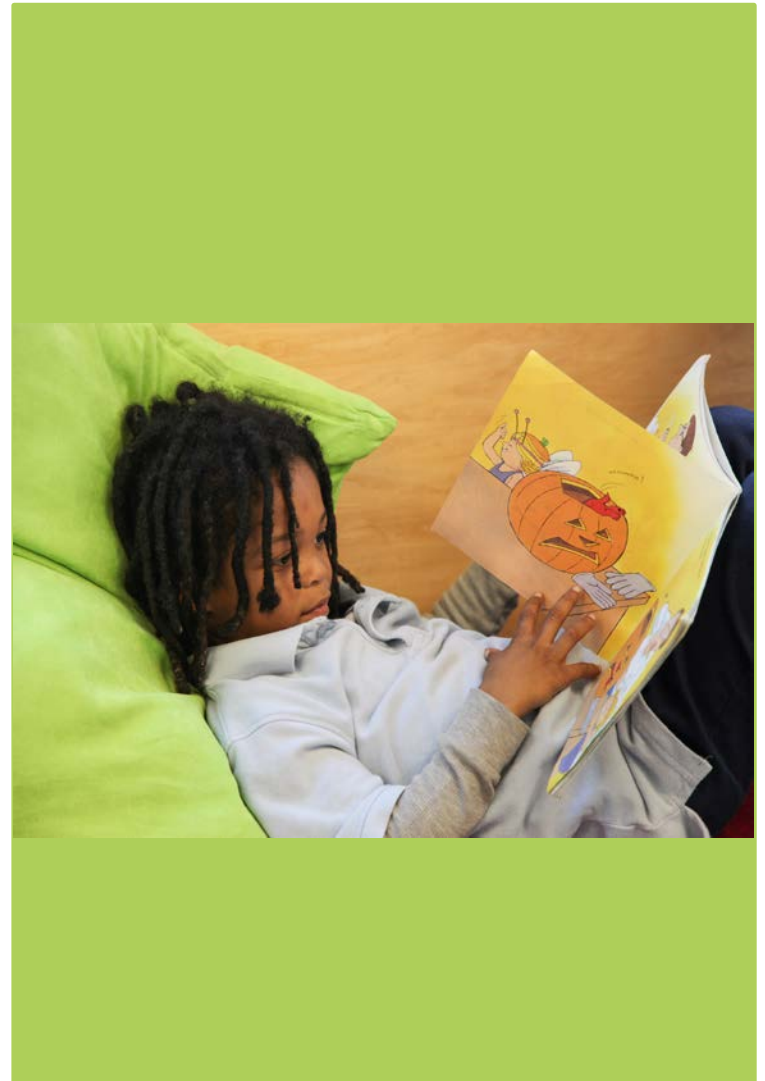
Secondary Tools for Organization

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Establish Routine

1 **Write it down.**
Not only does writing out a schedule establish accountability for all parties, but it also brings clarity to an otherwise nebulous situation.

2 **Prioritize your nonnegotiable commitments.**
Do you have learning allies (such as grandparents, siblings, or childcare) who can help fill the gap? Can you block time in your schedule and use flexible hours to support your child?

3 **Determine what goes into your schedule.**
Incorporate such important items as:

- School-sponsored check-ins with teacher
- Blocks of family availability
- Times for independent structured learning activities (with software or print materials)
- Breaks
- Movement
- Eating times
- Social time

4 **Weigh your options between a set schedule versus a checklist.**
If a prescribed schedule is not working for your child, consider creating a checklist of "must do" and "may do" activities.

5 **Make it a partnership.**
Work on a schedule with your child. Particularly if you are parenting a teen or tween, buy-in is essential.

6 **Set up easy monitoring.**
Assign stations in them home for each activity, such that students can get up and move and you can easily monitor that learning stays on track.

Sourced from Edmentum, "A Parent Guide: Support Your Child During Virtual Learning"

Decrease:
Fatigue
Distraction
Lack of Focus

Brain Breaks

Increase:
Attention
Productivity
Brain Health

10-minute breaks for younger children:
- Jumping, running, dancing
- Playing with a pet
- Reading with a friend or family member
- Coloring or small crafts
- Hands-on activity, such as a puzzle or modeling clay

10-minute breaks for tweens and teens:
- Chatting with a friend
- Stretching or yoga
- Walking outside
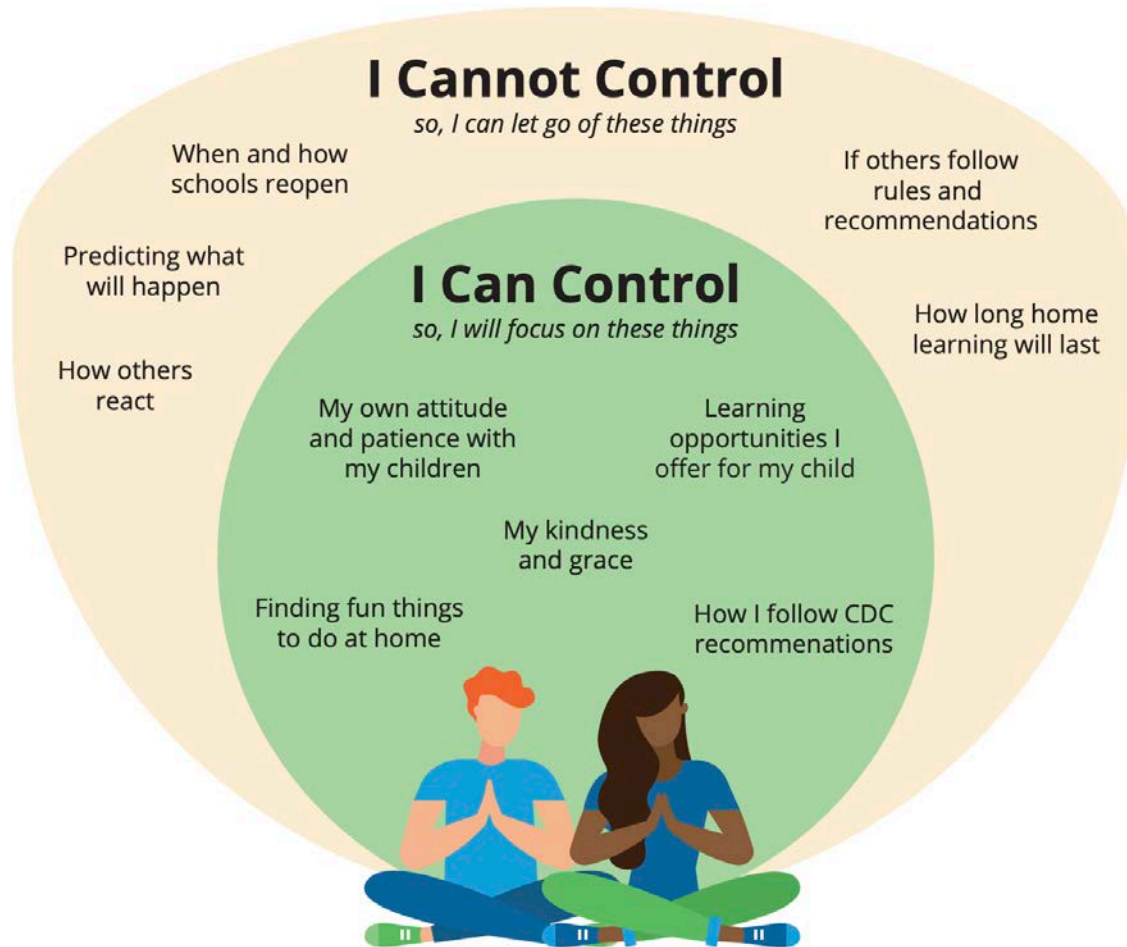- Cooking or preparing a snack
- Drawing or painting

Sourced from Edmentum, "A Parent Guide: Support Your Child During Virtual Learning"

Brain Breaks

Share in the chat one way you can add brain breaks into your child's virtual school day.

Give Yourself Grace

I Cannot Control
so, I can let go of these things

When and how schools reopen

If others follow rules and recommendations

Predicting what will happen

I Can Control
so, I will focus on these things

How long home learning will last

How others react

My own attitude and patience with my children

Learning opportunities I offer for my child

My kindness and grace

Finding fun things to do at home

How I follow CDC recommenations

Sourced from Edmentum, "A Parent Guide: Support Your Child During Virtual Learning"

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Thank you!

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Wrapping Up

- Visit dcpsreopenstrong.com to access additional resources!

- Let us know how we did: Visit bit.ly/parentueval19 for a quick survey.

- Does your student need a device for learning at home? Complete the survey at bit.ly/DCPSTechAccess.

- For additional questions or ideas email ParentU@k12.dc.gov.