



# Special Education Distance Learning Innovative Solutions Workgroup Resources Summary

## SUBGROUP: NONPUBLIC SCHOOLS AND AGENCIES (NPS/NPA)

### Overview Of Workgroup Purpose

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The California Department of Education (CDE) convened a stakeholder workgroup to gather and share innovative strategies, ideas, and resources that others have found successful as they provide access to students with disabilities in distance learning. The purpose of the workgroup was to assist educators and families across the state of California with distance learning as the new format for education during the coronavirus (COVID-19) pandemic by developing and providing access for all students and students with disabilities in particular. Workgroup participants selected one of 10 topic subgroups to join and share strategies, ideas, and resources that have been successful for them.

Each of the area subgroups created an overview of key resources that were shared by the participants or submitted to the CDE by others in the field. The Workgroup Summary divides the strategies, ideas, and resources into focus areas according to issues or topics. Each focus area describes the issue and provides consideration or ideas to address the issue, describes what the practice should look like, and provides examples and resources from the field with links to online resources where appropriate. Additional information for all of the online resources are also listed below each of the focus areas.

### Overview of Subgroup Purpose

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#### NonPublic Schools and Agencies (NPS/NPA)

A nonpublic, nonsectarian agency (NPA) is a private, nonsectarian establishment or individual that provides related services necessary for a pupil with exceptional needs to benefit educationally from the pupils' individualized education program (IEP). A nonpublic, nonsectarian school (NPS) means a private, nonsectarian school that individuals with exceptional needs attend and/or receive specialized academic instruction, pursuant to an IEP. All nonpublic, nonsectarian entities that intend to enter into a master contract with a local educational agency (LEA) shall be certified by the CDE as a nonpublic, nonsectarian school/agency.



## FOCUS AREA ONE

**Self Care - Putting on your own oxygen mask first: supporting employees and ensuring their physical health and mental well-being during the current health crisis.**

As nonpublic schools and agency staff transition to a distance-learning format, the physical and mental health of employees should be a primary consideration. Staff will be asked to provide instruction and related services potentially using new computer programs, delivery methods, and virtual formats. Attempting to deliver instruction and related services using different methods, in addition to providing for the educational needs of your own children while under quarantine, can prove challenging.

### Resource List for Focus Area One

Title	Description	Platform	Grade Span	Category
<i>Platform to schedule virtual check-in with students</i>	Google tool for scheduling appointments with students	Website: <a href="https://support.google.com/calendar/answer/190998?co=GENIE.Platform%3DDesktop&amp;hl=en">https://support.google.com/calendar/answer/190998?co=GENIE.Platform%3DDesktop&amp;hl=en</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Technology</li> </ul>
<i>Advocacy, Collaboration, and Intervention: A Model of Distance Special Education Support Services amidst COVID-19</i>	A prepublication copy of a study of a process used by an NPA and a school district to provide immediate support to students with behavioral support needs when moving to virtual learning during the school closure.	PDF: <a href="https://drive.google.com/drive/folders/1CB_5P_V6LK3yVbSR2JENLIhLUUvvdUwk2?usp=sharing">https://drive.google.com/drive/folders/1CB_5P_V6LK3yVbSR2JENLIhLUUvvdUwk2?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Providers</li> <li>Parents</li> </ul>
<i>Home Exercises</i>	Summer Fun Sensory Motor Activity Book from Growing Healthy Children Therapy Service – you will have to submit your name	Website: <a href="https://www.ghcot.com/sensory-motor-activity-books/">https://www.ghcot.com/sensory-motor-activity-books/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> </ul>



Title	Description	Platform	Grade Span	Category
	and email for access to free resources.			
<i>Building Executive Functioning and Interview with Sarah Ward</i>	Building Executive Functioning And Supporting Challenging Behavior articles and video of an interview with Sarah Ward from <i>Making Social and Emotional Learning Stick</i> .	Website: <a href="https://makesociallearningstick.com/3-tips-to-build-your-childs-executive-functioning-in-real-time/">https://makesociallearningstick.com/3-tips-to-build-your-childs-executive-functioning-in-real-time/</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> <li>• Educators</li> </ul>
<i>Supporting Challenging Behavior at Home during COVID-19: An Interview with Ross Greene</i>	Make Social and Emotional Learning Stick article and video of an interview with Ross Greene	Website: <a href="https://makesociallearningstick.com/supporting-challenging-behavior-at-home-during-covid-19-an-interview-with-ross-greene/">https://makesociallearningstick.com/supporting-challenging-behavior-at-home-during-covid-19-an-interview-with-ross-greene/</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> </ul>

## FOCUS AREA TWO

**Communication: Managing and updating the information that needs to be shared with stakeholders.**

As Nonpublic Schools and Nonpublic Agencies are suddenly moving to distance learning, many NPS/A administrators are inundated with information and updates that they need to sort and distribute to staff, parents, and LEAs or Special Education Local Plan Areas (SELPA). Managing, sorting, and delivering this information can be daunting and difficult to stay on top of without organization.



## Resource List for Focus Area Two

Title	Description	Platform	Grade Span	Category
<i>Real-Time Strategies for Moving to Distance Learning by the Seneca Family of Agencies</i>	Seneca Family of agencies list of strategies for moving to distance learning.	Website: <a href="https://drive.google.com/file/d/1w_zRnT88hJ-RkTilTgWWD5EnXhUHWuO1/view?usp=sharing">https://drive.google.com/file/d/1w_zRnT88hJ-RkTilTgWWD5EnXhUHWuO1/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Educators</li> <li></li> </ul>
<i>Examples of how your NPS/A coordinated an educational and related service delivery plan based on LEA feedback and response</i>	Service Log examples from Seneca Family Agencies.	Website: <a href="https://drive.google.com/drive/folders/1-BEqD35LhzFGj-3stAwM_SBC_HMKv4Md?usp=sharing">https://drive.google.com/drive/folders/1-BEqD35LhzFGj-3stAwM_SBC_HMKv4Md?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Telepractice services</li> </ul>

## FOCUS AREA THREE

### Instructional Delivery and Distance Learning.

The Special Education teacher or the related service providers' presence as trusted adults in students' lives is important. In an online environment, anxiety may be high and it will be essential to connect with students and find ways for them to engage in learning and meet their individual goals. It will be beneficial for your students to see you or hear you. By seeing you and hearing, you the switch to online learning will feel less impersonal.



## Resource List for Focus Area Three

Title	Description	Platform	Grade Span	Category
<i>Science of Reading Resource Library</i>	Consortium on Reaching Excellence in Education Learning website provides free webinars on how to support students with dyslexia during distance learning.	Website: <a href="https://www.corelearn.com/science-of-reading-resource-library/">https://www.corelearn.com/science-of-reading-resource-library/</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Administrators</li> <li>• Parents</li> </ul>
<i>GCOVID-19 Dyslexia Support</i>	Resources from Region 10 Education Service Center in Texas.	Website: <a href="https://www.region10.org/programs/dyslexia-statewide/covid-19-dyslexia-support/">https://www.region10.org/programs/dyslexia-statewide/covid-19-dyslexia-support/</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Administrators</li> <li>• Parents</li> </ul>
<i>Classroom Accommodations for Dyslexia</i>	Resources from Understood.com to support students with dyslexia.	Website: <a href="https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyslexia">https://www.understood.org/en/school-learning/partnering-with-childs-school/instructional-strategies/at-a-glance-classroom-accommodations-for-dyslexia</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Administrators</li> <li>• Parents</li> </ul>
<i>COVID-19 Resources</i>	Ohio Coalition for Education of Children with Disabilities	Website: <a href="https://www.ocecd.org/2020info.aspx">https://www.ocecd.org/2020info.aspx</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Administrators</li> <li>• Parents</li> </ul>
<i>Supporting Students During COVID-19 Closures</i>	Resources for supporting language development from Wilson Language Training.	Website: <a href="https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf">https://www.isbe.net/Documents/RL-Recommendations-3-27-20.pdf</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Administrators</li> </ul>
<i>A Parent's Guide to Virtual Learning: 4 Actions to Improve Your Child's Experience With Online Learning</i>	Remote Learning Parent Guide from National Center for Learning Disabilities.	PDF: <a href="https://www.ncld.org/wp-content/uploads/2020/03/A-Parents-Guide-to-Virtual-Learning-4-Actions-To-Improve-your-Childs-Experience-with-Online-Learning.pdf">https://www.ncld.org/wp-content/uploads/2020/03/A-Parents-Guide-to-Virtual-Learning-4-Actions-To-Improve-your-Childs-Experience-with-Online-Learning.pdf</a>	<ul style="list-style-type: none"> <li>• All</li> </ul>	<ul style="list-style-type: none"> <li>• Parents</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>An Educator's Guide to Virtual Learning: 4 Actions to Support Students With Disabilities and Their Families</i>	Remote Learning Guide for educators from National Center for Learning Disabilities.	PDF: <a href="https://www.ncld.org/wp-content/uploads/2020/03/An-Educators-Guide-to-Virtual-Learning-4-Actions-to-Support-Students-With-Disabilities-and-Their-Families.pdf">https://www.ncld.org/wp-content/uploads/2020/03/An-Educators-Guide-to-Virtual-Learning-4-Actions-to-Support-Students-With-Disabilities-and-Their-Families.pdf</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> </ul>
<i>High School Resources for Remote Learning During COVID-19 School Closures</i>	Resources and blogs from XQ Institute which is an organization dedicated to rethinking high schools.	Website: <a href="https://xqsuperschool.org/blog/teaching-strategies/high-school-remote-learning-resources-coronavirus/">https://xqsuperschool.org/blog/teaching-strategies/high-school-remote-learning-resources-coronavirus/</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> <li>Parents</li> </ul>
<i>Service Logs and templates to use for documenting delivery of instruction and related services</i>	Service log templates from Seneca Family Agencies.	Google docs at: <a href="https://drive.google.com/drive/folders/1-BEqD35LhzFGj-3stAwM_SBC_HMKv4Md?usp=sharing">https://drive.google.com/drive/folders/1-BEqD35LhzFGj-3stAwM_SBC_HMKv4Md?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> </ul>
<i>How to have physical education (PE) in a virtual environment: increase staff morale and teamwork</i>	Website designed by the PE staff, YouTube channel created by the staff, that has workout videos, and also activity logs to track participation.	Website: <a href="https://almansorpe.wixsite.com/almansorpe">https://almansorpe.wixsite.com/almansorpe</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Parents</li> <li>Educators</li> <li></li> </ul>
<i>Appropriateness of Telehealth Decision Tools (fillable forms)</i>	Tools and processes to use to determine whether or not Telehealth/Applied Behavior Analysis and in-home services are appropriate strategies for students from Total	Google docs: <a href="https://drive.google.com/drive/folders/1LWIGQWaLJ7Yavsb-ZoR0KGSiU2mFzdFd?usp=sharing">https://drive.google.com/drive/folders/1LWIGQWaLJ7Yavsb-ZoR0KGSiU2mFzdFd?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> </ul>



Title	Description	Platform	Grade Span	Category
	Education Solutions (TES).			
<i>Tech and Learning</i>	Report on technology and how to accomplish remote learning from TechLearning.	PDF: <a href="https://drive.google.com/file/d/1i8pBPjlulXqZPsqjcqSs5Jjo9X6XEMoy/view?usp=sharing">https://drive.google.com/file/d/1i8pBPjlulXqZPsqjcqSs5Jjo9X6XEMoy/view?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> </ul>

#### FOCUS AREA FOUR

### Social Emotional Needs, Self-Regulation and Students with Moderate to Severe Disabilities: Delivery of Related Services via Distance Learning

Addressing the social emotional needs of students during distance learning is of critical importance to the success of their learning. Working with related service providers to assist in this area will increase the support and benefit to the student.

#### Resource List for Focus Area Four

Title	Description	Platform	Grade Span	Category
<i>Timely Tips for Scheduling</i>	Strategies and tools for planning organizing time; self-management and self-leadership.	Website: <a href="https://drive.google.com/drive/folders/1fhCCYLswMATew9oOQapbQ7mVJlhuAlk?usp=sharing">https://drive.google.com/drive/folders/1fhCCYLswMATew9oOQapbQ7mVJlhuAlk?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Educators</li> <li>Administrators</li> <li>Parents</li> </ul>
<i>Session Checklist for Telehealth/Distance Learning</i>	Checklist for planning and conducting telehealth sessions from Total Education Solutions (TES).	Google doc: <a href="https://drive.google.com/drive/folders/1j34mfFbf6OHT11MZPhKTG1L3LY2wd7Q?usp=sharing">https://drive.google.com/drive/folders/1j34mfFbf6OHT11MZPhKTG1L3LY2wd7Q?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> </ul>



Title	Description	Platform	Grade Span	Category
<i>Introduction to Distance Learning for NPS</i>	Steven Thompson Experience YouTube video for staff on NPS Distance Learning.	YouTube: <a href="https://www.youtube.com/watch?v=d4eWplU1rao&amp;feature=youtu.be">https://www.youtube.com/watch?v=d4eWplU1rao&amp;feature=youtu.be</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Administrators</li> <li>Educators</li> </ul>

## FOCUS AREA FIVE

### Returning to Work and Preparing Classrooms and Work Spaces.

Preparing for a return to work involves many steps and considerations for administrators, teachers, and parents. Being thoughtful and proactive in planning for reentry will need to include parents, administrators, and providers working in collaboration.

### Resource List for Focus Area Five

Title	Description	Platform	Grade Span	Category
<i>Timely Tips for Scheduling</i>	Strategies and tools for planning organizing time; self-management and self-leadership.	Google drive at: <a href="https://drive.google.com/drive/folders/1fhCCiYLswMATew9oOQapbQ7mVJlhuAlk?usp=sharing">https://drive.google.com/drive/folders/1fhCCiYLswMATew9oOQapbQ7mVJlhuAlk?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Educators</li> <li>Administrators</li> <li>Parents</li> </ul>
<i>Disinfecting/Cleaning the workplace/school environment and safe return to work/school procedures.</i>	Documents that provide guidance on cleaning, disinfecting and preparing the workplace/school for students and adults to safely return.	Google drive at: <a href="https://drive.google.com/drive/folders/13SK6dG7XaqEWYI6DsTUmqD6GMdcvtZD4?usp=sharing">https://drive.google.com/drive/folders/13SK6dG7XaqEWYI6DsTUmqD6GMdcvtZD4?usp=sharing</a>	<ul style="list-style-type: none"> <li>All</li> </ul>	<ul style="list-style-type: none"> <li>Educators</li> <li>Administrators</li> </ul>