Creating a Successful Virtual Learning Experience for Students with Disabilities

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RttT STEM Project
Leaving The Escalator

http://www.youtube.com/watch?v=oXCuGvsThEw
Who does NCVPS serve?

- Public Schools
- Charter Schools
- Special Schools
- Department of Defense Schools
- Bureau of Indian Affairs Schools
- Home Schools
- Private Schools
Partnering with Schools: Course Enrollment

<table>
<thead>
<tr>
<th>Course Type</th>
<th>CR</th>
<th>AP</th>
<th>OCS</th>
<th>General</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled</td>
<td>2,553</td>
<td>8109</td>
<td>3,314</td>
<td>3,660</td>
<td>7,022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Top Courses</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Success 101</td>
<td>1,972</td>
</tr>
<tr>
<td>Spanish I</td>
<td>1,486</td>
</tr>
<tr>
<td>OCS Blended Biology</td>
<td>1,273</td>
</tr>
<tr>
<td>Spanish II</td>
<td>1,243</td>
</tr>
<tr>
<td>Psychology Honors</td>
<td>1,216</td>
</tr>
<tr>
<td>SAT Prep</td>
<td>1,216</td>
</tr>
<tr>
<td>OCS Blended Applied Sci.</td>
<td>1,179</td>
</tr>
<tr>
<td>OCS Blended English 2</td>
<td>1,141</td>
</tr>
</tbody>
</table>
## NCVPS Courses

<table>
<thead>
<tr>
<th>Core Courses (33)</th>
<th>World Languages (25)</th>
<th>Test Preparation (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Electives (11)</td>
<td>Advanced Placement (19)</td>
<td>Career &amp; Technical Education (7)</td>
</tr>
<tr>
<td>Credit Recovery (10)</td>
<td>Occupational Course of Study (6)</td>
<td>STEM Courses (6)</td>
</tr>
</tbody>
</table>
High Expectations for Instruction: NCVPS Three Pillars

- Student-Teacher Relationships
- Personalized Instruction
- Quality Feedback
Can Students with Disabilities be Successful in an Online Learning Environment?
What supports and services does NCVPS have in place to enable SWD to experience success?

- Accessibility
- Accommodations/Modifications
- Lesson Design
- Collaboration and Communication
Accessibility
- Large Print
- Audio
- Transcripts
- Animations and Videos (Colors/Contrast)

Modifications and Accommodations
- Extended Time
- Copy of Notes
- Modified Assignments
- Modified Grading

Module Design
- Universal Design for Learning (UDL)
- Personalized Learning/Differentiation
- 3 Pillars of Learning: Preparation, Engagement, Reflections

Collaboration and Communication
- Continuous Collaboration with Relevant Stakeholders
- Communication with Parents, Students, School Personal regarding student progress
- Peer Tutoring Center
- NCVPS Teacher Office Hours

3 Pillars of Learning:
- Preparation
- Engagement
- Reflection

Believing In Achieving
NCVPS IEP/504 Guidelines

IEP/504 Guidelines for NCVPS Teachers and School-Level eLAs

1. **School IEP/504 Team Meets**
   - eLA/NCVPS Teacher
   - Continuous Communication

2. **Student is Enrolled**
   - eLA Responds to Confirm

3. **eLA Contacts NCVPS Teacher**
   - NCVPS Teacher sends email to confirm

**Notes:**
- Continuous Communication
- Confirm
FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM! PLEASE CLIMB THAT TREE.
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NCVPS IEP/504 Facebook Page

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