



West Virginia DEPARTMENT OF EDUCATION

Special Education Virtual Re-Entry Meeting Welcome/Introductions

Susan Beck, Director
Office of Special Education

August 24, 2020



West Virginia DEPARTMENT OF EDUCATION

IEP Development and Delivery of Services

Lee Ann Brammer, Coordinator
Mary Anne Clendenin, Coordinator
Dr. Jason Conaway, Coordinator
Diana Whitlock, Coordinator
Office of Special Education

August 24, 2020

Agenda

Special Education Virtual Re-Entry Meeting West Virginia Department of Education

August 24, 2020 Teams Meeting



12:30 p.m.	Welcome/Introductions <i>Susan Beck</i> , Director Office of Special Education
12:35 p.m.	IEP Development and Delivery of Services: <ul style="list-style-type: none">➤ In-Person and/or Blended Learning Scenario➤ Virtual Learning Scenario➤ Remote Learning (Emergency Order Only) Scenario <i>Lee Ann Brammer</i> , Coordinator <i>Mary Anne Clendenin</i> , Coordinator <i>Jason Conaway</i> , Coordinator <i>Diana Whitlock</i> , Coordinator Office of Special Education
3:00 p.m.	Questions & Answers/Discussion



Presentation Objectives

Participants will...

1. Review legal requirements of the *Individual with Disabilities Education Act of 2004 (IDEA)*, *WVBE Policy 2419: The Regulations for the Education of Students with Exceptionalities*, and guidance from the *U.S. Department of Education* dated March 20, 2020.
2. Differentiate between direct services versus indirect services and services delivered in the general education versus the special education environment.
3. Recall the definition and considerations of the least restrictive environment.
4. Differentiate between the co-teaching models and learn how to implement models virtually.
5. Learn how paraeducators (i.e. aides, autism mentors, braille specialists, teacher assistants) are assets in every environment.
6. Demonstrate their learning by training others in writing Individualized Education Programs (IEPs) for in-person and/or blended, virtual, and remote learning.

Special Education - IDEA

Sec. 300.39 (b)

[Statute/Regs Main](#) » [Regulations](#) » [Part B](#) » [Subpart A](#) » [Section 300.39](#) » b

(b) Individual special education terms defined. The terms in this definition are defined as follows:

- (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- (2) Physical education means—
 - (i) The development of—
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
 - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
- (3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children.



Least Restrictive Environment- WVBE Policy 2419

- Ch. 1: Free Appropriate Public Education (FAPE) *“FAPE must include special education services in the least restrictive environment (LRE) and may include related services, transition services, supplementary aids and services, and/or assistive technology devices and services.”*
- Ch. 5 IEP *“An eligible student must be educated with general education students in the general education classroom to the maximum extent appropriate. Removal from the general education environment occurs only when the nature or severity of the exceptionality is such that education in general classes and other settings with general education students cannot be achieved satisfactorily even with the use of supplementary aids and services. This requirement is known as the LRE. An appropriate LRE is one that enables the student to receive IEP services and make reasonable gains toward goals identified in an IEP.”*

The Power of the IEP Team

Initiation, LRE & Placement- WVBE Policy 2419

- Ch. 5: IEP Initiation

"The primary purpose of an **IEP Team** meeting is to design an IEP that will meet the unique needs of an eligible student. The **IEP Team** plans the special education and related services designed to provide access to and progress in the general education curriculum."

- Ch. 5: IEP LRE

"The **IEP Team** must consider the following when determining the LRE in which the IEP can be implemented:" (list of considerations)

- Ch. 5: IEP Placement

"In determining appropriate placement for a student with an exceptionality in the LRE, the **IEP Team** must consider the student's needs and the services required to meet those needs."

LRE Considerations- WVBE Policy 2419

Least Restrictive Environment (LRE) Considerations: The IEP team has considered:

- ☐ Annual placement determination based on IEP.
- ☐ Only schools and classroom settings appropriate to the student's chronological age.
- ☐ Education in a general education classroom with the use of supplementary aids and services.
- ☐ Potentially harmful effects on the selected LRE placement on the student and the quality of the student's services.
- ☐ Education with age-appropriate non-exceptional peers.
- ☐ Placement as close to home as possible, in the school the student would normally attend if not exceptional, unless IEP requires other arrangements.

WVBE Policy 2419: Ch. 5: IEP LRE

- ☐ LRE: LRE decision focuses on with whom the student is educated rather than where the student is educated.
- ☐ Basis of Placement: Placement decisions are made individually for each student. The services and placement needed by each student must be based on the student's unique needs that result from his or her disability or giftedness, not on the student's category of exceptionality or the availability of placement options, services, staff or space.
- ☐ Harmful effects of placement

Direct Versus Indirect Service- WVBE Policy 2419

Ch. 5: IEP, Statement of Special Education and Related Services

- Direct services are instruction, therapies or interventions provided one-on-one or in groups to an eligible student in the general education classroom or in a special education school environment, home or community.
- Indirect services are services provided by a special education teacher or provider to the student's teacher(s) to directly benefit the student. Examples of indirect instruction are designing instructional materials or monitoring behavior management plans.

Direct



Think: Special educator to student

Indirect



Think: Special educator to general educator

How Paraeducators Can Assist in Virtual Environments



Who are paraeducators?

According to the National Education Association, “paraeducators are school employees who work alongside and/or under the direction of a licensed or certificated educator to support and assist in providing instructional and non-instructional services to children, youth, and their families.”

Paraeducators include:

- Paraprofessionals
- Teacher aides
- Autism mentors
- Teacher assistants
- Early childhood classroom teacher assistants
- Behavior technicians
- Sign support specialists
- Braille specialists
- Interveners

Role of the Paraeducator

- Paraeducators can support all students in any environment including the virtual environment.
- Their roles involve supporting students with specific goals or instructional tasks and providing teachers with the implementation of supports/services outlined in Individualized Education Programs (IEPs) and Section 504 Plans.

The paraeducator can provide a sense of personal connection, continuity, and instructional supports that may help avoid regression and increase the recoupment of previously learned skills/concepts, and hopefully, advance progress for students.

Paraeducators Are Part of Your Team

- Paraeducators should be included in initial and on-going professional development, especially regarding training on accessing virtual environments.
- Paraeducators should be provided with the equipment, materials, and internet access needed to engage and fulfill their roles in support of our students and teachers.
- Educators should ensure that teacher assistants, aides, and other paraeducators are aware of goals, modifications, accommodations, and behavior supports/plans for students with IEPs (or 504 Plans) with whom they work directly.

How Paraeducators Can Assist in Virtual Environments

- ✓ Work with the teacher to plan and organize a daily/weekly schedule to ensure students' needs are met.
- ✓ Help students in planning visual schedules to organize their time to ensure task completion with built-in movement or stretch breaks.
- ✓ Under the direction of a teacher, support families and students in accessing and participating in virtual and blended learning, related service/therapy experiences, and behavior supports.
- ✓ Help prepare assignments/packets, set up virtual classrooms/hangouts/meetings.
- ✓ Monitor chats and read student questions to teachers.

More Tips on How Paraeducators Can Assist

- ✓ Identify students who are having technical issues and seek help to solve the problem.
- ✓ Assist with finding other materials or resources to aid in the understanding of concepts or skills practice.
- ✓ Maintain and document regular communication with teachers, related service providers, school administrators, and families.
- ✓ Support, document, and assist students with the use of technology and accommodations. This includes assistive technology and report any problems to teacher.

More Tips on How Paraeducators Can Assist

- ✓ Host online story hour or video/audio recording so it is available asynchronously.
- ✓ Work one-on-one or in small groups for practicing previously acquired skills for generalization and application.
- ✓ Check-in/out with students at day's start/end.
- ✓ Host virtual “get up and dance party” break.
- ✓ Use the individual chat to check on student progress, prompt, and answer questions.
- ✓ Collect and record data for the teacher (i.e., behavior, participation, correct responses).

More Tips on How Paraeducators Can Assist

- ✓ Track and record the use of accommodations and modifications for students with IEPs for the teacher.
- ✓ Remind students to check and/or charge specialized equipment: batteries for FM system, augmentative communication devices during their check-in/out daily.
- ✓ Monitor and encourage students' use of AAC communication system.
- ✓ Assist families as they learn to use their child's AAC communication system at home and contact the SLP for any needed supports.

Paraeducators can significantly impact the flow of learning in the classroom whether it is a face-to-face or in a virtual environment.

- Remember, paraeducators are co-workers, not subordinates. Nor are paraeducators co-teachers, related service providers, or special education teachers. **Primary and initial instruction remains the role of the teacher.** Respect the unique roles of paraeducators without exceeding the allowable limits or their qualifications and abilities.
- Take advantage of the many skills and talents of paraeducators to aid in instruction, strengthen the learning community, and improve outcomes for all students. Aides and other paraeducators can be tremendous assets to everyone in the virtual learning environment.

Aides and Other Paraeducators Are Assets

- Acknowledge and positively reinforce the contribution of all paraeducators.
- Take advantage of the many skills and talents of paraeducators to aid in instruction, strengthen the learning community, and improve student outcomes for all students.



Paraeducators can **be that one caring adult** that makes a personal connection with the child that is life-changing, even life-saving.

Co-teaching: A Brief Review

Level 1 Co-Teaching

- One teach, one support

Level 2 Co-Teaching

- Parallel teaching
- Alternative teaching
- Station teaching
- Team teaching



5 Co-teaching Models & the Virtual Environment

Traditional/In-Person

1. Lead and Support- One teacher leads, and another offers assistance and support to individuals or small groups.
2. Station Teaching Model- Students are divided into heterogeneous groups and work at classroom stations with each teacher.
3. Parallel Teaching Model- Teachers jointly plan instruction, but each may deliver it to half the class or small groups.
4. Alternative Teaching- One teacher works with a small group of students to pre-teach, re-teach, supplement, or enrich instruction, while the other teacher instructs the large group.
5. Team Teaching/Duet Model- Both teachers share the planning and instruction of students in a coordinated fashion.

What could it look like virtually?

1. Lead and Support- One teacher virtually presenting as the other is supporting students via individual chats.
2. Station- Using Microsoft Office Teams, go into channels for stations. Rotate groups.
3. Parallel- Split the class in half and each teacher take a group via channels or separate meeting/class.
4. Alternative Teaching- Using Microsoft Office Teams, break out from whole group into channels for a short time of the class period and join back into general channel for whole class.
5. Team/Duet: Both teachers take turns presenting content and helping all students.

Note: Don't forget to take roll in the channels to make sure everyone assigned has joined.



Free Appropriate Public Education (FAPE) in Every Scenario

According to QUESTIONS AND ANSWERS ON PROVIDING SERVICES TO CHILDREN WITH DISABILITIES DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK provided by the U.S. Department of Education (March 2020), which has not changed to date, “if an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE. (34 CFR §§ 104.4, 104.33 (Section 504) and 28 CFR § 35.130 (Title II of the ADA)). SEAs, LEAs, and schools must ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student’s IEP developed under IDEA, or a plan developed under Section 504. (34 CFR §§ 300.101 and 300.201 (IDEA), and 34 CFR § 104.33 (Section 504)).”

Should We Still Use the Chevy vs. Cadillac Analogy? (The answer is no.)

Then...

Board of Education of Hendrick Hudson Central School District v. Rowley, 1982

- Courts held that schools must provide students with IEPs "reasonably calculated to enable the child to receive educational benefits."

Doe v. Board of Education of Tullahoma City Schools, 1993

- Courts found favor with school districts



Now...

Endrew F. v. Douglas County School District RE-1, 2017

- Sought reimbursement of private school tuition for alleged denial of FAPE
- What standard should be used for FAPE for a student who is not fully integrated in the regular classroom?
- Courts held that, "something more than de minimis progress must be required."
- Court said, "a school must offer an IEP reasonable calculated to enable a child to make progress appropriate in light of the child's circumstances."



Endrew F. v. Douglas County School District Requiring "Appropriate Progress"

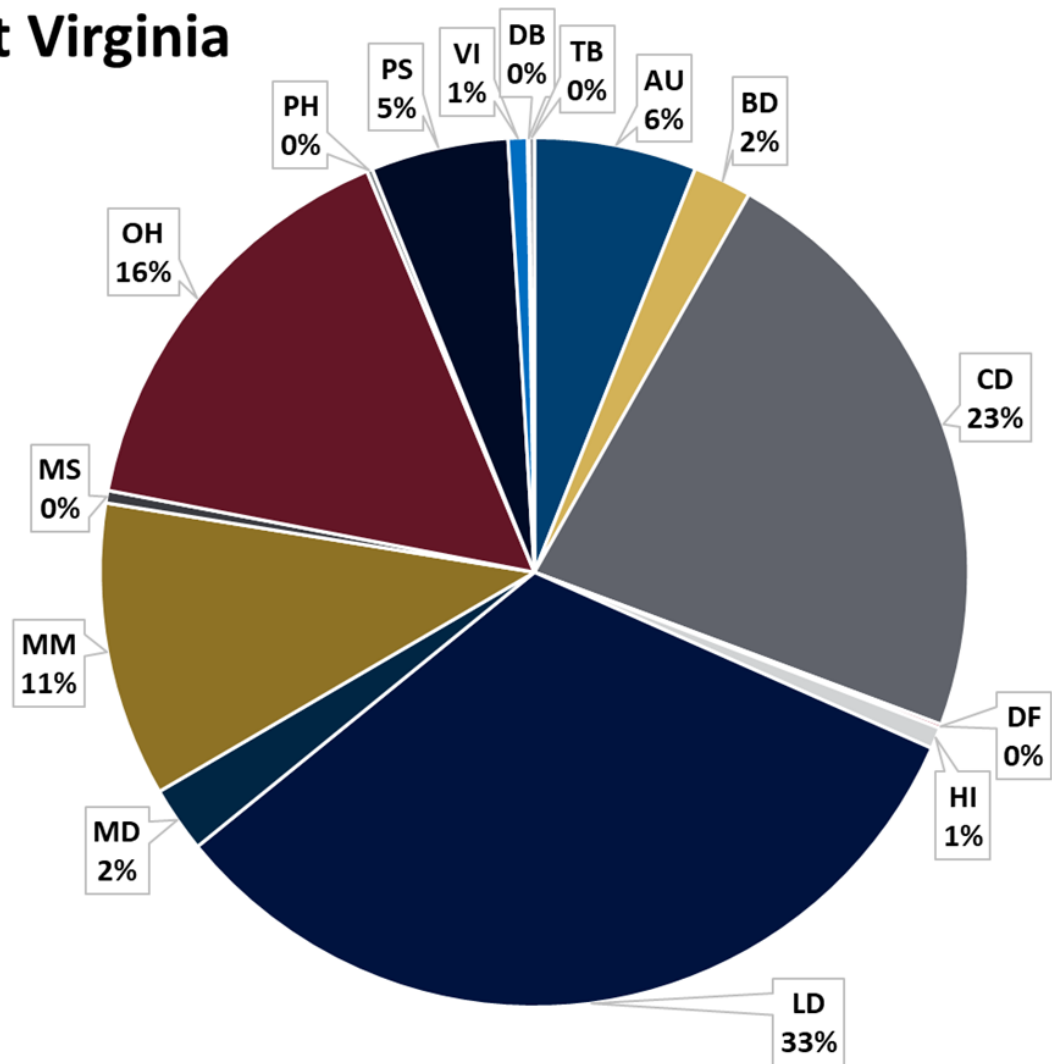
An article titled, Academic Supports For Students With Disabilities, Brief No. 2, in EdResearch for Recovery (June 2020) brings attention to the landmark 2017 Supreme Court case of Endrew F. v. Douglas County School District as it establishes an even stronger legal standard, requiring special education to produce ‘appropriate progress’ for a given student’s needs.

For more information, see the [West Virginia Schools Re-entry Guidance for the Education of Students with Exceptionalities](#) located on the [West Virginia School System Re-entry and Recovery Guidance](#) website.

West Virginia

WV Students with Disabilities by Primary Exceptionality: SY 2019-2020

PRIMARY EXCEPTIONALITY CODE	
AU	Autism
BD	Emotional/Behavior Disorder
CD	Speech/Language Impairment
DB	Deaf/Blindness
DF	Deafness
HI	Hard of Hearing
LD	Specific Learning Disability
MD	Intellectual Disability – Moderate
MM	Intellectual Disability – Mild
MS	Intellectual Disability – Severe
OH	Other Health Impairment
PH	Orthopedic Impairment
PS	Developmental Delay (ages 3-5)
TB	Traumatic Brain Injury
VI	Blindness and Low Vision



Disclaimer

Disclaimer:

The students presented in the following examples are fictional.

Examples were determined based on the most frequent questions from special educators regarding re-entry and students receiving special education services. These examples should not be used as templates to write students' Individualized Education Programs (IEPs) based on the exceptionality but rather used as a guide in writing IEPs to meet the needs of individual students. District re-entry plans and local variables all impact students but should not be the determining factor in considering the individual needs of students.

Student Example 1 – Camilla

Camilla is a 12-year old student with a significant cognitive disability. She is going into the seventh grade and her parents want her to be as independent as possible with all educational activities. Camilla lives at home with her parents and two siblings and has access to broadband service

Camilla only says 10 intelligible words, but independently uses an augmentative/alternative communication (AAC) device with a dynamic display. She can build two- to three-word phrases to express her wants/needs, interact socially and participate in classroom activities. Her IEP Team determined Camilla should take her “voice” home daily, since communication doesn’t stop when the school day is over.

Due to weakness on her left side attributed to birth trauma, Camilla’s gait is uneven and she experiences issues with balance. Camilla is right-handed so she can write, use the touchscreen on the classroom computer and access her AAC device. Camilla can independently perform all self-help skills given extra time to complete the task.

Student Example 1 – Camilla (continued)

Last year, Camilla received educational services in a self-contained classroom with four other students for all academic subjects because she requires more support for learning than can be provided within a special education part-time setting.

Participation in music, art, and PE with non-disabled peers and the support of a classroom aide was Camilla's favorite part of her day.

Camilla received the related services of speech therapy and physical therapy.

Upon return to school, Camilla's IEP (dated August 21, 2020 to August 20, 2021) will be implemented.

In the event the school building is closed due to COVID-19 concerns, Camilla's Remote Learning Plan (RLP) will be implemented.

Current IEP Service Page - Camilla

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
AAC device with dynamic display	Home/School/Home	Daily	08/21/2020	08/2021
Gait trainer to transition to the general education environment	Hallways, cafeteria, physical education, art, music	Daily	08/21/2020	08/2021
Extra time to complete tasks	Physical education, art, music	Daily	08/21/2020	08/2021
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
ELA 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Math 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Science 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Social 7 (Best Practice Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Speech-Language Therapy	D/SEE	60 minutes per week	08/21/2020	08/2021
Physical Therapy	D/SEE	120 minutes per month	08/21/2020	08/2021

In-person and/or Blended Instruction

Scenarios for in-person instruction are designed to create options for counties to make local decisions that best meet the needs of their students. County superintendents working with stakeholders and boards of education will decide the structure of the school schedule. Whether it be reduced days each week or reduced hours each day, re-entry plans must engage all students in learning five days a week.* If utilizing a blended model for learning, schools must consider developmental appropriateness of schedules and use of technology as well as equity and access to broadband.

*Based on W.Va. Code §18-5-44, West Virginia Universal Pre-K may operate a 4- or 5-day model.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

In-person and/or Blended Instruction - Camilla

- Camilla will participate in all academic subjects in a self-contained setting.
- Camilla will receive her educational instruction attending in-person five days per week.
- Camilla will be with her core group throughout the school day.
- Camilla will eat breakfast, lunch and attend related arts classes with non-disabled peers following a schedule that allows for social distancing.
- Camilla will continue to receive the same amount of speech therapy and physical therapy services as required to make progress on her IEP goals.
- Camilla will continue to have home and school access to her AAC device.

In-person/Blended Instruction Service Page - Camilla

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
AAC device with dynamic display	Home/School/Home	Daily	08/21/2020	08/2021
Gait trainer to transition to the general education environment	Hallways, cafeteria, physical education, art, music	Daily	08/21/2020	08/2021
Extra time to complete tasks	Physical education, art, music	Daily	08/21/2020	08/2021
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
ELA 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Math 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Science 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Social 7 (Best Practice Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Speech-Language Therapy	D/SEE	60 minutes per week	08/21/2020	08/2021
Physical Therapy	D/SEE	120 minutes per month	08/21/2020	08/2021

Existing Virtual Options

In 2017 legislation was passed allowing for counties to offer full-time virtual options to their students. Counties can establish their own virtual school program or can partner with other counties or the WVDE for virtual offerings. All West Virginia counties are to have a full-time virtual option in place no later than July 1, 2020. Because students participating in a virtual school option are considered public school students, counties will not lose state aid funding should a student elect to use this option. Counties should make certain that virtual school information is readily available to students and parents. In contemplating this option, consideration will need to be given to internet access and available technology. (Additional information on virtual schools - <http://wvde.state.wv.us/vschool/>)

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Existing Virtual Options – Camilla

- Camilla's IEP Team discussed whether the West Virginia Virtual Schools option would allow Camilla to make meaningful progress.
- Camilla's IEP Team made the decision that based on Camilla's present levels of educational performance, annual goals, accommodations/modifications, using only the West Virginia Virtual Schools option would not provide the FAPE that Camilla requires.
- Camilla's IEP Team determined that a customized virtual learning option could provide FAPE by using local educators and the West Virginia Alternate Academic Achievement Standards.
- Camilla's Special Education and Related Services listed on the IEP will remain the same but will be provided using Microsoft Teams. The LRE will remain the same.

Existing Virtual Options – Camilla (continued)

- Camilla's Supplementary Aids and Services will change since she will not require the gait trainer for transitions or extra time to complete tasks when her services are in the general education environment.
- Camilla will have her AAC device at home. There will be a charger for her device at home and at school, in case there is an emergency and curriculum delivery changes to Remote Learning.
- Camilla's classroom paraeducator will provide reminders to Camilla to use her AAC device to respond and to always have it with her during class. She will also remind all students in the class at the beginning and end of the day to charge their devices. The classroom paraeducator will report any issues with Camilla accessing the device, vocabulary that needs to be added, or device malfunctions to the speech-language pathologist.

Existing Virtual Options Service Page - Camilla

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date	Duration
			(mm/dd/yyyy)	(mm/yyyy)
AAC device with dynamic display	Home/School/Home	Daily	08/21/2020	08/2021
B. Special Education Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)
ELA 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Math 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Science 7 (Alternate Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
Social 7 (Best Practice Standards)	D/SEE	300 minutes per week	08/21/2020	08/2021
C. Related Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)
Speech-Language Therapy	D/SEE	60 minutes per week	08/21/2020	08/2021
Physical Therapy	D/SEE	120 minutes per month	08/21/2020	08/2021



Remote Learning

Counties must be prepared to implement full remote learning should it be required by the Governor. Full remote learning plans require students to complete school assignments and engage remotely five days a week. This will require the teacher and students to communicate regularly and develop a process for monitoring, reviewing and/or grading of student engagement activities.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Remote Learning - Camilla

- Full implementation of Camilla's current IEP is expected to the maximum extent possible when Remote Learning is in place.
- The county-developed Remote Learning Plan will be activated during the emergency period.

Student Example 2 – Sarah

Sarah is a 3rd grade student who is identified with a sensorineural hearing loss. She wears hearing aids and uses an FM system. She attends school in the general education setting in her home county with the support of interpreting services using her native language of American Sign Language (ASL).

Student Example 2 – Sarah – (continued)

Sarah receives reading instruction daily as well as language support from a deaf/hard of hearing teacher in a special education setting. Sarah's delays in academic language development have affected her performance in the classroom and on standardized assessments. She requires reading instruction and language support with pre-teaching of academic vocabulary terms in a smaller, quieter setting prior to instruction where she can ask questions and the teacher of the deaf/hard of hearing can check for comprehension and fill in any gaps prior to direct instruction in the general education classroom.

Student Example 2 – Sarah – (continued)

Sarah lives at home with her deaf parents and has access to internet services. Upon re-entry to school Sarah's IEP (dated September 2, 2020 to September 1, 2021) will be implemented, and CDC guidelines followed in the classroom and throughout the school. In the event the building is closed due to Covid-19 concerns, Sarah's Remote Learning Plan (RLP) will be implemented until a full return to the school building as documented in her IEP and in her RLP

Current IEP Service Page – Sarah

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Hearing Aid Monitoring	Homeroom	Daily	09/02/2020	09/2021
FM System	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)/home	Daily	09/02/2020	09/2021
Closed Captioning	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily when presenting instructional videos with narrations, online presentations and online chats	09/02/2020	09/2021
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Reading and Language Instruction (Deaf and Hard of Hearing Teacher)	D/SEE	450 minutes per week	09/02/2020	09/2021
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Interpreting Services	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily	09/02/2020	09/2021



In-person and/or Blended Instruction

Examples for in-person instruction are designed to create options for counties to make local decisions that best meet the needs of their students. County superintendents working with stakeholders and boards of education will decide the structure of the school schedule. Whether it be reduced days each week or reduced hours each day, re-entry plans must engage all students in learning five days a week.* If utilizing a blended model for learning, schools must consider developmental appropriateness of schedules and use of technology as well as equity and access to broadband.

*Based on W.Va. Code §18-5-44, West Virginia Universal Pre-K may operate a 4- or 5-day model.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

In-person and/or Blended Instruction - Sarah

- Sarah will attend school on an alternate 3/2-day schedule.
- Sarah will receive instruction as documented in her IEP on the 3 day in-person schedule.
- Sarah will receive instruction through the Microsoft Teams platform that provides closed captioning with support of county provided interpreting services and FM system on the alternate 2 days of at home learning.
- Clear mask/shield and social distancing protocols will be in place as described by the local health department and the CDC during the in-person schedule.

In-person/Blended Service Page - Sarah

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)
FM System	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)/home	Daily	09/02/2020
Closed Captioning	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily when presenting instructional videos with narrations, online presentations and online chats	09/02/2020
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)
Reading and Language Instruction (Deaf and Hard of Hearing Teacher)	D/SEE	450 minutes per week	09/02/2020
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)
Interpreting Services	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily	09/02/2020

Existing Virtual Options

In 2017 legislation was passed allowing for counties to offer full-time virtual options to their students. Counties can establish their own virtual school program or can partner with other counties or the WVDE for virtual offerings. All West Virginia counties are to have a full-time virtual option in place no later than July 1, 2020. Because students participating in a virtual school option are considered public school students, counties will not lose state aid funding should a student elect to use this option. Counties should make certain that virtual school information is readily available to students and parents. In contemplating this option, consideration will need to be given to internet access and available technology. (Additional information on virtual schools - <http://wvde.state.wv.us/vschool/>)

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Existing Virtual Options - Sarah

- Sarah's IEP Team discussed whether the West Virginia Virtual Schools option would allow her to make progress.
- Sarah's IEP Team made the decision that based on her present levels of educational performance, annual goals, accommodations/modifications, and language delays directly related to her hearing loss using only the West Virginia Virtual Schools option would not provide the required FAPE.
- Sarah's IEP Team made the decision that a customized virtual learning option could provide FAPE by using local educators and interpreting services through Microsoft Teams which has a closed captioning option.
- Sarah's Special Education and Related Services listed on the IEP will remain the same and will be provided using Microsoft Teams.
- Some of Sarah's Supplementary Aids and Services will change but Sarah will use a FM system provided by the county.

Existing Virtual Options Service Page - Sarah

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
FM System	All classes (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily	09/02/2020	09/2021
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Reading and Language Instruction (Deaf and Hard of Hearing Teacher)	D/SEE	450 minutes per week	09/02/2020	09/2021
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Interpreting Services	All classes and educational assemblies (Reading, Math, Social Studies, Science, Health/PE, Music, Art)	Daily	09/02/2020	09/2021

Remote Learning

Counties must be prepared to implement full remote learning should it be required by the Governor. Full remote learning plans require students to complete school assignments and engage remotely five days a week. This will require the teacher and students to communicate regularly and develop a process for monitoring, reviewing and/or grading of student engagement activities.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Remote Learning - Sarah

- Sarah will receive instruction from her teachers using Microsoft Teams platform that provides a closed captioning option during remote learning.
- Sarah will receive interpreting services and a FM system (provided by the county) during remote learning.
- Full implementation of Sarah's current IEP is expected to the maximum extent possible when remote learning is in place.
- The county-developed Remote Learning Plan will be activated during the emergency period.

Student Example 3 – Chris

Chris is an 11-year-old boy who will be in 5th grade for the 2020-2021 school year. He is currently being provided services under the category of autism. He has difficulty with small spaces and "bottlenecks" where many people are assembled. Chris participates in small group instruction for his math and English classes and is in inclusion classes for science and social studies. His strengths include being curious, social, and visually astute. His challenges include communication, impulsivity, and behavior that may consist of tantrums, aggression, and inappropriate comments.

Student Example 3 - Continued

Chris has a positive-behavior support plan and receives speech-language services, with his focus on social communication. Chris's emotional regulation strengths included responding to assistance from a familiar partner that he trusts, recovering from extreme dysregulation with support, and using a behavior strategy (holding a sensory tool) to remain focused and calm in some unfamiliar environments. His emotional regulation needs were seeking assistance with emotional management from others, responding to support across contexts, and responding to the use of language strategies across environments. Chris lives at home with his parents and has access to broadband internet.

Current IEP Service Page – Chris

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Picture Schedule	All school environments	Daily	9/12/2020	Sep-21
Opportunity to retake tests	English, math, science, social studies, and related arts classes	For all tests with a grade below 70%	9/12/2020	Sep-21
Sensory breaks	All school environments	When student appears overstimulated	9/12/2020	Sep-21
Peer assistance	When transitioning between classes and to the lunchroom	Daily	9/12/2020	Sep-21
Access to a sensory tool	All school environments	When student becomes overstimulated	9/12/2020	Sep-21
Behavior Intervention Plan	All school environments	Daily	9/12/2020	Sep-21
Shortened class period	All classes	Leave classes 2 minutes early daily	9/12/2020	Sep-21
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
English	D/SEE	900 minutes per month	9/12/2020	Sep-21
Math	D/SEE	900 minutes per month	9/12/2020	Sep-21
Science	D/GEE	900 minutes per month	9/12/2020	Sep-21
Social Studies	D/GEE	900 minutes per month	9/12/2020	Sep-21
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Speech-Language Therapy	D/SEE	225 minutes per month	9/12/2020	Sep-21

In-person and/or Blended Instruction

Examples for in-person instruction are designed to create options for counties to make local decisions that best meet the needs of their students. County superintendents working with stakeholders and boards of education will decide the structure of the school schedule. Whether it be reduced days each week or reduced hours each day, re-entry plans must engage all students in learning five days a week.* If utilizing a blended model for learning, schools must consider developmental appropriateness of schedules and use of technology as well as equity and access to broadband.

*Based on W.Va. Code §18-5-44, West Virginia Universal Pre-K may operate a 4- or 5-day model.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

In-person and/or Blended Instruction - Chris

- Chris will receive his instruction for the blended model with a schedule of, three days in person and two days at home.
- Chris does have access to broadband internet for his two days of at home learning.
- Chris's behavior intervention plan will be implemented as written for his three days of in person learning and will be implemented in the best way possible on the two days of at home learning.
- Chris has access to a school provided device for his three days of in person learning and two days of at home learning.
- Chris will participate in a virtual classroom discussion, using Microsoft Teams, two days a week at a time designated by his special education teacher for 45 minute for his English and math classes.
- Chris will also participate in a virtual classroom discussion, using Microsoft Teams, two days a week at a time designated by his general and special education teacher for 45 minutes for his science and social studies classes.

In-person/Blended Service Page - Chris

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date	Duration
Picture Schedule	All school environments	Daily	9/12/2020	Sep-21
Opportunity to retake tests	English, math, science, social studies, and related arts classes	For all tests with a grade below 70%	9/12/2020	Sep-21
Sensory breaks	All school environments	When student appears overstimulated	9/12/2020	Sep-21
Peer assistance	When transitioning between classes and to the lunchroom	Daily	9/12/2020	Sep-21
Access to a sensory tool	All school environments	When student becomes overstimulated	9/12/2020	Sep-21
Behavior Intervention Plan	All school environments	Daily	9/12/2020	Sep-21
Shortened class period	All classes	Leave classes 2 minutes early daily	9/12/2020	Sep-21
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
English	D/SEE	900 minutes per month	9/12/2020	Sep-21
Math	D/SEE	900 minutes per month	9/12/2020	Sep-21
Science	D/GEE	900 minutes per month	9/12/2020	Sep-21
Social Studies	D/GEE	900 minutes per month	9/12/2020	Sep-21
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Speech-LanguageTherapy	D/SEE	225 minutes per month	9/12/2020	Sep-21

Existing Virtual Options

- In 2017 legislation was passed allowing for counties to offer full-time virtual options to their students. Counties can establish their own virtual school program or can partner with other counties or the WVDE for virtual offerings. All West Virginia counties are to have a full-time virtual option in place no later than July 1, 2020. Because students participating in a virtual school option are considered public school students, counties will not lose state aid funding should a student elect to use this option. Counties should make certain that virtual school information is readily available to students and parents. In contemplating this option, consideration will need to be given to internet access and available technology. (Additional information on virtual schools - <http://wvde.state.wv.us/vschool/>)

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Existing Virtual Options- Chris

- Chris will use the county provided platform for virtual school.
- Chris has access to broadband internet.
- Chris has access to a school provided device.
- Chris will be provided all supplementary aids and services as written in his IEP.
- Chris will participate in a virtual classroom discussion, using a virtual platform, five days a week at a time designated by his special education teacher for 45 minute for his English and math classes.
- Chris will also participate in a virtual classroom discussion, using a virtual platform, five days a week at a time designated by his general and special education teacher for 45 minutes for his science and social studies classes.
- Chris' behavior intervention plan will be incorporated into his virtual learning using the positive rewards as they are written.

Existing Virtual Options Service Page - Chris

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Picture Schedule	All school environments	Daily	9/12/2020	Sep-21
Opportunity to retake tests	English, math, science, social studies, and related arts classes	For all tests with a grade below 70%	9/12/2020	Sep-21
Access to a sensory tool	All school environments	When student becomes overstimulated	9/12/2020	Sep-21
Behavior Intervention Plan	All school environments	Daily	9/12/2020	Sep-21
B. Special Education Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
English	D/SEE	900 minutes per month	9/12/2020	Sep-21
Math	D/SEE	900 minutes per month	9/12/2020	Sep-21
Science	D/GEE	900 minutes per month	9/12/2020	Sep-21
Social Studies	D/GEE	900 minutes per month	9/12/2020	Sep-21
C. Related Services	Location of Services	Extent/Frequency (Additional Details)	Initiation Date (mm/dd/yyyy)	Duration (mm/yyyy)
Speech-LanguageTherapy	D/SEE	225 minutes per month	9/12/2020	Sep-21

Remote Learning

Counties must be prepared to implement full remote learning should it be required by the Governor. Full remote learning plans require students to complete school assignments and engage remotely five days a week. This will require the teacher and students to communicate regularly and develop a process for monitoring, reviewing and/or grading of student engagement activities.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Remote Learning- Chris

- Chris will use a county provided device for his remote learning.
- Chris will utilize Google Classroom to access his educational material provided by his special education and general education teachers.
- Chris will participate in a 45-minute classroom discussion using the Microsoft Teams platform five days a week provided by his special education teacher for English and math.
- Chris will participate in a 45-minute classroom discussion using the Microsoft Teams platform five days a week provided by his special education and general education teachers for science and social studies.
- All work presented in the Google classroom format has been modified to match accommodations set forth in his IEP.
- Teachers and staff will utilize his Remote Learning Plan as written during his most recent IEP Team meeting.
- Full implementation of Chris' current IEP is expected to the maximum extent possible when remote learning is in place.

Student Example 4 – Travis

Travis is starting the 2020-2021 school year as a nervous ninth grader with a specific learning disability in reading, which often triggers his anxiety because of frustration when reading, and sometimes, fear of someone finding out about his disability. This embarrassment-induced anxiety can lead to inappropriate behaviors with two past incidents as planned-escape from various assignments and group work activities. Travis successfully uses his supplementary aids/services and program accommodations when he knows no one realizes it and excels in a co-taught classroom. The special education services and accommodations on his IEP include the use of masking, color coding keywords/phrases, speech to text, software that checks spelling, graphic organizers, text to speech, and mental health breaks. The IEP Team determined that Travis does not need a behavior intervention plan since he has recently learned self-regulation skills such as mindfulness, which has proved very effective. Rarely, he may need casually prompted to use his accommodations and take breaks.

Student Example 4 – *Continued*

Travis benefits from teaching others how to use technology to design graphic organizers, use editing software, access other built-in accommodations, and teach short-cuts to help others with their own work. A leader on the football field, Travis enjoys leading mindfulness practices and teaching mental health strategies to others. At home, Travis has reliable Internet access, full use of the home computer, access to a district-provided laptop, and is very technologically savvy. Upon re-entry to school, Travis' IEP (dated September 3, 2020, to September 2, 2021) can be fully implemented regardless of the setting. If the school building is closed due to COVID-19, Travis' Remote Learning Plan (RLP) will be implemented until a full return to the school building as documented in his IEP and RLP.

Travis' Current IEP Service Page

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date	Duration
			(mm/dd/yyyy)	(mm/yyyy)
Masking	ELA, Math, Science, Social Studies, Other Subjects	When reading more than one paragraph	09/3/2020	09/2021
Color-coding keywords/phrases	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Speech-to-text	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Software to check spelling	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Text-to-speech	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Mental health breaks	ELA, Math, Science, Social Studies, Other Subjects	Daily, as determined by student or teacher when anxiety builds; up to 10 minutes	09/3/2020	09/2021
B. Special Education Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)
ELA 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
Science 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
C. Related Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)



In-person and/or Blended Instruction

Examples for in-person instruction are designed to create options for counties to make local decisions that best meet the needs of their students. County superintendents working with stakeholders and boards of education will decide the structure of the school schedule. Whether it be reduced days each week or reduced hours each day, re-entry plans must engage all students in learning five days a week.* If utilizing a blended model for learning, schools must consider developmental appropriateness of schedules and use of technology as well as equity and access to broadband.

*Based on W.Va. Code §18-5-44, West Virginia Universal Pre-K may operate a 4- or 5-day model.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

In-person and/or Blended Instruction- Travis

- Travis will attend school in a face-to-face, general education classroom setting full-time with co-teachers present for reading (D/GEE) and science (D/GEE) using block scheduling with 90 minutes for each class.
- Social distancing will be in place, so group activities will be modified and limited following CDC and local health department guidelines.
- Travis will access the services and accommodations on his IEP while receiving support and instruction from his co-teachers 180 minutes per day for reading and science.
- Opportunities will be provided weekly or as needed to allow Travis to demonstrate mental health strategies, such as mindfulness, to his peers.

In-Person/ Blended Service Page- Travis

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date	Duration
			(mm/dd/yyyy)	(mm/yyyy)
Masking	ELA, Math, Science, Social Studies, Other Subjects	When reading more than one paragraph	09/3/2020	09/2021
Color-coding keywords/phrases	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Speech-to-text	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Software to check spelling	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Text-to-speech	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Mental health breaks	ELA, Math, Science, Social Studies, Other Subjects	Daily, as determined by student or teacher when anxiety builds; up to 10 minutes	09/3/2020	09/2021
B. Special Education Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)
ELA 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
Science 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
C. Related Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)



Existing Virtual Options

- In 2017 legislation was passed allowing for counties to offer full-time virtual options to their students. Counties can establish their own virtual school program or can partner with other counties or the WVDE for virtual offerings. All West Virginia counties are to have a full-time virtual option in place no later than July 1, 2020. Because students participating in a virtual school option are considered public school students, counties will not lose state aid funding should a student elect to use this option. Counties should make certain that virtual school information is readily available to students and parents. In contemplating this option, consideration will need to be given to internet access and available technology. (Additional information on virtual schools - <http://wvde.state.wv.us/vschool/>)

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Existing Virtual Options- Travis

- Since the virtual platform has built in accommodations that Travis currently uses in the classroom and given his natural ability and ease with technology, full implementation of his current IEP in the virtual environment is expected.
- Travis will participate in a virtual environment where the co-teachers continue to provide instruction, support and reminders in using his accommodations and mental health breaks.
- Opportunities will be provided weekly or as needed to allow Travis to demonstrate mental health strategies, such as mindfulness, to his peers in the virtual environment.

Existing Virtual Options Service Page- Travis

A. Supplementary Aids, Services/Program Modifications	Location of Services	Extent/Frequency	Initiation Date	Duration
			(mm/dd/yyyy)	(mm/yyyy)
Masking	ELA, Math, Science, Social Studies, Other Subjects	When reading more than one paragraph	09/3/2020	09/2021
Color-coding keywords/phrases	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Speech-to-text	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Software to check spelling	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Text-to-speech	ELA, Math, Science, Social Studies, Other Subjects	Daily	09/3/2020	09/2021
Mental health breaks	ELA, Math, Science, Social Studies, Other Subjects	Daily, as determined by student or teacher when anxiety builds; up to 10 minutes	09/3/2020	09/2021
B. Special Education Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)
ELA 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
Science 9 (Co-teaching)	D/GEE	450 minutes per week for one semester (block schedule)	09/3/2020	09/2021
C. Related Services	Location of Services	Extent/Frequency	Initiation Date	Duration
		(Additional Details)	(mm/dd/yyyy)	(mm/yyyy)



Remote Learning

Counties must be prepared to implement full remote learning should it be required by the Governor. Full remote learning plans require students to complete school assignments and engage remotely five days a week. This will require the teacher and students to communicate regularly and develop a process for monitoring, reviewing and/or grading of student engagement activities.

(West Virginia Schools Re-entry Toolkit – Guidance – July 28, 2020)

Remote Learning - Travis

Full implementation of Travis' current IEP is expected to the maximum extent possible when remote learning is in place utilizing the Remote Learning Plan written during his IEP Team meeting.

A Growth Mindset

Excerpt from: *The Differentiated Instruction Mindset*

“I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt, or heal. In all situations it is my response that decides whether or not a crisis will be escalated or de-escalated, and a child humanized or dehumanized. I am part of a team of educators creating a safe, caring and positive learning environment for students and teaching them in a manner that ensures success because all individuals are capable of learning.”

Dr. Haim Ginott

Resources

Paraeducators:

- <http://www.nea.org/home/67057.htm>
- <https://edplan.com/blog/post/utilizing-paraprofessionals-to-support-virtual-learning>

Co-teaching:

[WVDE Co-teaching Fact Sheet](#)

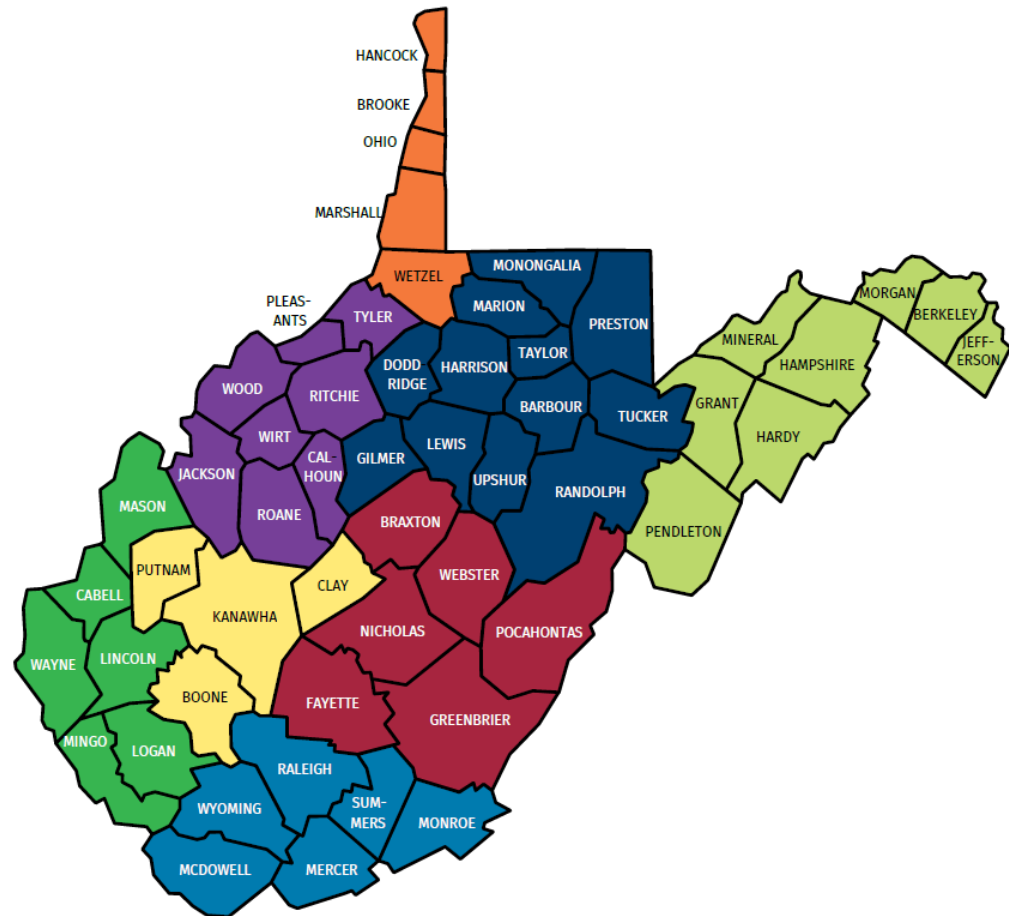
[Co-teaching virtually from home](#) (article with tips)

[CEC Quick Takes: Co-teaching with Remote Learning](#) (video)

[Co-teaching in an Age of Remote Learning](#) (great strategies)

OSE Regional Support SY2020-2021

	Terry Riley / Kelley Johnson
	Renee Eccckles-Hardy / Dawn Embrey-King
	Susan Beck / Nancy Cline
	Terry Riley / Mary Anne Clendenin
	Diana Whitlock / Allegra Kazemzadeh
	Diana Whitlock / Allegra Kazemzadeh / Shana Clay
	Jason Conaway / Amber Stohr
	Lee Ann Brammer / Michael Knighton



Thank you for your time and dedication to our students!

West Virginia Department of Education
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