

Tiered Instruction/Intervention Across Learning Environments

This document is first in a series to help school and district leadership maximize the effectiveness and fluidity of their Multi-Tiered System of Supports (MTSS) across different learning environments. This Tiered Instruction and Intervention/Intervention Across Learning Environments document clearly defines and integrates processes and procedures for each tier of the MTSS, regardless of the delivery method.

In this document, we will use the phrases “brick-and-mortar” and “virtual” to denote different learning environments. Brick-and-mortar learning environments involve learning that occurs within a school building. Virtual learning environments can be described as synchronous (happening at the same time, such as a phone conversation) or asynchronous (not happening at the same time, such as completing an assignment at home) *distance* instruction, using the same curriculum as in-person instruction, with the ability for students to interact with their teachers and peers.

This document explores a variety of important questions related to the provision of tiered instruction/intervention. Each question then includes key considerations, information, and resources.

1) How are school/district leaders ensuring and reinforcing common language and understanding among personnel regarding tiered instruction and intervention?

Key Considerations

Guidelines, curriculum documents, and on-going professional learning are tools districts can use to help all personnel come to a common understanding of providing tiered instruction through the district’s continuity of learning plan. Resources for schools and districts include the [GTIPS-R](#) and the [Pandemic Planning for Distance Learning: Scenarios and Considerations for Prek 12 Education Leaders](#).

In analyzing the effectiveness of Tier 1, supplemental, and intensive instruction across different learning environments (e.g. brick-and-mortar, virtual), leadership teams should ask the following questions:

Tier 1 – Universal Instruction

Are all students provided with evidence-based learning support across all learning settings?

Are all students fully engaged across all learning settings?

Is Tier 1 instruction resulting in learning gains for the majority of students?

How is instructional fidelity verified?

Tier 2 - Supplemental

What additional instructional time is needed?

What specific supplemental learning supports are needed?

To what degree are students receiving supplemental supports improving?

Has progress monitoring increased across all settings?

How is instructional fidelity verified?

Tier 3 - Intensive

How do we further increase intensity of instruction?

What supports, assessments, and staff are needed?

How will parents be supported?

How is instructional fidelity verified?

Standards-aligned Curriculum/Instruction

District curriculum maps, scope and sequence documents, pacing schedules, exemplars of mastery, rubrics, and instructional materials should be standards-aligned and developed through the lens of blended learning. Leadership teams should use these district developed tools to ensure standards-

alignment for both brick-and-mortar and virtual learning instruction, and to specify how these different instructional delivery methods complement and build upon each other.

Modified Curriculum for Students with Significant Cognitive Disabilities

Students with a significant cognitive disability work on standards that are aligned to the general education content but delivered at the individual level of complexity needed for the student to be successful and move learning forward. Access courses are setting-neutral; a student working on access points can be instructed in a variety of settings, including those with same-grade non-disabled peers in general education courses. Meeting the needs of students with significant cognitive disabilities in brick-and-mortar and virtual learning instruction should be a part of the district's continuity of learning plan. For additional materials and instructional resources, visit the [ACCESS Project website](#).

Specially Designed Instruction

[Specially designed instruction](#) is aligned to the grade-level standards and is *integrated within all tiers of instruction* (Tier 1 Instruction, Supplemental, and Intensive). It is not a different type of instruction but, instead, includes adaptations and supports integrated into brick-and-mortar and virtual learning instruction that enable a student with a disability to participate and succeed in the general curriculum. Continuity of learning plans should address the integration of specially designed instruction across all instructional tiers and settings. Review this resource for more information: [What is "Special" About Special Education](#).

2) How are leadership teams at the district and school levels analyzing changes in policy, relationships, and practices needed to successfully address continuity of learning across learning environments?

Key Considerations

District and school teams should routinely review policies, relationships, and practices to ensure they address continuity of learning services for all students. Considerations such as universal design, professional learning, communication, attendance, instructional time, assessments, MTSS, and parent support can be used to guide these reviews.

Universal Education

Reducing student achievement inequity among subgroups is an important task for districts and schools and needs to be a part of the district continuity of learning plan. Achievement gap data should be used to inform policies and practices that support universally designed education in the areas of lesson planning, instruction, instructional materials, assignments, and other components of the Tier 1 curriculum. The principles of [Universal Design for Learning](#) provide a framework that can be used to guide the design of a Tier 1 curriculum that is responsive to the variability of a diverse student population.

Professional Learning (Needs and Provision)

The district continuity of learning plan should include guidance on helping educators reexamine current systems, programs, practices, and PD resources around staff development that address the knowledge and skills needed to provide Tier 1 curriculum instruction in brick-and-mortar and virtual learning environments. Within the context of continuity of learning, consider the following: ([Continuity for Learning \(C4L\) Professional Development Guide](#))

- What operational and logistic considerations are necessary to support professional learning opportunities?
- What is in place to support the physical and emotional needs of teachers, students, families, and community? ([School-Family Partnerships to Enhance Children's Social, Emotional, and Academic Growth](#))
- How will programs need to be adjusted to continue meeting staff, student, and community needs?
- How will leaders ensure the professional learning offered to educators continues to be standards-based and of high quality? ([Supporting Educators During Covid-19](#))

Funding always has an impact on professional learning services. When looking for additional funding, consider examples such as those found within the [Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#). There are also strategies to help with providing [high quality professional learning amid education budget cuts](#).

Communication Between Schools/Staff/Families

Communication includes both providing and receiving information. Feedback from teachers, students, and families is important in analyzing needed policy changes. Communication from districts and schools to teachers, students, and families should be relevant to each audience. The information should be timely and transparent, especially in times of crisis. Online response forms, surveys, discussion boards, and other communication tools should be used strategically to gather feedback from various stakeholders for the purpose of continuous improvement of the instructional delivery systems.

Student Attendance

Many districts have yet to develop a policy for taking attendance during remote learning ([Chalkbeat](#)). Here are three tips to facilitate and monitor student attendance during remote learning:

- Consider your student's situation. Some students may be able to attend virtual classes while others may need to use distributed print materials. Track both engagement during virtual classes and completion of assignments.
- Keep students engaged. Provide opportunities and tools for students to actively engage with the content, the teacher, and with each other during virtual learning instruction.
- Leverage technology to stay connected. Consider using tools like Zoom, Google Sites, and Microsoft Teams to develop an online community with students and families.

For more information on these tips to monitor student attendance, visit this website: [How K-12 Schools Monitor Attendance During Remote Learning](#).

Instructional Time

The measurement of instructional time, "seat-time," and direct contact may differ between brick-and-mortar and virtual learning settings. Districts should have policies and guidelines in place regarding direct hours and proxy hours across learning environments. Direct contact hours can include face-to-face, phone, video, teleconference, and online communication. Proxy contact hours can be measured by clock time, teacher verification, or learner mastery based on assignments. Resources and examples include the [Collier County Continuous Learning Plan for Emergency School Closures](#) and the [Texas State Policy for Distance Learning](#).

Assessments

In online environments, schools may need to implement new ways of measuring students' growth to determine whether they have mastered new skills and concepts ([Pandemic Planning for Distance Learning](#)). Online screening systems, assessment systems, and learning management systems (LMS) can be used across learning environments, providing consistency of data management and availability. For additional information on assessment, refer to the [Data Evaluation & Assessment Across Learning Environments document](#).

Multi-tiered System of Supports (MTSS)

To guide the implementation of a MTSS across all learning environments leadership teams should consider these questions (from: [Pandemic Planning for Distance Learning](#)):

- How will students receiving tiered instruction/interventions continue to receive supplemental and intensive supports?
- What and how often will benchmark assessments be used to assess appropriate levels of student support?
- When will these discussions take place with teachers and support staff?

MTSS can also be used to support engagement across learning environments. This document, [Distance Learning MTSS Framework: Academic Engagement and Attendance](#), includes universal strategies, early intervention, and intensive support to address engagement and attendance.

Parent and Caregiver Engagement

With virtual learning instruction, the partnership between districts and parents/caregivers is extremely important. Consider these questions from [Pandemic Planning for Distance Learning](#):

- Will parents and caregivers have access to the digital tools their children are using?
- Will parents be provided training in the use of digital tools, assistive technologies, and instructional technologies?
- Will parents be provided with guidance and support through online tutoring, one-on-one support, or parent learning communities?
- Will translation and interpretation services be provided if needed?

3) How will standards-aligned curriculum documents, guides, frameworks, and instructional tools assist TEACHERS in facilitating learning activities across brick-and-mortar and virtual learning environments?

Key Considerations

Whether teaching in a brick-and-mortar classroom or in a virtual learning environment, a variety of standards-aligned resources are available to assist teachers with learning activities that address all learners. These resources include the B.E.S.T. Standards, recommendations for ways to accelerate learning, multi-tiered instruction/intervention strategies, master scheduling, pacing guides, resource maps, UDL and accessibility opportunities.

B.E.S.T. Standards

The B.E.S.T. Standards for [English language arts](#) (ELA) and [Mathematics](#) for grades K-12 are located on [CPALMS](#) which contains a plethora of resources connected to each benchmark. They include [STEM Lessons-Modeling Elicit Activities](#) the [Math Formative Assessment System \(MFAS\)](#), the [English Language Arts Formative Assessment System \(ELFAS\)](#), aligned [Access Points](#) that ensure students with significant cognitive disabilities are accessing the general education content, and many more. CPALMS provides school administrators, educators, students, and parents resources to ensure that all stakeholders are aware of the expectations for each grade level regardless of whether students are being served in a brick-and-mortar classroom or through a virtual learning environment.

Acceleration of Learning

As is the case for students in brick-and-mortar settings, students in virtual learning environments may have variability in their learning mastery and learning gaps. **To maximize resources, schools will need to be ready to determine what learning has been made and where gaps exist, and implement strategies designed to strengthen and accelerate learning at the Tier 1 level.** [Recommendations](#) for accelerating student learning include: 1) prioritizing the most critical prerequisite skills and knowledge; 2) planning the approach to determine students' unfinished learning; 3) adapting scope and sequence/pacing guides to reflect need for support; 4) training teachers and leaders on how to identify and support gaps; and 5) monitoring progress and adjusting supports.

Multi-Tiered Instruction/Intervention

Although the main elements of instruction exist in virtual learning (instruction is delivered by teachers, academic work is assigned, and student work is evaluated and feedback is provided), a [Multi-Tiered System of Support \(MTSS\)](#) should still be in place to provide more integrated support as necessary. The initial focus for an effective tiered system of support should be improving on what all students receive within Tier 1 instruction in the general education classroom. Planning for supplemental or intensive support for some/few students should occur in conjunction with ensuring that Tier 1 instruction is as robust as possible for all students.

Master Schedules

The master schedule is a living, breathing document, where the school's needs and priorities meet the realities of finite time, focusing on both student need as well as teacher need. It creates the rhythm that guides every person in the school community. Using a [prioritized approach](#) to support teachers in identifying gaps in learning should be the focus regardless of the learning environment. [Structured intervention blocks](#) should be aligned to specific learning gaps. Horizontal and vertical meeting structures will allow teachers to collaborate in an effort to ensure success for all students.

Pacing Guides

Pacing guides are created by school and district leaders to help teachers stay on track and to ensure curricular continuity across schools. They “chunk it”, put topics in a sensible order, determine what resources to draw upon, and develop a good sense of how long different elements will take to implement. They also allow for some unpredictability, whether instruction is occurring in brick-and-mortar or virtual learning environments. [St. Johns County](#) has developed pacing guides that inform parents and students of the recommended pacing and content standards for selected courses. They include the topics to be taught week by week each quarter and a list of instructional resources. Additionally, CPALMS has developed [CMAP](#). The interactive CMAP planner allows teachers to build curriculum maps with just a few simple clicks, and C-Schedule ensures everything is aligned to the school calendar.

Resource Maps

Resource maps provide school teams a process for identifying resources that assist in assessing the needs of the school. [Resource Maps](#) analyze what currently exists and what may be needed and can provide important information regardless of the instructional delivery method. The main functions of a resource map are to:

- Identify current school resources (programs, people, materials, etc.) available to support student [well-being and positive school culture and climate](#)
- Provide documentation and/or a visual aid of what a school is doing to achieve its goals related to emotional well-being and culture and climate
- Assess how resources are being used and to what capacity
- Identify gaps, overlaps, and redundancies in resources
- Identify additional resources and/or programming that may be needed

Teaching Across Learning Environments

The educational landscape is everchanging and districts and schools need to be prepared to adapt to the changes. Continuous improvement across learning environments requires leaders to continually assess and problem solve:

- [Online connectivity](#), devices, communication, and/or materials for all students
- High-quality online learning plans
- Improving virtual lessons
- Effectively engaging students
- How much work an educator should assign
- Available resources to support teaching across learning environments

Universal Design for Learning (UDL) & Equity

[Universal Design for Learning \(UDL\)](#) is the framework that provides students equal opportunity to access and engage with instruction, as well as demonstrate learning regardless of instructional platform. Flexible instruction may be provided across any platform and supports students in achieving grade level standards. UDL increases participation and comprehension of content. CAST and the UDL-IRN have created an online platform for teachers called [Learning Designed](#), a place where educators can share best practices, access just-in-time resources to enhance remote learning, and build their skills in UDL.

Accessibility

[Accessibility](#) features such as voice recognition or the ability to zoom in on text are at students' fingertips when learning through a digital platform and allow learners to engage more fully with content. The [Technology and Learning Connections website](#) provides information and resources on assistive technology, accessible instructional materials, augmentative communication, and learning technologies.

4) How will standards-aligned curriculum documents, guides, frameworks, and instructional tools be produced and provided to assist STUDENTS in successfully learning across learning environments?

Key Considerations

An analysis of student characteristics, learner variability, and family dynamics is needed in the development of standards-aligned curriculum documents and tools that will assist students in becoming independent learners across all environments.

Personalization & Expert Learner Supports

Personalized learning adapts instruction and opportunities for engagement to a student's strengths, skills, needs, and interests. Districts and schools can provide students with flexible pacing schedules, exemplars of mastery, rubrics, and progress monitoring tools. Online communication tools can be used to create learner support networks of peers, experts, and teachers. View this chart on [Personalization vs. Differentiation vs. Individualization](#).

CAST defines expert student learners as purposeful and motivated, resourceful and knowledgeable, and strategic and goal directed. Consider how district developed documents, guides, and tools can help teachers foster expert learners in these areas ([CAST – Top 5 UDL Tips for Fostering Expert Learners](#)):

- Support relevant goal setting
- Communicate high expectations for all students and recognize variability
- Promote disciplinary expertise (thinking like a scientist, or a historian, etc.)
- Focus on the process, not just the outcome; students are engaged in the learning process
- Guide self-reflection

Accessibility Needs

People with disabilities frequently experience barriers when using printed materials, digital materials, and technologies. Barriers may occur with respect to textbooks, digital documents, websites, applications, learning delivery systems, and electronic devices. Ideally, these media should be designed from the start to be fully accessible for a wide range of users with diverse abilities and disabilities. When learners are provided accessible materials and technologies in a timely manner, they are more likely to be independent, participate, and make progress in the curriculum ([National Center on Accessible Educational Materials](#)). For more information on accessibility, contact the [PS/Rtl Technology & Learning Connections Project](#) or a local [Florida Diagnostic & Learning Resources Center](#).

Equity: Language, Gender, Race/Ethnicity, Ability, Economic Status

Achievement gaps among student groups based on gender, race/ethnicity, disability, economic status, and native language persist at both the national and state level. The [Learning Policy Institute](#) reviews the following four major areas that can be leveraged to increase equity:

- *Higher-order skills for all students* - standards, instruction, and assessments should be developed that measure higher order thinking skills for all students across all learning environments.
- *Multiple measures to assess school performance and progress* - use carefully chosen measures of school/instructional quality and student success to identify poor learning conditions in all learning environments.
- *Resource equity* - additional resources may be needed for students from low-income families, migrant families, and homeless families, especially those engaged in virtual learning. How are

dollars and other resources being directed and used based on equity needs and student achievement gaps?

- *Equity strategies and evidence-based interventions* - use data-driven approaches and evidence-based interventions to address equity and achievement gaps. Look for differences in achievement patterns regardless of learning instruction.

Relationships & Family Supports

Family supports are critical to students' learning during brick-and-mortar as well as during virtual instruction. The following resources can help educators build relationships that foster family supports:

- [Building Parent-Teacher Relationships](#)
- [Distance Learning: Tips for Supporting Parents and Families](#)
- [Distance Learning Resource Center: Resources for Students, Families, and Teachers](#)

5) How will leaders design and provide professional learning on using online tools and digital materials to teach and improve instruction?

Key Considerations

Teachers accessing on-line Professional Learning modules is certainly not new, but there is a new, or renewed, focus on helping teachers improve their delivery of instruction and intervention using technology in an on-line platform often associated with virtual learning.

Ensuring Professional Learning that is relevant to the specific challenges of a virtual learning environment

One of the biggest struggles and lessons learned from recent school closures is that many teachers lack experience with delivering distance learning ([Hobbs & Hawkins, 2020](#)). Some teachers need extensive training on how to effectively provide instruction across delivery methods. Surveys, needs assessments, and reviews of student outcome data can help with formulating an ongoing professional learning plan for improving instruction in virtual learning environments. A communication plan can be developed to outline logistics, points of contact, timelines, technology requirements, deadlines, leadership expectations, and norms for facilitating virtual professional learning sessions ([Marklein, Milligan & Osteen, 2020](#)).

Virtual teaching can include synchronous, asynchronous, independent with limited or no technology, and combinations thereof. By engaging in group-based problem solving around the various formats and what teaching and learning could look like for each, leaders can determine the most relevant professional learning needs ([Guarino, Santagata, Lee, Cox & Drake, 2020](#)). Additionally, teachers will need training and practice with the selected technology and tools prior to using them with students. This preparation allows teachers to anticipate challenges and be prepared to address them before they occur with students and families (Guarino et al., 2020).

Teacher time and resources can be maximized by using a blend of synchronous and asynchronous professional learning strategies (Marklein et al., 2020). This combination could include assigning pre-work ahead of a professional learning session so that teachers come to the session prepared to engage with other participants. This approach can also reduce screen time, ensuring that teachers are participating in professional learning sessions that are focused and meaningful.

High Quality Professional Learning

Whether teachers are providing instruction in a brick-and-mortar setting or in a virtual learning environment, the key principles of the high-quality Professional Learning they receive should remain the same. These principles include: the use of learning communities, commitment to continuous improvement, leadership, coordinated resources, data to plan for and evaluate professional learning, and improving educator effectiveness to improve student outcomes. These are part of Learning Forward's Standards for Professional Learning and can be accessed at www.learningforward.org. The standards support professional learning experiences that provide time for teachers to come together as a community of learners—with a shared instructional vision for student learning—and acknowledge and nurture their voice and influence. Learning Forward has curated a number of resources to support the

unique professional learning needs of educators, and can be accessed here: [Supporting Educators During Covid-19](#).

6) How are district and school leaders providing collaboration opportunities for staff to plan for instruction and intervention across different delivery methods?

Key Considerations

Communication and collaboration allow teachers and staff to plan for instruction and intervention across different delivery methods. Several considerations to facilitate this are explored below.

Existing Collaboration and Communication Structures

School districts have processes and practices in place to promote and accomplish communication and collaboration. Educators should consider what aspects of those structures can be adapted or integrated for meaningful use across both brick-and-mortar and virtual learning environments. Educators should specifically focus on structures that are necessary in any modality such as staff meetings, professional learning communities, problem solving meetings, and vertical planning meetings. Consider, too, how collaboration and communication will be integrated across modalities to ensure a cohesive way of improving learning for students.

Infrastructure

Multiple online platforms and tele-communication technologies are available. If the transition to online learning is quick or “crisis” motivated, schools may have to initially work with existing online communication platforms with, perhaps, minimal consideration. Through past trial periods, school districts are able to assess their online infrastructure and collective capacity for communication and collaboration. This allows educators to consider what changes are needed to improve those processes and practices.

District to District

Educators should consider communication across district and state partners to ask questions, brainstorm, problem solve, and plan strategies to address challenges, as well as share successes relative to virtual learning. Consider how to stay connected with [district](#) and [state partners](#) to build collective capacity across all district leaders.

7) How will students who are receiving tiered interventions continue to receive supplemental/intensive support across settings?

Key Considerations

An effective MTSS provides a structure for supplemental/intensive intervention regardless of whether instruction is delivered in a brick-and-mortar or virtual setting. It is important for educators to engage in problem solving, intensify instruction/intervention, and monitor progress to inform decisions.

Plans for Data-Based Problem Solving

MTSS is a framework that, when implemented with fidelity, can help to ensure that all students continue to receive support appropriately matched to their needs. The principles of providing Tier 2 and 3 supports remain the same regardless of the learning environment (e.g., increased time, more narrow focus for instruction). FLDOE provides educators guidance to support learning outside of the traditional classroom setting with [Virtual Based Intervention](#) strategies. Essential or important elements of instruction are still in place with virtual learning, including flexibility in content, process, and eventual product. Tier 2 and 3 supports should be aligned and integrated with the standards and with Tier 1 instruction to maximize success. The [problem-solving process](#) helps ensure alignment of interventions and instruction to the standards and to what students need to be successful.

Structures and Strategies to Promote Fidelity

Educators can put measures in place to increase the likelihood of progress for students receiving tiered interventions by supporting the student, the teacher, and involving the [parents and caregiver](#) in the

process as much as possible. When designing the intervention plan, teams should consider strategies to increase fidelity during instruction. This is embedded in the structure problem solving process. Guidance can be found in the [4-Step Problem Solving Process document](#).

Intensifying Instruction for Tier 2 (Supplemental) and Tier 3 (Intensive) Support

Students who are receiving tiered interventions in one environment can continue to receive the same level of support in another environment. Student progress should be monitored more frequently to assess the effectiveness of the instruction/interventions and to match instructional resources to educational needs. To the greatest extent possible, as the intensity of the intervention increases, so should the frequency of the progress monitoring.

Progress monitoring provides problem solving teams with data about when or how to intensify instruction. Instruction can be [intensified](#) in several ways, including increasing instructional time (i.e., duration, length and/or frequency), reducing group size, and narrowing the instructional focus to fewer barrier skills. Increasing the frequency of an intervention could involve more intervention sessions per week, or extending the length of the intervention session. Narrowing the instructional focus could be narrowing the instructional focus from *phonemic awareness* to *phonemic segmentation*.

When planning for Tier 2 or Tier 3 intervention, group size and group composition are important considerations. The intervention plan should consist of instruction that is appropriately aligned with student/group needs. Students should also be given more opportunities to participate and receive explicit feedback in the smaller setting which the educator uses to more closely monitor student progress to adjust levels of support and narrow the instructional focus.

In virtual learning environments, intervention can be provided through various delivery methods. When using an online platform, teachers may consider virtual breakout rooms, if available, to group students and deliver intervention. For students who are unable to participate in synchronous online learning (e.g., lack of internet access, conflict with established instruction/intervention time, etc.) district and school leaders will need to consider alternative delivery methods such as asynchronous or analog (e.g., telephone) instruction.

Students with no or limited internet access/technology

As previously mentioned, some students may not have access to internet or technology options. District and school leaders will need to engage in problem-solving to address how instruction and intervention will be delivered, with equity, to these students. Many districts have successfully provided technology devices to students in need and have assisted students and families with [accessing internet](#) services. Setting up [offline browser extensions](#), and equipping school buses with mobile wireless hotspots, are some ways districts have addressed the technology gap. It is important to note that instruction/intervention provided via paper “packets” is not considered to be adequate, viable, or equitable.

8) How will student IEPs be supported and implemented across learning environments?

Key Considerations

Students with IEPs require educators to strategically plan and effectively communicate to ensure necessary services are provided. An examination and evaluation of the procedures for communication with key stakeholders, the fostering of specially designed instruction and the coordination of related services must be conducted to support students with an IEP across learning environments.

How Plans Will Be Shared and Information Communicated Among Staff

The phrase “it takes a village” is true, regardless of a student’s eligibility status. However, it becomes especially critical for students who are identified as a student with a disability who have an [IEP](#). Considering the legal and logistical connections to any IEP, there should be established procedures to effectively share and communicate all necessary information. Thought should be given to how this will be accomplished if not all IEP team members are in the brick-and-mortar environment. This sharing and communication can create cohesiveness across staff members and learning settings to facilitate the

development of a standards-aligned IEP. The IEP also delineates the specially designed instruction (SDI) needed to assist the student in meeting standards-based expectations. Using communication, problem solving, and the resource mapping options already discussed in this document, consideration can be given to how, as best as possible, to fluidly meet the needs of the student.

Specially Designed Instruction Across Settings

One major consideration when adhering to the elements of an IEP is determining how educators will seamlessly weave [Specially Designed Instruction](#) (SDI) across educational settings. Since SDI is multi-faceted and students' needs vary, there is no one specific answer. Educators should consider the ways SDI is implemented in brick-and-mortar settings and determine ways to adapt that to virtual learning environments. This notion becomes particularly important for students without technology and internet access. SDI is meant to be a flexible technique to promote success within the Tier 1 curriculum. Planning and conversations with all instructional staff around adaptability, feasibility and logistics of providing specially designed instruction can help to ensure that students receive the needed support.

Provision of Related Services

As schools plan for the delivery of instruction and intervention across educational settings, the provision of [related services](#) must also be considered regardless of the learning environment. Communication and collaboration regarding supports and services for students with an IEP must not only be effective, but also include all necessary staff to facilitate the services assured. The diversity of any [team](#) associated with an IEP must be strategic to ensure students are provided with the necessary services to be successful. In addition, many related services may require specific procedures or technologies to be implemented. Educators should consider planning with professionals and instructional staff to assess infrastructure needs so that technologies and processes are in place to provide appropriate related services for students.

9) How will parent/caregiver/family needs be supported in order to strengthen the virtual learning environment?

Key Considerations

As families take on new responsibilities for their students, a support network must be in place for a successful learning environment. This includes, but is not limited to, training, shared resources and tools, open lines of communication, and additional support for families of students with disabilities as needed.

Training

It is important to let parents know that the expectation is NOT that they are responsible for instructing their children. Their focus should be to motivate their child to [engage](#) in learning, and to assist with monitoring their progress. Fostering a relationship between parents and schools, where parents are viewed as partners in their child's education is critical, regardless of the learning environment. However, this partnership is even more important within virtual learning environments.

Shared Resources: Technology, Tools, and Materials

Many resources exist online for supplementing instruction. [Scholastic Learn at Home](#) provides day-by-day projects to keep students thinking and learning. [Khan Academy](#) provides personalized learning where students can practice concepts at their own pace. Technology & Learning Connections (TLC) has created a variety of [resources and tools](#) for families regarding UDL and accessibility. The Florida Department of Education (FDOE) compiled a list of free resources, offered by state and federal agencies, private companies, and non-profit organizations to help families ensure continuity of learning. They can be located at <http://www.fldoe.org/em-response/resources-families.stml>.

Additionally, the FDOE has identified the following:

Elementary School

- Free daily activities and learning tasks for continued at-home learning: Drawing upon their own experience supporting at-home learning due to school closures, HMH's K-12 learning architects and services professionals are sharing their favorite resources and strategies to help teachers and families support continued learning in math and ELA (K-12). New activities and learning tasks will be released daily and added to a growing collection of existing resources that are completely free to all. [For full details, about at home learning resources please click here.](#)

Middle and High School

- [Click here for free daily activities, lessons, and downloadables.](#)
- *Waggle* (adaptive math and literacy instruction and practice, grades 3-8)
- *Writable* (writing skills practice, grades 3-12)

Communication among parents, students, teachers, administration, technology team

Good communication among all stakeholders has many benefits, regardless of the learning platform. When parents and teachers share information, children learn more and parents and teachers feel more supported. Communication always is key, but it is even more critical when virtual learning environments are considered. Contact information should be provided immediately to establish communication and a process/template for parents to communicate questions and concerns will need to be in place. Some families do not have resources necessary for virtual learning; however, [internet services and low-cost computers](#), along with digital training and support for families and students can be found through a variety of programs found at [Wide Open School](#). Consider, too, communication options for parents and families who do not speak English as their first language, such as Google Translate. Good communication can help create positive feelings and relationships between schools and families, with a common goal of student success.

Parents of Students with Special Needs

Districts and schools should provide parents with explicit instruction regarding how to engage in their [child's learning](#). It is important to be open and available to respond to questions or concerns that parents may have. Open communication between school and district staff is vital, so it is important to consider how to facilitate this type of communication. BEESS/FLDOE provides guidance for parents/families at: <http://www.fldoe.org/academics/exceptional-student-edu/parent-info/>.