



HUNTSVILLE CITY  
SCHOOLS

## **Huntsville City Schools**

### **Special Education Services - Distance Learning Plan**

As our world experiences change, we continue to pursue innovative ways to educate our students and provide the services needed for them to learn and grow. To ensure that students with disabilities have access to the provision of Free Appropriate Public Education (FAPE), Huntsville City Schools' Special Education Services Department ("SES Team") works collaboratively with the HCS Elementary and Secondary Instructional teams to create and implement accessible instructional resources and activities for students with disabilities. Resources embedded in the general education curriculum as well as differentiated instructional curriculums and programs enable students with disabilities to participate in instruction, activities, and services. The instruction, activities, and services allow students with disabilities to work on mastery of their individualized goals and develop critical content understandings.

As one part of the blended distance learning approach, instructional activities will be posted electronically for all students in grades PreK-12. In addition, HCS is recording instructional and academic engagement segments on E-TV. The segments will be broadcasted on local television and will be available on the HCS website: [huntsvillecityschools.org](http://huntsvillecityschools.org). ETV is broadcasted over the air on channel 25.5, for Comcast customers on channel 17 and for WOW customers on channel 3. Alabama Public Television (APT) is also providing instructional programming to assist students around the state in content areas, fine arts, and academic engagement.

Students in grades K-5 will be provided with 4 reading and math instructional segments and 2 science and social studies segments per week, with Friday being designated for academic engagement or make-up work. These lessons will be broadcasted on ETV as well as linked to the HCS website.

Additional online resources and activities are listed below to assist students and families. For families without internet access availability, parents/guardians will be able to assist their student with downloading assignments and activities via curbside Wi-Fi at local schools. In addition, classroom teachers and/or school principals may provide printed copies as needed. Your school principal will provide assignment pick-up locations on campus, as needed. Students can submit their assignments using an online platform used by the classroom teacher, through email to the classroom

teacher, or by dropping off their assignment at the designated drop off location on each school campus.

Students and parents will have access to school-based support and teachers through daily “office hours”, meaning students may communicate with their teacher on an online platform, over the telephone, or by email. During this time, teachers will be available to provide instructional support, answer questions, or provide information needed. Teachers will post availability to let students know when the teacher will be offering his or her designated “office hours.”

Students who receive related services, such as Speech/Language therapy, Occupational therapy, Physical therapy, behavioral supports (including services from BCBA), counseling, etc. will continue to receive instruction through video support and recommended activities to support continuation of services.

**During this time, we recommend that families support their students by practicing the following:**

- Establish routines and expectations.
- Balance screen time and non-screen time activities.
- Students should take brain breaks and move regularly as they study.
- Discuss what your child is learning and ask questions.
- Establish times for quiet and reflection.
- Remain mindful of your child’s stress.

*To better help families, the SES Team has provided information below that is split up by grade level or pathway (i.e. Alternate Standards, Pre-K, K-5/6, 6/7-8, and 9-12).*

**SPE Resources for Distance Learning - Alabama Alternate Standards Pathway**

This is a unique experience for all learners, but our goal is for learning to continue for all students during this time. The instructional activities provided for students in kindergarten through grade twelve will include content area instruction, functional/daily living skills, and transition skills. The activities will have communication, social, and sensory skills embedded within the activity to assist students with learning how to communicate in a variety of settings

For students with significant disabilities, we suggest the following:

- To the extent possible, continue to provide structure and consistency
- Encourage your child to continue to use language through conversation, identifying items, and asking and answering questions
- For students using an AAC device, continue to use the device at home
- Allow frequent breaks, including sensory times to alleviate frustration

- Maintain contact with teachers and related service providers
- Use familiar items in your home to integrate instruction into daily routine, such as identifying colors, numbers, words, units of measurement, identification, and functional skills

During distance learning, the teacher will continue using online classroom resources such as Unique Learning and News 2 You (N2Y). These activities will be posted for children to continue standards-based instruction.

### **Resources for Alternate Standards - Instructional Resources**

<http://www.edhelper.com/>

<http://www.kidsreads.com/>

<http://www.learningplanet.com/>

<http://www.nasa.gov/audience/forkids/home/index.html>

<http://www.storiestogrowby.com/>

<http://www.getepic.com>

<http://prodigygame.com>

<http://mathgames.com>

<https://www.dropbox.com/sh/qt5azfzmg6jo0d3/AABlfSA5O0Y74DzdpF0NW8MLa?dl=0>

### **Resources for Alternate Standards - Elementary-Middle School**

<http://www.ltta.ca/>

<http://www.poetry4kids.com/index.php>

<http://www.funbrain.com/>

<http://www.whitehouse.gov/kids/>

<http://www.midcoast.com.au/~ttc/worksheet1.html>

<http://zone.msn.com/en/root/word.htm>

<http://www.sikids.com>

### **Resources for Alternate Standards - Upper Elementary-High School**

<http://www.ceismc.gatech.edu/busyt>

<http://www.coolmath.com/>

<http://www.marcopolo->

[education.com/teacher/lesson\\_plan\\_content\\_index.aspx?ResourceType=2](http://www.marcopolo-education.com/teacher/lesson_plan_content_index.aspx?ResourceType=2)

<http://www.madsci.org/>

<http://www.memory.loc.gov/ammem/cwphhtml/cwphome.html>

<http://www.visualfractions.com/>

<http://www.wiseoldsayings.com/ultimate-word-games-guide.php>

<http://able2learn.com>

<http://accessiblechef.com>

<http://ducksters.com>

## **SPE Support for Distance Learning - Early Childhood (Pre-K)**

The instructional activities provided for children ages 3-5 will seek to move the student toward a stronger understanding of age appropriate concepts and greater independence in the learning process. The information provided to families should include activities for students to practice and apply skills while supporting their need for engagement, critical thinking, and movement.

*To continue learning for our youngest learners, we suggest the following daily Pre-K activities to implement with your child:*

- Practice writing your name.
- Play a game. Suggestions: Simon Says, dominos, I Spy, die games, memory, clap patterns
- Read a minimum of two books aloud to your child each day. Ask them questions about the story. Ask them to tell you what happened at the beginning, middle, and ending.
- Recite nursery rhymes together and pick out the rhyming words. Examples: Mary Had a Little Lamb, Humpty Dumpty, Twinkle Twinkle Little Star, Hey Diddle Diddle
- Create art or draw with your child daily: Use paper, crayons, markers, stickers, paint
- Practice counting and recognizing numbers, shapes, and patterns.
- Practice singing ABC songs and recognizing uppercase and lowercase letters.
- Provide time for Gross and Fine Motor activities. Suggestions: hopping, skipping, jumping, tying shoes
- Music and Movement - Choose two-four songs or brain break action songs from the [www.learningstationmusic.com](http://www.learningstationmusic.com)
- Include your child in household chores and jobs. They are used to jobs at school each day. (Examples: sorting laundry, washing and drying dishes, measure ingredients for cooking)
- Go outside and explore! Draw and make a list of what you see on your walk around the yard.

### **Pre-K Instructional Resources**

<https://www.schooltube.com/channel/StorylineOnline/123489552>

<https://kids.classroomsecrets.co.uk/>

<https://pbskids.org/>

<https://www.starfall.com/h/abcs/>

<https://www.sesamestreet.org/>

[https://www.abcya.com/games/shapes\\_colors\\_bingo](https://www.abcya.com/games/shapes_colors_bingo)

[www.storylineonline.net](http://www.storylineonline.net)

### **Primary Age**

<http://www.noggin.com/index.php>

<http://www.sesameworkshop.org/sesamestreet/>

## **Preschool-Upper Elementary**

<http://disney.go.com/playhouse/today/index.html>

<https://pbskids.org/>

<http://www.funwithspot.com/>

<http://www.playkidsgames.com/>

## **SPE Support for Distance Learning - Elementary (K-5/K-6)**

### **Daily activities to implement with your elementary child:**

*Elementary-age students at home can do the following to practice new skills and engage in what they have learned or are currently learning:*

- Make a video of themselves reading a book
- Take pictures of different shapes in their house and identify them
- Take a picture of a math worksheet and record an audio overlay to explain how they solved the problem
- Start a blog and journal their experiences at home
- Watch a video on PBS LearningMedia and make a video explaining how the character used informational text in the episode

To keep our young learners working on their fundamentals, parents may access the Reading Foundational Skills Collection in PBS LearningMedia ([www.pbslearningmedia.org](http://www.pbslearningmedia.org)). This is a fabulous collection of short videos from iconic shows like Between the Lions and Electric Company and student interactives where our youngest learners can investigate phonemic awareness through activities and songs.

### **Elementary Resources**

#### **Content Area Instructional Videos**

<https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures->

#### **Academic Resources**

<https://www.schooltube.com/channel/StorylineOnline/123489552>

<https://kids.classroomsecrets.co.uk/>

<https://pbskids.org/>

<https://www.starfall.com/h/abcs/>

<https://www.sesamestreet.org/>

[https://www.abcya.com/games/shapes\\_colors\\_bingo](https://www.abcya.com/games/shapes_colors_bingo)

<https://www.turtlediary.com/games/preschool/shapes.html>

<https://www.k5learning.com/>

<https://www.brainpop.com/>

<https://www.gonoodle.com/>

<http://prodigygame.com>

<https://pbskids.org/>

<https://www.khanacademy.org/>  
<https://www.sesamestreet.org/>  
<https://www.starfall.com/h/>  
<http://thekidzpage.com/>  
<https://www.exploratorium.edu/>  
<https://www.learninggamesforkids.com/>

## **SPE Resources for Distance Learning - Middle Grades (6-8 and 7/8)**

*For middle grades learners, we suggest parents assist their students by implementing the following:*

- Set up a work area for your student at home away from TV/social media distractions
- Come up with a work schedule but let your student have input. Distance learning doesn't have to be between regular school hours. Set aside study times, break times, and recreation times that work for your student and your family.
- During work times, consider limiting access to distractions, such as the cell phone. We know that when a student's phone is nearby, the focus on their work declines dramatically. While access may be appropriate to seek assistance from the teacher or work with a peer from remote, limit their access to non-academic conversations during school work time.

### **Middle Grades Resources**

#### **Content Area Instructional Videos**

<https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures->

#### **Math Resources**

##### **Online Games for Reinforcement of Skills**

<http://www.math-play.com/Middle-School-Math-Games.html>

<https://www.superteachertools.us/>

<https://www.education.com/games/>

##### **Free Worksheets Practice Sheets**

<https://www.math-drills.com/>

##### **Interactive Flashcards**

<https://quizlet.com/>

##### **Instructional Videos**

<https://aptv.pbslearningmedia.org/collection/pbs-math-club/#.WmY9epM-fJM>

<http://www.mathtv.com/topic/study-skills-and-success-skills>

<http://www.mathtv.com/>

## **ELA/Social Studies/Science Resources**

<http://datanuggets.org/>

<http://www.bozemanscience.com/>

<https://populationeducation.org/curriculum-and-resources/>

<https://www.middleschoolchemistry.com/>

<https://populationeducation.org/curriculum-and-resources/>

<https://hiphugheshistory.weebly.com/>

<http://www.digitalhistory.uh.edu/index.cfm>

<https://www.weareteachers.com/pennies-for-patients-curriculum/>

<https://www.icivics.org/games>

<http://www.readwritethink.org/>

<http://gws.ala.org/category/social-sciences>

<https://ellevationeducation.com/>

[tweentribune.com/topic/technology/teen/](http://tweentribune.com/topic/technology/teen/)

## **SPE Resources for Distance Learning - High School (9-12)/Transition/Project Search**

*For our students in high school, we suggest the following recommendations to parents to assist with distance learning:*

- Insist that your student prepares for assignments and tests.
- Have your student set deadlines and stick to them.
- Find your student's most effective motivators and reward your student for staying on task.
- Have your student stay in touch with his/her teacher, counselor, etc.
- Encourage your student to join a study group or club associated with his/her studies.
- Encourage your student to put what he is learning into action.
- Evaluate your student's progress regularly.

## **High School Resources**

### **Content Area Instructional Videos**

<https://khanacademy.zendesk.com/hc/en-us/articles/360040167432-How-can-Khan-Academy-be-used-for-remote-learning-during-school-closures->

### **ELA Resources**

[www.commonlit.org](http://www.commonlit.org) - Read novels and articles and respond to questions

<https://www.noredink.com/>

<https://www.brainpop.com/> - free videos

[www.newsela.com](http://www.newsela.com) – various current event articles

Can search almost any online read aloud on YouTube and add an activity to it.

Read at least 30 minutes a day from a novel of your choice.

### **Science Instructional Resources**

<https://en.e-learningforkids.org/science/>

<https://www.brainpop.com>

<https://www.ck12.org/>

[https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3\\_bw-Science](https://www.youtube.com/channel/UCqbOeHaAUXw9II7sBVG3_bw-Science)

<http://www.madsci.org/>

### **Social Studies/History Instructional Resources**

[www.pearsoneasybridge.com](http://www.pearsoneasybridge.com)

<https://www.ck12.org/>

<http://www.memory.loc.gov/ammem/cwphhtml/cwphome.html>

### **Math Instructional Resources**

<https://en.e-learningforkids.org/math/>

<https://www.ck12.org/>

<https://www.brainpop.com>

[www.freckle.com](http://www.freckle.com)

<https://www.mymathlabforschool.com/>

[Desmos.com](http://Desmos.com)

<http://www.coolmath.com/>

[Purplemath.com](http://Purplemath.com)

<http://www.ceismc.gatech.edu/bu>

### **Transition resources for parents and students**

<https://www.cec.sped.org/Special-Ed-Topics/Specialty-Areas/Transition>

<https://www.parentcenterhub.org/transition-starters/>

<https://www.pacer.org/transition/>

<http://www.ncset.org/>

### **Social Emotional Learning**

<https://www.brainpop.com/health/>

<https://www.common sense.org/education/toolkit/social-emotional-learning>

### **SPE Resources for Distance Learning - Related Services**

During this time, your student's related services will look different; however, **learning does not stop**. The related service providers will be providing weekly activities that support the areas of need identified in a student's IEP. Communication is key - students and parents should communicate with the therapist frequently to ensure that activities and practices are being implemented in the distance learning environment.



## **Speech/Language Resources for Distance Learning**

### **Articulation**

[Homework Calendars](#)

[Sound Loaded Book List](#)

[Articulation Craftivity - Spring](#)

[Tongue Twisters by Beginning Sound](#)

[Tongue Twisters](#)

[Cheat Sheets](#)

[Seasonal Scenes](#)

### **Language**

[Following Directions - Camping Listen Up](#)

[Following Directions with Basic Concepts](#)

[Homework Calendars](#)

[Wh- Questions - Question Wheel](#)

[What's Wrong with the Picture](#)

[Language and Reasoning - Criticizing](#)

[Home Activities](#)

[My Language Notebook](#)

[Cheat Sheets](#)

[Seasonal Scenes](#)

[Story - I Want Hats](#)

### **Social Skills**

[Social Skill of the Day](#)

[Social Scenarios](#)

[22 Social Scenarios for Speech Therapy](#)

<b>Fluency</b>
<a href="#">Stuttering Workbook</a>
<b>AAC</b>
<a href="#">LAMP Words for Life - Manual Board</a>
<b>Free Speech/Language Apps</b>
<a href="#">Super Duper</a>

<b>OT/PT Resources for Distance Learning</b>
<a href="#">OT Activities Week 1: Egg/Chick Activity</a>
<a href="#">OT Interventions with Household Items</a>
<a href="#">PT Activity Week 1: Egg Hunt</a>
<a href="#">PT Activity Week 1: Animal Walks</a>

## **Behavioral Services - Board Certified Behavior Analyst (BCBA) Services and Behavior Specialists**

Our Board Certified Behavior Analysts and Behavior Specialists will work collaboratively with teachers to support instruction during distance learning. In addition, they may provide assistance to families in a variety of ways, including virtual or phone support and provide broadcast videos that address a variety of topics related to the needs of students. These videos may be shared with students/families and may be available on ETV as well as on the HCS website.

## Questions or concerns?

Please contact your case manager for immediate instructional questions and concerns.

Parents may also seek assistance or address concerns with the Department of Special Education Services team at the following email addresses:

### Department Administrative Assistants:

Sage Graves - [sage.graves@hsv-k12.org](mailto:sage.graves@hsv-k12.org)

Susan Lassen - [susan.lassen@hsv-k12.org](mailto:susan.lassen@hsv-k12.org)

### Department Data Specialist

Donna Harbin - [donna.harbin@hsv-k12.org](mailto:donna.harbin@hsv-k12.org)

### Department Specialists

Kellie Ladner - [kellie.ladner@hsv-k12.org](mailto:kellie.ladner@hsv-k12.org) - Grissom zone Specialist

Jeanna Heyse - [jeanna.heyse@hsv-k12.org](mailto:jeanna.heyse@hsv-k12.org) - Huntsville High zone Specialist

Karen Wyke - [karen.wyke@hsv-k12.org](mailto:karen.wyke@hsv-k12.org) - Lee zone Specialist

Pamela McTiller - [pamela.mctiller@hsv-k12.org](mailto:pamela.mctiller@hsv-k12.org) - Columbia zone Specialist

Theresa Roman - [theresa.roman@hsv-k12.org](mailto:theresa.roman@hsv-k12.org) - Jemison zone Specialist

Rachel Camp – [Rachel.camp@hsv-k12.org](mailto:Rachel.camp@hsv-k12.org) - Autism Specialist

Jessica Nakamura - [jessica.nakamura@hsv-k12.org](mailto:jessica.nakamura@hsv-k12.org) - Autism Specialist

Karen O’Hear - [karen.ohear@hsv-k12.org](mailto:karen.ohear@hsv-k12.org) - Self-Contained Programs Support Specialist

Greg Graham - [gregory.graham@hsv-k12.org](mailto:gregory.graham@hsv-k12.org) - Behavioral Specialist/LPC

Tara Hambrick - [tara.hambrick@hsv-k12.org](mailto:tara.hambrick@hsv-k12.org) - Behavioral Specialist/LPC

Tonya Woods - [tonya.woods@hsc-k12.org](mailto:tonya.woods@hsc-k12.org) - Behavior Specialist

### Department Lead Contacts

Carla Norwood - [carla.norwood@hsv-k12.org](mailto:carla.norwood@hsv-k12.org) - Psychometry

Tasha Bolton - [dearleathiatasha.lawson-bolton@hsv-k12.org](mailto:dearleathiatasha.lawson-bolton@hsv-k12.org) - Speech Language Pathology

Amy Williams - [amy.williams@hsv-k12.org](mailto:amy.williams@hsv-k12.org) - Occupational Therapy

Regina Yamaguchi - [regina.yamaguchi@hsv-k12.org](mailto:regina.yamaguchi@hsv-k12.org) - Physical Therapy

Celeste Mathews - [celeste.mathews@hsv-k12.org](mailto:celeste.mathews@hsv-k12.org) – Visual Impairment Specialist

Linda Rass – [linda.rass@hsv-k12.org](mailto:linda.rass@hsv-k12.org) – Assistive Technology Specialist

### Department Administrators

Peggy Long - [peggy.long@hsv-k12.org](mailto:peggy.long@hsv-k12.org) - Collaborative Services/PreK/Elementary Coordinator

Sherri Goodwin - [sherri.goodwin@hsv-k12.org](mailto:sherri.goodwin@hsv-k12.org) - Resource Services/Middle Grades Coordinator

Chris Young - [chris.young@hsv-k12.org](mailto:chris.young@hsv-k12.org) - Special Education/High School/Transition Coordinator

Elizabeth Long - [elizabeth.long@hsv-k12.org](mailto:elizabeth.long@hsv-k12.org) - Director of Special Education