

Aledo ISD Special Programs Return to Learn Plan

The details in this document are subject to change as directives are provided by governing authorities and/or health officials or as environmental conditions change.

Legal Requirement

Aledo ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will 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 individualized education program (IEP).

Preparation for Virtual Learning

- Identify students whose parents have chosen virtual learning for instruction
- Review ARD/IEP paperwork to determine the potential for additional needs/ supports in a virtual learning environment
- Identify what special equipment is necessary for students
- Create a contingency plan for supports and services for virtual learning to be implemented in the event the district moves to virtual learning for all
- Identify students with high needs whose parents have chosen for F2F instruction
- Review ARD/IEP paperwork to determine the potential for additional needs/ supports in a virtual learning environment
- Identify what special equipment is necessary for students
- Create a contingency plan for supports and services for virtual learning to be implemented in the event the district moves to virtual learning for all

Aledo ISD Special Programs Return to Learn Plan

General Guidance

- Students with disabilities will follow the same guidelines and protocols with special consideration given to meet their individual needs.
- For students who receive instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to receive instruction at home in a virtual learning environment, a meeting must be convened to revise their supports and services to ensure the District meets their individual needs.
- For the 2020-2021 school year, each annual ARD/IEP should include a plan in the event of a school closure. The ARD should reflect instruction that would occur in a traditional setting on campus and a contingency plan will be developed in the event of virtual learning becoming required related to the COVID-19 pandemic.
- Special education instructional and related services will be provided in accordance with the ARD/IEP either virtually or face-to-face.
- In an effort to minimize potential exposure to our most vulnerable students, Aledo ISD will:
 - Focus on social distancing as possible, handwashing with warm water or hand sanitizer for 20 seconds every hour and wearing face coverings as tolerated by students.
 - Require face coverings when social distancing is not possible.
 - Post visual supports throughout building to remind and support understanding of expectations.
 - Keep each student's belongings separated using student designated containers or areas.
 - Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
 - Sanitize all used materials daily.
 - Utilize protective barriers as appropriate.
 - Utilize grouping and scheduling strategies to reduce exposure.

Aledo ISD Special Programs Return to Learn Plan

Additional Supports

- Special education teachers will check in with each parent/student for 1-on-1 progress review every other week, student liaisons will check in at least once every three weeks to ensure support for families in accessing asynchronous learning
- Speech-language pathologists and teachers of the deaf or hard-of-hearing will wear clear face masks/shields as needed. Clear barriers should be used for small group instruction and individual assessments as needed.
- Collaboration to ensure student access to mental health, well-being, and community building resources.
- Whether a student is participating campus-based or home learning, special education teachers should review the progress of each student on their caseload weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
- Special Education teachers are required to complete differentiated lesson plans to meet the needs of students receiving special education services they support whether instruction is virtual or face-to-face.
- Students with IEPs or 504 plans will continue to receive supports and/or modifications as specified by each student's individual plan. Special education teachers and general education teachers will work collaboratively to ensure support.
- Parent resources for general education and special population support will be posted on the Special Programs website.
- Based on specific student environmental needs, we will aim to provide physical space and support for on-campus special education classrooms, while minimizing the number of people in the classroom.

Aledo ISD Special Programs Return to Learn Plan

- Each student with special needs will receive individualized check-ins and support to ensure that they receive the differentiation needed to be successful.
 - SPED teachers will work in Collaborative Teams along with general education content teachers to ensure that they are able to finalize adapted lesson plans and curricular materials that meet the accommodations and modifications outlined in each student's IEP.
 - Special Education teachers will work with campus Collaborative Teams to ensure that the unit plans and assignments have appropriate flexibility and built in ways to differentiate learning for students.
-

Meeting IEP Service Recommendations

- Aledo ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.
-

Special Education Services Face-to-Face

- Group sizes will comply with state and local regulations.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.

Aledo ISD Special Programs Return to Learn Plan

- Clear barriers and/or face coverings should be used for small group instruction and individual assessments as needed.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.

Related Services Face-to-Face

- Face to face services may include “walk-in” services for students receiving instruction in a virtual format. Transportation will not be provided for “walk-in” services. Walk-in services may be provided at a district designated location or on the student’s campus of attendance.
- Walk-in services may include: Occupational Therapy, Physical Therapy, Adaptive P.E., Orientation & Mobility; Services from a Teacher of the Visually Impaired or Teacher of the Dea;/HH
- Group sizes will comply with state and local regulations.
- Providers will develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
 - Clear barriers and/or face coverings should be used for small group instruction and individual assessments as needed.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth, except while engaging in an

Aledo ISD Special Programs Return to Learn Plan

activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.

Provision of Resource, Co-Teach, and Inclusion Services

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of students receiving special education supports and services they support whether instruction is virtual or face-to-face.
- Aledo ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose virtual learning, teachers will:
 - Develop individualized lessons;
 - Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented.
 - Provide links to virtual platforms for lesson participation;
 - Upload weekly lesson materials to the district-designated virtual platforms (e.g., Seesaw & Canvas);

Aledo ISD Special Programs Return to Learn Plan

- Document student participation and attendance on the student's log;
- Collect data and monitor progress; and
- Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Functional Academics Supports and Services

- Group sizes will comply with state and local regulations.
- Designated spaces in the resource room or flex areas should be used for small group instruction.
 - Face coverings and protective barriers should be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
 - Clear barriers and/or face coverings should be used for small group instruction and individual assessments as needed.
- Students should be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of students receiving special education supports and services they support whether instruction is virtual or face-to-face.

Aledo ISD Special Programs Return to Learn Plan

- Aledo ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose virtual learning, teachers will:
 - Develop individualized lessons;
 - Provide direct instruction through scheduled synchronous sessions;
 - If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented.
 - Provide links to virtual platforms for lesson participation;
 - Upload weekly lesson materials to the district-designated virtual platforms (e.g., Seesaw & Canvas);
 - Document student participation and attendance on the student's log;
 - Collect data and monitor progress; and
 - Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Documentation of Services in the IEP

- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or virtually.

Aledo ISD Special Programs Return to Learn Plan

- Annuals ARDs going forward: All students will receive a schedule of services for face-to-face services documented in the Schedule of Services section of the IEP. A contingency plan will be incorporated into the IEP.
 - Students with disabilities must have available an instructional day commensurate with that of students without disabilities.
 - A contingency plan for supports and services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during remote learning.
 - Data should be collected weekly, at minimum, on IEP goals/objectives.
-

Lack of Progress Guidance

- Whether face-to-face or virtual, special education teachers should review the progress of each student on their caseload bi-weekly (i.e., grade books, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the general education curriculum and on their IEP goals/objectives.
- Special education teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small group support, etc.).
- Special education teachers should, after other interventions have been unsuccessful, request to convene an ARD/IEP committee meeting to address lack of progress.
- When face-to-face instruction resumes fully, annual ARD committees should address student-specific needs resulting from closure. On a case-by-case basis, this might include discussions of COVID-related compensatory services or a need for extended school year (ESY) services. ARD/IEP committees should:
 - Review Guiding Questions with ARD committee to determine potential need for COVID related compensatory services

Aledo ISD Special Programs Return to Learn Plan

- Answer any questions and address any parent concerns regarding COVID-related compensatory services;
- Determine what services, if any, are needed;
- Document the discussion and decision in the deliberations, including:
 - Start and end dates,
 - Frequency,
 - Duration,
 - Area of service, and
 - Goals services will address.
- Provide prior written notice to parents following any offer of COVID-related compensatory services; and
- Indicate whether or not the parents agree with the recommendation of COVID-related compensatory or ESY services.

Guidelines for Community-Based Instruction

- Specific permission from parents/guardians allowing their student to participate in community-based outings during the pandemic must be provided in writing prior to the outing.
- Outings will be limited to groups of 3-4 students and will follow social distancing and hygiene guidelines for transporting students.
- Students will be pre-taught COVID-19 safety and hygiene routines prior to going out into the community (i.e., covering your mouth and nose with a face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment

Aledo ISD Special Programs Return to Learn Plan

options and minimizing cash handling; immediately washing/sanitizing hands, etc.).

- Close contact with others will be limited and distance of at least 6 feet maintained when possible.
 - Staff will use verbal reminders and visual supports with students to maintain 6 feet distance from workers and customers.

Guidelines for Work-Based Learning in the Community Setting

- Students and staff will review all community business return to work and social distancing procedures prior to outings and follow them when on the job.
- Support students' access and understanding of performing preventative measures related to their job

Exposure Prevention Strategies

Special education services are oftentimes delivered in a small group setting with hands-on support. Special education teachers and service providers will take care to reduce any unintentional exposure by:

- Creating supplementary aid and manipulative kits for each student
 - Update as needed per unit of instruction
 - Follow procedures for sanitizing items prior to adding to a student's bag

Aledo ISD Special Programs Return to Learn Plan

- Laminate supplemental aids so they can be easily cleaned and reused
- Strategically scheduling students
 - Limit variation of student groupings
 - Minimize number of resource staff working with a particular group of students
 - Adhere to district guidelines regarding number of students and staff in a specific location at any given time
- Facilitating safe small group activities
 - Adhere to social distancing requirements
 - Ensure sanitization of space before and after each small group
 - Use dividers if students need to work in close proximity to complete activities
 - Wear appropriate face covering at all times during small group instruction
- Supervising transitions
 - Follow district guidelines
 - Enforce social distancing of students in hallways and other common areas
 - Provide visual supports or schedules that highlight social distancing when transitioning between classrooms or activities

Aledo ISD Special Programs Return to Learn Plan

Times of Closure

Upon notice that a campus is closed:

- Contact/service logs will be maintained by special education staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and IEP contingency plans should be followed;
- ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.

Instructional & Related Services

Service providers should:

- Provide indirect services virtually when possible;
- Provide direct service minutes in alignment with the IEP schedules of services;
- Provide direct services virtually during school day when appropriate;
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination;
- Maintain assignments, activities, and videos of lessons in the virtual platform used; and
- Maintain accurate contact/service logs, documenting minutes provided.

Emergency Closure Kits

- Supplementary aids and manipulatives should be prepared in Ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.
- Identify what special equipment is necessary for students for check out for home use