Special Education

Reset, Reimagine, Respond: Reentry Plan for Fall 2020

Contents

Legal Requirements

Ysleta ISD will ensure students with disabilities have access to a Free and Appropriate Public Education (FAPE). In addition, during any period of continued or recurring school closure, each student with a disability will be provided, to the greatest extent possible, the Special Education and related services identified in the student's Individualized Education Plan (IEP). If services provided during any period of school closure were not sufficient to confer a FAPE, the students' Admission, Review and Dismissal (ARD) committees will consider, on an individualized basis, whether COVID-related compensatory services are necessary once school reopens.

COVID-19 Health and Safety Protocol

Closure Procedures

If a closure must occur, based on district, city, and state closures mandated by county health officials, the following will happen:
● Parent contact logs will be maintained by special education staff; See Documentation Section
● Service logs will be maintained by special education staff; See Documentation Section
● District Online Learning guidelines
● ARDs will proceed virtually; See ARD Consideration Section

Instructional Services and Support During Closure

Supplementary aids and manipulatives should be prepared in disposable bags, ready to send home for students in the event the campus needs to close unexpectedly. During a closure, teachers and paraprofessionals should:
● Provide direct service minutes virtually in alignment with the IEP schedules of services;
● Maintain assignments, activities and videos of lessons in the virtual platform used; and
● Maintain accurate contact/service logs, documenting instructional services. See Documentation Section

Related Services During Closure

Supplementary aids and manipulatives should be prepared in disposable bags, ready to send home for students in the event the campus needs to close unexpectedly. During a closure, related service providers should:
● Provide consultative services online when possible, to the greatest extent possible;
● Provide direct service minutes online in alignment with the IEP schedules of services, to the greatest extent possible;
● Maintain assignments, activities and videos of lessons in the online platform used;
● Maintain accurate contact/service logs, documenting service minutes provided; See Documentation Section

General Guidance

● Students with disabilities will follow follow Ysleta ISD guidelines and protocols based on guidance from the CDC and the City of El Paso Public Health Department.
● Ysleta ISD is committed to meeting the unique needs of students with disabilities. An ARD committee will convene as needed to discuss student needs, review progress and make individualized recommendations for our students
● ARD meeting or an ARD amendment will be conducted for students participating in Online Learning to ensure the student's individual needs are met, and parents are fully informed of the services offered to the students.
● ARD meeting or an ARD amendment will be conducted for students participating in face-to-face Classroom Learning, in which placement and LRE are impacted by health and safety recommendations.

- ARD meetings will be held remotely to comply with social distancing requirements; parents may participate by telephone or online (Google Meet).

Identification and Assessment

Ysleta ISD will comply with initial evaluation timelines, as well as reevaluation and special-request timelines, when normal school operations resume. In compliance with TEA guidance, Special Education staff will review data available and determine if any evaluations can be completed in an online setting or if additional data is needed to determine eligibility. See Early Education Services. When face-to-face interaction with students is limited due to health and safety concerns related to COVID-19 and additional data is needed, eligibility determination may be delayed.

ARD Considerations

Ysleta ISD will comply with ARD timelines and utilize TEA guidance for ARD procedures during school closures. Online ARD meetings utilizing the Google Meet platform will be held during times when health and safety could be impacted due to face-to-face meetings and an inability to social distance.

IEP Services and Supports

Ysleta ISD will ensure that services designated in an IEP will be implemented as agreed upon by the ARD committee.

Logistics

- Group sizes will be determined by state and local regulations.
- Groups may use a shared space based on CDC Guidelines, when areas are large enough to allow for students and their respective desks to be a minimum of 6 feet apart.
- Special Education teachers should continue to provide services based on IEP requirements.
- Designated spaces in Specialized Support Classrooms or flex areas should be used for small-group instruction based on CDC Guidelines.
    - Face coverings and dividers are to be used.
    - Speech Language Pathologist and teachers of the deaf or hard of hearing will wear face masks/shields as needed.
    - Dividers should be used for small-group instruction and individual assessments as needed.
- Instruction may be conducted in open areas, such as courtyards, to reduce the potential spread of contagions.
- Students should be taught good hand-washing techniques, and provided frequent opportunities to wash their hands. 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.
- Employees should wear face coverings over the nose and mouth as outlined by follow Ysleta ISD guidelines and protocols or CDC Guidelines.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth as outlined by follow Ysleta ISD guidelines and protocols, except while engaging in an activity where the mask cannot be worn (eating, behavioral needs, sensory needs). Students' individual needs will be addressed by an ARD committee on a case-by-case basis.
- Floor tape or dividers should be used to ensure social distancing is promoted.

Instructional Delivery Methods

- Universal Design for Learning is a key component for teachers to design their lessons and materials to maximize student engagement and effectiveness of curriculum.
- Providing Accessible Educational Materials
    - Regardless of the environment, the campus is responsible for providing all students educational materials in an accessible format.
        - Getting Started with Accessibility

- Additional considerations may need to be made for students with disabilities, such as visual, auditory or physical impairments.
  - Designing with POUR
  - Contact Jessica McKay, (jmckay@yisd.net) for additional assistance
- Students receiving Special Education services will continue to have access to all programs and devices available to their campus peers. These include:
  - Campus-issued Chromebooks, iPads
  - Snap & Read
  - Co:Writer
  - Nearpod, EPIC, Scholastic, Stemscopes, etc.
- If a student's IEP states they require access to additional equipment and software, the campus and Ysleta ISD Special Education Department staff will coordinate efforts to provide them in the student's current learning environment. In at-home learning situations, technology will be provided in the home whenever feasible.
- Teachers providing instruction in a self-contained program are expected to use alternative curriculum programs that allow students to develop skills and work on grade level TEKS via Essence Statements.
  - Unique Learning System
  - Readtopia

Accommodations and Modifications
- During the ongoing COVID-19 pandemic, campuses must provide the student with the services required by the student's IEP, to the greatest extent possible. If there are services, accommodations, and modifications required by the student's IEP that cannot be provided during this time, the student's ARD committee must determine: 1) which services it can be provided to meet the student's needs; and 2) document which services cannot be provided. Then, parents must be informed by means of ARD amendments and prior written notices.
- Ysleta ISD Special Education Department will hold ARD amendments or meetings to reflect necessary adjustments on a student's accommodations and/or modifications to meet the student's needs in face-to-face or online learning setting when appropriate.
- Grading should follow district guidelines and student's IEP recommendations.

Scheduling
- TEA Planning Guidebook
- Special and general education teachers will collaborate to ensure IEP services are met by scheduling services face-to-face or online, taking into consideration local guidelines.
- Special education teachers will develop a schedule to comply with the IEPs of students in their caseload through either face-to-face or online learning.
- Special education teachers will contact parents with a schedule of services and supplemental aids/list of materials for students doing online learning.
- If a synchronous session is not possible with a student, provide access to Google classroom lessons and materials, or record lessons for students to view instruction and modeling by incorporating UDL guidelines and accessibility requirements to reach all students and maximize the learning experience.
- Attendance must follow the district guidelines and the IEP recommendations of each student.

Itinerant & Related Services
- Virtual Services
  - Staff will provide services online via different modalities that will best fulfill IEP requirements.
  - Consent for teletherapy will be acquired through IEP documentation.
  - Equipment and/or software determined necessary by the IEP committee for the student to complete online instruction will be provided by the campus and district special education department.
  - Students from different campuses may be grouped together for online sessions when appropriate.

- Staff will work in collaboration with classroom teachers to embed supports during online instruction when appropriate.
- Parents and teachers will be provided access to resources and extension activities via a variety of learning management systems.
- Home visits may occur when deemed necessary to fulfill IEP requirements and can be completed safely for all parties and in accordance with city and state health guidelines.
- FERPA requirements will be taken into consideration in online instruction, and reasonable precautions will be taken to prevent any inappropriate disclosure of information from student educational records. In cases where disclosure of such information may be unavoidable, the district will seek parental consent for incidental disclosures.

- Face-to-Face Services
  - Use of equipment is based on individual needs and will be assigned to specific students based on IEP requirements.
  - Staff will properly clean and disinfect equipment after each use.
  - Any equipment shared by multiple students will be cleaned and disinfected by staff before and after every use.
  - Staff will develop a schedule to consolidate service time on a single campus to minimize the number of schools and/or classrooms visited per day.
  - In an effort to limit exposure, virtual services may continue until restrictions related to COVID-19 are lifted.
    - Group sizes will comply with state and local regulations.
      - The size of the room provided at the campus may impact the ability to group students and require 1-to-1 services or alternative locations for service delivery.
      - Services may be conducted in open areas, such as a library or courtyard, to stay in line with social distance requirements.
      - A hybrid model of service combining face-to-face and online participation may be implemented.

Case Management

Case managers will:
- Provide accommodations/modifications pages, STAAR testing pages, and behavior intervention plans (BIP), when applicable, within the first week of school for all of their students in face-to-face and online instruction.
- Provide updated information to teachers within 24 hours upon completion of an ARD meeting case.
- Establish and maintain communication with parents and document parent contact in the Parent Contact Log in Frontline or uploaded into Frontline archive manager.
- Monitor student progress throughout the year and maintain documentation of their progress.
- Notify administration and assessment staff of concerns with student progress and/or lack of participation in online setting.
- Complete IEP progress reports every 9 weeks.
- Complete IEP paperwork and notice of ARD.

Documentation

To maintain documentation of the services and supports provided to students while in virtual or face-to-face settings, Ysleta ISD will ensure:
- Parent contact documentation is maintained in the parent contact log in Frontline or uploaded into the Archive Manager in Frontline.
- All IEP documents – to include the IEP, IEP progress reports, restraint documentation, consent and notices – are archived into the Archive Manager in Frontline.
- Support facilitation logs are used to document services provided and are available for administration to view.

- Documentation for related services and IEP support services is maintained through completion of service logs, SHARS entries, as well as documentation of parent communication through the parent contact log or archive manager in Frontline.
- SHARS billing for Personal Care Services (PCS) provided by Special Education teachers will be suspended while online instruction is in place. Upon return to face-to-face instruction, billing for PCS must resume.

Progress Monitoring

Ysleta ISD will ensure progress monitoring occurs during face-to-face and online instruction in compliance with TEA guidance.
- 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 online.
  - Special Education staff will use documentation provided through Frontline for IEP goal progress, accommodations and specially designed instruction by either the general education teacher, Special Education teacher, paraprofessional, and/or related services and speech providers.
  - Students with disabilities must have available an instructional day commensurate with that of students without disabilities, unless the students' ARD committees determine otherwise.
  - A contingency plan for services should be documented within the deliberations of every ARD/IEP, outlining how services will be implemented during online learning, should there be a need to exclude a student from school for COVID-19 reasons, or there is a campus or district reclosure at a later time.
  - Data should be collected weekly, at minimum, on IEP goals/objectives.

Early Education Services

- ECI Transition
  - Evaluation for children referred through ECI for transition to public school services by age 3 will be evaluated via an online play-based assessment method (Arena) in collaboration with parents until COVID-19 restrictions have been lifted completely.
  - Service delivery will follow district guidelines for online learning and face-to-face instructional options.
  - Parents will be advised to follow district policy for enrollment during times of closure. *LINK*
  - Additional evaluation and data collection will be completed, as deemed necessary by the ARDC, when the student is able to return to school for face-to-face services.
- Employee Daycare
  - Daycare will follow the same schedule for closure that is applied to classroom instruction.
  - The automatic withdrawal for tuition will be suspended during times of closure.
  - Children will remain enrolled at their daycare campus as pre-K or preschool students.
  - When online instruction is the only option:
    - Children 3 years of age (preschool) can receive services commensurate to half-day pre-K free of charge.
    - Children 4 years of age (pre-K) can receive services online with full-day pre-K requirements for online instruction free of charge.
    - Parents can choose to keep this option for as long as online instruction is available to all students.
  - When face-to-face instruction is available through the 4x1 model directed by the district:
    - For children 3 years of age, daycare will be available five days a week.
      - Tuition and fees at regular rates and automatic withdrawal will be applied.
      - Regular daycare hours will resume.
    - Children 4 years of age will continue to receive full-day pre-K services free of charge four days a week.

- Children can come in on Fridays for daycare for a fee equal to 20% of the regular full-time fee through automatic withdrawal from the employee's paycheck.
- Universal Pre-K
  - The district will offer enrolled half-day Universal Pre-K students a spot in a regular full-day pre-K classroom.
    - Half-day Universal Pre-K will no longer be an option for students
    - The district is not opening additional seats for Universal Pre-K; this option is only open to those parents who have already enrolled.
    - Once the child is enrolled in a full-day program, they will remain on the same campus for the remainder of the school year.
- Considerations for students
  - Due to the unprecedented nature of the COVID-19 pandemic and the need to provide instruction online, parents may need to be available to support students online and ensure students are participating and tending to instruction at home.
  - Parents will have to provide access to technology in order to participate in online instruction. Should parents need assistance with accessing their technology or the online instruction platform(s), district staff will be available remotely to provide assistance.
  - If this is a student's first experience with school:
    - Parent education and orientation prior to the start of school will help establish a positive collaboration.
    - Orientation materials and activities to introduce children to their teacher and the online environment can help establish rapport and a positive attitude toward online learning.
    - Opportunities for parents and children to meet and socialize online can support relationships that will carry over when face-to-face instruction resumes.

Guidelines for Transition Services and Community Based Instruction
- Transition Service Delivery Locations-
  - **On campus:** Transition services indicated in student's IEPs will continue to be provided on campus while following follow Ysleta ISD guidelines and protocols.
  - **At Transition to Life Career Center in Cadwallader building**: Transition Staff will follow follow Ysleta ISD guidelines and protocols while providing transition services indicated in student's IEPs at the service location indicated as TLCC at the Cadwallader building.
- **Community Based Instruction (CBI):** Community-based instruction, including job training at various job sites, will resume when it is safe to do so, according to district officials with guidance from city and state health officials.

Parent Engagement
- Frequent and transparent communication is paramount to a successful partnership with parents.
- Special Education staff will establish consistent methods and times available for parent contact.
- Special Education staff will be sensitive to the unique needs and circumstances of each family they serve to maximize access and impact of services.
- Campuses in conjunction with their Special Education staff may consider one of the following to bolster parent participation and education:
  - Parent Support Groups
  - Live Parent Education Sessions
  - Pre-Recorded Webinars
  - TEA Parent Resources for Students in Special Education
  - Parent Wellness by Region 10

Contact Information
- Special Education Department (915) 434-0900 Ysleta ISD Special Education Department Webpage
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