



RECONNECT.

RECONNECT RE-ENTRY PLAN

SPECIAL EDUCATION





DESOTO ISD
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Special Education Department

Fall 2020 Guidance

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

Table of Contents

Legal Requirements	3
General Guidance	3
Meeting IEP Service Recommendations	3
Face-to-Face: Special Education Services	3
Face-to-Face: Related Services	4
Provision of Resource, Co-Teach, and Inclusion Services	4
Documentation of Services in the IEP	5
Lack of Progress Guidance	5
Times of Campus Closure	6
Exposure Prevention Strategies	6
Instructional & Related Services	7
Emergency Closure Kits	7
Work-Based Learning in the Community Setting	7
Evaluations	7

Legal Requirements

DeSoto 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).

General Guidance

In an effort to minimize potential exposure to our most vulnerable students, DeSoto ISD will:

- Ensure students with disabilities follow the same guidelines and protocols with special consideration to meet their individual needs.
- Provide transportation for students participating in campus-supervised learning, as documented through the Admission Review and Dismissal (ARD)/Individualized Education Program (IEP) paperwork or if the student is eligible for special education transportation as a related service in order to access their special education service.
- Focus on social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour and wearing masks.
- Require masks 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 and materials for the day when possible).
- Sanitize all used materials daily.
- Utilize protective barriers as appropriate.

Meeting IEP Service Recommendations

- DeSoto ISD will review all health plans and IEPs prior to student reentry into brick and mortar settings and revise them through an ARD with appropriate safety protocols as needed.
- DeSoto 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.

Face-to-Face: Special Education Services

- Group sizes will comply with state and local regulations.
- District personnel will follow the federal and local regulations as well as the district's health and safety guidelines per the DeSoto ISD Case Manager's Manual.
- Multiple groups may use a shared space only when the area is large enough to allow for all students and their respective desks to be at least six feet apart. The groups should not combine for activities at any time.
- Designated spaces in the resource room 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 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 and leaving the class, before and after meals, before and after toileting, and other scheduled times during the day.
- Employees should wear face coverings over the nose and mouth when appropriate, as delineated in the **DeSoto ISD Student and Staff Safety Protocols**.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth as explained in the **DeSoto ISD Student and Staff Safety Protocols** except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis and documented outcomes will be in the ARDC deliberations.
- Floor tape or dividers should be used to separate large areas into smaller spaces.
- Visuals should be present throughout the building to ensure students with visual and tactile needs can adequately access the building and following all CDC, state and federal guidelines.

Face-to-Face: Related Services

- Group sizes will comply with federal, 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 always be used, when appropriate.
- Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks and/or shields as needed to ensure proper communication between the provider and the student.
- Clear barriers should be used for small group instruction and individual assessments as needed.
- Employees should wear face coverings over the nose and mouth when appropriate.
- Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth, except while engaging in an 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.
- 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 the IEP-entitled students they support.
- DeSoto 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.

- All students will engage in learning through the Anytime, Anywhere Learning system by either at-home or campus-supervised:
 - Teachers will provide direct instruction during a schedule synchronous (live) sessions using a district approved online virtual platform.
 - Teachers will also require the student to engage in asynchronous (recorded) work independently
- All students will have access to the same curriculum materials online.
- Special and General Education teachers will provide links to virtual platforms for lesson participation.
- Special and General Education teachers will upload weekly lesson materials to the district-designated virtual platforms (e.g., Schoology, etc.).
- Special Education case managers will document student participation and attendance on the student's log.
- Special Education case managers will collect data and monitor progress.
- Special and General Education teachers will 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 campus- or home-supervised learning.
- Students with disabilities must have the availability to the same instructional day commensurate with that of students without disabilities.
- A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during home-based learning.
- At minimum, data on IEP goals/objectives should be collected weekly.

Lack of Progress Guidance

- Whether a student is participating campus-supervised or home-supervised 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 case managers must communicate with parents every three weeks, ensuring parents are fully aware of student progress or lack thereof.
- Special education teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; smaller 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 campus classroom 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:

- 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
 - Goals and objectives in which services will address
- Provide prior written notice to parents following any offer of COVID-related compensatory services.
- Indicate whether or not the parents agree with the recommendation of COVID-related compensatory or ESY services.

Times of Campus Closure

The following guidelines must be followed upon notice of campus closure:

- 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.
- If an evaluation timeline cannot be met due to closure, the impact of the delay of services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.

Exposure Prevention Strategies

Special Education services are oftentimes delivered in a small group setting with hands-on support. To reduce any unintentional exposure, Special Education teachers and service providers will:

- **Create 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
 - Laminate supplemental aids so they can be easily cleaned and reused
- **Strategically schedule 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
- **Facilitate 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

- **Supervise 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.

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
- 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 of an unexpected campus closure.

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 jobsite.
- Support students' access and understanding of performing preventative measures related to their job or traveling using public transportation with the following resources from the CDC:
 - [Guidance for grocery and food retail workers](#)
 - [Guidance for use of public transportation](#)

Evaluations

Evaluations will be completed per the federal guidelines. Face-to-face evaluation will be utilized with the following guidelines:

- **DeSoto ISD Student and Staff Safety Protocols**
- Evaluation sessions will be scheduled by the assigned evaluator
- Face coverings and protective barriers will be used
- Ensure sanitization of space before and after each evaluation session
 - Evaluation may be administered virtually to the maximum extent appropriate, if requested, by the parent/guardian

Fall 2020 Special Education Department Guidance Support Team

The following Special Education Department personnel are available to support and provide clarification to parents and district staff through the following methods via phone at 972-223-6666 Ext 8251 or via email as directed below.

Centralized Programs - Sherlyn Lollis (Sherlyn.Lollis@DeSotoISD.org)

Resource and Inclusion- Tamara Walker (Tamara.Walker@DeSotoISD.org)

Early Childhood, Speech, and Related Services – Chandler Ude (Chandler.Ude@DeSotoISD.org)

All other matters can be directed to

Director of Special Education Chastity Jackson (Chastity.Jackson@DeSotoISD.org)

Special Education Supervisor Tamika Williams (Tamika.Williams@DeSotoISD.Org)

