



## MISD Special Programs Virtual Instruction Guidance Document

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

### Legal Requirement:

Mansfield ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). MISD will ensure that, to the greatest extent possible, each student with a disability can be provided with the special education and related services identified in the student's individualized education program (IEP).

## §504 & IEP Meeting Requirements:

- Mansfield ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 committees convene to discuss needs, review progress, and prioritize critical areas of need to make individualized recommendations for students.
- Mansfield ISD will review health plans and IEPs prior to reentry into brick and mortar settings and revise them through an ARD or 504 meeting with appropriate safety protocols as needed.

## General Guidance Special Programs:

- Students with specialized services and supports will follow the same guidelines and protocols with special consideration to meet their individual needs.
- Students who are entitled to instructional and related services through an IEP, §504 plan etc. and who choose to enroll in the MISD Virtual Academy will require an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.
- Students who are entitled to instructional and related services through an IEP, §504 plan etc. and who choose to enroll in the MISD Virtual Academy will be provided with appropriate services and support specified in the appropriate plan (IEP, 504, etc.) to meet the individual needs either face-to-face or virtually.
- In an effort to minimize potential exposure to our most vulnerable students, Mansfield ISD will:
  - Focus on social distancing and frequent handwashing or use of hand sanitizer.
  - 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/materials for the day when possible).
  - Sanitize all used materials daily.
  - Utilize protective barriers as appropriate.
  - Utilize grouping and scheduling strategies to reduce exposure.

## Exposure Prevention Strategies:

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

- Creating supplementary aid and manipulative kits for each student
  - Discourage sharing of items that are difficult to clean or disinfect
  - Update kits 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 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
- 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

## Dyslexia

Mansfield ISD will ensure that, to the greatest extent possible, each student with dyslexia will receive instruction according to The Dyslexia Handbook, Rev. 2018, published by the Texas Education Agency.

### *Face-to-Face*

- Dyslexia instruction will occur in small groups with a trained dyslexia provider using MISD approved resources.
- When holding Section 504 meetings, the committee will document how accommodations and services could be implemented during virtual learning.
- Classroom set up will be modified to limit exposure and meet social distancing guidelines (See [Exposure Prevention](#).)

### *Virtual Instruction*

For students who enroll in the MISD Virtual Academy, dyslexia providers will instruct as follows:

- Section 504 amendment meetings will be held for all students with Section 504 plans who will be receiving virtual instruction to determine what accommodations and services can be implemented and address any changes that need made to support the student.
- Provider preference is synchronous instruction; however, recorded sessions and additional online resources will be provided as supplemental practice and when introducing a new skill.
- Delivery of dyslexia services includes district designated resources aligned with TEA's Dyslexia Handbook, Rev. 2018, and Canvas resource bank.
- Use a district approved learning management system (Seesaw, Canvas, Teams, etc.) to design appropriate lessons, assignments, and assessments.
- Lessons provided will include opportunity for student response (i.e. See Saw, Flipgrid) to assist with measuring progress.
- Learners use materials provided for interactive instruction and practice at home (i.e. alphabet strips, letter blocks, letter ARC, reading trackers, coding sheets, handwriting practice, etc.)
- Learning Lab times set up through TEAMS for assistance and content support.
- Use individual student learning plans to document services and supports provided.
- Dyslexia providers will support Section 504 accommodation plans and IEPs.

## 504

Mansfield ISD will ensure that, to the greatest extent possible, each student with a disability that substantially impacts a major life activity will be provided a service plan, if appropriate, as determined by the 504 Committee. Service plans will be implemented whether at campus or if a student is receiving remote virtual learning.

- 504 amendment meetings will be held for all students who will be receiving virtual instruction to determine what accommodations can be implemented and address any changes that need to be made to support the student. Success Ed has provided a new amendment form that will be used to document changes to accommodations for remote virtual instruction. This requirement includes information of how an existing accommodation may be implemented in a virtual setting and any additional accommodations.
- The regular compliance calendar will be followed for re-evaluations and snapshot letters will be sent home for all students not requiring additional assessment.
- Meetings will be held for students with complex plans or for those who struggled during the Covid closure in the 2019-2020 school year or by request.
- When holding a 504 meeting, the committee will document how accommodations could be implemented during remote virtual learning. In the event that a school may need to close and move to remote virtual instruction during the year, including documentation for accommodations while at home will provide seamless services for the student and would not require an additional meeting.
- Regular campus 504 procedures will be followed for all students, including teacher documentation of how accommodations are provided.
- All data from current 504 Evaluations and Service Plans will be in the Success Ed Platform by the end of the 1<sup>st</sup> six weeks reporting period in 2020-2021, thus allowing easy transfer of documents to parents/guardians.
- 504 Initial Evaluations will not be delayed for students who choose virtual instruction.

## Special Education Delivery of Services

Mansfield 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.

- Special and general education teachers will collaborate and design appropriate assignments and assessments to implement any accommodations/modifications in accordance with the IEP whether face to face or virtual.
- Special and general education teachers should collaborate with service providers (Speech, OT, PT, MT, LPC, etc.) to ensure that services and supports are provided in accordance with the IEP whether face-to-face or virtual.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.

### *Face-to-Face*

- 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.
- Group sizes will comply with state and local regulations.
- In classroom spaces that allow, student desks will be placed to support social distancing.
- Designated spaces in the classroom for small group teaching and/or individual student work areas.
- Dividers should be used for small group instruction and individual assessments as needed.
- Floor tape or dividers should be used to separate large areas into smaller spaces
- When feasible and appropriate, it is preferable for students to receive instruction outside rather than inside to reduce potential spread of contagions.
- 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.
- Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face masks/shields as needed.
- For additional information see [Exposure Prevention](#)

## *Virtual Instruction*

For students who enroll in the MISD Virtual Academy special education teachers will:

- Use a district approved learning management system (Seesaw, Canvas, Teams, etc.) to design appropriate lessons, assignments, and assessments to implement any accommodations/modifications in accordance with each student's IEP.
  - Provide direct instruction through synchronous methods to support accommodation and/or modifications to progress toward goals and access to the general education curriculum by:
    - Provide a live direct sessions through a LMS
    - Provide Regular virtual student meetings/check-ins to support with instruction
    - Provide Regular virtual student meetings/check-ins to support with organizing, monitoring and completion of work
  - Provide indirect instruction through asynchronous methods to support accommodation and/or modifications to progress toward goals and access to the general education curriculum by:
    - Collaborating, planning, and/or designing digital accommodations and/or modifications that need to be embedded into a LMS and/or providing instructional resources/materials.
    - Training on instructional materials/resources to support progress toward IEP goals and access to the general education curriculum, as determined by the ARD committee.
- Should collect data weekly to monitor progress on IEP goals and objectives and/or progress in general education curriculum.
- Use individual student learning plans to document services and supports provided.
- Request an ARD/IEP committee meeting to address any concerns with lack of progress on IEP goals/objectives or in the general education curriculum.

## Special Education – Self-Contained

- Classroom set up will be modified to limit exposure and meet social distancing guidelines.
- Students who receive services in a self-contained classroom will continue to participate in the general education curriculum with their individualized accommodations/modifications being implemented in accordance with the IEP.
- Students who are on an alternate curriculum will receive instruction of prerequisite skills at their instructional level in accordance with the IEP.

### *Virtual Instruction*

For a student who enrolls in the MISD Virtual Academy an ARD committee meeting should convene to review student data and prioritize critical areas of need to determine how services may need to be altered to support the student in the virtual educational environment.

- The Special Education teacher will 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 the IEP will be implemented.
- A district approved learning management system (Seesaw, Canvas, Google Classroom, etc.) will be used to design appropriate lessons, assignments, and assessments to implement any accommodations/modifications in accordance with each student's IEP.

## 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 in the special education SUV.
- 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 cloth face covering when out in public; avoid touching eyes, nose, and mouth; disinfecting shopping carts; using touchless payment 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.
- The CDC recommends [wearing cloth face coverings](#) in public settings where other social distancing measures are difficult to maintain, especially in areas of significant community-based transmission.



## 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 or traveling using public transportation with the following resources:
  - [Guidance for grocery and food retail workers](#), and
  - [Guidance for use of public transportation](#).

## Documentation of IEP Services

- 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.
- Students with disabilities must have available an 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 remote learning.

## Lack of Progress

- Whether face-to-face or virtual, 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 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 meetings to address lack of progress.
- During Annual ARD Meetings, student progress will be discussed and addressed in the schedule of services. All students will receive a schedule of services for face-to-face services and a contingency plan/alternate schedule of services to implement in the event of a district wide closure.

### *Virtual Instruction*

For Students who are enrolled in the MISD Virtual Academy the contingency plan/alternate schedule of services will be implemented in accordance with the IEP.

- 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, 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.

## Times of Closure

Upon notice that a campus is closed:

- Contact logs/service logs/individualized learning plans will be maintained by special education staff;
- District approved learning management system (Seesaw, Canvas, Google Classroom, etc.) will be used to design appropriate lessons, assignments, and assessments to implement any accommodations/modifications in accordance with each student's IEP.
- 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 Service Providers

- Provide indirect services virtually when possible;
- Provide direct service minutes in alignment with the IEP schedules of services whether in face-to-face or virtual.
- Adhere to district expectations for PPE and scheduling to minimize cross-contamination;
- Service providers should collaborate with general and/or special education teachers to ensure that services and supports are provided per the student's IEP.
- Maintain accurate contact/service logs/service delivery plans, documenting minutes provided.

### *Virtual Services/Teletherapy*

For student who enroll in the MISD Virtual Academy service providers will:

- Provide direct services through scheduled synchronous sessions.
  - If a student is unable to participate during synchronous sessions and/or accesses lessons at another time, the ARD committee should convene to revise how the IEP will be implemented.
- Use a district approved learning management system (Seesaw, Canvas, TEAMS etc.) to implement services and supports in accordance with the IEP.
- Service providers should contact parents for consent if a student's IEP requires synchronous (face to face) teletherapy service. The MISD Teletherapy Consent letter and form must be completed before sessions begin and should be included as part of the ARD document if teletherapy services are deemed appropriate by the student's IEP team.