

## **Special Programs Action Plan Concerning 2020-2021 Returning to School**

MVISD has an obligation to avoid discrimination on the basis of disability under Title II and Section 504, while cooperating with public health authorities to ensure that students with disabilities have access to the school's education program. The goal of the Special Programs Department is to ensure that students with disabilities have access to a free and appropriate public education (FAPE) within their least restrictive environment. To the greatest extent possible, each student with a disability will be provided the specially designed instruction and related services identified in the student's individualized education program (IEP) or accommodations provided in the student's 504 plan.

In cases where safety and security warrants that a student is not able to receive FAPE, the district will consider and offer compensatory services once a student has returned to In-Person Instruction.

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### **General Guidance Regarding Special Programs**

- ❖ The [COVID Response Protocol](#) approved by the Board will be followed. This guidance is supplemental to the protocol to address special populations.
- ❖ Students who are unable to adhere to the mask requirements due to a medical condition will need a doctor's signed note indicating so.
- ❖ Federal compliance requirements and timelines remain in effect.
- ❖ ARD amendments, 504 meetings or revision of continuity plans may need to be completed to discuss individualized needs, review progress, and make individualized recommendations for our students.
- ❖ ARD Meetings will continue to be held using Google Meet without inhibiting parental meaningful participation. Gatherings in an ARD room, at the discretion of the ARD Administrator, will practice social distancing, and face mask requirements.
- ❖ Special Education Service Providers will maintain accurate contact/service logs, documenting minutes provided whether remote or in-person.
- ❖ Students receiving Remote Instruction will continue to be serviced through the Continuity Plan established until such date that they return to In-Person Instruction.
- ❖ Students who have returned to In-Person Instruction will be provided services according to their active IEP. Data collection for determination of compensatory services will begin.

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## Compliance Guidance for Remote Instruction

- ❖ Special Education students continue to be covered by the Continuity Plan developed in the Spring 2020. The Continuity Plan can be adjusted/modified as necessary. New students to the district who choose Remote Instruction will require a Continuity Plan to be developed at their Transfer Meeting.
- ❖ 504 students will require a Section 504 Service Plan Amendment (Continuity Plan). These will need to be completed within the first three weeks of school. Training on developing these will be given to the 504 Coordinators in August.
- ❖ Students with disabilities must have available an instructional day commensurate with that of students without disabilities. Thus, students in Remote Instruction are subject to the same guidance to meet attendance requirements daily.
- ❖ Data should be collected weekly on IEP goals/objectives. Progress Reports on IEP goals/objectives will continue on the regular 6 week schedule.
- ❖ Monitoring Teacher and Specialized Service Providers (VI, AI, OT, PT, SLP) will evaluate each remote learner for *accessibility needs* and develop an individualized plan if needed. Accessibility needs due to disability must be documented in the student's continuity plan.

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## Exposure Prevention Strategies

Special education services are oftentimes delivered in a small group setting with hands-on support. In addition to the measures outlined in the [COVID Response Protocol](#), special education teachers and service providers will take care to reduce any unintentional exposure by:

- ❖ Creating supplementary aid and manipulative kits individualized for each student
- ❖ 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 staff working with a particular group of students
- ❖ Facilitate safe small group activities
- ❖ Adhere to social distancing requirements
- ❖ Enforce social distancing of students in hallways and other common areas
- ❖ Provide visual supports, schedules, and lessons that address social distancing and wearing of PPE
- ❖ Ensure sanitization of space before and after each small group
- ❖ Wear appropriate face covering at all times when working with students
- ❖ Provide indirect services remotely

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## Evaluation

ChildFind obligations continue during this period. Therefore Evaluations will resume as usual during the 2020-2021 school year. Evaluations may be conducted in person and/or through an online platform (as appropriate for the nature of evaluation and individual student). Evaluators will contact parents individually to determine the evaluation type.

### **Remote Evaluations**

- ❖ Presence Learning platform
- ❖ A Technology package will be provided by the district (chromebook, document camera, hotspot, headsets) for students being evaluated remotely.

### **In-Person Evaluations**

- ❖ Evaluators will follow the screening protocols as outlined in the [COVID Response Protocol](#) when visiting each campus.
- ❖ In addition, Evaluators will utilize plexiglass barriers, approved face masks and/or face shields during direct assessment.
- ❖ Evaluators will utilize iPad based administration of assessments when possible in order to reduce physical contamination.
- ❖ Student response protocols will be placed in an envelope isolated for a period of 72 hours prior to scoring.

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## **Low Incidences**

### **Remote Instruction**

- Low Incidence Self-Contained Classrooms (ALE and ECSE) will have their own Google Classroom or SeeSaw classroom instruction developed by the special education teacher of record.
- Teachers will work directly with individual parents to provide activities that specifically support the student's goals and objectives and to help in developing a daily individualized schedule supporting remote instruction in the home environment.
- Teachers will implement specialized online instructional resources to target specific skills identified in the IEP

### **In-Person Instruction**

In an effort to minimize potential exposure to our most vulnerable students, our Low Incidence Self-Contained Classrooms will:

- ❖ Focus on teaching social distancing, handwashing with warm water or hand sanitizer for 20 seconds every hour, and wearing masks/face shields.
- ❖ Provide social stories/videos for use at home prior to school and in the classroom.
- ❖ Post visual supports throughout the classroom 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 manipulatives/materials for the day when possible).
- ❖ Sanitize all used materials daily.
- ❖ Utilize grouping and scheduling strategies to reduce exposure.
- ❖ Floor tape or dividers should be used to separate large areas into smaller spaces and assist in students social distancing.
- ❖ Utilize the following PPE during high-contact periods (such as changing and providing physical prompts and/or guidance, utilizing picture exchange communication or assistive technology):
  - N95 masks
  - Face shields (when applicable)
  - Disposable gloves

- Disposable gowns (Changing)
- Reusable cloth masks
  
- ❖ Sensory Room items will be distributed into classrooms and sanitized on a regular basis.  
(except for ball pits which will not be utilized).

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## **Related Services**

### **Remote Instruction**

- ❖ Related Service providers will evaluate the option of providing Remote Therapy on an individual student basis.
- ❖ Related Service Providers will provide distant remote services through various mediums including phone calls, emails, video conference calls, instructional videos and visual aids.
- ❖ Required Assistive Technology will be sanitized and provided to students through Doorstep Drop-Off or Pick-up.

### **In-Person Instruction**

- ❖ Itinerant Related Service providers will follow the screening protocols as outlined in the [COVID Response Protocol](#) when visiting each campus.
- ❖ When feasible and appropriate, it is preferable for students to receive services outside rather than inside to reduce potential spread of contagions.
- ❖ Providers will develop schedules that maximize time in a single classroom and minimize the number of rooms visited per day.
- ❖ Face coverings and protective barriers should be used as required.
- ❖ Clear barriers or desks spaced for social distancing should be used for small group instruction and individual assessments as needed.
- ❖ Students' individual needs will be addressed on a case-by-case basis.

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## Resource, Co-Teach, and Inclusion Services

Special Education Teachers are required to develop differentiated lesson plans to meet the needs of the IEP-entitled students they support whether support is provided during Inclusion Support or Resource classrooms.

### Remote Instruction

- ❖ Inclusion Teachers should be Co-Teachers in the General Education Teacher Google Classroom/SeeSaw Classroom.
- ❖ Resource Teachers should develop a SeeSaw or Google Classroom in which to provide Resource lessons/instruction to students.
- ❖ Provide accommodations/modifications as written in the Continuity Plan.
- ❖ Provide *activities or support* to parents to support Functional goals and objectives not covered by the academic core.

### In-Person Instruction

- ❖ Inclusion/Resource Teachers should provide services by homeroom as much as possible to reduce student mixing exposure.
- ❖ Follow all Exposure Prevention Strategies mentioned above.

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## 18 + Program

The 18+ Program requires students to practice skills in real job-related/community-based environments. In an effort to minimize potential exposure to our adult students, our 18+ Classroom staff will:

- ❖ Obtain specific permission from parents/guardians allowing their adult student to participate in community-based outings during the pandemic 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 and demonstrate proficiency (i.e., covering your mouth and nose with a mask or face shield 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.).
- ❖ Review all community business return to work and social distancing procedures prior to outings and follow them when on the job.
- ❖ Utilize verbal reminders and visual supports with students to maintain 6 feet distance from workers and customers.
- ❖ Support students' access and understanding of performing preventative measures related to job and community involvement utilizing community documents/procedures. [Guidance for grocery and food retail workers](#)

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## Times of Closure

Upon notice that a campus/classroom is quarantined/closed:

- ❖ Remote Instruction guidelines and Continuity Plans should be followed.
- ❖ Contact logs will be maintained by all special education staff.
- ❖ ARDs and Evaluations will proceed virtually throughout closure, adhering to legal timelines whenever possible.
- ❖ If an evaluation timeline cannot be met due to closure, the impact of the delay on services will be addressed when the ARD committee convenes to review evaluation results and develop the IEP.