



March 24, 2020

Dear Special Education Families,

You should have received communication this morning from your campus principal outlining the Remote Teaching and Learning Plan the district has put in place during the school closure due to the pandemic. To the maximum extent possible, we want students who receive special education services to follow the plan that was sent out by your principal. However, we know that some students will need additional supports and services, and for others, the general education plan is not feasible given the circumstances of a particular child or family.

This letter outlines the plan for those students receiving special education services, and it should be considered a companion to the plan sent by your campus principal. Please make sure to consult both letters. Instruction for all students begins on Thursday.

Before I go into more detail, I want to acknowledge that we are embarking on something brand new. What sounds good or looks good on paper may need some adjusting and tweaking as we move forward. For our younger students and students with more significant disabilities, we are putting more responsibility on parents who may have multiple obligations such as jobs they are supposed to be doing from home and/or other children they are attending to at the same time. Many of our staff have similar home situations. Please give this some time, and give yourselves and the staff a chance to make mistakes as we start our new journey together. The goal of the Remote Teaching and Learning plan is not only to continue educational opportunities for students, but also to remain a community and support each other during this time. The virtual social interaction with teachers and peers is designed to establish daily routines for students and families as well as relieve some of the stress and anxiety we are all facing.

A key person throughout this process for you to communicate with will be your case manager. Your case manager should reach out to you via email on Wednesday to welcome you back from Spring Break and establish the first communication. They will then be available in a variety of ways to support you during the school week. If at anytime you have questions or concerns, please do not hesitate to reach out to him/her. Additionally, if your child receives any related services, those staff members will be reaching out on Wednesday as well.



Provision of Instructional Services

Our special education service delivery time will be commensurate with the general education delivery time. For all students, the amount of direct instructional time is reduced; however, special education students should have access to at least that same amount of instructional time.

Provision of Speech and Related Services

Students with speech or other related services will also receive instructional time for those services. These services will be arranged with the parent to try to establish a time that works for both parties. The intention is for there to be some face-to-face time via ZOOM with each student. Depending on the related service, the parent may be provided with activities or lessons to complete at home. Additionally, there may be some “how to” videos that accompany an activity. In some instances, the therapist may want to continue with a “group” that was already established when school was in session. The therapist would communicate this with the family, and by logging on at the scheduled time, the family would consent to participate in the group session. For some students, this may be a nice way to stay connected with their peers.

Implementation of Goals and Objectives/Progress Monitoring

Special education teachers and related services staff will review individual IEP goals and objectives to see which ones can be implemented at home in a virtual format. For those goals, the special educator will take data while working virtually with your child. In some circumstances in which the parent is able to take data on the goals, the teacher may work with the parent in order to establish a structure for taking data. However, this will only occur if it is workable for both the parent and teacher.

There will be goals and objectives for some students that cannot be addressed in a remote learning environment. Staff will note those, and once school resumes, consideration will be made regarding how to address that loss of instruction related to those goals.



Collaborative Instruction

Collaborative teachers/instructional assistants will follow the Teaching and Learning plan outlined through general education. If a collaborative teacher served students in a 2nd grade class at Barton Creek, they would be present at Morning Meeting at 9:30. Likewise, if a collaborative teacher is in a 6th grade math class at Hill Country each day during 4th period, that teacher would be present in the math class ZOOM Room at 1:00 on Monday and Wednesday.

The collaborative teacher will be a co-teacher on the assigned platform for the class (Showbie, Seesaw or Google Classroom) and will assist in providing accommodations or modifications to the assigned work through the platform and will be available via virtual office hours for additional instruction or other assistance.

Modified Instruction

For students receiving modified instruction in a special education setting at the elementary level, specific work will be pushed out to the student. The teacher will provide details on how this will occur. They will be expected to complete at least one virtual check-in through ZOOM each week. The teacher will also be available for individual instruction set up through office hours and may also use video instruction/modeling for a lesson.

At the secondary level, teachers will be available at their designated class time, and students are expected to log on to ZOOM for instruction. Teachers will also be available for individual instruction or additional assistance set up through office hours.

Behavior Support

Students receiving behavior support will establish check-ins with teachers. If possible, one weekly session should be via ZOOM. The teacher will be available for office hours to help with daily schedules, executive functioning tasks, social-emotional needs or other areas identified in the IEP. Students will receive at least 1 activity per week that aligns with their specific goals and objectives. Students at the secondary level who have a MAPS or Study/Social Skills class will receive support by attending class at that scheduled time.



Life Skills and Early Childhood Special Education (ECSE) formerly known as PPCD

Setting up a learning program for students receiving alternate curriculum through life skills or in ECSE will take collaboration between the case manager and family. The format for students receiving this type of instruction is more individualized. All of the life skills and ECSE teachers will be utilizing a platform called Seesaw to push lessons and communicate with students and families. Students will be invited to “join” the class. Additionally, the teachers should work with families to provide some face-to-face time via ZOOM. Your child’s teacher will be reaching out to you later this week with more details.

At the elementary level, students are encouraged to attend Morning Meeting with their homeroom class if this proves meaningful and effective. The life skills teacher will provide additional learning opportunities through Seesaw and utilize ZOOM as well.

At the secondary level, the feasibility and effectiveness of logging into (4) 45 minute classes per day should be discussed between the student, parent, and case manager. For some students this structure and routine will be highly effective and preferred, and for others, this modality of learning may not help with progress on IEP goals and objectives. Additional learning opportunities will be provided through Seesaw.

For our 3-5 year olds in ECSE, teachers will work to establish some face-to-face time via ZOOM and send out instructional activities, video modeling, etc through Seesaw.

All life skills and ECSE teachers along with our behavior specialists will also be available to help develop daily visual schedules and provide additional instructional or behavioral strategies to support students while at home.

ATS

For students receiving instruction through ATS, teachers will be setting meeting schedules for relationship building, instructional support and problem solving utilizing ZOOM. The teachers will work with the adult student, and parent if needed, to create visual schedules that align to on-campus activities such as chore boards, the wheel, meal preparation and recreation and leisure activities. Transition skills classes will be offered at least twice per week. Teachers will also be available through virtual office hours.



As I mentioned previously, this is the plan for right now, and we may make adjustments as we start this new journey. Please do not hesitate to reach out to your case manager or any of the special education administrators to let us know what is working or what might need some tweaking. Our ultimate goal is to help our students continue to make progress academically, physically, and emotionally during this time. The trick is figuring out how! We look forward to partnering with student and families as we begin our new Teaching and Learning Plan.

Sincerely,

A handwritten signature in black ink that reads 'Molly T. May'.

Molly T. May
Executive Director of Special Education
Eanes ISD



Special Education

Teaching & Learning Remote Learning Plan

<p>Behavior Support</p>	<p>Elementary Behavior Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Set office hours for relationship building, instructional support, and problem solving with a minimum of two check-ins per week (1 of the check-ins should be through ZOOM) <input type="checkbox"/> Support students with daily schedules, executive functioning & SEL needs <input type="checkbox"/> Deliver Social Skills/Transition/SEL activity that aligns with their goals/objectives at least 1 time per week <input type="checkbox"/> Progress monitor on students goals & objectives <p>Secondary Behavior Support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All secondary behavior support teachers will follow the schedule outlined in the Teaching & Learning Remote Learning Plan. Set office hours for relationship building, instructional support, and problem solving for a minimum of two check-ins per week (MAPS/study skills class meets the two check-ins per week) <input type="checkbox"/> Support students with daily schedules, executive functioning & SEL needs <input type="checkbox"/> Deliver Social Skills/Transition/SEL activity that aligns with their goals/objectives during MAPS/study skills class <input type="checkbox"/> Progress monitor on student goals & objectives
<p>Life Skills</p>	<p>Elementary Life Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All life skills teachers will follow the expectations and schedule outlined in the Teaching & Learning Remote Learning Plan <input type="checkbox"/> Student may attend morning meeting - case manager will determine based on individual visual schedule <input type="checkbox"/> In collaboration w/ student and parent, create individual visual schedule <input type="checkbox"/> To the extent possible, delivery of instruction should align with goals/objectives



Special Education

Teaching & Learning Remote Learning Plan

<p>Life Skills</p>	<ul style="list-style-type: none"> <input type="checkbox"/> If a TA typically attends a general education class with a student, then TA will likely attend the ZOOM class (morning meeting) <input type="checkbox"/> Platform for instructional delivery will be Seesaw <input type="checkbox"/> Progress monitor on students goals & objectives <p>Secondary Life Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All life skills teachers will follow the expectations and schedule outlined in the Teaching & Learning Remote Learning Plan <input type="checkbox"/> In collaboration w/ student and parent, create individual visual schedule (determine if student will attend the Remote Teaching and Learning schedule or alternate schedule that meets individual needs) <input type="checkbox"/> To the extent possible, delivery of instruction should align with goals/objectives <input type="checkbox"/> If a TA typically attends a general education class with a student, then TA will likely attend the ZOOM class <input type="checkbox"/> Platform for instructional delivery will be Seesaw <input type="checkbox"/> Progress monitor on student goals & objectives
<p>ECSE</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In collaboration w/ student and parent, create individual visual schedule <input type="checkbox"/> To the extent possible, delivery of instruction should align with goals/objectives <input type="checkbox"/> Platform for instructional delivery will be through Seesaw, ZOOM, or other means - this will include peer models; however the same level of instruction is not required for peer models <input type="checkbox"/> Progress monitor on student goals & objectives



Special Education

Teaching & Learning

Remote Learning Plan

<p>ATS</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Set morning meeting schedule for relationship building, instructional support, and problem solving <input type="checkbox"/> In collaboration w/ adult student and parent, create individual visual schedule which aligns with on-campus activities such as chore board, the wheel, meal prep, and recreation/leisure <input type="checkbox"/> Deliver transition skills class at least 2x per week <input type="checkbox"/> Progress monitor on student goals & objectives <input type="checkbox"/> Attend ZOOM WHS to ATS person-centered planning meetings
<p>Teaching Assistants</p>	<p>May be expected to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Check-in with lead teacher on a consistent basis regarding assignments <input type="checkbox"/> Attend a virtual classroom with a specific student <input type="checkbox"/> Create materials, visuals, or read stories/lessons <input type="checkbox"/> Participate in online professional learning through Safe Schools (pending)
<p>Speech/Counseling</p>	<ul style="list-style-type: none"> <input type="checkbox"/> In collaboration with w/ case manager and student/parent, set weekly session schedule using ZOOM Enterprise platform <input type="checkbox"/> Contact Mary Allen Smith or Karen Hallowell for consent/notification <input type="checkbox"/> Progress monitor on student goals & objectives
<p>Other RIST</p>	<ul style="list-style-type: none"> <input type="checkbox"/> OT/PT: collaborate with teachers to determine optimal opportunities to provide services through ZOOM <input type="checkbox"/> AI: See Adriane Dorsey for guidance <input type="checkbox"/> VI and O&M: See Jan Noonan or Emily Dunlap for guidance



Special Education

Teaching & Learning Remote Learning Plan

	<ul style="list-style-type: none"> <input type="checkbox"/> Adapted PE: <ul style="list-style-type: none"> <input type="checkbox"/> Elementary - in collaboration with the general ed PE coaches, the adapted PE coach will provide modifications and guidance to students/parents on home recreation activities <input type="checkbox"/> Secondary - will follow the schedule and expectations outlined in the Teaching & Learning Remote Learning Plan and provide instructional support through set office hours <input type="checkbox"/> Music Therapy: Attend necessary ARD meetings and provide music therapy through ZOOM, see Matt Zemo for additional information <input type="checkbox"/> In-home Training: Will be provided through ZOOM in coordination with the behavior specialists
Homebound	<ul style="list-style-type: none"> <input type="checkbox"/> All homebound services will be delivered through ZOOM and should be comparable to expectations outlined in the Teaching and Learning Remote Learning Plan
DAEP	<ul style="list-style-type: none"> <input type="checkbox"/> Students in DAEP will continue to have their services met through their general education teacher and SE service provider. Each case manager will be required to communicate weekly with their case student to support their home learning needs.
ESY	<ul style="list-style-type: none"> <input type="checkbox"/> ESY services for the upcoming summer will be determined at a later date. Contact Adriane Dorsey or your campus coordinator if you have specific questions.
Progress Reports and Data Tracking	<ul style="list-style-type: none"> <input type="checkbox"/> To extent possible, instruction should be aligned with student goals/objectives and any data collected will be used for the 4th nine weeks progress report <input type="checkbox"/> Additional information will be provided in April/May
Resources	<p>Please use the Special Education Curriculum Instruction Assessment Google Site for updated resources on Remote Learning</p>