



## **Virtual Instruction Plan Guidance Document**

During Virtual Instruction, TEA guidance is that every student with a disability has a Contingency (Virtual Instruction) Plan in place.

### **ARD Meetings Expectations**

All students will require an (ARD Amendment/Annual ARD) Meeting. If a virtual student's annual/initial will be conducted within the first 45 days of the first day of school, the Virtual Instruction Plan may be put in place at that time.

- If the annual/initial is more than 45 days out from the first day of school (for the virtual student), an IEP Amendment shall be conducted.
- For the in-person students, a virtual contingency plan must be put in place within the first semester via annual ARD or IEP amendment.
- We will use the eSTAR IEP Amendment
- Students will need to be prioritized based on:
  - Life Skills Virtual
  - Inclusion Virtual
  - Resource Virtual
  - Speech Virtual
  - Life Skills In-Person
  - Inclusion In-Person
  - Resource In-Person
  - Speech In-Person
- Instructional Arrangements should reflect in-person services

### **Questions/Considerations for Virtual Plans**

Example: Student will receive a 30 min ELAR and 30 min math recorded lesson with both the general and special education teacher each day. He/she will also be scheduled to attend inclusion teacher support hours at the following times each day for support in sci/ss. Or He will receive recorded lessons for Sci/SS. Because Ferris ISD is a one-to-one district, all students are provided with a device in order to accommodate virtual instruction and additional assistive tech devices are not needed.

Here are a few guiding questions for the ARDC:

1. What are the expectations for the general ed teachers in order to ensure we are providing services commensurate with same aged peers.
2. Determine how the service will be met:



For example: Will the inclusion teacher join the live google meet and send that recording to the student if they are not in attendance live? Will the inclusion teacher do separate recordings to send to the student?

3. Determine the amount of support the student needs in order to be successful in the virtual platform? Does he/she need additional one-on-one or small group setting google meets to reinforce skills? How long/how often? Does he/she need phone calls to ensure progress is being made? How often?
4. How will related services look for the virtual student?
5. Does the student require AT services?

## **Virtual/Contingency Instructional Plans**

The following areas should be included in delibs:

- PLAAFP
- Goals/Objectives
- Data Collection
- Secondary - Transition
  - May be addressed as necessary
  - Google form sent to case managers
- Accommodations
- IEP Services to be provided virtually
  - Schedule of Services should always reflect in-person instruction
  - The virtual plan shall be documented in the section noted "Descriptor of Services/Support" by the Assessment Staff on the Schedule of Services page.
  - Consider - What is the virtual expectation for ELAR/Math for each campus general teacher?
- Related Services to be provided virtually
  - Related Services Schedule should always reflect in-person instruction
  - The related services for the virtual plan shall be documented in the section noted "Descriptor of Related Services/Support" by the Assessment Staff on the Related Services page.
- All amendments must be archived (with the Schedule of Services attached) and sent to the parent

## **Draft Deliberations with Virtual Plan for the Amendment**

Based on virtual educational opportunities, Ferris ISD has identified the below mentioned adaptations in services as appropriate for the student's needs while physical presence in a school building remains unavailable. The Virtual Instruction Plan is not intended to operate as "stay-put" for your child, and all services as outlined in the IEP will resume, without adaptation, once physical school buildings re-open to students and/or the parent/adult student changes



from the virtual learning option to the

in-person option offered by Ferris ISD.

### **Present Levels of Academic Achievement and Functional Performance**

PLAAFP reviewed by instructional staff

Use this statement if changes needed \*Student's\* disability impacts his/her participation in the virtual learning environment in the following ways:

### **Development of Goals and Objectives**

Based on progress reports completed by the special education teacher, student did/did not master previous goals. New draft goals were reviewed and accepted by the committee.

During virtual learning, the student's progress toward mastery of their IEP goals will continue to be documented as defined in their IEP.

### **Determination of Accommodations and Modifications**

Accommodations were determined to provide support in the general education setting

All accommodations are able to be implemented at school or in the virtual/home setting. The following accommodations are not able to be implemented in the home setting as written in this IEP. The new accommodations are revised as follows:

Due to virtual learning, the following accommodations are not able to be implemented in the virtual/home setting:

### **Discussion of Least Restrictive Environment and development of schedule of services**

In person instruction: \*\*\*\*will receive curriculum in the \*\*\* classroom with \*\*\*\* support as reflected on the IEP Services/Supports page of this ARD document.

Student's virtual plan should be implemented as indicated in the section noted "Descriptor of Services/Support" on the IEP Services/Supports page of this ARD document.

### **Related Services**

In person Related Services as reflected on the Related Services/Supports page of this ARD document.

Student's virtual related services plan should be implemented as indicated in the section noted "Descriptor of Services/Support" on the Related Services/Supports page of this ARD document.

### **Other**

**A copy of the ARD including PWN will be provided to the parent.**

## **Draft Deliberations with Virtual Plan for the Annual**

Parent was in\*\*\*\*\* attendance. Procedural Safeguards were given and can be accessed at the following links:



[https://framework.esc18.net/documents/pro\\_safeguards\\_eng.pdf](https://framework.esc18.net/documents/pro_safeguards_eng.pdf)  
[https://framework.esc18.net/Documents/Pro\\_Safeguards\\_SPAN.pdf](https://framework.esc18.net/Documents/Pro_Safeguards_SPAN.pdf)

OR

During the outbreak of the novel Coronavirus, Ferris ISD will continue to offer parents the option to participate in ARDC meetings virtually. Because of this, signatures will be gathered

electronically. An effort will be made to follow-up with the parent(s) in order to allow them an opportunity to add a personal signature.

Procedural Safeguards will be \*\*mailed/sent via DocuShare\*\* and can be accessed at the following links:

[https://framework.esc18.net/documents/pro\\_safeguards\\_eng.pdf](https://framework.esc18.net/documents/pro_safeguards_eng.pdf)  
[https://framework.esc18.net/Documents/Pro\\_Safeguards\\_SPAN.pdf](https://framework.esc18.net/Documents/Pro_Safeguards_SPAN.pdf)

The following parties participated:

**Introductions were made and a statement of confidentiality was read by the ARD Committee Chairperson.**

**The Purpose of the ARD/IEP Meeting is**  
Annual ARD

**Review of Evaluation Data**

Is FIE current? Was a REED conducted?

**Determination of Disability**

Student meets eligibility requirements under the Individuals with Disabilities Education Act (IDEA) for the condition of:

**Present Levels of Academic Achievement and Functional Performance**

PLAAFP reviewed by instructional staff

Use this statement if changes needed \*Student's\* disability impacts his/her participation in the virtual learning environment in the following ways:

**Development of Goals and Objectives**

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During virtual learning, the student's progress toward mastery of their IEP goals will continue to be documented as defined in their IEP.

**Determination of Accommodations and Modifications**

Accommodations were determined to provide support in the general education setting

All accommodations are able to be implemented at school or in the virtual/home setting. The following accommodations are not able to be implemented in the home setting as written in this IEP. The new accommodations are revised as follows:

Due to virtual learning, the following accommodations are not able to be implemented in the



virtual/home setting:

### **Discussion of State/District Assessment**

The committee reviewed standards for the state and district assessment and determined appropriate accommodations

### **Special Factors (BIP, ESY, Transition Plan, Graduation Plan, LOTE substitution)**

Transition and graduation were discussed

Based on teacher reports and student progress, ESY is/is not recommended at this time.

### **Discussion of Least Restrictive Environment and development of schedule of services**

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Student's virtual related services plan should be implemented as indicated in the section noted "Descriptor of Services/Support" on the Related Services/Supports page of this ARD document.

### **Other**

Based on virtual educational opportunities, Ferris ISD has identified the aforementioned adaptations in services as appropriate for your child's needs while physical presence in a school building remains unavailable. The Virtual Instruction Plan is not intended to operate as "stay-put" for your child, and all services as outlined in the IEP will resume, without adaptation, once physical school buildings re-open to students and/or the parent/adult student changes from the virtual learning option to the in-person option offered by Ferris ISD.

### **Parent Involvement**

Parent Concerns:

Student currently on any medications?

Any changes in the home?

### **Assurances**

**Mutual Agreement was met and the ARDC adjourned with signatures.**

**A copy of the ARD including PWN will be provided to the parent.**

## **Prior Written Notice for the IEP Amendment**

### **Description of the action proposed or refused:**

Based on TEA Guidance, in response to the COVID-19 pandemic, the ARDC is proposing the implementation of a Virtual Contingency Plan.

### **Description of other options considered:**

Because the Virtual Contingency Plan is being implemented in order to continue to provide



FAPE during remote instruction, no  
this time.

other options are being considered at

**Why Options were Rejected:**

Because the Virtual Contingency Plan is being implemented in order to continue to provide  
FAPE during remote instruction, no other options are being considered at this time.