



II

Duncanville ISD

Special Education IEP Implementation Plan

Writing success stories, one student at a time

Table of Contents

Table of Contents

Introduction

Resources

Snap and Read

Co-Writer

Transition

STAAR-Alt- 2 Resources

Behavioral Resources

Elementary/Secondary Inclusion Teachers

In-Person Learning with Remote Preparedness Pathway

Virtual Learning Pathway

Elementary/Secondary Resource Teachers

In Person Learning with Remote Preparedness Pathway

Virtual Learning Pathway

Self-Contained Teachers (FAST/SLC/ECSE/Vocational)

In Person Learning with remote preparedness Path

Virtual Learning Path

Behavior Intervention Classrooms (BIC)

In Person Learning with remote preparedness Path

Virtual Learning Path

Paraprofessional Supports

In Person Learning with Remote Preparedness Support Pathway

Virtual Learning Pathway

[All Sped Teachers Addressing Transition](#)

[Intermediate/ Middle/High Teacher Information:](#)

[In Person with Remote Preparedness Path and Virtual Path](#)

[Dyslexia](#)

[In Person with Remote Preparedness Path or Virtual Learning Pathway](#)

[Dyslexia Teacher Information: Virtual Learning Path](#)

[Reading Center Teacher Virtual Learning Path](#)

[Instructional and Related Services](#)

[Speech Therapy](#)

[Occupational and physical therapy](#)

[Special Education Counseling and psychological services](#)

[Adapted PE: In person with remote preparedness pathway](#)

[Adapted PE: Virtual Path](#)

[Vision and O&M Services: In person with remote preparedness pathway](#)

[Assistive Technology:](#)

[Services for students with auditory impairments:](#)

[Homebound Services:](#)

[Frequently Asked Questions](#)

Introduction

This document provides guidance and information with respect to the different Special Education supports for Duncanville ISD students. Please see below for information on the structure and staff expectations that accompany each special education setting or service. However, all special education students have an Individualized Education Plan and instruction should be individualized to meet the needs of your students.

All virtual students will be provided with an asynchronous plan with synchronous components that provide a minimum of 180 minutes (Grades PK-5) or 240 minutes (Grades 6-12) instruction each day.

Refer to all communication and guidelines provided by the Curriculum and Instruction Department as your main point of reference regarding the structure of virtual instruction.

Resources

[Duncanville ISD Learning At-Home Special Education Site](#)

[Accommodation Resource](#)

[Easy Sped Tracker](#)

[Face to Face and Virtual Accommodations](#)

[Region 10 Special Pops At-Home Learning Site](#)

[Snap and Read](#)

[Co-Writer](#)

[Transition](#)

[STAAR-Alt- 2 Resources](#)

[Behavioral Resources](#)

[K- 4 Lesson Plan Template](#)

[5-12 Lesson Plan Template](#)

Elementary/Secondary Inclusion Teachers

IN-PERSON LEARNING WITH REMOTE PREPAREDNESS PATHWAY

- SpEd inclusion teachers will follow general education guidance for completing lesson plans at the discretion of the campus principal.
- SpEd inclusion teachers and general education teachers will collaborate to ensure that differentiated lesson plans are submitted on time for students they support (per campus/district expectations).
- SpEd inclusion teachers and general education teachers should collaborate to modify lessons/activities.
- SpEd education teachers will ensure students are provided accommodations per individual student IEPs. (Documentation required on lesson plans/ [Easy Sped Tracker](#)).
- **Google Classrooms will be maintained even for students receiving instruction via in-person learning. SpEd inclusion teachers should request to be added as a co-teacher in general education teachers Google classrooms. This will allow the SpEd inclusion teacher to be able to upload supplemental aids, helpful videos and provide additional support as needed.**
- **A contingency plan should be developed through an ARD or ARD amendment to determine adaptations to services if there is an unexpected closure and shift to virtual learning.**
- **If a student would require manipulatives, supplemental aids, etc. prepare an Emergency Closure Kit per student in case of an unexpected closure.**
- SpEd teacher will adhere to the district's grading policy.
 - In the event a student struggles with a particular concept, the special education teacher will collaborate with the general education teacher to discuss lack of progress and provide reteach opportunities that will enable the student to continue to progress in the general education

curriculum as well as in their IEP goals/objectives. ([lack of progress form](#))

- SpEd teacher will provide the general education teacher with a copy of the [Interim Progress](#) every 3rd/6th nine weeks.
- SpEd and general education teachers will collaborate regarding the needs of a student served through Special Education. In the event a student struggles with a particular concept, the special education teacher will provide small group interventions based on the students deficits through 1 of the 5 co-teach models.
- SpEd inclusion teacher will create behavior reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP/ IEP to support behavior.
- SpEd Inclusion teachers will send a draft copy of goals to parents five days in advance.
- SpEd inclusion teachers will work closely with their campus diagnostician, submitting all necessary paperwork five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner.
- ARD meetings are still required by law. You will receive an invite to attend ARD meetings. All ARDs at this time will be held virtually via Zoom or Google Meet to comply with social distancing protocol.
- **SpEd inclusion teachers will use [Easy Sped Tracker](#) to document all services and accommodations being provided.**
- SpEd inclusion teachers will be responsible for data collection for IEP progress reporting purposes.
- Please see Red Folder for more guidance
- SpEd teachers will use the link below for transition assessments, activities and resources [Transition Google Classroom Resource Classroom Code 7x7cas](#)

VIRTUAL LEARNING PATHWAY

- SpEd inclusion teachers will follow general education guidance for completing lesson plans at the discretion of the campus principal. [K- 4 Lesson Plan Template](#)
[5-12 Lesson Plan Template](#)
- SpEd inclusion teachers and general education teachers will collaborate to ensure that differentiated lesson plans are submitted on time for students they support. (per campus/district expectations).

- SpEd inclusion teachers and general education teachers should collaborate to modify lessons/activities.
- SpEd and general education teachers will ensure students are provided reasonable accommodations per individual student IEPs. (Documentation required)
- **SpEd inclusion teachers should request to be added as a co-teacher in general education teachers Google classrooms. This will allow the SpEd inclusion teacher to be able to upload supplemental aids, helpful videos and provide additional support as needed.**
- **SpEd inclusion teachers provide services based on the student's Virtual Contingency Plan. This could include options such as student consultations, direct inclusion in synchronous lessons, or external supports to support the student. This should be developed in an ARD committee and be strategic based on student's needs.**
- **If a student would require manipulatives, supplemental aids, etc. prepare a Virtual IEP Kit per student and provide it to the student/parent to assist in needed tangible items. Materials for kits should be from readily accessible materials found at the campus.**
- SpEd and general education teachers will collaborate regarding the needs of a student served through Special Education. In the event a student struggles with a particular concept, the special education teacher will collaborate with the general education teacher to discuss lack of progress and provide reteach opportunities that will enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives. [lack of progress form](#))
- SpEd teacher will provide the general education teacher with a copy of the [Interim Progress](#) every 3rd/6th nine weeks.
- For students on BIPs: Provide consultation to parent and student a minimum of once per week to aid in behavioral needs in the home environment. Document using [Easy Sped Tracker](#).
- SpEd inclusion teacher will create behavior reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP to support behavior based on parent feedback.
- SpEd inclusion teachers will work closely with their campus diagnostician, submitting all necessary paperwork at least five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner. Diagnosticians will send a draft of the ARD to parents three days prior to the ARD.
- **SpEd inclusion teachers will use [Easy Sped Tracker](#) to document all services and accommodations in the virtual environment.**
- SpEd inclusion teachers will be responsible for data collection for IEP progress reporting purposes. (*per district's Special Services Plan*)

- SpEd teachers will use the link below for transition assessments, VAC at-home activities and resources [Transition Google Classroom Resource](#) [Classroom Code 7x7cas](#)

Elementary/Secondary Resource Teachers

IN PERSON LEARNING WITH REMOTE PREPAREDNESS PATHWAY

- SpEd resource teachers will follow general education guidance for completing lesson plans. [K-4 Lesson Plan Template](#) [5-12 Lesson Plan Template](#)
- SpEd resource teachers will ensure differentiated lesson plans are submitted on time for students they serve. (*per campus/district expectations*). SpEd resource teachers will modify lessons/activities.
- SpEd resource teachers will ensure students are provided accommodations and modifications per individual student IEPs.
- **Google Classrooms for resource classrooms will be maintained for students receiving instruction in-person.**
- **A contingency plan should be developed through an ARD or ARD amendment to determine adaptations to services if there is an unexpected closure and shift to virtual learning.**
- **If a student would require manipulatives, supplemental aids, etc. prepare an Emergency Closure Kit per student in case of an unexpected closure.**
- SpEd resource teachers will take measures to preserve confidentiality of students when using platforms that list all students by name/email.
- SpEd resource teachers will adhere to the district's grading policy and address lack of progress through reteach opportunities to ensure progress.
- SpEd resource teachers will work closely with their campus diagnostician, submitting all necessary paperwork at least five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner. Diagnosticians will send a draft of the ARD to parents three days prior to the ARD.
- **SpEd resource teachers will use [Easy Sped Tracker](#) to document all services and accommodations being provided.**

- SpEd resource teachers will be responsible for data collection for IEP progress reporting purposes.
- Please see Red Folder for more guidance
- SpEd teachers will use the link below for transition assessments at-home activities and resources [Transition Google Classroom Resource Classroom Code 7x7cas](#)

VIRTUAL LEARNING PATHWAY

- SpEd resource teachers will follow general education guidance for completing lesson plans. [K- 4 Lesson Plan Template](#) [5-12 Lesson Plan Template](#)
- SpEd resource teachers will ensure differentiated lesson plans are submitted on time for students they serve. (*per campus/district expectations*). SpEd resource teachers will modify lessons/activities.
- SpEd resource teachers will ensure students are provided accommodations and modifications per individual student IEPs.
- **Google Classrooms for resource classrooms will be maintained for students receiving instruction via virtual learning to provide asynchronous plans.**
- **A virtual contingency plan should be developed through an ARD to determine adaptations to services and document required services while the student is receiving virtual learning.**
- **Synchronous instruction will be provided to align with student's IEP contingency plan minutes. This can be recorded or pre-prepared individualized lessons for students that cannot access instruction at designated time.**
- **If a student would require manipulatives, supplemental aids, etc. prepare a Virtual IEP Kit per student and provide it to the student/parent to assist in needed tangible items. Materials for kits should be from readily accessible materials found at the campus.**
- SpEd resource teachers will take measures to preserve confidentiality of students when using platforms that list all students by name/email.
- SpEd teachers will adhere to the district's grading policy and address lack of progress through reteach opportunities to ensure progress.

- SpEd resource teachers will work closely with their campus diagnostician, submitting all necessary paperwork at least five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner. Diagnosticians will send a draft of the ARD to parents three days prior to the ARD.
- SpEd resource teachers will use [Easy Sped Tracker](#) to document all services and accommodations being provided.
- SpEd resource teachers will be responsible for data collection for IEP progress reporting purposes.
- Please see Red Folder for more guidance.
- SpEd teachers will use the link below for transition assessments at-home activities and resources
- [Transition Google Classroom](#) Code 7x7cas

Self-Contained Teachers (FAST/SLC/ECSE/Vocational)

IN PERSON LEARNING WITH REMOTE PREPAREDNESS PATH

- SpEd Self-Contained teachers will follow general education guidance for completing lesson plans.
- SpEd Self-Contained teachers will ensure students are provided accommodations and modifications per individual student's IEPs.
- Students receiving inclusion minutes should be strategically scheduled to minimize mixing of students to ensure student safety.
- **Google Classrooms and See Saw platforms will be maintained for students receiving instruction in-person to prepare for unexpected shifts to virtual learning.**
- **Emergency Closure kits should be made for all self-contained students based on individualized student needs to be ready in case of an unexpected shift to virtual learning.**
- **A contingency plan should be developed through an ARD or ARD amendment to determine adaptations to services if there is an unexpected closure and shift to virtual learning**
- SpEd Self-Contained teachers will take measures to preserve confidentiality of students when using platforms that list all students by name/email.
- SpEd Self-Contained teachers will adhere to the district's grading policy.

- For students on BIPs: maintain daily point sheets as per the students IEP.
- SpEd Self-Contained teachers will create behavior reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP.
- SpEd Self-Contained teachers will work closely with their campus diagnostician, submitting all necessary paperwork five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner.
- SpEd Self-Contained teachers will use the link below for transition assessments, VAC activities and resources [Transition Google Classroom](#) Code 7x7cas
- SpEd Self-Contained teachers will be responsible for data collection for IEP progress reporting purposes. (*per district's Special Services Plan*)
- SpEd Self-Contained teachers will use the following resources: Boardmaker Online, Unique Learning System/News 2 You, VizZle and STAAR Alt 2 Helper. ECSE teachers will use Metaplay and Frog Street daily.
- IXL is a resource for high school FAST teachers.

Vocational teachers:

- Will follow general education guidance for completing lesson plans. [5-12 Lesson Plan Template](#)
- Consideration for off-site work assignments will need to be addressed on an individual basis to ensure safety of students and staff. If a student requires off-site work based learning and it is not possible at this time, an ARD meeting must be held to adapt the services to meet vocational needs.
- Activities and functional skills that tie to the student's work-based goals will be implemented daily through vocational centers in the classroom.
- [VAC scope and sequence](#)
- VAC teachers will utilize [Boardmaker Online](#) as a tool to create activities for student's IEP goals and objectives.
- The VAC teacher will utilize vocational activities and transition lesson plans Determine which lesson plan and activity is appropriate for your student(s).
- All VAC classes will be divided into stations that support career readiness and job exploration. This allows students to continue developing their vocational skills inside the classroom. The only difference is the setting.

All VAC classes will have a "specific" job-related focus.

In-Person Work-Based Learning will focus on maintaining the vocational skills needed for job sites. The classroom will be divided into stations that support or mimic each job site.

In-Person [General Employability](#) will focus on Clerical skills within the classroom. Different clerical centers will be set up around the classroom. Students will rotate into each center so that everyone can be exposed to the skill set needed. The primary focus of this classroom is office/clerical exposure. All activities in this class will focus only on clerical or office related work.

In-Person [Making Connection](#) will focus on a variety of job related skills using centers in the classroom.. This class is a prerequisite to the WBL class which prepares each learner by exposing them to different job activities within the classroom.

All Virtual Learners will learn and be expected to do [video modeling](#). Video modeling is an evidence based practice where an individual learns a desired skill by watching a video of a model completing the skill correctly. Once the video has been watched the individual will then be prompted to complete the skill. Teachers will select a target skill and identify the type of video modeling that's appropriate for the student. A Task Analysis form will be used to document the student progress.

VIRTUAL LEARNING PATH

- **Google Classrooms and See Saw Platform will be utilized for students receiving instruction virtual learning to provide asynchronous plans.**
- **A virtual contingency plan should be developed through an ARD to determine adaptations to services and document required services while the student is receiving virtual learning.**
- **Synchronous instruction will be provided to align with student's IEP contingency plan minutes. This can be recorded or pre-prepared individualized lessons for students that cannot access instruction at designated time.**
- **All self-contained students will need a Virtual IEP Kit based on individualized IEP needs per student that is provided to the student/parent. Materials for kits should be from readily accessible materials found at the campus.**

- SpEd Self-Contained teachers will ensure students are provided reasonable accommodations per individual student's IEPs. Additionally, in the event a student struggles with a particular concept, the special education teacher will contact the parent/guardian (*Document all parent contact*) to discuss the student's lack of progress and offer additional support that will enable the student to continue to progress with their academics as well as in their IEP goals/objectives.)
- SpEd Self-Contained teachers will take measures to preserve confidentiality of students when using platforms that list all students by name/email.
- SpEd Self-Contained teachers will adhere to the district's grading policy.
- For students on BIPs: Provide consultation to parent and student a minimum of once per week to aid in behavioral needs in the homeschool environment.
- Create behavior reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP to support behavior based on parent feedback.
- SpEd teachers will work closely with their campus diagnostician, submitting all necessary paperwork five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner. Diagnosticians will send a draft of the ARD to parents three days prior to the ARD.
- SpEd Self-Contained teachers will use the link below for transition assessments, VAC at-home activities and resources [click here](#)
- [Resources for Parents - Remote Learning](#)
- [Explore Work | Future planning for teens with disabilities](#)
-
- SpEd Self-Contained teachers will be responsible for data collection for IEP progress reporting purposes. (*per district's Special Services Plan*)
- Please see Red Folder for more guidance.
- Teachers will consider what materials/activities may be readily available at home for use to aid in lesson planning.
- Teachers will share with parents, accommodations and suggest materials and strategies to use during a lesson (i.e. First/Then, I'm Working For, home schedule, etc.).
- Parent training will be available to support needs such as physical prompting, use of special education resources, etc. to support IEP implementation in the virtual environment.
- Resources that should be used for virtual learners in a FAST/SLC setting include Vizzle, Boardmaker and News 2 You. For ECSE students, Boardmaker, Vizzle, and Frog Street should be utilized. Metaplay could be used in synchronous lessons.
- IXL could be utilized at the high school FAST level.

Additional resources: [Transition Resources](#)

[NTACT Utilizing Social Platforms for Virtual Learning](#)

Vocational teachers:

- Off-site work based learning can be considered if determined to be appropriate and safe by both ARD and parents. This would need to be documented in the Virtual Contingency Plan. Special education transportation could be considered to assist in transporting to the site location.
- If work based learning is not deemed appropriate or safe at this time, vocational classrooms will be divided into stations that will mimic each job site. Students will continue to practice those skills that are learned at the job site, in the classroom.
- Virtual Learners will practice alternative activities such as Video Modeling. This should be documented in the Virtual Contingency Plans to work on vocational skills that the student can practice in the home to prepare for postsecondary readiness.
- Activities and functional skills that tie to the student's work-based goals can be provided for parents to work on with students (i.e. sorting laundry, preparing food, organizing materials, etc.)
- Boardmaker, News 2 You (N2Y), Video Modeling, or Vizzle can be utilized in the virtual environment to support vocational skills.

Behavior Intervention Classrooms (BIC)

IN PERSON LEARNING WITH REMOTE PREPAREDNESS PATH

- Ensure BIC students and BIC teachers are included on gen ed or resource Google Classrooms. These will be maintained for students receiving instruction in-person in case of a transition to virtual learning.
- A contingency plan should be developed through an ARD or ARD amendment to determine adaptations to services if there is an unexpected closure and shift to virtual learning
- BIC teachers will provide daily social skills instruction per the students IEP required minutes.

- Elementary Social Skills should utilize [Sanford Harmony](#) and [Second Steps](#) curriculum.
- Intermediate and Secondary Social Skills should utilize [Why Try Program](#). It can also be supplemented with [Second Steps](#) and [Sanford Harmony](#) (where available)
- BIC teachers will provide services per the ARD SOS page, following all IEP goals and objectives.. All services should be documented using [Easy Sped Tracker](#)..
- BIC teachers will create an Emergency Closure kit for each student that includes: Behavior reinforcement charts, visual schedules, and academic work that the student is to be responsible for while not in the classroom. This will be sent home to implement IEPs in case of unexpected closures.
- BIC teachers will create reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP to support behavior in the classroom. Use [Easy Sped Tracker](#) for any data that must be taken during an emergency closure.
- BIC teachers will follow general education guidance for completing lesson plans and address IEP/BIP. See lesson planning template: [K- 4 Lesson Plan Template](#) [5-12 Lesson Plan Template](#)
- All BIC Teachers are expected to collaborate with your students' Gen-Ed teachers /resource teachers and support them as needed. You do not need to create your own lessons if students are in gen-ed classrooms, you do; however, need to support the gen-ed teacher and help them to accommodate and modify lessons as appropriate for your student.
- BIC teachers will be responsible for data collection for IEP progress reporting purposes.
- Please see Red Folder for more guidance.
- BIC teachers will work closely with their campus diagnostician, submitting all necessary paperwork five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner.
- Ensure that the assigned content area teachers include BIC students on all communication regarding daily assignments. Accommodations and modification according to the student's IEP will apply.

VIRTUAL LEARNING PATH

- Google Classrooms will be utilized for students receiving instruction through virtual learning to provide asynchronous plans.
 - Many BIC students can receive their instruction through their teachers of record. They should be included in their Google Classrooms and virtual lessons.

- A virtual contingency plan should be developed through an ARD to determine adaptations to services and document required services while the student is receiving virtual learning.
- Synchronous instruction will be provided to align with student's IEP contingency plan minutes. This can be recorded or pre-prepared individualized lessons for students that cannot access instruction at designated time.
- All BIC students will need a Virtual IEP Kit, that includes behavioral supports, based on individualized IEP needs per student that is provided to the student/parent. Materials for kits should be from readily accessible materials found at the campus.
- BIC teachers will provide social skills lessons daily via Google Classroom and synchronous lessons based on the students IEP contingency plan minutes. Resources for social skills include Sanford Harmony, Second Steps, and Why Try.
- BIC teachers will provide consultation to parents and students at a minimum weekly to aid in behavioral needs in the home environment.
- BIC teachers will provide academic support each day that coincides with the SOS page on the student's IEP.
- BIC teachers will create behavior reinforcement charts, visual schedules, behavior contracts, etc. per the students BIP to support behavior based on parent feedback.
- BIC teachers will follow general education guidance for completing lesson plans and address IEP/BIP. See lesson planning template:: Lesson Plan Template
- BIC teachers will use Easy Sped Tracker to document all services and accommodations being provided.
- BIC teachers will be responsible for data collection for IEP progress reporting purposes.
- Please see Red Folder for more guidance.
- SpEd BIC teachers will work closely with their campus diagnostician, submitting all necessary paperwork five days in advance to ensure that ARD meetings can be conducted/completed and so that ARDs can be locked and archived in a timely manner. Diagnosticians will send a draft of the ARD to parents three days prior to the ARD.
- Ensure that the assigned content area teachers include BIC students on all communication regarding daily assignments. Accommodations and modification according to the student's IEP will apply.

Paraprofessional Supports

IN PERSON LEARNING WITH REMOTE PREPAREDNESS SUPPORT PATHWAY

- Paraprofessionals can support all teachers and students with personal care needs, instructional support, and data collection.
- Self- Contained Paraprofessional can assist teachers with finding activities and resources
- When applicable paraprofessionals should attend content area PLC's. (per campus expectation)
- All Paraprofessionals will take measures to preserve confidentiality of students
- Most communication with parents should come from the classroom teacher. If a paraprofessional communicates with parents, all must ensure confidentiality of students.
- Paraprofessionals will support Sped teachers with gathering [Interim Progress](#) forms from the general education teacher every 3rd/6th/ nine weeks.
- All Paraprofessionals will document services in [Easy Sped Tracker](#).

VIRTUAL LEARNING PATHWAY

- Paraprofessionals can help gather materials and resources for virtual learning.
- Paraprofessionals can communicate virtually with students to collect data on IEP goals and objectives as well as collect data on curricular instruction.
- When applicable paraprofessionals should attend content area PLC's. (per campus expectation)
- All Paraprofessional should be added to general education or special education teachers Google Classroom to provide instructional accommodations
- All Paraprofessionals will take measures to preserve confidentiality of students when using platforms that list all students by name/email.
- All Paraprofessionals will take measures to preserve confidentiality of students when communicating with parents.
- Paraprofessionals will support Sped teachers with gathering [Interim Progress](#) forms from the general education teacher every 3rd/6th/ nine weeks.
- All Paraprofessionals will document services in [Easy Sped Tracker](#).
- Paraprofessionals can assist in consultations with students to help organize and support their learning to assist with access during classroom instruction.

- One on one aides will meet virtually with students daily.

All Sped Teachers Addressing Transition

Transition needs are required to be addressed for students beginning at the age of 13 in Duncanville ISD.

INTERMEDIATE/ MIDDLE/HIGH TEACHER INFORMATION:

IN PERSON WITH REMOTE PREPAREDNESS PATH AND VIRTUAL PATH

- Special Education teachers supporting students age 13 and older are required to complete transition plans.
- Special Education teachers are required to complete new transition assessments, this will drive your **new PLAAFP, and postsecondary goals**.
- [Transition Assessments and Activities](#)
- All Special Education teachers are to use the data based on the transition assessment to address the students, Strength, Preference, Interest and Needs (S.P.I.N Theory).
- All Special Education teachers will use a set of [Transition Services/Coordinated Set of Activities Examples](#)
- and partner with parents to move students towards postsecondary goals.
- Special Education teachers will address one set of coordinated activity to address in the Transition plan
- All Special education teachers must share the transition packet with the parent/student.
- Special Education teachers are to collaborate with their students counselor to obtain the **counselors report (if age appropriate)**.
- All Sped Education Teachers will use the Transition google classroom to find resources such as transition interview forms, graduation plans, post-secondary goals, coordinated set of activities, transition assessments, Texas Workforce Commission (TWC) Application in English and Spanish, Parent Input forms, Guardianship forms, Supportive Decision Making Application, Community Agency List, and powerpoint Trainings [Transition Google Classroom](#) Code 7x7cas
- All Special Education Teachers will continue to collaborate with the [Transition Specialist](#) to assist parents with being linked to an agency.
- All Special Education teachers must complete a transition interview with their students.
- All Case managers for **seniors** must collaborate with Diags, counselors to address graduation, SOP, and determine the grad code.

Dyslexia

IN PERSON WITH REMOTE PREPAREDNESS PATH OR VIRTUAL LEARNING PATHWAY

- Refer to all communication and guidelines provided by Sped Coordinator.
- A contingency plan should be developed through an ARD or ARD amendment (or 504 meetings) to determine adaptations to services if there is an unexpected closure and shift to virtual learning
- Dyslexia teachers will create an Emergency Closure kits for each student that includes: dyslexia required materials and supports so that the student has manipulatives and resources that are ready to send home in case of unexpected closures.
- Dyslexia teachers will implement in person dyslexia services with Take Flight or Max Scholar. Additional virtual groups may be necessary or instruction may be done simultaneously. More guidance forthcoming after enrollment data is collected.
- Dyslexia Teachers will create all their students Learning Ally accounts to promote independent reading.
- Dyslexia Teachers will participate in monthly collaborative check-in every 3rd Friday 12:00 noon-1:00pm .
- Dyslexia Teachers will collaborate regarding the strengths/ needs of a student's workload and progress. In the event a student struggles with a particular concept, the dyslexia service provider will contact the parent to offer additional support or resource
- Dyslexia Teachers will work closely with their campus 504 coordinator or educational diagnostician, submitting all necessary paperwork at least 5 days in advance to ensure that 504/ARD meetings are conducted in a timely manner.
- 504/ARD meetings are continuing. Dyslexia Teachers will receive invites and you may attend ARD meetings / 504 meetings as appropriate via zoom.
- Dyslexia Teachers will use the [District Accommodation Documentation Sheet](#) to document all services, parent contacts and accommodations being provided
- Dyslexia Teachers will work closely with their campus 504 coordinator or educational diagnostician, submitting all necessary paperwork at least 5 days in advance to ensure that 504/ARD meetings are conducted in a timely manner.
- Dyslexia Teachers will use the [20-21 Documentation Sheet](#) to document all services being provided.
- Dyslexia Teachers will be responsible for keeping data collection on students they service (*per district's Special Services Plan*).
- Dyslexia Teachers are required to attend mandatory meetings of their home campus.

- Dyslexia teachers will complete [Take Flight Student Documentation.xlsx](#))

DYSLEXIA TEACHER INFORMATION: VIRTUAL LEARNING PATH

- Google Classrooms for dyslexia classrooms will be maintained for students receiving instruction through [virtual learning](#) to provide asynchronous plans.
- A virtual contingency plan should be developed through an ARD for special education students. For 504 students, an amendment should be developed IF the plan cannot be implemented in a virtual environment. This VCP or 504 amendment will determine adaptations to services and document required services while the student is receiving virtual learning.
- Synchronous instruction will be provided to align with student's IEP or 504 contingency plan minutes. This can be recorded or pre-prepared individualized lessons for students that cannot access instruction at designated time.
 - Dyslexia groups may be solely virtual students or may be combined with in-person groups. More guidance forthcoming after enrollment data is collected.
- Dyslexia students that have not started Take Flight will consider Max Scholar as a primary dyslexia intervention if choosing virtual learning due to better accessibility in the home environment.
- All dyslexia students should have an individualized dyslexia kit per student to provide it to the student/parent to assist in needed tangible items to allow for multisensory dyslexia instruction.
- Dyslexia Teachers will create all their students Learning Ally accounts to promote independent reading.
- Dyslexia Teachers will participate in a weekly collaborative check-in every 3rd Friday 12:00 noon-1:00pm (or as needed).
- Dyslexia Teachers will collaborate regarding the strengths/ needs of a student's workload and progress. In the event a student struggles with a particular concept, the dyslexia service provider will contact the parent to offer additional support or resource
- Dyslexia Teachers will work closely with their campus 504 coordinator or educational diagnostician, submitting all necessary paperwork at least 5 days in advance to ensure that 504/ARD meetings are conducted in a timely manner.
- 504/ARD meetings are continuing. Dyslexia Teachers will receive invites and you may attend ARD meetings / 504 meetings as appropriate via zoom.

- Dyslexia Teachers will use the [District Accommodation](#) to document all services, parent contacts and accommodations being provided.
- Dyslexia Teachers will be responsible for keeping data collection on students they service (*per district's Special Services Plan*).
- Dyslexia Teachers are required to attend mandatory meetings of their home campus.
- Dyslexia teachers will complete [Take Flight Student Documentation.xlsx](#))

READING CENTER TEACHER VIRTUAL LEARNING PATH

- Refer to all communication and guidelines provided by Sped Coordinator and 504/Rtl Director as your main point of reference.
- Reading Center teachers will implement MaxScholar through a synchronous and asynchronous approach via google meets and google classroom.
- Reading fluency must be monitored weekly in collaboration with the parent to ensure progress.
- Reading Center teachers will maintain contact with families to ensure that students receive the appropriate accommodations for assignments.
- Reading Center teachers will ensure that IEP/504 accommodations are implemented and appropriately documented . Reading Center teachers will assign and or recommend meaningful accommodations for upcoming 504/ ARD meetings. Resources for virtual platforms: Accommodation Resource (teachers and parents) Accommodations for Instruction (teachers)
- Reading Center Teachers will create all dyslexic students Learning Ally accounts to promote independent reading.
- Reading Center teachers will participate in a collaborative check-in every 3rd Friday 11:00am-12 noon (as needed).
- Reading Center teachers will collaborate regarding the strengths/ needs of a student's workload and progress. In the event a student struggles with a particular concept, the dyslexia service provider will contact the parent to offer additional support or resources. [District Accommodation](#)
- Reading Center Teachers will work closely with their campus 504 coordinator or educational diagnostician, submitting all necessary paperwork at least five days in advance to ensure that 504/ARD meetings are conducted in a timely manner.
- 504/ARD meetings are continuing. You will receive invites and you may attend ARD meetings / 504 meetings as appropriate via zoom.
- Dyslexia and Reading Center teachers will use the [District Accommodation Documentation Sheet](#) r to document all services, parent contacts and accommodations being provided.
- Reading Center teachers will be responsible for keeping data collection on students they service (*per district's Special Services Plan*)

- Reading Center Teachers serving Dyslexia students will follow general education guidance for completing lesson plans.
- Reading Center teachers will collaborate with general education teachers to ensure that differentiated lesson plans are submitted on time for students they support. *(per campus/district expectations).*

RESOURCES

- Paths to Literacy Instructional Strategies
- Dyslexia Google Classroom – code: 2dhyyz4
- Student/Parent Resource

Instructional and Related Services

SPEECH THERAPY

- In person speech therapy will be implemented per the student's IEP. A virtual contingency plan will be developed to document adaptations to services in the case of a school closure.
- For students that are receiving instruction through a virtual pathway, a virtual contingency plan will be developed by an ARD committee to determine modality of implementation of speech services.
- Parents will be encouraged to consider "by appointment" speech therapy for virtual learners where the student comes to the school for speech therapy. Special education transportation will be considered, if needed. (This will begin upon the district re-opening to in-person learning option.)
- If in-person therapy is not possible, teletherapy, speech consultation, or asynchronous activities will be considered in the development of the virtual contingency plan.
- All staff will be required to wear PPE materials.
- All services will be documented using the SLP attendance sheet from their shared google drive. Attendance sheets will be uploaded by the end of each Friday into the drive for monitoring purposes.

OCCUPATIONAL AND PHYSICAL THERAPY

- In person therapy will be implemented per the student's IEP. A virtual contingency plan will be developed to document adaptations to services in

the case of a school closure.

- For students that are receiving instruction through a virtual pathway, a virtual contingency plan will be developed by an ARD committee to determine modality of implementation of occupational and physical therapy services.
- Parents will be encouraged to consider “by appointment” therapy for virtual learners where the student comes to the school for occupational or physical therapy. Special education transportation will be considered, if needed.
- If in-person therapy is not possible, teletherapy, consultation, or asynchronous activities will be considered in the development of the virtual contingency plan.
- OT/PT will collaborate and provide group therapy for the students as needed.
- OT/PT will provide online resources and tools for parents and teachers to assist in engaging students with continual access to physical mobility.
- All staff will be required to wear PPE materials.
- All services will be documented using Easy Sped Tracker

SPECIAL EDUCATION COUNSELING AND PSYCHOLOGICAL SERVICES

- In person services will be implemented based on the student’s IEP using PPE and social distancing measures.
- For virtual learners: Direct psychological and counseling services will be provided to students virtually, either by HIPAA compliant platforms (such as Zoom) or via telephone as deemed appropriate by the LSSP and with respect to the consent of students’ parents or guardian and their availability.
- Consultation services are not appropriate and will not be conducted due to students’ absence from the educational setting. This will need to be documented in students Virtual Contingency Supplements. LSSPs will use the internal related service logs to document all services provided as well as attempts made to provide services in order to provide FAPE and to appropriately meet students’ scheduled service times and progress on IEP goals.
- As needed and appropriate, supplemental activities such as worksheets and activities which can be completed online will be provided to support student’s social-emotional development. Additionally, as deemed appropriate, consultation with parents and guardians will be offered and conducted to support social-emotional and behavior concerns related to transitional learning in the home setting.

ADAPTED PE: IN PERSON WITH REMOTE PREPAREDNESS PATHWAY

- Adapted PE teacher will provide support/services based on the students' IEP.
- Adapted PE teacher will adapt materials according to the students IEPs
- Adapted PE teacher will share resources through Google classroom ([click here](#))
- Adapted PE teacher need to be sure all services are provided following the district's social distancing and safety expectations to the maximum extent possible.

ADAPTED PE: VIRTUAL PATH

- Adapted PE teacher will create a Google classroom ([click here](#))
- Adapted PE teacher should participate in ARDs to develop Virtual Contingency Plans to document how APE will be implemented in the home setting.
- Adapted PE teacher will determine a consistent weekly service plan with parents while being flexible
- Adapted PE teacher teacher will note equipment concerns from parents – create alternate items [Instructional Related Service Tracking Sheet-Resources"Given"](#)
- Adapted PE teacher will create individual student service logs with weekly activities and parent contact
- Adapted PE teacher will collaborate with physical education teachers using campus weekly plans
- Adapted PE teachers will collaborate with Region 10 APE teachers with LAH models in each district
- Adapted PE teacher will log/document individual learning activities for each student with parent feedback using this [Easy Sped Tracker](#).
- Adapted PE teacher will collaborate with sped teachers
- Adapted PE teacher will adapt the Duncanville Virtual PE weekly lesson plans for each student.

VISION AND O&M SERVICES: IN PERSON WITH REMOTE PREPAREDNESS PATHWAY

- VI and O&M will assist in developing Virtual Contingency Plans to document supports needed in a virtual environment. IEP will be implemented based on the current SOS or contingency plan adaptations.
- VI Teachers will adapt materials according to the students IEPs
- VI/O&M will share resources through google classroom ([click here](#))
- VI/O&M will collaborate with GenEd/SpEd teachers to ensure that VI students have access to accommodated/modified work as needed
- VI teachers will consult with families via video/virtual chat and text for conference and consultation, for virtual learners.

- VI Teachers will provide online resources and tools for parents and teachers to assist in engaging VI students with continual access to learning.
- VI and O&M will collaborate with the Transition Specialist to ensure that the students have all adequate resources available.

ASSISTIVE TECHNOLOGY:

- Assistive technology will be provided to students via their IEP whether in person at the school, or in the home setting.
- Assistive technology is based on an AT evaluation and then documented in ARD paperwork.
- Special education staff should provide consultation and training to parents regarding proper use of AT for students who are receiving instruction via the virtual learning pathway.

SERVICES FOR STUDENTS WITH AUDITORY IMPAIRMENTS:

- Irving ISD RDSPD provides all AI services to both students that attend Irving RDSPD but reside in Duncanville ISD limits as well as itinerant students that receive services within Duncanville ISD.
- Irving ISD will continue to provide services to meet the student's IEP for both the students attending in-person learning or virtual learning. They will document all services via Irving ISD's documentation form and will provide it to Duncanville ISD.
- Irving ISD's deaf education teachers will be available to participate in ARD meetings for students with an Auditory Impairment.

Duncanville ISD is responsible for continuing instructional expectations for AI itinerant students. Irving ISD is implementing their Auditory Impairment instructional minutes only.

- Accommodations such as assistive technology and closed captioning via Google meets and slides should be considered.
- Many current hearing aids and cochlear implants are Bluetooth compatible which can assist in amplification of virtual learning.

HOMEBOUND SERVICES:

- All homebound services should be considered at the start of the school year. ARDs should consider if virtual learning is a better fit than homebound instruction. If a student can participate in in-person or virtual learning, then

that should be considered prior to homebound as it is a less restrictive environment.

- Homebound instruction requires medical documentation as well as ARD committee decisions. Students receive four hours per week of instruction from a certified special education teacher.
- If the parent has selected in-person as the learning preference, then homebound instruction would involve the homebound teacher going into the student's home. If the parent selected virtual learning and the learning preference, then homebound services will be provided in a virtual manner.
- Virtual homebound services will be provided through synchronous and asynchronous instruction based on the needs and abilities of the individual student and their medical condition.
- Virtual Synchronous Instruction is a two-way, live virtual instruction between the homebound teacher and the student. Synchronous instruction will include:
 - explicit teaching and modeling of concepts,
 - collaboration activities, and
 - formative assessments and progress monitoring.
- Virtual Asynchronous Instruction is instruction that does not require having the instructors and students engaged at the same time. Asynchronous instruction will include:
 - Student practice and creation of content,
 - student collaboration and feedback with peers using digital tools,
 - opportunities for students to demonstrate understanding
- Homebound students will engage in scheduled live synchronous instruction via video conferencing tools. Scheduled asynchronous learning experiences will occur according to a defined schedule. Use of technology tools and hands on activities will be utilized to support consistency and student engagement.

Frequently Asked Questions

Please review questions that have been asked by clicking the link to the FAQ's. We will continue to add questions and answers to this document.