

Special Education

Self-Contained Classroom Expectations

The Springdale Special Education Department is working to ensure that we will be ready to meet all students' needs effectively and efficiently. We encourage you to talk with your child's special education team or a district special education supervisor if you have questions regarding the best option for school to meet your child's needs. We are more than happy to work with you and your child to help ensure they receive the best and safest education.

In addition to the expected teaching of high leverage practices, the following expectations will be put in place in our self-contained classrooms to ensure safety for all students/staff, high quality instruction, and engagement, regardless of location (See expectations in **Services** button as well).

On-Site Learning/Teaching Expectations

Student Expectations:

- Wear a mask as tolerated (It may not be feasible, depending on the needs of the individual child and adolescent, to adhere both to distancing guidelines and the criteria outlined in a specific IEP).

Family Expectations:

- Work in supporting students on how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene for meals and physical activity, and replacing and maintaining (washing regularly) a cloth face covering.
- Inform the teacher and school about any new medical needs of the student.
- Actively participate in IEP meetings by giving input and asking questions.
- Maintain communication with the teacher regarding student's needs and progress.

Special Education Teachers/Therapists Expectations:

- Follow expectations as directed by Springdale Public Schools (i.e. wear face coverings when with students)
- Wear masks/face coverings/face shields, and gloves (as needed) when in contact with students.
- SLPs will use face shields and/or masks, and gloves (as needed) when providing services.
- OT/PT will wear masks and gloves (as needed) when in contact with students.
- For certain populations, the use of cloth face coverings by teachers may impede the education process (students who are deaf or hard of hearing, students receiving speech/language services, and English-language learners). Face shields can be used to allow students to see the teacher's mouth.
- Support students on how to properly wear (cover nose and mouth) a cloth face covering, to maintain hand hygiene for meals and physical activity.
- Rooms, therapy equipment, and therapy materials will be properly sanitized, according to CDC recommendations.
- Provide services in accordance with the IEP.
- Design/Implement zoning plans that promote appropriate social distancing between students.
- Teach social distancing and other safety skills to students. Attempts to meet physical distancing guidelines should meet the needs of the individual child and may require creative solutions, often on a case-by-case basis.
- Work closely with the school nurse to monitor individual student health needs.
- Develop a Contingency Learning Plan for remote learning.
- Special education teachers and therapists will document through data collection to track student progress.
- See the Services button for additional teacher expectations for on-site

Paraprofessional Expectations:

- Paraprofessionals working with students will wear masks/face shields, and gloves (as needed) when in contact with students.
- Support teachers with promoting social distancing and safety in the classroom/school environment.
- Support students with safe transitions between different settings.

Specialized Transportation Expectations:

- Drivers and aides will wear masks and will follow CDC and the Arkansas Department of Health guidelines.

Blended Learning/Teaching Expectations

- If a student will be engaging in the blended model, the IEP committee will meet to discuss the student's needs and how to best meet those needs.
- The committee can determine how the student's services are provided in the blended model in order to best maximize the student's time in on-site learning.
- Committees can determine if services are best provided in person while the student is at school, digitally while they are at home, or possibly a mixture of both.
- Students/Families/Special Education Teachers/ Therapists will follow both on-site and remote learning/teaching expectations

Remote Learning/Teaching Expectations

Student Expectations:

- Be present for and participate in remote/virtual lessons.

Family Expectations:

- Will ensure that the student attends remote lessons.
- Be open with the teacher/therapists regarding any limitations to virtual learning, so that modifications to the Contingency Learning Plan can be made if needed.
- Will let the teacher/therapists know if the student can not attend scheduled services.
- Will assist students with video/remote lessons/services.
- Support learning with the provided accommodations/materials for the student.

Special Education Teacher/Therapists Expectations:

- See the Services button for additional remote expectations.
- Follow IEP or Contingency Learning Plan.
- Support parents with guidance for remote learning.
- Provide students and families with needed accommodations (visuals, schedules, assistive technology, manipulatives, sensory tools) to ensure the highest level of engagement in remote learning.

Paraprofessional Expectations:

- Support teachers with remote learning lessons.
- Assist families and students with remote learning needs as directed by the teacher.

Homebound

- Students that receive services through homebound instruction will continue to receive these services as determined in their IEP.
- It is required that homebound services be provided for a minimum of 240 min/week, over a minimum of two days.
- The homebound teacher will provide services in accordance to student needs. Format will be determined by the IEP committee and will be dependent upon current state and district guidelines.
- Special education teachers and therapists will wear face masks when working face to face with students.
- Effective and timely communication between parents and teachers/therapists is important.
- The family will communicate with homebound teachers/therapists if a student is not able to make a scheduled homebound session.
- Homebound placement will be reviewed every 90 days by the committee.
- At any time during the homebound placement, the committee can determine the appropriateness of a child's return to on-site instruction.