



2020 Back to School Special Education and Section 504 Information

Greenville ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). We will ensure that, to the greatest extent possible, each student with a disability can be provided the special education and related services identified in the student's individualized education program (IEP).

Greenville ISD will review all health plans and IEPs prior to re-entry into brick and mortar settings and revise them through an ARD with appropriate safety protocols as needed.

Greenville ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 Committees convene as needed to discuss needs, review progress, and make individualized recommendations for our students.

In-Person Instructional Model

- Group sizes will comply with state and local regulations.
- Multiple groups may use a shared space only when the area is large enough to allow for all students to social distance. The groups should not combine for activities at any time.
- Special education teachers should provide services by grade level rather than content area as much as possible.
- Designated space areas should be used for small group instruction.
 - Face masks or cloth face coverings and protective barriers will be used when appropriate.
 - Speech-language pathologists and teachers of the deaf or hard of hearing will wear clear face shields as needed.
 - Clear barriers should be used for small group instruction and individual assessments as needed.
- When feasible and appropriate, it is preferable for students to receive instruction outside rather than inside to reduce potential spread of contagions.
- Students will be taught good handwashing techniques and provided frequent opportunities to wash their hands with prompting when necessary. As appropriate, students should engage in supervised handwashing when entering/leaving the class, before/after meals, before/after toileting, and other scheduled times during the day.
- Employees should wear a face mask or cloth face covering over the nose and mouth when appropriate
- Students for whom it is developmentally appropriate should wear face masks or cloth face coverings over the nose and mouth when appropriate, except while engaging in an activity where the mask cannot be worn (e.g., eating). Students' individual needs will be addressed on a case-by-case basis.
- Floor tape or dividers should be used to separate large areas into smaller spaces.

Provisions of Co-Teach and Inclusion Services

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- Greenville ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.

At-Home Virtual Instructional Model

Students with disabilities will follow the same instructional guidelines and protocols with special consideration given to meet their individual needs.

Students who are entitled to instructional and related services through an ARD (Admission, Review and Dismissal)/IEP, §504 Plan, etc. and who choose to enroll in Greenville ISD's At-Home Virtual Learning platform will be required to convene an appropriate meeting to revise their supports and services to ensure the District meets their individual needs.

Special education instructional and related services will be provided in accordance with the ARD/IEP.

Provisions of Co-Teach and Inclusion Services

- Special education teachers will follow the general education guidance and complete lesson plans for each resource class whether virtual or face-to-face.
- Special and general education teachers will collaborate to ensure lessons are designed to meet the needs of all students.
- Special education teachers are required to complete differentiated lesson plans to meet the needs of the IEP-entitled students they support whether instruction is virtual or face-to-face.
- Greenville ISD will ensure that, to the greatest extent possible, each student with a disability will be provided the special education and related services identified in the student's IEP.
- For students who choose the At-home Virtual Learning Platform, teachers will:
 - Develop individualized lessons;
 - Provide direct instruction through scheduled synchronous sessions;
 - * If a student is unable to participate during synchronous sessions and accesses lessons at another time, the ARD committee should convene to document how IEP will be implemented.
 - Provide links to virtual platforms for lesson participation;
 - Upload weekly lesson materials to the district-designated virtual platforms (e.g., Google Classroom, etc.);
 - Document student participation and attendance on the student's log;
 - Collect data and monitor progress; and
 - Request an ARD/IEP committee meeting to address any concerns with progress on IEP goals/objectives or in the general education curriculum.

Transportation

- Transportation for Virtual Platform students taking on-campus courses will not be provided, except as documented through an ARD/IEP if the student is eligible for special education transportation as a related service to access their special education services.

Documentation of Services in the IEP

- The student's schedule of special education and related services should be accurately documented in the ARD/IEP to reflect what supports and services the student requires for FAPE whether attending school face-to-face or virtually.
- Students with disabilities must have available an instructional day commensurate with that of students without disabilities.
- A contingency plan for services should be documented within the deliberations of every ARD/IEP outlining how services will be implemented during remote learning.
- Data should be collected weekly, at minimum, on IEP goals/objectives.

School Closure Virtual Instructional Model

Upon notice that a campus or classroom is closed:

- Contact/service logs will be maintained by special education staff;
- Material distribution procedures should be followed by service providers;
- Virtual learning guidelines and IEP contingency plans should be followed;
- ARDs will proceed virtually throughout closure, adhering to legal timelines; and
- If an evaluation timeline cannot be met due to closure, the impact of the delay on services must be addressed when the ARD committee convenes to review evaluation results and develop the IEP.
- Supplementary aids and manipulatives should be prepared in ziploc bags ready to send home for students in the event the campus needs to close unexpectedly.

Work-Based Instruction

Participation in work-based instruction this year will be determined by each student's individual ARD committee. The committee should take into consideration the current COVID19 pandemic and the student's instructional goals, among other things. The committee should also consider whether the teacher can simulate different work environments to allow students to experience real-life application of job skills without actually going to worksites.