Fort Worth
INDEPENDENT SCHOOL DISTRICT

FORT WORTH ISD

FORWARD

Return to Learning

Specialized Academic Support Services (SASS)

Specialized Academic Support Services Instructional Guidance 2020-2021

UPDATED AUGUST 11, 2020

*Due to the COVID-19 pandemic, the district continues to seek guidance from the Center for Disease Control (CDC), the Texas Education Agency (TEA), as well as federal, state, and local regulatory entities. The current plan will be updated accordingly as new guidance is published. Updated guidance from the district can be accessed **here** and **here**. The Specialized Academic Support Services (SASS) Department website can be found **here**. School is scheduled to begin virtually for all students on September 8, 2020.*

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Glossary

A

ARD - Admission, Review, and Determination Meeting

C

CDC - Center for Disease Control

D

D/HH - Deaf/Hard of Hearing

E

ECSE - Early Childhood Special Education
EPA - Environmental Protection Agency
ESY - Extended School Year

F

FAPE - Free and Appropriate Public Education
FIE - Full and Individual Evaluation

I

IEP - Individualized Education Program

L

LIFE - Learning In a Functional Environment
LIFT- Life Instruction and Functional Training
LEA - Local Education Authority
LSSP - Licensed Specialist in School Psychology

M

MTSS - Multi-Tiered Systems and Support

N

n2y - News-2-You

O

OT - Occupational Therapist

P

PPE - Personal Protective Equipment
PREP - Preparing for Real Employment Possibilities
PLAAFP - Present Levels of Academic Achievement and Functional Performance statements
PLI - Professional Learning and Innovation
PLC - Professional Learning Community
PT - Physical Therapist
LEAP - Program, and Life Education And Preparation

R

RISE - Reaching Independence through Structured Education
RDSPD - Regional Day School Program for the Deaf/Hard of Hearing

S

SEL - Social and Emotional Learning
SEAS - Social, Emotional, and Academic Services
SASS - Specialized Academic Support Services
SLP - Speech and Language Pathologist
SDI - Specially Designed Instruction

T

TEA - Texas Education Agency
TEC - Texas Education Code
TEKS - Texas Essential Knowledge and Skills

U

ULS - Unique Learning System

Legal Requirement

Fort Worth ISD will ensure that students with disabilities have access to a free and appropriate public education (FAPE). Fort Worth ISD will ensure that, to the greatest extent possible, each student with a disability can be provided with the Special Education and Related Services identified in the student's Individualized Education Program (IEP).

§504 and IEP Meeting Requirements

Fort Worth ISD is committed to meeting the unique needs of students with disabilities by ensuring that ARD/IEP or 504 committees convene to discuss needs, review progress, and prioritize critical areas of need to make individualized recommendations for students.

Although School is scheduled to begin virtually for all students on September 8, 2020, Fort Worth ISD plans to offer both in-person and virtual instruction when safe and appropriate (i.e., pending the guidance of local health authorities). During virtual instruction, contingency plans will remain in effect until an annual ARD or 504 meeting is held. For parents choosing in-person instruction, the most recent annual ARD or 504 plan will remain in place and continue.

Fort Worth ISD will review individualized healthcare plans of students who receive in-person instruction and revise them through an ARD or 504 meeting with appropriate safety protocols as needed.

General Guidance Special Programs

Students with specialized services and supports will follow the same guidelines and protocols with special consideration to meet their individual needs. Expanded health and safety guidance is provided in Appendix E of this document. The full guidance published by the district concerning health and safety can be accessed ***here***.

Students who receive instructional and Related Services through an IEP, §504 plan, etc. and who choose to enroll in Fort Worth ISD virtual instruction may require an appropriate meeting to revise their supports and services to ensure the District meets their individual needs. If parents have questions concerning the return to school, they should start by contacting the school administrator, Special Education case manager (i.e., Educational Diagnostician, Licensed Specialist in School Psychology [LSSP], or Speech and Language Pathologist [SLP]), or Special Education Department Lead.

In an effort to minimize potential exposure to our students, Fort Worth ISD will:

- Ensure that all staff are trained on COVID-19 screening, identification of symptoms, prevention of spread, and sanitation of work areas.
- Provide direct communication to the families of students or staff members who came in close contact with a student or staff member displaying COVID-19 symptoms. Communication will be provided without disclosing the name of the infected individual.
- In the event of confirmed positive instances of COVID-19 at a District site, campus staff have specific reporting obligations. Further outlined ***here***.
- Ensure that all staff and students in Fort Worth ISD will comply with the Governor's current Executive Orders regarding facemasks prior to boarding a school bus or entering a school facility and throughout the school day.
- A parent or guardian will be required to pre-screen their children for COVID-19 symptoms each day prior to sending them to school. Parents will need to take their child's temperature daily.
- Conduct daily student health screening upon arrival to school. Students who do not pass health screenings or exhibit a temperature of 100 degrees Fahrenheit or higher will be referred to the school nurse for a parent pick up.
- Focus on social distancing and frequent handwashing or use of hand sanitizer.
- Require masks when social distancing is not possible. Employees should wear face coverings over the nose and mouth when appropriate. Students for whom it is developmentally appropriate should wear face coverings over the nose and mouth except while engaging in an activity where the mask cannot be worn (e.g., while eating). Students' individual needs will be addressed on a case-by-case basis.
- Engage in routine cleaning with special attention to specific high use areas, such as door handles, knobs, and tables.
- Provide hand sanitizer at the main entry to the campus, in classrooms, in the cafeteria and in common areas throughout the campus.
- Place visual reminders of distancing requirements in all classrooms, marking off areas for common spaces and distancing best practices.
- Designated spaces in the classroom for small group teaching and/or individual student work areas.
- Keep each student's belongings separated using student designated containers or areas.
- Minimize sharing of high-touch materials (e.g., assign each student their own device/materials for the day when possible).
- Sanitize all used materials daily.
- Utilize protective barriers as appropriate.
- Utilize grouping and scheduling strategies to reduce exposure.

Special Education Delivery of Services

Fort Worth 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.

Special and General Education teachers will collaborate and design appropriate assignments and assessments to implement any accommodations/modifications in accordance with the IEP whether in-person or virtual.

Special and General Education teachers should collaborate with service providers (Speech Therapy, Occupational Therapy, Physical Therapy, etc.) to ensure that services and supports are provided in accordance with the IEP whether in-person or virtual.

Special Education teachers are required to complete differentiated lesson plans to meet the needs of the students they support whether instruction is virtual or in-person.

Virtual Instruction

Per district guidelines, most virtual instruction will be an asynchronous (i.e., self-paced model) of instruction. To support student learning, there will be direct instruction requirements that will require a student to engage with teachers at specific times. However, for Special Education students, some direct instruction through synchronous methods (i.e., real-time with two-way communication between teachers and students through electronic devices) will be necessary to support accommodations and/or modifications and ensure progress toward goals and access to the General Education curriculum.

For students who enroll in the Fort Worth ISD virtual instruction Special Education teachers will:

- Use a district approved learning management system (Seesaw, Google Classroom, Teams, etc.) to design appropriate lessons, assignments, and assessments to implement any accommodations/modifications in accordance with each student's IEP.
- Provide a live, direct session through a learning management system.
- Provide regular virtual student meetings/check-ins to support instruction, organization, monitoring, and work completion.
- Provide indirect instruction through asynchronous methods to support accommodations and/or modifications so that students make progress toward achieving IEP goals and access the General Education curriculum by collaborating, planning, and/or designing digital accommodations and/or modifications that need to be embedded into a learning management system and/or providing instructional resources/materials.
- Collect data weekly to monitor progress on IEP goals and objectives and/or progress in General Education curriculum.
- Use individual student learning plans to document services and supports provided.
- Request a meeting to address any concerns with lack of progress on IEP goals/objectives or in the General Education curriculum. See ***IEP Progress Monitoring Process***.

Documentation of IEP Services

Fort Worth ISD is committed to meeting the unique needs of students with disabilities by ensuring ARD committees convene to discuss needs, review progress, and prioritize critical areas of support to make individualized recommendations for students.

ARD meetings will be held annually and upon parent request.

To ensure seamless services throughout the year, the ARD committee will document accommodations that can be implemented both virtually and in-person in the event there is a disruption in services.

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 while attending school in-person. An alternate schedule of services or contingency plan will be provided outlining how services will be implemented during virtual learning.

Students with disabilities must have available an instructional day commensurate with that of students without disabilities.

Fort Worth ISD will review individualized healthcare plans of students who have chosen in-person instruction and revise them through an ARD meeting with appropriate individualized safety protocols as needed.

Campus ARD committee procedures will be followed for all students. Teachers will receive a copy of students ARD documents with accommodations from the Special Education case managers and will be part of any ARD Committee Meetings to determine student accommodations.

The regular compliance calendar will be followed for evaluations, re-evaluations and annual reviews.

Lack of Progress

Whether in-person or virtual, Special Education teachers should review the progress of each student on their caseload weekly (i.e., gradebooks, data collection, etc.) and determine what, if any, additional supports may be needed for each student to continue to progress in the General Education curriculum and on their IEP goals/objectives.

Special Education teachers should consider alternate strategies/supports to ensure continued progress (i.e., more synchronous instruction; more small group support, etc.).

Special Education teachers should, after other interventions have been unsuccessful, request to convene a meeting to address lack of progress. See ***IEP Progress Monitoring Process***.

During Annual ARD Meetings, student progress will be discussed and addressed in the schedule of services. All students will receive a schedule of services for in-person services and an alternate schedule of services to implement in the event of a districtwide closure. The ARD Committee should address student-specific needs results from a closure on a case-by-case basis; this may include consideration of Extended School Year (ESY) services. Once in-person instruction resumes, individualized discussions regarding a need for COVID-19 related compensatory services may be held.

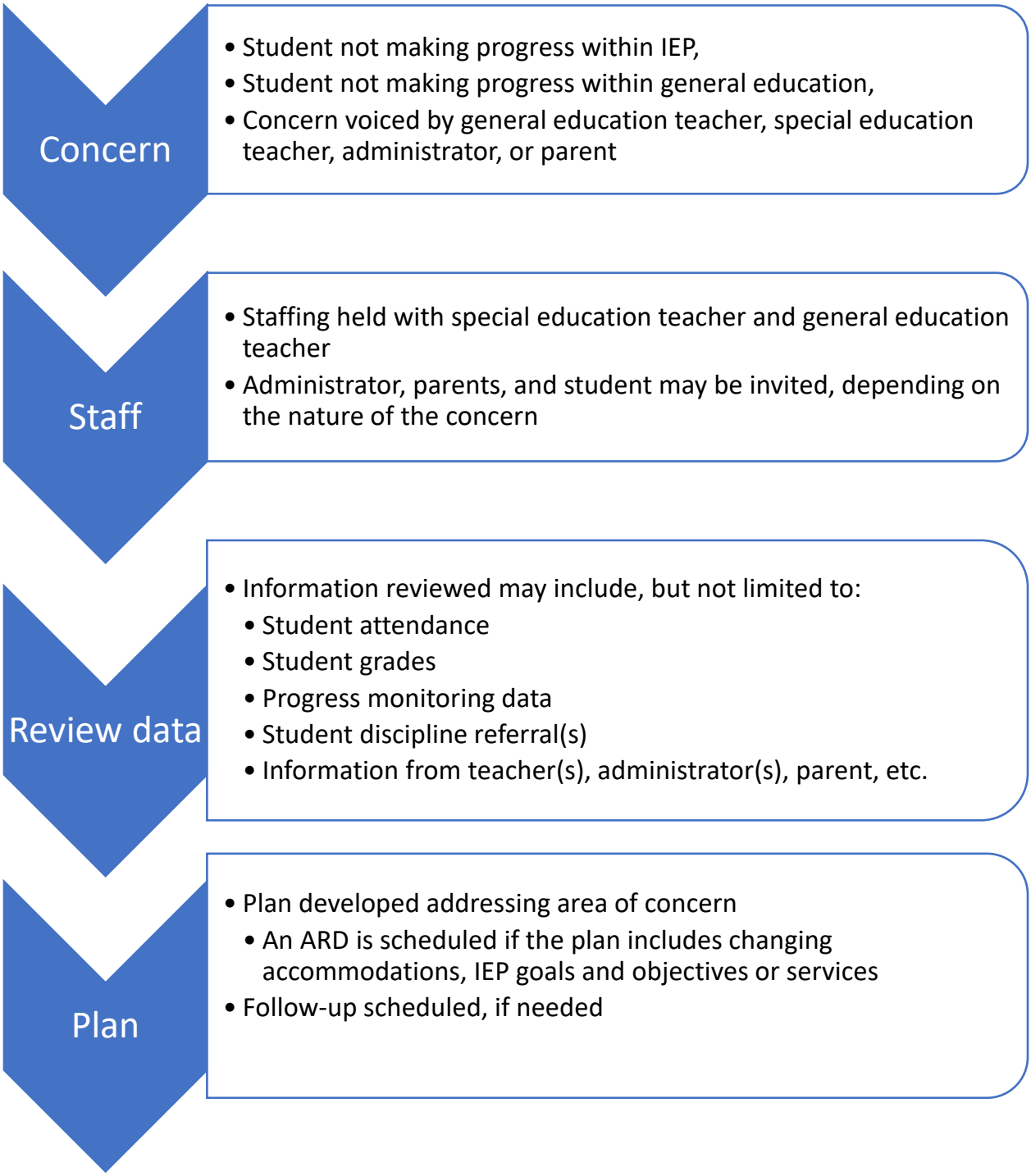
When considering compensatory services needed to make up for services that could not be provided because of the COVID-19 pandemic, the ARD committee's determination should not be viewed as remedy for a failure on the part of the LEA or parent, but rather as a means to mitigate the impact of the loss of critical skills or learning that might have occurred as a result of Special Education and related services that could not be provided during the pandemic.

Times of Closure

Upon notice that a campus is closed:

- Contact logs/service logs will be maintained by Special Education staff;
- District approved learning management system (Seesaw, Google Classroom, etc.) will be used to design appropriate lessons, assignments, and assessments to implement any accommodations/modifications in accordance with each student's IEP.
- Virtual learning guidelines and IEP alternate schedule of services or 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.

IEP Progress Monitoring Process



Special Programs and Supports FAQ 2020-2021

General Information

1. **What enrollment options are there for the 2020-2021 school year for children who receive Special Education Services?** Although School is scheduled to begin virtually for all students on September 8, 2020, Fort Worth ISD plans to offer both in-person and virtual instruction when safe and appropriate (i.e., pending the guidance of local health authorities). Consistent with guidance provided by the Texas Education Agency (TEA), when appropriate, FWISD will provide parents with the flexibility to choose between traditional face-to-face instruction within school buildings or a virtual learning environment (i.e., mixed synchronous and asynchronous instructional model).

2. **How will the virtual environment be different for students this fall?** This fall will be significantly different than it was this spring when District educators put together a rapid response to the COVID-19 pandemic. Online instruction for the 2020-2021 school year will be robust, organized, and a consistent experience for all students. Details concerning the Fort Worth ISD's Virtual Instruction Overview can be found ***here***.

3. **Will parents be able to change their decision for a student to receive virtual or face-to-face instruction after the year begins?** Yes, an opportunity to transfer from instructional platforms will be available at the conclusion of each grading period (i.e., every six-weeks).

4. **What kind of professional development is now and/or will be available to teachers who want to learn more about online instruction and the virtual classroom?** Online professional development is currently available to FWISD teachers, additional opportunities will be added throughout the year. The topics cover a wide range of subjects and can be accessed ***here***.

   Campuses will create professional development calendars with specific supports for educators that will focus on remote instructional delivery, including content-focused, job-embedded training linked to selected remote learning resources. Training will also cover all grade levels and content areas that are part of remote learning. Additional emphasis will be placed on developing content knowledge of the virtual classroom curriculum and helping teachers analyze and respond to data through the use of the instructional materials.

5. **What will traditional face-to-face instruction look like for students served within Special Education?** Guidance concerning the implementation of face-to-face instruction for the 2020-2021 school year is contained throughout this document. FWISD is committed to meeting the unique needs of students with disabilities by ensuring appropriate ARD/IEP reviews and determining individual student needs.

6. **What will the virtual learning environment (synchronous and asynchronous) look like for students served within Special Education?** Lessons and content covered during in-person classes will be the same lessons and content covered during virtual classes. Some courses and lessons will be delivered in real-time with two-way communication between teachers and students through electronic devices (i.e., synchronous instruction) while other courses and lessons will be designed as a curricular experience where students engage in the learning materials on their own time, interacting intermittently with the teacher via electronic devices (i.e., asynchronous instruction). Each campus and specialized program will be unique in how the instruction is delivered according to the personnel resources, appropriate developmental levels of students, and enrollment of students virtually.

   FWISD Curriculum Framework will continue to be utilized to facilitate student learning and engagement. The academic work performed by a student who participates in virtual learning will equal the work that is performed by a student in a normal school year. Students will be provided clear means to engage with academic material on a daily basis and direct and explicit instruction from teachers virtually. Teacher interactions with students will be predictable and sufficient to support an appropriate instructional schedule. Teacher availability for students (e.g., scheduled office hours) will be planned in advance, routine, sufficient for student progress, clearly defined, and published in a readily accessible manner.

   Student Individual Education Plans (IEPs) will be followed, regardless of the learning environment. Students with disabilities will receive a Free, and Appropriate Public Education (FAPE).

7. **How will attendance be defined for face-to-face and virtual instruction?** Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year. The district will employ multiple methodologies to determine satisfactory attendance for students receiving instruction via virtual learning environment (i.e., mixed synchronous and asynchronous instructional model).

Special Education Services and Support

1. **When in-person instruction resumes, how will students be served if they decide to enroll in virtual learning?** Students who are eligible to receive Special Education services will continue to receive FAPE if they decide to enroll in FWISD virtual learning. The ARD committee will need to convene to determine the levels of supports to be addressed during virtual learning. Although services may not mirror face-to-face service delivery, Special Education services will be provided through a combination of synchronous (direct) and asynchronous (indirect) virtual models. Students will have access to grade level content while receiving Special Education support and related services identified by the ARD committee. Inclusive practices will continue to be utilized in the virtual learning environment.

2. **How will inclusive practices be integrated into virtual instruction?** FWISD will institute a Collaborative Model of inclusion support to facilitate virtual learning. This model is comprised

of multiple teaching modalities offering differentiated support including Parallel Teaching, Station Teaching, and Alternative Teaching.

3. **When in-person instruction resumes, can a student's family choose virtual instruction if the student is served in a self-contained classroom?** Yes. The ARD committee, of which the parent is an essential member, will determine the critical skills and supports to be addressed during virtual learning. Although some services may not mirror face-to-face delivery, Special Education services will be provided through synchronous (direct) and asynchronous (indirect) models which may alter the specialized supports and related services provided. Special Education teachers will continue to provide high-quality instruction and individualized supports.

4. **How will students who receive Special Education services be supported in the virtual learning environment?** During virtual learning, direct services may be supported through video conferences, telephone calls, homework packets, internet-based lessons, and other distance-based learning approaches. Supports provided during virtual learning will be based on the individual needs of the student in the same manner supports are determined for a student participating in in-person instruction (i.e., as outlined by the student's IEP and FIE). District personnel will routinely collect evidence of completion of the aforementioned items/activities and will implement strategies to support and document general progress monitoring.

   Students receiving inclusion and resource services will have accommodated and modified virtual learning assignments designed in collaboration with General Education teachers. Students receiving services within resource classrooms will utilize the curriculum framework, including vertically aligned and scaffolded lessons as required using high-quality intensive instruction. Students in Specialized Support Classrooms will be utilizing "Unique Learning System (ULS) and News-2-You (n2y)" which is individualized for their unique learning needs. Parents of students who receive SEAS support will be provided with direct access to Rethink Ed's Social and Emotional Learning platform.

5. **How will Special Education related services be provided in the virtual learning environment?** Students receiving related services (e.g., Speech therapy, Occupational therapy, Music therapy, Physical therapy, Psychological services, and Dyslexia services) will have access to these via teletherapy or via other virtual modalities. In some cases, even if a student is enrolled virtually, services may be provided onsite. Related services for all students will disabilities will occur at the prescribed intervals outlined by the ARD Committee to the greatest extent possible. Additionally, electronic records of service, prior written notice, and parental consent should be completed and kept in established data collection. Prior written notice will be provided to families if services cannot be delivered virtually. Within the virtual learning environment, consultative services include, but are not limited to: developing materials, consulting with teachers on online implementation, and giving feedback to parents.

6. **What will the grading policy be for Special Education students enrolled in virtual instruction?** Grading policies for remote work will be the same as those that were used for on-campus learning before COVID-19. Special Education students enrolled in virtual instruction will follow all appropriate FWISD school grading policies.

7. **How will student engagement in the virtual environment be monitored?** Student engagement will be tracked daily to ensure students are progressing. Academic progress will be measured via daily data collection, teacher/student interactions; and the completion and submission of assignments. Fort Worth ISD will measure the academic progress of all students. The data will be used to continuously improve instruction. Instructors will give feedback to students at least every week. This check-in will tell students what steps to take or what academic remediation is needed to improve their performance.

8. **Will traditional and specialized transportation options still be provided?** Yes. Both options will be available. Specialized transportation will be provided as outlined by the student's most recent IEP.

IEPs, FIEs, and ARDs

1. **How will Individual Education Plans (IEPs) be implemented across different learning environments?** Student IEPs are followed regardless of learning environment such that students with disabilities receive a Free, and Appropriate Public Education (FAPE). The district 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 IEP.

2. **How will Admission, Review, and Determination Meetings (ARD) be conducted for students enrolled in the virtual learning environment?** Requirements related to the legal timelines for initial and annual ARD meetings still apply. The ARD Committee may meet by video or teleconference; however, all required members must be in attendance. FWISD evaluation personnel will contact parents to schedule ARD meetings. The parent may choose to participate via video conferencing or telephonically. ARD meetings shall be scheduled at a mutually agreed upon time in collaboration with parents and campus staff including administrator(s) and teachers. The ARD Committee will address all elements of an annual, including Instructional and Related Services.

   Service providers will monitor the student to ensure progress on the General Education curriculum as well as on their IEP goals. Additional ARD meetings may be necessary if a student begins to struggle and cannot remediate while participating in virtual learning and/or once the student returns to school to face-to-face instruction. After review of student progress towards IEP goals and objectives, a discussion for compensatory services may need to be addressed.

3. **How will Special Education evaluations take place for students enrolled in the virtual learning environment?** Pursuant with guidelines published by TEA, neither state nor federal law provide flexibility to LEAs in times of emergency regarding their obligation to provide FAPE to students receiving Special Education services. Although evaluation timelines pause in situations where the district is closed and not in session, if the district is offering educational services, the 45 school-day timeline requirements of Texas Education Code §29.004 apply. Thus, all initial and reevaluation timelines concerning FIEs remain in effect; this includes requests made pre- and post-closures related to COVID-19.

4. **What if an eligibility determination for Special Education services requires in-person assessment?** If a student is enrolled in the virtual learning environment and an evaluation requires a face-to-face assessment or observation (34 C.F.R. §300.310(a)), evaluators should collect as much assessment data as possible virtually. Evaluators will then complete the written report with all available assessment data. The report will either indicate that: Sufficient data exists for disability determination(s); or Current data is inconclusive and additional data is required for disability determination(s). Subsequent ARDs related to FIEs must follow legal timelines. In some cases, the district may work with the family to determine a mutually agreed upon location to complete a face-to-face evaluation, even if the student is enrolled in the virtual learning environment.

TEA Guidelines and Safety Procedures

1. **What guidance has TEA provided concerning the return to school for 2020-2021?** TEA has published multiple documents concerning health and safety. The district is actively monitoring guidance and adjusting policies to ensure a safe return for students and staff accordingly. Recent guidance provided by TEA contains information on four sets of practices that minimize the likelihood of viral spread, including some that are requirements for all schools and others that are recommendations. The practices include the following: **Provide Notice** (Requirements for parental and public notices), **Prevent** (Required practices to prevent the virus from entering the school), **Respond** (Required practices to respond to a lab-confirmed case in the school), and **Mitigate** (Recommended and required practices to reduce likely spread inside the school). Relevant documents and information published by TEA can be accessed ***here*** and ***here***.

2. **What happens if a health issue arises in a school?** If a health issue arises in a school, we already have the virtual platform established and students will transition as seamlessly as possible. The District will provide CDC aligned protocol for each campus to follow.

3. **What will be done at the building level to make the environment safe?** Our protocols for cleaning have changed dramatically. While our custodial staff has always performed exemplary work, they will now have extra resources and help. Their work schedules have shifted, as well. Duties that were formerly performed in the late afternoon or evening will now become part of a campus's daytime routine, and will occur multiple times while students and staff are present.

4. **How will this work be monitored?** FWISD Division of Operations is committed to ensuring our schools are safe, clean and disinfected. The District has an environmental manager who is:

   Monitoring CDC guidelines to ensure the District is following the most current recommendations.

   Providing additional training to custodians to instruct and reinforce cleaning procedures to effectively address coronavirus.

Adjusting custodial schedules so more of the workforce is available during the day in order to be constantly cleaning and disinfecting when employees and students are in the building.

The District is using an EPA approved disinfectant to kill the coronavirus, which is in compliance or exceeds the CDC guidelines.

- Custodial staff is cleaning and disinfecting door knobs, handrails, and other highly used surfaces during the day and at the end of each day.

- Assuring hand sanitizer dispensers are full and operational.

- Restrooms are being monitored throughout the day to ensure they are clean and are supplied with soap and other necessary supplies.

Presently, the deep summer cleaning of our schools is underway, which includes stripping and waxing floors as well as deep cleaning and disinfecting surfaces.

5. **Will students be required to wear face coverings at school?** Yes. Schools are required to comply with the governor's executive order regarding the wearing of masks. In addition to the executive order, school systems may require the use of masks or face shields for adults or students for whom it is developmentally appropriate.

6. **Will the District provide Personal Protection Equipment (PPE)?** Yes. PPE will be made available to each campus and District facility including face coverings, gloves, and equipment required for wellness checks.

Section 504

Fort Worth ISD will ensure that each student with a disability that substantially impacts a major life activity will be provided a §504 plan, if appropriate, as determined by the §504 Committee. Service plans will be implemented both virtually and/or in-person.

Fort Worth ISD is committed to meeting the unique needs of students with disabilities by ensuring §504 committees convene to discuss needs, review progress, and prioritize critical areas of support to make individualized recommendations for students.

§504 amendment meetings may be held for students who choose virtual learning to determine what accommodations and services can be implemented and address any changes that need to be made to assist the student.

Fort Worth ISD will review individualized healthcare plans of students who have chosen in-person instruction and revise them through a §504 meeting with appropriate safety protocols as needed.

§504 meetings will be held annually and upon parent request.

To ensure seamless services throughout the year, the §504 committee will document accommodations that can be implemented both virtually and in-person in the event there is a disruption in services.

Campus §504 procedures will be followed for all students. Teachers will receive a copy of students §504 plans with accommodations from the §504 case managers (counselor) and will be part of any §504 meetings to determine student accommodations.

The regular compliance calendar will be followed for evaluations, re-evaluations and annual reviews.

Dyslexia

Fort Worth ISD will ensure that, to the greatest extent possible, each student with dyslexia will receive instruction according to *The Dyslexia Handbook, Rev. 2018*, published by the Texas Education Agency, is available ***here***.

Virtual Dyslexia Instruction

Dyslexia teacher preference is synchronous instruction; however, recorded sessions and additional online resources will be provided for supplemental practice and when introducing a new skill.

Delivery of dyslexia services includes district designated resources aligned with *TEA's Dyslexia Handbook, Rev. 2018.*

Services will be provided through the district approved learning management system (i.e., Google Classroom/Zoom) to design appropriate lessons, assignments, and assessments.

Lessons provided will include opportunity for student response (i.e., See Saw, Flipgrid) to assist with measuring progress.

Learners will use materials provided for interactive instruction and practice at home (i.e., alphabet strips, letter blocks, letter ARC, reading trackers, coding sheets, handwriting practice, etc.).

Virtual office hours will be established and set up through Google Classroom/Zoom for assistance and content support.

Dyslexia teachers will use individual student learning plans to document services and supports provided.

Dyslexia teachers will support Section 504 accommodation plans and IEPs.

In-Person Dyslexia Instruction

Option 1: Dyslexia instruction will occur in small groups with a Dyslexia teacher using FWISD approved dyslexia resources *if* the physical environment allows for social distancing. Classroom set up will be modified to limit exposure and meet social distancing guidelines.

Option 2: Students will receive dyslexia lessons in real time via a Chromebook or laptop while students remain in their respective assigned homerooms. This option may be leveraged when the physical learning space does not allow for social distancing.

Related Services for Special Education 2020-2021

Related Services for Special Education Students

During times of virtual learning, direct related services will be provided through teletherapy (i.e., synchronous sessions). For students requiring direct occupational therapy and/or physical therapy. The therapist will contact parents for consent for teletherapy sessions.

Consultative services may be synchronous or asynchronous. Whether the student is participating virtually or in-person, consultative services will be provided virtually.

District approved learning management system (e.g., Zoom, Google Classroom, etc.) will be used to implement teletherapy services and supports in accordance with the IEP.

Direct and consultative service minutes will be provided in alignment with the IEP schedule of services.

Related service providers will collaborate with general education and special education teachers to ensure that services and supports are being provided per the student's IEP.

Related service providers will maintain accurate service logs and parent contact logs.

During the time of virtual instruction for students receiving direct therapy, the following criteria will be utilized to determine if in-person therapy will be offered.

Related Service	Criteria
Occupational Therapy	• IEP includes direct Occupational Therapy services • Consistently attempted participation in teletherapy services in the spring but therapy data shows little to no progress or • Requires physical contact to make progress toward IEP goals and objectives or • Requires specialized equipment not available in the home to meet IEP goals and objectives
Physical Therapy	• IEP includes direct Physical Therapy services • Consistently attempted participation in teletherapy services in the spring but therapy data shows little to no progress or • Requires physical contact to make progress toward IEP goals and objectives or • Requires specialized equipment not available in the home to meet IEP goals and objectives
Speech Therapy	• IEP includes direct Speech Therapy services

	• Consistently attempted participation in teletherapy services in the spring but therapy data shows little to no progress
Music Therapy	• IEP includes direct Music Therapy services • Consistently attempted participation in teletherapy services in the spring but therapy data shows little to no progress or • Requires musical equipment not available in the home to meet IEP goals and objectives
Psychological Services	• IEP includes direct Psychological services • Consistently attempted participation in teletherapy services in the spring but therapy data shows little to no progress or • Requires in-person contact to make progress toward IEP goals and objectives

Special Education, Inclusion, and Resource Instruction

Fort Worth ISD is committed to meeting the unique needs of students with disabilities by ensuring access to Free and Appropriate Public Education (FAPE) and high-quality Instruction. Our focus is on student success in academics and social-emotional well-being.

All Special Education teachers and paraprofessionals will return to work in the fall to support both in-person instruction and teacher-directed virtual instruction. To ensure students' safety and academic success, all staff will need to be active contributors in both instructional delivery platforms while following district guidelines.

All staff members will support curriculum-based, rigorous instruction in both in-person and virtual classrooms. Each campus will be unique in how the virtual and in-person instruction is delivered according to the personnel resources and enrollment of students.

Special Education Expectations for Virtual and Face-to-Face Instruction

FWISD Special Education will be using a Collaborative Model by working with General Education teachers and Related Services to identify what strategies, interventions, and instructional design work for students with disabilities. Special Education teachers' main role is to support and create Specially Designed Instruction (SDI) to meet the needs and expectations of children with disabilities.

Grading and Attendance Policy for Special Education Students
Special Education students will follow FWISD school grading policies and attendance. Students will be graded and attendance taken for remote student work is consistent with those used before COVID-19 for on-campus assignments.

Attendance will be defined for face-to-face and virtual instruction as per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year.

Teacher will monitor and adjust as students continue to engage in face-to-face or virtual learning instruction based on the unique needs of the learner.

Data-Driven Decision, Documentation, and Communication

Data-Driven Decisions - Teachers must use some form of data collection (i.e., Lexile level, MAP, district assessments, diagnostics from LGL, Acellus, etc.) to generate Present Levels of Academic

Achievement and Functional Performance statements (PLAAFP), establish a baseline, and document student growth.

Documentation - Teachers will leverage a variety of tools to document student contact, performance, and progress towards IEP goals. These tools include but are not limited to: Easy IEP contact logs, inclusion logs, data on mastery of goals and objectives, and online platform reports.

Communication - Teachers are expected to maintain contact with parents (email or automatic report from an online platform) to indicate how the student is performing and be available for parent/teacher conferences per campus and/or principal's directives.

**Note:* *If additional support is needed, teachers will be available to meet face-to-face upon administration approval.*

Virtual Instruction for Inclusion Teachers

Virtual learning attendance is based on daily engagement and not solely upon the completion of assignments. Special Education teachers will work collaboratively with General Education teachers to implement the student's IEP. Students with an IEP who struggle with a particular concept during virtual learning will receive additional instruction through an online platform (i.e., Let's Go Learn or Acellus) to ensure students have access to the General Education curriculum. Parents will have the opportunity to schedule appointments with teachers in addition to the teachers' scheduled office hours during virtual learning if needed.

Teachers will follow the guidance of campus-based administrators to facilitate an optimal virtual learning environment for students. Special education teachers will attend PLCs with the content teachers and will have access to Google Classroom, Google Hangouts, and Zoom to plan instruction, monitor student progress, and communicate weekly with parents, students, and colleagues. General Education teachers are expected to add special education teachers to their virtual classroom.

Virtual Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in General Education classrooms. FWISD will follow a more Virtual Collaborative Model to support students virtually. Special Education teachers and paraprofessionals are expected to actively participate by facilitating lessons to promote student engagement, monitor breakout sessions, and provide direct instruction in online sessions. Students that receive Special Education services will get Inclusion support virtually using one of the following the Collaborative Model. Special Education teachers and paraprofessionals are expected to actively participate in online sessions.

- **Team Teaching** - both teachers are delivering the same instruction at the same time.
- **Parallel Teaching** - teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
- **Station Teaching*** - teachers divide content and students into virtual rooms to provide student engagement and small group instruction.
- **Alternative Teaching*** - one teacher takes responsibility for the large group while the

other works with a smaller group.

***Note:** In station and alternative teaching, heterogeneous groups must include students in General Education and Special Education.*

Virtual Instruction for Resource Teachers

To ensure virtual engagement, Special Education Teachers will utilize learning platforms Let's Go Learn for elementary, Acellus for secondary, and/or create specially designed lessons. Teachers will need to design lessons to support students, collect data, and monitor progress to address students' specific needs. Special Education teachers and paraprofessionals are expected to actively participate by facilitating lessons to promote student engagement, monitor break out sessions, and provide direct instruction in online sessions.

Let's Go Learn / Acellus Teacher Scope and Sequence			
Week 1	**Week 2**	**Week 3**	**Week 4**
Diagnostic Assessments	Monitoring Online Instruction	Diagnostic Assessments	Diagnostic Assessments
Online Instruction	Formative Assessment	Formative Assessment	Online Instruction
Baseline Reporting	Online Instruction	Online Instruction	End of Reporting Period
Note: Students should access LGL for 30 additional minutes, three times per week if their IEP reflects Resource Reading and/or Math services for Elementary. High School students will access Acellus 30 minutes, three times per week if their IEP reflects Resource classes in any of the core content areas.			

Face-to-Face Instruction for Resource and Inclusion Teachers

Resource Services and Specialized Classes

High-quality resource programs are dependent upon the delivery of the grade-level curriculum adapted to the unique needs of the learner. Teachers will need to use the FWISD Curriculum Framework to vertically align and scaffold lessons.

Resource Classroom Supplemental Curriculum and Instruction

- Acellus online platform will be used for secondary students.
- Let's Go Learn will be used for elementary students.
- Resource Instruction in face-to-face instruction must be direct and explicit.
- Provide direction for consistent planning and the use of research-based methods using meaningful experiences to improve comprehension in students of all ages.

- Assign students to small-group and project-based assignments that promote active and collaborative learning.
- Culturally responsive, linguistically accommodating based on standards-aligned curriculum and instruction that meets the diverse needs of every learner.
- Create an optimal learning environment in which we create emotionally, intellectually, and physically safe environments driven by racially equitable outcomes.
- Group sizes will comply with state and local regulations.
- Special Education teachers are required to work closely with General Education teachers to provide weekly lesson materials to the designated virtual platforms.

Paraprofessionals are expected to be active participants in the instructional process. As the instructional assistant, paraprofessionals will be available during both virtual and face-to-face instructional sessions along with the certified Special Education teacher. Paraprofessionals will not introduce new lessons but will provide support, virtually, by assisting in monitoring student progress and applying appropriate accommodations/modifications via online resources. In the face-to-face environment, paraprofessionals will perform the same duties as stated above in addition to, providing support facilitation in the inclusion classroom.

Face-to-Face Inclusion - ***Collaborative Supportive Model***

The Collaborative Model will continue during synchronous sessions. Inclusion secures opportunities for students with disabilities to learn alongside their non-disabled peers in General Education classrooms.

- **Team Teaching** - both teachers are delivering the same instruction at the same time.

- **Parallel Teaching** - teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.

- **Station Teaching*** - teachers divide content and students into virtual rooms to provide student engagement and small group instruction.

- **Alternative Teaching*** - one teacher takes responsibility for the large group while the other works with a smaller group.

***Note:** In station and alternative teaching, heterogeneous groups must include students in General Education and Special Education.*

Professional Learning and Innovation (PLI)
Special Education Professional Development
The Special Education Department will offer ongoing training opportunities to include such topics as Culturally Responsive Teaching, Micro-credentialing, Standards-based Goals and Objectives, and using Google and other technology for accommodations and modifications.

Teacher Leaders

Our goal is to create a culture of leadership and a systematic approach to elevating teacher capacity and voice, to look for new trends, strategies, and interventions using a collaborative professional learning model. Expert Special Education teachers will be identified for leadership development. Special Education teachers who exhibit exemplary skill in the area of virtual instruction will be asked to highlight their approach during PLI training. In order to support Special Education teacher leaders during the year, the Special Education Department will facilitate training and meetings every six weeks. All training sessions will be offered virtually.

School-Based, Site-Based and Community-Based Programs

Students assigned to Transition Programs will follow general guidance and expectations provided to the district governing safe returns to schools. Where a student's needs, lack of progress, or other circumstance(s) require IEP review, an ARD will be convened.

When on FWISD Campuses and/or properties, students will adhere to safety precautions set forth by the district to assure the safety of all students and staff.

Where corporate or other safety guidelines exceed the minimum standard set forth by the district, the higher operational standard will be met by students and staff when accessing services within the entity.

Virtual Travel Training

Program	Virtual Expectations	Responsible Agent(s)
Travel Training	FWISD Community Travel Curriculum used in support of teaching safety standards, basic community access skills, health and safety skills via virtual platforms. Synchronous learning will incorporate aspects of video modeling in order to provide virtual instruction. Each of the minimum 10 sessions span 1 hour in duration. Students will not be moved into in-person training options sooner than two weeks prior to the district's announcement of pending school re-opening for in-person sessions.	FWISD Transition Leads /Travel Trainers-assigned.

Virtual Community and Site-Based Programming

Program	Virtual Expectations	Responsible Agent(s)
Expanco	Safety Instruction via synchronous sessions to be provided daily in one hour lessons. Video modeling to be used to initiate training for various workstations and jobs. Staggered cohort starts (groups of up to 7 students) to be employed in order to transition out of virtual setting into in-person once circumstances dictate.	FWISD Transition Lead/Liaison-progress monitoring.
Bridges	Both Asynchronous and Synchronous Sessions provided to students (Job Search, Soft Skills, development) provided via Video Modeling and virtual sessions (30 minutes weekly).	FWISD Transition Lead/Liaison-progress monitoring.
Basic Supported Employment with personal care	*See LIFE Program.	LIFE Staff.

Virtual Community-Based/College or University-Based Programs

Program	Virtual Expectations	Responsible Agent(s)
Project Search (PS)	Virtual Curriculum-Synchronous Model. PS Curriculum (database updated to including Covid-19 PPE Lessons, Equity Matters in addition to VocFit Lessons and Model Fidelity Tools). The two hours of required daily instructional sessions hours of virtual instruction to be provided daily to student interns.	FWISD VAC/PS Teacher and FWISD Transition Lead. FWISD VAC/PS Teacher/Teacher Assistant.

	Virtual Job Skills Assessments and Work Sessions.	FWISD VAC/PS Teacher, T.A. and Transition Lead; TX Workforce TVRC.
TCC Campuses **A Step Beyond/STARS (Apprenticeship Programs)**	Synchronous Model with Asynchronous Options Classes convene daily targeting work-based soft skills, job search and maintenance using TCC-developed curriculum for FWISD. Video modeling supports to be used for students in senior apprenticeship year.	College-based staff to provide instruction in the virtual environment with classes convening daily for a minimum of three-hours weekly synchronous sessions. FWISD Transition Lead Liaison provides progress monitoring.

In-Person Travel Training

- Sessions may not begin sooner than two weeks prior to the district's opening for in-person instruction.
- The Trinity Metro Health and Safety policy will be followed at all times.
- Student to Travel Trainer Teaching Staff ratios will be restricted to three students per trainer. The 3:1 ratio allows for proper social distancing, tighter supervision of students and increased assurance that students are following safety precautions at all times including but not limited to travel on transit systems and when moving about within the community. It is expected that social distancing will be maintained to the extent possible and legally authorized by city transit authorities.
- While it is understood that when using transit systems, students will be exposed to persons outside of the school community, efforts will be made to select times during the day when ridership is lower than at peak travel times.
- Students and staff will wear masks at all times during travel training.
- Staff will also carry hand sanitizer for students to use before, during, and after travel training.
- Proper handwashing procedures will be required following each travel training outing.
- Travel Training in the community will only be conducted when it is confirmed that in-person instruction is safe.
- Selected components of the program may be offered, where appropriate via digital formats and accessed from the home or school setting by mutual agreements between FWISD and community-based and/or university-based programs.
- Program participation allowed only with ARD endorsement.

In-Person Community and Site-Based Programming

- Safety precautions for students assigned to work-based learning in the community will reflect community standards required to assure safety of the citizenry (face masks, etc.) so long as said standards meet minimum expectations set forth by the district.

- Staff (district and contracted) will ensure that students practice social distancing, wear masks, and follow safety policies when accessing the Trinity Metro and all other community sites.
- Staff will ensure students use hand sanitizer before, during, and after traveling to various locations and also follow proper hand washing procedures following each community outing, upon arrival at site, as well as throughout the duration of the scheduled time at the location.
- Corporate standards may exceed minimum guidelines set forth by the district. Students will be expected to meet the corporate standard when in the work place if the rules at least meet the basic requirements set forth by the district.
- Classes may be offered, where appropriate, via digital formats and accessed from the home or school setting by mutual agreements between FWISD and community-based and/or university-based programs.
- Program participation allowed only with ARD endorsement.

In-Person Community-Based/College or University-Based Programs

- Staff will ensure that students follow safety procedures when accessing all forms of transportation to and from college and/or other community-based sites.
- Students will be required to follow social distancing guidelines to the extent possible and in keeping with FWISD expectations.
- Guidance offered by the district governing seating arrangements will be followed at all times during transit.
- Students and staff will wear masks while on the bus.
- Staff will also ensure that students follow proper handwashing/sanitation procedures upon arrival at the facility and before entering class.
- Classes may be offered, where appropriate, via digital formats and accessed from the home or school setting by mutual agreements between FWISD and community-based and/or university-based programs.
- Program participation allowed only with ARD endorsement.

Specialized Classrooms and Schools

Classroom set up will be modified to limit exposure and meet social distancing guidelines.

Students who receive services in a self-contained classroom will continue to participate in the General Education curriculum with their individualized accommodations/modifications being implemented in accordance with the IEP.

Students instructed to use an alternate curriculum will receive instruction of prerequisite skills at their instructional level in accordance with the IEP.

As directed by the district for a virtual learning environment, specialized classrooms will receive virtual instruction. In the event Individualized Education Program (IEP) goals cannot be fully implemented with remote learning as determined by progress monitoring and individual student data, the following options will be offered:

Boulevard Heights, Jo Kelly, and Learning In a Functional Environment (LIFE) Program
For students with the most intensive needs, namely those currently attending Jo Kelly and Boulevard Heights, we will offer students the opportunity for virtual learning. In addition to virtual learning teachers will offer in-person instruction for students who have IEP goals that cannot be met virtually.

In-Person Instruction:

- For students with 1-3 goals that cannot be addressed through virtual learning, students will have an opportunity to be at a designated location with a classroom teacher for up to two hours per week.
- For students with 4 or more goals that cannot be addressed through virtual learning, students will have an opportunity to be at a designated location with a classroom teacher for up to four hours per week.
- Students will rotate days so as to maintain social distancing rules.
- In-person will focus on the IEP goals not able to be addressed remotely.
- All remaining instruction will be remote/virtual (i.e., live or prerecorded).

Reaching Independence through Structured Education (RISE), Early Childhood Special Education (ECSE), Life Instruction and Functional Training (LIFT) Program, and Life Education And Preparation (LEAP)
In addition to virtual learning, self-contained teachers will offer in-person instruction for students who have IEP goals that cannot be met virtually. Principals and/or assistant principals, teachers and evaluation specialists will follow these guidelines to determine which students require in-person learning.

Teachers will utilize a Google Form to document each student who does and does not meet criteria for in-person instruction (***https://forms.gle/Q62usJcaCLkiyLSz9***). Teachers will complete ***ONE form PER STUDENT***.

Criteria for which students with IEPs should receive services in-person prior to FWISD schools reopening for in-person instruction

Specialized Class	Criteria
RISE/ECSE Class (formerly TAP/LINC/PPCD) LEAP/LIFT	• Student has adaptive equipment that cannot be provided to the home. • The specific curriculum the student needs to make progress on their IEP goals cannot be provided to the home. • The student has Life Skills goals that cannot be done virtually. • The student requires a level of prompting that cannot be performed, even through coaching remotely. • The student cannot make progress on specific goals and skills, even after virtual coaching with the parents. • There are specific behavior goals which cannot be implemented virtually.

In-Person Instruction:
For students with 1-3 goals that cannot be addressed through virtual learning, students will have an opportunity to be at a designated location with a classroom teacher for up to two hours per week.

For students with 4 or more goals that cannot be addressed through virtual learning, students will have an opportunity to be at a designated location with a classroom teacher for up to four hours per week.

Parent Communication:
Teachers will utilize the attached letter to send to parents regarding in-person instruction for their student (see Appendix A).

Attendance and Contact Documentation:
Teachers will utilize the attached documentation form to track in-person and virtual instruction with students, and parent communication (see Appendices B & C).

Materials:
District materials may be utilized to support students at home and campus as needed.

Transportation Documentation:
Teachers will utilize the attached document to track students needing Fort Worth ISD's Special Education Transportation Services and students whose parents decline the related service (see

Appendix D). Evaluation Specialists will submit the form with existing Transportation Forms to Special Education Transportation.

Health and Wellness Preparation:
Teachers will provide the Health and Wellness Preparation information to parents along with the self-screening checklist recommended by the CDC (see Appendix E).

On-Campus Parent Parking:
Teachers will utilize the parking sign, along with a traffic cone, to mark designated parking spots for parents dropping their student off for in-person instruction (see Appendix F).

Preparing for Real Employment Possibilities (PREP) Program:
Students attending the PREP Program will receive in-person instruction on their home high school campuses from their homeroom teacher. The PREP Program and paraprofessionals will collaborate with high school teachers to ensure adequate and appropriate access to material.

Expectations:
Teachers will follow district and campus expectations for instruction and attendance.

Data-Driven Decision, Documentation, and Communication

Data-Driven Decisions - Teachers must use some form of data collection (on line benchmark and checkpoints, etc.) to generate Present Levels of Academic Achievement and Functional Performance statements (PLAAFP), establish a baseline, and document student growth.

Documentation - Teachers will leverage a variety of tools to document student contact, performance, and progress towards IEP goals. These tools include but are not limited to: Easy IEP contact logs, data on mastery of goals and objectives, and online platform reports.

Communication - Teachers are expected to maintain contact with parents (electronic communication or automatic report from an online platform) to indicate how the student is performing and be available for parent/teacher conferences per campus and/or principal's directives.

Appendix A

Dear Parent,

Thank you for speaking with me today. As discussed, **XXX's** in-person instruction will be weekly on **____ (day of week) _____** from **_____ (time) ____**. The instruction will be held at **Campus name** located a**t Campus Address**, Fort Worth, TX.

All campuses will follow FWISD's guidelines for prescreening of students prior to leaving home. As of July 27, 2020 FWISD guidelines require parents to conduct self-screening (please see attachment). If your child will not be on campus due to having a temperature of 100 degrees or higher, or any other symptoms, please contact the campus and let them know.

Once on campus, you will park in a designated area (marked with an Orange sign and cone). Campus staff will meet you at your car at your scheduled time.

During the in-person session, parents may wait at the campus in their vehicles or may leave and return at the designated pickup time. Parents will not be admitted to the building unless required as part of the teaching process. On the day of instruction, the teacher will also ask you for the best contact number in the event that there is a problem that ends instruction sooner than anticipated.

On the designated day, your student should wear a mask and cleanse their hands with hand sanitizer prior to entering the building. If preferred, you may provide your own hand sanitizer for use. Once in the classroom, the teacher will maintain social distance when possible. Your student and the teacher will both wear mask unless their removal is necessary for clarity of instruction or to understand your student.

At the end of the in-person session, the teacher assistant will meet you in your designated parking spot with your student. If there is any follow-up needed, the teacher will communicate it with you via e-mail or phone.

If desired, you can use the provided Social Story with your student concerning teachers wearing personal protective equipment: ***https://drive.google.com/file/d/1wBwFSBuLwGRii_L3-ZJEe4NRecRZdRTk/view***

(If the document does not open immediately after clicking the link or copying and pasting the link into your browser, you will need to download the document.)

Thank you,

XXXX

Appendix B

Student Attendance and Work Completion Log

Teacher:

School:

Venue Type	Student Name	Reason for Communication	Start Time:	End Time:	Date	Notes
Google Classroom	Johnny Test	Social Skills Lesson	1:00 pm	2:00 pm	8/17/2020	Student interacted and completed lesson.

Appendix C

Parent Communication Log

Teacher:

School:

Venue Type	Student/Parent Name	Reason for Communication	Start Time:	End Time:	Date	Brief Overview
Zoom	Angela Test	Office Hours	2:00 pm	2:30 pm	8/17/2020	Reviewed the Rethink Ed lesson: Get What you need. Checked in to provide requested behavioral support for the home.

Appendix D

Special Education In-Person Transportation Log

School Name: _____ **Teacher Name: _____**

School Number: _____ **Date: _____**

	Student ID	First Name	Last Name	Day(s) of Week Service (MTWThF)*	Arrival Time**	Departure Time**	Lift Bus Required? (yes/no)	Parent to transport? (yes/no)	Private Duty Nurse to ride bus? (yes/no)
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									

*Sessions may not exceed 2 sessions/week/student
**Each session may not exceed 2 hours
Teachers will not have more than one session/day and number of students per session will be limited based on staff and space available

Appendix E

Health and Safety Preparation
The Centers for Disease Control and Prevention (CDC) provides guidance, recommendations and resources to assist with plans and protocols for health and safety. Before schools re-open, Fort Worth ISD will implement health and safety plans that include:

- Ensuring adequate supply inventory (e.g., PPE, cleaning supplies, hand sanitizer, etc.).
- Cleaning with products approved by governing authorities and per guidelines from the Environmental Protection Agency.
- Ensuring compliance with CDC, Health and Human Services, the Texas Education Agency and other jurisdictional policies.
- Providing communication of procedures and expectations upon entering facilities and throughout buildings.

Health and Safety Training
- Fort Worth ISD will provide information to students on appropriate hygiene practices.
- Parents are asked to talk to their students about COVID-19 symptoms and prevention strategies.
- Teachers will attend training and develop classroom procedures consistent with TEA, District and CDC guidance.
- All staff will be trained on COVID screening, identification of symptoms, prevention of spread, and sanitation of work areas.

Student and Staff Pre-Screening
All students and staff will pre-screen for COVID-19 symptoms daily and individuals with symptoms prior to arrival. QR Code will be provided for daily pre-screening.

- Staff will be required to complete a self-screening process prior to entering a Fort Worth ISD building, and the District may require further screening of employees at any time based on current state and federal guidelines.
- A parent or guardian will be required to pre-screen their children for COVID-19 symptoms each day prior to sending them to school.
- Parents will need to take their child's temperature daily. Parents must ensure they do not send a child to school on campus if the child has **COVID-19 symptoms** (as listed in this document).

- Parents must ensure they do not send a child to school on campus if the child has **lab-confirmed COVID-19**, until all of the below conditions for re-entry are met.

Students and staff will be permitted to return to school when:

- They are 3 days (72 hours) fever-free without using fever-reducing medication;
- Improved symptoms (cough, difficulty breathing, etc.);
- Ten days have passed since symptoms began.

Staff and students should not enter campuses or District buildings if any of the following apply. The individual:

- Is sick or has been sick in the past 14 days. Symptoms to watch for: fever (100°F or higher), cough, shortness of breath/difficulty breathing, chills, muscle pain, headache, sore throat, new loss of taste or smell, shaking or exaggerated shivering, diarrhea.

- Has a confirmed case of COVID-19 or has been in close contact with a person with a confirmed case of COVID-19. These individuals must follow all isolation and quarantine guidelines from the local health authority or their physician.

- Has a household member who is awaiting COVID-19 test results or is awaiting their own test results.

- Has traveled internationally or on a cruise in the past 14 days. These individuals must follow current CDC self-quarantine recommendations.

Additional screening may be conducted upon arrival to school and during the school day. Teachers will monitor students and refer them to the nurse if symptoms are present.

Recommended CDC Checklist:

Daily Home Screening for Students

Parents: Please complete this short checklist each morning and report your child's information [INSERT YOUR SCHOOL REPORTING INSTRUCTIONS] in the morning before your child leaves for school.

SECTION 1: Symptoms
If your child has any of the following symptoms, that indicates a possible illness that may decrease the student's ability to learn and also put them at risk for spreading illness to others. Please check your child for these symptoms:

_____Temperature 100.4 degrees Fahrenheit or higher when taken by mouth;

_____Sore throat;

_____New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);

_____Diarrhea, vomiting, or abdominal pain

_____New onset of severe headache, especially with a fever.

SECTION 2: Close Contact/Potential Exposure

_____Had close contact (within 6 feet of an infected person for at least 15 minutes) with a person with confirmed COVID-19: or

_____Had close contact (within 6 feet of an infected person for at least 15 minutes) with person under quarantine for possible exposure to SARS-CoV-2 or

_____Traveled to or lived in an area where the local, Tribal, territorial, or state health department is reporting large numbers of COVID-19 cases as described in the Community Mitigation Framework;

_____New uncontrolled cough that causes difficulty breathing (for students with chronic allergic/asthmatic cough, a change in their cough from baseline);

_____Live in areas of high community transmission (as described in the Community Mitigation Framework) while the school remains open.

Appendix F

In-Person Instruction
Parent Parking Only

(call XXX-XXX-XXXX)

Social, Emotional, and Academic (SEAS) Services and Support

What social skills curriculum will SEAS staff provide to students this fall? The Psychological Services Department is currently pursuing a contract with Rethink Ed beyond the current COVID-19 closure to procure a K-12 social-emotional learning curriculum/platform (SEL) for SEAS teachers and LSSPs for the 2020-2021 school year. The Rethink Ed platform will be utilized as both an in-person instructional tool and/or remote (i.e., as needed) SEL curriculum to ensure FAPE in accordance with the Special Education IEPs (i.e., PCS and direct service minutes). Specifically**,** Rethink Ed will provide a web-based/portable social-emotional curriculum for both the SEAS (Psych. Services) and the All StARS (Special Programs/MTSS) Programs. Notably, the platform was named the "Best Social Learning Platform for Students of 2020" as part of the annual SIIA CODie Awards.

Preliminary data and user feedback was gathered while the district utilized the software on a free trial basis throughout the current COVID-19 closure. User feedback was increasingly positive and login data suggested high usage rates. A summary of the district usage as of May 14, 2020 follows: 64 unique users accessing 2,849 SEL resources; 33 unique users accessing 884 total training activities; and 80 unique users logging in 494 times. Previously, Boys Town® has served as the curriculum for our SEAS Units; however, the in-person training requirements, aging of materials, and lack of portability had started to become significant concerns for continuation. Currently, Boys Town® does not have the ability to be delivered meaningfully in an online environment, rendering the program ineffective during virtual instruction related to COVID-19. The lack of portability severely affects the ability of teachers to deliver high-quality SEL curriculum in accordance with student IEPs.

How will students who receive SEAS services be supported in the virtual learning environment? During virtual learning, direct services may be supported through video conferences, telephone calls, homework packets, internet-based lessons, and other distance-based learning approaches. The expectation is that social skills lessons and supports will be provided on a daily basis. Further, SEAS staff will be expected to provide any service outlined by the student's IEP and/or previously created contingency plan. Supports provided during virtual learning will continue to be based on the individual needs of the student, in the same way supports are determined for a student participating in face-to-face instruction (i.e., as outlined by the student's IEP and FIE). In some cases, the ARD committee will need to convene to determine the levels of supports to be addressed during virtual learning.

How will students who receive SEAS services be supported in the physical learning environment? SEAS staff will adhere to all health and safety guidelines published within this document and by Fort Worth ISD. Concerning instruction and Related Services while in the physical environment, SEAS staff will follow each students' most recent IEP.

What are the additional duties expected from SEAS staff during virtual learning? SEAS staff will outline planned availability for students and families, including scheduled office hours. SEAS staff should make contact with parents on at least a weekly basis. The focus of office hours will be to provide families with general behavioral consultation, social-emotional support resources, academic support, and work with staff to make community-based mental health referrals as needed. Concerning academics, SEAS staff will be expected to provide students with individualized academic support to help reinforce lessons provided within other curricular areas. Further, SEAS staff will routinely collect evidence of completion of the aforementioned items/activities, and will implement strategies to support and document general progress monitoring. Examples of contact and monitoring logs are provided within this packet. Information concerning staff engagement should also be maintained in EasyIEP.

How will student engagement in the virtual environment be monitored? Student engagement will be tracked daily to ensure students are progressing. Academic progress will be measured via daily data collection, teacher/student interactions; and the completion and submission of assignments. Fort Worth ISD will measure the academic progress of all students. The data will be used to continuously improve instruction. Instructors will give feedback to students at least every week. This check-in will tell students what steps to take or what academic remediation is needed to improve their performance.

How will attendance be defined for face-to-face and virtual instruction? Per Texas Education Code (TEC), §25.092, students must attend 90% of the days a course is offered (with some exceptions) in order to be awarded credit for the course and/or to be promoted to the next grade. This requirement remains in force during the 2020-2021 school year. The district will employ multiple methodologies to determine satisfactory attendance for students receiving instruction via virtual learning environment (i.e., mixed synchronous and asynchronous instructional model).

What will the grading policy be for Special Education students enrolled in virtual instruction? Grading policies for remote work will be the same as those that were used for on-campus learning before COVID-19. Special Education students enrolled in virtual instruction will follow all appropriate FWISD school grading policies.

SEAS Teacher
Roles and Responsibilities 2020-2021

Technology, Platforms and Online Applications	Fort Worth ISD students and parents will access most lessons and lesson materials through a virtual learning system. PK students and parents will utilize Seesaw, and Kindergarten-12th grade students and parents will utilize Google Classroom. Some district resources and instructional applications will also require access through ClassLink. Students will be issued a district-owned device and "hot spot" for families in need of internet access. A training module will be provided to acquaint students and parents with the expectations of virtual learning, the use of Seesaw (PK) and Google Classroom (K-12), and tools to become a successful online learner. **SEAS teachers will utilize Google Classroom as well as Rethink Ed to provide social skills instruction and academic support. Additional avenues of instruction and support are acceptable if approved by a campus administrator.**
Instructional Schedules	Students will be required to engage in instruction for a <u>minimum</u> of 4 hours daily. To support student learning, there will be direct instruction requirements where a student needs to engage with teachers at specific times. Teachers will also maintain identified "office hours". Office hours are designed as additional support and resource for the student and families, not to replace the instructional hours required. Teacher office hours will be planned, predictable, clearly defined, published in advance, and sufficient for student progress. Teachers will deliver direct instruction daily, and students will know how and when they can interact with teachers. Schedules for instructional time will be established at each individual campus and by grade levels to ensure we are differentiating to meet the needs of all of our learners. Campuses will create schedules in consideration of the following: • Core academic courses and electives will be offered at all grade levels. • Individual Education Plans (IEP) for students with disabilities will be followed regardless of learning environment. • Students receiving Gifted and Talented service will receive instruction from their campus teacher. • **Elementary Schools:** Instruction in literacy, math, science, and social studies will be provided daily and, at least, one Specials class in Art, Music, or PE class will be provided daily. Specific daily Specials course(s) will be determined by the campus master schedule. Students receiving specialized supports such as Special Education resource or dyslexia pullouts will receive services for 30 minutes, 3 times per week during the appropriate content area time.

	• **Middle and High Schools:** Instruction will be provided daily in all courses per the student's schedule. Higher Education partners have announced they will offer most Dual Credit Courses virtually. **SEAS teachers will provide social skills lessons and supports on a weekly basis unless otherwise dictated by the student's IEP by SEAS teachers. Further, SEAS staff will provide any applicable service outlined by the student's IEP and/or previously created contingency plan.**
Instructional Delivery	PK-12 teachers will provide both recorded (asynchronous) and live (synchronous) instruction, guidance and support daily. Individual Education Plans (IEP) for students with disabilities will be followed regardless of learning environment. • **Elementary Schools:** Teachers will design on-line courses with the guidance and support of our Teaching and Learning Department, Curriculum Frameworks, and the use of District resources. Elementary School courses will be taught directly by a teacher in Google Classroom. Classroom teachers will be responsible for extensions, grading, and student interaction. • **Middle Schools:** Teachers will design on-line courses with the guidance and support of our Teaching and Learning Department, Curriculum Frameworks, and the use of District resources. Middle School courses will be taught directly by a teacher in Google Classroom. Classroom teachers will be responsible for extensions, grading, and student interaction. • **High Schools:** Teachers will design on-line courses with the guidance and support of our Teaching and Learning Department, Curriculum Frameworks, and the use of District resources. STAAR EOC courses will use Edgenuity as well as taught directly by a teacher in Google Classroom with daily teacher interaction in order to ensure student support is provided. Other core courses and graduation requirements, will be taught directly by a teacher in Google Classroom with daily teacher interaction as well. A list of campus specific courses offered will be shared by individual campuses. **During virtual learning, instruction for SEAS students may be provided through video conferences, telephone calls, homework packets, internet-based lessons, and other distance-based learning approaches. The expectation is that social skills lessons and supports will be provided on a weekly basis and/or accordance with IEPs (i.e., recorded [asynchronous] and live [synchronous].**

Curriculum and Instructional Resources	Teachers will be supported in virtual instruction using FWISD defined curriculum and instructional materials that are fully aligned with Texas Essential Knowledge and Skills (TEKS) and include assessments for student progress monitoring. Instructional materials will support a coherent, logical course sequence that reinforces concepts to ensure continuity of learning and consistently reinforce concepts at appropriate times to ensure retention of knowledge. Students with disabilities and English learners will be supported with instructional materials with specifically designed resources and/or accommodations and modifications.

	Rethink Ed will be the primary web-based/portable social-emotional curriculum for both the SEAS (Psych. Services) and the All StARS (Special Programs/MTSS) Programs. **Concerning academics, SEAS staff will be expected to provide students with routine individualized academic support to help reinforce academic lessons provided within other curricular areas.**
Student Progress	Students will be required to demonstrate engagement and progress daily. Progress will be measured through trackable student engagement in the virtual learning system (PK-SeeSaw; K-12 – Google Classroom), student - teacher interactions by video conference or phone, and submission of daily assignments. Also see 'Student Attendance' section. Grades for virtual instruction will follow all District grading policies. Numeric grades will be assigned for each six-weeks and semester basis. **SEAS staff will routinely collect evidence of completion of the aforementioned items/activities, and will implement strategies to support and document general progress monitoring. Examples of contact and monitoring logs are provided within this packet. Information concerning staff engagement should also be maintained in EasyIEP.**
Student and Family Support	Campuses will communicate with parents by Outlook district email, Blackboard, ParentLink, and phone. In addition, every district teacher will create and maintain a class Google Site that will be link through the campus fwisd.org website. General components of teacher's site will include: • Teacher Bio • Syllabus with course description and appropriate standards • Teacher schedule and contact information • Hosts weekly lesson plan uploads; Teachers will upload lesson plans and assignments/assessments weekly Students will be provided with Social Emotional Learning (SEL) strategies and academic support daily during instructional time and during daily check-ins. **SEAS staff will outline planned availability for students and families, including scheduled office hours. SEAS staff should make contact with parents on at least a weekly basis. The focus of office hours will be to provide families with general behavioral consultation, social-emotional support resources, academic support, and work with staff to make community-based mental health referrals as needed.**

Student Attendance	Per Texas Education Code, §25.092, students are required to attend at least 90% of their classes (with some exceptions) to receive credit and be promoted. Virtual Instruction attendance will count in the same manner as on-campus (face-to-face) attendance in satisfying this requirement. Virtual learning attendance is based on daily engagement, not solely the completion of assignments. To be counted "Present – Asynchronous Instruction" a student must demonstrate daily engagement in assignments. Attendance for virtual instruction will be taken daily by the classroom teacher in one of three ways. Students will be counted present on days in which they engage in one of these four methods: 1. Students engage in online learning and demonstrates progress with lessons, assignments, and teacher instruction. 2. Students directly interact with their classroom teacher and teacher confirms student engagement for a particular day. 3. Student/teacher interaction can be through multiple methods including telephone or digital means. 4. Students submit an assignment through the learning management system on a particular day.

SEAS Staff,

Continuing from last spring, we will support our SEAS students through Rethink Ed's SEL platform. The Rethink Ed platform is going to be utilized as a remote SEL curriculum to ensure FAPE in accordance with the Special Education IEPs (i.e., direct service minutes). This will also replace Boys Town® as our social skills curriculum.

How to Access Accounts

- ***Logging in***: www.Rethink Ed.com
- ***User Name***: (district email)
- ***Password*****:** Welcome1 (case sensitive)

Getting Started Resources

- SEL overview video (16 minutes) that will support your users in navigating the program CLICK HERE TO ACCESS RETHINK ED SEL VIDEO TUTORIAL
- Video on how to teach Rethink Ed SEL lessons using your google classroom CLICK FOR VIDEO-RETHINK ED SEL LESSONS USING GOOGLE CLASSROOM
- Daily Live Sessions (starting next week) for SEL basics and SEL advanced for those who want to jump on for additional learning CLICK HERE FOR DETAILS AND TO ACCESS LIVE SESSIONS
- Please find enclosed a document that will show users every lesson and lesson objective in the SEL platform
- Please find enclosed a flyer with a link to individual coaching session sign up. Available as needed for anyone who wants extra support.

https://go.rethinkfirst.com/Rethink EdVirtualSeries

rethink Ed
Inspiring Hope. Powering Potential.

Dear Parents & Caregivers,

Who is Rethink Ed?

We would like to share with you tool that you can access during school closures to support your child's social skills and social emotional learning. The program provides resources to support your own wellness during this difficult time as well as evidenced based resources, strategies and tools for your child to support improving social and emotional wellness as well as to decrease and manage problem behavior. The program is called Rethink Ed and is designed to put evidenced based resources and tools in the hands of educators and those working with children/students.

What will I have access to?

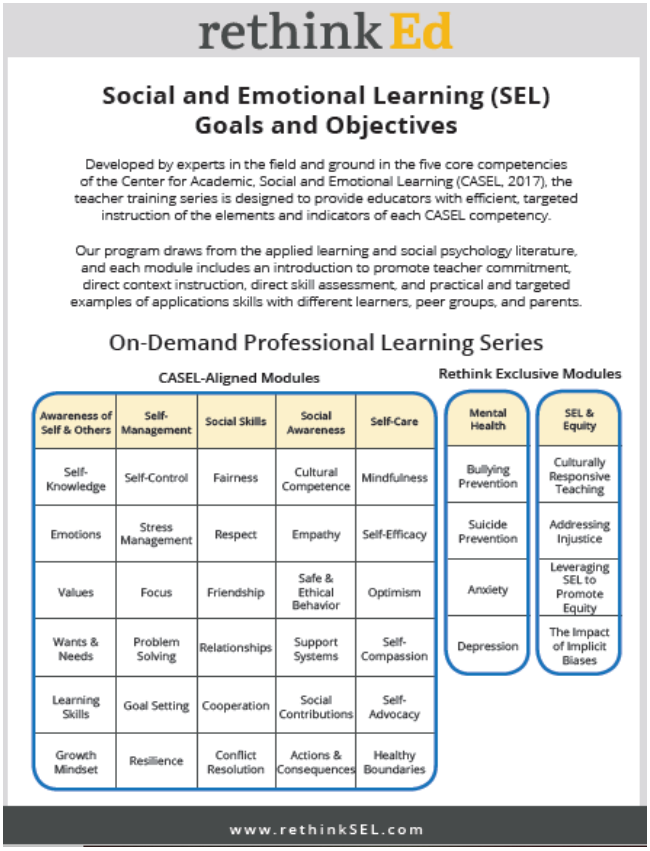
Your parent login will allow you to access the following features:

- Online-Video Training Course for Adults- "Social Emotional Learning, Mental Health and Equity"
- Access to videos, activities and resources for skills that your child is working on
- Access to webinars from experts in Social Emotional Learning, Psychology and Mental Health on a wide range of topics
- Access to a library of 100's of quality printable resources to use at home to promote learning
- Strategies and suggestions for at-home social emotional learning activities
- Access to videos, lesson instructions and home strategies in English and Spanish
- Access to your child's online activity center to practice basic academic skills and watch Social skills videos (*note-access will depend on skills and videos assigned by district)

How do I register for my own account?

If you would like a Rethink Ed Account, please follow the steps below:

1. Click on the link to be taken to registration. CLICK HERE FOR FORT WORTH ISD/RETHINK ED PARENT ACCOUNT REGISTRATION!
2. Complete the form in full. Click "register". *(Note: Be patient if the register button is a little slow, its just creating your account in the background!)*
3. Write down the username and password you created
4. Explore the program



How do I navigate the program?

Here are some additional resources to support finding your way around:

- Navigating your new Rethink Ed Account-SEL Video WATCH ME!
- Navigating your new Rethink Ed Account-SEL "How To" Guide READ ME!

I'd like to get more supports…

We have also launched a free webinar series to support parents and caregivers with distance learning strategies starting the week of March 30, 2020. To learn more and log in CLICK HERE!

If you would like additional help or support with your Rethink Ed account,

please email support@Rethink Ed.com

Yours sincerely,
Fort Worth ISD and Rethink Ed Teams

SEAS Student Attendance and Work Completion Log

Teacher:

School:

Venue Type	Student Name	Reason for Communication	Start Time:	End Time:	Date	Notes
Google Classroom	Johnny Test	Social Skills Lesson	1:00 pm	2:00 pm	9/08/2020	Student interacted and completed lesson.

SEAS Parent Communication Log

Teacher:

School:

Venue Type	Student/Parent Name	Reason for Communication	Start Time:	End Time:	Date	Brief Overview
Zoom	Angela Test	Office Hours	2:00 pm	2:30 pm	9/08/2020	Reviewed the Rethink Ed lesson: Get What you need. Checked in to provide requested behavioral support for the home.

RDSPD for the Deaf/Hard of Hearing and Visually Impaired 2020-2021

Regional Day School Program for the Deaf/Hard of Hearing (RDSPD) and Visually Impaired Plan for Students IEPs

RDSPD or Visually Impaired students will receive virtual instruction as in accordance with the Fort Worth Independent School District (FWISD) guidelines by their campus teachers. Teachers of the Deaf/Hard of Hearing (D/HH) and Visually Impaired will collaborate with the campus teacher and provide assistance through virtual instruction to meet educational requirements.

In addition to virtual learning teachers of the Deaf/Hard of Hearing (D/HH) and Visually Impaired will offer in-person instruction for students who have IEP goals that cannot be met virtually. The following plans will be provided:

Boulevard Heights and Jo Kelly

Teacher of students who are in the Regional Day School for the Deaf (RDSPD), or teachers of students who are Visually Impaired will work in collaboration with teachers at Boulevard Heights and Jo Kelly to meet the needs of students who are D/HH or Visually Impaired.

For students with the most intensive needs, namely those currently attending Jo Kelly and Boulevard Heights, we plan to offer every student the opportunity for in-person learning. Including:

- A minimum of two hours/week in-person instruction in collaboration with the teacher of the Deaf/Hard of Hearing or Visually Impaired.
- Students will rotate days to maintain social distancing rules.
- In-person will focus on the IEP goals not able to be addressed remotely.
- All remaining instruction will be remote/virtual.

Reaching Independence through Structured Education (RISE) and Early Childhood Special Education (ECSE)

Teacher of students who are in the D/HH, or teachers of students who are Visually Impaired will work in collaboration with the ECSE and RISE teachers to meet the needs of student who are Deaf/Hard of Hearing or Visually Impaired. Instruction will be conducted through virtual learning or in-person instruction for students who have IEP goals that cannot be met virtually. In person instruction is provided based on the criteria set for RISE and ECSE.

Expectations: Teachers will follow district and campus expectations for instruction and attendance.

Hospital/Homebound Instructional Guidance 2020-2021

Hospital/Homebound Plan for Students with Individual Education Plans (IEPs)

The students receiving homebound services will receive virtual instruction as in accordance with the Fort Worth Independent School District (FWISD) guidelines by their campus teachers. Homebound teachers will collaborate with the campus teacher and provide assistance for up to four hours a week through virtual instruction to meet educational requirements.

Homebound Instruction

Students medically unable to attend school

For students receiving Special Education Services:
Students will receive virtual instruction. For those students that receive homebound services and their IEP goals or educational needs cannot be met through virtual instruction the following will be offered:

- Two, 2-hour sessions of in-person instruction will to be provided on the home campus or a designated location.

For students receiving General Education Services:
Students will receive virtual instruction. Students that receive homebound instruction who cannot have their educational needs met virtually will be offered:

- Two, 2-hour sessions of in-person instruction to be provided on either the home campus or a designated location.

Hospital Instruction

Students admitted to a hospital setting

For students receiving Special Education Services:
In order to meet the IEP goals for all students admitted to the hospital direct instruction will be provided in accordance with the appropriate hospital and FWISD guidelines for safety.

For students receiving General Education Services:
In order to meet the IEP goals for all students admitted to the hospital direct instruction will be provided in accordance with the appropriate hospital and FWISD guidelines for safety.

Criteria for which students with IEPs should receive services in-person prior to FWISD schools reopening for in-person instruction

Specialized Service	Criteria
Homebound	• Student is not medically able to leave the home. • The student is not able to access and participate in virtual education. • Determine IEP goals that cannot be met virtually • How is the student's medical condition interfering with the student's education.

Expectations:
Teachers will follow district and campus expectations for instruction and attendance.