



# San Antonio Independent School District

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*Office of Academics and School Leadership*

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## *Special Education Instructional Guidance Document*

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To ensure that students who require special education receive their IEP services and supports during the emergency COVID-19 school closure, special education teachers will need to provide services in one of the methods listed below or a combination of the two. The decision to use a virtual platform, an instructional packet, or a combination will be based on student needs identified in the Individualized Education Plan (IEP).

### **Possible Methods of Instruction**

Virtual Platform Targeting IEP Goals

Instructional Packet Targeting IEP Goals

Combination of a Virtual Platform and Instructional Packet Targeting IEP Goals

### **Co-Teach Settings**

Special education teachers should work collaboratively with their general education co-teach partners to both design instruction as well as deliver that instruction to students via a virtual platform. It is the special education teacher's responsibility to ensure student accommodations and/or modifications are embedded into lessons. In addition, the special education teacher should maintain progress monitoring data. Be mindful of how you will be collecting data as you work with your co-teach partner to design instruction. If the general education teacher is providing live instruction, the special education teacher must also be live at the same time. If the general education teacher is not live, the special education teacher has more flexibility as to when they are scheduling the provision of virtual co-teach.

If the special education teacher determines that a student will require an instructional packet for supplemental materials, etc. this will need to be created and delivered using the guidelines below.

### **Instructional Packet**

1. Determine which supplemental materials are required for each of the students on your caseload (manipulatives, calculators, supplemental aids, etc.).
2. If access to the campus is needed for print or development, this must be coordinated with the campus principal for time and date of access.
3. Wash hands thoroughly.

4. Gather all materials and place in a large zip lock baggie or other bag.

**Due date for completion is the end of the day Wednesday, March 25, 2020.**

All instructional packets will need to be delivered to families either by home visit, mail or by scheduled pick-up times at a designated campus location. If parent requests no contact or refuses to collect materials, please do not force the parent or penalize the student. Use a parent contact log to document all forms of communication and attempts to provide services.

**Due date for delivery is the end of the day Friday March 27, 2020.**

### **In-Class Support**

Special education teachers who provide in-class support and/or oversee special education paraprofessionals that provide in-class support will need to work collaboratively with their students' general education teachers to schedule and provide services. The special education teacher and/or paraprofessional will need to ensure they are available during live instruction by the general education teacher to support their students. If the general education teacher will not be live, then the special education teacher or IA have more flexibility to schedule provision of in-class support.

If the special education teacher determines that a student they serve will require an instructional packet for supplemental materials, etc. this will need to be created and delivered using the guidelines below. Where possible instructional modifications and accommodations should be provided digitally.

### **Instructional Packet**

1. Determine which supplemental materials are required for each of the students on your caseload (manipulatives, calculators, supplemental aids, etc.).
2. Wash hands thoroughly
3. Gather all materials and place in a large zip lock baggie or other bag.
4. Be sure to create duplicates, if needed, of any materials for the paraprofessional.

Teachers will need to coordinate with campus administrators on a day and time to gather materials from the campus. If materials are required for the paraprofessional, arrange a time for pick up with both the administrator and employee.

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## **Self-Contained Settings**

**(Resource, ACE, BSC, ECSE, Homebound, D/HH, VI)**

For teachers who provide instruction in a special education self-contained setting, follow the general guidelines below. Please keep in mind that as the teacher, instruction will be designed in alignment with your students' IEP goals and should have their accommodations and modifications embedded into the lessons. Be mindful of how you will be collecting data to monitor progress for each of your students. Coordinate with your IA about how they will provide virtual support either online or by phone.

Instruction can be provided fully in a virtual platform, partially in a virtual platform with manipulatives or printed materials provided to the student, or fully with manipulatives, printed materials and printed plans for implementation. All methods must provide direct instruction from the teacher and can include support from the IA. For students who are working fully from materials provided to the home, the teacher should use a virtual format or call by phone to walk the parent through the instruction. Some classrooms, such as ACE, may have students who can access fully online instruction and include students who need printed materials without online instruction. The teacher will have to be thoughtful about how they schedule instruction to accommodate both types of learners.

## **Instructional Packet**

1. Create a daily plan for each student on your case management list; plans will vary by student. Daily plans can include a breakdown of what students should work on with expected time frames (for example: independent reading/reading log for 20 minutes, etc.). Daily plans should focus on specially designed instruction to include IEP goal work.
2. Create any needed materials to accompany each student's daily plan. The materials sent home will include (assignments, resources/manipulatives needed to access assignments).
  - Assignments: Should be divided into sections based on IEP goals. (Reading, writing, or math)
  - Materials: Wash hands thoroughly. Materials can be stored in a large zip lock baggie or bag. Materials should include tangible items needed to access the assignments (manipulatives, graphic organizers, visual aids, mnemonic devices, counters, calculators, magnifying glass, dry erase board & marker, etc.).
  - Be sure to create duplicates, if needed, of any materials for the paraprofessional.

Teachers will need to coordinate with campus administrators on a day and time to gather materials from the campus. If materials are required for the paraprofessional, arrange a time for pick up with both the administrator and employee.

**Due date for completion is the end of the day Wednesday, March 25, 2020.**

All instructional packets will need to be delivered to families either by home visit, mail or by scheduled pick-up times at a designated campus location. If parent requests no contact or refuses to collect materials, please do not force the parent or penalize the student. Use a parent contact log to document all forms of communication and attempts to provide services.

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# Instructional Packet (Example)

Student Name: FAKE STUDENT

Grade: 5

## Suggested Daily Plan

Monday	Tuesday	Wednesday	Thursday	Friday
<input type="checkbox"/> Reading IEP Assignment <input type="checkbox"/> Independent Reading & Reading log <b>10 mins</b> <input type="checkbox"/> Math IEP Assignment	<input type="checkbox"/> Reading IEP Assignment <input type="checkbox"/> Math IEP Assignment <input type="checkbox"/> Extended ELAR Practice	<input type="checkbox"/> Reading IEP Assignment <input type="checkbox"/> Social Studies IEP Assignment <input type="checkbox"/> Independent Reading & Reading log <b>10 mins</b>	<input type="checkbox"/> Reading IEP Assignment <input type="checkbox"/> Math IEP Assignment <input type="checkbox"/> Extended Math Practice	<input type="checkbox"/> Reading IEP Assignment <input type="checkbox"/> Science IEP Assignment <input type="checkbox"/> Math IEP Assignment <input type="checkbox"/> Independent Reading & Reading log <b>10 mins</b>

### Table of Contents:

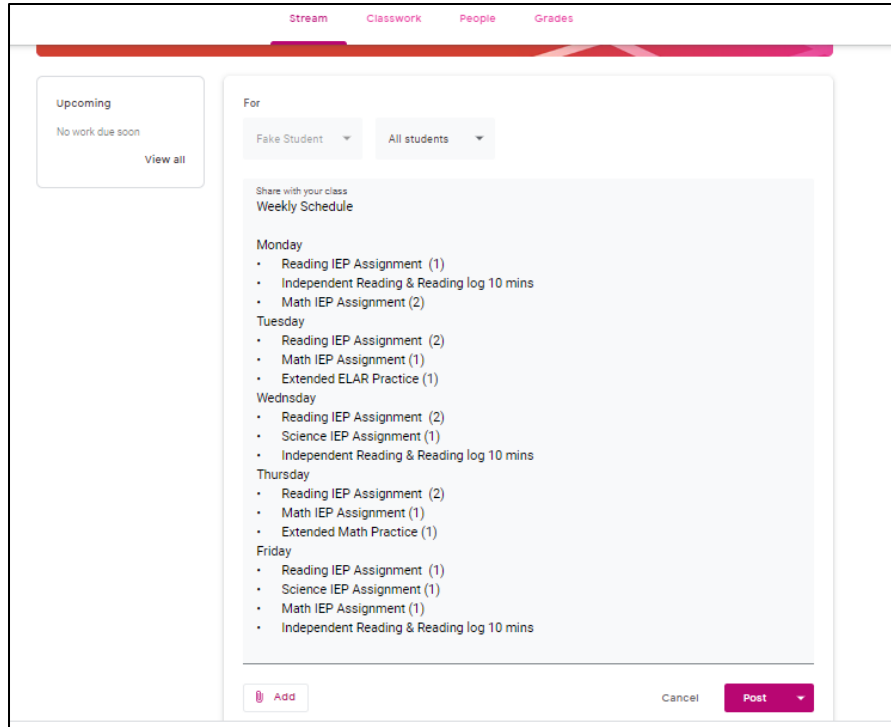
- Reading IEP Assignments
- Math IEP Assignments
- Extended ELAR and Math Practice
- Social Skills Instruction

### Materials Needed:

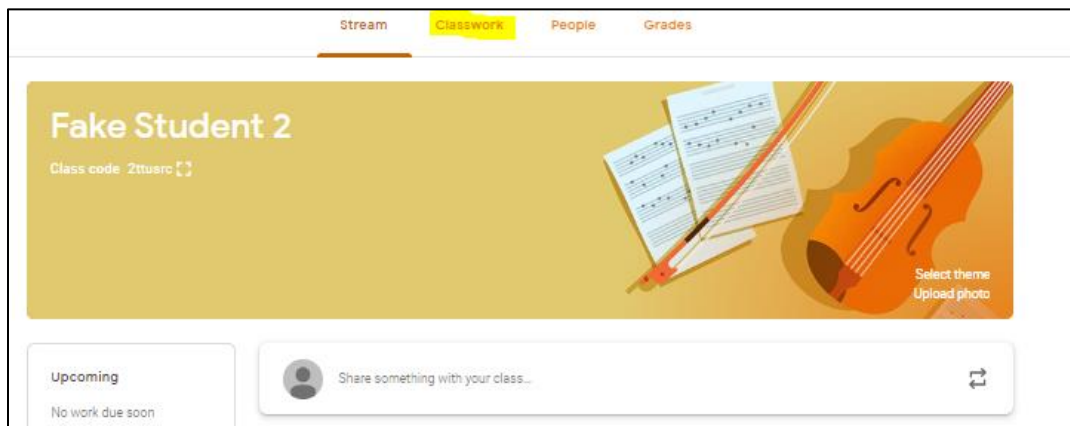
- Multiplication Charts
- Counters
- Frequently Misspelled Work list
- Snap and Read
- Co-Writer

## Virtual Platform

1. Go to: <https://g.co/kgs/UAG6k7> and click on Google Classroom
2. Once you are in google classroom, Use the + sign in the upper right corner to create a class. You can create a class for each student or if students have similar IEP goals you can add them to the same class.
3. Follow step 1 from Instructional Kits by adding a schedule to the “Share something with class” space



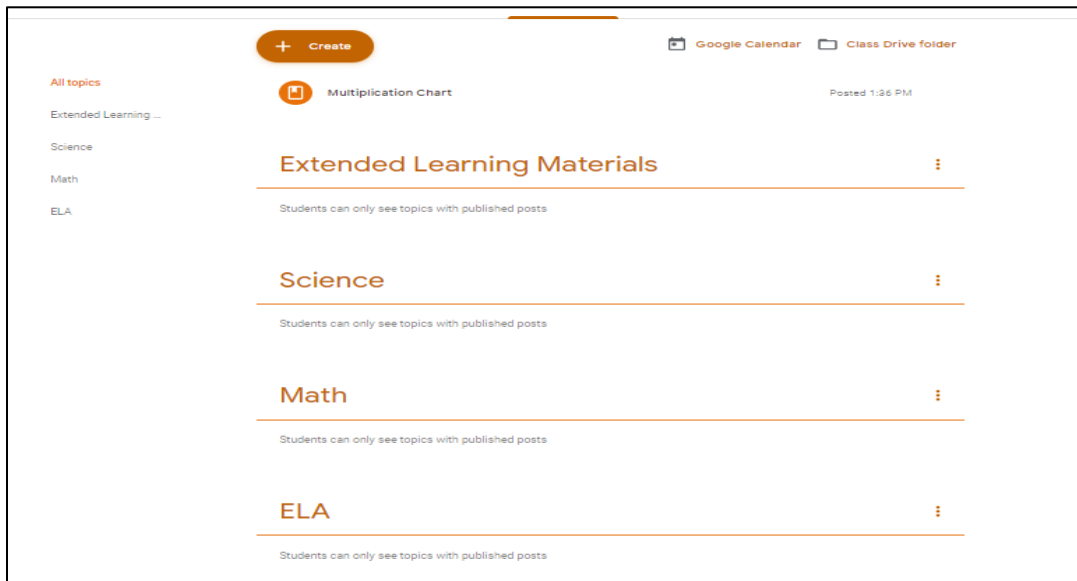
4. Complete step 2 from instructional kits by selecting the “classwork” tab



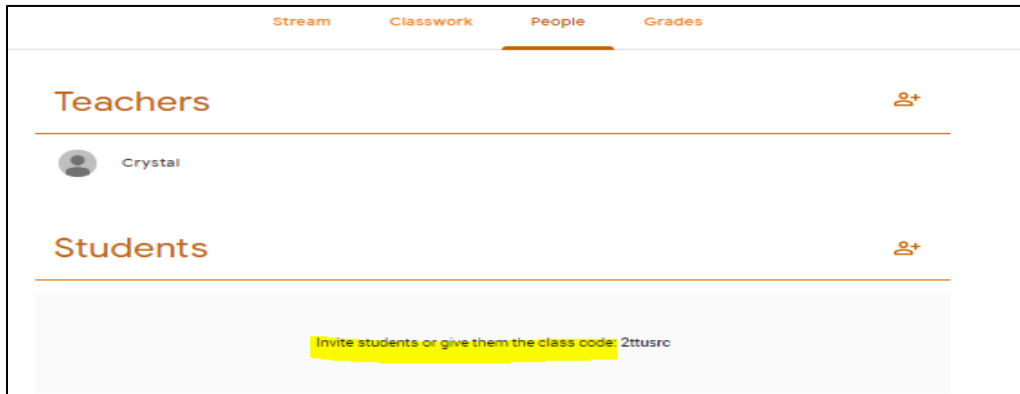
5. Once you select the “Classwork” tab you will need to select “Create” to access the options below

Assignments:

- Under the **Assignment tab** you can post directions for the assignments and select Due Dates
- Under the **Quiz Assignment tab** you can enter the actual questions and answer choices by using google forms
- Under the **Question tab** you can enter one question, either short answer or multiple choice
- Under the **Material tab**, you can upload all materials needed (multiplication chart, graphic organizers, visual aids, etc.)
- You can use the **Topics tab** to group assignments by subject area



6. Using the “People” tab, you can invite students to the class by using their email address or by sending them the class link.



Additional Tutorial Videos

[https://www.google.com/search?q=google+classroom+tutorial&rlz=1C1GCEV\\_en&oq=google+classroom+&ags=chrome.4.69i59j69i57j0l3i69i60l2j69i65.8794j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx= ABJxXqzqN4HosAWz5JilBg10](https://www.google.com/search?q=google+classroom+tutorial&rlz=1C1GCEV_en&oq=google+classroom+&ags=chrome.4.69i59j69i57j0l3i69i60l2j69i65.8794j0j7&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#kpvalbx= ABJxXqzqN4HosAWz5JilBg10)