

## **Department Plans Before the Start of School**

- 1) Provide learning support teachers with their caseloads by August 6th to provide them with an additional two weeks to plan and become familiar with their caseloads.
- 2) Review all IEPs to:
  - Create "cheat sheets" for gen ed teachers
    - Teacher caseload list
    - Teacher contact info
    - Teacher and Para schedule
    - Student usernames and passwords
    - Testing in a separate room list with schedule
    - Services list
    - Assessment SDI
    - Check off chart for progress monitoring
  - Build Shared With Me Google Folder with IEPs and "cheat sheets" for all gen ed and specials teachers to access PDFs of IEPs
- 3) Engage in communication with last year's IEP case manager to address questions and clarify information
- 4) Provide parents of children with IEPs/504s a list of online specially designed instruction (modifications and accommodations) that our teachers will be able to implement virtually.
- 5) Send a parent questionnaire along with the list to receive feedback regarding primary concerns with virtual instruction, contact information, goals for the school year, student strengths, and any other relevant information
- 6) Ensure that all related services (Speech, OT, PT, Vision, Audiological) have been made virtually available for all students on their caseloads.
- 7) Provide paraprofessional support for instructional purposes and assigned individual needs
- 8) Make sure that school counselors have made schedules with all of their students who receive counseling in their plans.

## **Teacher Expectations**

### Introduction to Students

- Review student files and documents that will be accessible via IEP Writer on August 6, 2020
- Reach out to parents regarding scheduling an initial google meet/zoom meeting with the learning support and general education teachers
- Contact Parent or guardians/student for:

- Initiate conversation to introduce themselves, program, and answer questions and discuss goals for the year.
- Verify contact information and update as needed (then update in Power School and IEP Writer)
- Virtual learning survey
- Introduce students/families to Spec Ed Teacher's Google Page and assist in logging in and navigating the page
- Model for students and families how to log in and navigate through to:
  - Email
  - Google Classroom pages
  - Online textbooks
- Setup and hold individual Google Meets with parents/guardians and students to meet face to face, discuss reported virtual learning survey results, IEP goals and SDI, and establish a relationship with student and family
- Meet with gen ed and specials staff to discuss IEP and review goals and SDI plus any special considerations
- Meet with gen ed teacher to coordinate co-teaching virtual model
- Plan and review first-week lesson plans and accommodate as necessary
- Modify and individualize lessons, reteaching models, and adapt assessments/pre-tests if needed
- Set up students in AIMSWeb Plus and assign Fall Benchmarks
- Organize and plan baseline testing used for IEP summaries

### **Grades K-4 Direct Instruction/ Pull-Out**

- Build schedules for all of the students on your caseloads as if we were in school and provide instruction to students in those area(s) that address their IEP goals
- After the instruction is delivered, small group instruction will begin in a private "meet" with me to reinforce delivered instruction and/or complete given tasks/assignments following SDIs of student
- Provide small group instruction and individualized support through Google Hangouts as needed to support the needs of students

### **Grades 5-12 Co-Teaching**

- Communicate with the general education teacher before a lesson to make appropriate accommodations/modifications
- After the instruction is delivered, small group instruction will begin in a private "meet" with me to reinforce delivered instruction and/or complete given tasks/assignments following SDIs of student

- Google meets/ zoom meeting during the classroom period for assignments, tests, quizzes, re-teaching topics
- Continue collaboration with gen ed and specials teachers (staff and administration) to align instruction with IEP goals and SDI
- Co-teach and continue to evaluation lesson, accommodations, and adapted assessments and make changes as needed
- Provide small group instruction and individualized support through Google Hangouts as needed to support the needs of students
- Continue communication with families and students via Google Classroom Calendar or posts on the stream or via classroom teachers' Google Classrooms, Google Hangout meetings, emails, and phone calls
- Unlock and administer AIMSWeb Plus Fall Benchmarks
- Administer all baseline testing
- Hold IEP and RR meetings as required
- Continue to evaluate and reflect on student progress and make adjustments or accommodations as needed

### **School Counselors**

- Provide teachers a copy of each of their students with 504s for review and have them sign the signature sheet to implement the plan as they are written.
- Communicate with the general education teacher before lessons to make appropriate accommodations for students with 504 Plans
- Communicate with parents of students with 504 Plans during the in-service days at the beginning of the year.
- Mail out drafts and finalized copies to parents.
- Send out Prior Written Notices for all 504s on their caseload.
- Distribute 504 Progress Monitoring Forms after the first four weeks to monitor progress.

### **Communication**

- Facetime/Google Meet/Zoom/Google Hangouts
- Daily Email Reminders to both Parents/Students on assignments/grades/attendance
- Phone Calls to Parents frequently (Especially when emails are not being returned by both parents/students)
- Google Classroom Calendar (organizational purposes for students)

**Action Plan**

- Meet with county coordinators and directors for further planning
- Consider sensory needs and diets
- Parent resources for behavioral concerns