**Special Education Teacher Expectations**

**Refer to all communication and guidelines provided by campus administration and department of instruction general education content coordinators as your main point of reference.**

**What does this mean?**

* + **Campus/Grade level has chosen an established a digital learning platform**
  + **SpEd teachers should use district curriculum content/learning plans for guidance when developing lessons/activities (this is not a new requirement).**

**FAPE REQUIREMENTS:**

* The U.S. Department of Education issued the following [guidance](https://lnks.gd/l/eyJhbGciOiJIUzI1NiJ9.eyJidWxsZXRpbl9saW5rX2lkIjoxMDEsInVyaSI6ImJwMjpjbGljayIsImJ1bGxldGluX2lkIjoiMjAyMDAzMTIuMTg2NTA5OTEiLCJ1cmwiOiJodHRwczovL3d3dzIuZWQuZ292L3BvbGljeS9zcGVjZWQvZ3VpZC9pZGVhL21lbW9zZGNsdHJzL3FhLWNvdmlkLTE5LTAzLTEyLTIwMjAucGRmP3V0bV9jb250ZW50PSZ1dG1fbWVkaXVtPWVtYWlsJnV0bV9uYW1lPSZ1dG1fc291cmNlPWdvdmRlbGl2ZXJ5JnV0bV90ZXJtPSJ9.xnYTN3Gv1t_6b5byjcPLWO0MXI3QH02z-QNj_mfG92U/br/76053275066-l) related to services for students with IEPs on 3/12/2020:

*When a district has extended school closures, the district will remain responsible*

*for FAPE of students with IEPs.*

* After extended closures, **case managers** are responsible for reviewing how the closure impacted the delivery of special education and related services to students with IEPs on a case by case basis.

**FAMILY COMMUNICATION: TOP PRIORITY**

* The number one priority is to communicate with each family on your caseload in a meaningful way to discuss the plan created for their child. Please log all communication with families in the contact log in Success Ed.

**TEACHER EXPECTATIONS**

* Teachers are expected to be available via a district approved methods of communication during school hours in order to:
  + Collaborate with general education teachers, campus specialists, and service providers about the delivery of instruction and supports needed to meet the IEP requirements for students.
  + Meet with parents.
  + Attend online ARD meetings and collaborate with assessment personnel.
  + Attend campus online PLC meetings and other online professional meetings.
* SpEd teachers will need to review supplementary aids and services that each student currently has in their IEP and develop a plan that includes resources and instructional lessons to support the students IEP.
* Keep track of your SDI as you typically do; [accommodations tracker,](https://mansfieldisd-my.sharepoint.com/:w:/g/personal/spedresources_misdmail_org/EffBx6ozG_RJjJ5JCc3pM2MBBIpUfCHeCyuDFUW4tzw0UA?e=VQoOd6) [services delivery log](https://mansfieldisd-my.sharepoint.com/:w:/g/personal/spedresources_misdmail_org/EU8NOjqCQOxMkKsZzbyCZZABdhRrIJArqqSFGPtdC2dGzQ?e=05ylad), etc.
* During the period of alternative instructional delivery, instructional and related services are likely to be different from that which would be provided in the classroom. In the event some services that cannot be delivered via distance learning, communicate this with the parent and schedule an ARD amendment with the diagnostician.
* Care should be taken to preserve confidentiality of students when using digital platforms that list all students by name/email. Video Recording of meetings is not allowed.
* ARD meetings are still required by law and will be held within the school day.
* SpEd Teachers are required to prepare for all ARDs by using the [ARD preparation Checklist](https://mansfieldisd-my.sharepoint.com/:f:/g/personal/spedresources_misdmail_org/EqMAiNTdZt1CowCTPDoPHAYBPoIq4UECCveWLXotcaihzg?e=lsdzWg). A draft of the PLAAFP, BIP, proposed goals and objectives must be sent home 5 days prior to the ARD.
* SpEd teacher is required to update all progress reports in SuccessEd.

**SpEd Teacher Expectations for Delivery of Accommodations & Modified Content:**

|  |  |
| --- | --- |
| **NOT Teacher of Record (GenEd Content Teacher is TOR)** | **Teacher of Record** |
| * In-Class Support * Coteach * Self-contained (ISLE, Success) | * Resource (pull-out) * Self-Contained (ECSE, ISLE & Success) |
| * SpEd and GenEd Content teachers should collaborate weekly (campus PLC, set online meetings, etc.) so the sped teacher can design the accommodations and/or modifications necessary to support students with IEPs. * SpEd and GenEd Content teachers that share students should access the same digital learning platform (Canvas, Google, Seesaw, etc). SpEd teachers need to have access to GenEd teacher’s digital class. This will allow for the SpEd teacher to build in the needed accommodation and/or modifications to general ed lesson for the students that require IEP services/supports. * SpEd and GenEd content teachers will need to collaborate to ensure that:   + The assigned content area teacher includes the special education students in their digital platform for learning.   + The Gen Ed content teacher will need to include special education students on all classroom communication. * SpEd teachers are required to complete differentiated lesson plans in order to document the services and support provided for students with IEPS. * SpEd and GenEd teachers need to collaborate regarding the needs of a student served through Special Education in the event that the student is struggling with a particular concept. SpEd teacher may need to contact the family to set up a time to provide additional resources or supports to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives. * SpEd teachers should record all applicable data as you receive evidence of completion of tasks/activities so that progress can continue to be monitored | * SpEd teachers are required to use a district approved digital learning platform (Canvas, Google, Seesaw, etc.) to provide students with lessons/activities that support the implementation of their IEP goals and objectives. * SpEd and GenEd teachers should collaborate weekly in campus PLC meetings to make sure they are aligning their lessons with general education curriculum. * SpEd teachers are required to complete differentiated lesson plans in order to document the services and support provided for students with IEPS. * SpEd teachers should record all applicable data as you receive evidence of completion of tasks/activities so that progress can continue to be monitored * SpEd teacher should ensure that modifications and accommodations are made available as lessons and activities are developed. * SpEd teacher may need to contact the family to set up a time to provide additional resources or supports to enable the student to continue to progress in the general education curriculum as well as in their IEP goals/objectives. * SpEd teacher should collaborate with service providers about IEP resources or supports a student may need. |

**SpEd Teacher Expectations for Delivery of Alternate Curriculum Content:**

**Self-Contained FALS & FLS Teachers are expected to:**

* SpEd FALS & FLS teachers should use Unique Learning System to develop lessons for their students.
* [N 2Y/ULS Lesson Plan Templates](https://n2y.zendesk.com/hc/en-us/articles/115015390867-Unique-Learning-System-Lesson-Plans)
* [H ow To Download Lesson Plans](https://n2y.zendesk.com/hc/en-us/articles/360010350194-How-Do-I-Download-Lesson-Plans-)
* SpEd teachers should assign each student a ULS username and password so they can login and access their assignments.
* Sped Teachers should assign lessons weekly in contents areas through the ULS platform and monitor completion of tasks/activities so that progress can be monitored.
* SpEd Teachers may need to provide additional supports for students who have individualized functional (life skill, behavior, etc.) IEP goals and/or objectives. SpEd Teachers should collaborate with service providers if needing guidance on resources to support student needs.
* SpEd teachers are required to complete differentiated lesson plans in order to document the services/supports provided for students with IEPS.
* SpEd teacher should ensure that modifications and accommodations are made available as lessons and activities are developed.
* SpEd teacher should collaborate with service providers about IEP resources or supports a student may need.
* SpEd teachers can access ULS Resources on the Public Canvas Course and SpEd Resources Canvas Course.

**MANSFIELD ISD DISTRICT RESOURCES**

[**MISD Special Programs Resources for Learning Plans & Student Supports**](https://sites.google.com/misdmail.net/misdspecialprograms/home)

[**SpEd Resources Page – Canvas Course**](https://mansfieldisd.instructure.com/courses/28333/pages/system%2044%20-%20Remote%20Learning%20Resources?titleize=0)