



AAPS Special Education Services Continuity of Learning Plan: Staff Table of Contents

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Framing the Plan

Goal: To provide guidance and parameters for the forward instruction and service provision IEPs during the extended school closure. This plan will remain flexible to meet requirements by law and will continue to be collaboratively developed in partnership with members of the AAEA.

In accordance with Executive Order No. 2020-35 Section 6, districts shall strive in good faith and **to the extent practicable**, based upon existing resources, technology, training, and curriculum, as well as the circumstances presented by any state of emergency or state of disaster, to provide equal access to alternative modes of instruction to students with disabilities...”

This plan will remain flexible to meet the needs of our students as well as legal requirements and will be collaboratively developed and enhanced in partnership with members of the Ann Arbor Education Association (AAEA).

A parent/guardian facing version of this plan is available [here](#).

The parent/guardian letter is available [here](#).

Special Education Core Values and Guiding Principles - The AAEA and the AAPS working collaboratively agree that:

- Our first priority is the health, care, safety, and well-being of staff, students and families.
- Making learning accessible and equitable is the heart of our plan.
- The AAPS will make all appropriate and reasonable efforts to make accommodations in an online setting.

Things to Keep in Mind

- We will need to adapt and we are **not “business as usual.”** IDEA was not developed for compliance during a pandemic.
- All students across the country have experienced a loss of instruction.
- In the midst of this global pandemic and transition to online learning, learning schedules have been significantly reduced.
- In an online setting, some services and supports are appropriate and some are not feasible.
- FAPE: We must and will make a **good faith, reasonable effort** to meet the needs of each of our students. We will focus on providing **appropriate** and **reasonable** accommodations in an online setting.
- It is important to emphasize that federal disability law allows for **flexibility in determining how to meet the individual needs of students with disabilities.**
- The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.

Guiding Questions of Service Delivery

1. What is appropriate for staff and families in light of current circumstances?
2. What does a good faith reasonable effort for appropriate IEP services look like?
3. How can we make good faith reasonable efforts to engage families?
4. What level of parent/guardian engagement is needed to support students with at home learning expectations?
5. What tools, resources and devices are needed to support in this good faith, reasonable effort to meet student needs?

Are we proceeding with IEPs? YES.

We recognize the urgency with which to pursue convening IEPs, evaluation and re-evaluation meetings during this school closure. We also understand the thoughtful process involved in these meetings and wish to ensure that our teams are able to manage this process reasonably and practicably. Of course we maintain our desire to see the process done with fidelity and parent/guardian participation.

It is important to keep in mind that we will be engaging in a good faith, reasonable and practicable effort to schedule and convene these IEP meetings. We must prioritize services at this time to ensure that student needs are met. School teams will determine what is reasonable to accomplish each week in the scheduling and convening of IEP meetings. We recognize that IEPs may not be completed by June 12th. Remember that we are making our good faith, reasonable effort.

AAPS will begin convening IEP initial evaluations, 3- year evaluations, annual IEP Team, and Change of Level meetings via conference call or other virtual means (e.g., Google Hangout, Zoom, telephone conference). As long as all required participants are able to participate, IEP meetings may be convened as soon as possible. We also recognize that some staff members, for many reasons, may not be able to attend each IEP meeting for which they are invited. Guidance follows regarding IDEA regulations related to the scheduling of the meeting, notifying parents/guardians “early enough” about the meeting, scheduling the meeting at a mutually agreeable time, and notifying parents/guardians of the meeting’s purpose, time, location, and attendees.

School teams will begin reaching out to our families with upcoming and past due IEPs over the next several days to conduct virtual IEP meetings to bring IEPs into current compliance. In some cases it may not be possible to develop a reasonable and appropriate IEP due to the current circumstances. In those situations the team and family will coordinate on items needed and a date to connect when those elements are available.

For students with IEPs whose current IEP’s can not be fully implemented during the closure, school teams will create and share a [Good Faith Effort Contingency Learning Plan \(GFECLP\)](#), seeking input from families. The GFECLP will outline the services each child will receive during this time of school closure and remote learning.

In order to address the abundance of IEPs, evaluation and re-evaluation meetings, school teams will need to prioritize. Below are some recommended ways to begin the work, however, school teams should make prioritized decisions based on the needs of their students and families.

1. Out of Compliance IEPs
2. Transition IEP from Part C to Part B (PK)
3. Initial Evaluations with Sufficient Data
4. 3 Year Re-evaluations with Sufficient data
5. Change of Level Meetings
6. Initial Evaluations Needing New Data
7. 3 Year Re-evaluations Needing New Data
8. New Student Enrollments

School teams should work collaboratively with their principals/deans to enlist support from building support teams (intervention specialists, ADs, admins etc.) to ensure maximization of support to the IEP teams.

SISS will provide building principals with student lists for all "Out of Compliance IEPs.

Procedures During the School Closure

In this section, you will find guidance on procedures for conducting IEPs, developing and completing GFECLPs, and completing REED/Evaluations during the COVID-19 school district closure.

These scenarios should assist you in navigating the process and protocol during the school closure. We have also provided [this script](#) to use while making initial contact with families to gather information for the planning of the GFECLP.

Individualized Education Plans (IEPs)/Change of Level Meetings

1. Individual required IEP teams members must request excusals for any IEP that they are unable to participate in due to the extended school district closure on account of the public health emergency (COVID-19) using the [SISS Excusal Letter](#).
2. Case managers must type participants' names on SISS [IEP Sign In Page](#).
3. IEPs to be developed as if we are in face-to-face traditional school day and to extend no longer than one calendar year.
4. Document all Good Faith Efforts in PSSE/TIENET

Good Faith Effort Contingency Learning Plan (GFECLP)

1. For IEPs that **DO MEET** the provision of FAPE during the district closure, staff must contact the parent/guardians to inform them that the existing IEP is sufficient via a parent/guardian letter [Parent Letter_No IEP Change_COVID](#)
2. For IEPs that **DO NOT MEET** the provision of FAPE during the district closure on account of the public health emergency (COVID-19), the GFECLP will be completed.
3. The duration of the GFECLP shall be for "**until the cessation of the school closure**" on account of the public health emergency (COVID-19).

The GFECLP template can be found [here](#).

A sample completed GFECLP can be found [here](#).

NOTE: The REED process will be utilized for eligibility determination only due to the extended school district closure on account of the public health emergency (COVID-19).

Initial Evaluations

Sufficient Evaluation Data is Available:

1. Move to IEP
2. Complete MET Report and MET Forms.
3. Gain MET member agreement to certification through email,
4. Type team members' names into MET form and mark whether they agree.
5. We will sign/initial the documents once school resumes.
6. Schedule virtual MET/IEP Meeting: MUST include the parents/guardians

New Evaluation Data is needed:

1. Complete an extension form. “An extension is requested due to the extended school district closure on account of the public health emergency (COVID-19)”
2. Date Extension Requested: **Current Date of Request**
3. Proposed Extended Due Date: **10/1/2020***
4. ***If a parent/guardian declines the extension request***, the team may proceed with the evaluation process with the *current data available*. Note on the Notice that the parent/guardian disagrees with the extension of the timeline and a GFECPL shall be created to ensure FAPE during the school closure on account of the public health emergency (COVID-19).
 - a. This may mean that the team determines that the student is ineligible at this time and the evaluation process may be reopened once school resumes.
5. ***If a parent/guardian agrees to the extension request***, connect with parents to obtain virtual parent/guardian consent. Send the extension form via email and ask for parents/guardians to respond via email with the following information:
 - a. They have received the email indicating consent to the extension

**If the team was looking to change the certification: Move through the MET process (complete the MET forms, denote “not enough information at this time to make an informed eligibility)*

3 Year Re-evaluations

Sufficient Evaluation Data Is Available:

1. Move to IEP
2. In the Options Considered but Not Selected box, enter a statement regarding what additional data was going to also be collected, but due to the extended school closure, was not. Teams may note that once school is reconvened the IEP may be amended to reflect additional data.

Additional Evaluation Data is Needed:

1. State that based on existing data and on the Options Considered section that due to the school closure, data is unable to be collected at this time and that the team will consider reopening the evaluation once school resumes.
2. Connect with parents/to inform them that the evaluation will not be able to be completed at this time due to a lack of needed data on account of the school closure
 - a. Close out the evaluation
 - b. If data has been collected, complete a report to the best of your ability
 - c. Document in the Options Considered section why the evaluation was not completed

New Student Enrollments

1. Complete the Transfer of Disability Form in TIENET to ensure Provision of Services and Programs to the best of your ability.
2. Calculate 30 school days (count each remote learning day as a school day) from the date of the Notice of Provision of Services

Exiting Early Childhood

Children exiting early childhood programs and services will need OSEP Exit Data complete. Staff will use data they had prior to closure with any updated information they can gather.

Part C to B

1. Move forward with ALL initial IEPs for students who have current IFSPs and are **turning 3 before September**.
2. A REED must accompany the initial IEP, however, most children will not require further testing to determine eligibility. Teams should use the current data that is available.
3. If the team determines that further testing is necessary, and cannot be conducted virtually, testing will begin when school resumes with face to face instruction and this will be noted in the IEP Notice.
4. It is expected that the IEP is conducted before the child's third birthday.
5. Use general guidance for initial evaluations above to complete the IEP.

ESY Consideration and Change of Level

ESY must be considered at every IEP.

1. Use the data collected as of March 16, 2020 to make ESY decisions for the 2019-20 school year.
2. The school closing does NOT automatically allow for ESY participation.
3. Currently, write the following if you are unsure if they would qualify after following our district procedures for ESY (this should only be a very small percentage):
We will continue to follow AAPS and State mandated procedures for ESY as we have always done.

Further guidance is forthcoming regarding scheduling and processes for Change of level meetings.

Summary of Performance and Exit Interviews

Summary of Performance (SOP) will be important to exiting students – especially the ones going on to seek employment and those who do not have settled plans for postsecondary education. Consider prioritizing which SOPs get done first and which ones get the most attention.

Please conduct an exit interview with families, when possible, to contribute to the SOP. Exit interviews serve as a strategy to “check in” with students/families in addition to the primary purpose of collecting contact information for B-14 data collection. Exit interviews should be conducted using means that will assure security and privacy of student information.

Our Next Phase of Service Provision and Instruction

While service provision has continued since the closure in the form of weekly contact and general learning opportunities for families, we are preparing to shift to more targeted, goal related services moving forward.

We all understand that service provision in an online setting presents many challenges. In this new

virtual environment, our AAPS Continuity of Learning Plan is clear in our approach and understanding that it is not appropriate nor is it advisable to reproduce a full day of face-to-face learning online. Similarly, our provision of services will follow reasonable and appropriate expectations in these regards. The following are general expectations for forward instruction and service provision. Details follow in the Roles and Responsibilities section.

- Students with IEPs and identified services will begin to receive forward instruction via scheduled sessions with their providers.
- Service providers will determine the best avenue for provision. Similar to provision in a school building, services may be provided by providers within the general education learning platform of general education teachers in a “push in” model. Services may also be provided within the service provider’s own learning platform in a “pull out” model.
- Providers will use district supported learning platforms, Google (K-12) or Seesaw (K-5) platforms.
- Services will take the form of weekly mini-lessons within learning platforms.
- Students may be grouped for efficient and effective service provision
- There is no expectation that 1:1 instruction be provided for all students on a caseload. Staff may choose to provide 1:1 if they are willing and able.
- During the closure period, per Executive Order 2020-35, no grades will be recorded, hence no formal report card or progress reports will be issued.
- Part C services will take place in the form of coaching. Virtual visits with families/caregivers will occur at frequency agreed upon by the family and provider.

Grouping Students for Instruction/Service

It is encouraged that service providers group students according to “like goal”. Regrouping students for instruction during this closure, including grouping students of “like goal” from other buildings, is not a violation of FERPA. The following statement will be included in all GFECPL documentation: “There may be times in which students may participate in groups that include other students.”

FERPA privacy regarding records will always be upheld.

The establishment of TLNs for each service provider group is intended to become a safe and supportive place for the sharing of efficient and effective practices, including prioritizing and scheduling service provision. We are here to support you.

Sample Service Provider Schedule

Daily Lesson Range for Service Provision
10 minutes - 15 minutes

Monday	Tuesday	Wednesday	Thursday	Friday
Lessons for Specified Student Groups Posted	Lessons for Specified Student Groups Posted by	Lessons for Specified Student Groups Posted by	Lessons for Specified Student Groups Posted by	Lessons for Specified Student Groups Posted by

by 8am	8am	8am	8am	8am
IEP Meetings as scheduled	IEP Meetings as scheduled	IEP Meetings as scheduled	IEP Meetings as scheduled	IEP Meetings as scheduled
	Office/Consultation Hour		Office/Consultation Hour	
Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed	Collaboration with TLN as needed

*Self-Contained and Secondary Level Resource Room Teachers follow guidance and sample schedules in the AAPS CLP.

Communication

In addition to the expectations below, special education case managers should maintain parent/guardian connections during the closure through regular check-ins via phone, email or other parent/guardian preferred method.

Email: All staff will monitor email daily and respond within 24 hours.

Office hours:

- Teaching staff will hold office/consultation hours twice a week during regular school hours.
- Office/consultation hours will take the form of availability in real time such as email, Google Meets/Hangouts.
- The maximum requirement for office hours is 2 hours per week, during regular school hours.
- Zoom (adults only) and/or Google Meet/Hangouts may be used for holding IEP meetings and connecting with parents/guardians.
- SISS working with 0-5 will make weekly 1:1 contact with targeted families in lieu of office hours

Telephone: Teaching staff have the opportunity to communicate with parents/guardians utilizing the mode most desired by families, including by telephone. A networking solution is available to all staff that will mask personal phone numbers for calls to families. Should staff use their personal phone, the number will be masked with the district phone number of the building they work in. It's called an auto-attendant outside calling feature. It will work as follows:

1. staff member calls school building number
2. enters a pin when requested (which we will issue for each building)
3. enters the parent/guardian phone number to call on their own personal phone
4. call is received as calling from the school building phone

Selecting a Learning Platform (Google Classroom or Seesaw)

Service providers will be supported in learning about and implementing a learning platform to assist in service delivery. Google Classroom is used at all levels K-12 and Seesaw is used in grades K-5. Staff should make their selection by completing [this form](#) and only one platform is required. Our IT team will create the appropriate "shell" for these platforms. Professional development will continue to be offered throughout the closure and many recorded sessions are already available at your convenience [here](#).

Student Intervention and Support Services Roles and Responsibilities

The Ann Arbor Public Schools will provide special education programs and services that are safe, appropriate, and reasonable given the current circumstances during this school closure. Staff will operate within applicable state and federal guidance and restrictions during this public health emergency.

During this phase of special education programs implementation, special education staff will provide regular forward instruction/services, in reasonable and appropriate ways, to support IEP goal progress and to ensure access to instruction in this remote learning situation.

The table below details role responsibilities and descriptions by position. It is important during these challenging times that team members connect with their TLNs to share lesson plans, tools and resources. Many efficiencies can be found when teaming about scheduling, lesson planning, and managing time and priorities. We will support our teams in every way possible and will continue to collaborate together as we implement this plan.

The term “Direct Service” refers to service in the framework of an IEP within an educational setting. It does NOT refer to service in a clinical setting and is not considered tele-therapy.

Resource Room Teacher
Roles <ul style="list-style-type: none">Consultation• Direct Instruction• Documentation of Good Faith Effort service provision within PSSE (Tienet)• Parent/Guardian & Student Communication• Creation and implementation of online learning platform• MET/IEP/Good Faith Effort Contingency Learning Plan Development• TLN Participation
What does this look like? Consultation <ul style="list-style-type: none">• Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms. Direct Instruction <ul style="list-style-type: none">• Resource Teachers will examine their caseload and determine what targeted IEP goal(s) to base specialized instruction for the week.

- Group students for small group instruction (synchronous or asynchronous), and provide group instruction in your classroom platform or through Google Meet/Hangouts.
- Within their own Google Classroom or Seesaw platform, Resource Teachers will provide at least 1 weekly lesson in the curricula for students to complete targeting skills indicated in the students' IEPs.
- As students complete assignments and tasks, Resource Teachers will provide feedback and support at least weekly.
- Resource Teachers will post a "Check for Understanding" every Friday, for scheduled classes, within the learning platform as a means of checking in and monitoring participation.
- Resource Teachers will communicate a weekly message of care to students.
- Resource Teachers will collaborate with paraprofessionals to ensure we meet the needs of our students with differentiated learning opportunities.

Parent/Guardian & Student Communication

- Resource Teachers will provide office hours twice a week to respond in real time to questions and needs.

MET/IEP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- direction forthcoming.

TLN Participation

- Participate in the Teacher Learning NetworkFurther (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to the curriculum, and learning on key standards during the remote learning period.

Self- Contained Teacher K-12; Early Childhood Special Education (ECSE)

<p>Roles</p> <ul style="list-style-type: none"> ● Direct Instruction Documentation of Good Faith Effort service provision within PSSE (Tienet) ● Parent/Guardian & Student Communication ● Creation and implementation of online learning platform ● MET/IEP/Good Faith Effort Contingency Learning Plan Development ● TLN Participation
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<p>What does this look like?</p> <p>Direct Instruction</p> <ul style="list-style-type: none"> ● K-12 Self-Contained Teachers will follow the SC Weekly Planner to guide classroom instruction. ● ECSE Self-Contained Teachers will follow the Preschool CLP to guide classroom instruction ● Plan and post lessons based on the key standards and IEP goals.

- As students complete assignments and tasks, K-12 Self Contained Teachers will provide feedback and support at least weekly.
- K-12 Self-Contained Teachers will post a “Check for Understanding” every Friday within the learning platform as a means of checking in and monitoring participation.
- K-12 Self-Contained Teachers will communicate a daily message of care to students.
- ECSE Teachers will communicate a weekly message of care and an SEL activity
- ECSE Teachers and K-12 Self-Contained Teachers will collaborate with paraprofessionals to ensure we meet the needs of our students with differentiated learning opportunities.

Parent/Guardian & Student Communication

- K-12 Self-Contained Teachers will provide office hours twice a week to respond in real time to questions and needs.
- ECSE Teachers will make 1:1 contact with each family weekly

MET/IEP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to modify, differentiate, and accommodate lessons for diverse learners, to support continued access to modified curriculum, and learning on the key standards during the remote learning period.

Teacher Consultant

Roles

- Consultation
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.
- Teacher Consultants will collaborate with teachers, serving as co-teachers within the learning platforms, to provide accommodations, and support students to every extent possible.

Parent/Guardian & Student Communication

- Teacher Consultants will provide office hours twice a week to respond in real time to questions and needs.

MET/IEP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to curriculum, and learning on the key standards during the remote learning period.

Early Childhood Special Education (ECSE) Teacher - Service Providers to AAPS Preschool Programs

Roles

- Consultation
- Direct Instruction
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
Parent/Guardian & Student Communication
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.
- Provide consultation to families to support special education students participation in daily routines.

Direct Instruction

- ECSE Teachers will examine their caseload and determine what targeted IEP goal(s) to base specialized instruction/support for the week.
- ECSE Teachers will provide “push-in” services within the platform of the general education teaching team.

Parent/Guardian & Student Communication

- ECSE Teachers will provide 1:1 communication with families of targeted children on a weekly basis

MET/IEP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- direction forthcoming.

TLN Participation

- Participate in the Teacher Learning NetworkFurther (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to the curriculum, and learning on key standards during the remote learning period.

Early Childhood Special Education (ECSE) Teacher - Service Providers to Community Based Childcare/Preschool Programs

Roles

- Case Management/Consultation
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- MET/NPSP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?**Case Management/Consultation**

- Provide consultation to families of children not attending childcare/preschool programs
- Provide consultation to childcare/preschool programs, if children on caseload continue to attend
- Case manage and coordinate related services.

Parent/Guardian & Student Communication

- Communicate weekly with families/programs
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/NPSP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work and development related to your scope of professional practice during the remote learning period.

Early On Primary Service Provider

Roles

Virtual Family Coach

- Documentation of Good Faith Effort service provision within PSSE (Tienet) for Part C to Part B
- Parent/Guardian
- Development and coordination of IFSPs (initial, 6-month review, annual review)
- TLN Participation

What does this look like?

Consultation/Coaching

- Provide consultation and/or coaching to families to support continued growth and development of infant/toddler via a mode agreeable by the family and at a frequency determined with the family.

Parent/Guardian & Student Communication

- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

IFSP/MET/IEP/GFECLP Development

- Coordinate and participate in the team development of IFSPs, IEPs, and MET/IEPs, and Good Faith Effort Contingency Learning Plans as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your work to differentiate and accommodate lessons for diverse learners, to support continued access to curriculum, and learning on the key standards during the remote learning period.

Nonpublic Teacher Consultant

Roles

- Case Management/Consultation
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
Parent/Guardian & Student Communication
- MET/NPSP/Good Faith Effort Contingency Learning Plan Development
TLN Participation

What does this look like?

Case Management/Consultation

- Provide consultation on academic strategies to nonpublic school teachers to support students in the remote learning period.
- Case manage NPSPs and coordinate related services.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where Teacher Consultant is accessible by email or through Google Meet/ Hangouts.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/NPSP/GFECLP Development

- Coordinate and participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, NPSPs, and MET/NPSPs as warranted.

- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work and development related to your scope of professional practice during the remote learning period.

Adapted Physical Education Specialist (APE Specialist)

Roles

- Consultation
 - Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Direct Instruction
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultation

- Provide consultation to general education teachers to support special education students access the general curriculum in teacher learning platforms.
- APE Specialist will collaborate with teachers, serving as a co-teacher within the learning platforms, to provide accommodations and support students to every extent possible.

Direct Instruction

- Elementary level will have one lesson posted each week on the elective platform by the APE Specialist.
- The secondary environment will have one skill based lesson, and one fitness based lesson, per week, shared either through the self contained teacher’s Google Classroom or the adapted physical education teacher’s Google Classroom.
- The peer mentors in adapted physical education will be given two learning opportunities on disability awareness through Google Classroom.
- APE Specialist will post a “Check for Understanding” every Friday, for scheduled classes, within the learning platform as a means of checking in and monitoring participation.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where APE specialist is accessible by email or through
- Google Meet/Hangouts.
- Provide responsive communication to parents/guardians according to parents’/guardians’ preferred mode of

communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for Physical Education teachers.
- Utilize this District resource as a support for your work to differentiate, accommodate, and adapt physical education lessons for diverse learners, to support continued access to the curriculum, and learning on the key standards during the remote learning period.

School Social Worker

Roles

- SEL Implementation
- Consultative Service Provision
- Direct Service Provision
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Crisis Intervention & Referral
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
-
- TLN Participation

What does this look like?

SEL Implementation

- Participate in teams to develop content for the Daily SEL Activities for all AAPS students.
- Collaborate with other AAPS professionals in the ongoing development of SEL content for students, parents, and staff related to professional area(s) of expertise and interest.

Consultative Service Provision

- Provide support for the “out of contact” process established with your building administrator(s) and school-based teams.
- Provide consultative SSW services to teachers and families related to supporting the social-emotional and behavioral needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Push-in to classroom teachers’ platforms to provide specialized instruction, modeling, and other supports to special education students. Push-in services can be whole-group, small group, and/or individual student-focused on teacher platforms with the teacher(s) and/or in collaboration with other related service providers.
- Schedule and provide forward instruction SSW services (synchronous or asynchronous) through the presentation and/or enactment of weekly lessons, strategies, and/or socio-emotional/behavioral learning or practice targets on your own Google Classroom, Google Meet/Hangouts and/or Seesaw platform to address your caseload students’ needs and to provide educational support for social, emotional, and behavioral functioning during the remote learning period.

Crisis Intervention & Referral

- Provide crisis intervention support, conduct risk and threat assessments utilizing AAPS established protocols, and collaboratively seek support of other mental health professionals on your school team(s) to develop plans of support or intervention for students.
- Refer students and families to District and community resources to address and meet immediate needs.
- Collaborate with and refer to local, county and state agencies to address the mental and behavioral health needs of students and

families.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where the SSW is accessible by email or through Google Meet/Hangouts.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

School Psychologist

Roles

- SEL Implementation
- Consultative Service Provision
- Direct Service Provision
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Crisis Intervention & Referral
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultative Service Provision

SEL Implementation

- Participate in teams to develop content for Daily SEL Activities for all AAPS students.
- Collaborate with other AAPS professionals in the ongoing development of SEL content for students, parents, and staff related to professional area(s) of expertise and interest.

Consultative Service Provision

- Provide support for the “out of contact” process established with your building administrator(s) and school-based teams.
- Provide psychoeducational and psychosocial consultation to teachers and families to address the needs of special education students and parents that impede students’ ability to access general curriculum and/or participation/engagement during the remote learning period.

Student & Family Supports/Forward Instruction: (can be either-or, both-and, or a combination):

- Based upon expertise and/or professional interest, the School Psychologist may elect to collaborate with other school psychologists to provide scheduled District-wide virtual parent support groups on Google Meet/Hangouts to address SEL and the unique needs of parents as they support their students during the remote learning period.
- Based upon expertise and/or professional interest, the School Psychologist may elect to provide student and/or family support through Google Meet/Hangouts and/or Seesaw platform to address the psychosocial and psychoeducational needs of students and families, and support social, emotional, and behavioral functioning during the remote learning period.

Crisis Intervention & Referral

- Provide crisis intervention support, conduct risk and threat assessments utilizing AAPS established protocols, and collaboratively seek support of other mental health professionals on your school team(s) to develop plans of support or intervention for students.
- Refer students and families to District and community resources to address and meet immediate needs.
- Collaborate with and refer to local, county and state agencies to address the mental and behavioral health needs of students and families.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week accessible by email or through Google Meet/Hangouts.
- Maximum requirement of 2 hours per week for office hours.
- Provide responsive communication to parents/guardians according to parents’/guardians preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, and activities related to your scope of professional practice during the remote learning period.

Occupational Therapist (OT)

Roles

- Consultative Service Provision
- Direct Service Provision
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultative Service Provision

- Provide consultative OT services to teachers and families related to supporting the sensory and fine motor needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Push-in to classroom teachers' platforms to provide specialized instruction, modeling, and other supports to special education students. Push-in services can be whole-group, small group, and/or individual student-focused on teacher platforms with the teacher(s) and/or in collaboration with other related service providers.
- Schedule and provide forward instruction OT services (synchronous or asynchronous) through the presentation and/or enactment of weekly mini-lessons, sensory or fine motor strategies, and/or practice targets on your own Google Classroom, Google Meet/Hangouts and/or Seesaw platform to address your caseload students' needs and to provide educational support for sensory and fine motor functioning during the remote learning period.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week accessible by email or through Google Meet/Hangouts.
- Maximum requirement of 2 hours per week for office hours.
- Provide responsive communication to parents/guardians according to parents'/guardians preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

Physical Therapist (PT)

Roles

- Consultative Service Provision
- Direct Service Provision
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardian & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development

What does this look like?

Consultative Service Provision

- Provide consultative PT services to teachers and families related to supporting the gross motor needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.
- Make available resources to teachers through your own Google Classroom or Seesaw platform to address your caseload students' needs and to provide educational support for gross motor functioning during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Push-in to classroom teachers' platforms to provide specialized instruction, modeling, and other supports to special education students. Push-in services can be whole-group, small group, and/or individual student-focused on teacher platforms with the teacher(s) and/or in collaboration with other related service providers.
- Schedule and provide forward instruction PT services (synchronous or asynchronous) through the presentation and/or enactment of weekly lessons, gross motor strategies, and/or practice targets on your own Google Classroom or Seesaw platform to address your caseload students' needs and to provide educational support for gross motor functioning during the remote learning period.

Parent/Guardian & Student Communication

- Maintain published weekly office hours twice or 2x/week, where the PT is accessible by email or through Google Meet/Hangouts.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

Speech Language Pathologist (SLP)

Roles

- Consultative Service Provision
- Direct Service Provision
- Documentation of Good Faith Effort service provision within PSSE (Tienet)
- Parent/Guardians & Student Communication
- Creation and implementation of online learning platform
- MET/IEP/Good Faith Effort Contingency Learning Plan Development
- TLN Participation

What does this look like?

Consultative Service Provision

- Provide consultative SLP services to teachers and families related to supporting the speech and language needs of special education students that impede their ability to access general curriculum and/or participation/engagement during the remote learning period.

Direct Service/Forward Instruction: (can be either-or, both-and, or a combination):

- Push-in to classroom teachers' platforms to provide specialized instruction, modeling, and other supports to special education students. Push-in services can be whole-group, small group, and/or individual student-focused on teacher platforms with the teacher(s) and/or in collaboration with other related service providers.
- Schedule and provide forward instruction and SLP services (synchronous or asynchronous) through the presentation and/or enactment of weekly mini-lessons, speech and language strategies, and/or practice targets on your own Google Classroom, Google Meet/Hangouts and/or Seesaw platform to address your caseload students' needs and to provide educational support for speech and language functioning during the remote learning period.

Parent/Guardians & Student Communication

- Maintain published weekly office hours twice or 2x/week, where the SLP is accessible by email or through Google Meet/Hangouts.
- Provide responsive communication to parents/guardians according to parents'/guardians' preferred mode of communication (email or phone). Utilization of established masking protocol is recommended, as needed, when communicating by telephone.
- Preschool therapists will make weekly 1:1 contact with targeted families

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

TLN Participation

- Participate in the Teacher Learning Network (TLN) established for your group.
- Utilize this District resource as a support for your ongoing work, development of content, lessons, and activities related to your scope of professional practice during the remote learning period.

Transition Coordinator and Transportation Specialist

Roles

- Consultation & Coordination
- Documentation of Good Faith Effort service provision within PSSE (Tienet)

What does this look like?

Consultation & Coordination

- Provide consultation to and collaborate with AAPS secondary level department chairs.
- Coordinate access to services for AAPS special education students with the Young Adult Program at the WISD.
- Provide online transition consultation to secondary level teachers.
- Provide continuous monitoring for B-13 in Catamaran.
- Coordinate AAPS special education transportation services.

Autism (ASD) Coordinator

Roles

- Consultation

What does this look like?

Consultation

- Provide consultation to general and special education teachers regarding students on the autism spectrum.
- Support self-contained teachers with academic and behavioral strategies for online learning.
- Support TC/Resource Teachers with behavior and academic supports for students on the autism spectrum.
- Support special education teachers through consultation, office hours, planning meetings, etc.

Autism (ASD) Teacher Consultant

Roles

- Consultation

What does this look like?

Consultation

- Provide consultation to general and special education teachers regarding students on the autism spectrum.
- Support self-contained teachers with academic and behavioral strategies for online learning.
- Support TC/Resource Teachers with behavior and academic supports for students on the autism spectrum.
- Support special education teachers through consultation, office hours, planning meetings, etc.

Assistive Technology Coordinator

Roles

- Consultation

What does this look like?

Consultation

- Respond to assistive technology requests from the SISS Help Line.
- Provide consultation on assistive technology needs for special education students.
- Coordinate with ITD regarding assistive technology devices for special education students.

Assistive Technology Consultant

Roles

- Consultation

What does this look like?

Consultation

- Respond to assistive technology requests from the SISS Help Line.
- Provide consultation on assistive technology needs for special education students.
- Consult with Assistive Technology Coordinator regarding assistive technology devices for special education students.

Board Certified Behavior Analysts (BCBAs)

Roles

- Consultation
- Parent/Guardian Communication
- MET/IEP/Good Faith Effort Contingency Learning Plan Development

What does this look like?

Consultation

- Provide consultation to teachers and parents/guardians to assist with behavioral strategies as requested.
- Provide Teacher Training and Parent/Guardian Training Videos (supplementary and/or on demand).

Parent Communication

- BCBAs will provide office hours three times a week to respond in real time to questions and needs.

MET/IEP/GFECLP Development

- Participate in the team development of individualized student Good Faith Effort Contingency Learning Plans, IEPs, and MET/IEPs as warranted.
- Further direction forthcoming.

Nurses

Roles

- Consultation
- Parent/Guardian Communication

What does this look like?

Consultation

- Manage virtual clinics.
- Follow-up with parents/ guardians of medically compromised students.
- Consult with parents/guardians, and staff on an as-needed basis in regards to health-related issues, medical 504s, and other concerns.

Paraprofessionals

Position	Responsibilities
<p>Self-Contained One to One</p> <p>Co-Teacher; join with teacher during direct meeting</p>	<ul style="list-style-type: none"> ● Weekly phone call check-in with students as determined in collaboration with the teacher; ● read alongs via phone access and platforms.
<p>LRE Vocational Assistant</p>	<ul style="list-style-type: none"> ● Collaboration with TCs to determine which teachers' paras will collaborate via phone-platform; ● read alongs via phone access to platforms.
<p>Medical/504 Community Assistant Theater Techs Pathways Child Care</p>	<ul style="list-style-type: none"> ● Work with school psychologists, school social workers, counselors and building teams to reach out to 'no-contact' students to ascertain needs
<p>Child Care</p>	<ul style="list-style-type: none"> ● Assist with student phone calls, ● complete assigned trainings, ● assist with end of year program closures and fall planning.