

# Appendix Q

Appendix Q includes the locally developed protocols addressing or exceeding the anticipated minimum standards as required by the NJDOE Guidance and referenced in the Board's Plan.

<b>Guiding Principles for the Teaching and Learning: Special Education</b>
<b>General Expectations for Special Education Teachers and Related Service Providers Regardless of Instructional Model</b>
<ul style="list-style-type: none"><li>• Perform all duties related to IEP development, implementation, progress monitoring, and reporting.</li><li>• Attend meetings related to the IEP.</li><li>• Develop specialized instruction to meet the individualized needs of the learner(s), including accommodations, modifications, and differentiated content, process, and product. This is to be included in the digital district lesson plan platform.</li><li>• During instruction in-person or remote, differentiate content, process, and product for classwork, homework, and assessments based upon the unique needs of the individual learners in accordance with the IEP.</li><li>• Plan standards-based lessons to meet the needs of students at various levels, ensuring versatility of lessons to apply to both fully in-person and hybrid learning environments.</li><li>• Develop and practice predictable routines and structures for students.</li><li>• Apply varied instructional strategies/modalities to maintain student engagement</li><li>• Set clear expectations and provide regular feedback to students and families on expectations, progress, and engagement for in person and remote learning.</li><li>• Use de-escalation strategies and Safe and Positive Approaches to ensure student safety</li><li>• Assess student progress early and often and adjust instruction and/or methodology accordingly.</li><li>• Reinforce social distancing protocol with students and co-teacher or support staff.</li><li>• Limit in-person group interactions to maintain safety.</li><li>• Assist and support school building safety logistics (entering, exiting, restrooms, etc.)</li><li>• Become familiar with district online protocols and platforms</li><li>• Instruct students how to use digital platforms, organize digital materials, accessibility features, and how to develop/maintain appropriate digital citizenship.</li><li>• Plan daily content to be the same whether in-person or remote. Content and instructional model are not dependent on where students are learning.</li></ul>

## SPECIAL EDUCATION ELEMENTARY - IN PERSON LEARNING

<p>In-Person Learning Expectations for all Special Education Teachers</p>	<ul style="list-style-type: none"> <li>• Each in-person day will include a social emotional learning (SEL) session for approximately 15 minutes where students engage in Building Better People activities such as class meetings, mindfulness practices, and class discussions about the Positivity Project's character trait focus for the week.</li> <li>• Use of Schoology is the required platform to be used as a landing page for all daily assignments and student work.</li> <li>• Lesson format will include:               <ul style="list-style-type: none"> <li>• Standards-based instruction</li> <li>• Demonstration minilesson and guided practice</li> <li>• Embedded formative assessments to drive instruction</li> <li>• Additional customized individual practice, differentiation, and intervention</li> </ul> </li> <li>• Administer Benchmark Assessments (group and individual)</li> <li>• Build rapport with the students, class community building</li> <li>• Explicitly teach and monitor student mastery in the use of digital procedures, organization, and accessing platforms</li> <li>• Take baseline data for academic levels and take data on regression/recoupment of skills</li> <li>• Set academic procedures- small group format and "office hours"</li> <li>• Set expectations of remote/in-person learning</li> <li>• Establish, explicitly teach, and review/reinforce health and safe procedures (for example, face coverings, hand washing, and social distancing).</li> <li>• Identify reinforcers and "cool down" strategies within the classroom that are aligned with safety guidelines.</li> <li>• Teach advocacy skills, asking for help with content and/or technology</li> </ul>
<p>Additional Expectations for Self-Contained Teachers</p>	<ul style="list-style-type: none"> <li>• Use appropriate PPE and guidelines when working on life skills (toileting, handwashing, etc.), using hand over hand, or physical prompts and when social distancing is not possible.</li> <li>• Provide direct instruction on the proper use of face coverings and social distancing using social stories/videos, task analysis (as appropriate)</li> <li>• Use ABA instructional methods such as DTI, task analysis, incidental instruction</li> <li>• Use alternative/supplemental resources and curriculum</li> <li>• Develop greater independence for use of iPads and laptops (depending on grade and student need).</li> <li>• Implement preference assessments for engagement tools and reinforcers – especially looking for reinforcers that do not interfere with safety guidelines</li> <li>• Create and establish class routines with a visual schedule</li> <li>• Establish Instructional Control</li> <li>• Assess students using VB Mapp (when and as appropriate)</li> <li>• Probe using Skill Acquisition Programs (ABA Programming)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teach students to use technology to access and interact with online programs such as IXL, American Reading Company, Edmark as part of their in person instructional program (as appropriate)</li> <li>• Use rolling carts with individual student materials, to allow the stations/center to move to the student while remaining their designated space.</li> </ul>
Additional Expectations for Pull Out Resource	<ul style="list-style-type: none"> <li>• Prioritize key concepts and standards within a unit</li> <li>• Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching</li> <li>• Use alternative/supplemental resources and curriculum</li> <li>• Teach students to use technology to access and interact with online programs such as IXL and American Reading Company as part of their in-person instructional program (as appropriate) as well as traditional teaching materials</li> <li>• Develop greater independence using Use iPad and laptops (depending on grade)</li> </ul>
Additional Expectations for In Class Resource	<ul style="list-style-type: none"> <li>• Prioritize key concepts and standards within a unit</li> <li>• Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching</li> <li>• Prioritize the needs the of the classified learners in the classroom.</li> <li>• Teach students to use technology to access and interact with online programs as part of their in-person instructional program (as appropriate) as well as traditional teaching materials</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>• Use of iPads and laptops (depending on grade) and developing greater independence</li> </ul>

## SPECIAL EDUCATION ELEMENTARY - REMOTE LEARNING

Remote Learning Expectations for all Special Education Teachers	<ul style="list-style-type: none"> <li>• Use Schoology as the recommended platform and landing page for all daily assignments and student work.</li> <li>• Provide targeted instruction in the following ways:               <ul style="list-style-type: none"> <li>✓ Synchronized sessions and classes</li> <li>✓ Live virtual interactions</li> <li>✓ Asynchronized sessions with follow up activities</li> <li>✓ Recorded video</li> <li>✓ Voice over practice activities</li> <li>✓ Office Hours</li> <li>✓ Virtual Meetings</li> </ul> </li> <li>• Schedule time for small group or 1:1 instruction, re-teaching, re-testing</li> <li>• Provide materials, manipulatives, and items for at-home activities at no cost to families</li> <li>• Create opportunities for students to demonstrate progress toward IEP goals.</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>• Read and implement administrative communications and directives</li> <li>• Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)</li> <li>• Foster opportunities for students to engage with in-class peers.</li> </ul>
Additional Expectations for Self-Contained Teachers	<ul style="list-style-type: none"> <li>• Deliver ABA instruction, including discrete trial, and in a live virtual session</li> <li>• Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>three</u> days a week.</li> <li>• Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.</li> </ul>
Additional Expectations for Pull Out Resource Teachers	<ul style="list-style-type: none"> <li>• Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>twice</u> a week.</li> </ul>
Additional Expectations for In Class Resource Teachers	<ul style="list-style-type: none"> <li>• Engage in 1:1 small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>once</u> a week.</li> </ul>

## SPECIAL EDUCATION ELEMENTARY - WEDNESDAY REMOTE LEARNING DAY

Remote Learning Expectations for all Special Education Teachers on Wednesdays	<ul style="list-style-type: none"> <li>• Assign practice or review activities.</li> <li>• Provide synchronized sessions and face-to-face interactions for relationship building and check-ins.</li> <li>• Create opportunities for students to demonstrate progress toward IEP goals.</li> <li>• Participate in Professional development, PLCs, IEP meetings, parent trainings, training for assistants, and/or data meetings.</li> <li>• Provide lessons based on routines and may consist of the following: special area class lessons, virtual field trips, writing choice boards, independent reading/read aloud, independent practice using online platforms like FIM , Edmark, or IXL with follow up with individual students as needed.</li> <li>• Provide materials, manipulatives, and items for at-home activities.</li> <li>• Develop opportunities for real-time interactions with students and parents (office hours, virtual meetings, etc.).</li> <li>• Develop and implement a morning circle/morning meeting which can be recorded and shared with those students that cannot attend live. Time to be shared with families.</li> </ul>
Additional Expectations for Self-Contained Teachers	<ul style="list-style-type: none"> <li>• Develop and implement lessons that reflect ABA instruction, including discrete trial provided in a live, virtual lesson</li> <li>• Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>• Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)</li> <li>• Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.</li> </ul>
Additional Expectations for Pull Out Resource Teachers	<ul style="list-style-type: none"> <li>• Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> </ul>
Additional Expectations for In Class Resource Teachers	<ul style="list-style-type: none"> <li>• Engage in 1:1 small group meetings to address skill gaps, IEP goals, or specific student needs</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> </ul>

## SPECIAL EDUCATION SECONDARY IN-PERSON LEARNING

<p>In-Person Learning Expectations for all Special Education Teachers</p>	<ul style="list-style-type: none"> <li>• Integrate a social emotional learning (SEL) session when appropriate. Activities such as class meetings, mindfulness practices, and class discussions related to Building Better People.</li> <li>• Use of Schoology is the platform to be used as a landing page for all daily assignments and student work.</li> <li>• Lesson format will include: <ul style="list-style-type: none"> <li>• Standards-based instruction</li> <li>• Demonstration minilesson and guided practice</li> <li>• Embedded formative assessments to drive instruction</li> <li>• Additional customized individual practice, differentiation, and intervention</li> </ul> </li> <li>• Administer Benchmark Assessments (group and individual)</li> <li>• Build rapport with the students, class community building</li> <li>• Explicitly teach and monitor student mastery in the use of digital procedures, organization, and accessing platforms</li> <li>• Take baseline data for academic levels and take data on regression/recoupment of skills using tools such as IXL and STAR.</li> <li>• Set academic procedures- small group format and “office hours”</li> <li>• Set expectations of remote/in-person learning</li> <li>• Establish, explicitly teach, and review/reinforce health and safe procedures (for example, face coverings, hand washing, and social distancing).</li> <li>• Identify reinforcers and “cool down” strategies within the classroom that are aligned with safety guidelines.</li> <li>• Teach advocacy skills, asking for help with content and/or technology</li> </ul>
<p>Additional Expectations for Self-Contained Teachers</p>	<ul style="list-style-type: none"> <li>• Use appropriate PPE and guidelines when working on life skills (toileting, handwashing, etc.), using hand over hand, or physical prompts and when social distancing is not possible.</li> <li>• Provide direct instruction on the proper use of face coverings and social distancing using social stories/videos, task analysis (as appropriate)</li> <li>• Use ABA instructional methods such as DTI, task analysis, incidental instruction</li> <li>• Use alternative/supplemental resources and curriculum</li> <li>• Develop greater independence for use of iPads and laptops (depending on grade and student need).</li> <li>• Implement preference assessments for engagement tools and reinforcers – especially looking for reinforcers that do not interfere with safety guidelines</li> <li>• Create and establish class routines with a visual schedule</li> <li>• Establish Instructional Control</li> <li>• Assess students using AFFLS (MD Program)</li> <li>• Probe using Skill Acquisition Programs (ABA Programming)</li> </ul>

	<ul style="list-style-type: none"> <li>• Teach students to use technology to access and interact with online programs such as IXL, American Reading Company, Edmark as part of their in person instructional program (as appropriate)</li> <li>• Keep individual student materials separate</li> </ul>
Additional Expectations for Pull Out Resource Teachers	<ul style="list-style-type: none"> <li>• Prioritize key concepts and standards within a unit</li> <li>• Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching</li> <li>• Use alternative/supplemental resources and curriculum</li> <li>• Teach students to use technology to access and interact with online programs such as IXL and American Reading Company as part of their in-person instructional program (as appropriate) as well as traditional teaching materials</li> <li>• Develop greater independence using iPad and laptops</li> </ul>
Additional Expectations for In Class Resource Teachers	<ul style="list-style-type: none"> <li>• Prioritize key concepts and standards within a unit</li> <li>• Design activities and formative measures to reinforce concepts, assess skill acquisition, and identify content for targeted reteaching</li> <li>• Prioritize the needs the of the classified learners in the classroom.</li> <li>• Teach students to use technology to access and interact with online programs as part of their in-person instructional program (as appropriate) as well as traditional teaching materials</li> <li>• Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>• Use of iPads and laptops and developing greater independence</li> </ul>



## SPECIAL EDUCATION SECONDARY – REMOTE LEARNING

Remote Learning Expectations for all Special Education Teachers	<ul style="list-style-type: none"> <li>Use Schoology as the platform and landing page for all daily assignments and student work.</li> <li>Provide targeted instruction in the following ways:                             <ul style="list-style-type: none"> <li>Synchronized sessions and classes</li> <li>Live virtual interactions</li> <li>Asynchronized sessions with follow up activities</li> <li>Recorded video</li> <li>Voice over practice activities</li> <li>Office Hours</li> <li>Virtual Meetings</li> </ul> </li> <li>Schedule time for small group or 1:1 instruction, re-teaching, re-testing</li> <li>Provide materials, manipulatives, and items for at-home activities at no cost to families</li> <li>Create opportunities for students to demonstrate progress toward IEP goals.</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>Read and implement administrative communications and directives</li> <li>Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)</li> <li>Foster opportunities for students to engage with in-class peers.</li> </ul>
Additional Expectations for Self-Contained Teachers	<ul style="list-style-type: none"> <li>Deliver ABA instruction, including discrete trial, and in a live virtual session</li> <li>Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>three</u> days a week.</li> <li>Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.</li> </ul>
Additional Expectations for Pull Out Resource Teachers	<ul style="list-style-type: none"> <li>Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>twice</u> a week.</li> </ul>
Additional Expectations for In Class Resource Teachers	<ul style="list-style-type: none"> <li>Engage in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs. Minimum of <u>once</u> a week.</li> </ul>



## SPECIAL EDUCATION SECONDARY - WEDNESDAY REMOTE LEARNING DAY

Remote Learning Expectations for all Special Education Teachers on Wednesdays	<ul style="list-style-type: none"> <li>Assign practice or review activities.</li> <li>Implement synchronized sessions and face-to-face interactions to develop relationships and check in with students.</li> <li>Create opportunities for students to demonstrate progress toward IEP goals.</li> <li>Hold office hours for students/families who may need assistance.</li> <li>Participate in professional development, PLCs, IEP meetings, parent trainings, training for assistants, and/or data meetings.</li> <li>Develop and implement lessons on routines and may consist of the following: writing choice boards, independent reading/read aloud, independent practice using online platforms following up with individual students as needed.</li> <li>Provide materials, manipulatives, and items for at-home activities at no cost to families.</li> <li>Develop opportunities for real-time interactions with students (office hours, virtual meetings, etc.).</li> <li>Coordinate individual live session meetings with all students on the teacher's collaborative list, providing academic support.</li> </ul>
Additional Expectations for Self-Contained Teachers	<ul style="list-style-type: none"> <li>Deliver ABA instruction, including discrete trial, and in a live virtual lesson</li> <li>Participate in 1:1 or small group meetings to address skill gaps, IEP goals, or specific student needs</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> <li>Use technology to access online programs such as IXL, American Reading Company, Edmark as part of their remote instructional program (as appropriate)</li> <li>Include life skill essentials for students, including but not limited to schedule development, leisure and recreational activities, cooking, cleaning, chores, hygiene, and problem-solving activities.</li> </ul>
Additional Expectations for Pull Out Resource Teachers	<ul style="list-style-type: none"> <li>Participate in 1:1 or small group meeting to address skill gaps, IEP goals, or specific student needs</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners</li> </ul>
Additional Expectations for In Class Resource Teachers	<ul style="list-style-type: none"> <li>Participate in 1:1 small group meeting to address skill gaps, IEP goals, or specific student needs</li> <li>Differentiate classwork, homework, and assessments for the unique needs of the learners in accordance with the IEP and needs of the learners.</li> </ul>

## Related Services /Vision Services/Services for Deaf and Hard of Hearing Delivery Models

### General Expectations for Related Services/Vision Services/Services for Deaf and Hard of Hearing

Service Providers	In Person	Remote
All Related Service Providers	<ul style="list-style-type: none"> <li>Schedule therapy sessions in conjunction with IEP requirements and teacher(s) input.</li> <li>Provide in person instruction for students that have multiple sessions per week when possible.</li> <li>Evaluate, assess, and progress monitor</li> <li>Log all sessions in Realtime (this can be shared for contact tracing, if needed)</li> <li>Consult and/or train staff in a live format</li> <li>Provide assistive technology and adaptive equipment</li> <li>Use appropriate PPE and guidelines when working on skills using hand over hand, or physical prompts and when social distancing is not possible.</li> <li>Co-teach/Co-present lessons or skills with service providers and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Provide therapy in a live virtual environment using approved District platforms.</li> <li>Complete Realtime Service Provider Logs: Logs must be completed to reflect sessions held with students.</li> <li>Document various types of support such as virtual face-to face live sessions, phone contact with the student, and sharing of digital information using approved platforms in the Realtime Service Provider Log.</li> <li>Reflect communication attempts with parents in the Realtime Service Provider Log.</li> <li>Provide virtual consultations and/or training for staff and parents</li> <li>Provide materials, manipulatives, and items for at-home activities</li> <li>Asynchronous and synchronous learning activities.</li> <li>Chronicle all attempts to troubleshoot barriers associated with remote services.</li> <li>Co-teach/Co-present lessons or skills with service providers and teachers</li> </ul>
Related Services /Vision Services/Services for Deaf and Hard of Hearing		
Occupational Therapy	<ul style="list-style-type: none"> <li>Provide services in Small group, Push-In, and/or Individual therapy sessions:</li> </ul>	<ul style="list-style-type: none"> <li>Provide therapy in small group, individual, and live sessions scheduled with parent involvement.</li> </ul>

Physical Therapy	<p>Adhere to PPE and social distancing guidelines.</p> <ul style="list-style-type: none"> <li>Evaluate students</li> </ul>	<ul style="list-style-type: none"> <li>If possible, conduct evaluations- Student remote days (excluding Wednesday) can be used for in person assessment if scheduling can be arranged with parents and families can provide transportation.</li> <li>Participate in IEP meetings</li> </ul>
Speech and Language	<ul style="list-style-type: none"> <li>Provide services in Small group, Push-In, and/or Individual therapy sessions: Adhere to PPE and social distancing guidelines.</li> <li>Evaluate students</li> </ul>	<ul style="list-style-type: none"> <li>Participate in IEP meetings.</li> <li>Provide therapy in small group, individual and live sessions scheduled with parent involvement.</li> <li>If possible, conduct evaluations- Student remote days (excluding Wednesday) can be used for in person assessment if scheduling can be arranged with parents and families can provide transportation.</li> </ul>
Behavioral Services	<ul style="list-style-type: none"> <li>Address Individualized needs in compliance with PPE and social distancing guidelines.</li> <li>Record data toward IEP goals and document in Realtime.</li> <li>Conduct Behavioral consultations</li> <li>Conduct FBAs</li> <li>Observe students in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>Schedule Behavioral consultations</li> <li>Perform live parent trainings.</li> <li>Check-in with student in live sessions.</li> <li>Provide direct instruction to student when related to behavior and/or academic skills.</li> <li>Provide training to staff (teachers and assistants)</li> <li>Observe remote instruction and provide consultation to teachers and assistants.</li> </ul>
Vision Services for Blind and Visually Impaired	<ul style="list-style-type: none"> <li>Provide Braille instruction and specialized instruction particularly new content, when possible</li> <li>Schedule Route planning, practicing walking paths to develop independence</li> <li>Perform push in Classroom Services and Observation</li> </ul>	<ul style="list-style-type: none"> <li>Provide Braille instruction and support, application activities</li> <li>Consult with staff and families</li> <li>Collaborate with Assistants – Braille, Accommodation Implementation, Data Collection</li> <li>Provide daily check ins with routines and accessibility with technology</li> </ul>

	<ul style="list-style-type: none"> <li>• Engage in Pull Out Services and Instruction</li> <li>• Test vision</li> <li>• Consult with staff and families</li> <li>• Collaborate with Assistants-Braille, Accommodation Implementation, Data Collection</li> <li>• Collaborate and schedule services provided through Commission for the Blind and Visually Impaired</li> <li>• Observe, troubleshoot, and redirect students in job settings to use accessibility equipment</li> <li>• Teach student accessibility features of technology and care of equipment</li> <li>• Braille signs (if needed) for access at school</li> </ul>	<ul style="list-style-type: none"> <li>• Develop self-advocacy skills</li> <li>• Collaborate with Commission for the Blind in Live Virtual Sessions for parents and/or students</li> <li>• Review platforms for accessibility features, share with teachers, families, and students</li> <li>• Braille signs (if needed) for access at home</li> </ul>
Services for Deaf and Hard of Hearing	<ul style="list-style-type: none"> <li>• Develop and implement specialized pre-teaching and instruction</li> <li>• Support students using a push in model</li> <li>• Provide pull out services/instruction classroom observation</li> <li>• Provide Listening Checks</li> <li>• Perform Equipment Checks</li> <li>• Assess students using a Functional Listening Evaluation, checking quality of environment</li> <li>• Collaborate with staff, interpreters and Speech Language Pathologists in relation to goals</li> <li>• Teach student accessibility features of technology and care of equipment</li> <li>• Provide FM system support</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with staff, interpreters and Speech Language Pathologists in relation to goals</li> <li>• Engage in check ins and consultation with teachers, students, and parents</li> <li>• Provide synchronous learning with small groups from multiple schools</li> <li>• Develop and support student self-advocacy</li> <li>• Review platforms for accessibility features, share with teachers, families, and students</li> <li>• Provide family support on generalizing the use of school equipment</li> </ul>

## Students Receiving Services in an Out of District Placement

	In Person and Remote
Coordinator of Special Programs	<ul style="list-style-type: none"> <li>• Review and remain current on all Out of District Road Back Plans, protocols and platforms.</li> <li>• Update administration and staff with an educational interest on student plans and needs, engagement, and changes to any receiving school plans</li> <li>• Collaborate with teachers, related service providers, parents, and administration as needed.</li> <li>• Advocate for students to support academic achievement</li> <li>• Monitor all duties related to IEP development, implementation, progress monitoring, and reporting.</li> <li>• Attend IEP Meetings virtually</li> <li>• Communicate with transportation department as needed</li> <li>• Monitor student progress and provide regular feedback to students and families on expectations and engagement.</li> <li>• Act as the district liaison for students served in Out of District placements and schools.</li> </ul>
Child Study Team: Case Manager	<ul style="list-style-type: none"> <li>• Review and remain current on all Out of District Road Back Plans, protocols and platforms.</li> <li>• Advocate for students to support academic achievement.</li> <li>• Conduct evaluations                             <ul style="list-style-type: none"> <li>○ Evaluations can take place during in coordination with the learning plan of the Out of District schools.</li> </ul> </li> <li>• Collaborate with teachers, related service providers, parents, and administration as needed.</li> <li>• Become familiar with Out of District protocols and platforms.</li> <li>• Monitor student progress and provide regular feedback to students and families on expectations and engagement.</li> <li>• Attend IEP Meetings virtually</li> <li>• Communicate with transportation department as needed</li> </ul>
Speech and Language Pathologists	<ul style="list-style-type: none"> <li>• Attend IEP Meetings virtually, if required</li> <li>• Conduct evaluations, as needed                             <ul style="list-style-type: none"> <li>○ Evaluations can take place during in coordination with the learning plan of the out of district schools</li> </ul> </li> </ul>
Child Study Team Delivery Models	
General Expectations for Child Study Team	
	In Person and Remote
Child Study Team	<ul style="list-style-type: none"> <li>• Perform all duties related to IEP development, implementation, progress monitoring, and reporting.</li> <li>• Schedule and lead meetings related to the IEP in consultation with teaching schedules.</li> <li>• Conduct evaluations</li> </ul>

	<ul style="list-style-type: none"> <li>○ Evaluations can take place during in person learning days or remote days (excluding Wednesday) can be used for in person assessment.</li> <li>○ Evaluations may be conducted on a child's remote day if the parents agree and will provide transportation.</li> <li>● Schedule IEP Meetings and hold meetings virtually using Webex or Teams.</li> <li>● Collaborate with teachers, related service providers, parents, and administration as needed.</li> <li>● Monitor student progress and provide regular feedback to students and families on expectations and engagement for in person and remote learning.</li> <li>● Assist in the process of removing barriers to remote learning.</li> <li>● Limit group interactions to maintain safety.</li> <li>● Assist and support school building safety logistics (entering, exiting, restrooms, etc.)</li> <li>● Become familiar with district online protocols and platforms.</li> <li>● Provide related services as outlined in the IEP.</li> <li>● Advocate for students to support academic achievement.</li> <li>● Work with students to teach academic, advocacy, and social/emotional skills.</li> </ul>
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## General Expectations for Special Education Assistants

### In Person and Remote

- Provide services to the student as stated in the IEP.
- Follow the direction of the teacher when providing remote support services.
- Create materials for the remote environment.
- Provide live remote check-ins.
- Monitor and record student progress.
- Clean materials between uses.
- Participate in class meetings.
- Assist, reteach, and redirect students doing academic tasks in the remote environment.
- Provide verbal, non-verbal and physical prompts related to the needs of the student and as stated in the IEP.
- Follow and implement behavior strategies as outlined in the IEP or Behavior Plan.
- Attend professional development workshops.
- Escort students and/or their belongings throughout the building as directed by certified staff.
- Monitor student use of PPE and compliance with COVID safety procedures.
- Follow and comply with COVID safety procedures.
- Lead breakout groups in a remote environment.
- Participate in virtual meetings as directed by the teacher.



## **Special Education Routine/Practices/Content Delivery Expectations**

Special Education routines, practices and content delivery expectations follow the structures implemented in general education, when appropriate, with accommodations, modifications, and supplemental or alternate materials and curriculum as needed. IEP goals and objectives are addressed through individualized instruction/centers. Practices reflect differentiated instruction that meet the unique needs of the learners. Discrete Trial instruction, life skills, and social skills are infused into content along with related services as reflected in the Individualized Education Plan. Content Delivery Expectations include live lessons, recordings, and use of with District approved platforms.