



SSP GPS COVID Awareness Guide created for SY 20-21 only

The purpose of this document is to clarify expectations for virtual service for DPS SSPs due to COVID-19. This document can be used by both SSPs and SSP Managers to clarify expectations, and to plan and coach from. This document may evolve and change as service continues during COVID throughout SY 20-21.

Behaviors from the current SSP GPS Frameworks were not added to this guide but still apply. This guide should be used in tandem with a SSP GPS Framework to provide clarity and awareness for observers as they conduct observations in unique contexts due to COVID; remote, hybrid, or in-person with COVID restrictions. This document will assist both SSPs and evaluators to understand effective practices and expectations.

The framework is a growth tool that reflects the SSPs' role. The SSP and evaluator use the framework to gather a preponderance of evidence on the SSPs' practice throughout the school year during the school or business day. This means that an SSP and evaluator could have evidence to support alignment under Not Meeting, Approaching, Effective or Distinguished for different indicators, but fall within one of these areas for the overall rating.

During the 20-21 SY only, the SSP GPS will provide a view of an SSP's practice by using the following measure:

- 100% Professional Practice—measured by the role-specific Professional Practice framework

As part of an evaluation using the Professional Practice framework, SSPs should expect to participate in check-in conversations throughout the year (Beginning-of-Year, Mid-Year and End-of-Year), as well as in ongoing meaningful conversations based on observation and/or review of service delivery. The frequency of the latter may vary greatly based on an SSP's specific role, interaction with students and time in the building and/or virtually. Moreover, the observation and review process must be discussed and agreed upon during Beginning-of-Year conversations.

Terminology:

1. **Remote:** Refers to all students in the district, a school, or a cohort learning from home because of a resurgence in COVID cases. (*Safer at Home*)
2. **Virtual:** Refers to students who have opted to learn from home 100% of the time, even when health standards allow for a partial or full return to in-person learning. (*Stay at Home*)
3. **Synchronous:** Student interactions happen in real-time, at the same time. Student/s may virtually participate via video conference, livestream, or chat. Examples:
 - a. SSP provider leading a small group pull-out session via Google Meets
 - b. SSP providing 1:1 service to a student targeting IEP, 504 or ALP goals/objectives
 - c. SSP providing 1:1 virtual evaluation to a student requiring an evaluation for plan
4. **Asynchronous:** Student interactions happen via online tools without real-time interaction. Students engage in service and complete work at their own pace. Examples:
 - a. SSP sends a video or home packet for the student & has a scheduled check-in with the parent & student
 - b. SSP assigns a project or at home work to supplement learning and progress in between sessions.
5. **Live Streaming:** Live streaming instruction may meet the demands of both in-person and virtual student groups. In this model, a mixture of in-person and virtual students receive instruction from an in-person teacher. Teaching & learning will look mostly similar with in-person learning staying in alignment with



health guardrails, and with virtual students joining the classroom remotely.

Learning Management Systems (LMS):

DPS is supporting these LMS systems: **Seesaw for grades K-5** and **Schoology for grades 6-12**. These systems offer school-wide equitable access for all students and provide consistent professional learning for administrators, staff, students, and families. The platforms allow observers and coaches a view into the teaching and learning within their coachee's profile. Resources: [LMS Best Practices](#), [SSP Schoology Recommendations](#), and [SSP SeeSaw Recommendations](#). [Google Meets](#) is the online platform supported by the district; some SSPs who work with charters are being asked to use Zoom and MS Teams as well as Google Classroom.

Essential Awareness for Virtual/Remote SSP Service:

Listed below are some important adaptations for the work of an SSP when coaching, supporting and evaluating students remotely. They are suggestions for variations of practice and are not a checklist, but rather a menu of effective behaviors and/or actions in remote working environments.

Communication/Collaboration

- **With Staff**
 - Actively communicates with classroom teachers, other SSPs, admin, etc. regarding specific students' supports and needs on respective caseload. This includes joining virtual team, department, and grade level meetings.
 - Supports collaborative planning for services and instruction with other providers as appropriate.
 - Supports training to staff, students and families to support student engagement regardless of instructional setting.
- **With Families and Students**
 - Utilizes several different methods of communication and services to engage students and families to ensure there is no break in services. Some methods may include email, phone calls/Jabber calls, texting, mailing resources or information home, Google Meet/Hangouts, SeeSaw messaging, Schoology messaging, etc...
 - Uses communication tools consistent with a student's school to communicate with families in their native language.
 - Establishes, communicates, and posts norms for virtual learning environments.
 - Models expected online behavior for students.
 - Communicates goals and lesson/service objectives in visual format (slide, document, video) to student and family via the LMS learning environment or other accessible format.
 - Completes progress monitoring and progress reporting consistent with virtual or remote service plans.
 - Conducts/facilitates IEP/ALP/504 meetings through video-conferencing and completes accompanying paperwork consistent within legal timelines and district expectations/guidance.
- **With Community Supports (where applicable)**
 - Connects with outside providers to support wrap around services with students.
 - Supports families in connecting with resources if needed.



Supporting our Diverse Population of Students with Varying and Intersecting Needs

- Collects intentional data around vulnerable populations to target services in the home and community.
- Updates admin and teachers on specific and changing needs of our diverse population of students with varying and intersecting needs while ensuring confidentiality.
- Provides appropriate accommodations or assistive technology to support students' access to instruction within remote or virtual settings within the confines of district approved protocols.

COVID Crisis Response and Safety

- Stays up to date on ever-changing COVID and crisis response resources specifically connected to their area of expertise (ex. bill payment relief, medical assistance, housing, healthcare).
- Utilizes and models appropriate PPE when interacting with students, families and other community stakeholders.
- Follows district guidance to establish confidentiality and safety protocols when meeting with students in remote environments.
- Works with a team to ensure a virtual crisis management plan.
- Develops crisis, safety and accommodation plans to accommodate the virtual and remote environments for students.
- Stays updated on impacts of COVID to school-specific communities and works with team to respond.

Workload

- Provides small group facilitation in remote environments when applicable.
- Advocates for their caseload/workload of students in a remote environment with staff, administration and families.
- Prioritizes and modifies workload in accordance to each discipline's Workload Shift guidance document in response to COVID-19.
- Adjusts and adapts IEP or 504 accommodations, or ALP or IEP goals/objectives in order to fully meet and support student targets and outcomes in remote environments or combination environments.
- Maintains department-specific responsibilities in remote environments.
- Follows district and relevant professional association ethical guidance to adapt SSP assessments to virtual and remote environments in order to ensure compliance with required timelines.

Technology

- Completes required training and/or accesses supports necessary to build technology skills required for effective remote service.
- Seeks support for technology challenges with team leads, school technology representatives, school leaders etc...
- Conducts virtual assessments following district guidance on virtual assessment practices and considerations (e.g. audio/video, taking a picture, experiment, graph, presentation, essay, short answer or multiple choice).
- Provides and/or utilizes assistive technologies to facilitate learning and to support access to instruction.

Data

- Maintains meaningful and consistent data collection during remote services/instruction to make appropriate service or instructional shifts and to support progress monitoring of any student goals/objectives.



DENVER
PUBLIC
SCHOOLS

Specialized Service Providers

Growth and Performance System

Additional Resources:

- [DPS Remote Learning Page](#)
- [DPS Return to School 2020-2021 Page](#)
- [Special Service Provider Growth and Performance System Commons Homepage](#)
- [Special Education Guidance: Return to School 2020-2021](#)
- [In Person Evaluation and Preparation Checklist for Schools](#)
- [IEP and Evaluation process during remote learning](#)