

CONCORD PUBLIC SCHOOLS
CONCORD-CARLISLE REGIONAL SCHOOL DISTRICT

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**Welcome to Special Education:
Remote Learning Plan
Phase 3
May 11 - June 19, 2020**

Concord Public Schools and Concord Carlisle Regional School District have successfully implemented Phase 1 and Phase 2 of remote learning since the school closures due to the national pandemic of COVID-19.

Phase 1 was established between March 16 - April 3, 2020 and consisted of connecting with and ensuring safety of families. Social and emotional well being of all was paramount and teachers sent activities to all students in all areas of curriculum. Special education teachers have close relationships with their students. Communication with families during our health pandemic is even more reason to maintain a relationship with students and families.

Phase 2 was introduced to our staff and families on April 6 - May 8, 2020. Social Emotional Learning remains key in this phase and new content in the higher grades was introduced. It was determined that office hours would be created for students to reach out to staff during this phase, learning materials were sent home; in some instances Google and ZOOM classrooms set up and staff was available for any questions. Close communication with families is the best way to determine the most essential learning targets for each coming week. Our special education teachers continued to be in contact with parents and caregivers over the past two months, and will continue in that vein over the next two months.

We have recommended regular communication with students, parents and each other. All programs, buildings, departments, and disciplines are conducting regularly scheduled contact with families to review the activities for the week; individualized remote learning plans have been implemented and planning for our re-entry to school is always on the horizon.

Following guidance from the DESE on 4-24-20, Phase 3 of our Remote Learning Plan, will be implemented from May 11 - June 18, 2020. This will consist of live communication between staff and students. There is an increase in accountability and structure and more ways for student engagement to happen. We have recommended that case managers and specialists develop a consistent type and frequency of interaction with students and parents. For example, some staff throughout the districts are having office or check in hours. These may be by program, grade level, or discipline. Different virtual meeting applications have different requirements for age and type of engagement.

4-24-20, Updated Guidance from the DESE Outlined:

- ❑ Clear learning targets on a weekly basis with students and families;
- ❑ Provide students and families with materials and resources that enable students to work toward the learning targets. These could include activities for student engagement, readings, projects, links to online videos or simulations, etc.
- ❑ Provide directions that focus attention on the learning target such as a set of directions, video of an explanation or mini-lecture, a set of questions for students to focus on, etc.
- ❑ Engage directly in two-way communication with their students twice a week through such methods as morning meetings, office hours, chats, email, and video conferencing with individual students, small groups or whole class, etc.
- ❑ Provide students with multiple ways to demonstrate their learning such as reflective journals, answers to questions, reflective essays, projects or products, etc. These are not graded (this may change in Fall 2020).
- ❑ Provide feedback on student work products or reflections that enable students to take next steps in learning.

Concord Public and Concord Carlisle Regional District families are encouraged to work with families to find the best methods of communication to suit each child's needs. As always, please do not hesitate to contact your child's case manager or teacher with any questions or concerns. We are here for you, and we want to support you.

Concord Public Schools and Concord Carlisle Regional District will provide both of the following types of services in Phase 3, Remote Learning Plan.

1. Resources and supports (such as strategies, assignments, projects and packets)
2. Instruction and Services (such as virtual, online, or telephonic instruction). These remote services can include instruction with full class lessons, small group instruction, parent consultation sessions, counseling and/or student check-ins, and also include related services such as occupational therapy, speech therapy, or tutor support. The focus will be targeted connections with students during Phase 3.

We will provide English learners with disabilities services and support to address both their special education needs and needs as English learners. For more information, see DESE's Guidance on Remote Learning for English Learners:

<http://www.doe.mass.edu/covid19/ele/guidance/>

We will provide remote learning opportunities to the general student population. See DESE's Letter to Families about Remote Learning During COVID-19:

<http://www.doe.mass.edu/covid19/family-letter/>

Any educational opportunities offered to the general student population, including enrichment activities and resources, must be made accessible to students with disabilities.

We will make every effort to use creative strategies to provide support and services to the extent feasible under the current conditions.

Methodology

Everyone learns differently, and just like classroom learning, virtual learning can accommodate different types of instruction-especially through a combination of synchronous and asynchronous learning opportunities.

- ❑ **Synchronous** -This is a real time connection with students and educators with each other. Students and teachers can learn together through video conferencing and shared screens. In phase 3 this will consist of live connections with individual or small groups of students.
- ❑ **Asynchronous** - Opportunities to make choices about projects and activities and how and when they are approached. Asynchronous work allows families and teachers to structure home schedules around challenges during closure. Asynchronous opportunities allow children to work at their own pace. Children also have the opportunity to review media as many times as they want.
- ❑ **Related Services Providers**- Specialists such as social workers, SLPs, OTs and PTs are able to provide services where appropriate and with parent permission. These sessions will be shortened due to the pandemic, but the connection will be made.
- ❑ **Instructional videos**- Teachers and specialists may make instructional videos to "flip" lessons. They may also make instructional videos for parents (eg. ABA demonstrations, task-analysis videos), and "how to" videos for students.
- ❑ **Weekly lesson plans** - Special education teachers and specialists will collaborate weekly with regular education teachers. Lessons and activities provided through the classroom teacher after A remote learning plan will be updated and sent out by case manager for Phase 3
- ❑ **Software-Learning** -Special education teachers may use adaptive learning software for some students..
- ❑ **Hands-on** - Special education teachers and specialists may provide hands-on materials and learning activities such as first-then boards, ABA programs, and independent living skills lessons directly to students.
- ❑ **Weekly Remote Learning Plans** -[Template.Remote.Learning.Plan](#)
If there is already a weekly RLP, there is no need to use the template above.

Role of Special Educator

- ❑ Students will have access to online learning programs from Pre-K through Post Secondary. These include but are not limited to Lexia Core 5, Dreambox, No Red Ink, See resource page on www.concordps.org.
- ❑ Students with dyslexia or a documented reading disability will be provided with LEXIA and teacher designed lessons for the remainder of Phase 3.
- ❑ Special education teachers will provide a suggested age-appropriate (and individualized as necessary) schedule of learning activities.
- ❑ May create individualized instructional videos based on a student's IEP.
- ❑ Will collaborate with general education classroom teachers on a weekly basis about each student's progress.
- ❑ Special education teachers will collaborate with related service providers about each student's individual progress.

- ❑ Support students and families with strategies that support learning and coping at home, focusing on self management and social skills
- ❑ Provide and document services to students with IEPs in collaboration with other providers and in accordance with guidelines for their specific discipline
- ❑ Collaborate with classroom teachers, special educators, other related service staff, and outside providers as needed to ensure student access to distance learning
- ❑ Reach out directly to families to connect them with school and other community resources/supports as needed.
- ❑ Provide office hours and maintain other outreach efforts.
- ❑ Participate in various grade-level, department, and team meetings

Role of Board Certified Behavior Analyst

- ❑ BCBAs will provide strategies and home behavior management techniques for families based on each student's individualized needs as described in a student's IEP.
- ❑ BCBAs will provide phone consultation or emails to families who receive consult and direct services.
- ❑ BCBAs will consult with the general education teachers as appropriate

Role of Mental Health Staff

- ❑ Coordinate a centralized method of reaching out to and providing support for students who are at risk.
- ❑ Mental health staff will develop materials that will be provided to families to implement at home. The materials may include social stories, strategy reminder posters, activities, and calming strategies.
- ❑ Mental health staff will contact students who receive counseling services for live sessions if needed.
- ❑ Mental Health staff will collaborate weekly with families to provide coaching for implementing strategies.
- ❑ Mental Health Staff will collaborate with general education staff and related services as needed

Role of the Occupational Therapist

- ❑ Occupational therapists will develop materials which can be followed at home.
- ❑ Occupational therapists will share and/or develop taped videos of strategies for students.
- ❑ Occupational therapists will contact families weekly to provide families coaching for implementing the strategies.
- ❑ Occupational therapists will collaborate with the general education teacher and special education staff on a weekly basis.
- ❑ Occupational therapists may join classroom instruction, or have office hours.

Role of the Physical Therapist

- ❑ Physical therapists will develop materials which can be followed at home.
- ❑ Physical therapists will contact families weekly to provide families coaching for implementing the strategies.
- ❑ Physical therapists will collaborate with the general education teacher and other team members on a weekly basis.

Role of the Speech-Language Pathologist

- ❑ Speech and language pathologists will provide individualized instruction aligned with students IEP's who receive speech and language services including taped or live instructional sessions for a reduced timeframe during school closure.
- ❑ Speech and language pathologists will consult with families to provide coaching to implement speech strategies.
- ❑ Speech and language pathologists will collaborate with classroom teachers on a weekly basis.
- ❑ Speech and language pathologists will review student progress on a weekly basis and provide additional materials as needed.
- ❑ Speech and language pathologists may join classroom instruction or hold office hours.

Tutors and Instructional Aides

- ❑ Attend training on privacy and confidentiality in virtual classrooms.
- ❑ Tutors and Aides should be paired with teachers or specialists during instruction. All Tutors and Aides should be partnered with a special education teacher or specialists for ongoing support for these sessions.
- ❑ Special education tutors should continue to assist BCBA's and help with developing plans and materials. Special education tutors can continue Social Thinking, or other student skills classes under the supervision of the and/or special educator.
- ❑ Literacy tutors can join instruction and help with developing literacy activities.
- ❑ Collaborate on ideas for materials and activities to share with special education teachers and specialists.
- ❑ Provide feedback on the accessibility of weekly plans
- ❑ Attend meetings and professional development opportunities as required.
- ❑ Connect with their Special Education program teacher on appropriate roles with student supports and support classes and academic support periods.