

The Children's Center for Communication Beverly School for the Deaf

Where Communication Comes First- Since 1876

Remote Learning Plan 2020

The CCCBSD Plan (adaptable to June 23, 2020 or longer based on guidance from the Governor)

As the educational setting for all CCCBSD students is disrupted, CCCBSD has made adjustments to ensure that all students and families are able to have access to programming and services from each student's educational team. Services provided remotely will include: **remote FaceTime or synchronous learning; hands-on activities; activities for families to engage with their child; online resources; and, asynchronous instructional videos** from teachers, related service providers, and specialists.

Providing Resources and Support for Student Learning and Family Needs

Upon the initial closure of school, resources were gathered and shared with families based upon the individual needs of students. CCCBSD initially communicated to parents and families that the outage would be on a week to week basis. All communication was done in the family language preference including: English, Somalian, Portugese, and Spanish. Upon the announcement, by Governor Baker, of closure extending to the end of the school year, each parent was contacted to assess their needs, and remote learning plans were developed by teachers, educational teams, curriculum coordinators, and educational administrators.

A remote learning resource site (see below) was developed to house each student's **individual student learning plan** along with instructional schedules, online meeting opportunities, enrichment activities and resources, and ways to communicate with the child's team. Online learning and student/parent resources were developed for classrooms and individual students by Art, Music, APE, Related Service Providers (OT/PT/SLP/Vision/etc.), and STEAM.

<https://drive.google.com/file/d/1L63twJZ52GAK-GqY3YQDgWxxvdV-ThKC/view>

In our outreach to each family, we determined which families lacked technology and have provided them with a laptop or iPad. We found some parents may not have access to a printer - we mailed resources to some parents.

Many CCCBSD students require specific or personal adaptive equipment. The school arranged opportunities for all parents to pick up standers, walkers, wheelchairs, braces, gait belts,



communication devices, switches, and more. In some cases, parents were provided with loaner equipment to use for the duration of the closure.

Social-Emotional and Mental Health Needs

Moving from hands on learning to remote/virtual instruction can be challenging and confusing for our learners. In order to meet the social-emotional and mental health of our students, parents have been provided with resources that address reasoning behind school closure to share with their children, if appropriate. With permission, these resources were also discussed during classroom group meetings.

Educators continuously check in with students during virtual learning and address their social emotional needs prior to learning. During these times and in personal phone calls, CCC and BSD administrators continue to assess the stress of the family and continually adapt and individualized support for each household.

Equity and Access

Similar to all schools, CCCBSD was faced with the challenge of ensuring all students and families had access to online remote services. Starting the week of March 16th, technology was provided to students who did not have access in their home. Equipment such as head switches and hand switches were offered to families for home use in order for students to gain access to their AAC devices or computers/laptops.

In order to meet the unique needs of our learners, materials, resources, and instruction have been adapted. Examples of this are recorded stories for learners with visual impairments, adapted materials to be used within the home setting, and creation of visuals to support behavioral challenges.

Importantly, given our population of Deaf students, in addition to captioning where appropriate, ASL interpreters support the instructional process via synchronous and asynchronous learning as well as through any consultation between faculty and parents.

Expectations for Learning

CCCBSD is following the guidance offered from DESE, DPH, MAAPS (Massachusetts Association of Approved Private Schools), and legal counsel. CCCBSD has the expectation that all faculty will offer instruction for all enrolled students. Instruction will provide a review of skills previously presented in the classroom and therapy sessions and ensure forward movement with curriculum and IEP goals when appropriate. The goal for instruction is to find the balance between assisting the students in maintaining the skills they have and to prevent regression from their

current skill level. Where appropriate, new material is blended with existing concept and skill acquisition.

Faculty are also available for parent consult. When a parent or family identifies a particular need, faculty will design a specific and targeted learning plan (behavior needs, for example) for that student that will benefit the family and ultimately the student.

The CCCBSD Remote Learning Model

CCCBSD curated learning resources and developed remote learning plans which have been individualized for each student and family. These plans consist of opportunities for weekly large group zoom meetings and 1:1 instruction from teachers, teaching assistants, and related service providers as well as recorded lessons, activities of daily living, and projects for continued learning at home when appropriate.

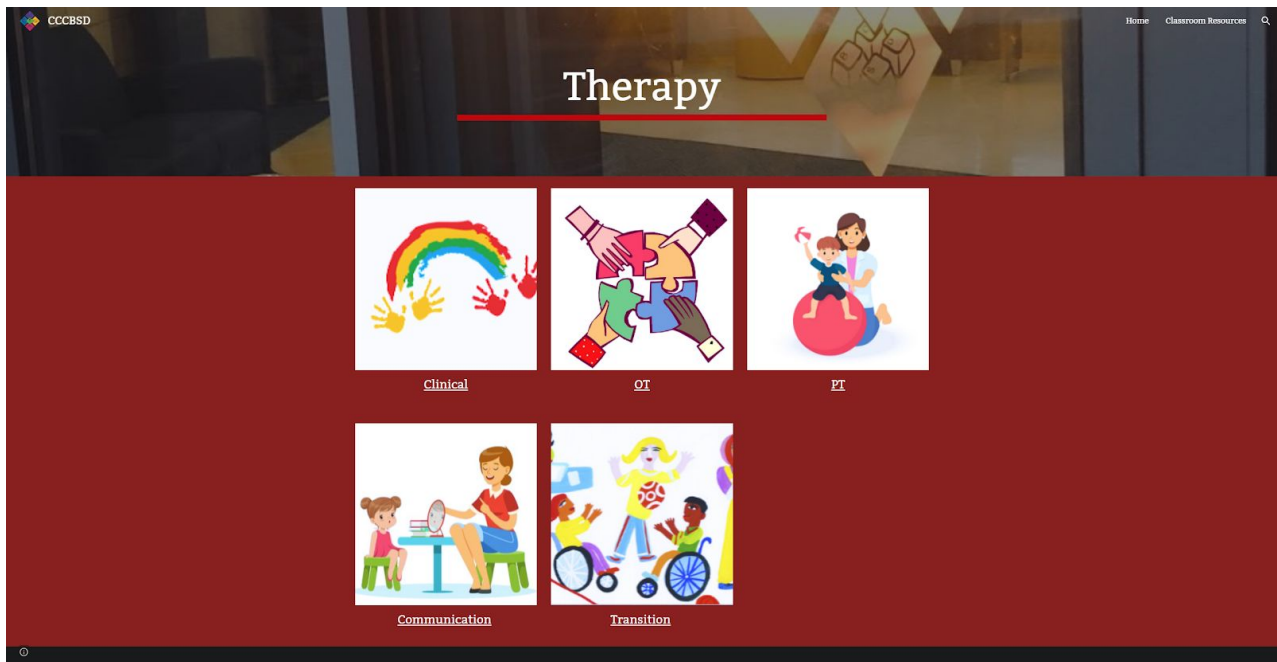
The CCCBSD Remote Learning Site is a single portal and point of contact for each family and students, every faculty member, and place to store and disseminate information. This secure site was created in Google Sites and is only accessible by permission through the CCCBSD technology team.

The remote learning model also consists of a way to access ongoing consultation. Regular check-ins between parents and providers helps to prioritize learning needs, and problem solve learning or behavioral issues at home from specialists and related service providers.

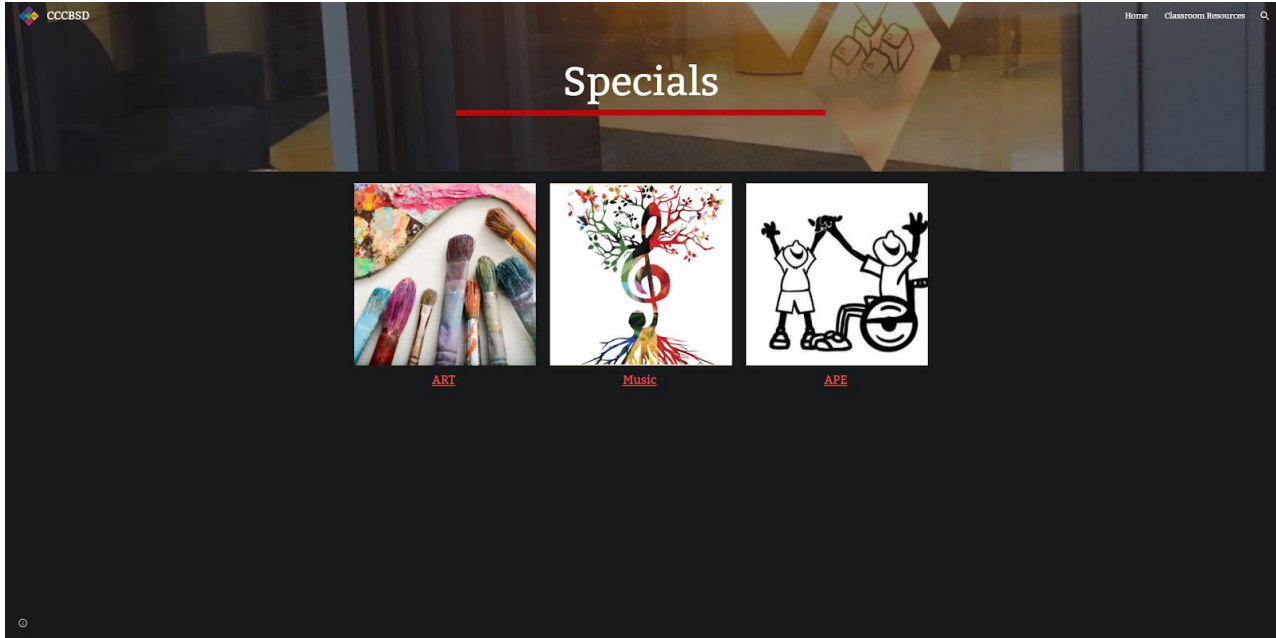
Main Page of the CCCBSD Remote Learning Site



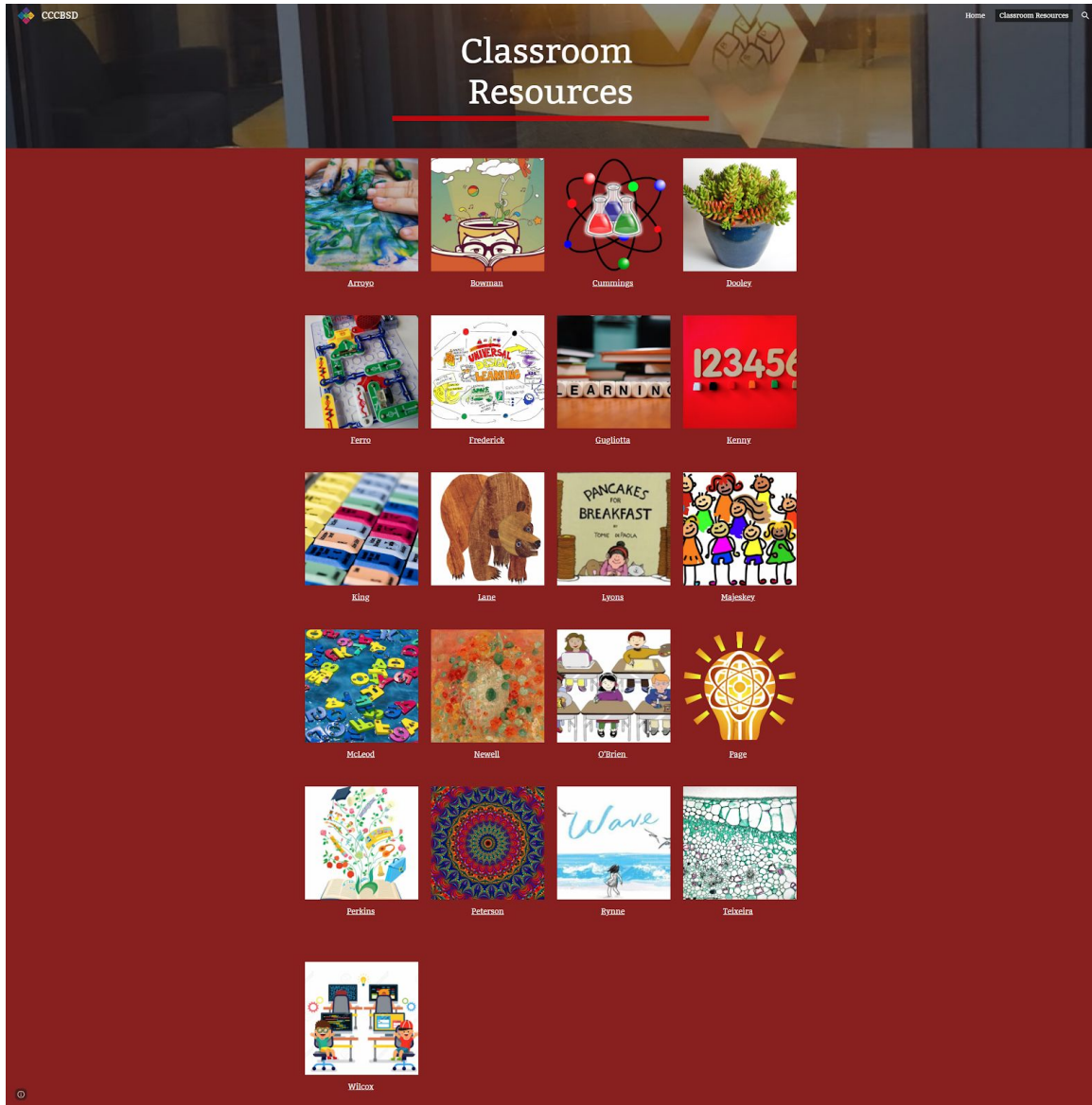
Therapy and Related Services Main Page



Specials - Art, Music, Adaptive Physical Education



Individual Classroom and Student Pages



Documentation

Classroom teams, therapists, and administrators are documenting all correspondences and work as it relates to students and families. Data is recorded daily during each interaction with the student. When possible, Zoom meetings and instruction are geared towards IEP objectives. In-house teams are documenting their communication with families and their collaboration, for both efficiency and accountability as well as to ensure that parent/student needs are being met in a timely manner.

To date, there has not been a set frequency for reporting to districts. Based on guidance from DESE regarding parameters and specificity, CCCBSD will provide districts with student

documentation upon request. The information to districts will include: date, type of contact, ability to connect with students or family, the IEP goal addressed, and who was involved.

	A	B	C	D	E
1					
2	District Documentation		<p>This log is designed to track your time and efforts spent with students and families during this remote learning period that began on March 13, 2020. This documentation will need to be sent to districts on a regular basis. It is not your job to send information to districts. It is your job to track what you do. This document is set up by student with individual tabs at the bottom of the page. Please fill out each cell to completion each time you do work on behalf of a student or family. It is recognized that you probably use another format for individual data keeping and communication. This document should not replace that form.</p>		
3	Date	Type of Contact	Were you able to connect with student or family?	IEP Goal addressed (Goal number is sufficient)	Which faculty, students, and family members were involved?
5	3/13/2020		▼	▼	
6	3/14/2020		▼	▼	
7	3/15/2020		▼	▼	
8	3/16/2020		▼	▼	
9	3/17/2020		▼	▼	
10	3/18/2020		▼	▼	
11	3/19/2020		▼	▼	
12	3/20/2020		▼	▼	
13	3/21/2020		▼	▼	
14	3/22/2020		▼	▼	
15	3/23/2020		▼	▼	
16	3/24/2020		▼	▼	
17	3/25/2020		▼	▼	
18	3/26/2020		▼	▼	
19	3/27/2020		▼	▼	

How much should teachers provide and how much should students be working?

Through the remote learning site, opportunities for daily learning are available. Virtual group and 1:1 instruction is available to all who would like to participate. Related service providers are providing weekly or bi-weekly group and/or 1:1 instruction along with consultation. Student participation varies due to a number of factors such as willingness of the student to participate (e.g., behavioral challenges surrounding virtual instruction) or parents’ ability to coordinate direct virtual instruction.

Individual Remote Learning Plans

CCCBSD will work to complete individual ‘Student Remote Learning Plans’ and begin to submit to each student team LEA/out of district coordinator along with additional required information. An example of a ‘Student Remote Learning Plan’ will be posted on the CCCBSD Remote Learning Site under ‘Parent Information’. Specific plans will be emailed directly to the parent.

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Student Remote Learning Plan

Dates for this Plan	
Start Date:	End Date: when CCCBSD reopens
Plan Modification Date(s):	End Date: when CCCBSD reopens

Student Information	
Name	<ol style="list-style-type: none"> 1. The purpose of this plan is to communicate how educational opportunities and services will be delivered to your student during the COVID-19 emergency. 2. Special education services for your student will look different during this period of national and state public health emergency. 3. This is not an IEP amendment. 4. As CCCBSD continues to develop and improve remote learning systems and opportunities, this learning plan may be modified.
Phone/Email	
CCCBSD Program Director	
Name	
Phone/Email	
District Liaison (Out of District Coordinator)	
Name	
Phone/Email	

How will my child's educational team, including educators and related service providers, continue to collaborate while school is closed?

Resources and Supports	
Special education and related services provided remotely through strategies, assignments, projects and packets provided to students matched with regular and ongoing communication from special education team members	
Generally, what kind of strategies, assignments, projects and packets can I expect to receive from my child's educators and related service providers?	
What should I expect in the way of regular and ongoing communication from my child's special education team?	

Services and Instruction																		
Special education and related services provided remotely through virtual, online or telephonic instruction																		
Which educators and/or related service providers will be providing services through virtual, online or telephonic instruction?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #fff2cc;"> <th style="width: 33%;">Name</th> <th style="width: 33%;">Role</th> <th style="width: 33%;">Email address</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table>			Name	Role	Email address												
Name	Role	Email address																

Which educators and/or related service providers will be providing consultative services?	Name			Role			Email address		
What, when and how will these services be provided remotely? What is the duration of each service?	What:	When	Monday	Tuesday	Wednesday	Thursday	Friday		
		How							
	What:	When							
		How							
	What:	When							
		How							
	What:	When							
		How							

What else do I need to know to prepare my child for remote service delivery?

Feedback and Evaluations from Parents

Along with the DESE, CCCBSD acknowledges that for some students, the acquisition of new knowledge may be challenging. The primary focus for the content delivered through the learning plan will be to connect the student with his or her learning team; to focus on maintaining or enhancing skills and reinforcing concepts; and, to foster continued student connection to the learning process. With parents acting as the primary physical support, we will keep an open conduit between the child's educational team and home. We hope this engagement will help us to better understand how to be a resource to parents; and to provide instructional tools for the child; and to maintain an ongoing loop of feedback so that we might adjust each individual home model of learning.

Progress Notes, MCAS, Testing, and Other Issues of Schedule and Timing

CCCBSD will continue to provide progress notes for families and districts. Third quarter progress notes are expected to be distributed during the week of April 13th - these will be mailed to each family. Fourth quarter progress reports will be provided based on observations and anecdotal information from families unless guidance from DESE advises otherwise.

MCAS testing and portfolios for spring 2020 have been canceled by Commissioner Riley from the DESE.

Under typical circumstances, CCCBSD students are challenging to evaluate using standardized instruments and procedures. For the majority of our students, it would be in a student's best interest to reschedule any formalized testing at this time. However, federal guidance from the Department of Education mandates that timelines must continue to be upheld. In the event a student is due for an evaluation during this remote learning period, determinations will be made from the team on a case by case basis.

IEP meetings are a time that is valued by the entire educational team. It is often the only time all members of the team are in the same place to talk to about student progress and the only time families get to hear, first hand, all of the wonderful things their child is doing and have a conversation about ways to navigate areas of challenge.

Federal guidelines state that meetings should continue remotely in order to uphold timelines. CCCBSD will make every effort to ensure that happens. **There may be times, due to the size of many education teams, that it would be best to wait until school resumes to host these meetings.**

Parent Communication

At the start of the closure, CCC and BSD Program administrators began communicating via email and telephone to discuss our approach to implementing resources and supports. This initial communication was supported with a letter from the school's Executive Director, Mark Carlson, presenting a potential timeline. As that timeline for closure is through the end of the school year, the Executive Director and the program teams will provide regular updates via email and through the online student portal. All school-wide communication will be stored on the remote learning site for future reference.

CCC and BSD Program Directors reached out directly to every program family, in most cases connecting via telephone. This secondary communication with parents and families helped to provide an understanding of the addition of instruction and service delivery to the learning day as well as to understand - "*how can we (CCCBSD) help?*"

For concerns regarding this plan, your child's learning, or other related issues please contact the following team members:

Mark Carlson - Executive Director - 978-927-7070 * 202, markcarlson@cccbsd.org

Jocelyn Clark - BSD Education Director - 978-998-0040, jocelynclark@cccbsd.org

Jessica Fox - BSD Program Director - 978-609-4949, jessicafox@cccbsd.org

Rachel Barstow - CCC Education Director - 978-998-0038, rachelbarstow@cccbsd.org

Kristen Humber - CCC Program Director - 978-778-0491, kristenhumber@cccbsd.org