Proposed Daily Schedule: Include schedule for in-person & during remote time (ex. Week on/week off, or rotation of days)

**Group 1:** Monday, Tuesday In-Person  
**Group 2:** Thursday, Friday In-Person  
**Both Groups:** Wednesday Remote and Site Cleaning

### In-Person Fall 2020 Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Morning Routine</th>
<th>Morning Routine</th>
<th>Morning Routine</th>
<th>Morning Routine</th>
<th>Morning Routine</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>1:1 or small-group instruction</td>
<td>1:1 or small-group instruction</td>
<td>1:1 or small-group instruction</td>
<td>1:1 or small-group instruction</td>
<td>1:1 or small-group instruction</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>N2Y</td>
<td>IEP Goals</td>
<td>IEP Goals</td>
<td>N2Y</td>
<td>IEP Goals</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Classroom Job</td>
<td>Classroom Job</td>
<td>Classroom Job</td>
<td>Classroom Job</td>
<td>Classroom Job</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>Hygiene</td>
<td>Hygiene</td>
<td>Hygiene</td>
<td>Hygiene</td>
<td>Hygiene</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Gym / Life Skills</td>
<td>Unique</td>
<td>Art / Community</td>
<td>Gym / Life Skills</td>
<td>Movie</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
<td>Meditation</td>
</tr>
</tbody>
</table>

*Due to the medical and sensory needs of our students, some students cannot tolerate wearing a mask. For those students who can tolerate wearing one, mask breaks will be provided at least once per hour.*
Remote Learning Fall 2020 Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>9:00 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:30 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>N2Y posted on class tag</td>
<td>IEP Goals sent home</td>
<td>IEP Goals sent home</td>
<td>N2Y posted on class tag</td>
<td>IEP Goals sent home</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Movement Video</td>
<td>Unique on Zoom</td>
<td>Art/Community on Zoom</td>
<td>Movement Video</td>
<td>FREE</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
</tr>
</tbody>
</table>

***Individual Therapies are scheduled throughout each student’s day dependent on IEP service delivery***

**Student Assessment/Screening timeline**

Staff and therapists will assess any regression on IEP goals since the students began in remote learning. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Sample Classroom Design: (pictures or drawing)
**Must maintain at least a 3 foot distance, students facing the same direction.

Lunch and Snack Protocols:
**Students will eat in classrooms
**Include Feeding - as appropriate
One staff member will get lunches from the cafeteria and bring them to the classroom. Students will eat in classrooms and be at least 6 feet apart at all times. Tables and desks will be sanitized before and after. Staff will wear PPE for assisting with feeding.

BICO Programs must follow the food safety guidelines below.

1. Whenever possible, student's snacks must be pre-packaged or ready to serve in individual portions to minimize handling and preparation.
2. To minimize potential spread of infection and to promote physical distancing, cafeterias and group dining rooms must be avoided.
3. Multiple students shall not use the same serving or eating utensils.
4. Sinks used for food preparation must not be used for any other purposes.
5. Staff must ensure students wash hands prior to and immediately after eating.
6. Staff must wash their hands before preparing food and after helping students to eat. (7)
7. Tables, chairs, and trays used for meals need to be cleaned and sanitized before and after use.
8. All food contact surfaces, equipment, and utensils used for the preparation, packaging, or handling of food products must be washed, rinsed, and sanitized before each use. Additionally, programs must frequently clean non-food contact surfaces, such as doorknobs, tabletops, and chairs. Use sanitizers approved by the EPA for use against COVID-19 and for food-contact surfaces.
9. When disinfecting for coronavirus, EPA recommends following the product label use directions for enveloped viruses, as indicated by the approved emerging viral pathogen claim on the master label.
(10) Staff must be prepared to provide hands-on assistance to students with special needs for activities of daily living such as feeding. To protect themselves, staff who care for students requiring hands-on assistance for routine care activities, including feeding, and other direct contact activities must wear a long-sleeved, button down, oversized shirt over their clothing and wear long hair up or tied back during all activities requiring direct contact with a student. Staff must change outer clothing if body fluids from the student are present. Staff must change the student's clothing if body fluids are present. Soiled clothing must be placed in a plastic bag until it can be sent home with the child to be washed.

Restraint Protocols:
Bi-County Collaborative trains and prepares program staff to work with students with diverse needs. Through clinical consultation offered by clinical psychologists and psychiatrists, and the work of Board Certified Behavior Analysts (BCBAs), school adjustment counselors, therapists and special education teachers, our programs utilize positive behavior support plans, therapeutic interventions, and instructional strategies to respond to crisis situations.

Due to the nature of the disabilities of our students, they can become agitated, dis-regulated and sometimes out of control. Students may make threats, attempt to hurt themselves or others. The safety of all BICO students and staff is our utmost priority and all incidents are taken seriously. Staff follow Crisis Prevention Intervention procedures to support students in these situations.

When a student is acting in such a way as to present imminent danger to themselves or to others, BICO Program Staff implement Non-Violent Crisis Prevention Intervention strategies. BICO has staff who are certified trainers who provide training in Non-Violent Crisis Prevention Intervention (CPI) on an ongoing basis. For a complete description of BICO’s Crisis Prevention Intervention Policy and Procedures please see the Employee and Student Manual for Health and Safety posted on our website at www.bicounty.org.

Due to an overabundance of caution, as a result of Covid-19, we will continue to emphasize verbal deescalation techniques to help our students when they become dysregulated. However, when such a time arises for physical interventions, staff will take all possible precautions to promote the safety and wellbeing of students and staff alike.

If a student is acting in an unsafe manner, and verbal interventions prove unsuccessful, staff will intervene. When intervening, staff will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE. If staff are unable to deescalate a student within a reasonable amount of time, an administrator will contact the parent/guardian and ask them to pick their child up from school.

Three-sided time-out areas will be used to assist in the de-escalation of students. Staff will don new PPE if physical intervention is necessary to maintain safety. The fewest number of staff needed to maintain the safety of the student will respond to minimize the number of individuals in close proximity to the student. Gloves are to be made available for staff to carry. A staff member in each classroom should be designated daily as the initial point person--quick access to PPE. Prior to any restraint, staff should ensure they are wearing gloves, masks, and face shields. Masks and face shields to be worn if there is a risk of bodily fluids e.g., from spitting and/or self-injurious behaviour. Following physical contacts with others during a restraint, remove and dispose of gloves immediately. Avoid touching your face and limit contact with hard surfaces before immediately washing hands and arms, if bare. Keep hands clear of the eyes, mouth and nose of yourself and others during instances of physical restraint.

Tolleting / Changing Protocols:
Staff must practice stringent protocols to keep themselves and students healthy and safe.

(1) Staff must wear a long-sleeved, button down, oversized shirt over their clothing and wear long hair up or tied back during all activities that may expose staff to bodily fluids.
(2) Staff must change outer clothing if body fluids from a student come into contact with the clothing.
(3) Staff must change the student's clothing if body fluids come into contact with the clothing.
(4) Soiled clothing must be placed in a sealed plastic bag or container until it can be sent home to be washed.
(5) All staff must follow safe and sanitary toileting/diaper changing procedures. Staff must wear a mask, clothing covering (e.g., an oversized button-down, long sleeved shirt, etc.), and eye protection. Staff with long hair must tie their hair back so it is off the collar and away from the reach of the student.

Procedures must be posted in all toileting/diaper changing areas, and must include:
   (a) Prepare (includes wearing PPE, gathering all supplies, washing hands, and putting on gloves).
   (b) Clean the child.
   (c) Remove trash (soiled diaper, wipes, and gloves).
   (d) Put on clean gloves.
   (e) Replace diaper.
   (f) Wash child’s hands.
   (g) Clean up diapering station.
   (h) Remove and dispose of gloves.
   (i) Wash hands.

(6) During changing and feeding activities, staff must wear a mask, clothing covering (e.g., an oversized button-down, long sleeved shirt, etc.), and eye protection. Staff with long hair must tie their hair back so it is off the collar and away from the reach of the student.
   (a) Staff must thoroughly wash their hands (regardless of glove use), neck, and any other areas touched by a student’s bodily fluids.
   (b) Staff must change the student’s clothes if bodily fluids are on the student’s clothing. Staff must then change the button-down shirt, if bodily fluids are on it, and wash their hands again.
   (c) Contaminated clothes must be placed in a sealed plastic bag or container and then washed in a washing machine.
   (d) It is recommended that staff and students have multiple changes of clothing on hand each day.

Surface areas will be sanitized and disinfected after each change. Hand Washing procedures will be followed by staff.

Handwashing:

BICO ensures that each program has adequate supplies to promote effective hygiene behaviors. Programs must have the following materials and supplies:
   (1) Handwashing facilities with soap and water must be readily accessible to all students and staff. Hand washing instructions are posted near every hand washing sink and where they can easily be seen by students and staff.
   (2) Hand sanitizer or hand sanitizing wipes with at least 60% alcohol may be utilized at times when hand washing is not available. Hand sanitizer must be stored securely and used only under supervision of staff. Staff is responsible for teaching students proper use.
   (3) Hand hygiene stations are set up at the entrance of the programs, so that students can clean their hands before they enter. If a sink with soap and water is not available, hand sanitizer or hand sanitizing wipes with at least 60% alcohol are provided at program entrance locations. If hand sanitizer use is not appropriate or not approved and there is no soap and water located at the entrance, students are instructed to go to the nearest handwashing station upon entry. The use of hand sanitizer is supervised by staff.
   (4) If pens are required for visitor sign in, they will be disinfected between each use.

**B. When to Wash Hands:** BICO Students and staff must wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands (e.g., front and back, wrists, between fingers). Staff and students must be perform hand washing with soap and water for at least 20 seconds when the following criteria are met:
(1) Upon entry into and exit from program space;
(2) When coming in to the program space from outside activities;
(3) Before and after eating;
(4) After using the restroom;
(5) After sneezing, coughing or nose blowing;
(6) After toileting and/or changing students;
(7) Before and after handling food;
(8) After touching or cleaning surfaces that may be contaminated;
(9) After using any shared equipment like toys, computer keyboards, mouse, copy machines, etc;
(10) After assisting students with handwashing;
(11) Before and after administration of medication;
(12) Before entering vehicles used for transportation of students;
(13) After contact with facemask or cloth face covering;
(14) Before and after changes of gloves.

Toilet/Restrooms:
Sanitized and wiped down by the person utilizing the restroom following use.
One (1) person in the restroom at a time.

Cleaning and Disinfecting Schedule (Include who is responsible):
All staff will clean and disinfect student work areas at the start and end of the day.
Teacher will be responsible for overseeing cleaning and disinfecting of the door handles, faucets and
other frequently touched areas regularly throughout the day.
Each staff member will clean and disinfect student work stations at the end of each session.
Each staff member will clean and disinfect sensory/break areas after each use.
Staff will clean and disinfect the changing table, sink, and toilet area after each use.
Checklists will be posted with step by step instructions.
Teacher will be responsible for signing off on the checklist at the end of each day.
School custodial staff will clean each classroom at the end of each school day.

Sign In/Out Procedure:
Staff/ Visitors:
- Signs are posted on the front door.
- The building policy regarding COVID procedures is posted at the sign-in table.
- Staff and visitors will sign in and out in the front foyer before entering the building.

Students
- Student attendance will be completed by classroom staff.
- When a parent needs to pick up their child early from school, we are requesting a
  phone call prior to arriving so that we are prepared to dismiss in an efficient and
  safe manner.

Student Entry / Exit Procedure (Include - Use of sanitizer, handwashing, masks....)
Staff members will be stationed (wearing PPE) at the drop-off point in the rear of the building to support
students and allow for social distancing during both arrival and dismissal. Students that are able will wear
face masks except during mask breaks. Staff will bring our students into the classroom and put their
backpacks/materials in a designated space which will be separate from other students’ items. At
dismissal, the students will exit the classroom one at a time, ensuring that adequate staffing is available
to support a socially distant transition. Only one student at a time will be allowed out in six-feet
intervals. Staff and students will use hand sanitizer upon entry and prior to dismissal from the school
building.

Student / Staff Screening & Monitoring Process (See BICO Screening Instrument)
All BICO staff, students, parents/guardians, and any individuals seeking entry into the program spaces
must be directed to self-screen at home, prior to coming to the program each day.
(a) Self-screening shall include checking temperature (temperature of 100.0°F or above is considered a fever), and checking for symptoms including fever, cough, shortness of breath, gastrointestinal symptoms, abdominal pain, unexplained rash, new loss of taste/smell, muscle aches, or any other symptoms that feel like a cold/flu. Anyone with a fever of 100.0°F or above or any other signs of illness will not be permitted to enter the program.
(b) Parents and staff must sign written attestations daily regarding any household contacts with COVID-19, symptoms (e.g., fever, sore throat, cough, shortness of breath, loss of smell or taste, or diarrhea), or if they have given students medicine to lower a fever.
(c) Individuals who decline to complete the screening questionnaire will not be permitted to enter the program space.

B. Regular Monitoring: Staff must actively monitor students throughout the day for symptoms of any kind, including fever, cough, shortness of breath, diarrhea, nausea, and vomiting, abdominal pain, and unexplained rash. Students who appear ill or are exhibiting signs of illness must be referred to the nurse and be separated from the larger group and isolated until able to leave the facility. Program nurses have non-contact thermometers on site to check temperatures if a student is suspected of having a fever (temperature above 100°F).

**If any student or staff appears to have severe symptoms, the program nurse must call emergency services immediately.** Before transferring to a medical facility, the nurse must notify the transfer team and medical facility if the individual is suspected to have COVID-19. Severe symptoms include the following: extreme difficulty breathing (i.e. not being able to speak without gasping for air), bluish lips or face, persistent pain or pressure in the chest, severe persistent dizziness or lightheadedness, new confusion or inability to rouse someone, or new seizure or seizures that won't stop.

Nursing Protocols for students who are ill (not experiencing symptoms)
If a student becomes ill with symptoms unrelated to COVID19, the nurse will assess per illness protocol. The student will then remain in the health office until:

1. The student is well enough to return to class.
2. The student will be dismissed to parent/guardian.
3. 

Nursing Protocols for students experiencing symptoms:
***Include Quarantine Space & notification of family
If a student becomes symptomatic, programs must follow the protocols below:

1. Immediately isolate from other students and minimize exposure to staff.
2. Whenever possible, cover the student's nose and mouth with a mask or cloth face covering and accompany the student to the designated isolation room.
3. A staff member must alert the program nurse. The nurse will then properly assess the student in the isolation room to determine if the student should remain in the isolation room with a staff member until a parent or guardian arrives for pickup.
4. Contact the student's parents and send home as soon as possible.
5. Follow the program's plan for the transportation of a student who has developed symptoms and who relies on program transportation.
6. If the nurse determines the student is experiencing severe symptoms and is in need of emergency care, the nurse will immediately call 911 and remain with the student until EMS arrives.
7. Custodial staff should wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible. During this waiting period, open outside doors and windows to increase air circulation in these areas. Custodial staff should follow the CDC cleaning and disinfection recommendations for cleaning the exposed locations.
Protocol if staff or student is diagnosed.
Sick students or employees who are COVID-19 positive or symptomatic and presumed to have COVID-19 must not return until they have met the criteria for discontinuing home isolation and have consulted with a health care provider. Program leaders will determine the date of symptom onset for the student/staff. Program leaders will identify if the student/staff attended/worked at the program while symptomatic or during the two days before symptoms began and also determine who had close contact with the student/staff at the program during those days (staff and other children).

1. If the individual tests positive for COVID-19 but is asymptomatic, isolation may be discontinued when at least 14 days have passed from the date of the positive test, as long as the individual remains asymptomatic. For example, if the individual was tested on April 1, isolation may be discontinued on or after April 15.

E. Notifying Required Parties: In the event that a program experiences an exposure, BICO programs must notify the following parties.

1. Staff members and families about exposure while maintaining strict confidentiality.
2. Local board of health if a student or staff is COVID-19 positive (the BICO COVID19 point person will notify the local BOH while adhering to the Public Health Recommendations for Community-Related Exposure).

Proposed Transition Process (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):
Parent letter sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.
Teachers will offer phone calls, remote sessions, and emails to answer any student specific questions.
Support materials such as social stories, videos, and lessons will be available to address safety and sanitation precautions.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email

Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students are expected to return to school with their Chromebooks. In the event that we have to revert back to remote learning, accommodations will be made to deliver Chromebooks to students who will need them at home.

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

Summit: Board of Health Approval (Dianne)

COVID-19 Response Team:
Program Director: Jacob Richardson, Director of Student Services:
Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Hybrid Learning Template

**Program Name:** Adult Transition Program  
**Program Grade Level:** 12+

**Program Location:**  
141 Mansion Drive  
East Walpole, MA 02032

**Number of Students Served:** 6  
**Number of Full time Staff:** 4  
**Number of Itinerant Staff:** 5 (alternating)

**Description of Program:**  
The Adult Transition Program provides individualized educational and community-based transitional services to students ranging in age from 18 to 22 years. Students may have fulfilled their MCAS or MCAS Alternate Assessment requirements and may be completing their district credit requirements for graduation, or they may be working towards a high school certificate of attendance/completion.

The program serves students who have been diagnosed with high functioning autism, neurological challenges, and learning disabilities. Students demonstrate foundational skills and performance levels in the areas of cooperation with others, handling transitions, adapting to change, and safety in school, the workplace and the community.

The Adult Transition Program is designed to provide students with individualized education, transition and therapeutic services that range from functional academics to community based instruction, meaningful internships / work experiences, and recreation / leisure activities. Instruction in functional academics, activities of daily living, self-advocacy, employability skills, social skills development, pragmatic language skills and community based experiences are all part of the Adult Transition Program’s commitment to support students as they develop competencies that will assist them as they transition to adult life. The individualized coordinated set of activities and instruction provided to each student is designed to maximize independence and enable students to become successful, valued, and productive adult members of society.

**Proposed Daily Schedule:** Include schedule for in-person & during remote time (ex. Week on /week off, or rotation of days)  
**Group 1:** Monday, Tuesday In-Person  
**Group 2:** Thursday, Friday In-Person  
**Both Groups:** Wednesday Remote and cleaning day
### In-Person Fall 2020 Schedule*

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15-9:00</td>
<td>Arrival, Google Classroom Assignment</td>
<td>Arrival, Google Classroom Assignment</td>
<td>Arrival, Google Classroom Assignment</td>
<td>Arrival, Google Classroom Assignment</td>
<td>Arrival, Google Classroom Assignment</td>
</tr>
<tr>
<td>9:00-9:30</td>
<td>Current Events</td>
<td>Current Events</td>
<td>Current Events</td>
<td>Current Events</td>
<td>Current Events</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Soft Skills Activity Job Exploration</td>
<td>Money Management Activity</td>
<td>Employment Skills Activity</td>
<td>Rules of the Road (Permit Prep)</td>
<td>Rules of the Road (Permit Prep)</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>ULS Monthly Lesson Activity</td>
<td>Problem Solving Activity</td>
<td>Community Skills (done in class)</td>
<td>Everyday Living Activity</td>
<td>Individual IEP Goal Work/Catch up</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
<td>Leisure</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Weekend Review</td>
<td>Individual IEP Goal Work</td>
<td>Nutrition</td>
<td>Social Group (Speech/SAC)</td>
<td>Weekly Review: Jeopardy</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Individual IEP Goal Work</td>
<td>Nutrition</td>
<td>Social Group (Speech/SAC)</td>
<td>Weekly Review: Jeopardy</td>
<td>Weekly Review: Jeopardy</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Book Club</td>
<td>Art</td>
<td>Book Club</td>
<td>Update Planners</td>
<td>Update Planners</td>
</tr>
</tbody>
</table>

*Individual Therapies are scheduled throughout each student’s day dependent on IEP service delivery.

*Due to the medical and sensory needs of our students, some students cannot tolerate wearing a mask. For those students who can tolerate wearing one, mask breaks will be provided at least once per hour.

### Remote Fall 2020 Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>1:1 IEP work</td>
<td>1:1 IEP work</td>
<td>1:1 IEP work</td>
<td>1:1 IEP work</td>
<td>1:1 IEP work</td>
</tr>
</tbody>
</table>

Rules of the Road
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Activity 3</th>
<th>Activity 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:00-11:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>Functional Math Group 1</td>
<td>Social Skills (SLP/SAC)</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Book Club</td>
<td>Functional Math Group 2</td>
<td>1:1 IEP work or independent activities</td>
<td>Jeopardy Review Group</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Job Skills Group 2</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
</tbody>
</table>

***Students will have at least 4 sessions of 45-minute 1:1 IEP skill work each week.***

***Students will have independent work assigned to be completed each day (i.e. EverFi, Virtual Job Shadow, or Unique Learning System).***

**Student Assessment/Screening timeline**
Staff and therapists will assess any regression on IEP goals since the students began in remote learning. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Sample Classroom Design: (pictures or drawing)
**Must maintain at least a 3 foot distance, students facing the same direction.

Lunch and Snack Protocols:
**Students will eat in classrooms
**include Feeding - as appropriate
One staff member will get lunches from the cafeteria and bring them to the classroom. Students will eat in classrooms and be at least 6 feet apart at all times. Tables and desks will be sanitized before and after. Staff will wear PPE for assisting with feeding.

BICO Programs must follow the food safety guidelines below.
1. Whenever possible, student's snacks must be pre-packaged or ready to serve in individual portions to minimize handling and preparation.
2. To minimize potential spread of infection and to promote physical distancing, cafeterias and group dining rooms must be avoided.
3. Multiple students shall not use the same serving or eating utensils.
4. Sinks used for food preparation must not be used for any other purposes.
5. Staff must ensure students wash hands prior to and immediately after eating.
6. Staff must wash their hands before preparing food and after helping students to eat.
7. Tables, chairs, and trays used for meals need to be cleaned and sanitized before and after use.
8. All food contact surfaces, equipment, and utensils used for the preparation, packaging, or handling of food products must be washed, rinsed, and sanitized before each use. Additionally, programs must frequently clean non-food contact surfaces, such as doorknobs, tabletops, and chairs. Use sanitizers approved by the EPA for use against COVID-19 and for food-contact surfaces.
9. When disinfecting for coronavirus, EPA recommends following the product label use directions for enveloped viruses, as indicated by the approved emerging viral pathogen claim on the master label.
10. Staff must be prepared to provide hands-on assistance to students with special needs for activities of daily living such as feeding. To protect themselves, staff who care for students requiring hands-on assistance for routine care activities, including feeding, and other direct contact activities must wear a long-sleeved, button down, oversized shirt over their clothing and wear long hair up or tied back during all activities requiring direct contact with a student. Staff must change outer clothing if body fluids from the student are present.
Staff must change the student's clothing if body fluids are present. Soiled clothing must be placed in a plastic bag until it can be sent home with the child to be washed.

Restraint Protocols:
Bi-County Collaborative trains and prepares program staff to work with students with diverse needs. Through clinical consultation offered by clinical psychologists and psychiatrists, and the work of Board Certified Behavior Analysts (BCBAs), school adjustment counselors, therapists and special education teachers, our programs utilize positive behavior support plans, therapeutic interventions, and instructional strategies to respond to crisis situations.

Due to the nature of the disabilities of our students, they can become agitated, dis-regulated and sometimes out of control. Students may make threats, attempt to hurt themselves or others. The safety of all BICO students and staff is our utmost priority and all incidents are taken seriously. Staff follow Crisis Prevention Intervention procedures to support students in these situations.

When a student is acting in such a way as to present imminent danger to themselves or to others, BICO Program Staff implement Non-Violent Crisis Prevention Intervention strategies. BICO has staff who are certified trainers who provide training in Non-Violent Crisis Prevention Intervention (CPI) on an ongoing basis. For a complete description of BICO's Crisis Prevention Intervention Policy and Procedures please see the Employee and Student Manual for Health and Safety posted on our website at www.bicounty.org.

Due to an overabundance of caution, as a result of Covid-19, we will continue to emphasize verbal de-escalation techniques to help our students when they become dysregulated. However, when such a time arises for physical interventions, staff will take all possible precautions to promote the safety and wellbeing of students and staff alike.

If a student is acting in an unsafe manner, and verbal interventions prove unsuccessful, staff will intervene. When intervening, staff will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE. If staff are unable to de-escalate a student within a reasonable amount of time, an administrator will contact the parent/guardian and ask them to pick their child up from school.

Three-sided time-out areas will be used to assist in the de-escalation of students. Staff will don new PPE if physical intervention is necessary to maintain safety. The fewest number of staff needed to maintain the safety of the student will respond to minimize the number of individuals in close proximity to the student. Gloves are to be made available for staff to carry. A staff member in each classroom should be designated daily as the initial point person--quick access to PPE. Prior to any restraint, staff should ensure they are wearing gloves, masks, and face shields. Masks and face shields to be worn if there is a risk of bodily fluids e.g., from spitting and/or self-injurious behaviour. Following physical contacts with others during a restraint, remove and dispose of gloves immediately. Avoid touching your face and limit contact with hard surfaces before immediately washing hands and arms, if bare. Keep hands clear of the eyes, mouth and nose of yourself and others during instances of physical restraint.

Toileting / Changing Protocols:
Staff must practice stringent hygiene and infection control practices to keep themselves and students healthy and safe.

1. Staff must wear a long-sleeved, button down, oversized shirt over their clothing and wear long hair up or tied back during all activities that may expose staff to bodily fluids.
2. Staff must change outer clothing if body fluids from a student come into contact with the clothing.
3. Staff must change the student's clothing if body fluids come into contact with the clothing.
4. Soiled clothing must be placed in a sealed plastic bag or container until it can be sent home to be washed.
(5) All staff must follow safe and sanitary toileting/diaper changing procedures. Staff must wear a mask, clothing covering (e.g., an oversized button-down, long sleeved shirt, etc.), and eye protection. Staff with long hair must tie their hair back so it is off the collar and away from the reach of the student.

Procedures must be posted in all toileting/diaper changing areas, and must include:

(a) Prepare (includes wearing PPE, gathering all supplies, washing hands, and putting on gloves).
(b) Clean the child.
(c) Remove trash (soiled diaper, wipes, and gloves).
(d) Put on clean gloves.
(e) Replace diaper.
(f) Wash child's hands.
(g) Clean up diapering station.
(h) Remove and dispose of gloves.
(i) Wash hands.

(6) During changing and feeding activities, staff must wear a mask, clothing covering (e.g., an oversized button-down, long sleeved shirt, etc.), and eye protection. Staff with long hair must tie their hair back so it is off the collar and away from the reach of the student.

(a) Staff must thoroughly wash their hands (regardless of glove use), neck, and any other areas touched by a student’s bodily fluids.
(b) Staff must change the student’s clothes if bodily fluids are on the student’s clothing. Staff must then change the button-down shirt, if bodily fluids are on it, and wash their hands again.
(c) Contaminated clothes must be placed in a sealed plastic bag or container and then washed in a washing machine.
(d) It is recommended that staff and students have multiple changes of clothing on hand each day.

Surface areas will be sanitized and disinfected after each change. Hand Washing procedures will be followed by staff.

Handwashing:

BICO ensures that each program has adequate supplies to promote effective hygiene behaviors.

Program must have the following materials and supplies:

(1) Handwashing facilities with soap and water must be readily accessible to all students and staff. Hand washing instructions are posted near every hand washing sink and where they can easily be seen by students and staff.
(2) Hand sanitizer or hand sanitizing wipes with at least 60% alcohol may be utilized at times when hand washing is not available. Hand sanitizer must be stored securely and used only under supervision of staff. Staff is responsible for teaching students proper use.
(3) Hand hygiene stations are set up at the entrance of the programs, so that students can clean their hands before they enter. If a sink with soap and water is not available, hand sanitizer or hand sanitizing wipes with at least 60% alcohol are provided at program entrance locations. If hand sanitizer use is not appropriate or not approved and there is no soap and water located at the entrance, students are instructed to go to the nearest handwashing station upon entry. The use of hand sanitizer is supervised by staff.
(4) If pens are required for visitor sign in, they will be disinfected between each use.

B. When to Wash Hands: BICO Students and staff must wash their hands or use hand sanitizer often, making sure to wash all surfaces of their hands (e.g., front and back, wrists, between fingers). Staff and students must be perform hand washing with soap and water for at least 20 seconds when the following criteria are met:
(1) Upon entry into and exit from program space;
(2) When coming in to the program space from outside activities;
(3) Before and after eating;
(4) After using the restroom;
(5) After sneezing, coughing or nose blowing;
(6) After toileting and/or changing students;
(7) Before and after handling food;
(8) After touching or cleaning surfaces that may be contaminated;
(9) After using any shared equipment like toys, computer keyboards, mouse, copy machines, etc;
(10) After assisting students with handwashing;
(11) Before and after administration of medication;
(12) Before entering vehicles used for transportation of students;
(13) After contact with facemask or cloth face covering;
(14) Before and after changes of gloves.

Toilet/ Restrooms:
Sanitized and wiped down by the person utilizing the restroom following use.
One (1) person in the restroom at a time.

Cleaning and Disinfecting Schedule (Include who is responsible):
All staff will clean and disinfect student work areas at the start and end of the day.
Teacher will be responsible for overseeing cleaning and disinfecting of the door handles, faucets and
other frequently touched areas regularly throughout the day.
Each staff member will clean and disinfect student work stations at the end of each session.
Each staff member will clean and disinfect sensory/ break areas after each use.
Staff will clean and disinfect the changing table, sink, and toilet area after each use.
Checklists will be posted with step by step instructions.
Teacher will be responsible for signing off on the checklist at the end of each day.
School custodial staff will clean each classroom at the end of each school day.

Sign In/Out Procedure:
   Staff/ Visitors:
   • Signs are posted on the front door.
   • The building policy regarding COVID procedures is posted at the sign-in table.
   • Staff and visitors will sign in and out in the front foyer before entering the building.
   Students
   • Student attendance will be completed by classroom staff.
   • When a parent needs to pick up their child early from school, we are requesting a
     phone call prior to arriving so that we are prepared to dismiss in an efficient and
     safe manner

Student Entry / Exit Procedure (Include - Use of sanitizer, handwashing, masks.....)
Staff members will be stationed (wearing PPE) at the drop-off point in the rear of the building to support
students and allow for social distancing during both arrival and dismissal. Students that are able will wear
face masks except during mask breaks. Staff will bring our students into the classroom and put their
backpacks/materials in a designated space which will be separate from other students' items. At
dismissal, the students will exit the classroom one at a time, ensuring that adequate staffing is available
to support a socially distanced transition. Only one student at a time will be allowed out in six-feet
intervals. Staff and students will use hand sanitizer upon entry and prior to dismissal from the school
building.

Student / Staff Screening & Monitoring Process (See BICO Screening Instrument)
All BICO staff, students, parents/guardians, and any individuals seeking entry into the program spaces
must be directed to self-screen at home, prior to coming to the program each day.
   (a) Self-screening shall include checking temperature (temperature of 100.0°F or above is
considered a fever), and checking for symptoms including fever, cough, shortness of breath,
gastrointestinal symptoms, abdominal pain, unexplained rash, new loss of taste/smell, muscle
aches, or any other symptoms that feel like a cold/flu. Anyone with a fever of 100.0°F or above or any other signs of illness will not be permitted to enter the program.

(b) Parents and staff must sign written attestations daily regarding any household contacts with COVID-19, symptoms (e.g., fever, sore throat, cough, shortness of breath, loss of smell or taste, or diarrhea), or if they have given students medicine to lower a fever.

(c) Individuals who decline to complete the screening questionnaire will not be permitted to enter the program space.

B. Regular Monitoring: Staff must actively monitor students throughout the day for symptoms of any kind, including fever, cough, shortness of breath, diarrhea, nausea, and vomiting, abdominal pain, and unexplained rash. Students who appear ill or are exhibiting signs of illness must be referred to the nurse and be separated from the larger group and isolated until able to leave the facility. Program nurses have non-contact thermometers on site to check temperatures if a student is suspected of having a fever (temperature above 100°F).

**If any student or staff appears to have severe symptoms, the program nurse must call emergency services immediately. Before transferring to a medical facility, the nurse must notify the transfer team and medical facility if the individual is suspected to have COVID-19. Severe symptoms include the following: extreme difficulty breathing (i.e. not being able to speak without gasping for air), bluish lips or face, persistent pain or pressure in the chest, severe persistent dizziness or lightheadedness, new confusion or inability to rouse someone, or new seizure or seizures that won’t stop.

Nursing Protocols for students who are ill (not experiencing symptoms)
If a student becomes ill with symptoms unrelated to COVID19, the nurse will assess per illness protocol. The student will then remain in the health office until:
1. The student is well enough to return to class.
2. The student will be dismissed to parent/guardian.

Nursing Protocols for students experiencing symptoms:
***Include Quarantine Space & notification of family
If a student becomes symptomatic, programs must follow the protocols below:
1. Immediately isolate from other students and minimize exposure to staff.
2. Whenever possible, cover the student's nose and mouth with a mask or cloth face covering and accompany the student to the designated isolation room.
3. A staff member must alert the program nurse. The nurse will then properly assess the student in the isolation room to determine if the student should remain in the isolation room with a staff member until a parent or guardian arrives for pickup.
4. Contact the student’s parents and send home as soon as possible.
5. Follow the program’s plan for the transportation of a student who has developed symptoms and who relies on program transportation.
6. If the nurse determines the student is experiencing severe symptoms and is in need of emergency care, the nurse will immediately call 911 and remain with the student until EMS arrives.
7. Custodial staff should wait 24 hours before cleaning and disinfecting to minimize potential for other employees being exposed to respiratory droplets. If waiting 24 hours is not feasible, wait as long as possible. During this waiting period, open outside doors and windows to increase air circulation in these areas. Custodial staff should follow the CDC cleaning and disinfection recommendations for cleaning the exposed locations.

Protocol if staff or student is diagnosed.
Sick students or employees who are COVID-19 positive or symptomatic and presumed to have COVID-19 must not return until they have met the criteria for discontinuing home isolation and have consulted with a health care provider. Program leaders will determine the date of symptom onset for the student/staff. Program leaders will identify if the student/staff attended/worked at the program while
symptomatic or during the two days before symptoms began and also determine who had close contact with the student/staff at the program during those days (staff and other children).
(1) If the individual tests positive for COVID-19 but is asymptomatic, isolation may be discontinued when at least 14 days have passed from the date of the positive test, as long as the individual remains asymptomatic. For example, if the individual was tested on April 1, isolation may be discontinued on or after April 15.

E. Notifying Required Parties: In the event that a program experiences an exposure, BICO programs must notify the following parties.
(1) Staff members and families about exposure while maintaining strict confidentiality.
(2) Local board of health if a student or staff is COVID-19 positive (the BICO COVID19 point person will notify the local BOH while adhering to the Public Health Recommendations for Community-Related Exposure).

Proposed Transition Process (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):
Parent letter sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them. Teachers will offer phone calls, remote sessions, and emails to answer any student specific questions. Support materials such as social stories, videos, and lessons will be available to address safety and sanitation precautions.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call
Executive Director - Email / Letter

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter

**Staff:** Program Director - Email

Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students are expected to return to school with their Chromebooks. In the event that we have to revert back to remote learning, accommodations will be made to deliver Chromebooks to students who will need them at home.

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

COVID-19 Response Team: Program Director: Jacob Richardson, Director of Student Services:
Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
E. Program Specific Remote Learning Plans
Host District School Programs
Remote Learning Template

Program Name: TEAP  
Program Grade Level: K-3

Program Location:
Delaney Elementary School  
120 Taunton St  
Wrentham, MA 02093

Number of Students Served: 9  
Number of Full time Staff:  
Admin: 1  
Teachers: 2  
Paraprofessionals: 4  
Number of Itinerant Staff: 4

Description of Program:
Therapeutic Elementary Alternative Programs (TEAP) provides educational and therapeutic services for students in grades K-3 whose social, emotional and/or academic delays and challenges inhibit their success in the general educational setting. Students may present with difficulties in the areas of language development, cognition, sensory integration, and social/behavioral skills related to Communication Impairment, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and/or Neurological Impairments.

A small staff to student ratio allows for personalized and individualized teaching. The program emphasizes the use of assistive and instructional technology and multi-sensory instruction to foster active engagement in academic, social, and emotional learning.

Students are supported through a variety of incentives and positive support plans, both individual and classroom based. Once students have demonstrated the ability to regulate behaviors within the smaller classroom setting, they may have the opportunity to mainstream into a general education classroom within the public school setting.

In the event that the school is closed for health reasons, we will continue to provide a consistent schedule and routine to the students at TEAP. In order to do this, we will follow a similar schedule that is in place when we are meeting in-person at the school. This schedule is posted below and will be updated weekly on the classroom teacher's Google Classroom. In addition to the below schedule, parents/guardians will receive a customized service delivery grid specific to the needs of their child, as outlined below:

Proposed Daily Schedule - INDividual student schedules by student (to be agreed to by family)  
**As appropriate, in person home services as in IEP should continue as scheduled w/ exception of any COVID Illness in family, student or provider per guidelines**

**Identify day / time of service**
<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
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<td>8:30 - 9:00</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
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<tr>
<td>11:00 - 12:00</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
</tr>
<tr>
<td>11:20 - 12:00</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
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<tr>
<td>12:00 - 1:30</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
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<tr>
<td>1:30 - 2:00</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
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</tr>
<tr>
<td>2:00 - 2:15</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
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</table>

**Student Assessment/Screening timeline**

In the event that remote learning takes place prior to school wide Math and ELA assessments, alternative assessments will be provided via google forms/docs at the appropriate times.

Fountas and Pinnell Benchmark Assessment Completed by the end of October
Before October 21st
Math Prerequisite Skills Assessment
Performance Assessment grades 3-5 (Think Central)

**Proposed Family Engagement/Consultation Schedule:**
Staff will be encouraged to engage in meaningful two-way conversations with families in the event of a school closure. This will take place in a variety of ways: email, phone calls, class tags, and video conferencing. Staff will communicate with parents/guardians on a weekly basis and record these communications in the google sheets communication log.

**Plan to Distribute Materials (technology, manipulatives, etc...)**
For those students who do not have access to Chromebooks, school administrators will coordinate a day and time that is convenient for families to come to a BICO location to pick up a Chromebook.
transportation is an issue, school administration will arrange for the Chromebook to be dropped off at the child’s place of residence. The same will be true for any other learning materials and manipulatives that a student will need to be engaged in the educational process.

**Grading / Data Collection Requirements:**
Staff will establish an online gradebook in the Lessonplan.com platform and utilize Google classrooms for assignments. In the event of a school closure, staff will strive to keep a consistent schedule and routine for the students and this includes grading and data collection. Students will be graded in three areas: participation/engagement (25%), classwork/homework (25%), tests/quizzes/projects (50%).

In regards to data collection, staff will monitor students progress on their IEP goals through observation, assignments, and direct conversations with students. Paraprofessionals will be monitoring the students in the virtual classroom and collecting data.

**Proposed Process to transition back to another model (in person/hybrid):** (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):

A parent letter will be sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them. Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material will be available to address safety and sanitation precautions

**Open House:**
- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

**Notification Process:** In the event that one of our school locations/programs needs to move from one model to another we will notify:

- **Families:** Program Director - Phone call to families, email to listserv
  Executive Director - Email / Letter
- **Sending District Representatives:** Director of Student Services - Phone contact with follow up letter
- **Staff:** Program Director - Email entire program, text to teachers and teachers to paras

**COVID-19 Response Team:** Program Director: Kristin Boni, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: TEAP
Program Location: Millville
Millville Elementary School
122 Berthelette Way
Millville, MA 01529

Program Grade Level: K - 5
Number of Students Served: 8
Number of Full time Staff: 7
Number of Itinerant Staff: 4

Program Location: Plainville
Jackson Elementary
68 Messenger Street
Plainville, MA 02762

Number of Students Served: 3
Number of Full time Staff: 3
Number of Itinerant Staff: 4

Program Location: Plainville
Wood School
72 Messenger Street
Plainville, MA 02762

Number of Students Served: 5
Number of Full time Staff: 4
Number of Itinerant Staff: 4

Program Name: SLBP
Program Location: North Attleboro
Joseph W Martin School
37 Landry Ave.
North Attleboro, MA 02760

Number of Students Served: 10
Number of Full time Staff: 4
Number of Itinerant Staff: 3

Number of Students Served: 5
Number of Full time Staff: 3
Number of Itinerant Staff: 4

Number of Students Served: 7
Number of Full time Staff: 4
Number of Itinerant Staff: 4
Description of Program:
Therapeutic Elementary Alternative Programs (TEAP) educational and therapeutic services for students in grades K-5 whose social, emotional and/or academic delays and challenges inhibit their success in the general educational setting. Students may present with difficulties in the areas of language development, cognition, sensory integration, and social/behavioral skills related to Communication Impairment, Autism Spectrum Disorder, Attention Deficit Hyperactivity Disorder and/or Neurological Impairments.
A small staff to student ratio allows for personalized and individualized teaching. The program emphasizes the use of assistive and instructional technology and multi-sensory instruction to foster active engagement in academic, social, and emotional learning.
Students are supported through a variety of incentives and positive support plans, both individual and classroom based. Once students have demonstrated the ability to regulate behaviors within the smaller classroom setting, they may have the opportunity to mainstream into a general education classroom within the public school setting.

In the event that the school is closed for health reasons, we will continue to provide a consistent schedule and routine to the students at TEAP. In order to do this, we will follow a similar schedule that is in place when we are meeting in-person at the school. This schedule is posted below and will be updated weekly on the classroom teacher’s Google Classroom. In addition to the below schedule, parents/guardians will receive a customized service delivery grid specific to the needs of their child, as outlined below:

Proposed Daily Schedule by student (to be agreed to by family)
**As appropriate, in person home services as in IEP should continue as scheduled w/ exception of any COVID illness in family, student or provider per guidelines

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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</thead>
<tbody>
<tr>
<td>Grades K-5</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
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<tr>
<td>8:30-9:00</td>
<td>Morning Work</td>
<td>Morning Work</td>
<td>Morning Work</td>
<td>Morning Work</td>
<td>Morning Work</td>
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<tr>
<td>9:00-9:30</td>
<td>Morning Meeting skills review</td>
<td>Morning Meeting skills review</td>
<td>Morning Meeting skills review</td>
<td>Morning Meeting skills review</td>
<td>Morning Meeting skills review</td>
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<tr>
<td>9:30 - 10:30</td>
<td>Reading Block</td>
<td>Reading Block</td>
<td>Reading Block</td>
<td>Reading Block</td>
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<tr>
<td>10:30 - 11:30</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
<td>Math</td>
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<tr>
<td>11:30-12:30</td>
<td>Lunch/ Mask Breaks/individual activities</td>
<td>Lunch/ Mask Breaks/individual activities</td>
<td>Lunch/ Mask Breaks/individual activities</td>
<td>Lunch/ Mask Breaks/individual activities</td>
<td>Lunch/ Mask Breaks/individual activities</td>
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<tr>
<td>12:30-1:00</td>
<td>Social Skills</td>
<td>Social Skills</td>
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<td>Social Skills</td>
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<td>1:00 - 1:30</td>
<td>ELA</td>
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<tr>
<td>1:30-2:00</td>
<td>Mask break / individual activity</td>
<td>Mask break / individual activity</td>
<td>Mask break / individual activity</td>
<td>Mask break / individual activity</td>
<td>Mask break / individual activity</td>
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<tr>
<td>2:00-2:30</td>
<td>Science</td>
<td>Social Studies</td>
<td>Science</td>
<td>Social Studies</td>
<td>Lab</td>
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<tr>
<td>2:30 - 2:55</td>
<td>Mindfulness</td>
<td>Mindfulness</td>
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<td>Mindfulness</td>
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</table>

*Individual therapies are scheduled throughout each student’s day dependent on IEP service delivery
Student Assessment/Screening timeline
In the event that remote learning takes place prior to school wide Math and ELA assessments, alternative assessments will be provided via google forms/docs at the appropriate times.

Fountas and Pinnell Benchmark Assessment Completed by the end of October
Before October 21st
Math Prerequisite Skills Assessment
Performance Assessment grades 3-5 (Think Central)

Proposed Family Engagement/Consultation Schedule:
Staff will be encouraged to engage in meaningful two-way conversations with families in the event of a school closure. This will take place in a variety of ways: email, phone calls, clashtags, and video conferencing. Staff will communicate with parents/guardians on a weekly basis and record these communications in the google sheets communication log.

Plan to Distribute Materials (technology, manipulatives, etc...)
For those students who do not have access to Chromebooks, school administrators will coordinate a day and time that is convenient for families to come to a BICO location to pick up a Chromebook. If transportation is an issue, school administration will arrange for the Chromebook to be dropped off at the child's place of residence. The same will be true for any other learning materials and manipulatives that a student will need to be engaged in the educational process.

Grading / Data Collection Requirements:
Staff will establish an online gradebook in the Lessonplan.com platform and utilize Google classrooms for assignments. In the event of a school closure, staff will strive to keep a consistent schedule and routine for the students and this includes grading and data collection. Students will be graded in three areas: participation/engagement (25%), classwork/homework (25%), tests/quizzes/projects (50%).

In regards to data collection, staff will monitor students progress on their IEP goals through observation, assignments, and direct conversations with students. Paraprofessionals will be monitoring the students in the virtual classroom and collecting data.

Proposed Process to transition back to another model (in person/hybrid):
A parent letter will be sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them. Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material will be available to address safety and sanitation precautions.

Open House:
- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone call to families, email to listserv
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email entire program, text to teachers and teachers to paras
Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

COVID-19 Response Team: Program Director: Kristin Boni; Pamela Ludwig, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: TEP
Program Grade Level: 5-8

Program Location:
Ahern Middle School
111 Mechanic St.
Foxboro, MA

Number of Students Served: 9
Number of Full time Staff: 5
Number of Itinerant Staff: 3

Description of Remote Learning Program:

**Students must receive daily remote instruction/therapies.

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Dear BICO Community,

BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers are essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?

- BICO staff are in contact with families and communicate on an ongoing basis regarding weekly schedules, virtual meetings and student assignments, counseling and other services.
- Direct instruction and student assignments will be designed to address IEP goals and benchmarks.
- Related services such as Speech, OT, and PT will be offered through consultation with parents and staff and where possible through direct service to students.
- BICO's Acceptable Use Policy, Bullying Prevention Policy (including preventing cyberbullying) remain in effect, as well as student code of conduct and disciplinary rules.
- Some teachers and related service providers may decide to record themselves and provide recordings to students. Parents and students however may not record lessons or teachers. If a parent would like a copy of a recorded lesson to review with a student at home, parents should request a recording from the teacher/providers.
- Remote student learning plans and weekly schedules are recommendations to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual students' needs. These are stressful times and our top priority is everyone's health and well being.
- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child's participation necessarily includes the online sharing of my child's image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in pick up on April 3rd and would like a student assigned chromebook, please email your child's teacher.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student. We are thinking about our students and families each and every day. If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child's teacher or counselor. We Are Here to HELP: )
Proposed Daily Schedule by student (to be agreed to by family)
**As appropriate in person home services as in IEP should continue as scheduled w/ exception of any COVID illness in family, student or provider per guidelines**
8:15-2:30
Student News
Math
Break
Science
English
Lunch
Reading
History
Social Skills
***Individual Therapies are scheduled throughout each student's day dependent on IEP service delivery
**** Lessons will be taught via Google Classroom.
**** Individual therapies and groups will also be done utilizing Google Classroom and/or Zoom

**Identify day / time of service**

<table>
<thead>
<tr>
<th>Student</th>
<th>Staff</th>
<th>Academic</th>
<th>Speech</th>
<th>OT</th>
<th>PT</th>
<th>Counseling</th>
<th>SEL / Social</th>
<th>Other</th>
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**** Individual therapies will be delivered remotely according to each student's IEP service delivery grid, including Speech, OT, and School Adjustment Counseling.

Student Assessment/Screening timeline
Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Proposed Family Engagement/Consultation Schedule:

**TEP Staff Office Hours**

<table>
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<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Mr. Colella</td>
<td>OT Stacey Johnson 12-3 via email (or by appt for check-ins)</td>
<td>Mr. Colella 9-11 am</td>
<td>Mrs. Worthy 9-11 am</td>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
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<tr>
<td></td>
<td>SLP Leah Rosen 1-2:30 via email (or by appt for check-ins)</td>
<td>Mr. Gann 10:30-12:30</td>
<td>SLP Leah Rosen 1-2:30 via email (or by appt for check-ins)</td>
<td>Mr. Gann 10:30-12:30</td>
</tr>
<tr>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
<td>Mrs. Worthy 9-11 am</td>
<td>SAC Ms. Olsson 9-3 via email or phone</td>
<td>SAC Ms. Olsson 9-3 via email or phone</td>
<td>SAC Ms. Olsson 9-3 via email or phone</td>
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<tr>
<td>Mr. Gann 10:30-12:30</td>
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<tr>
<td>SAC Ms. Olsson 9-3 via email or phone</td>
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</table>

*Tina Olsson (SAC) is utilizing telehealth virtual means to provide weekly direct service to students and families. These are scheduled throughout the week by appointment.

*Although teachers have set office hours, they are both available Monday-Friday (school hours) via email and/or Class Dojo

**Plan to Distribute Materials** (technology, manipulatives, etc...)

Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**Grading / Data Collection Requirements:**

Students will submit classwork and tests via google classroom. Teacher will grade all completed coursework and assign grades via their quarterly report card. Students will also receive their quarterly progress notes which will detail the analyzed data collected throughout the quarter as it pertains to their IEP goals and objectives.

**Proposed Process to transition back to another model (in person/hybrid):** (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):

Parent letter sent with details of the date and time students will return
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.
Support material including social stories, videos and lessons will be available to address safety and sanitation precautions
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)

**Open House:**
• A staggered schedule will be prepared to minimize the number of people in the building
• If preferred, staff will offer video conferencing with parents and students
• Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
• Following visits, high touch surfaces will be sanitized.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call
           Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email

Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home until we revert back to in person instruction.

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the public school in which we are housed. The Program Director would work out the details of re-entry with district administration.

COVID-19 Response Team: Program Director: Laurie Cunningham, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
## Remote Learning Template

Proposed Daily Schedule by student (to be agreed to by family)

### AMS REMOTE LEARNING PLAN

**Teachers Office Hours:** Mondays - Fridays 8-3  
**School Adjustment Counselor and BCBA Office Hours:** Mondays - Fridays 9-3  
**Occupational Therapist Office Hours:** Tuesdays 12-3  
**Speech Therapist Office Hours:** Thursdays 9-12

<table>
<thead>
<tr>
<th>Monday 4/6</th>
<th>Tuesday 4/7</th>
<th>Wednesday 4/8</th>
<th>Thursday 4/9</th>
<th>Friday 4/10</th>
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</thead>
<tbody>
<tr>
<td><strong>9:00 - 9:30</strong></td>
<td><strong>OT</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Physical Education</strong></td>
<td><strong>Journal and CNN</strong></td>
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<td>(CK, JL)</td>
<td>(ALL)</td>
<td>(ALL)</td>
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<td><strong>Lexia</strong> (Assignment on</td>
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<td><strong>Duolingo</strong> (AR)</td>
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<tr>
<td><strong>9:30 - 10:00</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
<td><strong>Reading</strong></td>
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<tr>
<td></td>
<td>The Giver - Ch. 1-4</td>
<td>The Giver - Ch.1</td>
<td>The Giver - Ch. 3</td>
<td>The Giver - Ch. 3</td>
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<td></td>
<td>Vocabulary</td>
<td>(Direct instruction</td>
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<td>through a Zoom class)</td>
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<td>(Self-directed</td>
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<td>instructions on</td>
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<td>Google Classroom)</td>
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<tr>
<td><strong>10:00 -</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
<td><strong>Math</strong></td>
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<td>Minute 40</td>
<td>Minute 41</td>
<td>Minute 42</td>
<td>Minute 43</td>
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<tr>
<td>Time</td>
<td>Subject</td>
<td>Activity</td>
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<tr>
<td>10:45</td>
<td>IXL Remaining</td>
<td>Week 1 Word Problem</td>
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<td></td>
<td>Extra Practice:</td>
<td>Daily Math Week 8 Day 2</td>
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<td></td>
<td>Extra Practice:</td>
<td>Direct instruction through a Zoom class</td>
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<tr>
<td>11:15</td>
<td>ELA</td>
<td>Gr. 6 = Westing Game Ch. 19-23</td>
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<td>Gr. 7 = Guts Ch. 1</td>
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<td>Gr. 8 = Stargirl Ch. 1-7 (Direct instruction through a Zoom class)</td>
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<tr>
<td>11:45</td>
<td>Science</td>
<td>Grade 6 - Read and answer questions</td>
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<td></td>
<td>Social Studies</td>
<td>Grade 6 - Preview Activity and Read</td>
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<td>Grade 7 - Vocab &amp; Read</td>
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<td>Grade 8 - Read Electoral Process and Complete A</td>
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<td>(Self-directed learning with instructions on Google Classroom)</td>
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<td>11:45</td>
<td>Social Studies</td>
<td>Grade 6 - Reading notes</td>
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<td>Grade 7 - Ch. 12 - Study Guide</td>
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<td></td>
<td></td>
<td>Grade 8 - Complete Activity (Self-directed learning with instructions on Google Classroom)</td>
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<tr>
<td>Time</td>
<td>Activity</td>
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<tr>
<td>12:30 - 1:00</td>
<td>Lunch Sensory Break</td>
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<td>1:00 - 1:30</td>
<td>Social Skills Activity Zoom</td>
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<tr>
<td>1:30 - 1:45</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45 - 2:10</td>
<td>Homework assignment and overview of schedule and expectations for next day</td>
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</tbody>
</table>

**Student Assessment/Screening timeline**
- Modified
- ELA Fall Common Assessment
- Math Prerequisite Skills Assessment
- CAFAS/PECAS

**Proposed Family Engagement/Consultation Schedule:**
- Weekly Email
- Phone calls and texts as needed
- Zoom Conference at teacher or parent request

**Plan to Distribute Materials (technology, manipulatives, etc...)**
- Mail Paper based materials
- Drop off manipulatives, options for common pick up location by appointment

**Grading / Data Collection Requirements:**
- Data and grades will be collected through google classroom assignments, observation, participation and assessment. Report cards and progress notes will be provided quarterly.
Proposed Process to transition back to another model (in person/hybrid):
- Communication date time and specific plan
- Confirmation of transportation
- Review of Health and Safety protocols
- Address individual concerns/ needs

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call  
Executive Director - Email / Letter

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter

**Staff:** Program Director - Email

**Technology Needs:**
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**COVID-19 Response Team:** Program Director, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

**Program Name:** SEAP Jackson  
**Program Grade Level:** K-6

**Program Location:**  
Anna Ware Jackson School  
68 Messenger St. Plainville, MA

**Number of Students Served:** 6  
**Number of Full time Staff:** 6  
**Number of Itinerant Staff:** 3

**Description of Program:**  
Educational and therapeutic services for students in grades K-6 with Autism Spectrum Disorder, Neurological, Intellectual and/or Communication Impairment.

Students receive individualized and small group teaching and staffing support to navigate their activities of daily living. Social and academic skills are taught using an Applied Behavioral Analysis approach as appropriate, including discrete trial instruction, natural learning environments, and small group instruction.

**Proposed Daily Schedule by student (to be agreed to by family)**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:20</td>
<td>Morning Meeting MM</td>
<td>Morning Meeting MM</td>
<td>Morning Meeting MM</td>
<td>Morning Meeting 8:30-9 OT 9-9:30</td>
<td>Morning Meeting MM</td>
</tr>
<tr>
<td>9:20-9:30</td>
<td>Movement Break</td>
<td>Movement Break</td>
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</tr>
<tr>
<td>10:00-10:15</td>
<td>Movement Break</td>
<td>Movement Break</td>
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<tr>
<td>10:45-11:00</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
</tr>
<tr>
<td>11:30-11:45</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>Gym Activity</td>
<td>Speech Group</td>
<td>Read Aloud MM</td>
<td>Sensory Break 11:45-12</td>
<td>Virtual Field Tri 11:45-12</td>
</tr>
<tr>
<td>12:15-12:30</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>Movement Break</td>
<td>OT Group 12-12:30</td>
<td></td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>Self-directed:</td>
<td>Self-directed:</td>
<td>Self-directed:</td>
<td>Self-directed:</td>
<td>Self-directed:</td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
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<td>Activity</td>
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<tr>
<td>1:00-1:15</td>
<td>Virtual Field Trip</td>
<td>1:00-1:15</td>
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</tr>
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<td>1:15-1:45</td>
<td>Movement Break</td>
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<td>1:15-1:45</td>
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</tr>
<tr>
<td>1:45-2:00</td>
<td>Self-directed: Boom Cards</td>
<td>1:45-2:00</td>
<td>Self-directed: Boom Cards</td>
<td>1:45-2:00</td>
<td>Self-directed: Boom Cards</td>
</tr>
<tr>
<td>2-2:30</td>
<td>Self-directed: Yoga (link below)</td>
<td>2-2:30</td>
<td>Self-directed: Yoga (link below)</td>
<td>2-2:30</td>
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**As appropriate in person home services as in IEP should continue as scheduled
w/ exception of any COVID Illness in family, student or provider per guidelines

Student Assessment/Screening timeline
Staff will take data on Maintenance Programs as well as current Goal Based Programs during the first two weeks, data will be taken on a daily basis.

Proposed Family Engagement/Consultation Schedule:
Weekly Email
Phone calls and texts as needed
Zoom Conference at teacher or parent request

Plan to Distribute Materials (technology, manipulatives, etc...)
Mail Paper based materials
Drop off manipulatives options for common pick up location by appointment

Grading / Data Collection Requirements:
Data and grades will be collected through google classroom assignments, observation, participation and assessment. Report cards and progress notes will be provided quarterly.

Proposed Process to transition back to another model (in person/hybrid):
- Communication date time and specific plan
- Confirmation of transportation
- Review of Health and Safety protocols
- Address individual concerns/ needs

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter
Staff: Program Director - Email

Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

COVID-19 Response Team: Program Director, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: PDLP
Program Grade Level: Pre-K-1

Program Location:
Jordan Jackson Elementary
255 East St.
Mansfield, MA

Number of Students Served: 5
Number of Full time Staff: 3
Number of Itinerant Staff: 5

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

---

Dear BICO Community,

BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers are essential. BICO staff are collaborating daily to develop a program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?
- BICO staff are in contact with families and communicate on an ongoing basis regarding weekly schedules, virtual meetings and student assignments, counseling and other services.
- Direct instruction and student assignments will be designed to address IEP goals and benchmarks.
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- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child’s participation necessarily includes the online sharing of my child’s image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in pick up on April 3rd and would like a student assigned chromebook, please email your child’s teacher.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student. We are thinking about our students and families each and every day.

If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child’s teacher or counselor. We Are Here to HELP!-
Proposed Daily Schedule
**As appropriate in person home services and In-Person therapies as in IEP should continue as scheduled
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Dr. Ariane Grubert, Executive Director

DAILY SCHEDULE: This is a guideline of suggested programming for AM, PM and ANYTIME

Classroom programming will be delivered by: pre-recorded instruction and read alouds, website links, teacher/service provider posted assignments, and individual and small group virtual lessons through Zoom or Google Meet. These are recommendations for daily/weekly schedules to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual student needs. These are stressful times, and our top priority is everyone’s health and well being.

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<tr>
<td>Circle</td>
<td>Googie Slideshow w/song links</td>
<td></td>
<td>*Hand bells, mirror for name song (many of our students are in their standers during circle)</td>
</tr>
<tr>
<td>Story Read Aloud</td>
<td>Online read-alouds by familiar authors</td>
<td></td>
<td>*Talk about the book after it has been read&lt;br&gt;*Supply child with manipulatives that go along with story</td>
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<td></td>
<td>Therapeutic Exercises</td>
<td>(Exercises from OT, PT, APE, Speech &amp; Vision posted every Monday on class tag!)</td>
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<td><strong>PM</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative Project/ Sensory Activity</td>
<td>Cooking or Crafting materials (new project ideas will be posted every Wednesday on class tag!)</td>
<td>*discuss each step and how materials feel *give lots of opportunities for hand-over-hand work; the fun is in the mess! *appeal to all senses (sight, hearing, smell, taste, and touch)</td>
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<td>Leisure/ Free Choice</td>
<td>Provide your child a choice of what they want to do using the actual objects/toys</td>
<td>*Try mixing up the toys/activities you offer *Offer 1 preferred toy and 1 nonpreferred toy to make sure they are picking with intention *Offer 2 toys they haven’t explored in a few weeks</td>
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**Identify day / time of service**

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<th>Speech</th>
<th>OT</th>
<th>PT</th>
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<th>SEL / Social</th>
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</tbody>
</table>
**Individual Student Remote Service Delivery Plan**

<table>
<thead>
<tr>
<th>Goal Addressed</th>
<th>Type of Service</th>
<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X7.5 min per month C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>3</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
<td>A 1X15 min per month C 1X15 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>BCBA Consult</td>
<td>BCBA</td>
<td>A 1X7.5 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Elementary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
</tr>
</tbody>
</table>

**** Example of Individual Student Service Delivery above

**Student Assessment/Screening timeline**

Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
THINGS TO KNOW

Consultation
*all staff available via email during normal school hours (8am-3pm) M-F
*provide one day's notice to set up meeting through any of the means below

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Hours</th>
<th>Zoom</th>
<th>Phone/Text</th>
<th>ClassTag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Gustafson</td>
<td>M-F 11am-2pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Staci Darragh</td>
<td>M-F 10am-12pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Melanie Larson</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Kristen Piscatelli</td>
<td>M-F 9am-11pm</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Patrick Gann</td>
<td>M-F 10:30am-12:30pm</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Barbara Gillmeister</td>
<td>M-F 9-3</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Michelle Dunham</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Resources
*ClassTag: [https://classtag.com/l/4e9c4k77](https://classtag.com/l/4e9c4k77)
*brainpopjr: username (grilled) password (cheese)
*Youtube
*helpkidzlearn: free 2 week trial

Plan to Distribute Materials (technology, manipulatives, etc…)
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

Grading / Data Collection Requirements:
Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

Proposed Process to transition back to another model (in person/hybrid): (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc…) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):
Parent letter sent with details of the date and time students will return
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.
Support material including social stories, videos and lessons will be available to address safety and sanitation precautions
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)
Open House:
• A staggered schedule will be prepared to minimize the number of people in the building
• If preferred, staff will offer video conferencing with parents and students
• Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
• Following visits, high touch surfaces will be sanitized.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call  
Executive Director - Email / Letter  

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter  

**Staff:** Program Director - Email

**Technology Needs:**  
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**Moving / Relocation Needs:**  
Upon the return to a hybrid or on-site model we would require access to the public school in which we are housed. The Program Director would work out the details of re-entry with district administration.

**COVID-19 Response Team:** Program Director, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: EDLP
Program Grade Level: 3-6

Program Location:
Jordan Jackson Elementary
255 East St.
Mansfield, MA

Number of Students Served: 6
Number of Full time Staff: 4
Number of Itinerant Staff: 5

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

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**Proposed Daily Schedule**

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**Bi-County Collaborative**

**Making It Possible**

**DAILY SCHEDULE**

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Dr. Ariene Grubert, Executive Director

397 East Central Street, Franklin, MA 02038
Tel: 508.520.1998 • Fax: 508.520-1445
www.bi-county.org
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<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
<td>A 1X15 min per month</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C 1X15 min per week</td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>BCBA Consult</td>
<td>BCBA</td>
<td>A 1X7.5 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Elementary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
</tr>
</tbody>
</table>

**Example of Individual Student Service Delivery above**

**Student Assessment/Screening timeline**
Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Proposed Family Engagement/Consultation Schedule:

**THINGS TO KNOW**

**Consultation**
*All staff available via email during normal school hours (8am-3pm) M-F*
*Provide one day's notice to set up meeting through any of the means below*

<table>
<thead>
<tr>
<th></th>
<th>Office Hours</th>
<th>Zoom</th>
<th>Phone/Text</th>
<th>Classtag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rebecca Blackburn</td>
<td>M-F 10am-1pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Staci Darragh</td>
<td>M-F 10am-12pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Melanie Larson</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Kristen Piscatelli</td>
<td>M-F 9am-11pm</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Patrick Gann</td>
<td>M-F 10:30am-12:30pm</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Barbara Gillmeister</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Michelle Dunham</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

Classtag Link: https://classtag.com/l/4e9c4k77

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**Plan to Distribute Materials (technology, manipulatives, etc...)**

Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**Grading / Data Collection Requirements:**

Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

**Proposed Process to transition back to another model (in person/hybrid):** (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):

Parent letter sent with details of the date and time students will return
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.

Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.
Support material including social stories, videos and lessons will be available to address safety and sanitation precautions
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)
Open House:
- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email

Technology Needs:
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the public school in which we are housed. The Program Director would work out the details of re-entry with district administration.

COVID-19 Response Team: Program Director, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: Life Roles Education Program
Program Grade Level: 5-8

Program Location:
215 West Main Street
Norton, MA 02766

Number of Students Served: 7
Number of Full time Staff: 5
Number of Itinerant Staff: 6 (alternating)

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

Dear BICO Community,
BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers are essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?
- BICO staff are in contact with families and communicate on an ongoing basis regarding weekly schedules, virtual meetings and student assignments, counseling and other services.
- Direct instruction and student assignments will be designed to address IEP goals and benchmarks.
- Related services such as Speech, OT, and PT will be offered through consultation with parents and staff and where possible through direct service to students.
- BICO’s Acceptable Use Policy, Bullying Prevention Policy (including preventing cyberbullying) remain in effect, as well as student code of conduct and disciplinary rules.
- Some teachers and related service providers may decide to record themselves and provide recordings to students. Parents and students however may not record lessons or teachers. If a parent would like a copy of a recorded lesson to review with a student at home, parents should request a recording from the teacher/providers.
- Remote student learning plans and weekly schedules are recommendations to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual students’ needs. These are stressfull times and our top priority is everyone’s health and well being.
- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child’s participation necessarily includes the online sharing of my child’s image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in pick up on April 3rd and would like a student assigned chromebook, please email your child’s teacher.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student. We are thinking about our students and families each and every day.
If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child’s teacher or counselor. We Are Here to HELP!


**Proposed Daily Schedule**

*As appropriate, in-person home services as indicated in IEP should continue as scheduled with the exception of any COVID illness with the family, student, or provider, per state guidelines.

Remote Learning Recommended

**Fall 2020 Schedule:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-9:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
<tr>
<td>10:30-11:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>Group lessons via zoom</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>Group lessons via zoom</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
<tr>
<td>11:30-12:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
<tr>
<td>12:30-1:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
<td>1:1 instruction or completion of remote assignments</td>
</tr>
</tbody>
</table>
### Individual Student Remote Service Delivery Plan

<table>
<thead>
<tr>
<th>Goal Addressed</th>
<th>Type of Service</th>
<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X7.5 min per month C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>3</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
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<tr>
<td>1-5</td>
<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>BCBA Consult</td>
<td>BCBA</td>
<td>A 1X7.5 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Elementary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
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**Example of Individual Student Service Delivery above**

**Student Assessment/Screening timeline**
Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Proposed Family Engagement/Consultation Schedule:

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Hours</th>
<th>Zoom</th>
<th>Phone/Text</th>
<th>Classtag</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Vekeman</td>
<td>M-F 8am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Rachel Mcmorrow</td>
<td>W &amp; F 9:00-10:00 AM</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Kerri Costello</td>
<td>M &amp; W 9:00-2:00 PM</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Denise Shearns</td>
<td>T &amp; W 10:00-11:00 AM</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Patrick Gann</td>
<td>M &amp; F 10am-11am</td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Barbara Gilmeister</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Michelle Dunham</td>
<td>M-F 9am-3pm</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

https://www.classtag.com/classrooms/bico-norton

Plan to Distribute Materials (technology, manipulatives, etc...)  
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

Grading / Data Collection Requirements:  
Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

Proposed Process to transition back to another model (in person/hybrid): (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):  
Parent letter sent with details of the date and time students will return  
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.  
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material including social stories, videos and lessons will be available to address safety and sanitation precautions  
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call  
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email
Technology Needs:
Chromebooks have been delivered

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

COVID-19 Response Team: Program Director: Jacob Richardson, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: LREP KP
Program Grade Level: 7-10

Program Location:
King Philip Middle School
18 King St.
Norfolk, MA

Number of Students Served: 5
Number of Full time Staff: 4
Number of Itinerant Staff: 5

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

---

Dear BICO Community, BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers is essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

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- Remote student learning plans and weekly schedules are recommendations to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual students' needs. These are stressful times and our top priority is everyone's health and well being.
- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child's participation necessarily includes the online sharing of my child's image and voice during the session.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student. We are thinking about our students and families each and every day. If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child's teacher or counselor. We Are Here to HELP: )
**Proposed Daily Schedule**

"As appropriate in person home services and In-Person therapies as in IEP should continue as scheduled

w/ exception of any COVID Illness in family, student or provider per guidelines

**Dr. Ariane Grubert, Executive Director**

Bi-County Collaborative

Making It Possible

397 East Central Street, Franklin, MA 02038
Tel: 508.520.1998 • Fax: 508.520.1445
www.bi-county.org

**DAILY SCHEDULE: This is a guideline of suggested programming for AM, PM and ANYTIME**

Classroom programming will be delivered by: pre-recorded instruction and read alouds, website links, teacher/service provider posted assignments, and individual and small group virtual lessons through Zoom or Google Meet. These are recommendations for daily/weekly schedules to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual student needs. These are stressful times, and our top priority is everyone's health and well being.

<table>
<thead>
<tr>
<th>Suggested Time</th>
<th>Activities</th>
<th>Materials</th>
<th>Helpful Hints</th>
</tr>
</thead>
</table>
| **AM**         | Vocabulary | *Snap Core boards  
*real objects  
*Snap Core lessons on boardmakeronline  
*personal systems  
*songs from youtube | *Boardmakeronline acct info was emailed  
*teacher created instructional video provided as well as instructional videos from the site  
*model, model, model  
*allow extra time for responses |
| Reading        | *News to you  
*Unique  
*posted recorded lessons  
*zoom meetings  
*books at home | *look at the provided communication boards for vocabulary  
*Supply child with manipulatives that go along with story  
*Talk about the book after it has been read |
| Math/Academic  | *teacher created lessons  
*boardmakeronline  
*Brainpopjr  
*zoom meetings | *most of the students enjoy a 15-20 minute academic session, which can be learning about science, social studies, music, art, etc.  
*provide lots of verbal praise for all efforts (not just correct answers) and provide them with a choice of a leisure activity [earned break time] upon completion |
DAILY SCHEDULE: This is a guideline of suggested programming for AM, PM and ANYTIME

Classroom programming will be delivered by: pre-recorded instruction and read alouds, website links, teacher/service provider posted assignments, and individual and small group virtual lessons through Zoom or Google Meet. These are recommendations for daily/weekly schedules to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual student needs. These are stressful times, and our top priority is everyone’s health and well-being.

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<tr>
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<th>Materials</th>
<th>Helpful Hints</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANYTIME</td>
<td>Do you like it?</td>
<td>*yes/no cards if available*&lt;br&gt;*like hot cards if available*&lt;br&gt;*textures, scents, music*&lt;br&gt;*iPad, computer or phone</td>
<td>*this is a class favorite: for instance, pick 2 spices from your spice drawer and a few fruits. Identify each one, let your child smell it, and then ask “Do you like the way ______ smells?” Remember to also smell and model your answer after them.</td>
</tr>
<tr>
<td>Therapeutic Exercises</td>
<td>(Exercises from OT, PT, APE, Speech &amp; Vision posted every week on class tag?)</td>
<td></td>
<td>*see attached list of therapist emails for correspondence</td>
</tr>
<tr>
<td>PM</td>
<td>Creative Project/Sensory Activity</td>
<td>A Cooking or Crafting activity will be listed on class tag every Thursday for FUN Friday</td>
<td>*discuss each step and how materials feel&lt;br&gt;*give lots of opportunities for hand-over-hand work: the fun is in the mess!&lt;br&gt;*appeal to all senses (sight, hearing, smell, taste, and touch)&lt;br&gt;*use visuals when available</td>
</tr>
<tr>
<td>Leisure/Free Choice</td>
<td>Provide your child a choice of what they want to do using the actual objects</td>
<td></td>
<td>*Try mixing up the toys/activities you offer&lt;br&gt;*Offer 1 preferred toy and 1 nonpreferred object to make sure they are picking w/ intention&lt;br&gt;*Offer 2 toys they haven’t explored in a few weeks</td>
</tr>
</tbody>
</table>

**Identify day/time of service**

<table>
<thead>
<tr>
<th>Student</th>
<th>Staff</th>
<th>Academic</th>
<th>Speech</th>
<th>OT</th>
<th>PT</th>
<th>Counseling</th>
<th>SEL / Social</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<table>
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<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X15 min per week C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>A 1X15 min per week C 1X30 min per week</td>
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<td>1-5</td>
<td>Vision Services</td>
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<td>A 1X15 min per week C 1X15 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Secondary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
</tr>
</tbody>
</table>

**** Example of an individual student’s service delivery grid which would be provided remotely.

**Student Assessment/Screening timeline**

Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
Plan to Distribute Materials (technology, manipulatives, etc...)  
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

Grading / Data Collection Requirements:  
Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

Proposed Process to transition back to another model (in person/hybrid): (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):  
Parent letter sent with details of the date and time students will return  
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.  
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.  
Support material including social stories, videos and lessons will be available to address safety and sanitation precautions  
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)  
Open House:
- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

**Notification Process:** In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call  
Executive Director - Email / Letter

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter  
**Staff:** Program Director - Email

**PPE Needs:**
In the event of return to hybrid or on-site learning we will use the following:
- Masks
- Gloves
- Hand Sanitizer
- Face Shields
- Protective Glasses

**Technology Needs:**
Chromebooks have been delivered

**Moving / Relocation Needs:**
Upon the return to a hybrid or on-site model we would require access to the public school in which we are housed. The Program Director would work out the details of re-entry with district administration.

**COVID-19 Response Team:** Program Director, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: The Learning Center
Program Grade Level: 9-12

Program Location:
Blackstone Millville Regional HS
175 Lincoln St.
Blackstone, MA

Number of Students Served: 16
Number of Full time Staff:
Admin: 1
Teachers: 2
Paraprofessionals 3
Number of Itinerant Staff: 4

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

The Learning Center is a therapeutic educational program located in a public school setting. Students may present with emotional impairment and/ or specific learning disabilities.

The Learning Center emphasizes a multi-disciplinary approach that provides clinical consultation, ongoing counseling, behavioral programming, and instruction in social pragmatics in conjunction with a focus on academic achievement. The program curriculum is aligned with the Massachusetts Common Core Standards with accommodations tailored on an individual basis to assist each student in accessing the curriculum.

The goals of the program include reintegration into the mainstream, a return to a community high school, diploma acquisition, and transition planning for entry into college or a post-secondary training program. Transitional planning and programming are individualized for each student to assist them in achieving their goals. This may include preparation for college based testing, work-based learning experiences, vocational exploration and soft skill job development, preparation for learning permit testing, and life planning skills such as budgeting.

In the event that the school is closed for health reasons, we will continue to provide a consistent schedule and routine to the students at The Learning Center. In order to do this, we will follow a similar schedule that is in place when we are meeting in-person at the school. This schedule is posted below and will be updated weekly on the classroom teacher’s Google Classroom. In addition to the below schedule, parents/guardians will receive a customized service delivery grid specific to the needs of their child, as outlined below:
Proposed Daily Schedule by student (to be agreed to by family)

**As appropriate in person home services as in IEP should continue as scheduled with exception of any COVID illness in family, student or provider per guidelines**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades 9-12</strong></td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
<td>Remote</td>
</tr>
<tr>
<td>8:00 - 8:30</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
</tr>
<tr>
<td>8:30 - 9:00</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
<td>Morning Activity Direct Instruction</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
<td>Educational Block 1 Direct Instruction</td>
</tr>
<tr>
<td>10:00 - 11:00</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
<td>Educational Block 2 Direct Instruction</td>
</tr>
<tr>
<td>11:00 - 11:20</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
</tr>
<tr>
<td>11:20 - 12:00</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
<td>Educational Block 3 Direct Instruction</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
<td>Educational Block 4 Direct Instruction</td>
</tr>
<tr>
<td>1:30 - 2:00</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
<td>Educational Block 5 Direct Instruction</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

*Individual therapies are scheduled throughout each student's day dependent on IEP service delivery.

**Student Assessment/Screening timeline**

In the event that remote learning takes place prior to school wide math and ELA assessments, alternative assessments will be provided via google forms/docs at the appropriate times.

**High School Assessments:**
- ELA Fall Common Assessment
- Math Prerequisite Skills Assessment
- CAFAS/PECAS

**Proposed Family Engagement/Consultation Schedule:**
Staff will be encouraged to engage in meaningful two-way conversations with families in the event of a school closure. This will take place in a variety of ways: email, phone calls, class tags, and video conferencing. Staff will communicate with parents/guardians on a weekly basis and record these communications in the google sheets communication log.

**Plan to Distribute Materials (technology, manipulatives, etc...)**
For those students who do not have access to Chromebooks, school administrators will coordinate a day and time that is convenient for families to come to a BICO location to pick up a Chromebook. If transportation is an issue, school administration will arrange for the Chromebook to be dropped off at the
child's place of residence. The same will be true for any other learning materials and manipulatives that a student will need to be engaged in the educational process.

**Grading / Data Collection Requirements:**
Staff will establish an online gradebook in the Lessonplan.com platform and utilize Google classrooms for assignments. In the event of a school closure, staff will strive to keep a consistent schedule and routine for the students and this includes grading and data collection. Students will be graded in three areas: participation/engagement (25%), classwork/homework (25%), tests/quizzes/projects (50%).

In regards to data collection, staff will monitor students progress on their IEP goals through observation, assignments, and direct conversations with students. Paraprofessionals will be monitoring the students in the virtual classroom and collecting data.

**Proposed Process to transition back to another model (in person/hybrid):**
A parent letter will be sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them. Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material will be available to address safety and sanitation precautions.

**Open House:**
- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

**Notification Process:** In the event that one of our school locations/programs needs to move from one model to another we will notify:

- **Families:** Program Director - Phone call to families, email to listserv  
  Executive Director - Email / Letter
- **Sending District Representatives:** Director of Student Services - Phone contact with follow up letter
- **Staff:** Program Director - Email entire program, text to teachers and teachers to paras

**Technology Needs:**
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**COVID-19 Response Team:** Program Director: Kristin Boni, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Public Day School Programs
Remote Learning Template

**Program Name:** Summit School
SELC, SMS, SHS, STAP

**Program Grade Level:** 4-12

**Program Location:**
2140 Boston Providence Turnpike
Walpole MA

**Number of Students Served:** 75-90

**Number of Full time Staff:**
- Admin: 3
- Teachers: 16
- Paraprofessionals: 25

**Number of Itinerant Staff:** 16

**Description of Remote Learning Program:**

**Students must receive daily remote instruction/therapies.**
The Summit Programs (SELC, SMS, SHS, STAP) are designed to provide educational services to students in grades 4-12 who cannot be educated in a public school setting due to significant difficulties that may include behavioral dysregulation, neurological and/or emotional impairment. Summit students may also present with learning difficulties and/or social challenges that interfere with their academic and social success.

A high staff to student ratio provides a safe, structured, predictable environment. The curriculum focuses on common core standards and is presented in project-based, differentiated learning that incorporates those skills necessary to successfully function independently in life. Positive behavioral supports are used with a focus on self-reflection and goal setting to help students develop self-esteem and coping skills that can be carried over into real-life situations.

In the event that the school is closed for health reasons, we will continue to provide a consistent schedule and routine to the students at Summit. In order to do this, we will follow a similar schedule that is in place when we are meeting in-person at the school. This schedule is posted below and will be updated weekly on the classroom teachers webpage. In addition to the below schedule, parents/guardians will receive a customized service delivery grid specific to the needs of their child, as outlined below.
Proposed Daily Schedule by student (to be agreed to by family)

**As appropriate in person home services as in IEP should continue as scheduled w/ exception of any COVID Illness in family, student or provider per guidelines**

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>8:00 - 8:30</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
<td>Arrival and Breakfast</td>
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<tr>
<td>8:30 - 9:00</td>
<td>Morning Activity</td>
<td>Morning Activity</td>
<td>Morning Activity</td>
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<td></td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
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<tr>
<td>9:00 - 10:00</td>
<td>Educational Block 1</td>
<td>Educational Block 1</td>
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<td>Direct Instruction</td>
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<td>Direct Instruction</td>
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<tr>
<td>10:00 - 11:00</td>
<td>Educational Block 2</td>
<td>Educational Block 2</td>
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<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
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<tr>
<td>11:00 - 12:00</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
<td>Lunches/ Electives</td>
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<tr>
<td>11:20 - 12:00</td>
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<td></td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
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<td>Direct Instruction</td>
<td>Direct Instruction</td>
</tr>
<tr>
<td>12:00 - 1:30</td>
<td>Educational Block 4</td>
<td>Educational Block 4</td>
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<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
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<tr>
<td>1:30 - 2:00</td>
<td>Educational Block 5</td>
<td>Educational Block 5</td>
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<td></td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
<td>Direct Instruction</td>
</tr>
<tr>
<td>2:00 - 2:15</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

While the above suggested schedule does not include break times, this will be left at the discretion of the teacher as to when and how long a break will take place. The above schedule is a template that each teacher will modify in order to accommodate their particular class and will be posted on their individual class website.
Student Assessment/Screening timeline

In the event that remote learning takes place prior to school wide math and ELA assessments, alternative assessments will be provided via google forms/docs at the appropriate times.

Elementary Assessments:
Fountas and Pinnell Benchmark Assessment Completed by the end of October
Before October 21st
   Math Prerequisite Skills Assessment
   Performance Assessment grades 3-5 (Think Central)
   Performance tasks for K-2 in text book

Middle and High School Assessments:
ELA Fall Common Assessment
Math Prerequisite Skills Assessment
CAFAS/PECAS

Family Engagement/Consultation Schedule:

Staff will be encouraged to engage in meaningful two-way conversations with families in the event of a school closure. This will take place in a variety of ways: email, phone calls, classtags, classroom websites, and video conferencing. Staff will communicate with parents/guardians on a weekly basis and record these communications in the google sheets communication log.

Plan to Distribute Materials (technology, manipulatives, etc...)  

For those students who do not have access to Chromebooks, school administrators will coordinate a day and time that is convenient for families to come to the school to pick up a Chrombook. If transportation is an issue, school administration will arrange for the Chromebook to be dropped off at the child’s place of residence. The same will be true for any other learning materials and manipulatives that a student will need to be engaged in the educational process.

Grading / Data Collection Requirements:

Staff will establish an online gradebook in the Lessonplan.com platform and utilize google classrooms for assignments. In the event of a school closure, staff will strive to keep a consistent schedule and routine for the students and this includes grading and data collection. Students will be graded in three areas: participation/engagement (25%), classwork/homework (25%), tests/quizzes/projects (50%).

In regards to data collection, staff will monitor students progress on their IEP goals through observation, assignments, and direct conversations with students. Paraprofessionals will be monitoring the students in the virtual classroom and collecting data.
Process to transition back to another model (in person/hybrid):

A parent letter will be sent with details of the date and time students will return. All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them. Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material will be available to address safety and sanitation precautions.

Open House:

- A staggered schedule will be prepared to minimize the number of people in the building
- If preferred, staff will offer video conferencing with parents and students
- Staff and visitors will be wearing appropriate PPE to ensure the safety of all parties involved. The PPE will include: gloves, masks, face shields, and other appropriate PPE.
- Following visits, high touch surfaces will be sanitized.

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

Families: Program Director - Phone Call to families, email to listserv, and posted on School website
Executive Director - Email / Letter

Sending District Representatives: Director of Student Services - Phone contact with follow up letter

Staff: Program Director - Email entire program, text to teachers and teachers to paras

COVID-19 Response Team: Program Director: Ben Giuffrida, Director of Student Services: Julie O'Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: Life Roles Transition Center 9-12
Program Grade Level: 9-12

Program Location:
141 Mansion Drive
East Walpole, MA 02032

Number of Students Served: 9
Number of Full time Staff: 6
Number of Itinerant Staff: 7 (alternating)

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

Dear BICO Community,

BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers are essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?
- BICO staff are in contact with families and communicate on an ongoing basis regarding weekly schedules, virtual meetings and student assignments, counseling and other services.
- Direct instruction and student assignments will be designed to address IEP goals and benchmarks.
- Related services such as Speech, OT, and PT will be offered through consultation with parents and staff and where possible through direct service to students.
- BICO's Acceptable Use Policy, Bullying Prevention Policy (including preventing cyberbullying) remain in effect, as well as student code of conduct and disciplinary rules.
- Some teachers and related service providers may decide to record themselves and provide recordings to students. Parents and students however may not record lessons or teachers. If a parent would like a copy of a recorded lesson to review with a student at home, parents should request a recording from the teacher/providers.
- Remote student learning plans and weekly schedules are recommendations to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual students' needs. These are stressful times and our top priority is everyone's health and well being.
- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child's participation necessarily includes the online sharing of my child's image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in picking up on April 3rd and would like a student assigned chromebook, please email your child's teacher.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student.

We are thinking about our students and families each and every day. If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child's teacher or counselor. We Are Here to HELP!
Proposed Daily Schedule
*As appropriate, in-person home services as indicated in IEP should continue as scheduled with the exception of any COVID illness with the family, student, or provider, per state guidelines.

Remote Learning Recommended
Fall 2020 Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Morning Fitness</td>
<td>Morning Fitness</td>
<td>Morning Fitness</td>
<td>Morning Fitness</td>
<td>Morning Fitness</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Binder work/Task Box</td>
<td>Binder work/Task Box</td>
<td>Binder work/Task Box</td>
<td>Binder work/Task Box</td>
<td>Binder work/Task Box</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Vocational Activity</td>
<td>Vocational Activity</td>
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<td>Vocational Activity</td>
<td>Vocational Activity</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00-1:00</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
</tr>
<tr>
<td>1:00-2:00</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
<td>1:1 Direct Instruction</td>
</tr>
</tbody>
</table>

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Bi-County Collaborative
Making It Possible

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### Individual Student Remote Service Delivery Plan

<table>
<thead>
<tr>
<th>Goal Addressed</th>
<th>Type of Service</th>
<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X7.5 min per month C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>3</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
<td>A 1X15 min per month C 1X15 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>BCBA Consult</td>
<td>BCBA</td>
<td>A 1X7.5 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Elementary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
</tr>
</tbody>
</table>
Example of Individual Student Service Delivery above

Student Assessment/Screening timeline
Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.

Proposed Family Engagement/Consultation Schedule:

<table>
<thead>
<tr>
<th>Specialty/Therapy</th>
<th>Name of Specialist/Therapist</th>
<th>Available for Consultation/Office hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior:</td>
<td>Michelle Dunham</td>
<td>Monday-Friday 9-3pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mdunham@bicounty.org">mdunham@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td>Speech Therapy:</td>
<td>Leah Rosen</td>
<td>Tuesday and Thursday 1-2:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:Lrosen@bicounty.org">Lrosen@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy:</td>
<td>Maddison Benson</td>
<td>Wednesday 12-3pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:mbenson@bicounty.org">mbenson@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Susan Muratore</td>
<td>Monday-Friday 8-3pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:smuratore@bicounty.org">smuratore@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td>Physical Therapy:</td>
<td>Kristen Piscatelli</td>
<td>Monday-Friday 9-11am</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:kpiscatelli@bicounty.org">kpiscatelli@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td>Physical Education:</td>
<td>Patrick Gann</td>
<td>Monday-Friday 10:30-12:30pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:pgann@bicounty.org">pgann@bicounty.org</a></td>
<td></td>
</tr>
<tr>
<td>Transition:</td>
<td>Valerie Jones</td>
<td>Monday and Thursday 12-3pm</td>
</tr>
<tr>
<td></td>
<td><a href="mailto:vjones@bicounty.org">vjones@bicounty.org</a></td>
<td></td>
</tr>
</tbody>
</table>

All staff are available Monday through Friday from 8:00am-3:00pm via email. Our

Google Classroom:
https://classroom.google.com/u/2/c/NjMyOTY1NDMyNTRa
code: dgj2wqi

Classtag: https://www.classtag.com/classrooms/jen-burn-s-irtc-high-school
Teacher is available Monday-Friday 8am-4pm to answer any questions or provide and resources and materials you may need.

Plan to Distribute Materials (technology, manipulatives, etc...)
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

Grading / Data Collection Requirements:
Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

Proposed Process to transition back to another model (in person/hybrid): (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):
Parent letter sent with details of the date and time students will return
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions. Support material including social stories, videos and lessons will be available to address safety and sanitation precautions (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)

**Notification Process:** In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call
Executive Director - Email / Letter

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter

**Staff:** Program Director - Email

**Technology Needs:**
Chromebooks have been delivered

**Moving / Relocation Needs:**
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

**COVID-19 Response Team:** Program Director: Jacob Richardson, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: Life Roles Transition Center 18+
Program Grade Level: 12+

Program Location:
141 Mansion Drive
East Walpole, MA 02032

Number of Students Served: 9
Number of Full time Staff: 6
Number of Itinerant Staff: 7 (alternating)

Description of Remote Learning Program:
Students must receive daily remote instruction/therapies.

Dear BICO Community,

BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers are essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?

- BICO staff are in contact with families and communicate on an ongoing basis regarding weekly schedules, virtual meetings and student assignments, counseling and other services.
- Direct instruction and student assignments will be designed to address IEP goals and benchmarks.
- Related services such as Speech, OT, and PT will be offered through consultation with parents and staff and where possible through direct service to students.
- BICO’s Acceptable Use Policy, Bullying Prevention Policy (including preventing cyberbullying) remain in effect, as well as student code of conduct and disciplinary rules.
- Some teachers and related service providers may decide to record themselves and provide recordings to students. Parents and students however may not record a lesson or teachers. If a parent would like a copy of a recorded lesson to review with a student at home, parents should request a recording from the teacher/providers.
- Remote student learning plans and weekly schedules are recommendations to engage students in ongoing learning. Parents and guardians should modify these recommendations to align with family needs and individual students’ needs. These are stressful times and our top priority is everyone’s health and well being.
- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having my child participate in this online group. I understand that my child’s participation necessarily includes the online sharing of my child’s image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in pick up on April 3rd and would like a student assigned chromebook, please email your child’s teacher.

We know that we cannot reproduce what takes place in our classrooms each day, instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student.

We are thinking about our students and families each and every day. If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child’s teacher or counselor. We Are Here to HELP: )
**Proposed Daily Schedule**

*As appropriate, in-person home services as indicated in IEP should continue as scheduled with the exception of any COVID illness with the family, student, or provider, per state guidelines*

**Remote Learning Recommended**

**Fall 2020 Schedule:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
<th>Morning Reflection on class tag</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>9:00 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>9:30 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
<td>Morning Meeting via Zoom</td>
</tr>
<tr>
<td>10:30 AM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>N2Y posted on class tag</td>
<td>IEP Goals sent home</td>
<td>IEP Goals sent home</td>
<td>N2Y posted on class tag</td>
<td>IEP Goals sent home</td>
</tr>
<tr>
<td>11:30 AM</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:00 PM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>12:30 PM</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
<td>Chores at home</td>
</tr>
<tr>
<td>1:00 PM</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
<td>Hygiene at home</td>
</tr>
<tr>
<td>1:30 PM</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
<td>1:1 Availability</td>
</tr>
<tr>
<td>2:00 PM</td>
<td>Movement Video</td>
<td>Unique on Zoom</td>
<td>Art/Community on Zoom</td>
<td>Movement Video</td>
<td>FREE</td>
</tr>
<tr>
<td>2:30 PM</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
<td>Meditation via Zoom</td>
</tr>
</tbody>
</table>
## Individual Student Remote Service Delivery Plan

<table>
<thead>
<tr>
<th>Goal Addressed</th>
<th>Type of Service</th>
<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X7.5 min per month C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>3</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
<td>A 1X15 min per month C 1X15 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>BCBA Consult</td>
<td>BCBA</td>
<td>A 1X7.5 min per week</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td>1-5</td>
<td>Elementary Education</td>
<td>Special Ed. Teacher</td>
<td>C 1X15 hrs/week</td>
<td>Small group/individual virtual lessons via Zoom, pre-recorded video lessons/read alouds, website links, teacher posted assignments via ClassTag</td>
</tr>
</tbody>
</table>

**** Example of Individual Student Service Delivery above

**Student Assessment/Screening timeline**

Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
# Proposed Family Engagement/Consultation Schedule:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Shannon 11:00-3:00</td>
<td>Ms. Shannon 11:00-3:00</td>
<td>Ms. Shannon 11:00-3:00</td>
<td>Ms. Shannon 11:00-3:00</td>
<td>Ms. Shannon 11:00-3:00</td>
</tr>
<tr>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
<td>SLP Leah Rosen 1-2:30 via email (or by appt for check-ins)</td>
<td>Mr. Gann 10:30-12:30</td>
<td>SLP Leah Rosen 1-2:30 via email (or by appt for check-ins)</td>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
</tr>
<tr>
<td>Mr. Gann 10:30-12:30</td>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
<td>OT Susan Muratore 11:00-2:00</td>
<td>Mr. Gann 10:30-12:30</td>
<td>Mr. Gann 10:30-12:30</td>
</tr>
<tr>
<td>OT Susan Muratore 9:00-12:00</td>
<td>Mr. Gann 10:30-12:30</td>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
<td>BCBA Michelle Dunham 9-3 via email or phone (774-567-5204)</td>
<td>PT Kristen Piscatelli 9:00-12:00</td>
</tr>
<tr>
<td>PT Kristen Piscatelli 9:00-12:00</td>
<td>PT Kristen Piscatelli 9:00-12:00</td>
<td>PT Kristen Piscatelli 9:00-12:00</td>
<td>PT Kristen Piscatelli 9:00-12:00</td>
<td>PT Kristen Piscatelli 9:00-12:00</td>
</tr>
</tbody>
</table>

All staff are available Monday through Friday from 8:00am-3:00pm via email. Our Classtag:  

Zoom:  
- Weekly morning meeting/lessons will be held on zoom on Wednesdays at 11:00.  
- One on one sessions are also available

Teacher is available Monday-Friday 8am-4pm to answer any questions or provide and resources and materials you may need

---

**Plan to Distribute Materials (technology, manipulatives, etc...)**

Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

---

**Grading / Data Collection Requirements:**

Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.

---

**Proposed Process to transition back to another model (in person/hybrid):**  
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):  
Parent letter sent with details of the date and time students will return  
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.  
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.
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Executive Director - Email / Letter
Sending District Representatives: Director of Student Services - Phone contact with follow up letter
Staff: Program Director - Email

Technology Needs:
Chromebooks have been delivered

Moving / Relocation Needs:
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

COVID-19 Response Team: Program Director: Jacob Richardson, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeanne Sullivan
Remote Learning Template

Program Name: Adult Transition Program
Program Grade Level: 12+

Program Location:
141 Mansion Drive
East Walpole, MA 02082

Number of Students Served: 6
Number of Full time Staff: 4
Number of Itinerant Staff: 5 (alternating)

Description of Remote Learning Program:
**Students must receive daily remote instruction/therapies.

Dear BICO Community,

BICO staff are committed to providing each student with meaningful learning during this unprecedented situation. During school closure we believe that connectedness to school, classmates, teachers and other service providers is essential. BICO staff are collaborating daily to develop program specific remote student learning plans. Students will receive instruction and services focused on IEP goals consistent with the need to protect the health and safety of students, families and the staff providing services. BICO is making every effort to provide creative and meaningful special education instruction and services to the extent feasible.

What will the remote student learning plan look like?
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- BICO's Acceptable Use Policy, Bullying Prevention Policy (including preventing cyberbullying) remain in effect, as well as student code of conduct and disciplinary rules.
- Some teachers and related service providers may decide to record themselves and provide recordings to students. Parents and students however may not record lessons or teachers. If a parent would like a copy of a recorded lesson to review with a student at home, parents should request a recording from the teacher/providers.
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- Teachers and/or related service providers will contact you to ask for your consent for your child to participate in online groups. Please reply to such an email providing consent which will read as follows: I consent to having your child participate in this online group. I understand that my child’s participation necessarily includes the online sharing of my child's image and voice during the session.
- BICO is providing student assigned chromebooks. If parents/guardians were not able to participate in pick up on April 3rd and would like a student assigned chromebook, please email your child's teacher.

We know that we cannot reproduce what takes place in our classrooms each day. Instruction and services will look different during this time of distance learning. All BICO staff are committed to providing teaching and learning in this new and different environment for each and every student.

We are thinking about our students and families each and every day. If families are in need of food resources please access your local communities. School districts are providing this and you can access resources in the town you live in. If you are in need of other resources please contact your child's teacher or counselor. We Are Here to HELP!
**Proposed Daily Schedule**

*As appropriate, in-person home services as indicated in IEP should continue as scheduled with the exception of any COVID illness with the family, student, or provider, per state guidelines*

Remote Learning Recommended Fall 2020 Schedule:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:30</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
<td>Google Classroom Assignment</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>Rules of the Road</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>11:30-12:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>12:00-12:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>Functional Math Group 1</td>
<td>Social Skills (SLP/SAC)</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>12:30-1:00</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>Job Skills Group 2</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>1:00-1:30</td>
<td>Book Club</td>
<td>Functional Math Group 2</td>
<td>1:1 IEP work or independent activities</td>
<td>Jeopardy Review Group</td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>1:30-2:00</td>
<td>Job Skills Group 2</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td></td>
<td>1:1 IEP work or independent activities</td>
</tr>
<tr>
<td>2:00-2:30</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
<td>1:1 IEP work or independent activities</td>
</tr>
</tbody>
</table>

***Students will have at least 4 sessions of 45-minute 1:1 IEP skill work each week.***
***Students will have independent work assigned to be completed each day (i.e. EverFi, Virtual Job Shadow, or Unique Learning System).

---

<table>
<thead>
<tr>
<th>Goal Addressed</th>
<th>Type of Service</th>
<th>Personnel</th>
<th>Frequency/Duration</th>
<th>Method of Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Physical Therapy</td>
<td>PT/PTA</td>
<td>A 1X7.5 min per month</td>
<td>Parental Consult/Direct</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>C 1X30 min per week</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Occupational Therapy</td>
<td>OT/COTA</td>
<td>C 1X30 min per week</td>
<td>Parental Consult/Direct</td>
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<td>5</td>
<td>Vision Services</td>
<td>TVI Teacher</td>
<td>A 1X15 min per month</td>
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<td>Communication</td>
<td>SLP/SLPA</td>
<td>C 1X30 min per week</td>
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</tr>
<tr>
<td>1-5</td>
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*** Example of Individual Student Service Delivery above

Student Assessment/Screening timeline
Staff and therapists will assess any regression on IEP goals since the students began in remote learning, via virtual sessions. They will collect and analyze data in order to determine current performance level on all goals and develop a plan to increase functioning above baseline.
### Proposed Family Engagement/Consultation Schedule:

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<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>BCBA Michelle Dunham</td>
<td>SLP Leah Rosen</td>
<td>Ms. Sweat</td>
<td>OT Susan Muratore</td>
<td>Ms. Sweat</td>
</tr>
<tr>
<td>9-3 via email or phone</td>
<td>1-2:30 via email (or by appointment for check-ins)</td>
<td>1-4 p.m. via email or phone</td>
<td>9-12 via email</td>
<td>1-4 p.m. Daily via email or phone</td>
</tr>
<tr>
<td>(774-567-5204)</td>
<td></td>
<td></td>
<td>SLP Leah Rosen</td>
<td></td>
</tr>
<tr>
<td>Monday through Friday</td>
<td>SAC Ms. Francis</td>
<td>Mrs. Jones</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ms. Sweat</td>
<td>11 a.m.- 1 p.m. via email or phone</td>
<td>1-3 p.m. via email (or by appointment for other times)</td>
<td>SAC Ms. Francis</td>
<td></td>
</tr>
<tr>
<td>1-4 p.m. Daily via email or phone</td>
<td></td>
<td></td>
<td>11 a.m.- 1 p.m. via email or phone</td>
<td></td>
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<tr>
<td></td>
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<td></td>
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<td>Ms. Sweat</td>
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<td>1-4 p.m. Daily via email or phone</td>
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All staff are available Monday through Friday from 8:00am-3:00pm via email.
Our Google Classroom: [https://classroom.google.com/u/2/c/NjIyOTY1NDMyNTRa](https://classroom.google.com/u/2/c/NjIyOTY1NDMyNTRa)
code: dgj2wqi

**Virtual Job Shadow:**
VirtualJobShadow.com students have individual log ins, and can complete assignments, as well as explore a variety of jobs

**Kahn Academy:**
Students who use this will be contacted by teachers for specific assignments
Teacher is available Monday-Friday 8am-4pm to answer any questions or provide and resources and materials you may need

**Plan to Distribute Materials (technology, manipulatives, etc...)**
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students will continue to keep these at home in the circumstance that we need to revert back to remote learning.

**Grading / Data Collection Requirements:**
Students in this program do not receive report cards with grades. They receive quarterly progress notes which analyze the data collected on their IEP goals and objectives. Staff have been able to collect data through virtual lessons and will continue to do so in the event of remote learning.
Proposed Process to transition back to another model (in person/hybrid): (ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meeting with student / teacher - (social story about mask wearing / handwashing, etc...) 1:1 Teacher / Parent Conference to check in on student status, discuss return to school, explain what the day will look like):
Parent letter sent with details of the date and time students will return
All protocols will be clearly communicated and parents will need to sign off that they have read and agree to them.
Teachers will offer phone calls, remote sessions and emails to answer any student specific questions.
Support material including social stories, videos and lessons will be available to address safety and sanitation precautions
(ex. Open house with staggered scheduled times for students, Virtual tours, pre-return meetings)

Notification Process: In the event that one of our school locations/programs needs to move from one model to another we will notify:

**Families:** Program Director - Phone Call
Executive Director - Email / Letter

**Sending District Representatives:** Director of Student Services - Phone contact with follow up letter

**Staff:** Program Director - Email

**Technology Needs:**
Chromebooks and instructional materials were delivered to students upon the initial closure in March to families that needed them to access the curriculum and virtual classes and therapy sessions. Students are expected to return to school with their Chromebooks. In the event that we have to revert back to remote learning, accommodations will be made to deliver Chromebooks to students who will need them at home.

**Moving / Relocation Needs:**
Upon the return to a hybrid or on-site model we would require access to the building in which we are housed. The Program Director would work out the details of re-entry with the administration of the building.

**COVID-19 Response Team:** Program Director: Jacob Richardson, Director of Student Services: Julie O’Connor, Lead Nurse: Dianne Croteau, Executive Director: Jeane Sullivan
F. Out of School Time Plan
At this time Bi-County Collaborative is not planning any out of school activities.

In all proposed models BICO will continue to provide home services, generally outside of the school day, as determined by student’s educational teams and outlined in their individualized education program.
G. Student Supports and Professional Learning
I. Safety, Wellness and Social Emotional Supports

One of the key features of the Bi-County Collaborative programming is clinical support for students and their families. During the time of remote learning BICO clinical staff were regularly connecting virtually and by phone with students and families to maintain connections and to offer support during this difficult time.

Our staff recognizes how difficult it will be for some families to have their students return to school. We are planning to spend 3-4 days depending on the program, re-establishing connections with families we may have lost contact with during the summer months. These connections will be completed through phone conversations to check in and talk about how the student has been doing over the summer. Staff will also be talking with families about what to expect with the return to school. We will be inviting parents to bring their students to school on an appointment basis to enable them to see staff wearing PPE, practice hand washing / sanitizing processes, explore the new classroom set up, see the nursing and COVID-19 Quarantine areas and see where the drop off and pick up locations are at the school. While meeting with students and families, school staff will develop a list of students and families who require further follow up and support from the BICO Clinical staff. Clinical staff will schedule appointments to follow up with families and assess students as necessary and appropriate.

In addition to support for students' families we are aware that our staff may also require support returning to school in the new normal. Prior to the start of school we plan to offer training and support to assist staff in feeling more comfortable returning to school. Training will include: self screening / monitoring practices, recertification in CPI (including practicing physical restraint), walkthroughs of various scenarios that may occur with our students, classroom meetings and review of student IEPs, behavior intervention plans and health care plans, additional training in technology programs purchased over the summer, collaboration with host schools regarding health and safety protocols. The BICO Lead Nurse will meet with individual program staff to address questions and concerns that they may have.

Attached is a revised school calendar providing for 10 days (August 31, September 1,2,3,8,9,10,11,14,15) of staff training prior to the start of school on September 16. In creating this adjusted calendar, we have maintained all previously scheduled early release days and professional development days to allow for review of our practices and time to adjust our plans as necessary.
<table>
<thead>
<tr>
<th>Month</th>
<th>Events/Reminders</th>
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<tbody>
<tr>
<td>JULY</td>
<td>1. ESY program</td>
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<td>2. 1st Day 12 month</td>
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<td>3. No School - Independence Day</td>
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<td></td>
<td>10. 12 month early release 12:00</td>
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<td>17. 12 month early release 12:00</td>
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<td>24. 12 month early release 12:00</td>
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<td>31. 12 month early release 12:00</td>
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<td>AUGUST</td>
<td>7. 12 month early release 12:00</td>
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<td></td>
<td>10-14. Summer Break</td>
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<td></td>
<td>17. 12 month resume</td>
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<tr>
<td></td>
<td>31. DESE required staff training</td>
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<tr>
<td>SEPTEMBER</td>
<td>1-3. DESE required staff training</td>
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<td></td>
<td>4-7. No School - Labor Day</td>
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<td>8-15. DESE required staff training</td>
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<td></td>
<td>16. First Day of School (10 month)</td>
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<td>16. Parent Council Meeting 7PM</td>
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<td></td>
<td>23. Early Release/ PD</td>
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<td>28. Yom Kippur (AMS closed)</td>
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<td>OCTOBER</td>
<td>12. Columbus Day - No School</td>
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<td></td>
<td>21. Early Release/ PD</td>
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<tr>
<td>NOVEMBER</td>
<td>3. No School/ Full Day PD</td>
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<td></td>
<td>11. Grades close/marking period</td>
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<td></td>
<td>13. Progress/ Report Cards</td>
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<td></td>
<td>18. Parent Council Meeting 7PM</td>
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<td></td>
<td>25. Early Release/ PD (AMS Closed)</td>
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<td>26-27. Thanksgiving Break</td>
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<td>DECEMBER</td>
<td>9. Early Release/ PD</td>
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<td>24-31. Winter Break</td>
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<td>JANUARY</td>
<td>1. Winter Break</td>
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<td>13. Early Release/ PD</td>
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<td>13. Parent Council Meeting 7PM</td>
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<td>18. M.L. King Day</td>
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<td>25. Grades close/marking period</td>
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<td>FEBRUARY</td>
<td>1. Progress/ Report Cards</td>
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<td>10. Early Release/ PD</td>
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<td>15-19. February Break</td>
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<td><strong>17-19 12 month Students in session</strong></td>
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<td>MARCH</td>
<td>12. No School/Full Day PD</td>
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<td>10. Parent Council Meeting 7PM</td>
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<tr>
<td>APRIL</td>
<td>2. Good Friday - No School</td>
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<td>7. Grades close/marking period</td>
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<td></td>
<td>14. Early Release/ PD</td>
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<td></td>
<td>14. Progress/ Report Cards</td>
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<td>19-23. Spring Break</td>
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<td>MAY</td>
<td>14. Early Release/ PD</td>
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<td>19. Parent Council Meeting 7PM</td>
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<td>31. Memorial's Day</td>
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<td>JUNE</td>
<td>8. Grades close/marking period</td>
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<td></td>
<td>9. Early Release PD</td>
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<td>15. Progress/ Report Cards</td>
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<td>17. 10 month last day</td>
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<td>21. AMS Last Day</td>
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<td>22. 12 month last day</td>
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**Elementary Early Release 12:00**
- TEAP-Martin School, SELC-Walpole
- TEAP-Millville
- TEAP-Wrentham
- TEAP&SEAP Wood/ AW Jackson Schools-Plainville
- PDL&PEDLP Jordan Jackson-Mansfield

**Middle Early Release 11:15**
- LREP/KP MS-Norfolk
- AMS-Franklin
- TEP/Ahern School-Foxboro
- SMS/Walpole
- LREP/Norton MS-Norton

**HS/Post-Secondary Early Release 11:15**
- LC - Blackstone- Millville Regional HS
- Life Roles Transition Center-Walpole
- SHS/Walpole
- STAP & Therapeutic HS Adult Trans. Walpole
H. Other
Self-Screening

As a requirement for returning to school all Bi-County Collaborative families will be asked to sign off on an agreement to self screen their child for symptoms prior to sending them to school. The BICO Self Screening Tool will be posted on the Bi-County Collaborative Website https://www.bicounty.org as well as sent to families on a monthly basis.

All Bi-County Collaborative staff will also be required to complete the self screening checklist on a daily basis prior to coming to work. If staff are not feeling well or are experiencing any of the symptoms on the checklist they must remain at home and follow the established practices for calling out sick.

Transportation

Bi-County Collaborative staff will work collaboratively with students’ sending districts and transportation companies to ensure that students are transported safely and following health and safety protocols.

Field Trips / Community Trips

Bi-County Collaborative understands the importance of field trips and community trips to our students. These trips help to facilitate learning and the transition process. However, in an abundance of caution as we plan to reopen school, we will not be taking any field trips or trips into the community. BICO staff will work to bring some of these experiences into the classroom as much as possible. We will re-evaluate the ability to engage in field trips and community trips as we get further into the school year.

Use of Mansion Drive Pool

In an abundance of caution programs will not be accessing the pool at Mansion Drive at the beginning of the school year. The Leadership Team will re-evaluate this as we settle into the year.
BI-COUNTY STAFF COVID-19 SCREENING QUESTIONNAIRE

The safety of our staff and students is our number one priority. As the coronavirus (COVID-19) pandemic continues, we are monitoring the situation closely and following the guidance from the Centers for Disease Control and Prevention, local health authorities and the Department of Elementary and Secondary Education. In order to prevent the spread of the coronavirus and reduce the potential risk of exposure to our students and staff, we are asking every BICO employee to complete and submit this questionnaire prior to entering the schools and buildings. We also ask that you go over this checklist daily prior to entering the school(s).

Each Day - Please refrain from reporting to any Bi-County Collaborative location until you have checked your status by reviewing each of the following questions truthfully and to the best of your ability. Your participation is important to help us take precautionary measures to protect Bi-County staff members and our student population.

1. In the past 24 hours have you or any member of your household experienced any of the following symptoms?
   Yes □ No □ Fever (100.0 or greater)
   Yes □ No □ Cough
   Yes □ No □ Shortness of breath or difficulty breathing
   Yes □ No □ Sore throat
   Yes □ No □ New loss of taste or smell
   Yes □ No □ Chills
   Yes □ No □ Nausea, diarrhea, vomiting
   Yes □ No □ Abdominal pain
   Yes □ No □ Unexplained rash
   Yes □ No □ Fatigue
   Yes □ No □ Head or muscle aches
   Yes □ No □ Any other signs of illness

2. In the past 14 days, have you or any member of your household been in close proximity to anyone who was experiencing any of the above symptoms or has experienced any of the above symptoms since your contact?
   Yes □ No □

3. In the past 14 days, have you or any member of your household been in close proximity to anyone who has tested positive for COVID-19? Close contact is defined as being within 6 feet of an individual who has tested positive for COVID-19 for more than 10 minutes while that person was symptomatic, starting 48 hours before their symptoms began until their isolation period ends.
   Yes □ No □

4. Have you or any member of your household been tested for COVID-19 and are waiting to receive test results?
   Yes □ No □

Continued on the next page…
5. Have you or any member of your household tested positive for COVID-19, or are you presumptively positive for COVID-19 based on your health care provider's assessment or your symptoms?
   Yes □ No □

   **NOTE:** If you or a member of your household have tested positive for COVID-19 or have been presumptively positive for COVID-19 based on your health care provider’s assessment or your symptoms, please contact the **BICO COVID-19 Point Person, Dianne Croteau (dcroteau@bicounty.org)**, when: (1) you have had no fever for at least 72 hours (3 full days), without the use of fever-reducing medications; (2) your other symptoms have improved; and at least 7 days have elapsed since your symptoms first appeared.

6. In the past 14 days, have you or any member of your household been on a commercial flight or traveled outside of the United States?
   Yes □ No □

7. In the past 14 days, have you or any member of your household been in close proximity to anyone who has been on a commercial flight or traveled outside of the United States?
   Yes □ No □

8. Is there any reason why you feel your child is at higher risk of contracting COVID-19 or experiencing complications from COVID-19 by entering the school/building?
   Yes □ No □

If “yes” to any of the above, please stay at home and contact your immediate supervisor.

I have reviewed the questions and I agree to review daily prior to coming to any BICO program.

PRINT YOUR NAME

SIGNATURE

DATE

☐ If you are sick please stay home. Contact either the Program Director or your supervisor to notify.

☐ Please be sure that you wear a face mask that covers your nose and mouth to school each day if deemed appropriate. Reusable fabric masks should be washed daily after use.

☐ Staff are expected to use hand sanitizer available at the entrance before entering the building. Staff will also be expected to wash their hands with soap and water or use hand sanitizer in the classroom as soon as they come in.

☐ Staff will wash their hands with soap and water or use hand sanitizer before leaving the building, before and after eating, after they cough or sneeze, and when they use the restroom.

☐ Teachers and support staff will wear face masks and maintain 6 feet of distance when possible.

☐ Teachers and support staff will have an extra set of accessible, clean clothing at their program each day.

This checklist will also be posted to our website, please refer to the list of symptoms and/or questions daily.
I. Certification of Health and Safety Requirements
Bi-County Collaborative certifies that we have met all required health and safety requirements that have been issued by DESE. These requirements include:

- all staff and students wearing masks (unless unable to due to a medical, sensory or behavioral diagnosis),
- integrating mask breaks into the school day,
- physical distancing at a minimum of 3 feet when wearing masks and 6 feet when taking mask breaks or eating,
- student groups will be operating as cohorts as much as possible to minimize cross contamination of groups (important to note that the therapeutic staff service several groups in various buildings and will need to continue providing services across these groups),
- Staff and student families will be required to complete a self screening tool daily. The tool will be agreed to and signed off by families at the beginning of the school year and will be resent on a monthly basis as a reminder.
- Students and staff will wash hands and use hand sanitizer upon arrival to school, moving to a new space, before eating, before taking masks on and off and prior to dismissal.
- Students and staff will use proper handwashing techniques, and signs will be hung by all sinks.
- Hand sanitizer will be available at the entrance to all classrooms and at the entrance to the two public day school locations. BICO will work with our host districts to have hand sanitizer available at the entrance to school buildings.
- The Lead Nurse from BICO will work with staff at the public day school locations and with nurses from our host districts to ensure that a COVID-19 isolation space is available.
- Bi-County Collaborative Program Directors will collaborate with custodial staff from our host districts to ensure that cleaning & disinfecting protocols are in place. Program Directors at the public day school locations will collaborate with cleaning and custodial staff to ensure that all cleaning and disinfecting protocols are in place.
- Recommended PPE supplies have been purchased and will be available in all program locations.
- Staff training has been developed to address all required COVID-19 protocols.
ATTACHMENT A
Family Survey & Results