



**ACHIEVE  
THE POSSIBLE**

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**CENTER FOR APPLIED BEHAVIORAL INSTRUCTION (CABI)  
FINAL COMPREHENSIVE FALL REOPENING PLANS AUGUST 14, 2020**

**A. Executive Summary**

The Center for Applied Behavioral Instruction (CABI) reopened on Monday, July 13, 2020. As CABI is an Approved Chapter 766 Day School for Children with Autism & Related Neurological Disorders that operates year-round (226 days) it was imperative that upon DESE's health and safety reopening guidance we resume our in-person educational and behavioral services to support students who have a particularly high need for in-person instruction. CABI is able to effectively follow all health and safety requirements set forth by the Department of Elementary and Secondary Education as well as local, state and federal guidelines and mandates to promote the safe in-person return of as many students as possible to our school setting.

CABI has successfully prepared our facility and adopted stringent operating procedures to adhere to medically advised health and safety requirements. CABI's school leadership has prepared all required policies and procedures, trained all staff within the building on health and safety protocols, and created an environment that maximizes safety in our school facility to help enable full-time, in-person schooling.

As of July 13, 2020, CABI provided/offered in-person instruction for all enrolled students for 3 hours per day comprising of two shifts (AM: 8:30 - 11:30am and PM: 12:30 – 3:30pm). CABI has restricted the number of students and staff within the building at any given time while maximizing strict social distancing protocols across our facility.

CABI has developed a plan to provide full-time in-person instruction for one-third (33%), or 26 students, of our student body based on the factors DESE has provided for prioritization (i.e., intensive safety needs, regression of skills, students experiencing homelessness or housing insecurity, students in foster care or congregate care, among other factors) beginning August 31, 2020. With the addition of supplemental classroom space created across our building we are able to incrementally increase our full time in-person instruction for our most vulnerable students while maintaining the health and safety requirements set forth by DESE, local, state and federal guidelines and mandates.

CABI will continue our hybrid instructional model for our remaining student body which will continue to consist of two 3-hour instructional blocks per day (AM: 8:30 - 11:30am and PM: 12:30 – 3:30pm). Students will have a robust learning schedule during their remote hours that will include, at minimum, one 1:1 remote instruction daily along with a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program which is derived from the Massachusetts Curriculum Frameworks and meets and/or exceeds Structured Learning Time requirements.

CABI will also continue to offer a full remote learning schedule for those families who may have medical concerns. We fully understand that this option may be the choice the family feels is in the best interest of their child and family and we will continue to fully support this decision without equivocation. Students who opt to remain in this format of instruction, or for those who may choose this option in the days, weeks or months ahead, we will be offering a minimum of two 1:1 direct teaching sessions daily, also in addition to a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program which is derived from the Massachusetts Curriculum Frameworks and meets and/or exceeds Structured Learning Time requirements.

CABI has surveyed all parents/guardians to ascertain the comfort level they have in sending their children to school for in-person instruction. Our results indicate that over 80% of our parents feel comfortable and prefer their child receive in-person instruction this fall. We have set a tentative goal to reach this outcome by the

beginning of the new calendar year through extensive evaluation tools in addition to adherence to local, state and federal trends, guidance and mandates.

**B. Letter from the superintendent** to the community, including the district's selection for the reopening model it will use to begin the school year.

Dear CABI Families,

As we move closer towards the beginning of the new school year, we wanted to take this opportunity to communicate additional information as it relates to our provision of services. Our leadership continues to maintain ongoing coordination and communication with DESE, our support trade organization MAAPS, in addition to monitoring information from local, state and federal guidance as it relates to providing in-person instruction this fall. Our goal for the new school year is to provide in-person instruction in a manner that effectively follows mandated health and safety requirements and continues to go above and beyond the standard protocols. We are also prioritizing and considering the particularly high need for in-person instruction for our students to progress adequately in their learning. With this said we have developed a plan to provide full-time in-person instruction for one-third (33%), or 26 students, of our student body based on the factors DESE has provided for prioritization (i.e., intensive safety needs, regression of skills, students experiencing homelessness or housing insecurity, students in foster care or congregate care, among other factors). Parents/Guardians of the identified students have been previously contacted for their respective decision as it relates to full-time in-person instruction.

This plan will include evaluating this approach over a two-month period of September and October where 33% of our student body will be in-person for full time instruction. We will continue half day in person instruction for the remainder of the students whose families wish them to attend in person. Details are discussed below. If our evaluation, along with local, state and federal trends, guidance, and mandates allow, we will then look to increase our full-time in-person instruction to two thirds of our student body (66%), or 52 students total beginning November 2, 2020. We will follow the same evaluation period of two months, November and December and, again, if the evaluation tools allow, we will look toward the beginning of 2021 to return our entire student body back to full-time in-person instruction.

The overarching theme throughout this plan is to engage in a systematic and stepwise approach that considers, first and foremost, the safety of our students, staff and their respective families. This process is subject to change at any time and/or be placed on hold due to a myriad of factors related to the health and safety of all CABI stakeholders in addition to local, state and federal guidance.

CABI will continue to provide two half day instructional blocks for all students each day for either the AM (8:30am to 11:30am) or PM (12:00pm to 3:00pm) shifts. Our PM instructional block will be shifted by 30 minutes to reflect our typical school day dismissal time. For those students who will be continuing a hybrid model of learning I would like to convey DESE's expectations that we will be providing a very robust learning day where attendance and participation will be diligently monitored. Each student within the hybrid learning model will be provided with, at minimum, one 1:1 remote instruction daily along with a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program.

Students and families will also have the option to continue a full remote learning schedule. We fully understand that this option may be the choice you feel is in the best interest of your child and family and we will continue to fully support this decision without equivocation. Students who opt to remain in this format of instruction, or for those who may choose this option in the days, weeks or months ahead, we will be offering a minimum of two 1:1 direct teaching sessions daily, also in addition to a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program.

Furthermore, as CABI has recently completed construction on several new classrooms we are in a unique and fortunate position to minimize the number of individuals in any given classroom across the school day and adeptly adhere to our strict social distancing protocols. As many of you may be aware, we are opening one new

classroom with our teacher Anne Adams starting August 31<sup>st</sup>. By incorporating one new additional classroom and splitting two other classrooms, under the same teacher/BCBA supervision across two rooms, we can further reduce our number of staff and students assigned to specific classrooms across the building. Parents/Guardians of the students (7) transitioning to a new classroom will be notified in a separate correspondence.

Lastly our ancillary specialists (SLPs, OTs, & PTs,) will maintain in a remote learning instructional model throughout the initial reopening phase (September & October) and will be evaluated for in-person direct service for the following phase accordingly. As stated in previous correspondences this is due to the need for these positions to provide services across many students for varying lengths of times, as well as across a multitude of classrooms resulting in excessive crossover opportunities between individuals. Our specialists will continue to make every effort to schedule their direct sessions during their student's in-person instructional block with the support of CABI staff.

We appreciate your patience and collaboration as we slowly move towards a return to a "normal" educational environment. CABI will remain diligent in providing all services as delineated in each student's service delivery grid both remotely and directly and will continue to go above and beyond for all our families. We look forward to seeing you soon.

Regards,

Brian Doyle

Executive Director

### C. **In-Person Learning Model:**

CABI has developed a plan to provide full-time in-person instruction for one-third (33%), or 26 students, of our student body based on the factors DESE has provided for prioritization (i.e., intensive safety needs, regression of skills, students experiencing homelessness or housing insecurity, students in foster care or congregate care, among other factors) beginning August 31, 2020. With the addition of supplemental classroom space created across our building we are able to incrementally increase our full time in-person instruction for our most vulnerable students while maintaining the health and safety requirements set forth by DESE, local, state and federal guidelines and mandates.

This plan will include evaluating this approach over a two-month period of September and October where 33% of our student body will be in-person for full time instruction. We will continue half day in person instruction for the remainder of the students whose families wish them to attend in person. Details are discussed below. If our evaluation, along with local, state and federal trends, guidance, and mandates allow, we will then look to increase our full-time in-person instruction to two thirds of our student body (66%), or 52 students total beginning November 2, 2020. We will follow the same evaluation period of two months, November and December and, again, if the evaluation tools allow, we will look toward the beginning of 2021 to return our entire student body back to full-time in-person instruction.

Students and families will also have the option to continue a full remote learning schedule. We fully understand that this option may be the choice you feel is in the best interest of your child and family and we will continue to fully support this decision without equivocation. Students who opt to remain in this format of instruction, or for those who may choose this option in the days, weeks or months ahead, we will be offering a minimum of two 1:1 direct teaching sessions daily, also in addition to a multitude of remote academic groups, lessons, and activities related to each student's Individualized Education Program.

Furthermore, as CABI has recently completed construction on several new classrooms we are in a unique and fortunate position to minimize the number of individuals in any given classroom across the school day and adeptly adhere to our strict social distancing protocols. A number of you may be aware, we are opening one new classroom starting August 31<sup>st</sup>. By incorporating one new classroom and splitting two other classrooms, under the same teacher/BCBA supervision across two rooms, we can further reduce our number of staff and students assigned to specific classrooms across the building. Additionally, numerous rooms have been redesigned to accommodate additional learning space for our students. Our specialist's offices, Art/PT Room, and other office

spaces have been reconfigured into instructional space to accommodate students and further adhere to social distancing protocols.

Lastly our ancillary specialists (SLPs, OTs, & PTs,) will maintain in a remote learning instructional model throughout the initial reopening phase (September & October) and will be evaluated for in-person direct service for the following phase accordingly. As stated in previous correspondences this is due to the need for these positions to provide services across many students for varying lengths of times, as well as across a multitude of classrooms resulting in excessive crossover opportunities between individuals. Our specialists will continue to make every effort to schedule their direct sessions during their student's in-person instructional block with the support of CABI staff.

Daily remote schedules will incorporate CABI staff support while on-site during the school day. This includes teachers, BCBAs, Specialists, and our Direct Staff. All school employees who directly work with students during typical in-person instruction will assist and play a role in remote learning across the school day, so each student meets and/or exceeds Structured Learning Time requirements set forth by DESE.

Daily building protocols, including all CABI Reopening Approach Plans, will remain in effect from the original reopening in-person instructional date of July 13, 2020. This includes, but is not limited to, daily student and staff temperature checks, daily student and staff attestations related to COVID-19-19, and mandatory daily routine cleaning as well as nightly deep cleaning by CABI's operations department. CABI will continue to be separated by three distinct "Pods" (Elementary, Middle, High School) with stringent crossover monitored by CABI leadership daily. All students will continue to be offered breakfast and lunch daily and isolation rooms will be readily available as circumstances dictate.

**Analysis of facilities:** CABI's in-person learning model meets minimum physical distancing (six feet, with three feet as the minimum acceptable distance) and considers the use of alternative/external spaces to determine if in-person learning is feasible. CABI has incorporated the use of 4 additional classrooms, 3 conference rooms, and 3 office spaces to accommodate social distancing requirements and limit the number of individuals in any room at any given time.

**Transportation:** Students will be transported through their sending school district. CABI expects all school districts and transportation companies to follow all necessary procedures. CABI expects that social distancing and group size requirements must be maintained to the extent possible while embarking, disembarking, and in transit. Parents must screen their children for symptoms prior to boarding a vehicle. If student displays visible symptoms, they are to stay home, and the school's nurse must be contacted immediately. It is advised that parents should take their child's temperature. Check student's home log. If the student's self-assessment has not been filled out by the parent, they will not be permitted into the school and the nurse must be notified immediately. The student will wait in designated spots outside or in the gym, while parent contact (for screening) or nurse screening is completed. If they show any symptoms, staff should follow the sick/ symptomatic/ exposure and isolation/ discharge plans.

Vehicles must off load and load one vehicle at a time, unless the location allows for enough distance between vehicles. Students Must maintain a minimum of 6 feet apart at all times. Arrival and dismissal must be staggered such that only one student is arriving or departing at a time. Students must wash hands prior to entering and leaving the building.

Physical distancing and group size requirements (i.e., one rider per seat in every other row) must be maintained. All passengers are to avoid standing or sitting within 6 feet of the vehicle driver and other passengers, wherever possible. In cases where social distancing cannot be maintained (i.e., students who need to be buckled in, transferred in and out of wheelchairs, etc.), staff, drivers and/or monitors should wear the appropriate protective equipment. Staff must maximize space between riders and follow requirements for wearing masks or face coverings, at all times. Windows must be kept open during the entirety of the ride. If not possible nor comfortable to open windows, set ventilation system to high. Do not recirculate conditioned air.

Upon entering CABI, students and staff will wash your hands regularly with soap and water for at least 20 seconds or use hand sanitizer.

Before exiting the building, staff will make a visual inspection of each child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness

Students will enter from a designated entry point for their specific pod. All students must have evidence of parent screening prior to entering the building.

CABI school van use will be discontinued unless necessary for academic use. In the event that a school van must be used, the interior of each vehicle must be cleaned and either swept or vacuumed thoroughly after each morning and evening route and disinfected at least once each day.

Vehicles must off load and load one vehicle at a time, unless the location allows for enough distance between vehicles. Students Must maintain a minimum of 6 feet apart at all times. Arrival and dismissal must be staggered such that only one student is arriving or departing at a time. Students must wash hands prior to entering and leaving the building.

**Communication:** Prior to re-opening, parents have been contacted regularly with information starting prior to re-opening for summer session and throughout the summer in preparation for fall. This includes (but is not limited to) COVID-19 transmission information, contact information update, symptom checklist requirement, modified school schedule, modified entry and exit procedures, modified pick-up procedures, and student mask requirements. Parent information has been translated when necessary. An information session occurred prior to summer session, and parent surveys were sent out in August to gain information on parent concerns and preference regarding fall session. This survey included preferred schedules, access to technology, etc. Parents were expected to update e-mail and mobile phone numbers prior to student's returning to school. Parent should be informed that they are expected to be available (or have another adult available) to contact in case their child is symptomatic and must be picked up. An emergency card will be provided to parents for updated information prior to the reopening date. Information shared with children and parents about masks, COVID-19, and prevention of infection in social skills groups by classroom staff. A Pandemic Response Coordinator (PRC) and/or executive Director are responsible to share information to parents if an exposure occurs. Information will be shared by but not limited to phone call, email and/or letter. Communication Systems (i.e., email, all call alert system, WCVB, social media outlets) will be available for families to utilize

Daily check in occurs through each child's home log and is supplemented by in person, e-mail, or phone call to communicate the status of their children when children are dropped off at the facility. These home logs include daily symptom check screenings. In case of closure or emergency, all-call systems, phone trees with classroom staff, and group e-mail will be used to communicate to all families.

Student's sending school districts will be contacted regarding the possibility of CABI's re-opening date (July 13<sup>th</sup>, 2020) on or before Monday June 22, 2020. Additionally, districts will be informed of student's fall schedule the week of August 10, 2020. Sending school districts received a letter briefly outlining CABI's policies and procedures. Sending school districts have been notified of any student return to remote learning to ensure coordination of transportation.

**Vulnerable student populations:** As CABI is an Approved Chapter 766 Day School for Children with Autism & Related Neurological Disorders that operates year-round (226 days) we have a student population that is at high risk of regression with a variety of presentations and behavioral profiles. CABI's prioritization for identifying its most vulnerable students was centered around safety concerns in the home. Students with substantial histories of socially significant maladaptive behaviors (i.e., self-injury, aggression, environmental destruction, bolting/elopement) were prioritized for in-person instruction beginning August 31, 2020.

**Minimum student learning time requirements for the 2020-2021 school year:** As an all year-round school CABI exceeds the minimum structured student learning requirements annually including both hours and days in session ( CABI operates 226 days with 1469 hours of instructional time scheduled for all enrolled students ages 6-22 years annually)

#### **D. Hybrid Learning Model:**

CABI will continue to provide two half day instructional blocks for all students each day for either the AM (8:30am to 11:30am) or PM (12:00pm to 3:00pm) shifts. Our PM instructional block will be shifted by 30 minutes to reflect our typical school day dismissal time (Our original PM shift was scheduled from 12:30-3:30pm). For those students who will be continuing a hybrid model of learning I would like to convey DESE's expectations that we will be providing a very robust learning day where attendance and participation will be diligently monitored. Each student within the hybrid learning model will be provided with, at minimum, one 1:1 remote instruction daily along with a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program which is derived from the Massachusetts Curriculum Frameworks and meets and/or exceeds Structured Learning Time requirements.

For the Hybrid Learning Model daily building protocols, including all CABI Reopening Approach Plans, will remain in effect from the original reopening in-person instructional date of July 13, 2020. This includes, but is not limited to, daily student and staff temperature checks, daily student and staff attestations related to COVID-19-19, as well as mandatory daily routine cleaning and nightly deep cleaning by CABI's operations department. CABI will continue to be separated by three distinct "Pods" (Elementary, Middle, High School) with stringent crossover monitored by CABI leadership daily. All school pods will have their own separate entrance and exit, isolation rooms, and temperature check stations for both staff and students. All students will continue to follow our meal plan protocols with breakfast and lunch being consumed daily in their respective classrooms. Please see APPENDIX C for further information related to meal/lunch protocols. Isolation rooms will be readily available as circumstances dictate for each of the three school pods.

Students who will attend a Hybrid Learning Model will be provided in-person instruction for three hours per day (AM 8:30am to 11:30am or PM 12:00pm to 3:00pm) with a robust remote learning plan (RLP) for the remaining school day. The Hybrid Learning Model will be completed in the home/remote setting with the support of CABI staff during typical school hours. Example of a Hybrid Remote Learning Plan/Sample Schedule is included at the end of this document (APPENDIX A).

#### **E. Remote Learning Model:**

Students and families will also have the option to continue a full remote learning schedule. We fully understand that this option may be the choice they feel is in the best interest of their child and family and we will continue to fully support this decision without equivocation. Students who opt to remain in this format of instruction, or for those who may choose this option in the days, weeks or months ahead, we will be offering a minimum of two 1:1 direct teaching sessions daily, also in addition to a multitude of academic groups, lessons, and activities related to each student's Individualized Education Program which is derived from the Massachusetts Curriculum Frameworks and meets and/or exceeds Structured Learning Time requirements.

Student attendance will continue to be track through the online portal MyAttendanceTracker.com daily and reported to sending districts monthly as typically done in previous months/years of instruction. Extensive documentation will continue to take place to track items including, but not limited to, assignment completion, face-to-face structured online learning, academic and behavioral consultation/communication, student participation, data collection, and progress reporting. Identified student families requiring translation services will be provided through the student's sending/home district for all necessary correspondence.

CABI's staffing model and ratios will continue as previously operated in compliance with DESE's Approved Staffing Plan (Approved Student:Licensed Educator Ratio: 8:1; Approved Student:Licensed Educator:Aide Ratio: 8:1:4) valid through August 31, 2022. CABI classrooms will continue to have a maximum student capacity of 8 students per classroom.

CABI will continue to utilize a variety of technology platforms including, but not limited to, Zoom, Google Classroom, Microsoft Teams, Team Viewer for live Face-to-Face instruction, observation, and consultation purposes. As every student's daily curriculum is based off of their Individualized Education Program (IEP) which is derived from Massachusetts Curriculum Frameworks, all instructional resources, textbooks, reinforcement systems, behavior support plans and their corresponding materials, will be completely and personally individualized for each student.

**F. Out-of-school time plan:**

CABI is an out-of-district placement and non-applicable to the items delineated in this section.

**G. Student supports and professional learning:**

*a) Safety, Wellness, and Social Emotional Supports*

All CABI Staff completed training in 30 training topics prior to reopening on July 13, 2020 including:

- Hygiene,
- COVID-19
- Cleaning and Sanitizing
- Infection Control
- Meals and Snacks

CABI Staff completed Professional Development Trainings in areas below prior to reopening on July 13, 2020:

- Social Distancing
- PPE Use (Wearing, Putting on and Taking off)
- Cleaning, Sanitizing, & Disinfecting
- Physical Restraints
- Transportation
- Handling Sick, Symptomatic, Exposed Students and Staff
- Isolation and Discharge of Sick
- Infection Control
- Staffing Plans
- Assignments
- Parent Communications
- Daily Screening Students and Staff
- Local Board of Health Engagement
- Program Closures
- Student and Staff Absences
- Medication Administration
- Facility Changes
- Proper Storage of Cleaning Supplies
- Daily Schedules
- Group Sizes and Ratios
- Regular Monitoring of Students
- Hand Washing
- Toileting
- COVID-19 Generalities
- Special Care for Special Populations
- Signage
- Entering and Exiting Building
- Travel Within Building
- Staff Communication Regarding COVID-19
- Calling in Sick
- Acceptable Classroom Activities
- Meals and Snacks
- Students Trainings on related protocols.

Students engaged and will continue to engage in weekly social skills groups targeting: Mask wearing, school changes, hygiene skills, hand washing.

All students have individual plans to target increasing mask wearing, if appropriate, based on cognitive, behavioral, and medical needs.

Social skills groups and classroom-based interventions include teaching students about social distancing.

b) *Planning and Instruction*

Staff will continue to utilize 8-8:30 and 3:15-4:00 for planning time.

Staff have increased access to tools for planning and instruction. Online resources include IXL, Read Works, Reading A-Z, Boom Cards, and Zoom. Staff utilize these tools to target individualized academic goals.

Consults for planning and instruction are scheduled into the day including involving ancillary staff, the educational department, clinical supervision, and classroom teams. Planning and instruction consultations are done remotely or with social distancing measures in place.

c) *Assessment*

When possible, assessment will be prioritized to take place in person. Ancillary/Specialist staff (SLP, OT, & PT) or other assessors may come into the building to complete assessment within the parameters of health and safety protocols even if they are otherwise working remote.

If assessments must be completed remotely, staff will meet with families in advance to try to give instruction on best practices in assessment.

Assessment will be discontinued if the student is not able to appropriately interact remotely.

Regular assessment including formative and summative assessment will take place through delivery of individualized instruction and continuous data collection, facilitated by behavioral instructors or using access to technological resources.

d) *Intervention*

Classroom behavioral instructors, Board Certified Behavior Analysts (BCBA's), classroom special education teachers, and specialty services will perform intervention through either in person (full in-person or hybrid learning models) or virtually (remote learning model). In-person intervention will take place either in the classroom with classroom staff or in the classroom with virtual access to specialty services. Daily monitoring of data collection remains paramount through all three instructional models, and the classroom teacher/BCBA will be able to monitor and determine when academic or behavioral interventions are necessary. If the intervention is via remote, it will be scheduled in addition to regular class time. All students at CABI are in a 2:1 student to staff, at minimum, or in a 1:1 student to staff ratio, thus allowing interventions to be built into all three service models for in-person, hybrid, and/or remote instruction.

CABI's 2020-2010 School Calendar with noted PD days is attached below in APPENDIX B for reference.

H. **Other:**  
N/A

I. **Certification of health and safety requirements:**  
CABI hereby certifies that our organization, facility, staffing/student ratios, social distancing requirements, COVID-19 trainings related to policies and protocols developed as a result of local, state, federal and DESE guidance and mandates and/or previously enacted within our typical daily school functions, etc. meet and/or exceed the final health and safety requirements issued by DESE.



APPENDIX A – Sample: Hybrid Remote Learning Plan

Dates for this Plan	
Start Date: 3/16/2020	End Date: When in person full day instruction resumes
Plan Modification Date(s): 7/20/2020	End Date: When in person full day instruction resumes

Remote Learning Plan (Updated July 20, 2020)
<p>5/29/2020 - Updated Remote Learning Plan: schedule to include new services offered (updated on daily/weekly schedule)</p> <p>5/29/2020 – Updated Behavior Support Plan sent home (i.e., parent friendly cheat sheet, behavior tracking sheets/guidelines, updated reinforcement system)</p> <p>7/20/2020 - Updated Remote Learning Plan: schedule to include new services offered (updated on daily/weekly schedule), added COVID-19-BSP updates</p>

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

How will my child’s general educators, special educators and related service providers continue to collaborate while school is closed?
- Email, phone conferences, virtual meetings, material delivery

Resources and Supports	
<p><b>Special education and related services provided remotely through strategies, assignments, projects and packets provided to students matched with regular and ongoing communication from special education team members</b></p>	
<p><b>Generally, what kind of strategies, assignments, projects and packets can I expect to receive from my child’s educators</b></p>	<ul style="list-style-type: none"> <li>Every Friday, your child’s teachers will send home an individualized academic plan, individualized schedule, and data sheets for the following week.</li> <li>Student X is provided with a mini program book either digitally and/or physically</li> <li>Supplementary resources can be provided when necessary.</li> <li>Strategies, assignments, projects and packets might include:</li> </ul>

<b>and related service providers?</b>	<ul style="list-style-type: none"> <li>○ Directions on how to work on Student X's IEP objectives including but not limited to Social, English Language Arts, and Math</li> <li>○ Digital and/ or Physical Resources to run Student X's IEP objectives</li> <li>○ Access to digital learning resources including FlipGrid and Zoom</li> <li>○ A modified Behavior Support Plan (BSP)</li> <li>○ Follow up assignments provided through e-mail</li> <li>○ Assignments related to group activities</li> <li>○ Suggested physical activities and movement breaks</li> <li>○ Links to online learning activities including videos, games, art, music, and other resources</li> </ul>
<b>What should I expect in the way of regular and ongoing communication from my child's special education team?</b>	<ul style="list-style-type: none"> <li>● Email task list to parent every Friday</li> <li>● Morning meeting 2x per week</li> <li>● Physical activity group 2x per week</li> <li>● Art class 1x per week</li> <li>● Virtual field trip 1x per week</li> <li>● Individual consult with parents as needed (Speech and OT will consult with classroom team 1x/week)</li> <li>● Parent Clinic once per month</li> <li>● Weekly office hours (or additional meetings) available</li> </ul>

### Services and Instruction

#### Special education and related services provided remotely through virtual, online or telephonic instruction

<b>Which educators and/or related service providers will be providing services through virtual, online or telephonic instruction?</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #ffffcc;"> <th style="text-align: left;">Name</th> <th style="text-align: left;">Role</th> <th style="text-align: left;">Contact Information</th> </tr> </thead> <tbody> <tr> <td>Jen Riendeau</td> <td>Special Education Teacher</td> <td>Jennifer.riendeau@cabiautism.org</td> </tr> <tr> <td>Jenn Bernard</td> <td>BCBA</td> <td>jbernard@cabiautism.org</td> </tr> <tr> <td>Samantha Emberley</td> <td>SLP</td> <td>Samantha.emberley@cabiautism.org</td> </tr> <tr> <td>Brittney Champagne</td> <td>Occupational Therapist</td> <td>brittney.champagne@cabiautism.org</td> </tr> <tr> <td>Rotating</td> <td>Classroom Behavioral Instructors</td> <td></td> </tr> </tbody> </table>	Name	Role	Contact Information	Jen Riendeau	Special Education Teacher	Jennifer.riendeau@cabiautism.org	Jenn Bernard	BCBA	jbernard@cabiautism.org	Samantha Emberley	SLP	Samantha.emberley@cabiautism.org	Brittney Champagne	Occupational Therapist	brittney.champagne@cabiautism.org	Rotating	Classroom Behavioral Instructors																		
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Brittney Champagne	Occupational Therapist	brittney.champagne@cabiautism.org																																		
Rotating	Classroom Behavioral Instructors																																			
<b>What, when and how will these services be provided remotely? What is the duration of each service?</b>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th colspan="6">Student X's Schedule</th> </tr> <tr style="background-color: #d9e1f2;"> <th>TIME</th> <th>MONDAY</th> <th>TUESDAY</th> <th>WEDNESDAY</th> <th>THURSDAY</th> <th>FRIDAY</th> </tr> </thead> <tbody> <tr> <td>8:30-9:00</td> <td>Independent reading</td> <td>Independent reading</td> <td>Independent reading</td> <td>Independent reading</td> <td>Independent reading</td> </tr> <tr> <td>9:00-9:30</td> <td rowspan="2">Mathgames.com Assignments</td> <td>Mathgames.com Assignments</td> <td>Mathgames.com Assignments</td> <td>Mathgames.com Assignments</td> <td>Mathgames.com Assignments</td> </tr> <tr> <td>9:30-10:00</td> <td>Art Class</td> <td>Assignments</td> <td>Assignments</td> <td>Assignments</td> </tr> <tr> <td>10:00-10:30</td> <td>Virtual Field Trip</td> <td>Morning Meeting</td> <td>Yoga</td> <td>Morning Meeting</td> <td>Exercise Group</td> </tr> </tbody> </table>	Student X's Schedule						TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	8:30-9:00	Independent reading	Independent reading	Independent reading	Independent reading	Independent reading	9:00-9:30	Mathgames.com Assignments	Mathgames.com Assignments	Mathgames.com Assignments	Mathgames.com Assignments	Mathgames.com Assignments	9:30-10:00	Art Class	Assignments	Assignments	Assignments	10:00-10:30	Virtual Field Trip	Morning Meeting	Yoga	Morning Meeting	Exercise Group
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	10:30-11:00	Daily Task Assignments	Daily Task Assignments	Daily Task Assignments	Daily Task Assignments	Daily Task Assignments
	11:00-11:30					
	11:30-12:00					
	12:00-12:30	Transportation to School				
	12:30-1:00	Arrival Routine STEM	Arrival Routine STEM	Arrival Routine STEM	Arrival Routine STEM	Arrival Routine STEM
	1:00-1:30	Afternoon Meeting Social Programs	Afternoon Meeting Social Programs	Afternoon Meeting Social Programs	Afternoon Meeting Social Programs	Afternoon Meeting Social Programs
	1:30-2:00	Movement Break Snack	Movement Break Snack	Movement Break Snack	Movement Break Snack	Movement Break Snack
	2:00-2:30	Math ELA	Math ELA	Math ELA	Math ELA	Math ELA
	2:30-3:00	Group Activities	Group Activities	Group Activities	Group Activities	Group Activities
	3:00-3:30	Chores Dismissal Routine	Chores Dismissal Routine	Chores Dismissal Routine	Chores Dismissal Routine	Chores Dismissal Routine

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

- Try to set up a daily routine so your child is aware of the expectations for the day.
- Encourage your child to engage in the classroom resources provided and make sure to give them praise when they do (Great job!, I like that you are trying your best, nice work! Are you proud of your work too?).
- Ask your child if they need help or if they would like you to join in during structured activities.
- Free time, movement breaks, coloring, snacks, technology, etc.
- Find time each day to engage with your child in a preferred activity to encourage positive social interactions.
- Student and parent safety and well-being is the most important. If this method of remote service delivery is presenting safety concerns, the team will modify the plan appropriately.

Sample Task List

TASK	Completed (Y or N)	Did he need assistance (Y or N)
<b>Academic Programming</b>		
Read 2 level B stories and complete the comprehension questions		
Reading words program		
Writing sentences program (10 sentences total)		
Write 2 opinion pieces and edit his work		

Word problems program (10 problems total)		
Multiplication program (20 problems total)		
Time program (20 problems total)		
Graphing program (20 problems total)		
Shapes program (20 problems total)		
MathGames.com Assignments		
<b>Social Programming</b>		
Follow Up Questions: Have a natural conversation with Student X about topics he enjoys talking about (break choices, vacations, preferred toys/items, video games, etc.)		
Peer Collaboration: Preview expectations with Student X (i.e. “We are playing a game, remember to take turns and share” or similar.		
Discrimination Skills: Talk about different people Student X knows and what role they play (i.e. mom = family member, Jenn B. = teacher, Jaden G = friend, police officer = community helper, etc.)		

Websites can be found on program list. If you need extra materials, please let me know and I will gladly deliver them. Please email this list back to me on Friday. If you have any questions, please do not hesitate to reach out.

IEP Benchmarks/Objective Targeted (Parent Friendly Instruction):

### 3.1 Reading

Student X is currently reading at level B (reading A-Z). He can read the text and then answer the corresponding comprehension questions.

<https://www.readinga-z.com/books/leveled-books/>

### 3.3 Reading Words

Student X is reading grade-appropriate irregularly spelled words. Student X is currently reading the words rabbit, teacher, paper, cartoon, master, table, pencil, candy, slipper, and window. Please write these words on a white board or piece of paper and say “what word?” Student X will read the word.

### 3.4 Writing

Student X is writing sentences with the follow words: high, every, near, add, food, between, own, below, country, and plant. Give Student X a word and say “lets write sentences.” Student X will write a sentence containing 1 of the words above.

### 3.5 Commenting

Using a magazine or book, Student X will comment on what a person is doing. For example, there is a picture of a girl eating pasta. Jaden will say “she is eating pasta at the table.”

## 4.1 Opinion Writing

Using a graphic organizer Student X will write an opinion piece.

A graphic organizer can be found here: <https://www.teacherspayteachers.com/Product/Opinion-Writing-Graphic-Organizer-1656132?st=8fc35b50770c9f1a9d937e5920924d15>

Writing prompts can be found here: <https://www.teacherspayteachers.com/Product/20-Persuasive-Opinion-Writing-Prompts-1652097?st=fae3fbc71988a4a3de155b26fa5c80eb>

## 4.2 Editing

Student X will edit his own writing using a checklist. He will edit his writing for capitalization, punctuation, spacing, grammar, and spelling.

### 5.1 Word problems

Subtraction within 20 word problems.

Worksheets can be found here: <https://www.commoncoresheets.com/SortedByGrade.php?Sorted=1oa1>

### 5.2 Multiplication

Rewriting addition to multiplication

Worksheets can be found here: <https://www.commoncoresheets.com/SortedByGrade.php?Sorted=3oa1>

### 5.3 Time

Reading an analog clock (15-minute increments)

Worksheets can be found here: <https://www.commoncoresheets.com/SortedByGrade.php?Sorted=2md7>

### 5.4 Graphing

Reading a bar graph

Worksheets can be found here:

<https://www.commoncoresheets.com/SortedByGrade.php?Sorted=3md3>

### 5.5 Shapes

Perimeter of squares and rectangles

Worksheets can be found here: <https://www.greatschools.org/gk/worksheets/perimeters-of-squares-and-rectangles/>

## **Student X Modified Social Lesson Plans**

<b>Objective</b>	2.1 When given a social scenario, Student X will respond to peer/staff statements/stories by asking 1-2 contextually appropriate follow up WH questions per statement/story
<b>Materials</b>	NA
<b>Current target/focus</b>	Live conversations about preferred topics
<b>Prompt Level</b>	Independent
<b>What you/instructor says</b>	Have a natural conversation with Student X about topics he enjoys talking about (break choices, vacations, preferred toys/items, video games, etc.)

<b>Student response</b>	Student X asks appropriate follow up questions (i.e. “Who did you go to the store with?” or “Where did you go over the weekend?” etc.)
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<b>Objective</b>	2.2 Student X will work collaboratively with a peer for up to 10 minutes in order to complete a close ended activity or a game
<b>Materials</b>	Game or other group activity
<b>Current target/focus</b>	Small groups- can be with another adult/family member, friend, etc.
<b>Prompt Level</b>	Independent
<b>What you/instructor says</b>	Preview expectations with Student X (i.e. “We are playing a game, remember to take turns and share” or similar.
<b>Student response</b>	Student X participates in group activity

<b>Objective</b>	2.3 Student X will increase his ability to discriminate the different roles people fill in a student’s life, practice assertiveness skills, and identify which people to approach when in need of any level of assistance
<b>Materials</b>	Family visual (see materials)
<b>Current target/focus</b>	Family, friends, community helpers, strangers
<b>Prompt Level</b>	Have a conversation with Student X/model appropriate answers
<b>What you/instructor says</b>	Talk about different people Student X knows and what role they play (i.e. mom = family member, Jenn B. = teacher, Jaden G = friend, police officer = community helper, etc.)
<b>Student response</b>	Student X states who the person is and what their role is (i.e. my mom takes care of me, my teachers teach me, a police officer keeps us safe, etc.)

### Home Behavior Support Plan

<b>Criteria to begin session</b>	Student X should be free of maladaptive behaviors for 15 consecutive minutes prior to beginning session. If Student X functionally requests to be “all done” or similar to task/session presentation, honor request and represent task/session the next scheduled time/day.
<b>Criteria to wait/hold demands within session</b>	BSP should be run as appropriate in all sessions. If Student X begins to engage in maladaptive and/or precursor behaviors that does not yet meet termination criteria (see below)- use FIRST – THEN language to remind him what he is earning.
<b>Criteria to terminate session</b>	- If Student X functionally requests to be “all done” or similar within task/session, gain compliance for 1-2 tasks and terminate as appropriate (i.e. “Good job using your words, let’s finish this problem and then we can be all done” or similar). - If Student X engages in non-redirectable maladaptive behaviors for 10 consecutive seconds or longer, or 2 maladaptive behaviors inside of 30 seconds, terminate session and follow behavior support plan accordingly. Instructor should support parent as best they can virtually (i.e. help with functional communication responses, redirect for safe hands, read social stories, etc.). - When Student X presents as calm/compliant, revisit task/demand and either represent task for Student X to complete or prompt him to appropriately communicate (i.e. “I want to be all done” or “Can I do something different” etc.)

**1.1 Non-Compliance:** Any instance of Student X failing to comply with a demand known to be in his repertoire within 15 seconds of its stated instruction.

#### Key Info

**1. Antecedent Prevention:** Position yourself between Student X and other peers to maintain safety.

**2. Unstructured/Leisure Time:** Terminate access to reinforcement and begin work/compliance demands

**3. Structured/Academic Time:**

- Clearly state to Student X he has two choices- either get back to work/current activity or take some space.
- If Student X chooses space, allow him 30 seconds – 1 minute to himself.
- If behavior escalates, treat more significant behavior accordingly.

**4. Post Behavior:** Student X should return to original demand or equivalent if applicable.

**1.2 Aggression:** Any instance of forceful contact between Student X and another person, such as but not limited to: hitting, kicking, pinching, grabbing, biting, spitting or throwing objects, not contextual to the directive/activity. Each instance counts as 1.

#### Key Info

**1. Antecedent Prevention:** Position yourself between Student X and other peers to maintain safety.

**2. Unstructured/Leisure Time:** Limit access to reinforcement and begin work/compliance demands.

**3. Structured/Academic Time:**

- Limit attention to statements and continue to present original demand.
- Prompt functional communication appropriate to situation (i.e. “I need help” or “Can I do something different”). Honor functional requests if applicable.
- If behavior escalates (2 aggressions within 30 seconds or 10 seconds non-redirectable aggressions), prompt Student X to the nearest calm room and follow procedure accordingly.

**4. Post Behavior:** Once Student X is calm/compliant, he should return to the original demand or equivalent if applicable.

**1.3 Behavior Outburst:** Any instance of Student X engaging in two or more maladaptive behaviors targeted for decrease at the same time. Each instance counts as 1. An instance is considered over when Student X is no longer engaging in two maladaptive behaviors simultaneously

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**4. Post Behavior:** Once Student X is calm/compliant, he should return to the original demand or equivalent if applicable.

## COVID-19 Behavior Support Plan (In School)

Student X's teacher will set up his daily clipboard prior to his arrival. Student X arrives at school at approximately 12:30pm. Student X will get off the van by entrance #4 (back landing in elementary hallway) and enter the building following all the policies and procedures located in the COVID-19-19 Re-opening Approach Training Plans. Staff and students will always practice safe social distancing. Student X will sit 6 feet apart from peers and transition in the hallway 6 feet apart from others. Student X will work with staff to student ratio of 2:1 with his behavior support plan being implemented throughout the day.

### **Materials:**

Mask, face shields, gloves, hand sanitizer, clipboard with behavior data sheet, personal program book, reinforcers, individualized work box with school supplies nearby desk, visual supports, level system visual.

### **Identified problem times/antecedents for aberrant behaviors:**

- Non-preferred work demands/tasks
- Denied access
- Non-compliance

### **Antecedent behaviors that indicate a behavioral outburst may occur:**

- Frowning face
- Crying, whining
- Verbal refusal

**Identified Reinforcers** (as of 7/2020): Reinforcers will be individualized and kept separately for each student. Any individualized reinforcer or item(s) related to its use will be clearly marked for only Student X to use (i.e. headphones to wear while using an iPad). For instances in which a student must share a reinforcer or brought from an outside location, the item(s) will be wiped down and sanitized following all protocols listed in the COVID-19-19 Re-opening Approach Training Plans.

- YouTube Videos/Games
  - Video's will be access through use of an iPad which will marked for Student X's use during his session at school. Electronic devices will be wiped down in between use.
- STEM activities/games and activities within the classroom
  - Bins with toys/STEM activities will be clearly marked and located in a designated area/space for individual use for each student that day. Student X will only use his clearly marked bin during his session at school and each item within that bin will be cleaned at the end of his day/session. Bins will rotate each day and functional requests to access an item for a certain day will be honored to the best of the classroom's ability.
- Preferred Characters (Winnie the Pooh)
  - Winnie the Pooh should be used in moderation and more age appropriate activities should be promoted. However if Student X wants to discuss this character/talk about him, he should not be denied access when appropriate.
- Gross Motor Activities
  - For activities that require gross motor movement such as but not limited to: running, dancing, etc., Student X will be distanced a minimum of 6 feet in between his peer(s). If any shared items are uses (i.e. playing catch) Student X and his peers will be prompted to wear gloves to avoid sharing surface contact.



## **Schedule of Reinforcement:** (as of 7/2020)

### **FI 10 minutes:**

Therapist should start the ‘work’ timer for 10 minutes. Therapist should provide verbal praise for on task behavior on a VI-2 minute schedule as well as individual verbal praise for correct responding specific to each program/expectation. After completing 10 total minutes of work, Student X can trade in for 5 minutes and functionally request one additional minute. Student X’s work:break ratio should be continuously looked at and adjusted appropriately.

#### Stopping the timer:

\*Note: Timer does not reset, and each minute does not need to be consecutive, Student X just needs to complete a total duration of 10 minutes before receiving a break. If Student X is off task or engaging in any maladaptive behaviors, instructor should pause the timer. Neutrally state “Your timer will start again when you are back on track” or similar. If behavior escalates, see response section for more information.

#### Resuming the timer:

Once Student X attends to/is back on task for 10 consecutive seconds, provide neutral verbal praise “Nice job getting back on track, your timer is going again” or similar.

### Levels System

- In addition to being able to earn breaks for academic tasks, Student X concurrently has a tiered levels program consisting of three behavior contingencies (Red [Level 1], Yellow [Level 2], Green [Level 3]).

- For days in which Student X remains on Green (Level 3), he will earn one checkmark that day.
- Upon the instance of a day in which Student X drops to Yellow (Level 2) for any period of time, he will not earn a checkmark for that day, but will not lose any checkmarks either.
- Upon the instance in which Student X drops to Red (Level 1) for any period of time, Student X will not earn a token for that day and will lose all previously earned checkmarks.
- Once Student X earns the allotted number of checkmarks (see visual), he can earn an outing of his choice from a predetermined item/activity.

- Student X may trade in with his respective break choices for the level he is currently on.

- If Student X is on the yellow level, he may earn going back to green after 1 consecutive trade in, absence of maladaptive behaviors.

- If Student X is on the red level, he may earn going back to green after 2 consecutive trade ins, absence of maladaptive behaviors.

- See ‘therapist response’ section for behavior(s) that warrant moving down a level(s).

### **Criteria for Accessing the Community:**

Due to the COVID-19-19 pandemic, students community outings are temporarily suspended.

### **Behaviors Targeted for Decrease**

#### **(Operational Definitions)**

**1.1 Non-compliance:** Any instance of Student X failing to begin to comply with a direction known to be in his repertoire within 10 seconds of its stated instruction. Each instance/failure to begin to comply with directives counts as 1.

*Examples:* Student X takes 12 seconds to return to his seat after its stated instruction. Student X takes 15 seconds to answer a mastered question on a worksheet/academic task.

**Non-examples:** Student X functionally requests to use the bathroom upon being told it is time for ELA. Student X is presented a new worksheet/skill not known to be in his repertoire and asks for help.

**1.2 Aggression:** Any instance of forceful contact between Student X and another person, such as but not limited to: hitting, kicking, pinching, grabbing, biting, spitting or throwing objects, not contextual to the directive/activity. Each instance counts as 1.

**Example:** Student X punches a staff member while working on academics. Student X kicks his peer while arguing in the gym over whose turn it is.

**Non-examples:** Student X fist bumps his peer after playing a game. Student X trips in the hallway and bumps into his peer.

**1.3 Behavior Outburst:** Any instance of Student X engaging in two or more maladaptive behaviors targeted for decrease at the same time. Each instance counts as 1. An instance is considered over when Student X is no longer engaging in two maladaptive behaviors simultaneously.

**Examples:** Student X is non-compliant and yelling at staff for longer than 10 seconds. Student X is non-compliant and strikes his staff's arm when they present a work demand.

**Non-example:** Student X engages in only non-compliance while remaining safe.

### BEHAVIOR SUPPORT PLAN

Student's Behavior	Therapist Response
<b>Behaviors Targeted for Decrease</b>	
<p><b>1.1 Non-compliance</b></p> <p><i>Hypothesized Function:</i></p> <p>Negative reinforcement in the form of escape from non-preferred demands.</p> <p>Access to preferred tangibles.</p>	<p><b><u>If non-compliance occurs at the desk/structured time:</u></b></p> <ul style="list-style-type: none"> <li>• Remove all materials in immediate vicinity (utensils, water bottle, binder, etc.) <b>**and positive attention should be limited**</b> <ul style="list-style-type: none"> <li>○ Any items Student X has thrown should be wiped/sanitized as applicable if/before returning to him (i.e. pencil, books, etc.)</li> </ul> </li> <li>• Remind Student X of his level system and what he is working towards.           <ul style="list-style-type: none"> <li>○ Current allotted warnings as of 7/2020: Student X may receive two warnings while on green before he moves down a level</li> <li>○ One warning should be given per instance/episode. Each instance/episode ends when Student X has begun to comply with demands/is back on task for 10 consecutive seconds</li> </ul> </li> <li>• Model appropriate functional response &amp; state a clear to demand to Student X to indicate work readiness (i.e. "Looks like you need some space, I will give you a minute to yourself and I'll know you're ready when you're sitting up and feet are under the desk" or similar).</li> <li>• If Student X complies within 1-2 minutes after giving space, provide him with neutral verbal praise for compliance and represent work task.</li> <li>• If Student X does not comply, neutrally check in with Student X on a VI-2 minute schedule about his work readiness and remind him what he is earning. Prompt functional communication appropriate to the situation.</li> <li>• Once Student X completes the demand, provide him with neutral verbal praise for compliance (i.e. "Great job putting your feet under the desk, looks like you're ready to get back on track" or similar).</li> </ul>

	<p><b><u>If non-compliance occurs away from the desk (i.e. lunch room, group work, gym, etc.):</u></b></p> <ul style="list-style-type: none"> <li>• <i>*Important to note that due to COVID-19-19, these opportunities/situations should be limited. See COVID-19-19 Re-opening Approach Training Plan for more information*</i></li> <li>• Limit attention and remove any source of reinforcement (i.e. scooter, food, etc.)</li> <li>• Instruct Student X to have a calm and safe body, and quiet voice for 1 minute.</li> <li>• If possible, Student X should be seated (i.e. on gym floor, on cafeteria seat, etc.). State a readiness demand for Student X to comply with (i.e. “I’ll know you’re ready when your legs are crossed and your hands are folded” or similar). <ul style="list-style-type: none"> <li>○ If sitting/prompted to sit, Student X should be at least 6 feet away from his peers when applicable</li> </ul> </li> <li>• Prompt functional communication appropriate to the situation.</li> <li>• If Student X complies, provide him with neutral verbal praise.</li> <li>• If Student X does not comply, continue to remind Student X of expectation, prompt functional communication and readiness demands on a VI-2 minute schedule.</li> <li>• Continue to move Student X’s level system appropriately</li> <li>• If behavior escalates, treat most significant behavior accordingly.</li> </ul>
<p><b>1.2 Aggression:</b></p> <p><i>Hypothesized Function:</i></p> <p>Negative reinforcement in the form of escape from non-preferred demands.</p> <p>Access to preferred tangibles.</p>	<p><b><u>Low grade/redirectable instances:</u></b></p> <ul style="list-style-type: none"> <li>• As antecedent prevention, staff should wear gloves and have any additional safety gear readily available</li> <li>• Will typically be paired with non-compliance. Follow through on original demand &amp; see protocol above. If Student X did not complete original demand and behavior escalates, he should return to original demand or functional equivalent.</li> <li>• If Student X has not yet moved down a level on his level system &amp; has met criteria, move him down respectively.</li> <li>• If behavior increases, see below.</li> </ul> <p><b><u>High-grade/non-redirectable instances:</u></b></p> <ul style="list-style-type: none"> <li>• Any instance of high-grade aggression, Student X should move to the ‘red’ zone on his visual if he is not already there.</li> <li>• If two or more aggressions inside of 30 seconds, or non-redirectable pursuant attempts/instances last 10 seconds or longer, immediately prompt Student X to the nearest calm room and follow procedure listed below. <ul style="list-style-type: none"> <li>○ Staff should wear gloves and masks should always be worn by both staff and student, especially during Safety Care procedures <ul style="list-style-type: none"> <li>▪ Get a new pair of gloves if they become contaminated and should not be used to continue Safety Care</li> </ul> </li> <li>○ Sanitize mat used for Safety Care procedures before and after use</li> <li>○ Clear hallways when transitioning to ensure 6 feet distance from others</li> <li>○ Sanitize calm room before and after use</li> <li>○ Shaping tasks should be sanitized before and after use</li> </ul> </li> </ul>

<p><b>1.3 Behavior Outburst</b></p> <p><i>Hypothesized Function:</i></p> <p>Negative reinforcement in the form of escape from demands with a potential secondary function in the form of positive reinforcement to gain access to preferred items/activities</p>	<ul style="list-style-type: none"> <li>○ Sanitize students work area before use</li> <li>● Non-compliance paired with one or more maladaptive behavior(s) such as: bolting, aggressive episodes, environmental destruction.</li> <li>● If this occurs on break or leisure time, terminate access to reinforcement immediately.</li> <li>● Treat most significant behavior accordingly (i.e. if Student X is engaging in redirectable aggressions, fade proximity and follow protocol. If Student X is attempting to bolt, follow bolting protocol).</li> <li>● If Student X is prompted to the safe room, use Safety Care procedures as necessary and see calm room protocol. <ul style="list-style-type: none"> <li>○ Staff should wear gloves and masks should always be worn by both staff and student, especially during Safety Care procedures <ul style="list-style-type: none"> <li>▪ Get a new pair of gloves if they become contaminated and should not be used to continue Safety Care</li> </ul> </li> <li>○ Sanitize mat used for Safety Care procedures before and after use</li> <li>○ Clear hallways when transitioning to ensure 6 feet distance from others</li> <li>○ Sanitize calm room before and after use</li> <li>○ Shaping tasks should be sanitized before and after use</li> <li>○ Sanitize students work area before use</li> </ul> </li> <li>● Once Student X is no longer engaging in two maladaptive behaviors, see non-compliance response section and treat accordingly.</li> <li>● Upon compliance/ending behavior outburst, Student X must return to original demand or functional equivalent if applicable.</li> </ul>
<p><b>Calm Room and Safety Care Protocol</b></p>	
<p><b>Return from COVID-19-19 Calm Room Policies</b></p>	<ul style="list-style-type: none"> <li>● Signs: Each CALM room will have a two-sided visual for “Clean” and “Not clean” by the upper doorframe</li> <li>● If multiple CALM rooms are to be utilized concurrently, rooms furthest from each other will be used unless directly precluded by safety concerns necessitating as fast an entry as possible</li> <li>● Cleaning CALM rooms will be prioritized after utilization and facilities management staff will be briefed after use as to location and nature of contamination as soon as situation is safe and student is out of CALM room.</li> </ul> <p style="text-align: center;"><b>Limiting Risk of Infection During CALM Room use:</b></p> <ul style="list-style-type: none"> <li>● Use Shoulder Check and release student in corner of CALM room facing wall</li> <li>● Staff utilizing transport and restraint in CALM room should have spotter 6 feet away to watch for proper PPE use and safety during restraint, as well as have access to laminated sheet or folder to block spitting scramble as soon as “Team” or “Assist” for restraint/transport is called</li> <li>● Keep hands clear of eyes, mouth, and nose of self and others.</li> <li>● First responders who initiate transport should be relieved as soon as possible and allowed to wash thoroughly and change PPE by staff who work with that student already if possible</li> <li>● Given the risk of COVID-19-19, it is even more important than usual to try to avoid long and extended restraints or CALM room usage</li> <li>● Ensure student does not have any dangerous or potentially infectable items in pockets or on person by conducting a least-intrusive body check visually and</li> </ul>

	<p>prompt student with least-to-most intrusive prompt necessary to yield any personal items</p> <p style="text-align: center;"><b>Limiting Risk of Infection After CALM Room Use</b></p> <ul style="list-style-type: none"> <li>• Remove and dispose of and/or clean protective equipment immediately in the manner that you were trained.</li> <li>• Avoid touching your face and limit contact with hard surfaces before immediately washing hands.</li> <li>• To minimize exposure, it is recommended that staff have a change of clothes available in cases where their clothes become contaminated.</li> </ul> <p style="text-align: center;">Once all health and safety issues have been addressed, follow debriefing and reporting procedures for the restraint.</p>
<p><b>Entrance Criteria for Maladaptive Behaviors:</b></p> <p><i>When Student X meets behavioral criteria prescribed in his BSP to access the CALM room for safety.</i></p>	<ul style="list-style-type: none"> <li>• If Student X is engaging in behaviors that pose danger to himself and/or others and Safety Care procedures are not able to de-escalate him within the classroom, use a Safety Care Procedures to prompt him to a Calm Room if it is safe to do so.</li> <li>• Following instances where Student X engages in non-redirectable aggression or environmental destruction that poses imminent danger to himself or others.</li> <li>• Following instances in which Student X functionally communicates to access the calm room (i.e. “I want to go to the calm room” or “Can I go calm down?” or similar).</li> <li>• For instances in which Student X does not functionally communicate/request to utilize the calm room, Student X’s shoes should be removed.</li> </ul>
<p><b>Calm Room Door Remains OPEN</b></p>	<ul style="list-style-type: none"> <li>• Following instances Student X functionally requests to go to the calm room/go calm down.</li> <li>• Following instances Student X walks safely, absence of any maladaptive behaviors</li> </ul>
<p><b>Calm Room De- Escalation Protocol- DOOR OPEN</b></p>	<p><b><u>Upon instances following unsafe or maladaptive behavior:</u></b></p> <ul style="list-style-type: none"> <li>• Instruct him to have a calm and safe body, and quiet voice (crying below a conversational level is acceptable).</li> <li>• Instruct Student X to sit with his back against the back wall for 2 minutes. If he complies, provide him with neutral verbal praise.</li> <li>• Once he completes 2 successful minutes, see exit criteria below.</li> <li>• If Student X engages in any maladaptive behavior while engaging in de-escalation protocol, close the door immediately.</li> </ul> <p><b><u>Upon instances Student X functionally requests to utilize the calm room</u></b></p> <ul style="list-style-type: none"> <li>• Honor all functional requests in which Student X asks to calm down in the calm room.</li> <li>• Clearly state to Student X that he has 3 minutes to calm down and what his expectation to return to is (i.e. “Nice job asking to calm down, you have 3 minutes to get calm and then it is time to go back to your math worksheet” or similar).</li> <li>• Staff should keep door open (unless he functionally requests to have the door closed).</li> <li>• Positive attention should be limited to Student X.</li> </ul>

	<ul style="list-style-type: none"> <li>• After 3 minutes, prompt and/or model functional communication appropriate the situation (i.e. “Looks like you were having a hard time with your math worksheet. Next time try asking for help”) or similar.</li> <li>• Once Student X engages, provide him with verbal praise for getting back on track and what the next expectation is. Honor 1 additional minute of Student X requests more time.</li> </ul>
<b>Calm Room Door CLOSED Immediately</b>	<ul style="list-style-type: none"> <li>• Following instances where Student X engages in any aggressive or maladaptive behavior(s) upon entrance of the calm room.</li> <li>• Following instances in which the door is open and Student X engages/re-engages in maladaptive behavior(s).</li> </ul>
<b>Releasing Safety Care Procedures</b>	<ul style="list-style-type: none"> <li>• After 30 seconds safe and calm, all safety care procedures can be released</li> </ul>
<b>Calm Room De-Escalation Protocol DOOR CLOSED:</b>	<ul style="list-style-type: none"> <li>• Instruct Student X to sit with his back against the back wall. Provide him with neutral verbal praise for compliance.</li> <li>• Instruct him to have a calm and safe body, and quiet voice (crying below a conversational level is acceptable)</li> <li>• Once he completes 2 successful minutes, absence of maladaptive behavior, provide Student X with neutral verbal praise and instruct Student X to complete 3-5 gross motor or verbal compliance tasks before opening the door (i.e. clap hands, touch head, etc.).</li> <li>• If he does not comply and/or engaged in any maladaptive behavior(s) during this time, the 2 minutes reset.</li> <li>• When the door is open, clearly state to Student X that he must remain with his back against the wall for an additional 2 minutes, absence of behaviors.</li> <li>• Provide Student X with neutral verbal praise for calm body/compliance on a VI-30 second schedule.</li> <li>• See exit criteria below.</li> </ul>
<b>If Student Elopes/Attempts to Elope Before Exit Criteria is Reached:</b>	<ul style="list-style-type: none"> <li>• Immediately instruct Student X to have a calm/safe body and sit against the back wall.</li> <li>• If Student X does not comply within 10 seconds, close calm room door. See door closed protocol above.</li> </ul>
<b>Exit Criteria:</b>	<ul style="list-style-type: none"> <li>• Once door is able to remain open for 2 consecutive minutes, absence of maladaptive behaviors, begin exit protocol:</li> <li>• Provide Student X with neutral verbal praise for compliance and present him with a compliance task (i.e. puzzle, matching worksheet, verbal or gross motor compliance tasks, etc.). - Tasks should be a minimum of 5 demands and should not be preferred items/materials but something Student X can complete independently.</li> <li>• Upon completion of compliance task, provide Student X with neutral verbal praise and instruct him to put his shoes back on.</li> <li>• Student X should return to the original demand (or similar) upon exiting the calm room. Any loss of reinforcement and/or classroom privileges should be discussed with Student X prior to exiting the calm room.</li> </ul>

**Behaviors Targeted for Increase**

**\*Will be completed while practicing social distancing\***

<b>2.1 Follow Up Questions</b>	When given a social scenario, Student X will respond to peer/staff statements/stories by asking 1-2 contextually appropriate follow up WH questions per statement/story in 4 out of 5 opportunities as measured across the quarter.
<b>2.2 Peer Collaboration</b>	Student X will work collaboratively with a peer for up to 10 minutes in order to complete a close ended activity or a game in 3 out of 4 opportunities per week as measured across the quarter.
<b>2.3 Discrimination Skills</b>	Student X will increase his ability to discriminate the different roles people fill in a student's life, practice assertiveness skills, and identify which people to approach when in need of any level of assistance in 4 out of 5 opportunities as measured across the quarter

# Center for Applied Behavioral Instruction

## School Calendar Year 2020-2021

**September**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**December**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**March**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**June**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

**\*\*School Hours- 8:30-3\*\***

September 7-Labor Day

August 30<sup>th</sup> First day of new 2021-22 school year

October 12-Columbus Day

November 25-27-Thanksgiving Recess

December 24-31 Holiday Recess

January 1-New Year's Day

January 18<sup>th</sup>- Martin Luther King Day**Professional Development****□ No School for students-May 7<sup>th</sup>**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3

**October**

4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

**January**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

**April**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

**July**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 15-19 Feb. Vacation Week

April 19-23 April Vacation Week

May 31 Memorial Day

July 2-Last Day of School

July 4 Fourth of July

July 5-9<sup>th</sup> Summer Vacation Week

July 12 First Day of Summer Session

August 20 Last Day of Summer Session

August 23-27<sup>th</sup>- Summer Vacation Week

August 23-27 If necessary will be used for unforeseen circumstances as additional school days

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21

**November**

22	23	24	25	26	27	28
29	30					

**February**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

**May**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

**August**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				



**ACHIEVE  
THE POSSIBLE**



## Lunch Delivery Protocol

### 1. Drop off

- Lunch will be dropped off by Worcester Public Schools at 9:00 AM
- Assigned staff will meet the delivery truck outside, hand in the previous days count, and inform them the number and meal preferences.
- Worcester Public Schools staff will bring meals into the building.
- Assigned staff will check in with classroom teams regarding student meal preferences (breakfast and lunch)
- Breakfast and Lunch will be kept in the cafeteria/refrigerators until classroom delivery.

### 2. Delivery to Classrooms

- A designated staff member will serve lunches to each classroom (in doorway, lunch staff will not enter classroom) at 11:00 and 12:45 (subject to change).
- Classroom staff will indicate meal preference and will receive lunches from the door.
- All lunch delivery and classroom staff must wear gloves and a mask when handling lunches.
- All student desks must be cleaned before and after lunch.
- Staff must change gloves in between cleaning and lunch delivery, and in between each student if helping to feed.
- All lunch materials will be discarded in the classroom.
- All students will wash and/or sanitize hands prior to consuming lunch.

### 3. Count

- During lunch delivery, assigned staff will count how many meals were delivered to students.
- Meal count will be handed to Worcester Public School staff the next day.