



Programs Serving Students with Severe/Multiple Disabilities Distance Learning Plan

The purpose of this document is to share with families and the community the policies, practices and plans of the Contra Costa County Office of Education (CCCOE) Student Programs Department during this time of school closure. These plans have been created with the unique needs of our students and families in mind.

The California Department of Education (CDE) has defined “distance learning” as “... instruction in which the student and instructor are in different locations. This may include interacting via the use of computer and communications technology, as well as delivering instruction and check-in time with their teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and instructor is on-line interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.”

PROGRAMS SERVING STUDENTS WITH SEVERE/MULTIPLE DISABILITIES

The Contra Costa County Office of Education provides a full range of services designed to meet the needs of students with disabilities throughout the county. These programs provide classes and training that use innovative approaches in a structured, positive environment to support each student in meeting his or her Individual Education Plan (IEP) goals and objectives. Approximately 230 students are served in seven locations throughout the county. Contra Costa County Office of Education has programs Mauzy School (Alamo), Turner Elementary (Antioch), Diablo Vista Elementary (Antioch) O’Hara Park Middle (Oakley), Krey Elementary (Brentwood), Heritage High (Brentwood) and Liberty High (Brentwood). The programs offered at these sites include programs for students with Autism, Community Based Instruction, transition programs and programs for students with severe and multiple disabilities. The Early Start Program works with students from birth to three years old who have low incidence disabilities (visual, hearing, and motor impairments) as well as students who are delayed in other areas of development. This program works with students on their Individual Family Service Plan (IFSP) goals and objectives.

DISTANCE LEARNING CURRICULUM PLAN AND LESSON DELIVERY

CCCOE teachers are communicating with families regularly to provide support and using a variety of resources to support students via distance learning. They have carefully considered each student's abilities and IEP goals when determining a plan for that student's distance learning. Because the needs of the students vary, the plan for each also varies.

Distance learning plans for individual students may include, but are not limited to:

- Setting up and monitoring online accounts that are tied to curriculum, such as the Unique Learning system, which is an alternate curriculum program that many of our students have been participating in on a regular basis within the classroom.
- Sending home paper packets and materials that have been individualized to each student to support IEP goals.
- Providing parent instructions on how to implement the instructional materials to complete the goal.
- Providing teacher-created videos for a whole class lesson, or for individual students in order to help parents continue the strategies teaching.
- Teaching lessons in real time over the internet.
- Teaching lessons to individual students via phone or internet.
- Checking in with parents or students via phone, email, or video conferencing.
- Providing a sample or suggested schedule for the parents to use to maintain learning.
- Providing parents with a list of IEP goals to accompany the materials, lessons, strategies or directions on how to help meet the goals.
- Using a platform such as Google-Classroom or Padlet to provide a collection of videos, links, and communication to students and parents.
- Delivering materials for lessons to homes.
- The Early Start Program may use any of the above resources and activities in order to work with individual IFSP goals and objectives directly and in consultation with the family. These may include parent coaching activities via video or written communication.

Depending on the needs of each student and the type of instruction being provided, the delivery of this instruction can be any or a combination of physical delivery to homes, parent pick-up if materials, materials mailed to the home, online or emailed access.

DESIGNATED INSTRUCTIONAL SUPPORT

DIS (Designated Instructional Support) staff is communicating with families to set a schedule for support. Services through these professionals may be provided online through

videoconferencing, home packets/materials that have been individualized to each student to support each IEP goals, support through instructional videos, and other resources depending on students' individual needs and parents' ability to access and support instruction. For some students, this instruction is embedded by the DIS staff in the materials and instruction provided by the teacher as these teams work collaboratively together.

Below is a description of plans for DIS services:

- Students who work with a Speech and Language Pathologist will receive support such as communication boards, choice making boards, online tools, daily schedules and/ or other visuals that can easily be employed at home.
- Students who receive Occupational Therapy will receive tasks to complete at home. These may include putting, sequencing, handwriting or art tasks.
- Students who receive Adaptive Physical Education will have recommended simple gross motor activities that can be worked on in the home environment (throwing, jumping, crawling, balancing, stretching, yoga).
- A collaborative team for behavioral supports has provided families with a list of practical strategies for dealing with challenging behaviors based on the function of behavior. They are also available for consultation for those families of students with behavioral or counseling needs.
- Nurses will reach out to parents/guardians of students with complicated medical needs to provide support, information, guidance and encouragement.

COMMUNICATION PLAN

Staff will be working individually with families to identify what supports are needed. Classroom teachers are the first line of communication with families but contact information for other service providers and administrators are also available. The primary form of communication with all staff is email. Staff may also provide families with a phone number to call them directly. School administrators are also available via email and will return phone calls to parents who wish to be contacted.

CCCOE Special Education can provide behavioral consultation for parents who need support with behavior or have counseling and guidance concerns for their students.

Depending on the timeline for IEP meetings, staff may be scheduling IEP meetings with families during this time. In those cases, staff will work individually with families to ensure a collaborative and successful IEP meeting.

TESTING

The state of California has received a waiver for state testing for the 2019-20 school year. Students will not be required to complete the California Assessment of Student Performance and Progress (CAASPP) or the English Language Proficiency Assessment for California (ELPAC) this year.

PROGRESS REPORTING

Teachers recently submitted IEP Progress Reports. However, goal monitoring involves observable behavior, which can no longer be reliably assessed and reported. Progress reporting will resume once the students are back in classrooms.

POSSIBLE DAILY ROUTINE FOR STUDENTS - ELEMENTARY SCHOOL

Before 9am	Wake Up, breakfast, get ready for the day
9:00 - 9:30 am	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
9:30 - 10:00 am	Learning Time Activities
10:00 - 10:30 am	Physical/Emotional Activity Time (Structured)
10:30 - 10:55 am	Learning Time Activities
10:55 - 11:00 am	Break
11:00 - 11:30 am	Learning Time Activities
11:30 - 12:00 pm	Physical/Emotional Activity Time (Open Play)
12:00 - 12:30 pm	LUNCH
12:30 - 1:00 pm	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
1:00 - 1:25 pm	Learning Time Activities
1:25 - 1:30 pm	Break
1:30 - 2:00 pm	Learning Time Activities
2:00 - 2:25 pm	Art/Creative Time
2:25 - 2:30 pm	Break
2:30 - 3:00 pm	Art/Creative Time
**Virtual Peer and/or Teacher Check In - A time for students to connect with others	

POSSIBLE DAILY ROUTINE FOR STUDENTS – MIDDLE AND HIGH SCHOOL

Before 9am	Wake Up, breakfast, get ready for the day
9:00 - 9:30 am	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
9:30 - 10:30 am	Learning Time Activities
10:30 - 10:45 am	Break
10:45 - 11:30 am	Learning Time Activities
11:30 - 12:00 pm	Physical/Emotional Activity Time
12:00 - 12:30 pm	LUNCH
12:30 - 1:00 pm	Reading/Listening Time; Virtual Peer and/or Teacher Check In**
1:00 - 2:00 pm	Learning Time Activities
2:00 - 2:15 pm	Break
2:00 - 3:00 pm	Art/Creative Time; Physical/Emotional Activity Time
**Virtual Peer and/or Teacher Check In - A time for students to connect with others	

OTHER PARENT/COMMUNITY RESOURCES

[CDE Distance Learning Website](#)

[CA Surgeon General: Guide to Stress Relief During COVID-19](#)

[CCCOE COVID-19 Website](#)

[CCCOE Learning Resources Website](#)

[Tips for Getting Started Learning at Home](#)

[Contra Costa County Health Services](#)

[Information about Child Care](#)

[Tips for Supporting Your Child During Coronavirus](#)