

BOE Report  
April 2020

The Canterbury Public Schools nursing staff was busy the week prior to our March 13th dismissal teaching and reinforcing hygiene and ways to stay healthy with our students. Mrs. Stimson, CES nurse, reviewed in an age appropriate manner germs and how they are spread, then rapped a hand washing song with the students. In the middle school, Mrs. Jodoin also reviewed germs and how they are spread, social distancing, and hand washing techniques along with the importance of nutrition, hydration and getting a good night's sleep. Mrs. Stimson composed a wonderful letter regarding COVID-19, from her unique perspective as school nurse, ER nurse, and also as a parent, that was sent to all CPS staff. Both nurses met several times with the administrative team prior to school closure to assure that parents and staff were receiving appropriate information during this unprecedented time.

Mrs. Stimson and Mrs. Jodoin continue to collaborate with administration on a regular basis, and are available via phone or email to all CPS staff and families. Mrs. Stimson has communicated with CES students and staff via dojo while Mrs. Jodoin sent a short video, along with other staff members, to the middle school students reminding them to practice healthy habits. Mrs. Jodoin attends regularly scheduled Zoom meetings with the NDDH (Northeast District Department of Health) regarding updates to COVID-19 and attends weekly administrative meetings, working closely with our interim superintendent on communications with parents and staff.

We would like to stress that continued social distancing practices are imperative to stopping the spread of COVID-19. It is now being reported that there are signs in other states that social distancing is starting to "flatten the curve". Stay home, stay healthy!

Respectfully submitted,

Kimberly A Jodoin RN  
DHBMS Nurse  
School Nurse Supervisor

Cassandra Stimson RN  
CES nurse

April 1, 2020  
Food Services

The first week we served meals Monday thru Friday from 10-noon. We received some feedback from families that it was tough to get here for 10am as at that time they were still working. For week 2, we changed the time to 9am-noon and are only handing out meals on Monday, Wednesday, and Friday. Starting Monday April 6<sup>th</sup> we will deliver our meals between the hours of 11am and noon, Monday/Wednesday/Friday. The first week we will deliver on Thursday instead of Friday due to the Good Friday holiday. A communication to families will be sent out Thursday.

Enrollment:

CES 293  
BMS 181  
High School / Out 277  
Total Enrollment 751

Meals served:

Monday 3/16 65 meals  
Tuesday 3/17 96 meals  
Wednesday 3/18 121 meals  
Thursday 3/19 146 meals  
Friday 3/20 97 meals

Monday 3/23 145 meals  
Wednesday 3/25 \*  
Friday 3/27 \*

Monday 3/30 195 meals  
Wednesday 4/1 \*  
Friday 4/3 \*

\*Numbers not available at this time.

## CANTERBURY ELEMENTARY SCHOOL

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**Many thanks to all staff for all the ways we have pulled together and worked to find solutions! Thank you!**

Phase 1 March 16-March 27

On March 13<sup>th</sup>, CES sent packets home with students when they left for the half-day and teachers made sure that families had what they needed. The office reached out to families to make sure that they have materials and gave them out, via mail or coming to the office.

The district administrative team made plans for the "Grab and Go" and communicated to families. During this time, we were getting much guidance from the state and they were changing often. I was heavily engaged in reading all guidance, regarding PK, Remote Learning, Health updates, and special education guidelines. Garrett and I collaborated about the food program, chrome book dissemination, and family communication.

In the beginning of the second week, it became clear that we would be engaging in remote learning so CES began to prepare in earnest. Teachers reached out to families to make sure that we had accurate email information. We all started learning about different platforms, such as Google classroom and Zoom. We started teaching each other and planning for grade level plans.

Garrett and I continued to collaborate and reach out to families. Please see enclosed the letter from CES dated March 27. These messages went on Blackboard in all media that we could select and were posted on our website.

Staff started meeting on Thursday, March 26<sup>th</sup> remotely for staff meetings. We worked out how to meet online and we helped each other troubleshoot difficulties. We discussed different platforms and made plans for each grade level.

On Friday, the staff met for our first "Remote Coffee and Chat". We meet remotely from 8:30-9:00 and are able to discuss experiences and find resources should we have questions. Remote Coffee and Chat is occurring every scheduled day of school.

### **Needs Assessment**

Needs Assessment of Technology Resources: Garrett, Jason, and I began to discuss how to get chrome books out and make plans. We have also been concerned about staff having adequate technology.

Teacher Skills for Remote Learning: As a full team, we started sharing resources and teaching each other. We received training a couple of years ago on Google, and Google



Friday, March 27, 2020

Dear CES Families,

We are thinking of you and missing you. As we respond to our children, please remember that for our age group, play continues to be a great activity. Children learn a lot through their play and it helps them to make sense of the world. I encourage us to include play in all routines as a vital activity.

There are natural opportunities for children to learn right now. These are important such as taking walks, playing outside, reading books, drawing pictures, making puzzles, singing songs, and writing in journals.

I have asked the teachers to focus their work for the next two weeks with students on re-enforcing known skills. We hope to celebrate our reading week in some fashion! Our special teachers are planning activities, too.

If you are looking for any assistance, please remember that the phone number 211 is a great State resource. If they don't have the answer, they will connect you with someone that does.

All of our staff are working remotely so feel free to reach out to all staff by email, including our office staff, Mrs. John and Mrs. Craig with questions. Please continue to reach out to my email. I am working every weekday and monitoring email regularly.

#### What will remote learning look like at CES?

1. We will continue to communicate as we have. It is important that we maintain communication between the school and your homes. Please make sure that your child's teacher has an email contact for you if available. We will continue to reach out as we have (email and classroom dojo).
2. We will use google classroom as a tool (Grades 1 -4) to make instructional resources available for you. Our goal for the coming 2 weeks is to orient to this tool as a school community. We are working to get one Chrome book into each family home that needs it.
3. Classroom Dojo will continue to be the primary tool for Grades PK and K and an important tool for Grades 1 and 2, as well.
4. We will provide sample routines for you to try at home. Other parent resources are available on the CES website.
5. In the coming week, we will offer an opportunity for students to meet with their teacher remotely for Grades 1-4. PK and K will continue to use Classroom Dojo as their primary tool with families. We are planning as a staff so that we aren't asking a second grader to join a remote meeting when we are also asking a 5<sup>th</sup> grader the same thing, with only one device in the home.
6. Paper packets: we are continuing to explore ways to provide paper packets for the younger grades, and families who request it, however this week we are focusing on remote resources.

Thank you.

As ever,

Miss Cary

# Dr. Helen Baldwin Middle School

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## **Initial Preparation**

As soon as school shut down on March 13, I began to reach out to principals from other districts to see how they were approaching this unique set of circumstances. A former colleague of mine connected me with Diane Dugas, from EASTCONN. She has been a phenomenal resource for me throughout. Over the week and a half from March 16 through March 24, I attended two teleconferences, hosted by EASTCONN, with all of the Regional Educational Service Centers (RESCs) from around the state. During these teleconferences, we discussed a myriad of issues, including feeding students, curricular continuity, special education services, etc. I was also able to walk away with physical resources that were being developed by other districts, which was helpful in my preparations.

## **Needs Assessment**

Once Mr. Connelly directed Sarah and me to begin preparing for long-term remote learning beyond the initial two-week period, I began to conduct a needs assessment of my building. This included the following:

- *Technology capacity*- Jason and I met early on and discussed the need for providing Chromebooks to families. Jason then began to conduct a thorough audit of all existing Chromebooks across our district, which included creating a tagging system that would enable us to keep track of our devices. This took a significant amount of time on Jason's part and was critical to our launch on Monday, March 30.
- *Teacher skills around remote learning*- Using resources taken from the RESCs, I created a guide for my staff that outlined my initial expectations for our building. In conjunction with Beth O'Connor, the union president, and Cori Beckwith, I finalized it and sent it to my staff on March 25. We then had a full-staff faculty meeting on ZOOM on March 26, where I was able to communicate the overview of our program and solicit needs from my staff. Based on this work, we were able



to run various training for staff, to ensure they had the requisite skills to launch on Monday, March 30.

- *Building Access Needs-* Working with Tom Millerd, I was able to define a concrete time schedule to allow for my staff to access the building to gather any resources needed for planning or to take personal items home with them. We limited access to 4 people at a time and were able to allow for all staff in a way that respected social distancing measures.
- *Students skills around remote learning-* While many students are quite tech-savvy, it was clear that not all students have the same level of familiarity with all aspects of our online learning approach. Beginning on Wednesday, March 25, I provided a folder on our website and began to upload critical resources for both parents and students to help them navigate the systems we are using. In addition, I have communicated daily, since March 25, with my school families, to update them, guide them to important information, and reiterate dates and timelines for them.
- *Community resource needs-* Beginning on March 25, Ms. Cary and I asked parents to email us to communicate needs for Chromebook access, etc.

### **Teacher Training**

Beyond holding multiple faculty meetings to provide Q and A, teachers were also trained through the following:

- Webinar put on by Tim Simkowski, my technology teacher. This webinar focused on using ZOOM and Google Classroom.
- Webinar I put on focusing on using Twitter as a communication and collaboration tool for our middle school students.
- A Staff Questions page, where my entire staff was able to pose questions, respond to one another, provide insight and experience, and collaborate on multiple solutions to the various problems we were running into.
- Various small-group ZOOM meetings, which facilitated individuals using the platform prior to going live.

- One-on-one ZOOM meetings for individuals who wanted to practice with me and ask me questions directly.

### **Parent Information**

I have a folder on my school website titled "Family Support." This folder has a wealth of information for parents, including, but not limited to:

- Instructions for accessing student email
- Instructions for parents to assist with using ZOOM
- Instructions for accessing Google Classroom
- A form that allows for parents to ask me questions directly

I have continued to upload information to this folder on a daily basis. In addition, I have sent blackboard messages to my parents on a daily basis, since March 25 (see attached at the end of my report). I have also asked for these communications to be put out on PTO pages and have been placing them on our website.

### **Student Outreach**

Prior to remote learning getting up and running, we had been attempting to stay connected with our students through Instagram and Twitter, sending out positive messages and photos of staff. In addition, on Saturday, I sent out a video to all of our students of many of my staff members greeting them, and letting them know how much we miss them. If you are interested in seeing the video, it is located on the BMS website and is titled "A Message To Our Students". I received positive feedback from parents and students from this and plan to regularly do something of this nature to continue to support our students' emotional health.

### **Daily Learning Expectation**

Our initial learning expectations for students are as follows:

- Every student will have every class at least one time per week in a synchronous "live setting."
- In addition, every student will have daily work for each class, totaling between 3 and 4 hours each week. This learning will be asynchronous and can be

completed at each student's discretion, although many assignments will have due dates and times.

- A schedule of our "live" times is posted in the Family Resources folder.
- As we get underway and develop confidence in this remote learning setting, I anticipate the expectations and schedules to shift, with more rigorous expectations picking up as confidence is gained.

Overall, I feel like the DHBMS staff is working diligently to ensure educational continuity to the best of our ability considering the circumstances. As always, I am open to suggestions, feedback, etc. Please reach out to me with any questions at [gdukette@canterburypublicschools.org](mailto:gdukette@canterburypublicschools.org).

March 25, 2020

Good evening Canterbury families,

We hope you are staying healthy and well. As many of you know, Governor Lamont has closed all schools until April 20th at the earliest. As a result of this decision, Canterbury Public Schools will be shifting to remote learning beginning Monday, March 30th. For our youngest learners, we will continue to make packets which will be available next week for the next unit of study.



As we prepare for this new educational approach, we felt it was important to share some important updates with you.

Starting next Monday, we will offer more opportunities for remote learning. It is important for us to have a remote platform where we can see each other. Our goal this week is to make sure that all students are able to connect with their teachers.

First, students will need a laptop or a home computer, with good internet connection, where they can access learning content that their teachers upload. If you are in need of a computer for your child to complete their work, please email your school's principal or tell your child's teacher.

Additionally, if you are in need of internet, please call Charter Communications who is offering free internet for families of school children who may need support.

Please know that teachers at both Canterbury Elementary School and Baldwin Middle School are actively engaged in professional development regarding teaching and learning in this new way, and actively planning for our students. Remote learning is new and different for all of us and our staff are working hard to develop lessons that will challenge all Canterbury students to grow and learn during this unique experience.

Finally, we felt it was important to provide meaningful resources for parents as we move along this journey. To that end, we are posting parent resource folders on each school's website, which will be updated frequently, as our learning picture takes shape.

As always, if you feel that you would like a specific resource or have a thought or concern to share, please email us.

Please look for another update regarding remote learning tomorrow evening.

Thank you.

Mrs. Cary and Mr. Dukette

March 26, 2020

Good evening Canterbury families,

As we continue to prepare for our rollout of Remote Learning on Monday, March 30, we wanted to provide more information to our Canterbury families.

Many of you have contacted us to let us know that you will need to borrow a school chromebook in order to support your student in their remote learning. If you have not already done so, please

email either Mr. Dukette or Miss Cary to let them know that you are in need of a Chromebook. At this point in time, we are limiting to one Chromebook per family, in order to ensure that we are able to meet the needs of all students. We will be communicating more information about how families can pick up the Chromebooks at a later date.

In addition, we are trying to provide as many resources to our families as possible. Some parents have asked for support materials to help them to navigate some of the online tools their students will be using. To this extent, both school websites will soon have an active folder titled "Parent/Family Resources" that will be helpful to parents in helping to navigate this time period. In that folder is a form titled "Family Questions". Please use this form to communicate questions directly to the district as it will help to guide our work as we move forward.

Much of our work over the past few days has been in supporting our staff on learning how to navigate these online learning platforms. By the end of the day on Friday, we hope to send out some general guidelines for parents in terms of how to best schedule your student's day, when they can reach out to teachers, and other important questions, including guidelines around screen time. In addition, we will be activating the student school emails for middle school grades, to better enable communication between our students and their teachers.

Thank you so much for your continued support. Tomorrow, please look for school-specific communication regarding frequently asked questions and remote learning.

Thank you.

Miss Cary and Mr. Dukette

March 27, 2020

Good evening Baldwin Families,

I am writing to let you know that our staff is thinking of you and that we are excited to have you join us for our remote learning on Monday!

Many of you have contacted me to let us know that you will need to borrow a school Chromebook in order to support remote learning. If you have not already done so, please email me as soon as you are able. All Chromebook pickups will take place on Monday, March 30, from 9 am to noon DHBMS. You will be asked to sign an acceptable use agreement before you are

able to take a Chromebook. There is a copy of this agreement in the "Parent Support" folder located on the middle school website for you to read ahead of time.

Some of you have been asking how the work that was assigned on March 13th will be graded. As of now, all work over the past two weeks was seen as supplemental, and will be graded if completed, but will not be counted if it is not completed. However, we plan to treat our remote learning time together, beginning on March 30, as actual school days. While there will be flexibility for students in completing certain learning tasks, we encourage you as a family to emphasize the importance of your students participating in the learning our staff will be providing, so that they are able to learn and grow as much as possible for the remainder of this school year and be as ready as possible for their next grade.

Please take some time this weekend to look at the Parent Support folder located on the BMS website, as it provides important information, including a model schedule that your student can follow, a Frequently Asked Questions guide, as well as other resources, including a place for you to ask me questions directly.

Thank you so much for your continued support. I will be reaching out again over the weekend as we get closer to our launch on Monday, March 30.

Thank you.

Mr. Dukette

March 28, 2020

Good evening Baldwin Families,

Happy Saturday. I am calling to share some important information regarding the launch of our remote learning on Monday, March 30.

Remember, please email me if you are in need of a Chromebook to support your student's remote learning. If you have already requested a Chromebook to support Remote Learning, pickups will take place on Monday, March 30, from 9 am to noon at DHBMS. At that time, you will be given an acceptable use agreement that outlines our expectations for how your students will use the Chromebooks outside of school. Acceptance of a Chromebook signifies that you understand and agree to all the expectations outlined in the Acceptable Use Policy. There is a



copy of this agreement in the "Parent Support" folder located on the middle school website for you to read ahead of time.

If you have not already done so, please look at the Parent Support folder located on the BMS website, as it provides important information, including a model schedule that your student can follow, a Frequently Asked Questions guide, as well as other resources, including a place for you to ask me questions directly. New today is a section titled "Information from Staff" which will provide guidance on how your students can access their online classrooms.

Finally, I wanted to share a surprise with our students. BMS students, please go onto our BMS website and find a link titled "A Message to Our Students." There you will find a special video from our staff to all of you. I hope you enjoy it. Please know, we miss you terribly, and can't wait until we are back together in the halls of Baldwin.

Thank you so much for your continued support. I will reach out again tomorrow with some final thoughts before we launch our remote learning on Monday.

Thank you.

Mr. Dukette

March 29, 2020

Good evening Baldwin Families,

I am writing to ensure that your students are ready for our first day of remote learning, which begins tomorrow, Monday, March 30. Please make sure you check the Parent Support folder located on the BMS website. It has tons of important information, including "How-To" guides for the online tools we will be using. Students should check the document titled "BMS Live Lesson Schedule", which will outline times where students may have opportunities for live learning with their teacher and peers. Any live classes that are scheduled tomorrow morning will be recorded and made available for students who have not yet picked up their Chromebooks.

For those families who have requested a Chromebook, pickup will take place tomorrow, March 30, from 9 am to noon at Baldwin Middle School. At that time, you will be given an acceptable use agreement that outlines our expectations for how your students will use the Chromebooks

outside of school. Acceptance of a Chromebook signifies that you understand and agree to all the expectations outlined in the Acceptable Use Policy. There is a copy of this agreement in the "Parent Support" folder located on the middle school website for you to read ahead of time. Email me if you are in need of a Chromebook and have not yet reached out.

Our goal this week is to ensure that all students are connected to our remote learning, and to begin providing lessons that will both re-engage them in the academic curricula while also supporting their social and emotional well-being. Please bear with us as our learning gets underway this week. Remote learning is a unique experience for us all and, while there will no doubt be bumps in the road, I am confident in the education that our students will receive as we move forward.

Students should treat tonight as if it were any other school night. Have a healthy dinner, get yourselves organized, and make sure you are in bed at a reasonable time. You will find the outline of your schedule located in the Parent Support folder, located on our BMS website. If you are unable to be online, especially during the times set for face-to-face remote learning, make sure you email your teacher to let him or her know.

We're looking forward to seeing you tomorrow, Baldwin!

Thank you.

Mr. Dukette

March 30, 2020

Good evening Baldwin Families,

I wanted to reach out to you all to share my gratitude for all of the work and effort that our staff has put into making today a reality for our students. While there were some hiccups with technology here and there, for the most part, our first day was a success. At the end of the day, during our BMS virtual faculty meeting, I was able to speak with each of your student's teachers and they felt that students were engaged, were learning, and were happy to be able to reconnect with their friends and our staff.

As we move forward over the coming days and our system smooths out and continues to improve, I plan to keep in touch with your households, to share important information, updates, and announcements. As part of this announcement, there are a few items that I would like to share with you all.

First, please make sure that all students turn off and restart their computers tonight. Our IT

department sent out a forced update to all student accounts that should “fix” some of the ZOOM glitches that occurred during the school day today. However, the laptops need to be restarted for these updates to take effect.

Second, students should carefully check the invitations they are receiving for online learning. It seems that invites are going out to students and giving two options, both for students to enter a ZOOM meeting as well as to enter a Google MEET discussion. Students should click on the ZOOM invitation and not on the Google MEET, otherwise, they will not see their teacher or their classmates.

Third, please continue to check the Family Support folder. I continue to add new resources to the folder on a daily basis. For instance, today I added a resource from the CT State Department of Education that offers parents some free informational webinars over the next week or so, on topics ranging from the social-emotional well-being of our children to supports for students with special education services. And, as always, please don’t hesitate to reach out to me with any questions you may have.

Finally, I would like to end my message to you on a truly positive note. Today, I received a letter from the International Association of Approved Basketball Officials, letting me know that the Baldwin boys basketball team was the recipient of the 2020 Rene C. Provost Boys Basketball Sportsmanship Award. This award recognizes the Northeast Connecticut boys’ middle school athletics program that best represents and personifies the essence of sportsmanship. The letter goes on to congratulate our Athletic Director and Head coach, Jim Molkenthin, all of our coaching staff, our amazing student-athletes, our fantastic cheerleaders, and the support of our parents and our community. This truly is a wonderful honor.

Once again, Baldwin, I am very proud of our student community and of our diligent staff. Even in the face of adversity, we continue to rise to the occasion and I am proud of each one of you. Keep up the good work, and we’ll see you online tomorrow!

Thank you.

Mr. Dukette



Pupil Services Report  
Canterbury Board of Education  
April 1, 2020

The Pupil Services Department with Canterbury Public Schools has developed a plan to provide continuing educational opportunities for students with disabilities during the school closure related to COVID-19. The following summary highlights the Pupil Services Department's effort to insure the implementation of Individual Educational Programs, to the fullest extent possible, so that education remains accessible and reasonable to students with disabilities during school closure. Because the impact of the Pupil Services Department reaches wide and deep into our community, the plan begins with general actions to support the well-being of students and families overall, and ultimately drills down into each individual child with an IEP, 504, or Tier III SRBI plan. This plan was based on the assessed needs of our students and families combined with the evolving guidance available from the Connecticut State Department of Education's Bureau of Special Education, Office of Special Education Programs, the Office of Special Education and Rehabilitative Services and the RESC Alliance.

### **Community Level Actions**

School closure has changed our community in a short period of time. Parents are facing additional stressors in addition to educating their children at home. The burden is significant. The counseling constituent (Social Worker, School Counselor, and School Psychologist) of Canterbury Public Schools is currently working on a list of available therapeutic options to assist families and community members with the stressors they face at this time. The list will be added to our website as an alert so anyone who visits the Canterbury Public School's website will be greeted by supportive information for parents and families.

Our team of early childhood educators will engage the community in an activity to support the education of our youngest students. Although this idea is in the early stages, the team would like to place a representation of the school's mascot at a number of different locations in town and invite students and their families to find them. Pictures will be posted on Facebook and Twitter, ultimately distracting our focus from the impact of the virus to something fun and family-centered.

### **District Level Actions**

As the Director of Pupil Services, I remain connected with the governing bodies at the state level to receive guidance about our practices to educate students with disabilities during school closure. Much of the guidance is being written in response to this pandemic, as this is new for education across the board, and particularly special education. I am in (at least) weekly contact with the Special Education Bureau Chief and ConnCASE (Connecticut Council of Administrators in Special Education) to learn of the developing regulations for which LEAs are responsible for implementing. This includes PPT, evaluation, budget and grant timelines, in addition to the best practice for meeting student's needs as they relate to their disabilities.

The guidance on legal and best practice from the state has changed in many ways since schools initially closed on March 13th, but the documentation requirement has remained constant. Certified special education staff have been educated about these requirements and a consistent format is being utilized, across district, to capture specific contacts made with special

education families, work designed according to IEP goals/objectives, modifications/accommodations required to the digital delivery of instruction, barriers to accessing digital education and possible methods to mitigate those barriers.

Parents of students with IEPs and 504 plans will soon receive a “passive consent” form to acknowledge their agreement to their children participating in a virtual classroom to receive special education instruction and intervention. The consent form also highlights that small virtual groups may also be part of a student's instruction where their name and image may be visible to other students and/or people in the household. Parents have the opportunity to opt their child out of virtual classrooms and/or group formats, and are made aware that special education staff will make all reasonable effort to deliver instruction otherwise, but it may not be as frequent as if it was delivered in group format.

Virtual meetings have been held with all special education staff across the district, at this point in time. Initially, staff met with me by school. After that, staff met with me separated by school and role. For instance, all of the case managers at CES met with me together to assess student needs and hypothesize staff's ability to meet those needs, specifically from the case manager perspective. In addition to case managers, related services staff and paraprofessional groups met as well. As an outcome to those meetings, we have identified common and unique needs amongst and between schools and pupil services roles. These will be further defined in the next section as they relate to the specificity of school level/student plans.

All out of district (OOD) placements have been considered during this time, and each child's status at each OOD has been considered as of the school closure date. Consultation about OODs will be ongoing. Guidance from APSEP will be considered when planning further for children in OOD. More information will follow in the coming week.

Collaboration with the Pupil Services Secretary has been occurring regularly, with the primary function of centralizing our operation during school closure and my transition into the role of Director of Pupil Services. This has allowed me to: reach the appropriate department member to schedule meetings, link into district platforms such as IEP Direct and PowerSchool, and gather the necessary history of student needs. We have also worked on a case by case basis to determine which PPTs we can hold virtually, and rescheduling those that we cannot hold due to lack of data or parental permission for the virtual format. Medicaid reimbursement for the district is monitored as are grant submission deadlines for IDEA and Excess Cost. The Summary of Performance SEDAC report is due April 15 and is being monitored. The CSDE has not yet extended the submission deadline for any of these obligations, so timely submission is important.

Lastly, the RESC Alliance has designed a professional learning series for paraprofessionals. Most, if not all, of the training is free. We have a need for paraprofessionals in our school district to provide direct service for children, however, those without ample direct student assignments can build the capacity of our district by attending conferences while being paid.

### **School/Student Level Actions**

Students with significant needs are in the process of being triaged for safety and additional needs. Paraprofessionals will be assigned where noted on IEPs, and on an as needed basis for students requiring help with assigned work. They will work under the supervision of a case



manager, and maintain contact with the case manager at regular intervals to provide support where needed.

First and foremost, case managers will be the point person for families of students with special needs, and they will assess on a daily basis, the well-being of the students and families on their caseload. Concerns for families may include safety, security, nutrition, education, and more, and will be brought to the director's attention if case managers and families are not able to mitigate the concerns independently. To supply continuing educational opportunities, case managers will/have designed an individual Google classroom for each student where they will supply the modified versions of assignments and any IEP goal specific work children are to do. Case managers are currently working with general education teachers to modify work, making it accessible and reasonable for students with disabilities. Case managers will be mobilizing paraprofessionals to support students who require it because of their IEPs or need supplemental support to complete assignments at this time.

Related service providers are reaching out to families to maintain relationships and provide support as identified in IEPs. Once parents have the opportunity to opt their children out of virtual special education services, related service providers (OT, PT, speech, counseling) will begin to schedule individual sessions with children/families. These professionals have large caseloads (approximately 30 students), and a responsibility to educate and counsel children. Because of their large caseloads and questionable confidentiality of protected information delivered in student homes, it is more likely that pre-recorded lessons will be delivered by the related service provider, with follow-up sessions designed to discuss and teach will be implemented. The state continues to develop their guidance on this model, and our plan will be adjusted accordingly.

Related services staff will also adopt a "train-the-trainer" model where support and guidance is supplied to parents to more effectively manage a student's special needs in the home. This model can be applied to parents of students receiving occupational therapy, speech therapy, physical therapy, and counseling.

### **Next Steps**

Director will contact OOD placements to gather their plans for educating Canterbury students during school closure.

Director will contact families of students, starting with those who have dire needs.

Director will begin to hold virtual PPTs as of April 7, only on cases who have all of the information necessary to make a meaningful plan and where parents agree to holding the meeting in a virtual format.

Assess district for assistive technology needs for those students requiring it in their IEPs.

Respectfully Submitted,  
Cori Beckwith  
Director of Pupil Services