

GCMS Continuity of Education Plan

Goal of Plan

The goal of Distance Learning for George Crothers Memorial School (GCMS) is to meet each student's IEP (Individualized Education Program) goals, through the provision of FAPE, with a blended approach to remote instruction. Utilizing a variety of techniques, via video conferencing, teletherapy and adapted instructional materials, GCMS will deliver educational content through specialized learning platforms in a structured, sequential manner, tailoring delivery and guidance for students and caregivers. Together, our teachers and therapists will maximize engagement and provide instructional strategies to support students in a virtual learning framework using a tiered educational approach. All special education and related services will be implemented in accordance with US, state, and county public health guidelines, educational recommendations from the Pennsylvania Department of Education, and the US Office of Special Education and Rehabilitative Services.

Overview of Plan

GCMS is providing daily online instruction via the following formats: live video conferencing for classroom instruction, individual student access to Unique Learning Systems, live daily specials (art, physical education, music), supplemental leisure activities, social skills, and individual/group therapy sessions. Student participation in enrichment and review opportunities is highly encouraged and will be supported by GCMS to the extent practical under these circumstances. Such opportunities will be provided to students through flexible instructional practices tailored to each student based on feasibility and access considerations (options include Zoom, recorded lessons, Individual Student access to Unique Learning System online curriculum).

The tiered approach to distance learning is as follows:

Level 1 – (3/16/2020) survey families and staff, initiate online systems for distance learning, initial contacts with families, online scheduling, staff training, integrate technology

Level 2 – (4/13/2020) Zoom morning meeting, ongoing family coaching, therapists supporting classrooms, live specials classes, ULS lessons with student user/password, virtual assemblies

Level 3 – (4/27/2020) individual/small group therapy, team teaching implemented, supplemental social groups with paraeducators, virtual IEP's, flexible learning plans, data collection/documentation logs

Level 4 – (5/15/2020) Professional Development, informal observations, formal evaluations, completion of 82 forms, virtual graduation

Expectations for Teaching and Learning

It is the expectation that teachers and support staff are providing an enriching opportunity for online learning every day, via a combination of live videos, ULS, and extracurricular resources made available during this pandemic. These lessons emphasize enrichment and review that consist of informal activities that reinforce or extend students' prior learning. New standards and skills are not addressed through enrichment and review. The educational team will prioritize goals to be

addressed during Distance Learning instruction. GCMS does not anticipate that it will be possible to address every goal and objective but will be making a good faith effort to address reasonably obtainable goals and objectives.

Related Services include speech and language therapy, occupational therapy, SP/OT Group, physical therapy, and vision services. Content, frequency, duration, or format may vary from services as listed in the IEP. Related service professionals are expected to support this flexible learning plan in a manner that meets student, parent, and teacher need. Related service professionals will provide coaching to families and caregiver and may provide a range of supports directly or indirectly to students, families, and teachers that differ from those specified in students' IEP's. Related service providers can co-instruct during teacher-scheduled Zoom meetings to support continuity of education. Related service professionals are encouraged to consult with teachers and parents routinely to establish how related services can support students' learning as best as possible during the COVID-19 pandemic.

Communication Tools and Strategies

Each classroom teacher will provide a weekly schedule to parents/caregivers outlining lessons in all subject areas, how to access each lesson, and include all necessary Zoom links to attend live instruction.

Special teachers will provide weekly suggested materials that families can use for upcoming lessons in art, music, and phys ed.

Teachers and therapists offer assistance through Zoom or Google Voice (staff can establish Google Voice phone numbers). A 24-hour turnaround response for email inquiries is our goal.

Teachers and therapists will provide office hours Monday through Friday during school hours.

Instructional materials will be made and provided to families, aligned to the weekly lessons

Teachers and therapists will maintain a record of student attendance and participation and document parent contacts

Access (Devices, Platforms, Handouts)

Zoom – we have purchased the Zoom business account, to safeguard against hacking, as well as assure HIPAA and FERPA compliance. Zoom will be used daily for Classroom instruction and daily specials.

ULS – all students have been given a username and password, so families can access ULS and work on lessons/activities at their convenience

Vimeo – videos have been created to provide educational lessons, educational resources, and therapy lessons.

Virtual assemblies – provided via video from a few of our partners (Yoga Home, Paws for People, Musicopia)

Paper materials/handouts mailed directly and/or delivered to families

Switches, personal communication devices, iPads, tablets – we have surveyed all families to determine their need for technology and are working with districts to provide this platform for any families that need support.

Staff General Expectations

Teachers, therapists and family will prioritize goals to be addressed during Distance Learning instruction. GCMS does not anticipate that it will be possible to address each and every goal and objective but will be making a good faith effort to address reasonably obtainable goals and objectives. Related services professionals are expected to support this continuity of education plan in a flexible manner that meets student, parent, and teacher need. Related services professionals and paraeducators are expected to collaborate with classroom teachers regarding how they may best support teacher preparation before or during delivering daily instruction. Paraeducators will participate in the following Distance Learning assignments to support teachers and therapists through the COVID-19 school closure: provide online social skills groups through Zoom, classroom Support, copy and deliver materials to students to support daily lessons, and material development.

- Week of 3/23/2020- GCMS School provided resources to families that they could access from home through our web-based standards aligned curriculum. Families are encouraged to access and use these resources to provide consistent learning opportunities to the greatest extent possible for their child(ren) and to provide structure and practice of skills. All staff participated in online professional development related to distance learning.
- Week of 3/23/2020- GCMS teachers, specials, and related services professionals have provided “lessons” for each period and subject that they teach throughout the school day. Lessons and activities are for practice and maintenance of skills. No new instruction and no grades are associated with the posted activities. Related Services professionals have provided resources and meaningful activities and accommodations for parents and students to access throughout the day.
- Week of 3/30/2020 and 4/06/2020 - addition of “office hours” during school hours for all teachers and therapists. All teachers and therapists will be available via email so that parents can contact them for clarification of instruction, instructional support, or coaching.
- Week of 4/06/2020 – Spring Break. Distance Learning team Leads will be available during this time.
- Week of 4/13/2020 and beyond - teachers and therapists to begin IEP goal-related enrichment and review support to students. Paraeducators will participate in online professional development related to distance learning. All IEP’s will be completed by May 15th, 2020.

Student Expectations

Daily participation accessing ULS lessons
Daily participation in special classes (art, Phys ed, music)
Participation in Zoom meetings/recorded lessons
Ongoing communication with teachers
Ongoing communication with therapy team
Attempts to access online learning
Use of personal communication devices and/or district, GCMS provided devices during lessons

Attendance / Accountability

Teachers will take daily attendance and code student participation via the following domains:
Live daily classroom instruction
Live daily specials (art, music, phys ed)
ULS learning (student logged into ULS to complete lessons/activities)
Home schooled (student participated in supplemental lessons/activities with caregiver)

Good Faith Efforts for Access and Equity for All Students

Daily ULS lessons for reading and math
Individualized lessons based on ULS grade band level of learning
Ongoing communication attempts via a variety of platforms (email, text, phone call)
Good faith effort to address reasonably obtainable goals and objectives.
Addressing IEP goals to the best of our ability
Functional leisure activities, Live social skills groups
Daily specials (art, music, phys ed)
Ongoing consultation with therapy team
Ongoing coaching to families
Individual/small group OT, PT, ST
Live and video therapy groups (SPOT group, book club, motor group)
Vision teacher to support staff and consult on team
Virtual assemblies with previously contracted vendors: Paws for People, Musicopia
Providing technology (8" HD tablet) to students who do not have access
Providing instructional materials as needed via mail

Special Education Supports

Individualized lessons based on the student's unique learning needs
Access to personal switches, personal communication devices as appropriate
Coaching modules for learning at home
Videos created by staff to maximize learning at home
Whole team consultation available to families
Virtual IEP's based on school district expectations

EL Supports

ULS offers information in Spanish

Gifted Education

N/A

Building/Grade Level Contacts

Working within ULS grade bands

Resource Links

Online Resources – we have an ongoing library of resources, which will be shared weekly in alignment with curriculum-based instruction, coaching in the home, and therapy supports. Below are resources used for distance learning.

Math:

<http://www.happynumbers.com>

<https://www2.touchmath.com/covid-19-resources/>

<https://www.n2y.com/>

Reading:

<https://readtheory.org/>

<https://docs.google.com/document/d/1OH-GM-eYefOa7JDNmM6wdUb9fsa1H8k8O-XgPih4m0>

<https://www.whatdowedoallday.com/literacy-games-for-kids/>

Vooks – online books animated and narrated - Free subscription for teachers for 1 year

<https://www.vooks.com/>

Storylineonline.net

<https://www.getepic.com> - Epic Books

<https://www.n2y.com/>

Social Studies:

<https://www.n2y.com/>

Science:

<https://www.n2y.com/>

CVI Friendly YouTube Songs:

<https://www.youtube.com/channel/UC-wZA4w-Lz4-N71vCzXLA/videos>

Transition at Home:

<https://getyouredge.org/>

<\\cades-dc03\iepwrite\Transition at Home.docx>

Virtual Learning Units:

<https://www.specialneedsforspecialkids.net/>

<https://www.teacherspayteachers.com/Product/FREE-Life-Skills-Homework-Activities-Distance-Learning-5327996>

Art:

<https://homeschoolhideout.com/art-lessons-on-youtube/?fbclid=IwAR0rB9MFJ358HiDSZgIzVpPZHCx-liLj9ci8yfyrYNNgtC0j4XsXd8-HA5k>

Fine Motor Boot Camp

Activity 1 video

<https://vimeo.com/400320394?fbclid=IwAR2YFa6crQuhh3VNrAW658wSbJ4MOaZXrpGz74IP3W-QzAxATP1Ug2ypuaA>
