



Remote Learning Plan for TEC Student Programs

| Dates for this Plan | |
|--|-------------------------|
| Start Date: March 16, 2020 | End Date: April 7, 2020 |
| Plan Modification Date: March 31, 2020 | End Date: May 4, 2020 |
| Plan Modification Date: May 8, 2020 | End Date: June 19, 2020 |

The purpose of this plan is to communicate to our students, families, and sending districts how educational opportunities and services will continue to be delivered to all TEC students during the COVID-19 emergency school closure period which will continue through the end of the school year.

Despite the challenges of fostering learning in the atmosphere of uncertainty created by this unprecedented situation, TEC has continued to connect with, engage, support and challenge every student from the very first day of closure.

The safety and wellbeing of our students and staff is our top priority and we recognize that this shift to remote learning is challenging for our students, families and staff. Even before the Governor announced the state-wide closing of all schools until May 4, 2020, and shortly after extended the closure for the entire school year, the TEC staff had been working hard to design and implement a plan to support their student and families throughout these unpredictable days, by regularly connecting using email, telephone calls, our website and online tools to provide communicate and establish meaningful learning opportunities.

Although our facility will remain closed for the remainder of the school year, our entire staff is working harder than ever from home to support our students, families and communities.

In this guide you will find resources and updates shared with family by TEC. This document will continue to be updated throughout this COVID-19 emergency. Please visit our [COVID-19 Resources web page for additional information.](#)

Best wishes to you and your loved ones,

A handwritten signature in black ink that reads "Elizabeth McFarlane".

How is TEC providing Remote Learning to your child?

Although we know that remote learning cannot replace students' experiences in school, our teachers, specialists and support staff have worked hard to help all students to continue their learning during this extended period. TEC teachers are skilled in the use of online classroom tools such as Google Classroom, and a variety of assistive technologies. Throughout the school year teachers regularly integrate online content from our trusted partners such as Pearson Online and Blended Learning, Gradpoint and eDynamics, and will continue to do so. Our staff is dedicated to your child and has been working in integrated teams to create meaningful and productive remote learning experiences based on personalized learning goals for each student.

During this period of national and state public health emergency estimated to continue through the end of the school year, special education services for your child will look different. TEC staff members have developed an *Individualized Remote Learning Plan* for each student based on the Department of Elementary and Secondary Education's (DESE) initial Remote Learning Guidance (March 2020) and Strengthening Our Remote Learning Experience (April 2020). This plan is not an IEP amendment, and as the TEC staff continues to develop and improve remote learning opportunities your child's plan may be modified. We will continue to communicate with you using email and telephone calls so that you will remain updated and informed.

What can you expect? Special education and related services will be provided remotely through virtual, online or telephonic instructions. Learning will include supports and resources for independent learning that will include academic content, homework assignments and project-based learning opportunities with accommodations your child needs. Instruction and services will be delivered remotely in whole group and small group settings, or individually.

Your child will participate in a blend of teacher and related service provider led (live) and teacher and related service provider created (not live) self-directed learning experiences including:

- **Live Session** - Specific times to be 'live' with a member of their classroom team shared with you on your child's Extended Closure Planning Form. This may be the classroom teacher, an assistant teacher, a counselor, a specialist or a therapist. This synchronous learning may include sharing a screen in Google Classroom or Zoom to allow your child to participate in a lesson, engage in a discussion, review material or to share something new.
- **Teacher Directed Lessons**- This will include assignments prepared by the classroom team that can be completed online or hard copy if requested. This is known as asynchronous learning and may include watching a recorded video, an online lesson in Google Classroom or another resource. There

will be an expectation for your child to engage in this learning according to an established timeline. Your child may be asked to submit their work for credit.

- **Intervention and Therapy** - Resources, strategies and interventions will be included in your child's plan designed by therapists, counselors, reading specialists and others who will continue to support your child's access and engagement in Remote Learning opportunities. Our therapists will provide Teletherapy (online therapy) when appropriate.
- **Self-Directed Learning Experiences** - Your child will have access to additional extended learning and enrichment activities to keep their mind active during this time. This may include a 'menu' of activities such as virtual field trips, classroom challenges, mindfulness strategies, physical exercise, videos to review, and many more. Your child can also use their time to learn about things they are curious about.
- **Office Hours** - In addition to daily outreach, there will be specific days and times when classroom teams are available to return calls or emails to promote ongoing and regular communication between TEC teachers, students and families. If you have an emergency please call 911, never wait for office hours to reach out to a counselor or teacher.
- **IEPs** – TEC will participate in virtual IEP meetings based on the your child's home district's practices.
- **Technology** - TEC has distributed Chromebooks and personal equipment to our families. If you are still in need of equipment, or an internet connection, please let your child's teacher know.
- **Confidentiality and Privacy** - While TEC remains obligated to protect students' confidentiality and privacy, remote learning does not allow TEC to control who is viewing a lesson and therefore parents/guardians and students should be aware that there is no expectation of privacy. Teachers and service providers will make a verbal disclaimer at the start of the lesson or service that there is no expectation of privacy.

We encourage you to stay connected with us, we are here to support you!

TEC Campus School Remote Learning Plan

How will my child's teachers, special educators and related service providers continue to collaborate while school is closed?

Closure Elements

Updated 5/8/20

(previous versions: Initial Closure, 4/6/20 Update)

TEC Campus School uses an integrated related service delivery model to deliver the highly specialized and individualized instruction required by our students. The initial Extended Closure Student Planning Form and ongoing Weekly Remote Learning Plans were developed to coordinate programming for each student based on their individual goals in a comprehensive yet clear and accessible format for families to utilize. Please review your student(s)' individual forms as key information will be presented here on a weekly basis.

What Is TEC Campus School doing to support students?

- **Extended Closure Student Planning Form** - This individualized form was sent to parents on the first day of closure. It contained all staff contact info, critical areas for their child, ways to work on all goal areas in a modified format at home, suggested activities, and a list of equipment that was sent home from school.
- **Individualized Remote Learning Plan** - Your child has an Individualized Remote Learning Plan that has been reviewed and strengthened in response to the Governor's extension of school closures and the remote learning recommendations of the Department of Elementary and Secondary Education (DESE). This comprehensive plan includes information from all team members and is sent to parents on Friday with the following week's work. The teacher coordinates with each student's team and sends out resources weekly such as assignments, schedule of Zoom classes and/or individual sessions, adapted reading material, links to accessible learning sites, and integration of therapeutic work into their daily lives.

The Remote Learning Plan may be updated by staff throughout the week as indicated by student/family input throughout the week and family will be notified by email if an update has been made to their document. In addition to new material and the associated strategies to access it, suggestions of ongoing ways to work on all goal areas are also included. Class/individual support schedule and Office Hours are also included on the form (see details below).

- Teachers and therapists provide individualized strategies and methodologies for addressing the material and other therapeutic activities with their child in a variety of ways (email, telephone, Zoom, recorded videos, etc.) based on each family's preferred method of support.
- Staff send out video messages and/or conduct live video sessions with students, and when appropriate, small groups of students will connect via video chat for lessons and social gatherings. Individual learning support for students may also occur via video. The **Zoom** platform is used for individual and group sessions. Group sessions include, but are not limited to: morning meeting, social groups, exercise and yoga sessions, mindfulness, music therapy, reading/library groups, and academic/functional academic lessons.
- An **Online Video Library** is available covering many curriculum and therapy areas for families to access a wide-range of pre-recorded videos created by staff members. Topics include, but are not limited to: recipes, read alouds, sensory activities, music therapy activities, word of the week lessons, communication strategies instruction, exercise, art projects, and science experiments.
- Therapists and Nurses remain in contact with doctors, orthotists, etc. for any assistance needed - Ex. Letter of Medical Necessity for equipment, ordering of braces, etc.
- Teachers, Therapists, and Nurses hold **Office Hours** each week. Families/students can sign up for time directly with the provider for consultation and/or direct service.
- Printed materials are sent to students on an as needed basis.
- Documentation of supports offered, parent/student response, and any issues that come up in a **Communication Log** as well as folders of **Returned Work** are kept weekly.
- Ongoing data-tracking system development for tracking student progress during closure.
- Tiered system of support and intervention as student needs are identified and tracked including consultation with the Program Director, Director of Student Services, and Nurse Leader.

What is TEC Campus School doing for Families?

- Weekly resources, additional weekly check in, ongoing support and problem-solving - variety of communication formats - email, phone, text, video and mailing hard copies.
- Translated information when needed.
- Activities which students can do with their siblings to make it easier for families to work with their children together.

- Support to parents, we understand that this is very hard and that the activities are meant to be helpful to them.
- Weekly school updates email from Director - summary of necessary info from school, sharing outside resources, etc.
- Surveys are conducted periodically as changes are made to DESE guidelines in order that we may implement them most effectively to meet families' needs.
- IEP team meetings as scheduled via Zoom.
- Tiered system of support and intervention as family needs are identified and tracked including consultation with Program Director, Director of Student Services, and Nurse Leader

What is TEC Campus School doing for staff

- Daily Morning "Huddles" for each classroom to go over the daily schedule and any immediate needs: Teacher, TAs, Classroom Nurse.
- Weekly "Team Time" with each full classroom Team for a full discussion of each student's weekly progress and immediate needs: Teacher, TAs, Nurse, Therapists, Director, Nurse Leader.
- Classroom Teacher Team Time and All Therapists Team Time: each meet twice weekly to cover new information.
- Check in on personal well being.
- Mindfulness sessions for all staff, staff are encouraging and sharing mindfulness and other wellness techniques they are currently using.
- Online PD and/or training for all staff members - many staff are underway with online trainings to enhance their practice now and in the future.
- Ongoing support available from Director and Nurse Leader for any questions that come up.
- Ensuring that all staff have the resources and technology training they need to provide instruction and support to students and families.

If you have any questions or concerns regarding a particular student, please contact:

TEC Campus School Program Director

Meredith Faletra

mfalettra@tec-coop.org

If you have any questions or concerns regarding a particular student contact TEC Campus School Program Director Meredith Faletra mfalettra@tec-coop.org

Sample Extended Closure Student Planning Form

WEEKLY ENRICHMENT OPPORTUNITIES AT HOME

WEEK OF: April 6-10, 2020

| | |
|----------|--------------|
| Student: | STUDENT NAME |
|----------|--------------|

The following format will simplify how to incorporate the resources that are sent to students and families with the specific implementation information in helping your child to meet his/her goals in a modified format at home. These are specific activities recommended by your child's team this week (similar to what has been sent in email chains previously).

Weekly Lessons, Thematic Learning, and New Resources

| Activity Description | Links / Downloads / Resources / Materials | Skills to be Addressed & Activity-Specific Information <i>Input provided by multiple Team Members</i> |
|----------------------|---|---|
| Literacy | <p>Reading a-z book: "Butterfly cafe" https://drive.google.com/open?id=1_jD1kkC7f9h5hX99oDJyi1H61hfZzhF6</p> <p>Wh comprehension check worksheet https://drive.google.com/open?id=1ebyi7BqXJbvTOE_h7bs5XYyZRaE9ll1A</p> | <p>Academics: After reading this story, complete the Wh-questions worksheet. Again, remember to give _____ about 10 seconds to answer with a smile or turning on his voice. If using yes/no to answer, give _____ wait time and tell him to turn on his voice or smile when he hears the right choice. Ex, "what did the girl get in the mail? Did she get letters...yes or no...did she get seeds? Yes or no ...</p> <p>OT: Help _____ get ready to learn by increasing his awareness of his hands. Deep pressure down his arms to his hands and fingers helps increase the connection to his hands. _____ can work on manipulating and sprouting</p> |

| | | |
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| | | <p>bean seeds. Dried beans in a sensory bin offer lots of deep pressure input, encourage _____ to move his fingers and reach and grasp. He can also work with paper towels and water to sprout some bean seeds.</p> <p>https://lifeovercs.com/germinating-seeds-bag-science-experiment-kids/</p> <p>PT: You can try showing _____ the book/materials to his left and right when sitting with support for him to work on turning his head/neck-- especially to his left.</p> |
| <p>Literacy</p> | <p>Reading a-z book: “Monarch butterfly life cycle”</p> <p>https://drive.google.com/open?id=1nJEgbAubim1utbDBgran3qUe5sh8f89</p> <p>Lifecycle of a butterfly activity page https://drive.google.com/open?id=1Wth4l7XufVutoM8makOEsYww7uRvvQ9L</p> | <p>Academics: Read this book to _____ and point out details in each stage of the butterfly's life cycle. Connect it back to spring and how we will start seeing more butterflies. Talk about the stages they are in now and maybe can even go look for some caterpillars in the backyard. After reading, complete the cut and paste activity of the butterfly's life cycle. Ask _____, “what's the first stage of the butterfly, an egg or a caterpillar” “big eyes on your answer”</p> <p>Art- Here is a fun activity that you might want to try. It's making a monarch butterfly out of coffee filters, clothes pins and paint! Below is an example and instructions</p> |

<https://www.cbc.ca/parents/play/view/coffee-filter-monarch-butterflies>

Vision For Academics lesson:

Make sure you present the screen (when showing the books) is in _____ visual field and no more than 12 inches from his face. Wait for _____ to look, before reading the page. You can tap the screen to get his visual attention and make sure you are presenting the book/screen in an uncluttered environment. You may want to cover the facing pages with black paper (as it seems that 2 pages are pictures on the screen). The second time you read the book, see if you can get _____ to visually track the screen, as you slowly move it from point of visual engagement across his midline (at eye level).

Vision for Art Lesson: When manipulating items to make art projects, see if you can help him hold items. Once in hand, see if you can get him to visually look at what is in his hand. You can use bright color, tapping, pointing, jiggling the item, illuminating the item with your phone flashlight, or providing an auditory component to the item to get his visual attention. Once he has visually located what is in his hand, help him to move the

| | | |
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| | | <p>item to midline or past to practice visual tracking.</p> <p>Speech: Pause story and model orally “quick words...I stopped it” ..ask, should we keep going...look for smile, turning voice on or hitting his switch to affirm. If no response, say, “quick words” lets keep going. Model “go” symbol.</p> |
| Fun Activity Of The Week | https://pin.it/38HNSFb | Indoor Scavenger Hunt- Here is a fun activity that _____ might enjoy doing with family on a rainy day. |
| Story Time with Julie | https://drive.google.com/open?id=1LgKQWUO3VmSFECuQ6l-7JajWbqIDopX8 https://drive.google.com/open?id=1hSM6qWLIWGavISN_po07V9mSWFJPKq8 | Here are two read aloud books on video about Spring. They go with the weekly theme. |

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| If you are able, please return the following to your teacher: |
| |

Other Suggestions to Integrate into your Day Based on Your Child’s Goals

These may be repetitive from week to week, but we are including here so that you have all the information in one place. Teachers and Therapists may make adjustments in these recommendations based on your feedback and or observed participation in ongoing activities.

| |
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| Goal Area: Vision |
| Using objects of interest for _____, present them within 12 inches of his eyes, wait for him to make visual contact, help him to maintain a grasp on the item. See if you can get him to track the item in his hand moving slowly from point of visual engagement across the visual field. The environment should be visually uncluttered, minimal distractions. _____ should be |

facing away from windows with an uncluttered in an uncluttered visual field, from his perspective.

Goal Area: Functional Academics

- _____ can answer wh- questions (who, what, when, why, where) after watching a tv show, reading a book, hearing a story. He will answer the question using his voice or a smile. An example can be “who is olaf? Is he a snowman or a prince?” then repeat the question saying “okay ____, you can give me a smile or turn on your voice for your answer when you hear the right choice.... is olaf a snowman?” Wait for him to answer and if correct acknowledge it but if not, then ask for the second choice “is olaf a prince?” giving the correct answer at the end. It is important to give ____ 10-20 seconds after asking the question so that he has a higher chance of answering.
- When completing daily tasks and routines, _____ can use his voice or a smile to tell you which items he needs. An example, when you tell _____ you are going to brush his teeth, present him with a hairbrush and toothbrush and ask him to use his voice to tell you if he needs a hairbrush or a toothbrush to brush his teeth. Present both choices at first then slowly ask one at a time, giving hime 10-20 seconds to answer with a smile or turning on his voice.
- I suggest he continues practicing activating his switch throughout the day or whenever possible and appropriate

Goal Area: Gross Motor

Equipment: AFOs are usually on all school day so can be worn 6 hours at a time at home unless he’s getting hot/dysregulated. TLSO/”body jacket” is newly modified by Gordon--try for 30-60 minutes at a time and monitor dis/comfort. If it’s okay, can add an hour a week.

Stretches (try to hold for 2 minutes each):

- Hamstrings stretch with hip bent 90 degrees lying on back and slowly straightening knee (this is a bigger stretch with AFO on versus off)
- Hip abduction: with knee straight and leg neutrally rotated, bring leg toward side (especially left)
- When lying on side, can stretch leg out behind him

Strengthening ideas: Can work on head/neck control in supported sitting especially when TLSO is comfortably on--try without neck support as able.

Goal Area: Communication

-Have _____ request items/activities (e.g., go for a walk, music, toy, lay down, etc) by giving him auditory choices of 3-4, going slowly and then seeing if he smiles or lights up when the

one he wants is presented. If you have his voice output switch, record “yes” and help him hit his switch for “yes” on the one he wants.

-After engaged in an activity (like music), have _____ direct the activity to “go” or suggest a comment like “good” or “bad” and see if he will make a reaction (smile) for the word he wants to say.

Goal Area: Fine Motor

_____ benefits from massage to his shoulders and arms, from pats down his arms to his hands and from massages and stretching to his hands and fingers. His classroom splint was sent home. It opens up the webspace between his thumbs and palms

<https://mckiesplints.com/pages/instructions>

He work on reaching towards the iPad to start up music or games

<https://www.helpkidzlearn.com/games>

He has enjoyed having his hands moved through sensory materials, such as uncooked beans, rice, pasta, etc.

Goal Area: APE

_____ will benefit from continued stretching and physical activity. He will tolerate a hamstring stretch while seated in his chair. Having _____ engage in various object control and sports skills will also be beneficial. Tasks such as pushing a ball down a ramp or kicking a ball towards a target, with assistance, will help aid in _____’s APE development.

Other Activities to Include in Your Week

Mindfulness

Music Therapy

Following the communication recommendations above, _____ can request for and/or direct preferred music (Disney, Kidz Bop, Pop Music, RnB). _____ can also participate in music-listening to different genres (classical, country, Broadway, jazz, blues) by playing the specific song for one minute, stop the song, ask him if he wants to make it “go” or “stop”, follow the communication recommendations above, and honor the request.

Describing Words:

<https://youtu.be/l3Hm4AjVe0g>

Keep Your Head Up:

<https://youtu.be/Md8ziUDHOyY>

Have a communication device and/or low-tech symbols (Yes/No) ready to go :)

Class Schedule

Schedule of any virtual class or group meetings for the week:

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|-------------------|---|
| Date, Time | Wednesday, 1pm |
| Topic | Reading group |
| Link Info | Join Zoom Meeting https://zoom.us/j/146939707?pwd=TGRjcm94TjBwQ29oS213Ui9uOGowQT09 Meeting ID: 146 939 707 |

| | |
|-------------------|---|
| Date, Time | Tuesdays, 2 pm |
| Topic | Weekly 15 min check-in |
| Link Info | Join Zoom Meeting https://zoom.us/j/241050352?pwd=VINBa2orSmUraXJPWnQ5Y01kNVhxdz09 Meeting ID: 241 050 352 Password: 088430 |

Office Hours

Parents/guardians may contact a member of the Team directly to schedule a 15-minute block during their Office Hours. You can make an arrangement directly as to the type of call: Zoom, Phone, etc. This can be to interact with the parent, caregiver, and/or student. We want to support you in whatever way we can. There are some limits to the type of therapy that may be delivered through video; your provider will discuss with you based upon your request for service. If the times listed do not work for you, please contact the provider directly with suggested times that do work for you. We will do our best to meet all needs when it is possible to do so.

| Team Member, Role | E-mail address | Office Hours This Week |
|------------------------|--|---------------------------------|
| Lorena Coelho, Teacher | lcoelho@tec-coop.org | Mon Wed: 9-10 or Tues Thurs 1-2 |
| Kathy Branagan, OT | kbranagan@tec-coop.org | Mon, Thurs 10-12 |
| Ann Fogarty SLP | afogarty@tec-coop.org | Tues, Fri 9:30-11:30 |

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|-----------------------------|---------------------------------|-------------------------------|
| Tori Reilly | vreilly@tec-coop.org | Mon, Tues 11-1 |
| Jeanne Gottfried TVI | jpgottfried@tec-coop.org | Thursdays 2-4pm |
| Ellen Van Wert, PT | evanwert@tec-coop.org | Tues, Fri 10-12 |
| Mara Herrera, MT-BC | mherrera@tec-coop.org | Mon, Wed 10:30-1:30 PM |
| Michael Sullivan APE | msullivan@tec-coop.org | Wed Fri 11-1 |
| Allison Rondeau, RN | arondeau@tec-coop.org | Mon-Fri 11:00-12:00 |

Other Notes

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Sample Extended Closure Communication Log:

| Extended Closure Communication Log: Student Name | | | | |
|---|--------------------------|--|---|--------------------|
| Date | Staff Member Name | Type of Communication (e-mail, phone, video, other) | Topics Covered and/or Shared Resources (title and/or link) | Other Notes |
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Parent Letter Regarding Teletherapy Services

April 6, 2020

Dear Parents and Guardians:

During this unprecedented, extended school closure due to the COVID-19 outbreak, the Massachusetts Department of Elementary and Secondary Education and the U. S. Department of Education have encouraged public schools to use teletherapy as one option for continuing to meet the needs of students with disabilities.

In providing Speech-Language services, Speech-Language Pathologists in Massachusetts must comply with the requirements of the [MA Board of Registration for Speech-Language Pathology and Audiology](#), which issued a policy in 2019 regarding providing Speech-Language Pathology services electronically. The MA Board has waived some of their requirements during the state of emergency making it possible to offer your child teletherapy services.

Your child previously has been previously evaluated in person by a Speech-Language Pathologist and determined to need Speech-Language services and, more recently, has been identified as an appropriate candidate for teletherapy services. Therefore, The Education Cooperative seeks your consent to allow Ms. Eve Madden, a licensed Speech-Language Pathologist employed by The Education Cooperative, to provide Speech-Language Teletherapy to your child.

Upon receiving your consent, Ms. Madden will begin scheduling real-time Speech-Language Teletherapy sessions for your child.

How can you provide your consent?

You can provide your consent to TEC by sending an email to emadden@tec-coop.org that includes:

- Date
- Your CHILD's First & Last Name
- Parent's/Guardian's First & Last Name
- A statement agreeing to the terms contained in this letter OR
- A statement opting out of teletherapy services

You also may contact Susan Donelan, Director of Student Services, at sdonelan@tec-coop.org or your child's Speech-Language Pathologist at emadden@tec-coop.org with any questions or concerns.

We look forward to hearing from you!

Terms of consent for your child to receive Speech-Language Teletherapy.

I understand and agree to the following:

- Speech-Language Teletherapy will involve the Speech-Language Pathologist's use of electronic information and communication technologies with your child when your child is located at a different site than the Speech-Language Pathologist.
- Given that in-person Speech-Language services are not an option until schools re-open, a Speech-Language Pathologist employed by The Education Cooperative will provide Speech-Language Teletherapy to your child using a secure video conferencing platform (Google Meet/Hangout/Zoom) and other communication and electronic tools. Teletherapy services occur in real time during a scheduled, predetermined appointment provided to you by Ms. Madden. Your child will have a private environment during the teletherapy, to the extent practicable given the circumstances.
- The laws that protect privacy and the confidentiality of your child's personally identifiable information also apply to teletherapy. To be clear, if your child currently receives services from a Speech-Language Pathologist as part of a group, then those same children also are likely to continue to be part of your child's group services provided by a Speech-Language Pathologist.
- By agreeing to have your child participate in Speech-Language Teletherapy, you are agreeing that you and other members of your household who normally are not privy to your child's group Speech-Language therapy session will agree to respect and keep confidential any personal or private information (e.g. disability status) inadvertently discovered about other students due to proximity of the Speech-Language Teletherapy.
- While teletherapy is effective in working on a wide range of disorders, there is no guarantee that teletherapy will be effective for all students. There are potential risks due to the technology used in teletherapy including, but not limited to, internet interruptions and technical difficulties. You can minimize the risk of breaches in confidentiality by not sharing any username and passwords you may be asked to create for your child.
- You have the right to refuse or discontinue the Speech-Language Teletherapy. Similarly, the Speech-Language Pathologist may terminate the service if, for example, the teletherapy is ineffective. If you refuse Speech-Language Teletherapy or if Speech-Language Teletherapy is discontinued, Ms. Madden will explore other service options with you.
- Speech-Language Teletherapy will cease once The Education Cooperative re-opens and face-to-face services are able to resume.

Technology Support Plan (COVID-19)

Follow this procedure PRIOR to contacting your Program Director or Administrative Assistant.

TECHNOLOGY / GOOGLE HELP THAT IS NEEDED ASAP

- E-mail Jen Gemski jgemski@tec-coop.org

1. Device you are using
2. Topic/What task you are trying to accomplish
3. What challenge you are facing
4. A screenshot if you are receiving an error message ("+Attach a file" at bottom of screen)
5. The best phone number to reach you

TECHNOLOGY / GOOGLE ASSISTANCE THAT IS NOT AN EMERGENCY

Please send requests sooner rather than later to assure a timely response and time that you can both connect.

- Submit a HelpDesk Ticket <http://helpdesk.tec-coop.org/support/login>

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| On the right side, Log in with Google |
| Fill in the Subject |
| Department = Network Classroom Staff |
| Problem Type = Select one. Common issues we are facing may fit one of the following: Google issues: Tools: Google Apps, Email, Drive, Calendar, etc. Zoom issue: Tools: Website. Or you may choose Unknown or a different category if it applies |
| Description: Please include the following information <ol style="list-style-type: none">1. Device you are using2. What task you are trying to accomplish3. What challenge you are facing4. A screenshot if you are receiving an error message ("+Attach a file" at bottom of screen)5. The best phone number to reach you |

Extended School Closure Weekly Work Plan

This form is completed by the TEC Campus School Staff each week.

Name: _____ Position: _____

Week of: _____

In this time of extended school closure, it is important that all paid employees continue to contribute to the operation of TEC. With guidance from your supervisor, please develop a weekly work plan to be submitted for review each Thursday.

| |
|---|
| Description of Weekly Work Plan (to be prepared by Thursday 12:00 PM and submitted to immediate supervisor. Supervisor submits to Susan Donelan by Noon on Friday) |
| Monday |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |
| Review of Weekly Work Plan (week to be reviewed and the form completed by Thursday 12:00 PM and submitted to immediate supervisor. Supervisor submits to Susan Donelan by Noon on Friday) |
| Monday |
| Tuesday |
| Wednesday |
| Thursday |
| Friday |
| High Points of the week |
| |
| Concerns from the week |
| Progress on long term projects |

TEC High School Remote Learning Plan



March 17, 2020

The following is an update from yesterday's letter, per advisory from DESE. The changes are subtle but reflect that school is closed and what TEC is providing is educational and enrichment opportunities for students. TEC is recommending that all students stay involved in the activities as much as possible

During this State of Emergency, now that our schools have closed, TEC High School has developed a plan to provide to our TEC High School students using a variety of online tools including Google Classroom and conferencing software.

Each student has an **Individualized Remote Learning Plan** that has been reviewed and strengthened in response to the Governor's extension of school closures and the remote learning recommendations of the Department of Elementary and Secondary Education (DESE) released in March and updated in April, 2020.

What will TEC do?

TEC has provided Chromebooks to students as needed so that they can access learning online. Please keep in mind, students may access their school materials with their own home computers as they have always done. If you are still in need, please reach out and we will do our best to help you.

To the best of their ability, TEC teachers plan to keep students engaged during regularly scheduled school hours and will provide students with:

- Live activities from 10-11:30 each day by a single subject. Teachers will open Google Meet at 9:30 for students to socialize before activities.
- Students need to go on to Google Meet and type in the last name of the teacher who is holding that particular session.
- When the activity is over, each student will be able to access teachers for support, as all Google Meets will be open online until 12:00 Noon.
- Monday: English based activities - 10-11:30 am
Social time run by individual teachers - 1:00-2:00 pm

- Tuesday: Math based activities - 10-11:30 am
Social time run by individual teachers - 1:00-2:00 pm
- Wednesday: Science-based activities - 10-11:30
Social time run by individual teachers - 1:00-2:00 pm
- Thursday: History-based activities 10-11:30
Social time run by individual teachers - 1:00-2:00 pm
- Friday: Social/Interactive Events will be announced weekly

Mrs. Siraco and Mrs. Cunningham have reached out to students to schedule support sessions each week. As always, if something comes up during the day, please email them and they will get back to you in 24 hours.

Mrs. Madden has reached out to students to set up speech and language supports. She will also be involved in setting up social skills time for everyone to participate.

How Can Families Help?

Please remind and encourage your child to attend daily online activity sessions.

We ask that you:

- Encourage your child to log in **each day** and follow the daily online activity schedule as much as possible.
- Although attendance is not mandatory, for your convenience, we will follow the established attendance procedure and let teachers know if a student is going to be unavailable. Please Email Michelle Fusco (MFusco@tec-coop.org) if your child will not be attending their daily online learning activity.
- Contact your child's Principal by calling the school number 781-352-5744 (leave voicemail) or via email if you have any concerns or questions.

What Students Need to Do:

In order to stay engaged in educational enrichment during this time away from school, it is recommended that students participate in these daily activities that are being offered.

- Be responsible for any technology provided by TEC and adhere to TEC's Acceptable Use Policy
- Take advantage of these daily activities that are being offered
- Contact the teacher via email with any questions.

TEC High School Daily Online Schedule
TEC HS Weekly Online Meetings as of 3-20-20
Reviewed May 8, 2020

This document is a shell of what we are offering on a daily basis when it comes to academics. What you do not see here are the following: [Attendance Log](#)

Daily:

- Students are logging into class everyday with Google Meet (see instructions in the daily schedule below)
- Teachers are keeping attendance in every class on a daily basis **(insert here)**
- Lessons are being taught live every day
- There are teacher moderators in the room to monitor the chat pod. (teachers are listed below in the daily schedule)
- The teachers are continuing to send assignments for the class to students ahead of time in Google Classroom. Each student has a folder in Hapara that is kept by each academic teacher to track their work for the day.
- Special Education teachers are still in the classes to help students. If they need help, they leave the classroom and create another google meet.
- Students can always click back into the original class when they are ready. They also can meet with any teacher from 12-2:00 to get tutoring and academic support from any and all teachers.
- Teachers will begin taping their classes so that they can be posted for students who may have missed the class. (some teachers were taping their classes prior to the discontinuation of school) This also serves as an opportunity to rewatch the class if a student needs to review what was taught.

Technology:

All students have been given a Chromebook to use while they are away from the school building and I have 1 designated teacher that can help with technical issues that the students can reach out to if their classroom teacher is unable to help. Parents have been sent a letter that states what the schedule is and how students are getting online to access classes. [Copy of Google Meet Class Schedule & Best Practices 3 20 2020](#)

Targeted experiences:

The below services are implemented with each individual student in accordance with their IEP slated times. All meetings are kept by each provider in a document designated for each student. (insert here)

- Service Time with Special Education Teacher **(insert log)**
- Teletherapy with Licensed School Clinicians **(Log is kept confidential although a schedule has been created)**
- Speech and Language social pragmatics **(insert log)**
- Social Time is scheduled daily with teacher moderators offering a variety of activities. Attendance is kept for this opportunity as well.
- IEP Meetings are still being held. Michelle Fusco is creating documents that are being kept in the student folder that will be filed in Special Education Files upon our return to the building.
- Files include the following for each meeting

- Progress Meeting (**insert list**)
- Annual Meeting (**insert list**)
- 3 Year Re-evaluation Meeting (**insert list**)

Letter to TEC High School Families

TEC High School

141 Mansion Drive

East Walpole, Ma

781-352-5744

dcaligaris@tec-coop.org

4/4/2020

Dear TEC High School Families,

I wanted to say thank you to those who have reached out to me in the past couple of weeks with your concerns. In a time that is ever changing, it is helpful to hear how the big changes in remote learning have affected our students.

As a school we want to be sure that all of the needs of our students are met. Having said that, as a staff we went back to the drawing board today to come up with a schedule that would work better than the one we had last week.

I have enclosed a spreadsheet with the master schedule as well as schedule calendars for the next few months. Please keep in mind this is a work in progress and we will change it again if it is needed.

Academically, we will be holding two live core courses per day. We will also continue to offer 1:1 tutoring sessions and academic support each day. Fridays will now be a day for staff to meet and plan for the following week and a day for students to be able to do work independently.

Michelle Fusco will be sending an additional daily reminder to let students know what periods are running each day, based on a **Day 1** schedule. All students should check their e-mail every morning. If you have any questions, please reach out to me and I will do my best to answer any questions you may have.

Be Well

Deborah A. Caligaris

TEC High School Daily Schedule as of April 6, 2020

Communicated to students and families April 4, 2020; Reviewed May 8, 2020

| | |
|-------------------|--|
| | Tutoring / Academic Support |
| | Tutoring times that are 1:1 are scheduled by teachers |
| | |
| 1st Period | Eng. 12/US Hist 2 (Ms. Bonney and Mr. Gurwitch) |
| | Alg. II (Ms. Coleman) |
| | Biology (Mr. Kern and Ms. Danesco) |
| | Geometry (Mr. Calvao and Mrs. Silletti) |
| | |
| 2nd Period | Eng.11/US Hist 2 (Ms. Bonney and Mr. Gurwitch) |
| | Pre-Calc (Ms. Coleman and Mr. Calvao) |
| | Environmental Science (Mr. Kern and Ms. Danesco) |
| | Freshmen Seminar (Mrs. Silletti available for academic Support) |
| | |
| 3rd Period | Eng. 12/US Hist 2 (Ms. Bonney and Mr. Gurwitch) |
| | Algebra I (Ms. Coleman and Mrs. Silletti) |
| | Anat&Phys (Mr. Kern and Mr. Calvao} |
| | Sophomore Seminar (Ms. Danesco available for Academic Support) |
| | |
| 4th Period | Eng. 11/US Hist 2 (Ms. Bonney and Mr. Gurwitch) |

| | |
|-------------------|--|
| | Chemistry (Mrs. Silletti and Mr. Kern) |
| | Reading 10 (Ms. Danesco and Mr. Calvao available for academic support) |
| | Reading 9 (Ms. Danesco and Mr. Calvao available for academic support) |
| | |
| 5th Period | English 10/US Hist 1 (Ms. Bonney and Mr. Gurwitch) |
| | English 9/US Hist 1 (Ms. Bonney and Mr. Gurwitch) |
| | Junior Seminar (Mrs. Silletti, Ms. Coleman, Ms. Danesco, Mr. Calvao all available for academic support) |
| | Senior Seminar (Mrs. Silletti, Ms. Coleman, Ms. Danesco, Mr. Calvao all available for academic support) |
| | |
| | Tutoring / Academic Support |
| | Tutoring times that are 1:1 are scheduled by teachers |
| | Teacher Office Hours |
| | |
| | **Each day will have 2 classes |
| | 1st class of the day will be from 9:30 - 10:15 am |
| | 2nd class period of the day will be from 11:00 - 11:45 am |
| | On days that social time is scheduled it will be from 12:45 - 1:30 |

TEC High School
Extended Closure
Sample Individual Student Remote Learning Planning Form
Amended 4-10-20
Reviewed 5-12-20

Student Remote Learning Plan

| Dates for this Plan | |
|---|--------------------------------|
| Start Date: March 16, 2020 | End Date: when campuses reopen |
| Plan Modification Date(s): March 16, 2020 | End Date: when campuses reopen |
| Plan Modification Date: May 8, 2020 | End Date: June 2020 |

| | |
|------------------------------------|---|
| Student Information | <ol style="list-style-type: none"> 1. The purpose of this plan is to communicate how educational opportunities and services will be delivered to your student during the COVID-19 emergency. 2. Special education services for your student will look different during this period of national and state public health emergency. 3. This is not an IEP amendment. 4. As the district continues to develop and improve remote learning systems and opportunities, this <i>learning plan may be modified.</i> |
| Name | |
| Phone/Email | |
| Out of District Coordinator | |
| Name | |
| Phone/Email | |

| | |
|--|---|
| <p>What should I expect in the way of regular and ongoing communication from my child's education team?</p> | <ul style="list-style-type: none"> • Each family and OODC have already been mailed the schedule in the calendar form for the next 2 months. • An Email reminder of the daily schedule will also be sent to all students and families. • Although the periods will rotate each day, the starting time will remain the same each day at 9:30 am. The weekly schedule of 1:1 academic support/tutoring will change according to the need of the student for that week. This schedule will be sent to the student for the following week, <i>in the Friday afternoon report.</i> • Email to the student/parent/guardian from ATM Teacher will be sent every Friday afternoon with updates of what the student has done for the week. This will be comparable to our regular Friday reports that we have always sent out. |
|--|---|

| Support will focus on 4 areas | |
|---|--|
| <p>Although this is not my child's IEP, what can I expect the support to focus on while keeping in mind the IEP Goals?</p> | <p style="text-align: center;">#1. Social-Emotional</p> <ul style="list-style-type: none"> • The student will meet with the counselor one time per week via Teletherapy. |

- The counselor will provide additional therapeutic interventions via Teletherapy when needed.
- The Student will continue to work on DBT skills of Mindfulness, Distress Tolerance, Emotion Regulation, and Interpersonal Effectiveness.
- The counselor will help the student navigate reaching out to teachers when they need more support with their learning.
- The counselor will continue to reach out to outside providers.
- The counselor will continue to communicate with parents on a weekly basis.

#2. Academics

- Live remote learning in core content classes via Google Meet.
- 1:1 Academic support and tutoring sessions in all core content areas as needed.
- Daily Objectives will be given at the beginning of class with exit tickets at the end of the lesson to assess student learning.
- Support will be given to the student in their areas of weakness, as identified by the previous testing.
- The student will be assisted in prioritizing their assignments so that they can complete assignments in a timely way.
- Support the student around attending the classes live and as well as participating.
- Help the student to continue to access grade-level content, while still challenging themselves with higher-order skill development.
- Increase student independence through skills and strategy instruction.
- Assist the student in the use of learned strategies as related to accessing the curriculum.
- The use of Google Classroom that is used in the classroom when at school, will continue to be used as a means of scheduling classes, instruction, and correspondence.
- Training is provided to access academic-related digital programs.

| | |
|--|---|
| | <p>#3 Transition</p> <ul style="list-style-type: none"> Continuation of student grade level seminar activities using our grade level transition curriculum. Offering Pre- Employment Training Program(Pre-ETS) virtually that has been sent home to all families and students so they may continue their work with Hailey Wilson from Best Buddies. Personal Learning Profile development, completing online interest apps through the familiar programs that the student has used in the past such as Thrively. Review PLP, Self-Assessment/ Interest Inventories, and Career Inventories that had been completed in the seminar to assist in the exploration of post-secondary plans. Creating the opportunity to attend virtual college tours. Exploring post-secondary activities like employment, gap years, college majors, careers, and other programs of interest, etc. Continue to use Naviance, with student login and password, College Board, etc. <p>#4 Communication</p> <ul style="list-style-type: none"> SLP will meet with the student each week as scheduled for SLP services via Teleservice. Assist the student with increased awareness of social communication, including perspective-taking and interpersonal communication. |
|--|---|

| Services and Instruction | | | |
|--|--------------------|---------------------------|---|
| Special education and related services provided remotely through virtual, online or telephonic instruction | | | |
| Which educators and/or related service providers will be providing services through virtual, online or telephonic instruction? | Name | Role | Contact Information |
| | Mrs. Lisa Silletti | Special Education Teacher | Lsilletti@tec-coop.org (meet link/google classroom link) |

| | | | |
|------------------------|-------------------------|--|--|
| | Mrs. Mary-Beth Melanson | Special Education Chair | mmelanson@tec-coop.org |
| | Mrs. Whitney Cummings | Clinician | WCunningham@tec-coop.org |
| | Mrs. Gabriel Siraco | Clinician | Gsiraco@tec-coop.org |
| | Ms. Eve Madden | Speech and Language Pathologist | Emadden@tec-coop.org |
| | | | |
| | Mr. Edward Kern | Science Teacher | EKern@tec-coop.org |
| | Mr. Dana Gurwitch | History Teacher | Dgurwitch@tec-coop.org |
| | Ms. Keri Bonney | English Teacher | KBonney@tec-coop.org |
| | Mrs. Nadea Coleman | Math Teacher | NColeman@tec-coop.org |
| | Ms. Beth Danesco | Assistant Teacher | Bdanesco@tec-coop.org |
| | Mr. Manny Calvao | Assistant Teacher | Mcalvao@tec-coop.org |
| | | | |
| | Mrs. Michelle Fusco | Administrative Assistant | Mfusco@tec-coop.org |
| Mrs. Deborah Caligaris | Principal | Dcaligaris@tec-coop.org | |

| | | | | | | | |
|---|--------------------|--|--|--|--|------------------------------|--|
| <p>What, when and how will these services be provided remotely? What is the duration of each service?</p> | <p>What</p> | <p>Open Block</p> <p>*1:1 Tutoring</p> <p>*Self Directed time</p> | <p>Academic Block</p> | <p>Open Block</p> <p>*1:1 Tutoring</p> <p>*Self Directed time</p> | <p>Academic Block</p> | <p>Lunch/Walk</p> | <p>Open Block</p> <p>*1:1 Counseling Session</p> <p>*1:1 SLP</p> <p>*1:1 Tutoring</p> <p>*1:1 Academic Support</p> <p>*Social Time (Offered 2x's per week)</p> |
| | <p>When</p> | <p>8-9:30AM</p> | <p>9:30-10:15 AM</p> | <p>10:15-11:00AM</p> | <p>11:00 - 11:45 AM</p> | <p>11:45-12:00 PM</p> | <p>12-2:15 PM</p> |
| | <p>How</p> | <p>*Live via Google Meet</p> | <p>*Live Lesson via Google Meet</p> | | <p>*Live Lesson via Google Meet</p> | | <p>*Live via Google Meet</p> |

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.
- 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.

TEC High School
Sample Friday Report Template - During Extended Closure
Week of April 13 - 17th, 2020

| |
|----------------------|
| Student Name: |
|----------------------|

Academic Log

| Name of Staff Member | Student Contact: (HOW) | Date (WHEN) | Amount of time spent | Summary |
|----------------------|---------------------------|----------------|----------------------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1:1 Tutoring/Academic Support:

| Name of Provider/Teacher | Date | Content Area | Amount of Time | Summary |
|--------------------------|------|--------------|----------------|---------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1:1 Counseling:

| Name of Clinician | Date | Amount of time |
|-------------------|------|----------------|
| | | |
| | | |

1:1 SLP:

| Name of SLP | Date | Amount of time |
|-------------|------|----------------|
| | | |

1:1 Physical Therapy

| Name of Physical Therapist | Date | Amount of time |
|----------------------------|------|----------------|
| | | |

1:1 Occupational Therapy

| Name of Occupational Therapist | Date | Amount of time |
|--------------------------------|------|----------------|
|--------------------------------|------|----------------|

Weekly Attendance:

| | Period 1 | Period 2 | Period 3 | Period 4 | Social | Period 5 |
|--------------------------|----------|----------|----------|----------|--------|----------|
| Monday, April 13, 2020 | | | | | | |
| Tuesday, April 14, 2020 | | | | | | |
| Wed., April 15, 2020 | | | | | | |
| Thursday, April 16, 2020 | | | | | | |
| Friday, April 17, 2020 | | | | | | |

- Please note that Friday is a day for students to practice working independently on their assignments. Teachers are available for help upon request.

TEC Phoenix Academy Remote Learning Plan

Updated 5-12-20

**TEC Phoenix Academy
Extended Closure Remote Learning Plan
Updated 5-12-20**

TEC Phoenix Academy students require consistent academic and social/emotional support and our staff continues to provide extensive outreach to our students and families throughout this emergency closure.

Each student has an **Individualized Remote Learning Plan** that has been reviewed and strengthened in response to the Governor's extension of school closures and the remote learning recommendations of the Department of Elementary and Secondary Education (DESE) released in March and updated in April, 2020. This comprehensive **Individualized Remote Learning Plan** includes information from all of your child's team members. For students who require adaptations to the delivery of the curriculum and support, a prescribed plan has been created and evolves based upon their individual needs.

Chromebooks are integrated into our curriculum and this previous experience with Google Classroom has helped everyone in this sudden transition to a totally virtual classroom. These online tools and skills have allowed both our staff and students to continue to engage in authentic learning and teaching opportunities in an online learning environment.

What Is TEC Phoenix Academy doing to support students?

Our staff continues to work throughout this emergency closure period to maintain a sense of normalcy in our students' daily routines and adjusting the delivery by providing:

- Senior visits to post graduation signs, graduation photos and preparation for the virtual graduation on May 28, 2020.
- Transition planning meetings for senior students.
- Technology to access the curriculum was provided to students, with parent approval, on March 12th and 13th.
- Adapting the programming on a student by student basis, depending upon the need. Students who work best with paper and pencil are receiving hard copy materials, books, while chromebook use continues to be supported and zoom team meetings to discuss necessary changes are being coordinated.
- A sustained virtual social and academic environment for students

- A familiar daily class schedule, continuing with the google classroom platform students have been using at school, google meet connection and zoom class connections.
- Technical support
- Direct instruction as prescribed per student in each academic course
- Counseling and coordinated sessions for each student
- 1:1 social and academic support as needed
- 1:1 Social Pragmatic services
- Daily attendance and time record keeping
- Data tracking on connections with students and families
- DBT videos and activities in google classroom
- Counseling to address student's anxieties regarding graduation, internships, the coronavirus, the future, etc

What is TEC Phoenix Academy doing for families?

- District contact as needed.
- Direct weekly contact by phone to each family to check in and discuss how the family is doing and what TEC can do to support them by Principal and counselors
- Contact with the student's community support system as deemed permissible.
- Addressing parents concerns regarding their student's academic future
- Keeping families informed of information generated from DESE
- Maintaining IEP team meeting schedule via ZOOM

What is TEC Phoenix Academy doing for staff?

- Established professional expectations and daily routines
- Discussion with staff around choosing 1 "prerequisite standard" in each curriculum area
- Staff Morning Announcement sent at 7 AM daily
- Staff Morning Meeting via Zoom at 8:15 AM daily
- Providing tools and technical support for teachers to provide instruction in real time
- Providing norms for teaching virtually in a professional manner
- Staff meetings coordinated with counselors, individual teachers, culinary staff, special education staff, secretary and aides.
- A designated end to the virtual work day 2:45 PM
- Principal and ancillary staff joining the virtual classes to offer support
- Time to reflect, meditate and enjoy their families.

If you have any questions or concerns regarding a particular student contact TEC Phoenix Academy Principal Sheila Thomas at sthomas@tec-coop.org.

TEC Phoenix Academy

Remote Learning Plan Weekly Instructional Schedule

This schedule was revised on April 4, 2020 and shared with each student.

| | | | | |
|---|---|--|--|---|
| | | | | |
| 1st Block 9:00-9:40 | Group III ELA w/ Ms. Harris | Group I Math w/ Ms. Morgan or Mrs. Lennon | Group IV History w/ Mr. Kahle | Group II Science w/ Mrs. Mongelli |
| 2nd Block 9:50-10:30 | Group IV ELA w/ Ms. Harris | Group III Math w/ Ms. Morgan | Group II History w/ Mr. Nicolazzo | Group I Science w/ Mr. Kahle or Mrs. Lennon's Science |
| 3rd Block 10:40-11:20 | Group I ELA w/ Ms. Harris or Mrs. Lennon's ELA | Group II Math w/ Ms. Morgan | Group III History w/ Mr. Nicolazzo | Group IV Science w/ Mrs. Mongelli |
| 4th Block 11:30-12:10 | Group II ELA w/ Ms. Harris | Group IV Math w/ Ms. Morgan | Group I History w/Mr. Kahle or Mrs. Lennon's History | Group III Science w/ Mrs. Mongelli |
| 12:15-2:45 | COMPLETE | CLASSWORK | ASSIGNED | Work due by 2:45pm Daily |
| <p>Counselors can be reached via email to arrange for online individual counseling time. Ms. Sulkala - asulkala@tec-coop.org Mr. Lang - glang@tec-coop.org Mrs. LeMay - slemay@tec-coop.org Ms. Akeley - kakeley@tec-coop.org</p> <p>DBT Skills w/Ms Sulkala, Just for Laughs w/Mrs LeMay, Mr Cumming's Garage for Workouts and Mr. Lang's College & Career Readiness have created google classrooms and invited students to log in</p> | | | | |

(7/8/9) Group I: SSM, LD, XR, LS, KR-M, YDM, WM
 (11/12) Group III: CC, AJC, HP, BV, AR, DL, FW

(10/11) Group II: AP, JJ, JG, FD, CO, EL, WT
 (12) Group IV: JL, AB, SB, JM, JV, ME, ER