
FALL REOPENING PLAN

As of August 4, 2020

the education
COOPERATIVE



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August 6, 2020

Dear Members of the TEC Learning Community,

At TEC we know that *together we create more opportunities* and that is how we have developed our plan for the reopening of our vibrant learning community. Throughout these challenging months the TEC Leadership Team and staff has reviewed and aligned our practices and protocols to the COVID-19 guidelines provided to us from DESE, the CDC, state and local advisories to meet or exceed their guidance in order to prepare for the safe reopening of TEC's in-person instructional programs this fall. We have shared our progress with our community along the way with a series of memos, personal outreach, and Zoom meetings and have provided additional information for families on our [COVID-19 Resources web page](#).

We are so very grateful to our families who have been incredible learning partners throughout these difficult days, they inspired our staff members to create innovative ways to engage and challenge every child, every day. I want to thank our dedicated leadership team and instructional staff members who were determined to provide every child with the best possible remote learning experience possible and strived to maintain continuous communication with every family. I also want to acknowledge and thank the TEC Board of Directors for their ongoing support and encouragement throughout this pandemic as well as the network of educational leaders from all of the school districts who trust TEC to provide highly specialized programs and services to their students.

Throughout the summer TEC staff met to develop Strategic Plan to Reopen. I want to commend the many dedicated TEC staff members who have been actively involved in this planning process, their insight and participation in our strategic planning committees was invaluable. Although we all know that no one can guarantee a 100% risk-free environment, by working together we have developed and implemented protocols to mitigate health risks for our students and staff members as best we can to lay the groundwork for a healthy and successful school year.

As we move to reopen, the safety and wellbeing of our students and staff is our top priority. Whenever possible all staff and students will practice six feet of social distancing and all staff, and students who are able, will wear facemasks at all times. TEC has made significant changes to our facilities including posting signage, installing sanitizing dispensers, adopted restrictive

entry protocols for visitors and vendors, marking of physical spaces for social distancing in our classrooms and common areas, established isolation areas, controlled access to restrooms, and limited movement between programs. We have confirmed the ventilation and airflow within our facilities is acceptable and our therapeutic pool was certified by the local health inspector.

Maintaining a healthy environment and ensuring all staff are trained properly in workplace safety standards for COVID-19 is essential and we have developed and implemented a comprehensive training program for all staff members designed and directed by our Nurse Leader and her staff. We have supplied our staff with the necessary Personal Protection Equipment (PPE) and all staff members are being trained in the use of PPE needed to provide direct instruction to our students with complex health and learning challenges. Our students will receive training from our nursing staff as well.

We have worked through the complexities of receiving our staff and students back to our classrooms with purposeful determination for creating the safest possible environment. For instance, new technology has been ordered to reduce any sharing of resources such as iPads and Chromebooks. All of our classrooms and offices are deeply sanitized daily and cleaning and sanitizing supplies are provided to every classroom and office to re-sanitize throughout the day.

Our plan to reopen in-person this fall was presented to the TEC Board of Directors on August 4, 2020 and was unanimously approved.

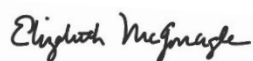
Still, although we have spent many hours developing our plan to reopen in our preferred in-person learning model, we all know that there is always a possibility that we will have to change our plans due to another outbreak of COVID-19. To ensure continuity of instruction and support each program has prepared a detailed plan for both a hybrid and remote model of instruction.

We have worked hard and are prepared to welcome our students back to school, but we know that more needs to be done. Every member of our learning community, our staff, our students and our families must work collaboratively to keep our schools safe and healthy. We will be sharing additional detailed information to all of our families and students about our new practices and protocols before school opens in September.

Together, that is how we will move forward and rebuild the powerful learning community that we all miss!

Thank you for your patience, understanding and ongoing support.

Sincerely,



Liz McGonagle

Executive Summary

Dear Members of the TEC Regional Learning Community:

Throughout this unprecedented time of the COVID-19 pandemic, TEC has carefully reviewed the guidelines provided to us from DESE, the CDC, state and local advisories in order to plan for the safe reopening of TEC's in-person instructional programs.

In June TEC launched a Strategic Planning Committee and established subcommittees comprised of TEC's Administrative Leadership Team and staff members from every TEC program.

I want to acknowledge and thank our Strategic Planning Committee members who met throughout the summer and contributed their time and expertise to develop and implement a safe and effective reopening plan.

TEC Strategic Planning Committee Members

Facility Reopening

Committee Co- Chairs: Liz McGonagle, Dan Shovak, Kerry Kubera, RN

Members: Janet Griffin, Janet Buerklin, Joan Preble, Dr. Jean Kenney, Patti Chitvanni, Emily Manz, Sheila Thomas, Gordon Lang, Christy Chambers, Katie Bragdon, Kelly Adler, Antonio, Nicolazzo, Dana Asselin, Laura McCarthy RN, Allison Rondeau RN, Marybeth Kilcommons RN

Social Emotional Learning (SEL)

Chair: Rose Bragdon

Members: Jen Geoffroy, Sheila Thomas, Deb Caligaris, Erin Ohnemus, Gordon Lang, Janet Goossens, Kerry Kubera RN

Transportation

Co-Chairs: Dan Shovak, Susan Donelan

Members: Sheila Thomas, Chris Keszycki, Hayley Gardiner

Academics

Co-Chair: Susan Donelan and Dr. Jean Kenney

Members: Sheila Thomas, Meredith Faletra, Deb Caligaris, Beth Harris, Pete Kahle, Lisa Silletti, Nadea Coleman, Dana Asselin, Kara Robertson, Tricia Kelly, Lorena Coelho, Hayley Gardiner, Sharon Wardener, Dana Gurwitch

Strategic Planning Process Overview:

Each committee met from June through August to research their unique focus area and develop the protocols and practices needed to create a safe and effective learning environment for the staff and students to return to school to in the fall. The Strategic Committee Chairs met as a group each week to review the progress of the committees and facilitate the implementation of their recommendations. Additionally, the entire strategic planning team met as a large group to provide each individual committee the opportunity to share their goals and accomplishments and gather feedback. This summer planning process concluded with the creation of a draft Fall Reopening Plan that was presented to our TEC staff members and TEC families. The final plan was presented to the TEC Board of Directors on August 4 ,2020. The Board voted unanimously to approve the plan.

Planning Resources

Our committees reviewed all of the guidance from DESE, CDC, state and local resources and networks including but not limited to:

- Initial Fall School Reopening Guidance
- Guidance on Fall 2020 Special Education Services
- Protocols for responding to COVID-19 Scenarios in school, bus, community
- Fall Reopening Transportation Guide
- Fall Reopening Facilities and Operations Guidance
- CDC Guidance
- Baker-Polito Administration Guidance
- Town of Walpole Public Health Department
- Department of Early Education and Care
- Massachusetts Organization of Educational Collaboratives
- TRI County Superintendents Roundtable

An Overview of the Strategic Planning Committees

Committee Name: Facility Reopening Committee

Essential Question: What protocols do we need in place to safely open our facility?

Focus: Reopening our building will require us to work with the local and state Department of Public Health and adhere to the guidance of DESE and CDC.

Tasks included establishing cleaning protocols, entry requirements, marking of physical spaces for social distancing in classrooms, isolation areas, and common areas, signage for visitors and vendors, access to restrooms, and collection of data on any “breaches” or other issues; and including all tenants.

Committee Name: SEL Supports for Reintegration to School

Essential Question: How can we support the SEL needs of our staff and students as they reintegrate into a physical school setting?

Focus: Reopening our programs will require us to consider and plan for the SEL needs of both our staff and students who may have experienced emotional insecurity, economic hardship, sickness of family and friends, abuse, neglect, or other challenges during the quarantine period?

Tasks: What support can we provide to our staff and students to help ease their transition from the isolation and SEL challenges of the quarantine to rejoining our physical learning community?

Committee Name: Transportation

Essential Question: How do we manage the transportation of students to and from our facility?

Focus: Reopening our programs will require flexibility around transportation.

Tasks: There may be significant modifications to transportation schedules and the use of the TEC Vans that will require protocols for physical distancing, cleaning, and new arrival and departure procedures.

Committee Name: Academics

Essential Question: How will we provide students with continuity of learning and access to an engaging and challenging academic program that is effective in both a face to face and online learning environment?

Focus: Reopening our programs will require us to have the flexibility and utilize differentiated instructional strategies, schedules, assessments, and remote resources to not only meet students “where they are” but also to provide continuity of learning if Covid-19 forces schools to close again.

Tasks: Based on the DESE Guidance, develop an Academic Plan for each program that may include additional school closures.

Strategic Plan Goals and Accomplishments

Facility Reopening Committee Highlights:

What protocols do we need in place to safely open our facility?

Goal 1: Training

Maintain a healthy environment by ensuring all staff (including tenants) and students are trained properly in workplace safety standards for COVID-19. Established an interactive training programs that includes:

- Cleaning and Disinfecting
- Social Distancing
- Proper use and disposal of PPE
- Clear Hygiene Protocols
- Hand washing/hand disinfectant
- Understanding the symptoms of COVID-19
- When to stay home from school
- Healthy Code of Conduct

Goal 2: Establish Hygienic Practices:

Maintain a healthy environment by promoting behaviors that reduce spread:

- Staying home when sick
- Wearing PPE including mandatory facemasks
- Post appropriate signage throughout the building
- Maintain a healthy environment by ensuring adequate cleaning and disinfecting
- Guidelines for cleaning one's immediate workspace and high touch areas such as doorknobs
- Establish protocols for classrooms that address students who may not have the ability to follow mitigation practices (drooling, spitting, coughing etc.)
- Install plexiglass barriers
- Limiting building access: Establish protocols for visitors and vendors
- Limiting access to Common Areas: Kitchen, Elevator, Restrooms, Water
- Promote program separation, limiting movement between classrooms and programs
- Proper ventilation throughout the building

Goal 3: Physical Distancing

Physical Distancing: Ensure all physical spaces allow staff to maintain a healthy environment

- Determine what configuration changes (if any) are needed to achieve required physical distancing standard of 3-6 feet in our classrooms and common areas
- What alternate spaces can be used? Including off-campus sites.
- Do we need to order any furniture or can we use what we have?
- Do we need to order plexiglass to make barriers?
- What storage is available for excess furniture and equipment?
- How can we reduce interactions and the "mixing" of students?
- Do we need to organize students in cohorts? Assign seating?

Goal 4: Communication

- Utilize a variety of tools including the TEC website to promote and share resources developed including: Nursing Newsletter, Q and A Blog, posting all of our training and protocols, Zoom meetings, memos and letters sent to all stakeholders

SEL Committee Highlights

How can we support the SEL needs of our staff and students as they reintegrate into a physical school setting?

Goal 1:

Support the SEL needs of the staff as they reintegrate into a physical school setting.

- Develop a Needs Assessment for Staff to complete before returning to the building to gauge emotions by end of June
- Based on results of the survey, develop specific tools for fostering frequent, clear and concise communication:
 - ❖ All Things COVID weekly news updates on Staff Resource webpage
 - ❖ Campus School weekly staff meetings
- Develop and post online a Staff and Families Handbook for easy access to key protocols by mid-August.
- Plan in person and remote ways to stay connected
- Develop a follow up survey after all staff have had an opportunity to re-enter the building to gauge emotions after returning - How are we doing and what can we be better at to help staff? Complete by the end of July.
- Explore both in house and community resources to support staff with mental health needs.

Goal 2:

Support the SEL needs of our students as they reintegrate into a physical school setting.

- Once a determination has been made regarding which model will be used to open school for the fall, each program director will survey their student' families and engage them as partners in a similar fashion to goal #1. Surveys to be completed by mid-August.
- Based on results of survey, develop program specific tools for students and families to access –Ongoing
- Develop and post online a Staff and Families Handbook for easy access to key protocols by back to school date of August 31, 2020.
- Maintain frequent, clear and concise communication.

Transportation Committee Highlights

How do we manage the transportation of students to and from our facility?

Goal 1: Training

Ensure staff have proper training in transportation protocols for COVID-19, which includes a transportation training document. The document should include:

- Vehicle capacity as it pertains to staff and students
- Vehicle Maintenance which includes daily disinfecting and disinfecting between trips
- Drop off and pickup schedules
- Weekly trip planning document
- Vehicle supplies readily available
- Social distancing

Goal 2: Vehicle Maintenance:

Ensure all staff understand their role in proper disinfecting of the vehicles between trips and on a daily basis.

- Training documentation written and staff trained in proper disinfecting protocols.

Goal 3: Vehicle Supplies:

Ensure PPE supplies for each vehicle is readily available (create checklist).

- Purchase supplies and ensure they are supplied in each vehicle prior to leaving for trip.
- Create checklist

Academics Committee Highlights

How will we provide students with continuity of learning and access to an engaging and challenging academic program that is effective in both a face to face and online learning environment?

Goal:

To develop three distinct learning models, in-person, hybrid and remote, for each of TEC's schools: TEC High School, TEC Phoenix Academy and TEC Campus School.

The TEC Comprehensive Plan for Reopening includes three distinct learning models for each of the TEC three schools: TEC High School, TEC Phoenix Academy and TEC Campus School. The development of each school's learning model was the result of the collaborative effort of administrators and teachers. The Academic Planning Committee participated in in-depth reflection on each school's remote learning program implemented since March 2020. The reflection included acknowledgement of achievements as well as identifying areas in need for improvement. From this information, the Academic Planning Committee developed SMART goals and established key elements that should be included in each of the three DESE required learning models, in-person, hybrid and remote.

The key elements identified for each plan included:

Teaching and Learning, Social Emotional Learning, Related Services, Special Education Compliance, Family Support, Technology Support and Communication with School Districts.

Each element was further broken down into components. Each school planning team then used this template of key elements to create the three learning models appropriate for their students. The result of this process is a set of learning models that are robust, comprehensive and suited to the population that each school is serving.

These comprehensive plans for an In-Person, Hybrid and Remote Learning Model for each program are provided in the following pages.

TEC Campus School

Academic Subcommittee Plan for

Fall 2020 Re-Opening

Remote

Hybrid

In-Person

2020-2021 Proposed School Schedule

The school year will begin with a hybrid model and transition to an in-person model.

- **In-Person Group A - Sept. 2, 8, 9 - Remote Sept. 3, 10, 11**
- **In-Person Group B - Sept. 3, 10, 11 - Remote Sept. 2, 8, 9**
(TEC Staff will establish and communicate group assignments)
- September 14, 2020 - No school
- All students return In-Person on September 15
- Continue fully in-person (as long as fully staffed)

TEC Campus School Academic Plan

Remote Learning Model Plan

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	-Remote Learning Plans shared with families and districts weekly	<ul style="list-style-type: none"> -Teachers frame by Monday -Therapists contribute Tuesday-Thursday -Teachers finalize Friday -Administrative Assistant emails to districts on Friday -Teachers send to parents directly
	Weekly update reporting system	<ul style="list-style-type: none"> -Remote Learning Plans -Communication and Participation Log kept by all staff, shared with districts as needed 	<ul style="list-style-type: none"> -Remote Learning Plans as described above -All staff update Communication and Participation Logs -Program Director shared with districts as needed
	Assessment	<ul style="list-style-type: none"> -Develop plans to assess the progress based on learning standards and IEP objectives -Awaiting MCAS Alternate requirements for year 20-21 and training information -Informal assessments may be done. Expectations of student participation must be clear and agreed upon by staff and families in order to ensure reliable results. -Formal assessment tools would be very challenging to 	<ul style="list-style-type: none"> -Teachers/Therapists work with families to collect data for assessment purposes.

Elements	Components	Individual School Description	Staff Responsibilities
		<p>use in a remote setting and would likely not begin until an in-person opportunity is possible.</p>	
	<p>Progress Monitoring</p>	<ul style="list-style-type: none"> -Continue to monitor progress as effectively as possible -Collaborate with families for input in ways that meet each families’ preferences for communication -Hold Team/Progress Meetings as needed via Zoom -Team will identify areas in which the student is not making progress and attempt to provide alternate types of instruction and/or family support 	<ul style="list-style-type: none"> -Teachers/Therapists work with families to collect data and compile for Progress Reports -Program Director ensures compliance
	<p>Staff Collaboration</p>	<ul style="list-style-type: none"> -Daily “Team Huddle” held including classroom teacher and teaching assistant support staff -Weekly “Team Time” held including classroom teacher, all related service providers, teaching assistants, nurses, and program director -All meetings held via Zoom 	<ul style="list-style-type: none"> -Teachers prepare agenda -Staff write action steps during meetings
	<p>Schedules</p>	<ul style="list-style-type: none"> -Work to establish guidelines on how therapy services will be scheduled and delivered. It is likely that a therapy schedule will be developed to service all students that is fluid among all models of programming -Maintain classroom and school routines as much as possible even if environment 	<ul style="list-style-type: none"> -Administration working on system of schedule development -Teachers and therapists coordinate schedules for individual students

Elements	Components	Individual School Description	Staff Responsibilities
		changes	
	Attendance	<ul style="list-style-type: none"> -Students participating remotely count as present -Include a tracking system for remote attendance in the Communication and Participation Log -Need to establish and communicate expectations for student/family participation in remote learning 	<ul style="list-style-type: none"> -Staff record attendance daily for all offered sessions and/or completed work -Administrative Assistant provides attendance records to districts
	Parent Communication Documentation	<ul style="list-style-type: none"> -Communication and Participation Log documents dates of all family communication, Zoom sessions offered and attended, completed work submitted, and transmission of weekly remote learning plans -School-wide surveys will be utilized as needed 	<ul style="list-style-type: none"> -Teachers and therapists need to regularly update Communication and Participation Logs -Administrative Assistant shares with districts upon request and can be used as documentation for Team Meetings
Technology	Devices	<ul style="list-style-type: none"> -Staff and families have been surveyed to ensure access to technology in all environments -Additional staff needs were identified in order to provide remote instruction -Technology Department is working on completing these orders -Devices can be sent home to families when needed with sign off sheet -Technology needs will be updated as time passes, phases change, school availability 	<ul style="list-style-type: none"> -Staff continue to update Program Director on needs of staff and students -Program Director work with Technology Department and/or districts to secure proper access for students.

Elements	Components	Individual School Description	Staff Responsibilities
		increases/decreases, and family situations change	
	Web based resources/apps	<ul style="list-style-type: none"> -Identify professional learning for resources and for student use -Continue to update our online subscriptions and Online Video Library 	<ul style="list-style-type: none"> -Staff and Program Director will work to secure resources and/or training -Administrative Assistant update Online Video Library as needed
	Staff Training	<ul style="list-style-type: none"> -Continue to provide opportunities for training and professional development, particularly as remote learning resources grow -Continue to keep a library of PD opportunities available online -Create a forum for sharing hands-on use of resources / tools among staff members 	<ul style="list-style-type: none"> -Staff and Program Director will work to secure resources and/or training
	Troubleshooting	<ul style="list-style-type: none"> -Technology Department will share a clear set of expectations for the upcoming year in terms of immediate and non-immediate troubleshooting, training, and information sharing (this will include -Increase availability of on-call live assistance -Develop troubleshooting system for parents to have quick access to solving some of their remote issues 	<ul style="list-style-type: none"> -Staff will monitor parent emails for troubleshooting issues and direct according to Technology Department expectations and guidelines. -Program Director will work with Technology Department to update as necessary

Elements	Components	Individual School Description	Staff Responsibilities
	Accountability for students' access (wifi, cameras on, etc).	-Through parent interaction, staff communication, and/or surveys, necessary access or issues will be identified	-Staff and Program Director will continue to look at information collected from parent interaction, communication, and surveys and adjust accordingly.
Social Emotional Learning	Socialization Activities	-Social groups via Zoom/online	-Classroom teacher and staff direct social groups via Zoom
	Interventions	<p>-Training and parent support available via Zoom across all areas</p> <p>- Families have access to BCBA and behavior support for challenges they face in the home environment</p> <p>-Staff can participate in remote training, including portions of the Safety Care Training</p>	-Frequent communication available between parents and staff/BCBA
	Wellness Lessons	-APE classes, OT sessions, and other classroom lessons addressing Wellness topics	-Teachers and staff coordinate lessons via Zoom
	Mindfulness	<p>-Mindfulness activities and/or training will be shared with both staff and students</p> <p>-Continue use of outside consultation on the use of Mindfulness techniques</p>	<p>-Staff support students in Mindfulness practices</p> <p>-Mindfulness Ambassadors and Program Director continue to meet and support development of staff and student mindfulness initiatives and programs</p>
Related Services	Individual or Group Service Delivery	-Staffing: Staff may need to provide sessions in a different manner than if they were	-Therapists will collaborate with teachers, parents, and the Program Director to

Elements	Components	Individual School Description	Staff Responsibilities
	Model	<p>hands-on with a student.</p> <ul style="list-style-type: none"> -Scheduling: Services will be delivered consistent with the timeframes of the IEP over Zoom. -Locations: Staff will require the appropriate space (school or home) and technology to deliver these services. -Therapists will work with families to collect data and compile for reports. 	design the appropriate delivery of services.
Family Support	Consistent communication	<ul style="list-style-type: none"> - Use of e-mail, text messages, phone calls, video calls - Looking into communication systems: Remind, ClassTag -System for translation -Update website with a presentation of current provision of services 	-All staff and Program Director work with each family to meet individual needs
	Parent training	<ul style="list-style-type: none"> -Student-based trainings on website and TEC Online Video Library for basics of wearing a mask, washing hands -Training videos on using communication devices -Parent Consultation for working on IEP goals at home -Trainings on technology and troubleshooting 	-All staff and Program Director work with each family to meet individual needs
	Parent Surveys	<ul style="list-style-type: none"> -Ongoing check-ins with parents on concerns -Survey parents as needed and ensure access for all (deliver paper-based if needed, translation) 	-Program Director coordinates parent surveys

Elements	Components	Individual School Description	Staff Responsibilities
	Student/family expectations	-Clear expectations of participation and work that needs to be handed in guided by the principles set forth by DESE	-Program Director and staff clearly communicate expectations
	Medical/Safety Protocols	-Information will be clearly communicated by the nursing staff -Individual situations can be addressed to meet student needs	-Nursing staff works in collaboration with the Program Director to ensure that information is distributed to all families
	Student/Family Forms/Handbooks	-Current protocols and policies will be included in all handbooks/school resources	-Program Director, Nursing Staff, TEC Administration
School District Communication	Program descriptions	-Update regularly as needed following DESE guidance and TEC situations -Send with Remote Learning Plans to consolidate communication -Keep website updated -Establish a clear email address for distributions	Program Director work with Director of Student Services and Administrative Assistant on communication and distribution
	Remote Learning Plan shared with districts regularly	Emailed to each district on Friday	-Teachers frame on Monday -Therapists contribute Tuesday-Thursday -Teachers finalize Friday -Hayley emails to districts on Friday
	Medical/Safety Protocols	-Signage if staff in building -Staff meetings and e-mail updates -Forum for questions on	Program Director in collaboration with Nurse Leader and Director of Human Resources

Elements	Components	Individual School Description	Staff Responsibilities
		website with clearly posted answer and policies -Ensure updates communicated to parents	
Special Education Compliance	IEP Team Meetings	-Held via Zoom -All Team members participate -Screen share drafts to district and parents	Program Director work with districts and parents to ensure access
	Progress Reports	-Continue to monitor progress and any areas of regression -Collaborate with families for input	-Teachers/Therapists work with families to collect data and compile for reports -Program Director ensures compliance

TEC Campus School Academic Plan

Hybrid Plan

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	<ul style="list-style-type: none"> -Remote Learning Plans and Hybrid Schedule shared with families and districts weekly 	<ul style="list-style-type: none"> -Teachers frame by Monday -Therapists contribute Tuesday-Thursday -Teachers finalize Friday -Administrative Assistant emails to districts on Friday -Teachers send to parents directly
	Weekly update reporting system	<ul style="list-style-type: none"> -Remote Learning Plans and Hybrid Schedule -Communication and Participation Log kept by all staff, shared with districts as needed 	<ul style="list-style-type: none"> -Remote Learning Plans as described above -All staff update Communication and Participation Logs -Program Director shared with districts as needed
	Assessment	<ul style="list-style-type: none"> -Develop plans to assess the progress based on learning standards and IEP objectives -Awaiting MCAS Alternate requirements for year 20-21 and training information -Informal assessments may be done. Expectations of student 	<ul style="list-style-type: none"> -Teachers/Therapists work directly with students to collect data. -Teachers/Therapists work with families to collect data for assessment purposes.

Elements	Components	Individual School Description	Staff Responsibilities
		<p>participation must be clear and agreed upon by staff and families in order to ensure reliable results.</p> <p>-Formal assessment tools would be used during in-person time only.</p>	
	Progress Monitoring	<p>-Continue to monitor progress as effectively as possible in both settings</p> <p>-Collaborate with families for input in ways that meet each families' preferences for communication</p> <p>-Hold Team/Progress Meetings as needed via Zoom</p> <p>-Team will identify areas in which the student is not making progress and attempt to provide alternate types of instruction and/or family support</p> <p>-The greatest areas of need should be targeted during in-person time</p>	<p>-Teachers/Therapists work with families to collect data and compile for Progress Reports</p> <p>-Program Director ensures compliance</p>
	Staff Collaboration	<p>-Daily "Team Huddle" held in-person including classroom teacher and teaching assistant support staff</p> <p>-Weekly or bi-weekly "Team Time" held via</p>	<p>-Teachers prepare agenda</p> <p>-Staff write action steps during meetings</p>

Elements	Components	Individual School Description	Staff Responsibilities
		Zoom including classroom teacher, all related service providers, teaching assistants, nurses, and program director	
	Schedules	<ul style="list-style-type: none"> -Teachers will establish Group A and Group B if divided in this fashion for hybrid model -Students in remote learning will have access to live classroom lessons -Work to establish guidelines on how therapy services will be scheduled and delivered. It is likely that a therapy schedule will be developed to service all students that is fluid among all models of programming -Maintain classroom and school routines as much as possible even if environment changes 	<ul style="list-style-type: none"> -Administration working on system of schedule development -Teachers and therapists coordinate schedules for individual students
	Attendance	<ul style="list-style-type: none"> -Students participating remotely count as present -Include a tracking system for remote attendance in the Communication and Participation Log -Need to establish and communicate expectations for 	<ul style="list-style-type: none"> -Staff record attendance daily for all offered sessions and/or completed work -Administrative Assistant provides attendance records to districts

Elements	Components	Individual School Description	Staff Responsibilities
		student/family participation in remote learning	
	Parent Communication Documentation	<ul style="list-style-type: none"> -Communication and Participation Log documents dates of all family communication, Zoom sessions offered and attended, completed work submitted, and transmission of weekly remote learning plans -School-wide surveys will be utilized as needed 	<ul style="list-style-type: none"> -Teachers and therapists need to regularly update Communication and Participation Logs -Administrative Assistant shares with districts upon request and can be used as documentation for Team Meetings
Technology	Devices	<ul style="list-style-type: none"> -Staff and families have been surveyed to ensure access to technology in all environments -Additional staff needs were identified in order to provide remote instruction -Additional student needs were identified in order to provide in-person instruction -Technology Department is working on completing these orders -Devices can be sent home to families when needed with sign off sheet -Technology needs will be updated as time 	<ul style="list-style-type: none"> -Staff continue to update Program Director on needs of staff and students -Program Director work with Technology Department and/or districts to secure proper access for students.

Elements	Components	Individual School Description	Staff Responsibilities
		<p>passes, phases change, school availability increases/decreases, and family situations change</p>	
	<p>Web based resources/apps</p>	<p>-Identify professional learning for resources and for student use</p> <p>-Continue to update our online subscriptions and Online Video Library</p>	<p>-Staff and Program Director will work to secure resources and/or training</p> <p>-Administrative Assistant update Online Video Library as needed</p>
	<p>Staff Training</p>	<p>-Continue to provide opportunities for training and professional development, particularly as remote learning resources grow</p> <p>-Continue to keep a library of PD opportunities available online</p> <p>-Create a forum for sharing hands-on use of resources / tools among staff members</p>	<p>-Staff and Program Director will work to secure resources and/or training</p>
	<p>Troubleshooting</p>	<p>-Technology Department will share a clear set of expectations for the upcoming year in terms of immediate and non-immediate</p>	<p>-Staff will monitor parent emails for troubleshooting issues and direct according to Technology Department expectations and</p>

Elements	Components	Individual School Description	Staff Responsibilities
		<p>troubleshooting, training, and information sharing (this will include</p> <ul style="list-style-type: none"> -Increase availability of on-call live assistance -Develop troubleshooting system for parents to have quick access to solving some of their remote issues 	<p>guidelines.</p> <ul style="list-style-type: none"> -Program Director will work with Technology Department to update as necessary
	<p>Accountability for students' access (wifi, cameras on, etc.)</p>	<ul style="list-style-type: none"> -Though parent interaction, staff communication, and/or surveys, necessary access or issues will be identified 	<ul style="list-style-type: none"> -Staff and Program Director will continue to look at information collected from parent interaction, communication, and surveys and adjust accordingly.
<p>Social Emotional Learning</p>	<p>Socialization Activities</p>	<ul style="list-style-type: none"> -Social groups via zoom/online games activities as well as in classroom activities that follow guidelines -Stress importance of staying connected for both students and staff 	<ul style="list-style-type: none"> -Classroom teacher and staff conduct social groups
	<p>Interventions</p>	<ul style="list-style-type: none"> -Training and parent support available via Zoom across all areas -Staff and families have access to BCBA and behavior support for challenges they face in the transition into school environment 	<ul style="list-style-type: none"> -Frequent communication available between parents and staff/BCBA

Elements	Components	Individual School Description	Staff Responsibilities
		-Staff can participate in training, including Safety Care Training	
	Wellness Lessons	-APE classes, OT sessions, and other classroom lessons addressing Wellness topics	-Teachers and staff coordinate lessons via Zoom
	Mindfulness	<p>-Mindfulness activities and/or training will be shared with both staff and students</p> <p>-Continue use of outside consultation on the use of Mindfulness techniques</p> <p>-Staff schedules to allow for time between tasks, time for break, time to eat</p>	<p>-Staff support students in Mindfulness practices</p> <p>-Mindfulness Ambassadors and Program Director continue to meet and support development of staff and student mindfulness initiatives and programs</p>
Related Services	Individual or Group Service Delivery Model	<p>-Staffing: Staff may need to provide sessions in a different manner than usual in order to safely reduce or follow proper guidelines for working hands-on with a student.</p> <p>-Scheduling: Services will be delivered consistent with the timeframes of the IEP over Zoom and/or in-person</p> <p>-Locations: Staff will require the appropriate</p>	-Therapists will collaborate with teachers, parents, and Program Director to design the appropriate delivery of services.

Elements	Components	Individual School Description	Staff Responsibilities
		<p>space (school or home) and technology to deliver these services.</p> <p>-Therapists will work with families to collect data and compile for reports.</p> <p>-Therapists will assess students in-person on their progress and any regression</p>	
Family Support	Consistent communication	<ul style="list-style-type: none"> - Use of e-mail, text messages, phone calls, video calls - Looking into communication systems: Remind, ClassTag -System for translation -Update website with a presentation of current provision of services 	-All staff and Program Director work with each family to meet individual needs
	Parent training	<ul style="list-style-type: none"> -Student-based trainings on website and TEC Online Video Library for basics of wearing a mask, washing hands -Training videos on using communication devices -Parent Consultation for working on IEP goals at home -Trainings on technology and troubleshooting 	-All staff and Program Director work with each family to meet individual needs

Elements	Components	Individual School Description	Staff Responsibilities
	Parent Surveys	<ul style="list-style-type: none"> -Ongoing check-ins with parents on concerns -Survey parents as needed and ensure access for all (deliver paper-based if needed, translation) 	-Program Director coordinates parent surveys
	Student/family expectations	<ul style="list-style-type: none"> -Clear expectations of participation and work that needs to be handed in guided by the principles set forth by DESE -Consistency as much as possible across home and school settings with toileting, behavior plans, communication, equipment, etc. 	-Program Director and staff clearly communicate expectations
	Medical/Safety Protocols	<ul style="list-style-type: none"> -Information will be clearly communicated by the nursing staff -Individual situations can be addressed to meet student needs 	-Nursing staff works in collaboration with the Program Director to ensure that information is distributed to all families
	Student/Family Forms/Handbooks	-Current protocols and policies will be included in all handbooks/school resources	-Program Director, Nursing Staff, TEC Administration
School District Communication	Program descriptions	<ul style="list-style-type: none"> -Update regularly as needed following DESE guidance and TEC situations -Send with Remote Learning Plans to 	Program Director work with Director of Student Services and Administrative Assistant on communication and

Elements	Components	Individual School Description	Staff Responsibilities
		consolidate communication -Keep website updated -Establish an email address for distributions/no reply	distribution
	Remote Learning Plan shared with districts regularly	Hybrid schedule and Remote Learning Plan e-mailed to each district on Friday	-Teachers frame on Monday -Therapists contribute Tuesday-Thursday -Teachers finalize Friday -Administrative Assistant emails to districts on Friday
	Medical/Safety Protocols	-Signage in building -Staff meetings and e-mail updates -Forum for questions on website with clearly posted answer and policies -Ensure updates communicated to parents	Program Director in collaboration with Nurse Leader and Director of Human Resources
Special Education Compliance	IEP Team Meetings	-Held via Zoom -All Team members participate -Screen share draft	Meredith work with districts and parents to ensure access
	Progress Reports	-Continue to monitor progress through instruction, data collection, and ongoing	-Teachers/Therapists work with families to collect remote learning data and compile own

Elements	Components	Individual School Description	Staff Responsibilities
		assessment -Collaborate with families for input	data for reports -Program Director ensures compliance

TEC Campus School Academic Plan

In-Person Plan

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	-Remote Learning Plans only for those students who have opted out of in-person services	-See description in Remote
	Weekly update reporting system	-Remote Learning Plans and Communication and Participation Logs sent to districts weekly only for those who have opted for Remote	-See description in Remote -Any programmatic changes (if in-person services are temporarily suspended) will be communicated to districts immediately by Program Director
	Assessment	-Develop plans to assess the progress based on learning standards and IEP objectives -Awaiting MCAS Alternate requirements for year 20-21 and training information -Informal assessments and formal assessments may be completed.	-Assessment data reported via traditional methods (paper-based, electronic) and/or Zoom meetings
	Progress Monitoring	-Continue to monitor progress -Hold Team/Progress	-Teachers/Therapists work to collect data and compile for

Elements	Components	Individual School Description	Staff Responsibilities
		<p>Meetings as needed via Zoom</p> <p>-Team will identify areas in which the student is not making progress and attempt to provide alternate types of instruction and/or family support</p>	<p>Progress Reports</p> <p>-Program Director ensures compliance</p>
	Staff Collaboration	<p>-Daily “Team Huddle” held in-person including classroom teacher and teaching assistant support staff</p> <p>-Bi-weekly “Team Time” held via Zoom including classroom teacher, all related service providers, teaching assistants, nurses, and program director</p>	<p>-Teachers prepare agenda</p> <p>-Staff write action steps during meetings</p>
	Schedules	<p>-Work to establish guidelines on how therapy services will be scheduled and delivered. It is likely that a therapy schedule will be developed to service all students that is fluid among all models of programming</p> <p>-Maintain classroom and school routines as much as possible even if environment changes over time</p> <p>-Utilize outdoor spaces as much as possible for</p>	<p>-Administration working on system of schedule development</p> <p>-Teachers and therapists coordinate schedules for individual students</p>

Elements	Components	Individual School Description	Staff Responsibilities
		mask breaks, eating, movement breaks, etc.	
	Attendance	<ul style="list-style-type: none"> -Take daily attendance of in-person students -Follow established guidelines for remote attendance for any students still learning remotely 	<ul style="list-style-type: none"> -Staff record attendance daily for all offered sessions and/or completed work -Administrative Assistant provides attendance records to districts
	Parent Communication Documentation	<ul style="list-style-type: none"> -Typical home-school communication systems will be utilized by classroom staff -Any programmatic information will be communicated to families by Program Director and or Nursing Leader and documented accordingly 	<ul style="list-style-type: none"> -All staff follow typical communication systems
Technology	Devices	<ul style="list-style-type: none"> -Staff and families have been surveyed to ensure access to technology in all environments -Additional student needs were identified in order to provide in-person instruction -Technology Department is working on completing these orders -Technology needs will be updated as time passes, phases change, 	<ul style="list-style-type: none"> -Staff continue to update Program Director on needs of staff and students -Program Director work with Technology Department and/or districts to secure proper access for students.

Elements	Components	Individual School Description	Staff Responsibilities
		school availability increases/decreases, and family situations change	
	Web based resources/apps	-Identify professional learning for resources and for student use	-Staff and Program Director will work to secure resources and/or training -Administrative Assistant
	Staff Training	-Continue to provide opportunities for training and professional development, particularly as online options grow -Continue to keep a library of PD opportunities available online -Continue in-person professional development as much as possible	-Staff and Program Director will work to secure resources and/or training
	Troubleshooting	-Technology Department will share a clear set of expectations for the upcoming year in terms of immediate and non-immediate troubleshooting, training, and information sharing (this will include -Increase availability of on-call live assistance	-Staff will monitor issues and contact Technology Department as needed -Program Director will work with Technology Department to update as necessary

Elements	Components	Individual School Description	Staff Responsibilities
	Accountability for students' access (wifi, cameras on, etc.	-Issues will be identified as they arise and reported to Technology Department	-Support will be provided as needed
Social Emotional Learning	Socialization Activities	<p>-Social groups as well as social skills built into daily classroom activities that follow guidelines</p> <p>-Stress importance of staying connected for both students and staff</p>	-Classroom teacher and staff direct socialization activities
	Interventions	<p>- Staff and families have access to BCBA and behavior support for challenges they face in the transition into school environment</p> <p>-Staff can participate in training, including Safety Care Training</p>	-Frequent communication between staff and BCBA (as well as parents)
	Wellness Lessons	-APE classes, OT sessions, and other classroom lessons addressing Wellness topics	-Following guidelines, staff will support students through this hard transition
	Mindfulness	<p>-Mindfulness activities and/or training will be shared with both staff and students</p> <p>-Continue use of outside consultation on the use of Mindfulness techniques</p> <p>-Staff schedules to allow for time between</p>	<p>-Staff support students in Mindfulness practices</p> <p>-Mindfulness Ambassadors and Program Director continue to meet and support development of staff and student mindfulness initiatives</p>

Elements	Components	Individual School Description	Staff Responsibilities
		tasks, time for break, time to eat	and programs
Related Services	Individual or Group Service Delivery Model	<p>-Staffing: Staff may need to provide sessions in a different manner than usual in order to safely reduce or follow proper guidelines for working hands-on with a student.</p> <p>-Scheduling: Services will be delivered consistent with the timeframes of the IEP over Zoom and/or in-person</p> <p>-Locations: Staff will require the appropriate space (school or home) and technology to deliver these services.</p> <p>-Therapists will assess students in-person on their progress and any regression</p> <p>-Some students may require increased individual support before being able to access therapy as part of the group upon return to in-person service</p>	-Therapists will collaborate with teachers, parents, and Program Director to design the appropriate delivery of services.
Family Support	Consistent communication	<ul style="list-style-type: none"> - Email/phone calls/ video calls - Looking into systems: Remind, ClassTag - Translating 	-All staff and Program Director work with each family to meet individual needs

Elements	Components	Individual School Description	Staff Responsibilities
		<p>Information</p> <ul style="list-style-type: none"> - Update website with a positive upbeat and engaging presentation of current provision of services 	
	<p>Parent training</p>	<ul style="list-style-type: none"> -Consultation available based on in-person observations and assessment -Student-based trainings on website and TEC Online Video Library for basics of wearing a mask, washing hands -Training videos on using communication devices -Parent Consultation for working on IEP goals at home -Trainings on technology and troubleshooting 	<p>-All staff and Program Director work with each family to meet individual needs</p>
	<p>Parent Surveys</p>	<ul style="list-style-type: none"> -Ongoing check-ins with parents on concerns -Survey parents as needed and ensure access for all (deliver paper-based if needed, translation) 	<p>-Program Director coordinates parent surveys</p>
	<p>Student/family expectations</p>	<p>-Clear expectations of participation and work that needs to be handed in guided by the principles set forth</p>	<p>-Program Director and staff clearly communicate expectations</p>

Elements	Components	Individual School Description	Staff Responsibilities
		by DESE -Consistency as much as possible across home and school settings with toileting, behavior plans, communication, equipment, etc.	
	Medical/Safety Protocols	-Information will be clearly communicated by the nursing staff -Individual situations can be addressed to meet student needs	-Nursing staff works in collaboration with the Program Director to ensure that information is distributed to all families
	Student/Family Forms/Handbooks	-Current protocols and policies will be included in all handbooks/school resources	-Program Director, Nursing Staff, TEC Administration
School District Communication	Program descriptions	-Update regularly as needed following DESE guidance and TEC situations -Keep website updated -Establish an email address for distributions/no reply	Program Director work with Director of Student Services and Administrative Assistant on communication and distribution
	Remote Learning Plan shared with districts regularly	Emailed to each district on Friday only for students who have elected to participate or are required to at a given time (quarantine) in Remote Learning	If needed for a student: -Teachers frame on Monday -Therapists contribute Tuesday-Thursday -Teachers finalize Friday -Hayley emails to districts on Friday

Elements	Components	Individual School Description	Staff Responsibilities
	Medical/Safety Protocols	<ul style="list-style-type: none"> -Signage in building -Staff meetings and e-mail updates -Forum for questions on website -Ensure updates communicated to parents 	Program Director in collaboration with Nurse Leader and Director of Human Resources
Special Education Compliance	IEP Team Meetings	<ul style="list-style-type: none"> -Held via Zoom -All Team members participate -Screen share draft 	Meredith work with districts and parents to ensure access
	Progress Reports	<ul style="list-style-type: none"> -Continue to monitor progress through instruction, data collection, and ongoing assessment 	<ul style="list-style-type: none"> -Teachers/Therapists compile data for reports -Program Director ensures compliance

TEC High School
Academic Subcommittee Plan for
Fall 2020 Re-Opening

Remote, Hybrid, and In-Person Models

TEC HS Academic Plan -- Remote

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	These documents already exist and will be updated for the 20-21 school year.	Special ed. and administrators will prepare plans for new students and update plans for existing students.
	The weekly update reporting system	The protocols in place for the spring of 2020 will be continued.	All relevant staff members will update the appropriate documents on a daily/weekly basis; administrators will finalize for distribution.
	Assessment	<p>Summative assessment:</p> <ul style="list-style-type: none"> Teachers will offer a variety of modalities to assess (oral testing, quizzes through digital platforms, presentations, projects, etc.) <p>Formative assessment:</p> <ul style="list-style-type: none"> Daily work/exit tickets (offered both synchronously and asynchronously) will serve as a formative assessment to inform instructional modifications as needed 	Each teacher will identify types of formative and summative assessments in their remote learning course syllabi
	Progress Monitoring	Remote academic time	Content teachers and

Elements	Components	Individual School Description	Staff Responsibilities
		management periods and 1:1 sessions will be provided to ensure individual student progress as identified in daily reporting logs	ATM teachers will monitor daily logs to determine the best use of 1:1 and ATM sessions
	Staff Collaboration	Staff will continue to make curricular modifications for both content and skills based on prior planning with and continued conversations with colleagues	Teachers will communicate consistently with one another regarding course content, student successes and challenges, opportunities for collaboration, etc.
	Schedules	Full-day schedule with core courses in the morning every day, plus DBT and seminar courses	Director will finalize a remote learning schedule to share with staff, parents, students, and families.
	Attendance	Will be tracked for each remote session	The administration will organize the best structure for attendance tracking
	System of Documentation of Parent Communication (DESE template forthcoming)	TBD	TBD
Technology	Devices	Each student is provided a Chromebook and headset for home use	The administrative assistant will maintain a document for tracking devices and logging any issues that may arise
	Web-based resources/apps	Various platforms/digital resources that have	Each course instructor will verify the data privacy status of digital

Elements	Components	Individual School Description	Staff Responsibilities
		signed on to the student data privacy agreements will be incorporated into course curriculum	resources/apps used in their particular course.
	Staff Training	Resource providers will be contacted when staff require training to use various digital programs/apps	Each teacher will identify training needs; staff collaboration to share valuable resources will occur as necessary
	Troubleshooting	Accountability for students' access (wifi, cameras on, etc.) is a priority.	In addition to filing a helpdesk ticket, staff will maintain an internal log of such tickets
Social-Emotional Learning	Socialization Activities	Will be offered at the onset of a remote learning period and once per week in an on-going remote environment	<p>Teachers will survey students to determine the best options for online social activities</p> <p>Teachers will incorporate social activities into pre-scheduled outside-the-lines (OTL) curricular days</p> <p>Teachers will explore/arrange age-appropriate virtual field trips/tours</p>
	Interventions	Student well-being is consistently monitored to determine if and when interventions are required	Staff will develop and use consistent check-ins at the beginning, middle, and end of class to monitor student engagement/well-being.

Elements	Components	Individual School Description	Staff Responsibilities
		<p>Protocols are in place for students to remotely “take space” and to communicate when they require communication with a counselor</p>	<p>Counselors and director will take lead to connect with parents when a social-emotional intervention may be required/appropriate</p>
	Wellness Lessons	<p>DBT will remain a required component.</p> <p>Remote PE options to be offered.</p>	<p>DBT instruction 1x per week.</p> <p>OTL health day offered 1x during the remote sessions.</p> <p>PE instructor will provide the necessary resources for remote sessions.</p>
	Mindfulness	Daily short mindfulness activities are done during the morning homeroom period.	Each homeroom teacher will offer a variety of morning mindfulness options.
Related Services	Individual or Group Service Delivery Model	<p>Includes speech/language (social pragmatics) and counselor</p> <p>OT/PT/BCBA is available as needed</p>	Director and individual providers will establish a schedule for consistent connection with students according to the IEP requirements
Family Support	Consistent communication	<p>Weekly Friday reports</p> <p>Staff are encouraged to send emails or initiate phone calls at</p>	<p>All staff responsible for updating weekly report document</p> <p>Guidance counselors will</p>

Elements	Components	Individual School Description	Staff Responsibilities
		<p>their discretion as needed</p> <p>Support parent coffee hours offered weekly.</p>	<p>host coffee hours for all parents and connect individually with parents as needed.</p>
	Parent training	<p>Parents will receive live training with a post-recording option for those who couldn't attend on new remote protocols/expectations and Google Suite usage to monitor student work/progress</p>	<p>Director and administrative assistant will notify parents of live training sessions.</p> <p>Select staff members will lead the relevant training.</p>
	Parent Surveys	<p>Initial survey and then follow-up surveys provide critical feedback on parent thoughts, concerns, etc. on remote learning protocols and practices</p>	<p>Staff will develop initial and follow-up surveys for parents</p>
	Student/family expectations	<p>Each student/family will receive letter/email with school expectations and protocols</p>	<p>Director and administrative assistant will draft and send expectations letter/email to each family</p>
	Medical/Safety Protocols	N/A	N/A
	Student/Family Forms/Handbooks	<p>The standard handbook will be updated and access will be provided digitally; signatures will be required via a</p>	<p>Director/administrative assistant will ensure all families access and sign relevant forms</p>

Elements	Components	Individual School Description	Staff Responsibilities
		digital format	
School District Communication	Program descriptions	All districts will receive school expectations and schedules for remote learning	All relevant staff
	Remote Learning Plan shared with districts regularly	Changes/updates will be communicated every week as necessary	All relevant staff
	Medical/Safety Protocols	N/A	N/A
Special Education Compliance	IEP Team Meetings	Will be scheduled and conducted virtually	Special educators and relevant staff will coordinate
	Progress Reports	Will continue to be sent out quarterly	Special educators will compile and distribute

TEC HS Academic Plan -- Hybrid

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	If a hybrid model becomes necessary, students will be divided into two cohorts. Cohort 1 will attend in-person on Monday and Tuesday, while cohort 2 connects virtually. On Wednesday, all students connect virtually. On Thursday and Friday, the cohorts will swap.	Teachers and staff will design curriculum, meetings, 1:1 times, etc. according to the schedules tied to cohorts 1 and 2.
	A weekly update reporting system	The standard routine for providing updates will remain in place.	All relevant staff members will update the appropriate documents on a daily/weekly basis; administrators will finalize for distribution.
	Assessment	<p>Summative assessment:</p> <ul style="list-style-type: none"> Teachers will offer a variety of modalities to assess <p>Formative assessment:</p> <ul style="list-style-type: none"> Daily work/exit tickets (offered both synchronously and asynchronously) will serve as a formative assessment to inform instructional modifications as needed <p>Assessments that are best suited for in-person environments will be scheduled accordingly.</p>	Each teacher will identify relevant and appropriate types of assessment for in-person vs. remote learners.

Elements	Components	Individual School Description	Staff Responsibilities
	Progress Monitoring	Academic time management periods and 1:1 sessions will be connected to individual student progress as identified in daily reporting logs, which can include those students connecting remotely.	Content teachers and ATM teachers will monitor daily logs to the best use of 1:1 and ATM sessions
	Staff Collaboration	Staff will continue to make curricular modifications for both content and skills based on prior planning with and continued conversations with colleagues	Teachers will communicate consistently with one another regarding course content, student successes, and challenges, opportunities for collaboration, etc.
	Schedules	Modified full-day schedule with core courses in the morning every day, plus DBT and seminar courses	Director will finalize a hybrid learning schedule to share with staff, parents, students, and families.
	Attendance	Will be tracked for each class session (remote or in-person)	The administration will organize the best structure for attendance tracking
	System of Documentation of Parent Communication (DESE template forthcoming)	TBD	TBD
Technology	Devices	Each student is provided a chromebook and headset for home and in-school use	The administrative assistant will maintain a document for tracking devices and logging any issues that may arise

Elements	Components	Individual School Description	Staff Responsibilities
	Web-based resources/apps	Various platforms/digital resources that have signed on to the student data privacy agreements will be incorporated into course curriculum	Each course instructor will verify the data privacy status of digital resources/apps used in their particular course.
	Staff Training	Resource providers will be contacted when the staff requires training to use various digital programs/apps and to provide streaming and/or recordings of live sessions as needed.	Each teacher will identify training needs; staff collaboration to share valuable resources will occur as necessary
	Troubleshooting	Accountability for students' access (wifi, cameras on, etc.) is a priority, particularly for students scheduled to be at home.	In addition to filing a helpdesk ticket, staff will maintain an internal log of such tickets
Social-Emotional Learning	Socialization Activities	Will be offered on Wednesday during fully remote days to include the entire school community	<p>Teachers will survey students to determine the best options for online social activities</p> <p>Teachers will incorporate social activities into pre-scheduled outside-the-lines (OTL) curricular days</p> <p>Teachers will explore/arrange age-appropriate virtual field trips/tours</p>
	Interventions	Student well-being is consistently monitored to	Staff will develop and use consistent check-

Elements	Components	Individual School Description	Staff Responsibilities
		<p>determine if and when interventions are required</p> <p>Protocols are in place for students to “take space” (remotely or in-person) and to communicate when they require communication with a counselor</p>	<p>ins at the beginning, middle, and end of class to monitor student engagement/well-being.</p> <p>Counselors and director will take lead to connect with parents when a social-emotional intervention may be required/appropriate</p>
	Wellness Lessons	<p>DBT will remain a required component.</p> <p>PE options to be offered to account for in-person physical activity, while remote learners will be given an activity that can be done at home.</p>	<p>DBT instruction 1x per week.</p> <p>OTL health day offered 1x during the term.</p> <p>PE instructor will develop appropriate in-person and remote activities.</p>
	Mindfulness	Daily short mindfulness activities are done during the morning homeroom period. Remote connection to and participation is expected from the at-home cohort.	Each homeroom teacher will offer a variety of morning mindfulness options.
Related Services	Individual or Group Service Delivery Model	Can be offered in-person or remotely as necessary.	Relevant providers will prepare a schedule that can account for flexibility due to potential absences.
Family Support	Consistent	Weekly Friday reports	All staff responsible for

Elements	Components	Individual School Description	Staff Responsibilities
	communication	<p>Staff are encouraged to send emails or initiate phone calls at their discretion as needed</p> <p>Support parent coffee hours offered weekly.</p>	<p>updating weekly report document</p> <p>Guidance counselors will host coffee hours for all parents and connect individually with parents as needed.</p>
	Parent training	<p>Parents will receive live training with a post-recording option for those who couldn't attend on new hybrid protocols/expectations and Google Suite usage to monitor student work/progress</p>	<p>Director and administrative assistant will notify parents of live training sessions.</p> <p>Select staff members will lead the relevant training.</p>
	Parent Surveys	<p>Initial survey and then follow-up surveys provide critical feedback on parent thoughts, concerns, etc. on remote learning protocols and practices</p>	<p>Staff will develop an initial and follow-up survey for parents</p>
	Student/family expectations	<p>Each student/family will receive letter/email with school expectations and protocols</p>	<p>Director and administrative assistant will draft and send expectations letter/email to each family</p>
	Medical/Safety Protocols	<p>Safety/training instructions/handouts/videos (link provided)</p> <ul style="list-style-type: none"> - When to say home - What is done when a student reports illness at 	<p>The administrative assistant will ensure that any new families receive access to required training, handouts, videos, etc.</p>

Elements	Components	Individual School Description	Staff Responsibilities
		school - Hygiene/Respiratory Etiquette - Masks - Etc.	
	Student/Family Forms/Handbooks	The standard handbook will be updated and access will be provided digitally; signatures will be required via a digital format	Director/administrative assistant will ensure all families access and sign relevant forms
School District Communication	Program descriptions	All districts will receive school expectations and schedules for hybrid learning	All relevant staff
	Remote Learning Plan shared with districts regularly	Changes/updates will be communicated every week as necessary	All relevant staff
	Medical/Safety Protocols	Copies of relevant handouts with protocols will be provided to districts.	The administrative assistant will distribute accordingly.
Special Education Compliance	IEP Team Meetings	Will be scheduled and conducted virtually	Special educators and relevant staff will coordinate
	Progress Reports	Will continue to be sent out quarterly	Special educators will compile and distribute

TEC HS Academic Plan -- In-Person

Elements	Components	Individual School Description	Staff Responsibilities
Teaching and Learning	Individual Students Remote Learning Plan	N/A	N/A (Note -- all families, students, and districts will be provided with plans for remote and hybrid learning models in the event a switch is necessary at some point over the school year.)
	A weekly update reporting system	Standard Friday report procedures will remain in place	All relevant staff members will update the appropriate documents on a daily/weekly basis.
	Assessment	<p>Summative assessment:</p> <ul style="list-style-type: none"> Teachers will offer a variety of modalities to assess <p>Formative assessment:</p> <ul style="list-style-type: none"> Daily work/exit tickets 	Each teacher will identify relevant and appropriate types of assessment.
	Progress Monitoring	ATM periods and 1:1 in-person sessions are a consistent part of daily/weekly schedule	Content teachers and ATM teachers will monitor daily logs to the best use of 1:1 and ATM sessions
	Staff Collaboration	Staff will continue to make curricular modifications for both content and skills based on prior planning with and continued conversations with colleagues	Teachers will communicate consistently with one another regarding course content, student successes and challenges, opportunities for collaboration, etc.

Elements	Components	Individual School Description	Staff Responsibilities
	Schedules	Full-day schedule with core courses in the morning every day, plus DBT and seminar courses	Director will finalize each student's schedule to share with staff, parents, students, and families.
	Attendance	Standard reporting	The administrative assistant uses MIDAS
	System of Documentation of Parent Communication (DESE template forthcoming)	TBD	TBD
Technology	Devices	Each student is provided a Chromebook and headset for in-school use	The administrative assistant will maintain a document for tracking devices and logging any issues that may arise
	Web-based resources/apps	Various platforms/digital resources that have signed on to the student data privacy agreements will be incorporated into course curriculum	Each course instructor will verify the data privacy status of digital resources/apps used in their particular course.
	Staff Training	Resource providers will be contacted when the staff requires training to use various digital programs/apps and to provide streaming and/or recordings of live sessions as needed.	Each teacher will identify training needs; staff collaboration to share valuable resources will occur as necessary
	Troubleshooting	Standard protocols for identifying and repairing	In addition to filing a helpdesk ticket, staff

Elements	Components	Individual School Description	Staff Responsibilities
		technical problems are applicable.	will maintain an internal log of such tickets
Social-Emotional Learning	Socialization Activities	Is offered routinely at the onset of the school year and periodically as new students join our program.	<p>All staff will help organize and run activities to boost community connections given constraints of distancing.</p> <p>Teachers will incorporate social activities into pre-scheduled outside-the-lines (OTL) curricular days</p>
	Interventions	<p>Student well-being is consistently monitored to determine if and when interventions are required</p> <p>Protocols are in place for students to “take space” and to communicate when they require communication with a counselor</p>	<p>Staff will develop and use consistent routines/techniques to monitor student engagement/well-being.</p> <p>Counselors and director will take lead to connect with parents when a social-emotional intervention may be required/appropriate</p>
	Wellness Lessons	<p>DBT is a required component.</p> <p>PE will be offered weekly in accordance with DESE guidelines.</p>	<p>DBT instruction 1x per week.</p> <p>OTL health day offered 1x during the term.</p>

Elements	Components	Individual School Description	Staff Responsibilities
			PE instructor will develop appropriate in-person activities.
	Mindfulness	Daily short mindfulness activities are done during the morning homeroom period.	Each homeroom teacher will offer a variety of morning mindfulness options.
Related Services	Individual or Group Service Delivery Model	Can be offered in-person or remotely as necessary.	Relevant providers will prepare a schedule that can account for flexibility due to potential absences.
Family Support	Consistent communication	<p>Weekly Friday reports</p> <p>Staff are encouraged to send emails or initiate phone calls at their discretion as needed</p> <p>Support parent coffee hours offered weekly.</p>	<p>All staff responsible for updating weekly report document</p> <p>Guidance counselors will host coffee hours for all parents and connect individually with parents as needed.</p>
	Parent training	Parents will receive live training with a post-recording option for those who couldn't attend on protocols/ expectations and Google Suite usage to monitor student work/progress	<p>Director and administrative assistant will notify parents of live training sessions.</p> <p>Select staff members will lead the relevant training.</p>
	Parent Surveys	An initial survey and then check-in surveys to provide feedback on parent	Staff will develop an initial and follow-up survey for parents

Elements	Components	Individual School Description	Staff Responsibilities
		thoughts, concerns, etc. on learning protocols and practices	
	Student/family expectations	Each student/family will receive letter/email with school expectations and protocols	Director and administrative assistant will draft and send expectations letter/email to each family
	Medical/Safety Protocols	Safety/training instructions/handouts/videos (link provided) - When to stay home - What is done when a student reports illness at school - Hygiene/Respiratory Etiquette - Masks - Etc.	The administrative assistant will ensure that any new families receive access to required training, handouts, videos, etc.
	Student/Family Forms/Handbooks	The standard handbook will be updated and access will be provided digitally; signatures will be required via a digital format	Director/administrative assistant will ensure all families access and sign relevant forms
School District Communication	Program descriptions	All districts will receive school expectations and schedules for in-person learning	All relevant staff
	Remote Learning Plan shared with districts regularly	N/A	N/A
	Medical/Safety	Copies of relevant handouts with protocols will be	The administrative assistant will distribute

Elements	Components	Individual School Description	Staff Responsibilities
	Protocols	provided to districts.	accordingly.
Special Education Compliance	IEP Team Meetings	Will be scheduled and conducted virtually	Special educators and relevant staff will coordinate
	Progress Reports	Will continue to be sent out quarterly	Special educators will compile and distribute

TEC Phoenix Academy

Academic Subcommittee Learning Plan for Fall 2020 Re-Opening

In response to the current COVID-19 health crisis, we are providing the following 3 options for teaching and learning in the 2020-2021 school year:

1. **Face-to-Face Learning Model:** default plan for all / most students
2. **Hybrid Learning Model:** determined on an individual basis for students who choose to not attend on an everyday basis and will become applicable for all students if health metrics dictate that we can no longer operate safely within our building
3. **Remote Learning Model:** determined *on an individual basis* for students who will not be attending and will become applicable if health metrics or state determinations dictate that we can no longer operate safely within our building

In any scenario, students on IEPs and 504s will continue to receive their required services either remotely or in-person, based on individual circumstances.

Option 1— Face to Face Learning (in-person)

Face-to-Face Learning or live, in-person learning in the classroom will be conducted with the same academic rigor and personalized approach as in the past, although with significant changes in the building, classrooms, class groupings, class schedule, and class rotation designed to provide a safe and low-risk environment for both students and staff.

- The TPA student population will be divided into 3 cohorts / groups. Students are expected to attend school in-person 5 days a week during our regular school day from 8:00 - 2:15.
- Cohort 1 will include primarily middle school students who will learn in our building, utilizing 1:1 Chromebooks, with assignments provided via Google Classroom, designed for easy transition to a remote learning model if the need arises. This group of students will not rotate throughout the building (teachers will rotate to join students).
- Cohort 2 will include high school students (grades 9-11) who will learn in our building, utilizing 1:1 Chromebooks, with assignments provided via Google Classroom, designed for easy transition to a remote learning model if the need arises. This group of students will rotate throughout the building to attend classes in a 3-period block schedule designed to reduce passing and movement through the building, remaining - for the most part - within an assigned floor of the building each day.
- Cohort 3 will include 2 classes of high school students, primarily seniors, who will learn in our building through both synchronous and asynchronous experiences utilizing 1:1 Chromebooks, with assignments provided via Google Classroom, designed for easy transition to a remote learning model if the need arises. This group of students will follow a schedule rotation: on one day they will attend subject classes in a 3-period block schedule, and the next they will access their work online via a classroom separate from their instructor with no movement throughout the building
- Staff is encouraged to move students outdoors as often as possible during academics and breaks alike. Breaks and lunch will be incorporated into the 3 class periods and will be held within the same space as class time, either in the classroom or outside.
- We will accommodate individual students whose districts / transportation companies dictate a different schedule.
- We will have the opportunity to further develop our hybrid and remote learning capabilities, familiarizing students with technologies and processes to be more easily able to adapt to a remote learning model should health metrics indicate the need to shift away from the building
- A “Go Bag” is provided for in-building learning needs (art supplies, calculators, pens/pencils, Chromebooks, headsets, mice, etc.)

Sample In-Person Learning Schedule

The following sample schedule is designed to be responsive to student needs. Periods 1 and 2 are modified academic blocks, while Period 3 is an elective period that may include activities such as: structured activities to achieve credit recovery or complete work assignments, DBT, reading or preparation for classes, advisory groups, school spirit activities, academic support, PE/movement, and/or elective courses both in-person and online.

In-Person Model

Cohort 1 (middle school)	Cohort 2 (9-11th grades) Alternating Cohort 3 class	Alternating Cohort 3 (12th grade)
<p>Starting the Day</p> <ul style="list-style-type: none"> ● Arrival: 1 van off-loaded at a time 1 student in the lobby at a time: detector, phone, envelope, bag check routine; students and staff sanitize hands upon entry; students carry clear backpacks/bags with them; students are directed to their assigned 1st period classroom where breakfast is provided 		
<ul style="list-style-type: none"> ● Students are in the building for the regular school day (8 am. - 2:15 pm) ● The school will adopt a modified block schedule (3 2-hr periods); fewer, longer class meetings per day will limit exposure to group interactions. ● During the week, each class will typically have two (2) academic subject meetings of about 90 minutes each. ● The daily schedule includes reserved time for breakfast/break/lunch, social-emotional learning, and outdoor / activity breaks as well as electives, individualized support, and credit recovery. ● Students participating in the Culinary program will be scheduled out of the building on assigned days 		
<ul style="list-style-type: none"> ● Students will remain in one classroom throughout the day (except for outdoor activities) to eliminate the need for passing time and interaction with other students ● Students will remain on the upper floor, with a designated restroom available ● Teachers and staff will rotate into class 	<ul style="list-style-type: none"> ● Students will rotate between 2 classrooms on one floor throughout the day (except for outdoor activities) to reduce the need for passing time and interaction with other students ● Students will rotate through fewer, longer class meetings per day to limit exposure to group interactions. ● Passing times will be limited to only three 	<ul style="list-style-type: none"> ● Students will remain in one classroom (except for outdoor activities) ● Learning activities will be provided via Google Classroom, with lessons designed to allow students to work independently ● Subject matter teachers will conduct live classes elsewhere; special education teachers will support learning activities ● Students will participate virtually (video conference) to

	(3) per day to allow for reduced student travel.	access instruction from subject matter teachers
Ending the Day		
<ul style="list-style-type: none"> Dismissal time will be staggered to avoid overcrowding in the hallways and facilitate maintaining social distances, departing from an assigned classroom. 		

Metrics: Face-to-Face / In-Person Learning Plan

Elements	Components	Individual School Description	Staff Responsibilities
TEACHING AND LEARNING	Individual Students Remote Learning Plan	Documented plan	Admin communicates plan to families/students in advance of switch
	Daily update reporting	Daily team meeting reflecting on student progress, needs, highlighting student in crisis or requiring intervention and or parent/guardian contact	Participation in daily staff meetings (verbal reporting)
	Assessment	Formative assessment reported via Google Classroom, daily video classes Summative assessment via quizzes/tests as well as progress reports / report cards in MIDAS	Formal/Informal conducted and reported by teaching staff Described in syllabus for each class
	Progress Monitoring	Counselors will monitor attendance logs, email updates, and staff reports in meetings for “red flags /intervention needs and address with students/families/guardians	Teaching staff will identify, monitor and report intervention needs Counselors will reach out to address needs
	Staff Collaboration	Staff Zoom (video conference) at close of day	Staff will schedule as needed
	Schedules	M-F full-day rotating schedule: 2 academic	Team will coordinate,

Elements	Components	Individual School Description	Staff Responsibilities
		periods a day + 1 elective/activity-based period (modified 2hr-long blocks w/direct instruction)	approved by Principal
	Attendance	Logged daily in MIDAS at arrival	Admin
TECHNOLOGY	Devices	1:1 chromebook + headset + mouse assignments Photography equipment as needed	Device dissemination / maintenance documented by Admin
	Web-based resources/apps	Gradpoint, IXL, Google Classroom, etc.... And other 3rd party applications and extensions integrated into the curriculum	Instructors maintain assignments tailored to individual student needs Teaching staff is required to research / request needed applications / resources <i>Requires technology support</i>
	Staff Training	Vendor resources Compilation of in-house resources and staff expertise	Teachers will identify individual training needs Staff collaboration
	Troubleshooting	Accountability for students' access (wifi, app access / removal of filters as needed) and safety (hapara/cameras/filters) is a priority Replacement of non-working equipment	<i>Requires technology support</i> Helpdesk tickets Live, real-time access to helpdesk for student needs Staff will provide
	Progress Monitoring	Quarterly/Term report cards Weekly reports by counselors to families as requested	Staff completes IEP progress reports, reports grades via MIDAS and google classroom

Elements	Components	Individual School Description	Staff Responsibilities
		Quarterly IEP progress reports Ongoing Google Classroom assessments (formal/informal)	Counselors address students in crisis
SOCIAL-EMOTIONAL LEARNING	Socialization Activities	Google Classroom DBT/Laughter/ Dedicated group movement breaks Afternoon activities / field trips	Counselors provide: Direct 1:1 upon request / scheduled Consistent scheduled and <i>ad hoc</i> push-in service during academic classes
	Interventions	Consistent monitoring of tools/logs/meeting reports Regularly scheduled counseling per IEPs Protocols for students who need 1:1 vs group	Counselors have regular contact to provide social-emotional supports as needed Regular and crisis-based contact with programs/ guardians Instructors establish SEL check-ins to monitor student well-being and alert counselors to needs Principal support
	Wellness Lessons	Dialectical Behavioral Therapy PE classes / activities (LA Fitness)	Google Classroom/ direct instruction from counselors and staff during academic classes and in scheduled 1:1 Staff-led PE classes
RELATED SERVICES	Individual Service Delivery Model	Speech and social pragmatics Counselor access Wilson Reading Program	Direct instruction as scheduled per IEP as well as push-in during academic classes

Elements	Components	Individual School Description	Staff Responsibilities
			Wilson-trained staff member available as needed
FAMILY SUPPORT	Consistent communication	Emails/ Phone calls/ Drive-by visits Planned updates	Principal/Counselors / Admin/Teachers Teaching staff encouraged to send family update via email or phone
	Parent training	Parents are provided guidelines for digital access and processes Additional training / troubleshooting to familiarize families with technology or expectations provided upon request	Admin provides real-time, dependent upon the specific needs of the family Principal will monitor family feedback and coordinate live training opportunities as needed
	Parent Surveys	Initial survey and then follow-up surveys provide critical feedback on parent thoughts, concerns, etc. on remote learning protocols and practices	Principal will conduct surveys
	Student/family expectations	Emails / Phone calls / Virtual (video conference) / Drive by visits	Instructors and counselors provide regular contact to keep students and family engaged
	Student/Family Forms/Handbooks	TPA handbook sent previously in email will be updated and access will be provided digitally; signatures will be required	Admin will ensure all families access and sign relevant forms
SCHOOL DISTRICT COMMUNICATION	Documentation/Team Meetings/IEP Meetings	Individual Learning plan	Admin / Principal Special education team develops goals Staff provides quarterly progress updates

Elements	Components	Individual School Description	Staff Responsibilities
	Remote Learning Plan shared with districts regularly	Changes/updates will be communicated on a weekly basis as necessary	All relevant staff
SPECIAL EDUCATION COMPLIANCE	IEP Team Meetings	IEP meetings conducted via Virtual (video conference)	Coordinated by sending district Teaching staff develop goals and benchmarks TPA special education staff coordinate delivery of updates and services with general ed teachers and counselors
	Progress Reports	Provided Quarterly and sent to families and districts via email	Special Education Staff/ Teachers /Counselors provide updates quarterly

Option 2—Hybrid Learning Model

The Hybrid Learning Model is a combination of scheduled remote (out of the building) and in-person learning. Student schedules and locations vary by individual needs. This approach will consist of both synchronous and asynchronous classes held both in and out of the school building. This may also include concurrent learning in an alternating schedule, with some students working from home while others are in the classroom or in multiple classrooms, simultaneously participating in the learning experience. District protocols will drive a shift to a Hybrid Learning Model on an individual student basis. State-mandated changes in health metrics or a need to clean the school may trigger a shift.

- The TPA student population will be divided into those in the building and those outside the building. Students in the building will attend school in-person during our regular school day from 8:00AM - 2:15PM. Students not in attendance will learn remotely, will have the opportunity to attend via Virtual (video conference), and will be required to complete assigned academics daily.
- Students will utilize 1:1 Chromebooks with assignments provided via Google Classroom, designed for easy transition to a fully remote learning model if the need arises or to a face-to-face learning model if the risks abate.
- A “Go Bag” is provided for at home and in-building learning needs (art supplies, calculators, etc.)

Sample Hybrid Learning Schedule

The following sample schedule is designed to be responsive to student needs. Periods 1 and 2 are modified academic blocks, while Period 3 is an elective period that may include activities such as: structured activities to achieve credit recovery or complete work assignments, reading or preparation for classes, advisory groups, school spirit activities, academic support, and/or elective courses both in-person and online. The students learning from home will attend the academic portion of period 1 and 2 concurrently via Virtual (video conference).

Hybrid Learning Model: Alternating Schedule

In-building	At Home
<p style="text-align: center;"><i>Starting the Day</i></p> <ul style="list-style-type: none"> ● Arrival: 1 van off-loaded at a time 1 student in the lobby at a time: Conference room entrance for mid-high kids; plexiglass barrier for detector, phone, envelope, bag check routine; students and staff sanitize hands upon entry; students carry clear backpacks/bags with them; breakfast provided in 1st period class 	<p style="text-align: center;"><i>Starting the Day</i></p> <ul style="list-style-type: none"> ● Students are required to log on to Google Classroom
<ul style="list-style-type: none"> ● Students are in the building for the regular school day (8 am - 2:15 pm) ● The school will adopt a modified block schedule (3 2-hr periods) ● Students will have fewer, longer class meetings per day to limit exposure to group interactions. ● During the week, each academic subject will typically have two (2) meetings of about 90 minutes each. ● The daily schedule will include reserved time for breakfast/break/lunch, social-emotional learning, and outdoor / activity breaks as well as electives, individualized support, and credit recovery. ● Students participating in the Culinary program will be scheduled out of the building 	<ul style="list-style-type: none"> ● Students are expected to participate in digital classrooms for a modified school day: scheduled periods from 9am-12 (synchronous learning) plus asynchronous daily assignments ● The school will adopt a modified digital block schedule (2 2-hr academic periods) + variable afternoon activities ● Students will rotate through 2 academic class meetings per day via live Virtual (video conference) classes held concurrently with in-person classes ● During the week, each class will typically have two (2) meetings of about 90 minutes each. ● During the week, each class will typically have a workload equivalent to three (3) 50 min classes to be completed independently,

	asynchronously
Ending the Day	
<ul style="list-style-type: none"> Dismissal time will be staggered to avoid overcrowding in the hallways and facilitate maintaining social distances. 	

Metrics: Hybrid Learning Plan

Elements	Components	Individual School Description	Staff Responsibilities
TEACHING AND LEARNING	Individual Students' Remote Learning Plan	Quantitative (attendance) and qualitative (performance, participation) reporting tied to IEP goals/needs	Prepared by SPED / ADMIN Daily Completion of <i>Remote Learning Plan Communication Log</i> by all relevant staff
	Daily update reporting system	Daily team meeting reflecting on student progress, needs, highlighting student in crisis or requiring intervention and or parent/guardian contact	Daily completion of Remote Learning Plan Communication Log and attendance log Participation in daily staff meetings via Virtual (video conference)
	Assessment	Formative assessment reported via Google Classroom, daily video classes Summative assessment via quizzes/tests as well as progress reports / report cards in MIDAS	Formal/Informal conducted and reported by teaching staff Described in syllabus for each class
	Progress Monitoring	Counselors will monitor attendance logs, email updates, remote learning plans, and staff reports in meetings for "red flags /intervention needs and address with students/families/guardians	Teaching staff will identify, monitor and log intervention needs Counselors will reach out to address needs
	Staff Collaboration	Staff Virtual (video conference) meetings scheduled at close of day	Staff will schedule as needed

Elements	Components	Individual School Description	Staff Responsibilities
	Schedules	<p>In-person: M-F full-day rotating schedule 2 academic periods a day + 1 elective/activity-based period (modified 2hr-long blocks w/direct instruction) Remote: 2 academic periods a day conducted concurrent w/ in-person class via Virtual (video conference) + 2 period equivalent asynchronous assignments</p>	Team will coordinate, approved by Principal
	Attendance	<p>Logged daily in MIDAS (in-person), Attendance Log Face to Face online or/ Virtual through work production online or paper/hard copies. Production / Participation = attendance</p>	<p>Admin Teachers will complete shared Attendance Log daily</p>
TECHNOLOGY	Devices	<p>1:1 chromebook + headset + mouse assignments Photography equipment as needed</p>	Device dissemination documented and maintained by Admin; for remote users, delivered, maintained via staff delivery/retrieval
	Web based resources/apps	Gradpoint, IXL, Google Classroom, etc.... And other 3rd party applications and extensions integrated into the curriculum	<p>Instructors maintain assignments tailored to individual student needs Teaching staff is required to research / request needed applications/resources <i>Requires technology support</i></p>
	Staff Training	Vendor resources Compilation of in-house resources and staff expertise	Teachers will identify individual training needs Staff collaboration

Elements	Components	Individual School Description	Staff Responsibilities
	Troubleshooting	<p>Accountability for students' access (wifi, app access / removal of filters as needed) and safety (hapara/cameras/filters) is a priority</p> <p>Replacement of non-working equipment</p>	<p><i>Requires technology support</i></p> <p>Helpdesk tickets</p> <p>Live, real-time access to helpdesk for student needs</p> <p>Staff will provide</p>
	Progress Monitoring	<p>Quarterly/Term report cards</p> <p>Weekly reports by counselors to families as requested</p> <p>Quarterly IEP progress reports</p> <p>Ongoing Google Classroom assessments (formal/informal)</p>	<p>Staff completes IEP progress reports, reports grades via MIDAS and google classroom</p> <p>Counselors address students in crisis</p>
SOCIAL-EMOTIONAL LEARNING	Socialization Activities	<p>Google Classroom</p> <p>DBT/Laughter/</p> <p>Dedicated group movement breaks</p> <p>Afternoon activities / field trips</p>	<p>Counselors provide: Direct 1:1 upon request / scheduled</p> <p>Daily updates via Google Classroom</p> <p>Consistent scheduled and <i>ad hoc</i> push-in service during academic classes</p>
	Interventions	<p>Consistent monitoring of tools/logs/meeting reports</p> <p>Regularly scheduled counseling per IEPs</p> <p>Protocols for students who need 1:1 vs group learning</p>	<p>Counselors have regular and crisis-based contact with students and with programs/ guardians to provide social-emotional supports as needed</p> <p>Instructors establish SEL check-ins to monitor student well-being and alert counselors to needs</p> <p>Principal support</p>
	Wellness Lessons	Dialectical Behavioral	Google Classroom/

Elements	Components	Individual School Description	Staff Responsibilities
		Therapy Remote and in-person PE classes / activities	direct instruction from counselors and staff during academic classes and in scheduled 1:1 Staff-led PE classes
RELATED SERVICES	Individual Service Delivery Model	Speech and social pragmatics Counselor access Wilson Reading Program	Direct instruction as scheduled per IEP as well as push-in during academic classes Wilson-trained staff member available as needed
FAMILY SUPPORT	Consistent communication	Emails/ Phone calls/ Drive-by visits Planned updates	Principal/Counselors/ Admin/Teachers Teaching staff encouraged to send family update via email or phone
	Parent training	Parents are provided guidelines for digital access and processes Additional training / troubleshooting to familiarize families with technology or expectations provided upon request	Admin provides real-time, dependent upon the specific needs of the family Principal will monitor family feedback and coordinate live training opportunities as needed
	Parent Surveys	Initial survey and then follow-up surveys provide critical feedback on parent thoughts, concerns, etc. on remote learning protocols and practices	Principal will conduct surveys
	Student/family expectations	Emails / Phone calls / Virtual (video conference) / Drive-by visits	Instructors and counselors provide regular email contact to keep students and family engaged

Elements	Components	Individual School Description	Staff Responsibilities
	Student/Family Forms/Handbooks	TPA handbook sent previously in email will be updated and access will be provided digitally; signatures will be required	Admin will ensure all families access and sign relevant forms
SCHOOL DISTRICT COMMUNICATION	Documentation/Team Meetings/IEP Meetings	Quarterly progress updates (esped)	Admin / Principal Special education team develops goals Staff provides quarterly progress updates
	Remote Learning Plan shared with districts regularly	Changes/updates will be communicated on a weekly basis as necessary	All relevant staff
SPECIAL EDUCATION COMPLIANCE	IEP Team Meetings	IEP meetings conducted via Virtual (video conference)	Coordinated by sending district Teaching staff develop goals and benchmarks TPA special education staff coordinate delivery of updates and services with general ed teachers and counselors
	Progress Reports	Provided Quarterly and sent to families and districts via email	Special Education Staff/ Teachers /Counselors provide updates quarterly

Option 3—Remote Learning

The Remote Learning Model is designed specifically to respond to the needs of students, families, and staff who are immuno-compromised or share concerns about the health of their child or family members in high-risk categories. Students and staff who are thriving in the remote learning environment and prefer a non-traditional school experience also may wish to consider this option. The school population will be prepared to shift to this environment if health concerns warrant.

- Digital Cohort students begin their day with a synchronous learning experience. Asynchronous activities / assignments will be available at the start of each school day via Google Classroom.

- Non-Digital students will be required to complete all assigned work via regularly scheduled staff delivery/retrieval at a designated time

Remote Learning Model

Digital	Non-Digital
Starting the Day	
<ul style="list-style-type: none"> ● Students are expected to log into Google Classroom to review expectations 	
<ul style="list-style-type: none"> ● Teacher-led synchronous and asynchronous learning ● Students participate a modified school day: regularly scheduled periods (synchronous learning) plus asynchronous work assignments ● Students will rotate through scheduled virtual class meetings each day ● Students are expected to complete daily asynchronous assignments as well ● During the week, each class will typically have two (2) meetings of about 50 minutes each. ● During the week, each typical class will also have the equivalent of three (3) 50 min assignments to be completed independently, asynchronously 	<ul style="list-style-type: none"> ● Students are expected to complete scheduled asynchronous work assignments delivered at regular intervals ● Teachers will be available at scheduled intervals to interact with parents / students via email / calls
Ending the Day	
<ul style="list-style-type: none"> ● Assignments will be due at the end of each day, after which staff will document participation 	

Metrics: Remote Learning Plan

Elements	Components	Individual School Description	Staff Responsibilities
TEACHING AND LEARNING	Individual Students' Remote Learning Plan	Quantitative (attendance) and qualitative (performance, participation) reporting tied to IEP goals/needs	Prepared by SPED / ADMIN Daily Completion of <i>Remote Learning Plan Communication Log</i> by all relevant

Elements	Components	Individual School Description	Staff Responsibilities
			staff
	Daily update reporting system	Daily team meeting reflecting on student progress, needs, highlighting student in crisis or requiring intervention and or parent/guardian contact	Daily completion of Remote Learning Plan Communication Log and attendance log Participation in daily staff meetings via Virtual (video conference)
	Assessment	Formative assessment reported via Google Classroom, daily video classes Summative assessment via quizzes/tests as well as progress reports / report cards in MIDAS	Formal/Informal conducted and reported by teaching staff Described in syllabus for each class
	Progress Monitoring	Counselors will monitor attendance logs, email updates, remote learning plans, and staff reports in meetings for “red flags /intervention needs and address with students/families/guardians	Teaching staff will identify, monitor and log intervention needs Counselors will reach out to address needs
	Staff Collaboration	Staff Zoom (video conference) meetings scheduled at close of day	Staff will schedule as needed
	Schedules	Digital and non-digital remote learning schedule <i>tbd</i> <i>If based on Spring schedule:</i> M-Th: 4 dedicated academic blocks w/direct instruction (synchronous) F: asynchronous instruction via Google Classroom <i>If based on F2F schedule:</i>	Principal will determine

Elements	Components	Individual School Description	Staff Responsibilities
		M-F full-day rotating schedule 2 academic periods a day + 1 elective/activity-based period (modified 2hr-long blocks w/direct instruction)	
	Attendance	Logged daily Face to Face online or/ Virtual through work production online or paper/hard copies. Production / Participation = attendance	Teachers will complete shared Attendance Log daily
TECHNOLOGY	Devices	1:1 Chromebook + headset + mouse assignments	Device dissemination documented by Admin; delivered, maintained via staff delivery / retrieval
	Web based resources/apps	Gradpoint, IXL, Google Classroom, etc.... And other 3rd party applications and extensions integrated into the curriculum	Instructors maintain assignments tailored to individual student needs Teaching staff is required to research / request needed applications / resources <i>Requires technology support</i>
	Staff Training	Vendor resources Compilation of in-house resources and staff expertise	Teachers will identify individual training needs Staff collaboration
	Troubleshooting	Accountability for students' access (wifi, app access / removal of filters as needed) and safety (hapara/cameras/filters) is a priority Replacement of non-	<i>Requires technology support</i> Helpdesk tickets Live, real-time access to helpdesk for student needs Staff will provide

Elements	Components	Individual School Description	Staff Responsibilities
		working equipment	
	Progress Monitoring	Quarterly/Term report cards Weekly reports by counselors to families as requested Quarterly IEP progress reports Ongoing Google Classroom assessments (formal/informal)	Staff completes IEP progress reports, reports grades via MIDAS and google classroom Counselors address students in crisis
SOCIAL-EMOTIONAL LEARNING	Socialization Activities	Google Classroom DBT/Laughter/ Schedules activities / remote PE	Counselors provide: Direct 1:1 upon request / scheduled Daily updates via Google Classroom Both consistent and adhoc push-in service during academic classes
	Interventions	Consistent monitoring of tools/logs/meeting reports Regularly scheduled counseling per IEPs Protocols for students who need 1:1 vs group	Counselors have regular contact to provide social-emotional supports as needed Regular and crisis-based contact with programs/ guardians Instructors establish SEL check-ins to monitor student well-being and alert counselors to needs Principal support
	Wellness Lessons	Dialectical Behavioral Therapy Remote PE classes / activities	Google Classroom / direct instruction from counselors and staff during academic classes and in scheduled 1:1 Staff-led PE classes
RELATED SERVICES	Individual Service Delivery Model	Speech and social pragmatics Counselor access	Direct instruction as scheduled per IEP as well as push-in during academic

Elements	Components	Individual School Description	Staff Responsibilities
		Wilson Reading Program	classes Wilson-trained staff member available as needed
FAMILY SUPPORT	Consistent communication	Emails/ Phone calls/ Drive-by visits Planned updates	Principal/Counselors/ Admin/Teachers Teaching staff encouraged to send family update via email or phone
	Parent training	Parents are provided guidelines for digital access and processes Additional training / troubleshooting to familiarize families with technology or expectations provided upon request	Admin provides real-time, dependent upon the specific needs of the family Principal will monitor family feedback and coordinate live training opportunities as needed
	Parent Surveys	Initial survey and then follow-up surveys provide critical feedback on parent thoughts, concerns, etc. on remote learning protocols and practices	Principal will conduct surveys
	Student/family expectations	Emails/ Phone calls/ Drive by visits	Instructors and counselors provide regular email contact to keep students and family engaged
	Student/Family Forms/Handbooks	TPA handbook sent previously in email will be updated and access will be provided digitally; signatures will be required	Admin will ensure all families access and sign relevant forms
SCHOOL DISTRICT COMMUNICATION	Documentation/Team Meetings/IEP Meetings	Individual Remote Learning plan	Admin / Principal Special education team develops goalsDaily

Elements	Components	Individual School Description	Staff Responsibilities
			Communication Log completed by staff members
	Remote Learning Plan shared with districts regularly	Changes/updates will be communicated on a weekly basis	All relevant staff
SPECIAL EDUCATION COMPLIANCE	IEP Team Meetings	IEP meetings conducted via Virtual (video conference)	Coordinated by sending district Teaching staff develop goals and benchmarks TPA special education staff coordinate delivery of updates and services with general ed teachers and counselors
	Progress Reports	Provided Quarterly and sent to families and districts via email	Special Education Staff/ Teachers /Counselors provide updates quarterly