

Continuity of Education Plan

School District: Cray Challenges Alternative School

Superintendent: Earl Edwards (Director of Education)

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Goal of Plan: Cray's priority is to ensure the continuity of all planned instruction, enrichment and review of all education materials to all students. All students will have the opportunity to maintain and develop new skills from home.

Overview of Plan: Cray's plan is to provide all planned education instruction through accessible formats to all students. Cray has and will continue to use a variety of instructional tools. These tools include handouts, which can be picked up, dropped off or mailed), online platforms and daily phone contacts. Teachers and counselors will provide academic and emotional supports while collecting materials and forming student data. The online work is excused if students do not have appropriate technology or internet connection. This "Remote Learning" will continue through-out the rest of the school year for 2019-20. All communication and required data will continue to be tracked and reported to the sending LEA. All required request and time sensitive reports will continue to be completed.

Expectations for Teaching and Learning: As per our license as a private provider of education Cray Challenges will provide appropriate grade level work for grades 7-12 for our special education students and grades 7-12 for our regular education students. Lessons will follow our normal academic scheduling. The planned instruction continued without missing a day. Teachers are expected to be available from 8:00 a.m. until 3 p.m. daily. Teachers are asked to respond to student or parent inquiries the same day or the next day if the inquiry comes after the regularly scheduled work day. Cray administration met with all staff and created an overview of our regularly scheduled school calendar. Administration believed a non-interrupted school calendar for our students would be best. Zero days of education was lost due to the school shut down.

Communication Tools and Strategies: Parents/Guardians can expect our School Director/Principal to be at the building from 9:00 a.m. until 3:00 p.m. daily. Families can expect all calls will be answered or returned within 24 hours. Teachers, counselor or administration will reach out to students or families daily. 'Check-ins' will be conducted for attendance along with staff communications. Work will be mailed, delivered and picked up on a scheduled basis. Our online work will provide immediate feedback along with teacher follow up offering a chance to improve scores after corrections. Students are not required to have an online device, for special education students the local LEA will supply a device to support learning if requested. Cray will accept completed written assignments. Students can contact staff during the hours of 8 a.m. until 3 p.m. for academic and emotional support.

Clear and consistent communication is needed for our families to be keep up-to-date. Teachers and administrators will use whatever tool works best for the situation, i.e. phone call, email, social media, and/or websites.

Questions should be directed to the classroom teachers about classroom delivery methods, assignments, grading, and student expectations. Each family has access to teacher's phone numbers and emails. All other questions should be directed to Cray's Educational Director

Access (Devices, Platforms, and Handouts): Families can expect the student to have access to online work that is graded immediately and have a follow up opportunity to redo if desired or required. Families can pick-up, have work delivered or mailed to them if they choose. Special education students can contact the local LEA for a device to support learning if requested. Guardians can also pick up and drop off work daily from 9 a.m. until 3 p.m. Teachers and counselors will also contact students and guardians every day for check-ins and academic and emotional support.

Staff General Expectations: Teachers are working off-site daily. Teachers are calling/communicating daily with each student for academic and emotional support. Each teacher is posting academic assignments on online sites. Additionally, each teacher prepares packets of work for each subject the student is currently taking this academic school year. Either online or hard copies of academics is acceptable for students. Both will be presented, however we will accept either type of completed "Remote Learning".

Student Expectations: Students are expected to complete all assignments. Subject packets are delivered or picked up and cover a two week period of scheduling. Online work is subject to internet and device accessibility. Students are to discuss assignments with teachers as they are contacted. They are to check in online and be accountable for all assignments.

Students will receive assignments for the upcoming two week period by Friday afternoon @ 3:00 P.M. Students are expected to communicate daily for attendance purposes. Students are expected, to the greatest extent possible, to:

- Engage in the instructional activities presented and required by the teachers
- Complete required instructional tasks or activities
- Communicate with teachers daily or as needed
- Communicate any wellness concerns to educators so that supports can be provided for the student and/or the family

Attendance/Accountability: Student attendance will be counted either through daily contact with teacher, counselor or a check in online. Students and guardians are called daily and also given a chance to log in online to get credit for attendance.

Good Faith Efforts for Access and Equity for All Students: Beginning Monday, March 17, 2020, Cray Challenges is committed to making a good faith effort to provide continuity of education, planned instruction, appropriate, and reasonable services for students while our school districts are closed due to COVID-19. During a closure of school will continue to provide a free and appropriate public education

(FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services.

During the extended closure, the school district will provide special education and related services provided through distant instruction provided virtually, online, recorded videos, and/or other modes. During this time, the school district is will not able to provide all services in the same manner they are typically provided. In addition progress monitoring of IEP goals may not be able to be collected in the same manner they are typically provided. The IEP team will work collaboratively to monitor progress through practices of observation remotely. Cray will work with the LEA of every student to meet the needs of all students.

Special Education Supports:

During school closure due to COVID-19, the special education teacher's responsibilities include, but are not limited to:

Work Hours:

Cray Challenges: 8:00 am - 3:00 pm (staff) 9:00 am – 3:00 pm (building)

Availability: Teachers are to be virtually available to all students to assist them with their learning throughout the work day hours to respond to students/parents, paraprofessionals, regular education teachers, and administrators (via email, phone, Zoom, other). All communication received prior to the end of the school day shall be responded to that day. Communication received after normal school day hours will be responded to by the end of the next school day. Teachers are expected to participate in any professional development, department and/or grade level meetings, and IEP and/or Evaluation meetings as assigned.

Daily Tasks: The expected daily responsibilities include:

- Communicate daily with paraprofessionals assigned to you regarding the needs of students to include needs in regular education classrooms.
- Communicate daily with the regular education teachers either directly and/or through paraprofessionals to assist with providing services to meet the needs of students.
- Work one-on-one or with a small group virtually to pre-teach, re-teach, and review as per below specific teacher instructional requirements.
- Make arrangements for tests to be read aloud either via the web live or via a recording to be available upon student need.
- Communicate with administration and counselors regarding home concerns for students or issues that arise.
- Communicate with a parent when directed by an administrator.
- Complete clerical responsibilities assigned by coordinating special education teacher(s) or regular education teacher(s) or administrator.

o Contact parents of all students you are assigned as case manager to revise the IEP and complete the IEP amendment document as per administration directions. If unable to reach a parent after 3 attempts, contact school Principal.

■ Maintain verbal permission from parents during the IEP revision process for students to participate in small group sessions.

■ Discuss with parents and provide online etiquette at time of revision.

o IEP meetings will be held via phone or Zoom. All annual IEPs should continue to be developed as previous and written for traditional classroom instruction. An IEP amendment will accompany each IEP.

o Host virtual IEP meetings by phone or Zoom. Present IEP using your computer screen, if possible, so draft IEP is visible to IEP members.

o All required RRs are to be completed at the direction of the LEA's school psychologist.

o Maintain documentation of supports provided as outlined in Record Keeping below.

o Create methods to collect progress monitoring data and complete progress reports at the end of each quarter.

● Advise your building level school counselor of any IEP which lists counseling as a related service and indicate the frequency and duration of what is noted in the IEP.

Record Keeping: Document all student and parent contacts and attempts to contact to include start and end time. Be sure to also document when working one-on-one or in a small group with students. The contacts documented will be used to ensure we are providing a Free and Appropriate Public Education. Additionally, all modifications and accommodations provided to students need to be documented.

Instructional Requirements: (maintain documentation of all services offered/provided)

Inclusion Teachers

● Continue to provide specially designed instruction to students to the maximum extent possible. Modes of instruction can be a hybrid of pre-recorded audio and/or video lessons, live text chats/Remind, Zoom, teleconference, assigned material with a follow up time for question/answer, parent support, or other as approved by administration.

● Assist students with assignment completion as needed. Enlist support of paraprofessionals and/or other supports assigned to you. Check in with students regarding assignment completion and questions at least 3x's per week. It is encouraged to build times for this into your weekly schedule with small groups with yourself and/or your paras.

● Continue to provide skills lessons according to IEPs to students at minimum 3x's per week.

● Identify ways to assist individual students with assignment completion as requested by the student and/or parent. Teachers are encouraged to delegate some of this to paraprofessionals and/or other assigned support staff.

Pull Out/Resource Teachers

- Continue to provide daily instruction to students for the subjects students are assigned to you. Modes of instruction can be pre-recorded audio and/or video lessons, live text chats via Zoom/Remind/Other, teleconference, assigned material with a follow up time for question/answer, parent support, or other as approved by administration.
- Assist students with assignment completion in regular education classes as needed. Enlist support of paraprofessionals and/or other supports assigned to you. Check in with students regarding assignment completion and questions at least 3x's per week. It is encouraged to build times for this into your weekly schedule with small groups with yourself and/or your paras.
- Identify ways to assist individual students with assignment completion as requested by the student and/or parent. Teachers are encouraged to delegate some of this to paraprofessionals and/or other assigned support staff.

EL Supports:

All supports for EL Students are provided by the sending LEA, Cray will unsure:

During school closure due to COVID-19, the English as a Second Language teacher's responsibilities include, but are not limited to:

Work Hours:

Cray Challenges 8:00 am - 3:00 pm (staff) and building (9:00 am-3:00 pm).

Availability: Teachers are to be virtually available to all students to assist them with their learning throughout the work day hours to respond to students/parents, regular education teachers, and administrators (via email, phone, Zoom/other). All communication received prior to the end of the school day shall be responded to that day. Communication received after normal school day hours will be responded to by the end of the next school day. Teachers are expected to participate in any professional development, department and/or grade level meetings, and/or other meetings as assigned.

Daily Tasks: The expected daily responsibilities include:

- Work one-on-one or with a small group virtually to implement ESL goals. Schedule lessons so that students receive the same number of sessions/ lessons per week as originally scheduled.
- Communicate with administration and counselors regarding home concerns for students or issues that arise.
- Communicate with a parent when directed by an administrator. Utilize Google Translate and/or request translation services from administration as needed to communicate with parents.
- Complete clerical responsibilities to include but not limited to:
 - Contact parents of all students you are assigned to advise as to how you will continue ESL instruction.

- Utilize Google Translate and/or request translation services from administration as needed to communicate with parents.
- Maintain verbal permission from parents for students to participate in small group live sessions.
- Discuss with parents and provide online etiquette to parents.
- Maintain all ESL documentation as required for Federal Programs Regulations.

Record Keeping: Document all student and parent contacts and attempts to contact to include start and end time. Be sure to also document when working one-on-one or in a small group with students. The contacts documented will be used to ensure we are providing a Free and Appropriate Public Education.

Instructional Requirements: (maintain documentation of all services offered/provided)

- Continue to provide specially designed instruction to students to the maximum extent possible. Modes of instruction can be a hybrid of pre-recorded audio and/or video lessons, live text chats via Remind/Other, live Zoom web sessions, teleconference, assigned material with a follow up time for question/answer, parent support, or other as approved by administration.
- Assist students with assignment completion as needed.

Gifted Education: During school closure due to COVID-19, the gifted teacher's responsibilities include, but are not limited to:

Work Hours:

Cray Challenges 8:00 am - 3:00 pm (staff) and building (9:00 am – 3:00 pm).

Availability: Teachers are to be virtually available to all students to assist them with their learning throughout the work day hours to respond to students/parents, regular education teachers, and administrators (via email, phone, Zoom, other). All communication received prior to the end of the school day shall be responded to that day. Communication received after normal school day hours will be responded to by the end of the next school day. Teachers are expected to participate in any professional development, department and/or grade level meetings, and GIEP and/or GWR meetings as assigned

Daily Tasks: The expected daily responsibilities include:

- Work one-on-one or with a small group virtually to implement GIEP goals and/or enrichment activities.
- Communicate with administration and counselors regarding home concerns for students or issues that arise.
- Communicate with a parent when directed by an administrator.
- Complete clerical responsibilities to include but not limited to:

o Contact parents of all students you are assigned as case manager to advise as to how you will implement the GIEP during school closure. If unable to reach a parent after 3 attempts, contact building Principal.

■ Maintain verbal permission from parents for students to participate in small group Zoom sessions.

■ Discuss with parents and provide online etiquette to parents.

o All annual GIEPs should continue to be developed as previous and written for traditional classroom instruction.

o Host virtual GIEP meetings by phone or Zoom. Present GIEP using your computer screen, if possible, so draft GIEP is visible to GIEP members.

o Maintain documentation of supports provided as outlined in Record Keeping below.

Record Keeping: Document all student and parent contacts and attempts to contact to include start and end time. Be sure to also document when working one-on-one or in a small group with students. The contacts documented will be used to ensure we are providing a Free and Appropriate Public Education.

Instructional Requirements: (maintain documentation of all services offered/provided)

● Continue to provide specially designed instruction to students to the maximum extent possible. Modes of instruction can be a hybrid of pre-recorded audio and/or video lessons, phone /Remind/Other, live Zoom web sessions, teleconference, and assigned material with a follow up time for question/answer, parent support, or other as approved by administration.

● Assist students with assignment completion as needed.

Building/Grade Level Contacts: Cray Challenges Alternative School

Grades 7-12

Earl Edwards (Director/Principal)

Resource Links: **Personal/Social Resources**

<https://www.cdc.gov/coronavirus/2019-ncov/prepare/managing-stress-anxiety.html>

<https://www.cmionline.com/free-resources/>

- **Navigating Teen Life by UPMC:** UPMC Children’s Community Pediatrics has developed a YouTube channel of resources which tackle a wide variety of teen-focused topics. From bullying to puberty, social media safety and more, we’re discussing tough topics that parents might not always be comfortable handling themselves.

https://www.youtube.com/channel/UC_EzP0b7nGb9Ozu09joJbPw

- **Pressley Ridge Crisis Stabilization Services**

<https://www.pressleyridge.org/crisis-support.html>

- **Teen Line:** This free service allows teens to connect with teen and adult volunteers for a listening ear. Though phone service is unavailable at this time, teens may still text, email, and access forums. <https://teenlineonline.org/>
- **National Alliance on Mental Illness (NAMI) Strength of US Community:** Offers young adult discussion groups, OK2Talk and You Are Not Alone – two spaces for blogging and sharing your stories, and NAMI AIR – an app that allows users to anonymously share their stories and receive feedback from other users. <http://strengthofus.org/>

Stress Relief and Mindfulness Tools

Mindfulness for Teens: Mindfulness is a powerful way to handle stress and live life more fully in the present moment, without judgement, and with an attitude of kindness and curiosity.

<http://mindfulnessforteens.com/>

- **Creating Your Personal Stress Management Plan for Teens:** A 10-point plan to help you manage stress. All of these ideas can help lower stress without doing any harm. None of them are quick fixes, but they will lead to a healthy and successful life. [Click here](#)

10 Simple Calm Down Strategies for Teens: Strategies that teenagers can use to help themselves calm down when feeling upset. These are all starting points. Different strategies may be needed for different situations. <https://www.nspt4kids.com/parenting/10-simple-calm-down-strategies-for-teens/>

The Prevention Network- Yoga and Mindfulness - Short videos for relaxation and mindfulness

<https://www.youtube.com/channel/UC1zxbGwMmpYSqABbAkcDxkw>