



## Continuity of Education Plan

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Goal of Plan
<p><b>Mission Statement:</b> To educate students living with autism and students living with emotional challenges to excel in life through communication, exploration, opportunity, acceptance, accountability and ambition.</p> <p>The Graham Academy in conjunction with the twenty-one school districts that it serves has developed a plan in three phases to support the needs of our students. The Graham Academy developed this Continuity of Education Plan (CoE) to take effect on March 16, 2020 in response to the largest worldwide pandemic we have ever experienced. Not only has education been impacted, but every aspect of our lives has been severely impacted. To provide education to our students and to continue learning, we have developed a plan in phases while continuing to collaborate with our LEA's from our sending school districts and taking into consideration the magnitude of students' and families' needs.</p> <p>Phase 1: March 16 to March 27, 2020. Teachers and Administrators through Team Meetings participated in Professional Development. During these Team Meetings, using our Microsoft Office Platform, we had developed, planned, scheduled and designed instruction to meet the Remote Learning needs of our students. In addition, parents/guardians were contacted to inventory the type of learning the parent/guardian would prefer (remote and/or paper packet) so the Graham Academy could prepare to have Enrichment and Review to begin on March 30<sup>th</sup> (Phase 2). Students who needed an electronic device to support their remote learning were provided with devices purchased by the Graham Academy and delivered directly to the student. Students who were participating in Remote Learning were also provided with an email address to access the Graham Academy's remote platform. Students who were participating by paper packet either had those packets delivered and/or mailed to them. Teachers and administrators contacted the parents/guardians via phone and email twice a week, beginning March 16<sup>th</sup>, to provide them with details of their student's scheduled instruction and to maintain communication. Administrators maintained communication with the sending school districts to ensure the level of instruction and participation met each district's needs.</p>



Phase 2: March 30 to April 17 - Enrichment and Review. Teachers and Administrators through Team Meetings (Microsoft Office 365 Program) began Enrichment and Review for students participating remotely. For students participating through paper packet, teachers were in contact with parents and students twice a week to support student learning. According to the Pennsylvania Department of Education, Enrichment and Review consists of informal activities that reinforce or extend students' prior learning. Enrichment and Review can take a variety of forms including online/remote learning opportunities; non-remote learning opportunities (e.g., materials sent home with students). Implementation of remote learning and paper packet learning is based on feasibility, availability of resources, local student needs, access and equity considerations, and social distancing guidance. Teachers will continue to deliver instruction in a remote format. At 8:30 AM each morning, instruction which include lessons, assignments, projects, activities and assessments will be delivered remotely to the students. This approach is also a part of the paper packet instruction with teachers communicating with parents/guardians to assist in delivery of instruction and to maintain communication and support to parent/guardian. Teachers, as they design the learning experience for students, will provide the appropriate level of instructions, aligned with the IEP Goals/Accommodations, with guided and/or independent activities.

Phase 3: April 20<sup>th</sup> to June 5<sup>th</sup> Enrichment and Review / Planned Instruction in accordance and guidance from the school districts that the Graham Academy currently serves. At this time, the Graham Academy will follow both Planned Instruction and Enrichment and Review. As districts communicate with the Graham Academy regarding the level of instruction they are providing, the Graham Academy will collaborate with the districts plan and professional guidance. Planned instruction is formal teaching and learning like that which occurs in a classroom setting. At 8:30 AM each morning, instruction which include lessons, assignments, projects, activities and assessments will be delivered remotely to the students. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to the student's IEP. Teachers assess the learning of their students and adjust instruction based upon student progress. If students are participating through paper packet, similar guidelines will remain. If a student is participating through a paper packet format, teachers will communicate twice a week through an email and/or phone call to maintain communication and support to parent/guardian.

At the end of this school year, teachers will determine with the IEP team what gaps will need to be filled in order to begin the 2020-2021 school year with the necessary content with data supporting if the student's IEP will need to be revised or services will need to be added to support if regression has been identified. Teachers will provide feedback to the students/parents/guardians, they will monitor student participation.



### Overview of Plan

All lessons and assignments will originate in the Microsoft Teams Classroom. Students will be invited to join their teacher's Teams Classroom through an invitation to their email. Student will log into the Teams Classroom using their Graham Academy email account. In addition, the Teams Classroom, works on a tablet, laptop or desktop. At 8:30 AM each morning, instruction which include lessons, assignments, projects, activities and assessments will be delivered remotely to the students. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to the student's IEP. For students in paper and packet instruction will be contacted twice a week by the classroom teacher through an email and/or phone call to maintain communication, participation and support to parent /guardian.

### Expectations for Teaching and Learning

- Teachers are to create enrichment and review and planned instruction activities based on the student's IEP Goal.
- Teachers should follow the teaching schedule provided to supply enrichment, review, planned instruction and feedback.
- ALL learning activities are only for the purpose of enrichment and review and planned instruction.
- Teachers should be logged in to Microsoft Teams at 8:30 AM and may logout at 3:00.
- Enrichment and review and planned instruction activities during their scheduled class or schedule activities need to be provided at assigned time or time families agree will work for them.
- Teachers should provide feedback on student enrichment, review, and questions within 24 hours during the work week (If a student asks a question on Friday, provide feedback on Monday).
- Teachers should attempt phone and/or email communication, a minimum of twice a week, and a call log provided to CEO/President, Academic Director, Assistant Academic Director, Director of Behavior Intervention, and Building Administrators with students who are not regularly participating.
- Questions regarding enrichment and review and planned instruction should be directed via email to the Academic Director and cc'd to CEO/President.
- During the first week of remote learning, please communicate with your students/parents regarding the procedure you will follow for daily communication (This may take more than one day per class).
- We recommend that if you meet with your class that you follow the schedule that has been provided. Please note that Related Services will be provided Virtual Access and or Phone Conferencing as well. Your schedule is imperative to their providing services as well.



- If students do not have access to technology or technology is not applicable, we recommend engaging with parents and students through phone or parent email.
- Teachers need to connect with parents via phone/email with students who are receiving “paper” work.
- In addition, this is a trying time for the entire community including students and parents.
- If calling from a personal phone, it is recommended that you block your phone number. You can provide the school cell phone 570 – 406 – 3313.
- When leaving a message, it is recommended that you refer a parent to the school cell phone voicemail.
- Teachers should do their best to ensure that students and families are engaged during this challenging time.
- Teachers should be available to respond to student/parent inquiries during their regularly scheduled hours.
- Do your best to stress to parents and guardians the importance of their children participating in enrichment and review activities.
- Do your best not to overwhelm students and make learning activities fun.
- Start small and keep it simple. (Small victories can go a long way during this unprecedented time.)

#### Communication Tools and Strategies

The Graham Academy is employing multiple communication tools and strategies to assist in executing the Continuity of Education plan. The Graham Academy regularly communicates at the school level with families and staff members using the Remind System, Email, Phone Calls, Facebook, and the Graham Academy website. Although email is the best means for families to communicate with the Graham Academy staff, they may also call and leave messages at the main school numbers or school cell phones, if necessary.

#### Access (Devices, Platforms, Handouts)

The Graham Academy is primarily using Microsoft Office 365 Teams Platform. Students will also use online curriculum resources that support online learning as well as supplemental curriculum resources to support the essential outcomes. The Graham Academy students are issued devices by the Graham Academy. The Graham Academy surveyed its families to determine other technology needs in homes and is loaning out devices to students who need access to their remote classroom. Additionally, the Graham Academy is working with families who do not have access to the Internet to provide alternative methods for connectivity such as Wi-Fi hot spots and/or paper materials.



#### Staff General Expectations

The teaching staff will plan and prepare remote instruction in a synchronous and asynchronous format. The typical workday for teachers will include designing and uploading lesson plans and activities, conferencing with administrators, communicating with students and families through email or other means, assessing student learning, and/or providing students with instructional feedback. Teachers will be available daily from 8:30 AM to 3:00 PM in which they will be available to help students in a synchronous, face-to-face manner. Teachers will follow their building schedules for the Continuity of Education plan to organize instruction each week. The ABA Department will work collaboratively with administration and teachers to support student learning. The ABA Department will also utilize the Microsoft Teams platform to engage students in meeting their IEP Goals and Objectives.

#### Student Expectations

In collaboration with the school districts that the Graham Academy services, the Graham Academy will follow student expectations as per the guidance of the sending school districts. In an Enrichment and Review and Planned Instruction setting, the Graham Academy encourages all students to complete their learning activities and assignments and participate appropriately in online learning activities. Students participating in paper packets will have teachers making phone calls and/or email parents/guardians twice a week to provide instructional support and maintain communication.

#### Attendance / Accountability

The Graham Academy is taking attendance during the remote learning time. Teachers are using the Graham Academy attendance forms and submitting them to the Administrative Assistant weekly. Teachers are also using an enrichment and review and planned instruction plan to collect attendance and participation and submitting those forms to the Academic Director weekly. Districts will be notified bi-weekly as to which students are actively participating in remote learning and/or paper packet learning. If the student participates in their remote learning classroom during their scheduled time and/or completes their daily assignment, they are counted as present for the academic day. Students participating in paper packet academic work, teachers will be making phone calls and/or sending emails to confirm student's academic participation. If the parent confirms the academic participation, students are counted as present. Students will receive meaningful feedback on their online learning activities on a regular basis. Feedback is designed to focus primarily on learning.



#### Good Faith Efforts for Access and Equity for All Students

The Graham Academy is a school that provides education to students with Autism and Emotional needs. All students at the Graham Academy have an Individualized Education Plan (IEP). The Graham Academy teachers and administration ensures to meet the needs of our learners and the need to work out solutions to provide those learners with appropriate supports to meet their needs. Communication between the school and families is prioritized to jointly collaborate on what students may need and how the school can address their learning appropriately. The school is using creative solutions to ensure continued progress toward academic, social, and emotional goals.

#### Special Education Supports

All students at the Graham Academy have Individualized Education Plans (IEP) and all students participating either through remote learning or paper packet have and will receive specially designed instruction from their teachers, in accordance with the learning needs identified in their IEP. Each student's special education teachers/case manager will communicate regularly with their families. Related Services, including occupational therapy, physical therapy, speech and language, counseling, ABA, O & M and vision services will continue to be provided through online methods unless an alternate request is made by the parent/guardian.

Ongoing communication will occur with student, families, and IEP teams. IEP meetings will continue at annual dates. School Districts, Parents/Guardians/IEP Team will be invited to participate in the IEP/RR meeting through a conference call.

Encore Therapy Services will contact families to discuss how instructional materials and services will be provided to the student for Speech, OT and PT. LIU#18 will contact families to discuss how instructional materials and services will provided for Orientation and Mobility and Vision Services.



#### EL Supports

N/A

#### Gifted Education

N/A

#### Building/Grade Level Contacts

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- Carol McGrane – Academic Director – [cmcgrane@thegrahamacademy.com](mailto:cmcgrane@thegrahamacademy.com)
- Laura Rogan – Assistant Academic Director – [lrogan@thegrahamacademy.com](mailto:lrogan@thegrahamacademy.com)
- Jim Prisk – Elementary Building Administrator – [jprisk@thegrahamacademy.com](mailto:jprisk@thegrahamacademy.com)
- Bob Steinberger – Secondary Building Administrator – [bsteinberger@thegrahamacademy.com](mailto:bsteinberger@thegrahamacademy.com)
- Barbara Bott – Administrative Assistant – [bbott@thegrahamacademy.com](mailto:bbott@thegrahamacademy.com)

**Phone Contact for Elementary and Secondary Building is 570-283-0641**



#### Resource Links

##### Resources for Families:

[National Alliance on Mental Illness Covid-19 Resources](#)

[Health Crisis Resources](#)

[CDC Coronavirus Website](#)

[PA Department of Health Coronavirus Updates](#)

[PA Department of Health COVID-19 for K-12 Schools](#)

[PA Department of Education Coronavirus Information](#)

[Healthy Habits](#)

##### Resources for Students:

- Readworks
- Khan Academy
- Microsoft Office Classroom
- Reading A-Z
- Youtube
- Newslea
- CK 12
- Boom Learning
- Teacher Made Materials
- LessonPix
- Teachers Pay Teachers
- Interactive Powerpoints
- N2U (Unique Learning)





- [Multiplication.com](http://Multiplication.com)
- [Education.com](http://Education.com)
- [Brainpop.com](http://Brainpop.com)
- [Math-aids.com](http://Math-aids.com)
- [Paint](#)
- [OneDrive](#)
- [ABCYA](#)
- [Starfall](#)
- [MathPlayGround](#)
- [Timestables.com/games](http://Timestables.com/games)
- [Whiteboard](#)
- [Math drills](#)
- [Getepic.com](http://Getepic.com)
- [Highlightkids.com](http://Highlightkids.com)
- [Storylineonline.com](http://Storylineonline.com)
- [Pbskids.org](http://Pbskids.org)
- [Mathisfun.com](http://Mathisfun.com)
- [Sciencespin36.scholastic.com](http://Sciencespin36.scholastic.com)
- [Atlanta Zoo Panda Cam](#)



- Discovery Virtual Field Trips
- Eiffel Tower Virtual Tour
- Field Museum: Chicago
- Grand Canyon Virtual Tours
- Houston Zoo
- Kansas City Zoo Animal Cams
- Liberty Science Center- New Jersey
- NASA Mission Operations Room
- National Air and Space Museum – Smithsonian
- National Aquarium Live Cams – Baltimore
- San Diego Zoo
- Virtual Tours – Yellow Stone National Park
- Washington DC Architecture