

Continuity of Education Plan for ESY

School	The Timothy School
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Goal of Plan

The goal of this continuity of education plan is to provide students access to enrichment and review during the Extended School Year Program. This program will include run from 6/29/2020 to 8/7/2020 (9am-1pm).

Overview of Plan

The plan is designed to provide our students with access to programing consistent with Extended School Year educational programing in a distance-learning model in alignment with maintaining each individual's educational goals, to the greatest extent possible, while the physical school building is unavailable for instruction.

Expectations for Teaching and Learning

- All teachers will provide a daily schedule for student/parent to follow
- Teachers and therapists will use pre-recorded videos, Zoom, Google Drive, email, power point, physical documents or materials etc. (whatever is best for the student based on the IEP objectives and parental input) to maintain skills and provide continuity of instruction.
- Teachers and therapists will engage in daily contact with the parents via email, phone or Class Dojo to review expectations, answer questions, provide feedback, etc.
- Teachers and therapists will provide resources via email, phone, physical delivery or Class Dojo
- Teachers and therapists will collect data, if and when possible.
- Teachers and therapists will keep a record or log of what is being sent/shared
- Teachers will hold a daily Zoom meeting for class check-ins (Option for telephone as needed)

Communication Tools and Strategies

Teachers, Teachers' Aides, Therapists, Specialists and Administrative staff will communicate with parents utilizing mail, telephone, email and various technologies including, but not limited to, Zoom, Google Drive, Class Dojo, Blackboard Connect and other platforms as needed. On a daily basis, outreach will occur in order to provide content, resources and information in a timely fashion. Consideration will be made to provide access on a case-by-case basis to ensure content is available to all students.

Access (Devices, Platforms, Handouts)

Content will be accessible through the mail, delivery services, by telephone and over the internet on internet connected devices, with coordination through LEA where applicable.

Staff General Expectations

- All staff will maintain regular communication through email and telephone, with an expectation that all staff members check email regularly throughout typical ESY school day hours
- Smaller, specific sub-groups will meet weekly via Zoom or phone conference (e.g., Elementary teachers with Supervisor of Elementary Education, Secondary teachers with Supervisor of Secondary Education, Therapists with Education Director and Executive Director with Administrative team)
- Staff may engage in various online professional development opportunities (including online classes, webinars and workshops) designated in their specific areas of expertise
- Staff will create, collect and coordinate resources and materials to be used for distance learning with students

Student Expectations

Students will be provided the opportunity to access the educational materials and online instruction. Expectations for participation will vary according to students' ability to attend and engage with content through various delivery methods outlined in the plan. Each team will make a good faith effort to ensure student participation, to the greatest extent possible under the circumstances.

Attendance / Accountability

Instruction will be offered primarily in an asynchronous manner with potential opportunities for synchronous attendance. Daily class and/or parent/teacher check-ins (through Zoom, Class Dojo, phone call or email) will provide additional accountability/support for attendance.

Good Faith Efforts for Access and Equity for All Students

Each teacher and therapist will evaluate students' ability to access content according to availability of technological resources, ability to access physical resources delivered to their physical location and access to telephone. Considerations will be made for applicable ADA categories to ensure all students have access. Staff will coordinate with parents and LEA's for provision of appropriate technology.

Special Education Supports

All students served at the school have an IEP and all content will be delivered in accordance with IEP's to the greatest extent possible based on conditions.

IEP Meetings during ESY will be coordinated with parents and LEA, if necessary, via telephone and/or Zoom, as appropriate.

EL Supports

N/A

Gifted Education

N/A

Building/Grade Level Contacts

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Resource Links

Timothy School ESY Instruction Plan

Reading instruction (enrichment/maintenance) for ____ minutes ____ times weekly (see below for breakdown by program).

Examples of instruction

Elementary Program: Reading instruction for approximately **30** minutes **5** times weekly; Direct instruction to enrich and maintain student skills provided through live video Zoom sessions, teacher read-alouds that are followed up with interactive and varied instructional lessons. Teacher also uses pre-recorded and casted video lessons/activities utilizing online resources such as Epic Books, Reading A-Z, Vooks, YouTube read-alouds, New2You, and ABCya literacy visuals.

Middle School: Reading instruction for **30** minutes **5** times weekly; Direct instruction to enrich and maintain student skills through live video sessions, pre-recorded video lessons/activities and written/picture activities/lessons that include listening and comprehension skills. Indirect instruction via independent work of mastered skills to retain skills. Consultation with parents and teachers via Classroom DoJo and/or live Zoom meetings.

Secondary Program: Reading instruction for approximately **30-90** minutes **5** times weekly; Daily meeting 2 times per day, 5 times per week; one live, one prerecorded; calendar, greetings, answering personal questions, etc.

Daily activities once a day 3 days per week; includes a story, a PowerPoint, and an interactive activity Following step by step instructions and in correct order for daily chore lists, recipes daily

Math instruction (enrichment and maintenance) for ____ minutes ____ times weekly (see below for breakdown by program).

Examples of instruction

Elementary Program: Math for approximately **30** minutes **5** times weekly; Direct instruction to enrich and maintain student skills provided through screen casted, prerecorded videos of lessons given by the Special Education Teacher. Lessons include SmartBoard activities converted into interactive PowerPoints accessible to/for the student to utilize. Teacher uses the online resources Reading A-Z for instruction on currency, and online websites such as "Happy Numbers," "ABCya," and "Sheppard Software Online," for independent work on skills such as number to quantity, addition, currency, place value, and more. Student has everyday access to math worksheets to utilize for maintenance of mastered skills.

Middle School: Math instruction for **30** minutes **5** times weekly; Direct instruction to enrich and maintain student skills through live video sessions, pre-recorded video lessons/activities and written/picture activities/lessons that include addition/subtraction, calculator skills, add money skills. Indirect instruction via independent work of mastered skills to retain skills. Consultation with parents and teachers via Classroom DoJo and/or live Zoom meetings

Secondary Program: Math instruction for approximately **30** minutes **2-4** times weekly; Daily activities once a day, 2 times per week; includes sequencing activity, problem solving, step by step instructions, turn taking

Social skills for ____ minutes ____ times weekly (see below for breakdown by program).

Examples of instruction

Elementary Program: Social skills for approximately **30** minutes **5** times weekly; Direct instruction to enrich and maintain skills provided through live Zoom meetings that enable the opportunity for peer interaction and modeling of social communication. Zoom meetings involve morning meeting, interactive group discussion, and turn taking during an online game. Direct instruction provided through pre-recorded video lessons/activities that teach various appropriate social skills. Pre-recorded castings provide instruction to parents on how to encourage and instruct social skills in the home.

Middle School: Social skills for approximately **30** minutes **5** times weekly. Direct instruction to enrich and maintain skills through live video sessions, live Zoom meetings that include peer interactions via questions, scavenger hunt activities, and morning meeting (calendar skills). Consultation with parents and teachers via Classroom DoJo and/or live Zoom meetings.

Secondary Program: Social skills for approximately **30** minutes **4-5** times weekly; Daily live meetings with peers and teachers 1 time a day, 4 days a week; includes appropriate greetings, answering personal questions, game time, turn taking, playing games with classmates, making requests, etc

Life skills/Self-help skills for _____ minutes _____ times weekly (see below for breakdown by program).

Examples of instruction

Elementary Program: Life skills/Self-help skills for approximately **30-45** minutes **5** times weekly; Direct instruction to enrich and maintain skills provided through screen-casted, prerecorded videos of various life skills. These lessons include specific, audio directions on how to complete steps of a task-analysis. These life skills include, but are not limited to, the steps of the grooming routine, the steps of a chores routine, and how to utilize a self-checklist. Video models, visuals, and templates are provided for typing lessons that target fluency and appropriate data entry. The online resource, "Keyboarding Without Tears" is assigned for independent practice of fluency and navigation of a computer/keyboard. Pre-recorded videos of a daily morning meeting target self-help skills of self-regulation, along with the life-skills of calendar use, weather identification, seasons, and attendance. Interactive PowerPoints are accessible home skills lessons, leveled safety lessons, community safety lessons, and interactive hygiene lessons

Middle School: Life skills/Self-help skills for approximately **30-75** minutes **5** times weekly; Direct instruction to enrich and maintain skills via live Zoom meetings, prerecorded lessons. The skills targeted are grooming skills, lunch and snack preparation, along with chores and pre-vocational task lessons (packaging, and assembly tasks). Indirect instruction via independent work of mastered skills to retain skills. Consultation with parents and teachers via Classroom DoJo and/or live Zoom meetings.

Secondary Program: Life skills/Self-help skills for approximately **60** minutes **5** times weekly; Daily grooming, meal prep, completing chore lists

Daily live meetings with peers and teachers, which includes; making requests, decision-making, effective communication, etc.

Daily activities 5 times per week focus on problem solving

Speech and language therapy for **30** minutes **1** time weekly.

Examples of instruction

Direct instruction to provide skill maintenance and enrichment through live video sessions, pre-recorded video lessons/activities and written/picture activities/lessons that include explicit directions/steps for completion. Consultation with parents and teachers via phone, email and/or live Zoom meetings.

Occupational therapy for **30** minutes **1** time weekly (if recommended/approved)

Examples of instruction:

Direct instruction to provide skill maintenance and enrichment through live video sessions, pre-recorded video lessons/activities and written/picture activities/lessons that include explicit directions/steps for completion. Consultation with parents and teachers via phone, email and/or live Zoom meetings.

Physical activity/music enrichment for **30** minutes **5** times weekly.

Examples of instruction

Students in all programs will be provided with opportunities for daily physical activity and/or music enrichment through the following methods of instruction: Pre-recorded yoga and/or gym lessons, live gym sessions, pre-recorded and/or live music groups, online links and resources for physical activities/circuits/exercises (both outdoor and indoor) to complete at home.