



## The Vista School Continuity of Education Plan

School District	The Vista School, Approved Private School for students with moderate to severe autism
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### Definition of Terms

1. **Continuity of Education:** Continuity of Education is the overall term for any educational practices that occur in the event of a prolonged school closure. It is important that students have the opportunity to maintain and develop skills while away from the customary school environment. This can be done through Planned Instruction or Enrichment and Review.
2. **Planned Instruction:** Planned Instruction is formal teaching and learning similar to that which occurs in a classroom setting. Within this process, teachers use planned courses of instruction of new concepts/skills aligned to grade level standards. Teachers assess the learning of their students and make adjustments to instruction based upon student progress. In order to receive grade and credit, students must attend regularly and complete the course requirements.
3. **Enrichment and Review:** Enrichment and Review consists of informal activities to reinforce or extend students' prior learning. New standards and skills are not addressed through Enrichment and Review.

The continuity of Education Plan for The Vista School was developed in coordination and consultation with the following individuals:

1. Capital Area Intermediate Unit
2. Several Local Education Agents
3. Alliance of Approved Private Schools
4. Bureau of Special Education, Pennsylvania Department of Education
5. Vista Team:
  - a. Candis Chubb, Executive Director of Educational Programs (Steering Committee)
  - b. Carvel Kesier, Director of Infrastructure (Steering Committee)
  - c. Melissa Grumbein, Quality Improvement Specialist (Steering Committee)
  - d. Ashley Blauch, Supervisor of Special Education (Steering Committee)
  - e. Nora Healy, Quality and Research Supervisor
  - f. Violet Rush, Student Services Manager
  - g. Jenn Bechtel, Outreach Supervisor
  - h. Jennie Guilfoyle, CoVE Program Supervisor
  - i. Jenn Williams, Occupational Therapy Department Supervisor
  - j. Lauren Jones, Speech and Language Department Supervisor
  - k. Lisa Pellman, Transition Coordinator
  - l. Emily Strausbaugh, School Psychologist

Goal of Plan
The goal of The Vista School's Continuity of Education Plan is to provide meaningful instructional opportunities to our students through the provision of a Free and Appropriate Education (FAPE) in the best means possible during this unprecedented time of school closure and community health needs. The plan supports a gradual progression through phases of educational experiences based on the conditions at hand.



## The Vista School Continuity of Education Plan Phases

### Overview of Plan

The Vista School's Continuity of Education Plan works through phases of implementation to support students based on the conditions related to community health and building closure. The intent of the plan supports Vista's mission to advance and innovate, to improve lives, and to inspire hope to individuals with autism and their families. Our hope is that our innovative approaches to enrichment and planned instruction will help to improve the condition for the student in need, provide greater stability, structure, and success in the home, and continue to develop skills as much as possible. Through the integration of a variety of instructional mediums and enhancing the skill sets of caregivers and students, we are working to support our vision to become obsolete in the lives of those we serve.

The below maps out phases to be implemented by The Vista School in response to the changing dynamics as related to the school closure and person to person restrictions as set by the Pennsylvania Department of Health, Pennsylvania Department of Education, and Governor's Office. The decision to employ one or more of these Planned Instruction methods is made at the local level based on feasibility, availability of resources, access and equity considerations, and the Commonwealth's social distancing recommendations.

- **Preliminary Phase:** Enrichment activities provided to families, informal connections and communication with families. There is no expectation of work completion during this time. Vista will act in good faith to make sure the students that choose to participate can access and participate in enrichment and review as appropriate in light of these new student circumstances.
- **Phase One:** Prolonged School Building Closure + restrictions that do not allow student in-person contact. Planned Instruction on IEP goals applicable along with supplemental material via remote distance learning. This instruction will consist of online and digital materials as well as non-digital materials for students that require. Students should be practicing firm skills for approximately 80% of their instructional time and learning new skills for approximately 20% of their time. Vista will make certain that all students that participate have the ability to access and participate in instruction. Vista will consider students with IEPs and English learning needs to ensure they are providing the accommodations and supports necessary to be sure they can participate meaningfully. It is recognized services cannot be provided as they have been prior to the school closures, but Vista will make sure supports are reasonable and appropriate for the current instructional circumstances. There is the expectation to attend and complete assigned work in this phase, to the best of the student's ability given their specialized needs. Vista will not be using flexible instruction days as we have not been approved to implement such provisions.

- **Phase Two:** Prolonged School Building Closure with no restrictions related to student in-person contact. Planned instruction on IEP goals applicable via remote distance learning + behavioral services from behavioral health program in the home. Behavioral services will be provided as determined through the appropriate behavioral health approval systems. If LEAs permit, educational team (OT, SLP, PT, Teacher) may also instruct in the home and/or use a blend of distance and in-home instruction based on the student's needs. Students should be practicing firm skills for 70% of their instructional time and learning new skills for approximately 30% of their time.
- **Phase Three:** Prolonged School Building Closure with no restrictions related to student in-person contact. Planned instruction via remote distance learning + behavioral services from behavioral health program in the home. If LEAs permit, educational team (OT, SLP, PT, Teacher) may also instruct in the home and/or use a blend of distance and in-home instruction based on the students' needs paired with higher levels of assessment and instructional dosages should regression of learning beyond typical of all students for the given condition that closed school have occurred. Students should be practicing firm skills for 60% of their instructional time and learning new skills for approximately 40% of their time (or higher if deemed appropriate by the IEP team).
- **Phase Four:** Building closures are no longer applicable and The Vista School buildings are open. Reintegration into campus instruction occurs. If for some reason a gradual re-entry needs to occur, this will be made on an individualized basis. If a gradual re-entry is used for the student, FAPE is still provided by the IEP team.

#### Expectations for Teaching and Learning

Our students will be working through state standards that have been adjusted to their specialized needs via their team prioritized IEP goals. The prioritization of these goals will be determined through the following:

- Parent survey
- Team discussion with parent of prioritized needs being experienced in the home
- Team review of the above to identify the IEP goals most appropriate to prioritize for phases
- Prioritized goals will be defined in the Student Weekly Plan

Our teachers will work to enrich and/or provide planned instruction (dependent on the phase) related to English/Language Arts and Math curriculum as relative to the students IEP as well as to the critical functional skills associated with the student's disability. The learning team, including the parent/caregiver, will communicate to help identify the prioritized skills from the IEP that are able to continue to be developed outside of the school setting. Supplemental activities will also be initiated to support helping to provide structure to the student's day, predictability to the student and family, and meaningful activities while outside of a typical school days attendance.

#### A. Student Prioritized Needs

- a. Vista will ensure FAPE to the best of ability in the current conditions
- b. Caregivers will be surveyed related to prioritized needs in the adjusted learning setting

- c. Teams will communicate with caregivers prior to finalizing learning plans to support the prioritized needs through the IEP and caregiver survey and conversations
- d. Intensity of instruction will be dependent on both the staff arrangement as well as the needs of the student. Base levels of instruction will be established to ensure personalized and individualized contact occurs weekly with each student

#### Communication Tools and Strategies

Parent/caregivers will receive weekly communication via email from the Executive Director of Educational Programs. Enrichment activities are communicated to families, are currently available to families through a password protected site at [www.vistaautismservices.org](http://www.vistaautismservices.org), and are routinely updated. Staff are encouraged to informally reach out to families to check in, provide suggestions and resources, etc.

Planned Instruction will require a weekly student plan to be sent to parent/caregivers weekly via email and/or via posting within Microsoft Teams. Parent/caregivers and staff will be using the Zoom platform for any videoconference meetings and The Vista School's teleconference equipment for telephone conversations. Vista will continue to use Language Line, Closed Captioning, etc. to support the communication needs of families and students.

The Vista Team (comprised of OT, SLP, BC, Teacher and PT – if applicable) will scheduled static once weekly consultation sessions with the family. In addition, each individual service provider will schedule weekly discipline specific contact with the family in line with the staff expectations defined later in this document. These contacts again can come in the form of phone, videoconference, or e-mail based on the needs of the parent/caregiver.

When needed, automatic phone and text alerts will also be sent to families.

During planned instruction, students can expect sessions with their related service provider at the frequency that is currently prescribed in their IEP. Parent/caregivers may be asked to support these sessions given the intensity of student needs. The teacher will also schedule individualized instructional sessions with each student at a total of 1.5 hours per week, likely breaking up the sessions into shorter session to support the needs of the student. This is in addition to the other instruction that will be captured in the student's weekly learning plan.

#### A. FERPA Guidelines

- a. Professional staff will review FERPA guidelines with caregiver prior to each telehealth session as well as any videoconference session
- b. Vista shall utilize videoconference platforms that support FERPA approval
- c. Vista will ensure access as related to primary language speaking and deaf hard of hearing accommodations for any video or phone conversations

#### B. Learning Platforms

- a. Teams will use Microsoft Teams for collaboration as related to documents and dashboards for curriculum
- b. Teams will use Zoom for parent/caregiver meetings when the parent/caregiver chooses videoconference options and will use the conference assistant program when parent/caregivers choose phone options for meetings
- c. Teams will utilize individualized IEP goal related digitized programs that collect real time data including Vizzle, Nearpod, ULS, etc.

- d. Teams will use a blended model of coaching the caregiver, video modeling, virtual instruction, authentic materials, etc. to support learning

**Access (Devices, Platforms, Handouts)**

The LEA of the student's home district may have sent surveys to parent/caregivers to determine technology access. In addition, LEA's current 1:1 device agreements vary across the over 40 school districts that The Vista School serves. Therefore, Vista will also survey families to determine technology needs. It is the understanding that Vista will collaborate with the LEA to determine additional technology resources for students should there be a need. Vista's Student Services Manager will provide coordination of care with families to support internet access.

Students can review enrichment activities at [www.vistaautismservices.org](http://www.vistaautismservices.org) via the password protected provided information. In addition, staff have in some cases emailed additional materials to provide for enrichment.

In planned instruction, learning will be available from a variety of sources such as the student specific Vizzle app account, ULS account, and Nearpod lessons and will occur in the home via the materials needed to complete lessons. Things such as video modeling and lesson coaching via videoconference will also be utilized. Teachers will also provide parent/caregivers a materials list for things likely found in the home (such as cup, bowl, spoon) to support functional, authentic lessons. Finally, in some needed cases, students will be provided laminated packets for lesson completion that will be coordinated for either pick up or drop off.

**C. Access to Technology**

- a. Students received surveys from their LEA
- b. Students received surveys from The Vista School
- c. Student Services Manger will support parent/caregiver access to internet services if it does not currently exist
- d. The Vista School will communicate with the LEA to ensure appropriate access is made possible for students
- e. 'Paper packets', 'hard manipulatives' will be provided to students that have access or behavioral issues with technology
- f. Student AAC devices, supplemental aids and services, and other adaptive equipment will be made available in the remote setting as applicable
- g. Teams will be encouraged to use authentic materials that can be found in the home for functional lessons

**Staff General Expectations**

Staff will create their schedules flexibly to support the needs of both their schedule as well as the schedule of the caregivers and students. This means that instruction, consultation, etc. may occur outside of the typical brick and mortar school day hours. Rather than providing static times of the day, staff will be expected to follow the below:

**Planning/Office Time:** Reserve 3 hours per day that are time for planning for the following week, working on IEP paperwork, reviewing student data, and updating individualized student plans

**Student Instruction** (including consultation and coaching of parent/caregiver to support in the moment instruction): Therapist – equal to the related service time that is currently on the IEP. Teacher – at minimum, 1.5 - 2.5 hours per week per student.

**Vista Team Meetings:** 1.5 hours per week (per team)

**Parent/caregiver-Team Consultation:** 30-60 minutes per week (per family)

**\*Student Weekly Learning Plans will be posted/sent/made available to Parent/Caregiver every Friday in order to implement on Monday of the following week**

#### A. Professional Staff

- a. Special Education Teachers, Occupational Therapists, Speech Therapist, Physical Therapists, School Psychologist, Transition Coordinator, Student Services Manager, Executive Director will all participate in the implementation of the Continuity of Education Plan. Behavior Consultants also participate via behavioral health guidelines set forth in the Vista approved Telehealth model. Should conditions allow, Behavior Technicians will also participate in the implementation of the plan.

#### Student Expectations

Students will be expected to participate in their weekly instructional plan given the conditions in the home setting, their disability, and the supports provided by Vista to provide FAPE to the extent possible. In general, student weekly plans will take into account the student's age, current behavioral levels of participation and persistence, and ability to complete work. Below are guidelines for typical students in the general education setting. We ask staff to consider but adjust given the ability of the student by either increasing or decreasing expectations accordingly:

Grades K-2: 1.5 - 2 hours of instruction and/or enrichment activities per day

Grades 3-5: 2-2.5 hours of instruction and/or enrichment activities per day

Grades 6-8: 2.5-3 hours of instruction and/or enrichment activities per day

Grades 8-12: 3-3.5 hours of instruction and/or enrichment activities per day

#### Attendance / Accountability

Students and families will reference the weekly learning plan to dictate attendance, tasks to complete, and live instruction lessons to attend (as appropriate). Staff will note student and parent/caregiver attendance utilizing the service provider attendance log provided. Meaningful attendance will be evaluated based on the student's disability and comparative participation when comparing home and school settings and conditions at hand.

Service provider attendance will be catalogued and should PDE require, will be uploaded into the school's attendance tracking system for attendance reporting to LEA's and adherence to Truancy Laws.

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

Vista understands the complexity of the needs of its students and the barriers presented by school closure and an inability to have in person instructional access. Therefore, Vista will collaborate extensively with families to enhance our consultation, coaching, video modeling, fidelity checks, collaboration, and student motivation with interesting instructional materials to ensure the most success possible. Vista is hopeful that a progression through the phases of our Continuity of Education Plan will allow for improvement of learning over time. Vista recognizes our duty to our students, our families, our staff, and the school districts we serve. Therefore, we will continue to adjust and refine our practices with students to recognize FAPE and meaningful progress as much as possible with the conditions at hand.

Vista's Student Services Manager will also provide continuity of care to students and their LEA to improve access barriers related to materials, technology, food, human services, etc.

#### Special Education Supports

The Vista School will work collaboratively with the LEA as LEAs work through NOREPs and/or Prior Written Notice for students as all of our students have IEPs. Teams will be communicating with families as related to the prioritized needs in the IEP that, given the conditions at hand, are applicable for delivery and support via the Continuity of Education Plan.

IEP meetings will continue to be held but will be held remotely. IEP's will be written for the applicable programming that would be occurring when school is back in session unless otherwise directed by the LEA. Vista has developed a new IEP workflow for staff to follow given the remote attendance requirements at this time. Any IEPs that did not occur during the Governor mandated closure will be rescheduled to occur as soon as possible.

Assessments for present level attainment for IEP writing will be acquired through differentiated means during the Continuity of Education Plan to include, as applicable:

- Historical review of past data when school was in session
- Data collected from Vizzle, ULS, and Nearpod lessons
- Data from planned instruction with the service provider
- Fidelity checks and data collected from parent/caregivers, if needed
- Narratives of performance based on parent/caregiver report, observations from current phase of learning

Data can become more intensive and in person should Phases of the Continuity of Education Plan allow for implementation.

Families are encouraged to work with their child's teacher and IEP team related to concerns with FAPE and the IEP. The Supervisor of Special Education, Executive Director of Educational Programs, and LEA are able to support as needed through this process.



**B. Special Education Processes**

- a. The Vista School will ensure LEAs issue NOREP or Prior Written Notice to families
- b. IEP/RR/Treatment Plan meetings will be rescheduled/adjusted to support remote attendance and will continue to occur to ensure compliance
- c. Vista Staff will collaborate with families to learn of priorities in the home
- d. Vista’s behavioral services are Telehealth approved and can support treatment via remote telehealth for behavior plans and treatment plans
- e. Vista teams will work collaboratively with parent/caregivers to create student schedules that integrate IEP goals including related services to the extent possible in the changed setting. This includes the transition section of the IEP, behavior plan, and SDIs.
- f. Vista will follow PDE’s guidance on all Special Education Timelines and processes as related to Continuity of Education Plans

**C. Data Collection**

- a. Teams will pull data from learning systems such as Vizzle, Nearpod, and ULS
- b. Teams will use videoconferencing to support observation for data collection purposes
- c. When possible, parent/caregiver can record for school team to observe and collect data for specific skills and FBA data
- d. When necessary and through fidelity checks, teams may use parent/caregivers to support data collection once fidelity is obtained

EL Supports
Language Line will be used for all necessary meetings, consultation, coaching throughout this Continuity of Education Plan. Further, for any student that has EL supports defined in the IEP, the IEP case manager will continue collaboration through Supports for School Personnel as appropriate and, if further needs require, collaboration with the LEA. Parent/caregivers with any questions or concerns should reach out to their child’s teacher as they would normally do. Further supports can be integrated via the Student Services Manager.

Gifted Education
N/A – no students at The Vista School qualify for Gifted Education.

Building/Grade Level Contacts
Primary Contact – Classroom Teacher Secondary Contact – Clinical Department Supervisor Tertiary Contact – Student Services Manager Quaternary Contact - Executive Director of Educational Programs

### Resource Links

During the Preliminary Phase, parent/caregivers have been given enrichment activities via consultation with teachers, BC's and other IEP team members as well as via our website with a password protected link. The password protection is to support licensing requirements related to Vizzle and ULS supplemental review activities posted as resources. Below is the vista comprehensive resource page on our website as well as a variety of other resources:

<https://www.vistaautismservices.org/vista-virtual-learning/>

<https://sites.google.com/capitalareaiu.org/remoteteachingresources/home?authuser=0>

- Social stories
- Daily schedules for the home
- Proloquo2Go simple and core vocabulary boards
- Video book read alouds
- Scholastic home instruction lessons
- ULS thematic review lessons with parent/caregiver/student specific access
- Vizzle review lessons related to common student needs such as social skills, Activities of Daily Living (ADL's), ELA, Math, arranged in at least two categories (elementary, secondary)
- Exercise and Yoga videos
- Storyscribed skill review
- Task Analysis for hands on sensory and science related projects
- Tasks Analysis with visual icons for washing of hands

During Phase One-Three, Planned Instruction will be pushed out to parent/caregivers/caregivers dependent on the mode required based on technology access. Staff will use Zoom, Microsoft Teams, our website, Email, Phone, and packets as a means to support planned instruction. The following resources (not all encompassing) will be used to support Planned Instruction, individualized and as appropriate based on the prioritized IEP goals of the student:

- Microsoft Teams
- Zoom Video Conferencing
- Vista Phone Conference Assistant
- Unique Learning Systems, Symbol Stix, and News2You
- Vizzle
- Nearpod
- Engage New York ELA and Math Curriculum
- Essentials for Living
- PEAK
- Current student individualized IEP goal lesson plans (as applicable, prioritized, and modified for the new learning environment)
- Video modeling, task analysis, etc. from service provider
- In lesson coaching and consultation with parent/caregiver
- Supplemental learning resources as determined by IEP service provider

Phase Four resources reinstates brick and mortar resources as they existed prior to the Continuity of Education Plan, along with a blend of the above on a student case by case basis.

**Templates utilized within The Vista Schools Continuity of Education Plan**

- A. Staff Professional Development Plan
- B. Student Distance Learning Planning Guide
- C. Student Week At a Glance Plan
- D. Student Daily Visual Schedule
- E. Family Consultation Schedule
- F. MDT Collaboration
- G. Remote Learning Service Provider Attendance Record
- H. Staff Work Time Expectations



## **A. Staff Professional Development Plan**



## The Vista School Staff Preparation for Continuity of Education Monday, March 30-Monday, April 6

Day	Task to be Completed	Accountability	Total Hours
Monday, March 30	Attend PD session from 7:30-10:30 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Review Internet Hygiene</li> <li>4. Review Continuity of Education Plan</li> <li>5. Discuss BC collaboration via telehealth model</li> <li>6. Discuss IEP Process (which will be reviewed more in Thursday PD session)</li> <li>7. Discuss Family Consultation Schedule</li> <li>8. Discuss overview of 2 platforms                             <ol style="list-style-type: none"> <li>a. Zoom</li> <li>b. Microsoft Teams</li> <li>c. Netextender - Hygiene</li> </ol> </li> <li>9. Discuss Specifics of Student Remote Learning Plan</li> </ol>	Physical attendance virtually via zoom	3
Monday, March 30	Review parent/caregiver survey data	Accurate notations in student remote learning plan	.5
Monday, March 30	Email parent/caregivers as an MDT to schedule a 30 minute call that can occur IDEALLY AS SOON AS POSSIBLE THIS WEEK re: home school schedule (when student could most likely engage in instruction, what type of schedule would the parent/caregiver appreciate that they can adjust daily based on the weekly plan team will create). Draft email together, then divide parent/caregiver emails out equally across MDT members. Use conference assistant to establish the call: 717-583-5102 option #9, then the 4 digit code (use the teachers 4 digit office phone extension). Also, make sure to solidify a weekly time and date that you call the parent/caregiver for the foreseeable future	Cc clinical dept supervisors on parent/caregiver emails Fill out Family Consultation Schedule Form as much as possible and save to the Student folder under the classroom on Microsoft Forms by 11 pm	.5

Monday, March 30	Student Remote Learning Plan for all students to which you are assigned	Documents for each student must be posted by 11 pm to your Classroom Microsoft Teams account. The last team member working on the document should post.	3
Monday, March 30	Review and familiarize with Microsoft Teams	Post three trial documents on the site for your supervisor to see	1
<b>MONDAY HOURLY TOTAL</b>			<b>8</b>
Tuesday, March 31	Attend a PD session virtually via zoom from 7:30-9:30 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Discuss Student Week at a Glance</li> <li>4. Material Prep</li> <li>5. Vizzle</li> <li>6. Nearpod</li> <li>7. ULS</li> </ol>	Physical attendance virtually via zoom	2
Tuesday, March 31	Teacher: Determine if there are known family owned instructional materials or personal belongings (other than the below) that need to get delivered home SLP: Determine if students have communication boards, devices, books at school and arrange for pick up from the school and delivery home PT: Determine if the student has any orthotics at school and arrange for pick up from the school and delivery home OT: Determine if there are any adaptive equipment that is needed for home instruction that is owned by the family, is at school, and needs to be delivered home BC: Determine if there are any preferred items that are family owned, token boards, first then boards, etc. that are specific to the student that need to get delivered home Staff: consider any hard materials that will be a specific student need and fill the spreadsheet with the description of the material(s) and location. Use this AS OPPOSED to making new materials.	Update student materials that need to get home spreadsheet on <b>main</b> team page on Microsoft Teams site by 11 pm	.5
Tuesday, March 31	Populate the Student Week at a Glance template for each student (without specific dates)	Populated Student Week at a Glance completed for each student for each IEP domain applicable up on Microsoft Teams by 11 pm	5.5
<b>TUESDAY HOURLY TOTAL</b>			<b>8</b>

Wednesday, April 1	Attend a PD session virtually via zoom from 7:30-9:00 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Review of Vizzle, Nearpod, ULS</li> <li>4. Review MDT Meeting Schedule and Expectations</li> <li>5. Review Service Provider Attendance Log</li> </ol>	Physical attendance virtually via zoom	1.5
	Connect as MDT via zoom or Microsoft Office to review student weekly plan, collaborate	Supervisor spot checks	1.5
Wednesday, April 1	Work through materials list, parent/caregiver directions, coaching tips, lesson prep, Vizzle, ULS, Nearpod development for Student Week at a Glance	Supervisor spot checks	4.5
Wednesday, April 1	Determine cyclical MDT meeting schedule and email Outlook invitation to team (make go through at least end of June), including supervisors and Violet Rush	Emailed Outlook invites by 11 pm	.5
<b>WEDNESDAY HOURLY TOTAL</b>			<b>8</b>
Thursday, April 2	Attend a PD session virtually via zoom from 7:30-9:00 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Review of IEP/RR/Treatment Plan remote meeting process</li> <li>4. Review Prior Written Notice from LEA's</li> <li>5. 3<sup>rd</sup> quarter progress notes</li> <li>6. Review Remote Data Collection</li> </ol>	Physical attendance virtually via zoom	1.5
Thursday, April 2	Work through materials list, parent/caregiver directions, coaching tips, lesson prep, Vizzle, ULS, Nearpod, Supplemental materials, development for Student Week at a Glance	Supervisor spot checks	3
Thursday, April 2	Create remote data collection tools for student lessons	Post in student folder on Microsoft Teams by 11 pm	3
Thursday, April 2	Supervisor Check In's	As scheduled by Supervisor	.5
<b>THURSDAY HOURLY TOTAL</b>			<b>8</b>
Friday, April 3	Attend PD session virtually via zoom from 7:30-9:00 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Share out of lessons</li> <li>4. Share out of data sheets</li> <li>5. Review of procedures for material preparation on campus</li> </ol>	Physical attendance virtually via zoom	1.5

Friday, April 3	As an Vista team, coordinate first parent/caregiver teleconference for the week of April 13 <sup>th</sup> , via an email with parent/caregiver with confirmed date/time.	Email to parent/caregiver with supervisors and Violet Rush cc'ed	.5
Friday, April 3	Go back into Student Weekly Plan and add dates, update activities appropriately	Student weekly plan updated in Microsoft Teams by 11 pm with dates	1.0
Friday, April 3	Send any materials needed to be printed and laminated (ONLY for students that MUST have packets) to 'classroomsupport'. Classroom Support will NOT be CREATING materials from your ideas. They will only be printing out ALREADY created materials and laminating as need. If you are picking up materials, only pick up materials specific to your room or specific to the classroom. Do not take materials from shared spaces such as the voc room.	Email to classroomsupport with Violet Rush cc'ed	.5
Friday, April 3	Work on IEP Paperwork	Supervisor spot checks	3.0
Friday, April 3	Supervisor Check In's	Supervisor scheduled	.5
Friday, April 3	Populate Service Provider Attendance Record	Post on Microsoft Teams under each defined student	1.0
<b>TOTAL FRIDAY HOURS</b>			<b>8</b>
Monday, April 6	Attend PD session virtually via zoom from 7:30-9:00 <ol style="list-style-type: none"> <li>1. Welcome and Deep Breath</li> <li>2. Update from Gov, PDE, LEA</li> <li>3. Review of Parent/caregiver communication for weekly plans</li> <li>4. Review of material delivery procedures</li> </ol>	Physical attendance virtually via zoom	1.5
Monday, April 6	Finalize Student Weekly Plan and supporting links and digital documents	On Microsoft Teams by 11pm	3
Monday, April 6	Coordinate as MDT to create student visual schedule	On Microsoft Teams by 11 pm	1.5
Monday, April 6	Coordination of delivery of needed materials to doorways of homes in areas delegated based off of master spreadsheet	Material delivery spreadsheet and supervisor spot check	2
<b>TOTAL MONDAY HOURS</b>			<b>8</b>





## **B. Distance Learning Planning Guide**



## The Vista School Distance Learning Planning Guide

Complete one PER student

**Service Provider:**

Take information collected from the parent/caregiver survey and phone call to help populate

<b>Student Name:</b>	<b>List activities that can meet the intent of this goal at home...</b>	<b>What materials are needed for each?</b>	<b>What will parent/caregivers need to know to assist students?</b>	<b>How/when will we measure learning?</b>	<b>What response form will the student use?</b>
<b>First IEP Goal:</b>					
<b>Second IEP Goal:</b>					
<b>Third IEP Goal:</b>					
<b>SDIs</b> <i>*list any SDIs that you oversee</i>					
<b>Transition Grid Activities</b> <i>*list any activities that you oversee</i>					
<b>Supplemental Activities</b> <i>*activities to fill down time or to</i>					

<i>supplement goals</i>					
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## **C. Student Week at a Glance Plan**

## STUDENT - Week at a Glance



**STUDENT:**  
**WEEK OF:**

Take information collected from the parent/caregiver survey and phone call to help populate

MDT each input information to complete this chart with the activities that the student could do each day based upon their Measurable Annual IEP Goals, Post-Secondary Transition Goals, and SDIs

Write the 'general topic' under IEP Goal (ie: decoding, wiping, requesting). Write the BM # you are currently on with the student

IEP Goal # 1	IEP Goal # 2	IEP Goal # 2	IEP Goal # 3	IEP Goal # 4	IEP Goal # 5	IEP Goal # 6	IEP Goal # 7	IEP Goal # 8	IEP Goal # 9
<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>	<i>Goal Topic:</i>
<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>	<i>BM#__</i>
<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>	<i>Service Provider:</i>

Transition Grid Activities	SDIs

Day	Activity	Materials/Links to lesson	Instructions
	(NUMBER and list activities here related to the instruction for your goal. Remember to include your session with the parent/caregiver/student with time – ie: speech session via zoom, 1:00. Follow the color-coding for you domain below).	Use CORRELATING NUMBER for materials to match the activity to the left. Color code to support understanding of domain.	Use CORRELATING NUMBER for materials to match the activity to the left. Color code to support understanding of domain.

	<b>Black – Teacher</b> <b>Green – OT</b> <b>Purple - BC</b>	<b>Blue – SLP</b> <b>Red – PT</b>		
<b>Monday</b>				
<b>Tuesday</b>				
<b>Wednesday</b>				
<b>Thursday</b>				
<b>Friday</b>				

**Save as a PDF before sharing with family for ease of uploading on various deices.**



## **D. Student Daily Visual Schedule**



## STUDENT Daily Visual Schedule

Create a predictable daily schedule for the student, ideally in collaboration with the parent/caregiver. As opposed to timeframes (as things happening at home can be unpredictable) consider making text boxes, icons, a scheduling app the parent/caregivers understand how to use, or moveable graphics that the parent/caregiver can manipulate each day. You can provide a model for the parent/caregiver and then they can arrange the schedule each day based off of the student's weekly plan. There is no template for this as it will be individualized per student.

Student Name	Type of Visual Schedule	MDT Lead to Create Schedule that can be arranged daily by the parent/caregiver





## **E. Family Consultation Schedule and Modes of Communication**



## Family Consultation Schedule

### Team Consultation:

As a team, collaborate for **WEEKLY** consultation with the parent/caregiver on a joint teleconference scheduled at a predictable time each week. Follow the template below to develop the schedule and type of consultation. Then, use the Attendance Record to document the meeting occurrence. Ensure that during family consultation you are documenting on the attendance record your consultation time only for the time in which your content is being discussed, not for the full duration of the consultation conversation.

### Individual Consultation/Contact:

As an individual service provider, provide a weekly discipline specific contact with each family. This could be embedded during your instructional time. Initially, your individual consultation with a parent/caregiver may be high, daily even, as they are attempting to traverse the support of instructional plans specific to your domain. Some parent/caregivers may seek and appreciate a high level of consultation during this time while others may be resistant, and in rare cases, non-participatory.

#### VIDEOCONFERENCE:

If videoconferencing during **TEAM** weekly consultation, the **TEACHER** will initiate the **zoom** invites to all parties. If videoconferencing for an **INDIVIDUAL** service consult with the parent/caregiver, **YOU** will initiate the **zoom** invite with the parent/caregiver.

#### PHONE:

If using phone for a scheduled phone call, use Vista's conference assistant. When doing a **TEAM** consultation over the phone, use the **code** of the **teachers office extension number**. When consulting with the parent/caregiver **INDIVIDUALLY**, use the **code of your office extension number**.

#### PARENT/CAREGIVER ACCOMMODATIONS:

If the parent/caregiver does not speak English, please ensure you are using **Language Line** services to support the call. If the parent/caregiver is deaf and, please ensure you are using agreed upon communication measures such as closed captioning services video conference.

**Vista Phone Conference: 717-583-5102, option 9, code \_ \_ \_ \_**

**Language Line:** Please email Violet Rush for number and code

If you need to make an **UNSCHEDULED** call with a parent/caregiver, dial \*67 prior to dialing the parent/caregivers' number. This will 'block' your personal phone number from the recipient. In addition, if you need to leave a message, please provide the parent/caregiver your Vista School phone number and office extension so that you can listen to the emailed voicemail to return the call.

## Parent/caregiver Preferred Mode of Communication

Take information collected from the parent/caregiver survey to populate



Student Name	Parent/caregiver Name that will be Primary Contact for Consultation (list both parent/caregivers if both will join in)	Mode of Communication Preferred (phone, videoconference)	Number to Contact if via Phone	Email address preferred to send videoconference (zoom) link if Videoconference	Special Accommodations Needed



## MDT Weekly Consultation Schedule

All MDT will fill in scheduled time for individual students on shared schedule on Microsoft Teams, avoiding overlap of scheduled time.

Key	Student:	M	T	W	H	F	Student:	M	T	W	H	F	Student:	M	T	W	H	F
Teacher																		
SLP	7:30 AM						7:30 AM						7:30 AM					
OT	8:00 AM						8:00 AM						8:00 AM					
PT	8:30 AM						8:30 AM						8:30 AM					
BC	9:00 AM						9:00 AM						9:00 AM					
ALL MDT	9:30 AM						9:30 AM						9:30 AM					
	10:00 AM						10:00 AM						10:00 AM					
	10:30 AM						10:30 AM						10:30 AM					
	11:00 AM						11:00 AM						11:00 AM					
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	5:30 PM						5:30 PM						5:30 PM					
	6:00 PM						6:00 PM						6:00 PM					
	6:30 PM						6:30 PM						6:30 PM					
	7:00 PM						7:00 PM						7:00 PM					



## **F. MDT Collaboration**



## MDT Collaboration

MDT at Vista will use Microsoft Teams to collaborate for resources for the student, problem solving, etc. MDT must meet at least once per week to discuss the students within the classroom. Please follow the MDT/Team meeting calendar that already exists, using ONE of the team meeting dates of the week to gather together virtually. While in remote service provisions, the **team will meet for at least 1.5 hours once per week (per team)** to:

1. Problem solve student schedules
2. Ensure alignment of programming between domains
3. Navigate any parent/caregiver concerns or struggles, find solutions, and select a person to take lead on solving
4. Prepare any updates for weekly schedules for the following week

Please delegate the Vista team member to send an outlook invite to the MDT for these reoccurring weekly meetings, including the Clinical Department Supervisors and Violet Rush in all invitations so they can join should there be a need. Secondary teams, invite Lisa Pellman IF the topic requires her consultation.

**Please delegate the Vista team member to be the lead on taking notes on actions and decisions in Microsoft Teams. Notes must be taken at every meeting.**



## **G. Vista Remote Learning Service Attendance Record**



## Vista Remote Learning Service Attendance Record

(Use one record sheet per student/per service)

Student Name:
Service Provider Name:
Service Type:

Direct Client Session	1
Direct Parent/caregiver Session	2
Advanced Parent/caregiver Cancel (2 hours or more )	3
Late Parent/caregiver Cancel (less than 2 hours)	4
Therapist Cancel	5
Make Up Session	6
Team Consultation with Parent/caregiver	7
Service Provider Parent/caregiver Communication-successful	8
Service Provider Parent/caregiver Communication-unsuccessful	9

Date of Service	Description of Work	Type	Start (to nearest quarter hour)	End (to nearest quarter hour)	Total Time	Service Provider Signature	Parent/caregiver Signature (only required if in Phase Two or Phase Three of Distance Learning)

\*SAVE ALL ELECTRONIC EMAILS WITH PARENT/CAREGIVER IN AN ELECTRONIC FILE.





## **H. Staff Work Time Expectations**

## Professional Staff Continuity of Education Plan Work Time Expectations Per Week



**Planning/Office Time:** Reserve 3 hours per day that are time for planning for the following week, working on IEP paperwork, reviewing student data, and updating individualized student plans, supervisor check in's, Vista team members, posting to parent/caregiver pages, or parent/caregivers can contact you with questions or concerns. This is time you should be communicating over email, phone, etc.

**Student Instruction** (including consultation and coaching of parent/caregiver to support in the moment instruction): Therapist – equal to the related service time that is currently on the IEP Teacher – at minimum, 1.5 - 2.5 hours per week per student

**Vista Team Meetings:** 1.5 hours per week (per team)

**Parent/caregiver-Team Consultation:** 30-60 minutes per week (per family)