



Great Circle Academy

Remote Learning/E-Learning

Related Services (Telehealth)

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Summary

Great Circle Academy is prepared to deliver a Remote/E-Learning plan for every student, including provision of related services. However, we must follow state and federal laws regarding the provision of Remote/E-Learning education in doing so. If you are unclear whether your child is eligible for Remote/E-Learning and teletherapy, please reach out to your GCA school director. Our goal is to match the plan for learning as outlined for each school district we work with to the best of our abilities. We strive to develop a learning approach that is inclusive of available resources and equitable to all students regardless of age, disability, district, and background.

As educators and partners with our families and districts we take this responsibility seriously, and request flexibility and grace from all as we work through being resilient, empathic, creative and responsive to our students and families. Our E-Learning plan is designed with the following goals in mind:

- Ensuring students have opportunities to grow academically.
- Ensuring the health and welfare of our students.
- Implementing learning that is respectful of all students.
- Ensuring that all students have access to equitable educational opportunities as outlined by their home district.
- Aligning Remote Learning/E-Learning to state standards appropriate for each student.
- Communicate consistently with students, families and each other to understanding how this process is impacting each person.

The emphasis of our program is on learning, not compliance. Our plan is developed with all students in mind to offer a learning threshold from an equity standpoint. While offering a basic plan for instruction, we encourage our staff to use creative and innovative thinking to design and implement lessons.

It remains important to ensure that all our partners have a common understanding of the terms used in this plan. These are the definitions currently in place in relation to this plan:

- **Remote Learning:** Learning that happens outside the traditional classroom because the student and teacher are separated by distance and/or time. (*ISBE Remote Learning Plan*)
- **E-Learning:** Learning conducted via electronic means, typically on the internet.

- **Alternative Education Program:** Broadly defined as educational activities that fall outside the traditional K-12 curriculum.
- **Telehealth:** Use of electronic information and telecommunications technologies to support and promote long-distance clinical healthcare, patient and professional health-related education, public health and health administration. *(The Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services)*

Purpose:

In the event of a prolonged need for school closure due to illness or weather-related issues, Great Circle Academy strives to provide our student body with the best ongoing learning opportunities within state and federal guidelines.

Structure:

Great Circle Academy's remote learning academic plan is structured into two component parts. It provides both paper/pencil assignments and activities as well as E-Learning instruction. Both components are delivered through remote means. This structure provides expectations that align with State Learning Standards and, at the high school level, meets course requirements for graduation. All lessons/assignments provided by these learning activities are designed to review materials to increase knowledge of previously taught concepts rather than focus on previously untaught materials.

- Each student will be provided learning packets on a regular basis covering the whole period that students are out of school. These assignments may be transported home with the student, emailed or mailed as needed in individual cases. The expectation is that the work is turned in the next day that school is in session.
- Each classroom is scheduled for a specific E-Learning class period at least 2 hours per school day. This schedule allows for teacher interaction including review of material, discussion and question/answers. This schedule is sent to families at the time of need. E-Learning is not scheduled on non-attendance days (holidays, school breaks). Attendance will be taken at each class and the instruction prepared will relate to assignment packet. A high school student will be provided instruction in all credit areas except Physical Education. Physical Education credit

will be achieved through documented completion of an activity schedule or report. Attendance at E-learning is expected to earn high school credits. Accommodations will be considered for students without access to technology.

Supplies:

We understand many of our students do not have access to school supplies to easily complete the assignments or the material resources to complete projects or lessons. When families are experiencing a shelter in place, obtaining these supplies will continue to be difficult. In recognition of these circumstances, it is our plan to deliver basic supplies helpful in supporting completion of lessons/projects/activities monthly to each household.

Grading:

Grading during periods of Remote/E-Learning needs to be reflective of the unusual circumstances we find ourselves in. During this period our philosophy is to do no harm, which indicates that grades will not be punitive in any manner. We believe the goal of grades should be to provide meaningful feedback, be purposeful and supportive while focusing on student growth. Alternative methods of grading and assessment should encourage participation in remote learning and work to increase student motivation for learning. Typical methods of assessment could include: rubrics, IEP goal reporting, competency-based assessment, use of portfolios, narrative feedback, project assessment and pass/incomplete. Failing will not be considered. In addition, a grade lower than the current grade when the remote learning began should not be considered. Grades and assessment should take into consideration accommodations and modifications in place in the IEP and resources available to the student, all delivered through a trauma-informed lens.

IEP-Related Services:

Great Circle has experience providing related services through telehealth. Provision of these services will follow the already established telehealth policy (attached). These include Speech/Language, Occupational Therapy and Counseling. It is our expectation the all IEP minutes will be provided on a regularly scheduled basis. Parent will receive a consistent schedule for the provision of these services.

Access:

It is important to Great Circle that we provide equal access to E-Learning opportunities. We will work with both parents and partner districts in the provision of the technology required for E-Learning. To promote access to E-Learning opportunities, Great Circle Academy will complete the following activities:

- Survey parents at regular intervals (beginning of school year) and additional times at needed to determine a family's ability to engage in E-Learning.
- Ensure all students have G-Mail accounts to ensure the ability to deliver the instruction as well as the capacity to email instructions, tests or communication as determined.
- Acquire the required number of Zoom licenses needed to provide instruction on scheduled school days.
- Work individually, if possible, with families to support access.
- Schedule E-Learning and related services between 8 am-4 pm on a school day.
- Provide, as a last resort and where appropriate, iPhones that can be used to access the E-Learning.

Communication

Our first priority continues to be supporting the emotional and physical health of our students and families. We will, at a minimum, commit to:

- Attempt and document daily contact with our students/families.
- Assess our students/families for safety and health during each contact and provide community resources.
- Provide counseling as outlined in the student's IEP.
- Provide information and resources for our students and families through Great Circle's special microsite. Please place this link in your browser:
coronavirus.greatcircle.org.

Training

Changing our students' mode of education puts a strain on our educational staff. The success of our plan depends on our ability to provide ongoing, meaningful staff development to our educational staff. The goal of training should be to develop each

staff person's capacity to meet our remote learning goals. This includes not just professional development but opportunities for ongoing professional learning communities. Our training includes:

- Providing educators with links for free educational resources.
- Providing focused training on learning platforms.
- Providing trauma-informed training as it relates to student and staff stress response during this time.
- Encouraging remote on-line professional learning communities.
- Encouraging communication to foster understanding that our best resource continues to be each other, our peers understand our challenges, and we have some of the best solutions when we collaborate.
- Informing educators of online community training as opportunities.
- Encouraging teachers to stay connected to the curriculum directors and instructional coaches.

Trauma-Informed Lens

Suggestions from our Trauma-Informed Team: *There are a few things we should keep in mind and give ourselves permission to do.*

There's a lot we don't have control over. And the changes are coming day-to-day and even hour by-hour. Keep old routines that are relevant and develop new, needed routines – even if they are the simple ones you have control over, such as dinner time, movie night, getting dressed each day. If you're watching the news as part of your routine, do something regulating afterward.

- Expect to be dealing with State Dependence. Our emotions are shifting now more than ever, as are those of our colleagues and our families. Our emotions are affected by news updates or changing guidelines or procedures, or when we are being asked to do yet one more task out of the ordinary.
- Keep this in mind on a personal level and a professional level. When the pressure is feeling high, reach out to someone who's in a calmer place. Leverage co-regulation and connectedness. Give yourself permission to do this – for yourself and those you work with. It may be as simple as asking someone how they would respond to an e-mail, how they would process a homeschooling expectation, or ask for guidance to work through a virtual visit. Your courage to ask for help and to be empathetic is more important now than ever. It's a sign of strength.

- Connection is the greatest buffer! During these times, we are forced to find alternative ways to emotionally connect. It's important that we physically distance ourselves right now, but it's equally important that we remain socially and emotionally close to others.
- Expect your environment to feel different for the time being, but also look for opportunities to enjoy normal activities. Reconnect with family during mealtime in the home. Have play dates or happy hour through Facetime, Skype or the phone. Play board games, make family videos or sing karaoke. Make it a point to intentionally connect with those who are less vulnerable.



Appendix A

March 16, 2020

Dear Parents and Guardians,

With the closure of Great Circle Academy because of COVID-19 concerns we are committed to providing an E-Learning/Remote learning plan to meet your student's needs. Enclosed are review material packets in four core subject areas (Math, English Language Arts, Science, Social Studies). Materials are designed to review basic skills. Learning packets will need to be turned back in when school resumes to a normal schedule. We also encourage students to read daily and keep a picture or written journal.

In addition to learning packets, Great Circle Academy has set up Zoom links for students and teachers. Students will log in to their Great Circle Academy email account and will see an invitation to join a Zoom meeting. Zoom works on laptops, tablets and phones where internet is available. Zoom sessions will be scheduled every day Monday- Friday (with the exception of scheduled spring break) in two-hour blocks.

Students can access their accounts by going to www.google.com and logging into through G-Mail.

Child's Name _____

Great Circle E-mail Address _____

Password: _____

Scheduled Zoom time _____

Your student will receive related services as identified in their IEP, including: speech/language therapy, occupational therapy, group therapy, individual therapy, and music therapy. These sessions will also be set up through Zoom. Invitations will be sent to your child's email account. Your child's sessions are as follows:

Service: _____ Day: _____ Time: _____

If applicable: Your student is currently enrolled in the below on-line courses. If technology is available students should continue to log on and work on courses. Teachers will monitor all on-line courses and provide aid and feedback.

<https://login.edmentum.com/>

Username:

Password:

Courses enrolled in:

www.ixl.com (if applicable)

Username:

Password: middle

Google Classroom:

Google Classroom

classroom.google.com

Reading class code: ybtmnp

Writing class code: 2mfuuv5

History class code: qylz3gj

Science class code: ud7wyi7

Smart Science

<http://www.smartsciencelab.com/>

Foster group 1

Select student

Password: Science

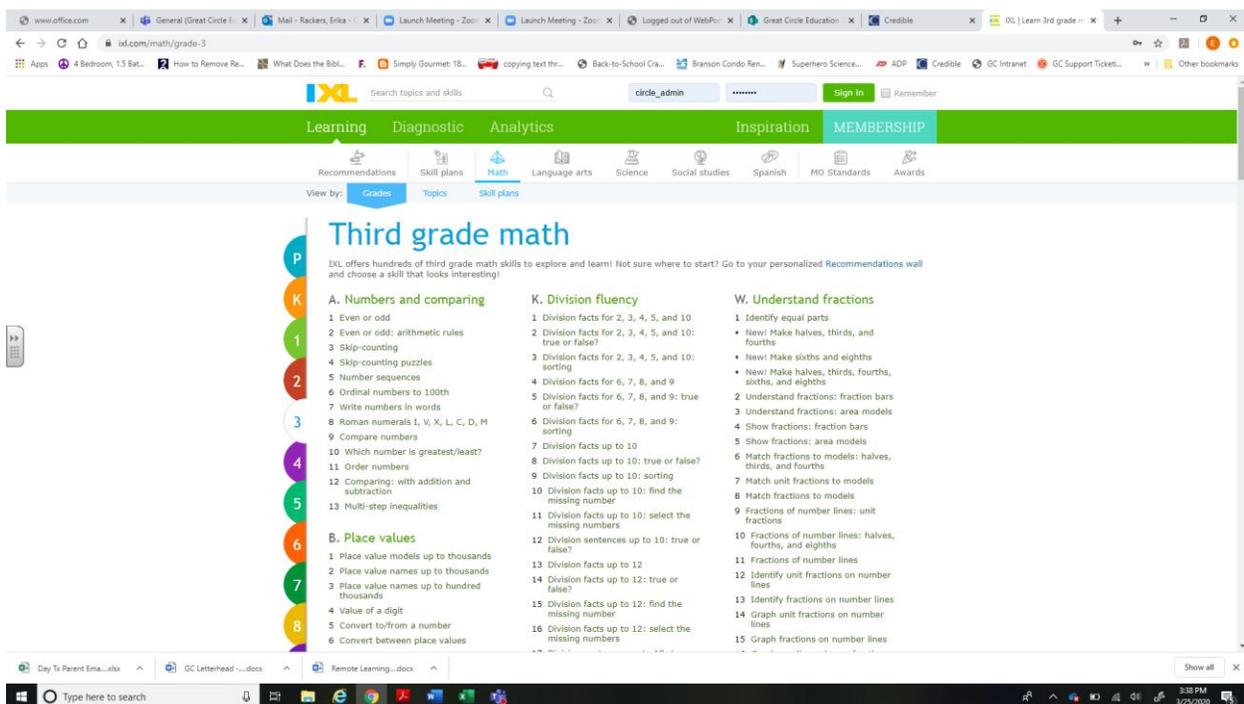
Your teacher will reach out to schedule check-in times via phone in the next day or so. We will also reach out in regards to E-Learning. Please reach out if you have ANY questions.



Appendix B

IXL Platform Instructions

Comprehensive curriculum: Grade levels/courses access to: PreK-8 (ELA, Math, Science, Social Studies) Algebra 1, Geometry, Algebra II, Precalculus, Calculus, broken down by learning standards and skills. See example below. NOTE: Math is aligned to Missouri learning standards, everything else 99% aligned)



Students start by taking a diagnostic assessment so they begin on the grade level that is developmentally appropriate. Set it up like a game, earning rewards as they master skills. This is very engaging, even for high school students. Teachers have access to real-time, so they can see what students are working on, what questions are being answered, if they are idle, struggling, etc.

<https://www.ixl.com/resources/elearning-library>

This program gives very detailed progress reports. See next screenshot.



Appendix C

Below is a list of online educational resources that offer free subscriptions, virtual field trips and more for students. We encourage you to look at these resources for your child.

www.switcheroozoo.com

www.kids.nationalgeographic.com.

www.reading.ecb.org

www.abcya.com

www.funbrain.com

www.storylineonline.net

www.xtramath.com

[Play.prodigygame.com](http://play.prodigygame.com)

www.khanacademy.org

[Mysterydoug.com](http://mysterydoug.com)

www.typingclub.com

www.historyforkids.net

Appendix D

	GREAT CIRCLE POLICY and PROCEDURE
	<i>Telehealth</i>
	<i>Outpatient (primary), PHP/IOP, Residential, Education</i>

1.0 Purpose

Great Circle is dedicated to working to bring therapeutic services to individuals throughout the state that would otherwise be unable to receive these services. The telehealth services allow the licensed professional to meet with the individual and their families on their schedule/location of their choosing.

2.0 Policy

Great Circle will maintain a network of Provisional and Licensed Professional Counselors (PLPC and LPC), Provisional and Licensed Clinical Social Workers (LMSW and LCSW), Board Certified Behavior Analyst (BCBA), Registered Behavior Technicians (RBT), Occupational Therapists, Speech and language Therapists, and Psychologists (PhD or PsyD) with a wide range of therapeutic specialties to provide both psychotherapy, speech and language therapy, occupational therapy, and Applied Behavioral Analysis (ABA) via Telemedicine services.

Clinical staff will follow all outpatient authorization procedures for the verification of benefits, eligibility and to receive appropriate pre-authorizations from the client(s) insurance(s) carriers. This will be done in accordance with the insurance companies time requirements. All authorization information will be documented within the client's case within Credible.

To be eligible for the services, the individual, client and or parent, will be required to maintain their own device and internet services capable of connecting to the required online video application or may be provided by Great Circle.

The appointments will be scheduled via the Credible calendar. This will allow the team to manage the video application, teleconference equipment space, and to make sure that client's record is maintained.

The client and or client's guardian will be required to complete the Confidentiality Agreement prior to the session(s) starting.

At each appointment, the individual/family will verify that the space they are occupying

meets the Confidentiality Agreement Standards prior to the start of the session. The individual/family will need to provide a physical address prior to the start of the session.

Telehealth can be done from a therapist's home as long as it meets confidentiality standards and it's held in a professional setting. This is at the discretion of a staff person's supervisor and must be cleared with them first. Supervisors should review this policy in full prior to allowing the shift from telehealth from office to home. If this is done, each therapist will also verify with the client that their space meets the Confidentiality Agreement Standards prior to the start of the session. The space should be free of pets, household members, or other distractions. All notes or paper files (if any), need to be secured in a confidential way so that no one has access to them.

Best practices include:

- Keep yourself centered on the screen
- Control lighting so the client can see your face
- Keep the camera at eye level or above
- Look at the camera, not the computer screen
- Do not eat or drink
- Turn off music or sound machines so client can hear you

All Telehealth services in Credible are indicated by "Tele-" before the service name (e.g. TELE-Therapy: Indiv). Billing for Telehealth services will be completed using the approved billing codes and modifiers retained in the finance department.

Clinicians must attest to reviewing, understanding, and abiding by this policy.

3.0 Process

The client and or client's family will call the admissions department requesting services. If the client meets the necessary technical criteria to be eligible for services, an appointment will be scheduled. The Intake, Referral, Office Coordinator will verify the member's insurance benefits and coverage for telehealth. If the client is eligible, the intake staff will schedule the appointment in Credible and within the Telehealth Outlook calendar. The intake staff will then mail and or email the intake documentation to be completed and returned prior to the appointment. At the time of each of the appointment, the member will need to confirm the space meets confidentiality guidelines.

4.0 Procedure

1. Clinicians must attest to reviewing, understanding, and abiding by this policy.
2. The client and or the client's family will call the admissions department to request services:
 - a. Client assessment will be completed to verify the member is qualified for the services.
 - b. Insurance company will be contacted to verify the following:

- i. Eligibility
 - ii. Benefits
 - iii. Telehealth Coverage
 - iv. Copays
 - v. Authorization Requirements
- 3. The referral is made to the intake staff within the admissions department.
 - a. Appointment is scheduled in Credible with the available therapist that is covered on the insurance benefit.
 - b. Appointment is then scheduled in the Telehealth Outlook Calendar with the Zoom link.
 - c. The Outlook event is then emailed to the client and or client's guardian.
 - d. Administrative documentation is explained to the client and or guardian. It is sent to the client via email or mail to be completed prior to the scheduled appointment.
 - i. This would include, but is not limited to, the Consent for Treatment, Telehealth Confidentiality Agreement.
 - ii. The documentation is returned via email or mail and uploaded into the case attachment folders.
- 4. At the time of the appointment, the therapist will find the scheduled service on his/her Credible schedule and click Begin Service.
- 5. If the client is located at a Great Circle facility during the session, the Therapist will need to do the following prior to starting the documentation:
 - a. Select add forms to visit from the drop down at the top left of the form
 - b. Select originating site fee from the service drop down
 - c. Click add forms (this will add the service called Originating Site Fee to the menu at the top left)
- 6. The therapist will click on the first section of the form called session information. He/She will:
 - a. Select the location of the client during the session. The client cannot be at the same location as the therapist.
 - b. Enter all individuals present during the session
 - c. Enter contact information for the client and other relevant support people
 - d. Provide his/her immediate contact information to the client
 - e. Confirm that the Telehealth Confidentiality Agreement is understood by the client, signed, and uploaded into the case attachment files in Credible.
 - f. The member and therapist will confirm that the space they are occupying will remain HIPPA compliant during the therapeutic session.
- 7. The therapist will complete and document the therapy session.
- 8. The therapist will schedule additional sessions.
 - a. Prior to every subsequent session, the therapist will confirm the client's eligibility, benefits, and authorization.
- 9. In the event of a crisis the therapist will follow the necessary steps to work to mitigate the crisis; however, if needed the therapist will contact their supervisor and the local authorities to ensure the clients safety.
 - a. This will need to be clearly documented by the therapist and the supervisor through the Crisis Intervention Reporting Policy.
- 10. The therapist will confirm/enter the following information prior to signing and submitting:

- a. Confirm that the service type begins with “tele”
 - b. Enter his/her primary location. This cannot be the same location as the client.
 - c. Confirm that the diagnosis is accurate and billable
 - d. Enter recipient
 - e. Update service date if necessary
 - f. Enter exact start time of service
 - g. Enter exact end time of service
 - h. Enter Credible password
11. The therapist will click sign and submit.
 12. If the client is located at a Great Circle facility, the therapist will select the originating site fee service from the drop down at the top left of the form. This was added previously when the service started.
 13. The therapist will click complete.
 14. The therapist will confirm/enter the following information prior to signing and submitting:
 - a. Confirm that the service type says Originating Site Fee
 - b. Select the location of the client during the session. This cannot be the same location as the therapist
 - c. Confirm that the diagnosis is accurate and billable
 - d. Enter recipient
 - e. Update service date if necessary
 - f. Enter exact start time of the service
 - g. Enter exact end time of the service
 - h. Enter Credible password
 15. The therapist will click sign and submit for the originating site fee service.

5.0 Required Documentation/Forms

Clinical Assessments (Credible)
 Treatment Plan (Credible)
 Other Required Clinical Documentation (Credible)
 Great Circle’s Consent to Treatment (Credible)
 Telehealth Informed Consent (Credible)

All Required Admissions Documentation (Credible)
 Telehealth Attestation Form

6.0 Related Accreditation or Licensure Standards

Missouri Telemedicine Association
 Video Application Guidelines

7.0 Revision History

Policy Owner: Performance and Quality Improvement

Effective Date: 11/1/2019

Date Created: 8/16/2018

Date Rescinded:

Revision Date	Notes
12/26/2018	Original version
8/16/2019	Updated to delineate between in-home and in-office.
3/11/2020	Added Telehealth attestation form