



**Carbon Lehigh Intermediate Unit #21
Continuity of Education Plan
Spring 2020**

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Goal of Plan
<p>During the current school closures resulting from the COVID-19 pandemic, the Carbon Lehigh Intermediate Unit #21 (CLIU) will seek to provide continuity of education across its Early Intervention and School-age programs and services through a combination of both planned instruction and enrichment and review activities. Our focus will be to stay connected to our families and students to support their educational and emotional needs. The CLIU will develop and provide, in good faith, appropriate and reasonable supports and services for students with diverse learning needs. In addition, we will support our staff and teachers, as well as administrators in our member districts by providing the support and technical assistance they need to develop and carry out these activities effectively.</p>

Overview of Plan
<p>The Carbon Lehigh Intermediate Unit #21 (CLIU) provides programs and services to public school districts, charter schools, and nonpublic schools in Carbon and Lehigh Counties. In addition, it provides services through its Early Intervention (EI) program to students and families within these counties, and also serves adjudicated youth at our Youth Forestry Camp #2 (YFC) program.</p> <p>This continuity of education plan has been developed to meet the diverse needs of our students across these programs and services. The learning activities outlined in this plan will be aligned to support the desired educational outcomes of all students served by CLIU, with consideration given to the age, grade level, educational needs, and disability of the learners served. Teachers and service providers will seek to deliver these activities in a variety of formats to ensure equity of access to our learners and their families.</p> <p>Our first priority is to ensure that students' and their caregivers' health are prioritized. The case manager (teacher) and related service staff (when appropriate) will conduct outreach with families to</p>

determine student and family needs, access to resources, as well as prioritizing educational needs in the adjusted learning environment.

The following educational services and programs are addressed in this plan:

- **School-Age Special Education Services** include classroom-based programs and itinerant educational and related services
- **Non-public School Services** include students in non-public schools served through Act 89 and Title I services, as well as Equitable Participation services.
- **Early Intervention Services** include classroom-based programs and itinerant educational and related services
- **Youth Forestry Camp #2** includes students who are adjudicated from counties across the Commonwealth. Services will be provided in collaboration with DHS.

Expectations for Teaching and Learning

Given the diverse range of services and programs within the CLIU's scope, expectations for teaching and learning will be tailored for each educational program and in consideration of the individualized educational needs of students. A combination of Enrichment and Review, and Planned Instruction will occur as appropriate to meet each child's individual needs and current situation. The CLIU staff will make reasonable and appropriate efforts in good faith to provide services that support students and families.

CLIU programs will utilize the week of March 30, 2020, to provide professional development and planning time to all staff. Professional development will include training on the use of virtual learning platforms and technologies, family engagement principles, and best practices in virtual learning for diverse learners. Staff will also meet in teams to determine the format options that can best serve students based on their individual needs. Staff will be communicating with parents to determine the format most conducive for them to support their child in this process. Based on the results of these meetings, plans for virtual learning will be created and discussed with parents and students.

Beginning the week of April 6th, staff will provide student engagement activities for enrichment and review to support the maintenance and extension of prior learning for all students served (classroom and related services). The provision of these activities will afford teachers, parents, and students the opportunity to become familiar with the virtual learning process without the introduction of new academic content. Staff will utilize an integrated team approach to provide the services to the students in an efficient and effective manner. Planned instruction may be offered when appropriate based on the feasibility of variables such as the match between learning objectives and synchronous learning platforms to allow for the full continuum of elements of explicit instruction.

Staff will make every attempt to work with students and parents collaboratively to maximize learner access using telephonic and online tools, within a flexible teaching and learning day. This will be accomplished through the use of synchronous and asynchronous means, incorporating both virtual learning platforms, paper/pencil tasks, and ongoing parent/staff consultation. Staff will incorporate live morning meetings and daily check-ins with students as well as a daily schedule of activities which will include synchronous and asynchronous opportunities for instruction. Staff will also provide supportive materials and resources for parents to utilize within the home setting that will focus on instructional goals.

Expectations for student learning will be further developed based on observations of student

response and needs for differentiation working within the parameters of the home/virtual learning environment.

Targeted professional development will be implemented for all CLIU Special Programs and Services staff during the closure time. In addition, parent trainings will be offered on multiple topics related to instruction and management of students in a virtual environment.

Services to Nonpublic Schools

CLIU staff will provide the continuity of education through online access in coordination with nonpublic schools. Counseling and Social Work expectations vary based on the needs of each school and the students, staff will follow the requirements and parameters of each nonpublic school. In general, CLIU Remedial and SLP staff will be providing continuity of education through virtual (asynchronous, synchronous, or a combination) instruction and support for students that is centered on enrichment, review, and social/emotional wellness. Planned instruction may also be offered when feasible, as determined by each nonpublic program.

Youth Forestry Camp #2

At YFC #2, Teachers will be providing access to educational opportunities in a digital learning environment. Students will reengage a regular schedule of academic instruction provided through digital media. This will include opportunities for attainment of credit recovery and/or a High School Equivalency Diploma. The CLIU has applied for a waiver through PDE and is awaiting approval. If approved, YFC will also be offering the GED as an option for students.

Early Intervention

The CLIU Early Intervention program is committed to making a good faith effort to provide continuity of Early intervention services that are appropriate and reasonable services for students while our programs are closed due to COVID-19. These services will be planned with significant input from families.

Communication Tools and Strategies

The CLIU will conduct a needs assessment survey to determine technology access needs of families and students. Devices will be provided as needed by the CLIU or the LEA, and resources for families to gain access to the internet will be shared.

Staff will reach out to all parents to discuss the format for their child's program and parents will have the opportunity to ask any questions they may have. Staff will collaborate with families through online learning platforms, emails, phone calls, and texts.

The following tools will be used to communicate with parents and families during the mandated closure:

CLIU and Program-Wide Communications will focus on sharing updated information regarding the pandemic health emergency, school closures, and community / school resources. Information and resources will be updated and shared as received and appropriate via the following:

- Blackboard Connect Phone / Email Messages
- CLIU Facebook Page
- CLIU Website – Coronavirus Resources for Families – <https://www.cliu.org/Page/1132>

Classroom and Student-Specific Communications will focus on sharing educational resources and learning activities with families, as well as providing individualized family supports. Related Service Staff will have regular contact with parents during the closure. Teachers will be expected to

communicate weekly with families to review each student's progress and needs for additional support via the following:

- Remind Applications
- Class Dojo Applications
- Email Communication
- Phone Communication
- Video Conferencing (e.g. Zoom, Google Meet, Google Hangout)
- Google Classroom for resources
- Written communication to reach families who are unavailable via other means such as phone, email, etc.

Services to Nonpublic Schools

CLIU Counseling and SW staff will communicate with students and families in coordination with nonpublic schools. Staff will create a Google Site that houses resources, activities and presentation that all NP Administrators, NP staff and families can access. They will be providing check in call with administrators, students and families. Staff will follow the guidance for contacting students and parents as set forth by the nonpublic school where CLIU staff work.

CLIU Remedial and SLP's will be providing services and support:

- Phone Communication
- Email Communication
- Video Conferencing (e.g. Zoom, YouTube)
- On-line educational supplemental materials (e.g. Reading Eggs, Math Seeds, Learning A-Z)
- Staff has created a Google drive to house shared resources and activities

Youth Forestry Camp #2

Teachers will be providing access to educational opportunities in a digital learning environment with direct support from DHS staff who are onsite with students.

Early Intervention

CLIU Early Intervention will use all means to connect families and children to early intervention services. Methods that will be used, but not limited to phones calls, emails, us mail, Remind app and video conference.

Access (Devices, Platforms, Handouts)

Both School-age and Early Intervention classroom and supervisory staff will communicate with all families and survey them to determine the availability of technology in the home (tablet, computer, high speed internet, email, phone calls, etc.) in order to determine the appropriate method of continuity of education delivery.

The CLIU will be preparing to deliver resources to those families in need of technology. Paper/pencil tasks and activities will be provided to students that do not have access or whose families prefer to utilize this method of access. Student AAC devices, supplemental aids and services, and other adaptive equipment will be made available in the remote setting as applicable.

Enrichment and review activities will be provided to students and families through a combination of platforms and strategies. Various methods, as described in the previous section, will be used to communicate class-wide and with individual students and families.

Planned instruction will be provided to students and families through one-to-one, small, or large group sessions utilizing tools such as Zoom or Google Sites. In the event students cannot access this

technology, phone consultation and / or printed materials and toolkits will be provided to support ongoing learning.

As appropriate, instructional sessions will be recorded for families to access on their own schedules. Multiple resources and trainings will be available for parents to assist in the virtual learning process.

Services to Nonpublic Schools

Since access to devices, platforms, digital, and analog resources varies by school, IU21 staff serving nonpublic schools will provide enrichment and review activities. They will be provided to students and families through a combination of strategies. Planned instruction will be provided to students and families through one-to-one, small, or large groups sessions utilizing tools such as Zoom or Google Sites. In the event students cannot access this technology, phone consultation and / or printed materials will be provided to support ongoing learning.

Youth Forestry Camp #2

Teachers will be providing access to educational opportunities in a digital learning environment with direct support from DHS staff who are onsite with students. All students have access to technology and resources for virtual learning and will be utilizing the same platforms as are utilized in the normal school setting.

Early Intervention

Access will be provided to Early Intervention students as described above.

Staff General Expectations

On a weekly basis, it is expected that educators and educational support staff will engage in work as follows to comply with program requirements and support families and students:

All CLIU Special Programs & Services staff will be working under a flexible hours workday to meet the needs of working and teleworking parents to assist in teaching and learning processes. Teachers and related services staff will be expected to plan lessons and deliver virtual instruction. This can be both synchronous and asynchronous. Staff will modify and accommodate content to meet the learning needs of their students in alignment with the IEP to the extent possible given the modality of instruction. They will document all services and supports provided to families.

Teaching staff will also post learning materials on a daily basis, as well as offer office hours on a weekly basis for direct interaction with students/parents. Itinerant and related services staff will provide learning activities on a weekly basis as well as connect with classroom staff to modify classroom materials to provide support and learning activities. They will also provide direct interaction with students as possible. Staff will also develop and disseminate learning packets and materials/resources where appropriate.

Professional staff will continue to complete Reevaluation Reports (RRs), IEPs, Progress Notes, Related Services documentation as appropriate, and will attend annual IEP meetings to honor federal IDEA timelines.

Staff will meet with framework, classroom, and student-focused educational teams to collaborate, problem-solve, and develop learning activities for students. In addition, staff will have regular check-ins with their supervisor.

Staff will also engage in professional development activities to enhance virtual teaching skills and knowledge to support students and families through virtual means.

Program social workers and interventionists (ASI/ESI) will provide social, emotional, and behavioral learning opportunities for students as well as provide related services as written in the IEP as deemed appropriate in a virtual environment.

Support staff (IAs/BAs) will provide support to teachers and students in the learning activities. They will also participate in targeted professional development to enhance their skills in working with students with special needs.

Staff will be expected to complete other tasks / assignments as directed by supervisor or director, understanding that expectations may change or evolve over time as programs build plans and roll out virtual learning platforms

Services to Nonpublic Schools

CLIU NonPub staff will be supporting students and families through weekly activities and communication. Staff will be working under a flexible hours workday to meet the needs of working and teleworking parents to assist in teaching and learning processes. Remedial and SLP staff will be expected to plan lessons and deliver virtual instruction. This can be both synchronous and asynchronous. Staff will modify and accommodate content to meet the learning needs of their students. Counseling staff will work closely with building administrators and students or families to support their on-going daily needs. CLIU Staff will reach out to NP classroom staff (if possible); to collaborate, problem-solve, provide virtual coaching and develop learning activities for students. In addition, staff will have regular check-ins with their supervisor. Staff will also engage in professional development activities to enhance virtual teaching skills and knowledge to support students and families through virtual means.

Youth Forestry Camp #2

At YFC #2, staff will be expected to continue with the sequence of instruction based on curriculum aligned to the Pennsylvania Academic Standards. They will have direct connection with students using online video platforms (Google Classroom, Hangout, and Zoom. Virtual meetings will be held daily. Staff will also participate in Professional Development opportunities and continue their work with Curriculum Development.

Early Intervention

The Early Intervention Administrative Assistant will monitor new referrals and will continue to send referral packets outlining our current process. Itinerant staff (teachers & therapists) will reach out to families following a weekly schedule supporting maintenance of IEP goals for each student.

Classroom staff (teachers & assistants) will reach out to families on a weekly basis to support maintenance of IEP goals. Staff will consider use of Zoom meetings for activities such as morning meeting, story time, therapy sessions and small group lessons. Staff will also continue to hold IEP meetings (virtual meetings/phone) for annual/initial IEPs that are due, write re-evaluations to the best of their ability, and complete individual long-term projects. Additionally, staff will participate in monthly Professional Learning Communities and continue to share community resources with families.

The CLIU will encourage all students and families to engage in consultation, check-ins, and learning activities provided, as appropriate, and to the extent possible. Student weekly plans will take into account student’s age, current behavioral/emotional levels of participation and persistence, and ability to complete work. Duration, intensity, and level of engagement will be varied per the student/caregiver’s needs and abilities.

As all programs will be offering enrichment and review activities, every effort will be made to engage student participation. Planned instruction, individualized expectations for attendance, work completion, and engagement will be determined specifically for each student based on the implementation of such activities at each individual home school district and the individual ability of the child to participate in such instruction. Teachers will provide a mixture of synchronous and asynchronous learning activities to support student learning.

Services to Nonpublic Schools

The CLIU NonPub staff will encourage all students and families to engage in learning activities, check – in meetings, consultation with families, as appropriate. Student’s plan will take into account their level of support with the skills needed. Duration and intensity will vary per the student and the caregiver’s needs and ability to support the students. All programs will be offering enrichment and review activities; every effort will be made to engage students to participate. Teachers will provide a mixture of synchronous and asynchronous learning activities to support student learning.

Youth Forestry Camp #2

At YFC #2, students will be provided virtual learning following a designated schedule and will be supported by DHS staff during this time:

- 7:30 – 8:00: Daily Meeting
- 8:00 – 9:00: Curriculum Development
- 9:00 – 9:25: Business Math
- 9:25 – 9:50: Math
- 9:50 – 10:15: English/Language Arts
- 10:15 – 10:40: Reading/Driver’s Education
- 10:40 – 11:05: Social Studies
- 11:05 – 11:30: Science
- 11:30 – 11:55: Life Skills
- 11:55 – 1:00: Break
- 1:00 – 2:30: Collaboration/Lesson Planning/Professional Development/Curriculum

Early Intervention

Students will be expected to participate to the maximum extent that families make the child available to the learning environment.

Attendance / Accountability

Teachers will maintain records of individual parent contacts information, student engagement in activities, and work completion, as appropriate, to the type of activities provided. Attendance/participation will be documented by each case manager and shared with the LEA as requested. In our classroom programs, attendance may be tracked via our Powerschool program as per normal protocol.

Grading as an accountability measure may occur in situations as requested by each individual LEA, utilizing a pass/fail grade in most situations.

Supervisors will provide individual support to teams on what attendance/accountability measures should be taken based on each individual LEA's Continuity of Education Program.

Services to Nonpublic Schools

CLIU will maintain records of who participated in virtual activities, meetings or parent consultation services. This will be continued to be tracked on NP Caseloads and sent in to NPDocs on a monthly base. When appropriate, CLIU remedial and SLP staff will provide Progress Monitoring activities to ensure that students are still maintaining their current level of skills.

Youth Forestry Camp #2

At YFC #2, students will be held accountable through attendance and grading as follows:

- Students will be expected to log in to classes daily.
- Students will be graded on a pass/fail basis.

Early Intervention

ITT and Powerschool will be utilized to document student/family participation.

Good Faith Efforts for Access and Equity for All Students

CLIU serves students with IEPs who have complex learning needs, as well students in a variety of learning settings. It is expected that all students, regardless of their level of need or educational setting, will be provided opportunities to engage with teachers and services providers throughout the time of school closures. The manner in which services will be provided may be dependent upon several factors such as a child's cognitive, physical, and/or emotional ability to engage remotely, a parent's/caregiver's ability to serve as a partner in the child's opportunity to engage in learning opportunities, and the learning guidelines provided by the school setting. To the greatest extent possible, each child will be provided the best level of support and engagement that can be afforded to them given their unique needs.

Our staff will do our best to continue to connect with every family on a daily/weekly basis so as to provide educational and emotional support during this closure. Our school psychologists and social workers will also work with families to ensure other basic living needs and social /emotional needs are also being met. Through this collaborative approach, we will ensure that we are addressing the needs of the whole child.

Special Education Supports

The CLIU school-age and Early intervention staff will provide reasonable and appropriate special education supports to students through virtual or other means in a good faith, best effort to provide continuity of education for all students identified as requiring special education services during the period of mandated school closure.

As described above, CLIU educators and related service staff will initiate communication with families and students to assess current needs and concern and to gather input regarding priority areas of need. Teachers and related services staff will assess in-home supports and resources available to families to make decisions regarding learning platforms and materials needed. Based on these assessments, educational teams will develop an interim service plan and communicate with the

family regarding the services to be provided via online, virtual instruction, tele-intervention, or other means. All professional and support staff will work in a team approach to provide these services.

Teachers, Social Workers, Psychologists, and Therapists will communicate with parents using a variety of tools, such as phone, email, or messaging apps, as outlined on the child's IEP. These contacts will include, but will not be limited to check-ins, resource support, referrals, consultation, and community linkage recommendations.

On-going consultation and support will be provided, as deemed appropriate, to students/families during the length of the closure. Upon return to school, the IEP team will reassess each student to determine progress made toward IEP goals and objectives.

Youth Forestry Camp #2

At YFC #2, The following supports will be in place:

- Continue to communicate with teachers to ascertain that the appropriate accommodations, modifications, and supports are in place.
- Ensure that specially designed instruction, as per the students' IEP, is followed to the maximum extent possible.
- Maintain compliance by adhering to the IEP due dates and holding remote IEP meetings with parents and guardians.
- Maintain compliance by adhering to Evaluation and Reevaluation due dates and complete reports within timelines.

Services to Nonpublic Schools

Through the Equitable Participation, supports and consultation will be provide to NonPublic school teachers and students.

Early Intervention

In addition to the supports noted above, service coordinators serving early intervention will continue to address referrals received by families, physicians, childcare centers, and preschool programs to ensure continuity of the intake process.

EL Supports

CLIU and its constituent districts will utilize Transperfect to provide telephonic interpretation with parents in a wide variety of languages. Documents to parents will also be translated into their first language when necessary.

The CoE PAIU Toolkit (see Resource Links below) has a section for English learner resources to support educators, administrators, families, and students.

Gifted Education

The CLIU does not currently serve students identified as Gifted under PA Chapter 16 regulations

The CoE PAIU Toolkit (see Resource Links below) has a section for gifted learner resources to support educators, administrators, families, and students.

Building/Grade Level Contacts

Additional information regarding this plan and the educational services provided during the mandated closure can be obtained through the following contacts:

Special Programs & Services – Contact Number: 610-769-4111 ext. 1218

- Deborah Popson, Director
- Dr. Lisa Schumacher, Assistant Director
- Dr. Mark Scott, Assistant Director

Curriculum & Instruction– Contact Number: 610-769-4111 ext. 1013

- Eric Lech, Director

Resource Links

CoE Toolkit Resources

- [General Overview & Key Resources](#)
- [Legal Perspectives](#)
- [Special Education Considerations](#)
- [EL Considerations](#)
- [Gifted Considerations](#)
- [CLIU #21 FERPA Notice for Virtual Learning](#)

General Resources:

- [Professional Learning to Prepare Teachers](#)
- [Resources to Support Planned Instruction or Enrichment & Review](#)
- [Para Educators Training Options](#)
- [CLIU Family Resources](#)
- [Continuous Learning](#)
- [Teachable Moments](#)
- [PDE Coronavirus Response Page](#)
- [PDE School Guidance/FAQ](#)
- [PDE Updates](#)
- [Pennsylvania Training and Technical Assistance Network \(PaTTAN\)](#)
- [SEL Resources for Parents, Educators, & School Communities Related to COVID-19](#)