**Continuity of Education Plan**

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| Intermediate Unit | Intermediate Unit 1 |
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| Goal of Plan |
| The goal of the Intermediate Unit 1 Continuity of Education Plan is to provide comprehensive educational services, including Early Intervention, School-Age special education and related services, Alternative Education for Disruptive Youth (AEDY), English as a Second Language (ESL), NonPublic education and counseling, and Adult Education services to students in Fayette, Greene, and Washington counties to the greatest extent possible during the COVID-19 pandemic. |

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| Overview of Plan |
| The Intermediate Unit 1 Continuity of Education Plan will provide educational services through distance instruction provided virtually, online, recorded videos, and/or other modes. The teachers and related service providers of Intermediate Unit 1 made attempts to contact each family to find the best way to educate each student. Beginning on Monday, March 30, 2020, the Intermediate Unit 1 Campus Schools will provide instruction, social work services, and other related services will be provided utilizing an online model. Intermediate Unit 1 staff will be available to communicate with families and students via Class Dojo, Keep Current, virtual/teleconferencing tools (e. g., Zoom, Google Meet, etc.), Remind app, e-mail addresses, and phone numbers provided to families. All other Intermediate Unit 1 educational services delineated in this plan will commence according to the Continuity of Education Plan of the school(s) or school district(s) of assignment. |

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| Expectations for Teaching and Learning |
| * Provision of planned instruction in the four content areas (i. e., English Language Arts, Mathematics, Science, and Social Studies). * Provision of Fab Lab/STEM/Coding activities. * Provision of Physical Education and Health activities. * Provision of a free and appropriate public education (FAPE), including Special Education and Related Services, to the greatest extent possible in light of the circumstances, as specified in the student’s Individualized Education Program (IEP). * Provision of Alternative Education for Disruptive Youth (AEDY) services. * Provision of English as a Second Language (ESL) services. * Provision of Title I and Act 89 Services in NonPublic Schools. * Provision of Adult Education Services using Real-Time Remote Instruction, Supplemental Distance offerings, Teacher Assigned-Not Supplemental Instruction, and Paper-Based Instructional Packets. |

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| Communication Tools and Strategies |
| * Staff meetings and professional development held via Zoom. * Common Planning held via Zoom. * Student/Parent Conferences held via Zoom, Google Meet, Class Dojo, Remind app, and phone. * IEP meetings held via Zoom and phone conference. |

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| Access (Devices, Platforms, Handouts) |
| * Adult Education Textbooks * Aztec * Class Dojo * Edmentum * IU1 Fusion * Google Classroom * Google Meet * GrapeSEED * iReady * Khan Academy * Lalio * Newsela Pro * PA Career Zone * Remind App * ST Math * Instructional/Related Service Packets * WIN * Zoom |

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| Staff General Expectations |
| Teachers and Related Service Providers are expected to:   * Plan for instructional services according to specified role, job responsibilities, and subject/content area(s). * Provide materials for instructional or related service packets. * Provide planned instruction in assigned subject/content areas. * Monitor completion of assignments. * Provide feedback to students’ regarding performance. * Daily teacher and related service provider availability via Phone Conference/Zoom/Google Meet/Remind App/Class Dojo for implementation of specially designed instruction (SDIs), instructional support, and questions. * Document communication with parents/guardians. * Progress monitoring of IEP goals for students receiving Special Education services. * Completion of IEPs for students receiving Special Education services. * Participate in Staff Meetings and any other virtual collaboration meetings via Zoom. |

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| Student Expectations and Accountability |
| Students are expected to:   * Be willing to try a new form of learning. * Actively participate, including during instruction and related services. * Complete instructional assignments with best effort. * Don’t be afraid to ask questions or for additional help. |

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| Good Faith Efforts for Access and Equity for All Students |
| The teachers and related service providers of Intermediate Unit 1 made attempts to contact each family to find the best way to educate each student. Beginning on Monday, March 30, 2020, the Intermediate Unit 1 Campus Schools will provide instruction, social work services, and other related services will be provided utilizing an online model. Intermediate Unit 1 staff will be available to communicate with families and students via Class Dojo, Keep Current, virtual/teleconferencing tools (e. g., Zoom, Google Meet, etc.), Remind app, e-mail addresses, and phone numbers provided to families. If the student is not able to participate utilizing the online learning model, or if the family was unable to be contacted, an instructional and/or related service packet will be mailed. |

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| Special Education Supports |
| **Intermediate Unit 1 Campus Schools**  ***Comprehensive Therapeutic Emotional Support (CTES), Therapeutic Emotional Support (TES), Life Skills Support (LSS), Autistic Support (AS), and Multi-Disabilities Support (MDS)***   * Utilize Class Dojo to post lessons. * If the Class Dojo platform is not accessible, an instructional packet will be mailed. * Teachers will provide planned instruction in content areas of English Language Arts, Math, Science, and Social Studies, while focusing on IEP goals and objectives. * Teachers will provide Fab Lab/STEM/Coding activities. * Teachers will provide Physical Education and Health activities. * Teachers will develop probes to monitor the IEP goals. * Daily teacher availability via Phone Conference/Zoom/Google Meet/Class Dojo for implementation of specially designed instruction (SDIs),  instructional support, and questions.   + Document communication.     - Use IEPWriter Phone Log. * Social Work Services   + Daily sessions held via Phone Conference/Zoom/Google Meet/Remind App   + Services delivery will be tiered-Virtual will be preferred method of contact for those who can connect     - Phone via Google voice app to protect personal numbers will be available for those who don’t have reliable internet access.   + Document sessions and communication attempts.     - Use IEPWriter Phone Log. * Telepsych for CTES Medication Management   + Zoom, Skype, or FaceTime will be preferred method   + For those who don’t have access to video or internet, phone calls will be second. * Considerations for MDS   + Use of AbleNet resources at home.   + Additional online resources to support content areas/IEP goals.   + Provide instructional packet, if online accessibility is not available.   + Provide virtual training or phone conference support to parents/guardians for implementation.   + Lead Support Teacher and TaC will assist. * Considerations for AS   + Online resources to support content/IEP goals.   + Online resources for discrete trials.   + Provide virtual training or phone conference support to parents/guardians for implementation.   + Provide instructional packet, if online accessibility is not available.   + Training and Consultation (TaC) staff will support. * Nursing Services   + Provided via Class Dojo/Zoom/Phone Conference.   + Document communication.     - Use IEPWriter Phone Log.   **District Classrooms/Fayette Career and Technology Institute**   * Consult with the host School District concerning their Continuity of Education Plan. * Follow the host School District Plan, if accessible to students in IU1 Classroom. * If the online learning platform is not accessible to families, an instructional packet will be mailed. * Teachers will provide planned instruction in content areas of English Language Arts, Math, Science, and Social Studies, while focusing on IEP goals and objectives. * Teachers will develop probes to monitor the IEP goals. * Daily teacher availability via Phone Conference/Zoom/Google Meet/Class Dojo for implementation of SDIs, instructional support, and questions.   + Document communication.     - Use IEPWriter Phone Log.   **Greene County Academy (Hybrid Learning Program)**   * Continue IU1 Fusion courses or District cyber program involving planned instruction the four content areas of English Language Arts, Mathematics, Science, and Social Studies. * Assigned Special Education Teacher will continue to monitor IEP goals for districts who requested this service. * Daily teacher availability via Phone Conference/Zoom/Google Meet/Class Dojo for implementation of specially designed instruction (SDIs),  instructional support, and questions.   + Document communication. * Social Work Services   + Sessions held via Phone Conference/Zoom/Google Meet/Remind App according to frequency in IEP.   + Delivery will be tiered-virtual will be preferred method-phone will be offered for those who may not be able to connect on internet-social workers will use Google voice app to block numbers.     - Document sessions and communication attempts.       * Use IEPWriter Phone Log.   **Speech, Hearing, and Vision Services**   * Consult with the School District of assignment concerning their Continuity of Education Plan. * Provide online/tele-interventions, if Internet access is available. * If no Internet access, gather instructional materials/resources for parent/guardian packets.   + Offer phone consultations to parents/guardians. * Continue documentation of services in STAR. * Assistive Technology (AT) TaC will support related services in these areas.   **Social Work Services (Assigned to Districts)**   * Consult with the School District of assignment concerning their Continuity of Education Plan. * Develop Google Classroom to post lessons and resources. * Sessions held via Phone Conference/Zoom Google Meet/Remind App as per frequency in IEP.   + Delivery will be tiered-virtual will be preferred method-phone will be offered for those who may not be able to connect on internet-social workers will use Google voice app to block numbers.   + Document sessions and communication attempts.     - Use IEPWriter Phone Log.     **School Psychologists**   * Consult with School District of Assignment. * Work remotely on reports and other tasks assigned by district. * Psychologist Counseling sessions held via Phone Conference/Zoom/Google Meet as per frequency in IEP.   + Document in Outlook Calendar when working.   **Early Intervention Services**   * Contact parents/guardians regarding how to proceed with services.   + Virtual versus Packets * Teachers will provide planned instruction based on students’ IEP goals and developmental needs. * Regularly scheduled Zoom meetings with Staff. * Early Intervention Facebook Page   + Provide links to resources   + Serve as a supplemental location. * Keep Current   + Send e-mail blast to parents/guardians.   + Serve as a resource repository. * Resources/Videos for Related Services.   **Additional Considerations**   * Provision of Accessible Instructional Materials (AIM), such as enlarged print and braille   + Teachers of the Visually Impaired would collaborate with the student’s home School District for provision of these materials to the greatest extent possible. * Provision of Assistive Technology devices and services   + Teacher of record will review assistive technology devices and services in students’ IEPs.   + Provide to the greatest extent possible as documented in IEP.   + Local Assistive Technology Consultant (LATC) and AT TaC will support these efforts. * Positive Behavior Interventions and Supports (PBIS)   + Behavior TaC will provide materials/resources/videos for families.   **IEP Meetings**   * Will be completed in compliance with mandated timelines. * Will be held using virtual/teleconferencing tools (e. g., Zoom, Google Meet, etc.) or via phone conference. |

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| Alternative Education for Disruptive Youth (AEDY) |
| **Intermediate Unit 1 Campus at Colonial**   * Utilize Class Dojo to post lessons. * If Class Dojo platform is not accessible, an instructional packet will be mailed. * Teachers will provide planned instruction in content areas of English Language Arts, Math, Science, and Social Studies. * Teachers will provide Fab Lab/STEM/Coding activities. * Teachers will provide Physical Education and Health activities. * Daily teacher availability via Phone Conference/Zoom/Google Meet/Class Dojo for instructional support and questions.   + Document communication. * Counseling Services   + Provided via Class Dojo/Zoom/Phone Conference.   + Document provision of services. * Formal Periodic Review Meetings   + Held via Zoom/Phone Conference.   + Review student data and progress towards goals.   + Plan exit/transition, when goals are met. |

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| EL Supports |
| **English as a Second Language (ESL) Program**   * Follow School District Procedures in respective Continuity of Education Plan. * Use of iReady, Google Classrooms, GrapeSEED, and RAZ Kids. * Daily teacher availability to provide adaptations and supports. * Use of instructional packets, if online learning platform is not accessible. |

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| NonPublic Schools |
| **NonPublic Instructors and Counselors**   * Follow the individual school procedures. * Letters sent to parents about availability of services. * Use of Google Classroom, RAZ-Kids, Lalio, ST Math and Edmentum online learning platforms. * Instructional packets for those without Internet access or access to online learning platforms. * Social Emotional Learning activities sent from School Counselors. * Counseling sessions by appointment via phone/Zoom. |

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| Hybrid Learning Program |
| **Greene County Academy**   * Continue IU1 Fusion courses or District cyber program involving planned instruction the four content areas of English Language Arts, Mathematics, Science, and Social Studies. * Assigned Special Education Teacher will continue to monitor IEP goals for districts who requested this service. * Daily teacher availability via Phone Conference/Zoom/Google Meet/Class Dojo for implementation of specially designed instruction (SDIs),  instructional support, and questions.   + Document communication. |

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| Gifted Education |
| The Intermediate Unit 1 does not provide direct service in the area of Gifted Education. |

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| Adult Education |
| **Adult Education Distance Learning Plan**   * During the week of April 13-17, 2020, IU1 staff surveyed students about real-time remote learning. Based on the results, each instructor developed a real-time remote learning plan that will be implemented the week of April 27, 2020. Real-Time Remote instruction will be delivered through Zoom or Google Meets through the instructors Google Classroom. * Sessions will be offered focusing on ASE/ABE/ESL. Sessions were designed based on students’ feedback and current student assessments (based on CASAS scores, GED tests completed, and informal classroom assessments completed before the COVID-19 period) * Students in Real-Time Remote Instruction will be offered Supplemental Distance offerings that align with the learning in the real-time class. Aztec, WIN, Khan Academy, and Newsela Pro will be used for this option. * For students who cannot attend the real-time remote learning, IU1 will continue to offer teacher assigned-not supplemental instruction. Aztec, WIN, Khan Academy and Newsela Pro will be used for this option. * For students who do not have access to technology, IU1 will provide paper-based: Reportable under N contract only. For students who request an instructional packet, instructors will arrange packets and mail to the students. Students will take pictures of answers and email/text them to their instructors or discuss answers by phone. * The IHPDS will develop packets for ABE/ASE across ELA, math, Science and Social science and will be distributed to all active and inactive students who are in e-data and not participating in any other the distance learning options. The first packet will include a letter asking students to contact the class instructor by email or remind for additional packets. Information on real-time remote and teacher assigned not supplemental instruction will also be included. * The County Jail Instructor will email/call the Warden to inquire about instructional packet for the students in the county facility. If they are interested, IU1 will provide Paper-Based: Reportable under N contract only for the Greene County Jail students. * IU1 met with the Literacy Council of Southwestern PA. One tutor will begin a real-time remote ESL small group using Zoom and additional tutors will be recruited by the Tutor Coordinator. As tutors contact students and set up sessions, they will be added. Procedures for student identification, participation and attendance and reporting will be reviewed before any sessions begin. * Once real-time remote classes are established and implemented, instructors will invite classroom aides to participate in the sessions. * Student support coordinators met and developed a plan for providing services for students in distance learning. Student Support Coordinators (SSC) will be co-owners on each instructor’s Remind groups. They use Remind to survey students regarding the type of information/updates that are of interest. Based on responses, a weekly student support message will be sent. Videos/images will be added to the messages to try and peak additional interest/involvement. SSC will create a series of career-related/postsecondary transition lessons that can be used by SSC with students using the PA Career Zone web site and other resources. * Unexpected purchases to fulfill the plan include:   + 2 computers for instructors who have old computers that cannot support the real-time software or lack working cameras   + Textbooks for Real-time Remote including Number Power, Kaplan, Biographies for ESL small group, McGraw Hill GED Workbooks for Science, SS and Language Arts, Math Sense: Focus on Operations, Focus on Problem Solving, and Focus on Analysis, Breakthrough to Math; Level 3: Algebra text and teacher edition. Additional text or digital text may be needed as instruction continues. Most instructors are focusing on online resources that can be uploaded.   + Postage for send instructional packets   + Expense to upgrade two Remind accounts to pay for Student Support Coordinators so they can be on more than 10 class accounts   + Asking Aztec for a new quote for additional seats, want to increase by 10. May negotiate the payment for a contract renewal since our contract is almost expired. Waiting on quote from company.   **Adult Education Distance Learning Procedure**   * IU1 instructors/tutors will be holding remote instruction with students they served in face-to-face classes so they can confirm student identity. * IU1 instructors/tutors will begin each remote learning session with an introduction activity that will require students to identify themselves and confirm participation. * IU1 instructors/tutors will monitor student participation and will log each student’s log-on and log-off times. * IU1 instructors/tutors will all utilize the same remote learning sign-in sheet and will record student participation for each real-time remote learning session. * IU1 instructors/tutors will use the daily sign-in sheets to report attendance on the monthly attendance sheets stored in Dropbox. The IU1 E-Data Specialist will use the attendance sheets to record weekly attendance hours in real-time remote learning. * IU1 instructors will utilize the time reports of Aztec, Win and Khan Academy to report weekly attendance hours in Supplemental Distance and Teacher-Assigned not Supplemental * The E-Data Quality Specialist will create real-time remote instruction classes based on the information provided in the completed real time remote surveys. * The E-Data Quality Specialist will create reporting procedures for supplemental and Teacher Assigned not Supplemental hours. * SSC will provide support to students in all Distance Learning (DL) COVID-19 offerings. * The Tutor Coordinator (Optional Tutoring Project) will support tutors with real-time remote instruction. |

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| Resource Links |
| IU1 COVID-19 Resources: <https://www.iu1.org/departments/additional-resources/index>  Aztec: <https://www.aztecsoftware.com/high-school-equivalency/>  Class Dojo Remote Learning Resources: <https://www.classdojo.com/remotelearning/>  Edmentum: <https://www.edmentum.com/>  Google Classroom: <https://classroom.google.com/h>  Google Meet: <https://meet.google.com/>  GrapeSEED: <https://grapeseedus.com/>  iReady: <https://www.curriculumassociates.com/products/i-ready>  Khan Academy: <https://www.khanacademy.org/>  Lalio: <https://lalilo.com/?language=en>  Newsela Pro: <https://newsela.com/>  PA Career Zone: <https://www.pacareerzone.org/>  RAZ-Kids: <https://www.raz-kids.com/>  Remind App: <https://www.remind.com/>  ST Math: <https://www.stmath.com/>  WIN: <https://www.winlearning.com/>  Zoom: <https://zoom.us/> |