

Continuity of Education Plan

Intermediate Unit	Chester County Intermediate Unit
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Goal of Plan

The goal of Chester County Intermediate Unit (CCIU) is to provide continuity of education to all CCIU students. The CCIU operates the following educational and support programs and services:

1. Preschool Special Education /Early Intervention
2. Early Head Start
3. Head Start
4. Pre-K Counts
5. Early Childhood Education Centers
6. Career and Technical Centers: Chester County Technical College High School
Brandywine, Pennock's Bridge and Pickering Campuses
7. Practical Nursing Program
8. Brandywine Virtual Academy
9. Student Driver Education
10. Non-Public School Services
11. Migrant Education Program
12. Young Parents Program
13. 21st Century Learning Centers
14. Programming for 1306 Students in Residential Treatment Centers
15. Educational Programming for Incarcerated Youth in Chester County Prison and
Chester County Youth Center
16. Programing for the Blind and Visually Impaired
17. Two center-based special education centers
18. Ten partial-hospitalization classrooms
19. Three Gateway Mental Health Programs
20. Five Pathway to Transition Programs
21. Related Services (OT/PT/Speech/Community-Based Instruction, Psychological
Services)
22. Advanced Clinical Services
23. Cross-District Educational Programming (special education and regular education)
24. In-District Educational Programming (special education and regular education)

25. Numerous additional special education programs focused on a particular population or disability category
26. Behavioral Health Rehabilitation Services/Home and Community Services

Overview of Plan

During the COVID-19 mandatory closure of schools the CCIU will make a good faith effort to provide instruction to all students enrolled full- and part-time in CCIU programs.

Instruction is defined as any or all of the following: (a) maintaining student skills, (b) introducing new skills or content (asynchronously or synchronously) if new learning can be built on or incorporated into maintenance instruction, (c) providing supplemental and enrichment activities and, (d) to the degree students are able, independent work.

Instruction will be provided by educational staff. Educational staff are defined as any of the four employment groups within the CCIU: professional, support, project and administrative staff.

As needed, CCIU educational staff will be provided staff development and opportunities to collaborate with other professionals in order to provide virtual instruction on an ongoing basis.

To the degree possible, students within CCIU programs who are not permitted, or who are unable to participate virtually, will be provided printed learning packets that are aligned to the instruction being taught to their peers via online instruction.

Students will also be provided with online and paper resources.

The CCIU will also provide virtual services, supports and resources to families participating in CCIU behavioral health rehabilitation services through Home and Community Services, Young Parents, and Early Childhood Education Centers.

Expectations for Teaching and Learning

The teaching and learning staff of the Chester County Intermediate Unit are expected to design and execute lessons appropriate to individual caseloads and in compliance with the Pennsylvania Department of Education (PDE) regulations as well as other regulatory agencies.

Educational staff previously teaching using online formats are expected to continue to do so and to maintain to the degree that they are able the procedures and practices that were in operation prior to the COVID-19 outbreak.

Staff previously teaching in physical school buildings, community sites, community agencies or homes are expected to move to virtual environments. Educational staff are expected to apply the staff development received regarding teaching and learning in the virtual environment and embed best practices into lesson design and delivery.

Educational staff are expected to remain engaged with professional team members and collaborate on a regular basis.

Educational staff are expected to use available resources to maximize teaching and learning for students.

Although the diversity of the educational programs at the CCIU require individualization of teacher schedules, a summary of our online instructional services is provided below:

Synchronous Virtual Instruction: direct, explicit instruction of specific core content; remediation; and/or enrichment of novel or taught content; customized to meet the individual needs of students. Teacher-led instruction that facilitates peer interactions and opportunities for students to gain new skills and generalize previously taught skills.

Instructional Groupings: The number of students present for instruction will vary depending on the instructional goal(s) for the lesson and will be responsive to the developmental needs of the students participating in each lesson. The goal(s) for each lesson will include but are not limited to; core content, social/behavioral goals, activities of daily living, and transition related activities. Instructional goals will include both new content and reinforcement of skills that were mastered prior to the COVID 19 closure. Instruction will be provided by teachers, related service providers, instructional aides, project staff and/or administrators.

- Whole Group: teacher-directed real-time online instruction with the entire classroom.
- Small Group: teacher-directed real-time online instruction with small groups of students within a classroom.
- Individual: teacher-directed real-time online instruction with the student.

Virtual Office Hours: Virtual office hours will be set up by each professional to support both students and parents/guardians during the period of the COVID 19 closure. Services provided may include but are not limited to the following:

- 1:1 student support: This may include; remedial instruction to support successful participation in whole or small group activities, emotional behavior assistance, technology support or training, etc.
- 1:1 parent/caregiver support: This may include support with; setting up the instructional environment for success, technology support, activities to support generalization of skills taught outside of the planned online sessions with the teacher, behavioral interventions, etc.
- Consultation/Collaboration: Multidisciplinary team members (including the parent) can connect on interventions and supports geared toward maximizing students instructional engagement.

Asynchronous Virtual Instruction

- Recorded lessons: direct instruction lessons to provide novel instruction at each students' pace; opportunities to review instructional material at a time convenient for parents

- Independent work: self-guided classwork or inquiry-based activities to allow students to demonstrate comprehension of learning/skills
- Packets of work: novel, remediation or enrichment activities that can be completed by students without access to technology

Brandywine Virtual Academy Schedule:

Although work completion is the ultimate expectation, students in grades 7-12 should work for 27.5 hours per week on their classes, and elementary students should work for 25 hours per week on their classes.

As appropriate, special education and related services will be provided to students with disabilities to the maximum extent possible during the period of the COVID 19 closure. The services provided to each student will vary based on their individual needs. Consideration will also be given to the family needs during this time.

Career & Technical Education, Special Education, and Regular Education Online Learning:

Students should engage in a minimum of 2 hours of daily planned synchronous instruction and independent work provided by Career and Technology Education teachers, regular education teachers and/or special education teachers. Instructor facilitated virtual office hours are provided for 60 minutes daily.

Students that were receiving itinerant services (consultative support, preview/review of content, test taking accommodations, etc.) prior to the closure will generally receive the same level and frequency of service provided prior to the closure.

Special education and related services will be provided to students with disabilities to the maximum extent possible during the period of closure due to the COVID 19 closure. The services provided to each child will vary based on the individual needs of the student and family.

Online Learning Schedule for Emotional Support and Learning Support:

Students should engage in a minimum of 3 hours daily of planned synchronous instruction and independent work. Instructor facilitated virtual office hours are provided daily for an hour.

Students that were receiving itinerant services (consultative support, preview/review of content, test taking accommodations, etc.) prior to the closure will generally receive the same level and frequency of service provided prior to the closure.

Special education and related services will be provided to students with disabilities to the maximum extent possible during the period of closure due to the COVID 19 closure. The services provided to each child will vary based on the individual needs of the student and family.

Center-Based Online Learning Schedule for Low Incidence Populations (Autistic Support, Multiple Disability Support, Life Skills Support):

Teacher-directed whole group lessons that include novel content instruction and/or social emotional learning activities for up to 60 minutes daily. Small group and individual instruction geared to individual student needs will be provided for up to 120 minutes daily. Consultative or co-taught learning opportunities to build independence and practice will occur at a minimum of 30 minutes per week. Individual family “check ins” will also occur one time per week for 15 minutes.

Students that were receiving itinerant services (consultative support, preview/review of content, test taking accommodations, etc.) prior to the closure will generally receive the same level and frequency of service provided prior to the closure.

Special education and related services will be provided to students with disabilities to the maximum extent possible during the period of closure due to the COVID 19 closure. The services provided to each child will vary based on the individual needs of the student and family.

Preschool Special Education:

Special education and related services will be provided to preschool children with disabilities to the maximum extent possible during the period of closure due to the COVID 19 closure. The services described below are temporary and do not constitute a change of placement for the student. The services provided to each child will vary based on the individual needs of the student and family. The following is a general description of the minimum level of service a student may receive.

Students that were receiving itinerant services (specialized instruction, speech and language, occupational therapy, etc.) prior to the closure will generally receive the same level and frequency of service provided prior to the closure. Students that were placed in our Developmental Delay and Behavior Classrooms will receive a minimum of 60 minutes of whole group instruction per day and 60 minutes of small group/individual instruction per week (not including related services). Individual family “check ins” will also occur one time per week for 15 minutes. Students in our Multiple Disability Support and Autistic Support Programs will minimally receive three 1:1 coaching session per week with the parent for 30 minutes. Also, students will minimally receive a 1:1 15-minute session with the teacher (not including related services). Students in our language support classrooms will minimally receive a 1:1 parent coaching session for 15 minutes per week, one small group session for 15 minutes per week and two whole group sessions for 30 minutes twice a week (not including related services).

The educational staff will maintain contact with students and or families, by phone, email, computer, or mail using at least one of the methods noted below:

1. Synchronous and asynchronous virtual learning
2. Designated virtual office time for students
3. Designated virtual office time for parents/caregivers
4. Student work reviews
5. Virtual Parent Support Groups
6. Student Information Systems (Genius, PowerSchool)
7. Written communication via U.S. Mail
8. Texting, Apps such as Remind, and organization-wide messaging systems such as SchoolMessenger, PowerSchool and Genius

Access (Devices, Platforms, Handouts)

The CCIU will make a good faith effort to use a variety of strategies to ensure, to the extent possible, access to learning for all school-aged students. The devices that will be used include, but are not limited to, Chromebooks, Apple laptops, iPads, iPhones and students' available technology from the home environment. For internet access, CCIU will encourage the use of the Comcast Internet Essentials program for those who qualify or provide Cellular Wi-Fi Hotspots if other options are not viable. CCIU will work with school districts and charter schools that already have technology in the home to make use of those existing resources. The availability of some technology may be severely constrained; CCIU will use all possible avenues to distribute existing and new resources where needed.

The software platforms being used include Odysseyware, Edgenuity, Buzz, Accelerate Education and eDynamic Learning. These platforms link with one of CCIU's student information systems. Additionally, the CCIU is using Google Classrooms and Moodle as learning management systems (LMS).

Paper learning packets will be provided for students for whom the use of technology is not a possibility, such as students placed in incarcerated environments, or whose families request paper learning packets over virtual learning.

Staff General Expectations

Educational staff are expected to follow daily schedules already in use or schedules developed or approved by program supervisors. Staff are expected to monitor student participation and use pre-established procedures for intervening and reporting lack of student participation.

Staff are expected to track participation in the virtual environment and stay in contact with students and families, regardless of the student's participation in virtual environments.

Professional and support staff will be expected to work hours and days as defined in CCIU/CCIUEA collective bargaining agreements. Professional staff work 7.5 hours per day, receive a 30-minute, duty-free lunch daily and receive a minimum of approximately 225 minutes of non-continuous planning time per week. Support staff work varying hours and under varying circumstances depending upon specific positions and full-time equivalency

(FTE). Nothing in this plan shall be construed or deemed to create a past practice or understanding governing staff working conditions during periods that schools are open.

Student Expectations

Students are expected, to the extent possible, to do the following:

1. Participate and engage in the virtual environment and/or paper/pencil learning activities as assigned;
2. Follow synchronous instructional schedules provided by classroom and homeroom teacher or, when doing so is not possible, participate in asynchronous instruction when available;
3. Report questions/concerns to the educational team regarding assignments or expectations;
4. Take advantage of virtual office hours provided by instructors;
5. Request additional supports as needed, including mental health, nursing, guidance support;
6. Do their best to engage with peers in the virtual classroom to complete group work
7. Use the support of e-helpers as needed and suggested;
8. Adhere to the student Code of Conduct applicable to classroom behavior, bullying, and harassment while engaged in virtual learning; and,
9. Students enrolled in the Brandywine Virtual Academy are to observe the guidelines provided in the Student Handbook and that can be downloaded from the CCIU website at <http://www.cciu.org/BVAStudentHandbook>.

Attendance / Accountability

Student participation in CCIU-operated schools and programs is tracked in the PowerSchool and/or Genius student information systems. Unless directed otherwise by a student's school district of residence, after three consecutive school days of no participation/activity by students, CCIU staff will make contact with families to determine the issue and/or offer assistance with, or alternative means of, participation

Student attendance in the CCIU Continuity of Education program will be recorded and reported to each district in accordance with, to the extent possible, the attendance practices of that District in its Continuity of Education program, if any.

Good Faith Efforts for Access and Equity for All Students

The CCIU conducted a technology survey for families. Approximately 5,709 surveys went out to families for the purpose of gathering information regarding technology available and technology needed for students to participate in virtual learning.

The CCIU is using all available resources to the extent possible to provide technology to the students and families that are in need of technology hardware and/or internet access, and/or to assist families in making use of existing resources in their home.

The CCIU is redistributing program and school-specific Chromebooks, Apple laptops, and iPads to students in need. Additionally, the CCIU is assisting families in obtaining home Internet service via the Comcast Internet Essentials program and/or by distributing Wi-Fi Hotspots where other options are not available.

Educational staff will make all efforts to assist families with technology issues at the building/program level using resources available. If the building/program level administrators are unable to problem solve the technology issue, then it will be elevated to the technology division.

Special Education Supports

The CCIU operates many special education programs and as such, the needs of special education students were at the forefront of planning to move to a virtual environment.

Students, to the extent possible, will be provided with specially designed instruction and related services as per student IEPs and/or student need. This would be completed virtually as a first-preferred choice and via phone/email consultation as a second, less-preferred option.

Lessons and materials will be adapted as they would be in traditional school building environments. Educational staff, including the support of instructional assistants and behavior support staff, will be available for large and small group support as well as individualized support. Students will be offered the following related services: OT, PT, speech, community-based instruction, mental health services, psychological services, support for students with blindness/visual impairment, support for students with deafness/hearing loss, reading and math instruction support, and direct instruction.

Attempts will also be made to incorporate personal care assistance services into virtual programming. Parents are being notified of specific plans for students from classroom teachers, building leadership and program supervisors.

The schedules outlined above in “Expectations for Teaching and Learning” will provide a framework for organizing special education instruction and related services in a manner that is as individualized to address student needs and as consistent with individual student IEPs as is possible in an entirely-virtual learning environment.

English Language Supports

Students with identified English language needs will continue to receive instruction in and support with listening, speaking, reading, and writing in English, to the extent possible, in virtual environment and/or via learning packets. English as a Second Language (ESL) teachers and additional educational staff that provided support to identified students will remain available in virtual environments.

Gifted Education

Students with identified needs in gifted education that were being provided gifted services or instructional modifications from CCIU educational staff will continue to receive these services in the virtual environment to the extent possible.

CCIU Contacts

CCIU Directors & Cabinet Members

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Career, Technical and Customized Education Division

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Communications and Learning Solutions

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Mr. Kevin Ballisty, Operations Manager, Online Learning

Student Services Division

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Child and Career Development Center

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Jennifer Williams, Assistant Principal

Nancy Young, Assistant Principal

Chester County Learning Center

Chamise Taylor, Principal, 610-384-6030

Erik Roussel, Assistant Principal

Christine Campbell, Assistant Principal

Clinical School-Based Mental Health and Partial Programs (Care, Teach, Reach, CHANGES, Gateway-Mental Health, Mental Health Specialists, Juvenile Probation, CCLC/CDC Mental Health, APT Academy)

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Non-Public Services, Chester County Prison, Youth Center Programs, SAT, Career Academies and Science Center

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Cross District, Transition Pathways (CBI), Homebound

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Home and Community Services/Compliance Officer

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Transition Pathways (Discover/Travel Training/County Cup)

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Hearing, Audiology and Vision Services

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Psychological Services and 1306 Programming

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Migrant Education and 21st Century Community Learning Center Programs

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Preschool Special Education (PSE)

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