



## Continuity of Education Plan

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### Goal of Plan

Midwestern Intermediate Unit IV (MIU IV) Early Intervention and School Age Programs in Special Education will provide **Continuity of Education** during Pennsylvania’s mandated school closure due to the COVID-19 pandemic. MIU IV will develop and provide, in good faith, appropriate and reasonable supports and services for students with diverse learning needs. We will provide education through a combination of both planned instruction, enrichment and review activities.

### Overview of Plan

The overview of MIU IV **Continuity of Education** Plan for Special Education is that staff will provide a good faith effort to ensure students have access to Free and Appropriate Education (FAPE) given the national epidemic. Students will have access to planned instruction, enrichment and review activities. The delivery of these approaches will be aligned to the students’ IEP goals and adjusted and modified as needed during the duration of Pennsylvania’s school closure order from Governor Wolf.

### Expectations for Teaching and Learning

MIU IV Early Intervention teachers and related service staff are expected to reach out to all their families and provide ongoing support. Early Intervention staff have received professional development in the coaching model from EITA consultants. Staff are expected to share with parents coaching techniques and provide them with pre-recorded videos where they model skill development for parents. In addition, enrichment and review activities will be provided to students and families on a weekly basis. All developmental areas will be considered. Older students that are able to do tasks independently, teachers and therapists will provide virtual (synchronous and asynchronous) to the highest extent possible daily. MIU IV staff will work with families and caregivers when a student is not able to participate or engage with any virtual learning as frequently as the families are able.



## Communication Tools and Strategies

All parents will receive a letter, email or a telephone call to outline the **Continuity of Education Plan**. The parent can share any concerns with their child's teaching team. MIU IV staff have a plan for providing services and how they communicate with parents. MIU IV staff communicate by using email, telephonic contacts, Google Class Sites, and shared Google Folders. Under this plan, the family of a child receiving special education services will be contacted by their child's service providers. During this contact, they will explain the tele-intervention methods available to support their child. Each MIU IV staff member has developed a Google Site that parents can access. The site will be updated weekly and will contain a variety of strategies, activities and resources. For parents who are unable to access the Google Site, staff will provide phone consultations offering resources and support. In addition, MIU IV staff have available office hours for parents to reach out with questions. Finally, each staff member has scheduled virtual or telephonic student check-ins.

## Access (Devices, Platforms, Handouts)

MIU IV Early Intervention School Psychologist created an Early Intervention Portal for parents to access. <https://sites.google.com/prod/miu4.org/eiparentportal/pbis>

Included on this portal, there is a tab for COVID-19 with many resources for parents when talking to their children about the Coronavirus. In addition, there is a Family Staycation Kit along with several social stories that parents can use.

On MIU IV website, School-age staff have listed all resources by disability category for parents.

- MIU IV staff has access to the following **devices**: MIU IV issued laptops, iPads, and/or cellular phones.
- MIU IV staff has access to the following **platforms**: G Suite, including but not limited to Google Meet (synchronous and asynchronous instruction), Google Sites (asynchronous instruction), and Google Folders – shared (asynchronous instruction) and Seesaw.
- MIU IV staff has access to the following **handouts**: If parents do not have access to technology to participate in online learning, packets are available on a weekly basis.

## Staff General Expectations

MIU IV expects staff to work remotely, following their regular work schedules to the greatest extent possible under the current circumstances of mandated school closure. MIU IV administrators have discussed flexibility in schedules and will be considered on an individualized basis. It is expected that MIU IV Educational Consultants, teachers, therapists and paraprofessional support staff will:

- Maintain Google calendar reflective of their day's work
- Complete logs for Medical Access when appropriate
- Communicate at least 1x/week with each parent /caregiver to discuss individual student needs.
- Document services and consultative supports provided to students/families.
- Support families and students through planning and sharing of learning activities and useful resources



- If needed, create and disseminate learning packets, materials, and resources to families that do not have technology.
- Meet with classrooms, student-focused educational teams to collaborate, problem-solve, and develop learning activities for students.
- Participate in IEP team meetings and maintain timelines for special education compliance.
- Participate in Google Classroom and Google Sites training to develop virtual teaching skills and a site to support students and families through online learning.
- Continue to grow professionally and do any other tasks assigned by supervisor.

## Student Expectations

MIU IV teachers and related staff support the **Continuity of Education Plan** and encourage all students and families to engage in consultation, check-ins, and learning activities provided, as appropriate, and to the extent possible. As most teachers and therapists 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 outlined specifically for the student and family. Teachers may provide synchronous or asynchronous learning activities to support student learning. MIU IV staff understand that their students' participation requires adult assistance from the child's home to support and assist them with the learning activities and services for Early Intervention and some of our complex Autistic and Multi-Disabilities Support Classrooms.

## Attendance / Accountability

MIU IV Special Education in Early Intervention and School Age are performing synchronous sessions when we are able to coordinate that with students and their families. In addition, we are offering asynchronous sessions where they are pre-recorded with ABA lessons or speech lessons. MIU IV staff will maintain records of individual parent contact information and level of student engagement in lessons and activities. Itinerant teachers/therapists, are tracking the number of times a student participated in group/individual virtual learning session (# of sessions participated/number of sessions offered), evidenced engagement in asynchronous learning (# number of occasions in which student was engaged/total number of occasions in which the student had opportunities to engage).

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

MIU IV has made a good faith effort to provide access and equity for meeting the needs of all our learners through the **Continuity of Education Plan**. The reasonable and appropriate supports that we put in place are distribution of printed materials, online learning options and individualized support on an as needed basis. In addition, we have offered options for small group and individualized learning through synchronous or asynchronous means.



## Special Education Supports

Early Intervention staff have created their own Google Sites. Each site has videos of staff modeling lessons along with resources for a variety of developmental strategies for families to use during this time. Our PBIS Core Team has developed a Parent Portal site that provides behavior resources for families. Each site has staff contact information along with their hours they are available. For families who are not able to access the internet to utilize this site, our EI staff is providing phone consultations

The Training and Consultation(TaC) team are offering weekly virtual training and professional learning communities(PLC) to IU staff as well as all member districts, vocational technical schools, approved private schools , and charter schools. Training is for administrators, general and special teachers, paraprofessionals, secretaries, guidance, and other related service personnel. TaC consultants also have office hours where they can provide technical assistance. A support email has been created for the different initiatives that go directly to the assigned consultants. These email addresses have been shared with our districts as well as posted on our website.

The Teachers of the Visually Impaired and the Hearing Teachers make weekly calls via phone or video chat to maintain contact, work on and/or review assigned activities. They send weekly packets home for students to complete. They are using Google Classroom, Google Sites and Google Meet. They are attending IEP meetings via zoom. They are making weekly lessons and self videos. The vision teachers are conducting distance braille instruction classes. The audiologists are contacting families and/or teachers to make sure that the students are hearing adequately. They are making recommendations for devices. They are updating and participating in IEP meetings, and emailing students and parents. Interpreters are participating in online professional development and participating in Google Meet with students to interpret lessons.

Occupational therapists and physical therapists are collaboratively working with their EI classroom teacher and have directly posted on their Google sites. They have posted videos, lessons, and links to resources for the families to use and are updated weekly. The occupational and physical therapists with itinerant students not in a classroom have developed their own Google sites and have posted videos, lessons, and links to resources for the families to use and are updated weekly. The therapists have provided their contact information on their sites and have contacted families to direct them to their sites for their content.

OT supports <https://sites.google.com/miu4.org/otptresources/ot-for-preschool>

OT supports <https://sites.google.com/miu4.org/otptresources/ot-for-school-age>

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School age classroom teachers are providing live instructional sessions for the whole class daily, individual sessions for students with ABA goals, and one on one instruction for specific student needs. Each school age classroom teacher offers live office hours for additional support for parents and students on provided instructional materials. In addition to live instruction each classroom teacher has either an active and updated google classroom or google site for additional activities to be accessed. The students with limited developmental or physical abilities packets have been provided to their home districts to be sent in the mail as well as emails to the parents with the provided materials.

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The families with limited technology, emails with attachments or prerecorded videos of instruction have been attached to the emails. Each parent has been called and provided instructions on how to access materials and which platform is best for their child and abilities. All related services are collaborating with the classroom teacher and delivering services in the same manner that has been determined the best for the student and their needs.

ABA supports <https://www.pattan.net/Disabilities/Autism/Autism-Initiative-ABA-Supports-1>

Upon return to school, the IEP team will reassess each student to determine progress made toward IEP goals and objectives.

## EL Supports

<https://www.pattan.net/Multi-Tiered-System-of-Support/English-Learners/COVID-19>

Parent Portal <https://sites.google.com/prod/miu4.org/eiparentportal>

Read works <https://www.readworks.org/>

Translation and Interpretation Services <https://translate.google.com/>

## Gifted Education

Currently, MIU IV Early Intervention or School-Age Special Education Program does not have any students identified as Gifted. If they did, they would collaborate and provide needed supports to meet their student's needs.

## Midwestern Intermediate Unit IV /Special Education Contacts

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## Resource Links

Midwestern Intermediate Unit IV website [www.miu4.org](http://www.miu4.org)

Early Intervention Technical Assistance Portal <http://www.eita-pa.org/>

PATTAN Resources <https://www.pattan.net/Home/Mini-Slideshow-With-Image/COVID-19-Resources-1>

Behavior Resources <https://www.pbis.org/topics/early-childhood-pbis>

PA Promise for Children <https://papromiseforchildren.com/family-coronavirus-resources/>

PEAL <https://pealcenter.org/peals-covid-19-resource-page/>

Early Childhood Technical Resource Center <https://ectacenter.org/topics/disaster/coronavirus.asp>

Division for Early Childhood <https://www.dec-sp.ed.gov/ei-ecse-resources-covid-19>