



Empowering Partnerships For Education

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Delaware County Intermediate Unit 25 Continuity of Education Plan

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Goal of Plan

The goal of DCIU's Continuity of Education plan is to provide education and service opportunities that include planned instruction, enrichment, and review during the school closures due to COVID-19. The mission of the Delaware County Intermediate Unit, a regional educational service agency, is to provide leadership in the development and delivery of quality, cost-effective programs and services to school communities through a combination of planned instruction, enrichment and review during these unprecedented times. DCIU has developed a Continuity of Education plan, with the goal of the continuation to deliver educational opportunities to all students through planned instruction, enrichment and review for the programs: Head Start/Early Head Start, Early Intervention, K-12 Special Education Programs and Related Services, Nonpublic School Services, and Auxiliary Programs. To the greatest extent possible, planned instruction through online learning will include supplementary aids and services as part of the continuation of special education supports including related services (speech, occupational therapy, physical therapy, hearing, vision, transition, and mental health counseling) consistent with each student's IEP that meet social distancing guidelines and the health needs of students and staff.

Overview of Plan

DCIU Continuity of Education will provide a broad continuum of support, ranging from enrichment and review to planned instruction. All programs will make a good-faith effort to ensure equity and access across all subgroups of students. The following is an overview for programs operated at the DCIU.

Head Start

Head Start programs and services will include planned instruction and enrichment and review activities. Administration will work with teachers, professionals and support staff on weekly and daily schedules to support children and families with instructional materials for enrichment and review. The platform of Class Dojo® will be used with staff and families to support these activities. Administration and education coordinators (serve as instructional coaches) will collect daily summaries, review and provide feedback and suggestions on how to improve remote physical classroom environments, review activities, and provide additional resources for review. During closure, staff will also provide check-ins, resources, and home visits through virtual platforms (e.g., FaceTime, Skype, Zoom, phone calls, etc.).

Individual Family Service Workers (FSW) will continue to offer individual services through planned instruction by conducting weekly phone calls through virtual platforms and will serve as liaison to instructional staff to provide families with weekly enrichment activities. FSWs will provide a two-hour window for parents to contact them about the enrichment and review activities. The Assistant Director for family services is available to assist families from 8:00 a.m. to 4:00 p.m. Monday through Friday.

Early Head Start Home Based Home Visitors will continue individual weekly home visits via virtual platforms to families of infants and toddlers on their caseloads. They will contact families who apply on-line for the program and gather information via email for registration.

Early Intervention

DCIU Early Intervention administrators, teachers, and therapists developed mechanisms for planned instruction through online platforms and enrichment and review activities. The Early Intervention Program is working to provide continuity of education to meet the needs of the diverse population being served. Our staff are committed to working with our families and children in developing a model of distance learning and parent coaching that is appropriate and reasonable for each child's needs and one that is developmentally appropriate for preschoolers.

DCIU will be providing tele-practice as appropriate based on individualized education plans for instruction and related services. Teletherapy enables the teacher or therapist to remotely interact with children and families to provide ongoing coaching and services as outlined in children's IEPs. This can be done in a variety of ways including Zoom, Skype, Google Meet, FaceTime, phone consultation, and other platforms, allowing us to continue to deliver quality planned instruction to Delaware County families. DCIU also recognizes the need to provide enrichment and review activities to support planned instruction. Materials will be provided to families through digital modalities (i.e., email, postings to website) or through non-digital means (i.e., packet pick up).

Project ELECT

Project ELECT staff are providing planned instruction through case management and group education through different virtual platforms including FaceTime, Skype, Zoom, phone calls, etc. Case managers will continue to provide individual case-management services to their respective caseloads during service hours. Case managers will utilize the Nurturing Skills for Teen Parents curriculum to guide individual sessions with students. All staff will update and maintain shared documents listing community resources related to COVID-19. This includes food pantries, Women, Infant and Children (WIC) updates, emergency housing, and linkages to supports as necessary. Monthly education workshops will continue with ELECT students using Zoom. Workshops will be conducted in the remainder of the school year and will be offered on multiple dates.

Delaware County Juvenile Detention Center

The Delaware County Juvenile Detention Center does not allow students to use technology (no internet use by any students) nor access to any online platforms. Therefore, this plan provides enrichment and review activities. Teachers will develop weekly enrichment and review activities for the subjects of General Science, General Math, English, and Health. These activities can commence while the students are detained. Through collaboration with detention center staff, students will be provided with the packets and time to engage in the activities. The lead teacher will monitor student engagement in the enrichment and review activities. When students are discharged home, the lead teacher will alert the LEA that the student has returned home by informing the building principal, guidance counselor, and if the student has been identified for special education supports and services, the special education director.

George Hill Prison

The George Hill Prison does not allow students to use technology (no internet use by any students) nor access to any online platforms. This plan provides enrichment and review. Teachers will develop weekly packets of paper activities for each subject – General Science, General Math, English, and Health. These activities will be provided to the prison staff for distribution to students.

Special Education Programs

Students (ages 5 through 21) in DCIU School-aged Special Education Programs will receive their planned instruction virtually and enrichment and review through paper resources, mailings, or electronically. Teachers will provide planned instruction in a variety of ways in the virtual environment and through teletherapy and tele-education. It is important to consider our students' different home-education settings and abilities that may not permit them to participate in synchronous (live) educational opportunities. Our goal is to work collaboratively with the districts and families we serve; therefore, we recognize that the options will vary based upon the needs of the students and their families. A component of this model is parent consultation to strengthen skills to support students with disabilities access planned instruction. While our overall goal is to provide virtual instruction for our students, we may need to implement one or a combination of the opportunities listed above to best meet individual needs.

Vision, Hearing, Speech and Language, Occupational and Physical Therapy Supports

DCIU's vision and orientation and mobility teachers, speech and language, occupational and physical therapist are prepared to support planned instruction through teletherapy. We will continue to be the go-to source for delivering quality instruction to students with vision, hearing, speech, language, occupational and physical needs. Consultation is available to individual teachers, families, and students as shifts in education require flexible instructional approaches, including on-line learning platforms. Accessibility to voice-activated and other vision-related accommodations will be vital to ensure equity for students with vision loss. Administrators, teachers, and professional staff will assist families access the necessary technology or altered materials, so students have access to the academic content.

DCIU related service providers are contacting school district special education case managers and setting up virtual therapy opportunities following the guidelines established by the school district. Consultation services are also provided to school district staff and families.

Teachers and case managers of students enrolled in the DCIU programs are working with families and school districts and developed mutually agreed-upon plans for planned instruction. Consultation services and supports for school personnel will take place between DCIU staff and each school district staff using virtual meetings. If a child has audiology supports, this will be done through consultative services.

For these related services, planned instruction, enrichment and review activities will be implemented related to goals and supplemental aids and services in good faith as outlined in students IEPs. Students will work with the related service providers to gain access to the on-line curriculum being delivered by the school district in which the student receives his/her educational program. Related service support activities will include access to the online curriculum and supplemental resources. These types of activities are provided when direct instruction by a support teacher is listed as a service on an IEP.

Related service providers working in DCIU Special Programs at DCIU sites will provide services via tele practice through different virtual platforms including FaceTime, Zoom and Phone Calls. Record reviews, teacher and parent interviews and assessment via telepractice through different virtual platforms including FaceTime, Zoom and Phone Calls will be conducted.

Expectations for Teaching and Learning

The expectations for Teaching and Learning varies depending on the level of needs of students and IEPs. Overall, educators will provide planned instruction as well as enrichment and review activities. The following provides a general overview of the content being delivered:

- Students with disabilities in DCIU’s emotional support programs continue to have access to elective course programming, credit recovery, and 2.5 hours of counseling per week through teletherapy and tele-education. For students who receive mental health services as part of their IEPs, students will continue to receive access to their mental health services (psychiatric consultation, counseling supports).
- Students with disabilities in DCIU’s full time low incidence programs (autism, multiple disabilities, intellectual disabilities) have access to daily one-on-one synchronous virtual sessions with teacher. Each classroom teacher will provide 30 minutes of direct instruction to each student via Zoom to address each student’s IEP goals. Additional activities will be provided to families to work on between instructional sessions. In addition to the 30 minutes of direct instruction from the classroom teacher, related service providers will be using telepractice to deliver related services as stipulated in the student’s IEP.
- Grade-level curriculum will be provided on various platforms for synchronous instruction, all of which are already used in the intermediate unit and include an online component for students. Odysseyware [all core content areas for high-school and selected middle-school students. ELA and science for grades K- 8]. Teacher dashboard can view individual student progress on assignments. Students will progress through the curriculum by completing teacher-developed assignments. Students can message the teacher through the online platform to ask questions.
- DCIU will implement an array of curriculum programs to support the planned instruction for students. These include: Go Math! (K-8) Reading Wonders (K-6 and selected 7th & 8th grade students); Teacher Curriculum Institute (TCI) (social studies core content areas for grades K-8); RazKids A-Z (K-8); SumDog (K-12); IXL (online diagnostic tool for grades 9-12); Odysseyware (K-12); and Edgenuity (9-12). For students in Low Incidence programs, UNIQUE curriculum will be used as well as teacher directed, created materials and lessons.
- Teachers will provide office hours to answer questions.
- Teachers will have live hours for synchronous instruction and record lessons for asynchronous delivery.

Communication Tools and Strategies

Delaware County Intermediate Unit will be providing communication to parents, students, and local education agencies (as appropriate) for all programs on a regular basis by utilizing notification systems of calling and emailing. DCIU has also developed the DCIU eLearning Toolkit (housed on front page of DCIU website) with an array of resources for families as well as staff. Staff will collaborate with families through online learning platforms, emails, and phone calls.

The following tools will be used to communicate with parents and families during the mandated closure: Blackboard Connect Phone, email Messages, and the DCIU Website, www.dciu.org. Classroom and student-specific communications will focus on sharing educational resources and learning activities with families, as well as individualized family supports. Teachers will be expected to communicate virtually or via telephone or email weekly with families to review each student’s progress and needs for additional support. Teachers will be expected to provide daily learning activities, but may communicate those daily or weekly, as appropriate, for the program. In addition to these methods of communication, programs may opt to utilize written communication to reach families who are unavailable via other means such as phone, email, etc.

Access (Devices, Platforms, Handouts)

Several strategies were put into place to determine what technology needs our families and students require to access planned instruction. These strategies are being implemented:

- For school age students in grades K-12, Individual LEA meetings were held with all special-education directors to coordinate distribution of technology to program students.
- Parent surveys were conducted during the week of March 16 to 23 to determine whether any early childhood or school age students do not have access to a personal device and internet. Based on the survey, DCIU is able to provide devices to the students and provide hotspots for families and students who need internet to access planned instruction. Follow-up phone calls have been made to the families that did not respond to the survey.
- Enrichment and review material will be mailed or allow for pick up at identified locations to families with limited or no access to technology via the student classroom teacher or other support staff in each student's program.
- DCIU will, in good faith, provide access to planned instruction, enrichment and review activities through technology, hotspots and other means so students and families are able to participate in learning.

Classroom and student-specific communications will focus on sharing educational resources and learning activities with families, as well as individualized family supports. Teachers will be expected to communicate weekly with families to review each student's progress and needs for additional support through various platforms to include Zoom, Microsoft Teams, and family engagement relevant to the program. In addition to these methods of communication, programs will utilize written communication to reach families who are unavailable via other means such as phone, email, etc.

Hard copies will be provided to students without access to technology or whose families have chosen not to access online platforms. Assignments will be provided in various increments (weekly, every 2 weeks, etc.) by mail. Administrators, teachers or staff will make regular phone contact with students and/or families to support any barriers and develop plans to address.

Staff General Expectations

Professional Staff: These expectations are for all professional staff who provide planned instruction or enrichment and review activities to children (infant through preschoolers) and school age students in K-12 in core subject areas, special areas, and special education. Professional staff is required to work the contractually established 7-hour workday. In addition, professional staff are being asked to include:

- a. 2.5 hours of teacher virtual office hours for student and parent questions and communications with stakeholders (i.e., school districts, county agencies, etc.)
- b. Weekly plans should be prepared for weekly following guidance provided by DCIU supervisor/principal and shared with paraprofessionals and related service providers assigned to classrooms.
- c. *Special-Education Case-Managers:* schedule times to communicate directly with students and/or parents including those supported by paraprofessionals (using email, phone, Zoom, etc.) to provide support in the online environment; collaborate with regular education teachers to provide IEP modifications and accommodations as needed; Provide alternative materials/assignments based on the needs of the student and IEP; In good faith, address IEP accommodations; Hold IEP meetings as scheduled through video-conferencing options like Zoom; Administer progress monitoring assessments if this can be done with fidelity using an online platform, and track progress monitoring.
- d. Provide consultation for English Language Learners as necessary to support access to the curriculum.

Paraprofessional Staff:

All paraprofessionals will take their daily responsibilities from the direction of the special-education teacher of the classroom to which they are assigned and program supervisor/principal. The first priority for all classroom assistants/paraprofessionals is to support students on the special-education teacher’s caseload in virtual-learning situations/mode to assist in providing continuity of education and implement students’ IEPs meaningfully, appropriately, and reasonably.

Responsibilities may vary in each DCIU classroom program and from week to week depending on the needs of the teacher, students, and families.

School Psychologist, Counselors, and Social Worker:

These professionals are responsible for supporting students, monitoring student progress, and when necessary support families, and provide consultation to staff. Staff will check-in with families, to determine whether food, childcare, shelter, and other supports are in place for families. They will refer any families to appropriate county offices for supports as needed and keep a communication log of all contacts made. Staff will utilize Zoom (or other platform) when necessary to meet virtually with students, parents and education teams, lead evaluation and re-evaluation reports development to the extent possible and support DCIU staff, students, and families with consultation and resources.

Vision, Hearing, Speech and Language, Occupational and Physical Therapy Supports

DCIU’s vision and orientation and mobility teachers, speech and language, occupational and physical therapist will provide planned instruction through teletherapy. They will provide consultation to individual teachers, families, and students as shifts in education require flexible instructional approaches, including on-line learning platforms. Staff will assist families access the necessary technology or altered materials, so students have access to the academic content.

DCIU educators and related service staff will initiate communication with families and students to assess current needs and concerns and gather input regarding priority areas of need. Educators will assess in-home supports and resources available to families to make decisions regarding learning platforms and materials needed.

For children receiving services through DCIU’s Early Intervention program, families will be informed in writing about the enrichment/review services to be provided via online, virtual planned instruction or other means. On-going consultation, review of available data, and adjustments will be made as appropriate within the parameters of the Governor’s orders surrounding closures, access of materials, and face-to-face interactions.

Student Expectations

For students able to access online learning their engagement, effort, and participation are expected. Accommodations and modifications will be provided according to each student’s IEP to the extent possible given that instruction will take place via a virtual platform. For students not able to access online learning independently, their weekly plans will consider their age; current cognitive, academic, social/emotional, and behavioral levels of participation and persistence; and ability to complete work. Intensity and level of engagement will be determined according to the student/caregiver’s needs and abilities.

Students will utilize available online textbooks for subjects. Where online textbooks are not available, students will receive content through their teachers’ upload to the appropriate Microsoft Teams or online learning platform. When assignments that are not completed students will be given an opportunity to make up missed assignments. Phone calls will be made on a weekly basis to parents/guardians of all students, with additional calls being made when students fail to log onto virtual

platforms or complete assignments. These calls will be made by the mental health worker and/or teachers.

Early childhood educators (ECE) will assess progress based on family engagement. It is the expectation that ECE staff will engage families weekly, provide needed resources, and identify barriers to engagement. Individual Family Service Workers (FSW) will continue to offer individual services through planned instruction by conducting weekly phone calls through virtual platforms and will serve as liaison to instructional staff to provide families with weekly enrichment activities. FSWs will provide a two-hour window for parents to contact them about the enrichment and review activities. The Assistant Director for family services will be engaged and available to assist families. Early Head Start Home Based Home Visitors will continue individual weekly home visits via virtual platforms to families of infants and toddlers on their caseloads. They will contact families who apply on-line for the program and gather information via email for registration and to address barriers to learning for families.

Attendance / Accountability

Student Attendance Procedures during planned instruction:

- Student participation and engagement of assigned tasks is expected through various tasks, including responding to questions, posting assigned tasks, and consultation during teacher office hours.
- Individualized calls to families/students will occur for students who are consistently not engaging through synchronous instruction or accessing asynchronous tasks.
- For students who attend a DCIU Program from a school district, staff will communicate attendance and progress concerns biweekly to the student's LEA.

DCIU will grade assessments and assignments based on participation, task engagement, assignment completion, and teacher consultation. Progress monitoring for relevant goals will be implemented and monitored through various online platforms. Low incidence growth will be based on individualized programs and progress.

For students whose continuity of education programming involves enrichment/review activities, completion of these activities is expected. Student participation is encouraged to maintain student's skills obtained prior to the COVID-19 pandemic. Teachers will maintain records of individual parent contacts, student engagement in activities, and work completion as appropriate to the type of activities provided. For students in need of credit toward high school graduation or grade level promotion, work will be graded as an accountability measure.

Good Faith Efforts Access and Equity for All Students

All DCIU programs will make a good faith effort to continue providing services to students as our educational community navigates this unprecedented time.

The DCIU program teachers are preparing educational opportunities to address each student's identified IEP goals during the school closure period. Classroom teachers will contact parents to review the following learning opportunities that can be provided to our students:

- **One-on-One Virtual Instruction:** Each classroom teacher will provide up to 30 minutes of direct instruction to each student via a virtual platform (i.e. Zoom, Microsoft Teams) to address their identified IEP goals. In addition to direct instruction by the classroom teacher, related service providers will be using tele-practice to deliver any identified related services.
- **Low-Tech/No-Tech Learning Activities:** Teachers will provide activities that parents can work on with students when virtual instruction is not taking place.

Parent Training/Consultation: Teachers and related service personnel will be available to parents virtually or by phone to provide training and consultative services relating to student goals, related services, transition, and behavior. The options listed above may vary based upon the needs of each student and his or her family.

Special-Education Supports

On a weekly basis, it is expected that all DCIU educators and educational support staff engage in work to comply with program requirements and support families and students by providing synchronous and/or asynchronous learning opportunities, working in student-focused educational teams to collaborate, problem-solve, and develop learning activities for students, communicating with each parent/family to discuss individual student needs, support families and students through sharing of learning activities, community resources, or referrals. It is the expectation that staff participate in IEP team meetings and maintain timelines for special education compliance. Staff will engage in professional development activities to enhance virtual teaching skills and knowledge to support students and families through virtual means. Services and consultative supports provided to families will be documented.

Special-Education Case-Manager will schedule times to communicate directly with students and/or parents including those supported by paraprofessionals (email, phone, Zoom, etc.) to provide support in the online environment. They will collaborate with mainstream teachers to provide IEP modifications and accommodations as needed and provide alternative materials/assignments when needed based on the needs of the student and IEP. All program staff, in good faith, will try to meet IEP accommodations, hold IEP meetings as scheduled through video conferencing options like Zoom, and administer and track progress monitoring assessments.

Low Incidence program staff will provide live one-on-one/small group instruction online synchronically with teacher and student(s): the teacher will have approximately 6 hours a day for 30-minute one-to-one instructional sessions with his/her students to focus solely on instruction and monitoring of academic (literacy, math, transition) goals. Early childhood education providers are expected to engage and communicate with families.

Early Intervention teachers in collaboration with parents will discuss and determine mutually agreeable goals/needs/services to be addressed through virtual or distance learning options.

Teacher will provide assignments/activities for circle time in a combination of asynchronous/synchronous lessons based on IEP goals (e.g., provide a 20-minute circle time lessons that include planned instruction, via zoom, google classroom, Facetime.) Classroom teachers will log attendance in STAR for asynchronous sessions/participation. Teachers will schedule times with parents for addressing individual goals through teletherapy, consultation and practice based coaching models.

Teachers will reach out to parents weekly to identify any academic or IEP concerns with the parent and child. Teachers will reach out after the student has missed three assignments or three days of online instruction. For students with mental health supports as part of an IEP: Mental-health workers will work with the students daily in group and individual counseling. They will contact the parents with weekly updates. Mental-health treatment specialists will continue to contact students and parents regularly and as needed to provide support for students and families that are struggling with motivation to participate or are experiencing student crises and to offer parents support for problematic student behavior in the home.

Related service providers will be available for consultation to school-district staff, provide direct instruction to students through virtual programming, and provide support services as needed. Related services providers will contact/work with teachers and families to schedule necessary services, which will be provided via the Zoom platform. If families do not access to the internet, staff will work to provide consultation via phone and share paper materials with families.

Behavioral consultative services will be provided to parents to address behavioral needs if this is an area identified on a student's IEP. Once the one-on-one/small group sessions are scheduled and taking place, teachers work collaboratively to develop additional learning activities for students specifically in the areas of literacy, math, and transition-based skills. These are activities that students and their families can engage in at times that work for them and are created to share across programs. The following activities are pre-recorded (asynchronous), with links sent to families via e-mail:

- Transition-based activities including tasks that can be completed around the house
- Literacy activities based on the Unique and Environmental print curricula and writing activities
- Math activities linked to the Unique curriculum and IEP goals
- Social stories instruction
- Art, music, and gym activities to complete in the home.

Building/Grade-Level Contacts

DCIU Education Service Center

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DCIU staff directory can be found at www.dciu.org

The diversity of DCIU programs enables staff to interact with school-district personnel at all levels and to maintain a cohesive educational network throughout Delaware County. The Program and Services Guide provides an overview of these key programs and services.

Resource Links

As you know, these are uncharted and unprecedented times, with guidance being fluid and ever evolving. This site serves as a one-stop-shop resource for staff to access important guidance, forms, and other information during this time.

The DCIU eLearning Toolkit is a resource hub for families and staff. This can be found on the front page of the DCIU website, www.dciu.org. It provides an array of resources for families as well as professionals.



Professional Development Modules for Head Start/Early Head Start:

The Office of Head Start put out training modules for field. These are included as resource links as part of the Continuity of Education Plan.

Home Visiting Safety-

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/video/attachments/home-visitor-safe-home-visits.pdf>
https://www.youtube.com/watch?v=kL3r_3N_Qek

Homelessness

<https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/supporting-children-families-experiencing-homelessness>

Parent Family Community Engagement Framework

<https://eclkc.ohs.acf.hhs.gov/video/unveiling-updated-head-start-pfce-framework>

Family Partnership's

<https://eclkc.ohs.acf.hhs.gov/video/partnering-parents-their-education-training-goals>

Relationship-Based Competencies to Support Family Engagement Series

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement>