

## Continuity of Education Plan

School District	Montgomery County Intermediate Unit 23
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### Goal of Plan

- The goal of this plan is to provide educational and service opportunities that reinforce and continue instruction due to COVID-19 mandatory school closures beginning with online planned instruction on March 30, 2020, preceding a week of planning and preparation.
- The MCIU staff is required to provide access to educational opportunities online through a variety of platforms depending on student populations that are being served and the format that is best suited for the instruction being delivered.
- Platforms include, but are not limited to Zoom, Google Classroom and NearPod.
- This plan is developed in alignment to the Pennsylvania Department of Education's guidelines and the twenty-one public school districts and many nonpublic schools' plans for continuity of education until further notice.

### Overview of Plan

- Students in the Montgomery County Intermediate Unit (MCIU) Programs grades kindergarten through 12th (ages 5 to 21) will receive their instruction virtually and in other modes of instruction (paper resources, phone conferences as needed).
- Teachers will provide instruction in a variety of ways within the virtual environment. It is important to take into account the different home education settings and student's individual abilities within our student population that may not permit them to participate in synchronous (live) educational opportunities; therefore, instruction will be designed in a manner that allows for greater flexibility for students and families (on their own time and in their own space) by recording lessons to be accessed at a time when it is best for students and families to access the instruction.
- This plan currently provides various levels of choice and flexibility in an effort to partner with families during these unique circumstances, understanding that students are likely to have unique home situations that we must adapt to.
- This document provides a general overview of the continuity of the education plan. Anyone who may have questions unique to a specific instructional situation should reach out to the appropriate MCIU supervisor or technical assistance provider for guidance.

## Expectations for Teaching and Learning

### **The Anderson School and Intensive Emotional Support Program at MCIU Early Learning Academy Overview:**

- Students enrolled in The Anderson School and students in the Intensive Emotional Support Program at the MCIU Early Learning Academy will receive instruction virtually in both synchronous and asynchronous formats.

#### Counseling Services:

- Counseling at Anderson School and the Intensive Emotional Support Program will be conducted through Zoom or by phone. Students will continue to receive their group counseling daily and individual counseling weekly.

#### Textbooks/Packet Material:

- MCIU has created a process that will be in effect starting Monday, March 30, 2020, where MCIU staff will be able to make copies from their printers at home. Copies will then be delivered to families through the mail for families who have technology barriers
- Parent/guardian contacts for both programs will be logged in Powerschool.

### **Anderson School Guidelines**

- At The Anderson School, general instruction, one academic core class per day along with group and individual counseling as prescribed in the IEP and provided as needed based on the individual needs of the students.
- The Anderson School is using Montgomery Virtual Programming (MVP) for those students already enrolled in those programs.
- Thirty minutes of school work per day per academic course with at least one tangible assignment per day.
  - Most classes are recorded for access and review as needed.
  - A 30 minute synchronous class will be provided once per academic course per week which is recorded for those that can't participate while it is taking place.
  - Zoom links for students will be sent at least 48 hours in advance.
  - Teacher assistants will be invited and participate in the live class for every subject area.
  - Students are instructed to have all classwork completed by the next live class.
  - Live class schedule for Anderson
    - Monday - social studies
    - Tuesday - Math
    - Wednesday - English
    - Thursday - Science
    - Friday - Specials, Health/PE, and Guidance/Career
  - For electives, one hour of classwork per week and one assignment per week.
- General schedule for students
  - 9 AM – 10 AM: Time slots for academic lessons or related services
  - 10AM-12PM: Group or individual counseling sessions with the school counselor and social worker. Classes will not be scheduled at this time.

- 11:30 AM - 12 PM: One homeroom per day
- 12 PM – 2:30 PM: Time slots for academic lessons or related services. Classes will be over no later than 2:30 on the assigned day.
- 2:30 PM – 3:30 PM: Office hours for students

### **ELA Guidelines**

- At least thirty minutes of instruction in math and thirty minutes in ELA per day; PE activities posted weekly using the primary platforms of Google Classroom and Zoom.
- Morning meetings and virtual instruction will be recorded and posted on the Google Classroom.

## Communication Tools and Strategies

### **Staff Contact/Communication with Families & Students:**

- Virtual instruction will be a significant change for students, families, and educators and several supports have been put into place such as a dedicated HelpDesk email and phone number for parents and technical support from trained MCIU staff on the various platforms for MCIU educators to access to provide everyone with the opportunity to assimilate into the new learning environment.
- Teachers will contact parents at least weekly to identify any academic or IEP concerns with the parent and child.
- Teachers will contact parents after the student has missed three assignments or three days of online instruction.
- The counselor and social worker will work with the students daily with group and individual counseling. They will contact parents on a weekly basis to provide weekly updates.
- The social worker and counselor will continue to contact students and parents on a regular basis and as needed to provide support for the students and families that are struggling with motivation to participate, student crisis and to offer parent support for student behavior in the home.
- At The Anderson School and the Intensive Emotional Support Program parent/guardian contacts will be logged in Powerschool.

### **MCIU Communication Tools & Resources**

- We will provide communication to parents, students, and the community on a regular basis by utilizing one or more of the following methods: PowerSchool, Twitter @MCIU, Instagram@Andersonschoolmciu, Facebook, MCIU website [www.mciu.org](http://www.mciu.org) and Google Classroom.
- MCIU uses a parent notification system (phone calls and emails) through PowerSchool.
- A new subpage was created that is dedicated solely to update stakeholders regarding COVID-19 <https://www.mciu.org/covid-19/>.
- Not all classrooms and programs will utilize all communication methods listed above.

## Access (Devices, Platforms, Handouts)

### **Devices for Anderson School and Intensive Emotional Support Students:**

- Students who attend Anderson School or the Intensive Emotional Support program are utilizing their own devices. If the students do not have access to a personal device, Anderson and the Intensive Emotional Support Program has provided an opportunity to disperse chromebooks to students.

### **Other MCIU Programs**

- Either the home school district where the student is enrolled or MCIU provides the necessary technology to allow students access to online instruction specific to the needs of the student to include but not limited to iPads, Chromebooks, laptops and various assistive technology devices.
- As of the date this plan was created all families have access to the Internet either through already established plans or through assistance from MCIU.
- We ask that staff communicate with their MCIU supervisor if they encounter families still in need of a device and/or internet access on an ongoing basis.

## Staff General Expectations

### **Classroom Teachers:**

These expectations are for all professional staff who provide direct instruction to students (core subject areas, special areas, and special education).

- Professional staff is required to work the contractually established 7.5 hour workday, which includes:
  - Planning
  - 30 minutes duty-free lunch
  - Instruction whole group, small group, and/or individualized instruction designed to meet IEP Goals
- Weekly plans should be prepared for each day of the week per guidance provided by MCIU Supervisor and shared with paraprofessionals and related service providers assigned to classrooms.
- Teachers are encouraged to join a Google Classroom managed by the OSS Instructional Coach. There teachers can view resources for online learning and online lesson design both general and specific to each program area.
- Regularly scheduled and published virtual office hours::
  - Respond to student and parent questions
  - Plan instruction and gather resources
  - Provide feedback on student assignments and complete grading, update progress monitoring, etc.
- Family Phone Call Check-In -one time per week.
  - Use the method best for the parent. Options include traditional phone, Zoom and Google Hangouts.
  - Instructions for Google Handouts

- With your Google account, use Hangouts to make phone calls.
  - Go to <https://hangouts.google.com/>, select “Phone Call”, then “ + Conversation”, and type the phone number and a phone call will begin via your web browser.
  - If calling from a home phone number you can restrict your number by dialing \*67 first.
- Schedule IEP/RR Meetings
- Complete other essential items that are MCIU program specific such as recording notes in STaR, updating documents in IEP Writer, Power School, etc.

### **Paraprofessional Staff Expectations:**

These expectations are for all paraprofessional staff (Teacher Assistants, Job Coaches, 1:1).

As an educational service agency serving a population of students with various special needs, specific expectations and guidance have been created related to the roles and responsibilities of staff who support low incidence populations and the needs of the more complex learners.

Responsibilities may vary in each MCIU classroom program and week to week according to the needs of the teacher, students, and families.

- Paraprofessional staff is required to work the contractually established 7.5 hour workday, which includes, but may not be limited to the following:
  - 1-hour of planning/teaming
  - 30 minute duty-free lunch
  - All paraprofessionals will take their daily responsibilities from the direction of the program area teacher in the classroom or program area supervisor they are assigned to.
  - Participate in assigned planned instruction to provide enrichment and review activities and IEP goals with students.
  - Support special education students on the Special Education teacher’s caseload in virtual learning situations/mode to assist in providing continuity of education and implement students’ IEP meaningfully, appropriately, and reasonably.
  - Work with a special education teacher on modifications, accommodations, and check-ins.
  - Be available for student(s) who may need more instruction in review activities.
  - Participate in professional development opportunities
  - Review all learning modules and be comfortable with implementing all learning modules.
  - Provide daily check-ins with specific students at the discretion of the special education teacher.
  - Create individual activities that are recorded to push out to families
  - Participate in student activities (as appropriate) for 1-1’s.
  - Check-in with general education with whom you are pushing into their content area for the direction of how to support students with IEPs in their classroom (if applicable).

## **Related Service Providers Expectations:**

### **All related service providers**

- Required to work the contractually established 7.5 hour workday, which includes:
  - 1-hour of planning per workday
  - 30 minute duty-free lunch
  - Set and publish set virtual office hours
  - Provide direct (virtual) & consult services
  - Complete specific duties as outlined for each service provider role.

### **OT, PT, APE, SLP, Vision, Orientation & Mobility and Audiologists**

- Document all service and family phone contacts on STaR
- Develop reports
- Complete required special education paperwork
- Prep for activities
- Schedule make-up sessions
- Maintain consistent contact with teachers and families

### **The Anderson School Nurse**

- Hold daily office hours 2:30 – 3:30 with the topic of health Q and A .
- Participate in IEP and 504 Team meetings for students who have health needs and/or health care plans/accommodations in their plans
- Participate in staff meetings two times per week Tuesday & Thursday 8AM – 9AM.
- Attend professional development and complete it by the assigned deadline.
- Continue to build professional knowledge – attend webinars related to health and wellness, and develop fact sheets for parents/students/staff.
- Build resources on website for COVID and in general.
- Suggest activities for Anderson’s health class related to wellness.
- Call students/guardians who are not attending classes and/or filling out the form. Guide parents/students to our website to find what is needed.
- Enter details of attendance calls into Powerschool.
- Keep teachers, counselor and principal informed of status of students who are not attending.

### **School Psychologists**

- Write ERs, RRs to the extent possible with the available data.
- Support MCIU staff, students, and families with consultation and resources.
- Design professional development for staff as directed by MCIU supervisor.
- In collaboration with counselors and social workers be available for virtual crisis team meetings and consultation.

### **Behavior Analysts**

- Continue supporting school districts as assigned (consultative).
- Continue to support MCIU programs/classrooms as assigned.

- Consult with parents and educators as needed.
- Record various digital social skills lessons to create a library for teachers to select from documentation.
- Participate in IEP meetings as needed.
- Complete FBA's as needed.
- Collect data on identified target behaviors.
- Conduct virtual social skill groups for students.
- Provide training resources and videos for staff and families that will cover topics that will assist student's ability to engage and benefit from online learning and assist in behavioral techniques in the home environment. Topics include; pairing, use of reinforcement, visual support, understanding the VB-MAPP, and instructional control.

**Assistive Technology**

- Assist with equipment needs such as ordering, repairing, programming devices
- Provide consultative support to educators and parents through virtual office hours
- Conduct SETT meetings

**Social Workers and Counselors**

- Check-in with families, to determine if food, childcare, shelter, and other needs are in place for families.
- Support parents with coordinating community services and services needed in the home
- Refer any families in need to appropriate county offices as needed.
- Keep a communication log of all contacts made.
- Utilize Zoom when necessary to virtually meet with students and parents, and teams.
- Provide 1:1 guidance and support, via email, phone conversation, and/or Zoom sessions for staff, families, and caregivers
- Provide group and individual counseling/therapy sessions

**MCIU Classroom Programs located in School District School Programs**

- MCIU Classroom Programs and Related Services will follow the school district calendar where the MCIU classrooms are located.

Student Expectations
<p><b>Grades:</b></p> <ul style="list-style-type: none"> <li>● Anderson School and the Elementary Intensive Emotional Support Program will continue with the grading policy. That being said, teachers are taking into account the learning curve that is needed for our students with online learning and using a pass/fail system until further notice.</li> </ul> <p><b>Assignments that are not completed:</b></p> <ul style="list-style-type: none"> <li>● 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</li> </ul>

being made when students fail to log onto Google Classroom or complete assignments. These calls will be made by the school nurse and/or teachers.

- Within the attendance and accountability section the expectations to participate in virtual instruction are outlined in accordance with the classroom in which they are receiving instruction or outlined by the LEA in which the student is enrolled. Communication to parents of the expectations for students has been communicated and reinforced by various MCIU staff members as outlined in the attendance and accountability section below.

#### Attendance / Accountability

##### **Student Attendance Procedures:**

- The MCIU offers a variety of classroom based programs as a service to our member school districts. Some programs are center based while others are operated within district buildings around the county. The below information reflects the attendance practices for each category of program being offered.
- At the Anderson School, attendance will be taken each school day. Students will have the ability to complete attendance each day prior to 11:59 PM. Staff will follow up with students if they do not engage for 2 consecutive days. Attendance will be recorded in PowerSchool.
- At the Early Learning Academy, our intensive emotional support teachers complete attendance each school day. Students will have the ability to complete attendance each day prior to 11:59 PM. Staff will follow up with students if they do not engage for 2 consecutive days. Attendance will be recorded in PowerSchool.
- Within our district-located hearing support classroom program, attendance will be taken each school day. Students will have the ability to complete attendance each day prior to 11:59 PM. Staff will follow up with students if they do not engage for 2 consecutive days. Attendance will be recorded in PowerSchool.
- For the MCIU operated Autism Support classrooms, daily sessions are being tracked and staff are documenting participation in the activity. These programs service students who require 1-1 adult assistance in order to access instruction. Participation in individual, small group and/or whole group activities will be documented for attendance purposes.
- For our Multiple Disabilities Support and Communication and Learning classrooms, daily sessions are being tracked and staff are documenting participation in the activity on an individual basis due to the complex needs of each student. These programs are unable to do “whole class” lessons due to the nature of the disabilities.

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

- Devices for virtual instruction are being provided for use in all students’ homes.
- Paper instructional materials are being mailed to homes when students’ learning needs require it.
- Through this plan multiple supports are described such as technical assistance specific to the needs of parents, multiple staff assigned to contacting parents/guardians to follow-up with parents whose children are not accessing online instruction or are in need of additional supports to insure students are successful.



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Special Education Supports
<ul style="list-style-type: none"><li>● Special education supports are throughout every classroom and are required as the majority of our student population have an IEP.</li><li>● Special education supports are provided for all students receiving instruction virtually.</li><li>● All staff providing instruction or related services to students meet certification requirements established by the Pennsylvania Department of Education.</li></ul>

EL Supports
<ul style="list-style-type: none"><li>● The MCIU provides translation and over the phone interpretation (OPI) services through Transperfect and Language Line.</li><li>● During this time of online instruction these resources will continue to be utilized whenever necessary to ensure that students and guardians are able to access instruction and communicate with MCIU personnel.</li><li>● The MCIU also contracts for document translation which is continuing during this time.</li></ul>

Gifted Education
<ul style="list-style-type: none"><li>● Goals within any students' GIEP will continue to be provided in accordance with the expectations and goals within the GIEP document.</li></ul>

Building/Grade Level Contacts
<p><b>MCIU Executive Office Contacts:</b></p> <ul style="list-style-type: none"><li>● Dr. John George, Executive Director, 610-755-9302, <a href="mailto:jgeorge@mciu.org">jgeorge@mciu.org</a></li><li>● Dr. Brad Landis, Assistant Executive Director, 610-755-9355, <a href="mailto:blandis@mciu.org">blandis@mciu.org</a></li></ul>
<p><b>MCIU Business Office Contacts:</b></p> <ul style="list-style-type: none"><li>● Sandy Edling, Director of Services, 610-755-9410, <a href="mailto:sedling@mciu.org">sedling@mciu.org</a></li><li>● Jonathan Alessi, Assistant Director of Business Services, 610-755-9349, <a href="mailto:jalessi@mciu.org">jalessi@mciu.org</a></li></ul>
<p><b>MCIU Office of Student Services Contacts:</b></p> <ul style="list-style-type: none"><li>● Dr. Brittany Lourea-Waddell, Director of Office of Student Services, 610-755-9433, <a href="mailto:bwaddell@mciu.org">bwaddell@mciu.org</a></li><li>● Dan Currie, Assistant Director for Special Education (MDS, Communication &amp; Learning and Behavior) 610-755-9335, <a href="mailto:dcurrie@mciu.org">dcurrie@mciu.org</a></li><li>● Kendall Glouner, Assistant Director for Program Development 610-755-9336, <a href="mailto:kglouner@mciu.org">kglouner@mciu.org</a></li><li>● Ken Voss, Assistant Director for Nonpublic School Services, 610-755-9318, <a href="mailto:kvoss@mciu.org">kvoss@mciu.org</a></li><li>● Brittney Gambone, Program Administrator (Transition and Secondary Autistic Support), 610-755-9448, <a href="mailto:bgambone@mciu.org">bgambone@mciu.org</a></li><li>● Christina Wells, Program Administrator (ExplorationsBHRS), 610-755-9485,</li></ul>

[cwells@mciu.org](mailto:cwells@mciu.org)

- AnneMarie Taylor, Program Administrator (Related Services and Elementary Autistic Support), 610-755-9326, [amtaylor@mciu.org](mailto:amtaylor@mciu.org)
- Jill Christopher, Program Administrator (Hearing and Vision Programs and Services), 484-808-2479, [jchristopher@mciu.org](mailto:jchristopher@mciu.org)
- Avielle Koffler, Program Administrator (Mental Health Services), 610-755-9342, [akoffler@mciu.org](mailto:akoffler@mciu.org)
- Christine Raber, Principal of the Anderson School, 610-635-2400, [craber@mciu.org](mailto:craber@mciu.org)
- Bruce Tinor, Program Administrator (Intensive Emotional Support Program), 484-808-7870, [btinor@mciu.org](mailto:btinor@mciu.org)

#### **MCIU Office of Early Childhood Contacts:**

- Dr. Holly Acosta, Director in the Office of Early Childhood, 610-755-9310, [hacosta@mciu.org](mailto:hacosta@mciu.org)
- Lorinda Moyer, Assistant Director in the Office of Early Childhood, 610-755-9430, [lmoyer@mciu.org](mailto:lmoyer@mciu.org)

#### **MCIU Office of Human Resources Contacts:**

- Jack Hurd, Director in the Office of Human Resources, 610-755-9306, [jhurd@mciu.org](mailto:jhurd@mciu.org)
- Hannah Messner, Assistant Director in the Office of Human Resources, 610-755-9474, [hmessner@mciu.org](mailto:hmessner@mciu.org)

#### **Office of Technology Contacts:**

- Gail Kennedy, Director of the Office of Technology, 610-755-9351, [gkennedy@mciu.org](mailto:gkennedy@mciu.org)
- Sheldon Wedemeyer, Assistant Director of the Office of Technology, 610-755-9357, [swedemeyer@mciu.org](mailto:swedemeyer@mciu.org)

#### **MCIU Professional Learning & Curriculum Contacts:**

- Dr. Donna Gaffney, Director of the Office of Professional Learning, 610-755-9311, [dgaffney@mciu.org](mailto:dgaffney@mciu.org)
- Dr. Michael Webb, Assistant Director of the Office of Professional Learning, 610-755-9317, [mwebb@mciu.org](mailto:mwebb@mciu.org)

#### **MCIU Transportation Contacts:**

- Jerilyn Reinking, Program Administrator Support Services, 610-755-9461, [jreinking@mciu.org](mailto:jreinking@mciu.org)
- Donna D'Emilio, Transportation Coordinator, 610-755-9462, [ddemilio@mciu.org](mailto:ddemilio@mciu.org)

## Resource Links

### **MCIU Resource Links:**

- Parents and the community can access the newly created website for COVID-19 <https://www.mciu.org/covid-19/> resources via the link on the homepage, or by navigating to:
  - The information is updated on a regular basis and includes the following resources:
    - Official communications from IU leadership
    - Resources to talk to children about COVID-19 and other social-emotional needs
    - Learning resources to assist families with academic retention in their children
    - Technology resources like assistance with obtaining internet in the home
    - Healthcare / wellness / nutrition resources like a virtual health room that will be staffed by IU nurses, how to obtain free meals during this time, mental health needs, substance abuse needs, and the most recent updates from the Pennsylvania Department of Health and the Center for Disease Control and Prevention.



**Office of Early Childhood  
Continuity of Education Plan  
Spring 2020**

Executive Director	Dr. John George
Assistant Executive Director	Dr. Brad Landis
Director of Early Childhood	Dr. Holly Acosta
Assistant Director of Early Childhood	Ms. Lorinda Moyer
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<b>Goal of Plan</b>
<p>The goal of the MCIU Office of Early Childhood - Continuity of Education Plan is to support all of our children receiving services from Early Intervention, Head Start and Pre K Counts programs during preschool closure resulting from the COVID-19 Pandemic. Our staff will strive to provide meaningful educational opportunities and intervention therapies for our students. Additionally, the Office of Early Childhood will strive to provide valuable resources for our families to support them during this time.</p>

## Overview of Plan

The MCIU - Office of Early Childhood is committed to providing continuity of intervention for our qualifying preschool students throughout the duration of school closures due to COVID-19. Beginning on March 30, 2020, the MCIU Office of Early Childhood began providing online planned intervention for our Early Intervention Students (ages 3-5). In addition to our online Zoom platform, other modes of intervention included and will include (paper resources, video supports, phone and text, and other methods, if needed)

Our teachers and therapists will offer intervention considering the needs of the families and children we serve. While most of our preschool children will participate virtually, we encourage our teachers and therapists to vary their delivery depending on the child's needs and family availability. Some lessons/therapies may be recorded to provide additional access or support to families and children, as needed. The Office of Early Childhood administration will provide ongoing support to our staff in aiding families with reasonable levels of choice and flexibility to meet the unique needs of our children.

Since March 30, 2020, the teachers, therapists and staff in our Early Intervention Program have been reaching out to our families to develop plans to meet the individual needs of our children, to the best of their ability. Our staff have been connecting with families to determine the best method of communication, opportunities for lesson sharing, and varied interventions for students and families. We will strive to continue to meet the obligations of these programs to the greatest extent possible during these unprecedented times. Please see the details of these programs below.

Since March 30, 2020, the teachers and staff in our Head Start and PreK Counts programs have been developing strategies and plans to meet the needs of the students in their classes to the best of their ability. Staff assessed the children's levels at that time of closure and will provide review and enrichment materials considering each child's level. Classroom materials and lessons are being provided to each family through the best determined method possible. Head Start and Pre K Counts staff will have consistent and regular communication with our families. We will strive to meet all of the program obligations to the greatest possible extent during these unprecedented times. Please see the details of these programs below.

This document provides a general overview of the continuity of the MCIU – Office of Early Childhood intervention plan. If there are additional questions unique to a specific situation, please reach out to the appropriate MCIU supervisor or technical assistance provider for additional guidance.

## Expectations for Teaching and Learning

The MCIU - Office of Early Childhood strives to provide the highest quality of intervention and instruction possible, given the constraints during COVID-19. Our teachers and therapists are dedicated and eager to provide the best experience possible to our children and families. Given the varying abilities and ages of our children, we are committed to meeting each child at their own level and providing services which may vary depending on the situation. The Early Childhood Administration expect that our staff are regularly connecting with families and developing plans to deliver high levels of service. We are eager to continue working with each family and are confident that we can continue moving each child forward.

### **Communication Tools and Strategies**

Our Early Childhood classrooms and therapists will primarily be using Zoom to work with students and families. Training have been provided to the MCIU – Office of Early Childhood Staff. An instructional Zoom packet for parents can be found on the MCIU - Office of Early Childhood website. When necessary, teachers and therapists have also been using FaceTime, text and the telephone to maximize communication. Written materials are also being provided to families, as both instructional and communicative devices.

Teachers, therapists and case managers will contact parents on a regular basis to discuss any concerns that arise.

#### **Office or Early Childhood - MCIU Administration Communication**

The administration will provide communication to parents and families on a regular basis by utilizing one or more of the following methods: email, Twitter @MCIU, and MCIU website [www.mciu.org](http://www.mciu.org)

A new subpage was created that is dedicated solely to update stakeholders regarding COVID-19 <https://www.mciu.org/covid-19/>

Not all teachers, case managers, therapists will utilize all communication methods listed above.

### **Access (Devices, Platforms, Handouts)**

The MCIU – Office of Early Childhood staff have communicated with all families to determine the availability of technology in the home (tablet, computer, high speed internet, email, phone calls, etc.). This information was used to determine the best method of individual communication and delivery of services.

Families without service or devices were addressed on an individual basis and a plan was created to ensure that all families have access to some form of the Internet, either through already established plans or through resources provided from MCIU.

We ask that staff communicate with their MCIU supervisor if they encounter families still in need of a device and/or internet access on an ongoing basis.

### **Staff General Expectations**

The MCIU – Office of Early Childhood administration recognizes that there are some aspects of daily operations that undoubtedly will change the way our staff are meeting our daily expectations. However, the framework and essential components of general staff expectations now via tele-intervention remains consistent with staff expectations within brick and mortar structures. The needs of the children in our preschool programs should remain the priority and focus regardless of the location or method of intervention.

Teachers and Case managers will consistently and regularly collaborate with team members to develop student-specific plans outlining interventions, resources and activities for students and families to access during the closure. Additionally, when appropriate, team will provide families with access to supplemental and additional resources.

All staff will maximize communication with families. This can occur through email, phone calls, Zoom, or other agreed on methods. This communication should be consistent and occur on a regular basis.

Special education document timelines should be met to the greatest extent possible. These can also occur virtually or via phone.

Staff will take part in independent professional growth in accordance with their differentiated supervision plan as well as take part in virtual professional development offerings pertaining to their role.

Staff will continue to have regular check-ins with their supervisors.

### **Student Expectations**

Our Early Childhood programs will focus on enrichment and review. Students are to participate in activities to the best of their ability. Parents are to be present and involved in all tele-intervention sessions.

All Early Childhood staff will record communications and attempts to communicate for each individual child.

### **Attendance and Accountability**

Program staff (which may include case manager, teachers, therapists, administrators etc.) will establish and maintain communication with families and students via telephone, virtual meetings, and email. All Early Childhood Staff will record communication and attempts to communicate will be documented for each individual child.

In our Early Childhood programs attendance will be noted, however, due to the individualized nature of the work program staff will be in close communication with families to promote participation.

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

The MCIU – Office of Early Childhood has completed this Continuity of Education Plan to continue to provide intervention services for all of our children throughout the duration of COVID-19 school closures to the best of our ability. We want to maximize communication and outreach to our families so we can support their needs during this unprecedented time.

All Early Childhood Staff must do our best to connect with every one of our Early Childhood families on a regular and continual basis. Our case manager, teachers, and therapists are to be contacting every family to find out the best method for communicating with them and for providing their children supports during this period of school closure. We will continue to provide online therapies and learning opportunities, as well as paper packets when needed. All staff in the Office of Early Childhood should make every effort to connect with every child and family, in order for that child to be offered their intervention therapies and/or educational materials.

### **Early Intervention**

- Each teacher is required to maintain a weekly plan documenting lesson plans, activities with families, and communication with families.
- The Early Intervention Administrative Assistant will track and monitor new referrals and will continue to send referral packets.



- Family outreach via social media will continue and administrative informational emails will be sent.
- 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 use of Zoom (when appropriate) for meetings for activities.
- Staff will continue to hold IEP meetings (virtual meetings/phone) for annual/initial IEPs that are due.
- Staff will write re-evaluations to the best of their ability.
- Staff will complete individual long-term projects.
- Staff will participate in learning opportunities provided through IDay and any other required trainings.
- Staff will continue to share community resources with families.

### **Head Start**

- Each teacher is required to maintain a weekly plan documenting lesson plan, activities with families, and communication with families of items that were completed for the current week and planning for the next week.
- FEWs will conduct recruitment meetings with potential families for the 20/21 school year via phone/email/Zoom.
- Staff will communicate at least weekly with families via email, phone calls, emails.
- Staff will continue to provide additional educational resources and activities for families.
- Staff will provide enrichment packets for families without technology via mail.
- Staff will conduct classroom-wide Zoom meetings with families and children, when appropriate

### **Pre-K Counts**

- Each teacher is required to maintain a weekly plan documenting lesson plan, activities with families, and communication with families of items that were completed for the current week and planning for the next week.
- Family outreach via social media will continue.
- Teachers will have video-led morning meeting, story time, & small group lessons.
- Staff will continue to provide additional educational resources and activities for families.
- Staff will conduct classroom-wide Zoom meetings with families and children, when appropriate
- Staff will conduct PKC assessment system - ECERS
- Teachers will hold parent-teacher conferences via phone call/Zoom.
- Staff will be compiling resources for the 20/21 school year needed.

## Contacts

### **MCIU Executive Office Contacts:**

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Resource Links

## Resource Links

MCIU Early Childhood Resource Links:

The Office of Child Development and Early Learning

<https://www.education.pa.gov/Early%20Learning/Pages/default.aspx>

PA Head Start Association

<https://paheadstart.org/>

PA Pre K Counts

<https://www.education.pa.gov/Early%20Learning/OCDEL%20Preschool%20Programs/Pages/default.aspx>

Parents and the community can access the newly created website for COVID-19

<https://www.mciu.org/covid-19/> resources via the link on the homepage, or by navigating to:

The information is updated on a regular basis and includes the following resources:

\*Official communications from IU leadership

\*Resources to talk to children about COVID-19 and other social-emotional needs

\*Learning resources to assist families with academic retention in their children

\*Technology resources like assistance with obtaining internet in the home

\*Healthcare / wellness / nutrition resources like a virtual health room that will be staffed by IU nurses, how to obtain free meals during this time,

mental health needs, substance abuse needs, and the most recent updates from the Pennsylvania Department of Health and the Center for Disease Control and Prevention.