



Continuity of Education Plan

Goal of Plan

Appalachia Intermediate Unit 8 (IU8) serves as the Local Educational Agency (LEA) for Early Intervention (EI) Program and an educational partner to School Age (SA) Programs across 35 public school districts, 1 cyber and 1 charter school throughout the counties of Bedford, Blair, Cambria and Somerset. In addition, IU8 is the educational service provider to multiple private and county Alternate Sites (AS) where school age learners are receiving education at locations outside of a regular school building.

IU8's goal for Continuity of Education (CoE) is to ensure all learners, ages 3 through 21, are provided meaningful opportunities for continued learning and engagement to support their academic, social and emotional needs in their current location.

The current COVID-19 emergency requires all Pennsylvanians to practice aggressive social distancing and honor stay-at-home orders issued by our Governor. As such, systems of education, as well as learners and their families are faced with unprecedented teaching and learning conditions. IU8's CoE plan is rooted in commitment to exploring and introducing multiple methods of teaching so we may expand opportunities and options for all learners served. Our intent is to help learners to benefit from meaningful teaching and learning facilitated at a distance, paying close attention to our learners who require special education instruction, supports and services to meet their individual needs.

Overview of Plan

IU8 will implement CoE across four phases: (1) **Plan**: Across all areas, our members will prepare for initial instruction and services for students and initiate communication with families, aligned with the learners' program, either EI, SA or AS. We will collaborate and communicate with our school district partners to effectively and efficiently support their initial steps for the learners our teams serve; (2) **Act**: Team members across all programs and services will initiate contacts to reengage learners of all ages to introduce reviews of skills and content; (3) **Scale**: Over time, our teams will gain momentum with distance teaching and learners with distance learning; (4) **Assess**: Teams will adjust planning and practice, based on data points collected across time (participation, observations, feedback, etc.), to sustain meaningful distance teaching and learning practices, revisiting methods to scale service and supports to our educational partners, learners and families.

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Expectations for our Teams & Their Teaching

Phase 1: Plan - All Programs

- Develop/implement IU-wide structured and organized efforts with strict safety protocols and required social distancing for all members to have access to classrooms and buildings to gather necessary instructional materials and resources to support our remote work to plan/deliver programs and services.
- Members will prioritize the work of communicating with educational partners and parents to initiate the process of reviews of current IEPs to consider learners' needs and current circumstances. Initial planning efforts will inform interim/temporary priority instruction and services in light of the circumstances presented by COVID-19 and stay-at-home orders.
- Teams will engage within and across departments for initial planning needed for the transition from face-to-face teaching and service provision to distance teaching and service provision, including exploring available resources and technology supports.
- Teams will also review any CoE plan developed and issued by a school district partner whose learners(s) participate in an IU8 operated multi-district classroom, are provided itinerant instructional programs and/or related services. The members of our teams will act in good faith to work collaboratively and cooperatively with our school district partners to align instructional planning with that reflected in the district's CoE plan.
- All members will continue to follow the school/work calendar each has been assigned.
- All members will be available during a common workday of 8:00 am - 3:30 pm for team planning, calls, emails and individual planning.

Phase 2: Act - All Programs

- All members will continue activities noted in Phase 1.
- Members will engage in the development of initial, learner and family focused activities with the focused intent to reconnect learners with their teachers and service providers and introduce methods of distance teaching and learning.
- Teams will initiate or continue efforts with partners and parents for the individualized planning of temporary special instruction and related services during the stay-at-home order.
- Members will also communicate with families to identify the family's capacity to support virtual instruction and to identify families who will require alternate options, including paper resources.
- Initial planning for "copy center supports" facilitated by IU support personnel is developed and released to members so paper resources can be made available to learners who require paper resources for learning while in their home during COVID-19 school closures.
- Members will continue to be available across the common workday of 8:00 am -3:30 pm and also begin to report or log services rendered using our system for reporting or service logs.
- Initiation of direct/indirect services to support educational partners and individual learners will be scheduled using systems for reporting daily activities and events, needed and necessary, for the planning and provision of instruction and services.

Phase 3: Scale Up - All Programs

- All members will continue activities noted in Phases 1 & 2.
- Members will initiate actions and activities to provide virtual and distance instruction and related services.
- All distance instruction will blend review and enrichment activities with planned instruction, based on learner needs and circumstances.
- When distance instruction is initiated, it is reasonable for review and enrichment activities to be provided in greater proportion to planned instruction activities. This initial approach will offer learners, new to distance/virtual learning, greater opportunities for success, while also ensuring the introduction of new content/concepts and acclimating to learning at home.
- Members' shift from indirect/planning work to increased direct contacts and instruction to learners, evidence of the of scaling distance teaching and learners' distance learning.

Phase 4: Assess, Adjust and Maintain - All Programs

- All members will continue activities in Phases 1, 2 & 3.
- In collaboration with educational partners, parents and our teams, periodic reviews of our internal and external practices, as well as information gathered by teachers and service providers across instructional and service delivery will be reviewed. Periodic and regular reviews will inform the adjustments that are needed and necessary to improve our overall capacity and add value to our teams, our educational partners, learners and their families while distance learning is the only option during any period of a stay-at-home order.

Communication Tools, Strategies & Access

Phase 1: Plan

- EI
 - Team will develop a comprehensive listing of EI contacts to be provided to every family who has a child receiving EI services and supports.
 - Supervisors and service coordinators will make contact(s) with every family with the intent to "check and connect" on the well-being of families and children and offer assistance, support and available resources for help families with immediate, non-educational needs.
 - Teachers and service providers will be assigned to a work group to begin collecting and developing developmentally appropriate instructional resources and activities for children and their families.
- SA
 - IU CEO will confirm district intent for IU services with district leadership who have authorization to request the services on behalf of the district and log authorizations to efficiently engage our team members in planning for instruction/service.
 - Supervisors will review district CoE plans, as they are available, to support their teams in planning and providing instruction and services that align with that planned for all learners.
 - Members will begin to engage with individual learner teams for initial identification of needs and preliminary work to conceptualize a temporary plan for instruction and service during the period of stay-at-home order.
 - Teams will start the collaborative process of developing instructional activities and resources, both digital and print, that can be used to initiate reengagement with the learners and families each serves based on family circumstances.
 - Teams will begin to develop their framework for instruction and service delivery, considering both time and effort for the work to transition from face-to-face educational services with learners in school locations to distance educational services with students in their homes.
- AS
 - Program supervisors will collaborate with our alternate site partners to determine what options may be available for learners within those specialized environments.
 - Supervisors will initiate planning with the teams who facilitate educational programs to ensure actions and activities align with options available to learners in the specialized setting.
 - Members will consider individual planning, when necessary, to develop the temporary plan for instruction aligned with current conditions permitting no physical access to the facility and learners.

Phase 2: Act

- EI
 - Teachers will initiate *Preschool at Home Enrich & Review Newsletter* to be distributed to all families receiving EI supports and services. Newsletter will offer activities across five domains: (1) social/emotional; (2) early literacy; (3) early numeracy; (4) fine/gross motor; and (5) family & community engagement.
 - EI will use IU8 website to post weekly *Preschool at Home Newsletter*. The Newsletter can also be shared using IU8's Facebook account, emailed directly to families, or for any family who does not have access to internet, a family can be mailed a paper copy of the newsletter.
 - EI teachers have access to "copy center" support, facilitated by support personnel.
 - Supervisors, service coordinators and/or teachers will contact parents to explore options for a child's individualized instructional and related service based on needs and circumstances. EI members will explore with the parent those family circumstances that support or may limit virtual instruction or tele-interventions to inform the planning of program/service delivery during the period of stay-at-home/school closures.
- SA
 - Members will more formally engage in the planning needed and necessary to develop temporary plans of instruction and service for their learners, in consultation and collaboration with school districts and parents.
 - Members will finalize initial lessons and activities to reconnect with learners and families.
 - Members will utilize "copy center" options for print materials that are needed by a learner due to circumstances that would require this option.
 - Members will initiate contacts with learners and families to introduce them to the options that will be made available for the learner during this period of stay-at-home.
 - Members will provide learners with activities to reengage through review and enrichment of prior content and skills.
- AS
 - Members will finalize resources and materials that will be provided to reengage the learners through review and enrichment. Some will be paper resources and some will be digital, based on options available.
 - Members will use "copy centers" for the paper resources required by learners in locations where other digital/virtual options are not available due to facility limitations.

Phase 3: Scale Up

- EI
 - EI team members will provide and review the expectations of tele-interventions with all Families who, based on prior planning, are able to support virtual teaching and service provision.
 - Tele-interventions will be initiated as planned and scheduled by the EI team member.
 - EI team will create an EI YouTube channel for access to teacher and related service provider videos.
 - EI can not ensure that 100% of our young learners have access to devices that support virtual learning (i.e. tablets or laptops). Accessibility to virtual instruction for children ages 3-5 is dependent on family resources.
- SA
 - Our members will act with good faith in following the school district plan for CoE to the extent that is possible for the individual learner, based on the learner's needs and circumstances.
 - Members will follow all temporary instruction and related service plans that have been established.
 - Members will continue to develop both review and enrichment, as well as planned instruction activities, that will provide learners with opportunities to maintain prior learning and skills, while also introducing new learning and skills, as is appropriate for the learner.
- AS
 - Members will have established practices to maintain regular and consistent teaching and learning activities at the alternate sites.
 - Members will act in good faith to plan and provide a greater ratio of planned instruction to review and enrichment as the teachers', as well as the facilities', capacity to use/support virtual and/or digital methods of instruction. If a facility has limitations of accessibility that must be honored due to its structure, members will continue to facilitate the instructional resources in the manner that provides learners opportunities aligned with what is permitted and reasonable.

Phase 4: Assess

- All Teams:
 - All teams, EI, SA and AS, will conduct periodic reviews of feedback from stakeholders (parents, educational partners, community partners), internal and external practices, and information gathered by teachers and service providers during instruction and related services delivery. Periodic and regular reviews will inform the adjustments that are needed and necessary to improve our overall capacity and to add value to learners and their families during the period where stay-at-home limits the teaching and learning option to distance and paper resources.

Student Expectations

SA- Transition

- Within the Secondary Transition services provided by the IU8 teachers, learners will be expected to participate with activities through the use of a variety of methods including virtual platforms (zoom), telephone calls, or email. Teachers will work with learners receiving Life Skills Services and Autistic Support services to engage in the “Person-Centered Planning” process and create “One Page Plans” for each individual. Time will be spent meeting with the learner and family/guardians to discuss and highlight the skills and abilities to include in the one page profiles for the individual. The transition team will also collaborate on an interactive Transition Newsletter utilizing Microsoft Sway. This newsletter is to be updated on a regular basis and is designed to bring secondary transition updates, agency contact information updates, college information, and also virtual learning opportunities such as virtual job shadowing opportunities.
- Teachers will also continue to contribute to each child’s IEP processes through data collection and team participation. Continued coordination among agency providers will also occur as the teachers continue to maintain connections with agency representatives and ensure services will continue as planned.

SA- OT/PT

- IU8 PT/OT staff have continued their commitment to service delivery for learners. Staff members have been supporting learners and families collaboratively through a mutually agreed upon method including, but not limited to: virtual sessions, phone conversations, email and providing training/resources/pre-recorded videos/home programs. The intent of this focused, individual intervention, is to enhance the capacity of each family’s ability to reinforce and support physical skill development in order to improve learner participation in daily routines as it relates to each learner’s Individualized Education Plan/504 plan. Staff continue to maintain accurate records of any and all communication with learners/families as well as learner progress toward goals following each session.

Student Expectations

SA- BRIDGE

- The BRIDGE team of teachers are engaging in a joint/collective effort to ensure all learners are offered a weekly schedule of blended instructional activities, including group virtual instruction and independent learning activities to meet their needs. Teachers have developed, with thoughtful intent, a daily schedule of self-directed activities offering learners choice boards with embedded resources, as well as teacher-led, virtual collaborative lessons and activities. All Teachers have office hours scheduled, daily, to provide learner and their parents opportunities to connect and interact with the teacher for assistance and individualized support. Teachers have access to copy centers, supported by our support staff to ensure learners are provided paper resources as needed and necessary due to family circumstances. Learners who did not have a device were provided one by the learner's school district to support distance teaching and learning.

SA- HIS & VIS

- The Teachers of the Visually Impaired and Teachers of the Deaf/Hard of Hearing are providing enrichment and review as well as planned instruction to their learners based on what each district is offering to their learners each week. Teachers are collaborating with general education teachers, preschool teachers, related service providers, and parents to provide individualized instruction when possible and appropriate. Teachers are using a variety of platforms to provide virtual instruction (synchronous and asynchronous) to learners with access to devices. Learners without devices or internet access are provided with printed resources when appropriate. For learners without access to devices or for whom virtual instruction and/or printed materials are not appropriate based on their extensive sensory needs, consultations with parents are provided to guide parents in ways to utilize resources (toys, equipment) that are already available in the home. Choice boards and adapted "scavenger hunts" are being used with many students. For learners with vision impairments, the choice boards are focused on addressing the Expanded Core Curriculum (ECC). When available and appropriate, teachers are "pushing in" services and collaborating with the general education teachers in their virtual classrooms. Direct, 1:1 instruction is being provided to learners; although the session length is reduced to prevent digital fatigue.

SA- Speech & Language Supports

- Our SLP team will meet with learners on a mutually agreed upon platform (phone, virtual learning, paper resources) to engage in enrichment and planned instruction, as planned to meet individual needs and learner circumstances and in consideration of typical services provided as were provided prior to school closures and now requiring speech services at a distance.
- Learners will be prepared to fully engage in a session with appropriate technology in a distraction-free environment with learning materials and adult support (as is appropriate).
- Learners will carry out follow up activities with adult supports (as appropriate), contact IU8 staff for needed supports and plan for review of materials as needed.
- Materials covered during this time will be used to support development of learner's progress notes.

Student Expectations

SA- AS, LSS & MDS

- Learners will participate in individualized instructional plans developed by the teacher in collaboration with each learner's parent/guardian, service providers and home district representative.
- Asynchronous activities have been provided to learners as an option so that they can be accessed at a time that is convenient to the family and learner under the current circumstances. Examples for asynchronous learning will use resources to include a blend of paper resources sent to the learner's home as well as virtual learning options offered through platforms such as Google Classroom and Seesaw. Our teachers will supplement with teacher-made videos of morning routines and academic lessons.
- Synchronous options will also be used to support learners with parent support to offer learners real-time interactions with their teachers through multiple approaches including Zoom, Google Voice, telephone classes/consultations and features offered through online platforms such as SeeSaw.
- Teachers will be purposeful in their planning for assessing learner engagement using a variety of methods including reviews of work submitted through an online platform, discussions/consultations with parents about the work assigned, and the learner's participation in live meetings.
- Parents are a vital support for our learners during this time of distance learning. Our team will be considerate of parent needs and offer micro-training on specific topics, video modeling of specific teaching methods, like intensive teaching and sign language. Parents will also be afforded regular and periodic opportunities for consultation with the teacher for individualized assistance and support.
- All special education work to honor timelines and to support the IEP process will be managed using distant options.

Student Expectations

Alternate Site- PHP

- Our team will participate in daily updates in collaboration with our community agency partners for effective and efficient planning for continuing the education for learners supported in this partial hospital setting. Due to ongoing changes of learners based on intakes and discharges, our team of teachers will maintain efforts in connecting with our school district partners to ensure teacher rosters are accurate and effective planning, including needs related to a disability, to meet the individual needs of the learner are considered in light of the circumstances. Our teachers also maintain open communication with parents to assist with individual planning based on the family's access to reliable internet and devices to support digital and virtual instruction and learning. During this time of stay-at-home, our teachers will:
 - Use Google classrooms, for both elementary and secondary, to support instruction and ensure activities are tailored for each individual learner.
 - provide all learners opportunities for virtual instruction using Zoom or Google for distance learning.
 - Maintain Service logs to reflect both individual and group learning activities made available and to document the learners' access and participation.
 - Have daily office hours made available for student and/or parent assistance and support. Hours will be scheduled school day from 9:00 am - 11:00 am and 1:00 pm - 3:00 pm.
 - Regularly communicate and collaborate with community agency and school district partners to provide updates, timely reporting and critical updates on the learners' educational programs and services while participating at the PHP.
 - support their teaching with resources including Zoom, Google Classrooms, Google Hangouts, KHAN Academy, Study Island, CK12, Scholastic Magazine(online), REMIND, and others as they become available.
 - ensure learners who do not have access to the internet/devices are provided access to print packets at the facility for parents to be able to pick up and return.
- Our team will honor these instructional practices in good faith to offer the most appropriate instruction possible in light of the circumstance requiring teaching & learning at a distance:
 - Our team of educators will use video teaching and modeling as is reasonable and appropriate.
 - Any instructional activities, video, live or self-directed will be planned as "micro-learning" sessions (5-8 minutes in length), small increments of instruction, focused on a specific skill or topic, followed by a self-directed activity.
 - Teaching and learning will be materially and substantially different and planning will reflect a commitment to adjust our practices while continuing to prioritize a meaningful blend of review and enrichment with planned instruction across multiple areas of content and topics.
 - Our team will continue to explore all available resources that could be used to plan and provide meaningful teaching and learning for all learners.
 - The team will create parent support videos and how-to documents as are needed and necessary to better assist the family while learners are at home and learning at a distance.

Student Expectations

Alternate Site- Residential and Day Treatment

- Members of our teaching team will connect and communicate with parents and learners who participate at the day treatment locations to access technology options in the home, as well as to review and discuss the individual learning needs based on the circumstances.
- Members will begin by offering paper resources facilitated through our copy centers by our support staff. Paper resources may be mailed, or parents can chose to pick up the resources. All paper resources will include tips and other information for parents on how parents can support their child. They will also contain helpful websites to support parents and students with the content. All paper resources will have a date and method for submission/collection.
- Returned work will be used for both attendance and grading efforts.
- Parents or learners can scan or take a picture of the work and email to the teacher.
- Parents or learners can also mail the work to the designated locations identified by the teachers.
- All members will have scheduled office hours. Teachers will monitor all email, as well as offering a virtual option for parents and learners to contact with the teacher(s) for assistance and support.
- Office hour schedules will be provided by the teachers to the parents and learners.
- As part of our scaling efforts, teachers will move toward the use of Google classrooms for instruction. Directions will be provided to parents and learners on how to create an account. Assignments and activities will be posted and turned in using Google Classrooms.
- Teachers will maintain regular and consistent office hours available for parents and learners to receive support and to check in. Office hours schedules will be set up by teachers and provided to parents.
- If learners still do not have access to internet/devices or if districts and/or parents indicate they cannot access technology, teachers will continue to offer paper resources by mail or pick-up.
- Teachers will progress toward Planned Instruction, while embedding both enrichment and review activities across Core Content Areas and Electives. This will be based on the plans of the individual district.
- Teachers will provide self-paced activities for approximately 2.5 hours daily. For elementary, this time includes all subjects (not per subject). Middle School Core teachers provide approximately 30-40 minutes per subject areas for Core Content Classes (ELA, Math, Science, and Social Studies) and High School Learners would follow their daily schedule for no more than 45-50 minutes per course.
- Special education teachers will continue to maintain and honor all timelines and activites to support a learner's IEP.
- Teachers may include videos weekly that learners can look forward to viewing. This may be a "Good Morning!" video or an instructional video. Video is encouraged as much as possible.
- Teachers will respond to student and parent questions via email, discussion forums, Zoom/ Microsoft Teams etc. within 24 hours and hold daily office hours for parent and learner support.

Student Expectations

Alternate Site-
Secure Facility,
Juvenile

- Members of our teaching team will connect and communicate with our agency partners to access technology options in the facility as well as to discuss and plan to meet the learning needs at the secure facility based on the circumstances.
- Our teachers recognize the unique nature of the teacher and learning at the facility and inability to access the facility under these conditions to facilitate instruction. As such, our teachers will move toward a method of virtual teaching that has been established in collaboration with the staff at the facility to serve as the on-site facilitators, while teacher remote into the facility using technology resources provided by IU8.
- Staff at the facility will be responsible for managing the on-site technology (Promethean TV, laptops, etc.) before, during and after the planned instructional day.
- Instruction will be provided in a large group, small group, and individualized manner, based on the content and needs of the learners.
- Teachers will plan and email all paper resources to staff at the facility who will facilitate preparing and providing these to the learners on site.
- Teachers will have a planned method to pick up learner's completed work for review, feedback, grading.
- Attendance will be recorded during days of planned instruction for all learners who are present and available.
- All members will have scheduled office hours. Teachers will monitor all email, as well as offering a virtual option for parents and learners to contact with the teacher(s) for assistance and support.
- Daily instruction will be offered from 9:30 am - 11:30 am and 1:00 pm - 3:00 pm. Office hours will be outside of these designated times for instruction.
- Review and enrichment will be used to reengage learners and acclimate all to distant teaching and learning.
- As part of our scaling efforts, teachers will increasingly add methods of planned instruction to provide access to core content and electives.
- All special education teachers' timelines and activities to support a learner's IEP will be continued.

Student Expectations

Alternate Site-
Ebensburg Center

- Our teachers recognize the unique nature of the teacher and learning at the facility and inability to access the facility under these conditions to facilitate instruction. As such, our teachers will plan and develop paper resources/packets for learning. Each packet will have explicit directions for the staff at the facility to support and assist the learners on the learning activities.
- Our teachers will email the packets of materials to the point of contact at the center so these can be printed and provided to the learners..
- The teacher will be available, at minimum, 9 am to 10 am, M-F for contact.
- Completed material and participation with phone/virtual contact will be how the teacher will document attendance.
- Members of our teaching team will connect and communicate with our agency partners to discuss and plan temporary options for meeting the learning needs at the facility based on the circumstances.
- Staff at the facility will be responsible for supporting the instructional activities and the learner.
- Teachers will have a planned method to pick up learner's completed work for review, feedback, grading.
- Attendance will be determined in consultation with the facility staff through on-going, regular contact between the teacher and staff. All contacts and reports of learner engagement will be documented to reflect observations reported by the staff at the facility.
- The teacher will have a regular, weekly schedule to monitor all email, as well as offering consultation and assistance to the staff supporting the learning and the learners at the facility.
- Review and enrichment will be used to reengage learners and acclimate all to distant teaching and learning
- As part of our scaling efforts, teachers will increasingly add methods of planned instruction to provide access to core content and electives.
- All special education timelines and activities to support a learner's IEP will be continued.

Student Expectations

Alternate Site- Correctional Facilities

- Our teachers recognize that at this current time, no individuals, including our teachers are permitted to enter any facility. In addition, there are no options for to be able to offer on-line or virtual learning. Our teachers will facilitate instruction by planning and providing paper resources/packets for learning. Each packet will have explicit directions for individuals to be able to complete the self-paced and self-guided learning activities provided thorough paper resources.
- Our teachers will have a scheduled time to drop off and pick up the learning packets and materials
- Individuals are expected to complete all learning activities and this will be used to document participation and for grading.
- Review and enrichment will be the general focus with methods of planned instruction when appropriate for the individual.
- Teachers will make periodic phone contacts, as can be made available, with the individuals to support and assist with the indepdent, self-paced work offered during this period, under these circumstances.
- All special education timelines and activites to support a learner's IEP will be continued.

Good Faith Efforts for Access and Equity for All Students

Appalachia Intermediate Unit 8 recognizes the challenges many students and families face with access to reliable internet and cellular phone services due to family circumstances and the rural nature of our counties of Bedford, Blair, Cambria and Somerset. IU8 does not currently provide devices such as tablets or laptops to our young learners who are eligible for Early Intervention (EI) services. However, we are engaging in the work to communicate and cooperate with our families to identify the resources each has available and options families are open to accepting and supporting their young learner. Our goal is to engage with parents using digital and virtual resources so they may engage with their young child through developmentally appropriate activities that provide for needs across categories of (1) social/emotional; (2) early literacy; (3) early numeracy; (3) fine/gross motor; and (5) family engagement.

IU8 is a collaborative educational partner to school districts across our region. We ensure any IU8 operated program and service is provided with the resources needed and necessary for learners to engage in learning through various modalities. Many of the learners we support and serve have tablet devices that are familiar and used within the classroom and school setting. We will collaborate with our district partners and families to identify a needed resource for access to learning and act in good faith to explore multiple and varied options to meet the student and family's circumstances to afford all learners access to continued learning.

Our alternate sites are those most vulnerable to limits to access and equitable services and supports under these extreme circumstances of COVID-19. Our teams are committed to collaborating with our community partners to develop reasonable paths for education to continue and meaningful connections for learners to receive and engage with educational materials, including individualized plans for independent study and teacher feedback. IU8 will also add additional technology supports at the alternate site that will allow facility staff to facilitate learner access to our teachers through virtual and distant instruction. Every alternate site will be provided with paper resources prepared by our teachers and provided by the organization to supplement all learning plans specific to the learners and the facility.

Special Education Supports

Appalachia Intermediate Unit 8 is an educational service provider with history of serving and meeting the needs of all learners, ages 3-21, including learners who have a disability and need special education programs, supports and services. Our educational programs & services teams are positioned to effectively and efficiently facilitate planning for our learners with disabilities who are only available through distance options due to the mandatory stay-at-home order in our state. Our teams, comprised of qualified and properly certified/licensed professionals, can consider needs and circumstances to plan opportunities for instruction, including special education and related services. Our teams to engage in the planning for the CoE planning include:

- PA Certified Supervisors of Special Education & PA Certified Principals
- PA Certified Teachers of Special Education (Early Intervention and School Age)
- PA Certified Teachers of the Deaf/Hearing Impaired- and Properly Certified Sign Language Interpreters
- PA Certified Teachers of the Blind/Visually Impaired
- PA Certified and Licensed Speech & Language Therapists
- PA Licensed Occupational and Physical Therapists, including licensed COTAs
- PA Certified Home School Visitor and/or PA Licensed Social Workers
- PA Certified School Psychologists
- PA Certified School Counselors
- PA Certified Reading Specialists & PA Certified, Subject-Specific Teachers

Appalachia Intermediate Unit 8 Contacts & Resource Links

EI

- Mrs. Susan Knarr, EI Supervisor- sknarr@iu08.org | Mrs. Julie Della, EI Supervisor & Educational Consultant- jdella@iu08.org | Mrs. Charlotte Ecklund, Supervisor of Speech & Language- cecklund@iu08.org | Dr. Kara Madara, Supervisor of OT/PT- kmadara@iu08.org
- Mrs. Julianne Luciano, EI Coordinator, Blair Co.- jluciano@iu08.org | Mrs. Lisa O'Shaben, EI Coordinator, Cambria Co.- loshaben@iu08.org | Mrs. Terri Reasy, EI Coordinator, Bedford Co.- treasy@iu08.org | Ms. Theresa Sokira, EI Coordinator, Cambria/Somerset Co.- tsokira@iu08.org |
- Mrs. Jennifer Wyant, EI Coordinator, Cambria Co.- jwyant@iu08.org

SA

- Ms. Barbara Cassel, Supervisor of Deaf/Hearing Impairment Services, Blind/Visual Impairment Services & BRIDGE/Transitional Life Skills Support- bcassel@iu08.org | Mrs. Charlotte Ecklund, Supervisor of Speech & Language- cecklund@iu08.org
- Mr. Troy Eppley, Supervisor of Transition Services, Social Work & School Psychologists & Ed. Consultant- teppley@iu08.org | Mrs. Christine Lewis, Supervisor of Autistic Support, Life Skills Support & Multiple Disabilities Support
- Dr. Kara Madara, Supervisor of OT/PT Services- kmadara@iu08.org | Mr. Jason Wasovich, Supervisor of Nonpublic/Act 89 Services

AS

- Mr. Troy Eppley, Supervisor of Education at PHP & Ed. Consultant- teppley@iu08.org |
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Dr. Malynda Maurer, Director of Innovation & Incubation | Mr. Jason McMillen, Director of Business
Mrs. Karlie Travis, Assistant Director of Business | Mrs. Janel Vancas, Director of Curriculum Innovation

Resource
Links

www.iu08.org | www.myextendedcampus.org
www.pa.gov | www.health.pa.gov | www.pde.org | www.pattan.net | www.eita-pa.gov

ADDITIONAL RESOURCES:

[Establishing Online Learning Expectations](#) - Suggestions for establishing expectations during this online

[At Home Schedules](#) - Creating schedules at home to maintain consistency and routine

[Creating a Safe Environment](#) - Maintaining structure and routine how to speak to your children, creating a safe environment

[Coping Strategies](#) - Helping children cope with an emergency

[Talking about the Pandemic](#) - Tips for managing student stress

[Online Safety](#) - Talking with kids about being online and digital safety

[More About Cyber Safety](#) - Cyber Safety Considerations

[Dealing with Cyberbullying](#) - Suggestions for connecting with your students and cyberbullying considerations

[Positive Reinforcement](#) - Phone app to provide communication with families and students and provide positive reinforcement tied to your expectations

[Social Emotional Learning](#) - SEL & Edmodo Assignments for Distance Learning, create classes, wellness checks, quizzes, communication, resources

[Personalizing student engagement](#) - checking in with students before they check out

[School Counseling Resources](#) - Planning for Virtual/Distance School Counseling During an Emergency Shutdown

Social Skills & Social Emotional Learning Resources

[Social Skills](#) - Social skills from K-12, mindfulness, impulse control

[Parent Supports for SEL](#) - Parent response during Covid-19 to support social emotional learning supports

[Coping with Disasters](#) - Helping Children and Adolescents Cope with Disasters and Other Traumatic Events: What Parents, Rescue Workers, and the Community Can Do

[PaTTAN SEL Resources](#) - SEL resources for families

[CASEL COVID-19 Resource Page](#) Wealth of Social emotional resources, teachers, caregivers and parents

[CASEL Signature Practices Playbook](#) Teacher or parent directed activities (65 pages of resources/lessons to address engagement in social emotional learning

[Commonsense Media Educator Toolkit: SEL](#) Social emotional resources around character strengths humility and gratitude, teamwork and communication, curiosity, empathy and compassion, integrity and self-control

[8 Amazing Videos to Teach and Practice Mindfulness with Kids](#) Recorded SEL or mindfulness videos

[5 Incredibly Fun GAMES to Teach Self-Regulation](#) Youtube video with 5 games to teach self-regulation

[We Integrated Yoga videos \(registration required\)](#) Elementary and Secondary

[InstagramSAVEWITHSTORIES](#) - Online Storytimes

[Helping children cope with COVID-19](#) - Articles, strategies, etc...

[Office for Safe Schools resources](#) - Resources from PDE on School Climate, Bully Prevention, Mental Health Resources

Mental Health Resources

[Mental Health Toolkit](#) - (Great resources with coping skills for young children, elementary, middle school and beyond, signs of someone that needs mental health support)

Mindful matter App [IOS](#) and [Android](#) App provides coping skills, based on how are you feeling?, provides mental health resources & organizations grouped by condition, 360 Experience, faculty & parent training

[Mindfulness, anxiety resources](#) - Affirmations, Self-Care, Anxiety workbooks

[Mental Health First Aid Resources](#) - Mental Health First Aid resource for suggestions for loved ones struggling during this pandemic

[Mental Health Resources for Anxiety/Depression](#) - Mental Health First Aid how to support a loved one with anxiety or depression during Covid-19.

[Mental Health Resources for Self Care](#) - Self-Care for Anxiety Youth Mental Health First Aid

[Self Care](#) - Free Self-Care Activities

[Managing Anxiety](#) - Resources for anxiety management

[Self Care for Teachers](#) - Self-Care strategies for teachers and mindfulness activities

[Using QPR in addressing loneliness](#) - Question, Persuade, Refer (loneliness during pandemic focus on the elderly)

[Staying Connected](#) - Staying connected, self-quiz on the importance of connecting with others to serve as a protective factor minimizing the risk of suicide

Wellness

[Move Your Way](#) - Activity activities to build wellness

[Building an Activity Schedule](#) - Activity Schedule ideas for parents

[Talking with Children](#) - Talking with children about tragedies links with various resources, videos and examples.

Staff Support Resources

[Teaching Through the Pandemic](#) - Hundreds of teachers, many of them operating in countries where teach-from-home has been in place for weeks, weigh in on the mental approach you need to stay grounded in this difficult time.

[Working and Learning Online](#) - Resources for teachers in online teaching

[Do's and Don'ts of Pandemic teaching](#) - ways to address this new teaching paradigm

[Resources to support teachers](#) - Resources to start important conversations with students about the coronavirus outbreak, and to explore questions about community, responsibility, decision-making and upstanding that are relevant in this moment.

[Teacher Self Care](#) - staying balanced during the pandemic.

[Teacher Mental Health](#) - taking care of yourself and your mental health during COVID.