

Continuity of Education Plan

School District	Lehigh Career & Technical Institute (LCTI)
Superintendent	Dr. Thomas Rushton, Executive Director Mr. Richard Sniscak, Superintendent of Record
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Goal of Plan
Using the Schoology Learning Management System (LMS), students and teachers will connect for eLearning in a remote, asynchronous environment. The priority of the plan is to ensure student connection with the school and their teachers, and to allow opportunities for students to complete assignments, industry certifications (on-line only), and remain engaged with CTE and academic content.

Overview of Plan
<p>In pursuit of our mission, to prepare students for successful careers, LCTI is teaching students adaptability and flexibility skills as it moves its entire student body on to the Schoology LMS platform. Immediately upon closure, LCTI introduced a Flex Curriculum (enrichment) that focused on professional development skills and academic literacy. On April 6, 2020, LCTI moved to a Planned Instruction Phase by engaging all teachers in the Schoology platform and opening content specific material online; students without access to internet and/or devices have the option to receive paper copies of the content. Because we anticipated many students without access to a device, completion of the content is expected but not graded until LCTI and all districts have issued devices to all students. Mailing of paper versions of the learning materials will continue as needed.</p> <p>Cosmetology Students The State Board of Cosmetology requires 1,250 hours of education for the Cosmetologist license. During the declared disaster emergency related to the COVID-19 pandemic, the State Board has agreed that up to 250 hours may be completed through distance education. LCTI initiated online access to the approved cosmetology content on April 6, 2020 and encouraged student participation. LCTI will verify and submit the earned hours to the State Board of Cosmetology.</p> <p>Counseling and Support Services As a school community, the social, emotional, physical health and well-being of our students is very important to all of us. Students are encouraged to reach out to their LCTI teacher or LCTI school counselor if they are experiencing any personal and/or family challenges or are in need of community resources and services.</p>

Expectations for Teaching and Learning

Teachers will prioritize learning with a focus on completing content and industry certifications where web-based applications are available through such resources as e-textbooks, NewsELA, and industry specific courses/certifications (e.g. CDX, Career Safe OSHA 10, S/P 2 Safety, etc.). Senior level students will have opportunity to complete work assigned, and all students will have opportunity to reinforce prior learning. While practical applications will exclude hands-on task learning, students will still apply concepts through discussion and written posts, and by reading about and researching content.

Students, in grades 9 – 12 and enrolled in academic courses at LCTI, will continue to receive academic instruction through the Schoology LMS platform.

Communication Tools and Strategies

LCTI uses several modes of communication tools and strategies. The LCTI web page and its social media sites are tools used to communicate with all stakeholders. The telephone mass communication tool, Skylert is used to share specific messages with parents, students, and all staff; when needed, we repeat information in letters mailed to student and parent addresses. LCTI reinforces in these messages the importance of students (and parents) checking the LCTI website for more detailed information. Students are also encouraged to use their school email address to communicate with teachers and other LCTI staff. Schoology includes an opportunity for teachers and students to communicate.

LCTI administrators meet with all staff using the Google Meet platform and encouraged teachers to continue to collaborate with their peers using this communication tool.

Access (Devices, Platforms, Handouts)

Survey data suggested many students do not have access to a technical device. Of our nine partnering school districts, all developed a plan to share district devices with their students who attend LCTI, including those that spend a full day at the campus. Eight districts issued devices to any LCTI student in need of a device to access the curriculum and collaborated with LCTI to ensure their students could access the LCTI Schoology platform and curriculum.

One district, with a limited quantity of technical devices and resources, submitted a PDE equity grant in collaboration with LCTI and coordinated a plan to deploy devices to ensure all LCTI students have access to program/course content. LCTI, with permission from its Joint Operating Committee, will distribute ChromeBooks to any student in grade 9 - 12 from this school district who is also enrolled at LCTI. There is an expectation for students to return the devices when school concludes for the 2019/2020 school year. Distribution will occur at the student's respective high school to accommodate student/parent transportation needs. Anticipated completion of device distribution is April 24, 2020.

LCTI uses Schoology as its LMS Platform. School year 2019/2020 was the pilot year of implementation with a team of teachers working with instructional coaches, the IT department, and administrators to develop an on-boarding process, professional development, and best practices until COVID-19 changed our plans. The implementation team immediately began to shift gears,

planning the on-boarding process for all teachers and working to initiate Schoology for all students during our enrichment and planned instruction phases of the school closure.

Paper copies of instructional materials are mailed weekly to students without access to a device or internet or for those students who request or need paper resources.

Staff General Expectations

Teachers are expected to post a minimum amount (time expectation for completion of assignment) of student work prior to 8:00 AM each Monday. Students are expected to complete the work and submit their assignments by 3:00 PM each Friday. All activities scheduled are asynchronous assignments. Teachers will be available to communicate with students via email. In addition, teachers are expected to respond to all emails within 24 hours of receipt of the communication and should be available during normal school operating hours for such correspondence.

Supervisors meet weekly with teachers and other support staff using a virtual meeting platform.

Instructional assistants provide learning support to students using school email communication tools. After devices are distributed to all students, instructional support services will be expanded.

Student Expectations

Students are expected to complete assignments on a weekly basis with completion being defined as the posting of their work within the Schoology platform; for those students without access to the internet, completed assignments are expected to be mailed to the school using the postage prepaid envelope included with their assignments. Student engagement is measured using Schoology analytics, specifically measuring student logins to the platform. Student participation is measured with a combination of the student logins to Schoology and the student work/assignments posted by each student in Schoology. Completion of assignment is the posting of the completed work by each student.

Students will be permitted to “make-up” previous assignments posted in Schoology to ensure students have ample opportunity to complete work once devices have been distributed to students at all districts.

Attendance / Accountability

All learning activities, planned as asynchronous learning are posted within the Schoology platform. The definition of meaningful participation by students is their regular access of posted materials and completion of assigned work. Learning activities can be graded after it is confirmed that a student has access to the internet and/or a device or has received paper copies of the learning activities.

LCTI finalized the third grading period as of March 12, 2020 and shared calculated grades with each student’s participating school district. LCTI will calculate a student's final end of year grade based on their average grade earned in marking periods 1, 2, and 3. Grades measured during the current (fourth) marking period will only be used to improve a student’s overall final grade (average of

marking periods 1, 2, and 3) but will not reduce a student's final grade. In instances where completed work or incomplete work results in the lowering of one's final grade (average of marking periods 1, 2, and 3), the 4th marking period grade will be recorded as either pass or fail and will not be included in the end of year final average. In instances where work completed during the 4th marking period improves a student's final average, the completed work will be included in calculating a final average. Each participating school district will issue course/program credit according to their district practice and policy after final grades are reported to each school district.

Teachers will mark tasks completed on the Skyward task list if the student met minimum standards for competency.

LCTI developed a universal method to capture student participation in posted assignments. Within the Schoology platform, teachers will measure attendance on a weekly basis using a defined rubric.

Good Faith Efforts for Access and Equity for All Students

Administration and staff is committed to working with all students and continues to make effort to communicate with each student using multiple communication tools, such as student email, telephone contact with students and/or parents, Skylert and Schoology messages, social media, LCTI website, etc. In addition, each participating school district worked collaboratively with LCTI to connect with each student to assess the student's need for access and equity. In collaboration with our participating school districts, LCTI developed a plan to ensure students have access to learning activities.

Special Education Supports

LCTI staff will provide reasonable and appropriate special education support, to students through virtual or other means, in a good faith, best effort to provide continuity of education for all students identified as requiring special education services during the period of mandated school closure. Instructional Assistants will be in communication with students identified as needing special education support to provide further assistance. If parents have questions or concerns, they should reach out directly to the teacher or special education facilitator at any time. These staff will provide assistance or refer the student's needs to the Supervisor of Special Education.

EL Supports

LCTI staff will continue to communicate with students in their primary language through distance learning utilizing Google Translate. Documents and telephone notifications to parents will continue to be translated to Spanish, which continues to be our largest English Learner population. Direct parent and student communication will be provided through our Bilingual Support Coordinator for those families in need.

- Martha Figueroa, Bilingual Support Coordinator, can be reached by leaving a voice message at 610-799-1367 or via email at figueroam@lcti.org

In addition, LCTI has access to the CoE PAIU Toolkit, through our partner CLIU 21 that has a section for English Learner resources to support educators, administrators, families, and students should we need further assistance.

Gifted Education

LCTI does not currently manage students identified as Gifted under PA Chapter 16 regulations. If students are identified as qualifying for Gifted Education, the GIEP team at their participating home district develops the accelerated plan. LCTI does become part of the team when career and technical education is deemed an appropriate component of the student's program; however, it is only as an elective course. Any questions regarding Gifted programs and services are managed by the participating district.

In addition, LCTI has access, to the CoE PAIU Toolkit, through our partner CLIU 21 that has a section for gifted learner resources to support educators, administrators, families, and students should we need further assistance.

Building/Grade Level Contacts

Mr. Kurt Adam, Director of Career & Technical Education: adamk@lcti.org
Dr. Lisa Greenawalt, Director of Curriculum & Instruction: greenawaltl@lcti.org
Ms. Kristin Jachowicz, Supervisor of Special Education: jachowiczk@lcti.org
Mr. Dipal Kapadia, Supervisor of Technology: kapadiad@lcti.org
Ms. Grace Loeffler, Director of Academic and Special Programs: loefflerg@lcti.org

Principals and CTE Supervisors:

Dr. Mark Covelle, Academic Center Principal: covellem@lcti.org
Mr. Brian Faust, Supervisor of Career & Technical Education: faustb@lcti.org
Ms. Regina Naradko, Supervisor of Career & Technical Education/Special Projects Coordinator: naradkor@lcti.org
Mr. Darin VanNorman, Career Academy Program Principal/Supervisor of Career & Technical Education: vannormand@lcti.org
Mr. Sean Will, Supervisor of Career & Technical Education: wills@lcti.org

Resource Links

LCTI posted resources that are available to students and their families during the school closure:
These include:

- If you are having an emergency or your child is in crisis, please contact Lehigh County Crisis: 610-782-3127 or call 911

- Safe2Say is another way to let your school know you are concerned about someone: 1-844-723-2729 (1-844-SAF2SAY) <https://www.safe2saypa.org/>
- Lehigh County Children & Youth: 610-782-3064
- Suicide Prevention Hotline: 800-273-TALK (8255)
- Crisis Text Line: Text SHARE to 741-741
- Turning Point of the Lehigh Valley: 610-437-3369
- United Way of the Lehigh Valley Helpline: dial 211 from a mobile device or 855-567-5341
www.pa211east.org