September 9, 2020

Dr. Thomas Rushton  
Director Vocational Education  
Lehigh Career & Technical Institute  
4500 Education Park Drive  
Schnecksville, PA 18078

SENT VIA ELECTRONIC MAIL

Dear Dr. Rushton:

The Pennsylvania Department of Education ("PDE") has received the Lehigh Career & Technical Institute submission of temporary provisions adopted pursuant to section 520.1 of the School Code, 24 P.S. § 5-520.1. The submission included board meeting minutes demonstrating adoption of the temporary provisions and the temporary provisions adopted, including the Lehigh Career & Technical Institute proposed calendar and academic schedule.

The temporary provisions adopted by the Lehigh Career & Technical Institute account for at least 180 days and 900/990 hours of instruction. Accordingly, the temporary provisions are approved for implementation during the period of pandemic response.

Sincerely,

Matthew S. Stem  
Deputy Secretary
## Goal of Plan

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, and remain engaged with CTE and academic content. For students participating in a virtual option, Lehigh Career and Technical Institute (LCTI) teachers will meet with students using technology at minimum once per week in small group and/or individual meetings to provide support, remediation, and to reinforce content provided through Schoology. Instructional support staff will also contact students, who attend LCTI in a virtual schedule, at minimum two times per week. Our goal is to provide continuity of services to guide students towards achievement and a positive learning experience. Using the Schoology Learning Management System (LMS), students and teachers will connect for eLearning in a remote, asynchronous environment during all models of instruction: fully on-site, hybrid, and remote.

## Overview of Plan

In pursuit of our mission, to prepare students for successful careers, LCTI is teaching students adaptability and flexibility skills as it continues to move its entire student body on to the Schoology LMS platform. Since the school closure in March 2020, the teachers engaged in professional development activities geared to transition their teaching to an eLearning platform. Additionally, staff researched on-line resources, such as textbooks, industry certifications, and simulation software to transition learning activities to the eLearning environment. LCTI is in the process of purchasing these on-line resources to ensure continuity of resources and learning. These resources will expand the opportunities for learning in a remote and/or hybrid learning environment.

LCTI plans to begin the school year offering a hybrid schedule with students attending two days in person and three days remotely; students with last names beginning with the letters A-K will attend in person on Mondays and Tuesdays and students with last names beginning with the letters L-Z will attend in person on Thursday and Friday. All students will study remotely on Wednesdays. Should
the local conditions in Lehigh Valley change, LCTI is prepared to offer a full in-person and a full remote schedule as needed.

The schedules are designed to accommodate the varied operating schedules of our nine participating school districts. In other words, LCTI will follow the schedules of its nine participating school districts such that for those students attending remotely at their school district of residence, LCTI will provide remote instruction and for those students attending in-person at their school district of residence, LCTI will provide in-person instruction. The Joint Operating Committee recognizes the need for flexibility and that circumstances may change as Lehigh Career & Technical Institute responds to the COVID-19 pandemic. In the event Lehigh Career & Technical Institute is unable to provide in-person instruction for the students from the nine participating school districts, remote instruction will be provided.

All students will have an option for remote learning if the Section 520.1 plan approved by their school district of residence provides for a remote option when instruction is being delivered in-school. If the school district of residence does not offer a remote option as part of its Section 520.1 plan, then LCTI will not provide for a remote option either.

Under the LCTI Weekly Remote Schedule, LCTI will teach all students remotely regardless of the students’ school district of residence Section 520.1 plan.

Under the Weekly Remote Schedule, teachers are allowed to teach from home or school. The teachers’ location for instruction is subject to change based upon the color phase or spread (Red - Significant, Yellow - Moderate, Green- low) designated for Lehigh County or the individual circumstances of LCTI based on its Health and Safety Plan or other relevant circumstances including the individual circumstances of the teacher.

At any given time during the School year, the weekly schedule is subject to change based upon the color phase or spread (Red - Significant, Yellow - Moderate, Green- low) designated for Lehigh County or the individual circumstances of LCTI based on its Health and Safety Plan or other relevant circumstances.

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 of Cosmetology 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 will continue with this eLearning platform during the current school year and in future years. LCTI will verify and submit the earned hours to the State Board of Cosmetology.

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.

<table>
<thead>
<tr>
<th>Expectations for Teaching and Learning</th>
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<tbody>
<tr>
<td>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</td>
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</table>
specific courses/certifications (e.g. CDX, Career Safe OSHA 10, S/P 2 Safety, etc.). All students will follow the CTE program and/or academic course scope and sequence for their appropriate level (i.e. Level 1, Level 2, Level 3, or Level 4) of learning. While practical applications will exclude hands-on task learning in the remote environment, students will still apply concepts through discussion and written posts, by reading about and researching content, and through simulation applications when available. Teachers worked to modify learning activities to ensure a high quality learning environment could occur in all types of attendance (full in-person, hybrid, and remote). When students return to an in-person attendance plan, they will make-up any practical skills that could not be modified or simulated in the remote environment.

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

Work-Based Experiences
When Lehigh County is in the designated yellow (moderate spread) and green (low spread) phases, students eligible for cooperative learning experiences will be permitted to participate with parental approval. Students will follow all policies and procedures pertaining to cooperative education. Employers will also need to provide their COVID plans and precautions in place to minimize employee exposure. Students enrolled in a cooperative experience will continue to use Schoology for school-related communication, lessons, and assessments.

Additionally, students enrolled in the Distributive Cooperative Occupations (DCO) program will also be eligible to participate in work-based experiences, with parental permission, when Lehigh County is in the designated yellow (moderate spread) and green (low spread) phases. Employers will also need to provide their COVID plans and precautions to minimize employee exposure. Students enrolled in DCO will participate in LCTI content using the Schoology 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 LCTI school email address to communicate with teachers and other LCTI staff. Schoology includes an opportunity for teachers and students to communicate.

LCTI administrators continue to meet with all staff using the Google Meet platform and encourage 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 an electronic 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 electronic devices and resources, requested that LCTI provide its students, who attend LCTI, with a device. 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 2020/2021 school year or at a time during the school year when instruction returns to a full on-site instructional model. Distribution of devices will occur at the student’s respective high school to accommodate student/parent transportation needs. Anticipated completion of device distribution is August 28, 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. Throughout the summer months, teachers participated in professional development activities geared to improve their level of competence in using Schoology. All CTE programs and academic courses will be offered using the Schoology LMS platform during the 2020-2021 school year.

Paper copies of instructional materials will be provided to those students who need printed resources. These resources will be mailed to students using the US postal service and/or distributed to students when they attend in-person classes.

<table>
<thead>
<tr>
<th>Staff General Expectations</th>
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<tbody>
<tr>
<td>Teachers are expected to use Schoology as the learning tool for all students. All assignments must be posted and graded in the Schoology platform. It is expected that teachers assign, at minimum, one graded assignment daily for all students, regardless of their mode of participation (on-site or remote). Teachers will continue to follow the scope and sequence designed for each level of instruction (Levels 1, 2, 3, and 4) and will assign theory work as well as practical application of theory. Practical tasks will be modified whenever possible to permit students to complete tasks in a remote learning environment. Students, when attending in-person during a hybrid schedule, will focus on practicing and mastering those practical applications that require in-person supervision. Additionally, the in-person days during the hybrid model, will focus on application skills to ensure students are prepared to earn industry certifications. Theory lessons should be delivered in an asynchronous fashion using technical tools (i.e. screencastify, etc.) and posted on Schoology. 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. On Wednesdays, teachers will communicate, using the telephone and/or virtual conferencing, with all students who are attending LCTI in a full virtual model.</td>
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<td>Supervisors will meet weekly with teachers and other support staff. Instructional supervisors will receive professional development to learn how to observe and evaluate virtual learning activities. Teachers will continue to be observed informally and formally in the in-person and remote learning models.</td>
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<tr>
<td>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 to include small groups and individualized remediation to students engaged in the virtual experience.</td>
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</table>
Student Expectations

Students are expected to complete assignments on a daily basis regardless of their mode of participation (in-person, hybrid, or remote). For students attending in-person classes, their attendance will be tracked according to the current LCTI procedures for recording attendance. For those students who attend virtually, their attendance will be recorded according to their daily participation in remote learning activities. Specifically, students studying remotely must complete and submit a daily assignment to earn a present condition for the specific day. For students who receive paper packets, attendance will reflect their timely return of the daily completed assignments.

Students will be permitted to “make-up” previous assignments posted in Schoology following their return (remotely or in-person) after an excused absence.

Students are expected to maintain regular communication through email, Schoology messages, or other virtual methods (i.e. telephone, Google Meet, etc.) when participating in remote learning models.

<table>
<thead>
<tr>
<th>Attendance / Accountability</th>
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<tbody>
<tr>
<td>All eLearning activities, planned as asynchronous learning are posted within the Schoology platform. For students who attend in-person classes during the remote or full in-person models, they will receive direct instruction and practical application of skills. For those students attending remotely, 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.</td>
</tr>
</tbody>
</table>

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

**Attendance**

Daily student attendance (Present/Absent) must be marked in Skyward for every student. LCTI developed a universal method to capture student attendance and participation in daily posted assignments. Teachers will measure students' attendance daily using a different rubric for those students who attend on-site and those who attend using a remote learning model.

Students attending **on-site** for in-person learning, will be recorded absent or present according to the following conditions and attendance decisions:

<table>
<thead>
<tr>
<th>Condition</th>
<th>Attendance Decision</th>
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</thead>
<tbody>
<tr>
<td>Student in attendance</td>
<td>Present</td>
</tr>
<tr>
<td>Student not in attendance</td>
<td>Absent</td>
</tr>
</tbody>
</table>

Please refer to the Student Handbook for specific attendance information.
Students attending remotely, will be recorded absent or present according to a confirmation of the following conditions (access and timely submission of work) and attendance decisions:

<table>
<thead>
<tr>
<th>Access Confirmation</th>
<th>Timely submission of assignment</th>
<th>Attendance Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Remote Present</td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>Remote Present</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
<td>Remote Absent</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Remote Absent</td>
</tr>
</tbody>
</table>

Students must complete and submit a daily assignment to earn a present condition for the specific day.

Teachers will be able record student attendance beyond the current day in Skyward, since in many cases we will not be able to see if the student has completed an assignment before 3:00 PM. All attendance for students must be marked by next day before noon, unless the paper packet is mailed to the student.

For example: Monday’s virtual attendance must be entered into Skyward by Tuesday at noon.

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 periods of remote, hybrid, and on-site learning models. 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.

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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 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.

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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

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Resource Links

LCTI posted resources that are available to students and their families: 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