

Continuity of Education Plan

School District	Premier Arts and Science Charter School (PASCS)
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Goal of Plan

The goal of Premier Arts and Science Charter School (PASCS) is to provide a world-class education through a back-to-basics approach to instruction. In cooperation with our staff, students, families, and community stakeholders, we will strive to maintain our quality of instruction during the closure of our physical school building due to the COVID-19 pandemic. To do so, we have developed a Continuity of Education Plan to provide classroom instruction and additional instructional supports for Grades K-5 through a blended learning environment. Our focal points for the CoE are to maintain: a) planned instruction in (enrichment/planned instruction) English Language Arts, Mathematics, Science, Social Studies, Spanish and Physical Education, b) continue and move forward in skill sets correlated with IEP goals/services, and c) extend learning in other academic areas.

Overview of Plan

The CoE Plan will provide daily instruction to students ranging from enrichment and review to planned instruction in a blended learning format. We will ensure that students have access to the FAPE during the COVID-19 pandemic. Teachers and related staff (Special Education, Instructional Aides, and Counselors) will be expected to uphold consistent communication with students, parent(s)/guardian(s), and related staff to maintain educational needs in the blended learning environment. Outreach will be conducted with parents/guardians by teachers and related services staff as it relates to family needs and access as well as prioritizing educational needs.

K-5 Grade Instructional Program

Introduction

PASCS will do its best to uphold FAPE during this global emergency. The safety and health of our staff and students hold precedence at this time; however, we are also dedicated to providing our students with a quality education as well. After the initial notification of the school closures due to COVID-19, PASCS created and distributed self-guided review and enrichment paper packets to students with enough activities to last from the dates of March 16th through April 17, 2020. In doing so, teachers provided students with opportunities for remediation and enrichment in all subjects regularly taught

in the building. A suggested daily schedule was included to assist parents in managing the work for their children. Additionally, teachers maintained daily contact with families to share an array of resources to assist with the basic learning needs of their children.

It is anticipated that planned instruction, with enrichment and remediation embedded, will begin on or about April 20, 2020. The instructional delivery will be in the form of a blended learning environment. The blended learning environment will consist of a combination of digital/on-line instruction and traditional paper/pencil self-guided independent instruction. Students will receive planned instruction in all four (4) core content areas (English Language Arts (ELA), Mathematics, Science, and Social Studies) and the specialty subjects (Health / Physical Education and Spanish) as well. In addition to the delivery of planned instruction, students receiving special education services will receive a modified variation of those services during this time. In addition to academics, our student support services are active as well. Our program guidance counselors have engaged our school's community by performing "wellness checks" with families and have shared a variety of resources to assist with basic needs for those in need.

Instruction using Devices with internet access

Teachers of PASCs will provide digital instruction using an on-line platform. Initially, the Zoom / Google Meet platform will be used while other more robust and comprehensive learning systems are explored. In addition to the Zoom, instructional tools in the Google Suite will be utilized by our staff as well. Teachers will utilize a variety of instructional resources to assist with the online instruction and enrichment / remediation.

During the implementation of planned instruction, students will receive virtual instruction in ELA, math, science, social studies, physical education/health and Spanish via Google Drive and Google Classroom to introduce new material and provide opportunities to reinforce prior learning. Typically, teacher directed planned instruction will be provided for approximately 120 minutes per day (three day per week) in the four (4) core content areas. Teachers will be implementing the school's curriculum using curricular resources from Houghton Mifflin Harcourt (HMH) for ELA and Eureka for Mathematics. Accommodations and modifications as required in the IEP will be implemented to the maximum extent possible in a virtual setting. Program counselors, instructional aides, PCAs, and other related service staff (when appropriate) will work in tandem with the teacher to support instruction and embed social emotional learning opportunities into instruction. Upon obtaining consent from parents/guardians, students will continue to receive these social services to the extent possible via a virtual model. For other related services such as but not limited to speech/language and occupational therapy, upon consent for virtual delivery, these services will also be delivered to the extent possible as well.

Instruction for students without devices or access to internet

For students not able to engage in online learning independently, teachers will work with parents, family members and caregivers to provide opportunities for instruction, as much as the student/caregiver can tolerate and support. Students will receive learning packets that will align to the online planned instruction. Asynchronous connections and content will be provided for students who cannot participate in live sessions. Education staff will provide pre-recorded video modeling of teaching and routines that correlate with IEP goals that parents can easily understand and implement of their choosing/ability. As well, staff will provide general, student specific, resources that will help caregivers provide structure/routine/familiarity.

Provisions for Students receiving Special Education Services

PASCS will make a good faith effort to provide IEP related services to all PASCS students. PASCS understands the complexity of needs across all students served by PASCS, the variety of circumstances and the potential barriers presented by school closures and the inability to have in-person services. PASCS staff will engage families in meaningful planned instruction, collaboration through consultation, coaching, video modeling, and exchanges of resources.

PASCS will ensure FAPE to the best of ability given the current state, national, and world epidemic conditions. It is our first priority to ensure that students' and their caregivers' health are prioritized. Caregivers will be interviewed through personalized connections from each case manager and related service member (when appropriate) related to prioritized educational needs in the adjusted learning environment. Specific attention will be made to what caregiver's greatest areas of need are in the new learning environment.

Based on those interviews with individualized caregivers and students, teams will develop individualized virtual learning opportunities to support the current prioritized learning needs through the collaboration with IEP team members. Intensity of instruction will be dependent on both the staff arrangement as well as the needs/abilities of the student. Base levels of Continuity of Education will be established to ensure personalized learning with a goal to engage the student in longer durations of instruction.

Expectations for Teaching and Learning

All teachers will engage students and their families in meaningful planned instruction, enrichment, and remediation. Teachers will plan and deliver lessons aligned with state standards in accordance with the school's remote schedule. The subjects being taught are English Language Arts (Social Studies integrated), Math (Science embedded), Spanish, and Physical Education/Health. Lesson topics will include new content appropriate with the grade level (K-5) while providing students an opportunity to review concepts already taught for deeper understanding. Lessons will be presented in a blended learning format where content will be presented using multiple digital platforms.

To this end, teachers are expected to plan for instruction on a consistent basis. Furthermore, teachers are expected to engage in cooperative planning with their grade-alike team members. In addition to planning and planned instruction, teachers will also host "office hours" to provide students and their families additional opportunities to ask questions and receive additional help. Moreover, the instructional assistants will be present in all online instructional sessions and they will be available for office hours as well. The Special Education staff will continue to adjust and refine the provision of special education and related services to provide FAPE based on progress monitoring.

Students are expected to attend and engage in virtual learning sessions, attend office hours (when needed), and participate in the opportunities provided by the teacher to demonstrate their knowledge of the content. Students are expected to participate and engage in related services.

For students not able to engage in online learning independently, teachers will work with parents, family members, caregivers, and community stakeholders to provide opportunities for instruction, as much as the student/caregiver can tolerate and support. Teachers and support staff will provide a live morning meeting (morning check-in) and a live end of the day meeting (check-out). Asynchronous connections and content will be provided for students who cannot participate in live sessions.

Communication Tools and Strategies

PASCS conducted a needs assessment / technology survey to determine the level of technological access of families and students. The survey assessed families' access to hardware (ie, computer, laptops, tablets, etc...) and their ability to access the internet (wifi / dial-up). Based on the responses, PASCS will provide devices as needed. When available, resources for families to gain access to the internet will be provided as well. PASCS will provide periodic updates to families via phone, email, and US mail outlining the school's Continuity of Education Plan. Parents will have the opportunity to ask questions and share any concerns. Staff will collaborate with families through online learning platforms, emails, phone calls, and texts.

The table below summarizes the communication tools and strategies that PASCS will employ to communicate with its stakeholder community.

Communication Tool	Communication Strategy
Zoom / Google Meet	Zoom / Google Meet is a video conferencing platform that will be utilized for the following activities: Administrative: <ul style="list-style-type: none"> ● Staff meetings ● Board meetings ● Executive meetings Instructional <ul style="list-style-type: none"> ● Teacher professional development ● Planned instruction lessons ● Office hours
Class Dojo	Class Dojo will be used to manage the following classroom communications: <ul style="list-style-type: none"> ● Class messages ● Contact with parents ● Assignment postings ● Class and School updates
Google Classroom	Google Classroom will be utilized to present new concepts in accordance to the CoE plan. The Google Classroom environment will contain academic content and all related instructional information provided during the live on-line instruction. Also, links of previously recorded lessons will be housed in Google Classroom as well.

<p style="text-align: center;">School Website</p>	<p>The school's website will contain the following information:</p> <ul style="list-style-type: none"> ● school wide updates ● General information ● notifications
<p style="text-align: center;">Email</p>	<p>Emails will be used to communicate to the following stakeholders:</p> <ul style="list-style-type: none"> ● Administrative staff and consultants ● Office staff ● Teachers / Counselors / Instructional Assistants ● Students, parents, and community stakeholders
<p style="text-align: center;">Cell Phone / Robo Call</p>	<p>Cell Phone and Robo Calls will be used to communicate to the following stakeholders:</p> <ul style="list-style-type: none"> ● Administrative staff and consultants ● Office staff ● Teachers / Counselors / Instructional Assistants ● Students, parents, and community stakeholders
<p style="text-align: center;">Printed Materials</p>	<p>Hard copies of all relevant information will be provided to students and families who cannot access the information electronically. These materials will be available through the following venues:</p> <ul style="list-style-type: none"> ● U.S. mail ● Pick-up from school ● Delivery by school personnel
<p style="text-align: center;">Facebook</p>	<p>The school's Facebook page will contain the following information:</p> <ul style="list-style-type: none"> ● School wide updates ● General information ● Notifications

Access (Devices, Platforms, Handouts)

Every student will have an opportunity to obtain a loaner Chromebook from the school. Paper packets of assignments will also be available for students who are unable to utilize the chromebooks. On a daily basis, students will be expected to log into their virtual classroom via an internet link.

	Device	Platform	Handout Version Available? (Yes/No)
iReady	Chromebook / Tablet	web-based	Yes
Exact Path (Edmentum)	Chromebook / Tablet	web-based	No
Google Classroom	Chromebook / Tablet	web-based	No

Other learning platforms and technologies will be added if needed. In those cases, all of the changes will be approved by the Board of Directors and communicated to the school community using the established communication protocols.

Staff General Expectations

Teachers and education staff are expected to plan lessons and deliver virtual instruction. This can be both synchronous and asynchronous. Staff will modify and accommodate content to meet the learning needs of their students in alignment with the IEP to the extent possible given the modality of instruction. Program support staff (counselors, educational paraprofessionals and personal care aides) will support instruction and provide assistance and remediation. School counselors and behavior consultants will provide social, emotional, and behavioral learning opportunities for students as well as provide related services as written in the IEP, pending consent.

Teachers are expected to maintain consistent communication with students, families, and PASCs administration using established communication protocols, as appropriate. Teachers are expected to be available at the designated times to receive calls and help students understand materials and work through assignments. As requested, teachers are expected to grade assignments, gauge progress, and communicate with relevant stakeholders. Professional development will be provided to educational staff by supervisors, consultants, and coaches.

Student Expectations

Students are expected to login to class, at designated times, if they have accessibility. However, if they do not have accessibility, they are expected to complete a minimum of 80% of the assignments provided for planned instruction.

The responsibility of PASCs is to provide students and caregivers a meaningful Continuity of Education. In general, student weekly plans will consider the student's age, current behavioral levels of participation and persistence, and ability to complete work. As discussed above, duration, intensity, and level of engagement will be varied per the student/caregiver's needs and abilities. We understand

staff need some direction to begin. Early intervention sessions will be determined with the family and may change as virtual learning continues. A session may consist of both direct contact with a student or group of students and coaching/consultation with the caregiver. Both synchronistic and asynchronistic sessions will be considered for meeting the needs of the student.

For students able to access online learning independently, engagement, effort, and participation is expected of all students. Accommodations and modifications will be provided as per each student's IEP to the extent possible given instruction via a virtual platform.

For students not able to access online learning independently, student weekly plans will consider the student's age, current cognitive, academic, social/emotional, and behavioral levels of participation and persistence; and ability to complete work. As well, intensity, and level of engagement will be leveled per the student/caregiver's needs and abilities; we understand staff needs to provide directions for the students and their families to begin. Staff should plan for each learner to have 2 hours of planned instruction and/or enrichment and review per day. Grade level teams should evaluate this recommendation weekly for each learner and adjust appropriately in coordination/collaboration with the caregiver.

Attendance / Accountability

Attendance will be documented by each teacher and shared with PASCs administration as requested. Administrative and individual support will be provided to teachers/teams on what attendance / accountability measures should be taken based on the PASCs's Continuity of Education Plan.

Good Faith Efforts for Access and Equity for All Students

Staff will collaborate extensively with families to enhance our teaching, consultation, coaching, and video modeling. We will continue to adjust and refine our practices for students to recognize FAPE and meaningful progress as much as possible with the conditions at hand.

The teachers are very familiar with the academic levels, accommodations required, and special learning needs or preferences of each student in their class. Each teacher maintains contact with other teachers and Special Education teachers. Our educational team is small and communicates well to support one another. PASCs staff support the school and understand the importance of education. We will continue to adjust and refine our plan and practices for students to recognize FAPE and make meaningful progress as much as possible under the current conditions.

Special Education Supports

Students will receive 1 hour of instruction daily through the Zoom platform from 11:00 a.m. -12:00 p.m. Moreover, special education teachers will be available to provide additional support to students on their case-load during the school day, as scheduled.

- IEP meetings will be conducted via telephone.
- A NOREP will be issued for all students in the PTE/PTR stage for delay of process.
- A NOREP will be issued for all students due for a review of records.
- A NOREP will be issued for all special education students due to COVID-19.
- Resources provided:
 - ❖ Prodigy
 - ❖ Cool Math
 - ❖ Lexia
 - ❖ Exact Path
 - ❖ Study ladder
 - ❖ ABC mouse
 - ❖ Classroom Champions

Speech therapy programs will contact parents to provide resources and activities to be worked on during this time. Parents will also be given the option for direct instruction via a zoom platform.

Special Education Staff:

Danielle Sims dsims@pascs.org
Greg Hartzell ghartzell@pascs.org
Anthony Crayton acrayton@pascs.org
Kristin Hoover khoover@pascs.org

We will continue to adjust and refine our plan and practices for students to recognize FAPE and make meaningful progress as much as possible under the current conditions.

EL Supports

Our case manager will collaborate with ELL staff, Aimee Sheva from the CAIU #15, to implement support for our ESL students. We will also provide interpreters as needed.

Gifted Education

PASCS will continue to provide students opportunities for acceleration and enrichment based upon students' needs.

Building/Grade Level Contacts	
Kindergarten:	Ebone Jackson ejackson@pascs.org
First Grade:	Anastasia Heim aheim@pascs.org Jen Mock jmock@pascs.org
Second Grade:	Archana Parida aparids@pascs.org Deb McMichael dmc michael@pascs.org
Third Grade:	Susana Carzado-Hudson shudson@pascs.org Lawrence Edwards ledwards@pascs.org Darlene Smith dsmith@pascs.org
Fourth Grade:	Querida Smith qsmith@pascs.org Serena Brenneman (long-term substitute) sbrenneman@pascs.org
Fifth Grade:	Laura Whitmire lwhitmire@pascs.org James Ledda jledda@pascs.org

Resource Links
https://www.curriculumassociates.com/supporting-students-away-from-school?utm_source=VanityURL_CAI-562381a&utm_medium=WordofMouth_Multi-use&utm_content=iready_ATHOME&utm_campaign=vanity
https://www.edmentum.com/
Reading: https://www-k6.thinkcentral.com/ePC/start.do