



Continuity of Education Plan

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Goal of Plan

It is the goal of The Pathway School to make a good faith effort to meet the IEP needs of each of our students and to effectively partner with our families during this unprecedented time. The Pathway School will provide a framework of educational opportunities for all students to maintain and build upon their academic, behavioral and social skills while away from their accustomed school environment.

Overview of Plan

Beginning the week of March 23, 2020, Pathway School faculty will begin posting enrichment activities for students and families to begin familiarizing themselves with on-line learning resources.

Every day beginning the week of March 30, 2020, students will be given assignments to practice and/or refresh skills learned prior to the mandated school closures. All major subject areas will be included in this rollout: Math, Science, Social Studies, English Language Arts, Reading and Writing as their school schedule dictates. Elective class activities will be provided in Art, Drama, STEM and Physical Education.

To engage students socially, teachers will also be hosting live classroom meetings via Google Meet or Zoom so they can facilitate in-person instruction and to encourage their students to see and interact with one another.

Students with individual related services, e.g., Speech, O.T., Reading Support and Counseling will be offered their IEP services via Google Classroom, Zoom or via telephone. As appropriate, students with group and/or push-in services will be offered at least 1 individual session during the online learning period. Services will be based upon discussion/arrangements with parents and student needs in this time of crisis, as well as availability of contact with students. To promote consistency,

related services will be provided, whenever possible, at the students usually scheduled day and time. Staff will work with parents to schedule at a mutually available time if their usually scheduled day/time is inconvenient.

Students with career education classes will complete "Career Cruising" with their assigned Job Coach. Students who are scheduled to graduate in June 2020 will meet for "Senior Seminar" with the Transition Coordinator via Zoom.

In addition to active class time, Pathway school teachers have been and will continue to post free, on-line enrichment materials and activities on the Pathway School website, www.pathwayschool.org. These activities have been vetted by Pathway leadership and are to be used in conjunction with the teacher-led content provided via Zoom and Google Classroom.

To better support families, The Pathway School established a tech support email system so Pathway staff can talk families and their students through technology issues they may encounter throughout the day. Pathway technology staff will be available Monday through Friday from 8 am until 4pm.

Additionally, The Pathway School established a clinical and behavioral helpline for families to get PRN support should their student require additional service from a Pathway clinician, BCBA or Behavior Interventionist. Pathway clinical and behavioral staff will be available Monday through Friday from 8 am until 4pm.

For those students who cannot be effectively programmed for via computer technology, Pathway staff will be producing and mailing printed educational content, followed up with telephonic consultations with the student and their families. There will also be on-line, skills-appropriate enrichment activities for these students on the Pathway School website if they choose to access these materials.

IEP meetings will be held as scheduled via Zoom or via conference call. Our Education Office staff has been and will continue to reach out to you to collaborate towards scheduling these IEP's.

RRs will be completed based on a review of records, and with limited opportunity for student observations. In cases where additional testing/assessments are deemed appropriate, a PTRE will be sent to parents after in-person classroom experiences begin again.

Expectations for Teaching and Learning

Beginning Monday, 3/30/2020, asynchronous learning with skill maintenance and student engagement activities.

Beginning Monday, 4/6/2020, synchronous and asynchronous lessons with new instructional content and student engagement activities.

The Pathway School staff will be involved in the following activities specific to teaching and learning:

- Planning and researching for synchronous and asynchronous instruction;
- Executing and recording Instruction to be pushed out to students;

- Responding electronically or by telephone with students & parents to address questions or concerns
- Assessing submitted student work;
- Logging dates/times of communication with parent;
- Engaging students/families (digitally) who are not meeting teacher/course/related services expectations; log discussions related to barriers and solutions on Student Engagement Form
- Collaborating with colleagues to ensure pursuit of key curricular components;
- Completing online professional development functions/activities;
- Engage “electronically” in key features of a typical school day that still need to be pursued (i.e., department meetings, team meetings, IEP and/or RR meetings progress monitoring, etc.)

Communication Tools and Strategies

The student’s case manager will communicate (at least weekly) with the parent/guardian of their students. Pathway faculty and the student’s families will determine, mutually, the best method of communication as well as the most convenient time of the day to have these discussions.

Parents/ guardians have been provided contact information for our IT professionals, whom they can reach out to for tech support.

Parents/guardians have been provided contact information for our Psychological Services team, whom they can call for support related to social-emotional/behavioral issues.

Daily emails written by our President/CEO are sent to families to communicate general school information and other, important information. [Beginning May 1st, communication now weekly].

Modes of communication: Emails, Zoom, Google Classroom, phone calls, hotline, video conferencing and printed material via U.S. Postal Service.

Access (Devices, Platforms, Handouts)

The Pathway School has invested in student technology and has had Google Chromebooks issued to each student for the past several years. All families were surveyed to assess their access to technology. Those families who identified a need were provided a Chromebook for their child to use. Students use these Chromebooks regularly in school. We recognize that some may need support using this technology and we will provide such as needs present. To date, 165 Chrome Books that have been distributed to the Pathway students to assist them with their virtual learning environment.

Parents/ guardians have been provided contact information for our IT professionals, whom they can reach out to for tech support.

For the past year, Pathway School students have been accessing curriculum resources through online experiences in the classroom which will continue during remote learning. Parents/guardians have been provided username/password information necessary to login to various curricula.

For the past year, the Pathway School has been using technology learning tools in their in-class experiences and this will continue during the remote learning.

As new technology tools are used within the classroom, the education staff will provide instruction and support for students to access these tools.

All families are given the option to have printed materials sent to them if that is their preferred method of learning. Parents/guardians are asked to take photos of the work and submit it via email, or to return the completed work in the self-addressed sealed envelope provided by Pathway.

Staff General Expectations

Overall expectations:

- Case managers are expected to have regular (at least weekly) communication with each family on their caseload. For students in high school, the homeroom teacher will be the primary contact person and will share information with other members of the student's team.
- Staff are expected to work collaboratively with Related Service providers and 'Specials' professionals, who will be invited into Google Classroom.
- 'Specials' teachers are expected to provide activities appropriate to their content area for each class that they teach.
- School-wide Positive Behavior Interventions & Supports (PBIS) will continue.

Beginning March 30, 2020:

- Staff are expected to provide enrichment opportunities in math, reading, social studies and science for their students through websites and/or through print materials either provided to parents or available in the home.

Beginning April 6, 2020:

- Staff are expected to provide at least 30 minutes of Math, Reading, Social Studies and Science daily as appropriate to address IEP goals in these subject areas.
- Staff are expected to provide other academic and elective classes per the student's schedule.

Student Expectations

- Students are expected to participate in the lessons as directed by their teachers.
- Students are expected to participate in related services sessions as directed by those professionals.
- Students are expected to respect the privacy of their staff and classmates during synchronous learning experiences in which video/audio are being used.
- Students are expected to refrain from recording (video and/or audio) lessons/interactions during their remote learning experiences.
- Students are expected to check-in with their teachers daily for attendance when their participation is not required in an asynchronous learning format.
- Students are expected to request assistance (technology, academic and/or social -emotional) from their staff or parent/guardian at times when they are not working directly with staff
- Students are expected to abide by policies contained in The Pathway School Student Handbook.

Attendance / Accountability

- Staff will maintain attendance records during times when synchronous learning is occurring.
- Students will check-in with their teacher daily, in the format determined by the teacher, during asynchronous learning opportunities so that attendance can be taken.
- Team members will work individually with families to address issues with accountability. Any attendance issues will be communicated to the LEA.

Special Education Supports

The Pathway School is providing supports and services respective to the following guidance: “Ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act (Section 504), and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction.” School districts must provide a free and appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students.

“....the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction provided virtually, online, or telephonically.

The Department understands that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. While some schools might choose to safely, and in accordance with state law, provide certain IEP services to some students in-person, it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services. Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing.

It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities. The determination of how FAPE is to be provided may need to be different in this time of unprecedented national emergency.” (Supplemental Fact Sheet Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities, March 21, 2020).

The Pathway School will be following the direction provided by the Department of Education to bring together parents, educators, and administrators to collaborate creatively to continue to meet the needs of students with disabilities. We will consider practices such as distance instruction, teletherapy and tele-intervention, meetings held on digital platforms, online options for data tracking, and documentation. In addition, there are low tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

Supports from specialists: School Psychologists, School Nurse, School Social Workers, Behavior Consultants, Reading Specialists, Speech-Language Pathologists, Occupational Therapists, and Physical Therapists. Specialists will collaborate with classroom teachers as well as provide instruction and services virtually to students.

With regard to supporting and overseeing students with IEPs:

-To the best of their ability in the online format, teachers will be supportive and committed to the instruction and monitoring of students with IEPs .This involves: ➤ Following IEPs and RRs, and being responsive to case managers and parents/guardians ➤ Participating in scheduled virtual IEP and RR meetings when needed ➤ Assisting in the progress monitoring of IEP goals ➤ Differentiating instruction.

-To the best of their ability in the online format, teachers will monitor IEP goals and SDIs and communicate appropriately with students and parents/guardians.

-School staff will collaborate with parents and LEAs to continue meeting the learning needs of students.

Class Schedule:

Emotional Support Program Schedule

Monday through Thursday Schedule: Fridays are used for make-up days and opportunities to meet one on one when it was not possible during the week

9:00-9:45: Math**

9:50-11:10: ELA, this includes writing**

11:15-12:00: Special

12:05-12:35: Break

12:40-1:25: Science**

1:30-2:00: Social Skills**

**Teachers are completing at least two zooms per class each week in math, ELA, Science, and Social Skills.

Lower School Program Schedule

Monday through Thursday Schedule: Fridays are used for make-up days and opportunities to meet one on one when it was not possible during the week

9:00-9:40: Math**

9:50-10:30: Specials

10:40-11:00: Social Skills**

11:10-12:35: ELA (reading and writing)**

12:45-1:25: Science**

1:35-2:20: Electives

**Teachers are completing at least two zooms per class each week in math, ELA, Science, and Social Skills.

Upper School Program Schedule

Monday through Thursday Schedule only. Fridays are used as make-up days and opportunities to meet one on one when it was not possible during the week. Each student's schedule will vary based on classes they were enrolled in for the year, but the schedule below is an overview of the academic day.

35 minutes: Homeroom/Social Skills

40 minutes: ELA (reading and writing)

40 minutes: Mathematics

40 minutes: Social Studies

40 minutes: Science

40 minutes: Electives/Careers

Fridays (Behavior Intervention group Zoom meeting)

Fridays (every other week) Senior Seminar

Transitional Living (Functional Academic) Program Schedule

Monday through Thursday Schedule. There is a group activity every Friday morning; the remainder of the day is for student review, virtual field trips, etc.

9:00-10:00: Homeroom/Social Skills

10:00-10:45: Reading

10:45-11:30: Mathematics

11:30-12:00: Lunch

12:00-12:45: Specials (Monday: *Art*, Tuesday: *PE*, Wednesday: *STEM*, Thursday: *Drama*)

12:45-1:00: Fun Activity

1:00-1:45: Independent Living

1:45-2:15: Community Integration

Fridays (every other week) Senior Seminar

Confidentiality

In terms of confidentiality, The Pathway School has made reasonable efforts to ensure that such video conferencing is confidential, and access is limited to students in the assigned groups. However, some of these services will be provided in a group format and, when this occurs, students will be able to see other students in the group. In addition, The Pathway School is unable to control who else may be in the room in which a student is receiving these services remotely, including other family members or others who are living with the student, who may observe the session and who other students are in the group. Therefore, The Pathway School expects all families will review and implement the following guidelines and expectations to ensure the confidentiality rights of all students are protected during instructional methodologies which will include group communications, and/or video conferencing. By having your child participate in video conferencing and/or other instructional methods, you are accepting and agreeing to the conditions outlined in this notice:

1. Neither The Pathway School nor parent shall make or maintain recordings of the course content or classroom activity or other group communication that is conveyed via the virtual attendance services. Recordings will be maintained of the live classroom instruction with the teacher present in the recording only for students who are unable to receive the instruction during the virtual instruction time period. Students will not be recorded.
2. Parent shall make every effort to ensure that no one other than the student scheduled to participate in a virtual attendance service can see or hear the virtual attendance service.
3. If parental or other third-party involvement in a virtual attendance service is necessary to enable a student to participate, the individual assisting the student shall not re-disclose any personally identifiable information about any student involved in the virtual attendance activity.
4. If the parent's electronic equipment malfunctions in any way, the planned virtual attendance services will continue as scheduled.
5. The parties agree that this Agreement does not apply to the video- or audiotaping of any course material by teachers that has been or may be made available to students from time to time.

Good Faith Efforts for Access and Equity for All Students

The Pathway School is committed to continuous, open communication and collaboration with families to anticipate and address concerns with our Continuity of Education Plan.

It is important to emphasize that there will be the need for flexibility in determining how to meet the individual needs of all students. The determination of how this is to be provided may continue to evolve given the length of time we operate in a virtual environment.

It is the goal of The Pathway School to make a good faith effort to meet the IEP needs of each of our students.

Should there be concern about delivery of services for individual students based on their needs, the team will discuss and implement reasonable appropriate additional accommodations/modifications.

The Pathway School Contacts

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Resource Links

<https://www.pathwayschool.org/index.php/about-us/news>

<https://www.cdc.gov/cpr/epf/pennsylvania.htm>

<https://www.education.pa.gov/Schools/safeschools/emergencyplanning/COVID-19/Pages/default.aspx>