

**FOLK ARTS–CULTURAL TREASURES CHARTER SCHOOL  
CONTINUITY OF EDUCATION PLAN, APRIL 2020**

## Continuity of Education Plan Details

**Name of School: FACT Charter School**

Question	School Response
<b>Part I: Continuity of Education Timeline</b>	
1. Has the School provided continuity of education to its students anytime beginning March 16th?	NO: see phased planning and implementation below
1a. If YES, please provide the start date.	
1b. If YES, please provide the type.	
2. Is the School prepared to provide continuity of education to its students until April 6th?	YES: see phased planning and implementation below
3. If School closure extends past April 6th, is the school planning to provide continuity of education to its students?	YES: see phased planning and implementation below
4. Did the School's Board of Trustees vote on any Continuity of Education Plan or does it plan to at a scheduled Board Meeting? <b>ATTACHMENT REQUIRED: A Continuity of Education Plan that includes full instructional days must be voted on by a School's Board. Please submit either A) Board of Trustees draft minutes indicating Board vote on the plan OR B) proposed date/time for Board meeting to vote.</b>	The FACTS Board of Trustees voted to approve this Continuity of Education Plan at its regularly scheduled Board meeting of April 15.
<b>Part II: Continuity of Education Type</b>	
5. What type of continuity of education does the School plan to provide e.g. April 6th onward?	Enrichment and Review (beginning March 20) Planned Instruction (beginning May 4)  <i>*Schools are expected to put forth their best effort to provide educational opportunities for students. If the school has not/does not plan to provide educational opportunities, please reach out to Peng Chao (pchao@philasd.org) immediately.</i>
<b>Part III: Continuity of Education Plan Resources</b>	
6. Explain the overall approach and methodology to the School's Continuity of Education Plan that should include the appropriateness to the grade span, types of materials being used, and the	

planning incorporated into the creation, distribution, and the execution of the learning plan.

Your answer should include:

- Resources students need to fully participate in the learning.
- A description for how and how often resources will be distributed to students.
- An understanding of how the school has considered access in their plan execution.
- Details of how teachers and staff are involved in the plan.
- A description of how all parents (including those who do not speak English) are being notified and updated of the plan and expectations.
- If the school's plan is full day instructional, details regarding days per week, teaching, and learning expectations.

**ATTACHMENT REQUIRED: If *full day planned instruction*, provide one sample schedule that a grade span is expected to follow; if *enrichment and review*, provide one sample document to be sent to students/families outlining expectations.**

### FACTS's Overall Approach

FACTS began working on plans to continue to deliver education prior to the school closure. Our phased approach includes time for planning, training, staff deployment, development and communication of policy, parent notification and feedback, acquisition of technology resources, creating a SPED and 504 plan, and setting goals and expectations for instruction.

FACTS instructional priorities during this school closure are:

- To support the well-being of students and staff;
- To maintain our school culture to the extent possible under current conditions;
- To create equity in access to education that recognizes the limits of families' home technology and the varying degrees of parents' capacities to assist and support in their student's learning through the course of the day;
- To reduce the amount of learning loss likely to occur while students are away from full day school through review and enrichment;
- To continue to provide Special Education supports, physical therapy, occupational therapy, and speech therapy to the extent possible under current conditions;
- To keep all students reading (each grade has a specified number of minutes per day);
- After a period of Review and Enrichment, to begin delivering new instructional content;
- To continue to advance FACT's mission.

FACTS has been working towards building trauma informed approaches into our school curriculum and practice. During this time of unpredictability and stress, it is more important than ever for FACTS to continue to use these approaches. We are applying four core priorities for trauma informed distance learning:

- Predictability: creating new routines
- Flexibility: recognizing that different students will have different needs while learning from home
- Connection: continued emphasis on building relationships and building community

- Empowerment: giving students the tools to think about, “how am I impacting the world around me?”

FACTS is differentiating our instructional models by grade level.

- Higher expectations and demands are possible for our Middle School students who have experience working independently on computers and who have practiced using the school’s Portals system prior to closure.
  - For Middle School students (who are all being provided with a school laptop or Chromebook if their family does not have enough devices for the student’s use), there will be interactive online classes at specified times of the day.
  - Homework submission may be required more frequently than once a week
- For younger students in grades K to 5, we are emphasizing the creation of teaching and learning resources that students can access on their own timeframe (asynchronous learning).
  - Direct instruction will be delivered on a video sharing platform that protects students from inappropriate ads or suggested videos and that students and parents may view when they are able.
  - Direct instruction will be delivered on a video sharing platform that is viewable on a phone or tablet and that does not require the use of a computer.
  - Homework will be due once a week to allow for accommodation of different families’ schedules.
  - Activities must be designed in such a way that does not assume that families have access to printers.
- All Students (Grades K-8) are expected to:
  - Spend some time on school work every day
  - Read every day (number of minutes specified by grade)
  - Participate in the school-wide project, documenting everyday life during the pandemic, making an entry each day
  - Participate in Morning Meeting, Social and Emotional Learning lessons and other teacher-led activities (when possible)
  - Turn in work when required by the teacher or communicate with the teacher the reasons for lateness
  - Respond when teachers are taking attendance

### **Phased Planning and Implementation**

Week of March 16:

- Staff self-care (March 16 and 17)
- Phone calls by teachers and staff to parents and students:
  - Check ins to say we’re thinking of them and to see if people are okay
  - Identifying any immediate needs such as food insecurity
  - Surveying about technology access
  - Concerns about family wellness directed to the school social worker
- Related Services Providers (speech, PT, OT) drafting service plans for the students on their caseloads (e.g. teletherapy, packets, etc. as delivery models)

- Meeting with Related Services providers and developing teletherapy procedures and parent notification and agreement processes (Speech, PT, OT)
- Redeployment of bilingual staff whose duties are light during school closure to establish a language access team
- Distributing laptops to school staff who lack home computers

#### Week of March 23:

- Weekly communication with families and staff
- Teacher training on remote learning technologies selected by the school
- Optional instructional activity through FACTS's Portals system
  - Checking student and parent access to Portals
  - Teachers practicing posting lessons and activities using Portals
  - Troubleshooting problems with using Portals
- Optional daily Morning Meetings via Zoom
  - Creating connection and maintaining a sense of community
  - Admin practicing using Zoom in order to be able to give guidance and set protocols for teachers
- Optional activities such as book readings, singing, dancing, exercise, and bedtime stories
- Optional Art, Music, PE, Chinese activities
- Teachers learning and practicing the use of Zoom with internal team meetings
- Technology Survey ongoing
- Teachers preparing lessons and activities but not uploading them
- Research on policy issues and preparation of parent notifications on remote learning and technology loans
- SPED case managers beginning the process of revising IEPs, completing Reevaluations when possible, and creating schedules for IEP meetings
- Translating and distributing teletherapy procedures and parent notification and agreement processes with parents of students with related services in their IEPs (Speech, PT, OT)
- Sourcing of hotspots and other potential technology solutions for families without access

#### Week of March 30:

- Weekly communication with families and staff
- Mandatory staff training on the school's responsibilities to protect student and family privacy and to train students on internet safety and etiquette as we move to a remote learning environment. Notification and reminders about the school's policies and procedures for approving of online platforms.
- Teletherapy begins for those students able to access it. Survey of students needing technology to access therapy ongoing.
- Instructional leaders clarify goals and expectations of remote learning during school closure
- Daily optional Morning Meetings continue; periodic special bedtime stories and singing and exercise continue
- All teachers post and share with students and families optional instructional

activities and learning resources on Portals.

- Mandatory student response to a question on Portals to assess student ability to access and submit responses via Portals
- Ordered and received tablets that double as hotspots for families lacking internet access
- Technology distribution logistics planning
  - Configuration of hotspot/tablets
- Finalized and translated Parent Notification about Remote Learning and Technology Borrower forms and process.
- Optional for teachers to send Spring Work optional activities

Week of April 6: Spring Break (ten month employees including teachers have off; 12 month employees have April 10 and April 13 off)

- Weekly communication with families and staff
- Decisions on equipment distribution (which students receive which devices)
- Daily optional Morning Meetings continue
- Distribution and return of Remote Learning Notification and Agreement (all families)
- Finalizing Technology Plan (resources available, priorities to ensure equity, approved apps and online platforms)
- Clarifications of policy and procedures

Week of April 13:

- Weekly communication to families and staff
- Communication of our technology distribution plan with families
- Morning Meetings, divided by grade spans, conducted by classroom teachers
- Remote instruction provided by all teachers in all subjects (Enrichment and Review)
- Student participation in coursework is mandatory but not graded
- Distribution and return of Technology User Agreements (those families borrowing equipment)
- Receiving donated Chromebooks and preparing them for distribution
- Development and translation of “how to” quick guides to support parents and students in using their school owned devices
- Assessing and troubleshooting the experience with the optional online learning and activities that staff presented. Making course corrections, clarifications of policy and procedures, etc.

Week of April 20 and moving forward:

- Continuing with the expectations and plans from the week of April 13
- Making course corrections
- Distribution of technology to families: First wave: Middle School students, students receiving teletherapy, hotspots/tablets to families lacking internet
- Continuing to monitor students’ access to technology
- Instructional leaders monitoring instructional delivery and student learning to the extent possible in order to develop continuing and evolving guidance for teachers

about the delivery of Review and Enrichment and Planned Instruction

- Enrichment and Review will be delivered at all grade levels

Week of April 27:

- Continuing with the expectations and plans from the week of April 13
- Distribution of technology to families: Second wave: Chromebooks, laptops or tablets to families lacking at least one device other than a phone for student use

Week of May 4:

- Continuing with the expectations and plans from the week of April 13
- Enrichment and Review as well as Planned Instruction will be delivered at all grade levels
- Assessing and troubleshooting the experience with the optional online learning and activities that staff presented. Making course corrections, clarifications of policy and procedures, etc.

### **Resources students need to fully participate in the learning.**

FACTS has completed a technology assessment survey of all students' families. Approximately 20 families were not reached after extensive efforts by school staff. After determining supports needed, FACTS will distribute devices and hotspots for students to participate in our distance learning plan. Since the closure, teachers have been providing optional review work through Plus Portals. Plus Portals is the centralized communication platform FACTS uses with families, teachers, and students.

We have encouraged families to utilize the School District of Philadelphia's Learning Guides and have sent links.

### **A description for how and how often resources will be distributed to students.**

Teachers will provide weekly activities and assignments to students. Both parents and students are notified through Plus Portals and via email of new assignment notifications.

FACTS will continue to encourage families to utilize the SDP's Learning Guides as supplemental materials.

### **An understanding of how the school has considered access in their plan execution.**

Teachers were first tasked with filling in a family tech survey and making check-in phone calls the first week of the school closure. Data was compiled and the office and interpretation staff continue to make attempts to reach families and students.

FACTS has not fully launched into distance learning and will continue to provide review and supplemental work as we plan for tech distribution.

### **Details of how teachers and staff are involved in the plan.**

Before the school closure, a team of Admin and the school's Curriculum Council comprised of department coordinators and teachers have been drafting the Flexible Instructional Day Plan for unplanned school closures. The content from the draft was applicable to this current situation.

The Admin. Team (composed of the Principal, Executive Director, Associate Director, Finance Director, Special Education Supervisor, Lower School and Upper School Directors of School Culture, and School Counselor) has been meeting at least weekly. The Principal continues to consult with the Curriculum Council and Curriculum Coordinators to address the current needs and concerns of the school. The Principal is establishing guidelines and expectations for the amount of instruction (both direct instruction and time students are expected to spend on schoolwork). There is a regularly scheduled mandatory weekly faculty meeting to update staff and to provide them with clear guidance of their responsibilities and expectations. Teachers have helped pilot lessons and activities using the school approved platforms, shared effective methods of delivering remote learning with their colleagues, and are working in grade teams (with grade partners and SPED and ELD teachers) to coordinate and design instruction.

**A description of how all parents (including those who do not speak English) are being notified and updated of the plan and expectations.**

We are providing weekly family communication letters to parents through the school's SIS-based Plus Portals systems, email, and posting on our website. Documents are translated in multiple languages.

Our main office continues to operate remotely with secretaries to answer the phones between the hours of 8 am and 4 pm. Special phone lines have been established for parents to directly call staff who speak: Mandarin, Cantonese, Spanish, and Indonesian. These assigned language access staff provide further assistance to families and partner with our teachers to assist with communication. Office hours and numbers have been shared with families.

Additionally, we established a team of assigned translators and interpreters to help quickly turn around translations of written documents in Chinese, Spanish, Indonesian and Arabic and to return parent phone calls and emails in Chinese, Spanish and Indonesian. Staff are trained to, and accustomed to, use Language Line for those languages that our staff and contractors do not speak.

**If the school's plan is full day instructional, details regarding days per week, teaching, and learning expectations.**

We do not plan to provide a full day instruction. We do not feel this is a realistic expectation given the current situation. We will provide continued learning, but it will be at a different pace than traditional classroom delivery.



## Part IV: Continuity of Education Equity

7. Explain how the School considered equity in the planning and execution of the Continuity of Education Plan. Your answer should include a description of the way in which the plan:

- Accommodates students with IEPs and 504 plans and how related services (in accordance with social distancing) are being rendered.
- Accommodates students considered English Learners.
- Accommodates students considered homeless or housing insecure.
- Ensures to not penalize students for special circumstances that the school is aware of (lack of resources or lack of parental support).

### **Accommodates students with IEPs and 504 plans and how related services (in accordance with social distancing) are being rendered.**

#### **Related Services and Special Education:**

- All IEPs will be amended (parental consent is obtained whenever possible) to reflect distance learning during the closure and regular services will resume when school resumes.
- Attempts will be made to hold necessary IEP meetings to ensure compliance with special education timeline mandates.
- Related services will be provided through teletherapy when possible. Sessions missed will be made up when school resumes.
- Special education will be provided via adapted and modified lessons and activities and through “office hours” for students to check in and receive extra support with special educators.
- If unable to provide services via conference calls or other technology, sessions will be made up when school resumes.

SPED teachers are expected to continue to work alongside and collaborate and plan with their partner teachers. This includes lesson planning, design, and delivery. Content teachers and SPED teachers have been meeting to discuss appropriate modifications and extra supports that can be provided.

FACTS has a limited number of students assigned to a Resource Room or receiving alternate instruction. The SPED teachers assigned to provide alternate curriculum are working to establish small group remote instruction and self paced online learning resources and assignments when possible.

### **Accommodates students considered English Learners.**

ELD teachers are expected to continue to work alongside and collaborate and plan with their partner teachers. This includes lesson planning, design, and delivery. Content

teachers and ELD teachers have been meeting to discuss appropriate modifications and extra supports that can be provided. For example, FACTS will provide a list of canned directions in multiple languages so teachers can copy and paste to their activities and assignments.

ELD and Special Teachers and assistants have been participating in all weekly team meetings. Their responsibility will continue to be advocating for the needs of students on their caseload.

**Accommodates students considered homeless or housing insecure.**

**Ensures to not penalize students for special circumstances that the school is aware of (lack of resources or lack of parental support).**

In our weekly family communication letter we have included sites for free meals, resources for mental and emotional support, and a direct line to our school counselor. Our school counselor has been conducting outreach to support students and families, and staff are referring special requests for assistance to the school counselor.