

**FOLK ARTS-CULTURAL TREASURES CHARTER SCHOOL  
CONTINUITY OF EDUCATION PLAN, 2020-21**

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**GOAL OF THE PLAN**

The goal of this plan is to provide for the continuity of education of our students during the 2020-21 school year while responding responsibly to the COVID-19 pandemic.

**SCHOOL VALUES AND PRIORITIES**

FACTS's excellence as a school is built on the recognition that students' ability to learn and thrive is strengthened when they are supported by a community of caring and when the school attends to their social and emotional as well as their academic needs. Our excellence is also built on the recognition that teachers' and staff members' ability to teach with creativity and rigor, serve our students and families, and thrive as professionals is strengthened when they are supported by a community of caring and a culture of collegiality, sharing, reflection, and continuous growth.

FACTS's values and priorities during this pandemic 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' and caregivers' capacities to assist and support their students' learning
- To continue to provide Special Education, ELD, and therapeutic supports to the fullest extent possible under current conditions
- To maximize student learning and growth including: academic content and skills as well as social and emotional content and skills
- To equip FACTS students with life skills and the skills of learners
- To continue to advance FACTS's mission

FACTS recognizes that this is a period of stress and anxiety for everyone in our community and the broader society. We are therefore applying [four core priorities for trauma informed learning](#):

- Predictability: creating new routines and adapting old routines to the new situation
- Flexibility: recognizing that different students have different needs as they cope with this pandemic and to focus on what is really important at this time
- Connection: continued emphasis on building relationships and building community which are keys to resilience
- Empowerment: giving students the tools to think about real world problems such as, “how am I impacting the world around me?”

The school has used these four priorities as we developed our school schedule and instructional model, and staff are using these four priorities as touchpoints as they structure their instruction and child interactions.

## OVERVIEW OF THE PLAN

### **Assumptions and Pre-conditions:**

It is assumed that pandemic conditions during the 2020-21 school year will likely call for periods of 100% remote teaching and learning and periods of using a hybrid model designed to reduce school density.

It is assumed that COVID-19 spread either within our school or in our region will lead to periods of school closure followed by periods of in-person, hybrid learning.

FACTS will provide all students with a Chromebook and internet access in the fall of 2020.

All families will be given the option to keep their child learning 100% remotely even when we re-open the school in the hybrid model.

### **Structure of the hybrid model:**

Each student will come to school once a week. Half of the students will come to the building on Wednesdays (for example) and half of the students will come on Thursdays (for example). Students will be divided into distinct cohorts that will remain together for the whole school day and with the same teacher for the whole day (with the exception of break times). The size of each cohort will be fewer than 14 students. All cohorts will be led by a certified teacher: a general elementary education teacher, SPED, ELD, Intervention, or Specials teacher.

The in-person day will focus on those student needs which particularly benefit from face-to-face interaction. These include:

- Wellness check in with students
- Community building and reducing isolation
- Social and emotional learning and support
- Providing students with instruction on and assistance with remote learning:

- o How to use their Chromebook, GoogleClassroom, etc.
- o How to care for their computer
- o Discussing with students what barriers they are facing in participating in classes or completing their work
- Academic assistance and review and possibly collection of student work
- Distribution of lunch and breakfast as well as supplies for the other four days
- Provision of services to those students who would benefit from in-person services such as OT, PT, social skills, etc.
- Opportunity to flag concerns related to mental health and safety of students

Academic content instruction will be delivered remotely on the other four days of the students' week. This schedule of instruction will remain constant whether FACTS is in the hybrid or 100% remote modality. By structuring our schedule in this way, we will minimize the disruption when moving between the two modalities.

**Structure of the 100% remote model:**

The 100% remote model will be structured so that MTF can remain consistent whether there is a return to in-person hybrid learning or there is 100% remote learning.

Wednesdays and Thursdays are scheduled in smaller cohorts (half the size of regular classes). Wednesdays and Thursdays will be a mix of live instruction and asynchronous instruction. This will create increased opportunities for teachers to provide extra support to small groups and longer periods of time for SPED and ELD pull out support.

- Live instruction will be provided in all subject areas: ELA, math, science, social studies.
- All students will have four specials over the course of the year, receiving a half year each of: art, music, PE and Mandarin.
- All students will have Morning Meeting five days a week.
- All students will have WIN (What I Need) four days per week. During this time, there will be targeted academic small group instruction for students identified through the RtI process. Other students will be engaged in learning activities such as independent online learning, targeted social skills groups, independent reading, etc.
- Starting in the winter, all students in grades 5-8 will engage in a rotation of folk arts education classes, and all students in grades K-8 will engage in one-half period a week of Qigong (a traditional Chinese health and mindfulness practice focused on breathing and movement).

**Benefits of the hybrid model:**

Focus on excelling in online learning: This model allows our staff to commit to making one very strong plan for remote learning which is a scenario that is very likely (whether at the beginning of the year or at any time during the year).

- This model gives teachers the time to start planning during the summer to design their remote teaching. Instead of needing to prepare simultaneously for both scenarios of the hybrid model and the remote model, teachers and admin can focus their attention on how to implement the highest quality remote teaching for all content areas.
- This model allows FACTS to focus on creating the most optimal schedule for remote teaching and learning and does not require teachers to simultaneously teach in-person and live stream to students learning remotely. In the school's opinion, this combination of live and remote instruction does not maximize benefits for either those students learning in person or those students learning online.
- From the experience during the March 2020 closure, we learned that planning for remote instruction is time consuming and requires new skill sets. This model provides teachers more individual and co-planning time each week to prepare and deliver high quality, engaging remote lessons that are aligned to the rigorous content standards.
- A significant amount of "content" instruction will be taught in live remote lessons rather than asynchronously as in our spring 2019-20 hybrid model. This content will be taught by highly qualified teachers who have significant experience in the core subjects they are teaching.
- With so many parents (about 50%) saying that they would opt for 100% remote learning, this model would allow a higher quality of instruction that is designed for remote learning for that large population of students.

Flexibility: Teachers' and Admin's planning for delivery of instruction and logistics will still be largely intact if we have to go 100% remote at the start of the school year. There is also a high likelihood that there will be a need to move back and forth between a hybrid model and 100% remote as pandemic conditions in the region or in our school shift. This model will allow for a seamless transition between the two modalities.

- Due to the level of community transmission in Philadelphia, FACTS is beginning the 2020-21 school year 100% remote.

Safety:

- We can reduce the exposure of teachers such as specialists, middle school, SPED, and ELD teachers to as wide a number of students since the "cohorting" of students will be kept more intact.
- We can maintain our school's instructional model based on content specialization (Math/Science and Reading/Writing) while still keeping cohorts of students intact.
- We could potentially offer remote working options for teachers and staff who have medically documented risk factors for serious illness from COVID-19. We could possibly have enough staff able to cover the two days of in-person teaching without those at high risk coming into the school building on teaching days.

Supporting critical student needs:

- We can provide supports on students' in-school days such as social and emotional supports, health and safety check-ins, live sessions for students with special needs (OT, for example), troubleshooting tech and remote learning issues, material support (like food and supplies), and time for connection and community building; these are activities that are most effectively delivered in-person.
- We can increase outdoor time on the days that students are in the building without compromising content instruction.

### EXPECTATIONS FOR TEACHING AND LEARNING

FACTS will continue to align our lessons with the PA core standards and teach the essential skills at all grade levels. FACTS literacy, math, science and social studies coordinators reviewed all units and lessons and revised the scope and sequence for the 2020-21 school year where necessary. Some individual lessons were removed due to the schedule limitations of the virtual and/or hybrid learning model.

The structure of all K-8 live virtual lessons will be 40 minutes for each content area. During this time, the expectation is that the first 15 minutes (max) is direct instruction with delivery of core content and the remaining time is engaging activities, individual and small group practice. Breakout rooms and chat will be utilized.

On content instructional days, students in grades K-5 will have literacy and math classes daily and alternate between 4-6 week science units and 4-6 units social studies throughout the year. Students in grades 6-8 will have literacy, math, science, and social studies each day.

All K-8 students will also have:

- Morning meeting - daily
- WIN (What I Need - Intervention and/or Enrichment) - 4 days per week
- Explore class (Art, Music, Physical activity focus) - 1x per week
- Social emotional small learning community class - 1 x per week
- Specials classes 2x each week, physical education and art for the half of the year and music and Chinese language for half of the school year.
- Qigong - 1x per week

Students in grades 5-8 will also have Folk Arts experience classes 2x each week.

### COMMUNICATION TOOLS AND STRATEGIES

The priority at the beginning of the 2020-21 school year is to reach every family. The combined efforts of classroom teachers, Directors of School Culture, School Counselor and

front office staff will be coordinated to this end. Bilingual staff speaking Mandarin, Cantonese, Spanish, and Indonesian will be key to this effort. The resources of Language Line and paid, contracted interpreters will supplement our staff efforts.

A multilingual team of staff will work to distribute electronic devices to all students, to ensure that all families have internet connection, and to create systems for the distribution of food, books, school supplies, and learning packets.

The tools of communication used by FACTS include:

#### Facebook page and School website

- For posting news to the general public
- To rapidly reach FACTS families for special announcements
- For posting documents and translations of documents
- For quick access to the the school's Plus Portals and Help Ticket systems

#### Plus Portals

- This private system allows the school to share individual student information like absences, report cards, IEPs, and discipline data with families
- Teachers can post messages to the parents of students in their classes themselves.
- Plus Portals can easily accommodate long messages and attachments.
- It is appropriate for internal schoolwide messages to families and staff.
- Translation is automatically available in many languages. However it is google translation so concise language is important.

#### TalkingPoints

- This is one of the most accessible forms of parent communication because it only requires that parents have a phone with SMS messaging capability.
- Teachers can post messages to the parents of students in their classes themselves.
- Messages are automatically translated into the languages of the parent recipients and messages all go out simultaneously so the whole community receives information at the same time. However, there can be limitations to the accuracy of the translations.
- Talking Points is most appropriate for very short and direct (not complicated) messages.

#### Robocalls

- Quality of translation for robocalls is generally stronger than TalkingPoints or PlusPortals.
- Reaches our parents who are not literate in any language
- Parents are familiar with this method of communication and it requires no tech knowledge on their end.
- FACTS has a library of pre-recorded messages in 4-5 languages ready to go.

#### Email and Google Classroom email digest

- Teachers and many families are familiar and comfortable with e-mail.
- It can be one of the quickest forms of communication.
- The google digest is an automatic way to update families on assignments for their child.
- The drawbacks are that not all FACTS families have email addresses and generally e-mail messages sent directly from teachers are in English only, which is not the home

language of the majority of our students

Phone - including Language Line Interpretation Service

- Teachers and many families are familiar with the telephonic interpretation service we use.
- It can be one of the quickest forms of communication and doesn't require admin approval.
- It is real-time two-way communication and doesn't require a family to be literate.
- Interpreters are available in many languages.

Translation and Interpretation Services - Sending documents out for translation and hiring interpreters for events or meetings

- Quality of translation is stronger than TalkingPoints or PlusPortals.
- Unlike Language Line, most of the people who interpret for FACTS have strong background knowledge of FACTS
- Communication can include detailed specific language
- A drawback is that translations need a longer lead time for this type of communication. It can't be done immediately.

Zoom

- Zoom has opened up a way for us to have face-to-face meetings with families without them having to come to FACTS. We've had excellent attendance at our family zoom events.
- Simultaneous interpretation is available when meeting with a large group of parents. It requires a hired interpreter.

## ACCESS (DEVICES, PLATFORMS, HANDOUTS)

FACTS will provide the necessary technology to allow all students to access online instruction specific to the needs of the student.

Devices:

- All students will receive school-issued and configured Chromebooks.
- All students who lack consistent, reliable internet access will be offered a wifi hotspot or free access to the Comcast Internet Essentials Program.
- Students who require headsets to improve the quality of their online participation will be provided a school-issued headset with microphone.
- For consistency of delivery of instruction, all students are required to use their school-issued Chromebook.
- All school-issued technology remains the property of the school.

Tech Support:

- A Help Ticket system allows students and their families to request help with their technology, and it helps the school track technology problems and patterns.
- A bilingual technical support staff member can respond to parent requests for help in Mandarin, Cantonese or English.

- Teaching staff are instructed to note students who are having internet connectivity issues or who would benefit from the use of a headset and microphone and to forward these concerns to admin.

Platforms:

- Google Classroom will be the learning platform used in grades K-8
- Zoom will be used for conducting live classes and meetings
- Schooltube will be used for creating and sharing videos
- Rediker Plus Portals will be used for sharing report cards, grades, and important school notices
- IXL, Khan Academy, Epic are some of the online resources that will be used for instruction and support

Paper Packets, Books and Supplies:

- Paper school packets, basic school supplies, and books (K-3) will be provided for parents to pick up at distribution events on a periodic basis.

### **STAFF GENERAL EXPECTATIONS**

Staff position requirements and responsibilities will not change due to telecommuting. Staff face the same expectations in relation to professionalism, work output, and service to our community, regardless of where the work is being performed. The amount of time an employee is expected to work in a given week will not change, although the exact scheduling of allotted hours will be left up to the discretion of their direct supervisor. If an employee's physical presence is required at Folk Arts-Cultural Treasures Charter School's primary work location, they may be expected to report once given adequate notice.

### **STUDENT EXPECTATIONS**

Students will all have Gmail accounts. Students will only be permitted to email within the organization. They will not be able to send or receive outside emails.

Teachers will spend the first 10 days of school building community with their students and integrating learning experiences to teach them how to use Gsuite. The following school-wide norms for use of Zoom will be shared with all students and families:

- Be on time
- Mute your mic
- Raise your hand
- Cameras on
- Be prepared
- Active Listening and ask questions

- One location for learning
- Be respectful
- Be Engaged and Participate

The following school-wide norms regarding attendance and assignments will be shared with students and families:

- Daily attendance is taken during Morning Meeting. Families should notify the office anytime their student is absent.
- Google Classroom assignments will be posted by day.
- Activities/assignments must be posted by teachers by 8am daily.
- Assignments must be turned in by students by 10pm daily.

### **ATTENDANCE/ACCOUNTABILITY**

At FACTS, attendance is taken each school day during live morning meeting zoom sessions. Attendance is recorded in our School Information System (Rediker's Admin Plus). The school secretary notifies families of student absences via phone call, email and/or letter. FACTS's attendance team, consisting of our Directors of School Culture, School Counselor and Student Information Secretary, meets weekly and follows up on any truancy issues.

- Daily attendance is taken each school day during live morning meeting zoom sessions.
- Attendance is recorded in our School Information System (Rediker's Admin Plus).
- The school secretary notifies families of student absences via phone call, email and/or letter.
- Teachers are responsible for tracking student attendance and participation in their classes and to communicate attendance concerns directly with families. If no improvement in attendance occurs after contacting a family, the concern is reported to the Attendance Team for follow up.
- An Attendance Team, composed of our upper and lower school Directors of School Culture and our school counselor, is responsible for following up on concerning patterns of absences.
  - The Attendance Team works with the student and family to develop an attendance improvement plan.
  - If no improvement occurs following the development of the attendance improvement plan, the Attendance Team refers the case to DHS and/or truancy court as appropriate

### **GOOD FAITH EFFORTS FOR ACCESS AND EQUITY FOR ALL STUDENTS**

- The provision of Chromebooks to all students and of mobile hotspots and free Comcast

Essentials broadband service is designed to provide access for all students to access remote learning.

- Paper packets (K-8), school supplies (K-8), and books (for K-4) are provided to support the learning of students who may benefit from paper and pencil work and to provide for increased options for time off screens.
- Our school counselor has been conducting outreach to support students and families, and staff are referring special requests for assistance to the school counselor.

### **SPECIAL EDUCATION SUPPORTS**

- Special education supports are provided for all students with IEPs whether receiving instruction virtually or in a hybrid model.
- All IEPs were amended (parental consent is obtained whenever possible) to reflect distance learning during the closure; regular services will resume when in-person school resumes.
- Attempts are made to hold necessary IEP meetings to ensure compliance with special education timeline mandates. IEP meetings are being held via Zoom and interpretation is provided either with contracted interpreters or Language Line.
- SPED Case Managers are complying with mandated timelines for the provision of SPED services and communications.
- Related services are provided through teletherapy when possible. Sessions missed will be made up when school resumes.
- Special education is 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 SPED services via Zoom, other teletherapy apps, 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 meet 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 deliver small group remote instruction and self paced online learning resources and assignments when possible.
- Required evaluations are conducted either remotely or in-person based on the best judgment of the school psychologist, the school, and the parent/guardian. The contracted school psychologist has made their offices available for in-person evaluations.

### **ENGLISH LEARNER SUPPORTS**

- ELD supports are provided for all students who qualify whether receiving instruction virtually or in a hybrid model.

- FACTS offers two ELD program models: 1) Mixed Classes with English Support; and 2) EL Specific Instruction. In the Mixed Classes with English Support model, EL students are integrated into the general classroom. The ELD teacher collaborates with the classroom teacher, and if applicable, the Special Education teacher to provide English language instruction and support for EL students.
- The FACTS Middle School Newcomer EL Program is a specially designed program for students who are new to learning English and new to U.S. schools. Students in this program receive sheltered content and language instruction delivered by content-certified ELD teachers.
- Testing for eligibility for ELD services was conducted remotely during the fall of 2020.
- ELD case managers in partnership with homeroom teachers and parent/guardians will make determinations about how to measure student readiness to exit the ELD program; given the school's inability to administer the WIDA ACCESS test in the spring of 2020, the school will use alternate measures such as:
- FACTS uses information gathered in the Home Language Survey to keep a record of families whose Primary Home Language is Other Than English in our School Information System; families' preferred language(s) is used to determine written and oral translation and interpretation needs.
- Schoolwide communications are routinely translated into Chinese, Spanish, Indonesian and Arabic.
- School staff are trained in the use of Language Line
- Short, informal communications from teachers to the families of their students may be sent through the text messaging/translation service, Talking Points.

### SCHOOL CONTACTS

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### RESOURCE LINKS

[Provide a list of resources, tools, and/or applications that will be used to support the continuity of education plan described above. Which resources will be provided for enrichment and review? Which resources will be utilized for planned instruction?]

The following web-based curriculum resources have been approved by FACTS Admin for teacher/student use:

- Gsuite (doc, sheets, slides, form, etc.)
- RAZ-Kids (a program to support reading skills)
- Epic (a reading library),
- IXL: (individualized learning support for many subjects),

- BrainPop (interactive learning program)
- Khan Academy (personalized math instruction)
- Xtra Math (a math learning program)
- Zearn (a math learning program)
- Prodigy (a math learning program)
- SchoolTube (video sharing)
- MackinVia (digital library)
- Digital DRA2 (reading diagnostic tool)
- Newsela (digital resource center for K-12)
- PBS Learning Media Link (resource links for Social Studies and Science)
- Flipgrid
- Kahoot
- Padlet
- EdPuzzle
- Quizlet
- Nearpod

These resources are incorporated into lesson plans for new content instruction as well as for enrichment and review.