

**Community Academy of Philadelphia**  
**Board of School Directors**  
**April 8, 2020**

**Resolution: #04-08-2020 NO. 1**

**WHEREAS**, the public schools in the Commonwealth of Pennsylvania have been ordered closed due to the global COVID-19 virus, and

**WHEREAS**, the Community Academy of Philadelphia Charter School wishes to continue to provide a quality education to our students, it is

**MOVED**, that the Board of School Directors has reviewed and approved the CONTINUITY OF EDUCATION POLICY present by the administration and edited by the chair of the Board,

**BE IT RESOLVED** that the Board approves the plan as now written and attached.

**APPROVED** unanimously by all the Board Members voting virtually and recorded by the Secretary.

10 yeah, 0 nay, 0 abstain, 0 not voting

Certified this 8<sup>th</sup> day of April, 2020  
By Joseph H. Proietta EDM, CEO  
Board Secretary



**Community Academy of Philadelphia  
Continuity of Education Plan  
Revised April 6, 2020**

Charter School	Community Academy of Philadelphia, a Pennsylvania Charter School
Chief Executive Officer	Joseph H. Proietta
Address	1100 East Erie Avenue Philadelphia, 19124
Email	jproietta@communityacademy.org
Website	www.communityacademy.org

Goal of Plan
<p><i>"Our school holds paramount the needs of our students, and challenges the faculty and staff to be creative and nurturing. Our school values personal responsibility."</i></p> <p style="text-align: right;"><i>--CAP Mission Statement</i></p> <p>The safety and health of our school community is our first priority. This document provides a plan for meaningful continuity of education when CAP must close for an extended period of time. We will continue to follow guidelines from state and local authorities.</p> <p>It is important that students have the opportunity to maintain and develop skills while away from the typical school environment. This Continuity of Education Plan sets forth a two-phase plan to meet this need through enrichment activities and through planned instruction. During the planned instruction phase, protocols have been put into place to address the needs of special education students, English learners, and students with 504 plans.</p> <p>Equity and access are at the forefront of all decisions at CAP being central to CAP's mission. All creative solutions for overcoming these challenges for the sake of our students and families are being considered. Special Education, ESL, and Counseling outreach to families was driven by this concern for equity. We know these are challenging times for families and are working to find solutions to meet the needs of our families while also following state and local safety orders.</p>

## Overview of Plan

### Two-Phase Plan

This plan is currently divided into two phases:

Phase I Enrichment: March 16, 2020 - April 3, 2020

Phase II Planned Instruction: April 6, 2020 and lasting until further notice

### Phase I Enrichment Plan for March 16, 2020-April 3, 2020

- Students received continuity of education through meaningful enrichment activities
- No new content was introduced or graded during this time
- Teachers provided students and families with a vast array of options for online enrichment, skills practice, and reinforcement
- Packets of paper materials were provided to students without online access
- Families were connected with opportunities to gain online access

### Phase II Plan Planned Instruction from April 6, 2020 until further notice

- On April 1st, all teachers sent CAP families and students introductory information about their distance learning program per subject.
- On April 6th, CAP will start required and graded online remote teaching and learning
- Remote instruction will be provided and student work will be graded by teachers
- Modifications and accommodations will be made for Special Education students and English Learners
- Students continue to have full access to the rich variety of resources for enrichment previously shared by teachers
- CAP is dedicated to access for all students. During this transition to remote learning, students with IEPs and 504 Plans and English Learners will continue to receive supports and services to the extent possible.

## Expectations for Teaching and Learning

- Instruction may occur in a variety of formats including instructional videos with questionnaires, online skill instruction and practice, project-based learning, recorded teacher instruction sessions, virtual group meetings, etc.
- Out of equity concerns, teachers are being asked to limit any synchronous sessions for students, ie. one per week, except in special circumstances
- Protocols ensure consideration for the provision of FAPE for students with disabilities and appropriate accommodations for English learners that are reasonable and appropriate based on student need and current circumstances.
- Teachers are to alert admin to any situations where internet or computer access is an issue
- Off-line work may be offered in cases where computer/internet continues to be an issue
- Students are expected to participate, complete assignments, and to take advantage of opportunities for support

## Communication Tools and Strategies

CAP is using a variety of means to contact students and their families. The K-12 Principal has been in frequent contact with parents via text alert, emails, video messages, and a special COVID-19 tab on the CAP School Website Homepage that directs parents to a page that organizes all updates. Information about meal pick-up sites, free internet, as well as CAP counselors available to students are shared on the CAP homepage as well as clear links to the COVID-19 Tab where all related notifications are available along with parent guidelines with translations. In addition, the website is a hub allowing our elementary families to access teacher websites where work is posted. Links to teacher youtube channels and our Storybook Corner are also available on the homepage to continue to connect students to their teachers.

Another primary means of communication is via the PowerSchool alert system which can generate email, phone, or text blasts to reach parents. In addition, all faculty and staff have access to CAP's Language Line account, which is a critical tool that can facilitate phone conversations translated into the preferred languages of our families.

#### Access (Devices, Platforms, Handouts)

Work is being provided on online platforms appropriate to students' grade level. Families were connected with resources to gain free online access. CAP's plan to determine and meet the need for loans of laptop computers in order to gain access to assignments and resources is already underway. As a first tier, the Special Education and ESL Departments, as well as, the McKinney Vento liaison individually contacted families to determine their need for computer devices and internet access as well as any other resources. Laptop distribution to families occurred on 3/30, 3/31, and 4/6 and was conducted by school administrators. School counselors are currently contacting families to determine additional needs. As needed, additional laptop distribution dates will be set up.

#### Staff General Expectations

Teachers are expected to plan and submit formal lesson plans for administrative review. They must post work at the established time communicated to parents and students and must include clear guidelines, due dates, scoring guidelines/rubrics at the time of posting. Teachers are expected to regularly update PowerSchool with student grades to keep students and families informed of progress and any missing assignments. Teachers must establish a three-hour slot of Virtual Office Hours, typically between 9:30 am - 12:30 pm where they are available to answer questions and provide support. Teachers must make accommodations for Special Education students, English Learners, students with 504 Service Plans, and Core Team Students. Teachers as always are expected to follow the specially designed instruction protocols and modifications in students' IEPs and 504 Plans. Teachers are expected to keep in mind the potentially limited resources students may have in their homes and to be reasonable with assignments and flexible with deadlines, etc. where appropriate. Teachers must also create and share a Parent/Guardian Teacher Notification related to their subject or class to share with families on April 1st; this notice is to be provided in multiple translations as appropriate to the preferences of students' families.

#### Student Expectations

The continuity of student education is important and cannot be achieved without student cooperation. CAP recognizes this is a difficult time for students and expects them to take advantage, and encourages their families to take advantage of the resources, support, and opportunities available to them. As graded work begins on April 6th, students are expected to check in with their teachers to access the work, to ask for help when needed, and to respond when teachers, counselors, and special services coordinators reach out to them. Students are expected to participate, to complete their coursework, to ask for help when they need it, and to take advantage of the various supports that have been made available to them.

#### Attendance / Accountability

There is an expectation of regular participation and coursework completion in order to receive a grade and credit.

#### Good Faith Efforts for Access and Equity for All Students

Equity and access are at the forefront of all decisions at CAP being central to our mission. We are considering all creative solutions for overcoming these challenges for the sake of our students and families

- Administration is aware that ideal or even manageable circumstances will not be possible to achieve for all students and families and is prepared to be flexible in offering support, whether socio-emotional, resource-related, or academic
- Teachers have been asked to keep a flexible spirit with their plans and have been asked to limit synchronous sessions with students
- Teachers will offer flexible deadlines, alternative assignments, etc. to help such struggling students succeed
- Teachers and counselors will monitor individual situations closely to identify areas of need or stress
- School counselors have been in close contact with our McKinney Vento students to put them in contact with any and all resources at their disposal at this difficult time.
- All McKinney Vento students have relocated to family members with school support. Family members have received resources from the school at their new locations.
- Teachers are to alert admin to any situations where internet or computer access is an issue
- Off-line work may be offered in cases where computer/internet continues to be an issue

#### Special Education Supports

Community Academy of Philadelphia is dedicated to access for all students. During this transition to remote learning, students with IEPs and 504 Plans will continue to receive the support and services outlined in these plans, to the extent possible.

- Teachers, with the support of the Special Education team, will modify and accommodate materials to make them accessible to all students

- Teachers will continue any accommodations put in place for Core Team students as appropriate
- Evaluation, Re-evaluation, and IEP meetings will be held virtually. The special education department will contact families and IEP team members to schedule a time for the meeting. Meetings will be held via a conference call or through other virtual means. An “Emergency IEP Revision Plan” may be developed to review temporary changes to service delivery related to the extended closure. IEP teams will continue to make every effort to hold meetings that reasonably accommodate parent schedules.
- Special education evaluations will be continued, teachers will provide input as requested
- Therapy and support services will be in a combination of different formats until school resumes, at which time services will continue on the expected schedule
- Related Services, including Speech, Occupational Therapy, Physical Therapy, and Counseling will be provided through a teletherapy approach, to the extent possible. This teletherapy will occur via phone or through an encrypted Zoom platform. The therapists will provide instructions to families on how students will access this service.
- Related service providers will be using a version of Zoom pro for telemedicine. It is customized as their platform with their logo and linked to the ASPS site. It is an encrypted and protected platform.
- CAP has issued a Teletherapy Notice to all appropriate parents, guardians and families
- CAP has issued a Notice of Special Education, English Learner and 504 Plan Services along with its notice to all parents of the CAP Plan for Continuity of Education; these notices were also posted with Spanish and Vietnamese translations, though the CAP website has a translation tool built into its webpages as well

#### EL Supports

English Learners will receive support and services as provided by their English Language teachers.

- Teachers, with the support of the English as a Second Language (ESL) team, will modify and accommodate current assignments and provide alternate assignments where appropriate to support English Learners
- Teachers, with the support of the ESL team, will translate parent communications sent in print or text, and use Language Line for parent phone calls.
- Teachers and the ESL Department will make use of the WIDA Can-Do Descriptors, and various other ESL Resources shared by the ESL Department
- Translations of the Continuity of Education plan are also made available to parents and can be found on the COVID-19 tab of the website
- Bilingual staff are able to make phone calls to parents
- The school’s Language Line access is used to facilitate conversations that need to be translated; all teachers and staff have access to the school’s account
- Teachers were instructed to provide multiple translations of their introductions for the continuity of education plan being shared with parents

Gifted Education
<p>A vast array of enrichment activities has been shared by CAP teachers. As a charter school, CAP does not offer a formal gifted program.</p>

Building Level Contacts
<p>Alberta O'Brien, Deputy Chief Executive Officer/K-12 Principal <a href="mailto:aobrien@communityacademy.org">aobrien@communityacademy.org</a></p> <p>Elizabeth McCluskey, Chief Academic Officer <a href="mailto:emccluskey@communityacademy.org">emccluskey@communityacademy.org</a></p> <p>Cassandra McLaughlin, Special Education Supervisor <a href="mailto:cmclaughlin@communityacademy.org">cmclaughlin@communityacademy.org</a></p> <p>Jaclyn Smith, ESL Supervisor <a href="mailto:jsmith@communityacademy.org">jsmith@communityacademy.org</a></p>

Resource Links
<p><a href="https://docs.google.com/spreadsheets/d/11b1T-_uCGuC_piOwxRMsmM2EW7mAVYaLCnqoGeKSMgU/edit?usp=sharing">https://docs.google.com/spreadsheets/d/11b1T-_uCGuC_piOwxRMsmM2EW7mAVYaLCnqoGeKSMgU/edit?usp=sharing</a></p>