

Continuity of Education Plan (*UPDATED April 14, 2020*)

School District	Multicultural Academy Charter School
Superintendent	James Higgins (CEO)
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Goal of Plan
The goal of our plan is to continue to engage our students academically and intellectually through Planned Instruction for all grades, 9-12.

Overview of Plan
<p>To the extent possible, our plan will strive to further the mission of our small charter school through remote and virtual learning activities. Our school prides itself on providing high quality teaching and learning, and rigorous expectations, despite the socioeconomic challenges and roadblocks we face even under normal circumstances. Through our family-centered approach, and relying on our parents as our partners as we always do, our close-knit teaching, guidance, and support staff will continue to provide a safe and caring learning environment online, with the continued emphasis of nurturing the whole child. We will continue to keep the bar high, but will proceed with a compassionate approach, and with an understanding that some families may face circumstances beyond their control and unknowable to us. When faced with a non-participatory student, we will attempt to understand the family's specific situation, and are prepared to waive some or all expectations when warranted. We are resolved to be guided by the presumption that some or many of our families may face issues of equity that we simply cannot know despite our best efforts to try to help.</p>

Expectations for Teaching and Learning
<p>We will utilize Google Classroom to introduce new opportunities for learning and major course content for all students in grades 9-12 that endeavor to provide the most essential skills/knowledge. This plan has largely been in place since the Governor closed all schools, and will remain in place until Friday, June 12, 2020, or until we receive additional guidance from the state which would cause us to tweak this plan, which we would then disseminate out to our families (see next section.) Teachers of every course we offer will focus on the areas of major course content that had not yet been introduced prior to our closing. This stripped-down 4th quarter curriculum represents what our educators feel are the most critical topics that students will need as prerequisite knowledge prior to course scope/sequence and advancement/promotion.</p> <p>After initially marking all posted work "optional," we have since made remote learning required for all students. We did this after learning that students would not be returning to school until next school</p>

year. We felt obligated to make the work mandatory because calling it “optional” was resulting in a very low participation rate. We feared that we would be risking long-term damage to our students’ academic growth by being too lenient, and we dreaded the loss of their knowledge base and hard-earned literacy and numeracy skills, a painful loss that we would have to reckon with in September. As suburbs are now trending mandatory, some urban charters are as well for fear of losing ground in our battle to close the achievement gap, which is the metric for which charters are judged by everyone, especially by those who wish we didn’t exist. After lots of exploration, consternation, and discussion with various parties, including ongoing consultation with our special education attorney, we felt we had to make a change, and that we were in a strong position to do so. We feel like this change is the best of a lot of bad options, but we believe it does the most good for our kids.

Communication Tools and Strategies

Prior to our closing, all teachers received basic training around Google Classroom and learned how to migrate lessons and activities to Google Classroom. All students received basic training as well, were provided their rosters showing their corresponding virtual courses, and were taught how to access course content on Google Classroom. Prior to our closing, parents were sent emails, automated phone calls, texts, and paper fliers, explaining our intent to transition learning to Google Classroom in the event of school closure. Additional outreach was made asking if parents had an internet connection at home and if their child had at least a smart device to access the content, with the promise of hard copies of assignments to any family who requests them. Since this time, we have been communicating through the same media (emails, phone calls, texts) to promote Google Classroom use, and to inquire about any needs of our families. Our principal has continued emailing updates to parents once a week and provides timely replies to emails from our students and their parents. Our principal contacts the parents of each student if their child has not accessed the activities provided by Thursday of that week.

Most recently, on April 14, we sent out a communication to all parents and students via US mail, text, robocall, and email notifying parents of an important change: due to the closure of schools for the remainder of the school year, all online work will now be mandatory. As updated guidance is received from PDE, we will utilize these same communication strategies to update our plan.

Access (Devices, Platforms, Handouts)

As described above, families have been provided instructions for logging onto Google Classroom multiple times. Families with connection problems have been offered the option of hard copies of assignments. For families that have indicated to us that their child does not have a computer, the Principal has arranged pick-up of school Chromebooks to borrow for the rest of the school year. In addition to being awarded 70 Chromebooks through a grant, we have purchased an additional 121 so that we now have one Chromebook for every student in the school.

Staff General Expectations

Teachers are required to provide 3 assignments by 8 AM every Monday morning covering new content in their respective subject areas. These activities are structured through source material accompanied by standards-based tasks. Although it is unclear if these full days of teaching and learning will be viewed by PDE as actual instructional days, teachers are available from 8 AM to 3 PM

Monday through Friday to provide support and clarification to students and families via Google Classroom and email.

Student Expectations

Students are expected to complete all the activities provided to them by their teachers. Students will be graded only on completeness, not “correctness.”

These mandatory assignments will be posted each Monday morning at 8 AM on Google Classroom (just as they have been); students will be expected to complete and submit these assignments by 3:00 PM each Friday, and no later than the following Friday at 3:00 PM to receive credit. If there are extenuating circumstances that prevent a student from meeting this secondary deadline, please contact Mr. Walsh immediately at walsh@macs.k12.pa.us.

Students may contact their teachers via Google Classroom for clarification or assistance on any assignment they have posted each week. All teachers will be available M-F from 8:00 AM-3:00 PM and will make a good faith effort at replying to any email within 24 hours if sent during the work week.

Attendance / Accountability

Our remote learning is asynchronous, and is mandatory for all students to complete “to the best of their ability.” However, we are able to see who is logging on and our Principal and support staff have been attempting to contact the parents of non-participating students.

These assignments will not receive numeric grades; they will be assessed on whether the student made his/her **best effort** to complete each assignment. Any student who turns in an assignment that shows less than his/her best effort will receive no credit for the assignment.

Since each student is provided with 3 assignments each week (per class) he/she will receive either 100% (3 out of 3 assignments completed to the best of one’s ability), 66% (2 out of 3 assignments completed to the best of one’s ability), 33% (1 out of 3 assignments completed to the best of one’s ability), or 0% (0 out of 3 assignments completed to the best of one’s ability).

For the 4th quarter marking period, students will not receive a numeric grade, but instead will receive a pass/fail distinction for each class based upon their completion of these assignments. (An overall online average of 0-69 will receive an F for the 4th quarter; an overall online average of 70-100 will receive a “P” for the 4th quarter.)

No final exams will be administered this year.

On March 26, 2020, a copy of each child’s 3rd Quarter Report Card was emailed to his/her parent. A hard copy was mailed to each parent on April 14, accompanying our updated plan for mandatory lesson completion. On the report, a grade was listed for each class under the column labeled “Projected Final Grade,” a grade which represents the child’s average for the year thus far. A student’s final grade in each class will be determined based upon the following criteria:

- A student whose Projected Final Grade in a class was a passing grade (above a 69) and who passes the 4th quarter of remote instruction will receive the same Projected Final Grade that appeared on his/her 3rd quarter Report Card.
- A student whose Projected Final Grade in a class was a passing grade (above a 69) but who fails the 4th quarter of remote instruction will have his/her numerical failing grade for the 4th quarter averaged into his/her overall grade for the year. This calculation will result in the final grade for the class, meaning that the student could fail the class for the year because the student failed to complete quality work for the 4th quarter.
- A student whose Projected Final Grade in a class was a failing grade (below a 69) but who passes the 4th quarter remote instruction will be required to complete additional assignments that will be provided by his/her teacher in order to receive a passing grade for the year.
- A student whose Projected Final Grade in a class was a failing grade (below a 69) who also fails to complete quality work for the 4th quarter will fail the class for the year.

Good Faith Efforts for Access and Equity for All Students

Our Principal and Special Education Coordinator have been in routine communication with the parents of our Learning Support students. Additionally, families of all students (Special Education or not), that have indicated to us that they do not have the ability to access remote instruction due to lack of technology have been provided with Chromebooks by our school.

Special Education Supports

Our Special Education team is making a good faith effort at supporting all our students during this very challenging time. The entire team is available online and by phone M-F, 8:00 AM-3:00 PM; each teacher has provided parents of LS students with his/her personal phone number. Special education teachers have been registered as co-teachers for each of the classes that contain any students with IEPs. Special education teachers make any necessary accommodations to posted activities for students with IEPs. The special education teachers contact each of the students assigned to them each week to offer supports to those students. We have provided each family with all the necessary contact information and remote learning plan via one calls, texts, emails, and paper fliers should they have any questions or concerns.

The Learning Support team has issued new NOREPs for every Special Education student in the school, listing adapted and individualized strategies and supports for each student. All teachers have been trained through a remote staff meeting about the implications of the new temporary NOREPs. Copies of the PWNs/NOREPs have been mailed to each student's family.

If families have any difficulty accessing the remote learning content they can contact the school for assistance at office@macs.k12.pa.us. Should any parent have any questions regarding their child's IEP and its continued implementation during this period of remote instruction they can contact Mr. Joseph Neilson, Special Education Coordinator, at neilson@macs.k12.pa.us.

EL Supports
N/A- no ELL students are enrolled for the 19-20 school year

Gifted Education
N/A

Building/Grade Level Contacts
<p>Scott Walsh, Principal: walsh@macs.k12.pa.us</p> <p>Joe Neilson, Special Education Coordinator: neilson@macs.k12.pa.us</p> <p>Emily Kudoba, School Counselor: kudoba@macs.k12.pa.us</p> <p>Jason Gooch, Operation Coordinator (for technical, log-in assistance): gooch@macs.k12.pa.us</p> <p>General questions and supports: office@macs.k12.pa.us</p>

Resource Links
<p>In addition to utilizing Google Classroom for the weekly dissemination of communications and teacher-created instruction, the following links are resources teachers are using to enrich and deepen their weekly activities:</p> <p>General Resources:</p> <p>https://fiveable.me/</p> <p>https://hippocampus.org/</p> <p>https://discover.carnegielearning.com/iculture-for-at-home-language-learning.html</p> <p>https://www.artfulschools.com/</p> <p>https://boomwriter.com/</p> <p>https://www.ck12.org/teacher/</p> <p>ELA:</p> <p>https://www.commonlit.org/</p> <p>https://newsela.com/</p> <p>https://www.nytimes.com/2019/08/22/learning/free-writing-curriculum-with-nyt.html</p> <p>Math:</p> <p>https://learnzillion.com/resources/99913-math-instructional-videos/</p> <p>https://greatminds.org/math</p> <p>https://teacher.desmos.com/</p> <p>https://www.illustrativemathematics.org/distance-learning/</p> <p>https://www.carnegielearning.com/help-center/at-home-resources/at-home-resources-for-teachers/long-live-math-at-home/</p> <p>Science:</p> <p>https://www.acs.org/content/acs/en/education/resources/highschool/chemmatters.html</p> <p>https://deltamath.com/overview</p> <p>https://www.labxchange.org/</p> <p>https://sciencemusicvideos.com/</p>

[Science News in High Schools Digital Library](https://packs.eb.com/science) including experiments and more than 200 original STEM-related exercises.

<https://packs.eb.com/science>

Social Studies:

<https://www.icivics.org/>

<https://constitutioncenter.org/interactive-constitution/classroom-exchanges/online-civic-learning-opportunities>

<https://packs.eb.com/social-studies>