

Continuity of Education Plan

School District	People for People Charter School
Superintendent	Pri Seebadri, Chief Executive Officer
Address	800 North Broad Street, Philadelphia, PA 19130
Email/Phone	pseebadri@pfpcs.org , cdwyer@pfpcs.org
Website	www.pfpcs.org

Goal of Plan
See below.

Overview of Plan
<p>Our approach will primarily be <i>asynchronous</i>. Students will have access to their assignments (via their packets - available on our website and in hard copy to those who pick it up) at any time. They will receive formal feedback on their work when they submit their assessments to teachers each Friday (or when they drop off their packets at the next pick-up time). The majority of the instructional feedback that they receive will come during teachers' individual touchpoints with them - during Zoom office hours or during individual telephone sessions. Ideally, teachers will get in the habit of checking in with students and, for example, asking for pictures of completed work on a day-to-day basis. Teachers can then use those touchpoints to provide quick, individualized feedback to students, or to plan the following day's morning message (i.e., after a teacher notices students struggling with X concept on Monday, he/she includes in his/her Tuesday morning Dojo post a video of him/her modeling the correct way of solving the problem).</p>

Expectations for Teaching and Learning
See below.

Communication Tools and Strategies
<ul style="list-style-type: none"> • Class Dojo (K-8) • Google Classroom (9-12) • Admin Plus school-wide text, phone call, and email blasts (K-12) • Zoom

Access (Devices, Platforms, Handouts)
<ul style="list-style-type: none"> • Online packets, with paper copies available for pick-up • Chromebooks (250 donated to the school)

Staff General Expectations		
Grades K-3	Grades 4-8	Grades 9-12

<p>Homeroom teacher posts a daily “Morning Message” (ideally via video; if not, a text post is fine) on Class Dojo with:</p> <ul style="list-style-type: none"> • Morning message • Academic shout-outs from the previous day • Content-specific instructions for the work/clarify potential misconceptions. • Reminder about the Zoom “office hours.” 	<p>Each core subject teacher (ELA, Math, Science, Social Studies) posts a daily “Morning Message” (ideally via video; if not, a text post is fine) on Class Dojo with:</p> <ul style="list-style-type: none"> • Morning message • Academic shout-outs from the previous day • Content-specific instructions for the work/clarify potential misconceptions. • Reminder about the Zoom “office hours.” 	<p>Each subject teacher (ELA, Math, Science, Social Studies, FCS, Health, Spanish) posts a daily video/message on Google Classroom, if they have a Google Classroom account:</p> <ul style="list-style-type: none"> • Morning message • Academic shout-outs from the previous day • Content-specific instructions for the work/clarify potential misconceptions. • Reminder about the Zoom “office hours.”
<p>Be available on Zoom for your 40-minute block (see below). Contact students who didn’t attend Zoom office hours.</p>	<p>Be available on Zoom for your 40-minute block (see below). Contact students who didn’t attend Zoom office hours.</p>	<p>Be available on Zoom for your 40-minute block (see below). Contact students who didn’t attend Zoom office hours.</p>
<p>Update the contact log spreadsheet with your interactions for the day. Interactions should be as substantive and academic-focused as possible (e.g., students text you pictures of their completed work and you provide feedback; you FaceTime with a student to help him/her with a problem set, etc.).</p>	<p>Update the contact log spreadsheet with your interactions for the day. Interactions should be as substantive and academic-focused as possible (e.g., students text you pictures of their completed work and you provide feedback; you FaceTime with a student to help him/her with a problem set, etc.). Grade teams should rotate check-ins with homerooms, so that all students hear from all of their teachers on a semi-regular basis.</p>	<p>Update the contact log spreadsheet with your interactions for the day. Interactions should be as substantive and academic-focused as possible (e.g., students text you pictures of their completed work and you provide feedback; you FaceTime with a student to help him/her with a problem set, etc.).</p>

Student Expectations
<p>K-3: Students will receive two grades each week: participation for M-Th and a “Pass/Fail” grade for their assessment on Friday, which they will submit to their homeroom teacher. Participation will be based on students’ “attendance” at the Zoom office hours OR their availability/responsiveness to individualized check-ins. Essentially - they will receive a “check” for participation that week if you get the sense that they were working diligently on their work throughout the week. Students who clearly put forth effort on the assessment will receive a “passing” grade. (Note that mastery percentage should still be calculated for instructional purposes.) All work should be submitted to the homeroom teacher.</p>
<p>4-8: Students will receive two grades from their homeroom teacher each week: participation for M-Th and a “Pass/Fail” grade for their assessment on Friday, which they will submit to each subject’s teacher. Participation will be based on students’ “attendance” at the Zoom office hours OR their availability/responsiveness to individualized check-ins. Essentially - they will receive a “check” for participation that week if your grade team gets the sense that they were working diligently on their work throughout the week. Students who clearly put forth effort on the assessments will receive a “passing”</p>

grade. (Note that mastery percentage should still be calculated for instructional purposes.) Grade teams should collaborate weekly to determine whether each student in the grade earned a Pass/Fail grade for the week.

9-12: Students will receive two grades from their homeroom teacher each week: participation for M-Th and a "Pass/Fail" grade for their assessment on Friday, which they will submit to their assigned check-in teacher. Participation will be based on students' "attendance" at the Zoom office hours OR their availability/responsiveness to individualized check-ins. Essentially - they will receive a "check" for participation that week if your grade team gets the sense that they were working diligently on their work throughout the week. Students who clearly put forth effort on the assessments will receive a "passing" grade. (Note that mastery percentage should still be calculated for instructional purposes.) The High School team should collaborate weekly to determine whether each student in the grade earned a Pass/Fail grade for the week.

Attendance / Accountability

See above.

Good Faith Efforts for Access and Equity for All Students

SPED teachers will provide modifications and accommodations according to students' IEPs. This will be done in the following ways:

- SPED teachers will modify the learning packets and send the modified packets to students/parents directly. GE teachers should share their learning packets with their SPED teacher colleagues with as much notice as possible so that SPED teachers can modify them accordingly.
- SPED teachers will also host 40-minute "office hours" via Zoom at times that do not conflict with their students' GE teachers' Zoom blocks. SPED teachers should encourage the students on their caseload to connect with them during this time to receive real-time ("synchronous") feedback/modifications on the work.
 - SPED teachers are encouraged to join the GE teachers' office hours.
- Just as GE teachers will connect with each of their students during the week, SPED teachers should have AT LEAST one contact point with each of the students on their caseload and should be available throughout the week to assist students with completing their packets.

IEP team meetings will take place over the phone or, ideally, via Zoom. General Education teachers should attend all virtual IEP meetings that they are able to attend.

Special Education Supports

See above.

EL Supports

N/A – No EL students enrolled.

Gifted Education

N/A – No students classified as gifted.

Building/Grade Level Contacts

Corey Dwyer, Principal – cdwyer@pfpcs.org

Resource Links

- | |
|--|
| <ul style="list-style-type: none">• www.pfpcs.org/students |
|--|