Propel Schools
Continuity of Education Plan

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Propel's Approach to our Continuity of Education Plan

The COVID-19 pandemic has impacted our society as a whole. Our very way of life has been upended and we now live in a very different world. Our most vulnerable populations have been impacted the most—particularly in underserved communities. Since 2003, Propel Schools' mission has been to bring equity and excellence in education and to support communities and families in creative and inspiring ways.

During these uneasy and tumultuous times, Propel intentionally took a scaffolded approach to our Continuity of Education Plan. We wanted to assure that we did not bring additional stress or add complications to the lives of our scholars, families or Propel team.

Our approach was very intentional. We began by assuring that our scholars and their families were secure in having their most basic needs met. We partnered with organizations that allowed us to offer nutritious 'Grab and Go' meals to scholars. We provided a clearinghouse of information and connections to low or no-cost internet options so that families could remain knowledgeable not only about academic matters, but matters relating to their health and well-being. We also provided time for our Propel team to support the needs of their own families in our 'new normal.'

We phased in our program of enrichment and learning in a non-threatening way, using a simple format that encouraged families to spend time learning together. We gradually brought more to the table, as we assured that scholar technology needs were met. Our school teams were trained to provide remote learning as well as care, support and a welcoming virtual learning experience for our scholars.

With even greater intention and care, we expect to transition forward with planned instruction in Phase III when the time is right. We will keep our finger on the pulse of the Propel community to assure that all stakeholders are prepared to take this next step.

Goals

1. To provide a Continuity of Education via remote learning for all scholars using a variety of modes, to ensure that all scholars have equitable opportunities for learning and growth.
2. To provide equitable educational opportunities that have been carefully developed, planned, and implemented by Propel's Academic Team, school leaders and educators.
3. To provide on-going communication/updates/news to stakeholders through a variety of communication platforms.

Big Considerations

Propel considered the following when making decisions for the Continuity of Education Plan:

1. What options are available to provide remote learning?
2. How many families have access to technology devices or the internet?
3. How many families are in need of additional support for food or other basic necessities?
4. Are families in a position to support a new online learning platform with their children at home while balancing work and other responsibilities?
5. Do families have transportation to pick up technology devices? Get food at the 'Grab and Go' sites?
6. How do we continue to provide FAPE and thoughtfully support children with special needs?
7. With limited financial resources, how can we continue "to the best of our ability" to provide a continuity of education with equitable learning opportunities for all children?
8. How do we effectively support and prepare our Senior class for college and career?

Overview of Plan

1. Propel Schools will launch online learning platforms for all K-12 scholars via:
   a. Propel Schools "At Home Backpack"
      i. **Effective March 23, 2020 and continuing through April 3, 2020,** scholars in grades K-12 will engage in **Enrichment and Review** via Propel Schools virtual "At Home Backpack." The "At Home Backpack" consists of a grade-level collection of Enrichment and Review resources reinforcing and extending scholars' prior learning. This virtual backpack provides a wide-range of activities and resources that align with Propel's rigorous academic offerings and flexibility for optional activity completion.
   b. Remote Learning Timeline
      i. **Effective April 6, 2020:**
         1. K-2 will use Google Sites as a landing page for learning and Seesaw for primary daily learning review and enrichment, scholar feedback, and family communication. Educators will share their Google Sites and provide a wide-range of content in all subject areas including ELA, Math, Science, Social Studies, the Arts,

Physical Education, and social and emotional learning. Educators and other support staff will connect and actively engage with scholars to provide feedback and ongoing support for all learning activities and social and emotional support via Google Hangouts, phone calls, video conferencing, and email.

2. Scholars in grades 3-12 will continue with Enrichment and Review via Google Classrooms. Educators will invite scholars to their Google classrooms and provide a wide-range of content in all subject areas including ELA, Math, Science, Social Studies, the Arts, Physical Education, Spanish and social and emotional learning. Educators and other support staff will connect and actively engage with scholars to provide feedback and ongoing support for all learning activities and social and emotional support via Google Hangouts, phone calls, video conferencing, and email.

ii. **Anticipated Late April 2020**: Scholars in grades K-12 will begin **Planned Instruction** and continue until the time is deemed safe for scholars and staff to return to our schools. Planned instruction includes instruction in all content areas as outlined above using grade level appropriate resources and assignments. Scholars will be expected to log in daily for attendance and complete weekly assignments.

Expectations For Success In Remote Learning

Scholar Expectations

- ❏ **Check in** for attendance starting late April according to the weekly schedule set by educators
- ❏ **Complete** all assignments on time as posted by educators once planned instruction begins.
- ❏ **Communicate** with their educators via Google Hangouts, phone calls, email and video conferencing

Family Expectations

- ❏ **Establish** a routine for learning
- ❏ **Ensure** that technology and access to remote platforms are in place. Technology devices and supports are available on the Propel Schools website.
- ❏ **Communicate** with school teams regarding questions/concerns about remote learning.

School Team Expectations

- ❏ **Recognize** family/scholar challenges regarding remote learning
- ❏ **Provide** academic and support opportunities as well as clear expectations for all scholars
- ❏ **Communicate** regularly to ensure that families and scholars are engaged. All educator

generated emails to scholars will copy parents/guardians.

Propel Schools will use the following Communication Platforms
- ❏ Jive
- ❏ Google Hangouts Meet
- ❏ Zoom
- ❏ Q&A Presentation for scholars to procure educator support in real time
- ❏ Google Gmail
- ❏ Connect 5
- ❏ K-2 scholars will access their learning platforms via Seesaw and 3-12 scholars will access Google Classroom with a single sign in option via Clever. Families were called and individual passwords were mailed home.

Remote Learning School Day Schedules

K-12 Remote Learning School Day
- ❏ Beginning Monday, April 6, educators will be available via email during scheduled office hours if scholars or parents/guardians have questions.
- ❏ Activities and assignment completion will range from 15-45 minutes (aligning with the grade level of the scholar).
- ❏ Educators will have lessons/activities available for their scholars by 8:00 a.m. on Monday mornings. Lessons/assignments will be spread over multiple days, as set by educators.
- ❏ For lessons during Enrichment and Review, scholars may choose to complete assignments flexibly. When planned instruction begins late April, scholars will be asked to complete and submit assignments according to a weekly schedule.
- ❏ Late April, the completion and/or accuracy of assignments submitted, per the educator provided weekly schedules, will be used to track attendance. Assignments are provided to complete within the week, though daily assignments are provided as a suggested pacing guide for scholars and families. Completed assignments and/or family contact will be used to determine attendance, unless further guidance is provided from PDE.

K-12 School Day - Scholar Support
- ❏ Propel Schools is proud of the holistic support we provide our scholars every day. We also plan to extend these services to the greatest extent possible given our new educational environment.
- ❏ As previously stated, educator and leader contact information is available through our learning platforms. Our platforms are enabled to be able to connect to families and scholars virtually. There are posted office hours to schedule an individual meeting with educators.
- ❏ Literacy and Math Instructional Specialists will continue to maintain a daily/weekly schedule to ensure that scholars are supported consistently. Specialists will work to

schedule at minimum five (5) scholar synchronous lessons per week beginning April 13, 2020 - utilizing Google Hangouts, Zoom, etc. Propel is a Title I school and can provide synchronous lessons to any scholar in the class. Specialists will use the Flexible Instruction Documentation Guide to document time and efforts with scholars.

❏ Counselors will be available during assigned office hours. They will continue with any appointments previously made via conference calls. The counselors/Mon Yough Team will share the time via email with those scholars and families who are scheduled to meet with them. To schedule with a counselor or the Mon Yough Team, please reference Propel's COVID-19 website "At Home Backpack" for contact information.

❏ Nurses will be available during scheduled office hours for support. To contact a school nurse, please reference this document for more information.

❏ If at any time you need support and do not know who to ask, please reach out to your principal or assistant principal. Contact information can be accessed HERE.

Remote Learning Grading procedures/Timeline For All Scholars

❏ March 23-April 17: All enrichment and review materials provided are not required. We do, however, very much want our families to take advantage of these materials so that learning and growing can continue. Work may be submitted for feedback from educators during this time, but no work will be graded.

❏ Late April-Indefinitely: Work that educators assign via our learning platforms will include required learning and tasks. These tasks will receive grades. The grades will be placed in existing gradebooks of our educators.

❏ In the event that learning remains virtual for the remainder of the 2019-2020 school year, final course grades will be determined as follows:
  ❏ K-8:
    ❏ All final course grades will be Pass/Fail. Once planned instruction begins, the same gradebooks and grading scales that were used prior to March 13 will resume. At the end of the year, a grade of either a "Pass" or "Fail" will be given based on the existing grade scale.
  ❏ For High Schools:
    ❏ Each scholar may choose between different grading options for each course at the end of the course. Scholars will select one of two options:
      ❏ Course grade remains. Once Planned Instruction begins, the same gradebook and grading scales that were used prior to March 13 will resume. Under this option, the scholar may choose to keep the final course grade. Doing so would mean that the final course grade is included in Grade Point Average (GPA).
      ❏ Pass/Fail. Based on what the scholar's grade is at the end of the year, he/she can elect to have the course become a "Pass/Fail" course. Under this option, the scholar's final grade (Pass or Fail) would not be included in GPA.

❏ Any scholar who receives either a failing grade on the previous grading scale or receives a "Fail" on the pass/fail grading scale will need to recover that credit via credit recovery over the summer or retake the course the following school year.
❏ Graduation requirements and earned credit requirements are unchanged for all high school courses. However, modifications to coursework will be made to account for current challenges.
❏ All semester 1 course grades will remain unchanged.

Special Education/EL

Remote Learning Goal: Establish systemic special education resources, supports and services to promote equity in continuity of learning.

Extensions will be provided in the case of evaluations or re-evaluations, per Federal Guidance, on an individual basis for those scholars who are eligible or thought-to-be eligible for Section 504 Accommodations for IEP services. For further information or to discuss any concerns you may have about your child's special education services, please contact Melissa Garvin at melissagarvin@propelschools.org.

Propel Schools will provide NOREP/PWN to parents of interim Distance Learning Plan (DLP) for delivery of virtual special education and related services, including delivery of services by telepractice. Parent Letter for DLP and NOREP

EL Supports

Propel educators are emphasizing content area language supports, and contacting their content area colleagues to ensure that language accommodations are embedded within general classes. Also, parent communication is paramount, as Propel educators are ensuring that messages are being received, that proper language supports are provided, and that families are reassured that they are supported in general. From there, educators are prepared to navigate Google Classroom to provide asynchronous learning activities tailored to each scholar's language proficiency level.

1. English Learners will participate in grade level enrichment and review activities, with ESL educators supporting needs for accommodations or access.
2. ELs receiving specialized instruction or classes from an English as a Second Language educator will have comprehensive enrichment and review activities available to them that meet their current language needs.
3. Enrichment and review activities will be made available using the same platforms as other educators.
4. Office hours will be utilized for parent contact, reviewing the enrichment/review activities and ensuring families have the technology resources needed.

Technology and Support Services

1. All devices will be subject to an [acceptable use and return agreement](#).
2. Technology Services is prepared to support our staff, scholars and families with technology to support the continuity of instruction.
   a. If scholars experience difficulty with technology, their educator will be able to support them.
   b. If staff experience difficulty with technology, a School Dude ticket will be completed and routed to the appropriate member of the Technology Services team.
3. Propel Schools has prioritized ease of access to educational technology resources by mailing letters with login information that were sent to families via USPS. K-2 scholars received login information for Propel devices as well as login information for Seesaw. 3-12 scholars received login information for Propel devices and Clever, which is a single-sign-on portal that will grant scholars access to Google Classrooms.

Additional Resource Links

1. 'Grab and Go' Lunches: Meals are available to all scholars during the time of school closures. For more information, visit [Propel Schools website](#)
2. [Greater Pittsburgh Community Food Bank](#)
3. [Technology Survey for Families in Need of Technology](#)
4. Click here [If You Need Home Internet Access](#)
5. We are encouraging families to log in to Skyward [here](#) and [update their email](#) addresses in the system so that all families can receive vital information via our Connect 5 family communication system.