



Catalyst Academy Charter School Continuity of Education Plan

School District	Catalyst Academy Charter School (chartered by Pittsburgh Public Schools)
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Goal of Plan
<p>The goal of the Catalyst Academy Charter School Continuity of Education Plan (CEP) is to outline how the Catalyst faculty and staff will continue to provide a quality educational experience for scholars in the event of a situation that forces school closure or inhibits the ability for scholars to attend school “in-person” at the physical location of our facility.</p> <p>We believe that it is vitally important to make sure that scholars and families have a clear recourse in the event of a school closure in order to ensure the continuance of a high-quality, equitable educational experience.</p>

Overview of Plan
<p>At Catalyst, our core values: Belong. Grow. Achieve. act as a guideposts to support our faculty, staff, scholars, and families on the path to achieve our mission of creating a world-class K-8 school where all children are prepared for college, career, and life. The details and structures of our CEP fit in line with our core values in order to allow for our team and families to make continued progress toward our mission. Below are a few highlights that show the alignment of our core values to the details presented in the CEP:</p> <ul style="list-style-type: none"> ● Belong <ul style="list-style-type: none"> ○ Daily Message from Principal ○ Parent communication and support directed by Director of Scholar and Community Advisors ○ Monthly Grade-Level Newsletter ○ Continued staff Professional Development ● Grow <ul style="list-style-type: none"> ○ Daily 1:1 Teacher/Scholar Check-Ins ○ Materials and instruction aligned to PA Core Standards ○ Continued coaching and data meetings with staff ● Achieve <ul style="list-style-type: none"> ○ Daily Asynchronous Planned Instruction paired with hard copy scholar-materials ○ Continued Scholar Talents programming (Arts, STEM, Physical Education) ○ Targeted support for scholars in need of additional learning supports ○ Daily Teacher “Office Hours”

The Catalyst team will ensure that scholars receive the support they need in order to continue along the path of college-, career-, and life-readiness.

Expectations for Teaching and Learning

In service to the continued support of all of our families and scholars, in the event that the Catalyst CEP is activated, Asynchronous Planned Instruction (with accompanying printed scholar-materials) will occur for all scholars. We find that in order to provide a certain level of continuity for scholars and still achieve grade-level learning objectives for the year that planned instruction must continue. In order to support teachers and staff, while also providing a level of differentiation and support for scholars and families, this instruction will occur asynchronously.

General Education Teachers will upload three (3) Literacy and Math lessons per week aligned to the curricular Scope and Sequence.

Scholar Talent Teachers (Arts, STEM, and Physical Education) will upload one (1) lesson per week aligned to the curricular Scope and Sequence and will offer one (1) “live” learning experience for scholars and families to join. This “live” learning experience will be synchronous but optional to attend.

Communication Tools and Strategies

Families will be notified by phone, text, email, and via social media if/when the Catalyst CEP must go into effect.

To best communicate with parents and families during these stressful and uncertain times, we have created a communication plan that allows for the streamlining of information so that messaging is clear and parents and families have a recourse in order to address any questions or concerns.

From Whom...	Type/Messaging	Frequency
Principal	<ul style="list-style-type: none"> Setting expectations for scholars and their work. Providing the school community with general updates Community Shout-Outs 	Posted daily to social media platforms
Director of Scholars	<ul style="list-style-type: none"> Social-emotional check-in Needs assessment check 	As needed for specific parents, families, and scholars
Teachers	<ul style="list-style-type: none"> Checking scholar progress with instruction Answering scholar questions Social-emotional check-in 	Scheduled based on teacher’s “Scholar Check-In Schedule”
Inclusive Learning Teacher	<ul style="list-style-type: none"> Provide needed supports 	Daily as determined by teacher

	<p>for case-load of scholars as determined by their IEP or 504 Plan</p> <ul style="list-style-type: none"> ● Instructional support for parents and families 	<p>schedule.</p>
Teacher Office Hours	<ul style="list-style-type: none"> ● Answering questions for parents and families. ● Check-in with scholars that need additional support 	<p>Daily as determined by teacher schedule.</p>
Grade-Level Newsletter	<ul style="list-style-type: none"> ● Need-to-know information regarding instruction and learning ● Community shout-outs 	<p>Monthly via email/text.</p>

Access (Devices, Platforms, Handouts)

As a part of the enrollment process, every family will have completed a Home Technology Survey. Utilizing the information from this survey, the Catalyst team is able to determine precise needs for individual parents and families. Any gaps or areas of support (e.g. device, home internet access) will be addressed based upon the information provided in the Home Technology Survey. Catalyst Academy Charter School had been planning to be a 1:1 device school. Consequently, we anticipate our incremental technology support to focus on home internet access for those families that need additional support.

Scholars and families can access all necessary learning materials through Google Classroom.

Staff General Expectations

General Education Teachers

- Upload three (3) lessons per week for the following subject areas:
 - Literacy
 - Math
- Complete individual scholar check-ins
 - Minimum of 5 per week
- Communicate and hold consistent “Office Hours” for parent and family questions/support
- Attend coaching and development check-ins as scheduled by your coach

Scholar Talent Teachers

- Upload one (1) lesson per week aligned to your content area
- Host one (1) optional “live” learning experience for scholars and families.
 - Communicate when and how to access prior to event
- Support General Education Teachers in individual scholar check-ins

- Attend coaching and development check-ins as scheduled by your coach

Inclusive Learning Teachers

- Create, communicate, and hold a consistent scholar support schedule for scholars on your caseload.
- Complete individual scholar check-ins
- Communicate and hold consistent “Office Hours” for parent and family questions/support
- Attend coaching and development check-ins as scheduled by your coach

Student Expectations

In order to maximize scholar growth and achievement, scholars and families must commit to giving their best effort in meeting the following expectations:

- Completing each assigned lesson each week.
- Attending staff “office hours” if you need assistance/support.
- Reaching out and asking for help if you need additional support or assistance.

We understand that the implementation of this plan means that we are all in trying times, but we can get through and thrive if we are all working as a cohesive team.

Attendance / Accountability

Due to the asynchronous nature of instruction, scholar attendance and accountability will be tracked through individual 1:1 check-ins with staff members. During these check-ins, staff will monitor scholar progress with lesson and assignment completion while also offering any support through questioning or supplemental instruction as necessary.

Good Faith Efforts for Access and Equity for All Students

Through the Home Technology Survey completed during the enrollment process, the Catalyst team will be able to identify specific needs for individual parents/families and scholars. Through this survey, if implementation of the CEP is necessary, we will be able to provide parents and families with the tools necessary to support their scholar in access to our Asynchronous Planned Instruction.

For any student that is not engaging virtually or completing assignments, the staff will be making contact with the family to identify reasons for the lack of engagement. Accommodations will be provided to ensure access to virtual instruction.

To ensure timely troubleshooting of any technical issue, families can email their Advisor (Homeroom teacher) for assistance. If the Advisor cannot support the student, they will forward the concern to the school leadership team.

Parents/Guardians of students receiving Special Education services will be issued a Notice of Recommended Educational Placement (NOREP) allowing Catalyst Academy to serve students through a virtual means. For those parents/guardians who were unable to sign the NOREP in person, we will send all documents electronically.

Special Education Supports

Through a good faith effort, special education services are continuing through the following ways:

- Individualized Education Program (IEP) meetings will continue to be held
 - IEP meetings will be done either virtually (through Google Hangouts) or via the phone, depending on the parents/guardians preference.
 - It is the parents/guardians right to request an IEP meeting at any point. Please contact your case manager/Inclusive Learning Teacher to schedule a meeting.
- Catalyst Academy will not be able to provide all services in the same manner they are typically provided.
 - Progress monitoring of IEP goals may not be able to be collected in the same manner they are typically measured. The IEP team will work collaboratively to monitor progress through practices of observation remotely.
- Instructional support for students.
 - All Inclusive Learning Teachers are available Monday through Friday during their daily scheduled times through small-group instruction with your scholar, individual check-ins, or slated office hours.
 - All Inclusive Learning Teachers are available to service your child to the extent indicated in your child's IEP. They will be available to directly service your child through a virtual means.
 - These scheduled times will be disseminated to all parents/guardians at the start of virtual instruction.
- All related services are occurring at the duration indicated in each child's IEP when possible.
 - At this time, all related services will occur through scheduled appointments through Google Hangouts or via telephone when possible.
 - These services include Speech/Language Therapy, Occupational Therapy (OT), Physical Therapy (PT) when possible.
 - For social skills services with our Social Worker/School Counselor, resources are to be sent to families on a weekly basis, and he/she will contact each student individually.
- Evaluation, Reevaluation, and Functional Behavior Assessments (FBA)
 - At this time, all reports that do not require one-to-one contact or behavioral observations of the student at school will be completed within the timelines indicated by IDEA and PA Chapter 14 state law.
 - Evaluations and re-evaluations that do not require face-to-face assessments or observations will take place virtually, so long as a student's parent or legal guardian consents.
 - These may include Re-Evaluation Reports without assessments.
 - Unfortunately, due to school closures, timelines for reports requiring one-to-one in person time or behavioral observations of the student are suspended. If an evaluation of a student with a disability requires a face-to-face assessment or observation, the evaluation would be delayed until school reopens.
 - These include initial Evaluation Reports and FBAs
 - The LEA will complete these reports within the timeline allotted upon returning to school.
 - If an evaluation is requested during the time of school closure, a Permission to Evaluate (NOREP/PWN) will be given

to the parent, and the timelines for the assessment will begin upon the return to school.

- After the return to in-school instruction, a student's IEP team will make an individualized determination whether and to what extent compensatory services may be needed, consistent with applicable requirements, including to make up for any skills that may have been lost.

EL Supports

Scholars receiving EL Supports will continue to have necessary support in their asynchronous instruction. This support can be managed by the instructional materials sent home with scholars and to families as well as through daily speaking and listening practice with their EL Inclusive Learning Teacher.

Gifted Education

Scholars that are receiving gifted education services will still be able to experience their advanced learning opportunities. A pre-selected slate of activities designed to support gifted learning will be utilized in order to support the continued growth of these scholars.

Building/Grade Level Contacts

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Darren T. Gray, **Founding Principal**, darren.gray@catalystacademy.org, 412.282.3980

Director of Scholars

Director of Inclusive Learning

Dean of Instruction

Counselor/Social Worker

Resource Links

Resource links will be provided to Catalyst Academy community members as our continuity of education planning is implemented and refined.