



DISTRICT OF COLUMBIA

OFFICE OF THE STATE SUPERINTENDENT OF

**EDUCATION**

## **Coronavirus (COVID-19) Distance Learning Implementation Plan & School Calendars Waiver**

In response to coronavirus (COVID-19), DC Public Schools and DC public charter schools have closed school buildings and moved to distance learning. The purpose of this document is to obtain LEA distance learning implementation plans used during school closures during the 2019-20 school year. In addition, an LEA may seek a waiver of the requirement that a school year shall include a minimum of 180 instructional days, at 6 hours per day as prescribed in 5-A DCMR §2100.3.<sup>1,2</sup>

LEA distance learning implementation plans and 180 instructional day waivers must be completed and sent to OSSE's deputy chief of staff, Justin Tooley at [Justin.Tooley@dc.gov](mailto:Justin.Tooley@dc.gov) by May 4, 2020 and will be reviewed on a rolling basis.

### ***Part I: Distance Learning Implementation Plan***

To support student instruction during this period, many LEAs and schools have worked to ensure educational continuity through distance learning. LEAs should submit a plan describing their efforts, if any, to provide distance learning during this period. Plans should respond to each of the questions posed below.

#### ***Instructions for Public Charter LEAs***

Public charter LEAs have already submitted responses to questions 1-9 to the PCSB. If the information submitted has not changed, please indicate by checking the box below. OSSE will obtain this information from the PCSB on your behalf. If the information has changed, please update it with the most up-to-date information in your submission. Public charter LEAs are expected to respond to the remaining questions.

X Responses to questions 1-9 have not changed; please use responses submitted to PCSB.

### **Instructional Continuity**

1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your description, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).

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<sup>1</sup> 5-A DCMR 2100.3. Unless otherwise approved by OSSE, a school year for attendance purposes shall include a minimum of one hundred eighty (180) regular instructional days and the following requirements: (a) An instructional day shall be at least six (6) hours in length for students, including time allotted for lunch periods, recess, and class breaks; (b) The six (6)-hour minimum instructional day requirement shall not apply to an evening school program, prekindergarten program, or kindergarten program.

<sup>2</sup> 5-A DCMR §2100.3 does not apply to Pre-K 3 and Pre-K 4 and adult programs. LEAs serving only these grades do not need to apply for a 180-day waiver.

2. If your plan depends on the widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.
3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate students who do not have access to the internet at home.
4. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.

### **Monitoring Student Participation & Progress**

5. Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.
6. Please elaborate on how you are assessing student participation in distance learning.
  - a) Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.
  - b) Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to reengage those students.
7. Describe how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher-designed quizzes, etc.) to see that students are making academic progress through distance learning and how you are providing that information back to students and families.

### **Supporting Special Populations**

8. Please elaborate on the following areas of support for students/families with limited English proficiency:
  - a) How you are providing language assistance, in English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
  - b) What steps you are taking to ensure that non-English speaking family members can access content to support their students' learning?
9. Please elaborate on the following areas of support for students/families with disabilities:
  - a) How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services?
  - b) How you are maintaining IDEA timelines in collaboration with families and documenting delivered services?

- c) What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes?
- d) What steps are you taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) can access content to support their students' learning?

10. If schools are closed due to coronavirus (COVID-19) and offering any educational opportunity including distance learning, the LEA must ensure that students with disabilities have equal access to such opportunities. OSSE issued [guidance](#) related to IDEA Part B and the provision of FAPE during COVID-19 on March 12, 2020. OSSE also released an [FAQ document](#) on this topic on March 25, 2020. The LEA should review that guidance document in its entirety and provide the following assurances:

- Students with disabilities have equal access to distance learning opportunities as possible and described in the guidance above and issued by US Department of Education;
- When school resumes, the LEA will convene IEP teams, as appropriate, to review the impact of the lapse in services for students with disabilities, including making an individualized determination as to whether or not compensatory education services are needed; and
- The delivery of distance learning and any waiver of instructional days does not exempt the LEA of compensatory education responsibilities to students with disabilities as assured in the second bullet point above.

X The LEA assures to the statements above.

### **Student Grades**

11. Describe how the LEA will make student promotion decisions for this school year. Be sure to describe how student work before the emergency will be used in making decisions as well as work completed through distance learning.

IDEA will ensure that scholars are completing courses required for the corresponding grade level. Scholars will continue with credit recovery through June 26th to ensure that additional learning time is provided for course completion. Grading policies are indicated below: Scholars with average of 70% or higher will receive a passing grade which will be labeled as "P" on their report card. Scholars with an average of 69% or lower will receive an incomplete, labeled with an "I". Scholars who earn an "incomplete" for the year and/or a semester course will continue in distance learning credit recovery ranging through June 26th.

12. Describe how the LEA has communicated or will communicate grading policies and promotion decisions to families and on what timeline.

Parents were communicated the grading policy on April 23, 2020 in a virtual family town hall meeting. Written publication is also posted on our IDEA website, listed under [Coronavirus updates](#). A letter to families will also be mailed out virtually by May 1, 2020.

13. For LEAs with high schools: Describe the policy used to award credits required for graduation.

See information above.

### Supporting Students After the Emergency

*The purpose of this section is to inform city-wide planning for recovery. OSSE understands that LEAs may be in the planning phase when examining these questions. LEAs should outline their preliminary thoughts to these questions.*

14. How is your LEA planning to support students who missed learning time following the extended closure (e.g., summer school or planning for next school year)?

IDEA is developing a credit recovery window. This will range through June 26, 2020. It will allow for students to make up past learning if they have earned an “incomplete” grade for the year long or semester course. It is open for all students.

15. Are you planning to use formative or diagnostic assessments to identify student learning gaps, particularly in reading and math, at the start of the 2020-21 school year? If yes, please select any that apply and describe how you are considering using these options.

- Achievement Network (ANet)
- Affirm
- Developmental Reading Assessment (DRA)
- DIBELS/Acadience Reading
- Great Minds
- i-Ready – Curriculum Associates
- NWEA-MAP
- Reading Inventory (RI)
- Renaissance Learning’s STAR Reading/STAR Math
- Scholastic Reading/Math Inventory (SRI/SMI)
- Other Vendor Created Non-Summative Assessment (please specify)
- Other LEA- or School-Developed Non-Summative Assessment (please specify)
- Other Practice (please specify)  
-Read 180 diagnostic, iXL learning diagnostic tool

16. What steps will the LEA take to review policies, processes, and systems to improve the implementation of distance learning in the future?

IDEA has devised three working school committees to engage in the revision of policies and procedures regarding: master scheduling/competency based learning, professional development/technology support and social and emotional learning/college and career readiness planning teams. Teams will work throughout the months of June and July to revise student handbook policies for SY 20-21.

### Part II: School Calendar Waiver

District regulation 5-A DCMR §2100.3 requires that all schools shall include a minimum of one hundred eighty (180) regular instructional days of six hours each unless otherwise approved by OSSE. We know that schools may have challenges in meeting the requirements for 180 instructional days this school year.

The LEA must select **ONE** of the following options by highlighting the text and providing additional information as relevant (for options 2 and 3):

**OPTION 2:**

*In the instance where an LEA is providing 180 days of instruction, however, it needs a waiver from the requirement that it provide instruction equivalent to the 6 hours per day, select Option 2, by highlighting the text below and providing the additional information requested.*

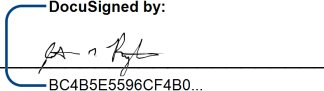
The LEA **IS** seeking a waiver of the 180 instructional days requirement in 5-A DCMR §2100.3. The LEA has provided distance learning during the public health emergency, for less than the 6 hours of minimum instruction for those days. The LEA seeks a waiver for that instructional time.

- Number of Instructional Days in 2019-20 school year Calendar: 180
- Number of Instructional Days Completed Before March 16, 2020: 118
  - 47 during Q1 8/26-11/1
  - 44 during Q2 11/6-1/24
  - 27 during Q3 1/29-3/12
- Number of Days of when Distance Learning was provided at less than 6 hours per day: 62
- Number of Days Requested to be Waived from 6 hours of learning: 62

By submitting this distance learning plan and signing below, LEA requests a waiver from the 180 instructional days requirement in 5-A DCMR §2100.3 for the days noted above, due to the COVID-19 pandemic.

LEA Name: IDEA Public Charter School

LEA Leader Name: Justin Rydstrom

LEA Leader eSignature:  BC4B5E5596CF4B0...

**Instructions:** As part of our emergency response planning, DC PCSB requests that schools develop and submit a plan for continuing student learning in the event of a long-term school closure. You may either complete the form below or submit a plan in an alternative format, but it must respond to all of the prompts outlined below.

**1. Please describe your plan for ensuring students will be able to access your educational programming for core content classes in the event of a long-term school closure. In your explanation, please explain, in detail, the methods for delivering instruction to students in their homes (e.g., online, paper materials, etc.).**

- All IDEA students received a chromebook for online virtual learning which began on Monday, March 16th. Chromebooks were distributed on Thursday, March 12th. Scholars who are experiencing challenges with their chromebook or have technical difficulties can exchange their device between the hours of 10:00 am -2:00 pm Monday- Friday.
- Students who do not choose to use online learning will have instructional packets printed and delivered to their homes.
- Teachers create rigorous reteach plans that reinforce the major work of the grade.
  - Create tracking plan to stay abreast of:
    - Which students are present
    - What work has been completed/ outstanding
    - Which standards have been mastered
    - Plan Example (ELA) [here](#).
    - Students will receive online instruction through video instructional modules using the following platforms: google classroom, iXL, and Edmentum.
- Daily Check in w/ Department Chairs
  - Share high level data from the day
    - Identify and make any necessary shifts to the learning
  - Teacher holds office hours during designated times (see frame)
    - Expected communication response time during office hours is within 10-15 minutes
    - Check in example (Math) [here](#).
  - Expected communication response time is 45 min, during business/school hours (8:30am - 4:30pm).
- Friday Coach Check-in
  - Check grade status
  - Provide input for upcoming module
  - Monitor response time
    - Co-teachers will report to content leader and will be in co-teaching teams 03's
    - Co-teachers will create various scaffolds and hold small group office hours for students with disabilities
- Grade Level Deans
  - Perform advisory check-ins 2x a week

- Monitor communication between advisors and advisees
  - Filter concerns brought forth from families/students
- Advisors
  - Check in with students/families daily (Multiple times if needed to gain contact)
    - Update grade level dean if families have needs, students are sick, etc.
    - Log all contact into Dean's List
  - Get most updated contact information

**Teacher Instructional Schedule:**

| Monday   | Tuesday  | Wednesday   | Thursday   | Friday   |
|--|--|---|--|--|
| <b>Teacher/Student Independent Work Time</b><br>8:00 am-12:00 pm<br><br><b>LUNCH</b> 12:00-1:00<br><br><b>Teacher/Student Homeroom Check-Ins</b><br>1:00 pm<br><br><b>Instruction:</b><br>Math & History (Spanish)<br>Virtual instruction & Content Tutoring<br>1:30 - 4:00 pm | <b>Teacher/Student Independent Work Time</b><br>8:00 am-12:00 pm<br><br><b>LUNCH</b> 12:00-1:00<br><br><b>Teacher/Student Homeroom Check-Ins</b><br>1:00 pm<br><br><b>Instruction:</b><br>English & Science & Elective<br>Virtual instruction & Content Tutoring<br>1:30 - 4:00 pm | <b>Teacher/Student Independent Work Time</b><br>8:00 am-10:00 am<br><br><b>PD</b><br>10:00 am - 11:00 am<br><br><b>LUNCH</b> 12:00-1:00<br><br><b>Teacher/Student Homeroom Check-Ins</b><br>1:00 pm<br><br><b>Instruction:</b><br>Electives<br>Virtual instruction & Content Tutoring<br>1:30 - 4:00 pm | <b>Teacher/Student Independent Work Time</b><br>8:00 am-12:00 pm<br><br><b>LUNCH</b> 12:00-1:00<br><br><b>Teacher/Student Homeroom Check-Ins</b><br>1:00 pm<br><br><b>Instruction:</b><br>Math & History (Spanish)<br>Virtual instruction & Content Tutoring<br>1:30 - 4:00 pm | <b>Teacher/Student Independent Work Time</b><br>8:00 am-12:00 pm<br><br><b>LUNCH</b> 12:00-1:00<br><br><b>Teacher/Student Homeroom Check-Ins</b><br>1:00 pm<br><br><b>Instruction:</b><br>English & Science & Elective<br>Virtual instruction & Content Tutoring<br>1:30 - 4:00 pm |

**Collaboration Meetings:**

| Monday                            | Tuesday                                | Wednesday   | Thursday                     | Friday  |
|-----------------------------------|--|---|------------------------------|---|
| Grade Level Lead Meeting-10:00 am | Content Department Meetings 9 -10 a.m. | Staff PD - 10:00 am<br><br>9th Grade huddle @11am<br>10th grade huddle<br>12th grade huddle @10am | Summer School Meeting @ 9:00 | CTE Committee meeting - 8:30 a.m.<br><br>11th grade huddle @11:30<br><br>Student Support Team - 10 am (weekly)<br><br>Academic Leadership |

|  |  |  |  |                                     |
|--|--|--|--|-------------------------------------|
|  |  |  |  | Team Meeting<br>10:45 am - 11:45 am |
|--|--|--|--|-------------------------------------|

**Staff Schedule:**

| Remote Work Parameters for IDEA's Academic Staff (Distance Learning) |  |
|--|--|
| Time   | Priority   |
| 8-noon   | Individual planning, team meetings, student grading, etc.  |
| 12-1   | Lunch break  |
| 1-4:00   | Student check-ins, virtual reteach sessions, attendance monitoring, etc.   |
| 4:00   | All staff daily debrief meeting via Uberconference <ul style="list-style-type: none"> <li>• Video or voice: <a href="https://www.uberconference.com/idea_pcs">https://www.uberconference.com/idea_pcs</a></li> <li>• Voice: 202-888-3816 (no pin)</li> </ul> |

**2. If your plan depends on widespread distribution of materials (e.g., delivering work packets, Chromebooks, or other resources to be used at home), please describe how you will distribute those. Please also describe how you plan to maintain active communication with families during a long-term closure.**

**Parent Updates**

Homeroom Teachers will be in communication with scholars and families on a daily basis to provide them with academic updates. Our School Emergency Response Team will be in contact with families as new information is made available through email, phone and text alerts. Additionally, our website and Social Media outlets will stay up to date.

**Daily Communication Plan Inclusive of Social Media Updates**

Homeroom Teachers are expected to communicate with their Homeroom scholars on a daily basis. Communication must be made by 4 pm in order for the scholar to receive "Present" attendance for the day. All teachers are designated the hours of 1-4 pm for student check-ins, virtual lessons and reteaching and attendance monitoring. A daily tracker is sent to all staff inclusive of present and absent students. Homeroom teachers are expected to follow up with their Homeroom students and families that have been marked as absent for the day and to communicate any issues with this follow up with their Grade Level Lead.



Social Media will continue to be updated regularly as another step of communication for our scholars, families and communities. Social Media updates will include weekly and daily schedules for scholars, meal pick up times, updates on anything operations related and messages from teachers.

## **Communication Letters to Families**

[Family Letter posted on website and mailed home](#) - 3/13/2020

## **Resources Available to Scholars and Families**

**Resources**

→ **IDEA PCS:** (202) 399-4750  
→ **Grab and go food lunch bags, including non-perishable breakfast items, will be distributed daily at IDEA** to anyone under age 18 from **10am to 2pm every weekday** while schools are closed (8:00-9:00 am for breakfast, 10:00-2:00 pm for lunch). Additional food distribution sites around the District can be found at DCPS's [Coronavirus \(COVID-19\) Updates](#).

→ **Educational Resources:**

| <u>Math</u>  | <u>Foreign Languages</u>  | <u>Science</u>  |
|--|---|---|
| <ul style="list-style-type: none"><li>• <a href="#">Khan Academy</a>, (All Grades)</li><li>• <a href="#">Curricki</a>, (High school)</li></ul>   | <ul style="list-style-type: none"><li>• <a href="#">Duolingo</a></li><li>• <a href="#">Conjugomos</a></li></ul>   | <ul style="list-style-type: none"><li>• <a href="#">Khan Academy</a> (High School)</li><li>• <a href="#">ED Heads</a> (Grades 2-12)</li></ul>   |
| <u>English</u> <ul style="list-style-type: none"><li>• <a href="#">Book Creator</a> (Grades 3-12)</li><li>• <a href="#">Mrs. S. ELA resources</a> (Grades 9-12)</li><li>• <a href="#">Get Epic</a> (Ages 0-12)</li></ul> | <u>Social Studies/History</u> <ul style="list-style-type: none"><li>• <a href="#">PBS Learning Media</a> (All Grades)</li><li>• <a href="#">Khan Academy</a> (High School)</li><li>• <a href="#">Crash Course</a> (High School)</li></ul> | <ul style="list-style-type: none"><li>• <a href="#">Periodic Videos</a> (High School)</li><li>• <a href="#">NASA STEM Engage</a> (Grades K-12)</li><li>• <a href="#">Scratch Coding</a> (Grades 3-12)</li><li>• <a href="#">How Stuff Works</a> (Grades 6-12)</li></ul> |

All scholars received Chromebooks in preparation for our Virtual Learning in order to access coursework and be able to communicate with their teachers. Scholars indicated whether they had internet access at home and any scholars that did not, received in-person drop offs of Access Points. Additionally, our Operations Manager, Kester Gregorio is on standby to assist with any technology issues as they arise.

Grab and go food lunch bags will be available daily from 8:00-9:00 for breakfast and from 10:00-2:00 pm for lunch.

Educational resources are listed by subject matter for scholars and families to access to support their learning.

**3. If your plan depends on students having internet access to complete work, please describe how you will identify and accommodate for students who do not have access to internet at home.**

### **Schedule of services**

IDEA has a SPED Team that includes 6 Special Education Teachers, 1 SPED Consultant, 2 dedicated aides, and 1 SPED Director.

### ***Sybil Pernell, Director of Special Education( IDEA Employee)***

Ms. Pernell is a Director of Special Education at IDEA. She manages a total caseload of 85 students, 6 teachers, 2 dedicated aides, and 1 Consultant for Non-Public Placement. Ms. Pernell also works with the BSS Department at IDEA and any contracted related providers ( Speech, OT). Weekly meetings are held with teachers to ensure that caseloads are in compliance ( IEP's, Eligibilities) Meetings are also held to analyze existing data for new students referred for SPED services and for current students that are receiving services but are up for a 3 year review. Ms Pernell collaborates with the Director of Student Support Services and the Dean of Students to ensure that the plethora of services provided are streamlined to support all students with gaining access to the general education curriculum. To ensure that IDEA is aware of any current special education resources in the area, Ms. Pernell also works along with the Special Education Co-Op to coordinate resources that may be beneficial to staff that work with our students with disabilities. Participation in meetings will be via Zoom, Google chats, video sessions and teleconferences. Ms. Pernell reports directly to the Principal and provides daily updates of work completed.

### **Dedicated Aides (IDEA Employees)**

Dedicated Aides assist the Special Education Department by providing support to our students with disabilities that have more significant needs. Dedicated aids normally work with assigned students throughout the day by assisting them with behavioral supports and academics. Dedicated aids have been given a list of SPED students that may need additional supports with completing remote assignments. They will contact students and parents to coordinate services at the school. Students will be spread out in the cafeteria to adhere to social distancing regulations and work on assignments with the assistance of the dedicated aide. Students will be contacted in the morning to confirm their attendance. Calls will be logged on a tracker. Students

can arrive at school Monday- Friday from 1pm-4pm to receive help. If students are not able to attend, dedicated aides will be available remotely.

**Plan of support:**

*How do scholars and parents seek support? How will support be documented/ tracked?*

Students will be contacted by their case managers via Zoom, email, google chats, telephone and video sessions.

Additional accommodations and support include virtual tutoring services provided by our distance learning contractors (Enriched Schools) to assist with 1:1 instructional support.

**Technological tools used for support**

Google docs will be used for tracking students who receive Special Education Services as outlined in their Individual Education Plans (IEP). Tracking will be monitored via weekly check ins between the case managers and Director of Special Education.

EasyIEP will continue to be used for completing IEPs and Eligibility Meetings. Completion of documentation will be monitored by the Director of Special Education.

**Procedures for in-person support**

On an emergency basis, the Special Education Director will meet a student/family at IDEA to address any concerns that can not be addressed via telephone or a video session. This will take place on a case by case instance between the hours of 8:00 am - 4:00 pm.

4. **Please describe, at a high level, the types of assignments students will complete, how you will ensure that coursework is aligned to your educational program, and how coursework will be tailored to students' needs (including students with disabilities and English learners). Finally, please explain how you will assess student learning.**

**Adjusted Academic Calendar**

| Dates                  | Instructional Focus   |
|------------------------|---|
| March 30th - April 3rd | End Quarter 3<br>(make up past work, finalize grades; grade scholars on engagement/participation, avoid end of quarter assessments) |

|                   |   |
|-------------------|---|
| April 6-June 5th  | Start Quarter 4<br>(new learning, online platforms with module based learning 1-2 new content material per week)<br><br><i>**Senior finals -May 18th - May 22nd** // Senior last day of school May 22nd</i> |
| June 1- June 12th | End of year portfolios & Make ups for Quarter 4   |
| June 12th         | Last day of school  |

Students will engage in review lessons for the duration of Quarter 3. Students will complete review and make up assignments aligned to standards based tasks. Student learning will be assessed based on a range of completion, mastery and effort as it aligns to Common Core State Standards.

Students with disabilities will have individualized learning plans that are aligned to their IEP instructional goals. Students will receive targeted lessons through online based platforms to include iXL and Edmentum. Students will have mini tasks aligned to grade level content to ensure exposure to grade level curriculum. Student learning will be assessed on completion and mastery of skill.

**5. Please describe how you will train and support teachers and other school staff in both creating and delivering remote coursework in the event of a long-term closure. Please also describe how you will train and support families delivering remote coursework.**

Professional development will continue to be offered weekly to support teachers and staff with remote distance learning techniques and protocols to include: social and emotional wellness supports, e-learning instructional tools and effective online instruction techniques. Academic teacher leaders will continue to have weekly department meetings to support teachers with online instructional tools and processes. Department collaboration and grade level leaders will share best practices and hold weekly PLC sessions to support instructors.

Families will be supported through conducting weekly townhall virtual sessions. Resources will be shared through email, social media and weekly town hall meetings. Parents can provide feedback and give suggestions through surveys. Parents can also gain support through parent teacher virtual conferences.

**6. Please describe how you will ensure compliance with the Individuals with Disabilities Education Act and Section 504 during a long-term closure. Please describe, in detail, how you will ensure continuity of services for students during this time and, if necessary, provide additional academic supports upon students' return.**

### **Schedule of services**

IDEA has a SPED Team that includes 6 Special Education Teachers, 1 SPED Consultant, 2 dedicated aides, and 1 SPED Director.

***Gabrielle Ciarcia, Special Education Teacher ( IDEA Employee)***

*Mrs. Ciarcia is a Science teacher and Special Education Teacher. She teaches 3 science classes(environmental, biology, and physics). She manages a caseload of 14 9th grade students with a wide range of disabilities that include: Other Health Impairment, Emotional Disturbance, Multiple Disabilities, Intellectual Disabilities, and Specific Learning Disabilities. In addition, Ms. Ciarcia pushes in to support several science classes. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of her caseload, support provided in the classroom and what meetings need to be held via Zoom. Mrs. Ciarcia will plan and implement lessons that she is responsible for and will also work with General Education teachers/students that she supports via Google chats, video sessions, emails, and teleconferences. All information will be tracked by work completed in SED's and an email detailing what other daily items( classroom support) will be logged daily in a google doc.*

***Stephanie Sifford, Special Education Teacher (IDEA Employee)***

Ms. Sifford is a Special Education Teacher. She pushes in to support in the 9th grade math and history classes. Ms. Sifford manages a caseload of 13 9th grade students with a wide range of disabilities that include: Multiple disabilities, Intellectual disabilities, Emotional Disabilities, Specific Learning Disabilities, and Other Health Impairment. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of her caseload, support provided in the classroom, and what meetings need to be held via Zoom. Ms. Sifford is responsible for providing academic support to General Education Teachers/ SPED students via good chats, video sessions, emails, and teleconferences. All information will be tracked by work completed in SED's and by an email detailing what other daily items( classroom support) will be logged daily in a google doc.

***John Coughlin, Special Education Teacher ( IDEA Employee)***

Mr. Coughlin is a Special Education Teacher. He pushes into the 9th grade English classes. Mr. Coughlin manages a caseload of 12 students in grades 9th and 10th with a range of disability categories that include: Other Health Impairment, Multiple disabilities, Specific Learning Disability. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of his caseload, support provided in the classroom, and what meetings need to be held via Zoom. Mr. Coughlin is responsible for providing academic support to General Education Teachers/ SPED students via google chats, video sessions, emails, and

teleconferences. All information will be tracked by work completed in SED's and by an email detailing what other daily items( classroom support) will be logged daily in a google doc.

***Frank Bell, Special Education Teacher ( IDEA Employee)***

Mr. Bell is a Special Education Teacher. He pushes into the 11th and 12th grade English and History classes. Mr. Bell manages a caseload of 17students in grades 11th and 12th with a range of disability categories that include: Specific Learning Disability, Multiple Disabilities, and Other Health Impairment. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of his caseload, support provided in the classroom, and what meetings need to be held via Zoom. Mr. Bell is responsible for providing academic support to General Education Teachers/ SPED students via google chats, video sessions, emails, and teleconferences. All information will be tracked by work completed in SED's and by an email detailing what other daily items( classroom support) will be logged daily in a google doc.

***Mr. Boyce, Special Education Teacher ( IDEA Employee)***

Mr. Boyce is a Special Education Teacher. He Co-Teaches Geometry in a General Education setting. Mr. Boyce manages a caseload of 10 students in grades 9th and 10th with a wide range of disabilities that include: Multiple Disabilities, Specific Learning Disabilities, Intellectual Disabilities, and Other Health Impairment. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of his caseload, support provided in the classroom, and what meetings need to be held via Zoom. Mr. Boyce is responsible for providing academic support to the General Education Teachers/ SPED students via google chats, video sessions, emails, and teleconferences. All information will be tracked by work completed in SED's and by an email detailing what other daily items( classroom support) will be logged daily in a google doc.

***Mrs. Crudup, Special Education Teacher ( IDEA Employee)***

Mrs. Crudup is a Special Education Teacher. She teaches Algebra II and Business Math. Ms. Crudup manages a caseload of 17 students in grades 11th and 12th with a wide range of disabilities that include: Multiple Disabilities, Emotional Disturbance, Specific Learning Disability, Autism, Intellectual Disability and Other Health Impairment. Weekly check ins with the Special Education Director will be conducted on Monday's to discuss the status of his caseload, support

provided in the classroom, and what meetings need to be held via Zoom. Ms. Crudup is responsible for providing academic support to General Education Teachers/ SPED students via google chats, video sessions, emails, and teleconferences. All information will be tracked by work completed in SED's and by an email detailing what other daily items( classroom support) will be logged daily in a google doc.

***Amber Church, Special Education Consultant for IDEA Non Public Placement Students***

Ms. Church is a consultant for IDEA. She manages a caseload of 14 students in grades 9th-12th with a wide range of disabilities that include: Other Health Impairment, Specific Learning Disabilities, Learning Disabilities, Other Health Impairment, Intellectual Disabilities, Emotional Disturbance and Autism. Non Public Placement students are placed in several schools in surrounding areas: Phillips, Kennedy Institute, The Village Academy, High Roads, The Monroe School, The Foundation School, New Beginnings, and Accotink Academy. Ms. Church is working with the schools to ensure that alternative plans are in place. Ms. Church will check in with the Special Education Director every Monday to communicate updates and it will be logged in a weekly google document.

***Sybil Pernell, Director of Special Education( IDEA Employee)***

Ms. Pernell is a Director of Special Education at IDEA. She manages a total caseload of 85 students, 6 teachers, 2 dedicated aides, and 1 Consultant for Non-Public Placement. Ms. Pernell also works with the BSS Department at IDEA and any contracted related providers ( Speech, OT). Weekly meetings are held with teachers to ensure that caseloads are in compliance ( IEP's, Eligibilities) Meetings are also held to analyze existing data for new students referred for SPED services and for current students that are receiving services but are up for a 3 year review. Ms Pernell collaborates with the Director of Student Support Services and the Dean of Students to ensure that the plethora of services provided are streamlined to support all students with gaining access to the general education curriculum. To ensure that IDEA is aware of any current special education resources in the area, Ms. Pernell also works along with the Special Education Co-Op to coordinate resources that may be beneficial to staff that work with our students with disabilities. Participation in meetings will be via Zoom, Google chats, video sessions and teleconferences. google Ms. Pernell reports directly to the Principal and provides daily updates of work completed.

## **Dedicated Aides (IDEA Employees)**

Dedicated Aides assist the Special Education Department by providing support to our students with disabilities that have more significant needs. Dedicated aids normally work with assigned students throughout the day by assisting them with behavioral supports and academics. Dedicated aids have been given a list of SPED students that may need additional supports with completing remote assignments. They will contact students and parents to coordinate services at the school. Students will be spread out in the cafeteria to adhere to social distancing regulations and work on assignments with the assistance of the dedicated aide. Students will be contacted in the morning to confirm their attendance. Calls will be logged on a tracker. Students can arrive at school Monday- Friday from 1pm-4pm to receive help. If students are not able to attend, dedicated aides will be available remotely.

### **Plan of support:**

*How do scholars and parents seek support? How will support be documented/ tracked?*

Students will be contacted by their case managers via Zoom, email, google chats, telephone and video sessions.

Additional accommodations and support include virtual tutoring services provided by our distance learning contractors (Enriched Schools) to assist with 1:1 instructional support.

### **Technological tools used for support**

Google docs will be used for tracking students who receive Special Education Services as outlined in their Individual Education Plans (IEP). Tracking will be monitored via weekly check ins between the case managers and Director of Special Education.

EasyIEP will continue to be used for completing IEPs and Eligibility Meetings. Completion of documentation will be monitored by the Director of Special Education. Docusign & Zoom platform accounts are also provided to case managers to ensure online signatures & conferences are feasible.

### **Procedures for in-person support**

On an emergency basis, the Special Education Director will meet a student/family at IDEA to address any concerns that can not be addressed via telephone or a video session. This will take place on a case by case instance between the hours of 8:00 am - 4:00 pm.





## Instructional Contingency Plan Update

In response to the COVID-19 pandemic, LEAs have been asked to implement Instructional Contingency Plans to ensure students have access to learning at home. Schools shared initial information about their plans with DC PCSB on March 17. The questions below ask LEAs to share an update about implementation of their plans, and to elaborate further on specific areas.

1) What adjustments, if any, have you made to your Instructional Contingency Plan since the initial March 17 submission to DC PCSB?

Adjustments to IDEA's instructional plan includes:

- Students with disabilities are receiving a targeted instructional plan that is supported through iXL curriculum to help track their progression and/or regression of mathematical and literacy skills.
- The weekly schedule for all scholars provides an opportunity for asynchronous learning modules to complete with each of their courses. Each course provides 1-2 modules per week of new instructional material for Quarter 4.

2) Please elaborate on how you are measuring student learning during this time. Please describe, in detail, the methods of assessment you are using (e.g. exit tickets, teacher designed quizzes, etc.) to see that students are making academic progress through distance learning.

- Student learning is measured in three areas through an instructional rubric to include mastery of content, engagement and completion of tasks.
- Assessments include a variety of exit tickets, teacher classwork assignments and project based learning tasks. Assessments are also inclusive of learning modules through the iXL platform.

3) Please elaborate on how you are assessing student participation in distance learning. Please describe, in detail, the touchpoints you are using to assess student participation and how you are tracking this information.

- Please also explain how you are tracking students who, to date, have not engaged with distance learning, and describe any interventions you are using to re-engage those students.

- Student participation is being assessed through completion of assignments and engagement in daily homeroom check in calls. Scholars are required to check in with their instructors daily to ensure attendance is captured. This information is tracked in our daily attendance tracker and in Deans List.
- Scholars we have not engaged with to date are entered through the Student Support Team (SST) process that allows for increased outreach through peers and/or emergency contacts. Additional school outreach teams and community officials supported through home visits and wellness checks. Incentive engagement and motivational strategies have been used to help increase scholar engagement inclusive of (scholar of the month, poetry month contests, scholar shout outs, social media recognition, website recognition etc)

4) Please elaborate on the following areas of support for students/families with disabilities:

- How you are implementing student IEPs and 504 plans, including for students with intensive levels of support and/or service hours. In your response, please distinguish between specialized instruction and related services.

-see below

- How you are maintaining IDEA timelines in collaboration with families and documenting delivered services.

- Timelines are being managed through an internal tracking system and updates in Easy IEP/SEDS. IDEA case managers are communicating with families and using DocuSign electronic signing tools to assist with IEP meetings.

- What steps you are taking to determine whether, and to what extent, compensatory services will be offered once school resumes.

- Tracking of scholar performance regarding growth and regression is being tracked through the instructional platform iXL. Scholar data and interventions are being logged per student in an internal tracking tool.

· What steps you are taking to ensure that family members with disabilities (e.g. a guardian with visual impairment) are able to access content to support their students' learning.

- Parent outreach and communication with families regarding access to materials and communication occurs on an individualized basis with every scholar to ensure that barriers are communicated to help provide support as needed.

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of any current special education resources in the area, Ms. Pernell also works along with the Special Education Co-Op to coordinate resources that may be beneficial to staff that work with our students with disabilities. Participation in meetings will be via Zoom, Google chats, video sessions and teleconferences. Ms. Pernell reports directly to the Principal and provides daily updates of work completed.

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5) Please elaborate on the following areas of support for students/families with limited English proficiency:

- How you are providing language assistance, in both English and/or the home language, to English learners during distance learning. Please describe, in detail, how you are giving students access to academic content and language instruction across the four language domains of reading, writing, listening, and speaking that is aligned to their levels of English proficiency.
- What steps you are taking to ensure that non-English speaking family members are able to access content to support their students' learning.
- Language assistance is provided to families as needed through our ELL Coordinator and/or our Attendance liaison. ELL scholars are provided support and access through ELL check ins and assistance.

6) Broadly speaking, how is your school planning for in-person opportunities to make up for missed learning time following the extended closure (e.g. summer school)? If you have not yet made any decisions about make-up instructional time, what is your projected timeline for making decisions about this issue?

- If your school has already decided to offer in-person learning opportunities to make up for school closure, please elaborate on how and when such opportunities will be offered.

- IDEA is projecting to make a decision regarding the missed learning time prior to May 15, 2020.