

Town Hall Meeting Virtual Instruction August 26, 2021





Agenda

- *Your child's virtual classroom

- *Accelerated learning

- *Attendance

- *Return to in-person school

Vaccination

All St. Coletta staff are required to be fully vaccinated. As of August 16th we have a 99% vaccination rate.

*We encourage all eligible students to get vaccinated,
as well as members of their household.*

Go to our website for vaccination site information

www.stcoletta.org

THE COVID-19
VACCINES
ARE OUR **BEST SHOT**
AT **BEATING THIS PANDEMIC**
AND GETTING BACK TO
NORMAL.

COVID-19 Vaccine Information

DC Dept of Health

[Get Vaccinated](#)

Prince George's County
Dept of Health

[Get Vaccinated](#)

Montgomery County
Dept of Health

[Get Vaccinated](#)

Alexandria City Dept of
Health

[Get Vaccinated](#)

Arlington County Dept
of Health

[Get Vaccinated](#)

Fairfax County Dept of
Health

Information on
Vaccines for Children

[Children's National Hospital](#)

Coping with Stress and
Anxiety

[CDC.gov](#)

General Mental Health

[Resources & Help Lines](#)

Requirements for virtual instruction

- *All students must have a completed medical exemption form in order to access virtual instruction.
- *An IEP meeting must be held for all students in virtual instruction to amend the IEP while in an alternate educational setting.
- *Attendance is mandatory for the entire instructional day.
- *Back to school forms must be completed and updated immunizations must be provided.



Virtual classroom access

- There will be two virtual classrooms.
 - House 1-3 – Raven Grandberry
 - House 4-5 – Kiley Goodwin
 - If a teacher is absent, they will send information to you for asynchronous instruction for that day
- Each class will have a unique Zoom link
- Students will be logged on for the entire school day
 - Attendance tracked per OSSE guidelines.
 - Different from last year, when only one session was required in order to be counted as present



Classroom Schedule H1-3

Classroom Schedule-Houses 1-2-3 Virtual Classroom

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:00-9:00	Attendance Check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom Video	Attendance check and schedule review Clam Classroom Video
9:00-9:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
9:30-10:00	Literacy (phonics lesson)	Literacy (vocabulary lesson)	Literacy (shared reading)	Literacy (comprehension lesson)	Literacy (predictable chart writing lesson)
10:00-10:30	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)
10:30-11:00	Numeracy-Touch Math lesson	Numeracy-Touch Math Lesson	Numeracy –Touch Math Lesson	Numeracy- Touch Math Lesson	Numeracy –Touch Math Lesson
11:00-11:30	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)

Classroom Schedule

11:30-12:00	Lunch	Lunch	Individual Skills / ULS	Lunch	Lunch
12:00-12:30	Hygiene/Daily Living Skills Instruction	Hygiene/Daily Living Skills Instruction	Lunch	Hygiene/Daily Living Skills Instruction	Hygiene/Daily Living Skills Instruction
12:30-1:00	Virtual Movement Break (You Tube movement video or teacher-led movement/stretching)	Virtual Movement Break (You Tube movement video or teacher-led movement/stretching)	End of Sessions	Virtual Movement Break (You Tube movement video or teacher led stretching)	Virtual Movement Break (You Tube movement video or teacher led stretching)
1:00-1:30	Music	Art	Instructional Planning	Horticulture	PE
1:30-2:30	Individual Skills (Unique Learning System)	Individual Skills (Unique Learning System)	Instructional Planning	Individual Skills (Unique Learning System)	Individual Skills (Unique Learning System)
2:30-3:00	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/social studies/science)	Classroom staff meetings	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/ social studies/science)	Theme-based Instruction (Readtopia Lesson-literacy/numeracy/ social studies/science)

Classroom Schedule H4&5

Classroom Schedule-Houses 3, 4 and 5 Virtual Classroom

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8:00-9:00	Attendance Check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom video	Attendance check and schedule review Calm Classroom Video	Attendance check and schedule review Clam Classroom Video
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Student Wellness

- *Calm classroom
- *School social work check ins
- *Access to our mental health liaison from the department of behavioral health
 - Mr. Andre Edwards
 - Also available for family support with resources such as mental health counseling, meals, and housing.



Accelerated Learning

*What accelerated learning looks like

- Assessment
- Classroom Schedules

*Curriculum & Instruction updates



Accelerated Learning - Assessment

Purpose of the SANDI: Systematic Approach to Assessment, Instruction, and Access to CCSS

- Assess **ALL areas** of student performance
- Target **"need area"** (successive 3's or 2's)
- **Prioritize** student need areas & **flag** IEP target
- Determine **Present Levels of Performance** on the IEP
- Write IEP goals **linked** to CCSS and individualized for student level
- Determine **student learning level** to inform:
 - Student grouping
 - Lesson planning
 - Standards based classroom instruction
 - FAST testing level and targeted instruction
- Measure **incremental progress** with **frequent** periodic multiple measures assessment

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Student Annual Needs Determination Inventory

- designed specifically for students with significant cognitive disabilities
- already administered in Fall of 2020 and Spring of 2021 (baseline)
- data in areas of ELA, Math, Communication and Writing being used to determine areas needing targeted instruction
- next testing window will be in Fall of 2021 and the assessment will allow for progress monitoring, which will drive further decisions for continued targeted instruction

Other assessments that will continue to be employed throughout the year include portions of Readtopia And TouchMath (programs we've invested in because of their focus on unique learners) and an Essential Skills Assessment Checklist.

Accelerated Learning – Assessment

August/September:

- Teachers will use review assessment data collected in the Spring and use this data to identify student levels for literacy and numeracy instruction (BRIDGE, Touch Math, Readtopia, Essential Skills Assessment Checklist)
- Teachers will work with their instructional teams (teacher/SEC/therapists) to determine student groupings, access points, learning needs and levels for Readtopia and Touch Math

October:

- Instruction (including daily targeted instruction periods built in to the school day)
- Enhanced data tracking and analysis to drive instructional decisions

October/November/December

- SANDI assessment updates

Accelerated Learning – Scheduling

Instruction and Data Collection (Ongoing throughout the year)

- Individual skills scheduled for at least 1 hour each day
 - Unique Learning System will be used as the platform for Individual Skills Instruction
 - Assessment data will be used to determine ULS materials

Accelerated Learning – Assessment

Spring and Summer Assessments

Teachers will update literacy (Readtopia), numeracy (TouchMath) and Essential Skills Assessment Checklist.

SANDI will be administered again during the Spring/Summer window.

Data examined and analyzed will also include vocational assessments for older students

This year, St. Coletta is introducing two new instructional programs that will support our Functional Academic and Functional Life Skills Curriculum:

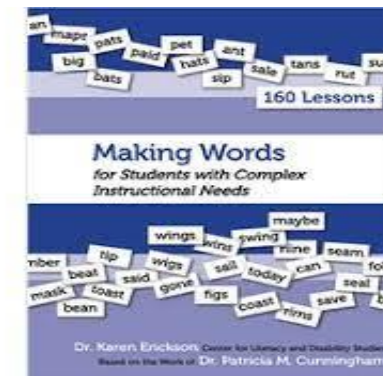
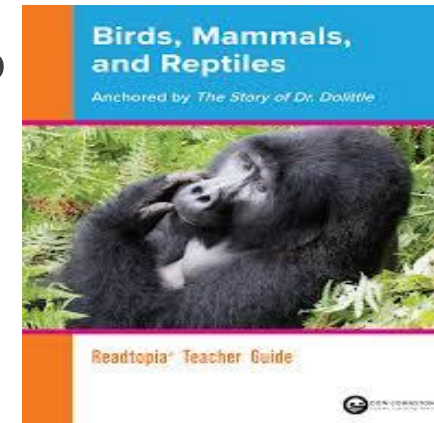
Readtopia and TouchMath

Readtopia

Readtopia is a special education curriculum designed for teachers who work with students with intellectual disabilities, autism and complex needs.

Based on research that supports literacy instruction for students with complex learning and communication needs-specifically students with significant cognitive disabilities

It serves as an integrated, comprehensive curriculum covering several domains of study including ELA, Math, Social Studies, Life Skills, and Science.



Academic Domains

ELA / Reading — Includes all components of a comprehensive reading curriculum and resources including Informational Text, Phonics/Word Study, Videos, Graphic Novels, and Literature

Math — Integrated math lessons (at up to six levels) connect with thematic units—delivering instruction in context

Social Studies — Social Studies subjects take students around the world to learn through hands on learning opportunities, stories and videos.

Functional Life Skills — Functional Life Skills cover three major life domains: Daily Living Skills, Self-Determination/Interpersonal Skills, Employment Skills

Science — Students learn about science topics while hands-on with experiments to make predictions about the world

What's included...

Readtopia consists of leveled instructional materials that cover the widest range of student needs—including students who are non-readers, emergent readers and early readers and students with complex communication, motor and/or behavior needs

Integrated thematic units connect literacy with content area learning and life skills as well as hands-on learning experiences which maximizes engagement.

- Example: Birds, Mammals and Reptiles anchored by the book Dr. Doolittle

TouchMath

The TouchMath program is designed for students with complex learning needs to support their development of the Concrete-Representational-Abstract continuum, a sequence of instructional practices and research-based best practices that reflect how most students learn mathematics.

The TouchMath program utilizes manipulatives, modeling, drawings, and pictures to help students achieve abstract mathematical thinking.

As students see, say, hear and touch using the signature TouchPoints™ on the numerals, they easily make the connection between the numeral and the quantity it represents.

TouchMath TouchPoints

Every numeral from one through nine has TouchPoints™ corresponding to the digit's value.

Numerals one through five have single TouchPoints.™ Numerals six through nine have double TouchPoints.™

Students count aloud as they touch the single TouchPoints™ once and double TouchPoints™ twice.

This concrete approach engages students on auditory, visual, and tactile/kinesthetic levels.



Scope and Sequence

When students have mastered the Touching/Counting Patterns, the Touch Math sequential strategy moves them through counting and number concepts, making computations achievable as they touch and count their way through addition, subtraction, multiplication, division, and into more advanced mathematical concepts.

Feel free to e-mail me with any questions!

Amy Warden, Director of Curriculum and Instruction

Amy.warden@stcoletta.org

School-wide procedures

- *Back to School forms
- *Chromebooks/technology
- *Attendance
- *COVID communications



Back To School Forms

ANNUAL DOCUMENTS (complete ASAP)

- *Back to School Documents- link sent to all families via email; can request hard copy
- *Immunization Records- students must be compliant to attend in-person
- *Residency Verification- **required** for all charter school students



Chromebooks & technology

*Chromebooks will be delivered to all students with new links and bookmarks for needed instructional sites. If you currently still have one at home, we will swap with one that has been set up for virtual instruction.

*Our IT help desk will still be available: 9am-3pm Monday-Friday.

- itsupport@stcoletta.org
- 202-350-8695



Attendance

- School Schedule
 - Students arriving after 8:30am would be considered tardy
- Tracking of partial day presence/absence will resume in 21-22
 - ***Students must attend 80% of the day to be considered present*** (students attending less than 80% of the instructional day are considered absent)
 - This applies to both in-person and virtual students
 - While it is not required for students to remain logged on during the specified lunch period, they do need to return promptly at 12:30pm to resume instruction
- **To excuse absences or tardiness**, parents must **send written documentation** within 5 days of the absence
 - A parent note can be used to excuse 3 days of consecutive absences; additional documentation will be required to continue excusing the absence beyond 3 days
 - Parents are also encouraged to verbally report absences via the student attendance line (202)350-8680 ext. 1101
 - Written documentation can be provided to the classroom teacher or our Attendance Coordinator, Judyvette Acevedo (jacevedo@stcoletta.org)

School Contacts

Program Administration Team

Christie Mandeville, principal- cmandeville@stcoletta.org

Waverly Powell, assistant principal Houses 1-2- waverly.powell@stcoletta.org

Dave Knight, assistant principal Houses 3-5- dknight@stcoletta.org

Catherine Decker, assistant principal of admissions & records, transportation liaison- cdecker@stcoletta.org

Lourdes Licuanan, director of therapy services- lourdes.licuanan@stcoletta.org

Amy Warden, director of curriculum & instruction- amy.warden@stcoletta.org

Shannon Ball, director of IEP & assessment- sball@stcoletta.org

Lucas LaFaver, vocational coordinator- lucas.lafaver@stcoletta.org

Question & Answer

