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PROFESSIONAL GUIDELINES FOR HOME INSTRUCTION

1. Our highest priority is the health and safety of our students and our employees. Please continue to take care of yourself.

2. During the Home Instruction period, all full-time school staff will continue to be paid their regular salary on the same timeline. Every opportunity will be made to allow part-time employees to make up hours to receive their normal pay.

3. During the Home Instruction period, school-based personnel may choose to work at the school or from home (unless otherwise directed), following procedures established by your administration and CDC guidelines.

4. You may continue to work in your classroom at school (unless otherwise directed). The schools will be cleaned daily. If you are a floating teacher, the school will develop a plan so that you have a safe place to work. Follow procedures established by your administration and CDC guidelines.

5. While working from home, you will not be required to use your personal cell phone and will not be reimbursed for your cell phone bill. You will have the ability to make phone calls through a feature on TEAMS from your computer.

6. It is extremely important to maintain a high standard of professionalism during this period of Home Instruction. This includes the following:
   i. being present and available via phone (TEAMS) and digitally to parents and students during your published work hours;
   ii. maintaining a professional demeanor online (whether working from home or school), both on screen, in conversations, and in written communications; and
   iii. providing meaningful work and feedback to advance student learning.

7. If any teacher takes a day of leave or is unable to work during specified hours, it is the teacher’s responsibility to see that the students, parents, and administration are notified in a timely manner, and that learning tasks are prepared and posted for students and parents if possible.

8. If you need to take leave because you will not be able to work on any given day, you will need to submit your leave as normal. The AESOP Substitute System has been paused, so you will not need to request a substitute through the system.

9. Employees working from home must access their school voice mail once a day and return any phone calls. Directions for retrieving your phone messages remotely will be provided to you.

10. Use your district email for all email correspondence. Do not use your personal email. Remember that all communication is considered a public record.

11. All school-based teachers must check-in daily on TEAMS each morning to verify your attendance. Non-instructional employees will be provided procedures for checking in daily.

12. Tech support is available by calling 429-help. If you have a question, please reach out and ask. Please be patient, particularly as this initiative is rolled out. We know that there will be many questions in the beginning, and we want to provide
everyone with the support they need.

13. Equipment should be treated with respect and any problems should be reported immediately. The Technical Service Desk is available Monday through Friday from 6:30 am to 4:30 pm at 772-429-4357. You can also contact the Technical Service Desk by submitting a viper ticket at https://viper.stlucie.k12.fl.us/ This service is available to employees and students.

14. Teachers may be required to supervise testing, if needed.

15. Teachers must attend required faculty meetings via technology and/or in person. Provisions will be made to adhere to social distancing protocols. Note: Contractual meeting guidelines will be followed.

16. The Workday - employees shall work no more than 7.5 hours.

I. Remote Duty:
   a. All employees working remotely will work a flexible schedule. These employees shall check in once per day as directed by their administrator. Employees will work with their administration to establish a flexible schedule, but they may vary this schedule as needed.
   b. Teachers will not be required to work after 6PM or on weekends.

II. Worksite Duty-Anyone required to report to a building site will work no more than 7.5 hours a day. It is understood that this may be their regular work location, or another location established by the district to meet the needs of students.

EMPLOYEE ABSENCES

Full time employees will need to submit leave as normal and input into Skyward. Part-time employees will need to adjust their time sheet to represent their time off. In the event of a teacher absence, the teacher should post student assignments prior to their absence when possible. This will allow students to continue working during the time away. In an emergency, teachers should notify their administrator.

Upon returning, teachers should update student attendance accordingly. Teachers may make corrections and updates to attendance within a five-day window. If corrections are needed after that, please contact your Attendance Clerk.

Employees will be able to substitute accrued vacation, personal, or sick leave for unpaid family leave.

PROFESSIONAL LEARNING COLLABORATION

Microsoft TEAMS will be the platform hosting Collaborative Learning and Planning (CLP’s) sessions and other virtual meetings. Teachers should be monitoring Outlook calendar or the calendar within TEAMS daily to join online meetings. Documents can be downloaded from the TEAMS course in Canvas to assist in the facilitating CLP’s online.
- Best Practices for Facilitating Online CLP’s
- Online CLP Facilitator Guide

MENTAL HEALTH & SOCIAL EMOTIONAL RESOURCES

Self-Care
Take care of yourself so that you can continue to support your students and your family. Consider creating a personal wellness plan that includes time spent addressing your own needs, thoughts, and emotions. Evaluate your own professional and personal support systems and align with those who care for you. At times, take a mental break or a short walk. Self-evaluate any life-stressors and develop prevention and coping strategies.

If you should need support with counseling, please reach out to Employee Assistance Program by calling 800.272.3626 visiting: http://www.mylifevalues.com Username: ST LUCIE SCHOOL BOARD Password: 8002723626

Student Resources
Your students still have access to school counselors, social workers, mental health counselors, and school psychologists.

Please, refer students as needed. See your administrator for the best virtual practice that most aligns with your school’s existing referral process. Modes may include using school email, FORM response survey, or a school TEAM site spreadsheet, to name a few.

Mental Health Curriculum
Students in grades 6-12
Secondary students should continue making progress towards the 5 hours of required instruction using EVERFI. Students should complete the lessons outlined in the Character Playbook to ensure the requirement is met.

CHILD ABUSE LAW
There are times that a student will confide information in a virtual setting that they may not be comfortable to share in person. All employees who suspect that a student has been abused are still required by law to report their suspicions.

ALL suspicions MUST be reported by calling 1-800-962-2873
https://www.myflfamilies.com/service-programs/abuse-hotline/report-online.shtml
For further information, see the school counselor or grade-level administrator. *

ONLINE CLASSROOM MAINTENANCE: CANVAS
All employees are responsible for their equipment and online learning classroom.

Online classrooms, just like physical classrooms, should be current, up to date, and focused for
the learning of the week.
Your Canvas page should include a current message with directions for students for their work.
Assessing Canvas from mobile device (student view):
https://www.youtube.com/watch?v=8du6kwHfU5Y&feature=youtu.be

**ADDING CONTRIBUTORS TO YOUR CANVAS COURSE**

**Course Roles**

1. **Student:** These users are permitted to submit assignments. This permission should not be turned off for this role. Student permissions are restricted, but they have enough permissions to access and interact with course materials. You may also grant other permissions to students.
2. **TA:** These users have permissions similar to teachers except that TAs should not have access to SIS data. The TA role is meant to support the teacher role. Admins can manage TA permissions. For example, some institutions may permit TAs to grade student submissions.
3. **Teacher:** The teacher role grants a user course admin permissions, giving them control over their assigned course or courses. However, institutions can revise and limit these permissions as needed, depending upon the needs of your institution.
4. **Designer:** These users are permitted to access and create course content, including announcements, assignments, discussions, and quizzes. Designer access to student information will vary from institution to institution. However, Designers cannot access grades. If your institution does not use Course Designers, you may choose to use this role as another TA user role that has more permissions than a regular TA.
5. **Observer:** This user role can be linked to a student user enrolled in a course. For example, parents, guardians, and/or mentors may wish to be linked to a student to view their course progress. Observers usually have the fewest permissions.
1. Once inside your canvas course click on the People link in the Course Navigation.

2. Click on the Blue +People button on the top right.

3. In the “Add People” pop up box enter the full email address of the person you would like to add to your course.
4. Select the role for the person you are adding from the drop down. (*see role options below)

5. Click Next
6. You will confirm by clicking “Add user”

Add People

The following users are ready to be added to the course.

<table>
<thead>
<tr>
<th>Name</th>
<th>Email Address</th>
<th>Login ID</th>
<th>SIS ID</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>JESSICA GUTIERREZ</td>
<td><a href="mailto:JESSICA.GUTIERREZ@stlucieschools.org">JESSICA.GUTIERREZ@stlucieschools.org</a></td>
<td></td>
<td></td>
<td>St. Lucie School District</td>
</tr>
</tbody>
</table>

For technology, Curriculum/TEAMS support: call: 772. 429.HELP (or submit a Viper request)

CLASSROOM TELEPHONE GUIDELINES

In the virtual classroom, student contact is one of the key strategies that help a teacher to facilitate the learning process by effectively increasing students’ on-task learning, decreasing students off-task behavior, and involving parents as learning coaches. Communication and collaboration with your colleagues and reaching out to teammates for support is also important.

All teachers are required to be available for calls during work hours. Students should be provided contact information and TEAMS should be used for phone calls and conferencing. *Your personal phone number will NOT be provided to students and their families.*

All teachers are required to have a positive voicemail on their school voice messaging system that identifies who they are and the times they are checking messages and returning calls. Please make every effort to return phone calls in a timely fashion.

ACCESSING SCHOOL PHONE SYSTEMS

Currently, we are asking all employees to refrain from forwarding their school phones to their private phone lines. Call forwarding uses twice the phone line data, and we want to avoid over-stressing the system.

Directions for Accessing your Voicemail:
Dial your phone number.
When voicemail picks up, hit the * key
It will prompt you to hit the # key to access your mailbox.
Enter your mailbox number (your digit extension)
Enter your passcode. You are now in your mailbox.
FOR SCHOOLS WITH TRADITIONAL PHONE SERVICE

Call the main school number, then press the # key, and then enter the extension number to access the mailbox.

ONLINE PROFESSIONALISM

As professionals, students and parents will look to you to model appropriate behaviors in an online setting. Consider the guidelines below as you move to a virtual instruction platform:

- Maintain separate sites for personal and professional use. Do not use your personal email addresses, websites, or social media sites for online teaching or communication.
- Dress appropriately when appearing in video streaming. Students need to see that you are taking this seriously and it is “business as usual.”
- Be cognizant of background noises in phone and streaming conversations. This is especially true if you are working from home. Background sounds from pets, television, and conversations from others in the household can be distracting in an online setting. Find a quiet place when meeting online.
- Prior to appearing online, make sure you blur your background or are in a professional setting. This includes removing food and drink from your workstation when meeting online.
- Make sure all links, streamed activities and online content is completely vetted and appropriate prior to sharing with students.

EMAIL

Teachers are responsible for checking their email daily. As a professional courtesy, please respond to emails in a timely manner. In addition, many students rely on the message center in CANVAS. All teachers need to ensure they answer messages in a timely manner.

EVALUATIONS

For the 2019-2020 school year, statewide assessments have been cancelled. This cancellation will impact the ability to calculate Florida’s Value-Added Model (VAM) as well as provide statewide data that many districts use to calculate the student performance component of some annual teacher evaluations. For teachers who have not had their classroom observation completed, the implementation of instructional continuity plans may make meeting the observation requirement difficult to achieve.

As a result, annual evaluations required under section 1012.34, F.S. are waived for the 2019-2020 school year. In addition, because teachers on annual contract who are on the performance salary schedule will not have evaluation results on which to base annual increases, the provisions in 1012.22, F.S. related to this requirement are waived. This gives districts the flexibility to determine how they will calculate a teacher’s annual salary increase.
The determination of how districts meet the differentiated pay component will be determined locally. This is subject to negotiation with SLPS CTA/CU. Once a process has been established, the information will be communicated to each employee group.

**STUDENT ATTENDANCE**

SLPS, in an ongoing effort to respond to a rapidly changing situation with COVID-19, will continually re-evaluate the Attendance and Grading policies for SY20. This will ensure that the District is providing the appropriate level of flexibility for schools while meeting accountability mandates and providing an education for our students. The School District will continue to evaluate all guidance from the Florida Department of Education as it is released and provide updates as necessary.

Taking attendance is still a legal obligation even in an online setting and is a record that is frequently monitored for compliance. It is important that records are maintained and accurate.

Teachers will continue to take student attendance in Skyward.

The attendance system will default to “Present”; however, teachers will need to go into Skyward each day and click save for that day for verification. Students will check into Canvas daily and check the attendance form. The teacher uses that documentation in order to determine absences.

Teachers will enter absences the day after in order to give students the opportunity to check in at night if that schedule works better for the family. Teachers on an A/B schedule will continue to take attendance every other day for each class period. If students on an A/B schedule check in at least once over a two-day period, they should be considered “Present”. However, the most effective strategy may be to continue to follow the A/B schedule for attendance purposes.

Steps Each Day:

1. Log onto Skyward and click save for the current day’s schedule to lock in the default attendance to present.
2. Check your Canvas Attendance Quiz for the previous day (within 2 for High School)
3. Follow the directions below if any student was absent the day before in order to record the absence. When entering attendance in Skyward, be certain to select the appropriate period and date.
How to take Attendance for Prior days

1. Login to Skyward
2. Select Teacher Access
3. Select Post Daily Attendance

Select Desired Course
Select Desired Option
Example: By Name

Select Show Previous Week Attendance

For desired student select the box under the desired date.
Pop up box appears with the date for attendance to be entered.

Note: Only can update attendance days for 5 days prior.

Elementary School Attendance:

The Teacher who normally puts in the elementary daily attendance would remain the person who will do that in Skyward.

It may make it easier for your students if you remove the Attendance Quiz for subjects where you are not taking the daily attendance mark. Directions follow for doing so.

**Student Attendance – Unpublishing**

If you are an elementary teacher, you only need to publish attendance for the class period that you take attendance for within the day. There are a few directions to take to remove the attendance module for students, so they do not need to take attendance in every class.

Step 1: Remove the Attendance link from your front page.

- Edit the page.
- Click on the attendance button. Delete it.
Step 2: Unpublish the module for attendance.

Unclick the green button so it has this symbol.

Excessive Absences:
If you are unable to contact the student for three consecutive days, please notify your school attendance clerk and/or school counselor so that they can follow up with families. Schools that are unable to reach a family for five days should contact their assigned school social worker for additional support.

ATTENDANCE for TEACHERS OF DUAL ENROLLMENT in BLACKBOARD
1. Add a tool link on the Blackboard
2. Label the link “Attendance”
3. Instructor needs to then click on the “Attendance” link and complete some information (I selected no PIN option) and the instructor can choose various options
4. The instructor has to “Begin Check In” (I am running attendance on Day 2 schedule)
5. Ask students to record their attendance by click on the link that says “Attendance”
6. At 2 PM (I told students that attendance closes at 2 PM, but you can pick a time that makes sense for you) the instructor needs to “End Check In” by clicking on the link
7. Then the instructor moves the attendance manually to skyward
GRADING

Teachers are still responsible for maintaining and reporting accurate grades. Grades are issued by the teacher. Only the teacher of record can make changes to final grades.

Teachers in grades K-5, and all courses not using Edgenuity, will continue to record grades in Skyward. It is important to realize that you may have fewer opportunities for formative assessments and that the virtual setting may not align perfectly with your current gradebook categories. Directions for adjusting your Skyward Gradebook are below.

Teachers using Edgenuity Camp courses will not be entering grades into Skyward because the system will be grading and reporting student progress. The Teacher will enter the final grade in the semester grade field once the course is complete.

Teachers previously using VT courses should keep a record of any grades collected through supplementary work or the VT strands to blend at the end of the Camp course (the initial Diagnostic Test should not count as a grade). If Teachers assign any additional graded work outside of the Edgenuity course, the grades will be blended before entering the fourth quarter grade into Skyward.

Skyward Grade Book

You may want to change your grade book configuration to align with the changes to your instructional expectations. That may be possible within Skyward depending on how you initially set up your gradebook.

Teacher Grade Book Set Up:

Total Points: Teachers using total points grading are not able to change their system mid-year. You are encouraged to reconsider the total points you allocate to any given assignment based on how conducive it is to on-line learning. For example, a test may have been worth a lot of points in your regular classroom. However, in the virtual setting, you may not want to have it to have more impact than classwork due to the home setting.
**Percents Assigned to Categories**: Teachers who set up their grade book for the year will need to submit a viper if they desire to change their categories or weights.

**Percents Assigned to Categories by 9 weeks**: Teacher who set up their grade book by nine weeks can change their categories by following the procedure outlined in the screen shots below:

Reminder, if using Camp course, grades will be maintained in Edgenuity. Teachers will submit the final fourth quarter grade in Skyward at the end of nine weeks. Parents will be provided access to monitor student progress.

![Screen Shot](image)

**CANVAS Grading**

If your Canvas grading categories match your Skyward grading categories, you may sync your grades from Canvas to your Skyward Gradebook, so they load automatically. This option is not available for Grades k-2 due to standards-based grading. Primary teachers should determine grading practices in Collaborative Planning Team meetings. Please see directions below.
**CANVAS Grade PassBack with Skyward**

Click on “Assignments” within your course in Canvas. Edit the Assignments by clicking on the three dots to the right of the screen.

Rename the Assignments tab to include the Skyward Category in parenthesis.

**Skyward Categories: Example of Naming:**

- Assignments (CW)
- Assignments (QUIZ)
- Assignments (TEST)

If you have assignments that are in different Skyward Categories, you can add additional “Assignment” tabs with created naming conventions like above. This can be done by creating a new “group”.
You can drag your assignments into the correct group by clicking on the 8 dots to the left of the assignment name and drag and drop them into a different group of assignments.

On all assignments, be sure to click on the Sync to SIS for the grade Passback to work. You can do this on the assignment itself or the assignment list.

Once the assignments are scored, navigate to your Gradebook within Canvas. Click on the Skyward Post Grades button.

Your Canvas grades should sync into your Skyward Gradebook. If there are issues, please contact 429-HELP for additional support or go to the Help screen within Canvas.
How to Use SpeedGrader

SpeedGrader makes it easy to evaluate individual student assignments and group assignments quickly. SpeedGrader displays assignment submissions for students.

Quick Start Information:

1. The symbol means that something needs to be graded within the assignment.
2. Click on the title of the assignment.
3. Click on SpeedGrader on the right side of the new window.

Grade the Questions that have --/pts.
Click the Update Scores.

You can manually adjust the score by adding positive or negative points to this box.

Final Score: 3 out of 6

Move through students by clicking the arrow next to the Student Name.

For more information about SpeedGrader, visit the Canvas Guide:

- [https://community.canvaslms.com/docs/DOC-26414-415255021](https://community.canvaslms.com/docs/DOC-26414-415255021)

Or Check out the Video on How to Use SpeedGrader from the Canvas101 Course.

**Mid-term and Final Grade Calculations**

For the 2019-2020 school year, local final exams and State End-Of-Course Exams have been cancelled. Therefore, the second semester final grade calculation policy and the EOC course mid-term and final grade calculation in the Student Progression Plan are waived and replaced with the calculations below:

**Grading Calculations:**

**For regular courses**

Second Semester Final Grade:

\[ 50\% = 3\text{rd quarter classroom grade} \]
\[ 50\% = 4\text{th quarter classroom grade} \]
\[ 100\% = \text{Final Grade} \]

**EOC Courses:**

Mid-term grade:

\[ 50\% = 1\text{st quarter classroom grade} \]
\[ 50\% = 2\text{nd quarter classroom grade} \]
\[ 100\% = \text{Mid-term Grade} \]

Second Semester Final Grade:

\[ 50\% = 3\text{rd quarter classroom grade} \]
\[ 50\% = 4\text{th quarter classroom grade} \]
\[ 100\% = \text{Final Grade} \]

**STATE’S CANCELLATION OF STATE ASSESSMENTS AND HOW IT IMPACTS STUDENTS SY1920**

State assessments have been cancelled for the 2019-2020 school year. Below is an outline of how this may impact you.

- **Current seniors:** If a senior is expected to graduate in spring 2020 and has not met the exit criteria for Algebra I EOC and/or Grade 10 ELA FSA, or earned a concordant score, this criteria will be waived. However, students still must earn the necessary credits and meet the GPA requirements to graduate.

- **Non-seniors:** The Department of Education is waiving the requirement for non-senior students who are currently enrolled in a course that requires an EOC to take the associated EOC. However, non-seniors who have yet to pass the Grade 10 FSA ELA must still meet the exit criteria by passing that assessment during a future administration or earning a concordant score. Though non-senior students enrolled in the EOC course of Algebra 1 are not required to take the Algebra 1 EOC, they must still meet the mathematics assessment graduation requirement by either passing the Algebra 1 EOC (offered four times each year) during a future administration, earning a concordant score, or passing the Geometry EOC during a future administration.

- **Grade 3 promotion:** Generally, the Grade 3 ELA FSA is a key component districts use to make promotion decisions. Since this data will not be available due to the cancellation of statewide assessments for the 2019-2020 school year,
promotion decisions should be made in consultation with parents, teachers, and school leaders based on the students’ classroom performance and progress monitoring data.

- **30% for final grade**: For students currently enrolled in courses that include a statewide EOC to be factored into the student’s grade, this requirement will be waived.

**CREATING CANVAS GLOBAL ANNOUNCEMENTS**

When creating a Global Announcement for an account or subaccount, admins can choose between five different announcement types: warning, error, information, question, or calendar. The selected announcement type will determine the border color and icon that display with your announcement to selected users in their Canvas Dashboard. There are no other differences between these announcement options.

**Warning**

![Campus Closed](Campus Closed)

Warning Announcements include an orange border and an Information icon.

**Error**

![Campus Error](Campus Error)

Error Announcements include a red border and an Information icon.

**Information**

![Book Fair](Book Fair)

Information Announcements include an Information icon and a border in the primary color selected in your account’s Theme Editor.
Announcements include a Question Mark icon and a border in the primary color selected in your account’s Theme Editor.

Calendar Announcements include a Calendar icon and a border in the primary color selected in your account’s Theme Editor.

SECONDARY EDGENUITY AND CORE CLASSES

Camp SLPS Courses

Camp SLPS courses are based on our scope and sequences. Students will be able to work fluidly through lessons and would be stopped prior to a Unit/Topic Test. This will allow teachers to check to ensure students are passing the course and mastering the content. This is called a Teacher Review. The Teacher Review feature is turned on and can be used to build in automatic intervention opportunities for educators when they meet with students via Teams.

Edgenuity Help Center

The Edgenuity Help Center and Video Training Library provide teachers and students with important information right when they need it. Additionally, teachers will want to check the thread on their Edgenuity Teams channel for answers to your questions.

Canvas Courses

Students in Edgenuity classes will check in on Canvas every day for attendance and announcements. Some core teachers will teach only through Canvas and supplementary materials and they will notify their students.
LIVE LESSON SAMPLE SCHEDULE FOR K-12 VIRTUAL INSTRUCTION

The K-12 virtual teacher daily schedule looks very different than a regular school bell schedule to provide as much flexibility as possible within each household. All student assignments and announcements will be provided daily through your Canvas dashboard, but the student may not receive daily instruction live in real time (synchronous lessons).

It is important to distinguish between the types of lessons that teachers will design.

**Synchronous lessons:** This is when a teacher asks his/her students (or small groups) to come together at the same time for a **live lesson**. The student and the teacher utilize the tools within Canvas or Teams to simulate a classroom lesson. In this implementation, all synchronous lessons **must be recorded** for later viewing. These lessons are also great for small group instruction and quick checks for understanding.

They do not need to be the length of a full class period.

**Asynchronous lessons:** This is when teachers design lessons that students can do independently. The teacher may provide written directions, audio or video pre-record a lesson, embed video or other instructional resources and then monitor progress. This type of lesson allows for more flexibility for the student and family and may give the teacher more time to monitor student progress and communicate with families.

Due to the scale and timeline of this virtual school implementation, synchronous lessons need to be kept to a minimum. Since multiple family members may be sharing a device, schedules should be implemented to minimize the issue of overlapping lessons. Once students develop a routine, you will know which of your students may have these challenges and you will find best fit times for them.

The schedules below are samples for each school site to customize in order to avoid as much overlap and conflict as possible. Since families often have children in multiple schools, implementing such a schedule does not guarantee elimination of conflict, it will help to reduce them.

The sample schedules **do not represent** a daily student schedule. These schedules illustrate when certain teachers could schedule their synchronous lessons for whole or small group instruction and develop a rotation. Remember, these lessons **MUST be recorded** for your students.

**Sample Schedule for Elementary School:**

<table>
<thead>
<tr>
<th>Time*</th>
<th>Live Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00 am</td>
<td>Kindergarten</td>
</tr>
<tr>
<td>9:00-10:00 am</td>
<td>Grade 1</td>
</tr>
<tr>
<td>10:00-11:00 am</td>
<td>Grade 2</td>
</tr>
<tr>
<td>11:00am-12:00 pm</td>
<td>Grade 3</td>
</tr>
<tr>
<td>12:00-1:00 pm</td>
<td>Grade 4</td>
</tr>
<tr>
<td>1:00-2:00 pm</td>
<td>Grade 5</td>
</tr>
<tr>
<td>2:00-3:00 pm</td>
<td>Resource Classes</td>
</tr>
</tbody>
</table>

*The time frames represent a window and lessons will not fill the entire hour.
*Teachers may pull multiple small groups together within that window for shorter periods.
* Teachers could go beyond the hour if they know it doesn’t cause conflicts. Example, a 2nd grade teacher could do three live lessons from 10:00 to 11:30 if there is no sibling in third grade who would have a conflict.
Sample Schedules for Grades 6-8

Teachers determine which period or groups attend live discussion each day.

<table>
<thead>
<tr>
<th>Time *</th>
<th>Live Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00 am</td>
<td>Math</td>
</tr>
<tr>
<td>9:00-10:00 am</td>
<td>English</td>
</tr>
<tr>
<td>10:00-11:00 am</td>
<td>Social Studies</td>
</tr>
<tr>
<td>11:00am-12:00 pm</td>
<td>Career Technical Classes/Naviance</td>
</tr>
<tr>
<td>12:00-1:00 pm</td>
<td>Science</td>
</tr>
<tr>
<td>1:00-2:00 pm</td>
<td>Electives/World Languages</td>
</tr>
<tr>
<td>2:00-3:00 pm</td>
<td>Intensive Reading/Credit Recovery/remediation</td>
</tr>
</tbody>
</table>

*The time frames represent a window and lessons will not fill the entire hour.

*Teachers may pull multiple small groups together within that window for shorter periods.

Sample Schedules for Grades 9-12 (Alternating Day by Subject)

(High Schools may also opt to use a similar schedule to Middle Schools and not alternate days.)

<table>
<thead>
<tr>
<th>Time *</th>
<th>A Day Live Instruction</th>
<th>B Day Live Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:45 am</td>
<td>English</td>
<td>Math</td>
</tr>
<tr>
<td>9:45-11:30 am</td>
<td>Science</td>
<td>Social Studies/ Freshmen Seminar</td>
</tr>
<tr>
<td>11:30 am -1:15 pm</td>
<td>Electives</td>
<td>CTE</td>
</tr>
<tr>
<td>1:15- 3:00 pm</td>
<td>World Languages</td>
<td>Health/PE/Intensive Reading</td>
</tr>
</tbody>
</table>

* Teacher assigns which classes or students have live or recorded lessons to do on a rotation.
* This could be for small groups or for multiple class periods at once.
Note: If a school does it by period, the teachers could be doing live lessons all day so they would have to be done on a rotation.

Determining Your Schedule

Each school should develop their own schedule for potential synchronous lessons. Once refined, it will be helpful to publish this schedule for parents and teachers. Teachers will be able to provide input to these decisions once they experience this type of teaching. When deciding, always write up potential student schedule scenarios as well. School Principals will submit their school wide schedule to their Executive Director and to the Office of Teaching and Learning.

When developing your school schedule, it is important to develop sample student schedules to see the impact to your students. Students should have adequate breaks as well as off screen work. Teacher schedules must include adequate time for monitoring student progress, student/parent communication, planning and time for professional learning.

Recommended Blocks of Time

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Time Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten – Grade 2</td>
<td>15-20 Minutes</td>
</tr>
<tr>
<td>Grade 3 – Grade 5</td>
<td>20-30 Minutes</td>
</tr>
<tr>
<td>Secondary (6-12)</td>
<td>45-60 Minutes</td>
</tr>
</tbody>
</table>
1 ROLES IN SUPPORTING CONTINUOUS INSTRUCTION

SUPPORTING CONTINUOUS INSTRUCTION
Roles in Supporting Distance Learning

**Students** will prepare for flexible & E-Learning days by:

- Engaging in flexible and/or E-learning activities being offered by their teachers and/or the District.
- Ensuring that they know the usernames and passwords for instructional resources that are accessible via the district portal and/or website.

**Teachers** will prepare for flexible & E-Learning days by:

- Providing instructional resources and materials through digital learning means such as Canvas and TEAMS.
- Participating in group professional learning and attending virtual learning sessions intended to support distance learning.
- Ensuring that they are monitoring District communication for up-to-date information regarding school closures & instructional continuation plans.

**Families** will prepare for flexible & E-Learning days by:

- Assuring that a device and internet access are available at home (complete the school survey to indicate the need for a device and/or internet access for at-home use if needed).
- Ensuring that they are monitoring District communication for up-to-date information regarding school closures & instructional continuation plans.
- Encouraging their students’ participation in flexible and E-Learning content.
- Reviewing the appropriate grade-level information linked within the District website.
- Ensuring that they know their students’ usernames and passwords for instructional resources that are accessible via the District portal and/or this website.

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CODE OF CONDUCT/TELECOMMUNICATIONS ACCEPTABLE USE AGREEMENT

Employee Standards of Conduct are still in effect. Please review the St Lucie Public School Acceptable Use Policy.

**SLPS Acceptable Use Policy (AUP)**

It is a general policy that St. Lucie County School District networked resources, are to be used in a responsible, efficient, ethical and legal manner in accordance, with the mission of the District School Board of St. Lucie County and Board, Policy. Guidelines have been established for all users of the network.

The guidelines can be found at [http://www.stlucie.k12.fl.us/pdf/acceptable-use-policy.pdf](http://www.stlucie.k12.fl.us/pdf/acceptable-use-policy.pdf)

**Telecommunications Acceptable Use Agreement**

6 Rev. 11/17/07 Internet Acceptable Use Policy The School Board of Saint Lucie County Introduction St. Lucie District Schools provide an exciting opportunity to expand learning for students and
1). Are we still required to provide 10 days’ notice unless parent agrees to hold the meeting earlier? Yes. Ten days is a best practice and is the standard that we have always tried to achieve. But as you know through multiple years of training, ten days is a best practice only. The actual language of the law indicates that the meeting must be held at a mutually agreed upon time. It is inferred in the law that IEP teams will make the initial effort to contact the parent prior to scheduling the meeting to identified dates and times that are most convenient for all parties to participate in the IEP meeting. Please note: Florida Statute,1003.5715 does have a 10-day notice requirement for FSAA or Access Courses. Please adhere to this requirement when proposing FSAA or Access Courses.

2). You indicated in an earlier conversation that a letter would be coming from your office to attach to IEPs that had duration dates that ended on the IEP during the school closure. Is that letter still coming from your office? Yes. We will produce a letter indicating schools were closed for an extended spring break and describe the districts efforts to move to remote learning for all students during the global pandemic. This letter will be attached to any IEP that expired during the time school was closed and during the time you were advised not to schedule IEP meetings. It will not cover any IEP that expired prior to the extended spring break for students.

3). How do we provide a meeting notice if the parents do not have e-mail? What are we supposed to do about stamps, envelopes, etc.? You should make every effort to determine if the parent has a working phone number where they can be reached to discuss scheduling the IEP meeting. If you can reach the parent by telephone, you may inform them that a meeting notice is being sent to the e-mail of the student which is available in Skyward. During that initial phone conversation, you may want to ask the parent if they are willing to share their e-mail address with you for future communication. If all attempts fail, and you need to move forward with the meeting without having an opportunity to schedule at a mutually agreed upon time, you will need to mail the meeting notice to the address listed in Skyward.

It is my understanding that schools will have a staff member rotating on campus at different times throughout the week. You must communicate with your school based administrator about your need to be able to mail items through the United States Postal Service and that you will need to do that using the stamps and envelopes provided to you by the school. The administrator will work with you to determine the days the school will be open for you to obtain the materials you need to communicate with parents. You are not expected to utilize your personal funds to mail items to parents. You cannot be reimbursed for such expenses.
4). Is summer school cancelled? How is that to be addressed?

As of now, we have not discussed summer school at the Superintendent’s Cabinet meetings. I am sure this is a topic that will be on the agenda soon. Regardless of the summer school decision and its impact for third grade students, we have an obligation under federal law to discuss extended school year for students with disabilities at the IEP meetings. Extended school year is not summer school it is an extension of the current school year. We will have an obligation to provide ESY in some format if the IEP team determines that it is warranted. You should follow the same process you have always followed when making the determination. If you are unsure, you should wait until near the end of the digital learning process to make the determination.

5). Are we to resume eligibility meetings as well?

Our first step was to get started with conducting IEPs in the virtual format and then move to the eligibility meetings. When we start, we must follow federal guidance as it exists currently since we have not been provided any waivers to the procedural process.

If you begin to schedule eligibility meetings, you must have the required participants in attendance:
The Local Agency Representative
The Evaluation Specialist who conducted the evaluation
For initial eligibility meetings: The certified school counselor
The parent of the child
A general education teacher
A special education teacher
You must establish the meeting at a mutually agreed upon time with the parent.
You must establish a digital format to conduct the meeting which will afford all listed an opportunity to provide input. This can be accomplished through Microsoft Teams or using conference calls to conduct the meetings. You will not be allowed to utilize Zoom for meetings as this has been removed as an option by our district.
If the child meets eligibility for a special education program, you have thirty days to develop an IEP and present it to the parent.
If the child is ineligible for special education, the problem-solving team is required to determine whether there is a need to bring the child back to the problem-solving team for consideration under 504 or to discuss interventions that will continue in the general education setting.
The eligibility process does not require parent consent. Since you will not be able to obtain signatures of those in attendance, your conference notes will be extremely important documentation. You should follow the same guidance previously issued for conducting IEP meetings and follow the steps outlined for recording names of participants, time of meeting, etc.

6). If we can’t contact parents what should we do?
You must make every attempt to contact parents and you must document those attempts. You should look at the emergency contacts under the Skyward tab and you should also look under the family tab to see if there are any numbers listed there. You should try all those numbers before you proceed with conducting any meetings. You should also consult with the other teachers to see if they have had any success in reaching the parent and if the child is participating in virtual instruction each day. If you
proceed to conduct a meeting, and the child is eligible, you have thirty days to develop an IEP. It is after the development of the IEP that you would begin trying to obtain consent from the parent for placement in a special education program. If for any reason, you need a social worker to consult with you about contacting the parent, you should reach out to Heather Clark via e-mail at heather.clark@stlucieschools.org

7). I had a Speech only eligibility meeting for a student just before break. The parent did not attend in person, but did participate by phone. She also did not attend the IEP mtg. I had an IEP draft and consent prepared and gave to our school social worker to take to the parent. She was not able to get to the home before spring break. Is our school social worker allowed to resume home visits so that we can obtain parent consent?

There are multiple questions posed here, but they are good ones, so let’s break them down.
You had an eligibility meeting prior to spring break. The parent did not attend in person but participated by telephone. It is assumed here that the child met eligibility and that is the reason you moved forward with conducting an IEP.
If you developed an IEP and sent it to the parent along with the required documentation for placement, the IEP was no longer in a draft format. The IEP was the completed IEP you were proffering to the parent. Since you had spoken to the parent throughout the eligibility determination, you had a way of contacting the parent. If that contact information is still available, you should make contact again with the parents and ask if they would like to proceed with moving forward to implementation of the IEP. If the parent is in favor of moving forward with the implementation of the IEP, you should determine what the most appropriate way of getting the documents to the parent. If the IEP was developed in PEER, you can put in a PDF and e-mail to the parent if they have e-mail access. If the eligibility/placement form was completed in PEER, you should be able to save to PDF and send to the parent in the same manner.
Assumptions are being made that since this was developed previously, you already have all the other signatures affixed to one document.
If the parent does not have access to e-mail, you can determine if the IEP should be mailed to the parent. Document in your conference notes all discussions that have taken place with the parent and what you agree to in your course of action.
The CDC and President’s Task Force have advised all Americans to only travel to essential destinations now. I would not want to send a social worker out to try and obtain signatures now if the parent is agreeable to implementation of the IEP as written and you can document the conversation and provide the parent with a copy of the conference notes.

8). Eligibility meetings were already scheduled before the school closure. Do we still have those meetings and if so, how would the paperwork look in terms of signatures?
Yes. You may begin scheduling those meetings as well. Heather Clark and Dr. Gillard will be advising the school psychologists that invitations will be coming to participate in these eligibility meetings. You should follow the same guidance that was listed in Question number 5.

9). Once we hold an initial IEP, how are the services documented on the FTE form?

The services should be documented on the FTE form just as they were prior to the school closure. You are developing an IEP that can be delivered in either a virtual format or in a brick and mortar. The
services will be the same. For example: Instruction Support and Instructional Strategies for Reading and Math in the general education classroom. Specialized instructional strategies and instruction in ELA, Math, Science, and Social Studies. You may want to use the ESE Grid that was previously provided to you. Remember, we are providing instruction in a virtual format due to the mandatory closure of schools across the nation due to the Global Pandemic brought about by the Coronavirus. We are making a good faith effort to keep the IEP in compliance and provide the same quality instruction we were providing prior to the closure of school. We are not recommending a change of placement and are not providing Prior Written Notice to do so.

10). How are we going to get the signatures for the access students during this time for waiving the FSA for students taking FSAA? That was a big deal in our meetings that they said could impact our audit. Please, know I understand this time is different but that was stressed very hard in the meetings.

We are making a good faith effort to communicate with parents to see if forms can be sent to them for signatures. We can scan documents and e-mail to parents or we could use the United States Postal Service to mail documents to parents if we have access to the school’s postage and needed supplies for mailing. If we are unable to obtain signatures, we use conference notes and document all reasonable attempts and our conversations with parents about the process. If the parent replies granting consent by e-mail, you should save that document and when you have the opportunity, print it out and affix it to the documents.

11). Teachers have sent me a list of students that they have been unable to make ANY contact via phone or email. Some of the voicemail boxes are full. Since we can’t send someone to the home I was wondering how do we proceed especially with the upcoming virtual IEP mtgs.

If you have verified that these children have not started accessing the on-line learning platforms to date by utilizing all emergency contact information available in Skyward, you should then provide a list of those names to heather.clark@stlucieschools.org

12). What do we do with reevaluation meetings where a student is found eligible for a new primary exceptionality?

We conduct the meeting as we normally would if we were in a brick and mortar setting. We complete all the necessary paperwork that is required during a reevaluation meeting. If the child is found eligible for an additional program or related service, the IEP would be updated (not amended) to reflect the new program and most recent reevaluation date and the IEP team would then determine if there is a need to change the present levels of performance, update the goals and objectives, specialized instruction, related services, supplementary aids and services and accommodations.

13). Are we still to conduct ESY meetings? Is the deadline for the packets still April 9, 2020? Will the deadline be extended? How are we to create a packet if we do not have printers at home?

We are still responsible for determining if the student with a disability needs extended school year services. No guidance has been received in the district that relieves us from any of the procedural requirements under IDEA. Therefore, we will continue to conduct business just as we were prior to the closure of schools due to the Global Pandemic.
The deadline for receiving packets is extended to April 24, 2020. We will continue to monitor this situation closely and notify you immediately if there is a need to extend the deadline further. You will need to collaborate with your ESE teachers about the goals and objectives that the child will work on during ESY. The goals to be addressed in ESY will have an * to the left of the goal for IEPs created in PEER. If we are following a transfer IEP not in PEER, the goals to address in ESE will be provided in another way. We will offer additional guidance about how to transfer this information into documents that may be utilized for ESY. An alternative method may include creating a word document with the goals to address during ESY. We do not have completed guidance to share with you regarding ESY at this time. Our ESE Program Specialists will be tackling this task in the very near future.

14). What do we do if a parent asks for a reevaluation during the IEP meeting? Are we to move forward with the request?
Yes. We are required to honor the request if a parent asks for a reevaluation or provide a Notice of Refusal. You must inform the parent that if the reevaluation requires any tests that must be conducted through a face-to-face format, those will not be conducted during the time we are following the CDC guidelines for social distancing. Any items that can be completed through phone interviews, online completion by the parent or through digital observations will move forward.

15). If we are still under a “stay at home” order in June when school is scheduled to end for the year, will ESY be delivered through a virtual format?
Yes. If the Governor’s Executive Order is still in effect after the last day of school and the CDC is still recommending social distancing, ESY will be delivered in a virtual format or in a way designed for the student to derive educational benefit.

16). Do new ESY meetings require a parent signature?
Right now, it may be virtually impossible to gain the required signatures that are normally affixed to documents such as the IEP and ESY paperwork. Utilize the same procedures outlined in other questions for documenting your meetings and how the parent was afforded an opportunity to provide input. Good documentation will be the expectation.

17). If the purpose of the meeting is to conduct the required triennial reevaluation, how do we determine the need for additional evaluations if we do not have the blue audit file to review previous information?
In a situation like this, you would utilize all available information from Skyward, previous IEPs available in PEER, input from past and current teachers and input from the parent.

18). If we are requesting a reevaluation, how can we get the reevaluation completed or even started with no parent consent?
Parent consent is not required for reevaluation. We are required to conduct a triennial reevaluation of all students with disabilities to determine if they are still a child with a disability. We seek parent consent, but it is not required. We are required to obtain input from the parent.
19). How are we supposed to review behavior data and conduct PTRs through a virtual setting?

The team may have to determine the purpose of the behavioral plan in this setting. Who is responsible for collecting data? The parent cannot be held responsible for the implementation of the plan nor for providing the specialized instruction for their children. The educators still have the responsibility to determine how this data is collected, how the plan is implemented, and how the observations would be conducted to see the child is demonstrating the skills being taught. The team must make determinations as to whether this is the right process to impose on the parent and the child as this time or if it would be more appropriate to develop a plan that is better implemented in a virtual setting.

20). How are we documenting OT/PT/Speech and Language Service provision?

Each of these providers have worked to develop a plan to both provide and document the services they provide. They will be required to share their plan during the IEP meetings when scheduled. Outside of the IEP meetings, they will continue to maintain appropriate records indicating the services they provide through the virtual platform.

21). We need a copy of the Matrix of Services that we can utilize? Where can we obtain one?

There is currently a Matrix of Services available in PEER. We will begin utilizing that document immediately. Sandra Larson, ESE Program Specialist sent out guidance on Monday, April 6, 2020. Please follow the guidance in her e-mail. Screenshots were attached to demonstrate how to utilize the Matrix of Services in PEER. If you need to access the Matrix handbook, here is a link to the document.


22). Are we expected to keep IEP information and documents in our home offices until we return to our schools where it can be filed in the blue audit file?

It is my understanding that schools will maintain individuals at the school site temporarily on a rotational schedule. You would be able to return the materials to the school weekly if you have access to the school. You should work with your school administrator to determine if the school will be open and when you would be allowed to access the building. Also, if you are completing the IEP and Matrix in PEER, you may not need to maintain many copies in the home setting.

23). How do we provide meeting notices to parents if they do not have e-mail and will not respond to TEAMS calls?

The most important thing to determine is whether the child is participating in virtual learning or if packets are being provided to the parents. If the child is participating in the virtual learning process or being provided packets, someone had to contact the parent already to develop the distance learning plan for the child. If the parent has not responded to multiple attempts to reach them, then please provide the information to Heather Clark via e-mail at heather.clark@stlucieschools.org
24). Prior to Spring Break, our school received a student transferring from another school within the district. Before the student was transferred to our school, the sending school had obtained permission for Formal Consent for Initial Evaluation. The Assistant Principal found out that information during the intake. Is there any guidance on the timeline for Initial Evaluations now?

Yes. We will complete the parts of the evaluation that can be completed on-line or through phone interviews with the parents. We will not conduct any face-to-face evaluations during the time we are operating under a “stay at home order” or during the time the CDC is recommending social distancing. Please be sure to share the information with your school psychologist.

25). How do we obtain consent for placement in the special education program? If the parent agrees to the placement, do we just document in the conference notes and indicate in the conference notes that the parent gave verbal consent for placement since we are unable to obtain written consent? Currently that is all that we can do. Documentation will be extremely important. As much as you can document will be essential in future audits. You should save all emails from parents if the parent confirms placement, agrees to reevaluation, participation in the IEP meeting, etc. It is strongly suggested that you keep these documents in a folder so that you will have access to them when you return to school. They can then be printed and added to the child’s IEP.

26). Paper, Printer, Ink, Envelops, and postage stamps are needed materials. I was told that my campus was closed. How do I get these items? I think I would feel more prepared if I had the much-needed supplies.

At the Principals’ Meeting on Friday, I communicated to Principals that some ESE teachers would need to still access campus to obtain materials and make packets for students not able to participate in the digital platforms provided. This was reiterated by the Superintendent that these teachers would need access. I would suggest that you also have a conversation with your administrator about what you need to continue to work from home or if you will be able to access the building to pick up and drop off materials. You will be required to practice appropriate social distancing and hygiene techniques while on campus.

27). How do we provide a copy of the IEP to parents? Do we need encryption software?

You can provide a copy of the IEP in a PDF format through e-mail. You do not need encryption software. We are continuing to investigate our options through our current systems for transferring documents but at this time use the e-mail option and mark the subject as Confidential Information.

28). For the location of IEP services and classroom/testing accommodations we usually put general education classroom. Do we put general education/virtual education classroom?

Please remember, we are not changing the placement of the child to a virtual education classroom, this is brought about by a Global Pandemic. Please continue to put either general education or ESE classroom for location of services.
29). How are we addressing LRE on the IEP? For the LRE we usually say: Student will be participating with his non-disabled peers for X amount of time during his school day. In this situation student IS NOT participating with his non-disabled students AT ALL, so what should this verbiage be?

Please remember we are trying to keep the IEP in compliance. We are not trying to create an IEP for participation in a virtual environment. We are trying to make a good faith effort to keep the IEP compliant and as close in services as the IEP that was in existence prior to the school closure. You should indicate that the LRE will remain the same. If it isn’t remaining the same and you have created a change in placement for some reason, you would have had to provide Prior Written Notice to the parent indicating what you were proposing to do during the IEP meeting. I strongly encourage all of you not to make any change of placements as you do not have enough data to make those determinations now. Keep the IEP in effect and as close to the previous one as possible.

30). What are the total number of minutes in the school day?

Nothing changes here either. It remains the same. Again, you are bringing the current IEP into compliance. We are just forced to provide education in a different manner now due to a Global Pandemic that has forced school closure.

31). If my OT and SLP say they want 60 minutes of OT and 60 minutes of Speech, do they need to see the student for 60 minutes virtually once the IEP is finalized.

The OT and the SLP need to be active communicators with the parent to determine how they will provide these services in a virtual environment. The services should resemble the services in the brick and mortar as closely as possible.

32). Will we be able to have the meetings that would determine placement for next school year for the ESE Full Day Pre-k as we have Evaluations to review and may remove DD label for ASD and/or IND as primary?

If your evaluation team completed the full evaluation prior to school closure and your team is ready to move forward with a review of that documentation with the parent, you may proceed. Remember, if you are making placement decisions and if Prior Written Notice is required, you must follow the normal procedural steps.

33). What should we do if we have evaluations ready to review that may result in a dismissal from speech or language impaired programs?

Those should be put on hold for now and revisited when we return to a more normal state of education. Dismissing a child now would not be advisable.

34). Will you be developing a quick reference guide related to conducting meetings using TEAMS.? For example, how do you bring a parent into a team meeting through teams? Do we add the parent to the calendar invite in teams or do we just call the parent at the meeting? Do we invite them using their phone number or do we invite them through their child since the student is already established in teams?

All ESE Specialists were to complete the Teams Module the week of March 23rd. Please revisit that brief
module for specific details about Teams. Bringing a parent into the meeting is done by phone. Parents cannot be invited to join a Team. The best way to schedule an IEP meeting would be to schedule the meeting, inviting all services providers to the meeting by entering their emails. Send the Teams invitation. At the time of the meeting, call the parent. You will make the call within Teams so your phone number will not be used. See the screen shots below for specific steps to guide you in including a parent in an IEP meeting. You can also call a parent using Teams without having others meeting with you. This functionality can be used if you prefer not to use your personal phone to contact a parent. Screen shots are included for that as well.

Screenshots are listed below and were provided by Sandra Larson.
Scheduling an IEP Meeting: To use Teams to call a parent outside of a meeting:
To use Teams to call a parent outside of a meeting: At step 2, click on Meet now, step 3 - Join, Step 4 - dial the parent phone number.

35). What should we do about conducting meetings for students in a half-day Pre-K program that will be recommended to move to a full day program for next year either in the full day Pre-K disabilities program or in the VPK program.
We would proceed in the same manner as if we were in our brick and mortar setting. The IEP team will reconvene, review data, and make the determination of services. If the IEP will result in a change of placement, a new IEP must be developed. If the placement remains the same but the student is moving from a half-day class to a full-day class, the team can amend the IEP to address LRE if the current plan expires after September 30, 2020. For specific student related questions, contact Angela Guerin at Angela.guerin@stlucieschools.org

36). Could you please explain exactly what extended time looks like in the virtual environment? For example: Students have 50% additional time on the IEP and some have 100% additional time.

Extended time in the virtual environment would mirror what is provided in the school setting. If the teacher gave one day to complete the task, a student with 100% additional time would have 2 days to complete the activity. If the teacher gave 1 day to complete the task, it would be 1 and 1/2 days for a student with 50% additional time on the IEP. Teachers should consider the length of time needed to complete assignments and the amount of support a child will need from the adult in the home. In many instances, one parent may have multiple children accessing one device and requiring direct attention from the parent. Lessons should have a balance of activities that the student can complete independently and those that will require adult assistance. The amount of time students are expected to complete daily work, should be correlated to their age/grade level. Teacher developed assignments should not be of greater frequency than during the typical school week. For example, if science lessons are provided twice a week during the typical week, they should not be provided more frequently while the student is working at home. ESE teachers providing support in the general education setting and teachers who provide remediation services, should have a student specific plan in place for supporting students as they complete their daily work. This graphic was developed form the Office of Teaching and Learning and represents recommended times.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students need to take breaks in between sessions based on their age and attention span. These are recommended general rules of thumb.</td>
<td></td>
</tr>
<tr>
<td>15-20 MINUTES/ K-GRAGE 2</td>
<td></td>
</tr>
<tr>
<td>20-30 MINUTES/ GRAD 3-5</td>
<td></td>
</tr>
<tr>
<td>45-60 MINUTES/ MIDDLE + HIGH</td>
<td>On average, students should have four of these sessions each day.</td>
</tr>
</tbody>
</table>

37). When we are rescheduling our meetings, do we create a new meeting notice or make a note on the original notice in the summary section?
You would create a new notice. We cannot edit notices in PEER.

38). During the normal IEP meeting, we are required to ask the parent if anyone attempted to prohibit them from bringing anyone of their choice to the IEP meeting. Are we still required to ask this question in the virtual environment?

Yes. You are still required to ask that question and document the response in the conference notes.
39). If the student participates in instruction with Access Points and is assessed using the FSAA, how do I obtain parent signed consent?

You would document the conversation in the conference notes and indicate if the parent provided verbal consent. You may not have an opportunity to gain written consent during this time.

40). Do we use the date that we conduct the IEP for the initiation of services for an expired IEP even though the previous draft had an initiation date in March?

The meeting date and the initiation date would be the date the meeting is scheduled to be held. If a draft was completed for a meeting scheduled prior to schools closing, the ESE specialist will correct the meeting date, initiation date, and duration date on the draft IEP. If there is a gap in dates between the expiration date of the previous IEP and the initiation date of the revised IEP, document in conference notes the reason the IEP duration date on the previous IEP ended and a new IEP is just now being developed. Remember, this explanation will only be included in IEPs when the delay in developing a new IEP was due to school closure due to the pandemic.

41). How do we provide procedural safeguards to parents since we are not mailing the notice to the parent?

On the meeting notice, select No in response to a copy of the procedural safeguards being provided with the notice. Include the verbiage highlighted in the screen shot below.*

*If the email address for the parent is rejected, do try sending the safeguards to the student's email address and ask that the parent confirm receipt. If that attempt is not successful and you have no other method of contact to send the safeguards to the parent, document that in conference notes at the time of the meeting.

42). Are we expected to continue to provide services for all students with disabilities including those students currently on Hospitalized/Homebound Programs, students enrolled in Pre-K ESE Programs and Programs for the Medically Fragile students?

Yes: We are expected to provide services for students with disabilities to the same extent we provide services to students who are non-disabled regardless of the identified program or exceptionality. The Office of Civil Rights (OCR), The Office of Special Education Programs (OSEP) as well as The Office of Special Education and Rehabilitative Services (OSERS) have all been clear in the guidance they have provided. In a statement released Saturday, March 20, 2020, The Office of Special Education and
Rehabilitative Services stated the following: **Ensuring compliance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title II of the Americans with Disabilities Act should not prevent any school from offering educational programs through distance instruction. School districts must provide free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specialized instruction, and related services to these students. School districts must remember that the provision of FAPE may include, as appropriate, special education and related services provided through distance instruction virtually, online, or telephonically.**

We are very cognizant of the fact that this will not be easily accomplished for all students, but we will make every attempt to provide the IEP driven services to the best of our ability. It will be very important to maintain documentation of the services provided and the dates those services were provided.

**43). Are all students with disabilities expected to participate in the same virtual instruction that is being provided for non-disabled students?**

**No:** We realize that virtual instruction will not work for every student with a disability due to the cognitive, developmental and functional level of the child. Approximately 75% of our Students with Disabilities in our district are enrolled in the general education program for more than 80% of their school week for core academic instruction as well as elective courses. These students should already be well versed in utilization of digital devices and have access to many of the digital formats utilized in their classes. If, however, a student with a disability cannot access the alternate delivery models being offered to general education students, then the teacher should consult with the parent or caregivers to determine the needs of the student and identify the most appropriate means for meeting the needs during the closure period.

For these students with disabilities, the teacher and support staff will have to prepare to provide instruction in a variety of formats. This may include some of the following:

- Prepared packets developed by the teacher for the individual student.
- Providing access and instruction through our digital platform of Unique Learning and News 2 You.
- Individual instruction via telephone or computer by the teacher to individual students with additional support by the classroom paraprofessional and behavior techs.

**44). Many students with disabilities receive specialized instruction for Speech and Language Therapy. Will this service be provided to students with disabilities during the school closure?**

**Yes:** We are working on specific digital formats that can be utilized by our Speech and Language Pathologists now. We expect this service to be provided as appropriate for all students, but it is important to understand that speech only services may require the use of a format such as Microsoft Teams for the Speech Pathologist to observe the student’s usage of specific techniques for articulation and for the Speech Pathologist to model these techniques.

**45). Many students with disabilities also have related services written into the IEP to enable them to benefit from the specialized instruction provided such as Occupational and Physical Therapy, Nursing Services and Counseling Services. Will related services be provided to students with disabilities during**
the times the school buildings are closed?
Yes: We will continue to make every attempt to provide the related services as written into the IEP. The format will look different as this will require the Occupational Therapist and Physical Therapist to be creative in the method of delivery. Since OT and PT services are designed primarily for fine and gross motor development, the therapist will individualize activities based on the cognitive, developmental and functional level of the child. Nursing services are specifically designed and provided for medically fragile students while they are in the classroom following prescribed doctor’s orders. There will not be the same expectation for these individuals (nurses) to provide nursing services in the home during the school closure. The nurses will continue to follow along with the parents and the students during the time the school building is closed by telephone or computer and maintain daily records of their contacts and discussions.

46). Some students with disabilities have Adaptive Physical Education listed on the IEP as a specialized service. Will this service be provided during the school closure? If so, how would the service be provided?

Yes: Adaptive Physical Education teachers will be instructed to design specific individualized lessons for each child who has this service on their IEP. The teachers will design a lesson, communicate with the parent of the child, and instruct the parent on how these activities can be easily carried out in the home setting. Many of the adaptive physical education strategies will align perfectly with the occupational and physical therapy services children may receive to further develop and enhance their fine and gross motor development.

47). Many students who are classified as Medically Fragile Students have very unique needs. What happens if we cannot meet the full educational needs of these students during the school closure?

The teacher should consult with parents and/or caregivers to determine the needs of the students classified as Medically Fragile specific to the period of school closure. Together, they should identify the services that will best meet those individual needs and how the services will be delivered with full consideration to the health and safety of the students. If there is a concern with providing services, this information should be shared with the Director of ESE and a determination made as to whether the IEP team, in consultation with the parent, would consider compensatory services.

48). How will services be provided to students who are classified as Blind or Visually impaired?

Many students identified as Blind or Visually Impaired are already accessing and utilizing iReady and other digital formats. The disability will not preclude them from participating or accessing the tools provided for all students. We will expect them to continue to utilize these formats for learning along with guidance from the teachers of the Blind or Visually impaired. We will continue to work with our teachers who provide services to students who are classified as blind or visually impaired to develop specific lessons and materials for the students to utilize at home. Work that needs to be transferred to Braille will be handled by the transcribers at the direction of the vision teacher through consultation with the general education or ESE teacher. Materials that need to be delivered to the home for children will be handled through the Director of ESE. Students who are classified as Blind or Visually Impaired also receiving Orientation and Mobility Services will have designed lessons provided to the parent that can be
carried out easily in the home or neighborhood. Orientation and Mobility is considered a related service and requires intensive one-to-one services by the O/M instructor. The recommendations provided to the parent will be modified during the school closure but will still be designed for the student to derive educational benefit.

49). How will services be provided for students with disabilities in our ESE Pre-K Programs in both the half-day three-year-old program and the four-year-old full day program?

ESE Pre-K Teachers will develop a weekly calendar of daily activities that will be provided to the parent. The ESE Pre-K teachers will contact the parents daily using the computer or phone to provide specific instruction and to progress monitor these activities. The ESE Paras assigned to these classes will work in unison with the teacher to carry out the initial instruction for the students as provided by the teacher. Speech and Language Pathologists will continue to provide therapy to these students through a virtual program. Occupational and Physical Therapists will provide therapy through individualized activities designed specifically for the home.

50). How will services be provided for students identified as Deaf or Hard of Hearing? Will the interpreters still work with these students who are participating in the general education program and need sign language interpretation?

Many of our students identified as Deaf or Hard of Hearing are utilizing digital platforms such as iReady in their normal classroom setting. Their disability will not preclude them from participating or accessing the tools provided for all students. They may need additional resources such as closed captioning media accounts which will be made available for them. The students who utilize interpreting services in the classroom will continue to receive those services to the greatest extent possible utilizing the available digital platform. The students identified as Deaf or Hard of Hearing who are participating in self-continued classrooms will have additional support provided to them from their ESE teachers who will utilize other resources available for instruction.

51.) Will students receiving Hospitalized/Homebound services continue to receive the one-to-one instruction based on their medical confinement to the home?

Yes: This will be different than what has been previously provided to the student. Since the homebound teacher is primarily a facilitator of instruction for the student, we will be working to have these students who can participate with the rest of their class for instruction to join them now utilizing the digital formats provided. The homebound teacher will provide the IEP driven services to the students after the initial instruction is provided by the teacher. We will work with our teachers of Homebound/Hospitalized students to provide them access to technology that can be utilized for virtual instruction when appropriate. There will be some students who will have to have an alternate method of instruction provided for them and the homebound teacher will be responsible for communicating with the general education or ESE teachers of the students to obtain the specified material the student would need during this period. We will not be entering medical facilities nor homes to provide instruction at this time and the IEP team in consultation with the parent may need to address the future provision of compensatory services if warranted.
52). **What role will ESE Support Facilitators play in the education of students with disabilities?**

ESE Support Facilitators will be expected to continue to provide the same level of support as they were prior to the school closure. They will collaborate via telephone or digital platforms with the general education teachers they were supporting previously. They will monitor the progress of students with disabilities on their caseload and provide essential materials and accommodations to the students. They will maintain daily records of the support services provided to the students. They will also complete all progress reports and develop goals and objectives for future IEP meetings. They will also have opportunities to participate in prescribed professional development to enhance their skill sets as ESE Support Facilitators.

53). **ESE Paraprofessionals and Behavior Technicians also work in ESE classrooms to assist with instruction of students with disabilities. What role will these individuals play in the education of students with disabilities while the students are at home?**

The role of support will continue to be the same but the day to day activities will be somewhat different at this time. These individuals work in classrooms at the direction of the teacher. The teacher will need to establish a plan of communication and coordinate the assistance these individuals will provide to students. For example, the teacher may provide the instruction to the student and then assign the ESE paraprofessional or behavior technician to communicate with the parent about strategies that can be utilized in the home setting to assist the child in maintaining attention to task and offer guidance on behavioral techniques that will help the child participate in the instructional program. We do realize that these staff members will also need access to technology to support the teachers and the students. We are currently in the process of gathering information as to which individuals have access to technology. We are also designing professional development for them to take advantage of during this time that will enhance their skills when working with students with special needs. The teacher should stay in close contact with these individuals and they should be prepared to provide teacher directed support for the students as well as assist with creation of materials for instruction.

54). **IEPs have a specific duration date (end date for services). How do we ensure compliance during this time?**

Our immediate focus currently is on providing instruction to students in a safe environment. We fully understand your concern about remaining compliant with your ESE processes, but we need all available staff to assist with ensuring students with disabilities have equal access to the educational program immediately.

55). **Once students are all scheduled to receive instruction, will we be required to conduct IEP meetings during the time school buildings are closed and students are participating in an alternate method of instruction?**

**Yes:** However, we are not required to conduct face-to-face IEP meetings. If there is a need to conduct an IEP meeting, the meeting would have to be held virtually or through a conference call format. Remember, we cannot waive the required participants from attending IEP meetings. If an IEP
meeting is held in an alternate format, the required participants would still need to be in attendance and would include the following:

- A local education agency representative
- The Parent
- The ESE Teacher of the child
- The Regular Education Teacher of the child if the child is participating in general education or is expected to participate in general education
- An evaluation specialist
- Any related services providers

Recent guidance from the Office of Special Education and Rehabilitative Services states that Parents and the other IEP Team members may agree to conduct IEP meetings through alternate means, including videoconferencing or conference telephone calls. School teams and parents should work collaboratively and creatively to meet IEP timeline requirements.

56). What will be the role of ESE School Based Specialists during the time students are receiving instruction in the home setting?

The ESE School Based Specialist should make sure that teachers have the necessary materials they will need to provide the instruction to the students in the home setting. The ESE School Based Specialist should also provide support to any of the ESE teachers working with students in the self-contained environments. They can also provide additional support to their self-contained teachers whose students are utilizing digital platforms for remote learning.

These individuals are also responsible for ensuring compliance with all aspects of the special education program for the students enrolled in their schools. Once our students and staff become more comfortable with remote learning through the digital platforms, we will then begin to concentrate on meeting the IEP compliance regulations.

This is the end of the third nine weeks, teachers will be inputting grades next week and ESE providers will also be working to complete the required Annual Goal Progress Reports that are required to accompany the existing IEPs. ESE Specialists should make sure those are complete and on file from all providers both the ESE teachers providing specialized instruction and related services.

57). What services will the District ESE Staff provide during this time?

ESE District Staff which includes ESE Administration, Program Specialists, Behavior Analysts, Related Service Providers, Specialized ESE Teachers, Technology Support, Health Services, and Discretionary Project Staff (FDLRS and SEDNET) will all be available to provide on-going support and guidance for teachers, support staff, and parents and students during the time students are designated to participate in alternative formats designed for learning.
58). Students with disabilities are required to be reevaluated every three years to determine if they are still a child with a disability. Are we required to conduct reevaluations during the time students are participating in remote learning?

Yes. A reevaluation of each child with a disability must be conducted at least every three years, unless the parents and the public agency agree that a reevaluation is not necessary. However, when appropriate, any reevaluation may be conducted through a review of existing evaluation data, and this may occur without a meeting and without obtaining parental consent, unless it is determined that additional assessments are needed. If an evaluation is needed or recommended by the IEP team, we will work with the parents to determine how and when the evaluation can be conducted.

59). Prior to the COVID 19- outbreak and the resulting change to the way in which instruction is provided, many students were in the evaluation process to determine if they may be a child with a disability. How do we continue to provide the tiered interventions for those students?

This will be a process that intervention staff can easily continue through Microsoft Teams or other digital formats by establishing intervention groups. Our student services staff will provide additional information.

60). What do we do with the evaluations which were completed for students suspected of having a disability where eligibility determinations were scheduled but ultimately cancelled due to the extension of spring break and determination to provide instruction in an alternate format?

Our student services teams will be working with school-based teams to determine the best way to move forward in conducting eligibility meetings for these identified students. Remember, once we determine a child eligible for special education, we only have 30 days to develop the IEP for the student. For us to ensure that FAPE is provided, we need to develop a system that will work, that is compliant and one that affords the parent full opportunity to participate in the process.

61). The Individualized Education Plan (IEP) has specific goals and objectives that the student is expected to master within a twelve-month period. Are teachers permitted to make a copy of the IEP to utilize as a working document while instructing from home?

Yes: It is permissible for teachers to make a copy if needed. Remember, the IEPs are confidential documents and you should take special care of these documents. The IEPs are also already housed and accessible through PEER, the electronic IEP system

62). Students with disabilities who have IEP driven services often receive specialized instruction, related services, supplementary aids and services from multiple providers. How should all these services be coordinated in an alternate format so as not to overwhelm the parent or caregiver with multiple individuals communicating with them each day?

IEP team participants are required to work collaboratively with the ESE or General Education Classroom teacher to coordinate how services will be provided. Service providers are encouraged to work in the established digital formats such as Microsoft Teams for this collaborative work.
STUDENT SERVICES: Roles and Topics

Mental Health
Providing a continuum of mental health services for students is especially critical during this time. Mental health professionals at the school and district level will work collaboratively to provide mental and behavioral health services for identified students.

School Counselors – will collaborate with school social workers, mental health counselors, and school psychologists to identify students that require mental and behavioral health services. Staff will work together to develop a plan for the provision of services.

School Social Workers – will review current students on their caseload and will work with school counselors at schools to develop a plan to provide direct services via virtual platform. Social workers will assist schools with contacting families to discuss services and the format in which they will be delivered. A schedule will be developed and communicated with school staff.

Mental Health Counselors (District Employees) – SLPS currently employs mental health counselors at identified school sites. Mental health counselors will review current students on their caseload and work with school counselors to develop a plan to provide direct services via virtual platform. Mental Health counselors will assist schools in contacting families to discuss services and the format in which they will be delivered. A schedule will be developed and communicated with school staff.

School Psychologists – will collaborate with school counselors and leadership teams at school sites to identify students that require immediate follow-up. School psychologist will follow-up with families/students e.g. students who have recently been Baker acted, are identified as high risk, or have recently made a substantive or serious substantive threat. School Psychologists will provide mental and behavioral health services for students as appropriate. A schedule will be developed and communicated with school staff.

Mental Health Collaborative – All agencies in the mental health collaborative have been contacted. Students will continue to receive mental health services through teletherapy or face-to-face as appropriate. SLPS staff will continue to partner with agencies and will support in addressing any barriers that may arise.
60 Day Timeline

St. Lucie Public Schools school psychologists, social workers, and mental health counselors are available for parents/guardians who have concerns about their children's social, emotional and behavioral health.

- Parents/guardians may call 429-4510 between the hours of 8:00 a.m. and 3 p.m., Monday through Friday beginning Wednesday, March 25th, to speak with a SLPS school psychologist, school social worker, or mental health counselor.
- Topics of conversation should be focused on educationally relevant topics, such as how to help my child maintain a routine during COVID-19 and strategies to address anxiety during this time.
- Callers should be aware that conversations do not constitute a counseling relationship, however if additional supports are requested staff may provide families with information to link them to school and/or community resources.

School psychologists and school social workers will conduct portions of student evaluations that can be completed telephonically, via email, or through video conferencing. Our student services teams will be working with school-based teams to determine the best way to move forward in conducting eligibility meetings for these identified students. Remember, once we determine a child eligible for special education, we only have 30 days to develop the IEP for the student. For us to ensure that FAPE is provided, we need to develop a system that will work, that is compliant and one that affords the parent full opportunity to participate in the process.

504 Plans
The 504 coordinators on each schools’ campus will provide a digital copy of 504 accommodations to general education teachers. General Education teachers will review the 504 accommodation plans to ensure that they are being met through virtual learning platform(s). In most instances 504 accommodations are “built-in” however there may be some students that require accommodations above and beyond what is embedded in the virtual learning platform(s).
In the event that the students’ 504 accommodations have not been entered into Skyward or new plans created in PEER the 504 coordinator will contact school leadership to gain access to the 504 plan(s) in the students cumulative file.
Additional guidance will be provided in the future regarding the process for
updating 504 plans that may become due.

**Tiered Interventions**
Prior to the COVID 19- outbreak and the resulting change to the way in which instruction is provided, many students were in the evaluation process to determine if they may be a child with a disability. Tiered interventions may be provided by creating small groups/individual interventions in Microsoft Teams. Additional information is forthcoming.

**Daily Attendance**
Teachers will record students' daily attendance in Canvas. If students are identified as having attendance concerns, school social workers will assist school teams with contacting the families.

**Substance Abuse Awareness Group**
Will continue for identified students, courses will be available through Canvas and facilitated by school social workers. School social workers will contact families to share information regarding start dates and access to the course. Students will participate in 6 sessions (one per week), attendance will be recorded in Canvas. The office of Alternative Education will be notified upon students' completion of course.

**Crisis Response**
If a teacher or staff member is made aware of a potential mental health crisis involving a student, he or she should contact their school counselor. The school counselor will notify the administrator and attempt to contact the student and parent/caregiver. If unable to make contact with the student or parent/caregiver the counselor will notify the school administrator and School Resource Deputies or School Resource Officers.

**Threat Assessment and Response**
If a teacher or staff member is made aware of a potential threat involving a student or students, they should contact their school administrator. The school administrator will notify members of the threat assessment team and will conduct threat assessment.

**Truancy Cases and Drug Court**
SLPS staff are in contact with the Circuit 19 magistrate and will continue truancy and drug court, moving forward parents/guardians and SLPS staff involvement may be through conference call or video conferencing. Updates will be provided as our team learns more.