



I. Overview of the Santa Rosa County Exceptional Student Education Department Continuity and Re-Entry Plan

Mission: *The Santa Rosa County School District Exceptional Student Education (ESE) Department's goal for school re-entry is to work collaboratively with school administrators, staff, families and community partners to mobilize the necessary resources, provide rigorous academic options, and resume child find efforts to ensure all students have access to safe conditions, supportive learning environments, and social-emotional supports.*

- ❖ *Collaborate* with departments to mobilize school and community resources
- ❖ *Resume* Child-Find process through face-to-face evaluations, parent questionnaires, and applicable teacher rating scales and checklists
- ❖ *Continue* family wellness checks to determine service needs and provide necessary resources
- ❖ *Initiate* teletherapy to support speech/language, occupational therapy, physical therapy, and Adaptive Physical Education needs
- ❖ *Maximize* potential support in all Exceptional Student Education program service areas
- ❖ *Ensure* ESE District Personnel are included in the provision of academic and behavior services to schools and play an active role on established task forces:
 - Includes learning standards and behavioral expectations
 - Increasing levels of intensity
 - Problem-solving process - Working with schools to assist in resuming the MTSS process and/or identify informal assessments that may detect regression which may have occurred over the remote learning period
 - Collaborative and team-based decision making to determine which students need interventions (long-term or short term)
 - Determine evaluations that may be utilized to assess mental health status for students and/or families; increase opportunities to provide trauma informed care
 - Review outcome of wellness checks that may have occurred throughout distance learning by ESE program staff, school administrators, social workers, school psychologists, and school counselors
 - Continue to disseminate safety guidelines and procedures as recommended by Center for Disease Control (CDC)

A. Multi-tiered System of Support Approach - Consultation with Special Education Attorneys in Florida and Alabama have suggested to integrate the data-based methods of a Multi-tiered System of Supports to evaluate students' academic readiness and mental health needs upon

return to the traditional learning environment.

This MTSS evaluation method and re-entry into schools would be based upon following components:

Multiple tiers of instruction, intervention, and support - ESE service providers in the Tiered II and III intervention process to ensure fidelity with interventions as well as collaboration with school counselors for awareness of evaluation exclusionary factors (Attendance, ELL, Intellectual Disability, Mobility, Hearing and Vision);

1. Evaluate potential trauma that students, families, and staff may have experienced

- Regression, academically and behaviorally
- Nightmares, sleeping problems, and for older students
- Worry about the future
- Consider loss of loved ones
- Financial hardships
- Suffer child abuse

2. Data evaluation - School Psychologists and ESE program evaluators will resume initial evaluations —60 Day timeline that was extended by Commissioner of Education and Florida Governor; School Counselors, School Psychologists, and ESE District Staff can assist with the MTSS process to determine students demonstrating regression/loss of key academic concepts, possibly due to lack of internet access or just unable to learn as well as with face-to-face instruction

3. Interpretation of data to determine student progress and action steps

4. Communication and collaboration - Teamwork focused on building relationships and using data to improve those relationships; District ESE Staff will work collaboratively to assist schools meet the needs of all students

5. Capacity building infrastructure -Professional development and coaching along with written plans – Resume the Mental Health and First Aid training that was initiated in 19-20 school year; Assist in the training of FOCUS for ESE District Staff, Administrators, ESE Teachers, School Counselors; Provide virtual training and support for schools, parents, and community stakeholders

6. Leadership - Active involvement and administration of practices – Visit school sites to verify needs of the staff and school families; Serve on Re-entry Task Forces to assist schools develop plans

II. Expectations for Communication with Stakeholders

- Santa Rosa County District website will provide ongoing up to date information
- Ensure communication with education family and stakeholders in the community through phone, website, and social media outputs.
- Communicate actions taken, in each step, by a school to reopen.
- Reinforce topics like good hygiene, social distancing, identifying symptoms and staying home when feeling sick.
- Illustrate steps taken to keep school clean and extra-curriculars safe.
- Show compassion for families and staff, as they will be cautious.
- Express a willingness to always evaluate, improve, and re-evaluate as necessary.

III. Protect Students, Staff, and Families with Medical Vulnerabilities

- A. Medically vulnerable students should develop a plan for returning to school with their family doctor.
 - For medically vulnerable students who come to school, school health staff should develop school health comprehensive care plans in consultation with the county health department. Schools could consider accommodations on a case by case basis, and consider clustering these students away from other students, in smaller settings, with a teacher who is wearing a cloth face covering.
- B. Medically vulnerable staff should also work with their doctors to create a return to work plan.
 - Whenever feasible for medically vulnerable staff, steps should be taken to minimize the number of people they interact with, and districts and institutions should consider flexible leave policies.
- C. The same guidelines apply for students and staff who live with medically vulnerable family members.
 - Parents, grandparents, caregivers, etc.

IV. Responsibilities for Instructional Staff by Program

A. Inclusion

1) Support Facilitators/Co-teachers/Dual Certified (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Identify the students that are on your caseload and align their Specially Designed Instruction (SDI) to the courses they are currently enrolled in.
- Work collaboratively with general education teachers to assist with lesson planning; supportive teachers should ensure they are added to virtual instruction platforms to ensure awareness of the work assigned to students with ESE services; provide appropriate input for students' individual needs.

- Teachers will provide information on how to provide accommodations that are on the students IEP.
- Monitor and track student progress, including IEP goals and benchmarks across all educational settings.
- Maintain logs of your accommodations and SDI, as well as the instructional input you have provided the general education teacher in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports— Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.
- The program facilitator will provide resources for teachers on how to provide accommodations for brick and mortar, as well as virtual educational settings for ESE students.
- The program facilitator will collaborate with inclusion teachers through the inclusion TEAMS to offer support and resources. Please contact Elizabeth Toms if additional information is needed on how to access Inclusion TEAMS.

B. Self-Contained Classroom Environments

1) Access

- Teachers will provide instruction in alignment with the IEP.
- Possible utilization of on-line instructional resources (iReady, Teachtown, Readtopia, etc.)
 - If utilizing on-line resources, ensure parents are aware of student identification number and passwords
- Assist parents with creating a visual schedule of assignments, breaks, motivators and incentives for work completion.
- An online folder will be built with materials for teachers to access utilizing Access Project curriculum, Readtopia, and iReady by the Program Facilitators.
- The Santa Rosa County ESE Website will house additional resources for parents.
- The Access and CBSA TEAMS will be used to assist teachers of students on Access Points.
- In the event that students are 18+ and not enrolled in ELA or Math, teachers in collaboration with transition instructors, community resources/partners, and Career and Technology Education (CTE) instructors will provide instruction in alignment with the skills in the following areas:
 - Identify career options

- Developing short-term and long-term goals
 - Develop a career education plan
 - Demonstrate knowledge of technology and its application in career fields
 - Adulthood Living Arrangements
 - Financial Management
 - Citizenship and Community Involvement
 - Self-Determination and Self-Advocacy
 - Personal and Social Competencies
 - Personal Health and Safety
 - Personal and Career Planning
- Monitor and track student progress, including IEP goals and benchmarks.
 - Maintain logs of your accommodations in the development of instructional lessons. In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
 - Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
 - Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
 - Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

Virtual Access Services (Offered through Remote Learning Option)

- Students will have access to an online platform for instruction through Unique Learning Systems
- Provisions SRC virtual services will be in a direct service model based on a student's grade level and provided daily.
- An ESE certified teacher will provide instruction in alignment with the student's IEP.
- Instruction will be provided in all four content areas.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- For more information on how to register for virtual Access services, please contact 983-5158.

2) Behavior Focus Classroom

- Teachers will provide instruction in alignment with the IEP.
- Possibility of using on-line instructional resources (IReady, Teachtown, etc.)
- Providing all students daily instruction in Zones of Regulation as a central component of Social Emotional Learning (SEL).
- Offer students with additional, optional resources for SEL including Sanford Harmony (K-6) and Everfi (K-12).
- Behavior Focus teachers consistently implement student FBAs and PBIPs.
- Implement tiered academic, behavioral, and social emotional interventions based on student needs
- Monitor and track student progress, including IEP goals and benchmarks
- Maintain logs of your accommodations
- Engage in ongoing two-way communication with families and other stakeholders to ensure services are being provided as needed
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

Virtual Behavior Focus Classroom Supports (SRC Virtual and Remote Learning Settings)

- Virtual ESE Teachers provide SRC virtual instruction consistent with the selected platform which addresses all components of the students' IEP.
- Consult with parents on behavior interventions in place and provide them with a summary of all accommodations identified in the IEP.
- Assist parents with creating a visual schedule of assignments, breaks, motivators and incentives for work completion.
- Santa Rosa County Behavior Team maintain a parent resource webpage
- Monitor and track student progress, including IEP goals and benchmarks as you normally would do in traditional environment.
- Maintain logs of your accommodations in the development of virtual lessons.
- In the event a specific accommodation or service cannot be provided OR is not applicable to the instructional environment, document why it could not be provided and maintain logs with this information.
- Establish method of communication with student and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

3) CBSA/OI Teachers

- Teachers will provide instruction in alignment with the IEP.
- Possible utilization of on-line instructional resources (IReady, Teachtown, Readtopia, etc.)
 - If utilizing on-line resources, ensure parents are aware of student identification number and passwords
- Assist parents with creating a visual schedule of assignments, breaks, motivators and incentives for work completion.
- An online folder will be built with materials for teachers to access utilizing Access Project curriculum, Readtopia, and IReady by the Program Facilitators.
- The Santa Rosa County ESE Website will house additional resources for parents.
- The Access and CBSA TEAMS will be used to assist teachers of students on Access Points.
- If students are 18+ and not enrolled in ELA or Math, teachers in collaboration with transition instructors, community resources/partners, and Career and Technology Education (CTE) instructors will provide instruction in alignment with the skills in the following areas:
 - Identify career options
 - Developing short-term and long-term goals
 - Develop a career education plan
 - Demonstrate knowledge of technology and its application in career fields
 - Adulthood Living Arrangements
 - Financial Management
 - Citizenship and Community Involvement
 - Self-Determination and Self-Advocacy
 - Personal and Social Competencies
 - Personal Health and Safety
 - Personal and Career Planning
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

Virtual CBSA/OI Services (SRC Remote Learning Option)

- Students will have access to an online platform for instruction through Unique Learning Systems
- Provisions of SRC virtual services will be in a direct service model based on grade level and provided daily.
- An ESE certified teacher will provide specialized instruction in alignment with the student's IEP.
- Instruction will be provided in all four content areas.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- As per the IEP related services will be provided
- For more information on how to register for virtual CBSA services, please contact 983-5158.

4) Gifted

Elementary Gifted Services

- Teachers will provide instruction in alignment with the EP or IEP.
- Lessons will have integrated enrichment activities to support what general education teachers are implementing in the classroom setting.
- Parents are encouraged to continue to utilize communication methods (Skype, FaceTime, Remind, etc.).
- Collaborate with general education teachers to be on the established brick and mortar and virtual environments to view instructional content and provide feedback as needed.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in all educational settings as well as immediate concerns to assist families with social-emotional needs of individual students.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Yearly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and district support with any questions and/or concerns.

Middle School Gifted - Content Area Gifted Services

- Teachers will provide instruction in alignment with the EP or IEP.

- Lessons will have integrated enrichment activities to support what general education teachers are implementing in the classroom setting.
- Parents are encouraged to continue to utilize communication methods (Skype, FaceTime, Remind, etc.).
- Collaborate with general education teachers to be on the established brick and mortar and virtual environments to view instructional content and provide feedback as needed.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in all educational settings as well as immediate concerns to assist families with social-emotional needs of individual students.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Yearly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and district support with any questions and/or concerns.

High School Gifted – Consultative Gifted Services

- High School Gifted teachers will continue the implementation of gifted services through comparable consultation procedures followed in the traditional environment.
- Lessons will have integrated enrichment activities to support what general education teachers are implementing in the classroom setting.
- Project-based learning activities
- Parents are encouraged to utilize communication methods (Skype, FaceTime, Remind, etc.).
- Collaborate with general education teachers to be on the established brick and mortar and virtual environments to view instructional content and provide feedback as needed.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in all educational settings as well as immediate concerns to assist families with social-emotional needs of individual students.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Yearly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and district support with any questions and/or concerns.

Virtual Gifted Services (SRC Virtual and Remote Learning Settings)

Elementary

- Provisions of Elementary Virtual Services, in collaboration with **Santa Rosa Online and Remote Learning ONLY**, will be in a **direct** services model by grade level, once a week
- A gifted certified teacher will provide instruction in alignment with the EP or IEP.
- Lessons will have integrated enrichment activities to support what general education teachers and/or virtual instructors are implementing in the educational setting.
- Project-based learning activities will be included in the assigned activities.
- Parents are encouraged to continue to utilize communication methods (Skype, FaceTime, Remind, etc.).
- Collaborate with Santa Rosa Online teachers to view instructional content and provide feedback as needed.

- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in all educational settings as well as immediate concerns to assist families with social-emotional needs of individual students.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Yearly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and district support with any questions and/or concerns.
- Monitor and track student progress, including IEP or EP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs or EPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP/EP-related obligations, Quarterly Progress Reports—Status of Goals).

Secondary (Middle and High School)

- Provisions of Secondary **Virtual (Santa Rosa Online) and Remote Learning Setting** will be in a **consultative** model
- Parents are encouraged to continue to utilize communication methods previously established (Skype, FaceTime, Remind, etc.).
- Collaborate with assigned Santa Rosa Online teachers to view instructional content and provide feedback as needed.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in their virtual environment as well as immediate concerns to assist families with social-emotional needs of individual students.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Yearly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and district support with any questions and/or concerns.
- Monitor and track student progress, including IEP or EP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs or EPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.

- Continue to follow District ESE procedures (IEP/EP-related obligations, Quarterly Progress Reports—Status of Goals).

5) Hospital Homebound (HH) (Face- to- Face or Remote Learning Option)

- Coordinate with parent the preferred method of instruction (Virtual or Face-to-Face).
- If parents select face-to-face, appropriate Personal Protective Equipment will be utilized by instructor, in accordance with CDC guidelines.
- Collaborate with home school content area teacher to receive curriculum.
- Modify curriculum to support individual student needs.
- Contact parents to identify which students do and do not have internet and computer access.
- Set up Microsoft Teams and upload assignments for students.
- Define open hours for student consults that follow the instructional rules from the regular school year. HH consult hours need to continue to occur outside of the regularly contracted day.
- As needed set up virtual or phone conversation supports with students to address academic questions or needs.
- Students who have not been staffed, but the Physician Form has been received indicating approval, will be provided with consult services until all students return to brick and mortar; Consult students will receive designated hours weekly of services.
- Create individualized daily schedules that allows for flexibility based on individual student needs and upload them to Teams.
- Continue to document dates and times of service as it relates to hours worked and IEP services.

6) Hybrid (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Teachers will provide instruction for students in collaboration with general education teachers for students who receive majority of instruction in the general education classroom.
- Possibility utilization of on-line instructional resources (IReady, Lexia, etc.).
 - When utilizing on-line resources, ensure parents are aware of student identification number and passwords
- The program facilitator will provide possible activities to help with learning academic skills.
- The program facilitator will be available through the Hybrid TEAMS to help answer questions and provide additional resources to teachers.
- Teachers will monitor and track student progress, including IEP goals and benchmarks as you normally would do in traditional environment.
- Teachers will maintain logs of accommodations
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.

- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

7) Pre-K (Brick & Mortar/SRC Remote Learning Option)

- Teachers will provide instruction in alignment with the students IEP.
- Each assignment should include specific instructions for how to complete the instructional task.
- Assist parents with creating a visual schedule of assignments, breaks, motivators and incentives for work completion.
- The program facilitator will provide teachers with a link for additional instructional resources for Pre-K students.
 - This resource has items available for printing for academic skills, sample parent schedules, handwashing visuals, etc.
- Additional activities and videos will be posted on the Santa Rosa County ESE Webpage for parents.
- Early Steps meetings will be held virtually with typical participants.
- Monitor and track student progress, including IEP goals and benchmarks
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- Related services will be provided per the IEP.

Childfind (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Childfind assessment and evaluations will continue
 - Staff will utilize evaluation methods based off of capability, parent preference, and CDC guidelines.
 - SLP's will utilize the Comprehensive Assessment of Spoken Language (CASL) to conduct language evaluations.
 - The School Psychologists will administer rating scales, as appropriate, to parents via the web or telephone.
 - When possible, parents will be asked to provide a video of the child engaging in communication and/or play activities.
 - No direct assessment will be conducted by school psychologists.
 - Recommendations will be determined based on parent report, social/medical history, prior evaluation results if received, rating scales if administered, and professional judgement.

- Report will include a summary of each of these components.

8) Social Thinking

Social Thinking Access Points:

- Teachers will provide instruction in alignment with the IEP.
- Possible utilization of on-line instructional resources (iReady, Teachtown, Readtopia, etc.)
 - If utilizing on-line resources, ensure parents are aware of student identification number and passwords
- An online folder will be built with materials for teachers to access utilizing Access Project curriculum, Readtopia, and iReady by the Program Facilitators.
- The Santa Rosa County ESE Website will house additional resources for parents.
- The Access and CBSA TEAMS will be used to assist teachers of students on Access Points.
- In the event that students are 18+ and not enrolled in ELA or Math, teachers in collaboration with transition instructors, community resources/partners, and Career and Technology Education (CTE) instructors will provide instruction in alignment with the skills in the following areas:
 - Identify career options
 - Developing short-term and long-term goals
 - Develop a career education plan
 - Demonstrate knowledge of technology and its application in career fields
 - Adulthood Living Arrangements
 - Financial Management
 - Citizenship and Community Involvement
 - Self-Determination and Self-Advocacy
 - Personal and Social Competencies
 - Personal Health and Safety
 - Personal and Career Planning
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

Virtual Social Thinking Services (SRC Virtual and Remote Learning Settings)

- Students will have access to an online platform for instruction through Unique Learning Systems

- Provisions of SRC Virtual Services will be in a direct services model based on grade level and provided daily.
- An ESE certified teacher will provide instruction in alignment with the student's IEP.
- Instruction will be provided in all four content areas.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).
- For more information on how to register for virtual Access services, please contact 983-5158.

Gen Ed Social Thinking (Brick & Mortar/SRC Virtual and Remote Learning Settings):

- Provide instruction for students with a heavy focus on Reading/ELA and Math instruction.
- Each instructional activity should include specific instructions for assignments and methods for parents to contact teacher with questions as needed.
- Teachers provide daily social skills lessons based on the Social Thinking Curriculum.
- Could also utilize on-line instructional resources (iReady);
- If utilizing on-line resources, ensure parents are aware of student identification number and passwords
- Assist parents with creating a visual schedule of assignments, breaks, motivators and incentives for work completion.
- A parent resources page will be created on the Santa Rosa County ESE Website to post digital resources.
- Parents will be provided a resource document outlining core Social Thinking terminology students are familiar with in their daily classes.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations and SDI.
- In the event a specific accommodation or service cannot be provided OR is not applicable to the remote environment, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.

- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

9) Transition 18-22 (Brick & Mortar/SRC Remote Learning Option)

- Instructional Staff assigned to SITE/SKILL and Project SEARCH will develop activities that align the standards and skills required for postschool adult living—*Preparation for Adult Living and Career Experiences (CPALMS)*
- Possible utilization of on-line instructional resources (Khan Academy; Project 10; Apps, etc.); however, consider that some students may not have access to device and/or internet.
- If utilizing on-line resources, ensure parents are aware of student identification number and passwords
- Teachers will provide instructional lessons that are aligned with the skills in the following areas:
 - Identify career options
 - Developing short-term and long-term goals
 - Develop a career education plan
 - Demonstrate knowledge of technology and its application in career fields
 - Adulthood Living Arrangements
 - Financial Management
 - Citizenship and Community Involvement
 - Self-Determination and Self-Advocacy
 - Personal and Social Competencies
 - Personal Health and Safety
 - Personal and Career Planning
- Alternate activities to provide job related skills in lieu of previous custodial career related opportunities.
- In accordance to the district policy to indefinitely suspend field trips to protect the health and safety of all students, Community Based Vocational Education services as well as Community Based Instruction will have alternate methods of providing career and technical education skills to participants.

C. Direct and Related Services

1) Adaptive P.E. (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Teachers will provide instruction in alignment with the students IEP or Section 504.
- When feasible, instruction will occur outside.
- Times will be available for parents to contact teachers
- The Santa Rosa County ESE Webpage will have videos of activities for students/parents to access.
- Monitor and track student progress, including IEP goals and benchmarks.

- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

2) Deaf and Hard of Hearing (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Work collaboratively with general education teachers/ESE teachers/virtual teachers to ensure instruction for students are aligned with established goals and benchmarks for students who are DHH.
- DHH staff should be added to TEAMS where those students are served so that they can support efforts in the general education setting and be available to assist students/parents as needed.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families (Facetime, Skype, Zoom).
- Remind classroom teachers of the available options in TEAMS for accommodations for students (voice to text option).
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.

3) Diagnosticians (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Assist with caseloads of SLPs with more intensive needs (communication with parents, documentation of concerns, tracking student contact hours in Accelitrac and data sheets).
- Create materials and web resources for parents.
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Quarterly Progress Reports—Status of Goals).
- Attend virtual IEP meetings as well as utilize data sheets to develop appropriate goals and benchmarks.
- Diagnosticians will be assigned to all transfer students enrolled in their assigned schools.
- Provide virtual teletherapy, if needed, for long-term provision of direct/related services
- Assist with remote and/or Face-to-Face evaluations.

4) Occupational Therapy (OT)

- Collaborate with teachers regarding students IEP goals and objectives.
- Communicate the specific type, frequency, and duration of OT services to parents based on each student's IEP.
- Contact parent to see who does not have internet access. Assigned tasks will be provided for students with limited access to technology.
- Equipment required and necessary to address OT needs may be provided on an individualized basis.
- Provide weekly consult, or greater as identified in the IEP, to parents to support implementation of OT practices.

Virtual OT Services (SRC Virtual and Remote Learning Settings)

- Direct services will be provided for students who are enrolled in a SRC virtual instructional setting.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports— Status of Goals).

5) Physical Therapy (PT)

- Collaborate with teachers regarding students IEP goals and objectives.
- Communicate the specific type, frequency, and duration of PT services to parents based on each student's IEP.
- Contact parent to see who does not have internet access. Assigned tasks will be provided for students with limited access to technology.
- Equipment required and necessary to support PT needs may be provided on an individualized basis.
- Provide weekly consult, or greater as identified in the IEP, to parents to support implementation of PT practices.
- Physical Therapy activities that require a medical or particular license to perform are not provided virtually. Santa Rosa County PTs will provide virtual services and therapies that can be delivered by non-licenses person or provide alternate activities.
 - For example, if the school-based services provided by a physical therapist who is licensed or certified to manipulate that body part without causing harm is necessary then we must not ask that parent to do it at home without the proper certification and/or training.

- PTs will document in the IEP that due to lack of appropriate licensed personnel in the home, a particular therapy can't be accomplished virtually.

Virtual PT Services (SRC Virtual and Remote Learning Settings)

- Direct services will be provided for students who are enrolled in a SRC virtual instructional setting.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.
- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

6) Speech Language Pathologist (SLP)

- Provision of Therapy
 - SLPs will provide services as per the students IEP.
 - SLPs will collaborate with teachers and parents regarding utilizing opportunities integrating Activities of Daily Living with established family routines (SEE-SAW, Videos, email links for resources)
 - SLPs should be added to TEAMS where those students are served so that they can support efforts in the general education setting and be available to assist students/parents as needed.
 - Provide resources for families to assist with active/tactile and temporal cuing (speech sound errors, eliciting correct productions of error sounds)
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Quarterly Progress Reports—Status of Goals).
 - Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
 - Will be added to IEP TEAMS to collaborate in the development of IEPs for students

Virtual SLP Services (SRC Virtual and Remote Learning Settings)

- Direct services will be provided for students who are enrolled in a SRC virtual instructional setting.
- Monitor and track student progress, including IEP goals and benchmarks.
- Maintain logs of your accommodations in the development of instructional lessons.

- In the event a specific accommodation or service cannot be provided, document why it could not be provided and maintain logs with this information.
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Establish method of communication with student (if appropriate) and parent/guardian; verify how students are performing in the educational setting as well as immediate concerns to assist families.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

7) Vision Supports (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Vision Impairment (VI) staff will work collaboratively with general education teachers and/or ESE teacher to ensure instruction for students are aligned with established goals and benchmarks for students who are VI; materials for instruction can be accommodated so that students can access learning with those appropriate accommodations in place.
- Establish method of communication with student (if appropriate) and parent/guardian; Verify how students are performing in the educational setting as well as immediate concerns to assist families (Facetime, Skype, Zoom).
- Possible instruction to be provided in Braille if applicable.
- Remind classroom teachers of the available options in TEAMS for accommodations for students (enlarged print, magnifiers, read aloud, audio, Braille, if applicable).
 - DAD secretarial staff can assist with production of materials as needed
- Continue to follow District ESE procedures (IEP/EP/504-related obligations, Quarterly Progress Reports—Status of Goals).
- Reach out to direct/related service providers as well as school and District support with any questions and/or concerns.

8) Applied Behavior Analysis (ABA) - (Brick & Mortar/SRC Virtual and Remote Learning Settings)

- Provide direct face to face service for students enrolled in the traditional school setting or consultation through video or phone conferencing for students enrolled in virtual learning. Students under virtual consultation should have been previously on the BCBA's caseload and have been previously observed to offer the most specific individualized strategies.
- Provide indirect consultation through video or phone conferencing for students whom the BCBA has not previously worked with or observed to offer general strategies based on global ABA principles.

9) EXTENDED SCHOOL YEAR (ESY)

A. Re-Entry Remediation Plan for Students with ESE Services:

- Students were identified through Progress Monitoring Assessments to determine who met the criteria for Summer School through CARES ACT (K-5)

- Parents were notified if their student fell below proficiency as performance documented from January 2020 District-Wide Assessments
- Students who were notified, but parent selected NOT to participate, will be provided with a Prior Written Notice that states the notification of below proficiency performance, District remediation attempt, as well as acknowledge parent decline of available services
- Students had support services during summer school to ensure accommodations were provided with fidelity

B. MTSS Approach for Remediation:

- District will provide a Tier I approach for all students to determine potential gaps in the areas of English Language Arts and Mathematics
- Diagnostic Assessments will be given to all students to determine individual needs
- Tier 2 interventions will be provided for students demonstrating academic gaps and will have supplemental curriculum to assist with meeting those identified needs
- Tier 3 - Students with ESE Services - who have not demonstrated proficiency as determined through diagnostics and supplemental curriculum, IEP team will meet to review the data and discuss need to initiate ESY services throughout the school year.

10) Camelot Academy

- Teachers will provide instruction in alignment with the IEP.
- Providing all students daily instruction in Social Emotional Learning (SEL)
- Camelot staff consistently implement student FBAs and PBIPs.
- Implement tiered academic, behavioral, and social emotional interventions based on student needs
- Monitor and track student progress, including IEP goals and benchmarks
- Maintain logs of accommodations
- Engage in ongoing two-way communication with families, Santa Rosa County School District representatives, and other stakeholders to ensure services are being provided as needed
- Review and update IEPs upon notification from ESE School Liaison; data should be entered for goals, benchmarks, Present Levels, and accommodations; will develop the IEP with current strengths and needs as well as plans for services for future year.
- Continue to follow District ESE procedures (IEP-related obligations, Quarterly Progress Reports—Status of Goals).

Camelot Academy (Remote Learning Option)

- Remote learning through Google Classroom will consist of assignments and instruction placed inside the Google Classroom for students/parents to access.
- Chromebooks will be provided by Camelot for student use. Parents must sign a Chromebook contract to have access to the device.

- Teachers will contact parents and students out via email and phone to offer Google Meets video conferencing during remote learning.
- Video conferencing, phone calls and emails will be on an as needed basis for assistance with understanding the lesson, clarifying questions, to check in on students as well as providing updates for parents.
- Ongoing parent communication to offer support, guidance, and strategies to implement in the home to improve successful engagement in remote learning.

V. Closing Achievement Gaps

- Summer School Remediation
 - Summer School was provided this summer for selected students in grades K-5 identified as those with significant academic needs and who were highly likely to have scored a level 1 or 2 when assessed in the Spring.
 - Intensive reading and math instruction were provided by certified, highly skilled teachers will assist your child with improving his/her reading and math skills. Please note the general information listed below regarding the program. Although bus service will be offered, it will not be “door to door” pick-up. Instead, it will be “area” pick-up, close enough to each child’s home for an easy walk to the bus stop.
- IEP Meetings
 - During IEP Meetings, data will be reviewed. Goals and Objectives will be written to address any learning deficits.
- Progress Monitoring
 - Progress monitoring is a connective support between the foundational skills that we want students to acquire and their progress throughout the year. Students will be evaluated upon return to school and have access to interventions should there be any academic or behavioral deficits. Data collected from the evaluations will be used to inform teaching practices and drive curriculum decisions.
 - IReady, STAR, VBMAPP, Paper Based Diagnostics, Teacher Observations, Brigance, Battelle
 - MTSS
 - Early warning indicators to complement Florida’s state-level accountability requirements, and these identifiers would allow staff to identify students for high priority, face-to-face summer instruction, with a heavy focus on literacy.
 -

VI. Students with IEP Services or a Section 504 Plan Assurances

- A. Each student with an IEP, or a 504 plan will be included in the Santa Rosa County School District Instructional Continuity Planning to the same extent as all other students. This plan may include virtual instruction, as well as virtual specially designed instruction and related services to the extent practicable. All areas of the student’s IEP or 504 Plan will be considered. Specific information regarding IEP and 504 meetings will be described through this memorandum. All ESE instructors in all delivery models (Dual Certified Teachers, Support Facilitators, Co-teachers,

and Self-Contained) will maintain the accommodations and instruction provided to students through a daily log.

1. Every attempt will be made by the ESE Teacher and/or Service Provider to give student access to necessary services, supports, and accommodations.
 2. Teachers have the option to continue to maintain provision of accommodations and supports through their selected method of documentation, as well as how student responded to the services
 3. Unique circumstances should be documented in the Contact Log/Notes section of the IEP System
 - i. Unsuccessful attempts to contact with parent/student
 - ii. Parent elected to provide the accommodations to student
 - iii. Work provided may not contain specific tasks related to specific goals/benchmarks; therefore, appropriate data not observed to mark student progress
 - iv. Previous accommodations, supports, or services provided in traditional setting were not warranted in instructional learning environment
- B. On July 6, 2020, Governor DeSantis implemented an Emergency order mandating return to school for all districts in the state of Florida. In compliance with state mandates and guidelines, SRC schools shall open its doors to students to allow appropriate instructional opportunities to develop virtual and brick and mortar learning experiences for all students, Pre-K-12.
- C. The Florida Department of Education Bureau of Exceptional Education and Student Services, emphasizes that “IEPs and Section 504 Plans do not expire.” We will continue to ensure established plans for students are followed, to the extent possible in the remote learning environment, and will provide documentation as to why the extension of duration of due dates were required during this critical time.
1. **Reopening Florida’s Schools and the CARES Act**
<http://www.fldoe.org/core/fileparse.php/19861/urlt/FLDOEReopeningCARESAct.pdf>
 2. **Fact Sheet Protecting Students’ Civil Rights During COVID-19 Response**
<https://www.ed.gov/news/press-releases/us-department-education-releases-webinar-fact-sheet-protecting-students-civil-rights-during-covid-19-response>
 3. **Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak – March 2020**
<https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf>
 4. **Centers for Disease Control and Prevention (COVID-19) - Considerations for Schools**
<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>
- D. Advisement from an attorney who specializes in Special Education Law makes the following recommendations:
1. Hold IEP annual review meetings that are due (or past due) using procedures that are feasible considering the current circumstances. I do think that it is important that student progress made during what was almost a full school year (prior to the school

closure) is reviewed with parents and discussed. Certainly, there should be adequate data to discuss during the review meeting with respect to progress made during the 2019-2020 school year.

2. Keep intact all students' IEPs that were in place when school closed. The placement and services in that IEP should remain the child's "current placement" during the school closure period that will be implemented when school reopens.
3. Have each student's special education and related service providers (and regular education teachers, where appropriate and feasible) contacting parents and working with them to let them know what each student's "Distance Learning Plan" will look like and to solicit their input regarding the feasibility of providing services. Do not worry about procedures related to IEP team meetings, because this is not a proposed change of placement or an IEP revision or amendment. Rather, it should be explained to parents that this is a temporary plan for providing some distance learning services that will benefit their child considering the current circumstances.
4. Send a copy of the temporary "Distance Learning Plan" to the parents with a cover letter/memo that will serve as notice that the Plan is temporary; that the IEP in place when school was closed will stay intact; that the impact, if any, of the school closure on the child's educational needs will be assessed when normal school operations resume and when feasible; and that IEP meetings will be held and IEPs revised for the 2020-21 school year based on the current needs of the student as determined when school operations resume.
5. Document, document, document all parent contacts, agreements made regarding procedural and content issues (or lack thereof) and everything that was done! It will be important to be able to show all good faith, reasonable efforts made to provide learning opportunities to students with disabilities that are accessible, appropriate and reasonable considering the current circumstances.

VII. Facilitated IEP Meeting Procedures (ESE Liaison Responsibilities) - All mandates, regarding presence of an advocate or attorney, require the attendance of an ESE Administrator and/or District Legal Representative

1. Annual IEP/EP Meetings
 - a. ESE School Liaison will notify IEP Team Members (Parents, ESE teacher, General Education teacher, evaluators, and service providers, PFs) of scheduled Annual IEP meetings.
 - b. IEP/EP Team Members are still responsible for ensuring current data is maintained so that information is reflected in designated areas (Present Levels, Strengths, Effect of Disability, Specialized Instructional Method, and Accommodations).
 - c. ESE School Liaison will collaborate with teacher/service provider/PFs on assigning minutes for ESE services – this can be done in person, by email, phone, TEAMS.
 - d. Drafts of the IEP/EP should be shared with parents, prior to locking the EVENT.
 - e. Services are developed with current continuum available in zoned school, unless otherwise decided with appropriate data as well as required team members to make decisions regarding other placements (Program Facilitator, out of zone approval from

ESE Director, participation of potential receiving school if continuum outside of zone school);

- f. Decisions about FSAA will resume upon return to Brick and Mortar
 - Checklist should be completed, and communication regarding guidelines for eligibility received from District ESE Coordinator
2. Manifestation Determination Meetings
 - a. According to current Student Code of Conduct Procedures, all suspensions will resume when students are able to return to traditional school setting.
 - b. Manifestations and Disciplinary Hearings will also resume at that time.
 - c. If notified of school closures, manifestation meetings will be suspended at that time; If an Annual IEP meeting is held during school closures, teachers should ensure new goals and benchmarks are included to address disciplinary actions that required a Manifestation Determination Review.
3. Re-evaluation/Triennial Review
 - a. Evaluations will be completed to the extent possible during school closures.
 - b. Teams will review need for re-evaluation, prior to triennial due date.
 - c. Prior Written Notice will describe which re-evaluation is needed as well as method of reevaluation. otherwise, the triennial date will be calculated three years from Re-evaluation Review.
 - d. Teachers should still complete the Re-evaluation Team Documentation Section with updated data utilized to make the determination.
 - e. If new evaluations are requested during the IEP meetings, the usual 150 days allocated for re-evaluations will be extended as necessary.
4. Initial Eligibility Meetings
 - a. ESE School Liaison will notify IEP Team Members (Parents, ESE teacher, General Education teacher, evaluators, and service providers, PFs) of scheduled Initial Eligibility meetings.
 - b. Initial Eligibility Meetings can be held if all evaluations and reports have been completed and shared with the ESE School, and if there is sufficient data to support new eligibility as well as meets the requirements of specific disability criteria.
 - c. IEP Team Members are still responsible for ensuring current data is submitted so that information is reflected in designated areas (Present Levels, Strengths, Effect of Disability, Specialized Instructional Method, and Accommodations).
 - d. ESE School Liaison will collaborate with teacher/service provider/PFs on assigning minutes for ESE services – this can be done by email, phone, TEAMS.
 - e. Drafts of the IEP should be shared with parents, prior to locking the EVENT.
 - f. Parent consent for placement and ESE services are required, prior to student receiving services; can document parent verbal consent and date received on the Prior Written Notice.
 - g. Initial EP Meetings will continue if the data from evaluations and other criteria are available;
 - In a safe, healthy testing setting is provided, there will be virtual evaluations for Gifted Eligibility conducted in remote environment (Notification to parents of

- any delayed evaluations for initial services will be provided by Student Services Department)
- Parents will still be notified if their student does not qualify for Gifted Services
 - A letter for students who do not meet Gifted Criteria will be provided
- h. Services are developed with current continuum available in zoned school, unless otherwise decided with appropriate data as well as required team members to make decisions regarding other placements (Program Facilitator, out of zone approval from ESE Director, participation of potential receiving school if continuum outside of zone school);
- i. Decisions about FSAA are suspended at this time unless:
- Checklist has been received and communication was sent regarding eligibility
 - A specific date for final receipt of checklist for FSAA determination will be provided, if school closure mandate is given.

Unique Scenarios that may arise during an Initial IEP/EP Meeting:

- If IEP teams determine students are eligible through the Initial Eligibility Meeting and develop an Initial IEP, the ESE Liaison will notify Instructional Technology Services (ITS) of those students who are now identified as ESE as well as their service minutes and designated service providers.
- When we make a pre-school child eligible – we must begin services immediately. That means that will need to register at a school. As we have these meetings, we will have the liaison contact your Instructional Technology Services (ITS) and CC you on that communication, so you are aware. The Instructional Technology Services (ITS) can register that child in whatever way they are continuing to register new students. (At this time, we are providing immediate services for those 4 year old Pre-K students who will be entering Kindergarten next school year); Students who are not yet entering Kindergarten, and meet the eligibility for Pre-K, may receive services immediately, upon parent request.
- The same will go for students who have a change of placement. For example, if we started an eligibility for a student to become EBD and we declare them eligible and that student needs to be placed in a Behavior Focus Unit, they will need to be registered at the school with the behavior unit. The appropriate Program Facilitator would be directly involved in this decision as well as the designated instructional staff member of the out-of-zone, new receiving school. After that IEP meeting, that student will need to register at the new school and be placed on that Behavior Focus Units list.

5. Transition Meetings

- a. All whole group meetings will be held according to CDC guidelines for social distancing and allowable numbers for groups.
- b. Draft IEPs and EPs will be emailed to parents for their review and input.

- c. The 45-minute Interim Meetings will still be conducted; would need to develop TEAMS to include sending and receiving school representatives, if this is selected venue to conduct remotely.
- d. ESE teachers/providers should still make necessary adjustments for future year services, courses, and accommodations as needed in the Interim IEP Meeting.
- e. Pre-K Transition Meetings
 - i. All Pre-K Transition to Kindergarten meetings will be held at the home/zoned school. If a classroom that is not located at the home/zoned school is being considered the liaison should include the PF and Potential classroom teacher/team from the self-contained unit being considered.
 - ii. If ESE Liaison has not already received a folder of evaluations for a K transition, he/she will receive an email from Lisa T. when those evals are completed informing them of who to invite as well as an attachment for the Permission to eval. The evaluations will be available to view in IEP SYSTEM.
 - iii. Many BDI exits were not completed. This should NOT hold up a transition meeting. Please proceed with classroom evaluation updates from the January administration. The Pre-K teacher will provide these scores for ESE Liaison.
 - iv. ESE Liaison should continue to check the Master Transition List that is posted on TEAMS (link) changes will be in RED
- 6. IEP Meeting Options (All IEP Meetings will be held in a virtual format or phone conference; Face-to-Face Meetings are suspended for the first semester of the 2021-2021 school year)
 - a. All Annual IEP Meetings will be held for all students.
 - b. ESE School Liaison will inquire with parent their preference for IEP Meeting format.
 - c. Parents will receive the draft IEP via email at least 2 days prior to the scheduled meeting date. If due to extenuating circumstances the draft is not provided prior to the meeting, the parent will receive the IEP in draft format for perusal and approval before the meeting is locked and Final IEP produced.
 - ESE Liaison solely can review the IEP with parents by phone, summarize key points, describe services, goals/benchmarks, and accommodations developed by IEP team; parents can email their concerns and recommendations for adjustments; Liaison will ensure parent portions in the IEP are included (Parent input in Present Levels, Non-discouragement, Parent Agreement and Comments); If parents approve document, IEP can be locked at that time.
 - IEP Team can convene in a phone conference with parents and convene the meeting in traditional manner, covering key areas, and keeping as brief as possible, given proximity of participants; Pending resuming of face-to-face option, meetings may need an alternate location (conference rooms) to ensure appropriate distance maintained; or if doing conference from remote home location, would need ability to add multiple calls from personal phone devices; parents can email their concerns and recommendations for adjustments; Liaison will ensure parent portions in the IEP are included (Parent input in Present Levels, Non-discouragement, Parent Agreement and Comments); If parents approve document, IEP can be locked at that time.

- IEP Team can utilize virtual TEAMS platform, if parents have access to computers; video or audio option can be utilized by participants, pending preference; meeting would follow traditional format, covering key areas, and still being mindful of time; this can be done in the remote locations of offices or home locations; parents can utilize chat options and/or email to document concerns and recommendations for adjustment; Liaison will ensure parent portions in the IEP are included (Parent input in Present Levels, Non-discouragement, Parent Agreement and Comments); If parents approve document, IEP can be locked at that time.
7. Service Pages and Notification to Instructional Technology Services (ITS)
 - a. The notification of Instructional Technology Services (ITS) of the documentation and of the decisions made in the remote IEP meetings that may impact student schedules, new eligibilities, and service minutes, will continue. The following methods will be implemented by the ESE School Liaison:
 - The Minutes' Pages will be sent electronically by email to designated Instructional Technology Services (ITS) staff
 - The email will contain the names of the staff member who will provide the direct service to the student (ESE teacher, dual certified teacher, APE, SLP, OT/PT)
 - The school administrator will be CC'd in the email notification to Instructional Technology Services (ITS) (this serves only as an assurance that service minutes have continued through this remote process as well as appropriate notification to staff)
 - No other format will be utilized during this process (no other forms or hard copies will be exchanged)
 8. Progress Reports/Status of Goals
 - a. ESE Teachers and Service Providers are still mandated to provide notification to parents of their student's performance on annual goals and benchmarks.
 - b. Progress for 3rd Quarter should be documented in the IEP System IEP System, or in S4 if the student has not had his/her first Locked Event in the system.
 - c. Teacher of Record or Service Provider can discuss the progress made on goals/benchmarks with parents through phone contact, email, or discussions during scheduled IEP meetings that may occur from now until the return to traditional environment.
 - d. Per parent request, the ESE Teacher of Record and/or Service Provider can provide an electronic copy of the progress report through email (a Contact Log/Note will be documented in IEP System of provision of progress report).
 9. ESE School Liaison Para Responsibilities
 - Notify parents of rescheduled and/or scheduled meetings (new dates and time provided by ESE School Liaison.
 - Provide an electronic copy of the Notice of Meetings (NOMs) (if parents have active email addresses, can also notify by phone to inform parents of scheduled meetings an alternative); Ensure to document phone notification to parent in contact log/notes.
 - Upon return to school setting, documents will be printed from meetings, required signatures will be secured (if feasible); officially signed and/or original documents will then be filed.

- Phone calls to parents for confirmation of meetings, preference for participation (see above options for available formats).
- Scan signature pages once regular school setting is resumed.
- Verify with assigned Liaisons, as to their needs for scheduling, organization, etc.

VIII. Section 504 Procedures/School Counselor Responsibilities - All mandates, regarding presence of an advocate or attorney, require the attendance of an ESE Administrator and/or District Legal Representative (SRC Virtual/Brick and Mortar)

1. Annual Section 504 Meetings (All Section 504 Meetings will be held in a virtual format or phone conference; Face-to-Face Meetings are suspended for the first semester of the 2021-2022 school year)
2.
 - a. School Counselor or Section 504 School Coordinator will notify Section 504 Team Members (Parents and General Education teacher) of scheduled Annual Section 504 meetings. These meetings may be held virtually through phone calls, TEAMS, or Skype.
 - b. Section 504 Team Members are still responsible for ensuring accommodation data is maintained to guide Section 504 decisions.
 - c. School Counselor or Section 504 School Coordinator will collaborate with teachers and service providers (if needed) through email, phone call, Skype, or TEAMS to ensure most up to date information is reflected in the Section 504 plan.
 - d. Drafts of the Section 504 plan should be shared with parents at least two days prior to the meeting.
 - e. Section 504 meetings may be done traditionally, considering regulations regarding size and distance provided by CDC. If unable to do a meeting traditionally, Section 504 meetings can be done in a virtual format through phone call, Skype or TEAMS if available to the parents ensuring required participants are present and parent information is provided in the development of the Section 504.
 - f. Email confirmation that the parent agrees with the Section 504, as well as consent to evaluate can be used in lieu of signed copies if school is operating on a remote platform.
3. Manifestation Determination Meetings
 - a. According to current Student Code of Conduct Procedures, all suspensions will resume when students are able to return to traditional school setting.
 - b. Manifestations and Disciplinary Hearings will also resume at that time.
 - c. If notified of school closures, manifestation meetings will be suspended at that time; If an Annual IEP meeting is held during school closures, teachers should ensure new goals and benchmarks are included to address disciplinary actions that required a Manifestation Determination Review.
4. Initial or Reevaluation 504 Meetings
 - a. School Counselor or Section 504 School Coordinator will notify Section 504 Team Members (Parents and General Education teacher) of scheduled Initial or Reevaluation.
 - b. Initial or Reevaluation Section 504 meetings can be held if there is sufficient data that is present to support new eligibility or continued eligibility and meets the requirements of Section 504.

- c. Initial Section 504 meetings will be held for any parent or teacher-initiated Section 504.
- d. Section 504 Team Members are still responsible for ensuring accommodation data is maintained to guide Section 504 decisions.
 - Resources will be provided in the Section 504 TEAMS on implementation of virtual accommodations.
- e. School Counselor or Section 504 School Coordinator will collaborate with teachers and service providers (if needed) through email, phone call, Skype, or TEAMS to ensure most up to date information is reflected in the Section 504 plan.
- f. Drafts of the Section 504 plan should be shared with parents at least two days prior to the meeting.
- g. Section 504 meetings may be done traditionally, considering regulations regarding size and distance provided by CDC. If unable to do a meeting traditionally, Section 504 meetings can be done in a virtual format through phone call, Skype or TEAMS if available to the parents ensuring required participants are present and parent information is provided in the development of the Section 504.
- h. Email confirmation that the parent agrees with the Section 504, as well as consent to evaluate can be used in lieu of signed copies while school is not in session.