

Excerpts from Supporting Students with Disabilities Online



Florida Virtual School

March 24, 2020

Nikki Callaghan, District ESE Director

The following excerpts are those from the presentation which pertain to processes for Pre-K Exceptional Student Education.

The entire presentation is also attached on the TATS website on the following page:

- <https://tats.ucf.edu/ideas-and-resources-for-evaluations-transition-and-collaborating-with-families/>

Recommended First Steps:

- Designate an ESE contact person. If possible designate an additional contact person to coordinate with Pre-K staff.
- Designate a contact person to make the initial contact with families (recommended first-contact is a phone call but other types of communication, such as email is acceptable).
 - Provide a policy of wording regarding communication with families in order to maintain consistency.
 - Ask families what they prefer as the best mode of communication to meet their needs.
 - When you communicate with families, schedule the next communication if possible.
- Note the device and storage method being used to saved documentation

IEP: Setting up Virtual Meetings

Important: Document all communication and all attempts to communicate.

- Contact the family member or guardian to set up a mutually agreeable date. Contact staff members. Set up a calendar invitation.
- Send a copy of the Procedural Safeguards by email. Mail the documents if email is not possible.
- Send the following information to family, teachers, related service providers:
 - Dates and methods of communications
 - Purposes of the meeting
 - How the meeting will be held along with directions for use and log-in of technology
 - Descriptions of how family will participate
- Include input forms and deadlines for return of the forms

IEP: Prior to the Meeting – Preparations

- Gather input and draft the IEP
- Save a copy of the draft and email to the family prior to the meeting (48 hours)
 - Use password protection or encrypted email
 - Send the password to the parent in a separate email
- Important: Note in email and in conversation with the parent that the IEP being sent is a DRAFT.
- Send reminder emails to family and to appropriate staff

IEP: Facilitating the Meeting

- Meeting Agenda
- Ground Rules – how to take turns, how to participate when it's your turn
- Use cameras if possible and appropriate
- Introduce all participants
- Display IEP pages on the screen so that all are able to view at the same time
- Use polling options or ask each member of the team one at a time.
- Important: Be sure everyone has had a chance to participate and state ideas. Since you can't always see everyone, it's important to ask if everyone has had a chance to express ideas and concerns.

IEP: Meeting Completion

- Explain to the parents that the IEP will be sent once it is finalized and signed by the staff.
- Remind parents that the document will have password or encryption access.
- Conference notes and summary should be detailed and describe how each person participated.
- Obtain staff signatures using online platform. Have a specific plan that has been described to everyone
- Send IEP to family. Document method, date, and password.

IEP: Documentation

- Obtain parent signature or document on signature page
- File IEP and documents in designated platform
- Share information with anyone not in attendance, as appropriate
- Update student information

RESOURCES

- **RMTC-D/HH** (Resource Materials and Technology Center) Virtual Education for Students who are Deaf/Hard of Hearing: https://docs.google.com/document/d/10nVVs-V-PDUDG5wVvjwVe_x9MgUONG0hKc5VcEA9t_t8/preview
- State Educational Technology Directors Association (**SETDA**) – eLearning Coalition: <https://www.setda.org/main-coalitions/elearning/>
- **FLVS**
<https://www.flvsglobal.net/webinars/> - Support for teachers and administrators to transition to online learning
<https://www.flvs.net/> - Links at very top of main page to enrollment for students and parents; support for schools and districts; teacher training

RESOURCES

- Nonmembers of **CEC** can receive a free basic membership from now through May 31 by using the promotional code "CECED60" [Join Now!](#)
- The Florida Department of Education made resources available through **CPALMS** Standards Viewer mobile app: Download the free app from: [Apple App Store](#) or [Google Play](#).
Browse or search for specific standards using mobile phone or tablet device. Clarifications/examples, related access points, and available resources on CPALMS are included with every benchmark.
- **CPALMS** also has over 900 original student tutorials available for students and teachers to use. These tutorials are designed for students to supplement classroom instruction.
- **Don Johnston**: Supporting Students with Complex Needs at Home-Guidance for Teachers and Parents –WEBINAR 3/25 - <https://learningtools.donjohnston.com/webinar/supporting-students-with-complex-needs-at-home/>
- **PBS** Stations in the state have begun airing a new, weekday television schedule of education programs aligned to state standards. Stations will also offer a suite of free digital learning resources accessible from home.

**Following: Slides from the Presentation (Supporting Students with Disabilities Online
Florida Virtual School, March 24, 2020, Nicki Callagan)**

FIRST STEPS - ESE CONTACT

- Initiate communication with PHONE CALLS from a designated ESE contact
 - Set a positive tone – all in this together – patience
- Determine the family's preferred form of communication (phone call, text, email)
 - Schedule regular contact/check-ins immediately (individual/groups)
 - Ensure the family has a designated point of contact and their information
 - Encourage communication within boundaries and with reminder of needed patience with response time

SETTING UP VIRTUAL IEP MEETINGS

Parent Contact/Input:

*FLVS = ESE Coordinator

- Contact the parent/guardian via phone call, text, email to set up a mutually agreeable the day/time of the meeting (do your best to adhere to timelines, school master schedule, and service provider availability)
- Send a copy of the Procedural Safeguards via email and document
- Make several attempts at parent contact using several methods (call, text, email)
- Be sure to document communication attempts
- Be sure intended purpose of meeting is clear
- Explain how the meeting will be held in an online platform AND conference call to allow options for parents
- Explain how they will login/call
- Explain how they will participate in the meeting/what to expect if this format is new
- Request input/meeting reply as appropriate (send forms via email or gather input/response via phone call)
- Let the parent know to expect an email with the IEP draft prior to the meeting

SETTING UP VIRTUAL IEP MEETINGS

Teacher/Service Provider Contact/Input:

***FLVS = ESE Coordinator**

- Contact the teachers, service provider, etc. via email to alert them of the date/time of the meeting (do your best to adhere to timelines)
- Set up a calendar invitation with auto reminders (via Outlook)
- Be sure intended purpose of meeting is clear
- Explain how the meeting will be held in an online platform AND conference call
- Explain how they will login/call
- Explain how they will participate in the meeting/what to expect if this format is new
- Send input form request with a deadline for return

PRIOR TO THE MEETING

***FLVS = ESE Coordinator**

- Gather input and draft IEP
- Save a copy of the draft IEP using password protection or encrypted email to the parent prior to meeting date/time (48 hours)
- Be sure to document the password
- Send password to parent in a separate email
- Be sure to note to the parent that it is a draft to get the conversation started – welcome any input that they have prior to the meeting
- Send reminder email or text to parent prior to meeting as appropriate

MEETING FACILITATION

***FLVS = ESE Coordinator**

- Facilitated IEP methods
- Meeting Agenda
- Ground Rules – how to take turns talking online or on phone/how to participate when it is your turn
- Use camera if appropriate
- Be sure to introduce all participants and their roles
- Display IEP pages on screen in online platform for all to view together
- Use polling options for consensus as needed/or have facilitator ask for each member at a time

MEETING COMPLETION

*FLVS = ESE Coordinator

- Explain to parent that IEP will be sent once finalized and signed by staff
- Remind parent that the document will have a password to access or the email will contain instructions for encryption
- Be sure conference summary notes are detailed and include those that participated and HOW they participated (via online platform and/or phone)
- Obtain staff signatures utilizing online platform or email with a plan to pass along in a predetermined order (Auditor General prefers to have at least 2 actual staff signatures/others can have a note that they attended via online platform and/or telephone)
- Send finalized IEP with staff signatures to parent via email with password protection or in encrypted email
- Be sure to document the password
- Send password to parent in a separate email

*NOTED on IEP documents in state system (PEER): The signatures below represent individuals who were in attendance at the meeting. Pre-printed names alone represent individuals who participated in the meeting via individual or conference telephone call, video conferencing, or other similar method.

DOCUMENTATION

*FLVS = ESE Coordinator

- Obtain parent signature or note participation on participant signature page
- File IEP and all appropriate documents in designated platform
- Share information with anyone that was not in attendance as appropriate
- Update student information as appropriate (schedule, frequencies of services of related services, etc.)