

Superintendent Runcie's Video



ESE Webinar

Getting Ready for School and e-Learning



The eLearning World

Synchronous and Asynchronous Classrooms

- Canvas Learning Management System (LMS) - Asynchronous Classroom

“Not happening at the same time”



Canvas

- TEAMS for Web Conferencing – Synchronous Classroom

“Happening at the same time”



Teams

- Virtual Counselor





What is Canvas?

Canvas is a Learning Management System, or LMS, and is often described as, "a way to simplify teaching and learning by connecting all the digital tools teachers and students use in one easy place".

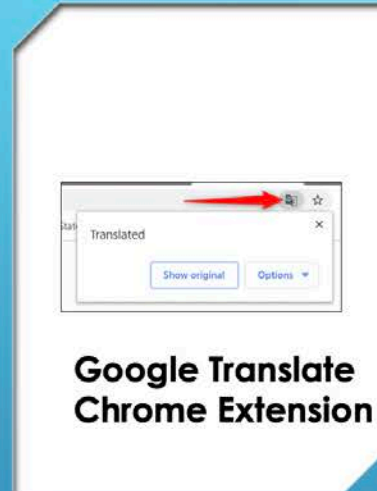
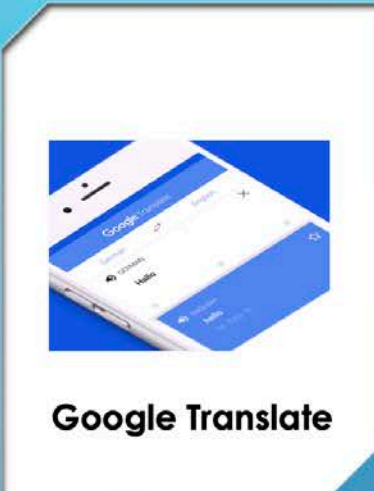
With Canvas, students can:

- receive course announcements
- manage upcoming assignments for all courses in one calendar
- submit assignments
- take quizzes
- receive feedback about course work
- communicate with teachers (and other students)
- and much, much more!

Students can access Canvas through their [Single-Sign-On Clever Launch Pad](#), but teachers need to publish courses and content before students can participate and interact with them.

English Language Learners

<https://browardschools.instructure.com/courses/867005>



**TOOLS FOR SUPPORTING ELLS
THROUGH REMOTE LEARNING**



Bilingual/ESOL Department

How to Translate Information in Canvas to Multiple Languages



Google Translate

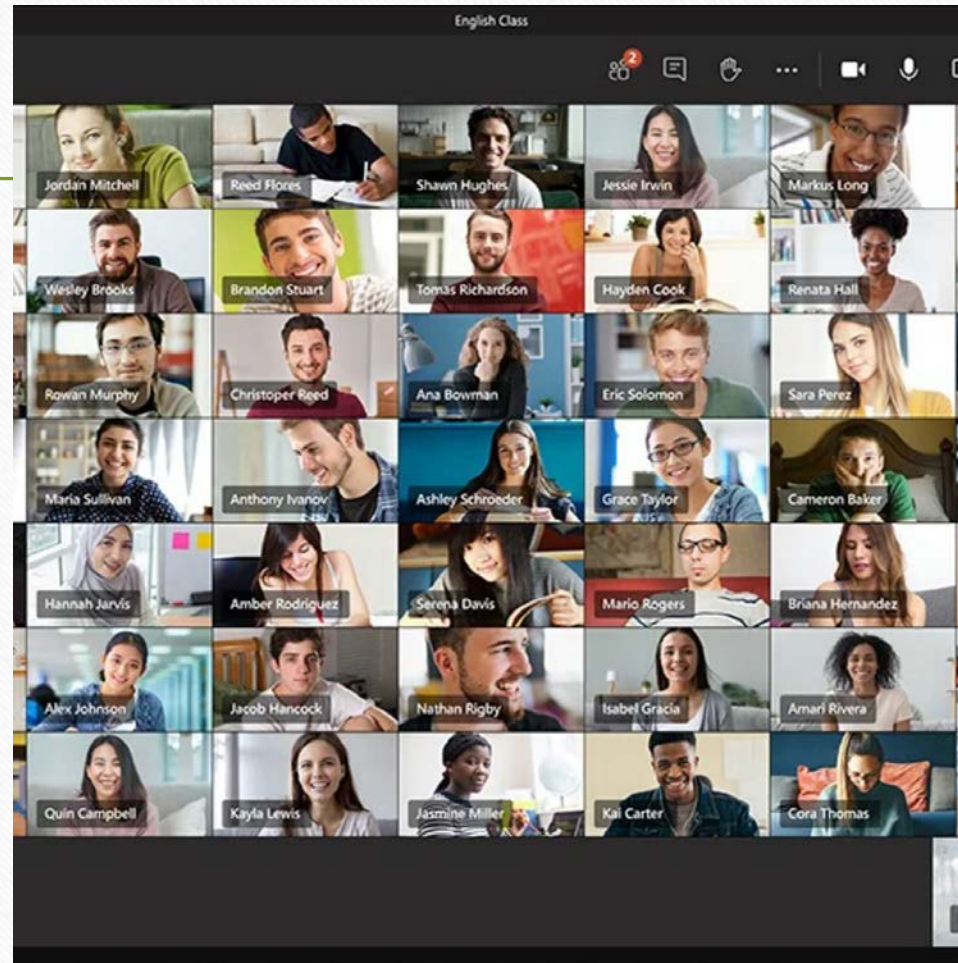
Offered by: translate.google.com

Google Translate Chrome Extension
/ Extensión de Google Translate
Chrome / Google Translate Chrome
Ekstansyon / Extensão do Google
Tradutor Chrome

- [Google Translate Chrome Extension – How To](#)
- [Como utilizar la extensión de Google Chrome Translate](#)
- [Teknik pou enstale Ekstansyon pou tradui paj wèb nan Google Chrome](#)
- [Google Chrome Tradutor – Como acessar](#)

What is Teams?

Teams is being used to deliver web conferences where students and teachers meet synchronously for delivery of instruction





Web Conferencing Netiquette

Students need to follow proper web conferencing netiquette and display the proper code of conduct and decorum in a virtual meeting. To help you participate well in your class web conference follow these simple virtual meeting netiquette rules and tips:

1. Leave the keyboard alone...
2. Dress appropriately...
3. Be aware of your surroundings...
4. Mute your microphone when you are not talking...
5. Speak up, but do not shout...
6. No food allowed...
6. Stay seated and stay present...
7. Find a quiet location with no or minimal background noise...
9. Turn off all sounds on your phone...
10. Parents should not interrupt meetings...
11. Do not record or upload any portion of any web conference ...

For more information on Digital Citizenship and Internet Safety go to [Digital Citizenship Resources](#).

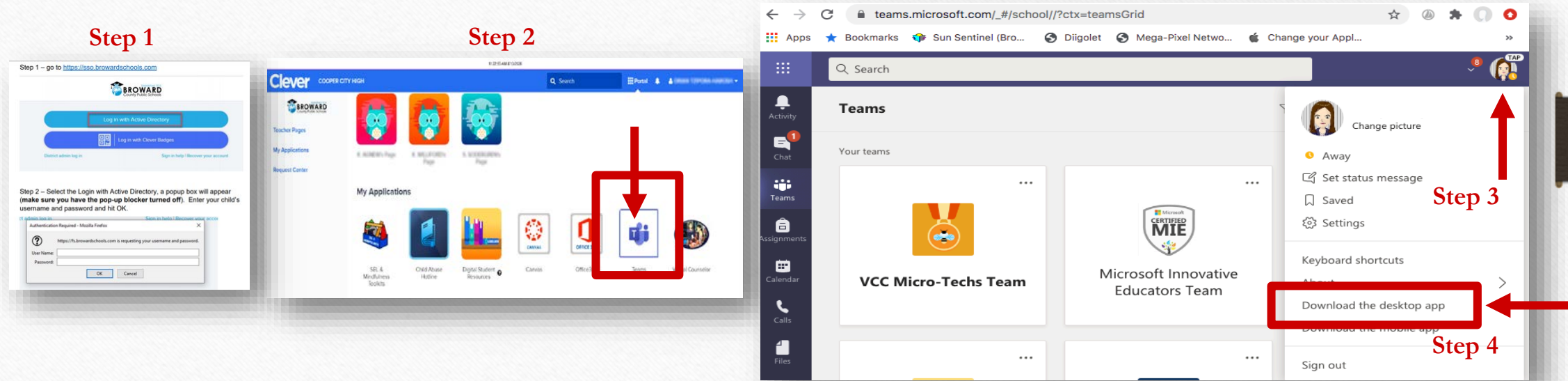
Download the Teams Desktop App Onto a Computer

Step 1: Log into the Clever SSO Launchpad

Step 2: Select the Teams icon.

Step 3: Once Teams loads, look at the top right for the profile icon. This could be initials or an image.

Step 4: Select Download the desktop app and follow the instructions given.



OR You can go directly to the Microsoft website and choose Download for desktop
<https://www.microsoft.com/en-us/microsoft-365/microsoft-teams/download-app>

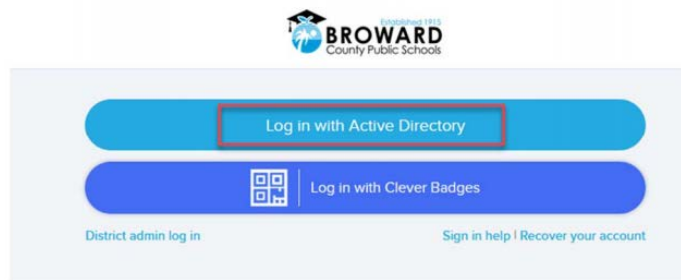




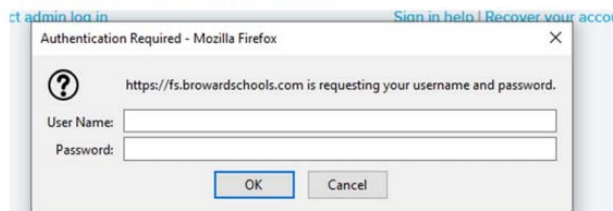
Five Steps to Getting Ready for eLearning Broward County Public Schools Parent Guide

1. How does your child get to school?

Step 1 – go to <https://sso.browardschools.com>



Step 2 – Select the Login with Active Directory, a popup box will appear (**make sure you have the pop-up blocker turned off**). Enter your child's username and password and hit OK.

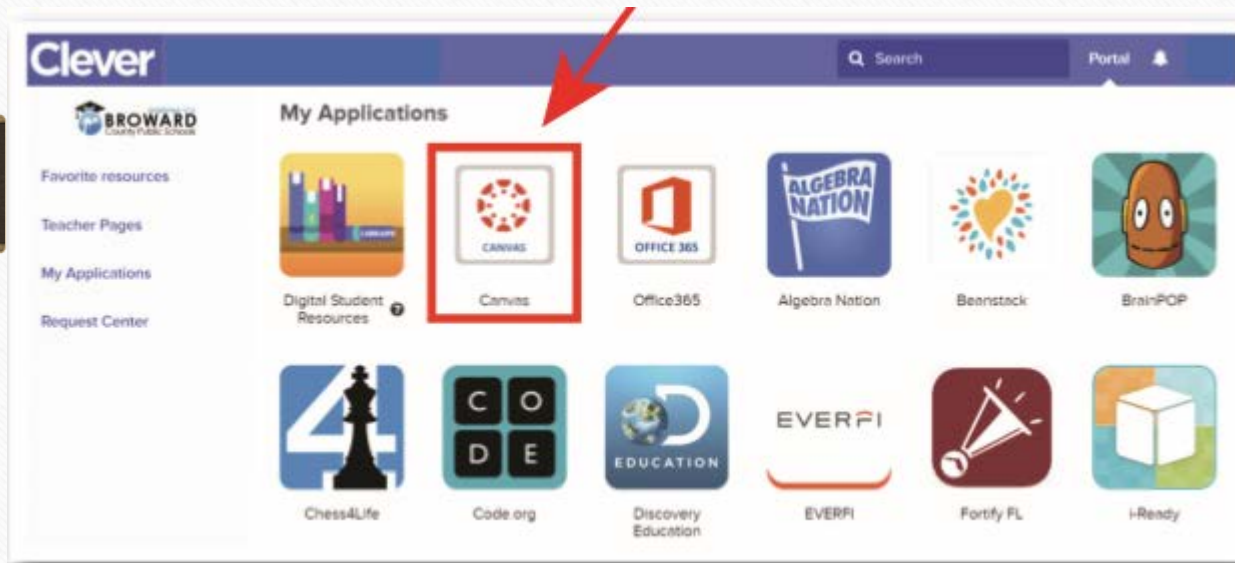


Students need to go to sso.browardschools.com to access their Clever Single-Sign-On Launchpad

Have your child sign in with his/her student number and password/PIN to get to his/her personalized Clever Single Sign-On Launchpad.

Schools may not be open, but Learning Never Closes in BCPS

2. How does your child enter school?



Each student's dashboard is different depending on grade level.

Here is a sample of one.

For young and complex learners, parents/guardians should log in with the student information.

Schools may not be open, but Learning Never Closes in BCPS

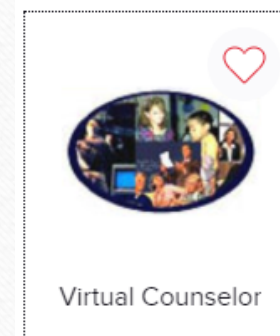
3. How does your child get to class?



If your child has multiple courses (middle and high school), they need to review their school schedule to know the order in which they should be attending classes.

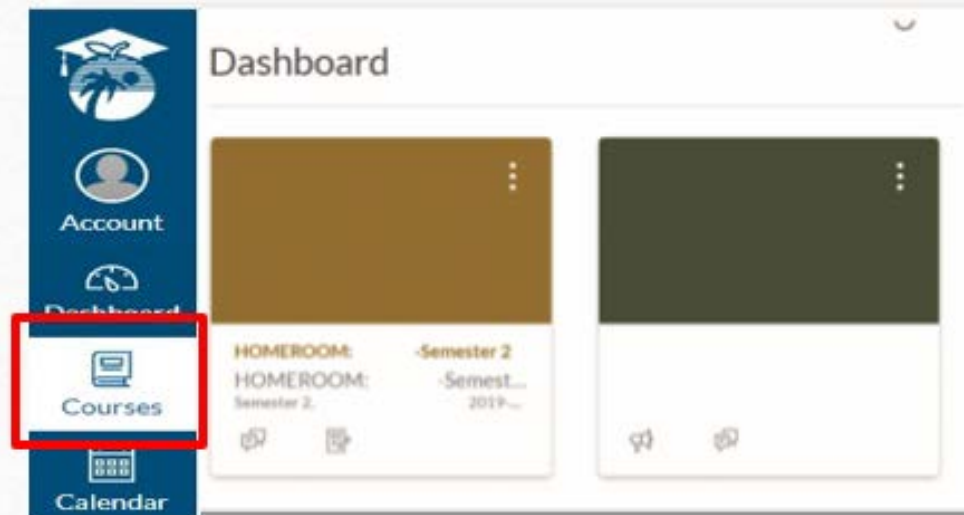
Have your child go to Virtual Counselor to find out his/her class schedule.

Virtual Counselor may be accessed by logging onto your child's Single Sign-On LaunchPad at sso.browardschools.com and clicking on the Virtual Counselor tile.



Schools may not be open, but Learning Never Closes in BCPS

4. How does your child enter class?



Have your child click on the Canvas image outlined on their SSO Launch Pad.



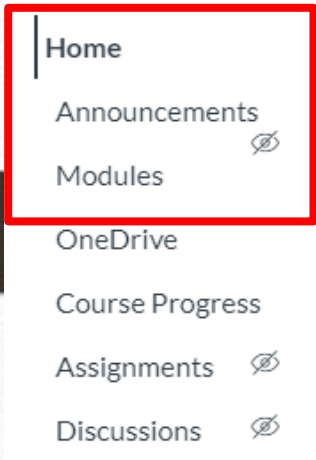
That will take your child to their Canvas course(s). Each course is a tile, so a student with multiple courses will have multiple tiles.

Use the "Courses" button on the left blue navigation bar to access your courses. Or you can click on the Canvas Tile to bring you into your Canvas course.

5. How does your child find his/her Canvas schoolwork and Teams web conference link?

CANVAS ASSIGNMENTS

TEAMS WEB CONFERENCING LINKS



Read any of the teacher's announcements at the top of the home page of the Canvas course and then look for assignments below. If the teacher has designed work in Modules, click on the Modules link on the left side of the course navigation to begin seeing the units of study.

Teachers will be providing live web conferencing through **Microsoft Teams**. The link to these live meetings will be placed in a Canvas Home Page.

| | |
|--|---|
| <u>Mr. Barmoha's 1st Period Teams link:</u> 8:30 - 10:00 on Garnet-Day | Join Microsoft Teams Meeting ⁺ +1 754-216-1864 United States, Fort Lauderdale (Toll) Conference ID: 818 788 401# |
| <u>Mr. Barmoha's 3rd Period Teams link:</u> 12:05 - 1:35 on Garnet-Day | Join Microsoft Teams Meeting ⁺ +1 754-216-1864 United States, Fort Lauderdale (Toll) Conference ID: 818 788 402# |
| <u>Mr. Barmoha's 7th Period Teams link:</u> 12:05 - 1:35 on Gold-Day | Join Microsoft Teams Meeting ⁺ +1 754-216-1864 United States, Fort Lauderdale (Toll) Conference ID: 818 788 403# |

If for some reason your internet is not working properly you can join the meeting by phone with the appropriate phone number and conference ID, please note that joining by

Schools may not be open, but Learning Never Closes in BCPS

What else do I need to know?



Students need to log in every day:

- To Canvas to review their assignments and instructions from their teacher(s)
- To the Teams web conference by using the Join Link provided by their teacher to receive daily instruction

While your child engages in e-Learning they may not be on the computer all day.

- Some assignments can and will be done online, however, some assignments will be completed offline and then uploaded to a Canvas course for grading.
- Students will be asked to join live web conferences or watch an online video to receive the instruction they need. These web conferences and videos will vary in length.
- As always, please try to provide your child with as much support as possible to help them be successful in their schoolwork.
- Please feel free to email your child's teacher(s) with any questions or concerns about elearning.

Schools may not be open, but Learning Never Closes in BCPS



Accessing the Canvas Parent App

[Canvas Parent App Broward 2-12-20.pdf](#)

The Canvas Parent app enhances the potential for parents to engage in their children's education. The Canvas Parent app is available both for iOS (version 10.0 or higher) and Android (version 5.0 or higher) through the Apple App Store or the Google Play store. Use the links below to learn more about the Canvas Parent app.

- [Parent iOS app.](#)
- [Parent Android app.](#)
- [Canvas App Features](#)
- [Canvas Parent App Video Tutorial](#)
- [Canvas Parent App Tutorial - Español](#)
- [Canvas Parent App Tutorial - Haitian-kreyòl](#)
- [Canvas Parent App Tutorial - Português](#)
- [Canvas Parent App Tutorial - العربية](#)

Passport to Canvas – Student Canvas Course

STUDENT RESOURCES

Digital Textbooks

Digital Resources

Learning Never Closes

Digital Resources

★ K-5 Textbooks

★ 6-8 Textbooks

★ 9-12 Textbooks

Library/Media Resources

Naviance

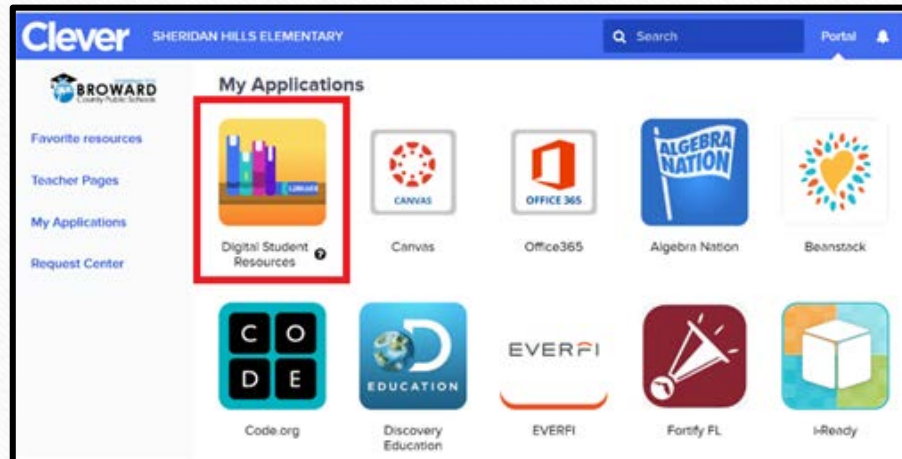
Learning Never Closes

Canvas Self-Paced How To Course ✓

Passport to Canvas ✓

Students can learn how to use Canvas by participating in the [Passport to Canvas](#) course found in the [BCPS Digital Student Resources](#) Canvas Course.

Digital Student Resources



- Students can access the Digital Student Resources course directly from their Single-Sign-On Clever Launch Pad highlighted in red
- Or by clicking the Student Textbooks & Resources link located under Resources in the blue global navigation menu in any Canvas course.
- Students can access their digital textbooks here.





As part of Broward County Public Schools (BCPS) commitment to supporting families and employees engaging in distance learning, the District has established a dedicated technical support line to assist with computer-related issues and needs.

Instead of contacting individual schools for assistance, BCPS parents, students and staff are encouraged to call the technical support line if they have questions or need help with any of the following:

- Operating the computer device
- Fixing a computer device
 - Obtaining a computer device
- Using academic platform or programs, such as Canvas, Teams, Office, etc.

Physical Support at select locations will be provided at least 3 days a week that will be managed through appointments created from the Virtual Call Center. Identification of these sites will be communicated at a future date.

BCPS Technical Support Line Call
754-321-0569
Monday through Friday 8 a.m. – 4 p.m.
Starting August 24, 2020

For curriculum support, families should continue to contact the main phone number of the school the student attends. Mental health support is also available through BCPS Student Services Department by calling 754-321-HELP (4357).



Affordable Internet Access Options for BCPS Families and Staff

There are several options to provide more affordable internet services to meet the needs of struggling Broward families and staff who do not presently have internet access. The following priority list will be served with these opportunities:

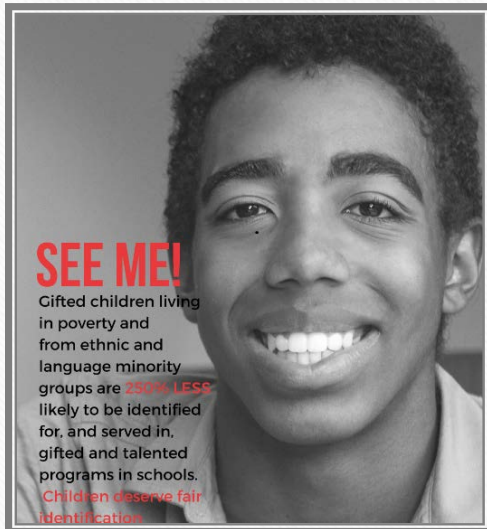
1. Students affected by housing instability/insecurity will be provided with unlimited data internet mobile hotspots (or unlimited data phones) at no cost to them.
2. Students who are deeply economically affected by this crisis (e.g., are now the sole family breadwinner) will be provided with unlimited data internet mobile hotspots at no cost to them; and
3. Low income families and staff will continue to be referred to:
 - a) AT&T's Access program with \$5 - \$10/mo.*cost. Please visit att.com/access for more details or call 855-220-5211.
 - b) Comcast's \$10/mo. Internet Essentials program** for low income families. Please visit internetessentials.com or call 1-855-846-8376 for English or 1-855-765-6995 for Spanish.



Attendance Taking

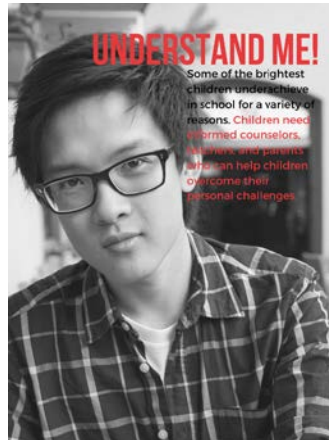
- Teachers will record student attendance in Pinnacle.
- Students will be counted in attendance in the learning environment during their scheduled class time in Teams.
- Teachers should be flexible and consider any extenuating circumstances of individual students and may consider other evidence of attendance in these individual cases.
- Students will be counted as absent when no evidence of the student's online presence can be observed by the teacher during their scheduled class time.
- Parents will be notified within 48 hours of a reported absence via a robocall.
- It is the parent's responsibility to communicate a reason for absence by phone or through the online form available on the traditional school's website (Contact > Report an Absence) or in the BCPS Mobile App (Directory icon).

Gifted Services During Remote Learning



- Students will continue to work with gifted endorsed teachers.
- Gifted teachers will differentiate the online content to meet the individual needs and goals on the students EP's.
- EP meetings will continue virtually unless the parents choose to wait until a face-to-face meeting is possible.
- The district Gifted Team will continue to provide weekly webinars for teachers on topics such as differentiation, how to create collaborative student groups remotely, how to create enrichment clusters in Canvas, how to increase the rigor/complexity of assignments to meet the students intellectual needs, etc.

Gifted Services During Remote Learning

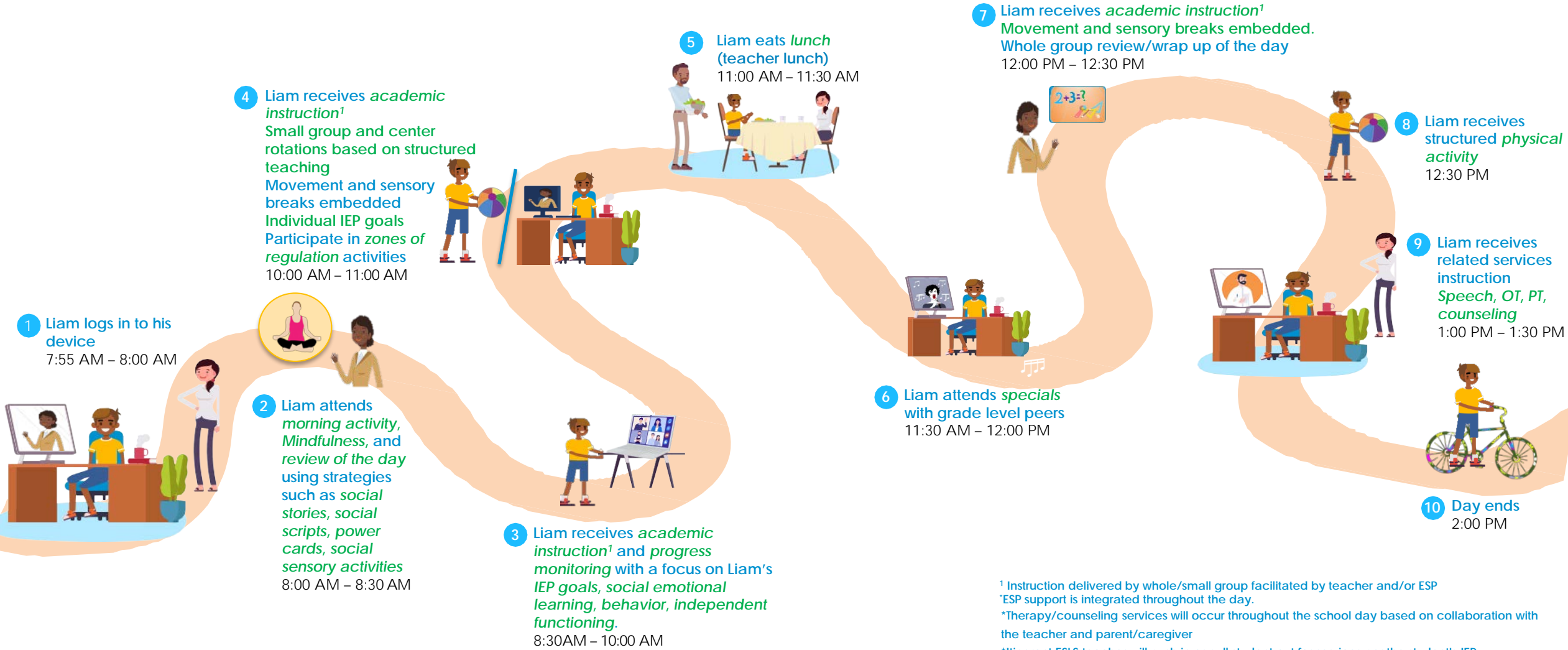


- Monthly Gifted Advisory Council Meetings for parents will continue virtually with topics such as acceleration, advanced academic options, social/emotional learning for the gifted, etc.
- A Canvas course for parents of the Gifted has been created with free resources. You can access it by going to: <https://browardschools.instructure.com/courses/880063>
- The district Gifted Team will have bi-weekly morning and evening open webinar times where parents can come and ask questions.
- All Gifted screenings and evaluations are on hold now until we can safely bring students back into our school buildings. If you would like to request a gifted screening, please contact your ESE Specialist.

Q & A - Part 1



ILLUSTRATIVE: Day in the life of Liam's eLearning day (Elementary special program* class)



¹ Instruction delivered by whole/small group facilitated by teacher and/or ESP
^{*}ESP support is integrated throughout the day.
^{*}Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver
^{*}Itinerant ESL teacher will push in or pull student out for services per the student's IEP

ILLUSTRATIVE: Day in the life of Jordan's eLearning day. (Middle and high school **SVE**)

1 Jordan logs in to his device to participate in the *daily opener of his class* (e.g., Mindfulness, social and emotional learning) Jordan logs in to **ACCESS Language Arts***
8:30 AM – 10:00 AM



3 Jordan has **lunch**
11:30 AM – 12:00 PM



2 Jordan logs in to **ACCESS Math***
10:00 AM – 11:30 AM



5 Jordan logs in to **ACCESS Social Studies/Science***
1:30 PM – 3:00 PM



6 Jordan logs off
3:00 PM



4 Jordan logs in to **Physical Education* (Elective)**
12:00 PM – 1:30 PM



*Whole Group (teacher 10-20 minutes)

*Independent Work (20 – 30 minutes)

*Therapy/counseling services will occur throughout the school day based on collaboration between the teacher and the parent/caregiver

*Itinerant ESL teacher will push in or pull student out for services per the student's IEP

ILLUSTRATIVE: Day in the life of Jordan's eLearning day. High school *transition deferment schedule* (Students who already met graduation requirements, 18-22)

1 Jordan logs in to his device to participate in *daily opening and mindfulness activities*
Jordan logs in to *Self-Determination*
8:30 AM – 10:00 AM



2 Jordan logs in to *Career Education*
10:00 AM – 11:30 AM



3 Jordan takes a *lunch break*
11:30 AM – 12:00 PM



4 Jordan logs in to *Culinary Arts*
12:00 PM – 1:30 PM



5 Jordan logs in to *Preparation for Adult Living, Career Experiences, Career Preparation*
1:30 PM – 3:00 PM



6 Jordan logs off and concludes his instructional day.
3:00 PM



*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver
*ESP support integrated throughout the day
*Itinerant ESLS teacher will push in or pull student out for services per the student's IEP

ILLUSTRATIVE: Day in the life of Liam's eLearning day (*Separate day school** class)

1 Liam logs into his device
Morning meeting
Review of the day
Mindfulness activity (e.g. social stories, sensory activities, individual visual schedule, and task strips)
8:00 AM – 8:30 AM



3 Liam receives structured *physical activity*-
Whole group structured recess
Leisure break
Personal health and fitness (depending on grade level)
10:00 AM - 10:30 AM



2 Liam receives academic instruction
Standard-based instruction in reading and ELA
Whole group standards based / ACCESS Points instruction
8:30AM – 9:00 AM
Small group rotations, independent computer based software, independent activities, and snack break
9:00 AM – 10:00 AM

4 Liam receives whole group math instruction
10:30 AM – 11:00 AM



5 Liam eats *lunch* (teacher lunch)
11:00 AM – 11:30 AM



6 Liam receives small group math instruction
Independent practice activities
11:30 AM – 12:00 PM



7 Liam attends specials/electives
12:00 PM – 12:30 PM



8 Academic instruction
Whole group core instruction in Science, Social Studies and Life Skills
12:30 PM – 1:00 PM



9 Daily therapies¹ and teacher tiered instruction (*speech, OT, PT, mental health services, teacher time*)
1:00 PM – 1:30 PM



10 Day ends
1:30 PM

*Liam's day is focused on targeted IEP goals and independent work rotation.

- Small group teacher led tiered instruction on targeted IEP goals (academic, independent functioning, and social emotional goals word) teacher-led
- Independent computer-based rotation/unique learning systems online assignments / independent tasks/ afternoon snack break – ESP supported
- Related Services/Therapies outlined in IEP – Related Service Provider
- ESP support is integrated throughout the day

¹EBD separate day schools will continue to provide on-call therapy option

*Therapy/counseling services will occur throughout the school day based on collaboration with the teacher and parent/caregiver

*Itinerant ESL teacher will push in or pull student out for services per the student's IEP



Supporting our Children with Disabilities in Virtual Formats

Tips for Families

Presented By:

Barbara Krakower, M.M.S. CCC-SLP

Bari Aronson, MS Ed.

Florida Inclusion Network FDLRS Reach



The Florida Inclusion Network (FIN) collaborates with all districts, schools, and discretionary projects to provide customized services and supports ensuring all students with disabilities have the same educational, social, and future opportunities as their peers.

TIP #1

First, remember that your role is a parental one. Your child needs their parent.



<https://www.browardschools.com/learningnevercloses>

TIP #3

Set up a comfortable space in your home for learning.



TIP #4



Establish a schedule. Schedules are important for you and for your child, especially if you are also working from home. Set clear expectations and goals with your child.

<https://www.online-stopwatch.com/classroom-timers/>

TIP #5

Allow breaks and time for recess. Many students' individual education plans (IEPs) include accommodations for frequent breaks, and this will apply to home learning as well.

<https://www.gonoodle.com/>



TIP #6

Limit distractions. Siblings, gaming devices, tablets, television shows, or other distractions are likely to take your child's attention away from schoolwork.



TIP #7



Allow socialization. Even if playdates are not recommended, you should find ways for your child to interact with family, friends and classmates.

TIP #8

Provide time away from screens. Eye strain, screen glare, and not moving cause fatigue.



TIP #9



Use your support networks.
You are not alone.
Everyone is experiencing
this, so reaching out can
provide you with new
resources, ideas, or just plain
comfort.



Working Together

As families, we will:

- **Share information about our kids** that teachers will want to know
- Give tips about what worked - and didn't work – while our children were learning at home
- Provide updates about what services or supports our kids missed, and how it impacted them
- Do our best to communicate openly, respectfully, and in a timely way, remembering that we may also be juggling jobs and other family responsibilities.



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Working Together

Back to School Update

Back-to-school update

My child's name: _____ My name: _____
My email and/or phone: _____

Distance learning

My child's experience with distance learning last spring was (check all that apply):

| | | | |
|--|-------------------------------------|--|-----------------------------------|
| <input type="checkbox"/> Mostly positive | <input type="checkbox"/> Manageable | <input type="checkbox"/> Done independently | <input type="checkbox"/> Engaging |
| <input type="checkbox"/> Mostly negative | <input type="checkbox"/> Stressful | <input type="checkbox"/> Done with lots of support | <input type="checkbox"/> Boring |
| Other: _____ | | | |

Video lessons helped my child learn. Yes No Not sure Other: _____

Other comments? Questions? _____

Strengths and challenges

My child is good at or enjoys (reading, science, art, etc.) _____

My child needs help or has a hard time with _____

Challenging behaviors I've noticed recently in my child (check all that apply):


| | | | |
|---|---|---------------------------------------|---------------------------------|
| <input type="checkbox"/> Angry outbursts | <input type="checkbox"/> Worrying a lot | <input type="checkbox"/> Stomachaches | <input type="checkbox"/> Crying |
| <input type="checkbox"/> Refusing to follow rules | <input type="checkbox"/> Trouble focusing | <input type="checkbox"/> Headaches | |
| <input type="checkbox"/> Trouble wearing a mask | <input type="checkbox"/> Trouble sleeping | <input type="checkbox"/> Other: _____ | |

Other comments? Questions? _____

Recent events

With all that's been happening recently, it's important for my child's teacher to be aware that _____

Other comments? Questions? _____

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Working Together

As educators, we will:

- **Ask Questions** about our students and their families' concerns
- Give tips about what's working-and not working-as we start the school year
- Provide updates to families with IEPs and accommodations for distance learning
- Share information and resources that families might find useful
- Do our best to communicate openly, respectfully, and in a timely way, remembering that we have many students to catch up with or **families of our own**



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Be patient with

- your child,
- with the system,
- with teachers,
- and with yourself.



BE KIND
for
EVERYONE
YOU MEET *is*
FIGHTING
a **HARD BATTLE**

Florida Inclusion Network

For support, contact your local FIN Facilitator...

Bari Aronson

Bari.Aronson@browardschools.com

Barbara Krakower

Barbarakrakower@browardschools.com

Thank you for your time today and stay safe!

Practical Behavior Strategies for Parents & Caregivers During E-Learning

ESLS Parent University

Presented by:
Pamela Terilli,
Behavior Program Specialist
Pamela.Terilli@browardschools.com



Teach E-Learning Expectations

Proactive Teaching Outside of the Upsetting
Situation

Google Meet EXPECTATIONS



Tips for being a good classmate
in an eLearning Environment

- Please show up at the correct time & stay in the Meet for the entire time
- Find a quiet place away from distractions such as siblings, TV, pets, etc.
- Mute your microphone until you are called upon to speak
- If you are called upon to speak, unmute your microphone, so we can hear you
- If you have a question, put it in the chat
- Keep the sidebar chat on topic
- If you are responding to another student in the chat, write their name before your response
- Refrain from chewing gum or eating food in front of the camera
- Hang up at the end of the Meet



**Always be respectful
& responsible**

How do I teach those skills?



- Discussion
- Model / demonstrate
- Role play & practice
- Give feedback



Reinforcement: A Must-Do For Keeping the Good Behavior Going!

What is Reinforcement?

- When a behavior results in a favorable outcome, the behavior is more likely to be repeated in the future in similar circumstances
- Reinforcement is a strategy for increasing a desirable behavior



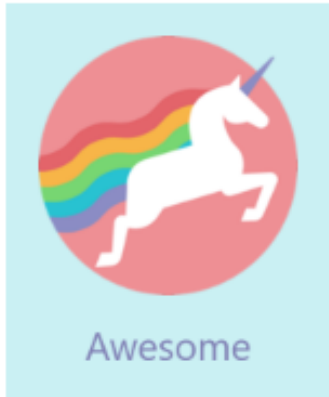
Immediately Acknowledge Your Child's Desired Behavior

- Recognize your child immediately after the desired behavior
- The longer the delay between the desired behavior and positive consequence, the less effective the consequence will be

Ways to Immediately Catch & Reinforce Expected Behavior!



Praise



Amanda Sterner sent praise to
Luchezar Kotzev
Thank you for being the best



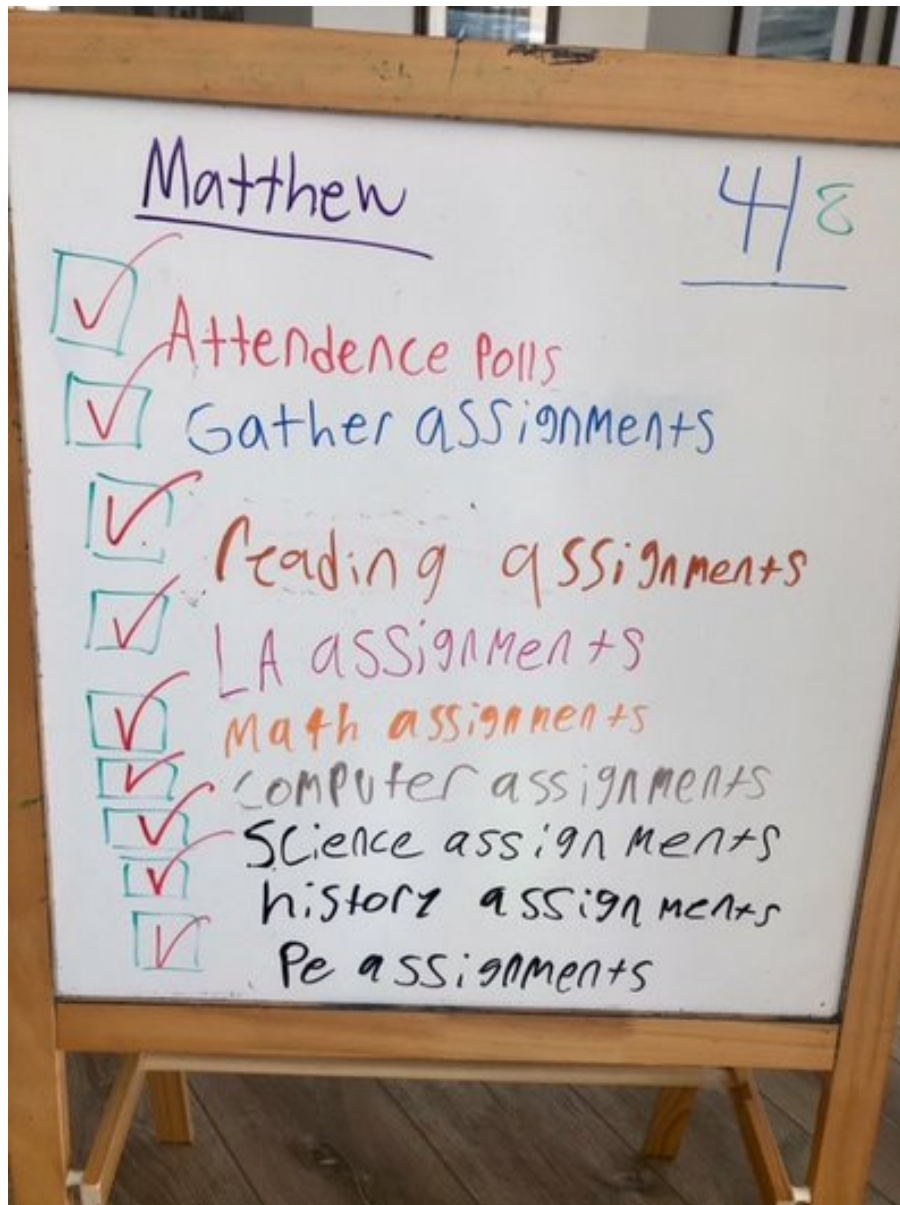
“First-Then” Strategy

Description

- Allowing a child to do something that they **really** like (e.g., playing a video game), after first doing something that is less-preferred (e.g., doing the dishes)
- Strategy for increasing compliance with a direction to do something less-preferred

Consider What Your Child Finds Rewarding

- Reinforcers vary person to person
- What motivates your child?
 - Allowance
 - Special privileges
 - Video games
 - Favorite snack or drink
- Yesterday's reinforcer isn't always today's reinforcer



Things my nephew doesn't love to do but has to do BEFORE he can do the things he REALLY LOVES to do:

- Roblox
- Minecraft
- Ark

“First-Then” Examples

- “Participate for 5 minutes, then you can have a small amount of your favorite soda.”
- “When you finish the entire lesson, you can play Minecraft.”





Tip to Increase Effectiveness

- Mean what you say and say what you mean!
- Consistently manage – make sure that the preferred activity really is contingent upon completing the less-preferred activity
- Make sure that the child is allowed to do the preferred activity as soon as they fulfill their end of the bargain

Set Limits by Presenting as a Decision (Choice)

- 4 parts:
 - Explain which behavior is unexpected & why
 - Instead of an ultimatum (“do this or else”) tell the student what their choices are and what the consequences of those choices will be
 - Allow some time for the student to decide. Withdraw from the student, attend to other students, or engage in some other task
 - Follow through



Follow Through

- 1. Exhibits expected behavior** – acknowledge & reinforce the good choice and continue the lesson or activity. Fresh start. No grudges. Ignore, low-level, face saving comments.
- 2. Maintains the problem behavior** – deliver the consequence. Inform the student. Move on.
- 3. Maintains the problem behavior, then switches to the expected behavior** – follow through with the negative consequence in order to establish limits.

Success



what people think
it looks like

Success



what it really
looks like

Temporary Distance Learning Plans (TDLPs)

August 2020

What is a TDLP?



A document linked to the IEP



Used to document how a Free Appropriate Public Education will be provided due to Emergency School Closures resulting in mandatory eLearning



Fluid document that supplements the IEP when students are participating in eLearning

What is New on the TDLP?

- Added Priority Educational Needs (PEN)
- Added Technology Resources to address PENs
- Added the ability to document unique eLearning Supplemental Aids on the TDLP

How can I access my child's TDLP?

| | |
|---------|--|
| Provide | Provide a current email address to your ESE Specialists |
| Receive | When a document is finalized, you will receive an email through EdPlan Connect |
| Follow | Follow the two-point verification process outlined in the email to access EdPlan Connect |
| Review | Review the document! |

What does it mean

The IEP is able to be implemented as written via distance learning.

?

- The current IEP for the student can be implemented via eLearning – all supports and services can be provided
- Must still document at least one PEN and one Technology Resource
- Identify the supports/services/supplemental aids needed for the IEP to be implemented in eLearning

TDLPs and Annual IEP Meetings



As annual IEPs occur throughout the 2020-2021 school year, TDLPs must be discussed and reviewed at the meeting.



Documented on the Parent Participation Form (PPF) and in the IEP document

Where can I go for help?

Contact

Contact your child's service provider to discuss concerns

Contact

If there are further concerns, contact the ESE Specialist and school-based Administrator at your child's school

Contact

Contact District ESLS Office at 754-321-3400

IEP Meetings in the Virtual World

Presented by:

Felicia Starke and Sarah Samuels

ESLS Due Process Coordinators

Virtual Meetings

- While in distance learning **all** ESE related meetings will be conducted live via a technology platform
 - Microsoft Teams
 - Allows all parties to view documents in real time just like in-person meetings
 - Telephone Conference
- Charter schools may utilize **different** platforms
- Your **ESE Specialist** may begin the meeting by reading a script
 - Review group norms
 - Review tool bar

Invited to a Meeting

- An email invite will be sent to the email address in **EdPlan** inviting you to the meeting
 - Meetings will be held at a **mutually agreeable** date and time
 - A **Parent Participation Form** (PPF) will be attached to the email
 - Videoconferencing / teleconferencing will be listed as the meeting **location**

Electronic Signatures

- You will have the **ability** to sign any documents electronically
- Your ESE Specialist can provide **instructions** on how to sign electronically

Additional Support

Please feel free to contact our office if you
require additional support:

School Parent Liaisons

Mary Catherine Dansky

Mary.dansky@browardschools.com

NaKia Fair

Nakia.fair@browardschools.com



FDLRS Parent Resources

Fridays with FDLRS: 2020-2021 Free Parent Webinar Series

- Webinars are 90-minutes each from 11:30AM - 1:00PM EST
- Registration Link for all webinars: <http://www.fdlrs.org/free-parent-webinars-fridays-fdlrs>
- Register at least 2 weeks prior to the webinar
- URL will be sent by email the day prior to the event

Webinar Dates/Topics:

- **8/21** – Keeping Your Kids Safe on the Web
- **9/18** – Understanding ESE: An Overview
- **10/16** – Accommodations
- **11/20** – Basic Behavior Principles
- **12/18** – Social Skills
- **1/15** – Components of a Quality IEP
- **2/19** – Transition for Secondary
- **3/19** – Tech Tools for Beginners
- **4/16** – Learning Styles When Parenting
- **5/21** – Resources for Parents & Families



FDLRS/FIN Parent Resources

- **Exceptional Student Learning Support**
<https://www.browardschools.com/Page/34158>
- **Tips for Families in Supporting Their Children with Disabilities in Virtual Formats**
<http://www.floridainclusionnetwork.com/family-fact-folios/>
- **CEEDAR Center.** This guide offers practical strategies for families in helping children of all ages struggling with at-home learning tasks.
- <https://cedar.education.ufl.edu/family-guide-to-at-home-learning/>
- **Inclusion Resources for Families Padlet** – access a wide range of websites supporting inclusive education practices geared for parents and caregivers.
<https://padlet.com/esebcps/inclusionfamily>
- Is your child receiving special education services? Gain a better understanding of special education processes and learn how to help your child benefit from special education services. Free Registration for the **Special Ed Connection** web-based resource: <https://bit.ly/2x96B2f>
- **FDLRS Child Find Resources** bit.ly/3hZ5vfC - Child Find provides early childhood and disability-related resources and information for parents and caregivers.
- Florida Office of Early Learning: **Transition to Kindergarten Resources**
<http://www.floridaearlylearning.com/vpk/transition-to-kindergarten-resources>
- **Understood.org:** For Families and Caregivers, understood.org is dedicated to shaping the world for those who learn and think differently so they can thrive at home, school and work.
<https://www.understood.org/pages/en/families/>

Broward ESE Advisory Contacts and Upcoming Meetings

Jacqui Luscombe

Jennifer Ellis

Jennifer Gray

Bach Todaro

Monique Perez

Leigh Townley

Ese.chair@gmail.com

acebroward@gmail.com

acebroward@gmail.com

dsccommitteeboard@gmail.com

Sldbroward.chair@gmail.com

Eseebd.chair@gmail.com

Broward
ESE
Advisory
Council

Autism
Committee
ACE

Autism
Committee
ACE

Down
Syndrome
Committee

Dyslexia/
Specific
Learning
Disabilities
Committee

Emotional/
Behavioral
Disabilities
Committee

August Meetings

[Autism Committee \(ACE\) Executive Board Meeting:](#)
Thursday, 8/20/20, 12:00 – 2:00 p.m. Phone: 646-876-9923. Meeting ID: 828 5675 9242

[ESE Advisory Executive Board Meeting:](#) Monday,
8/24/20, 7:00 – 8:30 p.m. Phone: 754-216-1864.
Conference ID: 878 528 085#

[Autism Committee \(ACE\) General Meeting:](#)
Wednesday, 8/26/20, 6:30 – 8:30 p.m. Phone: 754-216-1864. Conference ID: 716 056 106#

[ESE Advisory General Meeting:](#) Thursday, 8/27/20, 6:30
– 8:45 p.m. Phone: 754-216-1864. Conference ID: 110
222 760#

September Meetings

[Emotional Behavioral Disabilities Meeting:](#) Wednesday, 9/2/20,
6:30 – 8:30 p.m. Phone: 646-876-9923. Meeting ID: 852 5728 7681

[Dyslexia/Specific Learning Disabilities Meeting:](#) Thursday, 9/3/20,
9:30 – 11:30 a.m. Phone: 754-216-1864. Conference ID: 886 081
585#

[Autism Committee \(ACE\) General Meeting with Elections:](#)
Thursday, 9/10/20, 9:30 – 11:30 a.m. Phone: 646-876-9923.
Meeting ID: 816 5831 3182

[ESE Advisory General Meeting with Elections:](#) Wednesday,
9/16/20, 6:30 – 8:45 p.m. Phone: 754-216-1864. Conference ID:
124 619 916#

[Autism Committee \(ACE\) Executive Board Meeting:](#) Thursday,
9/24/20, 12:00 – 2:00 p.m. Phone: 646-876-9923. Meeting ID: 832
5969 6179

Q & A - Part 2



The Exceptional Student Learning Support Team

PK/Elementary

Saemone Hollingsworth
Executive Director

Diane Eagan
PK/Elementary
Director

Curriculum Supervisors

Andrea Ciotti
InD

Avrilios Moumoutjis
PK

Elizabeth Williams
EBD

Gary Grigull
ASD

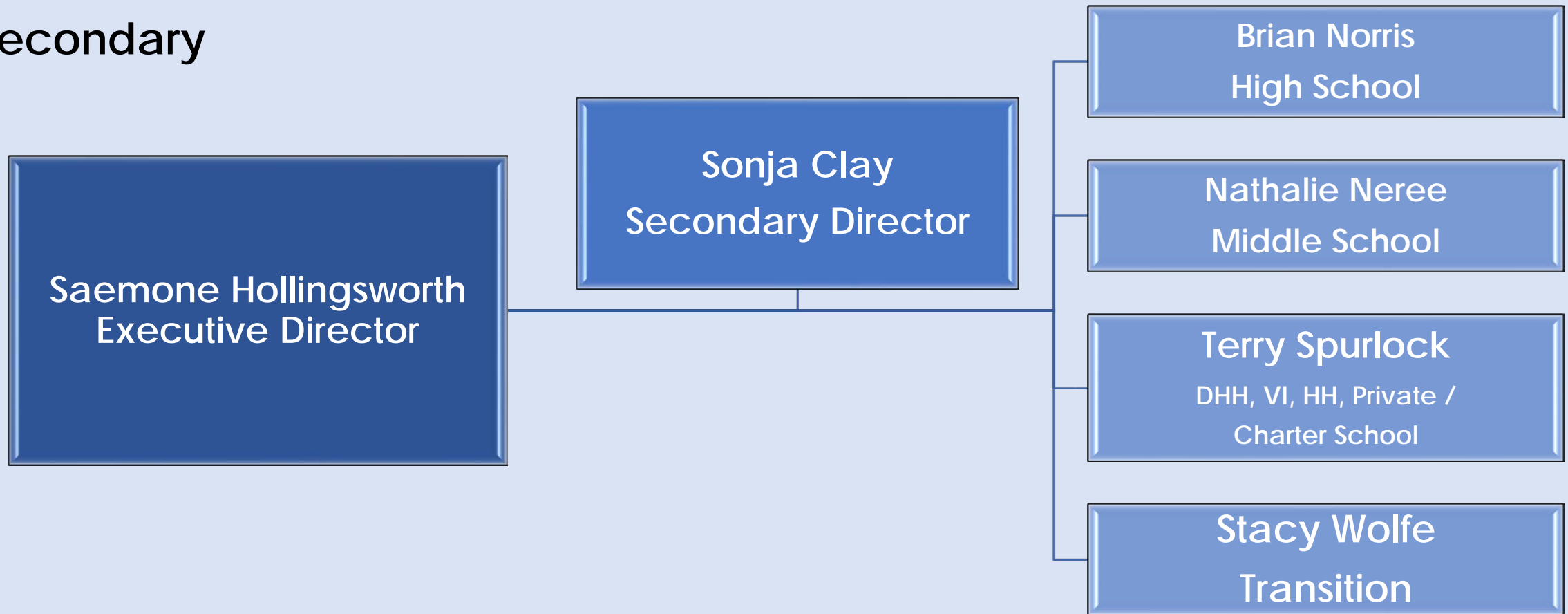
Gwen Lipscomb
FDLRS

Janice Koblick
SLD

The Exceptional Student Learning Support Team

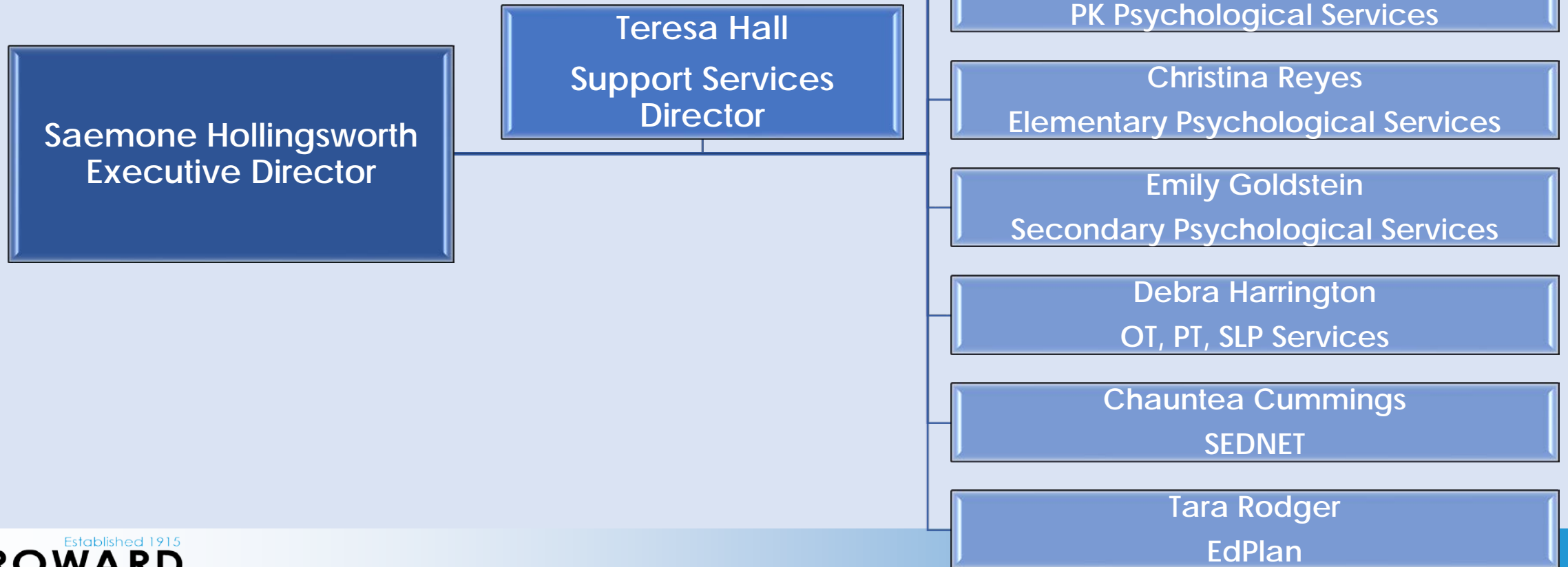
Secondary

Curriculum Supervisors



The Exceptional Student Learning Support Team

Support Services



District Coordinators

Felicia Starke and Sarah Samuels
Due Process

Deneen Gorassini
Medicaid

Rhonda Said
PK Psychological Services

Christina Reyes
Elementary Psychological Services

Emily Goldstein
Secondary Psychological Services

Debra Harrington
OT, PT, SLP Services

Chauntea Cummings
SEDNET

Tara Rodger
EdPlan

Where Can You Find This Presentation?

- You can find this presentation on the home page of your child's school website
- You can find this presentation on the Learning Never Closes website at <https://www.browardschools.com/learningnevercloses>
- All of the information being shared tonight will be available to everyone on the District and school websites, including the recording of the events and transcripts in six languages: Arabic, Chinese, Haitian-Creole, Portuguese, Spanish, and Vietnamese.
- The Parent University webpage is live and can be found through the link below: <https://www.browardschools.com/parentuniversity>

Parent Community Involvement Task Force (PCITF)

The Parent Community Involvement Task Force is planning to sponsor other webinars. The members of our task force are volunteers who value your input in helping us to enhance parent involvement.

Please share any ideas you might have for future topics by emailing at pcitfbrowardschools@gmail.com.

Presenters

Saemone Hollingsworth,
Executive Director Exceptional Student Learning Support

saemone.hollingsworth@browardschools.com

Victoria Saldala, Director ESOL/Bilingual Education

victoria.saldala@browardschools.com

Zuzel Rodriguez, Curriculum Supervisor Gifted and Talented

zuzel.rodriguez@browardschools.com

Andrea Ciotti, Curriculum Supervisor, InD

andrea.ciotti@browardschools.com

Tara Rodger, Electronic Management Systems Manager

tara.rodger@browardschools.com

Barbara Krakower, Florida Inclusion Network Facilitator

barbarakrakower@browardschools.com

Pamela Terilli, Behavior Program Specialist

pamela.terilli@browardschools.com

Sarah Samuels, Due Process Coordinator

sarah.samuels@browardschools.com

Felicia Starke, Due Process Coordinator

felicia.starke@browardschools.com

Carol Beitler, FDLRS Program Specialist

carol.beitler@browardschools.com

Producers

Randy Stephen, Office of Information and Technology
Jason Greenberg, Office of Information and Technology