FSD3 VIRTUAL TOWN HALL MEETING
WELCOME PARENTS, STUDENTS & OTHER STAKEHOLDERS

FSD3- A Premier District of Choice
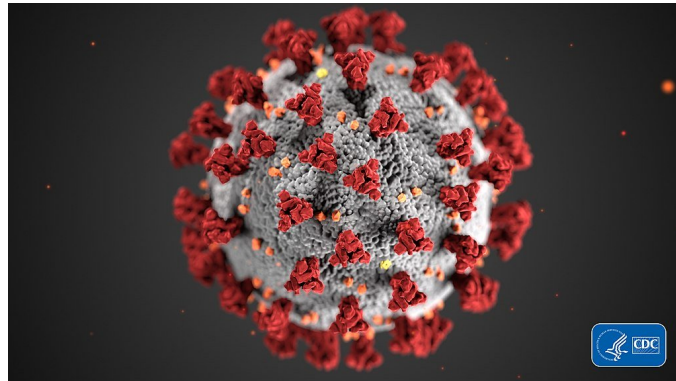
Ensuring Our Students Are College or Career Ready

FSD3'S REOPENING PLAN

Is a **safe**, **adaptive plan** that can

evolve based on

the **science** and the **circumstances**.

Imperfect Science ….

**…..Changing
Circumstances**

FSD3 Will Offer Two Learning Options for the 2020-2021 SY

OPTION 1: Face-to-Face

Early Childhood & Elementary Schools – (M-F)

Middle /Junior High/High Schools – Hybrid A/B Schedule (M-TH)
Virtual /Small Groups –(F)

OPTION 2: 100% Virtual (Remote Learning)

*These options may change 2nd semester as guidance comes from CDC, DHEC, Governor, and SDE.

Goals for today's Town Hall Meeting

1. Share detailed information about the 2020-2021 School Year
   to include our LEAP days required by the SCDE.

2. Respond to questions that parents, students, and other stakeholders
   may have about the new school year.

3K Montessori

4K CERDEP

LEAP Program

- 3K- Wed., Sept. 2nd by Appointment
- 4K- Cohort A: Monday, Aug. 31st and Tuesday, Sept. 1st

- Assessments will include:
  - Dial 4
  - My IGDIs
  - Standards Based Checklist
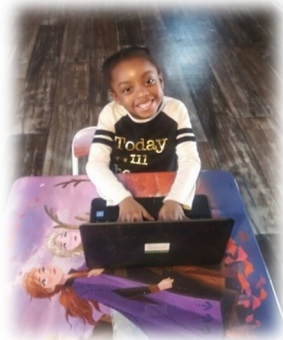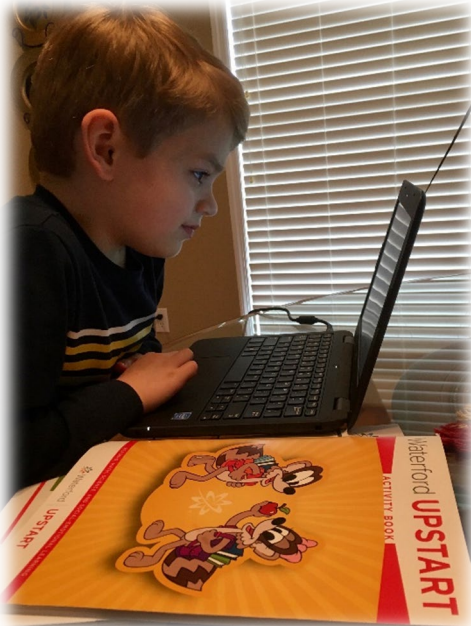 - Social Emotional Screener

Virtual Option

- 3K, 4K- Traditional Virtual Program
    - Paper Packets with Choice Boards
    - Waterford Program will be implemented and includes ELA, Math, Science, SS
    - Waterford Program for 4K students will issue devices and internet for families.

- Virtual Applications will be available for parents.

Waterford Snapshot

- Family Engagement Program to extend Early Learning in the home.

Staggered Entry: Face to Face

- 4K- September 8th (all students)
- 3K- September 17th (all approved students)

Elementary Schools

Learning in 2020-2021

4K-8th Grade

LEAP into the 2020-21 Year

(Learn, Evaluate, Analyze, Prepare)

August 31- Sept. 4, 2020
9:00-2:00 pm

Florence School District Three will use the 5 LEAP days to assess ALL students in grades 4K-8th.

Assessing in the areas of Social Emotional Development and Academics.

LEAP days will be used to prepare schools for individual student needs.

Data will be used to strategically plan for interventions and to facilitate student learning.

LEAP days will also prepare students for Virtual/Distance Learning using Google Classroom, Google Meets, and Intervention Programs.

Return to Learn

ALL Students will attend at least 2 days per week. Students planning to return in person learning and Virtual. (A/B Cohort Days for social distancing)

Cohort A: 4K, 1st, 3rd, 5th, 7th
Cohort B: 5K, 2nd, 4th, 6th, 8th

Transportation will be provided

Breakfast and Lunch will be served.

CDC/DHEC safety recommendations implemented.

WELCOME BACK!

LEAP Days
Learn, evaluate, Analyze, Prepare

LEAP days are five additional days of learning to help assess and prepare students for the upcoming school year. All students in grades 4K- 8 are invited to attend assigned days from August 31 until September 4.

Cohort A consists of grades: 4K, 1, 3, and 5 will attend Monday and Tuesday (8/31 and 9/1)

Cohort B-consists of grades 5K, 2, 4, and 6 will attend Thursday and Friday (9/3 and 9/4)

A LEAP Day schedule may look like this

Monday Cohort A	Tuesday Cohort A	Wednesday PD/Cleaning Day	Thursday Cohort B	Friday Cohort B
Breakfast/Staggered Arrival and/or "Get to Know You"	Breakfast/Staggered Arrival and/or "Get to Know You"	Teambuilding Activity	Breakfast/Staggered Arrival and/or "Get to Know You"	Breakfast/Staggered Arrival and/or "Get to Know You"
Safety Reminders/PBIS & CKH-Social Contract/Classroom Specifics	Introduction to Virtual Learning/Socio-Emo Screener/Interest Inventory	Data Dive: "Anchor Fast, Go Far" Plan for Growth	Safety Reminders/PBIS & CKH-Social Contract/Classroom Specifics	Introduction to Virtual Learning/Socio-Emo Screener/Interest Inventory
Lunch/Recess/Social Emotional Learning (Leadworthy Moments & Ripple Effects)	Lunch/Recess/Social Emotional Learning (Leadworthy Moments & Ripple Effects)	Begin Data Spreadsheets	Lunch/Recess/Social Emotional Learning (Leadworthy Moments & Ripple Effects)	Lunch/Recess/Social Emotional Learning (Leadworthy Moments & Ripple Effects)
Structured Break & "First Day" Interactive Read-Aloud	Structured Break & "Motivational" Interactive Read-Aloud	MTSS: A Holistic Approach to Growing ALL	Structured Break & "First Day" Interactive Read-Aloud	Structured Break, Motivational Interactive Read-Aloud
Devices & MAP Testing-Reading	MAP Testing-Math	Begin Designing 1st 6 Weeks of Small Group for Reading	Devices & MAP Testing-Reading	MAP Testing-Math
Station Time- 1) Arts-Based Activity 2)DRA/KRA 3)EasyCBM or Writing Sample	Station Time- 1) Arts-Based Activity 2)DRA/KRA 3)EasyCBM or Writing Sample	Lunch	Station Time- 1) Arts-Based Activity 2)DRA/KRA 3)EasyCBM or Writing Sample	Station Time- 1) Arts-Based Activity 2)DRA/KRA 3)EasyCBM or Writing Sample
Review Tomorrow's Plan /Practice School-wide Launch	Introduce the Year's Incentives and Opportunities /Practice School-wide Launch	Begin Designing 1st 6 Weeks of Small Group for Reading	Review Tomorrow's Plan /Practice School-wide Launch	Introduce the Year's Incentives and Opportunities /Practice School-wide Launch

Virtual Option

- The virtual option is not like the extended/distance learning that we did last spring. In March, distance learning had to take place at a moment's notice due to the urgency of the situation. Starting this fall, the 5K-6 virtual option will mirror the regular classroom experience in regards to expectations, quality and rigor.

- If you choose the virtual option for the 2020-2021 school year, there will NOT be a "no hold harmless provision" in place. The student will be required to attend all live lessons each day, complete all assignments by due date, view any recorded lessons and attend any mandatory meetings. Mandatory meetings may include progress meetings with teachers, special education meetings and face-to-face formative assessments (MAP, TE21, state testing, etc.) The students will follow the Florence School District Three attendance and grading policy while participating in the virtual option.

Virtual Option

- **The decision to participate in the virtual option will be an understood commitment for both parents and students. Once committed to the virtual program, your child will have to stay in that learning environment for at least one semester. Because we are allocating our teachers, we cannot make these placement changes mid-semester. At the end of the first semester, if circumstances allow, you may be able to decide if you wish to enroll in the face-to-face learning environment at the school or if you wish to continue the virtual learning option.**

- **Virtual students will begin on September 8 and will use the same ELA and Math curriculum and intervention program as face to face students.**

A Virtual daily schedule will look like this

Time	Activity
8:30-9:00 LIVE	Morning meeting (Live on Google Meet- Attendance taken- Review of schedule/Daily Expectations)
9:00- 10:30 LIVE	ELA- (Live on Google Meet) Any assignments completed should be submitted in Google Classroom (Shared Reading with mini lesson, Word Block, Writing) Brick and Mortar Pacing guide to be used and plans created by teacher (Ready curriculum)
10:30- 11:00 LIVE	Guided Reading(Live on Google Meet) / Independent Reading Teacher can meet with small groups or individuals virtually during this time.
11:00- 11:30	Lunch/ Break
11:30-12:00 LIVE	Intervention Block: Education Galaxy/Lift Off Virtual teachers will assign times to meet individually or in small groups with Tier 2 and Tier 3 students.
12:00- 12:30 REC	Special area time (rotates from day to day) - students will go to the link provided by the teacher on the daily schedule Virtual teachers are responsible for monitoring and assigning Related Arts daily activities.
12:30- 1:30 LIVE	Math with Small Groups (Live Google Meet- Attendance taken) Any assignments completed should be submitted in Google Classroom Brick and Mortar Pacing guide to be used and plans created by teacher (Into Math curriculum)
1:30-2:00 REC	Social Studies/ Science- can be live or pre recorded Any assignments completed should be submitted in Google Classroom.
2:00- 3:00	Teacher office hours: Respond to email, check in with parents, respond to questions/concerns in Google Class

Staggered Entry

- **Grades 4K and 6th begin school on September 8.**

- **Grades 5K and 5th begin school on September 10**

- **Grades 1st and 4th begin school on September 14**

- **Grades 2nd and 3rd begin school on September 16**

Staggered Entry

While students enrolled in face to face learning are waiting on their start date, they will complete a variety of assignments including interest inventories, pre assessments, writing assignments and response to readings. These activities should be done by the student ONLY to give us a good idea of where they are and what they need academically when they begin school.

Middle and High School

- A/B Hybrid
  - Group A – 6th grade (JPT only) /7th grade /9th grade /12th grade
  - Group B – 8th grade /10th grade /11th grade
  - Fridays – Virtual and small groups

Monday	Tuesday	Wednesday	Thursday	Friday
Group A	Group B	Group A	Group B	Virtual/ Small group

REMJH		Group A				
		Monday	Tuesday	**Wednesday**	Thursday	**Friday**
	7:15- 8:00	Breakfast				
Period 1	8:00- 8:43	ELA Block	Science Check In	ELA Block	Science Check In	
Block 2	8:47 - 9:30					
Block 3	9:35 - 10:18	Math Block	Social Studies Check In	Math Block	Social Studies Check In	Small Group
Block 4	10:22 - 11:05					Make Up Work
Block 5	11:10 - 11:55	Chorus	ELA and Math Check In	Chorus	ELA and Math Check In	Clubs
Lunch	12 - 12:30					Intervention
Block 6	12:35 - 1:20	Physical Ed.		Physical Ed.		
Block 7	1:25 - 2:08	Science	Social Studies Check In	Science	Social Studies Check In	
Block 8	2:12 - 3:00	Social Studies	Science Check In	Social Studies	Science Check In	

Check Ins are during Teacher Planning Times

FACE TO FACE INSTRUCTION: MONDAY & WEDNESDAY (FRIDAY OPTIONAL)

VIRTUAL INSTRUCTION: TUESDAY, THURSDAY, & FRIDAY

Assignments & videos will be posted in Google Classroom on Virtual Days

REMJH		Group B				
		Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
	7:15- 8:00	Breakfast				
Period 1	8:00- 8:43					
Block 2	8:47 - 9:30	Science Check In	ELA Block	Science Check In	ELA Block	
Block 3	9:35 - 10:18	Social Studies Check In		Social Studies Check In		Small Group
Block 4	10:22 - 11:05		Math Block		Math Block	Make Up Work
Block 5	11:10 - 11:55	ELA and Math Check In	Chorus	ELA and Math Check In	Chorus	Clubs
Lunch	12 - 12:30					Intervention
Block 6	12:35 - 1:20		Physical Ed.		Physical Ed.	
Block 7	1:25 - 2:08	Social Studies Check In	Science	Social Studies Check In	Science	
Block 8	2:12 - 3:00	Science Check In	Social Studies	Science Check In	Social Studies	

Check Ins are during
Teachers' Planning Time

FACE TO FACE INSTRUCTION: TUESDAY, THURSDAY (FRIDAY OPTIONAL)

VIRTUAL INSTRUCTION: MONDAY, WEDNESDAY, & FRIDAY

Assignments & videos will be posted in Google Classroom on Virtual Days

I would like to welcome you to 8th grade and to my South Carolina History class. I look forward to a great year and hope that you are as well. We have a good bit to cover in a year's time, so it is important that you come to my class ready to learn. This class is a CORE subject which means that in order to be promoted to the High School, you must pass my class. I believe that all students who try have the potential to be successful in my class.

A. **Communicating with Parents**

    email@fsd3.org
    843-374-8685, Ext 3029
    Office Hours:
    Best Time to Contact:

Feel free to email me any time you have questions or concerns. Other forms of contact are: interim reports, quarterly report cards, emails, or conferences when necessary. Please understand that a response may not be immediate, but I will respond to your email or phone message as soon as possible.

B. **Learning and Developmental Goals – SC State Standards for 8th Grade**

- Standard 8-1: Demonstrate an understanding of the development of South Carolina during the settlement and colonization of North America in the period of 1500– 1756.
- Standard 8-2: Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757– 1815.
- Standard 8-3: Demonstrate an understanding of conflict and compromise in South Carolina, the Southern region, and the United States as a result of sectionalism between the period 1816–1865.
- Standard 8-4: Demonstrate an understanding of South Carolina's role in and response to the dynamic economic, political, and social developments in the United States and around the world during the period 1862–1929.
- Standard 8-5: Demonstrate an understanding of the impact of world events on South Carolina and the United States from 1929 to present.

C. Grading System

There is a Universal Grading System that has been established by Florence School District Three. Your final grade will be determined using the following categories:

Tests/Projects   **40%**

- **Tests** – These are always announced several days in advance. Questions are developed from the chapter notes, assignments, & class activities. Most tests are multiple choice/ matching/ short answer. Essay tests will also be counted as a test grade.

- **Formal Essays** – If a student is given a formal essay to write, it will count as a test grade. This will usually be a written response to a topic to assess knowledge.

- **Major Projects** – Any project that the student(s) complete that require several days of preparation will fall into this category.

Classwork/Quizzes   **50%**

- **Quizzes** – Announced or unannounced – usually a quiz will review a portion of a chapter, vocabulary, a secondary topic, an important concept, or a commonly missed section on a test.
- **Short Written Assignments**
- **Computer Assignments**
- **Guided Activities**
- **Quick Checks/Bellringers**

Homework   **10%**   Homework

Parents, please check Google Classroom, PowerSchool, and your email on a regular basis. Google classroom will send you updates on student performance as well as anything I send to students.

D.   **Make Up Work**

Work that is missed will need to be made up. It is easy to monitor student progress and missing assignments by regularly checking Google Classroom and PowerSchool. Makeup work needs to be completed within five days. Students are expected to alert me when they have completed a makeup assignment. This is done by sending an email. Tests & quizzes will need to be made up in a more formal setting and can be done face-to-face or through a Google Meet if the student shares their screen to ensure the integrity of the test.

E.   **General Classroom Expectations**

1. Follow all classroom/school/FSD3 procedures and/or discipline codes.
2. Maintain social distancing and observe all guidelines for safe school operation.
3. Bring a charged digital learning device (Chromebook/laptop/iPad) to class daily.
4. Regularly participate in classroom discussions with a respect for differing opinions and ideas.

F.   **Hybrid Learning Expectations**

1. On days that students are not present at school, but instead are working virtually, they are expected to log in during the assigned class time. Maintaining a regular routine is crucial for student success.
2. Students should view any assigned materials –videos, charts, diagrams, maps, etc., and thoroughly read the instructions provided. We will review virtual work to be completed before students leave on their final assigned face-to-face day of the week. This gives students an opportunity to ask clarifying questions before attempting to work independently.
3. I will make myself available to students during a specific period of time while they are working virtually so that if assistance is needed, I am available. That information will be available in the Google classroom.

G.   **Procedures for Non-Instructional Routines**

We will go over these the first week of class and they will be posted in our Google Classroom for future reference. If you would like, please ask your child to see this and review with them.

Middle and High School

- Virtual Students
  - Students who enroll in virtual are enrolled for the entire first 90 days
  - Middle Students – enroll in 6 year long courses
    - ELA, math, science, social studies, enrichment, and elective course
  - High Students – enroll in 4 semester courses
  - Students will be assigned virtual teachers for their classes
  - Classes will be a combination of recorded and live lessons from teachers.
  - Teachers will use APEX curriculum and Google Classroom to deliver instruction to students.
  - Virtual schedule will be very similar to the regular school day.
  - Attendance will be taken daily.

Sample Virtual Program Grades 6th – 8th Daily Schedule

Periods	Class Description
1st Period 8:30AM - 9:30AM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
2nd Period 9:40AM –10:40AM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
3rd Period 10:50 AM –11:50AM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
11:50AM - 12:30PM	Lunch/ Break
4th Period 12:30 PM –1:30 PM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
5th Period 1:30 PM –2:30 PM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
6th Period 2:30 PM –3:30 PM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.

Sample Virtual Program Grades 9th-12th Daily Schedule

Periods	Class Description
1st Period 8:30AM – 10:00AM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
2nd Period 10:10AM –11:40AM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
11:40AM - 12:20 PM	Lunch/ Break
3rd Period 12:20 PM –1:50 PM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.
4th Period 2:00 PM –3:30 PM	• Students will log on to Google Classroom and complete assignments. • Teacher will meet with students virtually for direct instruction or small group instruction based on the lesson throughout the week. • APEX curriculum will be used with teacher guidance and direction. • Attendance will be taken daily.

Lake City High School – Hybrid Option

Lake City High School will implement an "A" and "B" schedule where A day students will come on Monday and Wednesday and B day students will come on Tuesday and Thursday. All "A" and "B" students will be on virtual on Fridays.

Students not attending face to face will be using Google classroom and other online options for instruction. Students not in attendance will be required to submit work at required times to be counted for attendance. Fridays will also serve as remediation and intervention for students who need additional fact-to-face time with their teachers.

All students will follow their regular schedule in the event that school may fully reopen. Students will not have to be rescheduled or miss instruction.

LCHS Bell Schedule

- 8:30 – 9:50   1st Block
- 9:56 – 11:16   2nd Block
- 11:22 – 1:17   3rd Block
- 1:23 – 2:03   4th Block
- 2:09 – 3:29   5th Block
- 3:29   Announcements
- 3:30   Dismissal
- **11:24 – 11:52   1st Lunch (tardy bell 11:57)**
- **12:07 – 12:35   2nd Lunch (tardy bell 12:40)**

Attendance Guidance from SDE

- Onsite attendance should be determined by whether or not a student is physically present in a classroom on school grounds or school property.
  - Whether the absence is "excused" or "unexcused" should be established by district procedures and policies and be consistent with state law, policy, and guidelines.
- NOTE: The SCDE recommends that districts make appropriate accommodations for students who may be required to quarantine or self-isolate as a result of COVID-19.
  - Such accommodations may include temporarily moving the student to a distance learning environment, which includes virtual, electronic platforms or offsite environments (including home) utilizing instructional packets.

Attendance conti.

- Virtual attendance refers to the delivery of instructional content that does not occur in a physical classroom on school grounds or school property.
  - This includes instruction provided via an online or electronic platform, as well as instruction provided in a physical offsite location via learning packets.
  - Virtual attendance is determined by whether or not a student submits work or participates in assigned activities in accordance with the classroom teacher's written requirements.
  - Students who submit assignments or participate in assigned learning experiences by the deadline established by classroom policy should be considered present.
  - Students who fail to submit assignments or participate in assigned learning experience(s) by the deadline established by classroom policy should be considered absent.

Attendance – conti

- NOTE: For a hybrid schedule (onsite instructional days combined with virtual instructional days), if assignments are to be completed over a number of scheduled virtual days and students submit the assignments as required by the classroom teacher, students should be considered present for each of the associated virtual instructional days.
  - Educators are encouraged to reconcile attendance at least weekly.

Attendance - conti

The PowerSchool procedure for the use of "SC-VP" is as follows:

- 1. Prior to students receiving instructional content delivery at a location not onsite in a classroom on school grounds or property on a specific in-session day, the school will mark meeting and/or daily attendance for those students on that specific day as "SC-VP".

- 2. When educators reconcile attendance on or before the established deadline, students who failed to submit assignments or participate in assigned learning experiences should be coded with a non-present attendance code for each day a determination of such failure is made. (excused, unexcused)

- As state law requires all public schools to track attendance (beginning with the first day of school) to monitor membership for funding purposes and to monitor truancy, nothing in this guidance is intended to modify current procedures related to the membership, 10-day drop period, or truancy reporting.

What is Dual Enrollment?

"Dual enrollment refers to courses taught to high school students for which the students receive both high school credit and college credit, regardless of location or mode of delivery. This would include such coursework offered at the high school, on the institution's campus, or via distance education. This also includes programs and courses that may be offered under different names such as "early college," "dual credit," or "concurrent enrollment." (South Association of Colleges and Schools Commission on Colleges – SACSCOC)

The Continuum

Academic Offerings (FMU)

- ❖ Bus 150
- ❖ CS 150
- ❖ EDU 190
- ❖ English 101
- ❖ Math 132
- ❖ Math 134
- ❖ Music 101
- ❖ Psych 206
- ❖ Spanish 101
- ❖ Spanish 102
- ❖ History 104

Career Offerings (FDTC)

- ❖ HVAC
- ❖ Welding
- ❖ Industrial Maintenance Technology
- ❖ Mechatronics

Williamsburg Technical College

❖Criminal Justice

❖Early Childhood Education

❖Medical Billing/Coding

❖Medical Technology

❖Nail Technology

❖Phlebotomy

Important Information:

	Francis Marion University	Florence-Darlington Technical College	Williamsburg Technical College
Starting Date:	17 August 2020	24 August 2020 *Welding (14 September 2020)	8 September 2020
Registration Deadline:	12 August 2020	12 August 2020	28 August 2020
Special Information: Laptop Check-outs M-F 8am-4pm 374-4200	Virtual until 8 September	Virtual for all classes EXCEPT Welding— Welding is face-to-face	Tentative Hybrid: Lectures done virtually and report to campus for hands-on labs

For additional information, contact Leon Burgess
(843) 374-5119
Lburgess@fsd3.org

Special Education Services

- Florence School District Three recognizes that students with disabilities (SWD) **are general education students** first and, therefore, students with disabilities will be **provided equal access to the same opportunities** as all other students during non-traditional models and/or schedules of instruction should they be deemed necessary.

- The framework in which students with disabilities will attend school when schools re-opens will follow the options available to ALL FSD3 students.

- Specially designed instruction to meet a student's unique needs and enable <u>access</u> to the general curriculum <u>may look substantially different during the COVID-19 pandemic</u> or other extended school closures in order to maintain <u>safety</u> for students and staff.

Florence School District Three's services and adaptations <u>may</u> include, **as appropriate and when safe to do so:**

- Synchronous – Face to Face <u>direct and indirect special education and related services</u> to students with disabilities based on the individual student needs;

- Asynchronous activities and direct instruction for special education and related services - Therapy via virtual/interactive platforms, email, and/or phone call consultations; and/or

Face to face services will be implemented with attention to social distancing requirements and use of personal protective equipment (PPE) as defined by the SC DHEC.

All students with disabilities will be provided a FAPE in the Least Restrictive Environment (LRE).

PROGRESS REPORTS:

Data relevant to students' 2020-21 IEP goal(s) will be collected to determine students' instructional mastery of identified goals and or objectives and ongoing instructional needs.

IEP Progress reports will be provided to parents as outlined in each student's IEP.

IEP MEETINGS

Convening IEP team meetings will need continued flexibility during the 2020-21 school year as we continue to focus on the safety, health, and welfare of our students, staff, and families.

IDEA does allow a student's IEP meeting to be held through alternative means, such as virtual meetings (Regulation, 34 C.F.R. § 300.328) and amended without a meeting (Regulation 34 C.F.R. §300.324 (a) (4) (i)) if parents and school personnel agree.

A few options for meeting participation by parents include meeting face to face, web-based conferencing or phone conferencing.

CHILD FIND AND EVALUATIONS UNDER THE IDEA

Florence School District Three remains committed to our Child Find obligation and efforts. With the sudden closure of schools in Spring 2020, many screenings and evaluations of student needs were not completed.

Pending screenings for students transitioning from Part C to Part B of the Individuals with Disabilities Education Act (IDEA) and any pending evaluations for preschool and school-age students will be conducted expeditiously while protecting the safety, health, and welfare of both students and staff.

Therefore, these evaluations will include the social distancing measures and the use of personal protective equipment for staff per DHEC and CDC guidelines.

MEDICAL HOMEBOUND INSTRUCTION FOR STUDENTS WITH DISABILITIES

Medical homebound instruction is provided for both nondisabled and disabled students who cannot attend school for a medical reason—a mental or physical condition that exists due to an accident, an illness, or pregnancy—even when transportation is furnished.

Medical homebound services may be necessary if the student <u>cannot</u> access instruction face to face OR using a virtual instructional model.

A licensed physician must certify that such a medical condition exists and must complete the medical homebound application that the local school district provides. The district superintendent, or his or her designee, may or may not then approve the student's participation in a program for medical homebound instruction.

If approved by the superintendent or his or her designee, the IEP team will meet to determine how services will be provided.

What can I expect from Special Education Throughout the 2020–21 school year?

The IEP teams will need to meet to determine what types of services students may need. The IEP teams will gather data prior to the meeting in order to answer the following questions during the IEP meeting:

- What instruction was delivered to <u>ALL</u> students in this grade level during the closure?

- How has the school/LEA measured the learning of all students during the closure?

- What services was the student provided during the closure?

- What was the student's progress towards IEP goals prior to school closure?

- Once the student has returned to school, what is the student's progress towards IEP goals?

- What did the trend in progress monitoring show before and after the school closure? How does the data compare?

- If the student did not make expected progress, what services are needed to make up for that lack of progress?

- Where was the student in relation to their peers on the last winter benchmark prior to COVID- 19?

- Where does the student fall on the first benchmark in the fall in relation to their peers?

- What was the growth of average peers vs. what was the growth of the student receiving special education services?

Parent Resources:

Cheryl Hubbard-George,

FSD3 Office of Exceptional Children Director

Email: chubbard@fsd3.org

(843)374-2393

Additional Resources:

The Office of Special Education and Rehabilitative Services COVID-19, IDEA-related Q-and-A

https://sites.ed.gov/idea/files/qa-covid-19-03-12-2020.pdf

Telehealth for physical therapy SC Department of Labor, Licensing, and Regulation (PDF)

https://llr.sc.gov/pt/pdf/Physical%20Therapy%20Order%202020-PT-PH-01.pdf

Telehealth and occupational therapy

https://llr.sc.gov/ot/pdfforms/COVID19%20OT%20Board%20Announcement%20Final.pdf

https://www.familyconnectionsc.org/wp-content/uploads/2020/03/SCDHEC-COVID19-Poster.pdf

504 Students

- During virtual learning, 504 students will be provided their accommodations as possible in the virtual setting as specified on the student's 504 plan.

- Virtual teachers will be notified of all students on 504 plans and their accommodations.

- Virtual teachers will part of all 504 meetings on behalf of the student.

English Language Learners

- During virtual learning, English Language Learners will be provided their accommodations as possible in the virtual setting as specified on the student's ELL plan.

- ELL students will be provided ELL services by their ELL teacher and their regular education teachers.

- Virtual education teachers will be notified of all ELL students in their classes.

- ELL students will also be required to take all required state and local testing including ACCESS testing.

Safety Protocols

- Students will be social distanced at all possible times.
  - Desk will be placed 6-8 feet apart
  - All desks will be facing the same direction
  - Breakfast and Lunch will be served inside the classroom when possible
  - Student dismissals will be staggered to avoid gatherings
  - Staggered class dismissal to prevent all students in the hallways simultaneously
  - Areas where students may gather will be marked to indicate 6 feet distances: hallways, gym, etc...
  - Schools will limit any nonessential visitors, volunteers, and activities involving external groups or organizations.
  - Schools will pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.

Safety Protocols

- Hygiene/cleanliness
  - All students and staff will have their temperature taken upon arrival at the school building (those with fever of 100.4 or higher will have to be quarantined until they can leave campus)
  - Students and staff should wash their hands with soap and water multiple times throughout the day and use hand sanitizer
  - Water fountains in the building are closed off and should not be used. Students will be provided bottle water.
  - School staff will use disinfectant spray to wipe down frequently touched surfaces throughout the day
  - Students should not share materials in the classroom, they will have their own individual set.
  - Teachers will limit or eliminate use of partner or group activities that require close physical proximity of students.
  - Schools will limit any nonessential visitors, volunteers, and activities involving external groups or organizations.
  - Sneeze guards have been added to all the main offices.

Safety Protocols

- Masks are required for all students and staff
  - Students and bus drivers/monitors will wear a mask at all times on the bus
  - Students and staff must have a mask on before entering the building
  - Students and staff will wear a mask while inside of the classroom
    - Mask will only be removed when students are eating/drinking
- Cleaning
  - Classrooms will be cleaned regularly
  - Staff will continue to sanitize high-touch surfaces on a routine basis throughout the day, including door handles, light switches, copy machines, restrooms, water fountains, and other areas.

Transportation

- Buses will be operating at 67% capacity
- Everyone on buses including bus driver, bus monitors & students are required to wear mask
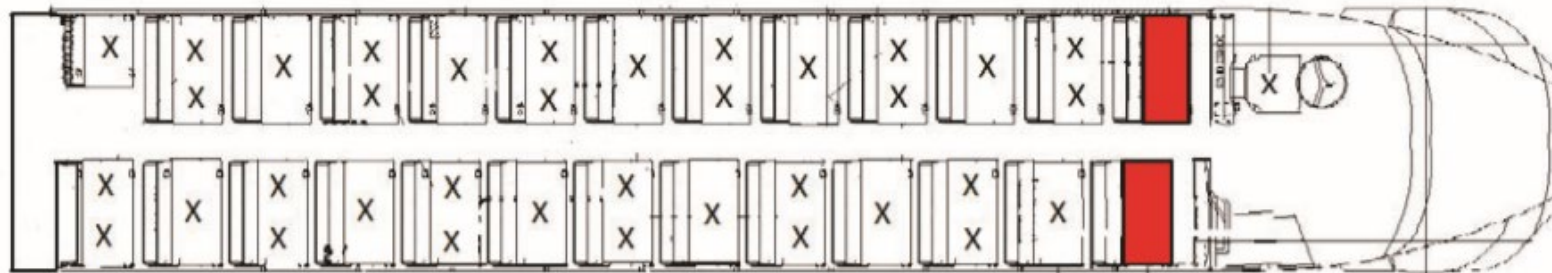
Parent's guide to at-home learning

Talk to your child

- Where do they work/study best?
- Do they feel productive in the space?
- Does your child need to be near an adult to maintain focus?

Get Technical

- Ensure that the station is near an outlet,
- Be sure that you have appropriate wifi.
- Attend necessary trainings so you KNOW how to help

Establish Rules

- Review the schedule with your child so they know what is expected.
- Enforce that schedule every day!

Set up learning space

- Make sure they are seated in a desk type learning area
- Make sure they have all the supplies they need on hand.

Device checkout

Parents who do not have an electronic device will be allowed to check out a device for their child if they returned the device from the spring and have paid any outstanding technology fees. The parent must sign the contract agreement and attend the necessary training provided on the assigned date prior to school beginning.

Internet access

If you do not have reliable internet available in the home, you can complete the necessary paperwork to see if you qualify for free internet access for six months. To apply, please visit the FSD3 website.

FSD3 is partnering with individuals and businesses for our "Desk Drive". Our goal is to help Florence School District 3 students who would like to create a learning space in their homes to study and complete assignments.

Any parent/guardian interested in applying for a desk should complete the application form and return it to the student's school counselor.

If you are interested in "adopting" a student and providing a desk to a student, you can donate $100 online at https://florence3sc.csiepay.com/Views/Payment/Pay.aspx. Click on the "Desk Donation" button and complete the form. For sections that ask for student name, address, etc., type in "Donation."

Donate A Desk

Question: For virtual students K-5, the virtual learning needs to be explained a little bit more. I saw the outlined scheduled day for them. I say this because as far as I can understand the student has to be logged on by 8:30am every morning to get marked present, and on the computer throughout til end of school day. This will be different from March 2020 thru June 2020 type virtual learning. It may be tough for most parents due to work schedules, etc. Will there be another option of virtual learning for those parents with children in those grades?

Response

We believe that a daily structured schedule is best for all students. We expect students to sign on and participate each day to get the instruction they need. Live instruction with the teacher, even if in a virtual setting, is better for our students than doing the work on their own. Parents can view the recordings in the evenings if they want to assist and review with their child when they get home from work.

Should there be a situation that arises, however, parents need to contact the teacher/administrator of that school to determine the best course of action. According to SCDE "Virtual attendance is determined by whether or not a student submits work or participates in assigned activities in accordance with the classroom teacher's requirements".

Question: I am a parent of a child with developmental needs. I want to know what are you all doing in regards to the children with disabilities that will not wear a mask and their attention span is not very long to sit to be on a computer for 8 hours a day. These kids immune system are very weak and very subjected to getting the virus. Did you all think this far in general with regards to them just like all the other children?

Response
Student goals and accommodations for students with disabilities will be provided as outlined in the IEP. In all school buildings, students and faculty are expected to wear masks or face shields except when they are eating.

Question:
When the virtual students get their schedules? What times and what dates? do parents need to come with them?
Response
Parents and students will attend meetings to get their schedules, have necessary trainings, and sign out devices. AT these meetings, students will receive their virtual schedules.

Question

My children attend Olanta Creative Arts and Science Magnet school. We do reside out-of-district. Last year we paid out of district fees for when the children were in-school. What happens now that we chose to do virtual, will I still need to pay the out-of-district fees for them?

Response

If your child chooses virtual or face – to –face, that doesn't change out of district fees since teachers are still delivering instruction.

Question

Does the P-EBT cards that we recently received is that for the following school year, since we chose to do virtual?

Response

Where the child is attending school has no impact on P-EBT.

Question:
Is there a student supply list for virtual students? Or do the parents create their own?

Response:
No, there is no supply list for any students. Schools will provide supplies for virtual and face-to-face students.

Additional Questions or Concerns

Call 843-374-8652 and our receptionist will direct you to the appropriate staff.

or

Email your question: **reopening2020@fsd3.org**