

Instructional Continuity Plan (ICP)

for Emergency School Closures



**Florida School for
the Deaf & the Blind**

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Introduction

On rare occasions, it may be necessary to close the Florida School for the Deaf and the Blind (FSDB) due to weather or other emergency situations. If this occurs, FSDB will make every effort to ensure students have access to high-quality learning opportunities at home. This *Instructional Continuity Plan (ICP)* is intended to reduce the disruption for our students by providing alternative, distance learning assignments during school closure.

The ICP will explain how FSDB has planned to ensure that students are able to continue their education from home, when necessary. This plan allows for the transition of all students from traditional in-school instruction to distance learning.

Contained herein are four components: Content delivery, exceptional student education, communication, and mobile devices.

Content Delivery: The ICP outlines the steps our teachers and related service providers will take to ensure instructional materials and learning opportunities are available to our students and their education is continued in the event of a school closure.

Exceptional Student Education: All students who attend FSDB have an Individual Education Plan (IEP). Regardless of a school closure, FSDB teachers and related service providers will partner with parents/legal guardians to continue providing specially designed instruction and related services as identified on the student's IEP through distance learning to the greatest extent possible. Progress on all areas of the student's IEP will be monitored and considered.

Communication: The ICP is a fluid blueprint, which will be adapted in response to the needs of our students and FSDB community. Communications as outlined within the plan, are also a key component for effective implementation. The ICP prepares for a full range of scenarios – including the possibility of extended school closures.

The FSDB Public Information Officer (PIO) provides school closure updates via the FSDB website www.fsdbk12.org; a special COVID-19 webpage contains all the information shared with families as well as FAQs for parents/legal guardians, resources across the state, and links to the Centers for Disease Control and Prevention (CDC) information and videos. Information is published with accompanying ASL and Spanish translations. In addition, parents/legal guardians receive timely information about school closure and planning via Skylert notifications.

Mobile Devices and Assistive Technology: FSDB is taking steps to ensure that any student who needs a mobile device(s) to access instructional resources will be provided with the appropriate tools for the duration of the school closure. Each school will determine students' needs through the review of students' IEPs, discussions with

families, as well as the assignments and applications being utilized. Some students may be assigned multiple devices to meet their instructional needs and to continue instruction related to the use of assistive devices and software.

Links to internet assistance programs from the major telecommunications providers will be shared with families and adult students. Applications and websites will be made available through phones and tablet devices in addition to computers.

Content Delivery: Core and Elective Courses

Students will have access to teacher-developed, grade, course and school-specific instructional materials through distance instruction provided virtually, online or telephonically. It is our intention for all students to be engaged and have access to meaningful educational opportunities even under difficult circumstances.

- Communication of the ICP will be delivered through a variety of platforms and programs/applications.
- Teachers and related service providers will continue to support students and monitor their progress as documented in the student's IEP to the extent practicable.
- Paper-based materials will be mailed directly to the student's home.
- Digital materials will be accessible and updated frequently.
- Technology support will be available to help students, teachers and families with digital materials during FSDB closure.

During the first two weeks of school closure, FSDB will provide instructional packets to each student containing learning activities aligned to the student's IEP goals, course standards, expanded core curriculum, and social-emotional learning (SEL). These packets may be mailed to the student's home address or sent to the student and parent/legal guardian via email.

Instructional materials are based upon FSDB instructional pacing guides for K-12 core content areas, Florida Standards, Next Generation Sunshine State Standards, Access Point Standards, student's IEP, and expanded core curriculum. FSDB teachers will use core and supplemental instructional materials that have been implemented as part of our regular adoption cycles as well as teacher-developed materials in order to meet the unique needs of our students in light of these circumstances.

Teachers may share materials via online communication and workspaces such as Google Classroom, Skyward MessageCenter/Family Access (grades, assignments, etc.), teacher websites, and email. Assignments and materials may be shared using a variety of applications including, but not limited to, OneNote, FlipGrid or other instructional applications. Digital materials will be easy to understand and updated frequently. In the event that technology imposes a barrier to access or where educational materials are not available in an accessible format, equally effective alternate access to the curriculum or services will be provided to students.

FSDB utilizes ClassLink, which is a single sign-on application to provide access to digital platforms. FSDB login credentials are used to allow all teachers and students to connect to a secure, accessible, single access point for instructionally relevant, digital applications used specifically in FSDB K-12 classrooms.

Teacher and parent support for digital instruction:

- Teacher technology support will be available through our Tech Help Team. This Office365-based Team is specifically for instructional and related service staff and will include Channels to discuss distance learning applications, available virtual training sessions, and a OneNote with tutorials and resources. Virtual training will be available live and as recorded videos. Virtual office hours will be scheduled for staff to join a meeting to get help.
- Parent technology support will be available to help families and students access digital materials during school closure. Contacts and a schedule will be readily available and updated as needed.
- Please see the communication section for additional details.

Digital and paper-based resources shall be designated as *core*, *supplemental* or *enrichment* materials.

- Core resources will be used as the main instructional material for students based on individual needs, abilities and grade levels.
- Supplemental materials will be available to support core instructional lessons and activities, conducting research, or recreational reading.
- Enrichment materials may not be assigned directly by the teacher but are made available for student use.
- Students will access online core, supplemental, and enrichment instructional materials via ClassLink or as web links directly from their teacher.

Content Delivery: Teacher and Related Service Provider Preparation

FSDB students may engage in distance learning when FSDB is experiencing an extended school closure. To maintain instructional continuity, teachers and related service providers will:

- Use FSDB-provided video conferencing and phone accounts to connect with students and families.
- Use opportunities for face-to-face instruction through their FSDB Teams conference phone number, Microsoft Teams meetings, or video phone (for students and staff who are deaf or hard of hearing).
- Establish a schedule for providing synchronous and asynchronous conference calls with students in order to provide instruction, interventions, related services, and progress monitoring.
- Share instructional materials and activities with students and families.
- Print-based materials mailed by 11 a.m. each Wednesday
- Digital materials emailed by 3 p.m. each Friday
- Post updated information regarding distance learning instruction, assignments, resources, enrichment activities, and office hours on their FSDB teacher website weekly.
- Work the same number of hours they work when they are physically at FSDB.
- Maintain flexible daily schedules to accommodate family needs.
- Join the Tech Help Team and participate in any needed training provided to learn how to use the FSDB conference phone number, meeting room, and other resources for distance learning.

Collaborate with assistant principals and direct supervisors regarding access to school building resources for lesson planning, asynchronous video recording, synchronous phone/video conferencing with students, copying and mailing paper-based instructional materials, and other duties as required or needed. (Follow CDC guidelines for social distancing.)

After consulting the “Family and Student Distance Learning Survey,” teachers will collaborate with their assistant principal and direct supervisor in order to develop a schedule that includes the best method for providing video or phone conferencing with students along with the best day of the week and the best time of the day. Teachers and related service providers will coordinate schedules for conferencing with students following the direction of the school's assistant principal and principal.

Update lesson plans including student assignments and activities, IEP progress documentation, student and parent communication, and academic progress monitoring in school-specific “distance learning” Microsoft Teams and its associated OneNote as assigned by the Administrator of Instructional Services, the principals, and the Administrator of Outreach and Technology. Teachers’ and related service providers’ documentation will be monitored by their direct supervisor.

Review each student's IEP. Include student's IEP goals and accommodations into learning activities and assignments to the extent practicable. Maintain documentation on individual student progress on all IEP goals.

Establish grading rubrics and expectations for conferencing with students and evaluating student work.

Have two-weeks of instruction planned and ready to share with students and families in the event of a long-term school closure. All plans should be creative and enticing to students and incorporate accommodations from each student's annual IEP.

Read all relevant guidance documents from the U.S. Department of Education (USDOE), Florida Department of Education (FDOE), Office for Civil Rights (OCR), the Office of Special Education and Rehabilitative Services (OSERS), and the Governor of Florida. (Documents will be shared with teachers and related service providers via school-specific "Distance Learning" Microsoft Teams.)

Exceptional Student Education

The U.S. and Florida Departments of Education have given guidance to schools and have enabled flexibility for students who receive IEP services understanding that there may be exceptional circumstances that could affect how a particular service is provided. During national emergencies, schools may not be able to provide all services in the same manner they are typically delivered. Schools have the discretion to make educational decisions based on local health needs and concerns.

During school closure, FSDB is mindful of the need of its students to ensure that each of them can access the school's educational program, study, and learn in a distance learning environment. FSDB will continue to provide specially designed instruction and related services identified on the student's IEP through distance learning to the greatest extent possible. This may include computer-based learning, and/or paper-based instructional materials and activities that are mailed to the student's home. It may also include video or phone conferencing directly with the student's teacher and service providers in order to deliver quality instruction, intervention, assessment of learning, and to answer questions. FSDB administrators, teachers, and related service providers will determine how to meet the individual needs of each student.

Each student IEP must be reviewed annually, however, they do not expire and remain active until the annual meeting can be held. If the parents/legal guardians/adult student and the IEP Team agree to conduct the IEP meeting through alternate means, required evaluations, re-evaluations, IEP meetings, etc. may be held virtually, including videoconferencing or conferencing via telephone, to the extent feasible. FSDB will work with parents/legal guardians/adult students to collaboratively and creatively meet IEP timeline requirements.

Due to school closure, if changes are needed to be made to a student's IEP after the annual IEP team meeting, the parent/legal guardian/adult student and FSDB may agree to not convene an IEP Team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the student's current IEP.

Reevaluations may be conducted through a review of existing evaluation data, and this review may occur without a meeting and without obtaining parental consent unless it is determined that additional assessments are needed. If an evaluation of a student requires a face-to-face assessment or observation and cannot be completed virtually, the evaluation would need to be delayed until school reopens. Evaluations and reevaluations that do not require face-to-face assessments or observations may take place while FSDB is closed, so long as a student's parent/legal guardian gives consent. If there is any delay, a plan to move as quickly as possible will be documented and communicated with families.

The student's teacher, IEP monitor, assistant principal, related service provider, and IEP coordinator will monitor and document each student's progress on all areas of the

student's IEP and determine what, if any, remediation may be needed when students resume classroom instruction at FSDB. Once classroom instruction recommences, FSDB will provide special education and related services to the student in accordance with the student's IEP.

Teachers and related service providers will share their work schedules with each student and his/her family. These schedules will include how to contact them and when they will be available. Teachers and related service providers will remain flexible to accommodate student and family needs. Annual goals, short-term goals or benchmarks, related services, and accommodations will continue, although they may appear different. Each teacher and related service provider will work diligently to ensure every student's needs are met and educational services are maintained to the extent practicable.

Special Considerations for Distance Learning Accessibility

- Students who are deaf/hard of hearing
 - Video conferencing
 - ASL videos
 - Closed captioning
 - Co-presented meetings to allow for language facilitation and translation

- Students who are blind/visually impaired
 - Audio conferencing
 - Assistive technology
 - Braille materials
 - Auditory materials (recorded or live)
 - Co-presented meetings to allow for language facilitation and translation

Related Service Providers

Related services will be provided through phone and video conference therapy opportunities and mailing or emailing work packets to each student and family, as documented in the student's annual IEP to the extent practicable. Service providers will maintain documentation. Related service providers include:

- Audiology
- Counseling services
- Language therapy and other language services
- Speech therapy and other speech services
- Physical therapy
- Orientation and mobility
- Occupational therapy
- English for speakers of other languages
- Consultation with behavior specialist

- Nursing services
- Psychological services

Communication During School Closure

- The FSDB PIO provides school closure updates via the FSDB website www.fsdbk12.org; a special COVID-19 webpage contains all the information shared with families as well as FAQs for parents, resources across the state, and links to CDC information and videos. All information is published in ASL and Spanish in addition to English.
- Skylert (School Messenger) messages will be shared from the FSDB district level and from various department supervisors as phone, text and email announcements.
- Assistant principals will use the “Family and Student Distance Learning Survey” when calling students and their families at the start of a school closure event to determine immediate needs and best methods for communication.
- Mental health professionals will contact each family with students who:
 - Receive services on their IEP
 - Receive Multi-Tiered Systems of Supports (MTSS) interventions
 - Are referred by school staff or family members.
- Teachers and related service providers are expected to maintain contact with students and families during school closures.
 - Schedules for conference sessions and “office hours” will be shared with students and families taking into consideration student and family schedules.
 - Communication logs and notes will be kept documenting attempts and contacts made with students and families.
 - Microsoft Teams phone and video-based meetings will be scheduled with students and families.
 - Teachers will provide instruction, intervention and enrichment support during conference sessions.
 - Related service staff members will provide service and support to students as identified on their IEP to the extent practicable.
- Parents may contact their child’s teacher through the following methods:
 - FSDB teacher’s email
 - Teacher’s Teams phone number
 - Teacher’s Teams meeting room
 - Teacher’s videophone (VP), when appropriate
 - Skyward MessageCenter, (for password help or changing contact information, please contact the student’s school administrative assistant)

Mobile Devices

Each student is assigned a mobile device or has one-to-one access to a tablet and/or computer through classroom sets at school. During distance learning events, students will be assigned a mobile device if they do not have a personal device at home, or if they require specialized applications provided by FSDB, including assistive technology software. Students will use the mobile device which they were assigned on campus.

- Students will have an FSDB account and password to log onto the device and to access educational resources and instructional and assessment materials and sites.
- Records of assignments to students will be documented in FSDB's inventory system(s).
- Students and parents/legal guardians must review the Student Internet Safety and Acceptable Use Policy and sign the related acknowledgment form. Appropriate behavior is expected when using FSDB equipment and accounts.
- Support for accessing accounts and materials through mobile devices should be directed to the student's teacher or FSDB Tech Help Team.
- Student's teacher, assistive technology specialists, and technology support may assist students and families with blind-specific assistive technology needs.

Assistive Technology

FSDB provides a variety of assistive technology software and equipment to meet student's needs. Assistive technology software is installed on student computers and iPads. Assistive technology devices are assigned to students according to designed interventions, instructional plans, and IEPs. Students may receive instruction on the use of assistive technology in addition to using it to access and participate in instruction and assessments. Assistive technology available and/or assigned for on-campus instruction will be made available and/or assigned to students for distance learning.

Videophone (VP)

Staff members who are deaf or hard of hearing may schedule calls with students and families using a VP. Sometimes individuals who are deaf or hard of hearing will call from their VP using a relay operator. Students who are deaf or hard of hearing can obtain a VP for their home at no cost. FSDB will share information with any parent/legal guardian or adult student who is in need of assistance.

Appendix A: Online Core Instructional Materials

Deaf Elementary School (K-5)

- **ELA:** Journeys (Houghton Mifflin Harcourt), KidBiz (Empower3000), IXL, RH Discovery
- **Math:** Eureka Math (Great Minds), & ST Math (Mind Research Institute), IXL
- **Science:** Science (Houghton Mifflin Harcourt)
- **Social Studies:** Social Studies Weekly

Deaf Middle School (6-8)

- **ELA:** INSIDE (Cengage/National Geographic), TeenBiz (Empower3000)
- **Math:** Eureka Math (Great Minds), IXL, ST Math (Mind Research)
- **Science:** Amplify Science

Deaf High School (9-12)

- **ELA:** EDGE (Cengage/National Geographic), Mirrors & Windows (EMC), Achieve3000 (Empower3000), IXL, FSDB Sora
- **Math:** Math Nation, Algebra Nation, IXL
- **Science:**
 - Environmental Science (Cengage/National Geographic)
 - Biology (HMH)
 - Marine Science (HMH/McGraw Hill)
 - Forensic Science (Cengage/National Geographic)
 - Zoology (HMH)
 - Anatomy & Physiology (EMC)
- **Social Studies:**
 - World History (Pearson)
 - U.S. History (Pearson)
 - American Government (Pearson)
 - Economics (Pearson)

Blind Elementary School (K-5)

- **ELA:** Journeys (Houghton Mifflin Harcourt), KidBiz (Empower3000), Elevate (Reading Horizons), RH Discovery
- **Math:** Eureka Math (Great Minds)
- **Science:** National Geographic Learning/Cengage
- **Social Studies:** My World (Pearson)

Blind Middle School (6-8)

- **ELA:** Elevate (Reading Horizons), Triumph Learning* (*paper-based use Learning Ally and Bookshare)
- **Math:** Big Ideas (Houghton Mifflin Harcourt)
- **Science:** Elevate Science (Pearson)

Blind High School (9-12)

- **ELA:** EMC* (Carnegie Learning), Triumph Learning* (*paper-based use Learning Ally and Bookshare)
- **Math:** Explorations in Core for Algebra 1, Algebra 2, Geometry (Holt McDougal)
- **Science:** Anatomy and Physiology (EMC Publishing), Biology and Earth/Space Science (Houghton Mifflin Harcourt)
- **Social Studies:** World History (Houghton Mifflin Harcourt), American Government (Pearson)

Appendix B: Content Delivery: Digital Resources

Deaf Department: Core and Supplemental Areas

Deaf Elementary (K-5) – Core and Supplemental	K	1 st	2 nd	3 rd	4 th	5 th
ELA: Kid Biz https://portal.achieve3000.com/index				X	X	X
Math, ELA, Science, Social Studies: IXL https://www.ixl.com/signin/nrsc	X	X	X	X	X	X
ELA: Journeys https://www-k6.thinkcentral.com/ePC/start.do	X	X	X	X	X	X
Reading: RH Discovery https://fsdb.rhdiscovery.com/	X	X	X	X	X	X
HMH Science https://www.hmhco.com/one/login/	X	X	X	X	X	X
Social Studies Weekly https://app.studiesweekly.com/online/	X	X	X	X	X	X
Eureka Math (PDF/print materials free online) https://greatminds.org/math https://greatminds.org/math/parents Video lessons (no CC) https://gm.greatminds.org/en-us/knowledgeonthego	X	X	X	X	X	X
ST Math https://web.stmath.com/	X	X	X	X	X	X
ZEARN.ORG www.zearn.org (CC)	X	X	X	X	X	X

Deaf Middle School (6-8) – Core and Supplemental	6 th	7 th	8 th
Reading: Teen Biz https://portal.achieve3000.com	X	X	X
Math, ELA, Science, Social Studies: IXL https://www.ixl.com/signin/nrsc	X	X	X
Science: Amplify https://my.amplify.com	X	X	X
Reading: https://myNGconnect.com	X	X	X
Eureka Math (PDF/print materials free online) https://greatminds.org/math https://greatminds.org/math/parents https://gm.greatminds.org/en-us/knowledgeonthego	X	X	X
ST Math by Mind Research: https://web.stmath.com/entrance/	X	X	X
Reading A-Z- www.readinga-z.com	X	X	X
Social Studies: https://my.mheducation.com/login	X	X	X

Deaf High School (9-12) – Core and Supplemental	9th	10^t h	11^t h	12^t h
ELA: Achieve3000 (Empower3000) http://portal.achieve3000.com	x	x	x	x
ELA: EDGE https://myNGconnect.com	x	x	x	x
ELA ebooks/audiobooks: FSDB Sora http://tinyurl.com/FSDB-Sora	x	x	x	x
ELA & Math: IXL https://www.ixl.com/signin/nrsc	x	x	x	x
Math/Algebra Nation: connecting link is through Classlink (Alg1, Geo, Alg2, and LAM courses)	x	x	x	x
Environmental Science and Forensic Science: MindTap https://www.cengage.com/dashboard/#/login	x	x	x	x
Biology, Marine Science, and Zoology: eConnectED https://www.hmhco.com/one/	x	x	x	x
EMC Anatomy & Physiology https://emc.bookshelf.emcp.com ADAM http://www.interactiveanatomy.com	x	x	x	x
World History, US History, American Government, and Economics: Pearson Realize https://www.pearsonrealize.com	x	x	x	x

Deaf Department: Supplemental and Enrichment Activities

Deaf Elementary (K-5) – Enrichment	K	1 st	2 nd	3 rd	4 th	5 th
Brain Pop https://jr.brainpop.com/	x	x	x	x	x	x
Kahoot https://kahoot.com/		x	x	x	x	x
Newsela https://newsela.com/				x	x	x
Greg Tang Math https://gregtangmath.com/index https://gregtangmath.com/games	x	x	x	x	x	x
Khan Academy https://www.khanacademy.org	x	x	x	x	x	x
Which One Doesn't Belong http://wodb.ca/	x	x	x	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x	x	x	x

Deaf Middle School (6-8) – Enrichment	6 th	7 th	8 th
Brain Pop Jr https://jr.brainpop.com	x	x	x
Brain Pop https://brainpop.com	x	x	x
Khan Academy https://www.khanacademy.org	x	x	x
Greg Tang Math https://gregtangmath.com/index , https://gregtangmath.com/games	x	x	x
Reading https://readinga-z.com	x	x	x
Kahoot https://kahoot.com/	x	x	x
Florida Students (CPALMS) https://www.floridastudents.org/#	x	x	x
Quizlet https://quizlet.com/	x	x	x
Which One Doesn't Belong http://wodb.ca/	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x

Deaf High School (9-12) – Enrichment	9 th	10 th	11 th	12 th
Khan Academy https://www.khanacademy.org	x	x	x	x

GeoGebra https://www.geogebra.org/	x	x	x	x
Kahoot https://kahoot.com/	x	x	x	x
Florida Students (CPALMS) https://www.floridastudents.org/#	x	x	x	x
Quizlet https://quizlet.com/	x	x	x	x
Newsela https://newsela.com	x	x	x	x
Common Lit https://www.commonlit.org/	x	x	x	x
Tween Tribune https://www.tweentribune.com/	x	x	x	x
Wonderopolis https://wonderopolis.org/	x	x	x	x
Vocabulary https://www.vocabulary.com/	x	x	x	x
Google Expeditions https://edu.google.com/products/vr-ar/expeditions	x	x	x	x
NASA https://www.nasa.gov/	x	x	x	x
NOVA https://www.pbs.org/wgbh/nova/education/about.html	x	x	x	x
National Geographic https://www.nationalgeographic.com/	x	x	x	x
PBS https://www.pbs.org/	x	x	x	x
National Park Service https://www.nps.gov/	x	x	x	x
TedEd https://ed.ted.com/	x	x	x	x
TedTalks https://www.ted.com/	x	x	x	x
Which One Doesn't Belong http://wodb.ca/	x	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x	x

Blind Department: Core and Elective Subject Areas

Blind Elementary (K-5) – Core and Supplemental	K	1st	2nd	3rd	4th	5th
ELA: Kid Biz https://portal.achieve3000.com/index				X	X	X
Eureka Math (Print Materials also available online) https://greatminds.org/math	X	X	X	X	X	X
Reading: RH Discovery https://fsdb.rhdiscovery.com/	X	X	X	X	X	
Reading: RH Elevate www.rhelevate.com						X
Access Points: News to You https://n2y.com				X	X	X
Reading: Journeys https://www-k6.thinkcentral.com/ePC/start.do	X	X	X	X	X	X
Pearson My World Social Studies www.pearsonrealize.com	X	X	X	X	X	X
National Geographic Science www.myngconnect.com	X	X	X	X	X	X
Reading A-Z- www.readinga-z.com	X	X	X	X	X	X

Blind Middle School (6-8) – Core and Supplemental	6th	7th	8th
ELA: Teen Biz https://achieve3000.com/	X	X	X
Big Ideas Math (Print Materials also available online) https://www.bigideasmath.com/BIM/login	X	X	X
BookShare: www.bookshare.org	X	X	X
Learning Ally: www.learningally.org	X	X	X
Access Points: News to You: www.n2y.com	X	X	X
Reading Horizons HR Elevate - www.hrelevate.com (for reading intervention only)	X	X	X
Pearson Science www.pearsonrealize.com	X	X	X

Blind High School (9-12) – Core and Supplemental	9^t_h	10^t_h	11^t_h	12^t_h
ELA: Achieve3000 www.achieve3000.com	X	X	X	X
Florida Algebra 1 with Explorations in Core Math (print materials also available online)	X	X	X	X
Florida Algebra 2 with Explorations in Core Math (print materials also available online)	X	X	X	X
Florida Geometry with Explorations in Core Math (print materials also available online)	X	X	X	X

Glenco Pre-Calc (print materials only, no digital online)	x	x	x	x
Explorations in Core Math website all content https://my.hrw.com	x	x	x	x
ELA ebooks/audiobooks: FSDB Sora http://tinyurl.com/FSDB-Sora	x	x	x	x
HMH Biology and Earth/Space Science - ConnectED https://www.hmhco.com/one/	x	x	x	x
EMC Anatomy & Physiology https://emc.bookshelf.emcp.com ADAM http://www.interactiveanatomy.com			x	x
HMH World History - ConnectED https://www.hmhco.com/one/	x	x	x	x
Pearson American Government - Pearson Realize https://www.pearsonrealize.com				x

Blind Department: Supplemental and Enrichment Activities

Blind Elementary (K-5) – Enrichment	K	1st	2nd	3rd	4th	5th
BookShare www.bookshare.org	x	x	x	x	x	x
Learning Ally www.learningally.org	x	x	x	x	x	x
Florida Students (CPALMS) https://www.floridastudents.org/#	x	x	x	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x	x	x	x

Blind Middle School (6-8) – Enrichment	6th	7th	8th
BookShare www.bookshare.org	x	x	x
Learning Ally www.learningally.org	x	x	x
Florida Students (CPALMS) https://www.floridastudents.org/#	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x

Blind High School (9-12) – Enrichment	9th	10th	11th	12th
BookShare www.bookshare.org	x	x	x	x
Learning Ally www.learningally.org	x	x	x	x
Florida Students (CPALMS) https://www.floridastudents.org/#	x	x	x	x
FSDB Problem of the Week https://sites.google.com/fsdbk12.org/fsdb-2019-2020-pow-fluency-cha/home	x	x	x	x

Appendix C: “Family and Student Distance Learning Survey”

Student’s Name: _____

Initial Call Date: _____

Time: _____

Phone number(s) attempted: _____

Person contacted (include relationship to student):

Ask to speak to parent or legal guardian. If parent or legal guardian is not available, speak to student (if student is of age to comprehend the discussion and answer questions accurately.)

As you are aware, the FSDB campus is currently closed under the direction of the Florida Department of Education. We would like to ask you a few questions if you have a moment. We know everyone is concerned about having their child continue his/her education as soon as possible, and we are too. As of now, we are planning to have boarding students return to campus Tuesday, April 14, 2020, and classes begin on Wednesday, April 15, 2020. In the meantime, we’re going to be offering a distance learning program, which will be starting Monday, April 6 and continue until students return to campus. Please understand that this timeline may change given the direction by the CDC and the Florida Department of Education. We will keep you informed if that happens.

Do you have a few minutes so that we may gather some information that can help us in providing instructional materials, lessons and activities for your child while students are home?

We would also like to have the most up- to-date contact information for your family so your child’s teachers and related service providers may provide instruction via the phone, web-based video call, or video phone (deaf and hard of hearing student).

First, these are the phone numbers we have for you in Skyward, we’d like to know what is the best phone number to contact you? (Note: Ask for a video phone (VP) number as well if the child is deaf/hard of hearing. If a student who is deaf/hard of hearing does not have a VP in their home, please share this information with your social worker so they can follow-up with the student and family.)

Is there an alternate number or numbers you’d like us to list? Use Skyward as the guide so the new numbers can be put into the database.

Which are the best days and times teachers and related service providers can call your home to conference with your child? (Note: teachers and service providers will set up a schedule to contact your child for phone/video conferencing. Teachers and related service providers are expected to connect with your child no less than two times a week.)

Is there a day or time that is inconvenient, and you would prefer us not to call to conference with your child? (Note: Do you work during the day and do not want your child to participate in phone/video conferencing when you are not there to supervise?)

We have this email in Skyward, would you like teachers and related service providers to use it to send instructional materials and activities for your child? (Note: Emails will be sent on Fridays with information for the following week's lessons.)

Does your family have internet access at home? (Note: Make a note of the need for now.)

How would you rate the quality of your internet service – good, fair, or not reliable?

Is there a computer or personal device your child can use to make video/phone conference calls and to complete lessons and activities? *This is technology students already have at home. (mark all that apply) (Note: Not all students brought their school devices home with them before spring break. Even if they have their laptops, not all student devices have video capabilities activated due to policy. We are problem-solving to see how students can get their devices as well as turn on cameras remotely if we have a long-term school closure.)

_____ Cell Phone
_____ School IPAD/Tablet
_____ Home IPAD/Tablet
_____ School Laptop
_____ Home Computer/Laptop
_____ Braille/Refreshable Braille display
_____ Video Phone

Are you or another adult in your home able to provide help and support to your child to access online materials, set up the conference call with the teacher, assist as they work on their lessons and activities? Do you need help to set-up a conference call? (Note: there will be "office hours" available and shared with parents/legal guardians so that they may call and get help with technology set-up.)

If we were to send your child paper-based instructional materials, what is the address you would like our teachers to use? Are there any special directions for sending mail or packages to your home? (Note: if this is a long-term campus

closure, we may be using FSDB staff to deliver materials to student bus stops for parents/legal guardians to pick up.)

Are there any special needs your family currently has, such as food or emotional concerns we could possibly help with? (Note: The parent FAQ section located on the [COVID-19 webpage](#) has information on free meals for students across the state of Florida.)

Thank you so much for your time. Based on the information we're compiling from these discussions and our planning underway, FSDB will be sending you more detailed information later this week.

Other notes:

- Teachers and mental health counselors will be reaching out to each student and family.
- Teachers and related service providers will be sharing their "office hours" so that students and families can call or email them for help.
- Families can feel free to call and email staff members with any questions. Emails will be responded to within 24 hours (M-F).
- Families will receive Skylert updates.
- Please share with parents that the best way to stay informed is to check the FSDB website www.fsdbk12.org frequently.
- There's a COVID-19 special section that includes FAQs, resources, and updated announcements. Information on the COVID19 webpage is available in English, Spanish and ASL.
- Ask them to also follow FSDB social media for updates: @FSDBK12 (Facebook, Twitter, and Instagram) if they are able.