



Guidelines for the Delivery of Specially Designed Instruction During School Closure

During this crisis your student may forget what you said during virtual lessons, but they won't forget that you made them feel loved, cared for, understood and special.

Table of Contents

Things to Remember	3
Elementary Future Ready Core	3
Middle School Future Ready Core	7
High School Future Ready Core	12
High School Occupational Course of Study	17
SAIL Classrooms (Preschool - 12th) and Extended Content Standards (K-12)	21
ConneXions	25
AYN - Day Treatment/Therapeutic Support Intervention (TSI) Class	29
AYN - Pass/TSI Class	29
AYN - Central	29
DEGREE	29
Full-Time DEGREE (Non-TPA)	29
Full-Time DEGREE TPA Students	29
Part-Time DEGREE/Part-Time at their Home School	30
Medical Homebound	30
Related Services (OT – PT – Speech) and Support Teachers (VI and HI)	30
Preschoolers (Walk-ins, HS/NC Pre-k classes, Daycares and In-Home)	33

Things to Remember

- The health and safety of our students should be our primary focus. We may need to address IDEA compliance issues in the future, but for now, we are going to focus on keeping our students connected to school and providing instruction.
- It is important to maintain and improve relationships with our parents and students. We want them to know that their special education providers are still here and that we still care about their education.
- A number of EC staff worked hard to develop the ***Guidelines for the Delivery of Specially Designed Instruction During School Closure*** over a one-week period. These guidelines are not perfect. There are issues that have not been addressed. Please be understanding and patient as we continue to problem - solve. Changes will be made as new guidance is provided by the state and the federal government.
- When delivering specially designed instruction, the concepts of accessibility, adaptation, accommodation and teaching matched to the learner should be priorities.
- We will aim to provide the amount of instruction based on the EC Calculation Form however, this might be difficult for some teachers due to the size of caseloads. In those cases, coordinate with your EC Compliance Manager so that you can be provided with assistance.
- Documentation of everything related to the delivery of instruction is EXTREMELY important. We need to show that we are making a good faith effort that is reasonable and appropriate (in light of present circumstances) to teach our students with special needs during the school closure. Also, checking progress related to IEP goals should be done as much as possible.
- When thinking about online instruction, think about how things would work if you were still at school teaching in your classroom. For example, if you had a behavioral concern, who would you contact? If you had an attendance concern, who would you contact? If you had a concern that a child was being neglected, who would you contact? If you had a concern about modifying materials, who would you contact? Even if people are working from home, they are still available by phone and email. USE your resources to help support your virtual instruction.
- When schools are “back in action,” the current needs of every student will be assessed to determine the impact school closure has had on the student.
- EC Compliance Managers and other EC Lead Staff are working during the closure. If you have a question - reach out by phone or email or text - we are here to help.
- EC Compliance Managers will have weekly virtual meetings to assess how things are going.
- You are a special educator. This may be the most important time in your career for you to show just how special you really are.

Elementary Future Ready Core

1. Elementary teachers will provide Specially Designed Instruction (SDI) for students in the Future Ready Core through a combination of virtual/phone instruction and online activities or packaged assignments. In most cases, elementary teachers should plan to provide individual video/telephone lessons to students once or twice a week. Recorded video lessons can be

provided to supplement face-to-face virtual or phone contacts, but can not be used to replace actual interaction between the teacher and the student. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.

2. General Education will be delivered in a format that will require students to spend approximately 2 hours per day completing academic assignments and/or interacting virtually or by phone with a teacher. Since this is an abbreviated school day for all students, EC services commensurate with the abbreviated day are appropriate. The General Education students will be served 30% of the day, therefore, 30% of the total EC time on a student's IEP will be provided as specially designed instruction with adjustments made for group sizes (if needed). For example, for a student who has 1 hour of math, 1 hour of reading and 30 minutes per day of social skills, the total amount of EC time for a week would be 750 minutes. 30% of 750 minutes is 225 minutes (3 hours/45 minutes per week.) BUT students rarely receive their services one-on-one. Therefore, an adjustment to the total time can be made based on the size of the group in which the student is instructed. So if this student was typically in a group of 4 during EC time then the 3 hours/45 minutes could be divided by 4 providing a final EC time of 57 minutes (which has been rounded up to the nearest 5 minute mark -- 60 minutes). The virtual instruction/phone lessons in combination with the time it will take a student to complete assignments/activities from general education should total no less than 2 hours a week per child.
 - a. No child should receive less than 30 minutes of virtual or phone instruction unless he/she is "consultative status."
 - b. Students receiving a small amount of EC time (e.g. 2 times a week for 15 minute) should have at least one virtual or phone contact every other week. This contact can be coordinated with the general education teacher, if appropriate, to assist the student in being successful in his/her general education.
 - c. **Note:** Related Services and Support Services (HI and VI) will be provided in addition to the services provided by the EC Teacher.
3. The EC Teacher should reinforce that general education teachers know the accommodations and modifications on each of their EC students. As routine practice, general education teachers should have access to this information but EC teachers need to check to ensure that the general education remembers to provide any applicable accommodations and modifications they normally would provide in face-to-face classroom instruction.
4. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.
5. Teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. These resources are located in the Instructional Resources Folder. Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of

time, read the fine print to avoid ending up with a bill when the free trial expires. Anyone interested in sharing a resource with others can complete the Instructional Resource Submission Form for consideration. Teachers should ensure that resources and instructional activities:

- Are directly related to the student’s IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher, at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.
- Include research based strategies and interventions.
- Provide support if needed to assist students who use English as a second language. If you need ESL support or a foreign language interpreter contact the student’s ESL teacher.
- Align with reading and math research-based programs previously used by the student (when possible). These programs include Corrective Reading, Reading Mastery, Read Naturally, Number Words, Reading Success, Edmark, Letter-Land and Fusion. Some of these programs may have a free online instruction option. Go to the Research Based Programs Folder for more information.
- Do not violate copyright laws.

6. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name Folder containing individual teacher folders will be shared out with the EC staff, ECCM, and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed ***Example Instructional Documentation Sheet*** can be found in the Documents Folder.
7. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
8. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
9. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
10. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be documented at the top of the ***Instructional Documentation Sheet***. During the initial contact, the following information should be obtained/shared:

- Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
- Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
- Determine the student's access to the internet. If a student does not have access to the internet, please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.

Middle School Future Ready Core

1. Middle School teachers will provide instruction for students in the Future Ready Core in one or more formats depending on their assigned daily schedule:
 - **Co-Teaching:** EC Co-Teachers should plan to coordinate online instruction with their general education co-teacher. In whatever online format is used, the EC Co-Teacher must ensure that IEP goals are infused into the general education instruction through specific activities and assignments. The EC Co-Teacher may give additional assignments/activities to address IEP goals, provide individual virtual/phone instruction, or provide recorded lessons. The EC Co-Teacher could do group or individual virtual/phone chats or check-ins. Keep in mind that IEP goals must be addressed. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
 - **Curriculum and Instruction Classes (C&I):** For C&I classes, EC teachers may do a schedule that allows virtual instruction through a combination of online instruction and assignments/activities related to the students' IEP goals. EC teachers will need to be very clear about the date/time that the student should be online for instruction. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
 - **Consultative Level Services:** Students receiving a small amount of EC time (e.g. 2 times a week for 15 minutes) should have at least one virtual or phone contact every other week. This contact can be coordinated with the general education teacher, if appropriate, to assist the student in being successful in his/her general education. However, there should be a minimum of one check in virtually or by phone every other week regardless of the service delivery time on the IEP. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.

2. General Education will be delivered in a format that will require students to spend approximately 2 hours per day completing academic assignments and/or interacting virtually or by phone with a teacher. Since this is an abbreviated school day for all students, EC services commensurate with the abbreviated day are appropriate. Therefore, 30% of the total EC time on a student's IEP will be provided as specially designed instruction with adjustments made for group sizes (if needed). For example, for a student who has 1 hour of math, 1 hour of reading and 30 minutes per day of social skills, the total amount of EC time for a week would be 750 minutes. 30% of 750 minutes is 225 (3 hours/45 minutes per week.) BUT students rarely receive their services one-on-one. Therefore, an adjustment to the total time can be made based on the size of the group in which the student is instructed. So if this student was typically in a group of 4 during EC time then the 3 hours/45 minutes could be divided by 4 providing a final EC time of 57 minutes. The virtual instruction/phone lessons in combination with the time it will take a student to complete assignments/activities should total no less than 2 hours a week per child. No child should receive

less than 30 minutes of virtual or phone instruction unless he/she is “consultative status.”

Students receiving a small amount of EC time (e.g. 2 times a week for 15 minutes) should have at least one virtual or phone contact every other week. This contact can be coordinated with the general education teacher if appropriate to assist the student in being successful in his/her general education. Note: Related Services and Support Services (HI and VI) will be provided in addition to the services provided by the EC Teacher.

3. The EC Teacher should reinforce that general education teachers know the accommodations and modifications on each of their EC students. As routine practice, general education teachers should have access to this information but EC teachers need to check to ensure that the general education remembers to provide any applicable accommodations and modifications they normally would provide in face-to-face classroom instruction.
4. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.
5. Teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students’ IEP goals. These resources are located in the Instructional Resources Folder. Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. Teachers should ensure that resources and instructional activities:
 - Are directly related to the student’s IEP goals.
 - Are provided for all IEP goals that can be addressed outside the school environment.
 - Can be completed as independently as possible.
 - Will assist the student in accomplishing their IEP goals.
 - Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
 - Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
 - Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.
 - Provide support if needed to assist students who use English as a second language. If you need ESL support or a foreign language interpreter contact the student's ESL teacher.
 - Include research based strategies and interventions
 - Align with reading and math research-based programs previously used by the student (when possible). These programs include Corrective Reading, Reading Mastery, Read Naturally, Number Words, Reading Success, Edmark and Fusion. Some of these programs may have a free online instruction option. Go to the Research Based Programs Folder for more information.
 - Do not violate copyright laws.
6. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name folder containing individual teacher folders will be shared out with the EC staff and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed ***Example Instructional Documentation Sheet*** can be found in the Documents Folder.

7. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
8. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
9. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
10. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be documented at the top of the ***Instructional Documentation Sheet***. During the initial contact, the following information should be obtained/shared:
 - Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
 - Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
 - Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.

- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.

High School Future Ready Core

1. High School teachers will provide instruction for students in the Future Ready Core in one or more formats depending on their assigned daily schedule:
 - **Co-Teaching:** EC Co-Teachers should plan to coordinate online instruction with their general education co-teacher. In whatever online format is used, the EC Co-Teacher must ensure that IEP goals are infused into the general education instruction through specific activities and assignments. The EC Co-Teacher may give additional assignments/activities to address IEP goals, provide individual virtual/phone instruction, or provide recorded lessons. The EC Co-Teacher could do group or individual virtual/phone chats or check-ins. Keep in mind that IEP goals must be addressed. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
 - **Curriculum and Instruction Classes (C&I):** For C&I classes, EC teachers may do a schedule that allows virtual instruction through a combination of online instruction and assignments/activities related to the students' IEP goals. EC teachers will need to be very clear about the date/time that the student should be online for instruction. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the

Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.

- **Consultative Level Services:** Students receiving a small amount of EC time (e.g. 2 times a week for 15 minute) should have at least one virtual or phone contact every other week. This contact can be coordinated with the general education teacher if appropriate to assist the student in being successful in his/her general education. However, there should be a minimum of one check in virtually or by phone every other week regardless of the service delivery time on the IEP. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
2. General Education will be delivered in a format that will require students to spend approximately 2 hours per day completing academic assignments and/or interacting virtually or by phone with a teacher. Since this is an abbreviated school day for all students, EC services commensurate with the abbreviated day are appropriate. Therefore, 30% of the total EC time on a student's IEP will be provided as specially designed instruction with adjustments made for group sizes (if needed). For example, for a student who has 1 hour of math, 1 hour of reading and 30 minutes per day of social skills, the total amount of EC time for a week would be 750 minutes. 30% of 750 minutes is 225 (3 hours/45 minutes per week.) BUT students rarely receive their services one-on-one. Therefore, an adjustment to the total time can be made based on the size of the group in which the student is instructed. So if this student was typically in a group of 4 during EC time then the 3 hours/45 minutes could be divided by 4 providing a final EC time of 57 minutes. The virtual instruction/phone lessons in combination with the time it will take a student to complete assignments/activities should total no less than 2 hours a week per child. No child should receive less than 30 minutes of virtual or phone instruction unless he/she is "consultative status." Students receiving a small amount of EC time (e.g. 2 times a week for 15 minutes) should have at least one virtual or phone contact every other week. This contact can be coordinated with the general education teacher if appropriate to assist the student in being successful in his/her general education. Note: Related Services and Support Services (HI and VI) will be provided in addition to the services provided by the EC Teacher.
 3. The EC Teacher should reinforce that general education teachers know the accommodations and modifications on each of their EC students. As routine practice, general education teachers should have access to this information but EC teachers need to check to ensure that the general education remembers to provide any applicable accommodations and modifications they normally would provide in face-to-face classroom instruction.
 4. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.

5. Teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. These resources are located in the Instructional Resources Folder. Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. Teachers should ensure that resources and instructional activities:

- Are directly related to the student's IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher, at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.
- Provide support if needed to assist students who use English as a second language. If you need ESL support or a foreign language interpreter contact the student's ESL teacher.
- Include research based strategies and interventions.
- Align with reading and math research-based programs previously used by the student (when possible). Some programs may have a free online instruction option. Go to the Research Based Programs Folder for more information.

- Do not violate copyright laws.
6. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name folder containing individual teacher folders will be shared out with the EC staff and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed ***Example Instructional Documentation Sheet*** can be found in the Documents Folder.
 7. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
 8. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
 9. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
 10. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be documented at the top of the ***Instructional Documentation Sheet***. During the initial contact, the following information should be obtained/shared:

- Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
- Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
- Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.

High School Occupational Course of Study

1. High School teachers will provide Specially Designed Instruction (SDI) for students in the Occupational Course of Study (OCS) through a combination of virtual/phone instruction and online or packaged assignments/activities to support IEP goals. The EC teacher will teach students according to their NCVPS courses on a schedule that allows small group or individualized virtual/phone instruction. EC teachers will need to be very clear about the date/time that the student should be online for instruction.
2. General Education will be delivered in a format that will require students to spend approximately 2 hours per day completing academic assignments and/or interacting virtually with a teacher. Since this is an abbreviated school day for all students, EC services commensurate with the abbreviated day are appropriate. Therefore, 30% of the total EC time on a student's IEP will be provided as specially designed instruction with adjustments made for group sizes (if needed). If the student is enrolled in a NCVPS course, at least 30 minutes of virtual or phone instruction per course should be provided. The instructional support for the NCVPS courses can be provided in a group format. For example, students could be asked to attend a session to support English 1 every Monday morning from 9:00 – 9:30. IF a student's IEP goals can be successfully infused into the NCVPS instructional support lessons, additional instructional time to address their IEP goals may or may not be needed. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
3. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.
4. All NC Virtual students will have course access through the end of the Spring 2020 term and can access their course from home. Students will access the course using the Chromebook assigned to them by their high school. General Technical Requirements for all of our courses can be found at <https://ncvps.org/technology-requirements>.
5. If Chromebooks and/or the internet are not an option for specific students, the teachers will create packets aligned with NCVPS (including websites and activities with visual supports).
6. Collaboration between the face-to-face classroom teacher and the NC Virtual teacher should continue. The NC Virtual teacher will take his/her partner's lead with communication and planning.
7. NCVPS Co-teachers typically modify content based on students' needs. NCVPS has modified the permissions in our Canvas Co-Teacher user roles. These changes will allow teachers to add/edit/delete their own content into existing Canvas courses and keep information in one location for students. **It is strongly recommended that you NOT DELETE information in the course**

developed by NCVirtual. The NC Virtual teacher will continue to grade and provide feedback, as well as post daily announcements when students are actively working in the course. The new permissions include:

- The ability to add/edit/delete Pages in the course
 - The ability to add/edit/delete Assignments
 - The ability to add/edit/delete Quizzes in the course
 - The ability to edit Grades and modify the Gradebook
 - The ability to create/moderate Discussions
 - The ability to add daily or weekly Announcements to your course
8. Following are guidelines for assisting students in completing Occupational Preparation Courses, school-based and work-based hours and the Career Portfolio:
- ☐ OCS Occupational Prep (**Seniors**): The ***Held Harmless Waiver*** will be added to the current graduation waiver to excuse students for the days missed and accommodate for the time school is closed for instruction. A ***Vocational Activities chart*** is provided for ideas.
 - ☐ OCS Occupational Prep (**Juniors**): Students will be able to make these hours up next year. Next year's schedule should be designed to allow students to make up these hours. On a case by case basis the waiver can be considered.
 - ☐ OCS Occupational Prep (**Sophomores**): Use the ***Checklist of Vocational Tasks*** for vocational activities that can be done at home to count toward school-based hours. This chart indicates the amount of time that can be earned for completing various at-home tasks. Students will be allowed to do activities from this list in place of the school-based activities he/she would have completed had school been in session. The ***Documenting Hours During School Closing*** will be used to document tasks/hours. OCS teachers will need to download a form for each student and coordinate with the parent on completion of the documentation.
 - ☐ OCS Occupational Prep (**Freshmen**): Teachers will provide instructional assignment/activity packages based on the competencies of Occupational Preparation I. Freshmen should not be affected because they can get the full 150 hours in their sophomore year.
 - ☐ Portfolio and Portfolio Presentations: Completion of the portfolio activities can be embedded in the Occupational Prep courses. Portfolio Presentations are scheduled for May 5th. If presentations cannot be done in-person, arrangements for virtual presentations will be considered.
9. Teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. OCS EC teachers can access these resources to address individual student IEP goals. These resources are located in the Instructional Resources Folder. Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. Teachers should ensure that resources and instructional activities:

- Are directly related to the student's IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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- Provide support if needed to assist students who use English as a second language. If you need ESL support or a foreign language interpreter contact the student's ESL teacher.
- Include research based strategies and interventions.
- Align with reading and math research-based programs previously used by the student (when possible). These programs include Corrective Reading, Reading Mastery, Read Naturally, Number Words, Reading Success, Edmark, Letter-Land and Fusion.
- Do not violate copyright laws.

10. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name folder containing individual teacher folders will be shared out with the EC staff and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each**

student. The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed **Example Instructional Documentation Sheet** can be found in the Documents Folder.

11. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
12. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
13. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
14. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be documented at the top of the **Instructional Documentation Sheet**. During the initial contact, the following information should be obtained/shared:
 - Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.

- Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
- Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
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- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
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SAIL Classrooms (Preschool - 12th) and Extended Content Standards (K-12)

1. EC teachers providing instruction to students in the Extended Content Standards (ECS) will provide Specially Designed Instruction (SDI) for students through a combination of virtual/phone instruction, online or packaged assignments. In most cases, ECS teachers should plan to provide

individual virtual/telephone lessons to students at least two times a week for 30 minutes. In some cases, these sessions will be with the child, with the parent or with the parent and child. Group sessions will not be an option. Recorded video lessons and assignment/activity packages can be provided to supplement face-to-face virtual or phone contacts, but can not be used to replace actual interaction between the teacher and the student. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder.

2. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.
3. All teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. These resources are located in the Instructional Resources Folder. There are some resources specific to students in the Extended Content Standards:
 - Students at North Shelby and in targeted SAIL classes will utilize N2Y learning platform consisting of Unique Learning System, New-2-You, L3, and Positivity to develop lessons and activities for students. For more information go to the N2Y Folder.
 - Other students in the ECS throughout the county will have access to TeachTown. Kindergarten - 4th grade will use EnCore, Basics, and Social Skills: Elementary. Students in Preschool will utilize the Social Skills: Elementary program and Basics as applicable. Students in Intermediate and Middle School will utilize Basics and Social Skills: Middle School as applicable. Students at the High School Level will utilize Be Safe and Transition to Adulthood as applicable. Recorded webinars will be available as well as technical support through Teachtown. SLPs that work with SAIL students will have access to all materials to support students as needed. To set up a TeachTown account for your student(s) go to the TeachTown Folder.

Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. Teachers should ensure that resources and instructional activities:

- Are directly related to the student's IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.

- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher, at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.
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6. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further assistance is needed please contact Becky Seidel at mbseidel@clevelandcountyschools.org or (765) 271-6229. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
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 - Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
 - Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good

for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.

- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.

ConneXions

1. Students enrolled in ConneXions spend the majority of their day with a Cleveland Community College instruction receiving vocational skills training. Specially Designed Instruction from the EC teacher focuses on the functional IEP goals for each student. EC instruction will end on the last day of the ConneXions' program (April 30, 2020).
2. The ConneXions' EC teacher will make a minimum of one virtual/phone contact either every week or every other week based on the amount of time in the student's IEP. Each student will also receive assignments/activities related to their IEP goals.
3. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on

determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.

4. The ConneXions teacher will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. These resources are located in the Instructional Resources Folder. The teacher can use the suggested resources in planning lessons or can locate her own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. The teacher should ensure that resources and instructional activities:

- Are directly related to the student's IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

Jennifer Anselmo (OT) jlanselmo@clevelandcountyschools.org (864) 567-1344

Janet McIntyre (PT) jrmcintyre@clevelandcountyschools.org (704) 678-3455

Melanie Walker (Speech) mpwalker@clevelandcountyschools.org (704) 472-6023

Yvonne Franz (VI) yfranz@clevelandcountyschools.org (704) 297-5219

Amy McCurry (HI) aymccurry@clevelandcountyschools.org (704) 473-2569

- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher, at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.
- Provide support if needed to assist students who use English as a second language. If you need ESL support or a foreign language interpreter contact the student's ESL teacher.

- Include research based strategies and interventions.
 - Do not violate copyright laws.
5. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name folder containing individual teacher folders will be shared out with the EC staff and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed ***Example Instructional Documentation Sheet*** can be found in the Documents Folder.
 6. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
 7. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.
 8. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
 9. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be

documented at the top of the ***Instructional Documentation Sheet***. During the initial contact, the following information should be obtained/shared:

- Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
- Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
- Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.

AYN - Day Treatment/Therapeutic Support Intervention (TSI) Class

1. AYN - Pass/TSI Class

- Edna Early and Debbie Edwards will deliver specially designed instruction according to the guidelines established for the student's grade level and course of study (e.g. Elementary Future Ready Core or Extended Content Standards).
- Debbie Edwards will provide general education for TSI and AYN PASS students.
- Responsibility for the general education instruction for non-EC students enrolled in AYN - PASS and will be returned to their home schools. Arden Curry, Homebound Coordinator will provide the names of these students to principals.

2. AYN - Central

- Edna Early will deliver specially designed instruction according to the guidelines established for the student's grade level and course of study (e.g. Middle and High School Future Ready).
- Amanda Hicks will deliver general education instruction for students enrolled in AYN - Central.
- Responsibility for the general education instruction for non-EC students enrolled in AYN - Central will be returned to their home schools. Arden Curry, Homebound Coordinator will provide the names of these students to principals.

DEGREE

1. Full-Time DEGREE (Non-TPA)

- Amanda Hicks will deliver general education instruction in all areas in the manner in which it is presently being delivered. Mrs. Hicks will ensure that applicable accommodations and modifications are incorporated into the delivery of instruction.
- Jane Cole and Patty Taylor will deliver specially designed instruction according to the guidelines established for the student's grade level and course of study (e.g. Middle and High School Future Ready) IF the student has been receiving his/her EC services through DEGREE.

2. Full-Time DEGREE TPA Students

- Responsibility for the general education and special education instruction will be returned to Turning Point Academy. Arden Curry, Homebound Coordinator, will provide the names of these students to the principal and work with TPA to ensure a smooth transition.

3. Part-Time DEGREE/Part-Time at their Home School

- Responsibility for the general education instruction will be returned to their home schools. Special education instruction will continue at the location that it is presently being received (DEGREE or their home school). Arden Curry, Homebound Coordinator, will provide the names of these students to the principal.
- Jane Cole and Patty Taylor will deliver specially designed instruction according to the guidelines established for the student's grade level and course of study (e.g. Middle and High School Future Ready) **IF** the student has been receiving his/her EC services through DEGREE. Arden Curry, Homebound Coordinator will provide the names of these students to the principal so it will be clear how they will receive their EC services.

Medical Homebound

Responsibility for the general education and special education instruction for students K-12 on medical homebound will be returned to their home schools. Arden Curry, Homebound Coordinator will provide the names of these students to principals.

Related Services (OT – PT – Speech) and Support Teachers (VI and HI)

1. Support Teachers will provide Specially Designed Instruction (SDI) and therapists will provide related services for students through a combination of virtual/phone instruction, online activities, and packaged assignments. Support teachers and related services providers should plan to provide individual video/telephone lessons to students. Recorded video lessons can be provided to supplement face-to-face virtual or phone contacts, but cannot be used to replace actual interaction between the teacher/therapist and the student. Only face-to-face virtual or phone conferences will count as a therapy session. Staff who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
2. General Education will be delivered in a format that will require students to spend approximately 2 hours per day completing academic assignments and/or interacting virtually or by phone with a teacher. Since this is an abbreviated school day for all students, the provision of related services commensurate with the abbreviated day is appropriate. Therefore, 30% of the total related service time by area on a student's IEP will be provided with adjustments made for group sizes (if needed). Students receiving a small amount of EC time (e.g. 2 times a month for 15 minutes each time) should have at least one virtual or phone contact every other week. This contact can be coordinated with the EC teacher if appropriate to assist the student in being successful in his/her special education. Related Service providers and Support teachers have the option of providing services at 100% of the time indicated on the IEP if they choose to do so. Specially designed instruction will be provided by the EC teacher in addition to related and support services. **Note:** Medicaid can not be billed at this time but that might change based on work being done in Raleigh.

3. Related Service providers and Support Teachers will ensure that applicable accommodations and modifications normally used in face-to-face classroom instruction and therapy sessions are incorporated into virtual sessions.
4. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately.
5. A Sessions Missed spreadsheet has been completed by related service providers and support teachers for services through March 27, 2020. Any additional information that needs to be shared related to this form will be sent to Lyn Carroll.
6. Related service providers and Support teachers will use the **Instructional Documentation Sheet** to document all assignments provided and all sessions delivered online or by phone. An Instructional Documentation - School Name folder containing individual teacher folders will be shared out with the EC staff and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. For Speech Only, VI only, and HI only students, an *Instructional Documentation - Name of Support/Related Service* area folder containing individual support teacher/therapist folders will be shared out with the staff and EC Director. A copy of the Instructional Documentation Sheet will be in each staff member's folder. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed **Example Instructional Documentation Sheet** can be found in the Documents Folder.
7. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
8. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a

student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.

9. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
10. Prior to providing the first set of assignments and the first video/telephone instructional session, the related service provider and/or support teacher should check the EC Teacher tab of the ***Instructional Documentation Sheet*** to ensure that contact has been made with the parent. This initial contact will be documented on the student's EC ***Instructional Documentation Sheet*** that is being maintained by the EC teacher/Case manager.. This initial contact should be documented at the top of the ***Instructional Documentation Sheet***. If a student is speech only, HI only or VI only the related service providers or support teacher will make the initial contact. During the initial contact, the following information will be obtained/shared:

- Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
- Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
- Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
- Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.

- Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
- Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
- Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.
- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.
- If specialized equipment needs to be loaned to the parent/student for accessibility purposes, the related service provider or support teacher will manage the lending process (e.g. choosing equipment, delivering equipment and reviewing the **Equipment Loan Form**).

Preschoolers (Walk-ins, HS/NC Pre-k classes, Daycares and In-Home)

Note: Blended classrooms and the Preschool class at Graham are included with the SAIL classrooms

1. EC teachers providing instruction to preschool students will provide Specially Designed Instruction (SDI) for students through a combination of virtual/phone instruction and online activities or packaged assignments. In most cases, preschool EC teachers should plan to provide individual virtual/telephone lessons to students in the amount of time that is on the IEP. These sessions will be with the parent (or caregiver) and child. Group sessions will not be an option. Recorded video lessons and assignment/activity packages can be provided to supplement face-to-face virtual or phone contacts, but can not be used to replace actual interaction between the teacher and the student. Teachers who need assistance in choosing and/or using a virtual platform can locate training materials in the Training Folder. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff. You may also discuss the best options with your colleagues, technology staff and EC Lead Staff.
2. An **EC Service Calculation** spreadsheet is located in a folder that will be shared with each teacher and related service providers. This spreadsheet will assist teachers in calculating the amount of time they should do face-to-face virtual or phone instruction. The calculation will be based on

determining 30% of the total IEP EC service delivery time modified based on group size. **Note:** The EC Service Calculation sheet only accesses information from IEPs that are in ECATS. If a student has a paper IEP (e.g. out-of-state transfer), the teacher will have to calculate their service time separately. **Note:** Related Services and Support Services (HI and VI) will be provided in addition to the services provided by the EC Teacher.

3. Teachers will be provided with a variety of resource ideas that can be used to locate activities and assignments for each students' IEP goals. These resources are located in the Instructional Resources Folder. Teachers can use the suggested resources in planning lessons or can locate their own resources. If signing up for a site/program/platform that is free for a designated period of time, read the fine print to avoid ending up with a bill when the free trial expires. Anyone interested in sharing a resource with others can complete the Instructional Resource Submission Form for consideration. Teachers should ensure that resources and instructional activities:

- Are directly related to the student's IEP goals.
- Are provided for all IEP goals that can be addressed outside the school environment.
- Can be completed as independently as possible.
- Will assist the student in accomplishing their IEP goals.
- Allow corrective teacher feedback with the opportunity to receive reteaching and additional practice/review.
- Can be shared using a virtual platform (e.g. Canvas, Google Classroom, Zoom, Class Link, Google Docs).
- Can be completed with equipment/materials available to the student (either at their home or provided by the teacher). Note: If a student needs to borrow adaptive or assistive technology equipment to successfully access the virtual instruction and/or work on IEP goals please contact the appropriate therapist or support teacher (listed below). Do NOT send home actual classroom materials (e.g. Read Naturally CDs). Depending on the amount of time that school is closed, a decision may be made LATER to send home certain workbooks from reading and math programs.

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Amy McCurry (HI) aymccurry@clevelandcountyschools.org (704) 473-2569

- Incorporate IEP accommodations and modifications. If a student receives related services (PT-OT-Speech) and/or support services (HI and VI), you may need to coordinate with the therapist for adaptations and modifications of instruction. If a student has a one-on-one Educational Interpreter or Language Facilitator you must coordinate this service with Amy McCurry, Lead HI Teacher, at aymccurry@clevelandcountyschools.org (704) 473-2569. If a student has a visual impairment, you must coordinate with Yvonne Franz, Lead VI Teacher, at yfranz@clevelandcountyschools.org (704) 297-5219 to ensure braille services, large print and other accommodations/modifications are provided.

- Include research based strategies and interventions.
 - Provide support if needed to assist students who use English as a second language by contacting one of the interpreters who can assist you in communication with a child's parents.
 - Align with reading and math research-based programs previously used by the student (when possible). These programs include Corrective Reading, Reading Mastery, Read Naturally, Number Words, Reading Success, Edmark, Letter-Land and Fusion. Some of these programs may have a free online instruction option. Go to the Research Based Programs Folder for more information.
 - Do not violate copyright laws.
4. Teachers will use the ***Instructional Documentation Sheet*** to document all assignments provided and all instructional sessions delivered online or by phone. An Instructional Documentation - School Name Folder containing individual teacher folders will be shared out with the EC staff, ECCM, and principal at each school. A copy of the Instructional Documentation Sheet will be in each teacher's folder. **The teacher will need to create a new Instructional Documentation sheet for each student.** The Instructional Documentation sheet will have tabs for each possible service provider (EC Teacher, Speech, OT, PT, VI, and HI) at the bottom. Once a student's Instructional Documentation sheet is created, the EC teacher should immediately share the document with all service providers for that individual student (e.g. SIP, OT, PT, HI, or VI). All Instructional Documentation sheets should have been created and shared no later than **March 30, 2020**. This documentation will be collected and maintained in online folders in case of a future request for compensatory education and to assist in determining the need for extended school year services. Be sure to document failed attempts to provide instruction (e.g. student does not attend virtual lesson, answer phone call, complete assignments, etc.). Also, make a notation for any IEP goal that can not be addressed in a virtual environment because it was designed specifically for the school environment. Documentation will be vital in the case of a Free Appropriate Public Education (FAPE) legal challenge. In addition to the Instructional Documentation Sheet, maintain Canvas courses, copies of assignment and other relevant documentation until June 2022. An example of a completed ***Example Instructional Documentation Sheet*** can be found in the Documents Folder.
5. For students receiving packages of work, copies should be made at your home base school. Coordinate with your school principal to get the EC assignment packages delivered to student homes in the same manner that general education packages are being delivered.
6. If during interactions with a student or a parent, there are behavioral or mental health concerns resources can be found at Behavior/Mental Health Folder. If you perceive that further attention is needed, or would prefer a second opinion call your school counselor or social worker. If you are not able to reach someone at your school. Call the CCS crisis phone 980-404-1171. An on-call crisis responder will be available Monday through Friday 7:30a.m. to 4:00 p.m. If during a lesson, a student makes a threat to harm himself or others and you feel the threat is credible and/or imminent please notify the appropriate authorities and the student's parents. Social-Emotional Learning (SEL) resources for parents can be located at CCS Project ACTIVATE. Social-Emotional Learning (SEL) resources for teachers can be located in the Instructional Resources Folder.

7. At all times, teachers should use good judgement and cautious boundaries when interacting with students virtually, by phone and/or email. Only Cleveland County Schools gmail student and staff accounts should be used. Teachers should be alone (unless doing virtual co-teaching) during online sessions. Personal emails should never be used to interact with a student. Staff should dress for virtual lessons in the same manner they would dress to teach. Always be conscious of what is showing on the camera. No session should be recorded.
8. Prior to providing the first set of assignments and the first video/telephone instructional session, each teacher will contact the parent/guardian by phone. This initial contact should be documented at the top of the ***Instructional Documentation Sheet***. During the initial contact, the following information should be obtained/shared:
 - Status of the family (e.g. How is everyone in the family doing? Do they have food?) Does the parent need any information to help them explain what is going on to the student? Go to the COVID 19 - Students and Families for resources in this area. If a family needs help receiving the free school meals have them call Communities in Schools (704-480-5569). If a family has other needs, refer them to their school's social worker.
 - Determine the student's access to the internet or a telephone for instructional sessions. If the student does not have a device and the school plans to distribute devices to all students, ask if they have reached out to their schools' principal for assistance.
 - Determine the student's access to the internet. If a student does not have access to the internet please provide the parent with information about free internet service from Charter: FREE Open enrollment for NEW customers. Installation fees will be waived. Good for 60 days for K-12 students. Call 1-844-488-8395. Also Outdoor Wireless hotspots are available around the district. This information is posted at <https://www.teamccs.org/freepublicwifi> and they are available for use now. The networks will be on seven days a week between 7 am and 10 pm. There are maps on this page that detail the locations where wireless is available on each campus. In an effort to meet student's needs who do not have a CCS assigned device, there is a Guest network named CCS-BYOD that will allow devices to connect and access the Internet. CCS owned devices will connect automatically to one of our standard networks.
 - Share the Student Code of Conduct. If possible include a copy of this document either in your online platform or in the first package of work sent home in order to provide parents with a written copy.
 - Assure the parent that you are going to do your best now and in the future to help the student meet their IEP goals. Emphasize that the health and safety of our students is our first priority.
 - Explain how EC services (in general) will be delivered during this global and national crisis. Ensure the parent understands we have a system-wide plan.
 - Talk briefly about the progress the student was making when school was closed (hopefully good progress) and highlight the areas you feel need the most attention at this time. Discuss your plans for providing online/telephone instruction (e.g. format, day of the week, time of the day, etc.) to your assigned students. Determine who will be assisting the

student with their assignments. Determine if anyone will be with the student during their virtual/telephone instruction.

- Discuss any concerns that the parent has at this time about the delivery of EC services. If their concerns are outside your area of expertise, assist them in linking to the correct staff member. Discuss parental concerns with your EC Compliance Manager for problem-solving.
- Work to come to an agreement of what you and the parent hope to accomplish with their child during the COVID-19 school closing.
- Relationship - Relationship - Relationship - Show compassion and understanding.