



Exceptional Student Education

PHILOSOPHY

It is the goal of the Charlotte County Public School's Exceptional Student Education Department to guarantee the right to a complete educational opportunity to every child by providing the special learner with programs designed to meet individual needs.

This plan is based on the US DOE guidance document entitled *QUESTIONS AND ANSWERS ON PROVIDING SERVICES TO CHILDREN WITH DISABILITIES DURING THE CORONAVIRUS DISEASE 2019 OUTBREAK*, published by the US DOE March 2020. "*FACT SHEET: ADDRESSING THE RISK OF COVID-19 IN SCHOOLS WHILE PROTECTING THE CIVIL RIGHTS OF STUDENTS*" published by the Office of Civil Rights March 16, 2020 and guidance from DOE and Commissioner Richard Corcoran provided on March 17, 2020.

At all times in our virtual learning support of students with disabilities (SWDs), our focus will be on supporting our students and families while maintaining compliance with IDEA and the continued provision of FAPE "to the greatest extent possible" during these uncertain times. We acknowledge the flexibility given by Commissioner Corcoran to utilize alternative means of providing services or possible delays in service through the remainder of the school year. Teachers will be maintaining documentation on student progress during the school closure, and will carefully monitor student needs.

Plan for Instruction in Core Curriculum for SWDS instructed on FSA Standards

K-12 SWDs instructed on FSA standards

All K-12 SWDS currently receiving classroom instruction on the FSA standards will follow either the Elementary or Secondary *Instructional Continuity Plan*. ESE teachers will consult daily with students on their respective caseloads, and weekly with parents. Teachers of SWDS will oversee accommodations, adjust learning plans when needed, and maintain the provision of Specially Designed Instruction when possible.

K-12 SWDS instructed on FSAA standards

All students currently receiving classroom instruction on the FSAA standards will utilize i-Ready as their modified curriculum for Reading and Math. The adaptive content of i-Ready and the ability of the program to meet an individual student at his or her instructional level allow SWDS on ACCESS points to learn on an individualized "learning path". ESE Teachers will monitor student progress, provide daily check-ins with students and adjust learning path as needed.

CHC students on west campus (students with significant cognitive needs, or medically fragile): Teacher determined activities provided to parent and virtual support of parent and student as appropriate.

Related Services

To the extent possible, these services will be provided by our current therapists/related service providers via an online platform such as Google Meet or Zoom. All HIPPA, FERPA and IDEA regulations will be maintained through the chosen virtual learning platform.



ESE Core Content Delivery via an Online Instruction Experience

- ❖ Students will have access to core content via an online learning experience to remain engaged in learning during the time schools remain closed.
- ❖ Core content via an online learning experience is for all students in the designated grade-level bands. When applicable, students on IEP/504 and Access points receive accommodations as necessary.
- ❖ School Board Policy 7540.03, *STUDENT TECHNOLOGY ACCEPTABLE USE AND SAFETY* and NETWORK and INTERNET RULES, SAFETY and USE AGREEMENT remain in effect and are part of the **Instructional Continuity Plan**.
- ❖ Language regarding plagiarism and cheating as stated in the district’s Code of Student Conduct remains active and enforceable under this **Instructional Continuity Plan**.

*Teachers of SWDS and Gifted	*Related Service Providers/ Behavioral Specialists
TEACHER	TEACHER
<ul style="list-style-type: none"> ✓ Participate in Google Classroom, i-Ready, Edgenuity, and virtual support training sessions offered by their school or district during the week of March 23-27. Teachers may also access training tutorials located on the CCPS District website or utilize a “Virtual Training Room” through Microsoft Teams. Schedule to be released shortly. ✓ Maintain classroom “office” hours for regular student and parent support as outlined on pg. 3 of this document ✓ Monitor and track student progress, review student work and adjust learning as needed ✓ Continue to keep detailed data on student progress towards goals and objectives ✓ Participate in virtual IEP meetings scheduled by your ESE Liaison ✓ Facilitate the provision of Specially Designed Instruction or enrichment 	<ul style="list-style-type: none"> ✓ <i>Therapists and Behavior Specialists</i> are to participate in Google Classroom, Teach Town and other virtual support training sessions offered by their school or district during the week of March 23-27. Teachers may also access training tutorials located on the CCPS District website or utilize a “Virtual Training Room” through Microsoft Teams. Schedule to be released shortly. ✓ <i>Therapists and Behavior Specialists</i> are to maintain classroom “office” hours for regular student and parent support as outlined on pg. 3 of this document ✓ <i>Therapists and Behavior Specialists</i> monitor and track student progress, review student work and adjust therapy/services as needed ✓ <i>Therapists</i> continue to keep detailed data on student progress towards goals and objectives

- through on-line learning platforms, student interactions and parent support
- ✓ Continue to provide consult services via phone or virtual platform (Email is not appropriate)
- ✓ Monitor daily student usage and lesson performance
- ✓ Communicate lack of student usage time to School Principal upon request
- ✓ Collaborate with assigned general ed team members (co-teachers and support facilitation providers) to collaborate and support SDI through the facilitation of the *Instructional Continuity Plan*
- ✓ Communicate with students and provide timely feedback.
- ✓ Teachers are strongly encouraged to complement their instruction with supplemental and digital enrichment resources identified in the *Instructional Continuity Plan*

- ✓ Participate in virtual IEP meetings scheduled by your ESE Liaison
- ✓ Therapists facilitate the provision of related services through on-line learning platforms, student interactions and parent support and the utilization of a virtual interactive platform (such as Zoom, Google Meet, or Skype) for provision of services
- ✓ Continue to provide consult services via phone or virtual platform (Email is not appropriate)
- ✓ Collaborate with other members of the core team/department to network and support one another in the facilitation of the *Instructional Continuity Plan*
- ✓ Communicate with students and provide timely feedback
- ✓ Communicate with parents on a weekly basis to discuss learning needs and supports for generalization in the home setting
- ✓ Monitor and track student progress on therapy goals and objectives
- ✓ Continue to keep detailed data on student progress towards goals and objectives
- ✓ Participate in virtual IEP meetings if needed
- ✓ Continue to provide consult services via phone or virtual platform (Email is not appropriate)
- ✓ Develop a schedule to be shared with families, gen ed teachers and liaison of the provision of virtual supports to students

STUDENT

- Students are to be reminded that you are still working in an effort to pass your classes and achieve credit to promote to the next grade or graduate from high school. Continue to take your learning seriously. School is “closed,” but school is NOT over.
- Establish daily routines for engaging in the E-Learning experience
- Identify a space in your home where you can work effectively and successfully

STUDENT

- Students are to be reminded that you are still working in an effort to pass your classes and achieve credit to promote to the next grade or graduate from high school. Continue to take your learning seriously. School is “closed,” but school is NOT over.
- Establish daily routines for engaging in the E-Learning experience and be “on-time” to log in to the chosen platform at the scheduled therapy time

- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with school Internet safety policies
- Do not forget that your school and your teachers are still available to assist you in your learning. This is a partnership. Reach out for help when you need it. Continue to do your very best.

Essential Student Learning Time:

- Students K-12 utilizing i-Ready
- Students (6-12) are to complete 50 minutes of online instruction for each of their “core content” **Edgenuity for Instructional Continuity (IC)** assigned courses daily (English language arts, mathematics, social sciences, and science).
- Students (6-12) using **Edgenuity for Credit Recovery (CR)** are expected to continue working on their courses at least one hour a day, per course.
- Students are to complete the Student Orientation Video provided by Edgenuity course work
- Students are to participate in the Google Classroom experience for all assigned electives.

- Identify a space in your home where you can work effectively and successfully
- Engage in all learning with academic honesty
- Communicate proactively with your teachers if you cannot meet deadlines or require additional support
- Comply with school Internet safety policies
- Do not forget that your school and your teachers are still available to assist you in your learning. This is a partnership. Reach out for help when you need it. Continue to do your very best.

Essential Student Learning Time:

Speech, Language, OT and PT services will continue to be provided in accordance with IEP whenever possible.

ESE Director will provide a detailed list of roles and responsibilities to each principal and ESE teacher/ services provider.