



# OSEPS COLLABORATIVE LEARNING TEAM MEETING

January 28, 2021



# Birthday Celebrations

## December

- Michelle Waller, 12/23
- Monique Muldrow-Blunder, 12/29
- Beth Renswick, 12/31



## January

- Brad Bartosiewicz, 1/3
- Ashley Skinner, 1/11
- Lisa Knox, 1/13
- Kristina Roman, 1/14

# ANNOUNCEMENTS



- Projections and Feeder Lists
- Bell Schedule
- Hearing/Vision Screenings

# Recovery Services



PSLs meet with  
CTs/department teams

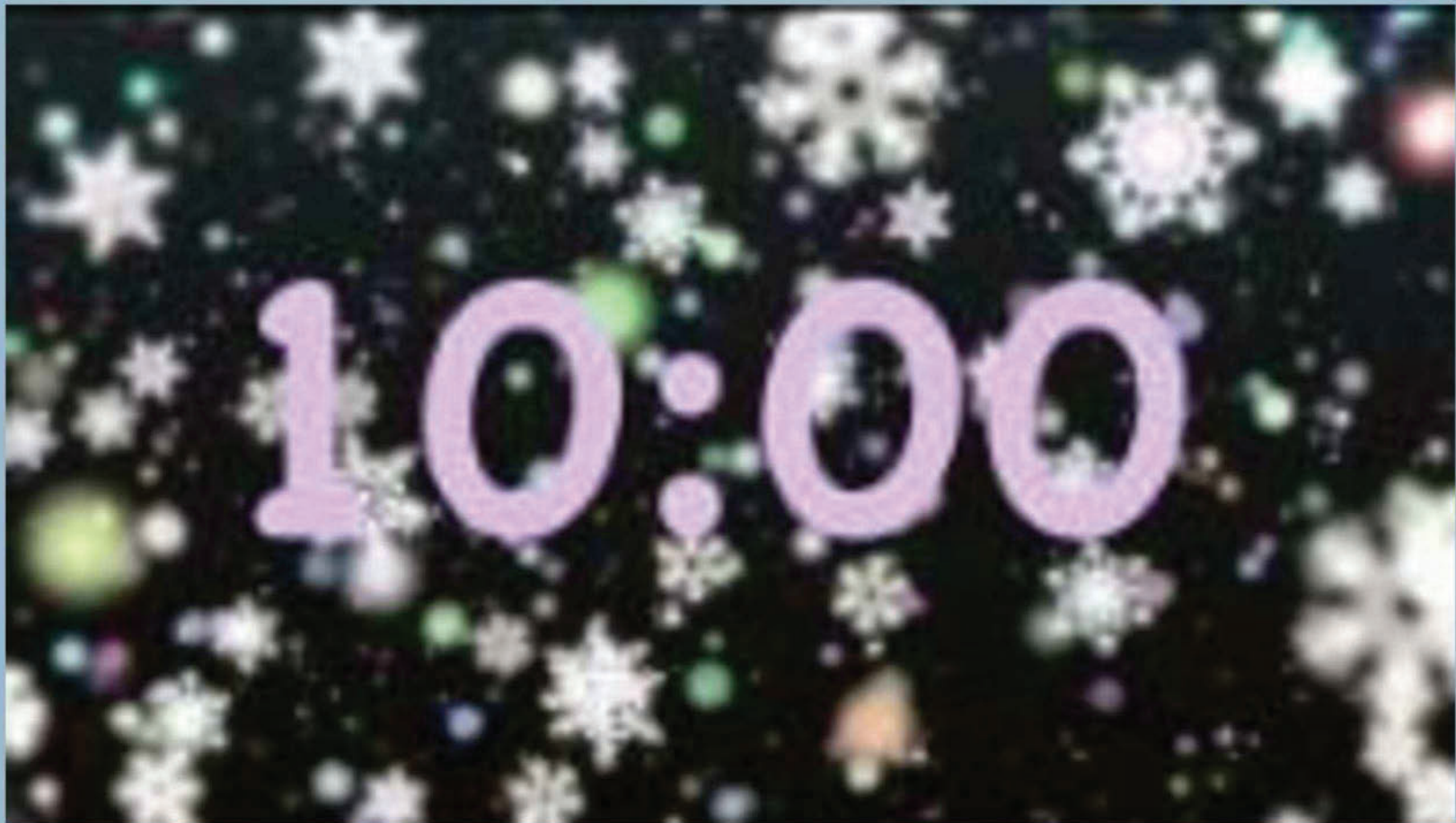
- \*Consider recovery services for each student
- \*Documentation will be collected to include:
  - Dates discussion with teams took place
  - Number of students identified in need of recovery services



Pyramid meetings will be held with DPE, PSLs, and school staff



Break





# **OSEPS VIRTUAL COLLABORATIVE LEARNING TEAM MEETING**

February 26, 2021



# **BIRTHDAYS**

Jeff Barr - February 20

Lourrie Duddridge - February 28



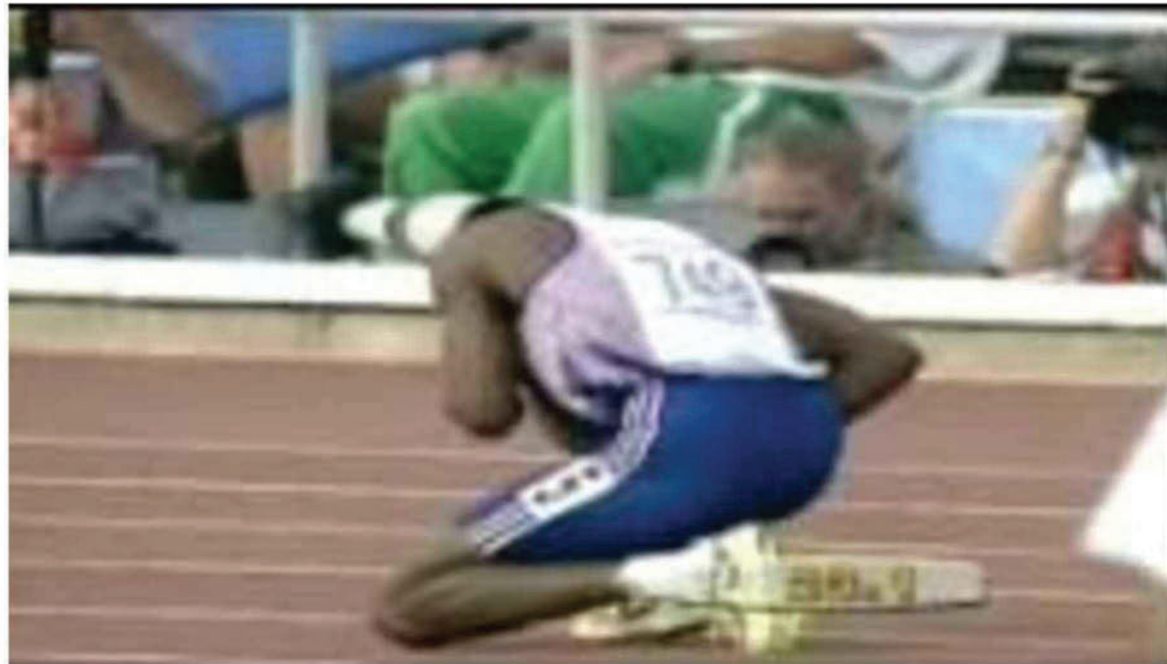
# Announcements

HERE'S WHAT'S HAPPENING!

- Special Education Parent Handbook
- ISPs
- Headphones
- Jamboard  
[https://jamboard.google.com/d/1umff\\_5p\\_nZBmt0v6Mt\\_k9j20iQRS1HEnJiXCDO2ma5l/edit?usp=sharing](https://jamboard.google.com/d/1umff_5p_nZBmt0v6Mt_k9j20iQRS1HEnJiXCDO2ma5l/edit?usp=sharing)
- Kudos Board
- Thank you, Jess!
- DSS Outstanding Employee







INSPIRATIONAL VIDEO

LRE and Packet Process

IEEs

Restraint & Seclusion

Recovery Services

DPH Outcome

Mask Compliance

Process for Reimbursement Requests

Jamboard Q&A







## PLACEMENT REFERRAL CHECKLIST

Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

School Name \_\_\_\_\_

### INTERVENTION CHECKLIST

<input type="checkbox"/> 1.	When it is determined that a school team is having difficulty meeting the student's goals and objectives, the PSL will facilitate a staffing to include: <ul style="list-style-type: none"><li><input type="checkbox"/> School staff (teachers, case manager, related services, etc.)</li><li><input type="checkbox"/> School administrator</li><li><input type="checkbox"/> School psychologist</li><li><input type="checkbox"/> School social worker</li><li><input type="checkbox"/> Office of Special Education Instruction (OSEI) staff</li><li><input type="checkbox"/> BITs/ABA Coaches</li><li><input type="checkbox"/> Additional staff, as appropriate (such as counselor, ESOL, etc.)</li></ul> <i>Data should be utilized at staffing in order to determine next steps.</i>	Date(s) completed: _____
<input type="checkbox"/> 2.	Follow up with OSEI staff (curriculum, ABA and/or BITs) and PSL to: <ul style="list-style-type: none"><li><input type="checkbox"/> Select and implement evidence based programs (EBP) to address academic needs</li><li><input type="checkbox"/> Implementation of behavior interventions and data collection</li><li><input type="checkbox"/> Draft additional goals, objectives, and/or consider appropriate accommodations and services (Hold IEP meeting)</li><li><input type="checkbox"/> Plan and develop FBA/BIP (Hold IEP meeting)</li><li><input type="checkbox"/> Hold another staffing following consistent implementation of EBP/interventions/data collection</li><li><input type="checkbox"/> If required, move forward with referral to consider a more restrictive placement</li></ul>	<input type="checkbox"/> EBP program: _____ <input type="checkbox"/> EBP start date: _____ <input type="checkbox"/> Time frame for behavior intervention and data collection: From _____ to _____ <input type="checkbox"/> Date of IEP meeting: _____ <input type="checkbox"/> Date of follow up staffing: _____

### REFERRAL CHECKLIST

<input type="checkbox"/> 1. Referral Form completed and attached (see page 2 of this form)	Specific reason for referral, delineating the need for a more restrictive placement
<input type="checkbox"/> 2. Most recent eligibility information included	A current reevaluation packet and the most recent evaluation reports. Evaluations should reflect current needs.
<input type="checkbox"/> 3. Current IEP/draft IEP/IEP progress reports included	
<input type="checkbox"/> 4. Current teacher narratives included	
<input type="checkbox"/> 5. Functional Behavior Assessment (FBA) included	Include data from FBA
<input type="checkbox"/> 6. Behavior Intervention Plan (BIP) included	Include data from BIP or behavior system
<input type="checkbox"/> 7. Discipline/Attendance Records/Attendance Plan/BIMS record	If applicable
<input type="checkbox"/> 8. Report Cards/Transcripts/Current Schedule/Student Test History/Data collection (academic and behavioral)	Bolded items only apply to secondary students
<input type="checkbox"/> 9. Health Care Plan	If applicable
<input type="checkbox"/> 10. Note information from Family Resource Meeting (FRM)	Include information for Waivers, private insurance or Medicaid, in-home supports, and Interventions
<input type="checkbox"/> 11. IMMUNIZATION RECORDS	Required for private school referral
<input type="checkbox"/> 12. Other pertinent information included	Private reports/evaluations, Return to Learn Plan, etc.
<input type="checkbox"/> 13. Child & Adolescent Needs and Strengths (CANS)	Required for private school referral
<input type="checkbox"/> 14. Children's Services Act (CSA) Service Log	Include information for Waivers, private insurance or Medicaid, in-home supports, and Interventions
<input type="checkbox"/> 15. Intensive Care Coordination (ICC) Referral	If applicable, include ICC related information

# PLACEMENT REFERRAL CHECKLIST

## PAGE 1



## REFERRAL FORM

Student Name \_\_\_\_\_

Student ID# \_\_\_\_\_

Grade \_\_\_\_\_

Referring School \_\_\_\_\_

Base School \_\_\_\_\_

School Contact Person \_\_\_\_\_

Parent Name and Contact Information \_\_\_\_\_

Special Education Eligibility Area(s) \_\_\_\_\_

Most Recent Eligibility Date \_\_\_\_\_

This student is being considered for the following program:

☐ Enhanced Autism/Secondary Autism ☐ ID ☐ IDS ☐ CSS ☐ Public Separate Day ☐ Private Placement (MAS)

For Key Center or Kilmer Center, indicate:

☐ Severe Disabilities Program ☐ Transition Program

☐ Parent Referral

Describe the needs of the student that cannot be met in the current setting. Include specific data collected about the student's response to interventions. How long have the strategies/interventions been in place? (Attach additional pages as needed)

Please include any information regarding changes in residence, family, and/or social-emotional functioning that may be relevant to the referral (updated diagnosis, FRM, duration/frequency of hospitalization, discharge summaries, etc.).

Name and Signature of principal or designee \_\_\_\_\_ Date: \_\_\_\_\_

### FOR INTERNAL USE ONLY (OFFICE OF SPECIAL EDUCATION PROCEDURAL SUPPORT)

Referring PSL: \_\_\_\_\_ Date of receipt/review: \_\_\_\_\_

Receiving PSL or MAS: \_\_\_\_\_ Date of receipt: \_\_\_\_\_

Delivered to staff name(s): \_\_\_\_\_ Date of receipt: \_\_\_\_\_

SS/SE-207 (2/21)

# PLACEMENT REFERRAL CHECKLIST

## PAGE 2

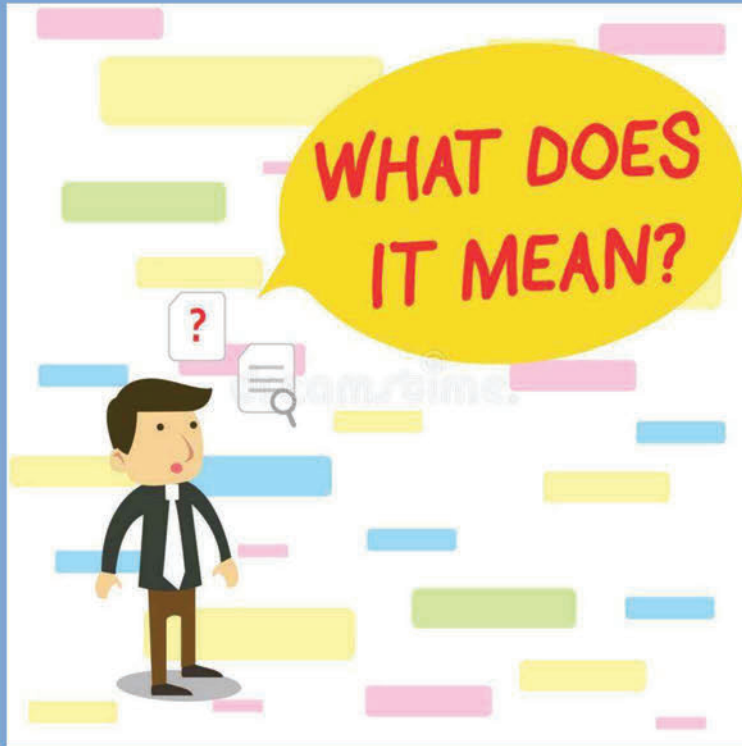


# Independent Educational Evaluations (IEE)

Superintendent's Memo #250-20; September 21, 2020

- In conducting an initial evaluation (or reevaluation) of a child, the public agency must ensure that the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. 34 C.F.R. § 300.304(c)(6)
- If “a child was not assessed in a particular area, the parent has the right to request an IEE to assess the child in that area to determine whether the child has a disability and the nature and extent of the special education and related services that child needs.” Letter to Baus, 65 IDELR 81 (OSEP 2015)

# Independent Educational Evaluations (IEE)



- Reports
  - Looking at additional reports without an FCPS equivalent
- Eligibility
  - Consideration of additional categories

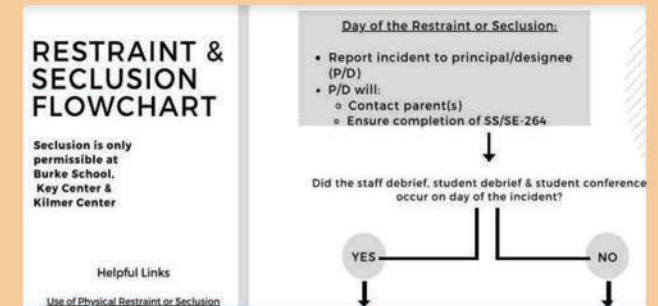


# Restraint & Seclusion Policy

[R&S Policy Overview \(Asynchronous\)](#)

[Restraint & Seclusion Policy Flow Chart](#)

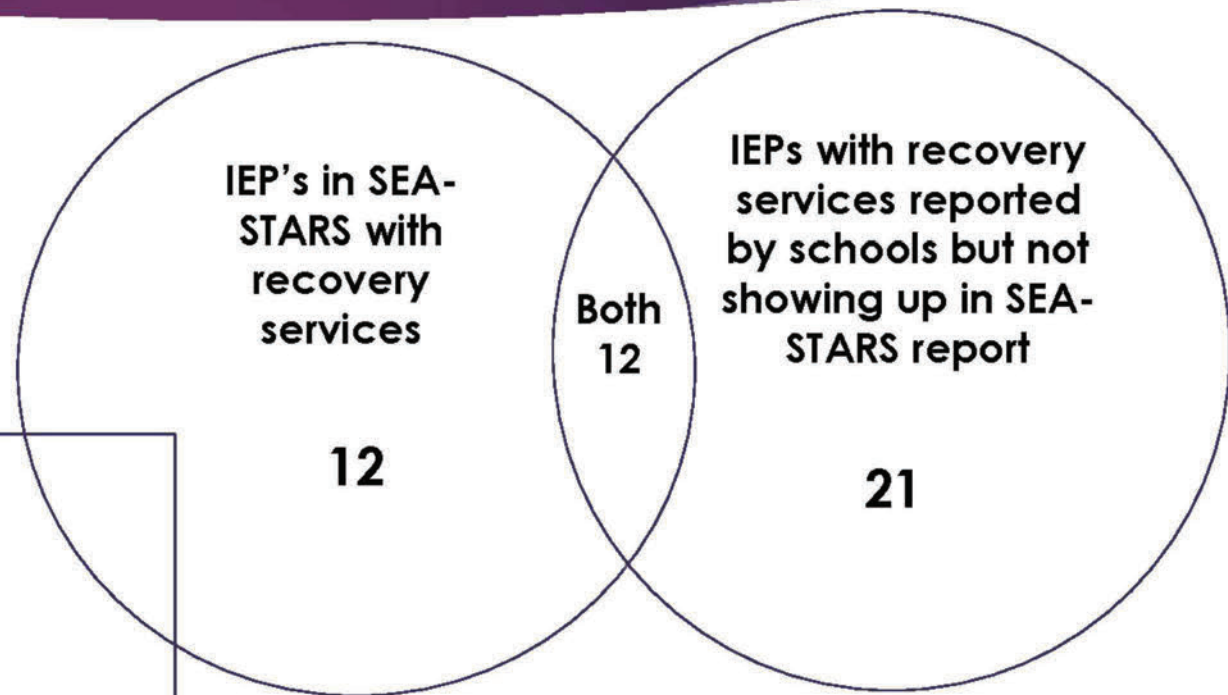
Questions or Feedback?



# Recovery Updates

- ƒ Data by pyramid on the status of IEPs with recovery services will be sent to PSLs for assistance in following up.

- ƒ 89 recovery teachers
  - 39 Elementary
  - 20 Middle School
  - 30 High School
- ƒ 31 KTEA Testers





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[illegible]

# Recovery Services and Transportation

## Before School:

Transportation is not available for Recovery services that occur before school.

## After School:

- Transportation can be provided for pick-up at the Elementary Schools approximately between **4:45-5:15 pm**.
  - Schools can schedule recovery services after school for 45 minutes to 1 hour based on the new bell schedule.

## Secondary

- If MS/HS have late buses, then transportation is available based on the late bus schedule.
- If there are no late buses, students will need to remain at school until **4:45-5:00** if transportation is required.






Break







1/22/21

# Hearing Decision

## Decision Overview

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- 5th grader with significant LD and SLI concerns
- Unilateral placement at Lab School for three years
- Parent seeking reimbursement and placement
- [https://drive.google.com/file/d/1U\\_uvVNqKRpMFxBAzSQrpIECPNOwzWQih/view?usp=sharing](https://drive.google.com/file/d/1U_uvVNqKRpMFxBAzSQrpIECPNOwzWQih/view?usp=sharing)

# Breakout Groups

1. Predetermination
2. LRE
3. FAPE 2018-19 and 2019-20
4. FAPE 2020-21
5. Anxiety
6. Reimbursement for Lab
7. Reimbursement for Evaluation





# Small group discussion

- What is the issue?
  - What is the decision and why?
  - Implications for your practice/takeaways
- 
- Be ready to share with the large group.

## Principal Corner

### ■ Face Coverings:

- [Regulation 2109: Face Coverings to Mitigate the Spread of Infectious Disease](#)
- [Face Covering Non-Compliance Documentation](#)
- [Face Covering Medical Exemption Flow Chart](#)
- Medical Face Mask Exemption Follow Up Letter:
  - [English](#) | [Amharic](#) | [Arabic](#) | [Chinese](#) | [Farsi](#) | [Korean](#) | [Spanish](#) | [Urdu](#) | [Vietnamese](#)



## MASK COMPLIANCE





## Bell Schedule PWN



*Special education services may be proportionately adjusted to reflect the change in the length of the school day.*

*From our IEP Form\*\* FCPS will provide services on days that school is in session and will not provide or compensate for services missed on days when schools are closed due to holidays, inclement weather, or for reduced services that are the result of a partial day schedule.*

[https://www.doe.virginia.gov/special\\_ed/regulations/state/faq\\_implementing\\_regulations/2012/025-12\\_sch\\_div\\_closures.shtml](https://www.doe.virginia.gov/special_ed/regulations/state/faq_implementing_regulations/2012/025-12_sch_div_closures.shtml)





## **PROCESS FOR REIMBURSEMENT REQUESTS**

- Speak to your manager and cases will be reviewed with LT to determine best process moving forward.
- If parent makes request for reimbursement at an IEP meeting - ask them to put their request in writing.



VIRGINIA  
IS FOR  
LEARNERS

# Recovery Services: What are They and When are They Appropriate

Fairfax Special Education Parent Teacher Association  
(SEPTA)

**February 16, 2021**

**Virtual Presentation**



# COMPENSATORY SERVICES



# WHEN TO CONSIDER COMPENSATORY SERVICES

- The purpose of compensatory educational services is to remedy an LEAs failure to provide a child with a disability with appropriate services during the time that the child is (or was) entitled to a free appropriate public education.
  - ❑ Failure to implement the provision of the child's IEP
  - ❑ Failure to evaluate/reevaluate within required timelines
  - ❑ Other violations of special education laws and regulations that impacted on a child's access to or provision of FAPE

# COMPENSATORY SERVICES DEFINED

- Compensatory educational services are not expressly defined in the IDEA. However, both the IDEA 2004 implementing regulations and the ***Regulations Governing Special Education Programs for Children with Disabilities in Virginia*** have identified compensatory services as an appropriate remedy when a student has been denied a FAPE.
- In resolving a complaint in which a failure to provide appropriate services is found, the Virginia Department of Education shall address the failure to provide appropriate services, including corrective action appropriate to address the needs of the child, including compensatory services, monetary reimbursement, or other corrective action appropriate to the needs of the child.”

34 C.F.R. § 300.151(b)(1) and 8VAC20-81-200.D.5.a

# WHEN TO CONSIDER EXTENDED SCHOOL YEAR SERVICES

Extended school year services shall be provided ***only if a child's IEP team determines on an individual basis*** in accordance with this chapter that the services are necessary for the provision of a free appropriate public education to the child, because the benefits a child with a disability gains during the regular school year will be ***significantly jeopardized*** if extended school year services are not provided.

34 CFR 300.106 and 8VAC20-81-170.J.2



# RECOVERY SERVICES

# RECOVERY SERVICES DEFINED

- Recovery services are not ESY services, although they may occur during breaks in the LEAs academic calendar.
- While the *Individuals with Disabilities Education Act* (IDEA) provides for compensatory services when there is a denial of FAPE, the compensatory services offered by Virginia school divisions to address a loss of services due to COVID-19 should be referred to as COVID recovery services.

Virginia Department of Education Considerations for COVID Recovery Services for Students with Disabilities

# WHEN TO CONSIDER RECOVERY SERVICES

- LEAs are not required to automatically hold IEP meetings for every student with a disability upon return to school. School members of the IEP Team should consider initiating an IEP Team meeting when:
  - ❑ there is a lack of expected progress toward the annual goals and in the general curriculum, if appropriate;
  - ❑ the results of any reevaluation conducted, information about the child shared by the parent needs to be addressed; or
  - ❑ if the LEA anticipates that the child may need COVID recovery services.



# WHEN TO CONSIDER RECOVERY SERVICES

- A Prior Written Notice must be issued if the team declines such a request.
- The prior written notice could contain additional information justifying the refusal such as, the need for time to assess student progress.

# HOW ARE RECOVERY SERVICES DETERMINED

- Data from student participation in any post COVID-19 school closure educational offerings should also be considered. This includes student participation in any activities and data from those offerings; including but not limited to:
  - ☐ observations;
  - ☐ samples of the student's work;
  - ☐ behavior logs;
  - ☐ screenings and assessments; and
  - ☐ parent interviews/observations.

# RESOURCES

[Considerations for COVID Recovery Services for Students with Disabilities](#)

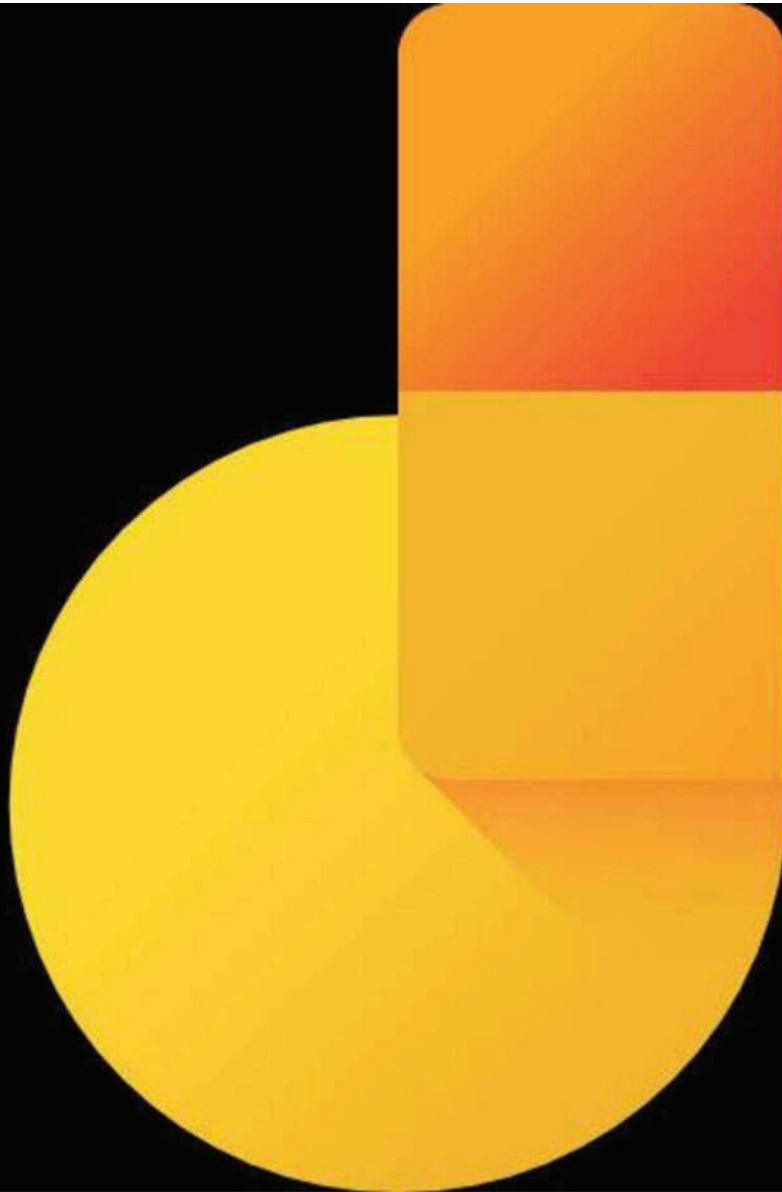
[Recover, Redesign, Restart 2020](#)

[SESS COVID Frequently Asked Questions \(FAQ\)](#)

[COVID 19 Resources for Parents, Families, and Caregivers](#)

[Extended School Year \(ESY\) Services](#)





# JAMBOARD Q&A

[https://jamboard.google.com/d/1UMFF\\_5P\\_NZBMT0V6MT\\_K9J20IQRS1HENJIXCDO2MA5I/edit?usp=sharing](https://jamboard.google.com/d/1UMFF_5P_NZBMT0V6MT_K9J20IQRS1HENJIXCDO2MA5I/edit?usp=sharing)