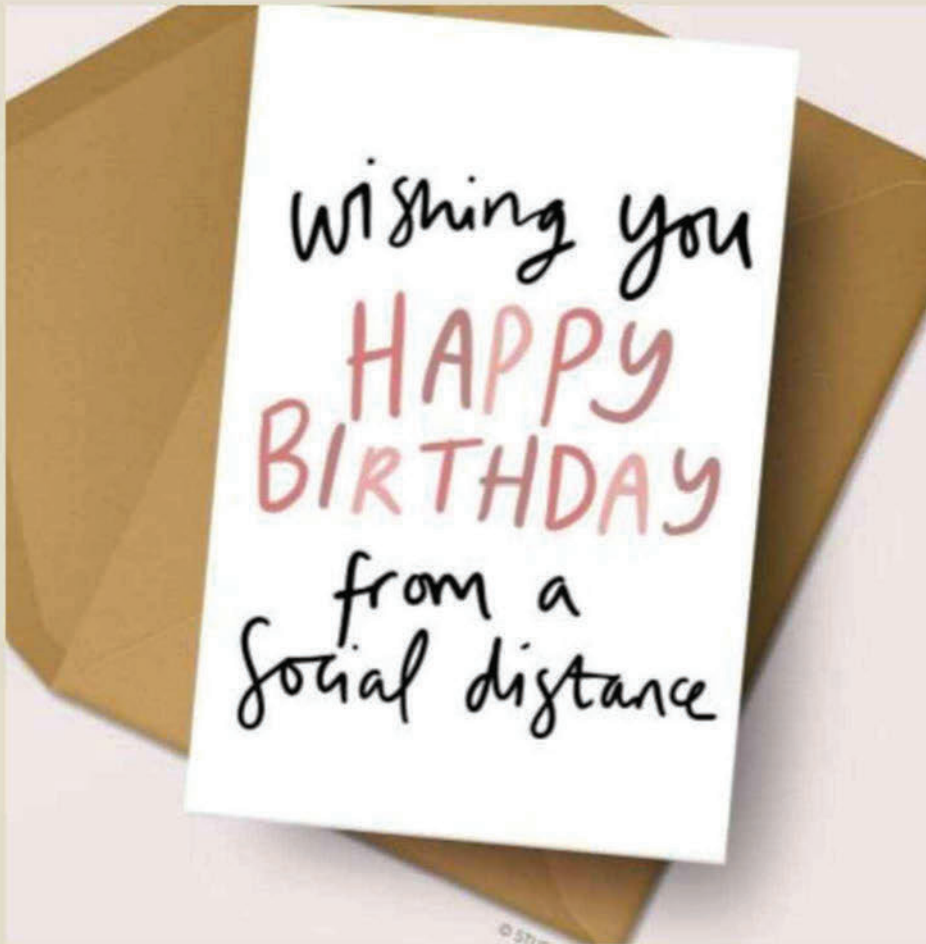




# **OSEPS VIRTUAL COLLABORATIVE LEARNING TEAM MEETING**

August 4, 2020



# Birthday Celebrations

## August:

- Kelly Petty, 8/1
- Beth Cantu, 8/7
- Nicole Moyer, 8/9
- Erin Wallace, 8/10
- Jackie Prendergast, 8/12

# *Announcements*

- Welcome Rory
- Andrew Farewell
- Crisis Prevention and Policy Specialist (CPP)
- Request from the Director of Social Services
- NEW FCPS Employee Intranet
  - a robust, working, search engine
  - a customizable home page
  - the ability to access the intranet from **any device** without VPN
- Leadership Conference
- 504 Software Update

A photograph of a string of warm-toned lights. One light bulb is in sharp focus in the foreground, hanging from a black cord. The background is filled with many other similar lights, which are out of focus, creating a bokeh effect of soft, glowing circles. The overall color palette is warm, with yellows, oranges, and soft blues.

# Leadership Conference Kickoff Message

# Leadership Conference Agenda:

7:30 a.m.	Virtual Networking
7:30 a.m.	Newly Hired and Promoted Recognition
8:30 a.m.	Kick Off Opening
	Dr. Ricardy Anderson, School Board Chair (Video Message)
	Marty Smith, Chief Operating Officer
	Superintendent Scott Brabrand
	Deputy Superintendent Frances Ivey
	FCPS Leadership (Video)
	Student School Board Representative Nathan Onibudo (Video)

The broadcast will end by 9:30 a.m.

# SEA-STARs 504 **Update** for Psychologists and Local Screening Chairs:

## New Features in SY2020-21



Until now, 504 Plan and 504  
Reevaluation workflows could not be  
open at the same time.

*For example:*

If you had an open 504 Plan workflow, you could not move forward to a Reevaluation until the Plan workflow was closed.

*Likewise:*

If you had started a 504 Reevaluation, you could not open a 504 Plan until the reevaluation workflow was closed.

Starting now, case managers can have a draft 504 Plan and a 504 Reevaluation open at the same time.



The software changes that allow for 504 Plan and Reevaluation drafts to be open at the same time impact how most 504 work cycles begin and end.

Moving forward, the following 504 work cycles will be called “processes”:

- Transfer
- Initial Qualification
- Plan

Once a 504 process (Transfer, Initial Qualification, or Plan) is started, the way you complete documents DURING the process is the same as it was before the software upgrade.

The only difference will be the way you start and close out the process.

504 Reevaluation work cycles will continue to be referred to as “workflows”. All of the procedures used for Reevaluations will be the same as they were before the software upgrade.

Let's take a look at how this will work for 504 Initial Qualifications.

# Steps for starting a 504 Initial Qualification **PROCESS:**

**To start the 504 Initial Qualification process, click on the 504 Tab, and then click on the 504 Process drop-down menu and choose 504 Initial Qualification**

The screenshot displays a software interface with two main sections. The top section, titled "Dates", contains several date input fields: "504 Plan Current Date", "504 Plan Review Date", "Most Recent 504 Qualification Date", "504 Reevaluation Review Date", "504 Exit Date", and "504 Exit Reason". It also includes checkboxes for "Allow 504 Consideration" (checked) and "504 From SIS" (unchecked). The bottom section, titled "504 Process", features a "Current Process:" label and a "504 Process" drop-down menu. A red arrow points to the drop-down menu with the text "Click to view drop-down menu". The menu is open, showing three options: "504 Initial Qualification" (highlighted in yellow), "504 Plan", and "504 Transfer". Another red arrow points to the "504 Initial Qualification" option with the text "Select: 504 Initial Qualification". Below the menu is a table with columns "Line", "Date", "Category", "Comment", and "Document". The table is currently empty. There are also buttons for "Open 504 Process", "Show Detail", and "Add" in the interface.

**Dates**

504 Plan Current Date 504 Plan Review Date Most Recent 504 Qualification Date 504 Reevaluation Review Date ☒ Allow 504 Consideration  
504 Exit Date 504 Exit Reason ☐ 504 From SIS

**504 Process**

Current Process: 504 Process

Click to view drop-down menu

Open 504 Process

504 Initial Qualification  
504 Plan  
504 Transfer

Select:  
504 Initial Qualification

Show Detail + Add

×	Line	Date	Category	Comment	Document
---	------	------	----------	---------	----------

**Next, click on the Open 504 Process button. This delivers the 504 Initial Qualification Process Documents to the 504 Documents location, so they are now available for use.**

Dates

504 Plan Current Date

504 Plan Review Date

Most Recent 504 Qualification Date

504 Reevaluation Review Date

☒ Allow 504 Consideration

☐ 504 From SIS

504 Exit Date

504 Exit Reason

504 Process

Current Process:

504 Process

504 Initial Qualification

Open 504 Process

Click  
Open 504 Process

Process Documents

**You will move through the 504 Notice Letter and Qualification documents as usual. When you are ready to close out your work in SEA-STARS, click on the CLOSE 504 PROCESS button.**

Dates

504 Plan Current Date

504 Plan Review Date

Most Recent 504 Qualification Date

504 Reevaluation Review Date

☒ Allow 504 Consideration

☐ 504 From SIS

504 Exit Date

504 Exit Reason

504 Process

Current Process: 504 Initial Qualification

504 Process

Close 504 Process

Process Documents

Line	Name	Status	Security Action
1	SSSE 281I - Notice of Section 504 Initial Meeting	Create	
2	SSSE 85 - Section 504 Qualification (Page 1)	Create	
3	SSSE 85A - Section 504 Qualification (Page 2)	Create	
4	SSSE 401 - Covid-19 Eligibility Timeline Extension	Create	

**When you have clicked on the CLOSE 504 PROCESS button, your 504 documents will now show up in a virtual folder on the Historical Documents tab.**

Dates

504 Plan Current Date

504 Plan Review Date

Most Recent 504 Qualification Date

504 Reevaluation Review Date

☒ Allow 504 Consideration

06/08/2020

06/08/2023

☐ 504 From SIS

504 Exit Date

504 Exit Reason

504 Process

Current Process: Initial 504 Qualification

504 Process

Close 504 Process

Click  
Close 504 Process

Process Documents

Line	Name	Status	Security Action
1	SSSE 2811 - Notice of Section 504 Initial Meeting	<a href="#">View List</a>	
2	SSSE 85 - Section 504 Qualification (Page 1)	<a href="#">View</a>	<a href="#">Unlock</a>
3	SSSE 85A - Section 504 Qualification (Page 2)	<a href="#">View</a>	<a href="#">Unlock</a>
4	SSSE 401 - Covid-19 Eligibility Timeline Extension	<a href="#">Create</a>	

And that's all there is to it!

Information about this software change is available  
in the SEA-STARs Section 504 Help section.

Following today's mini-lesson

You can practice the new start/close out procedures for the 504 Initial Qualification process, using a student in your SEA-STARs training folder.

# Questions?

Additional resources include:

- SEA-STARS Help (Section 504)
- DSS Support Team ([DSSSupportTeam@fcps.edu](mailto:DSSSupportTeam@fcps.edu))
- Section 504 Specialist ([kamurphy@fcps.edu](mailto:kamurphy@fcps.edu))

# Agenda

- Homebound/Home-Based Guidance
- Review of the IEP Guidance Document
- Foster Care and Dept of Family Services
- In Person Evaluations
- VDOE Recovery Guidance



# HOMEBOUND/HOME- BASED GUIDANCE

# Out of School Support

Kurt Mills, Program Manager – [ksmills@fcps.edu](mailto:ksmills@fcps.edu)

Kristin Dougherty, Educational Specialist – [kpdougherty@fcps.edu](mailto:kpdougherty@fcps.edu)

# Homebound Instruction

(will be shared this week in the Principal's FAQ)

- Homebound instruction will be available for FCPS students if remote learning provided for students is not practicable and there is a demonstrated medical need that meets eligibility requirements outlined in Regulation [2140](#) R2140 (such as confinement to a hospital or health care facility or other treatment regimen that creates significant scheduling conflicts with synchronous attendance to instruction). Homebound instruction is designed to be supplemental and temporary. It is not a sufficient substitute for long-term instructional needs. Schools must explore all available accommodations to the remote learning provided by schools prior to the initiation of a homebound referral. Please contact Out-of-School Support at [outofschoolsupport@fcps.edu](mailto:outofschoolsupport@fcps.edu) with any questions or for opportunities to consult.
- As FCPS will begin the school year with virtual instruction, the provision of homebound instruction will also be delivered remotely or through virtual means. Opportunities for in person homebound instruction will become available as schools reopen to students

# Home-based Instruction

- IEP team driven/discipline
- As FCPS will begin the school year with virtual instruction, the provision of homebased instruction will also be delivered remotely or through virtual means. Opportunities for in person homebased instruction will become available as schools reopen to students



# RETURN TO SCHOOL IEP GUIDANCE DOCUMENT

# **Return to School - Virtual IEP Guidance Document**

August 2020

## To Hold a Meeting or Not to Hold a Meeting?

- ★ Review the student's IEP to determine if adjustments need to be made to current goals, accommodations and services
- ★ Determine if a meeting needs to be held, using chart on pages 2 and 3

## **Steps for Case Managers: Meeting May Not Be Needed**

- ★ Contact parent and explain that goals, accommodations and services in current IEP can be delivered virtually
- ★ Explain meeting options to parent
- ★ Get parent agreement to not hold meeting
- ★ Complete stand alone PWN

# Meeting Decision Matrix: No Meeting Needed

Scenario	Total Service Hours over 5 school days	Consider if services can be delivered over 4 days	Call Parent and indicate	Amend IEP?	PLOP statement
Level 1 student	<15.00 hours per week or < 60 hours per month	Yes	No need to amend the IEP based on current hours, due to the belief that the services can be provided as written, document contact on IEP contact log in SEA-STARs	No, then do a free standing PWN	No
Level 2 student	>15.00 hours per week or > 60 hours per month	Yes	No need to amend the IEP based on current hours, due to the belief that the services can be provided as written, document contact on IEP contact log in SEA-STARs	No, then do a free standing PWN	No

## **Steps for Case Managers: Meeting Needed**

- ★ Contact parent and explain that goals, accommodations and/or services in current IEP cannot be delivered virtually
- ★ Explain meeting options to parent
- ★ Schedule meeting for mutually agreed upon date, time and format
- ★ Provide parent the invite notice and a full copy of the draft IEP
- ★ Document parent contact in the SEA-STARS contact log

# Meeting Decision Matrix: Meeting Needed

Level 1 or Annual IEP	<15.00 hours per week or < 60 hours per month	No	Need to reconvene IEP team, document contact on IEP contact log in SEA-STARs and complete the IEP invitation letter (document in person and virtual services on SVC Tab)	Yes	Due to COVID-19, Fairfax County Public Schools will begin with virtual instruction for the opening of the 2020-21 school year. Students with disabilities may have the opportunity to return to in-person school services on a part or full time basis when health conditions improve and upon School Board approval.
Level 2 Or annual IEP	>15.00 hours per week or > 60 hours per month	No	Need to reconvene IEP team, document contact on IEP contact log in SEA-STARs and complete the IEP invitation letter (document in person and virtual services on SVC Tab)	Yes	Due to COVID-19, Fairfax County Public Schools will begin with virtual instruction for the opening of the 2020-21 school year. Students with disabilities may have the opportunity to return to in-person school services on a part or full time basis when health conditions improve and upon School Board approval.

# Factors to Consider for Virtual Instruction

- ★ Schedule and Service Hours
- ★ Setting and IEP Goals
- ★ Support and Services
- ★ Devices
- ★ IEP Goals
- ★ Related Services
- ★ Homebound/Home-Based

## Services

Services should:

- ★ Address the instruction specifically related to student's IEP goals and accommodations on the IEP.
- ★ Reflect synchronous instruction provided by a special educator to students.
- ★ Be calculated based on individual student needs, factoring in class time in the general education and/or special education setting.

## Documenting Virtual Services in SEA-STARS

- ★ Continue to document in the primary services section (and additional/related services, if appropriate) hours on the student's current IEP
  - Annual or initial IEP, begin by proposing in-person services based on 30 hours per week or 120 hours per month in the primary (and additional/related services, if appropriate)
- ★ Propose new hours and dates for virtual services according to individual student needs.

# PDF Includes In-Person and Virtual Hours

The IEP team will identify the specially designed service(s), including frequency, duration and location that will be provided to the student in order for the student to receive a free appropriate public education. **"Specially designed instruction"** means adapting, as appropriate to the needs of an eligible child, the content, methodology, or mode of instruction. Determine the hours of special education services in general education and special education, if any, below.


Service	Hours of Special Education Service in General Education Setting	Hours in special Education Setting Only	Frequency	Begin Date**	EndDate**	Begin Date**
ID - Intellectual Disability	0.00	90.00	month	01/28/2020	06/12/2020	09/08/2020
SL - Speech Language	0.00	2.00	month	01/28/2020	06/12/2020	09/08/2020
WAT - Work Awareness and Transition	0.00	15.00	month	01/28/2020	06/12/2020	09/08/2020
IDV - Intellectual Disability (Virtual)	0.00	32.00	month	09/08/2020	01/28/2021	
SLV - Speech Language (Virtual)	0.00	2.00	month	09/08/2020	01/28/2021	
WATV - Work Awareness and Transition (Virtual)	0.00	21.33	month	09/08/2020	01/28/2021	

\* Speech Language can be considered a primary or related service.

## Service Time Examples

- ★ Synchronous learning can be provided in a variety of settings to include:
  - synchronous instruction provided while student attends the general education setting with instruction from the special education teacher
  - synchronous instruction provided by the special education teacher in the special education setting.

# Service Time Options for Virtual Instruction: Early Childhood Class Based

Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not included in IEP Services 
<b>Early Childhood Special Education and PAC</b>	<b>Class based</b> <ul style="list-style-type: none"> <li>• 1 hour synchronized learning per day Tuesday - Friday (4 hours/week)</li> <li>• 2 – 20 minute individual instruction/parent coaching weekly</li> </ul>	<b>Class based</b> <ul style="list-style-type: none"> <li>• Provide 5 asynchronized activities per week</li> <li>• Plan lessons and participate in meetings on Mondays</li> <li>• Every other week an additional 20 minutes of individual instruction/parent coaching               <ul style="list-style-type: none"> <li>◦ Example: 60 minutes weeks 1 and 3</li> <li>◦ Example: 40 minutes weeks 2 and 4</li> <li>◦ This additional time is not included on the services page</li> </ul> </li> </ul>

# Service Time Options for Elementary School

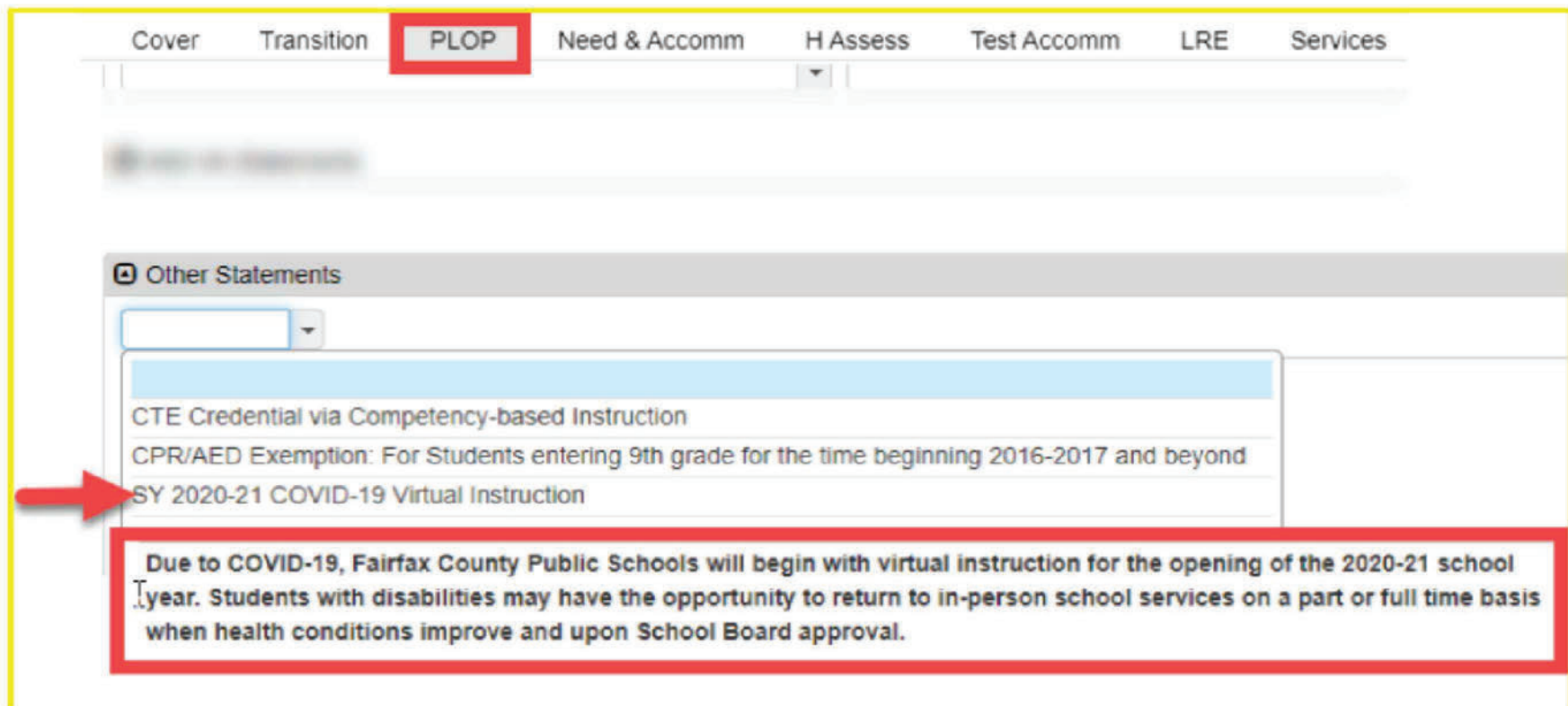
Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not included in IEP Services
<p><b>Adapted Curriculum Elementary</b></p> <p>Note: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.)</p>	<ul style="list-style-type: none"> <li>• 30 minutes of synchronous morning group meeting</li> <li>• 120 minutes synchronous per day, smaller group</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Related services included in above or additional, as appropriate</li> <li>• Does not include specials/electives, HPE</li> <li>• Adjust schedule and time as appropriate for students who are spending time in the general education setting</li> </ul>	<ul style="list-style-type: none"> <li>• Provide 5 asynchronous learning activities per week (this is not listed on the IEP as service time)</li> <li>• Check-in with parents every other week</li> </ul>

# Service Time Options for Middle/High School

Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not Included in IEP Services
<p><b>Adapted Curriculum Middle School and High School</b></p> <p>Note: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.</p>	<ul style="list-style-type: none"> <li>• DRAFT Secondary</li> <li>• 30-60 minutes of synchronous instruction per class period (time dictated by what is appropriate for student and content)</li> </ul> <p><b>Notes:</b></p> <ul style="list-style-type: none"> <li>• Related services included in above or additional as appropriate</li> <li>• Adjust schedule and time as appropriate for students who are spending time in the general education setting</li> </ul>	<ul style="list-style-type: none"> <li>• Provide 5 asynchronous learning activities per week</li> <li>• Check-in with parents every other week</li> </ul>

# Present Level of Performance

Select the language provided from the drop down menu on the PLOP page:



The screenshot shows a web interface with a top navigation bar containing the following tabs: Cover, Transition, PLOP, Need & Accom, H Assess, Test Accom, LRE, and Services. The 'PLOP' tab is highlighted with a red rectangular box. Below the navigation bar is a search bar. Underneath the search bar is a section titled 'Other Statements' with a plus icon. A dropdown menu is open below this section, displaying three options: 'CTE Credential via Competency-based Instruction', 'CPR/AED Exemption: For Students entering 9th grade for the time beginning 2016-2017 and beyond', and 'SY 2020-21 COVID-19 Virtual Instruction'. A red arrow points to the third option. Below the dropdown menu, a text box contains the following text: 'Due to COVID-19, Fairfax County Public Schools will begin with virtual instruction for the opening of the 2020-21 school year. Students with disabilities may have the opportunity to return to in-person school services on a part or full time basis when health conditions improve and upon School Board approval.' This text box is enclosed in a red rectangular border.

Cover Transition **PLOP** Need & Accom H Assess Test Accom LRE Services

Other Statements

CTE Credential via Competency-based Instruction  
CPR/AED Exemption: For Students entering 9th grade for the time beginning 2016-2017 and beyond  
SY 2020-21 COVID-19 Virtual Instruction

Due to COVID-19, Fairfax County Public Schools will begin with virtual instruction for the opening of the 2020-21 school year. Students with disabilities may have the opportunity to return to in-person school services on a part or full time basis when health conditions improve and upon School Board approval.

# PLOP Examples for Service Hours

The chart below provides examples for how to use the PLOP to describe the hours outlined on the services page for the 4 days of virtual instruction to include related service hours, if appropriate.

## Virtual Instruction

Instructional Level	Services Page Example	Sample Descriptions of Service Hours on PLOP
<b>Middle School - General Curriculum</b>	9 hours/week of specialized instruction with 3 hours/week in the general education setting and 6 hours/week in the special education setting	<p>Jamal's synchronous instructional services are described as follows:</p> <p>Math in a general education setting with special education support (team taught)</p> <p>English in the special education setting (self-contained)</p> <p>Special education elective to support organization, in the special education setting (self-contained)</p>

## Virtual Instruction: IEP Sample Goals

- ★ Identify which goals and/or objectives the student can achieve and can be realistically supported based on the number of days/hours in the week.
- ★ Include measurement criteria for each goal and take data on goals for progress monitoring and reporting more frequently.

# Virtual Instruction IEP Sample Goals

## General Curriculum

CURRENT IEP GOAL	VIRTUAL INSTRUCTION SAMPLE GOAL
Reading: Using instructional level text, Nia will retell a story to include story elements and the sequence of events, by scoring 80% or greater on a teacher-created rubric on 1 sample 2x month.	Using instructional level text and graphic organizers, Nia will retell a story to include story elements, and correct sequence of events (beginning, middle, end) at 80% or greater accuracy on 1 sample monthly.
Reading: Given a word list, Zahara will decode single syllable real and pseudo words using her knowledge of short vowels (including blends and digraphs) and common long vowels (CVCe and CVVC) with 90% or greater accuracy on 2 of 3 quarterly trials.	Given a word list, Zahara will decode one syllable words, with short vowel patterns and long vowel patterns (e.g., CVCe/CVVC) that include digraphs and blends, with 90% or greater accuracy on 1 biweekly sample monthly.

## **Accommodations and Modifications**

- ★ Select accommodations and modifications to support the identified goals in the IEP.
- ★ Consider the accommodations currently in place for the student and what is appropriate for the home environment, during virtual instruction and asynchronous activities.

# Curriculum Accommodations and Modifications

Topic	Curriculum Expectations	Accommodation Examples	Modification Examples
<b>Read reduced language level</b>	Provided text at grade level, <u>student</u> will identify statements which are facts and opinions.	Provided text at student's independent reading level, 3 years below grade level, student will identify statements which are fact and opinion.	Provided with statements written at the student's independent reading level, the student will indicate if the statements are true or false.
<b>Complete fewer or different homework problems than peers</b>	<u>Student</u> will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of multistep linear equations in one variable.	The student is tasked to complete 5 multi- step linear equations with variables on one side of the equation. The student is given a second task to complete 5 multi-step linear equations with variables on both sides of the equation	The student is tasked to complete one-step equations. The student is given the variable and tasked to complete the problem.

# Appendices

- ★ PWN Sample
- ★ Accommodations Toolkit
- ★ Low-Tech Accommodations Toolbox
- ★ FCPS Standards of Learning (SOL) Assessments Accommodation Reference Chart
- ★ Sample Data Sheets
- ★ Special Education Adapted Curriculum Sample Schedules to include Preschool, PAC, and Adapted Curriculum K-12
- ★ General Education Sample Schedules
- ★ Guidance for Homebound and Home-based Decision-making During FCPS Virtual Instruction SY 2020-21

# Sample Early Childhood Schedule



## Class-based

Time	Activity	Description
9:00- 9:30	Morning Meeting Synchronous Learning	Community building of In-person and at-home students, inclusion of SEL & Digital Citizenship activities
9:30-10:20	Individual Student Intervention	2 individualized student intervention/parent coaching virtual sessions
10:30-11:00	Social Emotional Group Lesson-Synchronous Learning	Group social emotional lesson using Second Step Early Learning
11-11:30	Office Hours	
11:30-12:00	Lunch	
12:00-1:00	Individual Student Intervention	2 individualized student intervention/parent coaching virtual sessions. This time has been set aside also for Dual Enrolled PreK students to access special education.
1:00 - 2:00	Early Childhood Resource Student visit	Individualized instruction/parent coaching with assigned early childhood resource student
2:00 - 3:00	Intervention Block	Extra intervention for students who require additional support, This time has been set aside also for Dual Enrolled PreK students to access special education.
3:00 - 4:30	Planning Time	Planning time and meetings

# Sample Early Childhood Schedule



## Resource

Time	Activity	Description
9:00- 9:30	Morning Meeting	Community building of In-person and at-home students, inclusion of SEL & Digital Citizenship activities
9:30-10:20	Individual Student Intervention	2 individualized student intervention/parent coaching virtual sessions
10:30-11:00	Individual Student Intervention	1 individualized student intervention/parent coaching virtual sessions
11-11:30	Office Hours	
11:30-12:00	Lunch	
12:00-1:00	Individual Student Intervention	2 individualized student intervention/parent coaching virtual sessions, this time has been set aside also for Dual Enrolled PreK students to access special education.
1:00 - 2:00	Individual Student Intervention	2 individualized student intervention/parent coaching virtual sessions
2:00 - 3:00	Intervention Block	Extra intervention for students who require additional support, this time has been set aside also for Dual Enrolled PreK students to access special education.
3:00 - 4:30	Planning Time	Planning time and meetings

# Sample Early Childhood Schedule

## PAC (Preschool Autism Class)



Time	Activity	Description
9:15-9:45	Morning Meeting Activity	Greeting, Book, Movement Targets Embedded into Activities: Matching, Nonverbal Imitation and Object Manipulation, Receptive Instructions/labels, Expressive Tacting (Label) / Instructions, Manding (Requesting), and Intraverbals (Conversation skills)
9:45-10:15	Break	Family Movement and Play Time
10:15-11:15	Small Group Activity	3 Groups—Students Working on IEP Goals Targets Embedded into Activities: Matching, Nonverbal Imitation and Object Manipulation, Receptive Instructions/labels, Expressive Tacting (Label) / Instructions, Manding (Requesting), and Intraverbals (Conversation skills)
11:15-11:45	Intervention Block (as needed)	3 students Matching, Imitation; Gross Motor, Imitation: Object Manipulation, Manding (requesting)
11:45-12:15	Lunch	
12:15-12:45	Office Hour	Scheduled with Individual Parents—2 20 minute Coaching Sessions With Lesson Plan on Learning Opportunities in the Home Environment
12:45-3:45	Parent Coaching	2 20 minute sessions per week

# Sample Adapted Curriculum Schedule

Elementary (Enhanced Autism, ID, IDS)



Time	Group A ½ class	Group B ½ class	Description Student time: 2.5-3.5 hours; Staff synchronous instructional time: 4-4.5 hours
9:10- 9:40	Morning Meeting		Community building, inclusion of SEL & digital citizenship activities, & skills included in IEP
9:40-10:00	Break / Family Choice Time (FCT)		
10:00-10:30	Language Arts	Break / FCT	Focus: SOL/ASOL and skills addressed in IEP; specialized instruction programs; some students may spend this time in general education setting; integration of science/social studies content when appropriate
10:30-11:00	Break / FCT	Language Arts	
11:00-11:30	Special		
11:30- 12:30	Lunch / FCT		
12:30-1:00	Math	Break / FCT	Focus:SOL/ASOL and skills addressed in IEP; specialized instruction programs; some students may spend this time in the general education setting
1:00-1:30	Break / FCT	Math	
1:30-2:00	Specialized Instruction/ Asynchronous work		Student complete activity posted by teacher, read a book,or listen to a story. Select students will have specialized instruction scheduled during this time.
2:00-2:30	Science / Social Studies		Focus: SOL/ASOL and skills addressed in IEP
2:30-3:00	Specialized Instruction/ Asynchronous work		Student complete activity posted by teacher, read a book,or listen to a story. Select students will have specialized instruction scheduled during this time.
3:00-3:30	FCT		

# Sample Adapted Curriculum Schedule

Secondary (Autism, ID, IDS)



“A” Day Online Students: 160 - 200 min. Teacher synchronous: 5.25 hrs.			Sample Time	“B” Day Online Students: 160 minutes      Teacher synchronous: 3.75 hrs.		
Group A	Group B	Activity		Activity	Group A	Group B
Language Arts	Break	Period 1	8:10-8:50	Period 2	Science	Break
Break	Language Arts		8:55-9:35		Break	Science
RAM time		Period 3	9:45-10:25	Period 4	Health and PE	Health and PE
Break/ Lunch			10:30-11:50	Break / Lunch		
Mathematics	Break	Period 5	12:00-12:40	Period 6	Elective	Break
Break	Mathematics		12:45-1:25		Break	Elective: Life Skills
Social Studies		Period 7	1:35-2:15	Period 8	Specialized instruction and implementation of programs	Break
Specialized Instruction/ Asynchronous work Student complete activity posted by teacher, read a book,or listen to a story. Select students will have intervention scheduled during this time			2:20-3:00		Break	Specialized instruction and implementation of programs

## Contact Information

- Office of Special Education Procedural Support - 571-423-4290
- Due Process and Eligibility - 571-423-4470 or [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu)
- Procedural Support Liaison
- Office of Special Education Instruction - 571-423-4102



# IN-PERSON EVALUATIONS

The following questions will be answered in the Action Gram:

- Can we bring students into the building to test?
- What are the safety parameters around this? (i.e. spacing, distance, PPE, etc.)
- What are the special ed procedural parameters around this? (i.e. which students to start with, what tests can/cannot be done, how do we do certain tests when a student is wearing a mask)
- Are there timelines associated with this?

## **Action Gram Coming**

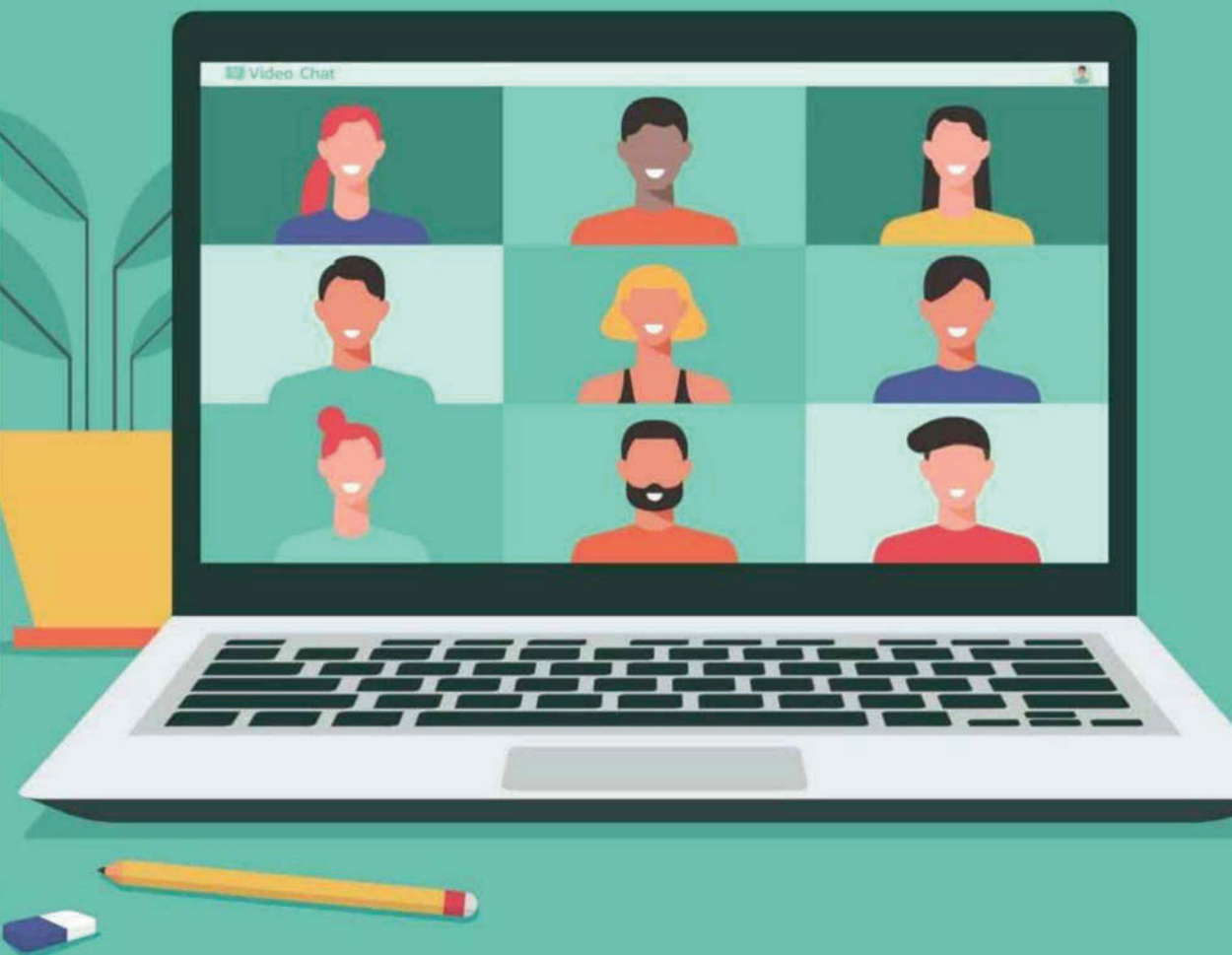


# VDOE RECOVERY GUIDANCE

- If a local school division made educational opportunities available on a voluntary basis for all students and a parent or student chose not to engage this does not equate to a denial of FAPE.
- A thoroughly drafted PWN is key to supporting the team's decision regarding recovery services. Clear descriptions regarding the student's current performance, how recovery services are necessary or unnecessary for FAPE in light of the lapse in services caused by COVID-19. The IEP Team should clearly identify the rationale behind awarding or declining the specified recovery services offered by the LEA. It would also be helpful if the PWN contained a timeline for when the request for recovery services was made and the LEA's actions taken upon request.

# OSEPS Virtual Collaborative Learning Team Meeting

November 20, 2020



# Birthday Celebrations

## November:

- Michelle Ogden, 11/8
- Cameron Hibshman, 11/20



# Announcements

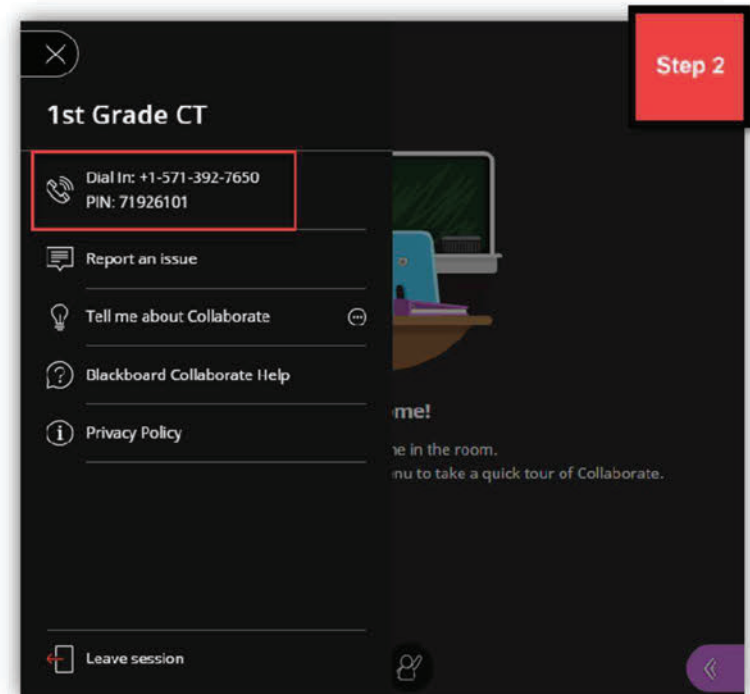
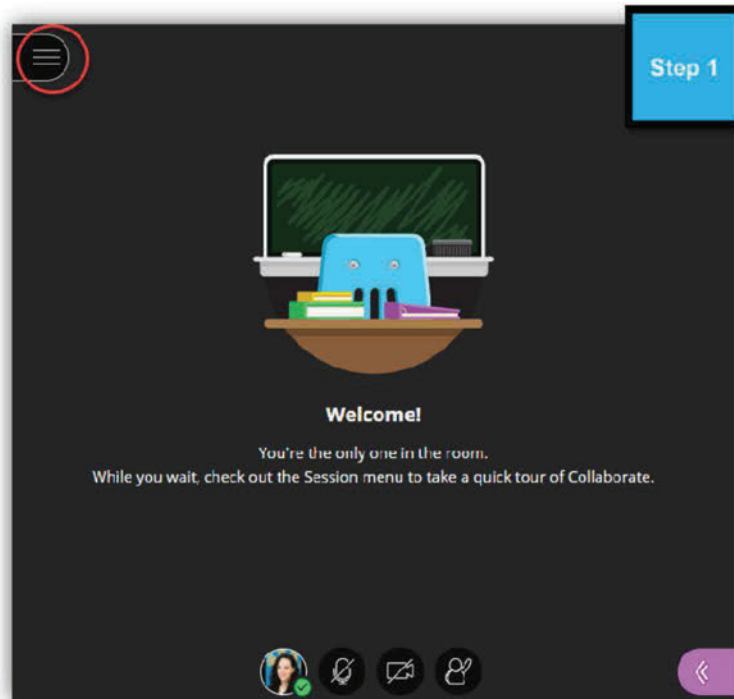
- Welcome and Congratulations, Dawn Azennar
- Sign in at Willow Oaks and Virginia Hills
- Transfer IEPs
- Teleconference Lines

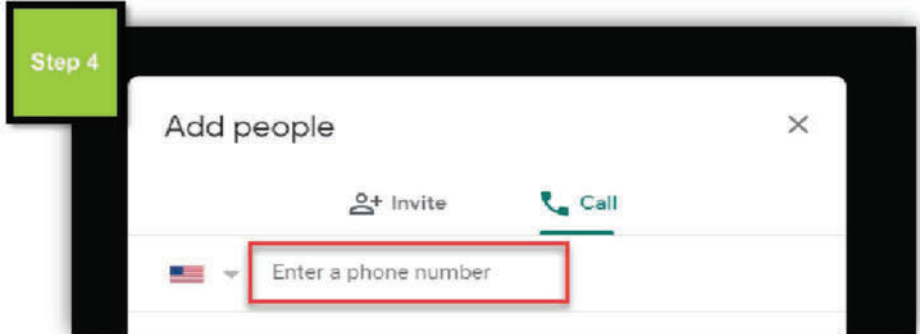
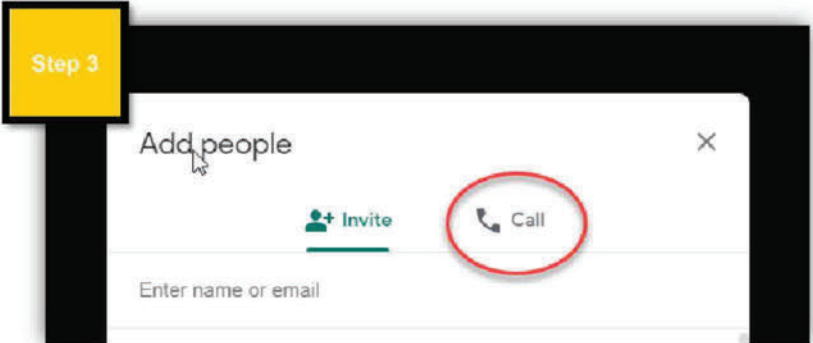
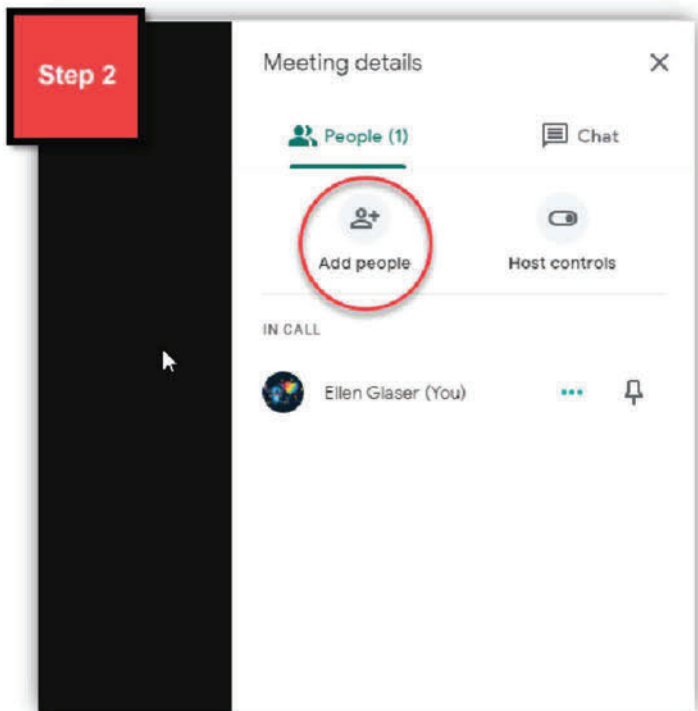
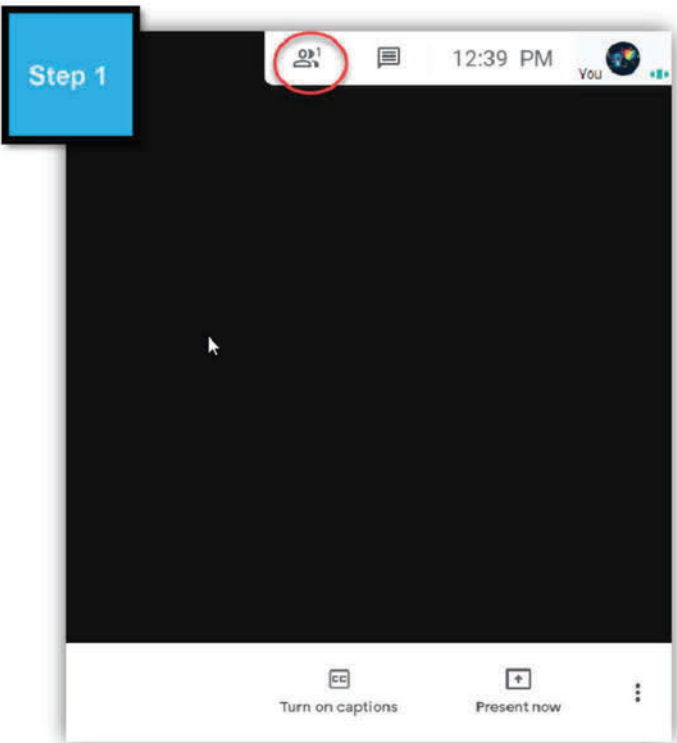
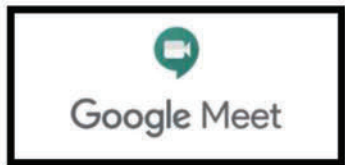
*Announcements*

# Method of conducting meetings

We are asking schools to use BBCU or Google Meet instead of the AT&T Conference Call Lines. The Conference call lines are extremely expensive and we have technology that can be used in a very similar way.

- BBCU can be set as a reoccurring session and participants can call in using a phone number and pin.
- In Google Meet staff can call parents on the telephone.





# Agenda

- December 1 Count
- Returning Cohorts Paused
- Projections for SY 2021-22
- Restraint and Seclusion
- Recovery Services



# December 1 Count



- IEPs and Eligibilities due on or before December 1<sup>st</sup> must be made current and finalized by 4:00 pm on November 30<sup>th</sup>.
- IEPs and Eligibilities due AFTER December 1st can remain a DRAFT.
- Please remind schools to utilize the **IEPs Due by Dec 1 Report** to determine what needs to be made current and finalized.

# Returning Cohorts

Groups 2-3: IEP placements for these programs can continue for in-person or virtual

Group 5: Intensive Support  
Needs Student Criteria

Accommodations and  
Modifications

# Projections SY 2021-22

## Request

Request transitioning list after the December 1 count and report is completed on December 7th

## Share

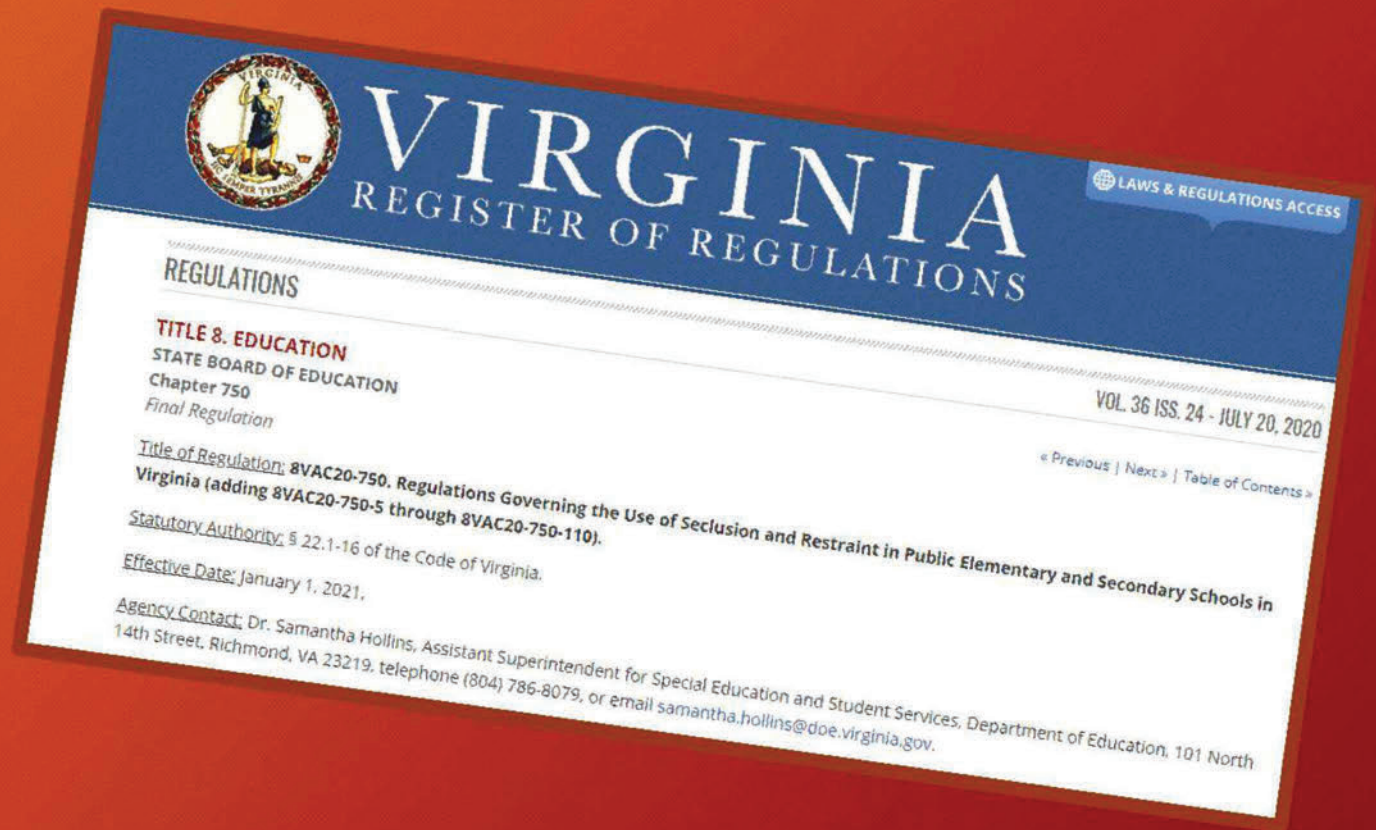
Share lists with PSLs prior to winter break so they can provide copies to schools

## Provide

Provide schools with lists of transitioning students by PSL

# Restraint & Seclusion Update

Effective 1/1/2021



# De-Escalation Training - Level 1

**Level 1 Training** - Virginia Regulations require that school personnel receive training on skills related to positive behavior support, conflict prevention, de-escalation, and crisis response, including follow-up support and social-emotional strategy support for students, staff, and families.

- **Who:** Staff who interact with students, including any central office personnel support students at schools
- **What:** Online module training in MyPDE named Understanding The Regulations Governing The Use of Restraint and Seclusion(course # DLRS\_R\_S\_2020-21), approximately 2 hours to complete
- **When:** Completion required before Jan. 1 2021

# De-Escalation Training - Level 2

**Level 2 Advanced Training** - Virginia Regulations requires that require at least one administrator per school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded

- **Who:** At least one administrator per building and identified school personnel will receive synchronous advanced training and certification in The Mandt System or Professional Crisis Management (PCM).
  - 59 schools already meet the administrative requirement
- **What:** PCM is an 18-hour (with Covid 4-full days) course to certify to “Practitioner 1”. Mandt is 2 full day course to certify in Relational & Technical components.
- **When:** The ABA and BIS teams will be contacting schools directly for scheduling advanced training opportunities starting on 11/30/20. Completion required before Jan. 1 2021

# Highlights

- Within ten (10) school days following the second school day in a single school year on which an incident of physical restraint or seclusion has occurred, the student's IEP or 504 team shall meet to discuss the incident and to consider, among other things, the need for: (i) an FBA; (ii) a new or revised BIP that addresses the underlying causes or purposes of the behaviors as well as de-escalation strategies, conflict prevention, and positive behavioral interventions; (iii) any new or revised behavioral goals; and (iv) any additional evaluations or reevaluations.
- Included in the incident report:
  - Date, time and method of school personnel debriefing
- Coming soon: Updated Emergency Use of R/S Incident Documentation Forms

# Questions



- Guidance Document
  - Will be shared with principals, special education lead teachers and department chairs, and OSEPS staff by COB today
  - Will be placed on public web page for parents
- Supplemental Document and Recorded Training
  - Will be shared with principals, special education lead teachers and department chairs, and OSEPS staff by COB today
  - Will be for FCPS staff ONLY

## Recovery Services

- IEP Team meets to consider eligibility for recovery and whether any portion must be in person or can be virtual
- If the parent is providing private tutoring or requesting private tutoring or compensation, document this information on the PLOP and PWN and discuss the case with your manager

## **Recovery Services**

- Establish the amount and type of service and anticipated timing (#weeks)
- Flexibility of schedule MAY be possible given parent/provider agreement for weekends, evening but it would have to be virtual, at this time

## Recovery Services

- Try to find time during the school day to provide recovery services. If services are to be provided after school, try to look at days when late buses are available and work with transportation
- IEP teams should not establish the provider through the IEP. Use the terminology “special ed staff member” provides “recovery services”, We can refuse private providers and say FCPS will provide an educator to conduct the service. We could further say that if FCPS is unable to obtain a provider, then DPE will work with parent on that issue.

## Recovery Services

**Enjoy the Break!**



*Have a Safe and Happy Thanksgiving*



The background is a stylized illustration. In the center is a laptop displaying a video conference with six participants in a 2x3 grid. To the left of the laptop is a black and white coffee cup with steam rising from it. To the right is a small potted plant with red and white leaves. The scene is set on a desk with some autumn leaves scattered around. The overall color palette is muted with some warm tones from the leaves and coffee.

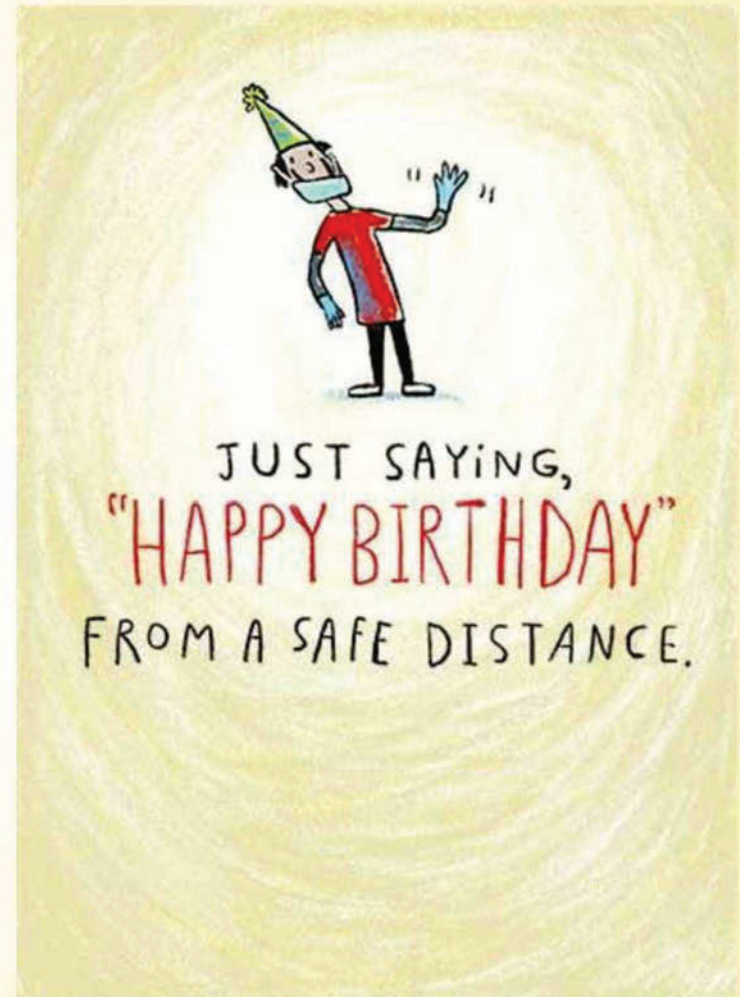
# OSEPS Virtual Collaborative Learning Team Meeting


October 23, 2020

## Birthday Celebrations

### October:

- ▶ Heather Hendershot, 10/2
- ▶ Brenda Clancy, 10/10
- ▶ Mary McGreevy, 10/10
- ▶ Mani Deneki, 10/12
- ▶ Angelina Prestipino, 10/12
- ▶ Dawn Schaefer, 10/12
- ▶ Patricia Coleman, 10/17
- ▶ Jean Massie, 10/17
- ▶ Summer Manos, 10/19
- ▶ Wanda Holloway, 10/24
- ▶ Adam Cahuantzi, 10/31





# Announcements

- **Welcome Jessica Boger**
- **Principal Meeting Updates**
- **Progress Reports**
- **New SEA-STARS Report – Services by Student**

➤ **New Sea Stars Report (PSL access):**

- Services by Student – Provides a breakdown by school and by student the number of General Education with SPED support and SPED only hours from individual IEPs. The report includes related, primary, virtual and face-to-face services.

➤ **EXAMPLE:**



**Annandale High School  
Services by Student Report**

Year: 2020-2021  
Report: U-IEP-SERV-01

Enrolled School Name

CONFIDENTIAL

Annandale High School

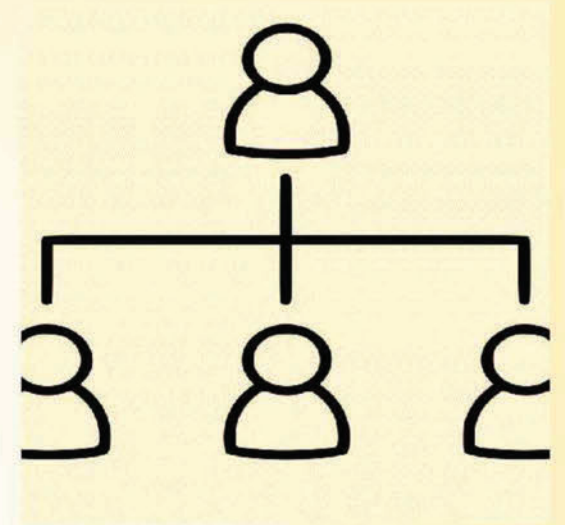
Primary Case Manager - [REDACTED]

Student ID	Student Name	Grade	Primary Disability	Service	Special Ed in Gen Ed Setting Hrs	Special Ed Setting Only Hrs	Frequency	Start Date	End Date
[REDACTED]	[REDACTED]	[REDACTED]	Other Health Impairment	LD - Learning Disability	4.00	12.00	week	01/29/2020	06/12/2020
			Other Health Impairment	LD - Learning Disability	8.00	0.00	week	09/08/2020	01/29/2021
			Other Health Impairment	LDV - Learning Disability (Virtual)	5.33	0.00	week	09/08/2020	01/29/2021
			Other Health Impairment	ETR - Employment and Transition Representative	0.00	0.50	month	01/29/2020	06/12/2020
			Other Health Impairment	ETR - Employment and Transition Representative	0.00	0.50	month	09/08/2020	01/29/2021
			Other Health Impairment	ETRV - Employ and Trans Representative (Virtual)	0.00	0.25	month	09/08/2020	01/29/2021

- **OSEI Structure and Reading Instruction**
- **Return to School, Recover Services, Restraint and Seclusion Policy OSEPS Guidance**
- **Due Process Hearing Decisions and Panel**



# OSEI – Office Structure and Literacy Instruction



## Mike Bloom

**Denise  
Forrest**

**Judy  
Duprey**

**Tina  
Wilkerson**

**Ellie Stack  
Special Education Instruction**

**Sara Cooner**

**Ellen Agosta**

**Nicki Conners**

**Jugnu Agrawal**

**Special Education Curriculum**

**Behavior  
Intervention  
Program**

**ESY Program  
and Assessment  
Program**

**Special Education  
Teacher Support -  
Intensive Support  
Team**

**PreK-12 Special  
Education  
Instruction  
Program (high  
incidence)**

**PreK-12 Adapted  
Curriculum  
Program**

**1 specialist**

**3 specialists**

**1 specialist**

**3 specialists**

**2 specialists**

**25 resource  
teachers**

**4 resource  
teachers**

**12 resource  
teachers  
1 vacant**

**4 resource  
teachers**

# Literacy Instruction

Office of Special Education Instruction





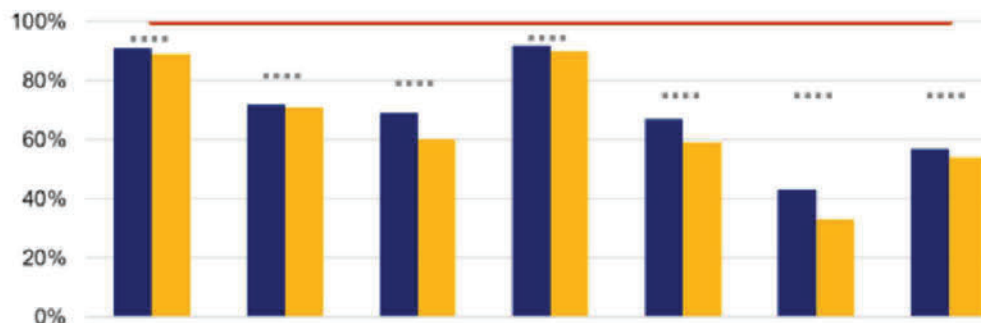
# Agenda

- FCPS data related to reading scores for students with disabilities
- OSEI specialized reading programs and literacy matrix
- Dyslexia supports and approach to intervention

# FCPS Reading Data

CAG: Reading and Mathematics

Pass Rates on Reading SOLs (Grades 3-12)



	Asian	Black	Hispanic	White	Econ. Dis.	EL	SWD	Overall Performance
Aspirational Value	100%	100%	100%	100%	100%	100%	100%	No Progress During this Reporting Period
SY 2019-20 Target	94%	81%	79%	95%	75%	75%	75%	
SY 2018-19 Performance *	% 89%	% 71%	% 60%	% 90%	% 59%	% 33%	% 54%	
	n 17,640	n 7,261	n 15,241	n 33,740	n 17,593	n 5,498	n 7,811	
SY 2017-18 Performance	% 90%	% 72%	% 62%	% 91%	% 60%	% 35%	% 55%	
	n 17,188	n 7,249	n 15,178	n 33,347	n 17,967	n 5,276	n 7,942	
Baseline	% 91%	% 72%	% 69%	% 92%	% 67%	% 43%	% 57%	
	n 17,358	n 7,269	n 15,443	n 35,252	n 18,337	n 5,255	n 8,002	

\* ■ SY 2018-19 met or exceeded target; ■ SY 2018-19 progressed toward target compared to both the baseline and prior year;

■ SY 2018-19 made limited progress toward target, exceeding the baseline but without further improvement from the prior year;

■ SY 2018-19 did not progress toward target compared to baseline

Note: This metric reflects unadjusted results for all students taking SOL and available state alternate assessments in reading. For students taking multiple attempts of the same test, only the highest outcome is reported. English Learner baseline values were revised in May 2019 to reflect only current ELs (ELP levels 1-5). For this metric, all targets are set at or above the Standards of Accreditation Performance Level 1 benchmark of 75 percent. Data source: Education Decision Support Library

## Summary:

- » Scores declined slightly for all student groups over prior year
- » VDOE removal of the Virginia Grade Level Alternative (VGLA) assessment continues to impact performance for ELs, Hispanic, and Economically Disadvantaged students on this metric

STUDENT  
SUCCESS

# FCPS OSEI Specialized Literacy Instruction Matrix

<https://www.fcps.edu/sites/default/files/media/forms/HI-readingmatrix.pdf>



## High Incidence Specialized Literacy Instruction

Revised: Dec 2019

All programs are research-based with embedded evidence-based practices such as explicit, systematic, prescriptive, sequential instruction and the use of multi-sensory techniques. Fidelity of implementation of programs is determined by IEP teams and is based on individual student needs.

DECODING		
Program	Targeted Students	Description
<b>FUNDations®</b> <a href="#">Wilson Language Training</a>	<ul style="list-style-type: none"> <li>Grades K-3</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental reading program based on Wilson Reading System principles</li> <li>Should be combined with other literature rich programs</li> <li>Targets phonemic awareness, phonics/word study, spelling, and handwriting</li> </ul>
<b>Reading Mastery Signature Edition</b> <a href="#">McGraw Hill</a>	<ul style="list-style-type: none"> <li>Grades K – 5</li> <li>Significant deficits in decoding</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental reading program that utilizes principles of direct instruction to target decoding</li> <li>Tightly sequenced format with scripted lessons and classroom management system</li> </ul>
<b>Lexia Core5 Reading</b> <a href="#">Lexia: A Rosetta © Stone Company</a>	<ul style="list-style-type: none"> <li>Grades K - 5</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental reading program that must be paired with explicit phonics instruction</li> <li>Online learning plus teacher directed activities as prescribed based on student performance</li> </ul>
<b>RAVE-O: Reading through Automaticity, Vocabulary, Engagement, and Orthography</b> <a href="#">Voyager Sopris Learning™</a>	<ul style="list-style-type: none"> <li>Grades 2 - 4</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental reading program that must be paired with explicit phonics instruction</li> <li>Targets phonemic awareness and vocabulary</li> </ul>
<b>Corrective Reading Decoding©</b> <a href="#">McGraw Hill Education</a>	<ul style="list-style-type: none"> <li>Grades 3-12</li> <li>Significant deficits in decoding</li> </ul>	<ul style="list-style-type: none"> <li>Supplemental reading program based on the principles of direct instruction</li> <li>Targets phonemic awareness and phonics to increase decoding skills</li> </ul>



# Reading Programs and Literacy Matrix

## Same

- Break down by domain
- Links to the publisher's webpage
- Provide a larger overview of the program

## Different

- Removed the dyslexia asterisk
- Removed tiers to align with FCPS-MTSS
- Updated based on guidance from publisher

# Dyslexia Support and Intervention



- I-Ready set back to screen in all domain areas
- Literacy notification law (2020)
- Ongoing training to literacy leaders in all schools
  - Guidance on intervention
- Expanding the matrix to include Orton Gillingham
  - RFP
- All computers have accessibility
  - Text to speech
  - Speech to text
  - Predictive text

# **Return to School, Recovery Services, Restraint and Seclusion Policy OSEPS Guidance**

October 23, 2020

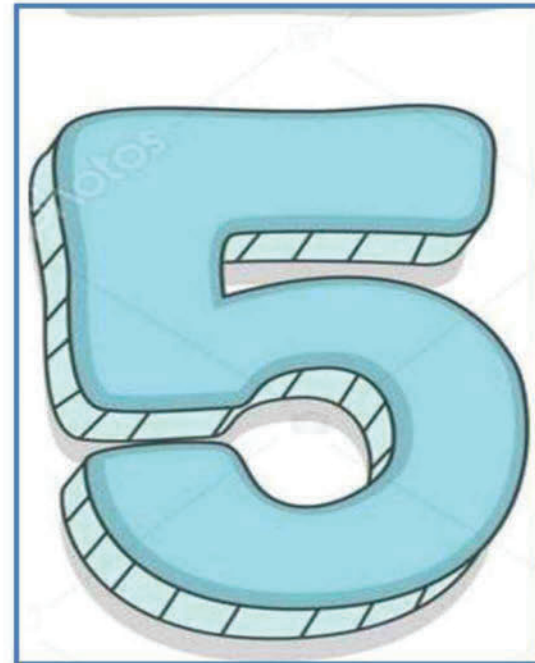


# Tentative Phase-in Timeline\*

		October			November		January	February
		5	19	26	16	30	4	1
<b>COHORT LEARNING</b> 	<b>Group 1:</b> Select Specialized Career Prep Classes							
	<b>Group 2:</b> Preschool Autism, Preschool Class Based, and Select Specialized Career Prep Classes							
	<b>Group 3 &amp; 4:</b> Select EL, Specialized Career Prep Classes, and Spec. Ed. [Key Center and Kilmer Center Adapted Curriculum; Enhanced Autism Classrooms (EAC), K-12 Intellectual Disabilities (ID), K-12 Intellectual Disabilities Severe (IDS), Noncategorical Elementary (NCE) students accessing curriculum in a special education setting, Elementary Comprehensive Services Sites (E-CSS), Burke School-Elementary]							
	<b>Group 5:</b> Early Head Start (infants and toddlers) PreK (three and four year olds), and Kindergarten, Intensive Support Needs (students instructed w/ modified curriculum for at least 50% of their core courses and instructed in special education settings 50% or more of their instructional day), Specialized Center-based Programs—Spec. Ed. [Vision Program @ Robinson and Deaf/Hard-of-Hearing (DHH) Programs at Canterbury Woods ES, Frost MS and Woodson HS—students with 50% or more of core content areas in spec.ed. settings]							
<b>HYBRID LEARNING</b> 	<b>Group 6:</b> Grades 1-2, and Specialized Career Centers- Spec.Ed. (Davis & Pulley Center class of 2021 & students who have been unable to access virtual instruction)							
	<b>Group 7:</b> Elementary School Students in Grades 3-6, Secondary Public Day Programs—Spec. Ed. (Burke MS, Cedar Lane, Quander Rd.) and Davis & Pulley Center (students w/ target learner profile)  <b>Group 8:</b> Middle and High School Students in Grades 6-12 and Davis & Pulley Career Centers							

# Groups 5 (Nov 16) and 6 (Nov 30)

- PK –K, DHH, Vision, CSS
- **Intensive Support Need students added to Group 5**
- More than 50% sped setting
- Is 50% or more of the student's **core content courses** (i.e. core math, core English/language arts, core history/social science and core science classes) provided in special education settings?
- Instructionally, student functions multiple grades below current grade level and 50% or more of instruction is **modified.**



# Intensive Support Need Student



**AND** the student meets **one or more** of the following:

- Comprehensive needs across academic areas
- Student has a primary disability of intellectual disabilities, learning disability, Autism, or multiple disabilities
- Reading and writing scores below the 10th percentile (scores < SS 80) on standardized assessments compared to same-aged peers
- Deficits in adaptive skills, social communication, and restrictive and repetitive behaviors
- Difficulty with working memory (WMI < SS 80)
- Difficulty with receptive and/or expressive language
- Has additional adult supervision throughout the school day in all areas of the building

## Groups 5 (Nov 16) and 6 (Nov 30)



- Gr 1-2
- Davis, Pulley in Class of 2021
- Anyone else unable to access virtual learning successfully

Group 5/6 return to school includes teachers and staff who serve these students, could be CAT A or B

# Return to School



The School Board had consensus and supported moving forward with Groups as listed in the presentation with the proposed timelines (next slide)

There was not consensus with the dates for groups 7 & 8; as a next step the board wants us to consider bringing back 7 & 8 sooner than listed on the presentation (result has not been determined to date)

There was consensus to move forward with the 13 pilot schools on concurrent instruction (led by Mark Greenfelder)

- Report on findings to date at the November 12<sup>th</sup> meeting

Board was informed that there is some concurrent instruction planned for Groups 2-4 in order to bring students back

- DSS to collect data on where concurrent is being used for 2-4 and report out on findings at the November 12<sup>th</sup> meeting
- Concurrent learning was one of three options shared with Groups 2-3 as an option with the notation that Group 2 was recommended to use it as a last resort due to the age of preschoolers and encouraged to get teachers who voluntarily wanted to try the model with Group 2 if needed

# Concurrent Teaching Model



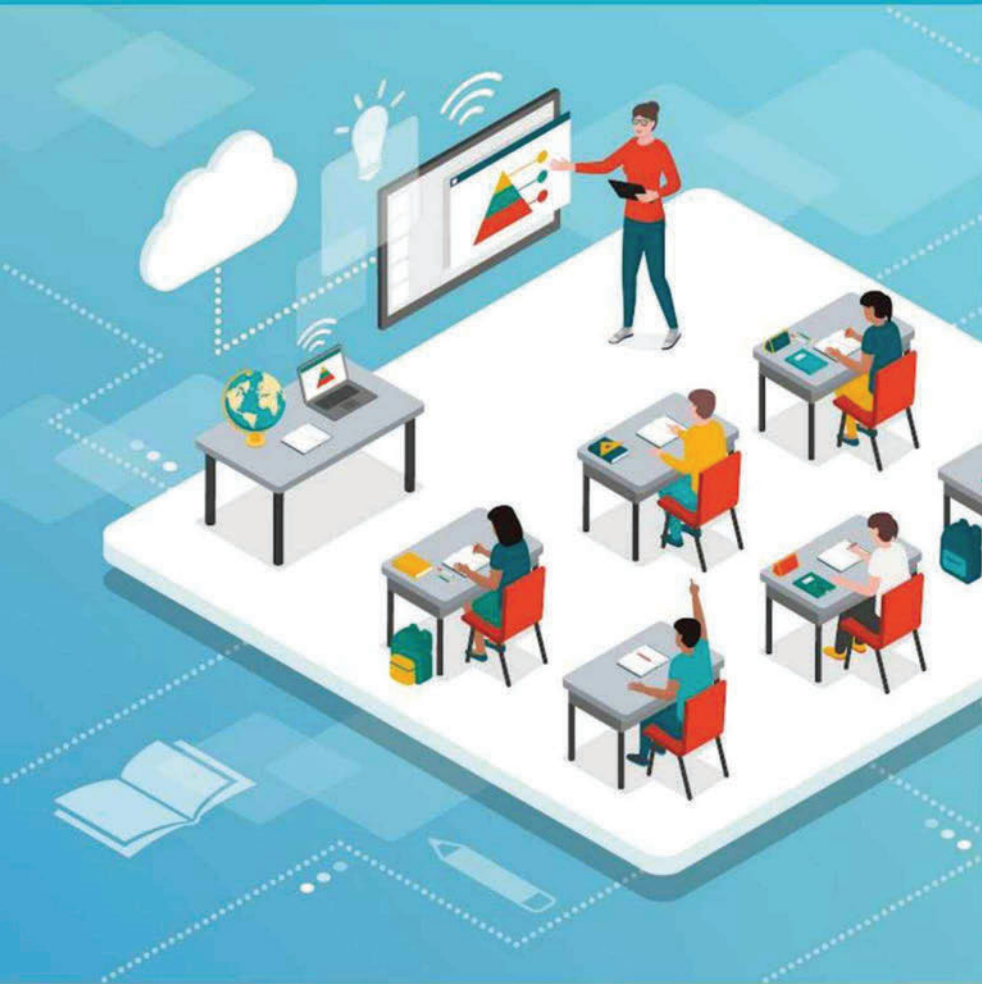
Synthesizing best practices from research literature

Collaborating with other school divisions on best practices

Preparing for Pilot to begin the Week of Oct 19th

- West Springfield High School (English, mathematics & science)
- Kings Park (1st grade)
- Testing technology and implications for teaching and learning
- Number of Pilot sites will scale up later in October

Developing Professional Development and guidance for scaling



# Schedule Adjustments



## **Thursday, October 29: *PSAT Day for HS***

- Only students who are taking the PSAT/NMSQT will be in-person. All students in grades 9 - 12 who are not taking the PSAT are virtual and asynchronous.
- No change for ES or MS schedule

## **Friday, October 30: *End of 1st Quarter/2 Hour Early Release Day***

- No CTE/HS specialized in-person
- No ESOL in-person
- No SPED in-person

## **Monday, November 2 and Tuesday, November 3: *School Planning Day and Teacher Workday***

- No CTE/HS specialized in-person
- No ESOL in-person
- No SPED in-person

# Face Covering Policy



But what if a child refuses to wear a mask?

- Our regulation has provisions that would allow for students who have medical conditions that would prevent them from wearing a face covering. A written statement from the physician is required.
- In cases where students would not wear their face coverings or have behavioral reasons that they need to work through, teachers are going to be working on implementing strategies to improve a student's ability and feasibility to wearing a face covering.
- Guidance and Flow Chart  
<file:///C:/Users/jestrong/Documents/Face%20Covering%20Non-Compliance%20Flow%20Chart.pdf>
- [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSLP6E6294FC/\\$file/R2109.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BSLP6E6294FC/$file/R2109.pdf)



## **REVIEW:** What are Recovery Services?

- Additional, temporary services required for a student to regain lost skills and fill in gaps where expected progress was not evident
- Consider for any student whose teacher(s) or parent(s) believes the student requires recovery services
- It is recommended that schools schedule the meeting after data is collected
- Not all students with disabilities will require COVID-19 recovery services

# When is an IEP meeting not needed?

- The student is making adequate progress in the general or alternate curriculum, even if there is documented regression when schools reopened in September. After recouping lost skills, the student is on track to master IEP goals (and objectives).
- The student did not demonstrate regression from the pre COVID and/or COVID-19 school closure (possibly due to receiving ESY).
- The student's regression, recoupment & progress with new learning is comparable to other students in his or her curriculum.

# What are Recovery Services?



- May be provided over an extended period of time.
- Not a “minute for minute” replacement of services not provided during school closure.
- May not be required for all students with disabilities.
- Some divisions writing in virtual tutoring as a recovery service
- Consider general ed intervention can be recovery
- Recommend case managers group students if possible

# COMPARISON



## Covid-19 Recovery

- Additional services offered due to severe regression, or
- Lack of progress in general curriculum as compared to peers, or
- Lack of progress in meeting IEP goals as expected during the IEP year
- Not minute for minute

## Compensatory

- A remedy under IDEA when a student has been denied FAPE.
- Awarded due to the failure/inability by FCPS to provide FAPE/implement the IEP.
- The purpose is to put the student in the same position he or she would have been if FAPE had not been denied.
- Not minute for minute


# Considering Data Trends



- Keep IEP goals at the center
- Provide opportunities to collect data using a variety of methods
  - Rubrics
  - Checklists
  - Running Records
  - Don't forget attendance data
- Provide a structure for teams to be able to consider the data in context of COVID
- Schedule checkpoints for all learners and use those in the IEP process
- Be clear with your special educators on how to address regression if that has taken place
- The Endrew Standard could mean we need to change the goals since the circumstances of the child AND the general education design both matter
- Resolving COVID impact
- *Adapted from CASE Webinar, NC, VT and Missouri directors*

# Sample Tool



IEP Goal/Skill 	3rd Quarter Data	4th Quarter Data	1st data collection-upon return 1-2 weeks (regression)	2nd data collection 6-8 weeks after return (recoupment)	Does the student require additional considerations due to COVID-19?
					___ No ___ Yes Services Accom/Mod RtI/MTSS
					___ No ___ Yes Services Accom/Mod RtI/MTSS
					___ No ___ Yes Services Accom/Mod RtI/MTSS

Are students receiving any tiered intervention supports that are available to all students to support regression due to COVID-19?

YES, specify: \_\_\_\_\_  
 NO

Does the student require additional services or accommodations/modifications to progress in general education and on IEP goals? If YES, schedule an IEP meeting.

YES, specify: \_\_\_\_\_  
 NO

# Parents and Students May Collect Data



Communication is KEY regarding what the data means

- Be Clear
- Be Supportive
- Be Understanding
- Find out the family's preferred method of communication

Be consistent in the message that is shared related to data

Create a resource for parents to access for guidance

Encourage self-reflection/monitoring using a simple tracking chart where students set goals and then self-monitor weekly

# Student Self Tracking

[illegible]

# Options for Recovery Service



**Recovery services** could be provided outside of, or within the school day, over school breaks, in intensive, targeted, individualized programs or by outside service providers and should be listed in the IEP

These services could include, but are not limited to:

- Behavior skills/training for families
- Coaching from a Speech and Language Pathologist (SLP) around the use of a Picture Exchange Communication System (PECS) or other augmentative communication device
- Online or in-person tutoring
- Facilitated social skills opportunities
- Services provided by a contracted provider in the home or community settings

# Recovery Guidance Document to be Released



## Coming Soon!

- Brief description of recovery services
- Recovery Services Analysis at a Glance
  - Data Collection for pre, during, post COVID-19
  - Questions for IEP team to consider
- Services on the IEP – How to document services on the IEP?
- Frequently Asked Questions
- Appendices
- References

# Restraint and Seclusion Policy



- Brad is our Crisis Prevention and Policy (CPP) specialist
- Level 1 – basic training is required for all school personnel (that interface with students such as bus drivers, school staff), using ODU/VDOE Modules and will go on playlists
- Collaboration with BIT and ABA on Level 2 -advanced training which is required of all staff who work with students who MAY require R/S. Each building must have at least one admin trained
- State regulation goes into effect 1/1/21
- We are working to get approval on FCPS Policy and Regulation

Thank you for all you do!



# Break



# Due Process Hearings



Recent Decisions

## Amended Decision

What was the issue?

What stands out to you?

What was the decision?

How does that impact what happens at the school level?

Any take-aways?



## **Alvey Decision**

What were the issues?

What stood out to you?

What was the decision?

How might this impact your practice in similar situations?



## **SO Decision**

What was this about?

What stood out to you?

What was the decision?

How do you think the decision impacts what happens at the school?

How can you apply this to similar situations in your practice?

# Witness Panel Q and A

