

From: [Strong, Jane](#)
To: [Duran, Francisco](#)
Subject: Re: VDOE
Date: Thursday, March 19, 2020 12:28:09 PM
Attachments: [image001.png](#)
[image002.png](#)

I got booted out of session somehow

Jane Strong, PhD
Director of Special Education
Procedural Support
Fairfax County Public Schools
Sent from my iPhone

On Mar 19, 2020, at 12:17 PM, Duran, Francisco <fdduran@fcps.edu> wrote:

Let them know we are meeting at 1pm as a DSS team to further

Dr. Francisco Durán
Chief Equity Officer
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive, 5117
Fairfax, VA 22031
(571) 423-4010



From: Strong, Jane <jestrong@fcps.edu>
Sent: Thursday, March 19, 2020 12:15 PM
To: Johnson, Teresa L <TJohnson4@fcps.edu>; Bloom, Mike <msbloom@fcps.edu>;
Duran, Francisco <fdduran@fcps.edu>; Foster, John <jefoster@fcps.edu>
Subject: RE: VDOE
Importance: High

Just wondering if we could make sure that these decisions being discussed now about resuming Digital Learning will impact us Significantly in sped on compensatory service. Guidance received yesterday was that we have to do IEP addendums with all students first. That would mean 28K IEP meetings. I do not have a concept of how this is feasible.

Jane Strong, Ph.D.
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Fairfax County Public Schools
Willow Oaks Administrative Center

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President, Virginia Council of Administrators of Special Education

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From: Johnson, Teresa L

Sent: Thursday, March 19, 2020 11:01 AM

To: Strong, Jane <jestrong@fcps.edu>; Bloom, Mike <msbloom@fcps.edu>; Duran, Francisco <fduran@fcps.edu>

Subject: VDOE

This guidance is significant.

Please share guidance related to online or distance learning during an extended school closure. The impact to students during an extended school closure can be significant. The learning time and support students receive at school are not easily supplemented or replaced. Understanding the desire and responsibility of parents and educators alike to provide continuity for every student in their thinking and learning, many school divisions are assessing the feasibility of providing online learning in the event of extended school closures. In looking at this option, it is important to consider the practical steps necessary to appropriately serve every student equitably and the extent to which a traditional school environment can be quickly replicated online. It is not a simple task, nor is it one that should be attempted without serious consideration of equity and access. Schools should thoughtfully evaluate their approach, understand their legal obligations, and maintain the standards for delivery of instruction and student supports. Services, programs and activities online must be accessible to persons, including individuals with disabilities unless equally effective alternative access is provided in another manner (U. S. Department of Education, Office for Civil Rights, 2020). Divisions may have the capacity to explore expanding or offering online learning. Divisions should apply an equity lens and consider the impacts on underserved groups, including students of color, students with disabilities, emerging bilingual students, students experiencing poverty and homelessness, and students who belong to other protected classes. Consider whether the model will improve or worsen disparities between populations. Consider barriers to equitable implementation and unintended consequences. Shifting from a “brick and mortar” school environment to online learning that meets the regulations of holding “school” is a complex task that requires thoughtful planning, serious consideration of practicality, and assessment of risk. This assessment of risk should consider the impact of compensatory education and

exposure for local school divisions to dispute resolution. Additional guidance is also available from the U. S. Department of Education (USED) including a short webinar on online education and website accessibility and a fact sheet on addressing the risk of COVID-19 in schools while protecting the civil rights of students.

Teresa L. Johnson
Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: [Strong, Jane](#)
To: [Schaefer, Dawn M](#)
Cc: [Lorenzo, Debbie](#)
Subject: Re: VDOE
Date: Thursday, March 19, 2020 12:25:42 PM

On now. I raised alarm. Francisco had me tell the group this. I'm feeling panicked

Jane Strong, PhD
Director of Special Education
Procedural Support
Fairfax County Public Schools
Sent from my iPhone

On Mar 19, 2020, at 12:18 PM, Schaefer, Dawn M <DMSchaefer@fcps.edu> wrote:

What Teresa sent is basically what the OCR webinar said and what Kathy Mehfoud said yesterday. Any results from the board meeting?

Dawn M. Schaefer, M.Ed.
Coordinator, Due Process and Eligibility
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
dmschaefer@fcps.edu
571-423-4470

From: Lorenzo, Debbie <dalorenzo@fcps.edu>
Sent: Thursday, March 19, 2020 12:04 PM
To: Strong, Jane <jestrong@fcps.edu>
Cc: Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: Re: VDOE

I agree with you. There are going to be long term ramifications. This is why they were saying IEPs needed to be completed before you begin so you have thoughtfully considered the needs of the student and made changes to the IEP. The fact that each teacher has varying levels of knowledge and comfort with online should be enough to say it is not going to be equitable across students.

Right now George Mason has left it up to the professor to determine the format of their class because not all professors have the capacity to run a blackboard collaborate. Nicolas has 2 professors who will have live sessions at their designated days starting

next week where the other 2 will be emailing assignments and then his last class is online so it will continue that way.

Sent from my iPhone

On Mar 19, 2020, at 11:55 AM, Strong, Jane <jestrong@fcps.edu> wrote:

I wish they would not go forward with Distance Learning.

Jane Strong, Ph.D.
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From: Johnson, Teresa L
Sent: Thursday, March 19, 2020 11:01 AM
To: Strong, Jane <jestrong@fcps.edu>; Bloom, Mike
<msbloom@fcps.edu>; Duran, Francisco <fdduran@fcps.edu>
Subject: VDOE

This guidance is significant.

Please share guidance related to online or distance learning during an extended school closure. The impact to students during an extended school closure can be significant. The learning time and support students receive at school are not easily supplemented or replaced. Understanding the desire and responsibility of parents and educators alike to provide continuity for every student in their thinking and learning, many school

divisions are assessing the feasibility of providing online learning in the event of extended school closures. In looking at this option, it is important to consider the practical steps necessary to appropriately serve every student equitably and the extent to which a traditional school environment can be quickly replicated online. It is not a simple task, nor is it one that should be attempted without serious consideration of equity and access. Schools should thoughtfully evaluate their approach, understand their legal obligations, and maintain the standards for delivery of instruction and student supports. Services, programs and activities online must be accessible to persons, including individuals with disabilities unless equally effective alternative access is provided in another manner (U. S. Department of Education, Office for Civil Rights, 2020). Divisions may have the capacity to explore expanding or offering online learning. Divisions should apply an equity lens and consider the impacts on underserved groups, including students of color, students with disabilities, emerging bilingual students, students experiencing poverty and homelessness, and students who belong to other protected classes. Consider whether the model will improve or worsen disparities between populations. Consider barriers to equitable implementation and unintended consequences. Shifting from a “brick and mortar” school environment to online learning that meets the regulations of holding “school” is a complex task that requires thoughtful planning, serious consideration of practicality, and assessment of risk. This assessment of risk should consider the impact of compensatory education and exposure for local school divisions to dispute resolution. Additional guidance is also available from the U. S. Department of Education (USED) including a short webinar on online education and website accessibility and a fact sheet on addressing the risk of COVID-19 in schools while protecting the civil rights of students.

Teresa L. Johnson
Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: [Strong, Jane](#)
To: [Lorenzo, Debbie](#)
Cc: [Schaefer, Dawn M](#)
Subject: RE: Here ya go!!
Date: Thursday, March 19, 2020 9:11:00 AM

So true that we document decisions based on student needs. Thank you.

Jane Strong, Ph.D.
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From: Lorenzo, Debbie
Sent: Wednesday, March 18, 2020 5:11 PM
To: Strong, Jane <jestrong@fcps.edu>
Cc: Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: Re: Here ya go!!

We just need to make sure that students are able to access the platform where the instruction is being delivered. We will need to make sure that case managers make sure students have what they need. My concern would be is that teachers may not have the resources available at home to make sure this happens. A lot of unknowns. We will just need to do our best and demonstrate that decisions were made based on the student's individualized needs.

Sent from my iPhone

On Mar 18, 2020, at 4:57 PM, Strong, Jane <jestrong@fcps.edu> wrote:

The School Board is hearing ISD report now. I'm not participating, it is closed session.
I don't think anyone thinks IEPs can be amended BEFORE instruction resumes.
I was hoping we just do IEPs when we return to physical school.

Jane Strong, Ph.D.
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From: Lorenzo, Debbie
Sent: Wednesday, March 18, 2020 4:53 PM
To: Schaefer, Dawn M <DMSchaefer@fcps.edu>; Strong, Jane <jestrong@fcps.edu>
Subject: RE: Here ya go!!

If we follow there advise, we should not be starting any new alternative learning or platforms that involve new content and graded assignments until we have held IEPs for students. This is going to take a lot of discussion and messaging to schools.

Debbie Lorenzo
Coordinator, Office of Special Education Procedural Support
Willow Oaks Corporate Drive
571-423-4290 (Office)

From: Schaefer, Dawn M <DMSchaefer@fcps.edu>
Sent: Wednesday, March 18, 2020 4:36 PM
To: Lorenzo, Debbie <dalorenzo@fcps.edu>; Strong, Jane <jestrong@fcps.edu>
Subject: RE: Here ya go!!

Me too.

Second big concern is not new—that we have to do IEPs (or addendums) for each kid to consider compensatory services.

Dawn M. Schaefer, M.Ed.

Coordinator, Due Process and Eligibility
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive
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dmschaefer@fcps.edu
571-423-4470

From: Lorenzo, Debbie <dalorenzo@fcps.edu>
Sent: Wednesday, March 18, 2020 3:39 PM
To: Strong, Jane <jestrong@fcps.edu>
Cc: Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Here ya go!!

As we are listening to this, I am the most concerned about Question 3 about COVID-19 on page 6.

Debbie Lorenzo
Coordinator, Office of Special Education Procedural Support
Willow Oaks Corporate Drive
571-423-4290 (Office)

From: Strong, Jane <jestrong@fcps.edu>
Sent: Wednesday, March 18, 2020 2:15 PM
To: Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: FW: Here ya go!!

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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From: Harley, Kathleen B. [mailto:kharley@reedsmith.com]

Sent: Wednesday, March 18, 2020 2:12 PM

To: Strong, Jane <jestrong@fcps.edu>

Subject: Here ya go!!

I am providing the dial in information to you and this number is NOT to be shared with others, unless you were approved in advance by Kathy Harley for a maximum of 1-2 additional lines. Please be considerate as this limitation is necessary to accommodate a large number of participants. You may conference in individuals or groups on your own lines or may have additional personnel present at your site as health standards permit. Please respect this process as this audioconference is highly subscribed and we want to make sure there are sufficient lines for those who have registered. The dial in number is 866-997-0852.

We are also happy to present this audioconference just for your school division via a conference line established by the school division or by Reed Smith LLP where the number of dial ins is expanded for the school division and your individual questions may be

From: Strong, Jane <jestrong@fcps.edu>

Sent: Wednesday, March 18, 2020 2:10 PM

To: Harley, Kathleen B. <kharley@reedsmith.com>

Subject: RE: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION

EXTERNAL E-MAIL - From jestrong@fcps.edu

Did not receive.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
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From: Harley, Kathleen B. [<mailto:kharley@reedsmith.com>]
Sent: Wednesday, March 18, 2020 2:03 PM
To: Strong, Jane <jestrong@fcps.edu>
Subject: RE: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION

Hi Jane,

The outlines were sent out this morning. Dial-in was sent just a few minutes ago. Let me know if you didn't get the outlines.

From: Strong, Jane <jestrong@fcps.edu>
Sent: Wednesday, March 18, 2020 1:51 PM
To: Harley, Kathleen B. <kharley@reedsmith.com>
Subject: RE: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION
Importance: High

EXTERNAL E-MAIL - From jestrong@fcps.edu

Hi Kathy, I have not received anything for log in or outline yet?

Jane Strong, Ph.D.
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From: Harley, Kathleen B. [<mailto:kharley@reedsmith.com>]
Sent: Tuesday, March 17, 2020 9:44 AM
To: Strong, Jane <jestrong@fcps.edu>
Subject: RE: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION

Good morning Jane,

Thank you! I'll put you as my main contact and will leave it up to you to send the dial-in information to the other person.

Hope you're doing well!

Kathy

From: Strong, Jane <jestrong@fcps.edu>
Sent: Tuesday, March 17, 2020 9:11 AM
To: Harley, Kathleen B. <kharley@reedsmith.com>
Cc: Knox, Lisa <lfknox@fcps.edu>
Subject: RE: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION

EXTERNAL E-MAIL - From jestrong@fcps.edu

Hi Kathy,
Fairfax would like to have two call ins for two participants.
Thank you!

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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From: Harley, Kathleen B. [<mailto:kharley@reedsmith.com>]

Sent: Tuesday, March 17, 2020 8:56 AM

Subject: [External] FW: UPDATED AUDIO CONFERENCE INFORMATION

Importance: High

Good morning everyone,

In light of the increasing number of people that are calling into the call tomorrow, please let me know by **NOON TODAY** whether you will be calling in and whether you will need to take advantage of the two additional lines we're offering to make sure that we have enough lines for everyone. Also, if you have previously signed up to dial into the call, please let me know if you will not be doing so in order to make room for additional participants if need be.

Additionally, I just found out this morning that the CD won't be available for me to send out until we are back in the office working. I might see if there's some way to work around this, but at this time the CD will be delayed.

Thank you and hopefully things will be back to "normal" next month! We apologize for all the changes, etc. that have come up because of the chaos in the world today.

Kathy

From: Harley, Kathleen B. <kharley@reedsmith.com>

Sent: Monday, March 16, 2020 10:49 AM

Subject: UPDATED AUDIO CONFERENCE INFORMATION

Importance: High

CONFIRMATION OF AUDIO CONFERENCE ON MARCH 18, 2020 AND EXPANDED TIME

THE AUDIOCONFERENCE WILL TAKE
PLACE AS SCHEDULED AT 3 PM ON
MARCH 18, 2020, BUT THE TIMEFRAME
WILL BE EXPANDED TO 4:30 PM TO

ADDRESS THE COVID-19 SITUATION.
PROVISIONS MAY BE MADE UPON
ADVANCE REQUEST FOR TWO
ADDITIONAL DIAL-IN LINES FROM THE
SAME SCHOOL DIVISION PER
REGISTRATION FEE.

**CONSIDERATIONS FOR
STUDENTS WITH DISABILITIES
DURING SCHOOL CLOSURES
RESULTING FROM COVID-19
&**

**AN ATTORNEY'S PERSPECTIVE
ON DRAFTING
LEGALLY COMPLIANT AND
EFFECTIVE IEPs**

DATE: Wednesday, March 18, 2020

TIME: 3:00 p.m. to 4:30 p.m.

PRESENTERS: Kathleen S. Mehfoud and Anne E.

Mickey

TOPICS COVERED: Kathy and Anne will address first a suggested approach for the handling of any IEP and timeline disruption caused by school closures due to the coronavirus. Submit questions in advance of the audioconference if possible. Secondly, they will address the regularly-scheduled IEP topic as the IEP is the hallmark document for determining and delineating special education services for students with disabilities. The ability of a school division to show that it provided FAPE will likely depend on the strength of the IEP that is developed. Based on their collective experience reviewing thousands of IEPs and representing school divisions in special education litigation, Kathy and Anne will share their process for evaluating whether an IEP complies with the requirements of the IDEA and ensures the provision of FAPE to students with disabilities. Both new and experienced special education personnel will benefit from this important and practical presentation.

Please submit any questions that you have in advance of the presentation so that Kathy and Anne can incorporate the pertinent information in the audio conference and outline. Of course, there will be time reserved for questions at the end of the audio conference.

PRICE:	Audio Conference only:	\$285
	CD only:	\$285
	Audio Conference & CD:	\$310

NOTE: Due to schools being closed on Wednesday, March 18, 2020, please contact Kathy Harley immediately if you need to request an additional telephone conference line.

Otherwise, the dial-in number is not to be shared with additional members from your school division without

incurring an additional charge.

**KATHY HARLEY WILL PROVIDE A DIAL-IN NUMBER
AND THE WRITTEN MATERIALS THE MORNING OF THE
AUDIO CONFERENCE**

**PLEASE RESPOND
DIRECTLY TO KATHY HARLEY
AT KHARLEY@REEDSMITH.COM
TO SIGN UP OR IF YOU HAVE ANY QUESTIONS**

**DISCLAIMER: THIS AUDIO CONFERENCE IS DESIGNED
TO PROVIDE AUTHORITATIVE INFORMATION ABOUT A
SPECIAL EDUCATION TOPIC AND IS NOT PROVIDED AS
LEGAL ADVICE. THE AUDIO CONFERENCE WILL FOCUS
ON VIRGINIA'S REQUIREMENTS. THE LISTENER IS
ENCOURAGED TO CONTACT LEGAL COUNSEL IF LEGAL
ADVICE IS NEEDED.**

**If you wish to unsubscribe from this mailing list, please e-
mail Kathy Harley at kharley@reedsmith.com, put
"unsubscribe" in the subject line and your name will be
removed.**

**Kathleen B. Harley
Education Team Practice Assistant
Reed Smith LLP**

Riverfront Plaza, West Tower
901 East Byrd Street, Suite 1900
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804.344.3480
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From: [Schaefer, Dawn M](#)
To: [Krempasky, Jennifer](#)
Cc: [Guillen, Andrew A](#); [Strong, Jane](#)
Subject: FW: Dr. Duran request
Date: Monday, March 16, 2020 1:47:31 PM

Jen,

Could you begin working on the highlighted item below? Happy to talk through any questions you have.

Many thanks,

Dawn

Dawn M. Schaefer, M.Ed.
Coordinator, Due Process and Eligibility
Fairfax County Public Schools
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
dmschaefer@fcps.edu
571-423-4470

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, March 16, 2020 12:37 PM
To: Bloom, Mike <msbloom@fcps.edu>; Stack, Ellie P. <EPStack@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>
Subject: Dr. Duran request
Importance: High

Hello Colleagues:

Dr. Duran gave me a call because he had a question and concern. Apparently, Sloan has been moving ahead verbalizing plans for ISD to provide "instruction" to students following the two weeks (approx. on 3/30/20). Francisco wanted to review what we've said about responsibility for SWD. We chatted that OSEI has posted Continuity of Learning suggestions for parents.

He wants us to begin brainstorming how we would guide our spec ed teachers to provide services for our students. High incidence students probably can manage with the online instruction. We need to probably develop a plan for low incidence students. Things like: sped teacher office hours, video or recorded lessons, materials pick up and small equipment (?) ESY? should be thought about. (not a full list, you may have other ideas)

Is it possible for Ellie (and who she assigns) and Debbie (and who you assign) to get on the phone to begin this task? It may be that OSEI already has done some of this.

Dawn's team would want to outline scripts and messages we could give teachers and admins about how we will potentially guide on holding IEP meetings when we return to work. It may not be for 8

weeks or more? What are our guiding thoughts about compensatory service?

Dr. Duran will be checking with me and Mike tomorrow on early thoughts. Thank you!

Jane Strong, Ph.D.
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April 27, 2020

Dear Parents,

The Department of Special Services (DSS) will be providing a regular electronic newsletter to provide you with updates, information, tips and ideas to support you and your family during the school closure.

FCPS understands the concerns of parents with respect to providing FAPE for students with disabilities when instruction is provided to all students. What constitutes FAPE will necessarily look different in light of the current pandemic and the closure of schools for all our students, and parents can be assured that FCPS will make educational opportunities available to all students, including students with disabilities.

We will be doing our best to provide FAPE within the constraints of distance learning. Regardless of the challenges we face, we will strive to support all our learners within the distance format. FCPS staff are here to work with parents and to make the best out of this unprecedented situation.

If parents have specific concerns about special education services during the school closure, there are multiple resources to reach out to for assistance and support (see information below for details):

- Your child's teacher
- Your child's school principal
- Your school's Procedural Support Liaison
- FCPS Special Education Ombudsman (ombudsman@fcps.edu)

Confidentiality Notice

The Department of Special Services has developed a Confidentiality Notice for parents/guardians related to the use of Blackboard Collaborate and Google Meet as online platforms used by Fairfax County Public Schools for distance learning. This notice includes information related to the disclosure of a student's personally identifiable information and guidelines and expectations to ensure that the confidentiality rights of all students are protected when live video sessions are used. [View the Confidentiality Notice.](#)

Mental Health and Wellness

Parents may schedule a 30-minute mental wellness consultation with a school psychologist or school social worker for support or guidance during this unprecedented and challenging time. The consultations are also available to connect parents and students with available community resources. Parent consultations are available for all grade levels and student consultations are only available for students in middle or high school. Information about scheduling a consultation is located on our [Coronavirus Update – Mental Health and Community Resources page](#).

Special Education Instruction

For children ages 2-8: Check out the Learn and Grow section of [PBS Parent Resources](#) for resources and games which cover a variety of topics, by age, such as: emotions and self-awareness, social skills, literacy, math, science, and arts.

Supporting Behavior

Looking for information on how to build a new routine for your child during distance learning? Check out this [Build New Routines Strategy Packet](#) .

Frequently Asked Questions

My student's case manager emailed me a document, but I cannot open it. How can I see it?

Please be sure you have the most recent free Adobe Reader loaded on your personal device (PC, laptop, tablet, or phone) and then try again. Adobe Reader can be downloaded at <https://get.adobe.com/reader/> . Another alternative can be to access the PDF using the Internet Explorer web browser.

Who do I contact if I have questions and/or concerns regarding my child's IEP, reevaluation/eligibility, 504 or other special education process to assist in my child's education during distance learning?

Parent(s) or guardian(s) should contact their child's case manager or school administrator at their child's school. If parent(s) or guardian(s) need further assistance, please reach out to the:

- [Procedural Support Liaison \(PSL\) assigned to their school](#)
- [Office of Due Process and Eligibility](#)
- [Office of Special Education Instruction](#)
- [Section 504 Information](#)
- Assistant Ombudsman for Special Education, Dawn Clements at ombudsman@fcps.edu
- Parent Resource Center at prc@fcps.edu or [703-204-3941](tel:703-204-3941)

Department of Special Services

May 4, 2020

Special Education Instruction

Are you looking for ways to support your child during this time of uncertainty? Check out the FCPS [Elementary School](#), [Middle School](#), and [High School](#) special education resources which cover a variety of topics for families of students with disabilities such as: reading/ language arts, mathematics, communication, behavior, executive functioning, accommodations, adapted PE, physical and occupational therapy, hearing services, and vision services.

Helpful Distance Learning Resources for Parents

- [Coronavirus: A Parent's Perspective](#)
- [A Parent's Guide to Virtual Learning](#)
- [Ways to Help Your Child \(Academic Skill Building\)](#)
- [New Learning from Home Website for Parents](#)
- [FAQs for Parents](#)

Managing Meltdowns

Does your child have difficulty calming themselves down? Check out our [Calming Strategy activity](#) that can be used to introduce and teach calming strategies as part of self-regulation.

School and Community Resources

Individual social emotional support is available at all school levels to address social emotional learning, mental wellness, and access to basic needs. To learn more about these activities and supports, please contact your child's school counselor, school psychologist, or school social worker. Community resources can be accessed through the following links:

- [Help for mental health, substance abuse and developmental disabilities](#)
- [Support for medical and financial benefits, domestic violence and Department of Family Services](#)
- [Coordinated Services Planning](#)

Frequently Asked Questions

What are the next steps being offered if I do not wish to sign the TLP?

Answer: The Virginia Department of Education advised school divisions to develop a plan that meets its own individual needs during the time of the emergency school closure. Like other large school divisions in Virginia, FCPS developed the temporary learning plan model to identify what goals,

accommodations and services could be provided to students during this time of closure. The TLP is not an IEP and it is not a waiver of rights under IDEA. Your child's IEP will be implemented when we resume school. A parent may elect to not provide a signature on the TLP. If you do not sign the TLP, school staff will collaborate with you to resolve your concern. This may include having an administrator, department chair/ lead teacher, and or procedural support liaison (PSL) participate in the conversation. If necessary, an IEP meeting with relevant members of the team can be scheduled. If you choose not to sign the TLP, the outlined service(s) will still be offered and will be delivered, unless you choose to opt out of instruction.

Language Supports

Parent Information Phone Lines

Parent Information Phone Lines are available in eight languages to support families with information whose first language is not English.

- Amharic (አማርኛ): 571-423-4957
- Arabic (العربية): 571-423-4952
- Chinese (中文): 571-423-4953
- Farsi (فارسی): 571-423-4954
- Korean (한국어): 571-423-4951
- Spanish (español): 571-423-4950
- Urdu (اردو): 571-423-4955
- Vietnamese (Tiếng Việt): 571-423-4956

Translation Information

Information posted on the FCPS public website allows the user to select their preferred language, which then generates translated text on the web page. In the top left-hand corner, you will see an icon allowing the user to indicate their preferred language.



On some webpages, users may also see an area allowing them to select their preferred language.



Translate this page

한국어

العربية

English

Español

فارسی

한국어

اردو

Tiếng Việt

中文

Other Language

Contact Information

If parent(s) or guardian(s) need further assistance, please reach out to the:

- [Procedural Support Liaison \(PSL\)](#) assigned to their school
- [Office of Due Process and Eligibility](#)
- [Office of Special Education Instruction](#)
- [Section 504 Information](#)
- Assistant Ombudsman for Special Education, Dawn Clements at ombudsman@fcps.edu
- Parent Resource Center at prc@fcps.edu or 703-204-3941

May 11, 2020

Dear Parents,

The Department of Special Services (DSS) will be providing a regular electronic newsletter to provide you with updated DSS information and tips and ideas to support you and your family during Distance Learning.

Accommodating your Child's Learning Style

Does your child have executive functioning challenges? Is it difficult for your child to begin work, stay focused on tasks, manage time, or follow through on assignments or projects? Check out these great [executive functioning strategies](#) .

Early Childhood Special Education

Early childhood special education teachers will be supporting distance learning through play activities. Some fun ideas:

- Help your child find five objects in your house that are blue. Ask your child what they found.
- Fill a container with 1- 2 inches of water and see which objects in your home sink or float.
- Play musical chairs – when the music stops, everyone finds a chair to sit in.
- Gather a few objects in your home and lay them out in front of your child. Ask your child to cover their eyes and remove an object. Ask them what's missing.

Prompting to Independence

Are you finding that you must prompt your child through everything? Are they waiting for you to do everything for them? Check out the [Promoting Independence tip sheet](#). Teaching independent skills improves quality of life, teaches constructive use of free time, and develops age appropriate interests.

Behavior Intervention Services

Looking for information on avoiding power struggles by minimalizing distractions? Check out this [video to help your child be successful with instruction in the home environment](#) .

Alcohol and Other Drug Prevention Support

The Student Safety and Wellness Office offers virtual alcohol and other drug prevention support to all students through pyramid substance abuse specialists. Unfortunately, substance use and addiction don't stop for a pandemic. If you need support for your child or if you are trying to have conversations about addiction, drugs, and alcohol and need material, please feel free to reach out to the assigned Substance Abuse Prevention Specialist for your child's school or call [571-423-4270](#).

Helpful Alcohol, Tobacco and Other Drug (ATOD) Resources:

- [FCPS ATOD Resources](#)
- [How Smoking, Vaping and Drug Use Might Increase Risks from Covid-19](#)
- [Substance Abuse Community Resources](#)

Frequently Asked Question and Answer

Why are parents of special education students being asked to sign confidentiality agreements?

There are two separate notices for parents to consider.

1. The first notice does not require consent:
FCPS developed a Confidentiality Notice for parents/guardians related to the use of Blackboard Collaborate and Google Meet as online platforms used by Fairfax County Public Schools for distance learning. This notification includes information related to the disclosure of a student's personally identifiable information and guidelines and expectations to ensure that the confidentiality rights of all students are protected when live video sessions are used. Parents are not being asked to sign the Confidentiality Notice.
2. The second notice requires consent from parents:
Parents are asked to sign consent for some related services because of licensing requirements for teletherapy. When a physical therapist, occupational therapist, speech-language pathologist, or school social worker works in a real-time, multimedia format, parental consent must be obtained for services to occur in this manner in accordance with applicable law and/or licensing. This includes video interaction with students/families and also special education meetings such as IEP, Re-evaluation, and Eligibility meetings.

Contact Information

If parent(s) or guardian(s) need further assistance, please reach out to the:

- [Procedural Support Liaison \(PSL\) assigned to their school](#)
- [Office of Due Process and Eligibility](#)
- [Office of Special Education Instruction](#)
- [Section 504 Information](#)
- Assistant Ombudsman for Special Education, Dawn Clements at ombudsman@fcps.edu
- Parent Resource Center at prc@fcps.edu or 703-204-3941

May 18, 2020

Dear Parents,

The Department of Special Services (DSS) will be providing you with a regular electronic newsletter to provide updated information, tips and ideas to support you and your family during Distance Learning.

Behavior Intervention Services

Offering Choices Reduces Frustration

Check out this [quick tip video on offering choices](#) . This is especially useful for students who are having difficulty with challenging or non-preferred work. Building in choice, when possible, allows students to feel motivated. The strategies in this quick tip are best used:

- When transitioning to difficult tasks
- When transitioning to non-preferred tasks
- After presenting challenging or non-preferred tasks to reduce frustration

Parent Video Training

Presenting Applied Behavior Analysis (ABA) video parent training for parents of students with Autism and other developmental disabilities! The ABA team has developed a [series of videos for parent training](#). The series starts with Developing Schedules and Routines within the home environment. The next part of the series will include “Walk with Me” strategies for taking walks outside and teaching your child to walk beside you.

Virtual Extended School Year (ESY) Services

FCPS will provide class-based Extended School Year (ESY) services virtually from June 29-July 24 to students, grades PreK thru 12, whose IEP team determines that the student qualifies for ESY in order for the student to receive benefits from his or her educational program during the regular school year. The IEP team must decide whether the benefits the child gained during the regular school year, prior to the COVID-19 shutdown, will be significantly jeopardized if the student does not receive ESY services.

Instruction will be provided through the distance learning model with synchronous sessions with students, learning materials available online, and packets sent through the mail to students. Specific information will be shared with families and school teams this week. Information will be shared on the [FCPS Extended School Year webpage](#) when it is available.

Suicide Prevention Training for Adults

Fairfax County provides free online suicide prevention training to educators, parents, and other adults working with youth through the [Kognito At-Risk training modules](#) . The training allows you to enter a virtual environment and assume the role of an adult interacting with a young person. The interactive portion of the training allows you to choose actions and responses in order to receive real-time

feedback on how well you are doing to engage the student in conversation and take appropriate actions. The one-hour training teaches adults how to differentiate between “normal” and “at-risk” behavior, as well as how to provide appropriate support and access resources within the community or on an emergency basis.

Visit Fairfax County’s website at <https://www.fairfaxcounty.gov/> , enter “Kognito” in the search box, and scroll down to the bottom of the page to create an account to get started. Or, visit Kognito’s website at <https://fairfax.kognito.com/> .

Third Quarter Special Education Progress Reports

Due to the mandated COVID-19 school closures, special education services and data collection for third quarter progress reports ended on March 12, 2020. Based on the shortened timeframe for instruction, student progress may have been impacted. Teachers will use data collected prior to March 12, 2020, to complete IEP progress reports for third quarter. IEP Progress Reports will be emailed to parents no later than Friday, **May 22, 2020**. For students whose parents do not have an email address listed with FCPS, the FCPS Department of Special Services will send the progress reports via US mail. Special education students will not receive an IEP progress report for 4th quarter.

Contact Information

If parent(s) or guardian(s) need further assistance, please reach out to the:

- [Procedural Support Liaison \(PSL\) assigned to their school](#)
- [Office of Due Process and Eligibility](#)
- [Office of Special Education Instruction](#)
- [Section 504 Information](#)
- Assistant Ombudsman for Special Education, Dawn Clements at ombudsman@fcps.edu
- Parent Resource Center at prc@fcps.edu or 703-204-3941

Special Education Update

Updated information, tips and ideas to support families during the school closure.

May 26, 2020

Dear Parents,

The Department of Special Services (DSS) will be providing you with a regular electronic newsletter to provide updated information, tips and ideas to support you and your family during Distance Learning.

Special Education Instruction

Are you feeling like you are having to do everything for your son or daughter? Want to build independence at home? Check out this [video on building independence](https://www.youtube.com/watch?v=furrzrwr0g&feature=emb_title) <https://www.youtube.com/watch?v=furrzrwr0g&feature=emb_title>. This short video will outline how to be successful at teaching independence by prompting and fading your assistance over time.

Teaching social-emotional skills to young children is very important. [Resources to support families to help preschool age children identify and express their emotions](http://csefel.vanderbilt.edu/resources/family.html) <<http://csefel.vanderbilt.edu/resources/family.html>> have been provided by the Center on the Social-Emotional Foundations for Early Learning.

Successful Strategies for Students with Attention Deficit Hyperactivity Disorder (ADHD)

Children with ADHD continue to need structure and support during distance learning. How can a parent or caregiver help provide the support their child needs when learning at home? Check out several strategies recommended by experts from Child Mind Institute <<https://childmind.org/article/giving-kids-with-adhd-support-and-structure-during-the-coronavirus-crisis/>>.

Maintaining Wellness and Self-Care

During this time parents are balancing work, children being home and other stressors. It is more important than ever to implement strategies to cope with stress. Utilizing effective coping strategies supports your own mental health, but also models those skills for your child. Prioritizing your own well-being can benefit the whole family. Check out these resources on self-care:

- **Coping with Stress** <<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>> from the Center for Disease Control and Prevention
- **Coping With the Coronavirus Crisis: Taking Care of Yourself** <<https://childmind.org/coping-during-covid-19-resources-for-parents/#self>> from the Child Mind Institute

Behavior Intervention Services

A good strategy for routines and activities that may seem difficult or are not preferred, is to break them down into smaller steps. Accomplishing each step will help your child or teen feel more successful as they work towards something that may be challenging. This helps to reduce frustration and increase motivation! Check out this [quick video on how to avoid upset or frustration](https://bit.ly/2zfu7ow) as students continue with digital learning this week. Consider breaking down tasks this week to decrease frustration or burn out and increase feelings of accomplishment!

Frequently Asked Questions

How will special education stakeholders be included in FCPS return to learn process?

The Superintendent has implemented a Reopening of School Task Force to develop possible scenarios to address the needs of all FCPS students, including those with disabilities. The group includes parent, teacher and administrator representatives. The initial plan will be shared with the School Board in June.

Contact Information

If parent(s) or guardian(s) need further assistance, please reach out to the:

- Procedural Support Liaison (PSL) assigned to their school
<<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support-1>>
- Office of Due Process and Eligibility <<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/contact-information>>
- Office of Special Education Instruction <<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-instruction-contact>>
- Section 504 Information <<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/section-504-information>>
- Assistant Ombudsman for Special Education, Dawn Clements
at ombudsman@fcps.edu
- Parent Resource Center at prc@fcps.edu or [703-204-3941](tel:703-204-3941)

Archived Newsletters

April 27, 2020
May 4, 2020
May 11, 2020
May 18, 2020

Distance Learning Plan Supports for Students with Disabilities

FCPS has developed a plan for distance learning supports for students with disabilities

Translate this page

አማርኛ	العربية	English
Español	فارسی	한국어
اردو	Tiếng Việt	中文
Other Language		

Special Education Update

Weekly updates, information, tips and ideas to support families during the school closure.

View the latest update <<https://www.fcps.edu/node/40870>>

Special Education (Temporary Learning Plans, IEP Meetings, Eligibility Meetings)

The COVID-19 pandemic and the Governor's order to close schools have forced an unprecedented situation on all of us. During these uncertain times, many parents have questions about how school closure will impact students who receive special education services.

Temporary Learning Plans

Our special education case managers have been instructed to proceed with contacting parents to discuss a Temporary Learning Plan or "TLP." The special education teachers will discuss with parents their ability to utilize virtual means and/or instructional packets for educational activities in the home as well as the specific needs your child has in the distance learning environment due to his or her disability. Selected and modified IEP goals and services will be offered that is individualized for students in the present situation.

Annual IEP Meetings

Special education staff will also be scheduling and holding Annual IEP meetings for those that are due in the next eight weeks. The IEP meetings will be held via phone or Blackboard Collaborate (a video conferencing option) in which IEP Team members can participate.

Eligibility Meetings

We will continue holding Eligibility meetings, again using telephone conferencing, Google Meet or Blackboard Collaborate. However, due to the health and safety of our students and staff, in-person evaluations will not be conducted. An extension of the 65 day timeline will be discussed and requested for any student who was in the evaluation process at the time of the shutdown.

Distance Learning Plan Supports for Students with Disabilities

Distance learning will include a mix of activities completed online and off the computer. Some students will need the support of a caregiver to complete the activities provided each week. When developing activities, teachers are encouraged

to keep in mind some of the following principles of universal design for learning that will allow for greater access by all students:

- **Adaptable** – Activities accommodate a wide range of individual preferences and abilities.
- **Simple and Intuitive** – Activities are easy to understand.
- **Flexible** – Activities provide multiple ways for students to demonstrate knowledge.

Information on strategies to make learning activities accessible, including available technology tools, will be made available in supplemental learning packets mailed to families of students with disabilities and posted to FCPS 24-7 Learning. Questions regarding provision of available accommodations during school closure should be directed to the student's case manager or 504 School-Based Coordinator.

FCPS is providing weekly instructional packets that will be distributed by mail and posted electronically for all students, PreK through grade 8, as one part of the Distance Learning Plan. This includes students accessing adapted curriculum and early childhood curriculum. The Office of Special Education Instruction will also be providing supplemental learning packets for all students with disabilities accessing the general curriculum. Packets for students with disabilities are as follows.

- **Students with Disabilities Accessing the Early Childhood Curriculum (Weekly, PreK)**

Instructional activities for children ages 2-5 that increase in skill levels and move children toward stronger understanding and greater independence in the learning process. Activities for students to practice and apply skills while supporting their need for engagement, critical thinking, and movement.

- **Students with Disabilities Accessing an Adapted Curriculum (Weekly, K-12)**

Instructional activities for students in kindergarten through grade twelve will include math, reading, movement, and science/social studies activities, along with other important work and home skills. All activities have communication skills embedded within the activity to assist students with learning how to communicate in a variety of settings.

- **Students with Disabilities Accessing the General Curriculum (Two Supplemental Resource Packets, K-8)**

Strategies to support learning for all students, including quick tips for reinforcement, routines, and social skills Instructional strategies to support reading, writing, and math activities. Students with disabilities accessing the general curriculum in grades K through 8 will receive this packet in addition to a packet containing general education activities.

Electronic versions of the packets will also be available for families to access on FCPS 24-7 Learning. New instructional packets will be developed and distributed weekly through the end of the scheduled school year.

Confidentiality Notice for the use of Blackboard Collaborate and Google Meet as online platforms used by Fairfax County Public Schools for Distance Learning

[</sites/default/files/media/pdf/dlpconfidentialitynoticeblackboardgoogle.pdf>](/sites/default/files/media/pdf/dlpconfidentialitynoticeblackboardgoogle.pdf)

The Department of Special Services has developed a Confidentiality Notice for parents/guardians related to the use of Blackboard Collaborate and Google Meet as online platforms used by Fairfax County Public Schools for distance learning. This notice includes information related to the disclosure of a student's personally identifiable information and guidelines and expectations to ensure that the confidentiality rights of all students are protected when live video sessions are used.

Translations of the Confidentiality Notice:

[Amharic](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-amharic.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-amharic.pdf) | [Arabic](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-arabic.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-arabic.pdf) | [Chinese](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-chinese.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-chinese.pdf) | [Farsi](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-farsi.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-farsi.pdf) | [Korean](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-korean.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-korean.pdf) | [Spanish](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-spanish.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-spanish.pdf) | [Urdu](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-urdu.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-urdu.pdf) | [Vietnamese](#)

[<https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-vietnamese.pdf>](https://www.fcps.edu/sites/default/files/media/forms/dlpconfidentialitynoticeblackboardgoogle-vietnamese.pdf)

Where to Go with Questions

As we embark on distance learning, students and caregivers will have questions and issues that arise that they have not experienced before. The table below provides some of the most common types of issues or questions that may be anticipated and indicates who to contact for help. Email is the best way to reach staff during distance learning.

For questions about	Contact
Specific course, assignment, or learning resource	Teacher

For questions about	Contact
Supports or accommodations	Special education case manager or 504 School Based Coordinator
Supports or accommodations for English learners	ESOL teacher
Problem with an FCPS-issued laptop	Teacher will submit support ticket for student
Personal or social emotional concern	School Psychologist or School Social Worker
Other issue related to distance learning	Principal or assistant principal
Help to resolve concerns, problems, complaints, and other student-related issues	Office of the Family and Student Ombudsman (ombudsman@fcps.edu)

ROLES AND RESPONSIBILITIES

Find out the roles and responsibilities for school personnel within each level of instructional programming for students with disabilities.

[View Roles and Responsibilities - Special Education](#)

CORONAVIRUS UPDATE - FREQUENTLY ASKED QUESTIONS AND ANSWERS - SPECIAL EDUCATION

View the Coronavirus Update FAQs for Special Education

[<https://www.fcps.edu/node/40808>](https://www.fcps.edu/node/40808)

DISTANCE LEARNING PLAN - COMPLETE INFORMATION

Return to the Distance Learning Plan - Complete Information

[<https://www.fcps.edu/academics/distance-learning/complete-plan>](https://www.fcps.edu/academics/distance-learning/complete-plan)

Coronavirus Update - Frequently Asked Questions and Answers - Special Education

Answers to common questions about Child Find, evaluations, reevaluations, eligibility, IEPs, 504 Plans, and special education instruction.

Translate this page

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Español	فارسی	한국어
اردو	Tiếng Việt	中文
Other Language		

[Child Find](#) | [Evaluations](#) | [Reevaluations](#) | [Eligibility](#) | [Individualized Education Programs/504 Plans](#) | [Special Education Instruction](#) | [Temporary Learning Plans](#)

Child Find

Can I refer my child for special education or Section 504 during this time?

Yes. Parents should submit a written request to the school principal. A local screening meeting will be scheduled to consider the request and determine if assessments for special education and/or Section 504 is warranted at this time.

How can I participate in the local screening committee meeting?

The local screening committee chair will work with parents to schedule a local screening committee meeting at a mutually agreed upon date and time. The meeting will be held either over teleconference or videoconference.

What can I do if I disagree with the LSCs proposal?

If a parent disagrees with the outcome of the local screening committee meeting, he/she may either refer the child again once school resumes or submit a Notice of Appeal to the office of Due Process and Eligibility

<<https://www.fcps.edu/sites/default/files/media/forms/se130.pdf>>.

Evaluations

How do I give consent for evaluations if they are proposed?

After the school team proposes evaluations for a student, the local screening chair or case manager will send an electronic version of the Notice and Consent for Evaluation form. A parent may either print, sign, scan and email the form back, or he/she may provide an electronic consent via reply email.

When and how will the evaluations be completed?

In-person evaluations with students will not be completed at this time. Once schools are re-opened, the student will be evaluated in accordance with the local screening committee proposal and the evaluations for which consent was provided.

Will evaluations be completed at my home or by virtual process?

Due to the health and safety risks to students and staff and following the guidance of the Fairfax County Health Department, in-person evaluations will not be completed while schools are closed. While distance learning may occur virtually, most evaluations must be completed in-person and therefore are not available while schools are closed. If there are evaluation components that can be completed over the telephone or in writing such as a social history or a rating scale, that may occur.

Reevaluations

My child's three-year reevaluation is coming up, how and when will that be completed?

Due to the school closures, some reevaluation meetings may not have been held as scheduled. If that is the case, the student's case manager will contact the parent to schedule the reevaluation meeting as soon as possible.

If a student's three-year reevaluation is coming up, the case manager will contact parents to schedule the reevaluation at a mutually agreeable date and time once schools have reopened.

How will the school get current information about my child's educational needs?

The school team will use the information they have access to, along with parent input to complete the reevaluation.

Eligibility

What will happen if evaluations are not able to be completed by the end of the eligibility timeline?

The student's case manager will contact the parent to discuss extending the eligibility timelines in order to complete evaluations once school resumes. If consent is provided, the evaluations and eligibility meeting will be completed as soon as practicable, once school resumes for students. If there is disagreement with extending the eligibility timelines, an eligibility meeting will be held using the most recent available data to make an eligibility determination.

How can I participate in interpretive and eligibility meetings?

The interpretive conference (to discuss completed evaluation results) and eligibility meeting will be held either via teleconference or videoconference.

Individualized Education Programs/504 Plans

What happens to an IEP/504 Plan that was started but not completed?

The student's case manager will contact the parent to schedule a follow-up meeting, if applicable during the school closure. Case managers will be working with parents to conduct annual IEP meetings over teleconference or videoconference to plan for the eventual return to school.

My child was just found eligible for special education or Section 504, but an initial IEP/504 Plan was not completed, how is that going to be completed?

The child's case manager will contact the parent to schedule an IEP/504 meeting. The meeting will be held at a mutually agreeable date and time either over teleconference or videoconference to plan for when school resumes.

My child's annual IEP/504 Plan was due or is coming due, how is that going to get completed?

The student's case manager will contact the parent to schedule any meeting that was canceled due to the state shut down. Upcoming annual meetings will be held at a mutually agreeable date and time either over teleconference or videoconference.

My child is at a transition (PS-K, 6-7, 8-9) year. When will that IEP meeting be held?

The student's case manager will contact the parent to schedule the meeting with IEP team members from the base school as well as any potential placement program staff as appropriate. Due to school closure, on-site school/program visits cannot occur before schools reopen. The meeting will be held at a mutually agreeable date and time either over teleconference or videoconference.

I would like to schedule an IEP addendum/504 Plan, how do I make that request?

Parents may discuss concerns or possible IEP or 504 meeting needs with the case manager or Procedural Support Liaison (PSL). [View a list of PSLs by school](https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-)
<<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special->

Why did I receive a Temporary Learning Plan (TLP) from my child's case manager?

Case managers will be working with related service providers, if applicable, and families to develop a TLP for all students with IEPs. The TLP will include the goals, accommodations and services the student will receive during the emergency school closure.

Do I have to sign and return the TLP?

If parents are in agreement with the TLP, the signed document should be returned via email to the student's case manager or reply with consent via email.

What if I am not in agreement with the TLP?

If parents are in disagreement or have concerns with the TLP, they may contact the student's case manager or Procedural Support Liaison to discuss next steps or request an IEP meeting.

My child is parentally placed in a private school and has been receiving services from FCPS through an Individual Services Plan (ISP). What happens now that schools are closed?

FCPS ISP provision is discontinued at this time due to all schools being closed. When school is reopened, parents may contact their child's base school or related service provider to inquire about arrangements for a new school year ISP.

Special Education Instruction

How does the Distance Learning Plan address the needs of students with disabilities?

The FCPS Distance Learning Plan is intended to include all students. To supplement the Distance Learning Plan and help to answer this question, the Department of Special Services has posted information on the [Distance Learning Plan Supports for Students with Disabilities](https://www.fcps.edu/node/40602/) webpage <<https://www.fcps.edu/node/40602/>>.

Will special education teachers and related service providers be instructing my child in a small group or will it be individualized?

During distance learning, special education may include small group instruction as well as some one-on-one instructional time. Related services will provide the support necessary for students to access and participate in a distance learning environment. Special education services will range from teacher and team supports to real-time, multimedia interaction with families and students.

Specific questions can be addressed with the student's case manager or related service provider(s).

Is parent consent required for related service providers to interact with students and families in a real-time, multimedia format?

When a physical therapist, occupational therapist, speech-language pathologist, or school social worker works in a real-time, multimedia format, parental consent must be obtained for services to occur in this manner in accordance with applicable law. School psychologists must also obtain parental consent to provide telehealth services to students. Individual service providers will work directly with families regarding consent. Further questions can be addressed with the student's case manager or related service provider(s).

How do we know which packets my child with a disability will be receiving and can my child receive more than one?

Early childhood special education packets are sent to all students with preschool class-based, preschool resource, or preschool autism classroom services on their IEP. The adapted curriculum packet is sent home to students in grades K-2 who are in an

enhanced autism, intellectual disabilities, or intellectual disabilities severe program. The adapted curriculum packet is also sent home to students in grades K-12 with the VAAP selected as the assessment option on the IEP.

Students with disabilities or 504 plans in grades K-8 who do not fit the description listed above for the early childhood special education packet or the adapted curriculum packet were sent the special education general curriculum supplemental packets during the week of March 30 and April 20. These students are also receiving the general education instructional weekly learning packet.

Descriptions of the above mentioned packets are available in the Digital Learning Plan and can be accessed at <https://www.fcps.edu/academics/distance-learning/instruction/packets> <<https://www.fcps.edu/academics/distance-learning/instruction/packets>>. If you feel your child needs to receive a different packet, or a packet in addition to the one they are currently receiving, please contact your child's teacher. Additionally, all packets are available for parents to access on FCPS 24/7 in the Continuity of Learning Resources-Distance Learning Plan folder.

How will special education students who are accessing an adapted curriculum and are assessed with the Virginia Alternate Assessment Program (VAAP) be instructed during distance learning?

Teachers working with students who are accessing an adapted curriculum and are assessed with the VAAP are providing instruction in a variety of manners. Some students accessing an adapted curriculum will need the support of a parent/caregiver to participate in the instructional activities. Instruction may be provided 'live' with students (synchronously) and not occurring at the same time (asynchronously). Synchronous options include using Blackboard Collaborate Ultra for instructional sessions where the teacher and students can see and or hear each other as well as phone calls where the teacher talks to the student and/or parent regarding instruction. Asynchronous options include the teacher or paraprofessional posting a video that the student watches, activities posted online, and the packets sent home weekly. The adapted curriculum packets that are sent home weekly and incorporate instructional activities for students in kindergarten through grade twelve will include math, reading, movement, and science/social studies activities, along with other important work and home skills. All activities have communication skills

embedded within the activity to assist students with learning how to communicate in a variety of settings. A behavioral tip sheet is also incorporated to assist students in developing independent self-regulation skills. Specific questions can be addressed with the student's case manager.

My child was using a research-based specialized instructional program in school, will that continue during distance learning instruction?

In accordance with the Distance Learning Plan, the students' Temporary Learning Plan, and our ability to use aspects of certain programs, it is expected that instruction using the research-based programs will look different than it does during face-to-face instruction. Questions regarding how this will look for individual students can be addressed by their case manager.

How will preschool special education students receive instruction during distance learning?

All preschool families are receiving a central office created learning packet of materials weekly. Teachers are preparing individualized lesson plans sent home to families each week using the central office created learning packet activities.

Class based and Preschool Autism teachers are conducting at least two 20-minute coaching sessions each week with each family. Resource students will receive one 20-minute coaching session each week. Specific questions can be addressed by the student's teacher.

How will parents of early childhood resource students participate in IEP meetings?

Each school has one assigned Phone Conference line. To hold an IEP meeting between school staff and families, each early childhood center now has one phone conference line also specifically for this use. Additionally, Google Meet may be used for IEP meetings as well.

**How will distance learning be accessible for staff who are deaf/hard of hearing?
What about access for students with hearing impairments?**

FCPS is currently reviewing platforms that support accessible learning for our deaf/hard of hearing teachers and students. Google suite tools have the capacity to provide closed captioning and an interpreter to training and instruction. Questions can be directed to the student's case manager.

How are vision and hearing services going to be provided?

Hearing and vision teachers will support access to communication and participation in a distance learning environment for students with hearing and visual impairments. Services will range from collaboration and consultation with teachers and school teams to real-time, multimedia interaction with families and students. Additionally, hearing and vision teachers will work with classroom teachers and case managers regarding the expectations for presentation of instructional materials. They will also assist families to understand how to implement appropriate accommodations such as closed captioning, educational interpreting services, visual supports, among others. Questions can be directed to the student's vision and/or hearing teacher.

Will my students have access to their communication devices?

Assistive technology resource teachers are assisting students and families with the implementation of appropriate assistive technology accommodations in online learning environments. Items can be made available if determined essential to distance learning. Questions can be directed to the student's case manager or assistive technology resource teacher.

How will my students access adapted physical education?

Adapted physical education teachers will consult and collaborate with health and physical education teachers to modify activities/lessons to meet student needs and problem solve around challenges that may occur within a distance learning environment. Additionally, they will develop instructional activities and strategies that support student success in a virtual environment. Questions can be directed to the student's adapted physical education teacher.

**What happens to students in WAT and EFE and other similar classes/programs?
How are those done?**

High school students in these courses will be receiving instruction during their designated class time similar to the other classes on their schedule. Instructional activities will incorporate skills and tasks that can be worked on at home.

Can I access behavior support for my child at home?

Staff are available to provide behavioral intervention support as needed, assist teachers with incorporating behavioral best practices in a distance learning environment, consult and collaborate with parents/guardians as needed on behavioral strategies to support online learning in the home environment, and provide district training and resources for supporting the learning environment incorporating behavioral best practices. Additional information about behavioral support at home can be addressed by the student's teacher. Resources are available on the distance learning plan webpage in the special education folder.

Will students currently on homebound or home-based instruction continue to receive services from their homebound/based teachers?

Homebound and homebased teachers, when schools are operating normally, act as surrogate instructors supporting lessons and instruction which comes from classroom teachers. The last school attended classroom teachers remain the teacher of record and are also responsible for grading. As part of the distance learning plan, students receiving homebound/homebased instruction will receive the same instruction provided to all FCPS students. As the distance learning plan will not require the need of a homebound/homebased teacher to provide direct face to face instruction in lieu of the classroom teacher, the roles of these teachers will shift. Students who previously received face to face instruction will be provided weekly check-ins and/or other additional instructional support based on individual need.

**Will paraprofessionals continue to support students during distance learning?
Will they have access to laptops?**

Paraprofessionals are working during this time and the support they provide to teachers and students will vary. Paraprofessionals may support the teacher in building a classroom community, help with the newly established routines and procedures, co-plan weekly instruction with the teacher, implement teaching plans, promote student engagement, or support an online behavior management system put in place by the teacher. FCPS is exploring ways to provide technology to those paraprofessionals who do not currently have access at home.

Where can I find additional activities for my child to facilitate learning at home?

Continuity of Learning resources <<https://www.fcps.edu/academics/distance-learning/instruction/continuity-learning-resources>> have been developed for special education students pre-kindergarten through grade twelve.

Access to learning resources will continue to be available through live streaming of instructional programming for elementary, middle and high school students on local cable channels <<https://www.fcps.edu/tv/live>>.

Temporary Learning Plans

What is the TLP and how do we address the FAPE standard?

The Temporary Learning Plan is a one page, letter format that documents the selected goals, accommodations and services that will be provided to a student with a disability (IEP) to ensure continuity of learning during school closure and distance learning. FCPS understands the concerns of parents with respect to providing FAPE for students with disabilities when instruction is provided to all students. What constitutes FAPE will necessarily look different in light of the current pandemic and the closure of schools, and parents can be assured that FCPS will make educational opportunities available to all students, including students with disabilities, and will be doing its best to provide FAPE within the constraints of distance learning. Regardless of the challenges we face, FCPS will strive to support all our learners within the distance format. FCPS staff are here to work with parents and to make the best out of this unprecedented situation.

What if I am not in agreement with the TLP?

If parents are in disagreement or have concerns with the TLP, they may contact the student's case manager or Procedural Support Liaison (PSL) to discuss next steps or request an IEP meeting. A parent may elect to not provide a signature on the TLP. School staff should attempt to problem solve with parents to resolve their concern. This may be by having an administrator, chair, or PSL in on a conversation. If that is not successful, an IEP meeting with relevant members of the team should be suggested.

What service will my child receive while we wait for a meeting?

The TLP services will still be offered and delivered, unless the parent chooses to opt out of instruction.

Is FCPS asking me to waive my child's rights through the TLP?

No, the agreement with the provision of the services on a TLP are not a waiver of special education rights. It is a good faith agreement between school and parents about what can reasonably and creatively be provided in the distance learning format.

Is the TLP a "waiver" of special education rights?

The TLP is not an IEP and it is not a waiver of rights under IDEA. Your child's IEP will be implemented when we resume school.

Can special education students participate in small group instruction virtually and what about confidentiality?

Yes, special education students can participate in small group instruction virtually. Special education teachers, and related service providers as appropriate, can provide small group instruction to students with disabilities. The Virginia Department of Education recently released guidance related to considerations for students with disabilities who are participating in virtual and online educational settings. While Blackboard Collaborate and Google Meet are permitted for use under the Family Educational Rights and Privacy Act, the existing federal and state laws for the

protection of a student's personally identifiable information (PII) and education records still apply. Department of Special Services developed a confidentiality notice for parents of students with disabilities and it was updated for dissemination on 4/24/20. It notifies parents that their child's first and last name may be visible during online learning. Case managers and related services providers should share the new and revised notice with families when planning for small group lessons or sessions. Parent consent is not required. If parents are not comfortable with their child participating in a Blackboard Collaborate or Google Meet session, they need to contact their child's special education case manager or related service provider to review other options of program delivery. [View the confidentiality notice](https://www.fcps.edu/sites/default/files/media/pdf/dlpconfidentialitynoticeblackboardgoogle.pdf) <<https://www.fcps.edu/sites/default/files/media/pdf/dlpconfidentialitynoticeblackboardgoogle.pdf>>.

What should parents do if they believe their child requires compensatory services?

Compensatory services are provided to remediate the failure to offer FAPE, as outlined in the student's IEP. This should be determined and provided on a case-by-case basis, as determined by the child's IEP Team. The IEP Team should evaluate and discuss the effect of the extended school closure on the student's progress toward their IEP goals. Compensatory services would be determined after normal school operations resume. Case managers should collaborate with their PSL on this discussion case by case. Compensatory services are not automatically required when schools are closed by order of the Governor.

CORONAVIRUS UPDATE - FREQUENTLY ASKED QUESTIONS AND ANSWERS

View the Coronavirus Update - FAQs

<<https://www.fcps.edu/news/coronavirus-update-faqs>>

ROLES AND RESPONSIBILITIES

Find out the roles and responsibilities for school personnel within each level of instructional programming for students with disabilities.

View Roles and Responsibilities - Special Education [</node/40745>](#)

DISTANCE LEARNING PLAN SUPPORTS FOR STUDENTS WITH DISABILITIES

FCPS has developed a plan for distance learning supports for students with disabilities.

View the Distance Learning Plan Supports for Students with Disabilities <https://www.fcps.edu/node/40602>

DISTANCE LEARNING PLAN - COMPLETE INFORMATION

View to the FCPS Distance Learning Plan - Complete Information <https://www.fcps.edu/academics/distance-learning/complete-plan>