

Special Education Procedural Handbook for Staff During the COVID-19 School Closure (March-June 2020)

Fairfax County Public Schools
Office of Special Education Procedural Support

Table of Contents

[Special Education Case Manager Expectations for the Distance Learning Plan](#)

[Managing IEP and other processes](#)

[Managing the Caseload](#)

[Special Education Department Chair/Lead Teacher Expectations for the Distance Learning Plan](#)

[Managing IEP and other processes](#)

[Supporting Case Managers](#)

[Special Education Services During COVID-19](#)

[Parent Contact/Temporary Learning Plan Letter \(All Students\)](#)

[Considerations for all students:](#)

[PreK-8 Considerations:](#)

[Students in High School Credit Courses Considerations:](#)

[How to Choose Goals](#)

[Service and Support During Covid-19 Closure](#)

[Addendums without a Meeting](#)

[Special Education Eligibility During COVID-19](#)

[Initial Referrals to Special Education](#)

[Prior to the Meeting](#)

[During the Meeting](#)

[After the Meeting](#)

[Triennial Reevaluations](#)

[Prior to the Meeting](#)

[During the Meeting](#)

[After the meeting:](#)

[Extension of Eligibility Timelines](#)

[Conducting Teleconference Meetings](#)

[Prior to the meeting](#)

[During the meeting](#)

[After the meeting:](#)

[Conducting Blackboard Collaborate Ultra \(BBCU\) Meetings](#)

[Prior to the meeting](#)

[During the meeting](#)

[After the meeting](#)

[How to Gain and Document Consent for SPED Processes](#)

[Best Practices for Virtual Meetings](#)

[Suggested Meeting Norms for Virtual Meetings](#)

[Language for the Present Level of Performance \(PLOP\)](#)

[Rationale for no services this school year](#)

[Outline of what we are working on](#)

[State assessment waivers](#)

[Progress Reports](#)

[Third Quarter](#)

[Fourth Quarter](#)

[Dual Language Assessments](#)

[Utilizing Interpreters during COVID-19](#)

[Appendix 1: Links and Resources](#)

[COVID-19 Procedural Toolkit and Recorded Trainings](#)

[IEP Forms Packet for Parents](#)

[Eligibility Forms Packet for Parents](#)

[English and Translated Special Education Forms for Parents](#)

[Temporary Learning Plan](#)

[Extension of Eligibility Timelines](#)

[Technology Support Documents](#)

[AT&T Conference Line Instructions \(Teleconferences\)](#)

[BBCU Quick Start Guide](#)

[FCPS G Suite Hangouts Meet Quick Start Guide](#)

[Appendix 2: COVID-19 Frequently Asked Questions 1 for Staff - April 9, 2020](#)

[IEP Related Questions](#)

[Special Education Meeting Logistics](#)

[Other Special Education Processes](#)

[Instruction](#)

[Miscellaneous:](#)

[Appendix 3: COVID-19 Frequently Asked Questions 2 for Staff - April ?, 2020](#)

[Appendix 4: COVID-19 Frequently Asked Questions 3 for Staff - April ?, 2020](#)

Special Education Case Manager Expectations for the Distance Learning Plan

Managing IEP and other processes

- Use case manager status in SEA-STARs to identify pending IEPs
- Use case manager status in SEA-STARs to identify overdue IEPs
- Use case manager status in SEA-STARs to identify pending reevaluations and eligibilities
- Use case manager status in SEA-STARs to identify the overdue reevaluations and eligibilities
- Create a list of proposed IEPs which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision
- Create a list of proposed evaluations which have not been returned with a consent decision
- Create a list of proposed eligibilities which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision
- Complete any outstanding prior written notices for any meetings held prior to the school closure
- Identify if a student has a current BIP and work with your BIT or ABA coach to share strategies with parents, if appropriate
- Close any open workflows and complete any required documents that will allow you to do so
- Document all communication with parents around scheduling, consent decisions, etc. in the SEA-STARs contact log

Managing the Caseload

- Set a schedule of personal communications with the students on your caseload (and/or their families as appropriate) to check on their progress. Be as specific as possible, such as asking if their AT is working as expected, and if they are clear about their accommodations or modifications on assignments. If problems are evident, coordinate a solution with the appropriate personnel (i.e., general education, educational technology, assistive technology)
- Keep documentation of all contact with parents regarding personal communication about students, instruction, and information related to the child's progress
- Collaborate bi-weekly with teachers and related service providers of students on your caseload and keep documentation of those communications
- Identify which IEP goals require progress monitoring for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction
- Coordinate with general education teachers to ensure that they know how to find the accommodations toolbox at <https://us.bbcollab.com/guest/88b3114dbe9a480cace1de2a531917af>
- Coordinate with general education teachers to determine if different accommodations are warranted for your shared students
- Plan for the provision of services during distance learning with general education teachers
- Monitor the student's progress regularly because needs can change over time
- Review classroom accommodations and modifications for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction
- Follow up with the homebound/home-based teachers for students who received those services and support the transition to the Distance Learning Plan as instruction will be delivered by last attending school staff members
- Consult with related service providers for students on your caseload who receive those services (S/L, ETR, APE, OT, PT, etc.)

- Identify specialized equipment (software/devices/low tech options) for students on your caseload and outline the equipment being used in the Temporary Learning Plan • Use the Distance Learning Plan Documentation Log in Blackboard to keep track of student academic progress as well as IEP goals outlined in the Temporary Learning Plan

Special Education Department Chair/Lead Teacher Expectations for the Distance Learning Plan

Managing IEP and other processes

- Collect a list of pending IEPs from case managers
- Collect a list of overdue IEPs from case managers
- Collect a list of pending reevaluations and eligibilities from case managers
- Collect a list of overdue reevaluations and eligibilities from case managers
- Review SEA-STARs reports (Open IEPs, Open Eligibilities, BIP Review, etc.)
- Ensure every special education student in your school is accounted for and has a case manager assigned
- Ensure there is documentation in the SEA-STARs contact log regarding all communication with parents around scheduling, consent decisions, etc.
- Provide case managers with names of OSEI support staff available to assist with instruction/behavior
- Collect a list of proposed IEPs which have not been returned with a consent decision and follow up with the appropriate procedure
- Collect a list of proposed evaluations which have not been returned with a consent decision and follow up with the appropriate procedure
- Collect a list of proposed eligibilities which have not been returned with a consent decision and follow up with the appropriate procedure
- Collaborate with case managers regarding the scheduling of IEP, reevaluation, and eligibility meetings
- Schedule any outstanding Local Screening meetings
- Identify status of the completion of standardized assessments (psychological, educational, related services, etc.) for students who require evaluations
- Hold IEP meetings for students involved in the discipline process to ensure placement is determined prior to the first day of next school year

Supporting Case Managers

- Collaborate with case managers on setting up personal communication systems, office hours, and schedules with parents and students and completing contact logs following each communication
- Continue participating in special education and content area/grade level CLT meetings virtually
- Collaborate with special education administrator(s) regarding special education cases and processes
- Support case managers in collaborating with teachers (general ed, ESOL, special ed) and related service providers in the development of IEP goals
- Support case managers when completing 3rd quarter IEP progress reports
- Identify specialized equipment (software/devices/low tech options) for students on your caseload and determine if an IEP addendum is required based on the current delivery of instruction
- Keep a list of staff who are trained in reading and math evidence-based programs as well as social skills and executive functioning programs

Special Education Services During COVID-19

Each IEP team will need to address how a student's special education programming is impacted during the COVID-19 pandemic through the Temporary Learning Plan letter. FCPS will not require IEPs or addendums in addition to the Temporary Learning Plan letter to address COVID-19 distance learning. Because FCPS is moving to a distance learning model, in-person services will not occur, and direct services with synchronous learning will be limited. Therefore accommodations, instruction, and services may look different for students as they are provided distance learning opportunities. IEP teams should carefully consider the services and supports that students will require while learning in this model, and document those changes that will be in place during the school closure due to the COVID-19 pandemic on the PLOP page of the IEP. Services for the 2020-21 school year should be proposed and documented on the Services tab in SEA-STARs.

School teams are encouraged to utilize the Addendum without a Meeting procedure to document changes to students' programming. Some students will require an IEP meeting, such as those for whom this is an annual or initial IEP. For those students, and those who are in the process of local screenings, Section 504 meetings, eligibility meetings, or reevaluations, several options exist: dedicated teleconference lines, Google Meet, and Blackboard Collaborate Ultra (BBCU) sessions. Each school has been provided with a temporary teleconference. Schools should reach out to their SBTS or school technical support team to schedule individual BBCU sessions for each special education meeting to maintain student confidentiality. Below are directions for initial parent communication, utilizing addendums without meetings, teleconferences, and BBCU sessions.

Parent Contact/Temporary Learning Plan Letter (All Students)

1. Review the student's current IEP to identify annual goal(s), accommodations, and related services potentially appropriate for distance learning.
 - a. Utilize the *How to Choose Goals* section below
 - b. See also the *COVID-19 Frequently Asked Questions* in the Appendix
 - c. Collaborate with related and additional services providers to discuss how those services may be delivered (as appropriate)
2. Utilize the *Service and Support During Covid-19* section below in order to estimate appropriate services prior to speaking with the parent.
3. Contact the parent of each student on your caseload via phone or email communication, specifically related to the development of TLP. Then document attempts to contact and date and time of contact in the Contact Log on the IEP Documents tab in SEA-STARs.

Considerations for all students:

4. Document parent's responses to the following considerations:
 - a. We will be providing students support through virtual check-ins and office hours.
 - b. Does the student have a device and internet access for these supports?
 - i. Does your child have the ability to engage independently with a special education provider via a digital platform?
 - ii. Do you have the ability to commit time to support the student's access to digital support?
 - c. Be assured that we will work to provide our students with any necessary accommodations outlined in their current IEP that can be provided through the Temporary Learning Plan.
 - i. Are there specific accommodations that you believe are most appropriate for your child?
5. If the student receives a related service, consider with the parent whether the student has the ability to engage in teleservices.
 - a. Does the student have the ability to engage independently with a teletherapy provider?

- b. Do you have the ability to commit time to support the student's access to teletherapy supports?
 - c. As a parent, what is your biggest priority for _____ service during the closure?
- 6. Be assured that students will have multiple opportunities to engage in the learning during the school closure to COVID-19. If your child is not able to access the distance learning options available through the temporary learning plan, he or she will have the opportunity to engage in face to face learning, review, and remediation once we are allowed to resume school.

PreK-8 Considerations:

- 7. Document parent's responses to the following considerations:
 - a. During the closure, we will continue to provide our students with access to review and enrichment materials related to both the general education content and your child's specific IEP needs. Is there any specific area for which you would like to focus support for your child?

Students in High School Credit Courses Considerations:

- 8. Document parent's responses to the following considerations:
 - a. During the closure, we will continue to provide students with access to review and enrichment materials related to both the general education content and your child's specific needs. Your child will also have the opportunity to move forward in his or her learning to receive credit for high school courses. While your child will receive feedback about the work they complete, this work will not be graded and will only be used as a means to support your child's progress when schools reopen. Are there any specific areas for which you would like to focus special education support for your child?
- 9. Consent can be accepted in the following ways:
 - a. Parent prints, signs, scans and emails document.
 - b. Parent provides an electronic consent
 - c. Parent sends an email providing consent
 - d. Parent sends a text message providing consent
 - e. Parent provides verbal consent
- 10. Case manager documents parent response:
 - a. **If parents agree** to the TLP, document receipt and agreement of the TLP in SEA-STARs Contact Log.
 - i. Scan and upload the TLP and consent to SEA-STARs Historical Documents tab.
 - ii. Begin implementing the TLP as written.
 - b. **If parents do not agree** to the TLP or request a meeting, document receipt and disagreement or the request in the SEA-STARs Contact Log.
 - i. Scan and upload the TLP and written disagreement, if appropriate, to SEA-STARs Historical Documents tab.
 - ii. Request dates/times to conduct an IEP meeting that will include your procedural support liaison (PSL).
 - iii. Identify areas of disagreement and note them for future consideration.
 - iv. Continue regular contact with your student in support of the IEP goals and services accessible via distance learning.
 - v. If the parent requests information regarding their due process rights, provide them a *Notice of Appeal* form (SS/SE-130) and/or refer them to Due Process and Eligibility at 571-423-4470.

How to Choose Goals

Service and Support During Covid-19 Closure

Introduction

PreK-grade 8

Services	Time per Week	Audience
Access to continued review and enrichment materials specifically related to students' IEP goals	30-minutes per week (suggested--may be altered based on student need and parent input).	All Students
Consultation with special education teacher and/or case manager through virtual check-ins	30-minutes per week (suggested--may be altered based on student need and parent input).	All Students
Virtual Related Services <ul style="list-style-type: none"> Please specify Speech, OT, PT, Counseling, etc. 	30-minutes per month (suggested--may be altered based on student need and parent input).	Students who have related services outlined in their current IEP and who require access to virtual related services for maintenance.

Students in High School Credit Bearing Courses

Services	Time per Week	Audience
Access to continued review and enrichment materials specifically related to students' IEP goals	30-minutes per week (suggested--may be altered based on student need and parent input).	All Students
Access to continued learning resources and materials needed to obtain standard credits for high school credit courses.	60-minutes per week (suggested--may be altered based on student need and parent input).	All Students
Consultation with a special education teacher and/or case manager through virtual office hours and week	60-minutes per week (suggested--may be altered based on student need and parent input).	All Students
Virtual Related Services <ul style="list-style-type: none"> Please specify Speech, OT, or PT, Counseling, etc. 	30-minutes per month (suggested--may be altered based on student need and parent input).	Students who have related services outlined in their current IEP and who require access to virtual related services for maintenance.

Addendums without a Meeting

Explanation for when Addendums without a meeting should be done

1. Call parent and discuss the purpose of addendum and document conversation on *IEP Contact Log*
2. Complete Addendum without a Meeting in SEA-STARS
 - a. Document reason for addendum on the PLOP
 - b. Document services, hours, and accommodations on the PLOP clearly, if addendum addresses a Distance Learning change or addition due to COVID-19
3. Put IEP on "hold" in SEA-STARS and create PDF of IEP
4. Complete PWN
5. Send electronic/paper copy of notice letter and links to public page for necessary documents (i.e., Procedural Safeguards, ESY, Age of Majority, Diploma Options) pertinent to the purpose of the addendum
6. Send electronic/paper "hold" copy of IEP home for parent consideration along with completed PWN
7. Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks
8. Document any contact with parents related to the proposed IEP on the contact log
9. Obtain parent consent decision and document consent decision in SEA-STARS
10. Finalize all documents and make current
11. Close Workflow

Special Education Eligibility During COVID-19

Initial Referrals to Special Education

Once you receive a referral (verbal, written, or electronic) to the local screening committee (LSC), schedule the LSC meeting* with the required members as soon as possible.

If the LSC meeting will occur after the 10-day timeline has passed, document the reason for the delay (schools were closed due to the COVID-19 pandemic) on the Attempts to Meet Timelines button on the Eligibility tab in SEA-STARS. Otherwise, just record your normal attempts.

Prior to the Meeting

- Send a PDF of the *Notice of Local Screening Meeting* along with the following:
 - Eligibility Forms Packet link:
https://www.fcps.edu/sites/default/files/media/forms/SpEd_Eligibility_Bundle.pdf
 - Virginia Special Education Procedural Safeguard Requirements link:
<https://www.fcps.edu/sites/default/files/media/forms/se4.pdf>
 - Fillable Parent Information form link:
<https://www.fcps.edu/sites/default/files/media/forms/se127.pdf>
 - A copy of the referral and any documents/data (PDFs) the team will be referring to at the meeting

During the Meeting

- Hold the LSC meeting via teleconference or, if necessary, Blackboard Collaborate Ultra (BBCU). Consider all available information (including parent input) and determine whether evaluations for special education are warranted and whether the team needs to consider initial 504 Qualification.
 - If the team determines that they do not suspect a disability, do not propose assessments and remind the team that a new referral can be completed in the future.
 - If the team determines that evaluations are warranted for special education, propose the necessary assessments and seek parent consent.
 - If assessments can be completed on time, proceed to eligibility as normal.
 - If assessments are not able to be completed before the 65-day timeline is due, ask the parent if they will agree to extend the timelines until such a time as assessments can be completed and an eligibility meeting held. Provide the parent with the *Extension of Eligibility Timelines letter* (SS/SE-401).
 - If the parent agrees to extend the eligibility timelines, complete the assessments and eligibility meeting as soon as you are able, and within 45 school days of schools reopening.
 - If the parent does not agree to extend the eligibility timelines, proceed to eligibility using the information/data the team has.
 - If the team determines that they need to proceed to Initial 504 Qualification, move into that process or schedule a second meeting to proceed.

After the Meeting

- After the LSC/eligibility meeting(s), send a PDF of each document to the parent via email and upload any emails and documents onto the Eligibility tab or correct folder in Historical documents, including electronic consents and parent input.

Triennial Reevaluations

If the student's "Re-Eval Meeting Due Date" has passed, schedule the reevaluation meeting* as soon as possible and document the reason for the delay (schools were closed due to the COVID-19 pandemic) on the *Attempts to Meet Timelines* button on the Eligibility tab in SEA-STARS.

If the student's "Re-Eval Meeting Due Date" has not passed, schedule the reevaluation meeting* within timelines and record your attempts to schedule on the *Attempts to Meet Timelines* button on the Eligibility tab in SEA-STARS.

If a parent or the school team request a reevaluation, schedule the reevaluation meeting* within 10 business days and record your attempts to schedule on the *Attempts to Meet Timelines* button on the Eligibility tab in SEA-STARS.

Prior to the Meeting

- Send a PDF of the *Notice of Reevaluation Meeting* letter along with the following:
 - Eligibility Forms Packet link:
https://www.fcps.edu/sites/default/files/media/forms/SpEd_Eligibility_Bundle.pdf
 - Virginia Special Education Procedural Safeguard Requirements link:
<https://www.fcps.edu/sites/default/files/media/forms/se4.pdf>
 - Fillable Parent Information form link:
<https://www.fcps.edu/sites/default/files/media/forms/se127.pdf>
 - A copy of the documents/data (PDFs) the team will be referring to at the meeting

During the Meeting

- Hold the Reevaluation meeting via teleconference or, if necessary, Blackboard Collaborate Ultra (BBCU). Consider all available information (including parent input) and determine the need for additional data in order to consider eligibility.
 - If the team determines that they do not need additional data, proceed to eligibility and complete the process as normal. Remind the team that a new reevaluation can be opened once school resumes if the team needs new data at that time.
 - If the team determines they need more data to determine special education eligibility, propose the necessary evaluations and seek parent consent.
 - If assessments can be completed on time, proceed to eligibility as normal.
 - If assessments are not able to be completed before the 65-day timeline is due, ask the parent if they will agree to extend the timelines until such a time as assessments can be completed and an eligibility meeting held. Provide the parent with the *Extension of Eligibility Timelines letter* (SS/SE-401).
 - If the parent agrees to extend the eligibility timelines, complete the assessments and eligibility meeting as soon as you are able and within 45 school days of schools reopening.
 - If the parent does not agree to extend the eligibility timelines, proceed to eligibility using the information/data the team has, sending home links** to documents for parent reference.

After the meeting:

- Send electronic/paper "hold" copy of document home for parent consideration along with completed PWN, if required
- Update contact log entries for each communication with parent
- Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks

- Document parent consent in SEA-STARs
- Upload any emails and documents onto the Eligibility tab or correct folder in Historical documents, including electronic consents and parent input.
- Finalize all documents and move to the next step in the process.

Extension of Eligibility Timelines

When the local screening committee, 504 knowledgeable committee, or IEP team has proposed assessments that are unable to be completed within timelines due to the COVID-19 school closure, the local screening chairperson, special education lead teacher, special education department chair, or school administrator must contact the parent and complete the NEW [Extension of Eligibility Timelines letter](#) (SS/SE-401) and send it to the parent electronically.

If an eligibility meeting is currently overdue or due prior to May 1, complete and send this letter immediately.

If the eligibility meeting is due after May 1, this letter should be completed and sent to families at least three weeks before the eligibility due date. If you have not received a response after one week, follow-up with a phone call to the family to ensure receipt and to answer any questions they may have.

Letters should be completed by June 1 for open eligibility processes where assessments and eligibility meetings have not been completed.

1. Contact the parent to discuss the need to extend the eligibility timelines. Explain that no in-person evaluations can be completed, and that we are proposing extending the timelines to a date within 45 school days of schools reopening.
2. Fill out the school, parent, and student information at the top.
3. The date should be the date the letter is written and should be about three weeks before the eligibility due date.
4. The date for which you are requesting parents return the form should be two weeks from the date of the letter.
5. Enter your school email address into the second field.
6. Enter either your preferred phone number or email.
7. Parent Consent can be accepted in the following ways:
 - a. Parent prints, signs, scans and emails document.
 - b. Parent provides an electronic consent
 - c. Parent sends an email providing consent
 - d. Parent sends a text message providing consent
 - e. Parent provides verbal consent
8. This completed letter with parent consent must be uploaded to the correct process on the Eligibility or 504 tab or on the Historical Documents tab in SEA-STARs.

Conducting Teleconference Meetings

(IEP: Initials, Addendums, and Annuals, LSC, Eligibility, Reevaluations, Section 504 Meetings)

Prior to the meeting

- Contact parent to schedule the meeting, document on the contact log and ask for any information they may want to share regarding their child
- Send confirmation email with appropriate notice letter and links to public page for necessary documents (i.e., Parent Input form, Procedural Safeguards, ESY, Age of Majority, Diploma Options, and copies of blank forms)
- Send draft goals closer to meeting (if applicable)

During the meeting

- Review Meeting Norms (see below for suggested norms)
- Conduct meeting following standard protocol
- Inform parent you will send “hold” copy of the meeting document or any other necessary consent after meeting
- Discuss how parent can provide consent at meeting conclusion

After the meeting:

- Send electronic/paper “hold” copy of document home for parent consideration along with completed PWN
- Update contact log entries for each communication with parent
- Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks
- Document parent consent in SEA-STARs
- Finalize all documents and make current
- Close Workflow

Conducting Blackboard Collaborate Ultra (BBCU) Meetings

Prior to the meeting

- Contact parent to schedule the meeting, document on the contact log and ask for any information they may want to share regarding their child
- Contact your BBCU scheduler to host a meeting according to the team's mutually agreed upon date and time of the meeting. (Due to confidentiality reasons, please do not use your school assigned BBCU moderator account).
- Scheduler will send you an email with the following information:
 - Moderator Link (your access to BBCU) session
 - Participant Link (all other participants) access to the session
 - Toll Free teleconference line (used for only this date and time)
- Moderator will monitor online audio and disable group chat functions for all
- The BBCU moderator/SEA-STARs is the only school-based staff to be connected to VPN. Remind all other school-based participants that they should NOT be connected to VPN during the session, as it slows it down
- Assign meeting management roles, i.e. moderator, PLOP writer, question monitor, phone monitor, timekeeper

During the meeting

- Start by reviewing Meeting Norms
- Moderator (SEA-STARs driver) will display the SEA-STARs screen on each participant's computer screen using BBCU
- Send all participants the link to the FCPS website that contains all sped documents, such as ESY form, diploma options, etc.
- Be mindful of only displaying the student's specific documents by entering through individual student name

After the meeting

- Send electronic/paper "hold" copy of document home for parent consideration along with completed PWN
- Update contact log entries for each communication with parent
- Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks
- Document parent consent in SEA-STARs
- Finalize all documents and make current
- Close Workflow

How to Gain and Document Consent for SPED Processes

During the COVID-19 school closures, special education meetings will be held virtually. The following documents may require parent consent: Temporary Learning Plan, IEP Prior Notice and Consent, Notice and Consent for Evaluation, Initial 504 Qualification, Extension of Eligibility Timelines and Special Education Eligibility forms. Documents may be sent to parents electronically via their personal email account or after discussion and gaining verbal consent from the parent, via their student's FCPS issued fcpsschools.net email account. Options for obtaining parent consent are below.

- Parent returns scanned or mailed signed consent page:
 - If parent chooses to return consent page via US mail, they need to also let school staff know their decision using one of the options below
 - Parent prints, signs, scans and emails consent
 - Parent sends an email providing consent
 - Parent sends a text message providing consent
 - Parent provides verbal consent
 - Parent provides consent through iPhone signature
- Case manager is responsible to upload documents to SEA-STARs and to maintain all documentation to print for student special services files.

Best Practices for Virtual Meetings

- Given technology issues, this may mean logging in 5-10 minutes prior to the meeting time in order to honor the timeframe of the meeting
- If using teleconference, remind participants to follow along with paper forms, PDFs or laptop, if can access documents electronically
- Case manager opens meeting by stating their name and role/responsibility as facilitator and stating purpose of the meeting
- Other members introduce themselves and identify their role in the meeting (timekeeper, monitor of hand raises, PLOP writer, parking lot monitor, etc.)
- Monitor of hand raises identifies next speaker and is responsible for maintaining participant engagement
- Every 15-20 minutes, there should be a check-in to make sure everyone is still on the line and is following along
- Display online resources from public web site, as applicable, i.e., diploma options, ESY, AOM
- Establish proactive language and frame statements positively. For example, teachers could say, "Based on the data we have..." or "Based on my recollection of the data,..." to prevent teachers from continually saying: "I don't have that in front of me..." and then guessing at things...like behavioral data, etc.
- Avoid using acronyms (if at all possible).
- Describe each step in SEA-STARs before it is performed. For example, *"I am going to leave the PLOP page and click on the Need and Accom tab to address Johnny's goals."*
- Allow for short breaks (5-10 mins)

Suggested Meeting Norms for Virtual Meetings

- Begin and end on time
- Honor the agenda
- Presume positive intentions
- One speaker at a time
- Speak slowly and clearly
- Reduce distractions (silence phones, minimize background sounds, etc.)
- Respect opinions
- Allow everyone to be heard

Language for the Present Level of Performance (PLOP)

Rationale for no services this school year

"On March 23, 2020, Governor Northam ordered all K-12 schools in Virginia to close for the remainder of the academic year due to the COVID-19 pandemic. Due to this national emergency, FCPS is not able to provide all special education services in the same manner that they are typically provided. As a result, FCPS proposes a Temporary Learning Plan to identify the continuity of learning services and consultation that will be provided to [STUDENT] through the end of the 2019-20 school year."

Outline of what we are working on

"As part of this Temporary Learning Plan, FCPS proposes to address the following goals/objectives: [INSERT GOALS/OBJECTIVES]. In order to access the distance learning opportunities, FCPS proposes the following accommodations/modifications: [INSERT ACCOMMODATIONS AND/OR MODIFICATIONS]. In order to support the continuity of learning, FCPS proposes [INSERT SERVICES]."

Example: As part of this Temporary Learning Plan, FCPS proposes to address the following goals/objectives: Reading comprehension and written expression. In order to access the distance learning opportunities, FCPS proposes the following accommodations/modifications: read aloud using a screen reader and graphic organizers. In order to support the continuity of learning, FCPS proposes 1 hour per week of learning disability services.

State assessment waivers

"When Governor Northam ordered all K-12 schools in Virginia to close for the remainder of the academic year, the administration of the SOL tests, the local scoring and score entry requirements for the Virginia Alternate Assessment Program, and the administration of the ACCESS for ELs assessment for English Learners were suspended." [For seniors only, add: *Waivers available for state graduation requirements mean that the absence of SOL tests will not negatively impact students' ability to progress toward on-time graduation.*]

Progress Reports

For any goal/objective addressed through the Temporary Learning Plan or on the PLOP for any IEP that occurred after April 13, 2020: maintain any data collected and share it with parents at the end of the school year. Upload what was shared to SEA-STARS

Third Quarter

- Data collection for the third quarter should end on April 24th and should be sent home at the same time as third quarter report cards.
- If you have data, proceed as you typically would, assigning a progress code based upon the IEP progress data.
- If you don't have data, assign a code of 2:
 - Example: *"While [STUDENT] has demonstrated progress on this goal, data regarding progress is not available at this time due to the school closure resulting from the COVID-19 pandemic."*

Fourth Quarter

- Fourth quarter IEP progress reports are not required because general education students will not be receiving fourth quarter report cards.

Dual Language Assessments

Due to the COVID-19 state and national health emergency, Fairfax County Public Schools are closed. Social distancing and self-quarantining recommendations, which protect the health and safety of our students and staff, have eliminated the opportunity to complete in-person assessments, resulting in incomplete assessments. Staff are currently unable to conduct any direct evaluations of students at this time due to the health and safety needs of students and staff. As a result, Dual Language Assessments (DLA) cannot be completed at this time. Once schools are reopened for customary, in-person attendance by students, school staff will have the direct access to students necessary in order to complete DLAs.

Utilizing Interpreters during COVID-19

FCPS Language Services provides telephonic/virtual interpretations through FCPS interpreters. Teachers or staff members must contact interpreters to request the service. This is not a language hotline. List of available languages by Language Services: Amharic, Arabic, Chinese, Dari, Farsi, French, Hindi, Japanese, Korean, Mongolian, Portuguese, Punjabi, Somali, Spanish, Swedish, Tagalog, Tamil/Telegu, Turkish, Twi, Urdu and Vietnamese.

The Office of Language Services has a list of interpreters who can be a part of a 3-way conference call or virtual meeting (via Google Meet or Blackboard Collaborate).

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For a 3-way telephonic interpretation, the following protocol must be followed:

- From any smartphone, the teacher/staff member would call an interpreter from the LS list who speaks the appropriate language. After contact has been made with an interpreter, the teacher would then use the “add a call” and “merge call” features of the smartphone to establish a 3-way phone call with the family.
- When the 3-way conference call has been established, the teacher would take the lead in the conversation and the interpreter would only interpret what is being said by both parties. (Interpreters are not allowed to add to, or edit, any part of the conversation nor provide their own opinions.)
- For a virtual meeting, the appropriate meeting link should be sent to the interpreters for them to access. At the conclusion of the call/meeting, the teacher/staff member must email LS_Oral_Interpretation@fcps.edu to obtain a job number and provide the following information in order for the interpreter to receive compensation*:
 - Requester's Name & School
 - Name of interpreter used
 - Language
 - Date of phone conference/meeting
 - Start. End time
 - Did the interpreter prearrange this meeting with the parent prior to the meeting? Yes or No

*There is no need to send this information if a 3-way call has not been established. Leaving a voicemail does not qualify as a 3-way conversation. *Note:* School staff should never ask interpreters to call a list of families to deliver a one-way message. The telephonic interpretation service is only available for 3-way conference calls.

Appendix 1: Links and Resources

COVID-19 Procedural Toolkit and Recorded Trainings

- http://fcpsnet.fcps.edu/ssse/Mont_Comp/

IEP Forms Packet for Parents

- https://www.fcps.edu/sites/default/files/media/forms/IEP_Bundle.pdf

Eligibility Forms Packet for Parents

- https://www.fcps.edu/sites/default/files/media/forms/SpEd_Eligibility_Bundle.pdf

English and Translated Special Education Forms for Parents

- <https://www.fcps.edu/academics/academic-overview/special-education-instruction/forms-related-special-education>

Temporary Learning Plan

- Fillable for staff: http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/se400.pdf
- Form for parents: <https://www.fcps.edu/sites/default/files/media/forms/se400.pdf>

Extension of Eligibility Timelines

- Fillable for staff: http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/se401.pdf
- Form for parents: http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/se401.pdf

Technology Support Documents

AT&T Conference Line Instructions (Teleconferences)

- Link on DPE COVID-19 Procedural Toolkit

BBCU Quick Start Guide

- Link on DPE COVID-19 Procedural Toolkit

FCPS G Suite Hangouts Meet Quick Start Guide

- Link on DPE COVID-19 Procedural Toolkit

Appendix 2: COVID-19 Frequently Asked Questions 1 for Staff - April 9, 2020

IEP Related Questions

1. What is the purpose of the Temporary Learning Plan (TLP)?

During these unprecedented times, we are looking at ways to support students receiving special education services. The school division is implementing a Temporary Learning Plan (TLP) to outline special education and related services which will look different than what are currently included in the IEP. While it does not replace the IEP, the TLP is a letter which identifies the continuity of learning services and consultation that will be provided to students between now and the end of the school year.

2. How and when will the TLP be rolled out to teachers?

A Blackboard Collaborate training session will be recorded that covers the TLP and a link will be sent out to administrators and Leads/Chairs for pushing out to teachers by Monday, April 13, 2020. Information will also go out through the PSLs.

3. What timeline are case managers expected to adhere to for TLP completion?

The request is that the TLP process begins on April 14, 2020 and be completed by April 28, 2020. There is recognition that the process will be dependent upon parental internet access and response time, so flexibility is understood. Teachers are asked to document all attempts to engage the parent in the TLP process.

4. How is the TLP developed and are the parents deciding our goals and services?

The TLP process includes the case manager collaborating with related service providers, if applicable, and contacting the parent to gain input. Next, the case manager completes the proposed TLP letter and sends a copy electronically to the parent. Case managers will upload the proposed TLP into SEA-STARs.

5. What services should IEP teams propose?

Services for the 2020-21 school year should be proposed assuming school will resume by the start of the new school year calendar. For initial IEPs, only list services for next school year and document the TLP on the PLOP page of the IEP. Case managers, and related service providers, if applicable, should consider how a student's programming is impacted by distance learning and propose services appropriate to address this learning model at this time. Guidance and some sample language will be provided to case managers during the week of April 13, 2020.

6. What placement should IEP teams propose?

Placement should reflect what the IEP team would otherwise propose for the 2020-21 year. Due to the school closure, there will not be changes of placement for the remainder of this school year.

7. Will transportation representatives be available for IEP meetings, to include placements that will start in August?

Yes, they are available to be a part of IEP meetings.

8. Do we hold placement meetings for higher levels of service that were in process

before the school closure? Yes, for students whose IEP team members had proposed consideration of a more restrictive setting prior to 3/13/20. The IEP team may continue to hold meetings to discuss whether a placement might be proposed to begin next school year. Please contact your PSL for any meetings involving a representative from multi-agency services to consider a private placement.

9. What do we do if we have a student who requires an IEP meeting following a decision from the hearing's office? Your PSL will contact you with the placement options that can be considered by the IEP team.

10. Are Behavior Intervention Plans and BIP reviews conducted during COVID-19 and the closing of schools?

Implementation of BIPs is suspended. Case managers should consult with OSEI (BIT, curriculum specialists, ABA coach) regarding concerns around social skills, executive functioning, or behaviors. Work with your BIT or ABA coach to share strategies with parents, if appropriate.

11. What is the status of SOL and VAAP state assessments?

The Virginia Department of Education provided a waiver for all state testing for this school year. At this time, during an IEP meeting, propose the state assessments the student may participate in the 2020-21 school year. Document the waiver information on the PLOP. For annual IEPs, document the waiver on the PLOP.

12. Should Case Managers provide parents with the existing Diploma Options brochure?

Yes

13. Do we need to review SPLAVC-A for graduating seniors?

Specific guidance from DSS will be issued the week of 4/14/20. The link below will provide guidance from VDOE for SPLAVC-A:

http://www.doe.virginia.gov/support/health_medical/office/covid-19-grad-credits.shtml

14. Should Case Managers do Progress Reports?

Yes, complete IEP progress reports for the 3rd quarter, using data prior to March 13, 2020. A progress report is not required for the 4th quarter because we are not providing grades for students without disabilities.

15. Should IEP teams consider ESY?

At this time, there is no way to predict if buildings are going to be open for summer or ESY services. IEP teams should indicate that ESY should be addressed at a later date.

16. How will transition plans be completed?

Case managers should reach out to students age 14 and above prior to meeting and should collaborate with the ETR.

17. How should we handle students new to FCPS with transfer IEPs?

It is not necessary to complete the Transfer IEP documents. Develop a new FCPS IEP and document Temporary Learning Plan on the PLOP and in the PWN. Contact Due Process and Eligibility so that eligibility information can be entered in SEA-STARs.

18. How will requests for compensatory services be managed?

School staff must reach out to their PSL or DPE for guidance. The IEP team may meet to consider compensatory services when school resumes.

Special Education Meeting Logistics

19. How do we handle signing in at IEP meetings?

The case manager completes the cover page in SEA-STARs, double checks attendance, and makes adjustments as necessary. On the PLOP page, indicate all participants on the cover page participated

in the meeting via teleconference or Blackboard Collaborate Ultra.

20. Are all IEP team members required? Can parents sign non-attendance forms for

particular members? During the spring 2020 shut down, case managers may conduct annual IEP meetings with the required committee members only if appropriate. If there are concerns from any IEP team member, follow our current protocol. If parents are not available to attend an IEP meeting after being given several opportunities and methods, FCPS will move forward with a proposal to present to the parents.

21. How much time should you allot for a special education meeting?

Meetings should be scheduled for no more than 2 hours and Blackboard Collaborate can be set to end at a specific time.

22. What is the protocol for securing language services support for meetings?

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*There is no need to send this information if a 3-way call has not been established. Leaving a voicemail does not qualify as a 3-way conversation. *Note:* School staff should never ask interpreters to call a list of families to deliver a one-way message. The telephonic interpretation service is only available for 3-way conference calls.

23. How will we address the participation of attorneys, advocates, and other non-biological parent

participants in annual IEPs?

Case managers should ask parents if anyone else will participate in the meeting and send a copy of SS/SE-79A along with the meeting notice. If necessary, the IEP team can accept oral consent and document that on the PLOP.

24. Are there any suggestions for Internet access connectivity issues/glitches mid-meeting?

Just log back in as soon as possible. Be sure to turn off VPN for the most stable connection. The following suggestions may also support your connection: turn the Internet off on other devices such as phones, iPads, etc. and/or restart your router.

25. What if a parent requests a tour of a school/program?

Buildings are closed and tours cannot be scheduled at this time.

Other Special Education Processes

26. Is there one day of the week schools do local screening?

No, schools collaborate with relevant LSC members to determine the schedule. Many elementary schools will be doing CLT meetings on Fridays and that day is not recommended, if possible.

27. How do we get signatures for special education documents in which you have not received a consent decision for a meeting that already occurred?

Given the current situation, we are accepting verbal consent, an email providing consent, a text message providing consent, or an electronic signature with notation in the contacts log in SEA-STARs.

28. Will special education testing be completed within local screening, reevaluation or for IEP purposes?

In-person testing will not be completed until school resumes.

29. What is the process for Local Screening referrals?

LSC referrals can occur and meetings should be held. In-person testing will not be completed until school resumes.

30. Do we proceed with an MDR if it was to be scheduled prior to the COVID-19 closing of schools?

No, MDR is only applicable when we are in school.

Instruction

31. Are evidence-based programs allowed to be administered via video?

The permission to provide instruction using aspects of the FCPS approved evidence-based and research-based programs vary by company. Please visit the Distance Learning Resources folder in FCPS 24/7, special education folder, for information regarding the use of different programs. Please note, no matter the program, it is not expected that any of our research-based programs will be provided with the same frequency and duration using all aspects of the program during this time period. For specific questions, please reach out to your OSEI team member.

32. What if parents ask for 30-60 minutes of individual video conferencing/teaching for their children?

The case manager will discuss this with his or her PSL regarding the Temporary Learning Plan. If necessary, the IEP team may need to consider all parent requests with consideration to the distance learning plan and the school schedule. Consult with OSEI to discuss programming models to meet the needs of the student.

33. If parents purchase an Evidence Based Program for home use, will FCPS guide them on implementation?

Information can be shared regarding the aspects of the program which have been approved for use during this distance learning period. This information is available in FCPS 24/7: Distance Learning Resources folder, select a grade level, and then select Special Education. Please contact your OSEI team member regarding specific questions.

34. Are related service providers going to be implementing distance learning as well?

Yes, related service providers will be implementing distance learning services and supports. Please consult with the individual related service providers for each case.

Miscellaneous:

35. Are teachers familiar with the use of *67 so they can block their personal phone number when calling parents?

Principals should be giving protocol guidance as all teachers have to communicate with families. IT provided all FCPS staff with a one-page communication document.

36. 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. The majority of hourly paid teachers currently supporting this instruction (close to 70%) are current FCPS teachers who will receive professional development this week and provide instruction through the distance learning plan.

37. What is our responsibility to students with an ISP?

ISP services are concluded for the remainder of the year.

38. Are Public Health Nurses (PHNs) available to participate in virtual IEP and/or 504 meetings and to support the MSRT process?

The Fairfax County Health Department (FCHD) has shared that nearly 100% of the school health PHNs are currently assigned to support the COVID-19 response in our community and are not available to support student specific school health services at this time. As a result:

- PHNs will also not be available to participate in IEP and/or 504 team meetings
- Medical Services Review Team (MSRT) cases will be placed on hold until school resumes
- At Annual IEP meetings, for those cases reviewed during FCPS school closure, teams may continue skilled nursing services without a review by MSRT

Appendix 3: COVID-19 Frequently Asked Questions 2 for Staff - April ?, 2020

Appendix 4: COVID-19 Frequently Asked Questions 3 for Staff - April ?, 2020