

**From:** Cash-Drexler, Sara <Sara.Cash-Drexler@ed.gov>

**Sent:** Wednesday, May 19, 2021 10:13 AM EDT

**To:** Murphy, Katherine A. <kamurphy@fcps.edu>

**Subject:** [External] Accepted: Discussion re: OCR's directed investigation, No. 11-21-5109 (Fairfax County Public Schools)

**From:** Cash-Drexler, Sara <Sara.Cash-Drexler@ed.gov>

**Sent:** Tuesday, July 20, 2021 3:19 PM EDT

**To:** Murphy, Katherine A. <kamurphy@fcps.edu>

**Subject:** [External] Accepted: OCR Interview re: directed investment - Kathy Murphy (FCPS)



**From:** Cash-Drexler, Sara <Sara.Cash-Drexler@ed.gov>

**Sent:** Tuesday, August 10, 2021 5:32 PM EDT

**To:** Murphy, Katherine A. <kamurphy@fcps.edu>

**CC:** Facon, Robert M <rmfacon@fcps.edu>; Shofar, Samantha <Samantha.Shofar@ed.gov>; Trice, Betsy <Betsy.Trice@ed.gov>

**Subject:** [External] Information for OCR witnesses

**Attachment(s):** "Witness Notice of Rights12010.doc"

**CAUTION:** This e-mail and its contents are confidential and may be subject to the Freedom of Information Act. If you are not an intended recipient, please do not open, copy, or disseminate this information. If you have received this e-mail in error, please notify the sender and delete the e-mail from your system.

Hi Kathy,

I wanted to be sure that you have the chance to look over the attached document before we speak with you on Thursday afternoon. Please feel free to reach out in advance with any questions.

We look forward to speaking with you.

Thank you.

Sara Cash-Drexler

Attorney

Office for Civil Rights

U.S. Department of Education

Phone: (202) 245-8097

Fax: (202)-245-8392



**United States Department of Education  
Office for Civil Rights**

**OCR NOTICE OF WITNESS RIGHTS**

The U.S. Department of Education, Office for Civil Rights (OCR), is responsible for enforcing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975, which prohibit discrimination on the bases of race, color, national origin, sex, disability, and age. OCR is also responsible for enforcing the Boy Scouts of America Equal Access Act of 2001.

You have been identified as an individual who may have information relevant to a case OCR is investigating. Prior to initiating the interview with you, OCR will provide you with the following information:

1. The general purpose of the interview, including OCR's role, what law or laws may be pertinent to the investigation and, where appropriate, a brief explanation of what is under investigation.
2. A general explanation of the potential uses of the information that OCR obtains from you during the interview. This explanation will include information about the Freedom of Information Act.
3. You have the right to personal representation during the interview by a person of your choice.
4. If you are an employee of the school district, postsecondary institution, or other entity that is the subject of this investigation, you may refuse to have anyone else present during the interview. You also have the right to refuse to reveal what you said during an interview. If, however, you are in an upper level position of such authority that you speak for the institution (e.g., superintendent, college president), in most cases, the institution's counsel will be allowed to be present during your interview. If you are not an upper level employee and you identify the institution's legal counsel as your personal representative, OCR will inform you that such a person may have a conflict of interest between his or her responsibilities to the institution and his or her responsibilities as your personal representative.
5. A school district, postsecondary institution, or other entity that is the subject of an investigation may not intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by the civil rights laws enforced by OCR or because an individual has made a complaint, testified, assisted, or participated in any manner in an investigation, proceeding or hearing conducted pursuant to the laws enforced by OCR. If you believe that you are being retaliated against, you may file a complaint with OCR.

Any individual who will need reasonable accommodations due to a disability in order to participate in the interview should notify *[insert Office contact information]* as far in advance of the interview as possible. For further information about OCR, please visit our website at: <http://www.ed.gov/ocr/> or contact the Office at *[insert information]*.

*January 2010*

**From:** Cash-Drexler, Sara <Sara.Cash-Drexler@ed.gov>

**Sent:** Tuesday, July 13, 2021 4:55 PM EDT

**To:** Murphy, Katherine A. <kamurphy@fcps.edu>

**CC:** Shofar, Samantha <Samantha.Shofar@ed.gov>; Trice, Betsy <Betsy.Trice@ed.gov>

**Subject:** [External] Interviews for OCR case No. 11-21-5901

Hi Kathy,

We appreciate a lot of your effort to provide the data responsive to our request. At this time, we would like to arrange a time to speak with Jane Strong. We would also appreciate the chance to speak separately with you in your role as Section 504 Specialist. Because we believe that you may have information relevant to our investigation in your role as Section 504 Specialist, it would be our preference that you not participate in Jane Strong's interview. We are happy to discuss these details further, if you have questions.

We are looking at July 26 through July 28. Could please provide us availability for these dates?

Thank you.

Sara Cash-Drexler

Attorney

Office for Civil Rights

U.S. Department of Education

Phone: (202) 245-8097

Fax: (202)-245-8392

**From:** C ash-Drex er, Sara <Sara.C ash-Drex er@ed.gov>

**Sent:** Tuesday, June 01, 2021 2:46 PM EDT

**To:** Murphy, Katherine A. <kamurphy@fcps.edu>

**CC:** Fa con , Robert M <rmfa con @fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>; Tr ce, Betsy <Betsy.Tr ce@ed.gov>; Shofar, Samantha <Samantha.Shofar@ed.gov>

**Subject:** [Externa] RE: FCPS response to OCR's d rected nvest gat on (no. 11-21-5109)

Thank you, Kathy. I apprec ate your effort to gather respons ve nformat on for subm ss on today, and thank you as we for the update on the narrat ve.

I am add ng to th s ema my co eagues Betsy Tr ce and Samantha Shofar who w be work ng w th me on th s nvest gat on.

Thank you.

Sara C ash-Drex er  
Attorney  
Off ce for C v R ghts  
U.S. Department of Educat on  
Phone: (202) 245-8097  
Fax: (202)-245-8392

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**From:** Murphy, Katherine A. <kamurphy@fcps.edu>

**Sent:** Fr day, May 28, 2021 2:52 PM

**To:** C ash-Drex er, Sara <Sara.C ash-Drex er@ed.gov>

**Cc:** Fa con , Robert M <rmfa con @fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>

**Subject:** FCPS response to OCR's d rected nvest gat on (no. 11-21-5109)

**Importance:** H gh

Dear Ms. C ash-Drex er,

FCPS apprec ates your f ex b ty w th extend ng the date of our response n th s matter to June 1, 2021.

We w be forward ng a of the data respons ve to the May 4, 2021 n t a data request etter, NLT June 1 w th the except on of the narrat ve response. As we have prev ous y d scussed, the rev ew of th s document nvo ves many stakeho ders. Th s narrat ve response s current y n the process of be ng rev ewed. We ant c pate that t w be s gned by our Super ntendent by June 8, and we w be forward ng t to you as soon as poss b e.

P ease et me know f you have any quest ons or concerns.

S ncere y,

Kathy

**Kathy Murphy**

Sect on 504 Spec a st  
Fa rfax County Pub c Schoo s  
8270 W ow Oaks Corporate Dr ve, #2045  
Fa rfax, V rg n a 22031  
571-423-1304 (phone)  
[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/osp/504 nfo/ ndex.htm>

<https://www.fcps.edu/academ cs/academ c-overv ew/spec a -educat on- nstruct on/spec a -educat on-procedura -support/Sect on-504- nformat on>

**From:** C ash-Drex er, Sara <Sara.C ash-Drex er@ed.gov>  
**Sent:** Wednesday, May 26, 2021 1:44 PM EDT  
**To:** Murphy, Katherine A. <kamurphy@fcps.edu>  
**CC:** Schaefer, Dawn M <DMSchaefer@fcps.edu>; Fa con , Robert M <rmfa con @fcps.edu>  
**Subject:** [Externa ] RE: prepar ng to subm t data n response to d rected nvest gat on no. 11-21-5109  
H Kathy,

Yes, I w have a drop box set up for th s case. You shou d rece ve an ema w th a nk.

Thanks,  
Sara

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**From:** Murphy, Katherine A. <kamurphy@fcps.edu>  
**Sent:** Wednesday, May 26, 2021 12:20 PM  
**To:** C ash-Drex er, Sara <Sara.C ash-Drex er@ed.gov>  
**Cc:** Schaefer, Dawn M <DMSchaefer@fcps.edu>; Fa con , Robert M <rmfa con @fcps.edu>  
**Subject:** prepar ng to subm t data n response to d rected nvest gat on no. 11-21-5109

Dear Ms. C ash-Drex er,

I hope you are do ng we . As FCPS prepares to subm t data n th s matter, I thought I wou d reach out to ask f you accept materia v a Dropbox?

A the best,

Kathy

**Kathy Murphy**

Sect on 504 Spec a st  
Due Process and E g b ty  
Fa rfax County Pub c Schoo s  
8270 W ow Oaks Corporate Dr ve  
Fa rfax, V rg n a 22031  
571-423-1304 (phone)  
[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/seps/504/> (Sect on 504 ntranet (FCPSnet) s te) – emp oyees

<https://hub.fcps.edu/organizat ons/spec a -educat on-procedura -support-oseps/basic-page/sect on-504- nformat on> (Sect on 504 ntranet (Hub) – emp oyees)

<https://www.fcps.edu/academ cs/academ c-overv ew/spec a -educat on- nstruct on/spec a -educat on-procedura -support/Sect on-504- nformat on> (Sect on 504 pub c webs te)

**From:** C ash-Drex er, Sara <Sara.C ash-Drex er@ed.gov>  
**Sent:** Wednesday, February 23, 2022 9:23 AM EST  
**To:** Murphy, Katherine A. <kamurphy@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>  
**CC:** Shofar, Samantha <Samantha.Shofar@ed.gov>; Tr ce, Betsy <Betsy.Tr ce@ed.gov>  
**Subject:** [Externa] Supp ementa Data Request (OCR Case No. 11-21-5901)  
**Attachment(s):** "8.4.20 OSEPS Powerpo nt.pdf"

**CAUTION:** T se a o g aed fo o s de of FCPS Do o c ck ks o ope a ac e s ess yo ecog ze e  
se de a dk ow eco e s safe

H Kathy,

I am wr t ng w th two add t ona data request tems that OCR has determ ned are necessary for our d rected nvest gat on, OCR Case No. 11-21-5901. We wou d apprec ate f you cou d p ease prov de the fo ow ng nformat on to us at your ear est conven ence, and no ater than March 7.

1. In your response to OCR s n t a data request, you prov ded the attached Powerpo nt presentat on, an OSEPS presentat on dated August 4, 2020. Beg nn ng at s de 30 of th s presentat on, there s d scuss on of a "Return to Schoo - V rtua IEP Guidance Document." P ease prov de us w th a copy of th s document, or a reference to where we can f nd t n your n t a data response f a ready prov ded, as we as cop es of ts append ces ( sted on page 50 of the attached presentat on). P ease a so prov de cop es of any web nar v deos re ated to th s document.
2. An updated number of students w th d sab t es n the D v s on who are rece v ng or have rece ved recovery serv ces.

We apprec ate your cont nued cooperat on w th th s nvest gat on. P ease et us know f you have quest ons re ated to th s data request.

Thank you.

Sara C ash-Drex er  
Off ce for C v R ghts  
U.S. Department of Educat on



# **OSEPS VIRTUAL COLLABORATIVE LEARNING TEAM MEETING**

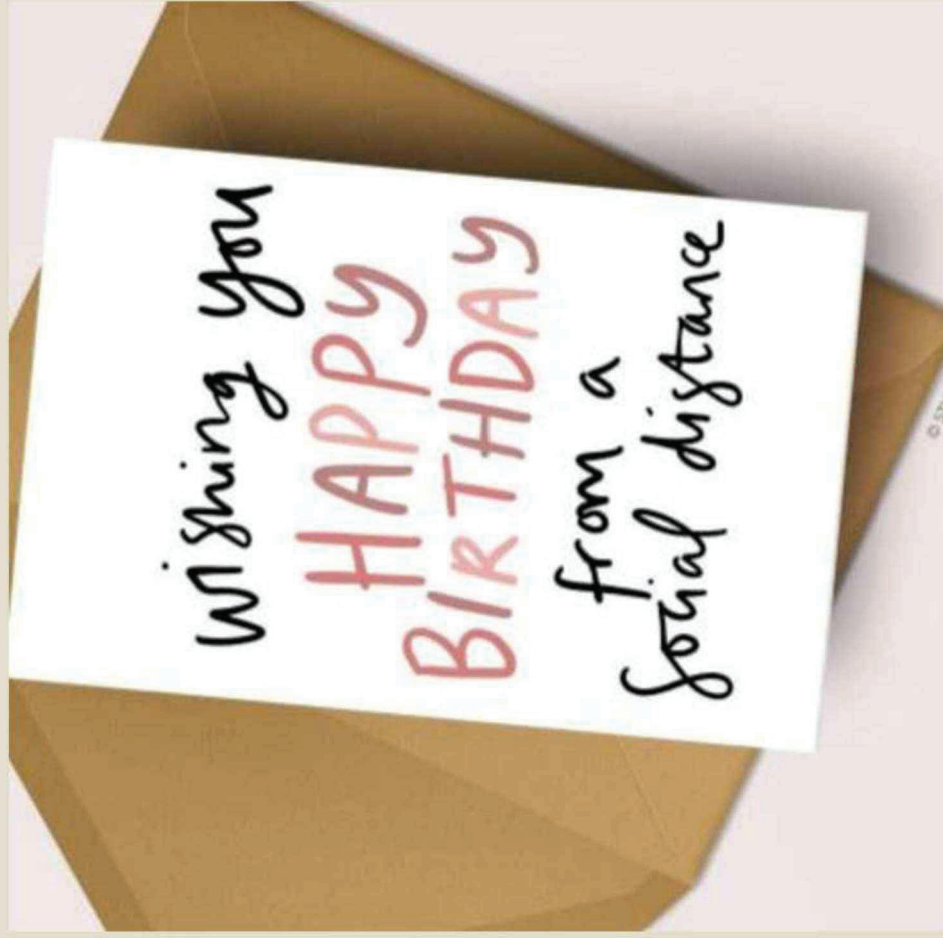
**August 4, 2020**



# Birthday Celebrations

## August:

- Kelly Petty, [REDACTED]
- Beth Cantu, [REDACTED]
- Nicole Moyer, [REDACTED]
- Erin Wallace, [REDACTED]
- Jackie Prendergast, [REDACTED]





- Welcome Rory

- Andrew Farewell

- Crisis Prevention and Policy Specialist (CPP)

- Request from the Director of Social Services

- NEW FCPS Employee Intranet

- a robust, working, search engine
- a customizable home page
- the ability to access the intranet from **any device** without VPN

- Leadership Conference

- 504 Software Update





# Leadership Conference Kickoff Message

# Leadership Conference Agenda:

7:30 a.m.

Virtual Networking

7:30 a.m.

Newly Hired and Promoted Recognition

8:30 a.m.

Kick Off Opening

Dr. Ricardy Anderson, School Board Chair (Video Message)

Marty Smith, Chief Operating Officer

Superintendent Scott Brabrand

Deputy Superintendent Frances Ivey

FCPS Leadership (Video)

Student School Board Representative Nathan Onibudo (Video)

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



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

## New Features in SY2020-21



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

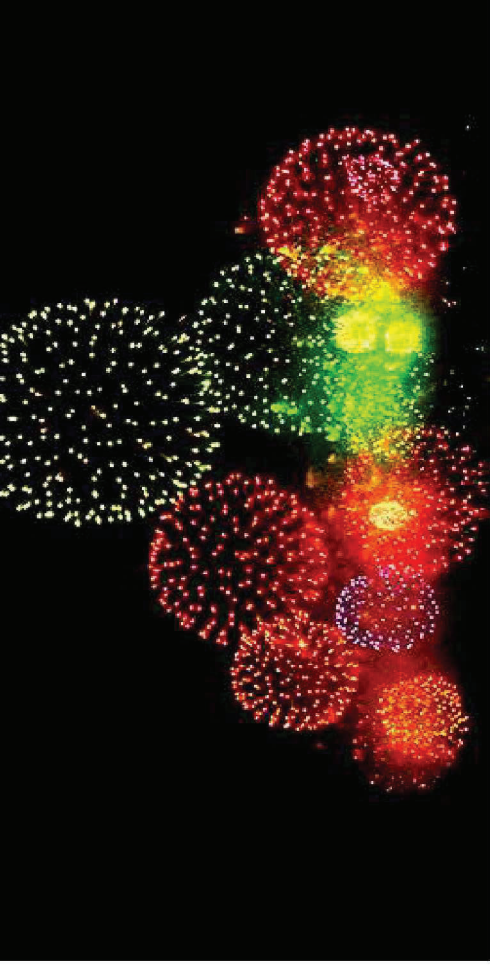
*For example:*

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

*Likewise:*

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

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





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

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

- Transfer
- Initial Qualification
- Plan

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

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

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

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

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

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

The screenshot displays a software interface with a 'Dates' section at the top containing several date fields and checkboxes. Below this is a '504 Process' section with a 'Current Process' dropdown menu. A red arrow points from a text box 'Click to view drop-down menu' to the 'Open 504 Process' button. Another red arrow points from a text box 'Select: 504 Initial Qualification' to the '504 Initial Qualification' option in the dropdown menu. The dropdown menu also lists '504 Plan' and '504 Transfer'. At the bottom, there is a table with columns for 'Line', 'Date', 'Category', 'Comment', and 'Document'.

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

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

The screenshot displays a web application interface with two main sections: 'Dates' and '504 Process'.

**Dates Section:**

- 504 Plan Current Date: [Calendar icon]
- 504 Plan Review Date: [Calendar icon]
- Most Recent 504 Qualification Date: [Calendar icon]
- 504 Reevaluation Review Date: [Calendar icon]
- 504 Exit Date: [Calendar icon]
- 504 Exit Reason: [Dropdown menu]
- ☒ Allow 504 Consideration
- ☐ 504 From SIS

**504 Process Section:**

- Current Process: [Dropdown menu]
- 504 Process: [Dropdown menu]
- 504 Initial Qualification: [Dropdown menu]
- Process Documents: [Dropdown menu]

A red box highlights the 'Open 504 Process' button, with the text 'Click Open 504 Process' written inside it. A red arrow points from the text to the button.



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

Dates

504 Plan Current Date

504 Plan Review Date

504 Exit Date

504 Exit Reason

Most Recent 504 Qualification Date

504 Reevaluation Review Date

☒ Allow 504 Consideration

☐ 504 From SIS

504 Process

Current Process: 504 Initial Qualification

504 Process

Close 504 Process

Process Documents

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

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

Dates

504 Plan Current Date

504 Plan Review Date

Most Recent 504 Qualification Date

504 Reevaluation Review Date

Allow 504 Consideration

504 Exit Date

504 Exit Reason

06/08/2020

06/08/2023

☒ Allow 504 Consideration

☐ 504 From SIS

504 Process

Current Process: Initial 504 Qualification

504 Process

Close 504 Process

Click  
Close 504 Process

Process Documents

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

And that's all there is to it!

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

Following today's mini-lesson

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

# Questions?

Additional resources include:

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

# Agenda

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





# HOMEBOUND/HOME- BASED GUIDANCE

# Out of School Support

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

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




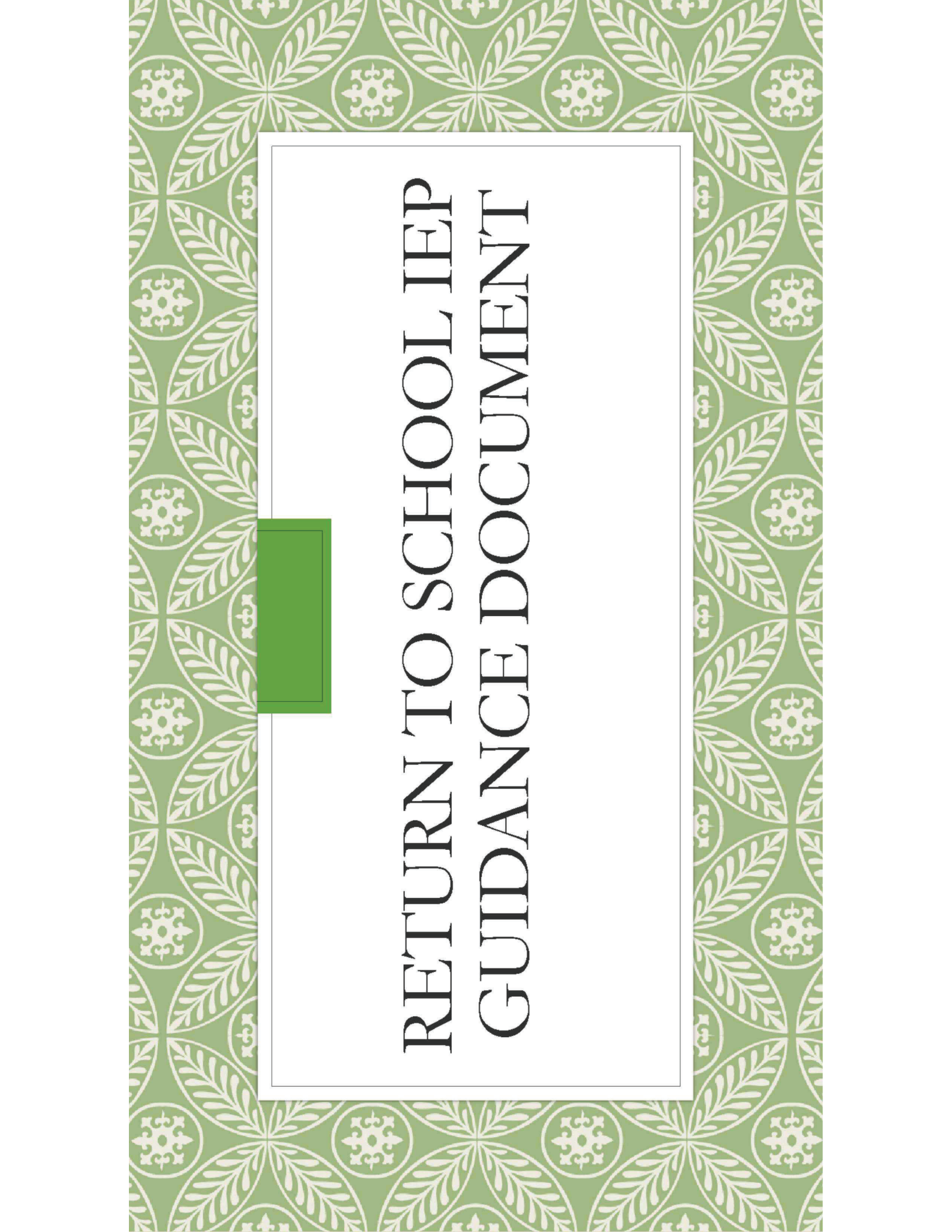
# Homebound Instruction

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

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

# Home-based Instruction

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



# RETURN TO SCHOOL IEP GUIDANCE DOCUMENT





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

**August 2020**

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

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

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

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

# Meeting Decision Matrix: No Meeting Needed

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



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

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

# Meeting Decision Matrix: Meeting Needed

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

# Factors to Consider for Virtual Instruction

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

## Services

Services should:

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

## Documenting Virtual Services in SEA-STARS

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



# PDF Includes In-Person and Virtual Hours

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

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

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

## Service Time Examples

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



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

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

# Service Time Options for Elementary School

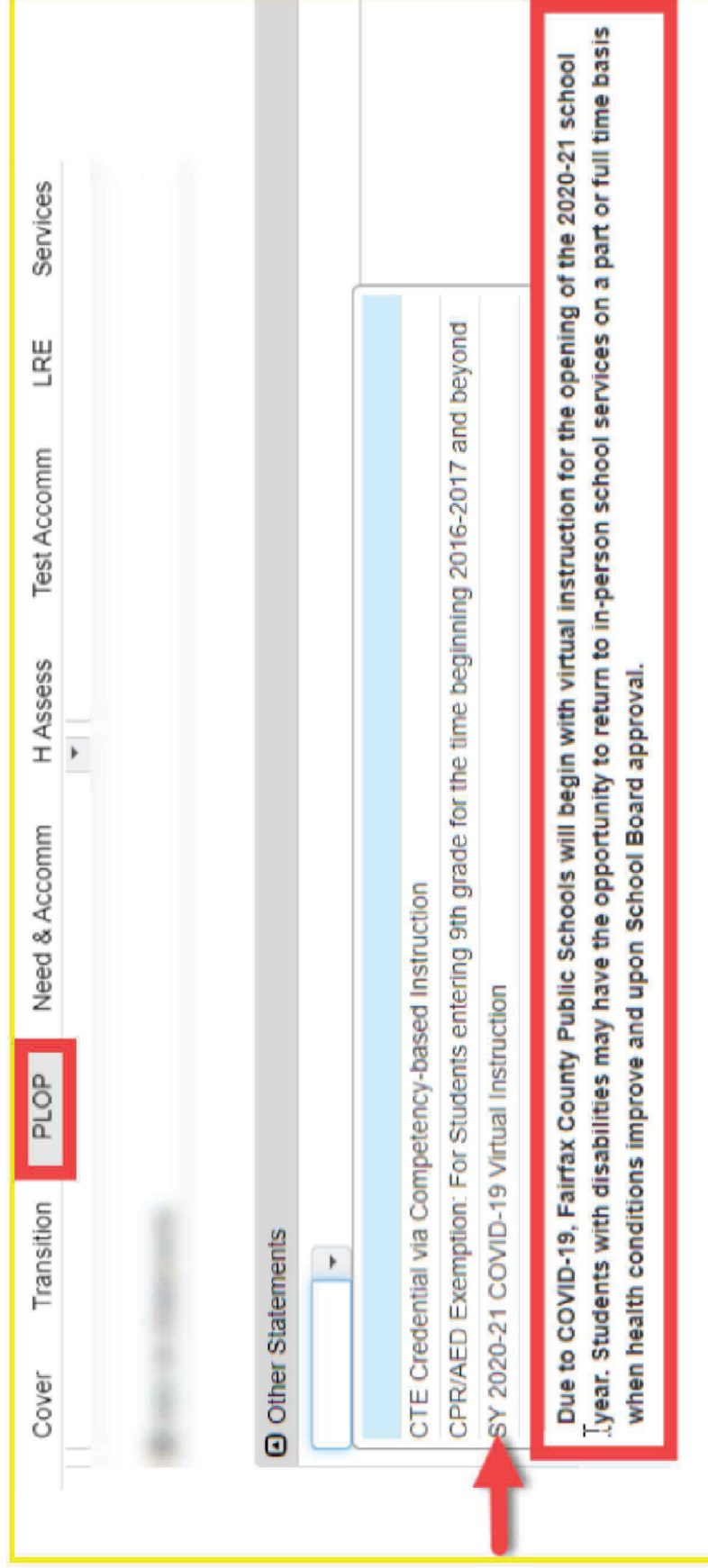
Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not included in IEP Services
<p><b>Adapted Curriculum Elementary</b></p> <p>Note: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.)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

# Service Time Options for Middle/High School

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

# Present Level of Performance

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



The screenshot shows a web interface with a navigation bar at the top containing the following tabs: Cover, Transition, **PLOP**, Need & Accommodations, H Assessments, Test Accommodations, LRE, and Services. The **PLOP** tab is highlighted with a red box. Below the navigation bar, there is a section titled "Other Statements" with a dropdown menu. A red arrow points to the dropdown menu, which is open and displays the following options: CTE Credentialing via Competency-based Instruction, CPR/AED Exemption: For Students entering 9th grade for the time beginning 2016-2017 and beyond, and SY 2020-21 COVID-19 Virtual Instruction. The dropdown menu is also highlighted with a red box. The text "Due to COVID-19, Fairfax County Public Schools will begin with virtual instruction for the opening of the 2020-21 school year. Students with disabilities may have the opportunity to return to in-person school services on a part or full time basis when health conditions improve and upon School Board approval." is displayed below the dropdown menu.



# PLOP Examples for Service Hours

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

## Virtual Instruction

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



## Virtual Instruction: IEP Sample Goals

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

# Virtual Instruction IEP Sample Goals

## General Curriculum

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



## Accommodations and Modifications

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

# Curriculum Accommodations and Modifications

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

# Appendices

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

# Sample Early Childhood Schedule



## Class-based

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



# Sample Early Childhood Schedule



## Resource

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

# Sample Early Childhood Schedule

## PAC (Preschool Autism Class)



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



# Sample Adapted Curriculum Schedule

Elementary (Enhanced Autism, ID, IDS)



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

# Sample Adapted Curriculum Schedule

## Secondary (Autism, ID, IDS)



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

## Contact Information

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





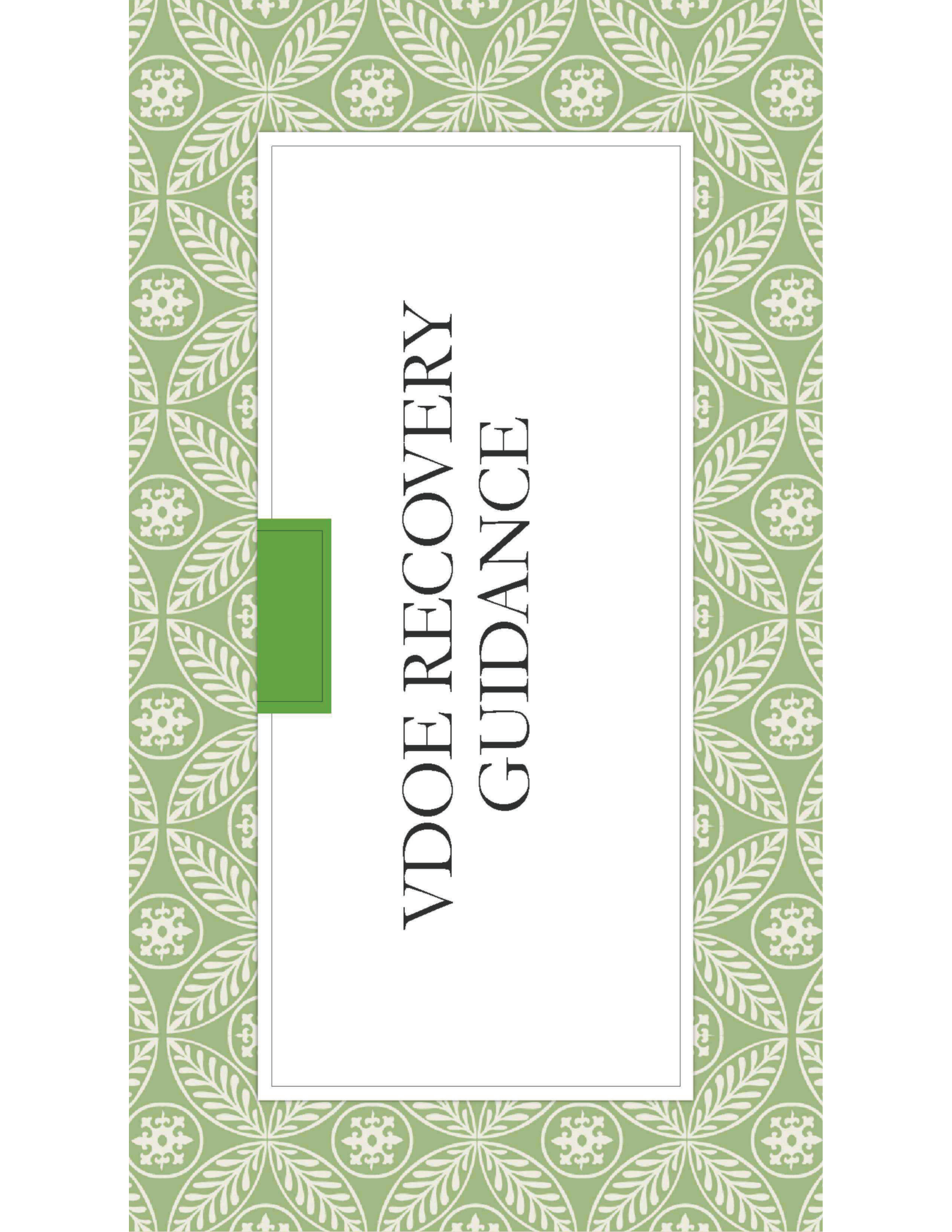
# IN-PERSON EVALUATIONS

The following questions will be answered in the Action Gram:

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

# Action Gram Coming





# VDOE RECOVERY GUIDANCE



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