

## Murphy, Katherine A.

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**From:** Murphy, Katherine A.  
**Sent:** Monday, May 17, 2021 9:27 AM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.; Schaefer, Dawn M  
**Subject:** 504 SBCs - EOY message  
**Attachments:** Summer Clinic and End of Year Memo 2021.pdf  
  
**Importance:** High

Dear 504 School Based Coordinators:

It is hard to believe that there are only four weeks left in the current school year!

As we are heading down the home stretch, please keep in mind the following items on your end-of-year to-do list as a 504 SBC:

- If you haven't already done so, please respond to the DSS Support Team's (SEA-STARs) email regarding the assignment of SBC(s) for next year, and your preference regarding keeping students with their current case manager (team tab) or moving all students back to the SBC for delegation to case managers in August.
- Please review the 504 COVID-19 guidelines and FAQs on the intranet site (<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm>, COVID-19 Resources sub-heading), to ensure understanding and compliance. Prior to fall 2021, we will update these guidelines to reflect the movement back to full-time in-person instruction for most students, along with some limited virtual/online instruction for some students.
- Run a 504 student validation report (<http://fcpsnet.fcps.edu/ssse/SEASTARS/HELP/reports/504Reports.pdf>) to double-check for cases that may be out of timelines, have incorrect document dates, or reflect newly-eligible students who will need to have a 504 Plan meeting scheduled within 30 calendar days.
- Reinforce good communication practices with your local screening committee/chair, to ensure that you are made immediately aware of those students who become 504-eligible before the end of the school year, so that 504 Plan meetings are completed in a timely manner.
- Make sure that case managers in your building/program are on track to have completed all 504 Plan and Reevaluation meetings with due dates on or before September 30, before the last day of school (6/11). ***It is permissible, in some cases, to hold off on a mid-to-late September case until next school year if this is most appropriate, but timelines must be still be followed.***
- Run an open workflow report (<http://fcpsnet.fcps.edu/ssse/SEASTARS/HELP/reports/504Reports.pdf>) and close out completed cases.

- Do a final check with teachers, relevant staff to determine how the 504 students in your building have been faring, and work with staff regarding any students/families who may require additional supports or communications.
- Check in with your school's registrar/SIA regarding the procedure for 504 transfer students. It will be important for you to be made aware of an enrolling transfer student as soon as possible, so that you may complete the 504 Transfer process in a timely manner.

For your awareness, please also review the attached EOY/Summer Clinic memo that was sent out to special education chairs/leads.

I appreciate all that you do, and please do not hesitate to reach out with any questions or concerns.

Best,

Kathy

*Kathy Murphy*

Section 504 Specialist  
Due Process and Eligibility  
Fairfax County Public Schools  
8270 Willow Oaks Corporate Drive  
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571-423-1304 (phone)  
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<http://fcpsnet.fcps.edu/ssse/seps/504/> (Section 504 intranet (FCPSnet) site) – employees

<https://hub.fcps.edu/organizations/special-education-procedural-support-oseps/basic-page/section-504-information> (Section 504 intranet (Hub) – employees)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)



## Murphy, Katherine A.

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**From:** Murphy, Katherine A.  
**Sent:** Wednesday, February 24, 2021 9:24 AM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Subject:** Recovery Services - Follow-up  
  
**Importance:** High

Dear 504 SBCs:

I want to thank all of you for your diligent participation in the Recovery Services discussions that have been provided by Due Process and Eligibility over the past few weeks. Most of the presentations have taken place, with the final two sessions scheduled for today and tomorrow.

Much of the specific guidance from the Virginia Department of Education (VDOE) is focused on special education students. FCPS' guidance was largely based on this information. However, **we know from the U.S. Department of Education as well as VDOE that recovery services is an option for all students with disabilities, including students who are 504-only eligible.**

As we have been discussing during the recovery services presentations, this consideration will be individual to the student's needs and functioning, and not just connected to the specific impairment.

Considered broadly, think about how the student was progressing/engaging in school (not just in terms of achievement, but also overall participation, social/emotional functioning, access to programming) prior to the COVID-19 closure last spring. You may have to reach back to last year's teacher(s) and others working with the child, in addition to report cards, any work samples still available, group standardized testing, etc. Now think about how the student was faring just after the closure and throughout the first two quarters of the current school year. How well is the student able to access their learning via the virtual platform? Are they participating regularly? Are there indications that the student has not made satisfactory progress, or even, has regressed or lost ground? Would the student require any services to re-connect them to school (for example, via counseling or executive functioning supports?) When you look at the student's situation overall, can you tie their difficulties to the COVID restrictions, in concert with their disability-related needs that may have been difficult to meet within the virtual environment?

This is a very general summary. The above questions will be best answered by gathering both relevant data and relevant staff (for example, you may need to include your school psychologist and/or social worker as well as others who know the child well, including last year's and this year's teachers. Please do not hesitate to also reach out to your special education colleagues who have been making recovery services considerations for their students.)

The March 1 timeline is the date by which Ellen Glaser (manager in Due Process and Eligibility) wants to be provided your best estimate of the number of students you believe may require recovery services, for whom there is not currently a teacher/staff member in-house who can provide those services. She is trying to plan both for central office service support as well as necessary funding for those staff who will provide the services outside of contract hours. However, we know that these determinations may still be in process after that date, and that is fine. Do not worry if you are not ready to make a solid recommendation for recovery services by March 1 – just continue working on this, as these determinations can continue to take place throughout the year.

Just as you sometimes write a background statement on the 504 Plan prior to the list of accommodations/services (kind of like a "mini-PLOP" statement), you may do the same to document the



discussion around recovery services. If the group has come to a consensus that services may begin at a certain time for X number of weeks/or X number of service hours, you may list this among the current services. If the group needs to gather more data, you can include this within your background statement and agree to when you will need to reconvene to view more data and make a decision. Even after recovery services are being provided, teams can (and often should) plan on reconvening at a certain point to assess and discuss how the service provision is going and whether the recovery services as designed have helped to close any COVID-related gaps, and whether the recovery services need to continue and if so, in what fashion.

**The questions below were recently posed by 504 SBCs, and the responses may be helpful to the larger group:**

1. Is there an updated form for 504 student information? 504 Recovery Services Data Collection
2. To whom/where should we submit our information? Please work with your procedural support liaison (PSL).
3. Do we have to submit documentation for ALL 504 students? Or just for those students whom we think might need recovery services?  
You only need to submit information for those students for whom the knowledgeable committee is recommending recovery services.
4. Since we have no numerical data for 504 students, would listing their accommodations, Progress Report notes and anecdotal evidence from their teacher about this year's performance be sufficient? You will review relevant, existing data – which can include test scores.
5. If we submit names to be considered, does that mean they will get recovery services? If you have a recovery services teacher or related service provider at your school who will be providing the services during contract hours (during the student's asynchronous learning time), then you do not need to submit those students' names. The submission is for central office planning – specifically, to ensure that if the school requires a teacher/service provider outside of school hours, there is support for finding a provider (if the school doesn't have someone available) and to pay the provider.
6. Is there someone who will be responsible for setting the hours of recovery that are needed? The 504 knowledgeable committee determines the number of hours.
7. Is there someone who will be responsible for establishing which lessons need to be recovered? The 504 knowledgeable committee will determine the specific area for which recovery services are needed, and the teacher or service provider will work with the case manager to determine what that will "look like" for the student.

Please let your PSL, your Due Process and Eligibility specialist, or me if you continue to have questions!

Sincerely,

Kathy

*Kathy Murphy*

Section 504 Specialist  
Due Process and Eligibility  
Fairfax County Public Schools  
8270 Willow Oaks Corporate Drive  
Fairfax, Virginia 22031  
571-423-1304 (phone)



[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/seps/504/> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)

DATE: April 13, 2021

TO: Special Education Elementary Lead Teachers and MS/HS Department Chairs

SUBJECT: Summer Clinic and End-of-Year Procedures for Special Education

CONTACT: Dawn Schaefer and Debbie Lorenzo ([dpehelp@fcps.edu](mailto:dpehelp@fcps.edu))

Prior to check out with your PSL, no later than June 2, 2021, please review and complete the following tasks:

#### **Summer Clinic 2021**

The purpose of summer clinic is to support schools with special education and Section 504 procedures within federally mandated timelines. To achieve this endeavor, summer clinic will begin on June 21, 2021, and end on August 6, 2021. At the conclusion of summer clinic, schools will complete any unfinished cases and referrals to the local screening committee (LSC).

Due to the COVID-19 pandemic and the need to maintain six (6) feet social distancing between adults, ***Summer Clinic 2021 meetings will be held virtually.*** Evaluations for special education eligibility, IEP, and Section 504 will occur in-person. In following Fairfax County Public Schools (FCPS) procedures, all required Triennials that are due on or before October 29, 2021, should be completed by the end of the 2020-21 school year. Special education and Section 504 referrals unknown to FCPS prior to April 16, 2021 and not completed by the school team, should be submitted by the school psychologist to the senior psychologist by **June 2, 2021**. These include newly enrolled students with a current individualized education program (IEP) but for whom evaluations are determined necessary, newly enrolled students suspected of having a disability, hospitalized students, and private school students suspected of having a disability who have registered and have an FCPS I.D. number.

The Summer Clinic Status Check form (Attachment A) must be completed at local screening committee (LSC) meetings during the week of May 24, 2021, and submitted to the senior psychologist at the administrative center coordinating summer clinic services for your school by **June 2, 2021**. This form must be submitted, even if no cases are pending to confirm completion of all cases. In addition, the LSC must complete the following tasks:

- Determine status of cases in process and collect all necessary data needed to submit to eligibility committees.
- Prepare cases according to (Attachment B), Local Screening Committee Instructions.
- Notify parents of any outstanding assessments that will be completed during summer clinic and document on audit trail (see Attachment C, sample parent letter).



Regulations require that information related to enabling the student to be involved in and progress in the general curriculum be considered during local screening, at eligibility, and at IEP and 504 Plan meetings. A summer clinic staff member will contact you to arrange representation at any meetings for students from your school that are scheduled during summer clinic.

FCPS summer clinic will offer support and hourly funds for teachers and other staff members not on contract to prepare and support these meetings. Staff members who work in this capacity over the summer must complete the Temporary Assignment Pay Authorization (HR-7) form and return it to [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu). This form enables school-based staff to use the MyTime system to submit their hours worked.

### Summer Clinic Continued:

For support with meetings held in base schools this summer, or to submit a referral to Local Screening please contact your PSL. Thank you for your timely attention to these important special education and Section 504 requirements. If you have questions about the procedures for this year's summer clinic, please contact Due Process and Eligibility at [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu). For questions regarding summer clinic, please contact the summer clinic virtual site PSL (see below):

Hayfield Secondary Site: Susan Kannengiesser 571-423-4237 or <a href="mailto:skannengiess@fcps.edu">skannengiess@fcps.edu</a>	Lake Braddock Secondary Site: Nicole Moyer 571-423-4234 or <a href="mailto:ncmoyer@fcps.edu">ncmoyer@fcps.edu</a>
Annandale	Burke School
Edison	Centreville
Falls Church	Chantilly
Hayfield	Fairfax
Justice	Herndon
Lewis	Langley
Mt. Vernon	Lake Braddock
South County	Madison and Cedar Lane School
Quander Road School	Marshall
West Potomac	McLean
West Springfield	Oakton
	Robinson
	South Lakes
	Westfield
	Woodson

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### **SEA-STARs Default Case Manager (DCM) Updates**

In order to prepare SEA-STARs for school year 2020-21, the DSS Support Team requests your action by **June 2, 2021**. Complete the Default Case Manager Form for your school (only **one** person from your school should complete the form). For additional questions, please email [dsssupportteam@fcps.edu](mailto:dsssupportteam@fcps.edu).

Reminders:

1. No more than 3 DCM names may be given. Access will not be provided until training has been completed.
2. Any draft IEPs remaining in SEA-STARs during rollover will have all grade level specific data removed.
3. Any draft IEPs and draft Eligibility processes over 1 year old will be deleted during rollover.

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### **SEA-STARs Trainings**

To address the current social distancing guidelines, all professional development will continue to be delivered virtually.

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### **Student Validation Reports**

Please review the Student Validation Report in SEA-STARs (504 and IEP) for your school. Update this list by doing the following:

- Cross out rising transitioning students and indicate which middle or high school they will attend.
- Add the names of students who do not appear on the validation report to the bottom of the list. For any students not appearing on the validation report, please take the following action:
  - Eligibility: Email the most recent eligibility packet to: [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu).
  - IEP:
    - 1) Confirm that student is currently enrolled in SIS.
    - 2) Confirm that the IEP is current in SEA-STARs.
    - 3) If the above steps do not resolve the issue, call Jorge Del Carpio Vasquez at (571-423-4071).
- Review the notated Student Validation Report with your PSL.



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## **IEPs**

All IEPs due on or before October 1, 2021 must be completed by the end of this school year. A completed proposal reflecting services and placement for the first day of school will be needed for all students, including those receiving homebased and homebound services. The **Workflow** for all students in SEA-STARS must be completed.

Please complete the *Incomplete/Pending IEPs* form listing any students who may have to be referred to Summer Clinic for completion of the IEP. Additionally, school staff members will be required to attend Summer Clinic IEP meetings that are submitted by your school. Therefore, please designate school representatives who are knowledgeable of the needs of the student and complete the HR 7 form along with the *Incomplete/Pending IEPs* for all teachers who are not on contract who will attend the IEP meetings in the summer. Your PSL will submit the IEP requests to Summer Clinic. Goals should be drafted in SEA-STARS for all students listed below whose IEP will not be completed by the end of the school year. The case manager will print a hard copy of the drafted IEP from SEA-STARS, along with courses, accommodations, service hours, and service delivery options and provide it to the PSL. IEPs will be returned to the school when special education elementary lead teachers and department chairs return to school.

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## **Unfinished Special Education Referrals/Summer Clinic**

Please collaborate with your psychologist and provide your PSL with a copy of the *Summer Clinic Status Check* form listing any students who may have to be referred to summer clinic for completion of the special education eligibility process (initial or re-evaluations), or formal assessments within a 504 initial qualification or reevaluation, which you will be providing to the school psychologist.

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## **Summer Academy Recovery Services 2020-21**

Recovery Services will be provided this summer for select students with disabilities to address learning needs or regression because of the Spring 2020 school closure and virtual learning this school year. Recovery Services will be provided at the ESY site from June 28 to July 23, 2021 for the student requiring Recovery Services. If a school team has set up opportunities this summer for Recovery Services to be delivered at the attending school, please follow up with your PSL and Ellen Glaser via email.

A database for Recovery Services is coming soon. Please follow the current process used during the school year for registering students for summer Recovery Services. Details on how to register the students in the database will be sent at a later date once the database is made available.

Until the database for Recovery Services is made available, please complete the Recovery Services 2021-Student Profile for students who are receiving Recovery Services in the summer found on the DPE Intranet site. The completed profile sheet will need to be uploaded to the Historical Documents tab in SEA-STAR in the dropdown labeled "Recovery". Exceptions: If a student is attending ESY, a profile sheet does not need to be completed because it has been submitted as part of the ESY registration process. For students who are receiving Recovery Services at attending school with a familiar teacher, a profile sheet does not need to be completed.

Please complete the attached *Recovery Services Summer 2021* lists for students who will be receiving summer Recovery Services.

Special Education Summer Recovery Academy Opportunity (All Levels): The Department of Special Services will hold Summer Recovery Academy from June 21 through August 12, 2021, at various sites throughout the county, to meet special education and Section 504 obligations for Recovery Services. Special education teachers are needed to staff this program. Applicants will designate their weekly work availability and preferred work location during the application process. Teachers selected to work during Summer Recovery Academy will be compensated at their current per diem rate, up to \$47.77 per hour, and could be asked to work up to 30 hours per week. Work schedules may vary depending on the needs of the program. Applicants interested in employment through Summer Recovery Academy must apply and submit their resumes via FCPS Google Apps at: [link](#). The application deadline is Friday, May 14, 2021, at 5 p.m. For additional information, call Due Process and Eligibility at 571-423-4470. Incomplete or late applications will not be considered.

**Note:** Students who qualify for Recovery Services who wish to participate in the comprehensive summer school offerings, may need to receive Recovery Services outside the timeframe listed above. Please consult with your PSL and Ellen Glaser for requests for Recovery Services prior to and after ESY and/or comprehensive summer school offerings like the process followed for Additional and Alternative Services (AAS).

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### **Extended School Year (ESY)**

Please complete the registration for students with ESY on their IEPs in the ESY Registration Database by May 14, 2021. All documents, resources, and information for completing the ESY student registration process are available on the ESY internet page: <http://fcpsnet.fcps.edu/ssse/sei/esy/>. Note: Complete ESY IEPs by April 30, 2021 and STRs need to be submitted by **May 14, 2021**.

The PSL who supports your school should be included in the IEP process for any student who may come under consideration for AAS as part of ESY. PSL assistance is necessary due to the additional planning that is required for the provision of AAS.



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### **Special Education Transportation Request (STR)**

All special education transportation requests must be completed in SEA-STARs using the Special Transportation Request (STR) form (IEP 222) for the fall **prior to May 28, 2021**.

For students receiving summer Recovery Services, please complete an STR by **May 14, 2021**. For students receiving Recovery Services only in the summer, please complete the Recovery STR and include the Recovery Service information in the *Special Requirements Comment* section. For students receiving ESY and Recovery Services at an ESY site in the summer, please complete the ESY STR and include the Recovery Service information in the *Special Requirements Comment* section. Details for completing the STR for Recovery Services can be found on the DPE Intranet site.

If a student requires special transportation for current ESY, Recovery Services without ESY, and the fall school year, a separate STR must be completed for each session.

**Note:** Transportation request for administratively placed students, students on a 504 Plan, or students with other circumstances must have the 2020-21 school year request submitted via the STARS application.

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### **Prior Written Notice (PWN) for Graduating Seniors**

Case managers must complete a PWN for all graduating seniors upon completion of all graduation requirements. If you have any questions, please reach out to your PSL.

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### **Teacher Summer Contact Information Sheet**

Please complete the enclosed *Teacher Contact Information* form for all special education teachers on your staff. This information will be used only in the case of a summer clinic meeting or urgent need to contact staff.

## Murphy, Katherine A.

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**From:** Murphy, Katherine A.  
**Sent:** Friday, January 29, 2021 10:48 AM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Subject:** Coming soon

**Importance:** High

Dear 504 SBCs:

It's so hard to believe that we have two quarters already behind us! Congrats!

This message is being sent to alert you that in the coming days/weeks, you and other colleagues will likely be hearing from your school's procedural support liaison (PSL) or your due process and eligibility (DPE) specialist regarding upcoming opportunities to learn more about COVID RECOVERY SERVICES. We have a special obligation to consider whether our students with disabilities, in some cases, may have sustained such significant consequences from the adjustments and related loss of educational opportunities during this pandemic that would lead to the consideration of recovery services.

More information to come!

Sincerely,  
Kathy

*Kathy Murphy*

Section 504 Specialist  
Due Process and Eligibility  
Fairfax County Public Schools  
8270 Willow Oaks Corporate Drive  
Fairfax, Virginia 22031  
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<http://fcpsnet.fcps.edu/ssse/seps/504/> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)



**From:** Murphy, Katherine A.  
**To:** Murphy, Katherine A.  
**Cc:** Phillips, Michele L.; Murphy, Katherine A.  
**Bcc:** Abasolo, Amella A; Adams, Yolanda E; Adeleke, Mia; Aguilar, Rebecca J; Aiello, Bianca; Albrite, Jordan; Allen, Cari; Allen, Felecia; Ascierto, Margaret A; Ashurst, Leigh; Austin, William T; Ayala, Meredith; Azzara, Meghan; Bach, Karen A; Baier, Laura G; Balde, Boubacar; Ballard, Tracy; Basta, John; Beard, Michele; Beland, Melissa; Belscher, Brittany; Berick, Tammy S; Berry, Mary; Biernesser, Kristen; Biggar, Sophie; Bingman, Christine E; Boateng, Chelsea M; Bohnert, Nikki N; Bornfeld, Sarah J.; Bradner, Debbie G; Braxton, Malicia; Brewer, Sara; Brooks, Marissa; Brown, Necole; Brussel, Anna; Bryant, Tiffany A; Buesing, Kristen; Bush, Lynn M; Butler-Johnson, Tracey L; Butts, Taylor S; Cadolino, Amanda D.; Cahuantzi, Adam; Campbell, Velma; Cao, Sally; Chapman, Teresa A; Clinkscales, Trina; Clonts, Becky; Coe, Kristin; Cofer, Faye; Coleman, Kori; Coleman, Stacey; Corcoran, Suzanne M; Cottle, Tatyana V.; Cottrell, Courtney H.; Crowley, Erin; Crumbling, Brittany; Crummett, Sara L.; CrumpStrawderman, Jennifer; Daniel, Hollie J; Davis, Patricia J; Deedy, Cassandra J.; DeKeuster, Jenna; Dekramer, Sarah; DiBartolo, Rachel; Dougherty, Doreen; Dougherty, Janet R(Garfield); Doyle, Michelle L.; Dupont, Kimberly T.; Durgala, Mary C; Dwyer, Ashley; Echaide-Viafara, Sofia; Ephraim, Kemba T; Evans, Monica (Brookfield ES) D; Ezikpe, Ada; Fadden, Lea; Falkey, Brian; Farrish, Cheronda; Fealey, Bessie; Fieldman, Amy; Fishman, Eric; Flannagan, Anne J; Fletcher, Megan N; Fobert (Murphy), Jamie; Franconeri, Jen; Frater, Niasharee S.; Fraundorfer, Joni; Fructuoso, Karen R; Fry, Meaghan; Gallagher, Kimberly; Gannon, Kathleen; Garcia, Armando; Garcia-Henderson, Nancy; Garg, Sangeeta; Gibson, Carolyn A; Gillespie, Meghan M; Ginieczi, Kelly M; Gollinger, Meg; Grenfell, Jessica; Griswold, Kristine P.; Gross, Beth M.; Gross, Martin J; Guillion, Veronica; Gurainik, Kiera; Habermeyer, Emily; Hall, Sarah S; Hang, Richard; Hapangama, Anoma; Hawley, Judith; Haywood, Julia; Heath, Lisa; Heise, Bissan; Hill, Donna; Hill, Mary J.2; Hirsch, Shari W.; Holsinger, Laura D; Holtzman, Jaime; Hoover, Rachel; Hornbecker, Danielle; Hughes, Dana; Huh, Polly; Humphrey, Brenda A; Hunter, Alexander; Hunter, Vanessa; Hurley, Erin; Isner, Michael G; Itayem, Sanaa H.; Jackson, Michelle B; Jacobson, Halissa; Jankovich, Allison L.; Jefferson, Barbara P; Johnson, Lisa D; Jones, Raven N; Joo, Dan; Joyner, Raquel; Kaiser, Lee R.; Kaltenmark, Emily G; Kaniewski, Laura E; Kasperek, Stephanie; Keating-Labas, Stacy A; Keenen, Lauren; Kessler, Andrea; Kestler, Erin; Kiefaber, Suzy; Kim, Hana; Kim, Virginia; Klein, Jill E; Korb, Courtney; Koroma, Fatmata K; Kosatka, Brandon; Kourajian, Wendy; Kruger, Martha L; Kyle, Patricia M; Kyrgos, Chrysanthi C; Lanier, Jessica; Larson, Ariana; Ledesma, Patrick; Lee, Anne; Lee, Nikalette T; Leonard, Angie R; Lerner, Sari; Lessard, Melanie M.; Levy, Damita; Lilienthal, Veronique M.; Lindholm, Rachel; Lipton, Lauren; Litz, Christopher; Lohr, Allison; Lombardo, Rachel; Lomelin, Heather E; Lonnett, Cori; Low, Nicole; Lujan, Lisa K; Lyons, Jamee; Mangan, Ashley M; Markenson, Dara; Marquina, Tracy; Marsch Kretzer, Tracey J; Marta, Amy Beth; Martin, Maria; Mason, Terri A; Mastroianni, Levla; Masumi, Madina; McCoart, Sean; McKinley, Jeanne; McKinney, Erica C; McMahon, Kevin; McNamara, Kristen A.; McNeal, Arnold; Meadows, Shiori E; Meehan, Christine M; Meiser, Marisa; Mensah, Jim C.; Merhaut, Allison R; Mertens, Elizabeth; Milev, Jennifer; Mitchell, Andrew S.; Mitchell, Tiffany; Modarressi, Melissa; Morgan, Anastasia; Mrowka, Jennifer; Nelson, Ashlee; Nelson, Darlene M.; Nichols, Brooke C; Nicholson, Jessica L; Nielsen, Justin P; O'Brien, Michaelle; O'Connor, Kimberly; Orlosky, Renee; Otoyoy, Akon J; Oundee, Emarinn A.; Padgett, Heather; Palaturci, Susan; Payne, Jennifer; Penning, Caitlin M; Perez, Greisy; Pete, Renee; Peterson, Braden; Pilotti, Leslie; Piscitelli, Donna; Plath, Melyssa; Polino, Anne C.; Portu, Jennifer; Powers, Sharon; Prior, Pierce L.; Rallan, Lisa C.1; Ramia, Diane; Ratafia-Levine, Rachel; Redman, Ashley N; Reese, Kathy; Reynolds, Julie M.; Ritter, Christine A; Roberts, Lee C.; Roberts, Tashia; Robinson, Louise B; Rodriguez-Lee, Kellie; Roop, Raina; Rupp, Sarah E.; Russ, Shantell M; Ryan, Derek; Ryan, Melinda M; Ryder, Christy M; Saint Germain, Michele; Salerno, Casey A; Sasala, Dona L.; Savory, Jennifer; Scabis, Dana; Schaefer, Christine M; Schires, Beth; Schnaue, Shana; Seminario, Amanda; Sharpe, Katherine; Sharpe, Tiera R; Shelesky, Stefanie T.; Shelton, Tamela M; Shin, Lilly; Shuford, Tanya W.; Shusterman, Corri; Skorski, Tina; Smith, Erin; Sokolove, Kathleen L.; Song, Susan S; Sousa, Suzanne B.; Spears, Jenny A; Squif, Jeanna M; Stanley, Tamarah R; Stansbery, Paul W.; Starr-Arnett, B.; Storck, Debbie P; Stottlemeyer, Elaine; Taylor, Krisna N.; Teague, Kathryn; Teitsma, Alyssa N; Theberge, Kim; Thomas, Heather; Tiernan, Stacy W; Tippins, Jessica; Toth, Jacquelyn S.; Townsend, Robert W; Treger, Paula M; Trevino, Sarah; Trigiani, Judy; Upadhyaya, Kim E; VanTassel, Kelly A.; Vavredge, Sarah; Velazco, Liz; Vitelli, Mark; Walker, Colton; Waring, Susan; Warren, Jennifer; Webb, Kathryn; Westfall, Dana M; Wilborn, Kimberly; Wilkins, Nicole; Williams, Amy Y.; Williams, Sonya; Williams, Stephanie A; Williamson, Tyisha; Wilson, Becca; Winston, Shari; Wolin, Harry; Yates, Cynthia; York, Thaisa; Zinn, Laura  
**Subject:** Special transportation accommodations  
**Date:** Monday, November 2, 2020 1:50:00 PM  
**Attachments:** image001.png  
**Importance:** High

Dear 504 SBCs:

Please review the emails below regarding **special transportation accommodations**.

Given that small cohorts of students are being phased back into in-person learning, it is important for case managers to review their students' 504 Plans to determine if there are students who will require special transportation accommodations and who are anticipated to be returning to in-person learning at some point this school year. **STARS cards** need to be updated every year, and this year, we need to be especially focused on ensuring that special transportation accommodations are marked on STARS cards prior to students

returning to the building. The transportation office uses the information in the STARS system to ensure that students are receiving appropriate and safe access when traveling on school buses/vehicles to and from school, on school field trips, etc.

If you are not the assigned person at your building to complete STARS cards for students on 504 Plans, please contact your front office to determine the appropriate point person. If you are still unsure, please reach out to me and I will work with Michele Phillips in the Transportation office to determine the appropriate staffer to complete this process.

Sincerely,

Kathy

Kathy Murphy  
Section 504 Specialist  
571-423-1304

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**From:** Murphy, Katherine A.

**Sent:** Friday, May 29, 2020 9:10 AM

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

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

**Subject:** VDOE seat belt requirement and special transportation accommodations

**Importance:** High

**Dear 504 SBCs:**

A recent Infogram included an explanation concerning changes to the school bus seat belt requirement for certain students (see below).

While this information will likely impact only a very small number of students on 504 Plans, and is potentially relevant primarily to the preschool/ early elementary school population, I wanted to use this example as a reminder of the responsibility that 504 knowledgeable committees have to carefully consider and appropriately document any special transportation accommodations that a given student may require, based on their unique disability-related needs.

**If there is a need for seat belt securement, or any other special transportation accommodation, it must be documented in the student's 504 Plan and on their STARS card.** The STARS information for students on IEPs is currently submitted to the SEA-STARS system directly, while for students on 504 Plans, a separate STARS card must be completed. The 504 transportation point person at each school has previously received information regarding how to complete STARS cards. If you have any questions about completing a STARS card for a student, please contact Michele Phillips at 703-446-2030.

As always, thanks so much for everything you are doing to support students and



families!

Sincerely,

Kathy

### **Transportation – Seat Belts on School Buses**

In July 2019, the Virginia Department of Education (VDOE) advised school districts that the lap belt would no longer be installed on passenger seats in large school buses except in conjunction with a child safety restraint system (car seat).

Effective July 2020, all students requiring a seat belt will not be permitted to use a lap belt except in the case of a temporary spare bus assignment. The seat belt requirement must be identified through the STR/STARS database. If it has been determined within the IEP that the student requires a seat belt securement, this must be entered into the STR/STARS database. Pre-school and PAC students will be assigned to an appropriate seat belt securement.

In February 2020, OTS staff met with Special Services administrators to devise a communication plan that would inform teachers and school staff of a process to appropriately assign this equipment to students. Two meetings were held (1) with the preschool/PAC lead teachers and (2) with the special needs lead teachers to describe how to request this equipment need in the STARS card process.

The information is presented in a PowerPoint format which has been slightly updated to provide additional clarification.

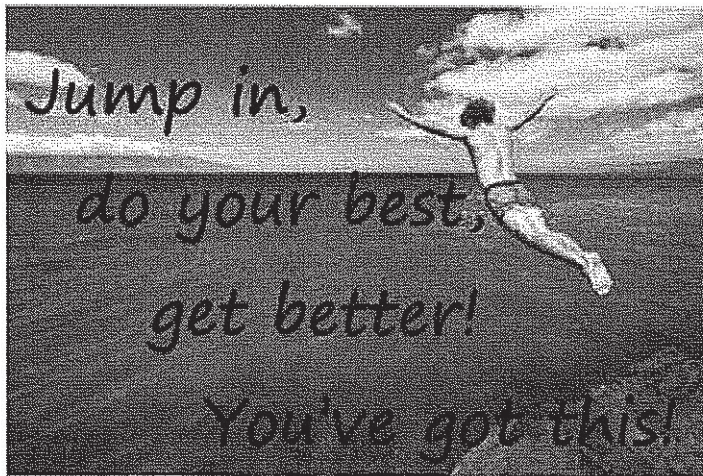
#### **Contact**

**Michele Phillips**  
703-446-2030

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Fairfax County Public Schools  
8270 Willow Oaks Corporate Drive, Suite 2007  
Fairfax, Virginia 22031  
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[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)





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**Subject:** Updated 504 Guidance  
**Date:** Monday, September 21, 2020 11:09:00 AM  
**Importance:** High

Dear 504 SBCs:

In case you haven't had a chance to review the updated COVID-19 guidance and FAQs on the 504 intranet site, here are the links:

<http://fcpsnet.fcps.edu/ssse/seps/504/504PlanOfAction.pdf>

<http://fcpsnet.fcps.edu/ssse/seps/504/504FAQsCovid19.pdf>

Many of you may be wondering how to refer to accommodations/services on the 504 Plan during virtual learning versus in-person learning. During the spring building closure, I sent out a suggestion of how to word this in the Plans. At that time, the hope was the students would be returning to in-person learning in the fall. Now that we have moved from a "COVID closure" mindset to a "school is open, but virtually for now" mindset, the verbiage will likely need to be adjusted when you are completing 504 Plans this year.

**Current Recommendation:**

*If you have a student/case in which there are significant differences in how the student's accommodations/services will be described or implemented, depending upon whether the student is being served virtually or in-person:*

Please consider writing the 504 Plan in two sections:

1<sup>st</sup> section: Write a header statement such as : [Student Name] is currently being provided virtual instruction, and the following accommodations/services will be implemented during distance learning: *(then list those supports)*

2<sup>nd</sup> section: Write a header statement such as: In the event that [Student Name] returns to part-time or full-time in-person learning, the following supports will be implemented: *(then list those supports)*

Thanks so much for the support you are providing to your school, staff, families and students!

Sincerely,

Kathy

*Kathy Murphy*

Section 504 Specialist  
Due Process and Eligibility  
Fairfax County Public Schools  
8270 Willow Oaks Corporate Drive  
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**Subject:** 504 Plan - guidelines for updating as school begins virtually  
**Date:** Thursday, August 27, 2020 12:59:00 PM  
**Importance:** High

Dear 504 SBCs:

I have been receiving several questions regarding how to determine which 504 Plans must be updated at this time, especially since we will be starting out the year virtually.

As a general rule: Please do not automatically assume that accommodations will need to be removed from the current Plan, just because they were originally conceptualized as occurring within the in-person instructional environment.

Many accommodations/services can be adjusted to happen within the virtual space. For

example, a teacher can check for understanding by having students click the “raising hand” icon online and then calling on them to provide a response; students could type a response or question in the chat box, the teacher could set up break-out rooms with smaller groups or 1:1 for check-ins, etc. Prompting can still be done in the virtual space, often with the help of technology (e.g., phone alarms, visual/audio prompts set up on computer, visual prompts available during online instruction, etc.).

You do not need to rewrite every Plan that may simply require a discussion about how to implement it specifically within the virtual space. As long as the teacher and others who are implementing the Plan have had the opportunity to discuss how it will be implemented with the parent(s) and student, and everyone is comfortable and on board, there is no need at this time to make changes, if the annual review date isn't until later in the year. However, if it appears that there is confusion, or very different interpretations among the team/parents/student about how the Plan will be implemented, even after this review and discussion with the family, then it is strongly encouraged for you to hold a 504 Plan meeting to discuss and update as appropriate.

Please keep in mind that in the event that you are updating a 504 Plan, the updated version will need to address if there will be any differences in how the student's needs will be supported within the virtual environment versus the in-person environment. Make sure that the wording of the Plan indicates how the student is receiving their services now (virtual – in almost all cases) and that, if health conditions improve to allow more students to participate in in-person learning, and if this student receives some or all of their schooling in-person at some point during the year, the student will be afforded their accommodations *[and here is where you would address any substantial differences for in-person versus virtual supports, if they exist – remembering that we still have an obligation to provide equal access and a free appropriate public education in both instructional settings]*.

Good luck, and thank you all for your heroic efforts to set up our students for success as school opens! ☺

All the best,

Kathy

*Kathy Murphy*

Section 504 Specialist  
Due Process and Eligibility  
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## **Murphy, Katherine A.**

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**From:** Murphy, Katherine A.  
**Sent:** Thursday, August 20, 2020 4:02 PM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Subject:** Accommodation guidelines and resources for home/virtual learning  
**Attachments:** AccommodationsToolbox.pdf; LowTechAccommodations.pdf; UDL Project.docx  
  
**Importance:** High

Dear 504 SBCs:

Several of you have been asking about the implementation of accommodations within the virtual learning space.

The attached resources may be helpful to you when you are planning with your teams this fall. The first link, to the accommodations toolbox, includes a variety of tech accommodations and resources. Nearly all of the resources referenced here may be considered for use with students on 504 Plans (one clear exception is AIM-VA, which reserves its resources only for students on IEPs.) The additional attached information further extends ways to support students who will be learning from home, and help staff think about "universal design" concepts whenever possible.

These resources are were developed and made available by the department of special services.

Thanks so much,

Kathy

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**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Bcc:** Adams, Yolanda E; Adeleke, Mia; Aguilar, Rebecca J; Aiello, Bianca; Albrite, Jordan; Allen, Cari; Allen, Felecia; Ascierto, Margaret A; Ashurst, Leigh; Austin, William T; Ayala, Meredith; Azzara, Meghan; Bach, Karen A; Baier, Laura G; BaileyCase, Tammi L; Basta, John; Bates, Lesley; Beard, Michele; Berick, Tamara S; Berl, Christine L; Berry, Mary; Biernesser, Kristen; Biggar, Sophie; Bingman, Christine E; Boateng, Chelsea M; Bohnert, Nikki N; Bornfeld, Sarah J; Bradner, Debbie G; Braxton, Malicia; Brooks, Marissa; Brown, Necole; Brussel, Anna; Bryant, Tiffany A; Buesing, Kristen; Bush, Lynn M; Butler-Johnson, Tracey L; Butts, Taylor S; Cadolino, Amanda D; Cahuantzi, Adam; Campbell, Velma; Cao, Sally; Carrie, Brig; Chapman, Teresa A; Clinkscales, Trina; Clonts, Becky; Coe, Kristin; Cofer, Faye; Coleman, Kori; Cope, Emily; Corcoran, Suzanne M; Cottle, Tatyana V.; Cottrell, Courtney H.; Crowley, Erin; Crumbling, Brittany; Crummett, Sara L.I; CrumpStrawderman, Jennifer; Daniel, Hollie J; Davis, Patricia J; Deedy, Cassandra J.; DeKeuster, Jenna; Dekramer, Sarah; DeSmyter, Joshua; DeVault, Martha J.; DiBartolo, Rachel; Dougherty, Doreen; Dougherty, Janet R(Garfield); Dupont, Kimberly T.; Durgala, Mary C; Dwyer, Ashley; Echaide-Viafara, Sofia; Engel, Cara; Ephraim, Kemba T; Evans, Monica (Brookfield ES) D; Ezikpe, Ada; Falkey, Brian; Farrish, Cheronda; Fealey, Bessie; Fieldman, Amy; Fishman, Eric; Flannagan, Anne J; Fleming, Madison S; Fletcher, Megan N; Fobert (Murphy), Jamie; Franconeri, Jen; Frankiewicz, Lauren; Fructuoso, Karen R; Gallagher, Kimberly; Gannon, Kathleen; Garcia, Armando; Garcia-Henderson, Nancy; Garg, Sangeeta; Gibson, Carolyn A; Gillespie, Meghan M; Gillmore, Heidi M; Ginieczki, Kelly M; Gollinger, Meg; Gomperts, Mark A; Grenfell, Jessica; Griswold, Kristine P.; Gross, Martin J; Guillion, Veronica; Guralnik, Kiera; Habermeyer, Emily; Hall, Sarah S; Hang, Richard; Hapangama, Anoma; Hawley, Judith; Heath, Lisa; Heise, Bissan; Hill, Donna; Hill, Mary J.2; Hirsch, Shari W.; Holsinger, Laura D; Hooper, Colleen M.; Hoover, Rachel; Hornbecker, Danielle; Howard, Alka; Hughes, Dana; Huh, Polly; Humphrey, Brenda A; Hunter, Alexander; Hunter, Vanessa; Hurley, Erin; Jackson, Michelle B; Jacobson, Halissa; Jankovich, Allison L.; Jefferson, Barbara P; Jeffery, Jarren Inactive IDM 08/04/2020; Johnson, Lisa D; Jones, Raven N; Joo, Dan; Kaiser, Lee R.; Kaltenmark, Emily G; Kaniewski, Laura E; Kasperek, Stephanie; Keating-Labas, Stacy A; Keenen, Lauren; Kelleher, Lisa; Kessler, Andrea; Kestler, Erin; Kiefaber, Suzy; Kim, Virginia; Klein, Jill E; Korb, Courtney; Koroma, Fatmata K; Kosatka, Brandon; Kourajian, Wendy; Kruger, Martha L; Kyle, Patricia M; Kyrgos, Chrysanthi C; Laakso, Allison R; Labbe, Jennifer; Lanier, Jessica; Larson, Ariana; Lee, Anne; Lee, Nikalette T; Leonard, Anole R; Lerner, Sari; Lessard, Melanie M.; Ligon, Laurie B; Lilienthal, Veronique M.; Lindholm, Rachel; Lipton, Lauren; Litz, Christopher; Loesch, Erica; Loht, Allison; Lombardo, Rachel; Lomelin, Heather E; Lonnett, Cori; Low, Nicole; Lujan, Lisa K; Lyons, Jamee; Mahler, Katie; Mangan, Ashley M; Markenson, Dara; Marquina, Tracy; Marsch Kretzer, Tracey Kretzer J; Marta, Amy Beth; Martin, Maria; Mason, Terri A; Masumi, Madina; Matz, Ariel; Mayer, Jill A; McCoart, Sean; McKinley, Jeanne; McKinney, Erica C; McMahon, Kevin; McNeal, Arnold; Meadows, Shiori E; Meehan, Christine M; Meiser, Marisa; Mensah, Jim C.; Merhaut, Allison R; Mertens, Elizabeth; Miley, Jennifer; Mitchell, Andrew S.; Mitchell, Tiffany; Modarressi, Melissa; Morgan, Anastasia; Mrowka, Jennifer; Negrin, Maurie R.; Nelson, Ashlee; Nelson, Darlene M.; Nichols, Brooke C; Nicholson, Jessica L; Nielsen, Justin P.; OBrien, Michaelle; OConnor, Kimberly; Orlosky, Renee; Oroyo, Akon J; Oundee, Emarinn A.; Padgett, Heather; Palatucci, Susan; Pangelinan, Carmen; Payne, Jennifer; Penning, Caitlin M; Perez, Greisy; Pete, Renee; Peterson, Braden; Pilotti, Leslie; Plath, Melvssa; Portu, Jennifer; Powers, Sharon; Prior, Pierce L.; Railan, Lisa C.1; Ramia, Diane; Ratafia-Levine, Rachel; Reese, Kathy; Reynolds, Julie M.; Ritter, Christine A; Roberts, Lee C.; Roberts, Tashia; Robinson, Louise B; Rodriguez-Lee, Kellie; Roop, Raina; Rupp, Sarah E.; Ryan, Derek; Ryan, Melinda M; Ryder, Christy M; Saint Germain, Michele; Sasala, Dona L.; Savory, Jennifer; Scabis, Dana; Schaefer, Christine M; Schires, Beth; Schnaue, Shana; Seminario, Amanda; Sharpe, Katherine; Sharpe, Tiera R; Shelesky, Stefanie T.; Shelton, Tamela M; Shin, Lilly; Shuford, Tanya W.; Shusterman, Corri; Skorski, Tina; Small, Patricia S. (Hunters Woods); Smith, Erin; Smith, Eugena; Song, Susan S; Sousa, Suzanne B.; Spears, Jenny A; Squif, Jeanna M; Stanley, Tamarah R; Stansbery, Paul W.; Starr-Arnett, B.; Storck, Debbie P; Stottlemeyer, Elaine; Taylor, Krisna N.; Teague, Kathryn; Teitsma, Alyssa N; Theberge, Kim; Thomas, Heather; Tieman, Stacy W; Tippins, Jessica; Toth, Jacquelyn S.; Townsend, Robert W; Tranfa, Frank A.; Treger, Paula M; Trevino, Sarah; Trigiani, Judy; Tyler, Charlotte A; Upadhyaya, Kim E; VanTassel, Kelly A.; Vavredge, Sarah; Velazco, Liz; Vitelli, Mark; Walker, Colton; Walker, Tony; Warren, Jennifer; Webb, Kathryn; Westfall, Dana M; Wilborn, Kimberly; Wilkins, Nicole; Williams, Amy Y.; Williams, Sonya; Williamson, Tyisha; Wilson, Becca; Winston, Shari; Wolin, Harry; Yates, Cynthia; York, Thaisa; Zinn, Laura  
**Subject:** Section 504 COVID-19 guidance for opening schools  
**Date:** Tuesday, August 4, 2020 10:35:00 AM  
**Importance:** High

Dear 504 SBCs:

Many of you are coming back to work in the next days and weeks, and some of you may have already returned to work.

Welcome back! ☺

As many of you know, COVID-19 guidance and FAQs were developed last spring and placed on the 504 intranet site. This guidance has been adjusted to focus on the opening of the school year. You may find the updated guidance on our intranet page,

at the following links:

<http://fcpsnet.fcps.edu/ssse/osp/504info/504PlanOfAction.pdf>

<http://fcpsnet.fcps.edu/ssse/osp/504info/504FAQsCovid19.pdf>

Also, as a friendly reminder, I sent out information yesterday to all of you regarding 504 SEA-STARs updates. Please let me know if you did not receive that information. This information may be shared out with your 504 case manager colleagues. Additional stakeholder groups, including psychologists and LSC chairs, will be receiving communication from me regarding the change and the impact on their work. If you are a counselor, the CCCR office will also be sending out information in their regular weekly communication regarding this update.

Good luck with the transition to the new school year. I will be in touch again soon.

Kathy

Kathy Murphy  
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571-423-1304 (phone)  
[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)



## **Murphy, Katherine A.**

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**From:** Murphy, Katherine A.  
**Sent:** Thursday, June 11, 2020 9:28 AM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Subject:** EOY - recorded meetings  
  
**Importance:** High

Dear 504 SBCs:

I received a message yesterday evening from the office of special education procedural support regarding special education meetings that were recorded during the COVID-19 closure. This information is applicable, as well, to Section 504 meetings. The message below is verbatim to what was shared out, except that "Section 504" is replacing "special education."

### **Download Virtual Recordings:**

School teams who recorded Section 504 meetings using Blackboard Collaborate Ultra (BBCU) or Google Meet will need to convert these recordings to a playable format such as MP4 and upload them to the student's historical documents in SEA-STARS or to a secured FCPS network folder. Please work with your school's technical support team to assist with this process **no later than June 16, 2020**. Recordings not saved by this date will be deleted. Best practices and guidance on how to download and save recorded sessions are [located in this Google Doc](#). For additional support, please email the IT Service desk at [ITServiceDesk@fcps.edu](mailto:ITServiceDesk@fcps.edu).

Thanks for your attention to this matter.

I truly appreciate all of the dedicated work everyone has done to close out the year. Please don't hesitate to reach out with any final questions/concerns, and if we don't touch base before then, have an amazing summer! You all deserve it!

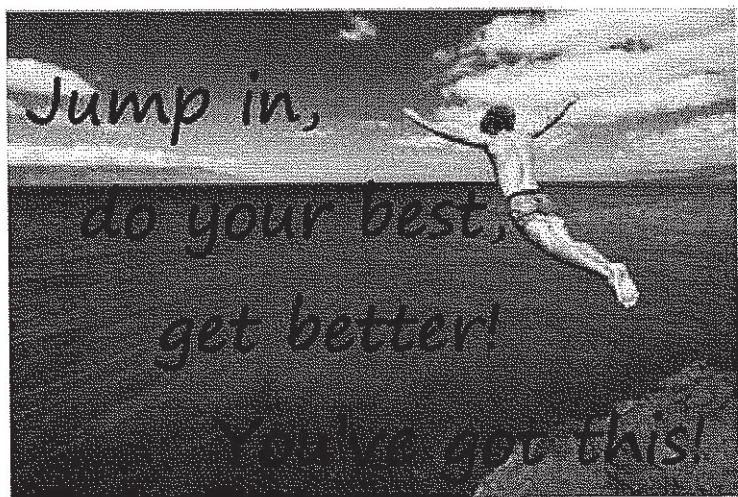
All the best,

Kathy

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571-423-1304 (phone)  
[kamurphy@fcps.edu](mailto:kamurphy@fcps.edu)

<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)





## Murphy, Katherine A.

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**From:** Murphy, Katherine A.  
**Sent:** Monday, June 1, 2020 3:32 PM  
**To:** Murphy, Katherine A.  
**Cc:** Murphy, Katherine A.  
**Subject:** RE: 504 SBC End-of-year guidelines  
**Attachments:** Endofyearmemo2020 Updated.pdf  
  
**Importance:** High

Dear 504 SBCs:

The end-of-year message below was originally forwarded to you on May 15th. I am sending it out one more time just as a friendly reminder.

In addition, **please see the attached memo that was sent out today by the Office of Special Education Procedural Support.** While this memo is primarily directed toward special education leads, there is information regarding this year's "virtual" summer clinic, which will include Local Screening Committee, 504 Initial Qualification and 504 Causality Hearing meetings that must be held between June 22 and August 7. Please note that any 504 Plan or Reevaluation meetings will need to be completed by local school staff.

Please let me know if you have any questions or concerns. Thanks so much for everything that you are doing to close out the year in a positive way! ☺

Kathy

Dear 504 School Based Coordinators:

Can you believe that there are only four more weeks left in the school year?! This has certainly been an interesting – and intense! – spring season. ☺

As we are heading down the home stretch, please keep in mind the following items on your end-of-year to-do list as a 504 SBC:

- Please review the 504 COVID-19 guidelines and FAQs on the intranet site (<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm>), to ensure understanding and compliance.
- Make sure that you are communicating these guidelines to your case manager colleagues and relevant stakeholders.
- Run a 504 student validation report (<http://fcpsnet.fcps.edu/ssse/SEASTARS/HELP/reports/504Reports.pdf>) to double-check for cases that may be out of timelines, have incorrect document dates, or reflect newly-eligible students who will need to have a 504 Plan meeting scheduled within 30 calendar days.

- Reinforce good communication practices with your local screening committee/chair, to ensure that you are made immediately aware of those students who become 504-eligible before the end of the school year, so that 504 Plan meetings are completed in a timely manner.
- Make sure that all case managers in your building are on track to have completed all 504 Plan and Reevaluation meetings with due dates on or before September 30, before the last day of school (6/12).
- Keep a record of any formal assessment recommendations that will need to be completed when schools resume in the fall.
- Run an open workflow report (<http://fcpsnet.fcps.edu/ssse/SEASTARS/HELP/reports/504Reports.pdf>)– close out workflows for completed cases.
- Do a final check with teachers, relevant staff to determine how the 504 students in your building have been faring during distance learning, and note whether there are any students who may require additional supports or communications.
- Check in with your school's registrar/SIA regarding the procedure for 504 transfer students. It will be important for you to be made aware of an enrolling transfer student as soon as possible, so that you may complete the 504 Transfer process in a timely manner.

It has been great to connect with many of you over the past several weeks, as we have been navigating this distance learning journey. Please do not hesitate to contact me with any questions or concerns you may have as you are winding up the year.

All the best,

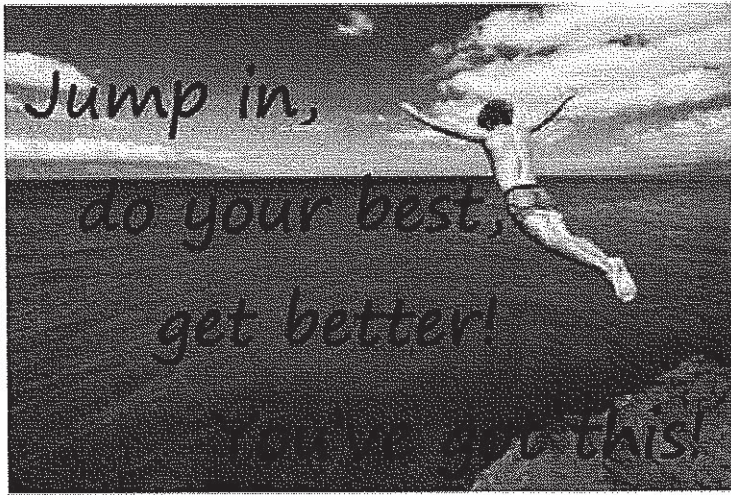
Kathy

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<http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm> (Section 504 intranet site)

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information> (Section 504 public website)





DATE: June 1, 2020

SUBJECT: End-of-Year Procedures for Special Education and Summer Clinic

CONTACT: Dawn Schaefer and Debbie Lorenzo ([dpehelp@fcps.edu](mailto:dpehelp@fcps.edu))

DEADLINE: June 15, 2020

Prior to check out with your PSL, please review and complete the following tasks:

**Summer Clinic 2020**

The purpose of summer clinic is to support schools with special education and Section 504 procedures within federally mandated timelines. To achieve this endeavor, summer clinic will begin on June 22, 2020, and end on August 7, 2020. At the conclusion of summer clinic, schools will complete any unfinished cases and referrals to the local screening committee (LSC).

Due to the COVID-19 pandemic, ***Summer Clinic 2020 will be held virtually*** and will be limited to the following procedures:

- LSC meetings
- Initial 504 Qualification meetings
- Transfer Special Education/504 students
- MDR and 504 Causality meetings
- IEPs meetings pertaining to discipline

Virtual evaluations for special education eligibility, IEP, and 504 will **not** be held at summer clinic this year.

Outstanding eligibility, IEP, and 504 Plan meetings not completed by the end of the school year, will need to be completed by the school team during the summer.

Summer clinic staff may assist with scheduling and hosting school-based IEP meetings. When that occurs, staff members from the student's school, including a principal designee, will be required to attend. If school team members are unable to attend the meeting, the IEP will be sent back to the school for completion in August.

FCPS summer clinic will offer support and hourly funds for teachers and other staff members not on contract to prepare and support these meetings. Staff members who work in this capacity over the summer must complete the Temporary Assignment Pay Authorization (HR-7) form and return it to [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu). This form enables school-based staff to use the MyTime system to submit their hours worked.



**Summer Clinic continued:**

For support with summer school-based meetings or to submit a referral to local screening, please contact your PSL. For questions regarding summer clinic, please contact the summer clinic virtual site PSL for your pyramid.

<b>Lee Virtual Site:</b> Susan Kannengiesser 571-423-4237 or <a href="mailto:skannengiess@fcps.edu">skannengiess@fcps.edu</a>	<b>Madison Virtual Site:</b> Nicole Moyer 571-423-4234 or <a href="mailto:ncmoyer@fcps.edu">ncmoyer@fcps.edu</a>
Edison	Woodson
Annandale	Fairfax
Justice	Chantilly
South County	Centreville
Hayfield	South Lakes
Lee	McLean
West Potomac and Quander Road School	Langley
Mt. Vernon	Herndon
Lake Braddock	Oakton
West Springfield	Marshall
Falls Church	Westfield
Robinson	Madison and Cedar Lane School

Summer clinic staff members will be notified shortly regarding the proposed changes to summer clinic and any updates regarding their schedules.

Thank you for your timely attention to these important special education requirements. If you have questions about the procedures for this year's summer clinic, please contact Due Process and Eligibility at [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu).

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### SEA-STARs DCM Updates

In order to prepare SEA-STARs for school year 2020-21, the DSS Support Team requests your action by **June 8, 2020**. Complete the Default Case Manager Form for your school (only one person from your school should complete the form). For additional questions, please email [dsssupportteam@fcps.edu](mailto:dsssupportteam@fcps.edu).

Reminders:

- No more than 3 DCM names may be given. Access will not be provided until training has been completed.
- Any draft IEPs remaining in SEA-STARs during rollover will have all grade level specific data removed.
- Any draft IEPs and draft Eligibility processes over 1 year old will be deleted during rollover.

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### Student Validation Reports

Please review the Student Validation Report in SEA-STARs for your school. Update this list by doing the following:

- Cross out rising transitioning students and indicate which middle or high school they will attend.
- Add the names of students who do not appear on the validation report to the bottom of the list. For any students not appearing on the validation report, please take the following action:
  - Eligibility: Email of the most recent eligibility packet to: [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu).
  - IEP: 1) Confirm that student is currently enrolled in SIS.  
2) Confirm that the IEP is current in SEA-STARs.  
3) If the above steps do not resolve the issue, call Jorge Del Carpio Vasquez at (571-423-4071).
- Review the notated Student Validation Report with your PSL.

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### IEPs

Outstanding IEPs will need to be completed at the school by school-based staff members during summer 2020. Please create a schedule of all the IEPs that still need to be completed prior to the start of the 2020-21 school year. Discuss and share the schedule for completion with the PSL. A completed proposal reflecting services and placement for the first day of school will be needed for all students, including those receiving homebased and homebound services. The **Workflow** for all students in SEA-STARs must be completed.



### Teacher Summer Contact Information Sheet

Please complete the enclosed *Teacher Contact Information* form for all special education teachers on your staff. This information will be used only in the case of a summer clinic meeting or urgent need to contact staff.

### SEA-STARs Updates

During summer 2020, two enhancements to SEA-STARs are expected: the PWN will move inside the IEP and IEP teams will be able to indicate indirect services on the Services page of the IEP. Stay tuned for a recorded Blackboard Collaborate Ultra (BBCU) session.

### SEA-STARs Trainings

To address the current social distancing guidelines, FCPS has requested that all professional development be delivered virtually. The Office Special Education Procedural Support is collaborating with Office of Professional Learning and Family Engagement to create virtual SEA-STARs and Due Process trainings for late summer and fall. More information is forthcoming.

### Special Education Transportation Request

All special education transportation requests must be completed in SEA-STARs using the Special Transportation Request (STR) form (IEP 222) for the fall school year no later than **June 19, 2020 at 12:00 p.m.**

### Extended School Year (ESY)

Please complete the *Extended School Year Services* form for students with ESY on their IEPs. All documents, resources, and information for completing the ESY student registration process are available on the ESY internet page:  
<http://fcpsnet.fcps.edu/ssse/sei/esy/>

### Prior Written Notice (PWN) for Graduating Seniors

Case managers must complete a PWN for all graduating seniors upon completion of all graduation requirements. If you have any questions, please reach out to your PSL.

### TLP Documentation

Prior to teacher checkout ensure case managers have uploaded their students Temporary Learning Plan to Historical Documents in SEA-STARs.

## **SECTION 504: Frequently Asked Questions** **related to the COVID-19 school closure**

**Updated FAQs as of 4/28/2020:**

**Q: Before the COVID-19 school closure, I typically contacted the DSS Support (SEA-STARS) Team by phone if I had technical questions. How do I access tech support for SEA-STARS now?**

**A:** With the state closure of all school administrative offices during COVID-19, the DSS Support Team is providing remote support via email. Technical questions may be submitted via email to [DSSSupportTeam@fcps.edu](mailto:DSSSupportTeam@fcps.edu).

**Q: Does the WIDA Access Accommodations document need to be completed for English Learner students' 504 Plans at this time?**

**A:** Prior to the school closure, the expectation was that staff would collaborate with the student's ESOL teacher during the 504 Plan meeting, in order to complete the WIDA accommodations document. During the COVID-19 closure, you may wish to coordinate with the ESOL teacher directly to discuss potential WIDA accommodations, and then share out the proposed draft of the WIDA Access Accommodations document with the team and parents ahead of the meeting, to allow for the most streamlined approach to completing your meeting.

**Q: Has there been any change to the guidance regarding allowable virtual meeting platforms?**

**A:** When guidance regarding virtual special education and Section 504 meetings was first disseminated, the recommendation was to use your school's dedicated teleconference (bridge) line, or Blackboard Collaborate Ultra. Updated guidance allowed for Google Meet as another acceptable platform for these meetings.

Please note that current guidance allows for the use of the video feature on either BBCU or Google Meet. Staff may also record meetings using either of these platforms.

**Q: Where can I find information that has been communicated to families of students with disabilities?**

**A:** A regular communication with Special Services tips, news and information will be sent to families of students with disabilities. This communication may be found at: <https://www.fcps.edu/node/40870>. Additional COVID-19 guidance may be found at: <https://www.fcps.edu/news/coronavirus-update-faqs#spec> and <https://www.fcps.edu/news-features-and-events/coronavirus-update/coronavirus-update-academics-and-continuity-learning-1>.



**FAQs below were originally published prior to April 28:**

**Q: Where might I find additional strategies and tools to adjust accommodations to address a student's distance learning needs?**

**A:** The Department of Special Services has created an Accommodations Toolbox that is very helpful and user-friendly:

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

These tools are helpful for students with and without disabilities.

**Q: In reviewing students' 504 Plans, we are discovering that there are certain accommodations/services that are still relevant and needed, but may not be able to be directly implemented by FCPS staff during distance learning. How should we handle this?**

**A:** In some cases, teachers and other relevant staff may have to consult with families and students to ensure that there is general understanding around what can and cannot be implemented directly by FCPS staff during distance learning. There may need to be greater levels of consultation and collaboration between home and school, at least initially, to move forward with the Plans for students. However, if there is a wide gap between what was being provided to the student prior to the COVID-19 closure, and what is being provided now during distance learning, teams are advised to schedule a 504 Plan meeting to address how supports will be put into place now.

**Q: During the COVID-19 closure, do schools still need to hold a 504 Plan meeting within 30 calendar days of the student's initial qualification?**

**A:** Yes.

**Q: There is a great deal of competition at my school for the teleconference line that has been earmarked for special education and Section 504 meetings. What are my current options for including staff and parents/students in 504 meetings?**

**A:** While staff members are encouraged to use the dedicated teleconference line for special education and 504 meetings whenever possible, staff may also use Blackboard Collaborate or Google Meet for these meetings.

**Q: Are we still required to hold 504 Plan and Reevaluation meetings that are coming due by September 2020, if everyone is in agreement with the current Plan or Reevaluation information?**

**A:** Yes, schools must hold all required 504 meetings.

**Q: How will we obtain parent and staff participant signatures on documents?**

**A:** During the COVID-19 school closure, 504 Plan and Reevaluation participant signatures will not be required. Case managers should take special care to ensure that the meeting participants are identified correctly within SEA-STARs.

**Q: What are the expectations for outlining appropriate accommodations on a student's 504 Plan, taking into account the potential differences in approach both during and after the COVID-19 closure?**

**A:** It is suggested that staff consider completing a two-part 504 Plan document: Part one will address the accommodations/services that will be in place during distance learning, and part two will address those supports that will be in place once schools reopen.

For example, staff may wish to tailor the following language to fit their student's specific circumstances:

*(Part One – suggested beginning statement)--*

"The following accommodations/services will be implemented by FCPS during the COVID-19 school closure, to allow [Student name] to appropriately access distance learning during this time:"

*(Part Two – suggested beginning statement)--*

"The following accommodations/services will be implemented by FCPS once schools have reopened:"

**Q: What should we do when formal assessment has been recommended for a student during a 504 Reevaluation meeting, given that in-person testing cannot occur during the COVID-19 closure?**

**A:** If formal assessment was recommended just before the school closure, or is now being recommended as a part of a 504 Initial Qualification or Reevaluation, testing will need to be placed on hold until schools have reopened. Given that, FCPS has developed an [Extension of Eligibility Timelines](#) request letter (SS/SE-401). The school representative (LSC chair or psychologist – Initial Qualification; 504 case manager – Reevaluation) should complete the SS/SE-401 and forward to the student's parent(s) via email. Please also alert your parents to this email via a phone call, if possible. Parents are not required to provide consent for an extension of timelines. However, should they give consent, it can be done verbally (with your written documentation of having received the consent), or electronically (such as via email), and



then uploaded to SEA-STARs. If the parent does not provide consent for this timeline extension, the expectation is that the 504 knowledgeable committee will move to complete the initial qualification or reevaluation process, including the qualification ("eligibility") section, with the data you have readily available.

**Q: Are there Section 504 accommodations/services that will not be able to be implemented in a virtual (distance) learning environment?**

**A:** It depends. Each student with a disability is an individual, and their 504 Plan was developed to meet their unique needs. Case managers should review their students' 504 Plans, and reach out to staff and parents right away if there are any concerns that the accommodations/services may not be able to be met, as written, during the COVID-19 closure. If there is a possibility that any portion of a student's 504 Plan may not be able to be implemented within the current distance learning setting, 504 case managers are advised to schedule a 504 Plan meeting to address any needed modifications. This is especially true for all students who are receiving a related service or other special education service or class via their 504 Plan.

**Q: Is it necessary to complete an annual 504 Plan meeting for a graduating senior who is on track to graduate this spring?**

**A:** Yes. If the student has a 504 Plan annual due date that is before his or her graduation date, the 504 Plan meeting still needs to be held. Please keep in mind that having an updated 504 Plan prior to heading to college or the workplace is likely to be very helpful to the young adult who may wish to request certain accommodations to address their disability-related needs within the postsecondary setting.

**Q: How is FCPS handling local screening committee (LSC) referrals during the COVID-19 closure?**

**A:** FCPS continues to have a Child Find responsibility, even during this unprecedented situation. If an individual suspects a student of having a disability under the Individuals with Disabilities Act (IDEA), and/or under Section 504, that individual should contact the school principal, student's teacher or counselor, or other staff member to make a verbal or written referral. During the COVID-19 closure, it would be preferable for referrals to be made either verbally (by phone or during an online conference), or electronically (email). These referrals should be forwarded immediately to the school's LSC chair. LSC meetings will continue to occur via online and/or telephonic conferences.

**Q: How are school teams expected to complete 504 Plan and Reevaluation meetings when certain materials, information, and/or portions of the student's scholastic record are unavailable?**

**A:** Unfortunately, school staff may not be able to obtain hard copy materials located at the school during the COVID-19 closure. It is recommended that staff consult with their school principal about the possibility of retrieval of materials. Staff should do their best

to utilize online platforms (SEA-STARS, SIS, etc.) to obtain information needed to move forward with necessary meetings.

**Q: Will families be allowed to pick up essential items necessary for their student to address their disability-related needs?**

**A:** Students and staff should have VERY limited access to school buildings during this health crisis. There are a few exceptions. One of those exceptions includes pick-up of specialized equipment deemed essential to participate in Distance Learning Instruction. Principals have received detailed information regarding how to respond to these parent requests. Please consult with your school principal for further direction and support.



## **Section 504 Resources and Support during COVID-19 closure (3/18 – 4/20, ongoing)**

- ✓ **504 intranet site:** <http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm>

COVID-19 Resources added to the intranet page:

- **COVID-19 Plan of Action for 504 case managers**  
<http://fcpsnet.fcps.edu/ssse/osp/504info/504PlanOfAction.pdf>
- **Directions on Accessing Distance Learning Packets**  
<http://fcpsnet.fcps.edu/ssse/osp/504info/504DLP.pdf>
- **Section 504 FAQs related to the COVID-19 closure, updated on a weekly basis:**  
<http://fcpsnet.fcps.edu/ssse/osp/504info/504FAQsCovid19.pdf>

- ✓ **504 Public site:** (accessible to families, including translated documents):  
<https://www.fcps.edu/academics/academic-overview/special-education-instruction/special-education-procedural-support/Section-504-information>
- ✓ Section 504 Specialist has stayed in continual communication with 504 School Based Coordinators (SBCs). Between 3/18 – 4/20, eighteen email communications have gone out to SBCs to alert them to a variety of updates and professional development opportunities, including the website resources, other related DSS PD and resources, and overall COVID-19 guidance.
- ✓ Section 504 Specialist has been coordinating with other DSS offices and with ISD (Counseling) to ensure that the provision of professional development and guidance to staff and families is consistent and aligned across offices and service providers.
- ✓ Section 504 Specialist is responding to individual staff emails and phone calls, virtually all within the same day received. The 504 Specialist has been participating in teleconferences and video meetings, as requested by school and central office staff.

Kathy Murphy

4/20/2020

**504 Guidance/directives shared via email by Kathy Murphy,  
related to the COVID-19 closure:**

DATE	AUDIENCE	SUMMARY OF INFORMATION SHARED
3/18/2020	504 School Based Coordinators (SBCs)	Encouraged staff to contact parents to let them know that 504 Plan and Reevaluation meetings would need to be rescheduled.
3/19/2020	504 SBCs	Shared VDOE special ed/COVID resources
3/23/2020	504 SBCs	Shared USDOE update regarding accessibility and learning options for students with disabilities
3/26/2020	504 SBCs	Shared FCPS FAQs regarding specialized equipment pick-up and meetings for students with disabilities
4/1/2020	504 SBCs	Forwarded information regarding OSEPS PD on Navigating Special Education/504 Meetings during COVID-19. <i>(Note – I reviewed and provided feedback to OSEPS staff prior to the dissemination of this training to school leads.)</i>
4/2/2020	504 SBCs	Shared DSS webpage that included a variety of DSS training resources. Also included copy of SE General Curriculum learning packet that was sent out to all students with disabilities (special ed and 504) who are accessing the general curriculum.
4/2/2020	504 SBCs	Provided links to OSEPS power points and recorded sessions.
4/8/2020	504 SBCs	Posted COVID-19 Section 504 guidance on intranet, and shared links to this guidance in email.
4/13/2020	504 SBCs	Provided clarification that Section 504-only students would not be included in the TLP (temporary learning plan) requirement. Shared information about the eligibility timeline extension form (SS/SE-401), relevant to any formal individualized assessment that requires in-person testing. <i>(Note – I was involved in reviewing the draft of this form as it was being developed.)</i>
4/14/2020	504 SBCs	Provided update to previous communications regarding approved virtual meeting platforms. Google Meet is now one of the authorized virtual meeting platforms for 504 meetings.
4/15/2020	504 SBCs	Shared 504-specific Google Meet resources that were created by one of the FCPS 504 SBCs.
4/16/2020	504 SBCs	Updated 504 COVID-19 FAQs were posted online and shared in email.
4/16/2020	Select local screening chairs	Follow-up communication with LSC chairs that need to obtain the 504 initial qualification training/certification. This communication was considered to be necessary given that LSC meetings will continue to be held virtually during the COVID-19 school closure.
4/20/2020	504 SBCs	Reminder message to SBCs regarding the various methods they can use to contact the 504 Specialist – phone, email, voicemail, teleconference, video meetings.