



# Special Education MS/HS Department Chair Meeting

September 21, 2020

# Today's Agenda

- Online Campus
- Data Collection
- Breakout Rooms
- PCM
- CTS Updates
- Break
- Recovery Services
- DPE Corner
- OSEI Updates
- Q&A Padlet Questions
- Meeting Debrief



# Questions During this Presentation?



Please use the [Padlet](#) link to ask questions.

or

Use the camera on your cell phone to open the QR code. The Padlet will open on a separate screen.



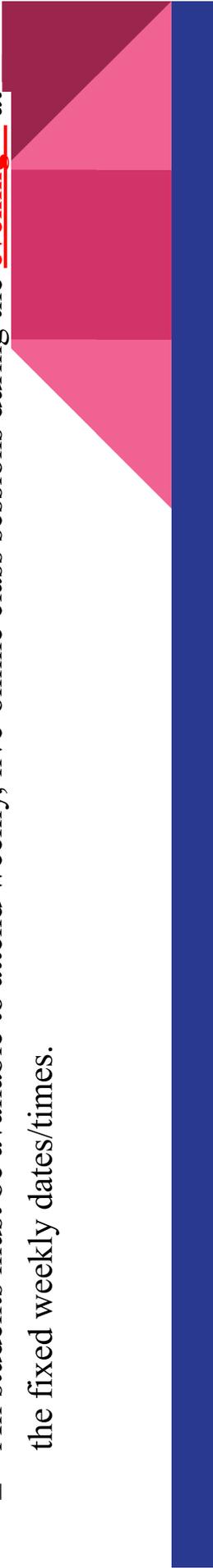
# Online Campus



Questions? [Padlet](#) or

# Quick Overview of the Online Campus

- FCPS Online Campus delivers courses identical in content to those offered in our traditional classrooms and uses multimedia to engage students.
- Students enrolled in a Fairfax County Public School (FCPS) may enroll in up to 2 credits as part of their standard 7 high school credits without any fees or tuition.
- Students must register for Online Campus courses through the base school counselor, with approval of the Director of Student Services (DSS).
- All students must be available to attend weekly, live-online class sessions during the evening – at the fixed weekly dates/times.



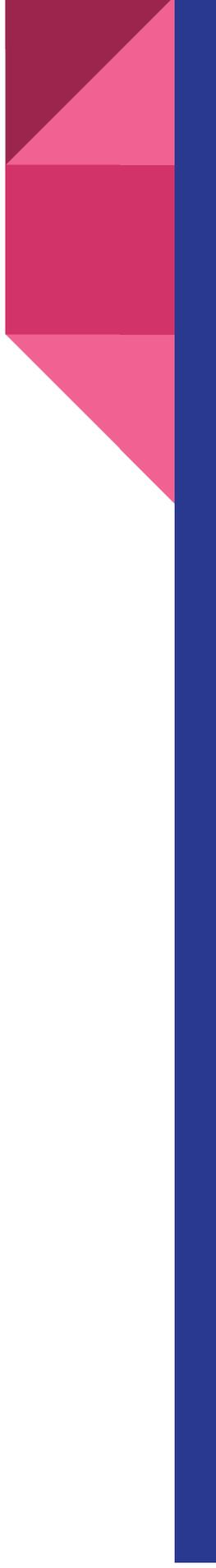
# Considerations for students with IEP's

- Before sending a new registration, school counselor will connect with the case manager regarding the requested course(s).
- Accommodations, classroom testing accommodations and services with student's IEP team will be reviewed to ensure student will have equitable access to the online course.
- If applicable, the IEP team will develop plan for student access to local support, services and/or amend IEP, as appropriate, for compliance in an online environment.
- Counselor will send support plan and/or amended IEP to Online Campus



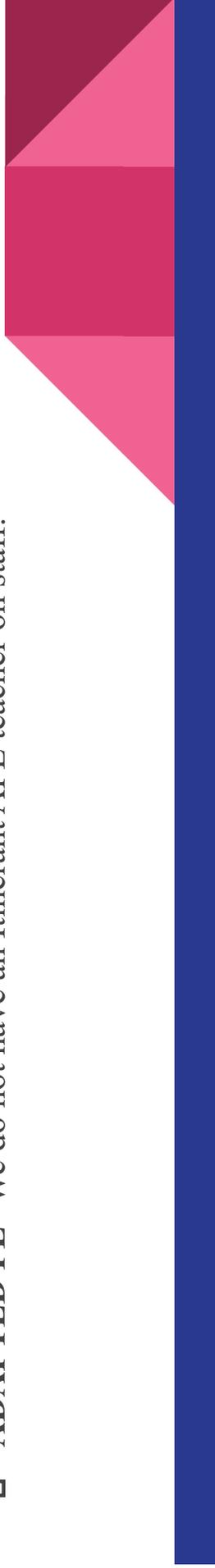
# Accommodations/services not readily accessible

- **ACCESS TO CLASSROOM AUDIO MATERIAL-** Access to audio material is provided in online courses when available, but some materials, such as PDF files, aren't always accessible.
- **ACCESSIBLE TEST-** Braille-Online Campus does not have copies of course materials in Braille.
- **DICTATION-** Dictation in English to Scribe- Online Campus does **not** have SPED support.



# Accommodations/services not readily available

- **PRES OF MATERIALS/ASSIGN-** Reduced language level/reading level/plain English-School support is needed as online courses and assessments do not always contain reduced language level instructional materials, assignments or assessments.
- **READ ALOUD-** Read on Demand- Given the asynchronous aspect of the online learning environment, the online teacher will not be available to read directions, assignments, assessments to student. It will be asked that the base school provides this accommodation. Though a screen reader will read text within the online course, there may be sections within the course content the screen reader cannot access; for example, image files in online assessments.
- **ADAPTED PE-** We do not have an Itinerant APE teacher on staff.



# Goals

- Counselors & case managers will collaborate on how to provide for accommodations/services not readily accessible in the online learning environment PRIOR to submitting an Online Campus registration form.
- If applicable, counselors will send amended IEP to Online Campus along with the Online Campus registration.
- Online Campus will provide guidance on accommodations/services not accessible in our courses to assist local school IEP teams.
- Case managers will include the Online Campus teachers in goal assessment & reporting
- Continue to build relationships with base schools & ensure all students have equitable access to their Online Campus courses.



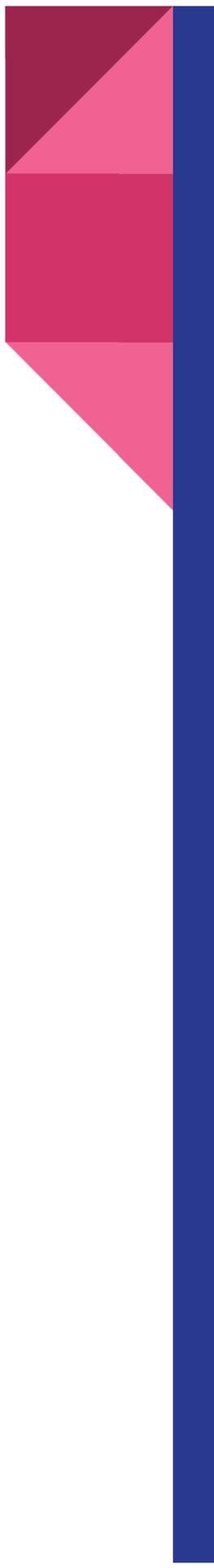
# Contact Information

Online Campus School Counselor:

Nichole Bernard

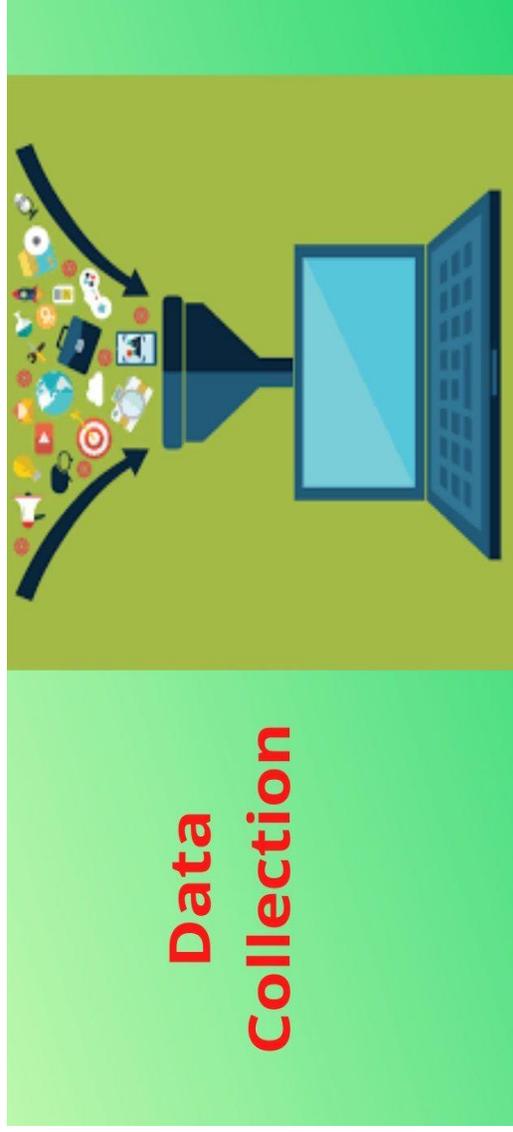
[nbernard@fcps.edu](mailto:nbernard@fcps.edu)

703-503-7754





# Data Collection

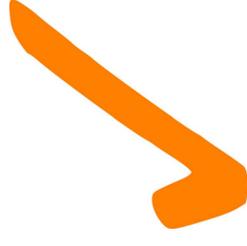


Questions? [Padlet](#) or



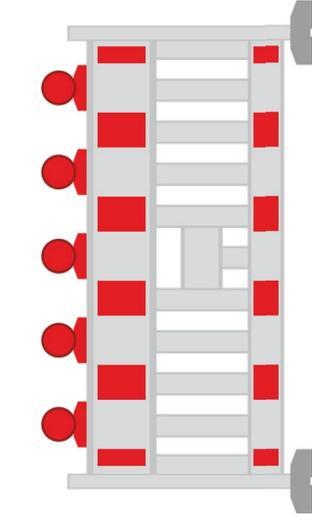
# Agenda

- ❖ Opening: Brainstorm Barriers on Padlet
- ❖ Data Collection - Synchronous Learning
- ❖ Data Collection - Asynchronous Learning
- ❖ Additional Resources & Tools





## Successes and Barriers to Data Collection



Sept 21 AM [link](#)  
Sept 21 PM [link](#)  
Oct 12 AM [link](#)  
Oct 12 PM [link](#)

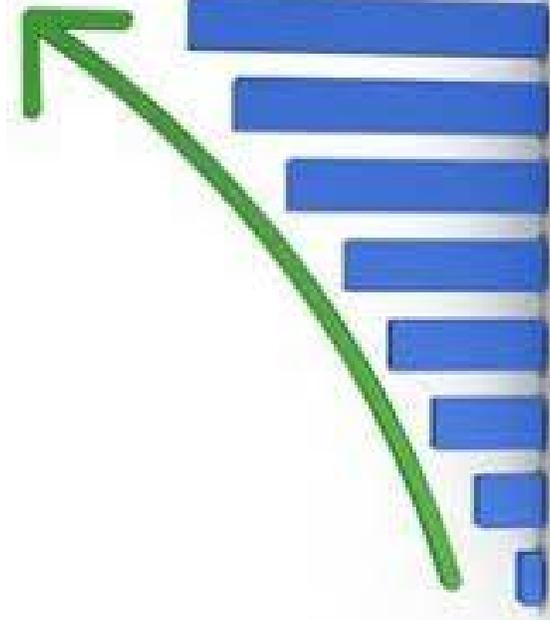


Once there, please indicate some successes and some barriers that you have encountered with data collection in the synchronous and asynchronous learning environments.

## Asynchronous Learning: Why?

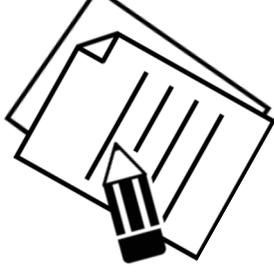
Track progress on:

- New Skills
- Maintenance Skills

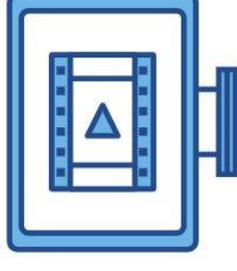




## Asynchronous Learning: How?

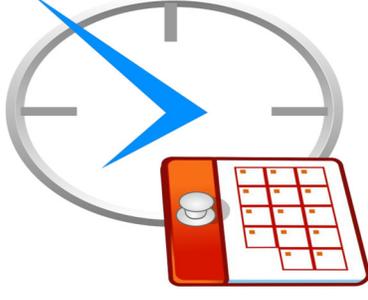


- Images
- Screenshots
- Recorded videos
- Permanent products:
  - ◆ Google Classroom, forms & surveys, boardmaker online
  - ◆ Schoology assessments (Pilot)
  - ◆ EBPs data collection tools available asynchronously



## Asynchronous Learning: When?

- Asynchronous Learning:
  - Mondays
- Outside of Designated Synchronous Sessions
- Transition:
  - back to brick and mortar



## Synchronous Learning: Why?

Track Progress on:

- New Skills
- Maintenance Skills



## Synchronous Learning: What?

- Informal Assessments
- Progress Monitoring
- IEP Goals/Objectives



## Synchronous Learning: How?

- Teacher and IA
- Pictures/Samples
- Parent Reporting
- Permanent products:
  - ◆ Google Classroom
  - ◆ Forms & surveys
  - ◆ Boardmaker online
  - ◆ Admit & exit tickets



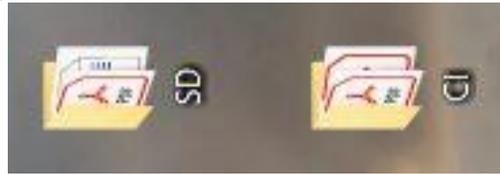
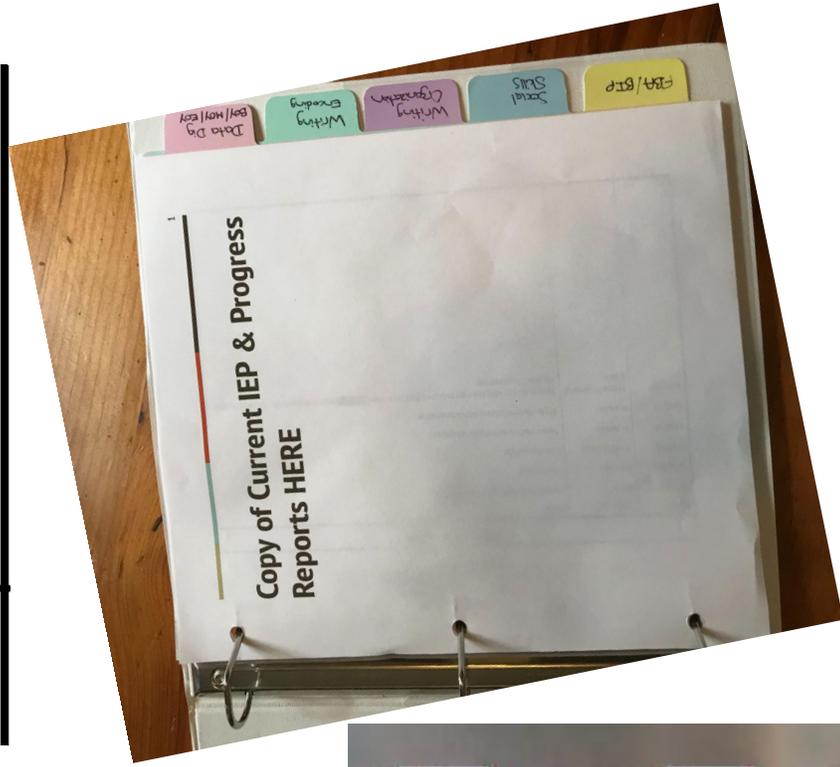


## Synchronous Learning: When?

- Intervention times
- Scheduled times
- Transition:
  - Back to Brick and Mortar



# Sample Data Binder



Section 1	<ul style="list-style-type: none"> <li>• Current IEP</li> <li>• Current progress reports</li> </ul>
Section 2	<ul style="list-style-type: none"> <li>• Data sheets for each IEP goal</li> </ul>
Section 3	<p>(as needed per student)</p> <ul style="list-style-type: none"> <li>• FBA and BIP IEP document</li> <li>• BIP reviews</li> <li>• BIP data               <ul style="list-style-type: none"> <li>○ Behavior objective data</li> <li>○ Challenging behavior data</li> <li>○ Graph(s)</li> </ul> </li> <li>• Behavior strategy               <ul style="list-style-type: none"> <li>○ Replacement behavior data</li> <li>○ Challenging behavior data</li> <li>○ Graph(s)</li> </ul> </li> <li>• ABC data</li> <li>• Challenging behavior data collected outside of formal and informal strategies</li> </ul>
Section 4	<ul style="list-style-type: none"> <li>• Reinforcement assessments and inventories</li> <li>• Trial based, ABC Reinforcer List, Reinforcer surveys, etc.</li> </ul>
Section 5	<ul style="list-style-type: none"> <li>• Permanent product samples</li> <li>• Worksheets, posters, writing samples, etc.</li> </ul>
Section 6	<ul style="list-style-type: none"> <li>• Assessment data</li> <li>• Brigrance Protocol and summary</li> <li>• Curriculum Program Assessments</li> <li>• VB Quick Assessments</li> <li>• Any other assessments</li> </ul>

# Sample Data Binder

ES, 2018/19

Subject	Goal/Objective #2	Criteria	Type of Documentation
<u>Writing</u>	<u>Writing Organization</u> [redacted] will organize his thoughts by including at least 3 sentences with transition words (first, next, last, etc...) on 4 out of 5 writing samples per quarter.	4 out of 5 opportunities quarterly <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> 3/5 = 4	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Data Collection
Dates:	Observations (+/-):		
9/6/18	Summer Vacation - used transition words ✓		
9/18/18	Journal page - used transition words ✓		
9/19/18	Letter - no transition words x		
10/1/18	Small moment - no transition words x		
10/19/18	Butterfly story - used transition words ✓ (Google Classroom)		



## Resources and Data Collection Tools

Special Education Instruction:  
Resource Hub

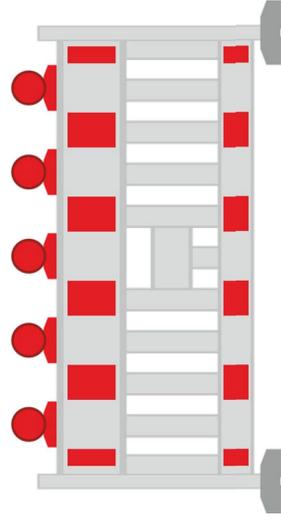


Data Collection

[Progress Monitoring in the  
Virtual Environment:  
Guidance Document](#)



## Successes and Barriers to Data Collection



Sept 21 AM [link](#)  
Sept 21 PM [link](#)  
Oct 12 AM [link](#)  
Oct 12 PM [link](#)



Let's check back in on our padlet.



# Sharing Successes

Activity





# PCM



Questions? [Padlet](#) or

# SEA-STARS PCM

**Primary Case Manager and Staffing**

Save Undo Export

Grade Primary Service Category S/R Addl. Services Primary Disability Assigned Primary CM Assigned By Current Program Projected Program Projected School

Clear All Filters

Students Deselect All Students

Add/Remove PCM	Student Name	Student ID	Grade	Primary Service	S/R	Primary Serv. Hrs Total/Wk	Add. Services	Total Serv. Hrs/Wk	Primary Disability	Assigned Primary CM	Assigned By	Current School Year Program	Projected Program: Next School Year	Projected School: Next School Year
<input type="checkbox"/>		0	06	AUT	\$	16.00		16.00	AUT	Cam		Category A. Au		
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<input type="checkbox"/>		2	06	LD	\$	16.00		16.00	LD	Gu		Category A. Le		
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<input type="checkbox"/>		8	06	SL	R	0.13		0.13	SL	He		Speech Langual		
<input type="checkbox"/>		0	07	HI	R	12.50		12.50	LD	Qu		Category A. Le		
<input type="checkbox"/>		7	06	LD	R	8.00		8.00	LD	N		Category A. Le		



# CTS Updates



## CTS Services:

- Career Portfolio is transitioning into Naviance
- Central Office middle school transition support - Maggie Contreras
- Community-Based Work Experiences suspended for 1st Quarter
- CTS Resources for Staff - Resource and Curriculum Hub
- ETR Services for Alternative Programs (IAS)

## CTS Services:

- Indicator 13 (286 random sample IEPs reviewed)

3% of Transition IEPs reviewed required addendums to improve postsecondary goals

4% of IEPs were not held within the annual due date (80% of those were due during closures in early spring)

# CTS Services:

- Indicator 14

## Indicator #14 Local Division Percentages and State Targets

N = 997 (Completed Surveys)

Indicator #14 Category	Freq	LEA Indicator %	State Target
Higher Education	522 / 997	52.4%	34%
Higher Ed + Competitive Employment	742 / 997	74.4%	62%
Higher Ed + Competitive Emp + Postsecondary Ed + Other Employment	803 / 997	80.5%	71%

## CTS Services:

- CTS Upcoming - Events flyer linked in the notes

Community Resource Fair - Moving on to Life in the Community, October 21 (Virtual)

Postsecondary Education Bootcamp for Students with Disabilities: November 9 (Virtual)



# BREAK



Questions? [Padlet](#) or



# Recovery Services



Questions? [Padlet](#) or



## Recovery Services:

- Additional services and support to regain lost educational skills
- Needs to be considered for any student whose teacher(s) or parent(s) believes the student requires recovery services
- Not all students with disabilities will require COVID-19 recovery services

**Note: This info is adapted from the VDOE Guidance document on  
Recovery Services**

## Recovery Services

- The school team will consider data from a variety of sources to include Pre-COVID-19, COVID-19 School Closure, and Return to School Data.
- An IEP team determines if there is a need for recovery services, the amount, and type of services required.
  - The details of the proposal for recovery services will be documented on the IEP.

# Pre-COVID-19 Data Sources to Consider

Informal/formal data from the pre-COVID closure is used to establish a baseline. Possible examples include:

- IEP Progress Reports
- Teacher, parents, related service providers data
- Observations
- Benchmarks
- FCPS/Private evaluations
- Pre/Post tests
- Grades
- Report cards

## Pre-COVID-19 Questions to Consider:

- Did the student make progress on their IEP goals and objectives prior to the ordered school-building closure period?
- What were the student's baseline measures on his or her IEP goals and objectives prior to the ordered school-building closure period?
  - Does the IEP team have documentation of the progress the student made during the ordered school-building closure period in the form of progress reports and other documentation?

# COVID-19 School Closure Data Sources

- Gather and review data (informal/formal) from COVID-19 school closure from student participation in any activities and offerings by FCPS
- Observations, samples of the student's work, behavior logs, informal screenings and assessment, and parent input and observations
- Student attendance during distance learning
- ESY Progress Reports, if applicable

# COVID-19 School Closure Questions to Consider:

- What goals, accommodations, and services were offered to the student through the Temporary Learning Plan (TLP)?
- Did the student engage and progress/regress in the educational opportunities that were provided by FCPS?
- Were special education services and supports offered and did the student access them? Based on what was offered during the school closure, were these services and supports reasonable in light of the circumstances?

## Virtual Return to School

- Gather and review new data (informal/formal) from the first quarter of instruction to determine if the student:
  - requires extensive review to demonstrate previously learned skill
  - demonstrates inconsistencies in performance
  - demonstrates previously mastered or partially acquired skills presented during pre-COVID closure
- Consider data points including: grades, IEP goals, benchmark assessments, curriculum embedded assessments, mini-assessments, formative assessments, unit assessments, reading inventories, teacher observation, etc.

## Return to School Questions to Consider:

- How does the student perform after the return to school for the 2020-2021 school year? Consider any local assessment data, classroom performance compared to peers, and rate of learning contextualized to the education model being provided.
- Does the student have any unique social emotional issues that may impact their learning?

## When Should IEP Teams Meet?

- It is recommended that schools schedule the meeting after data is collected (7-9 weeks).
- An IEP meeting should be convened when requested by parents or when school members of the IEP team are aware of:
  - a lack of expected progress toward the annual goals and in the general curriculum, if appropriate
  - the collection of student data to inform decision making for COVID recovery service
  - the results of any reevaluation conducted, information about the child shared by the parent needs to be addressed; or
  - a student's anticipated need for COVID recovery services



# **What to consider if parent makes a request for COVID-19 recovery services now ?**

Acknowledge receipt of request and consult with your PSL for guidance

# Recovery Services Flowchart: COVID-19

- **Scenario 1:** The student was/is able to access and participate in educational opportunities as agreed upon by the IEP team. The team will proceed with the typical IEP process.
- **Scenario 2:** Despite efforts on the part of team members to provide services as agreed upon by the IEP team, the student's circumstances and/or disabilities prevented access to the opportunities made available.
- **Scenario 3:** Parent declined or refused educational opportunities during the COVID-19 school closure.
- **Scenario 4:** FCPS did not contact the parent and did not provide educational opportunities for the student during the COVID-19 school closure.

# Compensatory Services

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



# DPE Corner

(Due Process and Eligibility)

Questions? [Padlet](#) or



# SEA-STARs Training and Certification

- All SEA-STARs training is now delivered virtually via MyPDE.
  - SEA-STARs Training Guide 2020
  - 504 Course Requirements Guidance Document
- Special education teachers, related services providers, school psychologists, school social workers, and counselors must complete required SEA-STARs training and homework for certification.
- It is recommended that all SEA-STARs training for SPED staff hired for the fall is to be completed by: January 21, 2021

# Hearing and Vision Screenings

- Public Health nurses and clinic aides will return to buildings at the discretion of the Fairfax County Health Department (FCHD). FCPS hopes this will happen when cohorts begin returning in the phase in plans.
- The team can refer to the scholastic record for previous H&V screenings (new student screenings, or K, 3 and 8th grades)
- Document the reason the H&V screenings were not completed on the Audit Trail and on the *Special Education Eligibility (SS/SE10)* form in the evaluation components and additional information considered section.
- Document the need to screen the student at a later date or if all agree, there are no concerns with H&V.
- Do not hold up eligibility for H&V screenings.

# Present Level of Performance (PLOP)

## Virginia Regulations at 8 VAC 20-81-110.G.1

A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum or, for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

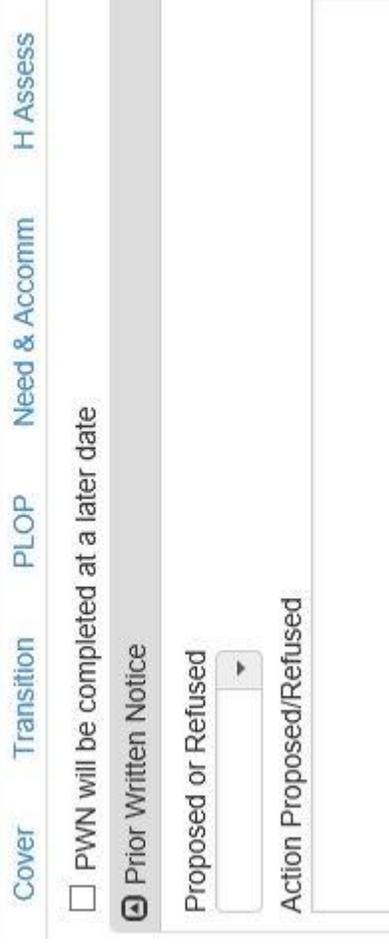
- a. The statement shall be written in objective measurable terms, to the extent possible. Test scores, if appropriate, shall be self-explanatory or an explanation shall be included.
- b. The present level of performance shall directly relate to the other components of the IEP.

## Present Level of Performance (PLOP)

- In developing a clear and concise PLOP page, only document information that is discussed during the course of the meeting that is not currently documented elsewhere in the IEP proposal.
- In documenting parent concerns or requests, the FCPS response is to include the acceptance or rejection of the request, why the decision was made, and the data sources cited.
- Documentation of considerations that were rejected by the IEP team or pending decisions that will be revisited are to be documented on the PWN.

# Prior Written Notice (PWN)

- Accessing the option to complete the PWN at a later date
  - PSLs & DPE specialists only
- Language shift for the PWN completed within the IEP
  - From “You” to “the parent”
- Documenting complicated consent decisions
  - Open a new PWN on the IEP Documents tab
  - Document impact of the partial consent or full disagreement.
  - Reference what will be implemented



The screenshot shows a software interface for creating a Prior Written Notice (PWN). At the top, there are five tabs: "Cover", "Transition", "PLOP", "Need & Accommodations", and "H Assess". Below the tabs, there is a checkbox labeled "PWN will be completed at a later date". Underneath this is a section titled "Prior Written Notice" with a plus icon. This section contains two dropdown menus: "Proposed or Refused" and "Action Proposed/Refused".

# IEP Goal Progress Measurement

- Please ensure clear documentation of data sources for reporting goal progress.
- When selecting Data Sheets, specify the type of data you are collecting.

How will progress toward this annual goal be measured? (check all that apply)

<input type="checkbox"/> Anecdotal Records	<input type="checkbox"/> Rubric:	
<input type="checkbox"/> Checklist	<input type="checkbox"/> Running Records	
<input type="checkbox"/> Criterion Referenced test:	<input type="checkbox"/> Tests and Quizzes	
<input type="checkbox"/> Data Sheets (frequency, interval, duration, etc.):	<input type="checkbox"/> Work Samples:	
<input type="checkbox"/> Norm Referenced test:	<input type="checkbox"/> Other:	

**An IEP Progress Report related to this goal will be provided to parents quarterly, at the same time report cards are sent.**

# Progress Reports

- Case managers are to report student progress for goals with progress codes of 1 or 2 the previous quarter (3rd quarter) at the interim.
- Case manager can utilize data from both synchronous and asynchronous learning opportunities.
  - Data from asynchronous learning can be gleaned from parent report, the completion of assigned student activities, and post activity assessment.
  - In the comments section of the progress report, note how the data is being collected.
- Progress reports are provided to parents at the same time report cards are sent.

## Section 504 Initial Qualification

- **REMINDER:** The full LSC team must be present to complete the initial qualification for Section 504 process.



# OSEI Updates

## (Office of Special Education Instruction)

Questions? [Padlet](#)

# Reminder

Category A: Case managers are expected to connect with their students at least once every two weeks outside of scheduled classes. This may be during individual appointments set up during office hours.

Category B: Check-in with parents once every two weeks.



# Updates

- Technology Use
- Related Services
- Scheduling
- Peers / Social Skills
- Conversations with parents:
  - Too much support
  - Talking during class
- [Notes](#)

## Special Education Instruction: Resource Hub

This Google site is intended to support teachers, paraprofessionals, and administrators with the instruction of students with disabilities during the 2020-21 school year. Information for use for during virtual instruction is available in each section. Information pertinent to in-person instruction will appear in each section as appropriate.

### Program Specific Information

[Professional Development Opportunities and Videos](#)

[Special Education Communications, FAQs, & Updates](#)

[Procedural Guidance and FAQ](#)

[DSS School-based Support Staff for the 2020-21 School Year](#)

[Data Collection](#)

[Resources for Paraprofessionals](#)

[Virtual S, Return to In-Person:](#)

[Return to In-Person Checklist](#)

[Sample Schedule](#)

[Suggested Instructional Materials](#)

### IEP Guidance Documents

[IEP Guidance Document Resource List](#)

Early Childhood

Elementary

Secondary

### Additional Resources



[Return to School Supports for Special Education - Public Web Page](#)



[Pre K-12 Return to School Hub: Curriculum Guidance and Resources](#)



[Special Education Instruction Intranet Site](#)



[Special Education Procedural Support Intranet Site](#)



# Questions and Answers



# Meeting Debrief

Watering Hole  
Room #1,2,3, 4, and 5



*Small group processing with  
thought partners  
Join room based on Region*

Cave  
Room #6



*Quiet, independent  
processing*

Campfire  
Stay in Main Room



*Main group to talk with  
facilitators*