

COVID-19 Special Education Questions

MEETING LOGISTICS

Please review the [IEP Meeting Preparation and Logistics](#) document for full details about how to proceed with special education meetings moving forward.

How do we get signatures for sped documents? Cover page from parents and staff? Parent consent on IEPs, eligibility, etc? Outstanding IEPs that already happened?

We will not be requiring an original signature as we typically do. We are operating as if we do not have any paper. Everything will be done electronically, including consent, which may be gathered via a scanned document, electronic signature, or email indicating consent.

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

We should be inviting all required team members to participate in meetings as we typically would.

How do we complete testing for students going through local screening or reevaluation?

Based upon our current conditions and school closures, assessments will no longer be able to be completed for the remainder of this school year. A letter will be provided to families requesting additional time to complete the testing. This could be summer clinic or the fall when school is back in session. If parents do not agree to the extension, then the eligibility process will need to be completed with all existing data the team has.

How do we handle new local screening referrals? Are we still accepting them at this point?

School teams should be meeting on any local screening referrals they receive. As usual, teams need to determine if an evaluation is warranted due to a suspected disability. If so, a team should propose necessary and appropriate evaluations with the understanding that they will be completed once school resumes as normal. This could be summer clinic or the fall, it all depends. There will be a letter coming out explaining this to teams and families.

How are we supposed to complete reevaluations for the rest of the year?

You will complete the reevaluation via teleconference. You will want to send home copies of the forms that you will be going through to the family prior to the meeting so they know what you will

be going through. As a team, you will determine whether or not updated assessments are required. If not, you may proceed to eligibility. If the team determines additional information is needed, you will propose assessments and complete them when schools open back up; either summer clinic or this fall.

How are we to handle transition meetings? PS to K, 6th grade to MS, MS to HS. Typically, parents have the opportunity to tour programs. Is this going to be an option for families prior to signing consent for a placement IEP?

Transition meetings will be held with the necessary program participants, as they typically would. Families will not be able to tour different programs, so it will be critical that program representatives can speak to the specifics of the program and how it is different from the child's base school.

SERVICE DELIVERY AND DATA COLLECTION

How are services supposed to look like for our students in our Cat B programs? Many of them can't independently navigate online learning. Are there different expectations for Cat A versus Cat B services?

For this first week of distance learning, Adapted Curriculum has provided differentiated packets for students who are accessing the ID, IDS, or Enhanced Autism programs. This week, we should be receiving additional information and guidance from OSEI regarding instruction and IEP goals.

How will IEP hours be translated into virtual learning when there is significantly less time allotted on the virtual learning directive?

A letter should be coming out this week to families explaining what services will look like for the remainder of the year. There will not be a 1 to 1 correspondence for service hours. FCPS and VDOE recognizes that services will not be able to be delivered in the same intensity and amount as during a typical school scenario.

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

In some capacity, yes. Look for more information coming from related services and OSEI this week.

How will teachers collect meaningful data to develop IEP goals that have not yet been drafted?

Case managers will need to use all data that has been collected throughout this school year to develop IEP goals as best as possible.

How are we supposed to complete progress reports for 3rd and 4th quarter? How do we ensure fidelity of data collection for students working at home?

Case managers will be responsible for completing 3rd quarter progress reports. Because 3rd quarter grade books will remain open until April 24, IEP progress reports will be due at that time, as well. Due Process is developing common language to use for progress reports in the event all data points were not collected in the 3rd quarter due to the limited amount of time in school with students. **Progress reports will NOT need to be completed for the 4th quarter.**

What about Behavior Intervention Plans and BIP reviews?

BIPs are suspended at this point. No BIP reviews are required.

INSTRUCTION

Are evidence based programs allowed to be administered via video?

We will be hearing from OSEI in the coming week about how to support our students from an instructional standpoint. OSEI is in communication with specific program vendors to identify what we can and cannot do in providing distance instruction.

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

More information coming on instruction later this week from OSEI.

MISCELLANEOUS:

Is there still a plan to hold ESY this year? What about students who have not yet qualified/ or had the meeting to discuss held?

IEP teams should not be making recommendations for ESY at this point in the year because of the uncertainty of ESY. If an IEP team has data and believes a student requires ESY, then the team should propose that a determination will be made at another time. Outstanding addendums to complete ESY recommendations do not need to be completed yet, unless you do NOT believe a student requires ESY.

How will staffing for next year be impacted by the delay in finding students eligible?

FCPS leadership recognizes that there may be some challenges this year. If you have specific concerns about staffing for next year, please let Katie know so you can work on identifying your potential numbers for next year.

I have heard elementary age students (especially K-2) are not priority for devices or MiFi, so how can these students be connected to services?

Please connect with your administration if you have specific questions related to access for your students in our distance learning model.

There are several families that we have not heard from either via email or by phone, how do we account for them moving forward?

I'm looking for further guidance on this. Will get back to you when I have more information. :)