Reopening Schools Plan Special Education

MS & HS Principals
August 10, 2020

Full-Time Online Instruction

In an effort to ensure that all students with disabilities are provided with the structures and supports necessary to successfully access instruction through full-time online instruction, the offices of Special Education Instruction and Procedural Support have developed a reopening plan that emphasize the importance of:

- **explicit expectations for synchronous and asynchronous instruction**
- **increased professional development for FCPS staff and parents**
- **specialized instruction for students based on IEP goals**
- **student access to instructional materials and learning tools**
- **convening meetings for special education processes (local screening committee, 504 plans, reevaluation, eligibility, IEP, staffings, parent conferences)**

Full-Time Online Instruction

Success Measures

Staff will be able to:

- Understand the instructional and procedural expectations in the return to school plan
- Receive professional development that supports the instructional and procedural components of the return to school plan
- Effectively and safely convene meetings for special education processes

Students will be able to:

- Access needed instructional materials, learning tools, and synchronous and asynchronous instruction

Parents will be able to:

- Receive training that will build their capacity to support their children as part of the return to school plan

Adapted Curriculum

Minimum Expectations

- In addition to synchronous instruction time, students will have access to 5 asynchronous learning activities per week.
- Teachers are expected to check-in with parents every other week.

Secondary (Autism, ID, IDS)
- 40-80 minutes of synchronous instruction per class period (time dictated by what is appropriate for student and content).

General Considerations
- Sample Schedule is based on the general education schedule.
  - Adjust schedule and time as appropriate for students who are spending time in the general education setting.
  - Schools should adjust length of class to meet the needs of students.
  - For some students, attending the entire class period may be appropriate; others might need shorter classes.
- Related services can be included in the above time or added on as additional time, as appropriate for the student and their needs.

Sample Adapted Curriculum Schedule
Secondary (Autism, ID, IDS)

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

General Curriculum

Minimum Expectations
- Students should remain in core instruction as much as possible and as appropriate for the student.
- Students will have access to asynchronous learning activities posted each week.
- Case managers are expected to connect with their students at least twice a month outside of scheduled classes.

Secondary
- Schools are encouraged to continue to schedule courses similar to how they do during the typical school year to ensure students who requires instruction using a specialized program on a daily basis are able to do so, Tuesday - Friday.

General Curriculum

Nontraditional School Programs

Achievement, Integrity and Maturity
Alternative High Schools
Alternative Learning Centers
Fairfax County Adult High School
Interagency Alternative School programs

- The Nontraditional School Programs will continue to be an alternative option for students who may need a smaller school environment to thrive.

- Each Nontraditional School Program is developing schedules that best meet the learning needs of the students for whom they serve including students who are administratively placed by the Fairfax County School Board.

Homebound Instruction

- Homebound instruction will be available for FCPS students if remote learning provided for students is not practicable and there is a demonstrated medical need that meets eligibility requirements outlined in Regulation 2140 R2140.
- As FCPS will begin the school year with virtual instruction, the provision of homebound instruction will also be delivered remotely or through virtual means.

Home-based Instruction

- Home-based services are instructional services that are delivered in the home setting (or other agreed upon setting) in accordance with the student's Individualized Education Program (IEP).
- Home-based instruction may be provided to students who are removed from the attending school by the division for disciplinary action or other reasons, or if an IEP team determines that the student will not be able to access the virtual instruction even with accommodations.
- As FCPS will begin the school year with virtual instruction, the provision of home-based instruction will also be delivered through the virtual environment.

Multi-Agency Services

Multi-Agency Services is responsible for the identification of private special education schools for students who, through the Individualized Education Program (IEP) team process, are determined to be in need of such placements.

- Each private special education facility is independently making a school opening decision.

- FCPS will provide transportation for students as each private day school returns to in-person instruction.

Related Services

Speech-Language Pathologists

- Provide direct services on a flexible continuum:
    - In-class instruction
    - Small group
    - Individual sessions
    - Combination of the above support via the online platform to address student IEP goals.
- Join in classroom instruction as appropriate for the student, e.g. morning meeting, small group instruction in collaboration with the teacher.
- Coach teachers and families on communication strategies to support distance learning.
- Complete evaluations on-hold from the spring in addition to completing new referrals.

Related Services

Occupational and Physical Therapists

- Provide dynamic levels of support to students and families so they may access and participate in their virtual learning experience.
  - Join synchronous learning sessions
  - Provide small group or individual sessions
  - Review and appraise work samples (e.g. videos, pictures)
  - Provide coaching to parents and teachers on strategies to promote access to distance learning
- Determine what equipment and/or adapted materials might be needed in the home environment to support access and make progress on IEP goals.
  - Arrange pick-up of equipment and/or materials and provide training to families (in conjunction with school administrators, following Health Department guidelines and using appropriate PPE).

Related Services

School Psychologists and Social Workers

Support for Schools

- Participate in LSC, Re-evaluation, Eligibility, IEP, and other meetings.
- Provide consultation with special education teachers regarding support for social-emotional IEP goals during distance learning.
- Collaborate with teachers to incorporate SEL lessons into synchronous learning.
- Adapt SEL lessons/curricula to include for asynchronous learning opportunities.
- Provide school-based and regional crisis response as needed.

Related Services

School Psychologists and Social Workers

Support for Students

- Engage in targeted student outreach on a regular basis.
- Provide counseling to students demonstrating social, emotional, or mental health needs, including counseling as a related service as directed on the IEP.
- School psychologists will provide behavioral consultation and support for students exhibiting significant behavioral needs, to include facilitating FBAs/BIPs as indicated.
- School psychologists will conduct psychological evaluations for students being considered for special education services.

School Psychologists and Social Workers

Support for Families

- Provide counseling-related consultation to families of students receiving counseling services, including counseling as a related service as directed on the IEP.
- Provide consultation services as requested by parents on how to support their student's social and emotional well-being during distance learning.
- Work with students and families to support ongoing services with private providers (e.g., psychiatrists, therapists).
- Assist families with accessing community resources.
- School Social Workers conduct Family Resource Meetings and provide CSA case management.
- School Social Workers will offer parent/guardian virtual sociocultural assessments for special education testing.

Instructional Support

Teachers of the Deaf/Hard of Hearing (DHOH)

- Provide direct and indirect support to hearing impaired/deaf students to ensure that their amplification equipment is working properly, that they are engaged with the same learning as their hearing peers, and that they are able to access content.
- Join in classroom instruction in a similar way that they did in face-to-face learning (pre-COVID closure).
- In conjunction with Teachers of the Deaf/hard of hearing and Educational Audiologists, school staff will have access to online resources which will help students and parents troubleshoot hearing equipment. Educational Audiologists will make themselves available to troubleshoot equipment virtually, as necessary.
- **Hearing Services** will publish enhanced internet resources to support online learning for students with hearing impairments.

Instructional Support

Teachers of the Visually Impaired (TVIs)

- Provide direct and indirect support to VI students to ensure that their technology is working properly, that they are engaged with the same learning as their sighted peers, and that they can access content (e.g. screen readers, magnification devices, specialized monitors).
- Join in classroom instruction in a similar way that they did in face-to-face learning (pre-COVID closure).
- Have embossers in their home to produce necessary materials that cannot be delivered electronically.
- **Vision services** will publish enhanced internet resources to support online learning for students with vision impairments.

Instructional Support

Adapted Physical Education Teachers

- Join in PE instruction in a similar way that they did in face-to-face learning (pre-COVID closure).
- Work with school teams to collaboratively plan synchronous & asynchronous PE learning activities.
- Provide direct and indirect support and instruction during PE class to ensure that students are engaged in learning, accessing content, and to deliver instruction toward IEP goals.
- Work with school teams, parents, and students to ensure they are receiving assignments, learning materials and lessons in a timely and accessible manner.
- Collaborate with school teams, students, and parents to provide additional modifications to learning activities as needed and general or specific activities to support a student's IEP goal.

Instructional Support

Assistive Technology Resource Teachers

- Collaborate with school-based technology teams and special education teams to implement assistive technology (AT) accommodations for student learning.
- Distribute assistive technology devices, software and extensions to students.
- Provide training for students, school staff & families in the utilization of appropriate AT accommodations in virtual learning environments.
- Continue developing asynchronous online support resources that promote the use of AT in diverse learning environments.
- Promote student & family understanding of appropriate technology accommodations such as word prediction, text to speech, speech to text, augmentative communication, etc.
- Continue participation in IEP teams to determine appropriate AT student accommodations.
- Develop virtual AT evaluation processes for student specific AT placements.

Paraprofessionals

- Assists the teacher in building strong student relationships and creating a positive classroom community.
- Provides check-ins for at-risk students (daily/weekly) as established by the teacher.
- Assists in establishing classroom expectations.
- Supports the teacher with the newly established routines and procedures. .
- Monitors the chat window for student questions and responses.
- Checks for understanding and student engagement.
- Meets with students, as assigned by the teacher, to provide feedback to an individual or small group of students.
- Re-teaches a concept to an individual student or a small group.
- Models positive language for students.
- Works with a small group of students during online instruction to review, read material aloud, or play a game.
- Assists the teacher in creating online instructional materials as needed.
- Collects data related to student IEP goals.

Instructional & Behavioral Support

Behavior Intervention Teachers

- Provide behavioral intervention support as needed.
- Assist teachers with incorporating behavioral best practices in a virtual learning environment.
- Consult and collaborate with parents/guardians as needed on behavioral strategies to support online learning in the home environment.
- Provide training & resources incorporating behavioral best practices in the virtual environment.

Applied Behavior Analysis (ABA) Coaches

- Build staff capacity in Applied Behavior Analysis and Verbal Behavior through embedded coaching.
- Work with staff to enhance the delivery of services using ABA methodologies, including the support of the development and implementation of individualized instructional curricula and behavioral programming.
- Support parents through parent training and developing materials and videos.

Referral to Eligibility

- Schools will resume weekly local screening meetings (LSC) in order to fulfil the child find requirements for both special education and 504.

- Evaluations will be conducted via both virtual and face to face methods, as appropriate, and guidance will be provided on how school-based staff can safely conduct evaluations.

- Schools have lists of pending evaluations and will work chronologically to reduce the backlog of cases.

- Meetings will continue to be held via Blackboard Collaborate Ultra (BBCU), Google Meet or teleconference.

- Reevaluations are conducted with existing data, where possible.

Individualized Education Programs (IEP)

- An IEP Guidance document for the return to school has been developed with principal input for school-based staff.

- Case managers will review students' IEPs to determine if services can be delivered within the virtual schedule.

- School staff and parents will convene an IEP meeting if the goals, accommodations, or services need to be amended due to the virtual learning environment.

- If appropriate, some IEP changes may be conducted with an addendum without a meeting.

- Case managers will provide parents with a prior written notice that will outline the IEP proposal for the virtual instruction for their child.

Section 504 Plans

- School Based Coordinators will ensure that the 504 plans of their students can be implemented in the virtual learning environment.

- If adjustments are needed, 504 case managers will schedule Section 504 plan meetings using either Blackboard Collaborate Ultra (BBCU), Google Meet, or teleconference so that all teachers are aware of the required accommodations.

COVID-19 Recovery Services

- VDOE Guidance document posted on July 28th
  VDOE Guidance on Recovery Services.docx

- The consideration for recovery services should occur after students have participated in instruction during the first 9 weeks of school.

- Teachers should be informally assessing gaps or regression that may qualify a student for COVID-19 Recovery Services.

- The considerations for compensatory or recovery services is discussed within the IEP process.

Special Education Google Site

https://sites.google.com/fcpsschools.net/specialeducationsuggestedinstr/home?pli=1&authuser=1

Fairfax County PUBLIC SCHOOLS | Special Education Virtual Instructi... | Home | Suggested Instructional Mater... | High Leverage Practices | More ∨ | 🔍

Special Education Virtual Instruction

Instruction for all students will begin virtually this school year. This Google site is intended to support teachers and administrators with their virtual instruction for students with disabilities.

Questions?