Attachment 13:

b. Speech language pathologists' training materials

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Special Education Case Manager Expectations for the Distance Learning Plan

Managing IEP and other processes	• Use case manager status in SEA-STARS to identify pending IEPs • Use case manager status in SEA-STARS to identify overdue IEPs • Use case manager status in SEA-STARS to identify pending reevaluations and eligibilities • Use case manager status in SEA-STARS to identify the overdue reevaluations and eligibilities • Create a list of proposed IEPs which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision • Create a list of proposed evaluations which have not been returned with a consent decision • Create a list of proposed eligibilities which have not been returned with a consent decision and collaborate with your lead teacher/department chair and PSL to obtain the consent decision • Complete any outstanding prior written notices for any meetings held prior to the school closure • Identify if a student has a current BIP and work with your BIT or ABA coach to share strategies with parents, if appropriate • Close any open workflows and complete any required documents that will allow you to do so • Document all communication with parents around scheduling, consent decisions, etc. in the SEA-STARS contact log
Managing the Caseload	• Set a schedule of personal communications with the students on your caseload (and/or their families as appropriate) to check on their progress. Be as specific as possible, such as asking if their AT is working as expected, and if they are clear about their accommodations or modifications on assignments. If problems are evident, coordinate a solution with the appropriate personnel (i.e., general education, educational technology, assistive technology) • Keep documentation of all contact with parents regarding personal communication about students, instruction, and information related to the child's progress • Collaborate bi-weekly with teachers and related service providers of students on your caseload and keep documentation of those communications • Identify which IEP goals require progress monitoring for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction

	• Coordinate with general education teachers to ensure that they know how to find the accommodations toolbox at https://us.bbcollab.com/guest/88b3114dbe9a480cace1de2a531917af • Coordinate with general education teachers to determine if different accommodations are warranted for your shared students • Plan for the provision of services during distance learning with general education teachers • Monitor the student's progress regularly because needs can change over time • Review classroom accommodations and modifications for students on your caseload and outline them in the Temporary Learning Plan letter or determine if an IEP meeting is required based on the current delivery of instruction • Follow up with the homebound/home-based teachers for students who received those services and support the transition to the Distance Learning Plan as instruction will delivered by last attending school staff members • Consult with related service providers for students on your caseload who receive those services (S/L, ETR, APE, OT, PT, etc.) • Identify specialized equipment (software/devices/low tech options) for students on your caseload and outline the equipment being used in the Temporary Learning Plan • Use the Distance Learning Plan Documentation Log in Blackboard to keep track of student academic progress as well as IEP goals outlined in the Temporary Learning Plan

SL Services via Distance Learning

- ★ Join general education or SPED classes that you support in Blackboard Collaborate with teachers at scheduled times. These are the classes your prior schedule included.
- ★ Remember to respect student confidentiality. In the virtual environment, the SLP will not call on specific students in general education. Use first names only in self-contained classes.
- ★ For specific cases, the SLP may think outside the box for ways to support the classroom teacher.
- ★ SLP may follow-up with individual students with activities supporting evident needs.

Distance Learning - SLP Plan (NEW)

In collaboration with staff and parents, SLPs will provide individualized services to support continuity of learning. Utilizing a continuum of services, including synchronous and asynchronous instruction, SLPs will provide services to address students' identified IEP goals. Services may include, as appropriate and accessible for the student, virtual in-class support during teacher-led sessions, emailing activities supporting goals, phone calls, and individual video conferencing sessions. Individual consultation will be available to parents to address questions and provide feedback regarding communication skills. Weekly virtual office hours will be available as directed by school distance learning plans.

As case managers and related service providers, SLPs will coordinate and participate in virtual special education meetings with their school teams including Re-Evaluation, Eligibility, LSC, and IEPs.

Distance Learning - SLP Plan (NEW)

Teacher and Team Supports

- Collaborate with school teams and SLP colleagues to problem solve around new challenges that may occur within a distance learning environment.
- Consult/collaborate with staff regarding IEP goal(s) and student needs (i.e. planning with teachers and contributing content to teacher-led lessons, providing communication strategies, drafting IEP goals and developing IEP goals in collaboration with teachers, contributing to Temporary Learning Plan, etc.).

Distance Learning - SLP Plan (NEW)

Special Education Procedural Responsibilities

- Participate in virtual special ed meetings with school teams including Re-Evaluation, Eligibility, LSC, and IEPs.
- FCPSMED documentation for all students on the caseload. Writing reports for special education meetings (ex. IEP draft goals, SL Updates).
- Case Manager responsibilities for speech-only students (i.e. scheduling meetings, developing and communicating Temporary Learning Plan, etc.)

Distance Learning - SLP Plan (NEW

Targeted Support to Families and Students (Asynchronous)

- Support access to communication and participation in the learning environment (i.e. home).
- Develop and email instructional activities and strategies targeting IEP goal(s).
- Provide office hours when SLPs are available to answer questions and offer guidance/tips for supporting IEP goals through home extension type activities. Consultation with the student/family is available through email, phone calls and video conferencing.
- Communicate regarding other services, not related to instruction on IEP goals (ex. transition planning, scheduling, case management activities related to student class schedule, planning with secondary students, etc.)

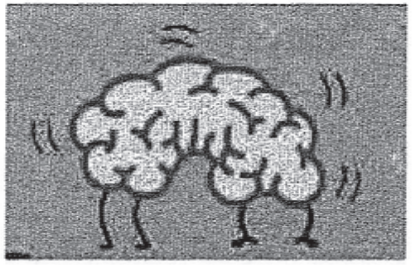
Distance Learning - SLP Plan (NEW)

Distance Learning Synchronous Instruction through Multimedia Resources

- Video conference/phone call to provide direct instruction to student/parent re: IEP goal(s) and strategies

- Virtual in-class support during teacher-led sessions

Flexibility is Key (NEW)



- ★ The Communication Disorders Program has been asked to provide a continuum of services to students
  - It is not the expectation that SL hours as outlined in the IEP are met
- ★ Good faith effort is the expectation, not perfection
- ★ Not all students are candidates for instruction via virtual means (video conferencing/phone call). SLPs have the professional discretion to determine how to meet student needs and the appropriate service delivery options.

Candidates for Virtual Instruction (NEW)

Factors to consider when determining if a student is appropriate for virtual instruction:

- Attention
- Auditory Comprehension
- Comfort Level with Technology
- Hearing and Visual Ability
- Access to and Availability of Resources
- Physical Endurance
- Cognitive Ability
- Willingness of Student and Caregiver
- Cultural and Linguistic Considerations
- Behavior

Adapted from 2020 ASHA Convention Poster: Tomorrow's Service Delivery Model: Telepractice & You Leah Soyars, B.Ed., Angela Simoneaux, B.A., Michaela DuBay, B. A., & Colleen M. O'Rourke, Ph.D. Georgia State University, Atlanta, GA

Written Parent Permission- (NEW)

★ Written permission from the parent is required before providing services **directly to students** via a virtual platform (electronic transmission)

➔ Video Conference with student
➔ Store and Forward (see later slide)
➔ Participating in a teacher-led virtual class

★ Information regarding the permission form is forthcoming

★ Confidentiality Agreement: currently under consideration for group services to students

★ SLPs should reach out to parent to obtain permission to speak directly with students via phone if parents will not be present

SL Services via Distance Learning

- It is not the expectation that distance learning will replicate services outlined in the IEP. Services will look different, to include delivery and time.

- Synchronous - services/collaboration provided "real-time"
  - Example: phone call, video conference

- Asynchronous - services/collaboration that does not occur in the same place at the same time
  - Example: emailing activities and following up with parent at a later date

Methods of Service Delivery to Students - (NEW)

	Asynchronous	Synchronous/Direct
Virtual  **(written parent permission required)**	• store and forward (see later slide)	• video conference • participation in teacher-led virtual classes
(email permission is required)		• phone calls directly to student
Indirect (written parent permission is <u>not</u> required)	• emailing activities to students/parents • mailing activities (if this is an option through your school)	

Note: A combination of service delivery methods may be used with a student.

Virtual Services to Students - (NEW)

- ★ Asynchronous
  - Store and Forward
    - SLP records an audio or video clip and sends it to the student/parent to watch at any time
    - Screencasting with SnagIt & YouTube (approved by FCPS)
    - https://docs.google.com/document/d/1qgr05qnV8o9QN0lgKt6093cBAKK_w5Hu1GlnrWzmNrM/edit
    - Student/Parent may send recorded information in response (to email or a store & forward) back to the SLP
    - SLPs should not include their name or face if using this option
    - Include a disclaimer at the beginning of the audio/video clip that the recording cannot be shared or distributed without SLP permission

Virtual Services to Students - (NEW)

- ★ Asynchronous (continued)
  - Store and Forward
    - The video/audio clip is best used for activities such as listening comprehension, use of a word wall, AAC navigation, how to cue speech during games, modeling fluency strategies
    - This is not best used for modeling articulation strategies as these are student specific

- ★ Synchronous
  - Participation in teacher-led virtual classes
  - Phone Call / Video Conference
    - Model articulation strategies with student
    - Support self-monitoring & self-correction

Phone Call / Video Conference - What does it look like? (NEW)

- ★ Pre-schedule with student/parent; allow for time between conferences
- ★ In the scheduling email/conversation, outline the expectations to include time range and structure of the conference (what to expect) including any activities that you will reference
- ★ No expectation that IEP hours are met through this method
- ★ SLPs may schedule individual sessions. There is discussion regarding the possibility of group services. We do not yet have permission for this.

Phone Call / Video Conference - What does it look like? (NEW)

Sample Structure for a 15 - 20 minute Individual Session

- ★ Review goal/session target
- ★ Modeling/ Strategies / Drill Work / Corrective Feedback with the student (parent present)
- ★ Explain to the parent how to model, implement strategies and provide corrective feedback; provide extension ideas (ex. if the student says a word correctly, try a carrier phrase)
- ★ Refer to and explain how to use an activity previously emailed to the parent, including extension options as appropriate
- ★ Answer any questions
- ★ Provide the parent feedback form

Parent Feedback Form - Optional

SLPs may use this form to engage parents in the learning process. This may be a point of reference for following up with the parent after activities are emailed.

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Fairfax County Public Schools
Office of Special Education Instruction
Communication Disorders Program--Speech-Language Therapy Services

Speech-Language Services
Parent Reporting (Welcome but Optional)

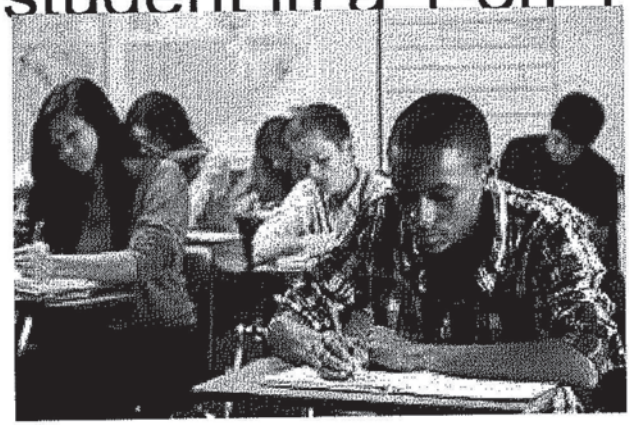
Date:

What did you do?	
How did it go?	
Parent Feedback	

Date:

SL Services via Distance Learning
Suggestions during Teacher-Led Sessions

- ★ The teacher is providing social studies instruction and the SLP notices three concepts that may have been difficult for the student.
- ★ The SLP may provide a follow-up activity with the concepts. [Ex: Monotheism, Ruler, Religion]
- ★ The SLP may build a concept lesson surrounding learning which religions are common to certain countries; and highlight information covered for the student in a 1-on-1 setting using a rubric.
- ★ The SLP may consult the student on support that is required.



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Special Education Department Chair/Lead Teacher Expectations for the Distance Learning Plan

Managing IEP and other processes	• Collect a list of pending IEPs from case managers • Collect a list of overdue IEPs from case managers • Collect a list of pending reevaluations and eligibilities from case managers • Collect a list of overdue reevaluations and eligibilities from case managers • Review SEA-STARS reports (Open IEPs, Open Eligibilities, BIP Review, etc.) • Ensure every special education student in your school is accounted for and has a case manager assigned • Ensure there is documentation in the SEA-STARS contact log regarding all communication with parents around scheduling, consent decisions, etc. • Provide case managers with names of OSEI support staff available to assist with instruction/behavior • Collect a list of proposed IEPs which have not been returned with a consent decision and follow up with the appropriate procedure • Collect a list of proposed evaluations which have not been returned with a consent decision and follow up with the appropriate procedure • Collect a list of proposed eligibilities which have not been returned with a consent decision and follow up with the appropriate procedure • Collaborate with case managers regarding the scheduling of IEP, reevaluation, and eligibility meetings • Schedule any outstanding Local Screening meetings • Identify status of the completion of standardized assessments (psychological, educational, related services, etc.) for students who require evaluations • Hold IEP meetings for students involved in the discipline process to ensure placement is determined prior to the first day of next school year
Supporting Case Managers	• Collaborate with case managers on setting up personal communication systems, office hours, and schedules with parents and students and completing contact logs following each communication • Continue participating in special education and content area/grade level CLT meetings virtually • Collaborate with special education administrator(s) regarding special education cases and processes • Support case managers in collaborating with teachers (general ed, ESOL, special ed) and related service providers in the development of IEP goals • Support case managers when completing 3rd quarter IEP progress reports • Identify specialized equipment (software/devices/low tech options) for students on your caseload and determine if an IEP addendum is required based on the current delivery of instruction • Keep a list of staff who are trained in reading and math evidence-based programs as well as social skills and executive functioning programs





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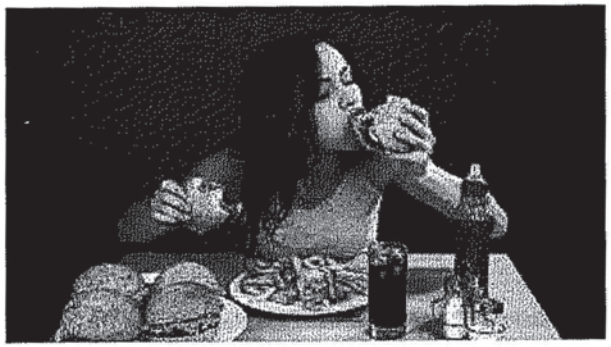
Introduction: Distance Learning for Speech-Language Pathologists

Favorite Thing About Working from Home

The Commute



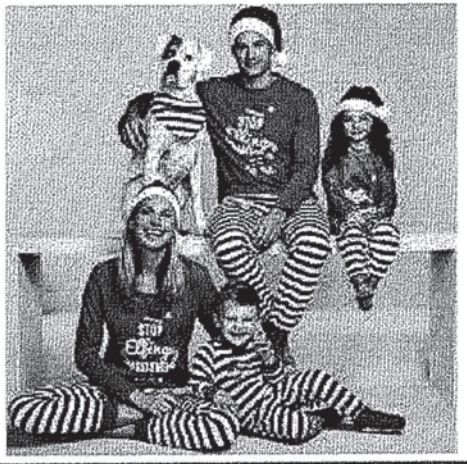
Easy Access to Refrigerator



Your Work Attire



New Coworkers

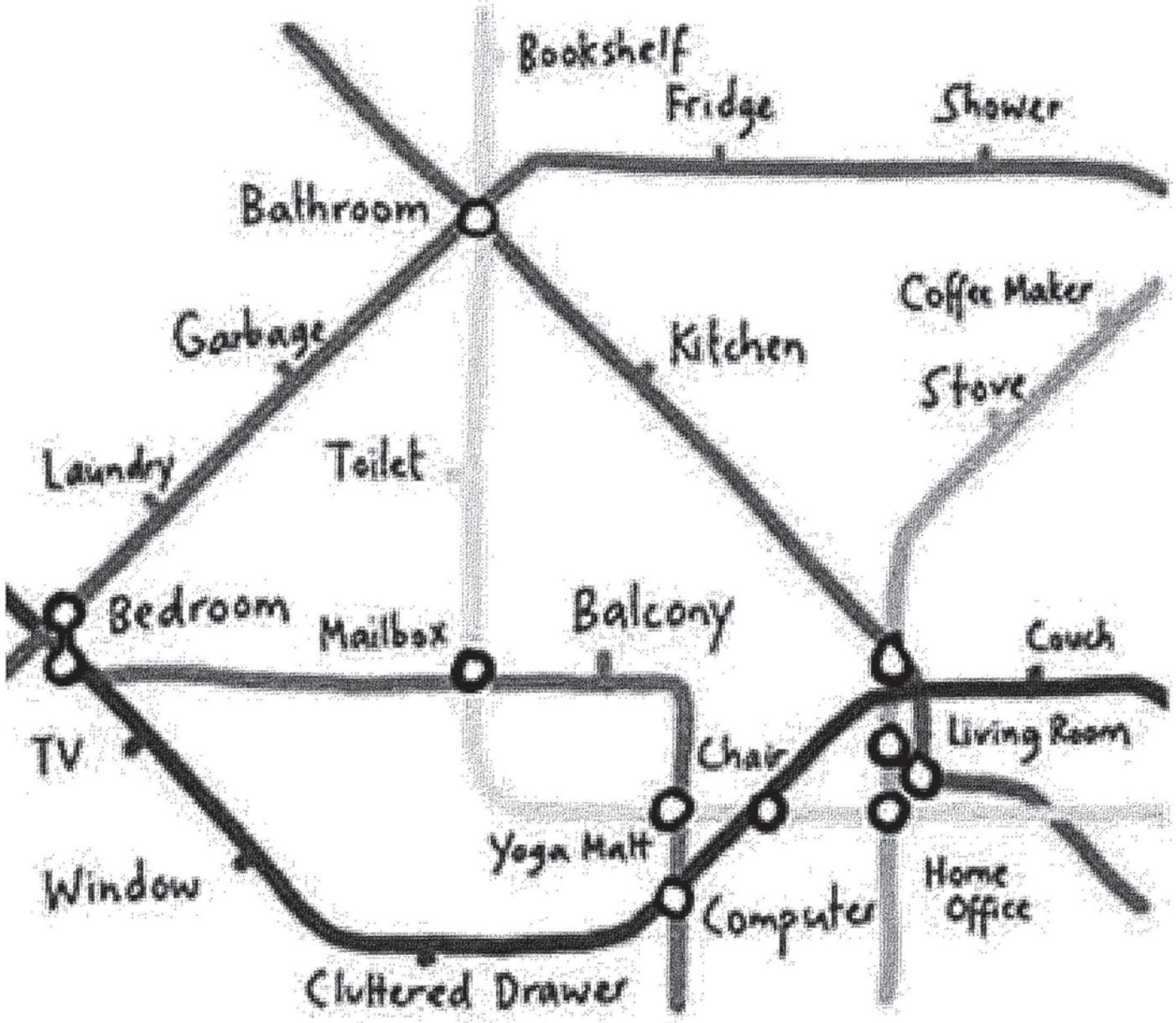


MyTime Reporting

Leave: Since all employees are expected to telework if possible, if employee cannot report to work or telework due to extenuating circumstances, the employee must contact their supervisor prior to their next scheduled work period, or as soon as is reasonably practicable.

- The employee should be instructed to report leave in MyTime for each day that they are unavailable to telework.
- If you or a family member are so sick that you are unable to work virtually, please let your CDS know.

COMMUTING IN CORONA TIMES



We are happy that you are back!

Everyone is adjusting to a new abnormal

We can only do what we can do

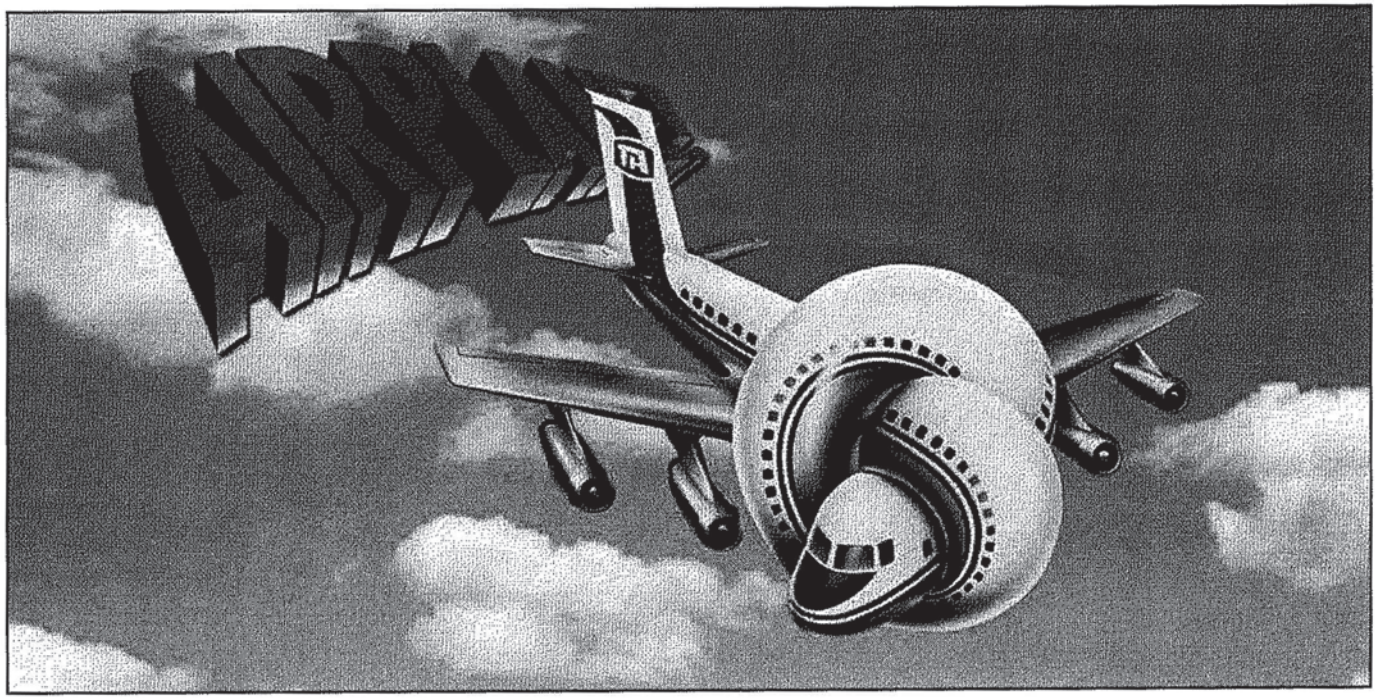
We are all in this together!



Which way are we going?

Don't sweat the big stuff - we are building the plane as we are flying it

Change is to be expected

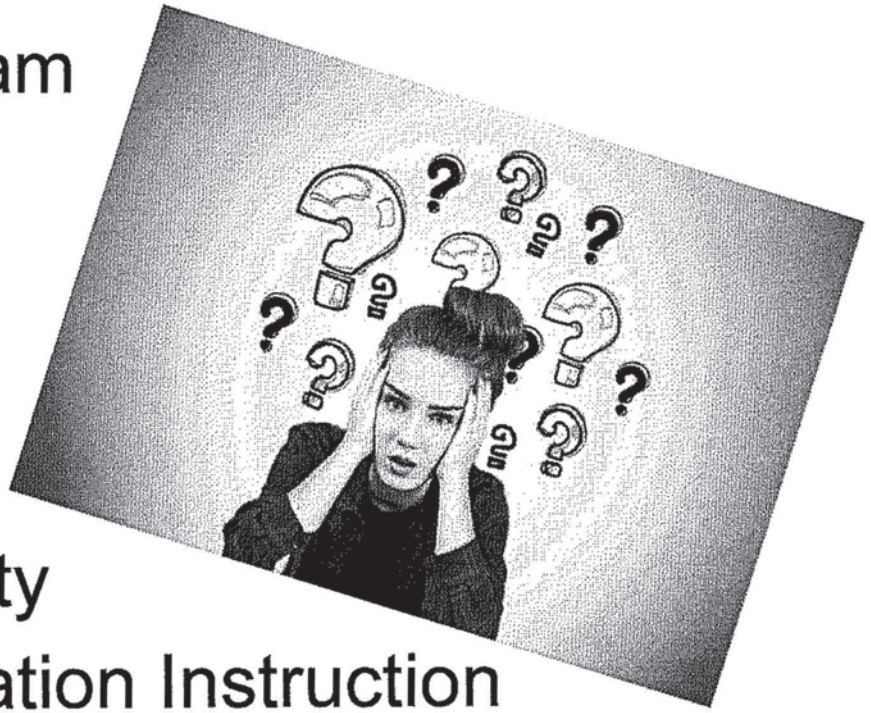


I Have So Many Questions

- We recognize that there are many unanswered questions
- Consistency is key
- There are consequences related to the answers
- Please check with your CDS rather than making up an answer
- Please do not advise families on SPED procedures at this time

Decision Makers

- US Department of Education
- Governor Ralph Northam
- VDOE
- Medicaid
- FCPS School Board
- Human Resources
- Due Process & Eligibility
- Office of Special Education Instruction
- Related Services
- Communication Disorders Program



Today's Agenda



- Supports to Students to Date
- Approved Platforms
  - BB Collaborate Ultra
  - Google Meet
- SL Services via Distance Learning
- SLP Expectations
- FCPSMED Documentation
- Contacting Parents & Student Confidentiality
- ISP Students/Homebound/Home-based Students
- Distance Learning ReCap
- **Assessments**- This will be addressed at a later

KNOW!


WIELKIECYTATY.pl
Named must your fear be
before banish it you can.
Yoda

Supports to Students to Date

- Packets have been sent and are continuing to be sent to the students through the mail
  - Related services contributed general activities and tips

- Speech-Language Activities
  - General stimulation activities that parents can do at home on FCPS.edu and FCPS 24-7 Learning Blackboard (same activities sent by SLPs in initial parent contact)

- Some staff members have been in contact with families based on principal direction

Approved Platforms for Supporting Students

- Emails
- Blackboard FCPS-ALL Resources
- Blackboard Collaborate Ultra
- Google Meet
- Links to tutorials were shared on March 27th

SL Services via Distance Learning

- It is not the expectation that distance learning will replicate services outlined in the IEP. Services will look different, to include delivery and time.

- Synchronous - services/collaboration provided "real-time"
  - Example: phone call, video conference

- Asynchronous - services/collaboration that does not occur in the same place at the same time
  - Example: emailing activities and following up with parent at a later date

KNOW!
YOU are amazing. But we can do only what circumstances allow.



Plan Overview

Week of 3/30/2020 - 4/3/2020

- ★ Planning and Initial Contact with Families
  - General Enrichment Activities
- ★ Begin to participate in virtual IEP Meetings as directed by your school

Week of 4/6/2020 - 4/10/2020

- ★ Spring Break

Week of 4/13/2020 - 4/17/2020

- ★ Distance Learning Week 1 - emailing student-specific activities to parents and students
- ★ SLPs will establish office hours for students and families

Plan Overview

Week of 4/20/2020 - 4/24/2020

- ★ Distance Learning Week 2 - emailing student-specific activities to students and families
- ★ SLPs participate in teacher classes as appropriate to the IEP
- ★ Begin collaborating via phone/video conferencing with some students as appropriate
- ★ Office hours continue

Weeks 4/27/2020 - 6/12/2020

- ★ Distance Learning Week 3+ - continue emailing student-specific activities to students and families
- ★ SLPs participate in teacher classes as appropriate to the IEP
- ★ Continue with collaborating via phone/video conferencing with some students as appropriate
- ★ Continue with virtual special education meetings
- ★ Office hours continue

SL Services via Distance Learning
Planning Week - March 30th - April 3rd

- SLPs will:
  - Participate in school and program professional development sessions via Blackboard Collaborate Ultra and Google Meet.
  - Develop a parent contact sheet to include emails and phone numbers
  - Identify student IEP goals that are appropriate to target in the home
  - Send an email to parents (see letter drafted by Communication Disorders Program)

SL Services via Distance Learning
Planning Week - March 30th - April 3rd

- SLPs will:
  - Develop a tentative plan to email student specific activities to parents the week of April 13th to 17th
  - Refer to the SL activities:
    - 24/7 under the Distance Learning Blue Button
    - CLT Google Shared drive
  - Send 1-2 activities to target more than 1 goal
  - SLPs may also use their own activities
  - Document all activities for all students in FCPSMED (see later slide)

Spring Break 2020

NO SCHOOL



Supporting Students through Distance Learning



Think Outside the Box



Virtual services to students will not look exactly the same as existing IEP services.

The purpose is to access communication in the home setting.

Ideas may include (but are not limited to):

- Supporting student(s) during a general education or SPED virtual class.
- Sending student specific activities to parents to support IEP goals.
- Collaborating with staff (e.g. ATS, OT) on activities and strategies to support access to communication at home.
- Emailing parents with strategies to support generalization of communication skills in the home setting.
- Collaborating with parents/students as appropriate via phone/video conferencing.

SL Services via Distance Learning
First Week Plan - April 13th to 17th

The SLP will:

Email 1-2 Activities to families using the guidance provided

- ★ Provide Student Specific Activities

Join general education or SPED classes that you support in Blackboard Collaborate with teachers at scheduled times

Establish Office Hours

Plan speech-language activities for Week 2

Tips for Emailing Activities to Parents



- Email the parent(s) of one child per email for student confidentiality reasons
- Attach the student-specific activity(s) to the email
- Explain ….
  - how to complete the activity
  - how the activity relates to the student's IEP goals
  - how to extend the activity
  - that repetition and repetitive practice enhances learning

Tips for Emailing Activities to Parents

- ➢ Provide tips to the parent on how to best elicit responses
- ➢ Provide tips to parents on providing positive reinforcement - talking should be fun!
- ➢ Include office hours and options to parents for follow-up
- ➢ Provide encouragement and reassurance to parents
- ➢ Enjoy connecting with your child/student
- ➢ **Be Positive!**



Language to avoid using with parents:



- Prediction regarding school closure or restart
- ESY; and whether it will occur
- Special education services related to missed school time or compensatory services
- Information on in-process evaluations (we will provide updates as available)
- Terms: teletherapy, compensatory services, make-ups, FAPE
- Comparison of SL to other programs' practices

Language to avoid using with parents:

- Expressing fear of coronavirus (**concerns and comfort are family friendly**)
- Avoid discussing our challenges in technology; as that may become a legal complaint against FCPS should a case be initiated
- Avoid negativity!



- **"I understand your concern. I don't have any information to share at this time."**
  - **(use this language)**

Activity Example:
Addressing Multiple Goals with 1 Activity

Articulation: / g / sound

Language: Subject-verb agreement

Name the picture, using the correct sound 3 times.

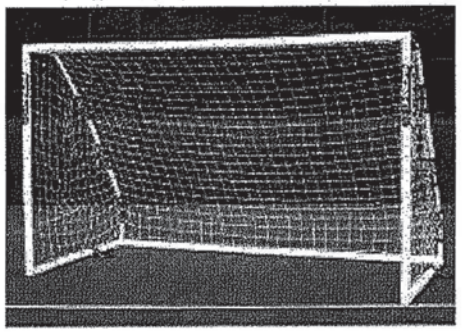
Do you need <u>is</u> or <u>are</u>?

Say the target word in a sentence

Student:

goal goal goal → is

The goal is on the football field.



Activity Resources



- ➔ Communication Disorders Blackboard Site
  - ◆ Distance Learning Blue Button
  - ◆ **See Citing References document**





- ➔ Shared Google Drive for each CLT

- ➔ LessonPix: Distance Learning Updates

  https://youtu.be/kVB-BxfdP6c

- ➔ Activities created by individual SLPs
- ➔ quest.eb.com Login:fairfax Password:fairfax

  Use Chrome

- ➔ Be cognizant of copyright and citing (see notes)

Resource Cautions:



- ★ We are not set up for other resources that Telepractice companies may use. There are copyright laws.
- ★ Apps supported by FCPS are limited.
- ★ Boom cards are blocked.
- ★ Use You-Tube within FCPS Google Suites but not on the web.
- ★ Use disclaimer (**Not for sale or distribution. For educational purposes only.**)
- ★ Send pdf forms where you can for authentic purposes

Principles for Universal Design for Learning (UDL)

When planning/designing activities for student, focus on the principles of UDL

- Adaptable – Activities accommodate a wide range of individual preferences and abilities.
- Simple and intuitive – Activities are easy to understand.
- Flexibility – Activities provide multiple ways for students to demonstrate knowledge.

SL Services via Distance Learning
Second Week Plan - April 20 to 24

The SLP will:

Email Week 2 Activities to Families

- ★ Use the email best practices
- ★ Provide Student Specific Activities to target more than 1 goal (1 to 2 activities)

Join general education or SPED classes that you support in Blackboard Collaborate with teachers at their scheduled times

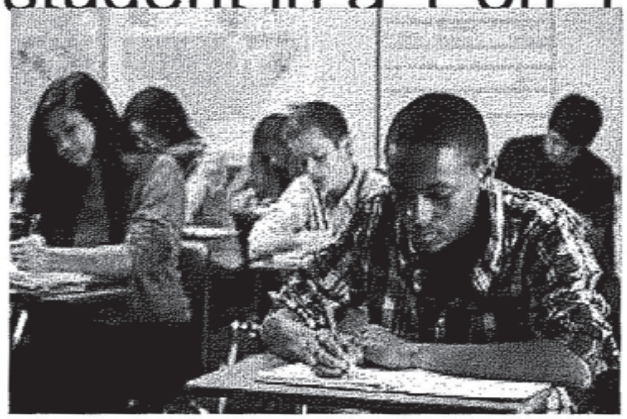
Plan activities for Week 3

SL Services via Distance Learning

- ★ Join general education or SPED classes that you support in Blackboard Collaborate with teachers at scheduled times. These are the classes your prior schedule included.
- ★ Remember to respect student confidentiality. In the virtual environment, the SLP will not call on specific students.
- ★ For specific cases, the SLP may think outside the box for ways to support the classroom teacher.
- ★ SLP may follow-up with individual students with activities supporting evident needs.

SL Services via Distance Learning Suggestions

- ★ The teacher is providing social studies instruction and the SLP notices three concepts that may have been difficult for the student.
- ★ The SLP may provide a follow-up activity with the concepts. [Ex: Monotheism, Ruler, Religion]
- ★ The SLP may build a concept lesson surrounding learning which religions are common to certain countries; and highlight information covered for the student in a 1-on-1 setting using a rubric.
- ★ The SLP may consult the student on support that is required.



SL Services via Distance Learning - Collaborating via VideoConference

- ★ In consideration of meeting student needs at this time, FCPS will not be providing direct SL services via teletherapy. This decision is based on a number of factors including, but not limited to:
  - Requirement: HIPPA/FERPA compliant platforms
  - Requirement: An FCPS E - helper
  - Requirement: Written parent permission
  - Currently, VA has no emergency provisions for teletherapy
- ★ FCPS may provide SL services through a collaboration model via phone/video conferencing
- ★ Collaboration via video conference may be used in conjunction with providing activities via email

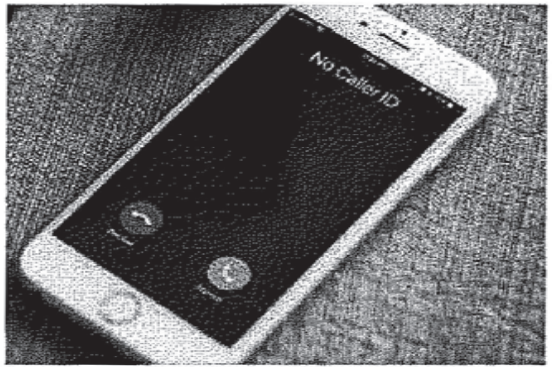
SL Services via Distance Learning - Collaboration via Video Conference

- ★ Collaboration may be accomplished with individual parents/students through Google Meet
  - Group coaching sessions are not permitted due to student confidentiality reasons

- ★ Collaboration Model
  - SLP sends speech-language activities via email
  - SLP follows up with parent to answer questions, hear feedback or model strategies via phone or video conferencing

SLP Phone Tips

- Phone calls to parents are <u>not</u> required by the Communication Disorders program.
- SLPs may choose to forward their office phones to his/her home/cell phone. If you share an office with another SLP or staff member, please be mindful that this presents a challenge. Ask your principal for guidance.
- Be aware that personal cell phones are subject to FERPA requests.
- If SLPs choose to use his/her personal phone to contact parents, use *** 67** then the phone number to block your number and then dial the parent's phone number.



SLP Phone Tips- Supporting Families who do not have internet access

- SLPs can send an email to a parent's cell phone number.
- The email is received as a text message on the parent's cell phone.

Cell Phone Extensions:

Alltel: phonenumber@message.alltel.com

AT&T: phonenumber@txt.att.net

T-Mobile: phonenumber@tmomail.net

Virgin Mobile: phonenumber@vmobl.com

Sprint: phonenumber@messaging.sprintpcs.com

Verizon: phonenumber@vtext.com

Nextel: phonenumber@messaging.nextel.com

US Cellular: phonenumber@mms.uscc.net

SLP Phone Tips- Supporting Families who do not have internet access

Steps:

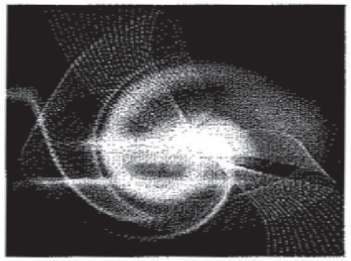
1. Look up the parent's cell phone carrier using https://www.freecarrierlookup.com/

1. In outlook, compose an email to the parent by typing the parent's cell phone number and the cell phone carrier extension address (see previous slide).

For example: If the parent's cell phone number is 571-424-8748, the cell phone provider is Verizon. The email address is: 5714248748@vtext.com

SL Services Recap:

- SLPs will communicate with parents in collaboration with their school teams
- SLPs will provide activities and strategies to students and parents



- SL Services will focus on: 1) Helping students to generalize communication skills in the home environment, and 2) Supporting student access to the curriculum such as improving comprehension and strengthening expressive language
- **Pending**: SLPs will participate in virtual special ed meetings at their schools, including LSC, Eligibility, IEP
- SLPs will support parents by answering questions and offering guidance and tips for supporting IEP goals through home extension type activities

SLP Expectations



Required: Email all families/students approximately once/week, including ISP students.

SLPs will check-in (quick follow-up email, short phone call/video conference) as circumstances suggest.

In order to set up video collaboration:

PS-6th grade: The SLP will email the parent.

MS and HS students: The SLP will email the parent and student. Use the fcpsschools.net address and let the parents know that you are using this address for the student. Keep your emails regarding appointments brief and professional. "Your appointment with me is on Tuesday, April 29 at 1:00. on meet.google.com (Mtg name). I look forward to working with you." Ms. SLP/Mr. SLP

FCPSMED Documentation

DMAS reimbursement covers the SLP's services provided from a remote location when a qualified school aide is with the child during the telepractice session. Because this aide is not in the home, direct services are **non-billable** when occurring.

Note: Our focus is service to students. It is our responsibility to appropriately characterize what we ARE doing.

Documentation in FCPSMED for all students is required during distance learning.

FCPSMED Documentation Dropdown Menu

Notes Section: **Type** "Services provided through distance learning"

Instruction of Caregiver:

- Emails to parents and/or students
- Phone calls to families without student present

Consultation/Collaboration (Student present)

- Phone call with student or student/parent
- Video conferencing

IEP Meeting

Special Education Meeting

Student Not Available--No response from student or family at the scheduled time of phone/video contact

Student Absent: Student is ill and unable to participate in attempted phone/video contact

FCPSMED Documentation

- Document **emergency school** closure (new dropdown selection) for **March 13 to April 3rd.**

  In the emergency closure note for this week, add to the notes section: SLP emailed parent a selection of general activities related to goal.) ***For ease of documentation, make a Group wizard for all students.***

- **Document every contact attempted on a student's behalf (our record of good faith effort)**
- **Where students are shared, SLPs should confer so that 1 SLP is responsible for each student.**

FCPSMED - Documentation of Contact

- All service delivery is entered into FCPSMED

- **Non-billable Therapy** and **Therapy** options in the dropdown menu **will not** be used

- Document that all contacts (phone call, email, video conference) are focused on IEP goals:
  - Activity(s) related to IEP goal(s)
  - Identify the IEP goal(s) targeted in the activity(s)
  - Strategies/tips provided to access communication at home

Notes Section Examples:

Services provided through distance learning included:

1) Spoke with parent to model speech sound production errors vs correct /s/ production.

2) Reviewed activity emailed home to student targeting subject-verb agreement to ensure correct effort is being attempted.

3) Reviewed focus on healthy use of the voice and drinking plenty of water.

4) Talked to student regarding fluency needs and impact during time at home; and helped to review favored strategy.

Contacting Parents & Student Confidentiality



Some SLPs have been asked by their schools to create a Blackboard page to provide information to families. This is not a Communication Disorder Program requirement. If SLPs choose to create a Blackboard page, follow the guidelines below:

Guidelines:

- SLPs are encouraged to share a link to the special education resources on the FCPS public page.

  https://www.fcps.edu/academics/continuity-learning-resources

- SLPs may post links to public pages such as Thesaurus.com, Dictionary.com, wordless picture books
- Due to copyright laws, SLPs cannot post worksheets or activities from another site. (e.g. LessonPix, SLP blogs)

Contacting Parents & Student Confidentiality



SLPs have the responsibility to safeguard student confidentiality.

Group sessions will not be scheduled for SL services.

Zoom, FACETIME and SKYPE are not HIPAA compliant and should not be used to interact with students and families.

Google Meet has been opened to students by FCPS for this Distance Learning Period. Every student must have a different meeting name.

ISP Students

SLPs are not required to collaborate with ISP students and families through **phone or video conferencing**. Parents of ISP students have signed away their rights to FAPE.

HOWEVER! They are our students, too.

SLPs should provide a 'good faith effort' to connect with the student and family to maintain positive working relationships. **Emailing** families with activities weekly is a positive way in maintaining the relationship.

Homebound /Home-based Students

Services continue as previously outlined in the IEP.

1. Services were paused during the homebound/homebased term as documented in the IEP.

1. Services continue in collaboration with the teacher (email activities to the teacher)

1. In cases where SLPs served students in the home, continue through distance learning as you do with other students.

Recap of Speech-Language Therapy Services and Support Role through a Distance Learning Model

★ SL services will not replicate the services outlined in the IEP

Week of 3/30/2020 - 4/3/2020

★ Planning and Initial Contact with Families--General enrichment activities
★ Begin to participate in virtual IEP Meetings, etc. as directed by school

Week of 4/13/2020 - 4/17/2020

★ Distance Learning Week 1 - emailing student specific activities to students and families
★ SLPs will establish office hours for students and families (cont. to June)

Week of 4/20/2020 - 4/24/2020

★ Distance Learning Week 2 - emailing student specific activities to students and families
★ SLPs participate in teacher classes as appropriate to the IEP
★ Begin phone/virtual collaborating for some students as appropriate

Weeks 4/27/2020 - 6/12/2020

★ Distance Learning Week 3+ - continue emailing student specific activities to students and families
★ SLPs participate in teacher classes as appropriate to the IEP
★ Continue with phone/virtual collaboration as appropriate
★ Continue with phone/virtual special education meetings

Our Office Hours

The CDS Team will be available

Wednesday April 1st 1:00-2:00 p.m.

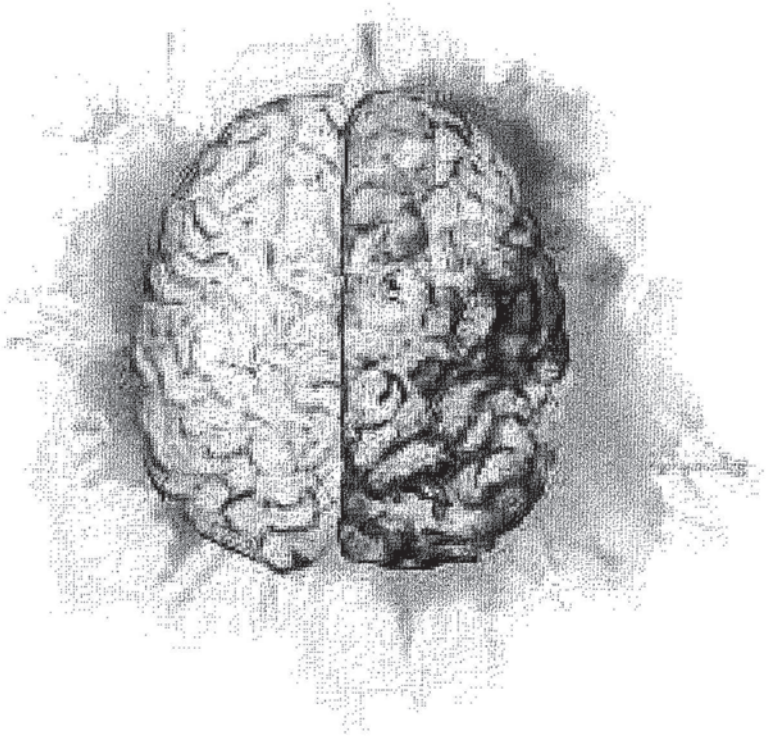


Google Meet

Meeting Name: CDSOfficeHours

ENJOY BEING CREATIVE with

ACTIVITIES AND COLLABORATION



Questions
Please post your questions in the chat window now.



IEP Preparation and Logistics
COVID-19: March 2020

All overdue and outstanding IEPs for the 2019-2020 school year must be completed within timelines.
Teachers may start scheduling with parents now for meetings to begin April 14.
Each school will be assigned a private conference telephone number to be used for Special Education and 504 meetings ONLY

- This allows all callers to connect remotely without revealing your private telephone numbers

For more complex meetings, you may use Blackboard Collaborate Ultra. Other platforms such as Zoom or Google Hangout are NOT approved for special education meetings.
Establish school wide routines for scheduling meetings with the phone number.

PRIOR TO THE MEETING

- Contact the parent to schedule the meeting, document in the SEA-STARS Contact Log and ask for any information they may want to share about their child before the meeting
- Schedule interpreter via Language Services, if needed. They are able to provide translation services over the phone.
- Send confirmation email with:
    - Appropriate notification letter (in English and other languages, as needed)
    - Link to public pages for necessary documents (Procedural Safeguards, Meeting Agenda, ESY information, Diploma Options, Age of Majority, copies of blank forms).
- Send DRAFT IEP via email closer to the meeting, at least 3 days prior.
    - ***All components may be drafted***. LRE and service hours would be for what the school day would like in the fall when back in school.
        - If it is a more complex meeting or multiple placement options, you may want to leave service hours and placement empty.
    - When you speak with the parent over the phone, let them know it is a draft and changes will be able to be made as you meet over the phone.
    - You will "Print Preview" and save as a PDF to send to the family
- Send the teleconference phone number and access code or Blackboard Collaborate Ultra participant link 2 days before the meeting.

DURING THE MEETING

- Review Meeting Norms
- Record the session of parent indicates they are recording
- Conduct the meeting following standard protocol
    - For an annual IEP, service hours are for next year, with a begin date of 8/25/2020

    - Complete the ESY discussion as you typically would. See FAQs for further information
- Speak slowly, explain your steps as you go through processes in SEA-STARS (i.e I'm going back to the PLOP to document that; I'm adjusting those services hours)
- Stick to the allotted time (be mindful that there may be another meeting scheduled on that same phone line when you finish)
- Inform the parent that you are putting the final draft on "HOLD" and you will provide them with a copy after the meeting.
- Discuss with the parent how they may provide consent at meeting conclusion

CONSENT

1. Present parents with the proposal over the phone
2. Seek verbal consent
3. Ask parent to send an email providing consent when they're ready.

Optional: Parents may provide consent through signature via other electronic means (scanned document, electronic signature, etc.)

4. Case manager is responsible for uploading all documents to SEA-STARS

AFTER THE MEETING

- Email parents a final draft of the IEP
- Once you receive written consent for the IEP, finalize the IEP, as usual.
- Complete the PWN and special transportation requests (STRs), as needed
- Upload all documents in historical documents, including the email that parents sent indicating their consent.

SUGGESTED NORMS FOR VIRTUAL MEETINGS

- Begin and end on time
- Honor the agenda
- Presume positive intentions
- One speaker at a time
- Speak slowly and clearly
- Reduce other distractions (Silence phones, background noise, etc.)
- Respect options
- Allow everyone to be heard

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TEMPORARY LEARNING PLAN

SCHOOL _____
ADDRESS _____
_____

_____ DATE _____
_____ RE _____
_____ ID Number _____

Dear _____

Thank you for speaking with me on [DATE] regarding the development of this Temporary Learning Plan while schools are closed for the remainder of the 2019-20 school year, during the COVID-19 pandemic. During these unprecedented times, we are continuing to look at ways to support you and your child through this process. This Temporary Learning Plan does not take the place of your child's Individualized Education Program (IEP), and it does not contain the same services and accommodations provided for in your child's IEP. However, it does identify the continuity of learning services and consultation that will be provided for your child between now and the end of the school year.

Goals and/or objectives from your child's most recent IEP:

Accommodation/modification:

Services:

When school resumes, your child's current IEP will go back into effect. Should you wish to discuss this plan further, we can arrange a time to discuss it or hold an IEP meeting. If you agree with this proposal, please reply to me no later _____, confirming your agreement. If it is easier for you, you may sign the bottom of this page under the statement below and email this letter back to me at _____.

A copy of Your Family's Special Education Rights (Virginia Procedural Safeguards Notice) may be found at https://www.fcps.edu/sites/default/files/media/forms/se4.pdf.

Thank you for your cooperation during this very difficult and unprecedented situation. I wish good health and safety to you and your family. Please do not hesitate to let me know if you have any questions. I can be reached at _____.

Sincerely,

_____
Case Manager

I agree with this Temporary Learning Plan for my child.

_____ _____
Signature Date

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

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EXTENSION OF ELIGIBILITY TIMELINES

SCHOOL _____
ADDRESS _____
_____

_____ DATE _____
_____ RE _____
_____ ID Number _____

Dear _____

You are receiving this letter because your child is in the process of being evaluated under the Individuals with Disabilities Education Act (IDEA) or under Section 504. Due to the COVID-19 state and national health emergency, Fairfax County Public Schools are closed. Social distancing and self-quarantining recommendations, which protect the health and safety of our students and staff, have eliminated the opportunity to complete in-person assessments, resulting in incomplete assessments. Staff are currently unable to conduct any direct evaluations of students at this time due to the health and safety needs of students and staff. I am writing to seek your agreement to extend the 65-business day timeline for completing evaluations of your child under the IDEA and under Section 504. The 65-business day timeline will resume once schools are reopened for customary, in-person attendance by students, which will provide us the access needed to your child to complete evaluations. The eligibility committee will then convene to review all available information and make an eligibility determination within 45 school days of schools reopening.

We are sorry about having to extend these timelines and appreciate your consideration of this request. If you are in agreement with the extension please reply to me no later than _____, confirming your agreement with extending the 65-business day timeline for completing evaluations with your child under the IDEA or under Section 504. If it is easier for you, you may sign the bottom of this page under the statement below and email it back to me at _____. A copy of *Your Family's Special Education Rights (Virginia Procedural Safeguards Notice)* may be found at https://www.fcps.edu/sites/default/files/media/forms/se4.pdf, and the Section 504 of the Rehabilitation Act of 1973 Procedural Safeguards may be found at https://www.fcps.edu/sites/default/files/media/forms/se92.pdf. If you would like to discuss this, or if you would prefer to complete the eligibility process for your child at this time, please let me know.

Thank you for your cooperation during this very difficult and unprecedented situation. We wish good health and safety to you and your family. Please do not hesitate to let me know if you have any questions. I can be reached at _____.

Sincerely,

_____
Principal or Designee

I agree with extending the 65-business day timeline for completing evaluations of my child under the IDEA and/or under Section 504.

_____ _____
Signature Date

Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.

SS/SE-401 (4/20)

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Special Education Processes During COVID-19

Each IEP team will need to address how a student's special education programming is impacted during the COVID-19 pandemic through the Temporary Learning Plan letter. FCPS will not require IEPs or addendums in addition to the Temporary Learning Plan letter to address COVID-19 distance learning. Because FCPS is moving to a distance learning model, in-person services will not occur, and direct services with synchronous learning will be limited. Therefore accommodations, instruction, and services may look different for students as they are provided distance learning opportunities. IEP teams should carefully consider the services and supports that students will require while learning in this model, and document those changes that will be in place during the school closure due to the COVID-19 pandemic on the PLOP page of the IEP. Services for the 2020-21 school year should be proposed and documented on the Services tab in SEA-STARS.

School teams are encouraged to utilize the Addendum without a Meeting procedure to document changes to students' programming. Some students will require an IEP meeting, such as those for whom this is an annual or initial IEP. For those students, and those who are in the process of local screenings, Section 504 meetings, eligibility meetings, or reevaluations, several options exist: dedicated teleconference lines, Google Meet, and Blackboard Collaborate Ultra (BBCU) sessions. Each school has been provided with a temporary teleconference. Schools should reach out to their SBTS or school technical support team to schedule individual BBCU sessions for each special education meeting to maintain student confidentiality. Below are directions for initial parent communication, utilizing addendums without meetings, teleconferences, and BBCU sessions.

Parent Communication	Directions
Parent Contact/Temporary Learning Plan Letter (All Students)	• Case manager will call each parent using script • Document conversation in contact log • Complete Temporary Learning Plan documenting the conversation with the parent regarding IEP goals, accommodations, and services • Send home electronic or paper copy of the Temporary Learning Plan

Meeting Type	Directions

Addendum without a Meeting	• Call parent and discuss the purpose of addendum and document conversation on *IEP Contact Log*
	• Complete Addendum without a Meeting in SEA-STARS
	  ○ Document reason for addendum on the PLOP
	  ○ Document services, hours, and accommodations on the PLOP clearly, if addendum addresses a Distance Learning change or addition due to COVID-19
	• Put IEP on "hold" in SEA-STARS and create PDF of IEP
	• Complete PWN
	• Send electronic/paper copy of notice letter and links to public page for necessary documents (i.e., Procedural Safeguards, ESY, Age of Majority, Diploma Options) pertinent to the purpose of the addendum
	• Send electronic/paper "hold" copy of IEP home for parent consideration along with completed PWN
	• Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks
	• Document any contact with parents related to the proposed IEP on the contact log
	• Obtain parent consent decision and document consent decision in SEA-STARS
	• Finalize all documents and make current
	• Close Workflow

Teleconference Meetings • IEP: Initials, Addendums, and Annuals • LSC • Eligibility • Reevaluations • Section 504 Meetings	**Prior to the meeting**: • Contact parent to schedule the meeting, document on the contact log and ask for any information they may want to share regarding their child • Send confirmation email with appropriate notice letter and links to public page for necessary documents (i.e., Parent Input form, Procedural Safeguards, ESY, Age of Majority, Diploma Options, and copies of blank forms) • Send draft goals closer to meeting (if applicable) **During the meeting**: • Review Meeting Norms (see below for suggested norms) • Conduct meeting following standard protocol • Inform parent you will send "hold" copy of the meeting document or any other necessary consent after meeting • Discuss how parent can provide consent at meeting conclusion **After the meeting**: • Send electronic/paper "hold" copy of document home for parent consideration along with completed PWN • Update contact log entries for each communication with parent • Confirm receipt of documents with parent and communicate with parents to obtain consent decision via email or phone, if they do not respond within 2 weeks • Document parent consent in SEA-STARS • Finalize all documents and make current • Close Workflow

Blackboard Collaborate Ultra (BBCU) Session	**Prior to the meeting**:
	• Contact parent to schedule the meeting, document on the contact log and ask for any information they may want to share regarding their child
	• Contact your BBCU scheduler to host a meeting according to the team's mutually agreed upon date and time of the meeting. (Due to confidentiality reasons, please do not use your school assigned BBCU moderator account).
	• Scheduler will send you an email with the following information:
	  ○ Moderator Link (your access to BBCU) session
	  ○ Participant Link (all other participants) access to the session
	  ○ Toll Free teleconference line (used for only this date and time)
	• Moderator will monitor online audio and disable group chat functions for all
	• The BBCU moderator/SEA-STARS is the only school-based staff to be connected to VPN. Remind all other school-based participants that they should NOT be connected to VPN during the session, as it slows it down
	• Assign meeting management roles, i.e. moderator, PLOP writer, question monitor, phone monitor, timekeeper
	
	During the meeting:
	• Start by reviewing Meeting Norms
	• Moderator (SEA-STARS driver) will display the SEA-STARS screen on each participant's computer screen using BBCU
	• Send all participants the link to the FCPS website that contains all sped documents, such as ESY form, diploma options, etc.
	• Be mindful of only displaying the student's specific documents by entering through individual student name

How to gain and document consent for SPED processes	• Parent returns scanned or mailed signed consent page
	  ○ If parent chooses to return consent page via US mail, they need to also let school staff know their decision using one of the options below
	• Parent send an email providing consent
	• Parent verbal consent
	• Parent consent through iPhone signature
	  • Case manager is responsible to upload documents to SEA-STARS and to maintain all documentation to print for student special services file

Meeting Practices	• Given technology issues, this may mean logging in 5-10 minutes prior to the meeting time in order to honor the timeframe of the meeting • If using teleconference, remind participants to follow along with paper forms, PDFs or laptop, if can access documents electronically • Case manager opens meeting by stating their name and role/responsibility as facilitator and stating purpose of the meeting • Other members introduce themselves and identify their role in the meeting (timekeeper, monitor of hand raises, PLOP writer, parking lot monitor, etc.) • Monitor of hand raises identifies next speaker and is responsible for maintaining participant engagement • Every 15-20 minutes, there should be a check-in to make sure everyone is still on the line and is following along • Display online resources from public web site, as applicable, i.e., diploma options, ESY, AOM • Establish proactive language and frame statements positively. For example, teachers could say, "Based on the data we have…" or "Based on my recollection of the data,.." to prevent teachers from continually saying: "I don't have that in front of me…" and then guessing at things...like behavioral data, etc. • Avoid using acronyms (if at all possible). • Describe each step in SEA-STARS before it is performed. For example, *"I am going to leave the PLOP page and click on the Need and Accom tab to address Johnny's goals."* • Allow for short breaks (5-10 mins)

Suggested Meeting Norms	• Begin and end on time • Honor the agenda • Presume positive intentions • One speaker at a time • Speak slowly and clearly • Reduce distractions (silence phones, minimize background sounds, etc.) • Respect opinions • Allow everyone to be heard