ATTACHMENT 18:

Correspondence among key division staff concerning provision of compensatory services and process for determining if/when this provision might be appropriate for students with disabilities

From: Lorenzo, Debbie
To: Strong, Jane
Subject: Compensatory slide for OSEPS
Date: Wednesday, June 24, 2020 11:49:00 AM

Hi Jane;

We were reviewing the agenda for OSEPS and you had a comment regarding compensatory. Do you plan on saying something based on the VCASE presentation by Reed Smith. Adam had mentioned they talked at VCASE about compensatory. If yes, Kristina said how much time do you need?

[redacted]

Debbie

Debbie Lorenzo
Coordinator, Office of Special Education Procedural Support
Willow Oaks Corporate Drive
571-423-4290 (Office)

From: Strong, Jane
To: Scott, Deborah E
Subject: FW: Board Work Session Review
Date: Thursday, June 11, 2020 1:36:00 PM
Attachments: image001.png

FYI, see Teresa telling me below that your extra psychs will have to work on backlog of evals. I think we need to plan how that will work and that we need the existing on staff experienced psy to do backlog and not new hires just because there will be a delay in getting new hires up and running (equipment, training)

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
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From: Johnson, Teresa L <TLJohnson4@fcps.edu>
Sent: Thursday, June 11, 2020 1:33 PM
To: Strong, Jane <jestrong@fcps.edu>; Bloom, Mike <msbloom@fcps.edu>
Subject: RE: Board Work Session Review

The extra psychs will have to assist with sped evaluations.

Teresa L. Johnson
Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: Strong, Jane <jestrong@fcps.edu>
Sent: Thursday, June 11, 2020 1:30 PM

To: Bloom, Mike <msbloom@fcps.edu>; Johnson, Teresa L <TLJohnson4@fcps.edu>
Subject: RE: Board Work Session Review

One other thing, we keep bringing up that we need funding for catching up on the back log of evals. Where is that included? The extra Psy that Deb asked for keeps being listed for SEL and not for evals. Are we going to be able to contract our evals? Principals are highly concerned about more staff in order to do the educational testing also.

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From: Bloom, Mike <msbloom@fcps.edu>
Sent: Thursday, June 11, 2020 1:08 PM
To: Strong, Jane <jestrong@fcps.edu>; Johnson, Teresa L <TLJohnson4@fcps.edu>
Subject: RE: Board Work Session Review

Hi Teresa,

I would add to Jane's comments that there is no indication in the PPT on how the social distancing guidelines would apply to SWD. For example, slide 17 indicates the 6 foot rule for social distancing, but does not include information on the concerns that we have brought up regarding our students with medical, behavioral, and personal hygiene needs.

Also, I do not know if the costs for special education curriculum materials have been included in slide 38. We had some detailed costing in our slides that we previously submitted and I am not sure if all of those costs were reflected on this slide.

Mike

From: Strong, Jane <jestrong@fcps.edu>
Sent: Thursday, June 11, 2020 12:59 PM
To: Johnson, Teresa L <TLJohnson4@fcps.edu>; Bloom, Mike <msbloom@fcps.edu>
Subject: RE: Board Work Session Review

Hi, thank you for asking us to weigh in. There has been little ability to provide input on this and I have not been invited to any meetings to discuss. Last Sunday, Noel emailed me and Mike asking our input (last minute) on what are the "lessons learned" in sped. This was not our "work." Rather there've been very limited requests to weigh in.

Slide 8 uses the word "tis" which I think sounds too formal

Slide 13 – they did nto ask our opinion and they list that scenario 1 would include evaluation, reevaluation and eligibility virtually. This is not correct.

I had put a couple question/comments in bubbles on the draft slide deck in google. I do see where they took it into consideration on slide 38 budget, they removed compensatory word because I remarked it confuses the situation with recovery. They did. The slide still needs explanation I think about what do they mean by recovery/remediation for special education.

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From: Johnson, Teresa L <TLJohnson4@fcps.edu>
Sent: Thursday, June 11, 2020 12:29 PM
To: Bloom, Mike <msbloom@fcps.edu>; Strong, Jane <jestrong@fcps.edu>
Subject: FW: Board Work Session Review

Take a look at the sped parts here. Let me know if it reflects your work and what we can do.

This is very high level for the SB next week.

Teresa L. Johnson
Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: Presidio, Sloan <sjpresidio@fcps.edu>
Sent: Thursday, June 11, 2020 10:58 AM
To: Leadership Team <Leadership_Team@fcps.edu>
Subject: Board Work Session Review

All,

Can you please review the attached SBWS (6/15) draft presentation and let me know if you have any suggestions for edits by COB today. The document needs to be posted tomorrow.

Thanks,

Sloan

Sloan J. Presidio, Ed.D., J.D.
Assistant Superintendent, Instructional Services
Fairfax County Public Schools
571.423.4510

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

From: Strong, Jane
To: Bailer, Dede
Subject: Re: off line comment
Date: Friday, May 8, 2020 1:52:24 PM

Hi Dede, feel free to bring this up.

Jane Strong, PhD
Director of Special Education
Procedural Support
Fairfax County Public Schools
Sent from my iPhone

On May 8, 2020, at 1:39 PM, Bailer, Dede <DRBailer@fcps.edu> wrote:

Hey, Jane,

Just another thought or consideration: it might be important to consider rate of progress when talking about compensatory education. We have no benchmark for what the rate of progress for learning is in this environment; given that, before the decision is made that the student has not 'continued making progress" that allowance be made for rate.

Dede Bailer, Ph.D.
Coordinator, School Pychology Services
Liaison to the Military
Fairfax County Public Schools
Fairfax, VA

From: Strong, Jane
To: Bloom, Mike
Subject: RE: Remediation & Compensatory Services
Date: Friday, May 8, 2020 9:19:00 AM

Looks good, Mike! Thanks.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
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From: Bloom, Mike <msbloom@fcps.edu>
Sent: Thursday, May 7, 2020 11:01 PM
To: Strong, Jane <jestrong@fcps.edu>
Subject: Remediation & Compensatory Services

Hi Jane,

I tried to capture the main ideas on the Google Doc. and incorporated into 2 PPT slides. On the compensatory services slide, I grabbed information directly from the VDOE FAQ page related to compensatory education. Just thought I would put some things into the slides in advance of the meeting tomorrow. We can chat further in the morning prior to the group meeting if you have time. Just wanted to give us a head start on things.

Thanks,
Mike

Michael Bloom
Director, Office of Special Education Instruction
Department of Special Services
Fairfax County Public Schools
msbloom@fcps.edu
Office: 571-423-4104

8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
www.fcps.edu

From:	Bloom, Mike
To:	Strong, Jane
Subject:	Remediation & Compensatory Services
Date:	Thursday, May 7, 2020 11:00:52 PM
Attachments:	Remediation and Compensatory Services.pptx

Hi Jane,

I tried to capture the main ideas on the Google Doc. and incorporated into 2 PPT slides. On the compensatory services slide, I grabbed information directly from the VDOE FAQ page related to compensatory education. Just thought I would put some things into the slides in advance of the meeting tomorrow. We can chat further in the morning prior to the group meeting if you have time. Just wanted to give us a head start on things.

Thanks,
Mike

Michael Bloom
Director, Office of Special Education Instruction
Department of Special Services
Fairfax County Public Schools
msbloom@fcps.edu
Office: 571-423-4104
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
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From: Stack, Ellie P.
To: Strong, Jane; Skurpski, Lea
Cc: Bloom, Mike
Subject: RE: ESY for LT tomorrow
Date: Monday, May 4, 2020 3:58:59 PM
Attachments: image005.png
image006.png

I am with you – on both counts!
-Ellie

Ellie Purdy Stack
Coordinator, PreK-12 Special Education Instruction
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From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, May 4, 2020 3:42 PM
To: Stack, Ellie P. <EPStack@fcps.edu>; Skurpski, Lea <lmskurpski@fcps.edu>
Cc: Bloom, Mike <msbloom@fcps.edu>
Subject: RE: ESY for LT tomorrow

Thanks Ellie, I was just looking at them as a result of our director discussion. I think the prospect of IEP addendums makes me tired! Also, we have to state that ESY is different than a determination of compensatory services.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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From: Stack, Ellie P. <EPStack@fcps.edu>
Sent: Monday, May 4, 2020 3:37 PM
To: Strong, Jane <jestrong@fcps.edu>; Skurpski, Lea <lmskurpski@fcps.edu>
Cc: Bloom, Mike <msbloom@fcps.edu>
Subject: FW: ESY for LT tomorrow

Hi Jane and Lea,
We have recently found out that the proposals for Summer 2020 are going to LT tomorrow. With that, we have updated the slides I sent you this summer.
Here are Tina (PAC) and my (ESY) thoughts for the LT meeting tomorrow:

https://docs.google.com/presentation/d/1zw8CgNelyObqVgaDynNuC44ngKDuaJXj5jcoEyLEX74/edit?usp=sharing

These are due to Sloan by 5 today.

-Ellie

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From: Johnson, Teresa L <TLJohnson4@fcps.edu>
Sent: Monday, May 4, 2020 1:41 PM
To: Bloom, Mike <msbloom@fcps.edu>; Stack, Ellie P. <EPStack@fcps.edu>; Wilkerson, Tina <twilkerson@fcps.edu>
Cc: Scott, Deborah E <descott1@fcps.edu>
Subject: RE: ESY for LT tomorrow

Francisco is okay with LT tomorrow. We just have to share that we are asking SEPTA and ACSD for their feedback this week.

Teresa L. Johnson
Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: Bloom, Mike <msbloom@fcps.edu>
Sent: Monday, May 4, 2020 1:15 PM
To: Stack, Ellie P. <EPStack@fcps.edu>; Johnson, Teresa L <TLJohnson4@fcps.edu>; Wilkerson, Tina <twilkerson@fcps.edu>
Cc: Scott, Deborah E <descott1@fcps.edu>
Subject: RE: ESY for LT tomorrow

Thanks, Ellie for this update. I am not sure if Sloan knew that Francisco requested input from ACSD at tomorrow night's meeting. I hesitate to provide final recommendations for LT by 5pm tonight without the input from ACSD. Thoughts from everyone?

Thanks,
Mike

Michael Bloom
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msbloom@fcps.edu
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Fairfax, VA 22031
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From: Stack, Ellie P. <EPStack@fcps.edu>
Sent: Monday, May 4, 2020 11:59 AM
To: Johnson, Teresa L <TLJohnson4@fcps.edu>; Bloom, Mike <msbloom@fcps.edu>; Wilkerson, Tina <twilkerson@fcps.edu>
Cc: Scott, Deborah E <descott1@fcps.edu>
Subject: ESY for LT tomorrow

Hi Mike, Teresa, and Tina:
I have included Deb on this email because she was on the call with Sloan, Bettrys, and Noel.

Sloan just said he needs by 5.

The summer plan will be presented to LT tomorrow to get their thoughts prior to SB meeting.

For tomorrow – 10:00 LT meeting

Need: Our official recommendation for ESY and PAC for LT with pros and cons

Need: Update the slides with the language we want in front of LT
The format may change.

Need for SB meeting – more specific budget information

Best,

-Ellie

Ellie Purdy Stack
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From: Bloom, Mike
To: Strong, Jane
Subject: Agenda
Date: Wednesday, April 29, 2020 10:02:14 AM

Hi Jane,

Here is a draft Agenda for this morning. Let me know if you want me to make any changes.

Agenda

1. Welcome
2. Purpose / Deliverables
3. Compensatory Services
    - Definition
    - Service Delivery Options
    - Timeline Considerations
    - Budget Impact
4. Next Steps
5. Round Table

Michael Bloom
Director, Office of Special Education Instruction
Department of Special Services
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msbloom@fcps.edu
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8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
www.fcps.edu

From: dalorenzo@fcps.edu
To: Strong, Jane
Cc: Roman, Kristina M.; Schaefer, Dawn M
Subject: Re: Add to FAQ?
Date: Monday, April 27, 2020 11:48:54 AM

Thank you, Jane and Kristina for finalizing.
Debbie

Sent from my iPhone

On Apr 27, 2020, at 11:45 AM, Strong, Jane <jestrong@fcps.edu> wrote:

Excellent! I added this last sentence to the Compensatory question:

> Case managers should collaborate with their PSL on this discussion case by case.
>
> I have it saved and will get TJ to bless the distribution.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 11:13 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Oh yeah, sorry. I remember seeing that over the weekend and that Angelina went in as well. I will take a look again too.

Kristina

Here is the final draft of the FAQ2. Let me know if you think it looks okay and if so I am happy to share it with our OSEPS team if you like and maybe someone else can send it to Keyanna to be posted on the DPE web page.

Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 10:59 AM
To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

SO I went in and looked and made a couple more comments this weekend so if you all can look and finalize we can proceed.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 10:57 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Okay, thanks. I will add the question and put it on letterhead and send it to you for final review.

I received a question from a few PSLs regarding the TLP Guiding Questions document. I know we all spent time editing it on Friday and I was wondering when we thought that might be ready to share. We told teams TLPs should be completed by tomorrow.

Thanks,
Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 10:53 AM
To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Ok, I'm fine with that. Thank you

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 10:50 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

I don't believe it tells us anything we don't already know or is very clear in drawing the line between ESY and Compensatory services. I propose we keep the basic

compensatory question and answer simple and add this to the FAQ2:

How do we address a request for compensatory services?

Compensatory services are provided to remediate the failure to offer FAPE, as outlined in the student's IEP. This should be determined and provided on a case-by-case basis, as determined by the child's IEP Team. The IEP Team should evaluate and discuss the effect of the extended school closure on the student's progress toward their IEP goals. Compensatory services would be determined after normal school operations resume. ~~ESY services would be required if the child's IEP Team determines that the progress a student has achieved would be severely jeopardized by the failure to provide ESY.~~ The ~~need for compensatory services and/or ESY services should be examined on a case-by-case basis for each student, as required by federal and state special education laws and regulations, as soon as possible after normal school operations resume.~~

-

Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 9:55 AM
To: Lorenzo, Debbie <dalorenzo@fcps.edu>; Roman, Kristina M. <KMRoman@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

They are trying to draw the line between ESY and Comp. Do you think it does? Maybe we would say this is language from VDOE and is useful, then say we do not yet know if there will be face to face ESY at this time.

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From: Lorenzo, Debbie <dalorenzo@fcps.edu>
Sent: Monday, April 27, 2020 9:53 AM
To: Strong, Jane <jestrong@fcps.edu>; Roman, Kristina M. <KMRoman@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Do you want us to also include the part about ESY in the compensatory question or keep it separate?
Debbie

Debbie Lorenzo
Coordinator, Office of Special Education Procedural Support
Willow Oaks Corporate Drive
571-423-4290 (Office)

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 9:46 AM
To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: Add to FAQ?

From VDOE FAQ this one has good language
Compensatory services are provided to remediate the failure to offer FAPE, as outlined in the student's IEP. This should be determined and provided on a case-by-case basis, as determined by the child's IEP Team. The IEP Team should evaluate and discuss the effect of the extended school closure on the student's progress toward their IEP goals. Compensatory services would be determined after normal school operations resume. ESY services would be required if the child's IEP Team determines that the progress a student has achieved would be severely jeopardized by the failure to provide ESY. The need for compensatory services and/or ESY services should be examined on a case-by-case basis for each student, as required by federal and state special education laws and regulations, as soon as possible after normal school operations resume.

Jane Strong, Ph.D.
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From: Strong, Jane
To: Roman, Kristina M.; Lorenzo, Debbie; Schaefer, Dawn M
Subject: RE: Add to FAQ?
Date: Monday, April 27, 2020 11:45:00 AM

Excellent! I added this last sentence to the Compensatory question:

> Case managers should collaborate with their PSL on this discussion case by case.
>
> I have it saved and will get TJ to bless the distribution.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
571-423-4290

President, Virginia Council of Administrators of Special Education

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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 11:13 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Oh yeah, sorry. I remember seeing that over the weekend and that Angelina went in as well. I will take a look again too.

Kristina

Here is the final draft of the FAQ2. Let me know if you think it looks okay and if so I am happy to share it with our OSEPS team if you like and maybe someone else can send it to Keyanna to be posted on the DPE web page.

Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 10:59 AM
To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

SO I went in and looked and made a couple more comments this weekend so if you all can look and finalize we can proceed.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 10:57 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Okay, thanks. I will add the question and put it on letterhead and send it to you for final review.

I received a question from a few PSLs regarding the TLP Guiding Questions document. I know we all spent time editing it on Friday and I was wondering when we thought that might be ready to share. We told teams TLPs should be completed by tomorrow.

Thanks,
Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 10:53 AM

To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Ok, I'm fine with that. Thank you

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
571-423-4290

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From: Roman, Kristina M. <KMRoman@fcps.edu>
Sent: Monday, April 27, 2020 10:50 AM
To: Strong, Jane <jestrong@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

I don't believe it tells us anything we don't already know or is very clear in drawing the line between ESY and Compensatory services. I propose we keep the basic compensatory question and answer simple and add this to the FAQ2:

How do we address a request for compensatory services?

Compensatory services are provided to remediate the failure to offer FAPE, as outlined in the student's IEP. This should be determined and provided on a case-by-case basis, as determined by the child's IEP Team. The IEP Team should evaluate and discuss the effect of the extended school closure on the student's progress toward their IEP goals. Compensatory services would be determined after normal school operations resume. ~~ESY services would be required if the child's IEP Team determines that the progress a student has achieved would be severely jeopardized by the failure to provide ESY.~~ The ~~need for compensatory services and/or ESY services should be examined on a case-by-case basis for each student, as required by federal and state special education laws and regulations, as soon as possible after normal school operations resume.~~
-

Kristina

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 9:55 AM
To: Lorenzo, Debbie <dalorenzo@fcps.edu>; Roman, Kristina M. <KMRoman@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

They are trying to draw the line between ESY and Comp. Do you think it does? Maybe we would say this is language from VDOE and is useful, then say we do not yet know if there will be face to face ESY at this time.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
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571-423-4290

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From: Lorenzo, Debbie <dalorenzo@fcps.edu>
Sent: Monday, April 27, 2020 9:53 AM
To: Strong, Jane <jestrong@fcps.edu>; Roman, Kristina M. <KMRoman@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: RE: Add to FAQ?

Do you want us to also include the part about ESY in the compensatory question or keep it separate?
Debbie

Debbie Lorenzo
Coordinator, Office of Special Education Procedural Support
Willow Oaks Corporate Drive
571-423-4290 (Office)

From: Strong, Jane <jestrong@fcps.edu>
Sent: Monday, April 27, 2020 9:46 AM
To: Roman, Kristina M. <KMRoman@fcps.edu>; Lorenzo, Debbie <dalorenzo@fcps.edu>; Schaefer, Dawn M <DMSchaefer@fcps.edu>
Subject: Add to FAQ?

From VDOE FAQ this one has good language
Compensatory services are provided to remediate the failure to offer FAPE, as outlined in the student's IEP. This should be determined and provided on a case-by-case basis, as determined by the child's IEP Team. The IEP Team should evaluate and discuss the effect of the extended school closure on the student's progress toward their IEP goals. Compensatory services would be determined after normal school operations resume. ESY services would be required if the child's IEP Team determines that the progress a student has achieved would be severely jeopardized by the failure to provide ESY. The need for compensatory services and/or ESY services should be examined on a case-by-case basis for each student, as required by federal and state special education laws and regulations, as soon as possible after normal school operations resume.

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
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571-423-4290

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From: Muldrow-Blunder, Monique
To: Strong, Jane; Lorenzo, Debbie; Roman, Kristina M.
Subject: Last email from Rolling Valley
Date: Tuesday, April 21, 2020 5:35:39 PM

Good afternoon,

I believe there is a group of parents in the community that are making statements such as what I just sent you and then will follow up with a request for compensatory services for private instruction. This is the third case where I am working with language that I am not comfortable with providing a response. I am sure you have many others cases. Thank you for your assistance.

Monique Muldrow-Blunder
Procedural Support Liaison- West Springfield Pyramid
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
Cell: 571-423-8287
Office: 571-423-4035

From: Thomas, Kathleen
To: Strong, Jane
Subject: DSS FAQs for Staff FAQs on intranet
Date: Wednesday, April 15, 2020 5:15:44 PM

Hi Jane,
I've been working with Marcy on the FAQs we are posting for principals and staff on the intranet site. Marcy wanted me to ask you if the questions and answers below should be included on the staff FAQs (they were taken from the Principals FAQs OR if there should just be a link to the DSS FAQs on your site.
Can you please let me know? Thanks for your help.
Kathleen

Kathleen Thomas
Director, Employee and Community Engagement
Office of Communication and Community Relations
571-230-0093 cell

1. **What timeline are case managers expected to adhere to for TLP completion? (4/10/20)**

   The request is that the TLP process begins on April 14, 2020 and be completed by April 28, 2020. There is recognition that the process will be dependent upon parental internet access and response time, so flexibility is understood. Teachers are asked to document all attempts to engage the parent in the TLP process.

2. **How is the TLP developed and are the parents deciding our goals and services? (4/10/20)**

   The TLP process includes the case manager collaborating with related service providers, if applicable, and contacting the parent to gain input. Next, the case manager completes the proposed TLP letter and sends a copy electronically to the parent. Case managers will upload the proposed TLP into SEA-STARS.

3. **What services should IEP teams propose? (4/10/20)**

   Services for the 2020-21 school year should be proposed assuming school will resume by the start of the new school year calendar. For initial IEPs, only list services for next school year and document the TLP on the PLOP page of the IEP. Case managers, and related service providers, if applicable, should consider how a student's programming is impacted by distance learning and

propose services appropriate to address this learning model at this time. Guidance and some sample language will be provided to case managers during the week of April 13, 2020.

4. **What placement should IEP teams propose? (4/10/20)**

   Placement should reflect what the IEP team would otherwise propose for the 2020-21 year. Due to the school closure, there will not be changes of placement for the remainder of this school year.

5. **Will transportation representatives be available for IEP meetings, to include placements that will start in August? (4/10/20)**

   Yes, they are available to be a part of IEP meetings.

6. **Do we hold placement meetings for higher levels of service that were in process before the school closure? (4/10/20)**

   Yes, for students whose IEP team members had proposed consideration of a more restrictive setting prior to 3/13/20. The IEP team may continue to hold meetings to discuss whether a placement might be proposed to begin next school year. Please contact your PSL for any meetings involving a representative from multi-agency services to consider a private placement.

7. **What do we do if we have a student who requires an IEP meeting following a decision from the hearing's office? (4/10/20)**

   Your PSL will contact you with the placement options that can be considered by the IEP team.

8. **Are Behavior Intervention Plans and BIP reviews conducted during COVID-19 and the closing of schools? (4/10/20)**

   Implementation of BIPs is suspended. Case managers should consult with OSEI (BIT, curriculum specialists, ABA coach) regarding concerns around social skills, executive functioning, or behaviors. Work with your BIT or ABA coach to share strategies with parents, if appropriate.

9. **What is the status of SOL and VAAP state assessments? (4/10/20)**

   The Virginia Department of Education provided a waiver for all state testing for this school year. At this time, during an IEP meeting, propose the state assessments the student may participate in the 2020-21 school year. Document the waiver information on the PLOP. For annual IEPs, document the waiver on the PLOP.

10. **Should Case Managers provide parents with the existing Diploma Options brochure? (4/10/20)**

    Yes

11. **Do we need to review SPLAVC-A for graduating seniors? (4/10/20)**

    Specific guidance from DSS will be issued the week of 4/14/20. The link below will provide guidance from VDOE for SPLAVC-A:

    http://www.doe.virginia.gov/support/health_medical/office/covid-19-grad-credits.shtml

12. **Should Case Managers do Progress Reports? (4/10/20)**

    Yes, complete IEP progress reports for the 3rd quarter, using data prior to March 13, 2020. A progress report is not required for the 4th quarter because we are not providing grades for students without disabilities.

13. **Should IEP teams consider ESY? (4/10/20)**

    At this time, there is no way to predict if buildings are going to be open for summer or ESY services. IEP teams should indicate that ESY should be addressed at a later date.

14. **How will transition plans be completed? (4/10/20)**

    Case managers should reach out to students age 14 and above prior to meeting and should collaborate with the ETR.

15. **How should we handle students new to FCPS with transfer IEPs? (4/10/20)**

    It is not necessary to complete the Transfer IEP documents. Develop a new FCPS IEP and document Temporary Learning Plan on the PLOP and in the PWN. Contact Due Process and Eligibility so that eligibility information can be entered in SEA-STARS.

16. **How will requests for compensatory services be managed? (4/10/20)**

    School staff must reach out to their PSL or DPE for guidance. The IEP team may meet to consider compensatory services when school resumes.

Special Education- Instruction

17. **How will the distance learning plan address the needs of students with disabilities? (3/25/20- revised 4/1/20)**

    To help schools provide distance learning in compliance with federal law, the following was published by the US. Department of Education:

    - The Department recognizes that exceptional circumstances may affect how special education and related services and supports are provided to students with disabilities, and the Department will offer flexibility.
    - Although online learning must be accessible to students with disabilities, federal law does not mandate the specific methodologies by which distance education must be provided.
    - In instances where technology is not accessible or where educational materials are not available in an accessible format, educators may still meet their legal obligations by providing equally effective alternate access to the curriculum or services provided to other students.

    Many disability-related modifications and services may be effectively provided online. These may include, for instance, extensions of time for assignments, videos with accurate captioning or embedded sign language interpreting, accessible reading materials, and many speech or language services through video conferencing. The Office of Special Education Instruction has developed and posted on the FCPS Continuity of Learning webpage, an Accommodations Toolbox that includes strategies and resources on how students may be able to access accommodations at home.

    Although federal law requires distance instruction to be accessible to students with disabilities, it does not mandate specific methodologies. FCPS is considering practices such as distance instruction, meetings held on digital

platforms, online options for data tracking, and documentation. In addition, there are low-tech strategies that can provide for an exchange of curriculum-based resources, instructional packets, projects, and written assignments.

18. **How will Cat B special education students learn remotely? (3/25/20)**

The US. Department of Education states that, during this national emergency, schools may not be able to provide all services in the same manner they are typically provided. While some schools might choose to safely, and in accordance with state law, provide certain IEP services to some students in-person, it may be unfeasible or unsafe for some institutions, during current emergency school closures, to provide hands-on physical therapy, occupational therapy, or tactile sign language educational services.

FCPS will begin distance learning training for teachers on March 30 and give them the opportunity to plan and prepare for distance instruction and reconnect with their students. Continuity of Learning resources have been developed for special education students pre-kindergarten through grade twelve and are posted in Blackboard as well as on the FCPS public web located at: https://www.fcps.edu/news/coronavirus-update-academics-distance .

19. **How will you make the distance learning training accessible for deaf/ hard of hearing teachers? What about access for hearing impaired students? (3/25/20- revised 4/1/20)**

FCPS is currently reviewing platforms that support accessible learning for our deaf/hard of hearing students. Google does have the capacity to provide closed captioning. Questions should be directed to Shira Brothers at: SBBrothers@fcps.edu

20. **How will preschool special education programs be addressed during distance learning? (3/25/20- revised 4/1/20)**

All preschool families will weekly receive a central office created learning packet of materials. Teachers should prepare individualized lesson plans sent home weekly to parents, using the central office created learning packets. It is strongly suggested that preschool teachers explicitly connect IEP goals/objectives to the activities, so parents understand how to make the activity important and why this goal/activity was chosen for their child. A lesson plan has been created for teacher use with family friendly language.

For class based and PAC teachers, it is suggested a teacher complete at least two 20-minute coaching sessions each week with each family. For resource students, it is suggested that teachers conduct one 20-minute coaching session each week. All teachers should treat these sessions as a typical home visit, including interacting with the children.

21. **Can special education teachers, and related service providers when determined appropriate, provide small group instruction to students with disabilities in virtual and online educational settings? (4/10/20)**

Yes, special education teachers, and related service providers when determined appropriate, can provide small group instruction to students with disabilities in virtual and online educational settings. The Virginia Department of Education recently released guidance related to considerations for students with disabilities who are participating in virtual and online educational settings. Currently, Blackboard Collaborate and Google Meet are permitted for use under the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g (FERPA).

We recommend that for the use of teleconferencing platforms, including small group instruction for students with disabilities, teachers should not display or make public a student's personally identifiable information, including full names. Teachers and related service providers should also use meeting control settings to minimize disruptions. Teachers should use meeting control settings that only allow their students to join the virtual class and not publicly broadcast the meeting login information. Teachers should also enable control settings where they are allowed to control who is able to present during the meeting/class. There have been cases throughout the country where virtual meetings/classes have been publicly broadcasted where hackers and non-students have taken over and presented inappropriate material.

The Department of Special Services is developing a confidentiality notice for parents of students with disabilities that includes information related to the disclosure of a student's personally identifiable information and guidelines and expectations to ensure that the confidentiality rights of all students are protected when live video sessions are used. The confidentiality notice will be shared with school administrators for dissemination to school staff on Monday, April 13, 2020.

22. **Are evidence-based programs allowed to be administered via video? (4/10/20)**

The permission to provide instruction using aspects of the FCPS approved evidence-based and research-based programs vary by company. Please visit the Distance Learning Resources folder in FCPS 24/7, special education folder, for information regarding the use of different programs. Please note, no matter the program, it is not expected that any of our research-based programs will be provided with the same frequency and duration using all aspects of the

program during this time period. For specific questions, please reach out to your OSEI team member.

23. **What if parents ask for 30-60 minutes of individual video conferencing/teaching for their children? (4/10/20)**

The case manager will discuss this with his or her PSL regarding the Temporary Learning Plan. If necessary, the IEP team may need to consider all parent requests with consideration to the distance learning plan and the school schedule. Consult with OSEI to discuss programming models to meet the needs of the student.

24. **If parents purchase an Evidence Based Program for home use, will FCPS guide them on implementation? (4/10/20)**

Information can be shared regarding the aspects of the program which have been approved for use during this distance learning period. This information is available in FCPS 24/7: Distance Learning Resources folder, select a grade level, and then select Special Education. Please contact your OSEI team member regarding specific questions.

25. **Are related service providers going to be implementing distance learning as well? (4/10/20)**

Yes, related service providers will be implementing distance learning services and supports. Please consult with the individual related service providers for each case.

Special Education- Meeting Logistics

26. **How do we handle signing in at IEP meetings? (4/10/20)**

The case manager completes the cover page in SEA-STARS, double checks attendance, and makes adjustments as necessary. On the PLOP page, indicate all participants on the cover page participated in the meeting via teleconference or Blackboard Collaborate Ultra.

27. **Are all IEP team members required? Can parents sign non-attendance forms for particular members? (4/10/20)**

During the spring 2020 shut down, case managers may conduct annual IEP meetings with the required committee members only if appropriate. If there are concerns from any IEP team member, follow our current protocol. If parents are not available to attend an IEP meeting after being given several opportunities and methods, FCPS will move forward with a proposal to present to the parents.

28. **How much time should you allot for a special education meeting? (4/10/20)**

Meetings should be scheduled for no more than 2 hours and Blackboard Collaborate can be set to end at a specific time.

29. **What is the protocol for securing language services support for meetings? (4/10/20)**

See "Language Services" FAQs.

30. **How will we address the participation of attorneys, advocates, and other non-biological parent participants in annual IEPs? (4/10/20)**

Case managers should ask parents if anyone else will participate in the meeting and send a copy of SS/SE-79A along with the meeting notice. If necessary, the IEP team can accept oral consent and document that on the PLOP.

31. **Are there any suggestions for Internet access connectivity issues/glitches mid-meeting? (4/10/20)**

Just log back in as soon as possible. Be sure to turn off VPN for the most stable connection. The following suggestions may also support your connection: turn the Internet off on other devices such as phones, iPads, etc.

and/or restart your router.

32. **What if a parent requests a tour of a school/program? (4/10/20)**
Buildings are closed and tours cannot be scheduled at this time.

Special Services- Homebound

33. **Will students currently on homebound or home-based instruction continue to receive services from their homebound/based teachers? (4/10/20)**

Homebound and homebased teachers, when schools are operating normally, act as surrogate instructors supporting lessons and instruction which comes from classroom teachers. The last school attended classroom teachers remain the teacher of record and are also responsible for grading. As part of the distance learning plan, students receiving homebound/homebased instruction will receive the same instruction provided to all FCPS students. As the distance learning plan will not require the need of a homebound/homebased teacher to provide direct face to face instruction in lieu of the classroom teacher, the roles of these teachers will shift. Students who previously received face to face instruction will be provided weekly check-ins and/or other additional instructional support based on individual need.

Special Services- Section 504

34. **What resources are available to support 504 School Based Coordinators and case managers during distance learning? (4/10/20)**

- 504 Intranet site - http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm
- COVID-19 resources (also on main 504 site):
  - 504 COVID-19 Action Plan - http://fcpsnet.fcps.edu/ssse/osp/504info/504PlanOfAction.pdf
  - Distance Learning Packets information - http://fcpsnet.fcps.edu/ssse/osp/504info/504DLP.pdf
  - FAQs - http://fcpsnet.fcps.edu/ssse/osp/504info/504FAQsCovid19.pdf
- Weekly updated FAQs, forwarded to 504 SBCs and posted on website
- Kathy Murphy, Section 504 Specialist, is available for consultation via:
  - EMAIL (kamurphy@fcps.edu)
  - VOICEMAIL (571-423-1304; will respond with an email or phone call)

    - SCHEDULED ONLINE OR PHONE CONFERENCE
- Your school's Procedural Support Liaison (PSL)
- Due Process and Eligibility

To: Johnson, Teresa L
Cc: West, Tina
Subject: RE: Principal FAQ
Date: Thursday, April 9, 2020 10:50:21 AM

---

1. **How will requests for compensatory services be managed?**
   School staff must reach out to their PSL or DPE for guidance. The IEP team may meet to consider compensatory services when school resumes. Importantly, compensatory is only considered when the school has denied a FAPE. It is widely considered that COVID-19 shut down is not a denial of FAPE by a school. Do we want to say this in the FAQ? This document could likely become public.

Thanks....

Jane Strong, Ph.D.
Director of Special Education Procedural Support (OSEPS)
Fairfax County Public Schools
Willow Oaks Administrative Center
8270 Willow Oaks Corporate Drive
Fairfax, VA 22031
571-423-4290

President, Virginia Council of Administrators of Special Education

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From: Johnson, Teresa L <TLJohnson4@fcps.edu>
Sent: Thursday, April 9, 2020 10:11 AM
To: Strong, Jane <jestrong@fcps.edu>
Cc: West, Tina <cwest@fcps.edu>
Subject: Principal FAQ

See attached for recommendations in yellow highlight or red.

Thanks!

Good work!

T

Teresa L. Johnson

Assistant Superintendent,
Special Services
Fairfax County Public Schools
Phone: 571-423-1300
Tljohnson4@fcps.edu

From: Bailer, Dede
To: Strong, Jane; Scott, Deborah E
Subject: FW: PSL updates
Date: Monday, March 30, 2020 4:09:24 PM

Thank you, Jane and Deb for the conversation. Here is the message shared by one of our folks.

As promised, here is the enhanced version of the PSL Updates:

Greetings all,

On Friday, PSLs had the opportunity to experience the special education training regarding meetings that will be delivered to you all the week of 3/30. Following that, we were able to ask questions beyond the scope of the training. Please use the notes below as a starting point and do not take them as the gospel. We all know things are evolving and changing as quickly as they are developed. Leadership and the multiple offices that support special education continues to work on all of the intricate pieces as this current reality evolves. This is the information as it sits at this moment in time. As always, don't hesitate to reach out should you need anything. I appreciate your patience!

No meetings with parents/families until week after spring break

- Next week is to be used for professional development and preparing distance learning
- They are looking at planning a special education training on Wednesday (4/1)

Distance Learning

- Student packets are based on grade level
- Adapted curriculum packets were sent to students in certain programs
- If you log into blackboard and click "Distance Learning Resources" in the middle section, some of the distance learning packets that were mailed are already posted

OSEI

- All questions about delivery of instruction and implementation of evidence based instruction as well as instruction directed to meet IEP goals will be answered by OSEI
- OSEI is working with publishers to find out how/if evidence based programs can be delivered through virtual instruction
- Will provide info about tailoring instruction to meet student needs
- Working with vendors on what they can and cannot use from specialized programs/evidence based programs
- Clearly will not be implemented as written, as in the classroom, may not be able to do some
- MORE INFORMATION COMING SOON

COVID-19 Letter

- There will be a letter send to parents outlining how SPED will be provided to students with disabilities during the COVID-19 school closure
- It will look like a "letter of agreement" and parents will be provided a format to give feedback.

- We are awaiting guidance from legal counsel on the wording before it is shared.
- There is currently a letter on fcps.edu from Teresa Johnson (https://www.fcps.edu/node/40612)

Meetings

- Teachers will be provided a centrally driven collaborate to learn how to run meetings for all SPED processes related to LSCs, IEPs, MDRs, etc, using virtual meeting tools. (probably Wednesday, 4/1)
- To highlight some items for you ahead of time:
    - The entire process will be paperless, utilizing PDFs only
    - Depending on the type of meeting, it can be done on teleconference or on Blackboard Collaborate Ultra
    - Can do addendums without a meeting, but should not be first preference
    - Think about what team members are legally required to be a part of the team to help scheduling/streamline discussion.
    - Teams will need to clearly define the roles of FCPS participants and only one person will be able to drive/write in the IEP forms.
    - In preparing for meetings, schools will send a PDF copy of the letter and will be providing links to the FCPS webpage connecting parents to all the usual handouts: procedural safeguards, age of majority, ESY, and diploma options (I believe a guidance document is being developed)
    - There is the probability that we will be drafting complete IEPs in preparation for some meetings, but not when we know things are likely to be contentious about it. Schools will also be provided guidance on conducting meetings page by page virtually during the training mentioned above
    - Each school will be provided access to special education only dedicated resources for Blackboard and teleconferencing. Schools will self-manage the access and scheduled use. This will necessitate tight time management and limit meetings to planned time even more than regular scheduling in conference rooms. The next meeting will be impacted by the previous to get online.

Consent (this will be a part of training)

1. Present proposal at end of meeting and in PDF via email with PWN
2. Seek verbal consent
3. Ask parent to send an email providing consent when reading (can't require them to use apps/programs to sign document electronically, but we can accept that)

Timelines are still in place

- Existing regulations provide some flexibility (COVID-19 letter mentioned earlier will address this)
- When SEA-STARs asks why you are late, use the "no dates available" option

Writing IEPs

- IEPs should be written "as if" school is in session (much like you propose them for a private school student not attending FCPS at this time)

We will share information to include on the PLOP about how instruction will be delivered while schools are closed, similar to the letter noted above. (I believe a guidance document will be shared)

- If you are writing a new IEP, hours will start in August
- We are waiting for guidance regarding the best way to address student transfer IEPs

Local Screening

- LSC teams will proceed "as if" school is in session and will sign off on assessments if they deem it appropriate.
    - Do have to respect timelines and hold meeting
- Use existing data
- Covid-19 closing is not a factor is the test/don't test consideration. However, assessments will not be able to be completed until we are released to conduct 1:1 assessments. FCPS is looking into ways to extend this timeline as well.

NO TESTING RIGHT NOW

- All testing that require 1:1 is suspended for now.
- Since we cannot do 1:1 testing at this time, we will be exploring extensions until school reopen. But this is also pending any additional guidance that may come from USED and VDOE.
- If parents do not consent to extensions, then teams will need to meet without that data and try to make determinations.

Records/Data/Documents

- No access to paper records at this time, use what is in SEA-STARS, eCART, etc.

IEP Progress Reports

- Progress reports are suspended for any quarter in which general education students do not receive progress reports (4th quarter).
- 3rd quarter progress will be reported when the grade books are closed using existing date. We will follow up with language related to the limits of data impacted by COVID-19 school closure.

ESY

- ESY is still a consideration for IEP teams and may be proposed, although provision of ESY at a school location will remain dependent on the release to reopen schools for business.
- Remember that ESY is a data based decision and is not appropriate for "gifting" students a learning opportunity to make up missed time in school. As folks who have taught ESY know, ESY does not offer academic advancement but focuses on the maintenance of learned skills across the break. It is not a substitute for regular school year instruction.
- If parents seek ESY as compensatory services, the school team needs to reach out for help with that discussion, to determine if FAPE has been denied, given the current circumstances, and if so, what compensation will be required and what it will look like. ESY is not automatic as compensatory.
    - Any discussions regarding compensatory services will happen in the Fall/Summer Clinic

Staffing for 2020-2021 School Year

- Staffing questions will be addressed through HR staffing specialist. If a school is on the cusp of a change in numbers, then we can assist with the analysis tool (grid form) to support the discussion.

FAPE

- Central office is in discussions about preparing for any challenges about provision of FAPE derived from the school closings.
- Updates to come

Documents that are being developed:

- Special Education Department Chairs/Lead Teacher Expectations
- Case Manager Expectations
- FAQ
- Potential Individual Guidance Documents for different processes/verbiage for emails/etc.

Roles

- We did inquire about roles of IAs and related service providers. More information is coming on that.

Other Resources:

- A parent from the Special Ed PTA has created a video to help parents find the sped resources online as well as the accommodations toolkit: https://youtu.be/RlHKjSWIgr8
- CEC Video: youtube.com/watch?v=PaAzagd13hE
- SPED Staff Development Courses offered by CEC : Not FCPS, but referenced today in the BB Collaborate with SPED Office. cec.sped.org/Professional-Development/Webinars

That is a lot of information. What do I need to do?

- **Continue to be cautious as to what you put in email and the chat windows of these virtual tools. Let's pick up the phone or use another means of communication.**
- **Stay tuned for training (potentially on Wednesday)**
- **Start making a list of IEPs that need to occur due to timelines so your team can begin scheduling**
- **Work on distance learning**

George Fister.
Procedural support Liaison
Office of Special Education Procedural Support
8270 Willow Oaks Corporate Drive, Suite 2064
Fairfax, VA 22031
Office: 571-423-4199
Fax: 571-423-4037

From: Davis, Mary Jo
To: Guillen, Andrew A; Schaefer, Dawn M
Cc: Strong, Jane
Subject: FW: SPED information
Date: Monday, March 30, 2020 3:05:22 PM

Hi Andrew and Dawn,

One of my supervisors forwarded this email communication from a PSL communication. Can I send this communication out with my school social workers? And just to confirm can our social workers reschedule their sociocultural reports (realize that the only virtual platform will be Google Hangout G-Suites outgoing calls to parents/guardians to conduct these interviews from their laptops).

Thank you,

Mary Jo Davis, LCSW
Coordinator of Social Work Services
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8270 Willow Oaks Drive, 3059
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Phone: 571-423-4303, Mobile: 571-442-2854
msdavis@fcps.edu

Good Morning,

I hope you and your family are well. As we embark on distance learning and supporting our diverse learners, I wanted to reach out to you with some information I have received throughout the past week. *Please know this is an evolving situation and information is changing quickly.* I will do my best to keep you up to date regarding anything that is shared with me. Please do not hesitate to reach out to me with questions or concerns. If I do not have the answer, I will do my best to find one for you as quickly as possible.

Trainings
There will be special education trainings provided throughout the week from both the Office of Special Education Instruction as well as the Office of Special Education Procedural Support.

The following virtual meetings/trainings are scheduled:

- Wednesday, April 1, 10:00-12:00 Special Education Lead Teachers and Administrators
- Wednesday, April 1, 1:00-3:00 Special Education Department Chairs and Administrators
- Wednesday, April 1, 12:00-3:30 Special Education Preschool

- Thursday, April 2, 2:00-3:00 Special Education Category B Teachers

Special Education Meetings

- At this time, it is expected that no special education meetings (IEPs, Re-Evaluations, Eligibility, etc.) will take place until the week following Spring Break. This week is to be used for professional development and preparation for distance learning plans.

- Teachers will be provided training to learn how to hold and complete special education meetings. While this is certainly a unique situation, it will present challenges in how we are able to proceed. All special education meetings will be paperless as we cannot expect parents to print, sign, and mail forms to us. Schools will be provided a teleconference line to use **ONLY** for special education meetings. In addition, Blackboard Collaborate ULTRA can be used by teams. At this time, timelines are still in place.

Development of IEPs

- IEPs should be written "as if" school is in session in regards to goals, accommodations, etc. While you may not be able access student records, work samples, etc., you should use all available date to make a proposal.
- OSEPS is working to identify wording to include on the present level of performance page regarding how instruction will be delivered during the school closure.
- When completing annual or initial IEPs, there should be no service hours included for the remainder of this school year. The service hours should begin on the first day of school for the 2020-2021 school year.
- If you receive a student transfer from out of state or country, please let me know and we will work through the transfer IEP process.

Local Screening

- LSC teams will proceed "as if" school is in session and will sign off on assessments if they deem it appropriate.
    - Do have to respect timelines and hold meeting
- Covid-19 school closure is not a factor in the determination to proceed with evaluations. However, assessments will not be able to be completed until we able to return to a school environment to conduct evaluations. FCPS is looking into ways to extend this timeline as well.

Evaluations

- All formal evaluations (in process or proposed) are not to be conducted at this time.
- Since we cannot do 1:1 testing at this time, we will be exploring extensions until school reopen. But this is also pending any additional guidance that may come from USED and VDOE.
- If parents do not consent to extensions, then teams will need to meet without that data and try to make determinations.

Records/Data/Documents

- No access to paper records at this time, use what is in SEA-STARS, eCART, etc.

Distance Learning

As you are aware, FCPS has developed a distance learning plan that is based on student grade level. Packets are in the process of being mailed to families. In addition, adapted curriculum packets have been sent to students currently participating in our low incidence programs. Some of these packets are available for your review if you log into blackboard. They can be found under "Distance Learning Resources".

The Office of Special Education Instruction will be providing information regarding the delivery of instruction as well as the possibility of implementing evidence based instruction. At this time, OSEI is working to identify if and how evidenced based programs might be delivered via virtual instruction. Please stay tuned as additional information will be provided during trainings this week.

You might be wondering how we proceed with special education services, IEPs, etc.? At this time, the Office of Special Education Procedural Support is working with our legal team to create a letter of agreement to send to all parents. This letter will outline how special education will be provided to students with disabilities during the COVID-19 school closure. Parents will be provided an opportunity to provide feedback to the letter.

IEP Progress Reports

- 3rd quarter progress will need to be completed in conjunction with general education report cards. At this time, the 3rd quarter gradebooks remain open, therefore IEP progress reports are still "rolling". However, it would be a good idea for case managers to begin working on 3rd quarter progress reports. OSEPS is working to identify language which may be used in the comments for IEP progress reports should data be unavailable due to data binders being in schools, school closure, etc.

ESY

- ESY is still a consideration for IEP teams and may be proposed, although provision of ESY at a school location will remain dependent on whether schools can reopen for an ESY session.
- ESY remains a data based decision. We would not add ESY to an IEP as a learning opportunity simply to make up for the COVID 19 school closure. ESY focuses on maintenance of learned skills not acquiring new skills.
- If parents seek ESY as compensatory services, the school team should reach out to me for assistance in this discussion. Ultimately, the IEP team would need to determine if FAPE has been denied if compensatory

services are requested. If it is determined FAPE has been denied, ESY is not necessarily the compensatory service.

Staffing for 2020-2021 School Year

- Staffing questions will be addressed through HR staffing specialist.
- If your school is on the cusp of a change in numbers, I can assist to support the discussion.

Documents Being Developed

- Special Education Department Chairs/Lead Teacher Expectations
- Case Manager Expectations
- FAQ
- Potential Individual Guidance Documents for different processes/verbiage for emails/etc.

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From:	Strong, Jane
To:	Guillen, Andrew (AAGuillen@fcps.edu); Krempasky, Jennifer; Schaefer, Dawn M (DMSchaefer@fcps.edu)
Subject:	another sample from Angie - looks good
Date:	Friday, March 20, 2020 10:38:00 AM

Dear Parents of Students with Disabilities:

The COVID-19 pandemic has forced public schools into a situation that we have never encountered before. As a parent of a student with an IEP, I am sure you have many questions about how the current school closing will impact special education. I am sharing the following information with you to hopefully answer some of your questions.

What About IEP meetings?

Our special education teachers have been instructed to proceed with scheduling and holding Annual IEP meetings within timelines. The IEP meetings will be held via phone or Google Meet which is a video conferencing option in which IEP Team members can participate. Your child's special education case manager will email you the link to join the meeting. Only Annual IEP meetings will be held. Meetings to revise IEPs will take place when school reopens.

What About Students in the Eligibility or Re-evaluation Process?

We will continue holding Eligibility meetings, again using phones or Google Meet. If your child is currently in the evaluation process, a school psychologist and/or speech-language pathologist will contact you to schedule a time to evaluate your child. For now, testing will take place at Farmington Elementary School, regardless of which school your child attends. If you are uncomfortable bringing your child to a school setting or unable to provide transportation for your child to get to Farmington Elementary, we will postpone the testing until school reopens.

Will Special Education Services Be Provided For My Child While School is Closed?

Schools are closed. There are no special education services provided during a school closure. Teachers for our self-contained alternate assessment and preschool special education classrooms have prepared individual at-home work packets that will be mailed to students' homes this week. At-home resources have also been prepared for all students in general education, including students with disabilities who participate in the general curriculum. Each school will take care of distributing the information to parents and students. Teachers will be in contact with students and families to provide support for the continuation of instructional activities. Your child's special education teacher will provide specific resources to assist with your child's IEP goals. This work will not be graded. It is provided to help your child continue to practice skills addressed in the classroom.

Will Students Receiving Instruction Via Homebound or Home-Based Continue to Receive Services?

No. Schools are closed which means homebound and home-based instruction will not take place.

Will Make-Up or Compensation Services Be Provided For Students With Disabilities

After School Re-Opens?

When school resumes, CCPS staff will review how the closure impacted individual students. If the data collection process determines there is a need to consider compensatory services, IEP meetings will be scheduled for this purpose. Parents can also request an IEP meeting for this purpose. Decisions about compensatory services will be made on an individual basis. The Virginia Department of Education will be providing us additional guidance on this subject.

As always, we appreciate your support and cooperation. If you have any specific questions that are not answered above, please feel free to email me at aneely@culpeperschools.org.

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