Attachment 13:

   d. Special education procedural trainings

COVID-19 Procedural Guidance

Office of Special Education Procedural Support

This session will be recorded and posted to:
http://fcpsnet.fcps.edu/ssse/trainings/osei/

No later than Thursday 4/2/20 at noon!

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Week of March 30th Blackboard Collaborate Standards

Participants:

- For technical support please contact your SBTS or TSSpec or call 703-503-1600

- This Session will be recorded

- Use Chrome as the web browser

- Once in the session turn off your audio and video settings

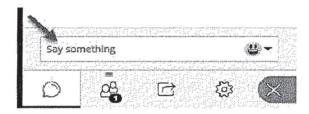# Week of March 30th Blackboard Collaborate Standards

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Remember to Raise Your Hand

- Use professional language in the chat window. Remember everyone can see your comments!

Agenda

1. General Information
2. Documenting Distance Learning for Special Education/504 students
3. Options for hosting meetings virtually
4. Department Chair Lead Teacher Expectations
5. Case Manager Expectations
6. Virtual meeting norms
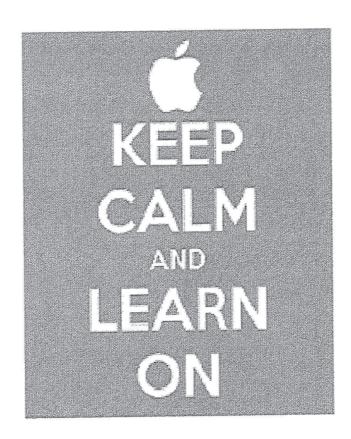7. Special Education/504 Timelines
8. Self Care

Getting Ready for Distance Learning

This Week:

- Overview of Distance Learning
- SBTS Training
- Team Planning Time
- Central Office Training (Department of Special Services)
- Opportunities specific to roles, grades, and subjects

KEEP CALM AND LEARN ON

Guiding Principles for Learning and Wellness During Distance Learning

- **Staff** require **time** to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check-in with students, and time for their own health and family needs during school closure

- **Students** have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers' instructional design; student access and support structures vary widely

- **Families and caregivers** must provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; caregivers will require time for their own health and family

What are we trying to accomplish for students?

- Continuity of learning to the greatest degree possible

- Ongoing connections between teachers and peers

- Sense of normalcy and routine during a stressful time

Moving from student choice activities to more teacher-directed experiences for elementary students

To include
- Printed packets (centrally-developed and distributed by mail) - initial focus on literacy and mathematics

- Video lessons available on cable Channel 21

- Virtual, teacher-supported learning (web/phone)

- Teachers may supplement with additional virtual learning posted to Blackboard

- Specials teachers post learning activities to Blackboard

- Advertised office hours for individualized instruction and support.

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	*2 Hours a day: virtual teacher-directed instruction and individualized student support* *2-3 Hours a day: independent study and choice activities* **SAMPLE SCHEDULE:** 8:30- 9:30 a.m. Virtual Teacher-Directed Instruction 9:45-11:30 a.m. Independent study using Learning Packets, choice activities Health/activity breaks scheduled by family/student Teacher work time including planning, posting, providing feedback, responding to parents LUNCH & Health/Activity Break 12:30-1:30 p.m. Virtual Office Hours for Individualized Student Support 1:45-3:00 p.m. Independent study using Learning Packets, choice activities Health/activity breaks scheduled by family/student Teacher work time including planning, posting, providing feedback, responding to parents Ongoing- Engagement with Channel 21 videos				**Students: Independent or collaborative work completed by students.** **Instructional Staff: Dedicated Planning Time** • Check-in time for administrators and faculty • Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.

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DSS Trainings and Office Hours

http://fcpsnet.fcps.edu/ssse/trainings/osei/

FCPSnet | **Department of Special Services**
FAIRFAX COUNTY PUBLIC SCHOOLS

FCPSnet HOME   DSS HOME   DIRECTORY   WHAT'S NEW   SEARCH   SITE INDEX   CONTACT US

DSS Home > DSS Trainings > OSEI Professional Development Opportunities

The Office of Special Education Instruction Professional Development Opportunities

Required Training and Optional Support Sessions: April 1 - 3 and April 13th

All teachers should view the CEC Training: Teaching Special Education Online During Covid-19. Please be aware that the CEC training video references the use of Zoom for illustrative purposes. Zoom is not authorized for use by FCPS staff and should not be utilized for distance learning. Additional required trainings are listed by category in the table below. Ongoing support from April 14th and beyond is listed at the bottom of this page.

Please note:

- Training for related and additional services providers will be sent directly to related and additional service providers.
- Throughout the remainder of the school year staff should visit FCPS 24/7 for additional trainings. (Distance Learning Resources > Select desired grade level > Select Special Education > Select desired area > Recorded Trainings)
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Special Education/504 Meeting Procedures During COVID-19

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Meetings for students with disabilities during COVID -19

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LEAST: Using Blackboard Collaborate

Mtgs to address unique situations

FEWER: Telephone Conferences to address Initial/Annual IEP/504 Plan/LSC/Elig/ Reevals/504 Qual./Transfers

SOME: IEP Addendum without meetings/504 Plan to address specific needs during Distance Learning

ALL: **Letter to Special Education Parents Regarding *FCPS COVID-19 Temporary Learning Plan* (regarding supports/services)**

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Letter to All Parents to Address Distance Learning

- Case manager will call each parent using script (coming soon)
- Document conversation in Contact Log in SEA-STARS or upload contact information in historical documents
- Complete Letter, send to parents as a PDF, and upload to Historical Documents using this naming convention:
  "LastName_FirstName_COVID-19Letter"

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Temporary Learning Plan (TLP)

- Documents goals/objectives, accommodations, and services to be provided during school closure

- Individualized for each student

- Some students who require IEPs will have this information noted on the PLOP

- TLP template coming soon!

New slide!

Some Students

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Fewer Meetings Via Teleconference

- IEP/504 Plans
  - NOTE: Case Managers may send a draft IEP/504 Plan to the parent prior to the meeting
- Addendums with a Meeting
- Section 504 Initial Qualification
- Transfers (contact DPE for more information)
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Documenting Services on IEPs

- Goals, accommodations, and services to be provided during school closures are documented on the PLOP page

- For annual and initial IEPs, services begin in <u>August 2020</u> and go through the due date of the IEP in Spring 2021

- No services added for the rest of this school year

New slide!

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- Meetings to address unique situations
- Continued meetings from prior to/during the break
- Specific needs

Procedures for Hosting Virtual Meetings

Prior to the meeting:

- Contact parent to schedule the meeting, document on the contact log/504 documentation and ask for any information they may want to share regarding their child

- Schedule language interpreter if needed

- 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)

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- Send teleconference phone number and access code OR BBCU participant link 2 days before the meeting

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Instructions for Teleconference Meetings

- Each school will be assigned a temporary teleconference line

- The conference line is to be used judiciously for special education and 504 meetings only

- Schools should create process for scheduling the conference line

- Due to limited resources schools will only get 1 conference line per school.

Instructions for BBCU Meetings

Prior to the meeting:

- Contact your BBCU scheduler (typically your SBTS) to set up a session

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Includes information on Blackboard Collaborate, Google Meet, forwarding your desk phone, and using *67 to mask your personal phone number when necessary

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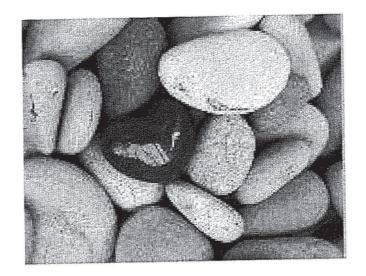
Other Resources

- Dept. Chair/Lead Teacher Expectations Guide (coming soon!)

- Case Manager Expectations Guide (coming soon!)

- FAQ (coming soon!)

- 504 Case Managers Action Plan

Self Care

We understand this time can be stressful for you and your family. Please be sure to take some time each day for yourself.

Contacts:

Special Education/504 Procedural Questions:

- Email: Dpehelp@fcps.edu (preferred)
  - 571-423-4470

Due Process and Eligilbity Intranet Site:

- http://fcpsnet.fcps.edu/ssse/Mont_Comp/

Section 504 Intranet Site:

- http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm

SEA-STARS Support Team:

- Email: dsssupportteam@fcps.edu (preferred)
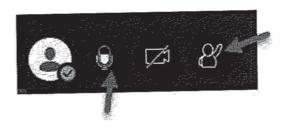 - 571-423-4444

Questions

We're putting together a list of FAQs and would love to hear your questions and the questions you're getting.

Please raise your hand to talk, or type your question in the chat window.

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Thank you!

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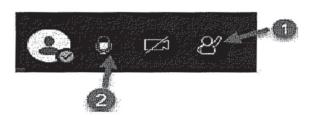- Once in the session turn off your audio and video settings

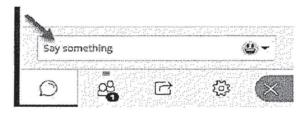# Week of March 30th Blackboard Collaborate Standards

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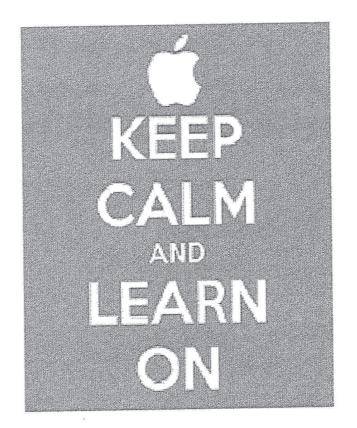# Getting Ready for Distance Learning

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Fairfax County
PUBLIC SCHOOLS
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What are we trying to accomplish for students?

- Continuity of learning to the greatest degree possible

- Ongoing connections between teachers and peers

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Moving from student choice activities to more teacher-directed experiences for secondary students.

To include the following for all courses:

- Scheduled synchronous chats using BB Collaborate

- Posted assignments to be completed asynchronously

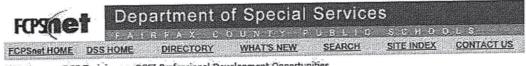- Advertised "office hours" for individualized instruction and support

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Middle School *MS Students meet with 4 core and HS credit World Language teachers for synchronous instruction*	**Independent or collaborative work completed by students.** **Dedicated Planning Time for Instructional Staff:** • Check-in time for administrators and faculty • Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support	**Bell Schedule by Period** 1: 9:15-10:00 3: 10:30-11:15 Lunch Break 5: 12:15-1:00 7: 1:30-2:15	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support	**Bell Schedule by Period** 2: 9:15-10:00 4 10:30-11:15 Lunch Break 6: 12:15-1:00 8 1:30-2:15
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FCPSnet **Department of Special Services**
FAIRFAX COUNTY PUBLIC SCHOOLS

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DSS Home > DSS Trainings > OSEI Professional Development Opportunities

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Special Education/504 Procedures

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Meetings for students with disabilities during COVID -19

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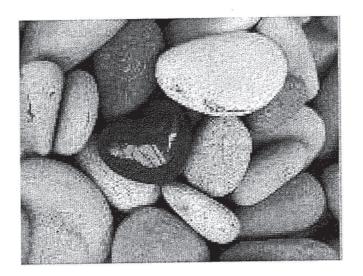
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- Case Manager Expectations Guide (Coming Soon)

- FAQ (Coming Soon)

- 504 Case Managers Action Plan

Self Care

We understand this time can be stressful for you and your family. Please be sure to take some time each day for yourself.

Contacts:

Special Education/504 Procedural Questions:

- Email: Dpehelp@fcps.edu (preferred)
  - 571-423-4470

Due Process and Eligilbity Intranet Site:

- http://fcpsnet.fcps.edu/ssse/Mont_Comp/

Section 504 Intranet Site:

- http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm

SEA-STARS Support Team:

- Email: dsssupportteam@fcps.edu (preferred)
  - 571-423-4444

Questions

We're putting together a list of FAQs and would love to hear your questions and the questions you're getting.

Please raise your hand to talk, or type your question in the chat window.

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Thank you!

Temporary Learning Plans (TLP)

Procedural and Instructional Guidance

April 13, 2020

Department of Special Services

Office of Special Education Procedural Support (OSEPS)
Office of Special Education Instruction (OSEI)

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Dawn, then intro Andrew, Ellie, and Kellie.

Agenda
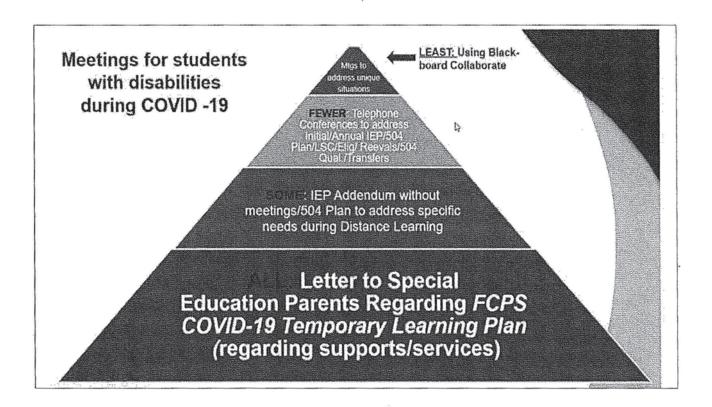
1. Temporary Learning Plan (TLP)
2. Extension of Eligibility Timelines
3. Meetings
4. Instruction
5. Staff Expectations

Dawn

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- We are **not** amending all student IEPs or 504 plans in SEA-STARS or on paper
- Instead, Temporary Learning Plans (TLPs) will be developed for each student with a disability

Dawn

Meetings for students with disabilities during COVID -19

LEAST: Using Blackboard Collaborate

Mtgs to address unique situations

FEWER: Telephone Conferences to address Initial/Annual IEP/504 Plan/LSC/Elig/ Reevals/504 Qual./Transfers

SOME: IEP Addendum without meetings/504 Plan to address specific needs during Distance Learning

ALL: Letter to Special Education Parents Regarding *FCPS COVID-19 Temporary Learning Plan* (regarding supports/services)

DAWN

COVID-19 Procedural Tool Kit

Fairfax County
PUBLIC SCHOOLS

Due Process & Eligibility Intranet Site

Department of Special Services

FAIRFAX COUNTY PUBLIC SCHOOLS

FCPSnet HOME   DSS HOME   DIRECTORY   WHAT'S NEW   SEARCH   SITE INDEX   CONTACT US

Due Process & Eligibility

The IEP Goals Bank has been moved into SEA-STARS. For questions about goal writing contact Due Process and Eligibility at 571-423-4470.

Our primary responsibilities are to establish procedures for:
- Monitoring and maintaining compliance with local, state, and federal regulations relating to special education programs and
- Implementing the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, for student related issues.

Functions include:
- Training
- Eligibility
- Family Educational Rights and Privacy Act (FERPA)
- Due Process (Administrative Reviews, Mediation, Impartial Due Process Hearings, Courts)
- Independent Educational Evaluations
- Complaints (Virginia Department of Education, Office for Civil Rights)
- Surrogate Parents
- Consultation (Parents, School Staff)

COVID-19 Procedural Toolkit
- Recorded Training: Navigating Special Education/504 Meetings During COVID-19 (Secondary)
    - PDF: Completing Special Education Meetings Virtually (ES) (PDF)
- Recorded Training: Navigating Special Education/504 Meetings During COVID-19 (Secondary)
    - PDF: Completing Special Education Meetings Virtually (SEC) (PDF)
- April 7th Principal Updates for Special Education Procedures During COVID-19 (ES Training) Recording 1
- April 7th Principal Updates for Special Education Procedures During COVID-19 (Secondary Training) Recording 2
- Finalize: Extension of Eligibility Timelines (SS/SE-401)
- Draft: Extension of Eligibility Timelines (SS/SE-401)
- Additional resources coming soon.

Contact Info:
Dawn Schaefer
Coordinator
571-423-4470
FAX: 571-423-4037

Andrew Guillan
Manager, Due Process & Special Education Services

Beth Cantu
Specialist (Region 1 and Chantilly pyramid)

Laurie Duddridge
Senior Specialist (Region 2 and Woodson pyramid)

Cameron Hirshman
Specialist (Region 3 and Fairfax pyramid)

Jen Krempasky
Specialist (Region 4 and Westfield pyramid)

Julie Moore
Administrative Assistant

Quick Links:
Collaborate Sessions
ESS Forms
End of Year Summer Clinic
Procedures
FERPA Resources
SEA-STARS Support
Section 504
Translated Forms
Report Homepage

Andrew

Temporary Learning Plan (TLP)

Fairfax County
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- A letter documenting what FCPS will provide
- Select goals from current IEP
- Select accommodations
- Special Education Service/Related Services
- Consent

Andrew

- While schools are closed for the remainder of the 2019-20 school year due to the COVID-19 pandemic, a Temporary Learning Plan (TLP) will be developed for every student receiving special education services. During these unprecedented times, we are continuing to look at ways to support our parents and their child through this process. This TLP does not take the place of a student's individualized education program (IEP), and it does not contain the same services and accommodations provided in their IEP. However, it does identify the continuity of learning services and consultation that will be provided to the student between now and the end of the school year.

Temporary Learning Plan (TLP)

Fairfax County
PUBLIC SCHOOLS

- Case manager will call each parent using Guiding Questions
- Complete TLP Letter (SS/SE-400) by April 28, 2020
- Document conversation in Contact Log in SEA-STARS or upload contact information in historical documents
- Complete letter, send to parents as a PDF, and upload to Historical Documents

Andrew

It's most important that you contact parents this week and provide the TLP to them for review as soon as possible. We understand there may be different circumstances that may prevent your completion of this by April 28, but we would like to shoot for that date.

Use the Guiding Questions for the TLP to assist with this conversation. Document this contact in the SEA-STARS Contact Log. Let them know that the TLP does not take the place of their child's IEP, and it does not contain the same services and accommodations provided for in their child's IEP. When school resumes, their child's current IEP will go back into effect. Email the completed TLP letter (SS/SE-400).

During the phone call reassure the parent that we will be providing students with instruction on selected goal(s) and assistance with accommodations during designated time(s) weekly.

Discuss the following with the parent:
- How are you and your family doing? We hope everyone is well. This is a stressful and difficult time for everyone.
- Does the student have a device and internet access for these supports?
- Does your child have the ability to engage independently, i.e., use a laptop keyboard, use the camera with a special education provider via a digital platform?
- Do you have the ability to commit time to support your child's access to digital support?

Andrew

These are the Guiding Questions to be used during your phone calls to parents. They will also be posted in the Procedural Toolkit on the DPE Intranet site.

During the phone call with the parent document parent's response to the following considerations:

o We will be providing students support through virtual check-ins and office hours.

1. o Does the student have a device and internet access for these supports?
2. ▪ Does your child have the ability to engage independently with a special education provider via a digital platform?
3. ▪ Do you have the ability to commit time to support the student's access to digital support?
4. o Be assured that we will work to provide our students with any necessary accommodations outlined in their current IEP that can

be provided through the Temporary Learning Plan.

5. ▪ Are there specific accommodations that you believe are most appropriate for your child?

Contact the Parent

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Additional items to discuss during your phone call:

- Be assured that we will work to provide students with any necessary accommodations outlined in their current IEP that can be provided through the Temporary Learning Plan.

- Are there specific goals and/or accommodations on your child's IEP, i.e., screen reader, graphic organizers, that you believe are most appropriate for your child during distance online learning?

Andrew

Contact the Parent (PreK-8)

Additional items to discuss during your phone call:

In order to get your input, please let me know what is your biggest priority for your child's education during the closure.

During the closure, we will continue to provide students with access to the general education content and your child's specific IEP needs. Is there any specific area for which you would like to focus support for your child?

Andrew

During the phone call with the parent document parent's response to the following considerations:

As a parent, what is your biggest priority for your child's support during the closure?

PreK-8 Considerations:

      o   During the closure, we will continue to provide our students with access to review and enrichment materials related to both the general education content and your child's specific IEP needs. Is there any specific area for which you would like to focus support for your child?

Additional items to discuss during your phone call:

1. In order to get your input, what is your biggest priority for your child's education during the closure?

2. During the closure, we will continue to provide students with access to instructional materials related to both the general education content and your child's specific needs. Your child will also have the opportunity to move forward in his or her learning to receive credit for high school courses. While your child will receive feedback about the work they complete, this work will not be graded and will only be used as a means to support your child's progress when schools reopen. For credit bearing classes, your child could have the opportunity to improve his/her final course grade by completing assignments.

3. Are there any specific areas where you would like to focus special education for your child?

Andrew

During the phone call with the parent document parent's response to the following considerations:

As a parent, what is your biggest priority for your child's support during the closure?

Students in High School Credit Courses Considerations:

> Document parent's responses to the following considerations:
> o During the closure, we will continue to provide students with access to review and enrichment materials related to both the general education content and your child's specific needs. Your child will also have the opportunity to move forward in his or her learning to receive credit for high school courses. While your child will receive feedback about the work they complete, this work will not be graded and will only be used as a means to support your child's progress when schools reopen. Are there any specific areas for which you would like to focus special education support for your child?

Completing the TLP

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TEMPORARY LEARNING PLAN

SCHOOL	Use Drop down to select school
ADDRESS	School's Address
	City, State, Zip

Use SEA-STARS for
Parent/ Guardian's Address
City, State, Zip

DATE	Date of letter
RE	Student's Name
ID Number	Student's ID Number

Dear Parent/ Guardian Name   Date of Phone call

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.

Andrew

First, make sure you save a copy in your H: Drive so that it can be uploaded to SEA-STARS later
Second, confirm the conversation has been documented on the contact log in SEA-STARS.
Next, use SEA-STARS to gather specific demographic information, including the student's ID number and parent's name.

Finally, the date (highlighted) and in embedded in the paragraph is date of the phone call with the parent regarding the TLP.

We are working to get this document into SEA-STARS.

TLP Goals and Objectives

Fairfax County
PUBLIC SCHOOLS

When documenting IEP goals in the TLP consider whether the student's current goals/or objectives address synchronous and asynchronous instruction during distance learning.

Text
Boxes
will
grow

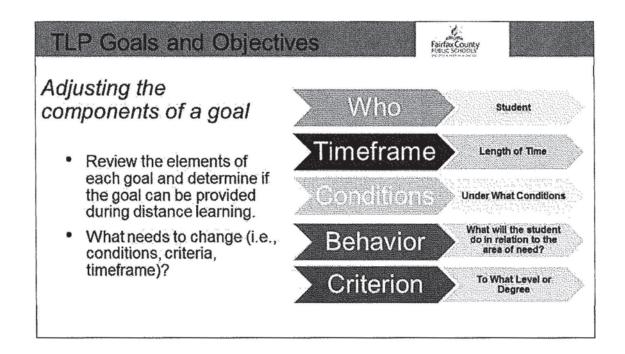Goals and/or objectives from your child's most recent IEP:

Andrew

Document Goals and Short Term Objectives during Distance Learning

When documenting IEP goals into the TLP consider whether the student's goals/or objectives support synchronous and asynchronous instruction during distance learning.

Please remember, many of our low incidence students have IEP goals with many short term objectives. During distance learning, teams should prioritize the goals and short term objectives address distance learning. Not every goal or OBJ n

The text boxes will grow as information is typed in the box.

TLP Goals and Objectives

Adjusting the components of a goal

- Review the elements of each goal and determine if the goal can be provided during distance learning.
- What needs to change (i.e., conditions, criteria, timeframe)?

Who	Student
Timeframe	Length of Time
Conditions	Under What Conditions
Behavior	What will the student do in relation to the area of need?
Criterion	To What Level or Degree

Andrew

- If the current goal cannot be provided during distance learning, propose changes to some or part of the goals to support synchronous and asynchronous instruction during distance learning.
- For example, does the condition portion of the goal support distance learning? "During hallway transitions and lunch time, Johnny will…" or Does the criteria need to be changed to reflect distance learning due to a reduction of time? Is it two opportunities observed in a 10 minute observation online, rather than weekly or monthly?

Accommodations/Modifications

Fairfax County PUBLIC SCHOOLS

When documenting IEP accommodations/modifications in the TLP consider whether the student's accommodations/modifications can be implemented during the online learning format.

Text
boxes
will
grow
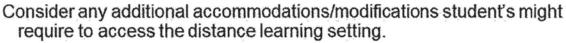
➡ Accommodation/modification:

Andrew

Document Accommodations and modifications. This text will grow with data is entered.

When documenting IEP accommodations/modifications into the TLP consider whether the student's accommodations/modifications support the online distance learning platform.

Accommodations/Modifications

Fairfax County
PUBLIC SCHOOLS

Consider any additional accommodations/modifications student's might require to access the distance learning setting.

Curriculum Expectations	Accommodation Examples	Modification Examples
Read reduced language level text		
Provided text at grade level, students will identify statements which are facts and opinions.	Provided text at student's independent reading level, 3 years below grade level, student will identify statements which are fact and opinion.	Provided with statements written at the student's independent reading level, the student will indicate if the statements are true or false.
Complete fewer or different homework problems than peers		
Students will solve multistep linear equations in one variable with the variable on one or both sides of the equation, including practical problems that require the solution of multistep linear equations in one variable.	The student is tasked to complete 5 multi-step linear equations with variables on one side of the equation. The student is given a second task to complete 5 multi-step linear equations with variables on both sides of the equation.	The student is tasked to complete one-step equations. The student is given the variable and tasked to complete the problem.
Write shorter papers		
Students will write a multi-paragraph essay that will describe the structure and powers of the local government.	The student will write one paragraph indicating the structure and powers of the local government. The student will write bullet points indicating the structure and powers of the local government.	Given pictures, students will label the picture with the power of the local government exemplified in the picture.

Andrew

Think about how students' accommodations/modifications can be adjusted during distance learning? Given the time constraints with synchronous and asynchronous learning. What accommodations/ modifications might appear on the TLP and not in the IEP?

This document will be available in the Procedural Toolkit on the DPE Intranet site.

Support and Services (PK-ES)

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PreK-Elementary School	
Services	**Suggested Time**
Instruction specifically related to student's IEP goals and accommodations on TLP *(determined based on student need and parent input)*	SOL: Synchronous/asynchronous learning provided by GE teacher with support from SE teacher 30 minutes per week to support TLP goals/accommodations PK/ASOL: Instruction provided by SE teacher for designated time for synchronous/asynchronous learning based on TLP goals/accommodations *(determined based on student need and parent input)*
Individual instruction and support (may use office hours) *(determined based on student need and parent input)*	PK: 30-60 minutes per week based on TLP goals/accommodations SOL: 30-60 minutes per week based on TLP goals/accommodations ASOL: 60-120 minutes per week based on TLP goals/accommodations *(determined based on student need and parent input)*
Virtual Related Services Specify Speech, OT, PT, Counseling, etc. *(determined based on student need and parent input)*	30 minutes per month per service *Students who have related services outlined in their current IEP and who require access to virtual related services for maintenance.* *(determined based on student need and parent input)*

Dawn

This slide is meant to provide some guidance regarding preschool and elementary special education services during the school closure. It will be important for all service providers to collaborate to determine which services, and how much of each one is provided through the TLP. All special education teachers are expected to provide services to students. This document will also be available in the Procedural Toolkit on the DPE intranet site shortly.

Middle School/High School	
Services	**Suggested Time**
Instruction (may include SE service hours based on distance learning course schedule and needs)	SOL/ASOL: Synchronous/asynchronous learning provided based on course schedule
Individual instruction and support based on goals and accommodations in TLP (may use office hours) *(determined based on student need and parent input)*	SOL: 30-60 minutes per week based on TLP goals and accommodations ASOL: 60-120 minutes per week based on TLP goals and accommodations *(determined based on student need and parent input)*
Virtual Related Services Specify Speech, OT, PT, Counseling, etc. *(determined based on student need and parent input)*	30 minutes per month per service *Students who have related services outlined in their current IEP and who require access to virtual related services for maintenance.* *(determined based on student need and parent input)*

Dawn

This slide is meant to provide some guidance regarding middle and high school special education services during the school closure. It will be important for all service providers to collaborate to determine which services, and how much of each one is provided through the TLP. All special education teachers are expected to provide services to students. This document will also be available in the Procedural Toolkit on the DPE intranet site shortly.

Services

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When documenting services in the TLP consider what services the student requires to support distance learning.

Here are some examples:

- How will a teamed-teacher provide support to the student in the general education online classroom simultaneously?
- How often the student be included in his/her general education distance learning?
- Will the student access recorded lessons as one delivery model?

Text
boxes   **Services:**
will
grow

Dawn

When documenting services into the TLP consider what services student's require to support online, distance learning. Please note, services will look different and may be significantly reduced. Based your schools current daily/weekly distance learning schedule what IEP services might the student require to access online learning? How do the proposed TLP services support synchronous and asynchronous instruction? What related services will the student require?

Services

When documenting services in the TLP, consider what additional or related services students require to support distance learning.

Collaborate with related and additional services providers to discuss how those services may be included in the TLP (as appropriate)

Dawn

When documenting services in the TLP consider what services student's require to support online, distance learning. Please note, services will look different and may be significantly reduced. Based your schools current daily/weekly distance learning schedule what IEP services might the student require to access distance learning? How do the proposed TLP services support synchronous and asynchronous? What related services will the student require?

Collaborate with related and additional services providers to discuss how those services may be delivered (as appropriate)

IF you student has a related service listed in their IEP, touch base with their provider.

Completing the TLP

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 [_____Date_____], 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 [Case manager's FCPS email].

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 [School Phone or email].

Sincerely,

[Case manager's Name]
Case Manager

I agree with this Temporary Learning Plan for my child.

_____   _____
Signature   Date

Dawn

- Enter the date you wish to receive the information back.
- 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.
- Enter FCPS email address
- School phone number if forwarding to you FCPS vm or FCPS email
- Enter case manager's name
- Parent consent box

Parents respond to the TLP

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If parents agree:

- Document receipt of TLP and agreement in SEA-STARS Contact Log.
- Upload the TLP and consent to SEA-STARS Historical Documents tab.
- Begin implementing the TLP as written

If parents do not agree or request a meeting:

- Document receipt and disagreement or the request in the SEA-STARS Contact Log.
- Contact parents to schedule an IEP addendum meeting to document concerns with the TLP and discuss how the student will be supported during distance learning.

Dawn.

Parents send back the TLP:

    a.   **If parents agree** to the TLP, document receipt and agreement of the TLP in SEA-STARS Contact Log. Scan and upload the TLP and consent to SEA-STARS Historical Documents tab. Begin implementing the TLP as written.

    b. If parents do not agree to the TLP or request a meeting, document receipt and disagreement or the request in the SEA-STARS Contact Log. Scan and upload the TLP to SEA-STARS Historical Documents tab. Contact parents to schedule an IEP addendum meeting to document concerns with the TLP and discuss how the student will be supported during distance learning.

What if the parent does not agree?

Schedule an IEP meeting and contact your PSL.

How do we address SOLs, LRE, and Placement?

During distance learning during COVID-19 SOLs are waived for the SY 19-20, and LRE/Placement proposals do not apply.

Dawn

Special Education Timelines

From Virginia Department of Education COVID-19 FAQ:

- Existing regulations already provide for certain types of flexibility with regard to holding meetings and for extending timelines.

- The parent and school division may agree in writing to extend the 65 business day timeline.

- This is so that evaluations may take place once schools reopen and eligibility can be completed.

Dawn

Timelines - Eligibility

Fairfax County
PUBLIC SCHOOLS

- Face to face evaluations are suspended while school is not in session

- 65 day regulatory timeline may be extended using the *Extension of Eligibility Timelines* letter (SS/SE-401)

- Eligibility and outstanding evaluations will need to be completed within 45 school days once school resumes

Dawn

Extension of Eligiblity Timelines

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- If an eligibility meeting is **currently overdue or due prior to May 1,** complete and send this letter immediately
- If the eligibility meeting is **due after May 1**, this letter should be completed and sent to families at least three weeks before the eligibility due date.
  - If you have not received a response after one week, follow-up with a phone call to the family to ensure receipt and to answer any questions they may have.
- Letters should be **completed by June 1 for open eligibilities** where assessments and eligibility meetings have not been completed

Dawn

Extension of Eligibility Timelines

- Case manager will call each parent and explain that no in-person evaluations can be completed, and that we are proposing extending the timelines to a date within 45 school days of schools reopening.

- Document conversation in Contact Log in SEA-STARS or upload contact information in historical documents

- Complete Extension of Eligibility Timelines (SS/SE-401)

- Send the letter to parents as a PDF, and upload to Historical Documents

Dawn

1. Contact the parent to discuss the need to extend the eligibility timelines. Explain that no in-person evaluations can be completed, and that we are proposing extending the timelines to a date within 45 school days of schools reopening.

27

Extension of Eligibility Timelines

Fairfax County PUBLIC SCHOOLS

airfax County
UBLIC SCHOOLS

SCHOOL	Enrolled School Name	
ADDRESS	School Address	
	City, State, Zip	

Information from SEA-STARS
Parent/ Guardian Address
City, State, Zip

DATE

RE Student Name

ID Number Student ID (From SEA-STARS)

> The date should be the date the letter is written and should be about three weeks before the eligibility due date.

Dear Parent/ Guardian Name

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.

Dawn

1. Fill out the school, parent, and student information at the top.
2. The date should be the date the letter is written and should be about 3 weeks before the elig due date

Extension of Eligibility Timelines

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 ❶ _____, 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 ❷ _____. 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 ❸ _____.

Sincerely,

❹ _____
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.

❺ _____

Signature _____ Date _____

Dawn

1. The date for which you are requesting parents return the form should be two weeks from the date of the letter.
2. Enter your school email address into the second field.
3. Enter either your preferred phone number or email.
4. Enter the name of your principal/ designee

5. Parent Consent can be accepted in the following ways:
   a. Parent prints, signs, scans and emails document.
   b. Parent signs document electronically and emails it.
   c. Parent sends an email providing consent.
   d. Parent provides verbal consent and it is documented by the case manager.

Meetings

PIVOT! PIVOT! PIVOT!

Special Education and 504 Meetings

- Local Screening Committee Meetings
  - ➢ School teams collaborate and develop schedules similar to during school year
  - ➢ Accept referrals and determine if evaluation needed

- Eligibility Meetings (Addressing Extension of Timelines)

- Reevaluations (Special Education and 504)
  - ➢ Case Manager, Dept Chair, Leads should consider whether evaluation is warranted at reevaluation

Dawn

- IEP/504 Plans
  - ➢ NOTE: Case managers may send a draft IEP/504 Plan to the parent prior to the meeting

- Addendums with or without a meeting may be held

- Transfers (contact DPE for more information)

- Section 504 Initial Qualification

Dawn

Given the unique circumstances that we are in. FCPS will allow case managers/504 Knowledgeable Committee to send completed draft to the parent prior to the meeting for discussion and changes. This will help the meetings move along in a timely fashion. However, if you know that a specific family would not approve, please work with them to see what they would be willing to have drafted prior to the meeting. We will return to our normal practice when we school returns to session.

NOTE: All schools will be issued a teleconf line for special education and 504 use only. More information will be forthcoming later during this presentation. Due to limited resources we are unable to provide schools with additional lines. Schools who need additional teleconf lines can you Google Meet.

- Step 1: Present parent with proposal

- Step 2A: Offer the parent the opportunity to provide verbal consent and document on the PWN

- Step 2B: Ask parent to send an email providing consent when they're ready

  ✓ Optional: Parents may provide consent through signature via other electronic means

- Step 3: Case manager uploads any documents to SEA-STARS

Dawn

Parent sends an email providing consent
Parent verbal consent
Parent consent through iPhone signature or other electronic means
Case manager is responsible to upload digital documents to SEA-STARS and to maintain all documentation to print for student special services file This may have to wait until the employee is back at school if they need to scan.

Please NOTE: 948$hixivq rexmsrw@tevirx$srwirx$w$igiwwev}srpsv$rmep$948$ izepyexmsrwerher}$sv epewwiwwq irw2

NOTE: OSEPS will communicate with schools on how to process any paper consent documents

Meetings

Fairfax County
PUBLIC SCHOOLS

- Each school will be assigned a temporary teleconference line
- The conference line is to be used judiciously for special education and 504 meetings only
- Schools should create process for scheduling the conference line
- IT and DSS have approved Google Meet for sped meetings. If recording, use BBCU

✓ Blackboard Collaborate

✓ Teleconference line

✓ Google Meet

✓ Other platforms may become available

✗ Zoom is **not** approved

Andrew

There are multiple platforms for meetings. For annual IEPs we recommend Blackboard Collaborate and teleconferences. Google Meet audio capability is available and it is preferred for working with the deaf and hard of hearing population and can also be used to host meetings.

- Due to limited resources schools will only get 1 conference line per school

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Fairfax County
PUBLIC SCHOOLS

- Meetings to address unique IEP or 504 situations
- Must work with SBTS to schedule a session for each meeting. Do not use your teacher-assigned BBCU moderator account.
- Continued meetings from prior to/during the break
- Specific needs

Andrew

Use blackboard collaborate ultra and the FCPS teleconference line to host these meetings. Schools might need to schedule additional time to work out any technical needs. The use of blackboard collaborate and SEA-STARS combined is a resource intensive process. The only reason to use this combination of tools to address unique situations where the entire team needs to collaborate in real time or there are trust issues amongst the team.

Confidentiality

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

VDOE released guidance related to considerations for students with disabilities who are participating in virtual and online educational settings.

Blackboard Collaborate Ultra and Google Meet are permitted for use under the Family Educational Rights and Privacy Act (FERPA, found at 20 U.S.C. 1232g; 34 C.F.R. Part 99).

- Existing federal and state laws for the protection of a student's personally identifiable information (PII) and education records still apply.

Ellie/Dawn

Confidentiality

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Do not to display or make public a student's PII, including full names.

Teachers and related service providers should use meeting control settings to minimize disruptions.

- Only allow students to join the virtual class and to not publicly broadcast the meeting login information.
- Enable control settings so you can 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 when hackers and non-students have taken over and presented inappropriate material.

Ellie/Dawn

Confidentiality

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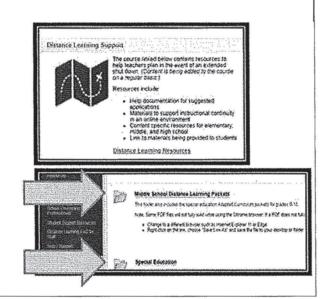
This notice will be shared with school administrators for dissemination to school staff on Monday, April 13, 2020.

Ellie/Dawn

Resources: Instruction, Behavior, EF

- FCPS 24/7 is the platform for sharing information, resources, packets, office hours, and trainings from OSEI.

- Trainings are available, guidance for staff, including paraprofessionals, on how to support students during this time.

- Ellie
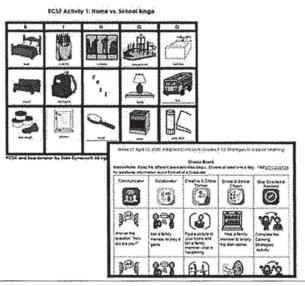
Research-based Programs

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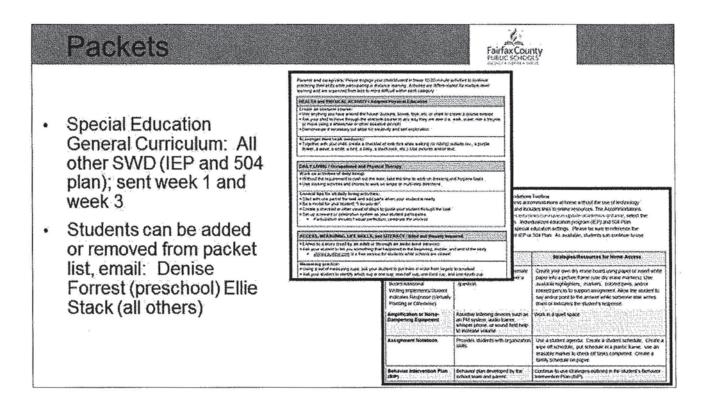
- Depending on the program, some aspects of the researched-based programs (RBP) we use during the year can be used via distance learning.

- New this week, training which provides an overview of how this might work.

- Use of RBP during distance learning ≠ during face-to-face instruction and that is OK and expected.

- Resources for the RBPs which companies have approved for use via distance learning are in 24/7.

- Ellie

Packets

ECSE Activity 1: Home vs. School Bingo

Choice Board

- <u>Early Childhood Packet</u>: All special education class-based, resource, and PAC; sent weekly

- <u>Adapted Curriculum</u>: Grades K-2, students for whom Primary Case Manager report indicated they were in ID, IDS, or Enhanced Autism program; Grades 3-12, students with VAAP on IEP; sent weekly

- Ellie

Packets

- Special Education General Curriculum: All other SWD (IEP and 504 plan); sent week 1 and week 3

- Students can be added or removed from packet list, email: Denise Forrest (preschool) Ellie Stack (all others)

- Ellie

Staff Roles

Staff Roles

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Role	Actions
Special Education Case Managers and Teachers	• Consult with parents • Consult with Lead or Department Chair or PSL • Propose the Temporary Learning Plan letter • Implement instruction with students (individual or group) • Communicate often with parents • Document if parent opts out in SEA-STARS uploaded
Paraprofessionals	• Carry out support as designated by supervising teacher
Related Service Providers	• Connect with individual students and families on caseload to support learning.

Ellie emphasis on teacher documentation

Continuum of Related and Additional Services in a Distance Learning Environment
(Therapy Services (OT-PT), Speech-Language (S-L), Hearing & Vision, and Adapted PE, School Psychology and School Social Work)

Simultaneous support (SS)

SS — Support of discrete skill/performance and increased participation in distance learning through real-time, multimedia support with family and student. Provide feedback and problem-solving as the student is engaged in educational and/or functional activities (synchronous), in support of the student's IEP. Coaching provided to family or directly to student around increased task performance and participation. Individual counseling services in support of the student's IEP (School Psychology and School Social Work).

Targeted Support of Family & Student — Support access to and participation in the learning environment (i.e. home). Provide activities that support IEP goals using a coaching model. Targeted support could take the form of phone calls, emails, review of work samples, and video modeling of tasks/activities to be completed (asynchronous). Collaboration with teacher/case manager continues and related service provider might not be primary contact person.

Task and Environmental Accommodation & Modification — Collaborate with teacher/case manager regarding the expectations for and presentation of instructional materials. Such materials could be hard copies, digital/web-based, or videos. What accommodations might be needed within the home environment in order for the student to participate?

Teacher and Team Supports — Be available to school teams for problem solving around new challenges that may present themselves within a distance learning environment. This level of support would include UDL principles that support all learners.

Coaching and Collaboration

- Kellie

Role	Actions
School Psychologists and School Social Workers	• Available to school teams on days they served that school for all meetings. • Collaborate with teachers to incorporate SEL lessons into synchronous and asynchronous learning. • Provide consultation with special education teachers and provide services to students regarding support for social-emotional learning and mental health. • Provide consultation to school staff and parents related to behaviors that interfere with learning. • Engage in targeted student outreach on a regular basis. • Provide Student Clinic and Parent Clinic consultation. • Work with students and families to support and maintain existing connections with private providers (e.g., psychiatrists, therapists). • Assist families with accessing community resources. • Psychological evaluations will resume when in-person access to students is available.
School Counselors	• Case manage Section 504

Kellie

OSEI Related and Additional Services

Additional Responsibilities:
- Related and additional service providers will participate in virtual special education meetings with school teams as needed

- Related and additional service providers will maintain a daily schedule commensurate with teacher-level staff at school sites; to include interaction with students/families, school and program staff, planning time, and office hours

- Related and additional service providers will hold office hours for students/families to check-in. To the extent possible, they will align their office hours with student and school schedules.

Program Administrators' Office Hours
- Program administrators from each related and additional services program will hold office hours on Monday and Wednesday (2pm-4pm)

Kellie

Assistive Technology Services (ATS)

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Teacher and Team Supports:
- Collaborate with school-based technology teams and teachers in the online delivery of their distance learning plans
- Assist school staff with the implementation of appropriate AT accommodations in online learning environments
- Training to school staff can be provided with synchronous and asynchronous communication
- Assist central office staff with distance learning they are providing to staff and students

Task and Environmental Supports / Modifications / Accommodations:
- Collaborate with teacher/case manager regarding appropriate assistive technology accommodations for instructional materials
- Assist students/families in their understanding of appropriate technology accommodations such as word prediction, text to speech, speech to text, augmentative communication, etc.

Targeted Support to Families and Students:
- Assist students/families with the implementation of appropriate AT accommodations in online learning environments
- Training to students/families can be provided with synchronous and asynchronous communication

Kellie

ABA Coaches and Behavior Intervention Teachers

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ABA Coaches:
- Will support their assigned teachers in developing lessons that break down student skills utilizing verbal behavior and applied behavior analysis
- Will assist their assigned teachers with student behavior needs (PAC, EAC, Cat B)
- Will collaborate to support any other teacher needs as requested
- Will connect with teachers on a weekly basis

Behavior Intervention Teachers (BITs):
- Provide behavioral intervention support as needed to general education and special education teachers
- Assist teachers with incorporating behavioral best practices in a distance learning environment
- Consult/collaborate on individual case referrals and requests for continued support in their assigned schools
- Provide professional development as needed to schools and school staff
- Consult and collaborate with parents/guardians as needed on behavioral strategies to support online learning in the home environment
- Consult/collaborate with school staff regarding IEP goal(s) and student needs

Ellie

Ways to Obtain Assistance

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- OSEPS Office Hours
  - Mondays 1-2pm
  - Fridays 10-11am
- Email dpehelp@fcps.edu
- Contact your PSL
- Contact OSEI for instructional questions
- DPE Intranet COVID-19 Tool Kit

Andrew

REMEMBER:

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We are in uncharted territory!

We don't have all the answers.

Distance Learning and TLP are not
meant to recreate school.

Thank you!

Dawn

ATTACHMENT 13:

Special Education Training Materials (spring 2020)

a. Hearing and vision training materials
b. Speech language pathologists' training materials
c. Special education instructional trainings and training schedule
d. Special education procedural trainings

COVID-19 Procedural Guidance

Office of Special Education Procedural Support

This session will be recorded and posted to:
http://fcpsnet.fcps.edu/ssse/trainings/osei/

No later than Thursday 4/2/20 at noon!

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Week of March 30th Blackboard Collaborate Standards

Participants:

- For technical support please contact your SBTS or TSSpec or call 703-503-1600

- This Session will be recorded

- Use Chrome as the web browser

- Once in the session turn off your audio and video settings

Week of March 30th Blackboard Collaborate Standards

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- Upon logging in, please mute your mic. To chat click the "raise your hand" icon and then enable your mic once you have been acknowledged by the moderator

- Use professional language in the chat window. Remember everyone can see your comments!

Agenda

1. General Information
2. Documenting Distance Learning for Special Education/504 students
3. Options for hosting meetings virtually
4. Department Chair Lead Teacher Expectations
5. Case Manager Expectations
6. Virtual meeting norms
7. Special Education/504 Timelines
8. Self Care

Getting Ready for Distance Learning

This Week:

- ○ Overview of Distance Learning
- ○ SBTS Training
- ○ Team Planning Time
- ○ Central Office Training (Department of Special Services)
- ○ Opportunities specific to roles, grades, and subjects

KEEP CALM AND LEARN ON

Guiding Principles for Learning and Wellness During Distance Learning

- **Staff** require **time** to develop lesson plans and collaborate with colleagues, time to provide direct and guided instruction for students, time to check-in with students, and time for their own health and family needs during school closure

- **Students** have differing developmental considerations regarding screen time, attention spans, and independent learning, which should be addressed in teachers' instructional design; student access and support structures vary widely

- **Families and caregivers** must provide guidance related to scheduling learning times for their children that help avoid conflict with use of home resources; caregivers will require time for their own health and family

What are we trying to accomplish for students?

- Continuity of learning to the greatest degree possible

- Ongoing connections between teachers and peers

- Sense of normalcy and routine during a stressful time

Moving from student choice activities to more teacher-directed experiences for elementary students

To include
- Printed packets (centrally-developed and distributed by mail) - initial focus on literacy and mathematics

- Video lessons available on cable Channel 21

- Virtual, teacher-supported learning (web/phone)

- Teachers may supplement with additional virtual learning posted to Blackboard

- Specials teachers post learning activities to Blackboard

- Advertised office hours for individualized instruction and support.

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary	*2 Hours a day: virtual teacher-directed instruction and individualized student support* *2-3 Hours a day: independent study and choice activities* **SAMPLE SCHEDULE:** 8:30- 9:30 a.m. Virtual Teacher-Directed Instruction 9:45-11:30 a.m. Independent study using Learning Packets, choice activities Health/activity breaks scheduled by family/student Teacher work time including planning, posting, providing feedback, responding to parents LUNCH & Health/Activity Break 12:30-1:30 p.m. Virtual Office Hours for Individualized Student Support 1:45-3:00 p.m. Independent study using Learning Packets, choice activities Health/activity breaks scheduled by family/student Teacher work time including planning, posting, providing feedback, responding to parents Ongoing- Engagement with Channel 21 videos				**Students: Independent or collaborative work completed by students.** **Instructional Staff: Dedicated Planning Time** • Check-in time for administrators and faculty • Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.

DSS Trainings and Office Hours

http://fcpsnet.fcps.edu/ssse/trainings/osei/

FCPSnet — Department of Special Services

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DSS Home > DSS Trainings > OSEI Professional Development Opportunities

The Office of Special Education Instruction
Professional Development Opportunities

Required Training and Optional Support Sessions: April 1 - 3 and April 13th

All teachers should view the CEC Training: Teaching Special Education Online During Covid-19. *Please be aware that the CEC training video references the use of Zoom for illustrative purposes. Zoom is not authorized for use by FCPS staff and should not be utilized for distance learning.* Additional required trainings are listed by category in the table below. Ongoing support from April 14th and beyond is listed at the bottom of this page.

Please note:

- Training for related and additional services providers will be sent directly to related and additional service providers.
- Throughout the remainder of the school year staff should visit FCPS 24/7 for additional trainings. (Distance Learning Resources > Select desired grade level > Select Special Education > Select desired area > Recorded Trainings)
- In addition to the required training sessions and office hours listed below, virtual professional learning sessions hosted by other departments in FCPS to support the distance learning plan will be offered centrally on April 1, 2, and 3. View a draft schedule.

Links to recorded trainings will be posted by April 1.

Category	Wednesday April 1	Thursday April 2	Friday April 3	Monday April 13	Recorded Trainings & Additional Resources
Accommodations and Universal Design for Learning (UDL)	No live trainings scheduled. See "Recorded Trainings" column for additional information and resources.	Office Hours - Accommodations: 1:00-2:00 Join the Accommodations	Office Hours - Accommodations: 10:00-11:00 Join the Accommodations	Office Hours - Accommodations: 9:00-11:00 Join the Accommodations	Required Training: Accommodations Accommodations Toolbox

Special Education/504 Meeting Procedures During COVID-19

Letter to All Parents to Address Distance Learning

- Case manager will call each parent using script (coming soon)
- Document conversation in Contact Log in SEA-STARS or upload contact information in historical documents
- Complete Letter, send to parents as a PDF, and upload to Historical Documents using this naming convention: *"LastName_FirstName_COVID-19Letter"*

Temporary Learning Plan (TLP)

- Documents goals/objectives, accommodations, and services to be provided during school closure

- Individualized for each student

- Some students who require IEPs will have this information noted on the PLOP

- TLP template coming soon!

New slide!

Some Students

- IEP Addendums Without a Meeting to address additional items

Fewer Meetings Via Teleconference

- IEP/504 Plans
  - NOTE: Case Managers may send a draft IEP/504 Plan to the parent prior to the meeting
- Addendums with a Meeting
- Section 504 Initial Qualification
- Transfers (contact DPE for more information)
- Local Screening Committee Meetings
- Eligibility Meetings (Addressing Extension of Timelines)
- Reevaluations (Special Education and 504)

Documenting Services on IEPs

- Goals, accommodations, and services to be provided during school closures are documented on the PLOP page

- For annual and initial IEPs, services begin in <u>August 2020</u> and go through the due date of the IEP in Spring 2021

- No services added for the rest of this school year

New slide!

Least: Amount of Meetings Via Blackboard Collaborate Ultra (BBCU)

- Meetings to address unique situations
- Continued meetings from prior to/during the break
- Specific needs

Procedures for Hosting Virtual Meetings

Prior to the meeting:

- Contact parent to schedule the meeting, document on the contact log/504 documentation and ask for any information they may want to share regarding their child

- Schedule language interpreter if needed

- 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 IEP home 3-5 days prior to meeting

- Send teleconference phone number and access code OR BBCU participant link 2 days before the meeting

- NOTE: Do not send the parent or other participants the teleconference "Host Passcode" or BBCU moderator link

  - Guidance Documents Coming Soon

Procedures for Hosting Virtual Meetings

During the meeting:

- Review Meeting Norms (suggested norms will be provided)
- Record the session if parent indicates they are recording
- Conduct meeting following standard protocol
- Speak slowly, explain your steps in SEA-STARS
- Stick to allotted time (be courteous of the next person who has it reserved)
- Inform parent you will send "hold" copy of the meeting document or any other necessary consent documents after meeting
- Discuss how parent can provide consent at meeting conclusion

Procedures for Hosting Virtual Meetings

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 and/or make current all documents

- Close workflow/process

Instructions for Teleconference Meetings

- Each school will be assigned a temporary teleconference line

- The conference line is to be used judiciously for special education and 504 meetings only

- Schools should create process for scheduling the conference line

- Due to limited resources schools will only get 1 conference line per school.

Instructions for BBCU Meetings

Prior to the meeting:

- Contact your BBCU scheduler (typically your SBTS) to set up a session

- Scheduler will send email to the moderator with the following information:
  - Moderator link and participant link to the BBCU session for the scheduled date and time

- Moderator will send BBCU participant link to participants

- Moderator will access BBCU via VPN to access SEA-STARS

- Scheduler should disable online chat function

- Step-by-Step Scheduler/Moderator set up instructions can be found at: https://docs.google.com/document/d/1HmQiTQBgKmA7AW4vcArCp97eY9asX14tf6GbqjHZvo8/edit

Instructions for SEA-STARS BBCU Meetings

During the meeting:

For general instructions/videos on [how to use BBCU](#):

- Moderator (SEA-STARS driver) will display the SEA-STARS screen on each participant's computer screen using BBCU

- Ask participants to refer to email that contains link to the [FCPS website](#) that houses all sped documents, such as ESY form, sped diploma options, etc.

- Be mindful of only displaying the student's specific documents by entering through the individual student name

- When validating documents disconnect the SEA-STARS screen from all participants

- All other participants (except PLOP writer) should not be on VPN

- Assign other meeting management roles, i.e., PLOP writer and timekeeper

Consent

- Step 1: Present parent with proposal
- Step 2A: Offer the parent the opportunity to provide verbal consent and document on the PWN
- Step 2B: Ask parent to send an email providing consent when they're ready
- Optional: Parents may provide consent through signature via other electronic means
- Step 3: Case manager uploads any documents to SEA-STARS

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 distractions (silence phones, background sounds, etc.)

- Respect opinions

- Allow everyone to be heard

Special Education Timelines

From Virginia Department of Education COVID-19 March 17th FAQ:

- Existing regulations already provide for certain types of flexibility with regard to holding meetings and for extending timelines.

- For instance, if the parent and school division agree in writing to extend the 65 business day timeline to obtain additional data that cannot be obtained within the 65 business days, the evaluation/eligibility timeline may be extended.

- **FCPS is working on a letter for schools to communicate this information to parents.**

Progress Reports

- 3rd quarter report cards and IEP progress reports are due April 24
  - Use the data you have and document impact of school closures as appropriate

- There are no 4th quarter report cards or IEP progress reports

New slide!

FCPS Language Interpretation Services During Distance Learning

- FCPS Language Services will telephonic/virtual interpretations for meetings

- For a list of interpreters, contact LS_Oral_Interpretation@fcps.edu and or Language Services Specialist, Katie Han at: kjhan@fcps.edu

- When the conference call/virtual meeting has been established, the case manager will lead in the conversation

- Interpreters can only interpret what is being said by both parties
  - NOTE: Interpreters are not allowed to add to, or edit, any part of the conversation or provide their own opinions

FCPS Virtual Meeting Infographic Guide

FCPS IT has created a site that lists all endorsed tools for communicating with parents and students during COVID-19

- [Virtual Meeting Infographic Guide](#)
- Questions: Email: CallCenter@fcps.edu
- Or call 703-501-1600

Includes information on Blackboard Collaborate, Google Meet, forwarding your desk phone, and using *67 to mask your personal phone number when necessary

NOTE: Zoom calls are being compromised by hackers! Zoom is <u>not</u> authorized for use by FCPS staff

Other Resources

- Dept. Chair/Lead Teacher Expectations Guide (coming soon!)

- Case Manager Expectations Guide (coming soon!)

- FAQ (coming soon!)

- 504 Case Managers Action Plan

Self Care

We understand this time can be stressful for you and your family. Please be sure to take some time each day for yourself.

Contacts:

Special Education/504 Procedural Questions:

- Email: Dpehelp@fcps.edu (preferred)
  - 571-423-4470

Due Process and Eligilbity Intranet Site:

- http://fcpsnet.fcps.edu/ssse/Mont_Comp/

Section 504 Intranet Site:

- http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm

SEA-STARS Support Team:

- Email: dsssupportteam@fcps.edu (preferred)
  - 571-423-4444

Questions

We're putting together a list of FAQs and would love to hear your questions and the questions you're getting.

Please raise your hand to talk, or type your question in the chat window.

Thank you!

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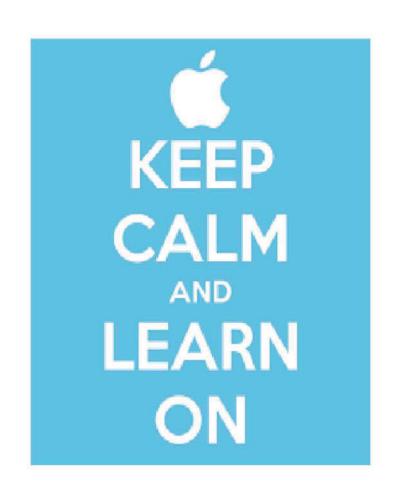
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What are we trying to accomplish for students?

- Continuity of learning to the greatest degree possible

- Ongoing connections between teachers and peers

- Sense of normalcy and routine during a stressful time

Moving from student choice activities to more teacher-directed experiences for secondary students.

To include the following for all courses:

- Scheduled synchronous chats using BB Collaborate

- Posted assignments to be completed asynchronously

- Advertised "office hours" for individualized instruction and support

Grade Level	Monday	Tuesday	Wednesday	Thursday	Friday
Middle School *MS Students meet with 4 core and HS credit World Language teachers for synchronous instruction*	**Independent or collaborative work completed by students.** **Dedicated Planning Time for Instructional Staff:** • Check-in time for administrators and faculty • Individual, grade level and content team planning within school or across division. Time to record, create and post assignments and presentations, respond to emails, etc.	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support	**Bell Schedule by Period** 1: 9:15-10:00 3: 10:30-11:15 Lunch Break 5: 12:15-1:00 7: 1:30-2:15	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support	**Bell Schedule by Period** 2: 9:15-10:00 4 10:30-11:15 Lunch Break 6: 12:15-1:00 8 1:30-2:15
High School *HS Students meet with all teachers for synchronous instruction*		**Bell Schedule by Period** 1: 9:15-10:00 3: 10:30-11:15 Lunch Break 5: 12:15-1:00 7: 1:30-2:15	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support	**Bell Schedule by Period** 2: 9:15-10:00 4: 10:30-11:15 Lunch Break 6: 12:15-1:00 8: 1:30-2:15	Independent or collaborative work completed by students. Office Hours for Individualized Instruction and Support

DSS Trainings and Office Hours

http://fcpsnet.fcps.edu/ssse/trainings/osei/

FCPSnet — Department of Special Services

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- Section 504 Initial Qualification
- Transfers (contact DPE for more information)
- Local Screening Committee Meetings
- Eligibility Meetings (Addressing Extension of Timelines)
- Reevaluations (Special Education and 504)

Documenting Services on IEPs

- Goals, accommodations, and services to be provided during school closures are documented on the PLOP page

- For annual and initial IEPs, services begin in <u>August 2020</u> and go through the due date of the IEP in Spring 2021

- No services added for the rest of this school year

New slide!

Least: Amount of Meetings Via Blackboard Collaborate Ultra (BBCU)

- Meetings to address unique situations
- Continued meetings from prior to/during the break
- Specific needs

Procedures for Hosting Virtual Meetings

Prior to the meeting:

- Contact parent to schedule the meeting, document on the contact log/504 documentation and ask for any information they may want to share regarding their child

- Schedule language interpreter if needed

- 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 IEP home 3-5 days prior to meeting

- Send teleconference phone number and access code OR BBCU participant link 2 days before the meeting

- NOTE: Do not send the parent or other participants the teleconference "Host Passcode" or BBCU moderator link

    - Guidance Documents Coming Soon

Procedures for Hosting Virtual Meetings

During the meeting:

- Review Meeting Norms (suggested norms will be provided)
- Record the session if parent indicates they are recording
- Conduct meeting following standard protocol
- Speak slowly, explain your steps in SEA-STARS
- Stick to allotted time (be courteous of the next person who has it reserved)
- Inform parent you will send "hold" copy of the meeting document or any other necessary consent documents after meeting
- Discuss how parent can provide consent at meeting conclusion

Procedures for Hosting Virtual Meetings

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 and/or make current all documents

- Close workflow/process

Instructions for Teleconference Meetings

- Each school will be assigned a temporary teleconference line

- The conference line is to be used judiciously for special education and 504 meetings only

- Schools should create process for scheduling the conference line

Instructions for BBCU Meetings

Prior to the meeting:

- Contact your BBCU scheduler (typically your SBTS) to set up a session

- Scheduler will send email to the moderator with the following information:
  - Moderator link and participant link to the BBCU session for the scheduled date and time

- Moderator will send BBCU participant link to participants

- Moderator will access BBCU via VPN to access SEA-STARS

- Scheduler should disable online chat function

- Step-by-Step Scheduler/Moderator set up instructions can be found at: https://docs.google.com/document/d/1HmQiTQBgKmA7AW4vcArCp97eY9asX14tf6GbqjHZvo8/edit

Instructions for SEA-STARS BBCU Meetings

During the meeting:

For general instructions/videos on how to use BBCU:

- Moderator (SEA-STARS driver) will display the SEA-STARS screen on each participant's computer screen using BBCU

- Ask participants to refer to email that contains link to the FCPS website that houses all sped documents, such as ESY form, sped diploma options, etc.

- Be mindful of only displaying the student's specific documents by entering through the individual student name

- When validating documents disconnect the SEA-STARS screen from all participants

- All other participants (except PLOP writer) should not be on VPN

- Assign other meeting management roles, i.e., PLOP writer and timekeeper

Consent

Step 1: Present parent with proposal

Step 2A: Offer the parent the opportunity to provide verbal consent and document on the PWN

Step 2B: Ask parent to send an email providing consent when they're ready

Optional: Parents may provide consent through signature via other electronic means

Step 3: Case manager uploads any documents to SEA-STARS

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 distractions (silence phones, background sounds, etc.)

- Respect opinions

- Allow everyone to be heard

Special Education Timelines

From Virginia Department of Education COVID-19 March 17th FAQ:

- Existing regulations already provide for certain types of flexibility with regard to holding meetings and for extending timelines.

- For instance, if the parent and school division agree in writing to extend the 65 business day timeline to obtain additional data that cannot be obtained within the 65 business days, the evaluation/eligibility timeline may be extended.

- **FCPS is working on a letter for schools to communicate this information to parents.**

Progress Reports

- 3rd quarter report cards and IEP progress reports are due April 24

  - Use the data you have and document impact of school closures as appropriate

- There are no 4th quarter report cards or IEP progress reports

New slide!

FCPS Language Interpretation Services During Distance Learning

- FCPS Language Services will telephonic/virtual interpretations for meetings

- For a list of interpreters, contact LS_Oral_Interpretation@fcps.edu and or Language Services Specialist, Katie Han at: kjhan@fcps.edu

- When the conference call/virtual meeting has been established, the case manager will lead in the conversation

- Interpreters can only interpret what is being said by both parties

    - NOTE: Interpreters are not allowed to add to, or edit, any part of the conversation or provide their own opinions

FCPS Virtual Meeting Infographic Guide

FCPS IT has created a site that lists all endorsed tools for communicating with parents and students during COVID-19

- Virtual Meeting Infographic Guide
- Questions: Email: CallCenter@fcps.edu
- Or Call 703-503-1600

Includes information on Blackboard Collaborate, Google Meet, forwarding your desk phone, and using *67 to mask your personal phone number when necessary

NOTE: Zoom calls are being compromised by hackers! Zoom is <u>not</u> authorized for use by FCPS staff

Other Resources

- Dept. Chair/Lead Teacher Expectations Guide (Coming Soon)

- Case Manager Expectations Guide (Coming Soon)

- FAQ (Coming Soon)

- 504 Case Managers Action Plan

Self Care

We understand this time can be stressful for you and your family. Please be sure to take some time each day for yourself.

Contacts:

Special Education/504 Procedural Questions:

- Email: Dpehelp@fcps.edu (preferred)
  - 571-423-4470

Due Process and Eligilbity Intranet Site:

- http://fcpsnet.fcps.edu/ssse/Mont_Comp/

Section 504 Intranet Site:

- http://fcpsnet.fcps.edu/ssse/osp/504info/index.htm

SEA-STARS Support Team:

- Email: dsssupportteam@fcps.edu (preferred)
  - 571-423-4444

Questions

We're putting together a list of FAQs and would love to hear your questions and the questions you're getting.

Please raise your hand to talk, or type your question in the chat window.

ATTACHMENT 14:

Recovery Services Trainings, Meetings, and Guidance Documents

a. August 4, 2020, OSEPS Virtual Collaborative Team Meeting (agenda, slides 59-60)
b. September 21, 2020, Middle School/High School (MS/HS) Special Education Department Chair Meeting (Special Education Department Chair Meeting - recording_1) (Special Education Department Chair Meeting - recording_1)
c. September 25, 2020, OSEPS Virtual Collaborative Team Meeting (agenda, slides 41-46)
d. September 28, 2020, Recovery Services: An Overview for Special Education Lead Teachers (https://us.bbcollab.com/recording/c3721b407ba94a5c800b1d0b6df22096)
e. October 12, 2020, Elementary (ES) Special Education Lead Teacher Meeting (Elementary Lead Teacher Meeting - recording_1)
f. October 23, 2020, OSEPS Virtual Collaborative Team Meeting (agenda, slides 25-34)
g. November 5, 2020, FCPS Guidance Document for IEP Teams for COVID Recovery Services
h. Supplemental Document for Recovery Services (supplement to November 5, 2020, guidance document, developed for staff, undated)
i. November 6, 2020, Recovery Services: IEP Guidance Document Review (https://us.bbcollab.com/collab/ui/session/playback/load/685c783b98874b2ead99 5d3282408a09)
j. November 12, 2020, Meeting for procedural support liaisons (PSL) to review recovery services guidance documents (email invitation and meeting link)
k. November 20, 2020, OSEPS Virtual Collaborative Team Meeting (agenda, slides 15-18)
l. November 23, 2020, Recovery Office Hours
m. December 7, 2020, ES Special Education Lead Teacher/Administrators Recovery Office Hours (Office Hours - Recovery Services for MS/HS Special Education Department Chairs and Administrators - recording_1)
n. December 9, 2020, MS/HS Department Chairs/Administrators Recovery Office Hours (Special Education Elementary Lead Teacher Meeting - recording_1)
o. December 14, 2020, ES Special Education Lead Teachers/Administrators Recovery Office Hours
p. December 16, 2020, MS/HS Department Chairs/Administrators Recovery Office Hours
q. January 28, 2021, OSEPS Virtual Collaborative Team Meeting (agenda, slide 4)
r. February 1-25, 2021, Due Process and Eligibility Facilitated Discussions by pyramid (schedule, slide decks, and associated resources).
s. February 26, 2021, OSEPS Virtual Collaborative Team Meeting (agenda, slides 11-14, Virginia Department of Education (VDOE) presentation: slides 23-33)
t. March 26, 2021, OSEPS Virtual Collaborative Team Meeting (agenda, slides 23-39 (focus on summer recovery academy))