Special Education Department Chair Meeting

February 2, 2021

Agenda

- **Transition**
  - Elementary to Middle
  - Middle to High
- **CTS Updates**
- **Assessment Updates**
  - SOL and VAAP
  - Credit accommodations
    - Expedited Retakes
    - SPLAVC-A
- **ESY**
- **Break**
- **OSEI Updates**
- **DPE Corner**
  - IEEs
  - Recovery Services
  - Restraint and Seclusion
- **Q&A**

Middle to High School Transition

Transition Procedures and Timelines

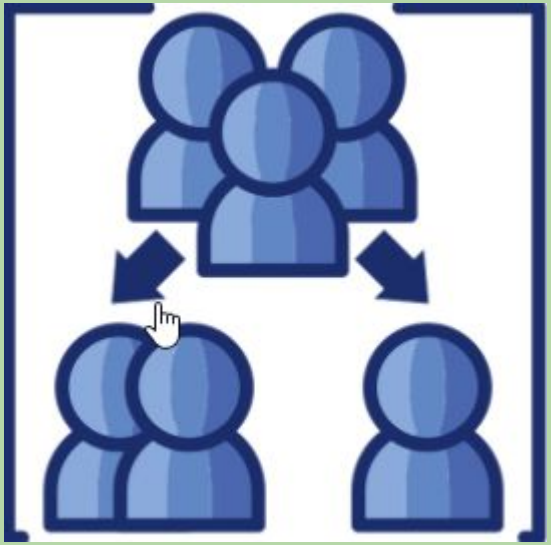
Links:
Elementary to Middle School
Middle to High School

Read through the document and note any thoughts or questions in the margin as you are reading

Note the changes with regards to virtual learning

Discussion Guide

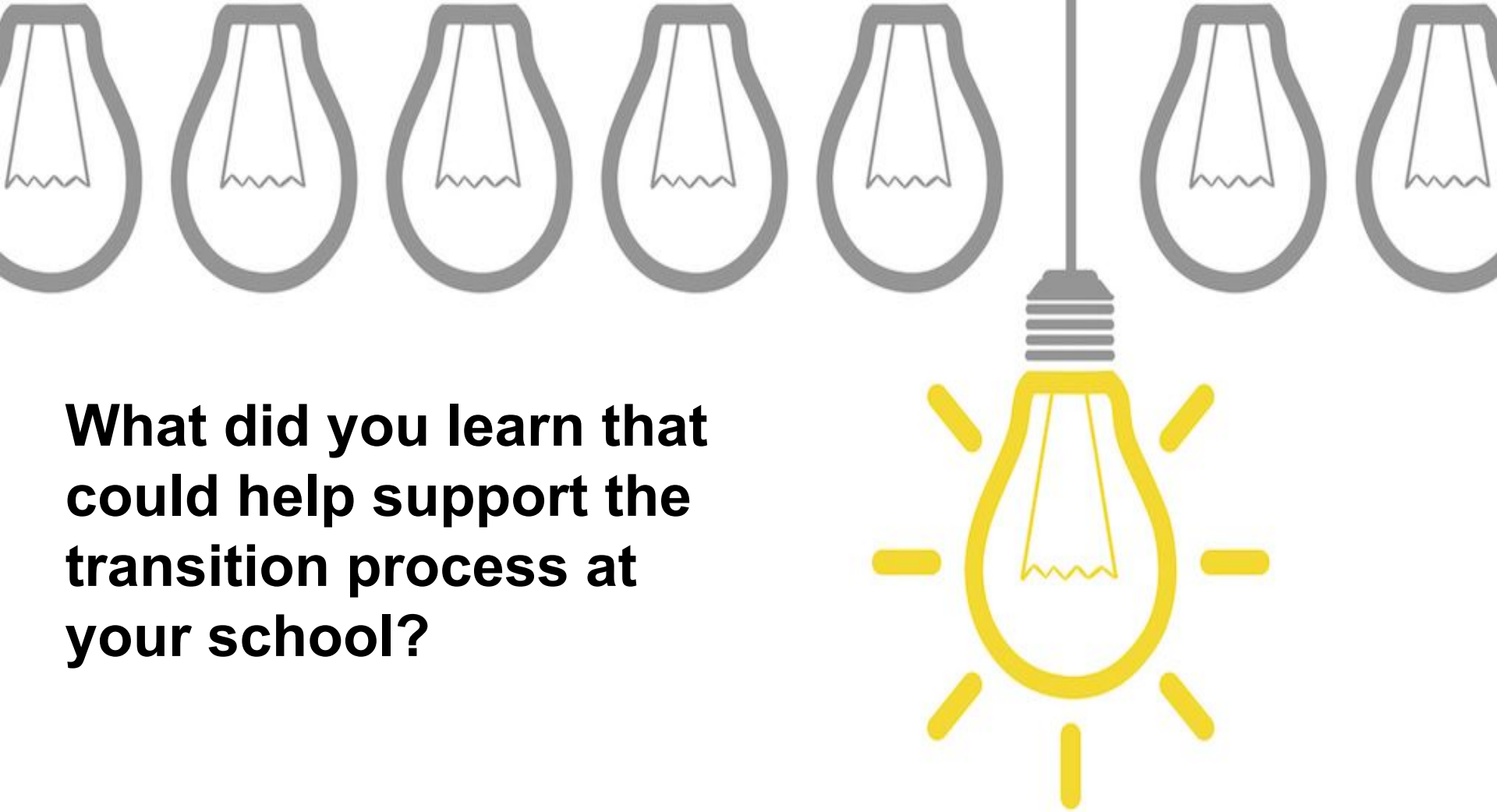
Click here to access the questions.



Breakout Groups:

- Discuss the questions
- Be prepared to share any “Ah-ha!” moments.

What did you learn that could help support the transition process at your school?



Transition to Middle/High School: **Pre-registration Literacy Intervention Support Tool (PLIST)**

- Facilitate transition-year communication
- Streamline within school communication about placement recommendations
- Simplify access to data required for intervention decisions
- Increase consistency of data used for placement decisions
- Develop consistent intervention placement practices
- Support earlier staffing decisions

**These documents are part of FERPA & FOIA*

PLACEMENT

Students benefit the most from intervention when it matches their needs. Increased understanding about student data as well as the targeted focus and instructional model of each course helps school teams to make appropriate placement recommendations for student success.

PLIST
IT'S ALL ABOUT THE STUDENTS

PLIST Tour 2020-21: Contact Alice Lima-Whitney to schedule pyramid vertical articulation meetings, school team meetings or individual learning sessions to support the process.

SCROLL DOWN TO A SUGGESTED TIMELINE & TUTORIAL VIDEOS!

ABOUT PLIST

The *Pre-registration Literacy Intervention Support Tool* (PLIST) is available in EDSL. It identifies only those rising middle and high school students (6th-12th grade students) who scored below 420 on their most recent English SOLs (also includes no score and 900-999 as the status code) and displays data support the following.

REFERENCE GUIDES

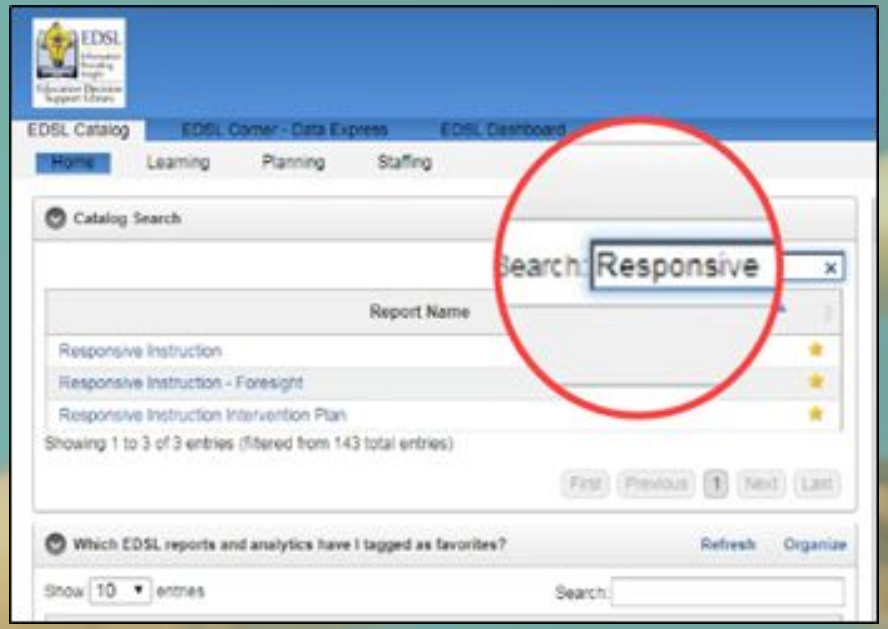
- PLIST Access and User Guide (PDF)
- Frequently Asked Questions (PDF) *updated 12/16/2020*
- Elementary: MS Lit Intervention Course Offerings and Placement Guide (PDF) *updated 12/16/2020*

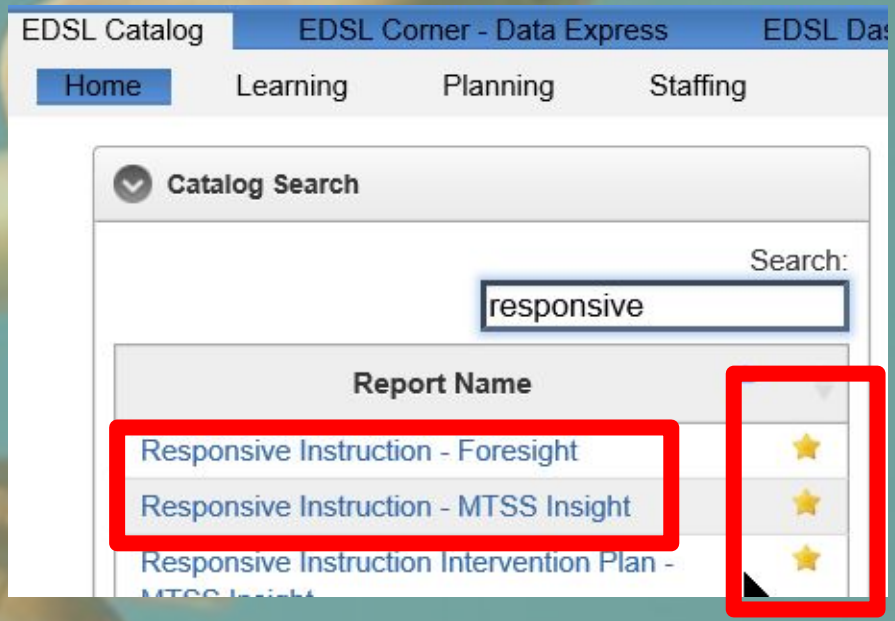
Access the Tool

FCPS Intranet>Account Sign On>EDSL>Log in with FCPS Network Credentials

Access the Tool

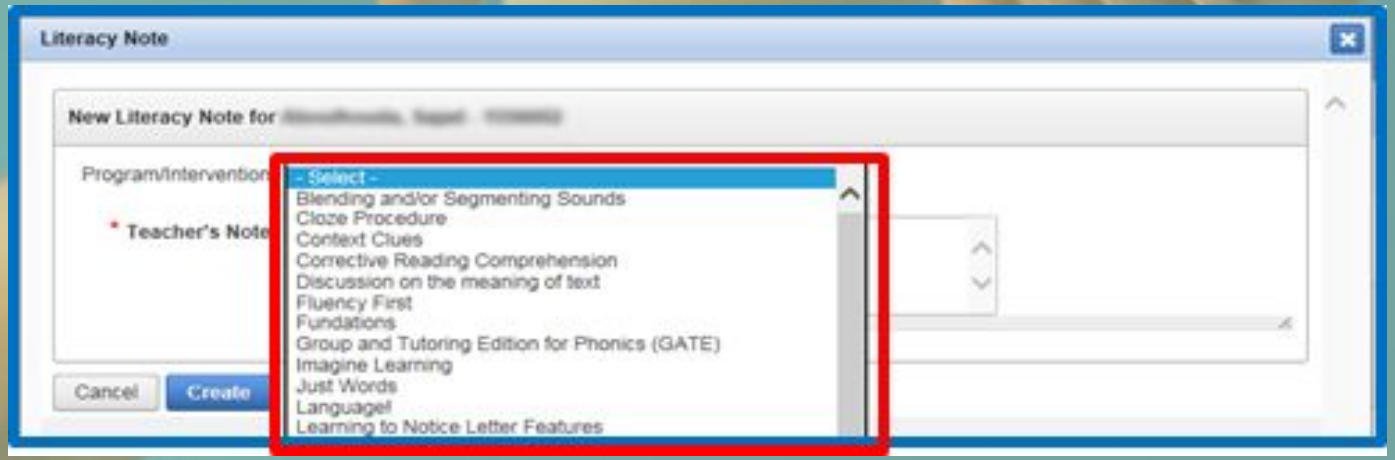
Catalog Search Responsive or MTSS>Add to Favorites>Select Insight or Foresight





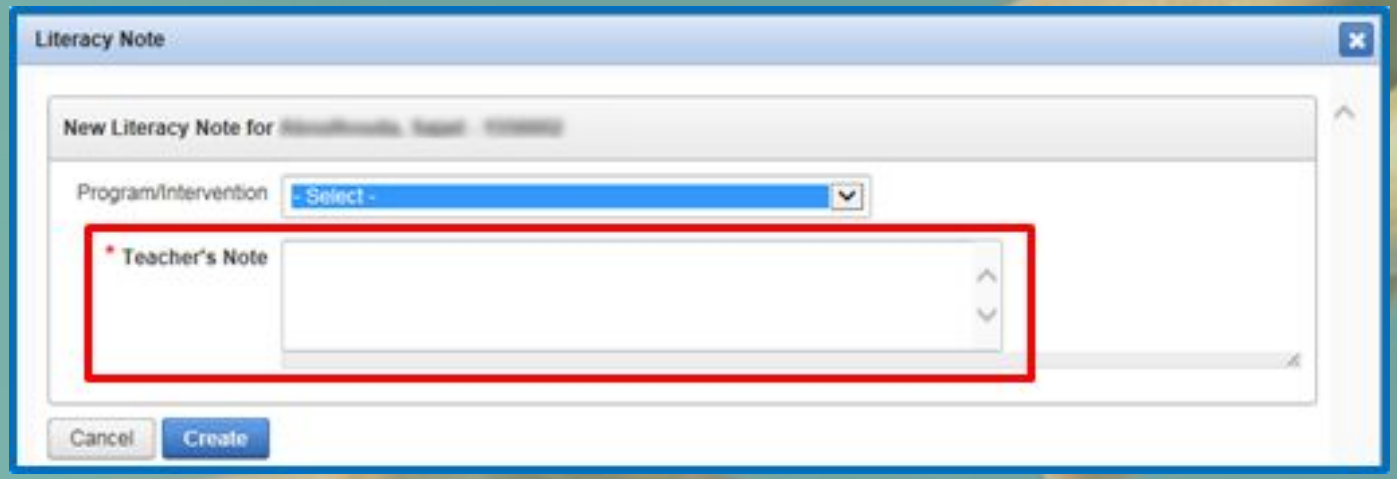
View/Add Notes: Diagnostic Data and/or Literacy Progress

Literacy Notes Number> +



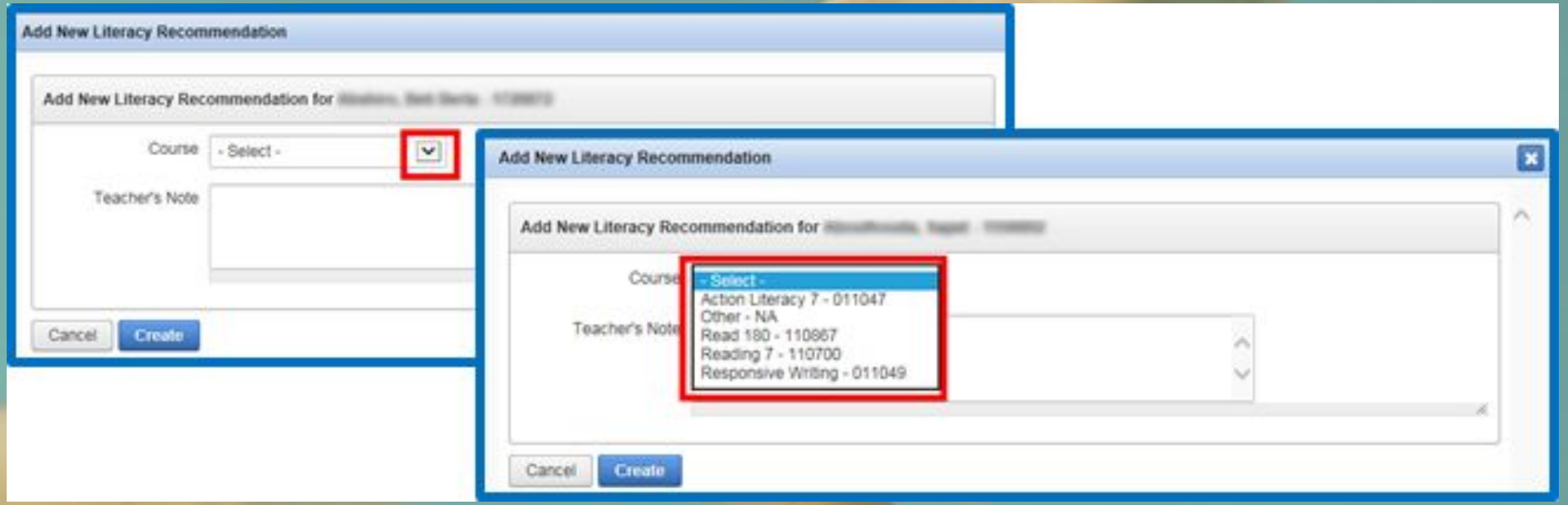
View/Add Notes: Diagnostic Data and/or Literacy Progress

Literacy Notes Number> +



Current School Course Recommendation

Literacy Recommend > + > Course > Note to support recommendation



Future School Course Recommendation Confirm or Change

Literacy Recommend Enroll > + > Course > Note to support confirm or change

Student ID	Next Grade	Student Name	ELP Level	WIDA Overall Proficiency	Course Enrolled	Course D/F	ELA Recent Grade	Percent Absent	Literacy Notes	Literacy Recommend	Literacy Recommend Enroll	Reading Scr Lexile	Reading Inv Date	R
[redacted]	07	[redacted]	10	-	9	-	-	5	1	Action Literacy 7	:	-	-	-
[redacted]	07	[redacted]	-	-	10	-	-	4	0	Other	-	-	-	-

PLIST Quick Tip: Supporting the Process

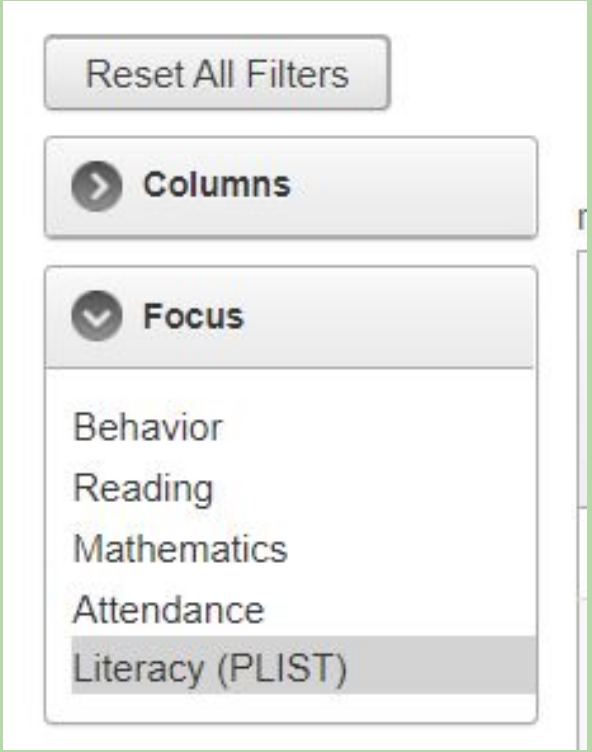
MTSS/RI Insight Worksheet *Current Students*	**MTSS/RI Foresight Worksheet** *Projected Future Students*
• Add or edit literacy progress notes for students **currently enrolled** at a school. • Add or edit preliminary literacy intervention course placement recommendations for students **currently enrolled** at your school.	• View **future students**' literacy progress notes made by teachers at their current school. • View **future students**' literacy intervention course placement recommendations by their current school. • Finalize (confirm or make new) literacy intervention course placement recommendations for students projected to enroll at a school.

PLIST: More Info

PLIST INFORMATION PAGE

- Access & User Guide/Videos
- Middle School Team Guiding Doc.
- High School Team Guiding Doc.
- Suggested Timeline

PLIST Tour 2020-21: Contact *Alice Lima-Whitney* to schedule pyramid vertical articulation meetings, school team meetings or individual learning sessions to support the process.



Career and Transition Services (CTS)

Career and Transition Services (CTS) Updates

- ➔ Community Work Experience (CWE) Update
  - Work-Based Learning (WBL) Channel
  - Situational Assessments
- ➔ Virtual Super Transition Week (formerly Super Transition Saturday)
  - February 22-25 - several virtual sessions offered over four evenings
  - Flyer is linked in your session guide - intended for families and staff
- ➔ Student Virtual Mentoring Opportunities - linked in the session guide
- ➔ Senior Summaries of Performance - all exiting students with IEPs
- ➔ Middle School Transition Support
  - Maggie Contreras - mmcontreras@fcps.edu 571-423-4499

Adult Service Input to the IEP

- ➔ Relevant adult service providers can always be invited to the IEP meeting with parent permission or request
- ➔ The adult service rep for students with open/active services should be invited (case manager gets parent permission and invites the rep)
- ➔ The rep either attends the meeting or provides written update to the ETR to present to the team

- ➔ Intake meetings with adult services are not held as an IEP meeting
  - ◆ DARS runs the meeting with student/caregiver
  - ◆ ETR usually attends if the meeting is held at school or virtually
  - ◆ After the meeting it can be documented as an addendum without a meeting . . . OR
  - ◆ The ETR will document the meeting date, discussion, and next steps in writing
  - ◆ At the annual IEP, the ETR will document in the PLOP that an intake meeting was held and provide a status update

Assessment Updates: Digital Evidence for Virginia Alternate Assessment Program (VAAP)

Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

VAAP

Virginia Alternate Assessment Program

VDOE Audit Updates

SOL/VAAP Parent Refusals
Testing Memo 014-21

COVID-related:
For parent refusals which are COVID related school teams should use the following form: COVID-19 Refusal Students will not receive a "0" or failing score based on a refusal due to COVID-19. Additional details will be forthcoming about how to code the student's VAAP test records.
Non-COVID related:
For parent refusals which are not related to COVID school teams should use the following form: Non-COVID refusals
Documentation of Parent/Guardian Refusal
For All Students: General Procedures for Documenting Parent/Guardian Refusal For Students with Disabilities: Responsibilities and IEP Procedures for Documenting Parent/Guardian Refusal

Trainings

Meeting the VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities

MODULE 1

This module reviews the Virginia Department of Education's VAAP participation criteria and determination of significant cognitive disabilities. Additionally, participants will be introduced to the student data form used to help collect information and guide the IEP in completing the VAAP criteria within SEA-STARS.

Understanding and Selecting Aligned Standards of Learning (ASOL)

MODULE 2

This module deepens participant understanding of the Virginia Alternate Assessment(VAAP) to determine the appropriate tools and resources needed when selecting the Aligned Standards of Learning(ASOL).

Utilizing Evidence Based Programs to Meet the Aligned Standards of Learning (ASOL)

MODULE 3

This module allows participants to gain insight in developing an understanding of instructional planning and recognizing the Aligned Standards of Learning are the curriculum. Participants will broaden their knowledge on the tools and strategies which can be utilized for breaking down the ASOL instruction.

Strategies for Unpacking the Aligned Standards of Learning (ASOL)

MODULE 4

This module focuses on strategies to support matching Aligned Standards of Learning with Evidence Based Programs which may already be implemented in the classroom with students. Participants will expand on the ASOL identified and explore curriculum supports which may be used to provide meaningful learning experiences for students.

Instructional Strategies to Support VAAP	
	MODULE 5 This module focuses on instructional strategies to support VAAP. Participants will gain an understanding of how to schedule and plan for center rotations in any teaching environment while exploring tools, strategies and resources to support instruction for all learners.
Coming Soon! : Breaking it Down: Digital Evidence for VAAP	
	MODULE 6 :Participants will gain an understanding of the types of evidence that may be collected for VAAP, explore examples of digital evidence for VAAP collection, learn how to save to the data tool folder, identify challenges of collecting evidence with virtual testing conditions and how to address them.

Considerations for Digital Collections of Evidence

Data Chart/Graph

Data charts should reflect student skills and/or knowledge and may be generated by the teacher and/or student. Be sure to save evidence as a PDF.

Click here to access the Quick Guide: Converting & Saving Evidence as PDF

Tips for Teachers

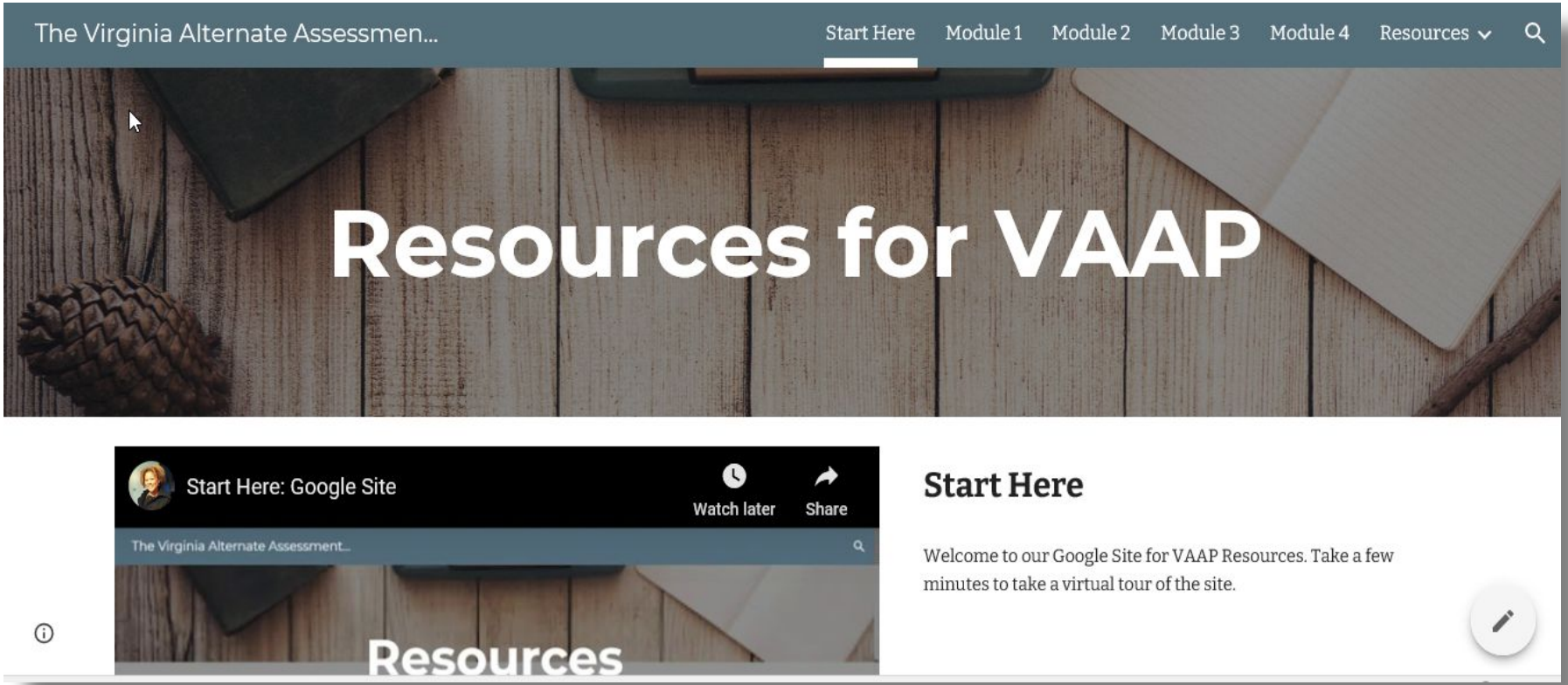
- ❑ Data charts cannot show progress over time.
- ❑ Consider creating a single probe data sheet using Excel/Google. The following link provides an example:

https://drive.google.com/file/d/1mc-mf7M15oRDx9LqV9An7-lFIBa3Nks9/view?usp=sharing

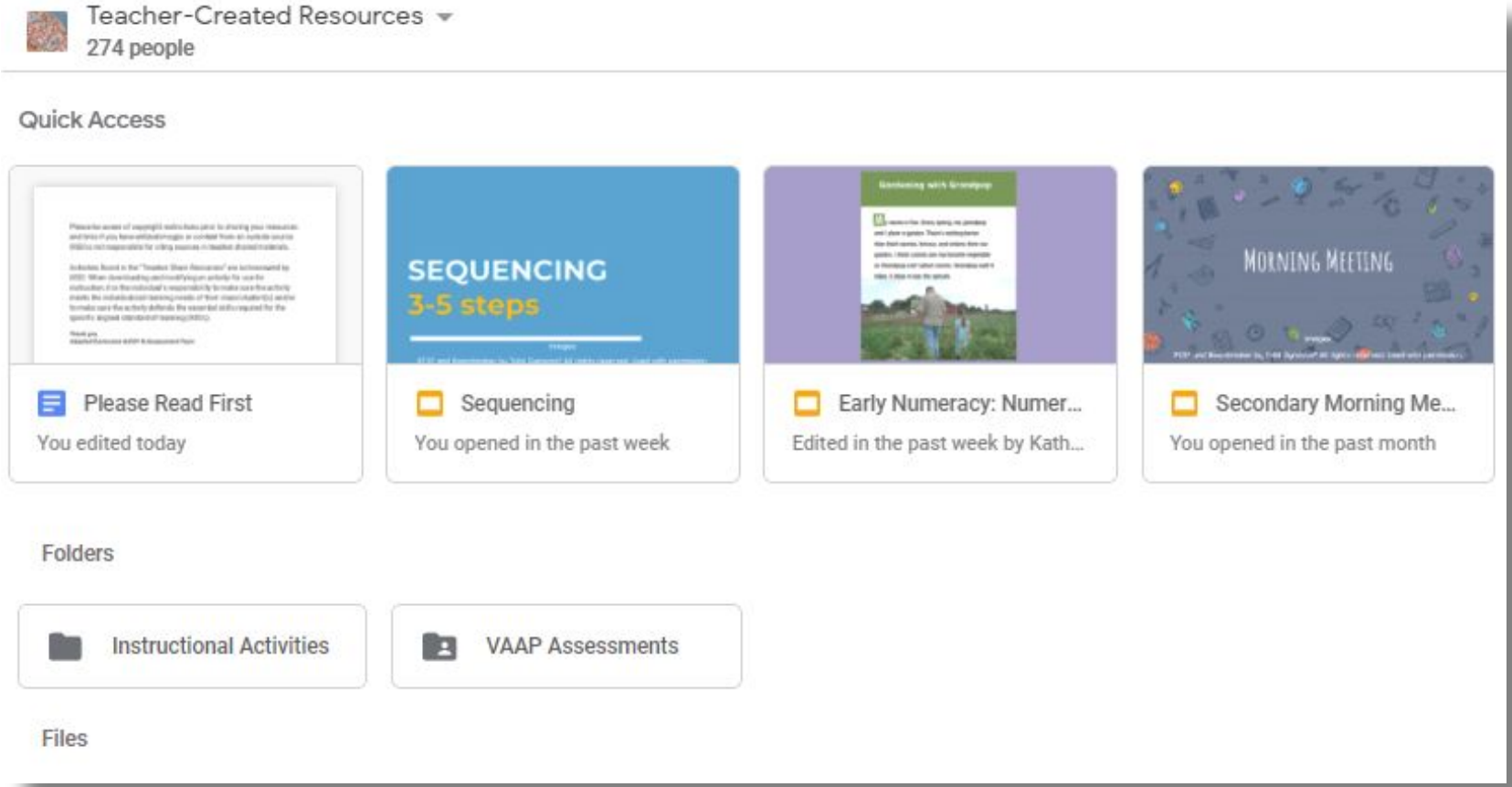
Example of Evidence Submitted to VAAP Secure Digital Drive:

Reading_3ERW6a_Smith_Johnny_Grade3

Google Site for VAAP



Teacher-Created Resources Google Drive



VAAP Q&A Session for Teachers

February 1st: 9:00-10:00 am

February 4th: 3:00-4:00 pm

February 8th: 9:00-10:00 am

February 11th: 3:00-4:00 pm

https://us.bbcollab.com/guest/9f9ee6c22d03490baef8252e2d81b5a4

Other Important Information

VAAP COE Turn In

- April 14

Scoring Event

- Possibly Virtual

Information Pertaining to Earning Credit for Diploma

Diploma Options Office Hours

Friday, February 12: 9:30-10:30

Wednesday, February 17: 11:00-12:00

Tuesday, March 3: 8:00-9:00

EOC Expedited Retakes- Test Memo 020-21

Pre-Approved Second Attempt: Students in the situations outlined below are deemed eligible for a second attempt without special permission. Retakes for students in these situations are automatically loaded into PearsonAccess^{next}

- ***Term Graduate First Attempt Below 350:*** **For 2020-21, term graduate are students scheduled to graduate by August 31, 2021**
- ***Any First Attempt Score of 350-399***
  - ***Division Policy allows retakes at 350-399 with remediation***
  - ***Credit Accommodations: Students with disabilities who need to leverage a retake at 350-374 may have the Expanded Retake credit accommodation documented in SEA-STARS***

Emergency Locally Awarded Verified Credit (ELAVC)

Virginia Board of Education (VBOE) issued a series of flexibility opportunities for students to earn LAVC under emergency guidelines

- **Students Impacted by Extended School Closure (Spring-Summer 2020)**
  - Enrolled SOL courses during spring and summer semesters
  - Up to 1 prior* SOL course for which the student planned a SOL retest
- **Students Impacted by Ongoing Pandemic Conditions* (Fall 2020-Spring 2021)**
  - Enrolled *History* SOL courses with performance assessment
  - Other enrolled SOL courses**
  - Up to 2 prior* SOL courses with remediation this year**

** Courses completed prior to spring 2020*
*** Option requires a SOL score 350-399*

Learn more about specific ELAVC Options

Credit Accommodations

IEP teams should continue to discuss credit accommodations at annual IEPs and as needed. Credit accommodations criteria:

Yes	No	
☐	☐	1. Is the student learning grade level content, yet is unlikely to achieve and make progress commensurate with grade level expectations due to the impact of his/her disability?

- Provide a brief overview of the student's disability:
- Describe the impact of the disability on the student's classroom performance:

Yes	No	
☐	☐	2. Does the student require significant instructional supports to access grade-level SOL and show progress?

- Describe the individualized supports, specialized program, and/or intervention provided to the student to access grade level SOL content:
- Describe the amount of time the student has used the individualized supports and/or specialized program and/or intervention, and the impact of the support:

Yes	No	
☐	☐	3. Based on multiple objective measures of past performance, the student is not expected to achieve the required standard and verified units of credit within the standard time frame.

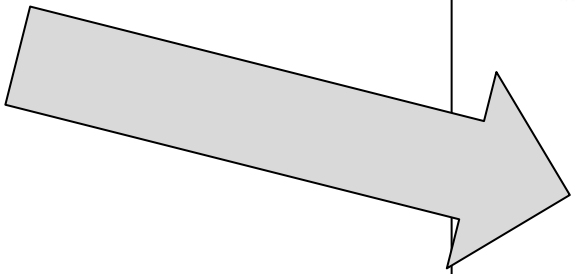
- List the assessments and the student's performance used to determine that the student is not progressing at the rate expected for the grade level or course:
- Describe the instructional remediation provided for the student in order to progress in the grade level SOL content:
- Describe the amount of time the student has used the instructional remediation and the impact on

Credit Accommodations

Section III: Credit Accommodations Considered

- ☐ Credit Accommodations will be identified at later date
- ☐ Expanded Use of Locally Awarded Verified Credit (LAVC) for a Standard diploma based when the student entered 9th grade for the first time. More information can be found at: http://www.doe.virginia.gov/instruction/graduation/credits/index.shtml
- ☐ Expanded Expedited Retake Range (350-374)
- ☐ Use of Algebra 1, Part 1 and Algebra as two mathematics graduation requirements
- ☐ Use of Geometry, Part 1 and Geometry as two mathematics graduation requirements
- ☐ Use of Biology 1, Part 1 and Biology as two science graduation requirements
- ☐ Use of Personal Living and Finance math course to meet the Economics and Personal Finance graduation requirement
- ☐ Special Permission Credit Accommodation for Locally Awarded Verified Credit(s) (Requires VDOE review)
  Complete form SS/SE-348

SPLAVC-A



Diploma Options and Credit Accommodations

- Diploma Options
  - Graduation Requirements and Course Planning Public Website
  - Special Education Diploma Options
    Translations: Arabic | Chinese | Farsi | Korean | Spanish | Urdu | Vietnamese
  - First Aid/CPR/AED Training for First Time Ninth Graders in 2016-17 and Beyond: Special Education/Section 504 Waiver (High School)
  - Earning an Applied Studies Diploma
- Credit Accommodations
  - Credit Accommodation Options at a Glance for a Standard Diploma
  - Credit Accommodations FAQ
  - Special Permission Locally Awarded Verified Credit - Accommodation (SPLAVC-A)
    - SPLAVC-A Training: Collaborate Recording
    - SPLAVC-A Steps for School Teams
    - Special Permission Locally Awarded Verified Credit Accommodation (SPLAVC-A) Criteria Page (SS/SE 348)
    - Eligibility Criteria Request Form for Special Permission Credit Accommodation for Locally Awarded Verified Credit (excel)
    - Credit Accommodations for Students with Disabilities Appeal for Locally Awarded Verified Credit (IS-690)

SPLAVC-A Criteria

Name of Course _____ **Name of SOL Assessment** _____

Eligibility Criteria

1. **Yes** ☐ **No** ☐ The student passed or is currently passing the subject/course based on a non-modified curriculum.
2. **Yes** ☐ **No** ☐ The student participated in the subject/course related SOL test and scored below 375.
3. **Yes** ☐ **No** ☐ The student's disability(ies) presents a unique and/or significant challenge to the degree that he/she is unable to demonstrate knowledge of the course content on the SOL test using the available accommodations.
4. **Yes** ☐ **No** ☐ The committee has exhausted all allowable **test** accommodations appropriate to the needs of the student.
5. **Yes** ☐ **No** ☐ The committee has exhausted all allowable **credit** accommodations appropriate to the needs of the student.

Justification

In 250 words or less explain how the student is/was able to demonstrate sufficient knowledge to pass this course, but is/was unable to demonstrate his/her knowledge of the content on the SOL test. Include information that describes classroom activities and/or assignments, projects, quizzes, tests, performance-based assessments, etc.

SPLAVC-A: Clarifying Verbiage

Criteria question #1

The student passed or is currently passing the subject/course based on a non-modified curriculum

Clarification provided from the VDOE:

non-modified = non-adapted.

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

SPLAVC-A: Accommodation or Modification?

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

Curriculum Expectation	1	2
Read reduced language level text		
Provided the World History text, students will read the chapter on ancient Greece and complete the graphic organizer describing the social and religious structure of ancient Greece. *(Based on World History 1 standard 5.b)*	Using a website which reduces the reading level of the textbook, the student will read the chapter on ancient Greece and complete the graphic organizer describing the social and religious structure of ancient Greece.	After reading a book at their independent reading level, the student will match the names of common gods and goddesses: Zeus, Hera, Apollo, and Athena.

SPLAVC-A: Which is the modification?

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

Curriculum Expectation	1	2
Complete fewer or different homework problems than peers		
When given 10 problems, students will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line. *(Based on Algebra standard 6.a)*	The student will draw a line on the graph when given the coordinates of two points of the line on 5 problems.	The student will determine the slope of a line when given an equation of the line, the graph of the line, or two points on the line on the even numbered problems.

SPLAVC-A: Accommodation or Modification?

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

Curriculum Expectation	1	2
Use of graphic organizer		
Students will write an essay to explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras, specifically: haikus, sonnets, fables, and myths. *(Based on English standard 10.3.d)*	Given 2 pieces of writing, the student will identify which one is a fable and which is a haiku.	The student will use a graphic organizer to explain the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras, specifically: haikus, sonnets, fables, and myths.

SPLAVC-A: Accommodation or Modification?

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

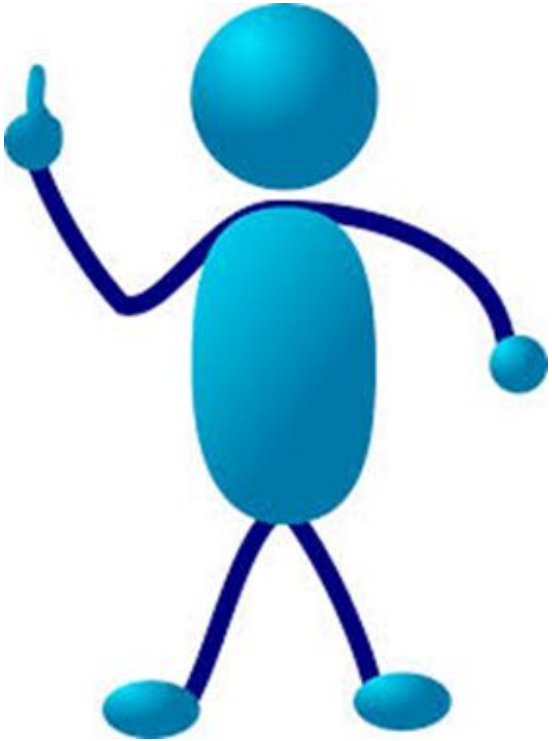
Curriculum Expectation	1	2
Use recognition tests (true-false, multiple-choice, or matching) instead of essays		
In an essay, students will describe the processes of photosynthesis and respiration including the capture, storage, transformation, and flow of energy. *(Based on Biology standard 2.e)*	The student will answer multiple-choice questions to demonstrate their knowledge of the processes of photosynthesis and respiration including the capture, storage, transformation, and flow of energy.	When given 10 images, the student will identify if the given image uses photosynthesis to convert light to energy by selecting True or False.

SPLAVC-A: Accommodation or Modification?

Non-Modified / Accommodated Assignment	Modified / Adapted Assignment
Meets grade level standard.	Does not meet grade level standard.

Curriculum Expectation	1	2
Write shorter papers		
Students will write a multi-paragraph essay that will describe the structure and powers of the local government. *(Based on Civics and Economics standard 8.a)*	Given pictures, students will label the picture with the power of the local government exemplified in the picture.	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.

SPLAVC-A: FAQ #14 from VDOE



Question:

I have a student that has qualified as a student with a disability needing special education as an 11th grader. The student has a previous End of Course (EOC) test that he did not pass in his earlier grades (9th and 10th) prior to being identified as a student with a disability, but he did pass the course.

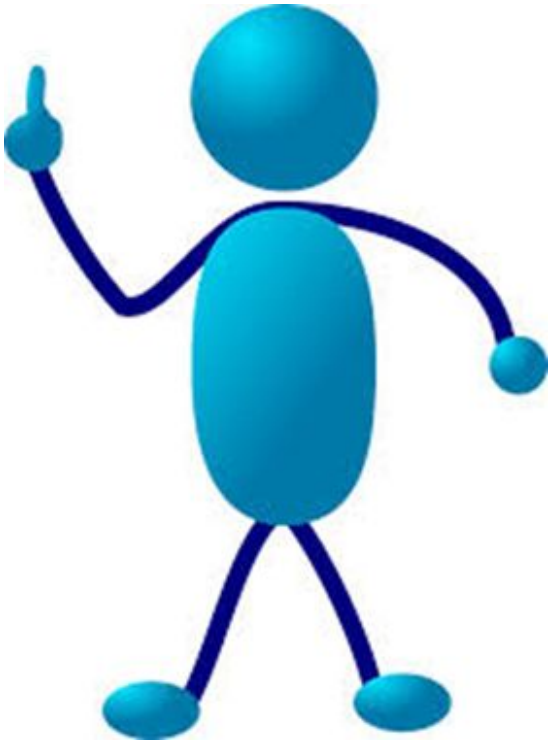
Can this student be considered for the Special Permission for Locally Awarded Verified Credit Accommodation for EOC test that is below 375 when he was not identified as having a disability?

SPLAVC-A: FAQ #14 from VDOE

Answer:

Yes. There is no requirement that the student was identified as a student with disability when that assessment was administered. If the student's IEP Team and school division personnel determine that the student meets all other criteria to be considered for a Special Permission Credit Accommodation for Locally Awarded Verified Credit then the school division may submit the request for VDOE to review.

SPLAVC-A: FAQ from FCPS



Question:

Should we wait until senior year to consider SPLAVC-A for a student?

SPLAVC-A: FAQ from FCPS

There is no hard and fast rule; Answer may vary by student and by subject.

True scenario from May 2019:

Student was in 9 grade; took and failed the Biology, Algebra, and World History SOL.

Parent wanted the team to consider and provide SPLAVC-A for all three SOLs.

Team decided:

Algebra 1

Biology
World History

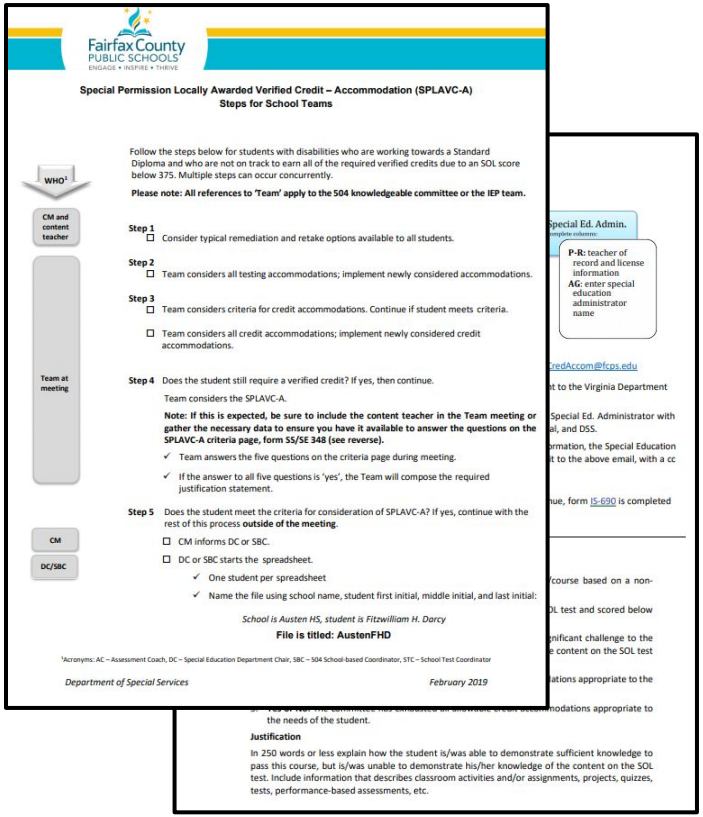
SPLAVC-A

IS-690 was updated last year.

1.What evidence was considered in determining that the student demonstrated sufficient knowledge of the standards of learning? (course marks, work samples, teacher narrative, etc.). Please attach any available applicable work samples (e.g., classroom activities, assignments, projects, quizzes, tests, performance-based assessments, etc.) and/or indicate if the course marks were reviewed from SIS.

2.What specially designed instruction and/or strategies were used in the course to address the needs of the individual student which allowed the student to demonstrate sufficient knowledge of the standards of learning?

SPLAVC-A: Steps for Submitting



Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Special Permission Locally Awarded Verified Credit – Accommodation (SPLAVC-A)
Steps for School Teams

Follow the steps below for students with disabilities who are working towards a Standard Diploma and who are not on track to earn all of the required verified credits due to an SOL score below 375. Multiple steps can occur concurrently.

Please note: All references to 'Team' apply to the 504 knowledgeable committee or the IEP team.

WHO[1]

CM and content teacher

Step 1
☐ Consider typical remediation and retake options available to all students.

Step 2
☐ Team considers all testing accommodations; implement newly considered accommodations.

Step 3
☐ Team considers criteria for credit accommodations. Continue if student meets criteria.

☐ Team considers all credit accommodations; implement newly considered credit accommodations.

Team at meeting

Step 4 Does the student still require a verified credit? If yes, then continue.

Team considers the SPLAVC-A.

Note: If this is expected, be sure to include the content teacher in the Team meeting or gather the necessary data to ensure you have it available to answer the questions on the SPLAVC-A criteria page, form SS/SE 348 (see reverse).

✓ Team answers the five questions on the criteria page during meeting.

✓ If the answer to all five questions is 'yes', the Team will compose the required justification statement.

Step 5 Does the student meet the criteria for consideration of SPLAVC-A? If yes, continue with the rest of this process **outside of the meeting**.

CM

DC/SBC

☐ CM informs DC or SBC.

☐ DC or SBC starts the spreadsheet.

✓ One student per spreadsheet

✓ Name the file using school name, student first initial, middle initial, and last initial:

School is Austen HS, student is Fitzwilliam H. Darcy

File is titled: AustenFHD

[1]Acronyms: AC – Assessment Coach, DC – Special Education Department Chair, SBC – 504 School-based Coordinator, STC – School Test Coordinator

Department of Special Services *February 2019*

Special Ed. Admin.

P-R: teacher of record and license information
AG: enter special education administrator name

CredAccom@fcps.edu

t to the Virginia Department

Special Ed. Administrator with
al, and DSS.
rmation, the Special Education
t to the above email, with a cc

ue, form IS-690 is completed

course based on a non-

L test and scored below

nificant challenge to the
e content on the SOL test

ations appropriate to the

odations appropriate to the needs of the student.

Justification

In 250 words or less explain how the student is/was able to demonstrate sufficient knowledge to pass this course, but is/was unable to demonstrate his/her knowledge of the content on the SOL test. Include information that describes classroom activities and/or assignments, projects, quizzes, tests, performance-based assessments, etc.

[Steps for School Teams]

Updated Spreadsheet available online: [Eligibility Criteria Request Form for Special Permission Credit Accommodation for Locally Awarded Verified Credit (excel)]

Extended School Year Service (ESY)

As you come back from break, consider this...
In a typical year, yesterday might have been enough winter weather for a snow day.
Use the chat window to share an Emoji which completes this equation:

Snow day =

OSEI Updates

(Office of Special Education Instruction)

March 8 Staff Development Day

A variety of offerings will be available for staff including:

- *Overview of Curriculum Resources to Support Social Emotional Learning*
- *Connecting Math Concepts*
- *Debunking Differentiation: What it is & How to do*
- *Reading Mastery*
- *Introduction to the Science of Reading*
- *High Leverage Practices in an Inclusive Environment*
- *Student Engagement and Differentiation in a Virtual Environment*
- *Overview of Math Instruction for Students with Disabilities*
- Other offerings including additional topics for paraprofessionals

Offerings will be posted on the [Special Education Hub]

Always Available Trainings

The Special Education Hub has links to 50+ asynchronous trainings on a variety of topics: *Executive Functioning, Collaborative Partnerships, Classroom Management, Developing Proactive Behavior Strategies for Virtual Learning,Teaching PAC, EAC, & Cat B Students Social Distancing Protocols & The Ability to Wear PPE,* specialized instruction programs, and so much more.

New: Literacy Data Digging: Informal Assessments (MyPDE: 007786)

KTEA-3 Reminder

The Scoring Manual must be used to score KTEA-3 subtests. We recognize the challenges with sharing the Scoring Manual, particularly when working outside of the school building. The Scoring Manual, as well as other references, may be access in Q-global. Once logged into Q-global, go to the top “ribbon” of tabs to the “Resource Library.” Once in the “Resource Library,” click on the “+” sign beside “KTEA-3” and then “KTEA-3 Restricted.”

Virginia Special Education Instructional Services Newsletter

Virginia Special Education Instructional Services provides a direct line of communication with Virginia's educators, paraprofessionals, and special education administrators and focuses on specially designed instruction for students with disabilities. This publication provides a way to share new resources as well as make special educators aware of professional development opportunities and resources of interest to special educators.

All educators are encouraged to sign up to receive these Special Education Instructional Services emails directly from VDOE.

International Dyslexia Association Free Membership for Teachers

The International Dyslexia Association (IDA) introduced a brand new, free membership, specifically for classroom and pre-service teachers. This provides access to structured literacy instruction for teachers in every classroom. This starter membership will provide a year of resources at no cost.

Unique Learning Systems (ULS)

ULS is a computer-based program designed specifically to give students with complex learning needs meaningful access to the general education curriculum.

ULS is meant to supplement evidence-based programming in place for students accessing an adapted curriculum in the areas of reading, math, science, and social studies, with applications to life skills and current events.

An FCPS-created training overview is now available through Adapted Curriculum Google Classroom (Code 274kejc). This training provides information on strategies and ideas for utilizing the supplemental ULS program in Cat B classrooms. Additionally there will be required training modules on the N2Y professional development site that

Teachers should contact their adapted curriculum team member to receive a license.

Connecting with Families

Sharing Student Progress

Does your school have a system in place to connect with families regarding student progress?

1. What is your process?
2. How is is it working?
3. What are your challenges?
4. How do you document your conversations, next steps, follow-up?

Breakout Groups

DPE Corner

(Due Process and Eligibility)

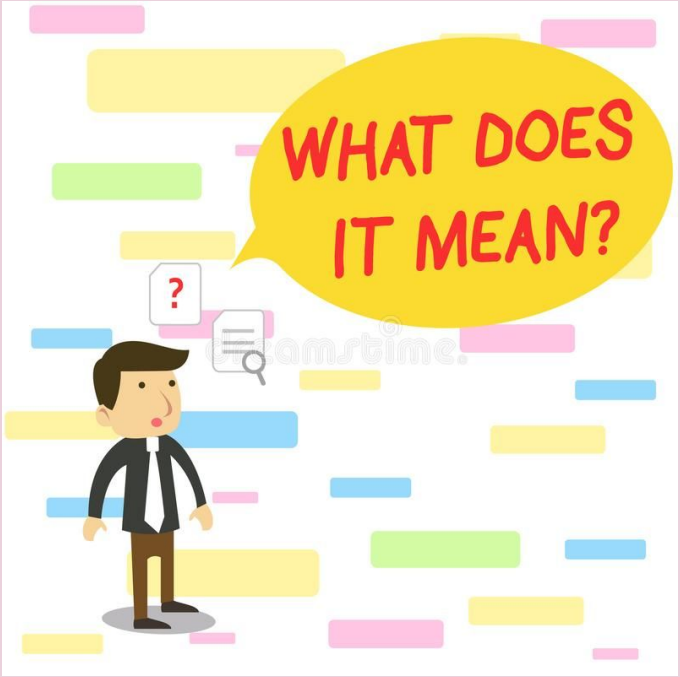
Independent Educational Evaluations (IEE)

Superintendent's Memo #250-20; September 21, 2020

- In conducting an initial evaluation (or reevaluation) of a child, the public agency must ensure that the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified. 34 C.F.R. § 300.304(c)(6)

- If "a child was not assessed in a particular area, the parent has the right to request an IEE to assess the child in that area to determine whether the child has a disability and the nature and extent of the special education and related services that child needs." Letter to Baus, 65 IDELR 81 (OSEP 2015)

Independent Educational Evaluations (IEE)



- Reports
  - Looking at additional reports without an FCPS equivalent
- Eligibility
  - Consideration of additional categories

Recovery Services

- Legal responsibility to provide recovery services
- Recovery vs school intervention
- Recovery vs compensatory
- KTEA testers
- Recovery teachers

Recovery Services Reminders

- Report testing/recovery teaching to DPE
- Be careful not to choose R services (ex: LDR) from the drop-down in SEA-STARS if recovery was not intended,
  - 60% off all recovery services noted on IEPs have been errors
- Adding recovery services to IEPs should be a data driven process/decision
- Upon parental consent to recovery services, all student names need to be sent to Ellen Glaser

FCPS Restraint & Seclusion (R&S) Policy

- Effective 1/1/2021
- FCPS Policy is in compliance with all requirements of 8VAC20-750, *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia*, as outlined by the VDOE.
- Seclusion is only permissible at Burke School, Key Center & Kilmer Center

R&S Training Information

- **De-Escalation Level 1 Training (Understanding The Regulations Governing The Use of Restraint and Seclusion):** FCPS policy require that school personnel receive training on skills related to positive behavior support, conflict prevention, de-escalation, and crisis response, including follow-up support and social-emotional strategy support for students, staff, and families.

- **De-Escalation Level 2 Advanced Training (Mandt or Professional Crisis Management):** FCPS policy require at least one administrator per school building and for school personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded receive advanced training.

- **Policy Overview:** Will be required for staff that recieved De-Escalation Level 2 Advanced Training. Overview will include provisions for parent notifications, debrief conferences and policy requirements.

Definition of Seclusion

The involuntary confinement of a student **ALONE** in a room or area from which the student is physically prevented from leaving. Provided that no such room or space is locked.

R&S Policy Highlights

In the initial development and subsequent review and revision of a student's IEP or Section 504 plan, the student's IEP or Section 504 team shall consider whether the student displays behaviors that are likely to result in the use of physical restraint or seclusion.

IEP or Section 504 team determines that a future use is likely, the team shall consider, among other things, the need for:

- FBA
- New or revised BIP
- New or revised IEP goals
- Any additional evaluations or reevaluation

R&S Policy Highlights

Within ten (10) school days following the first school day in a single school year in which an incident of physical restraint or seclusion has occurred, the student's IEP or 504 team shall consider, among other things, the need for:

- FBA
- New or revised BIP
- New or revised IEP goals
- Any additional evaluations or reevaluation

As soon as practicable, but no later than the day of the incident:

- Staff member involved shall report the incident and the use of any related first aid to the school principal or designee.
- School principal, designee, or other school personnel shall contact parent regarding incident and any related first aid.
- Employee involved in the incident or other school personnel, as may be designated by principal, shall complete a written incident report **(Use of Physical Restraint or Seclusion Incident Documentation Form SS/SE-264).**
- Provide to the principal or designee the written incident report.
- Provide the parent with a copy of the incident report.

As soon as practicable, but no later than two (2) school days of the incident:

Principal or designee will have a **STAFF DEBRIEF** with all involved to discuss:

- Whether the use of restraint or seclusion was implemented in compliance with FCPS policy.
- How to prevent or reduce the future need for physical restraint or seclusion.

As soon as practicable, but no later than two (2) school days of the incident or upon the students return to school:

As appropriate depending on the student's age and developmental level, the principal or designee shall review the incident with the student **(STUDENT DEBRIEF)** to discuss:

- Details of the incident in an effort to assist the student and school personnel in identifying patterns of behaviors, triggers, or antecedents;
- Alternative positive behaviors or coping skills the student may utilize to prevent or reduce behaviors that may result in the application of physical restraint or seclusion; and
- Impact of restraint or seclusion on the student to provide support and/or identify the need for and facilitate the provision of additional social-emotional supports (e.g. meeting with school counselor, social worker, case manager if applicable as appropriate.

As soon as possible, but no later than two (2) school days of the incident, dependent on access to the student:

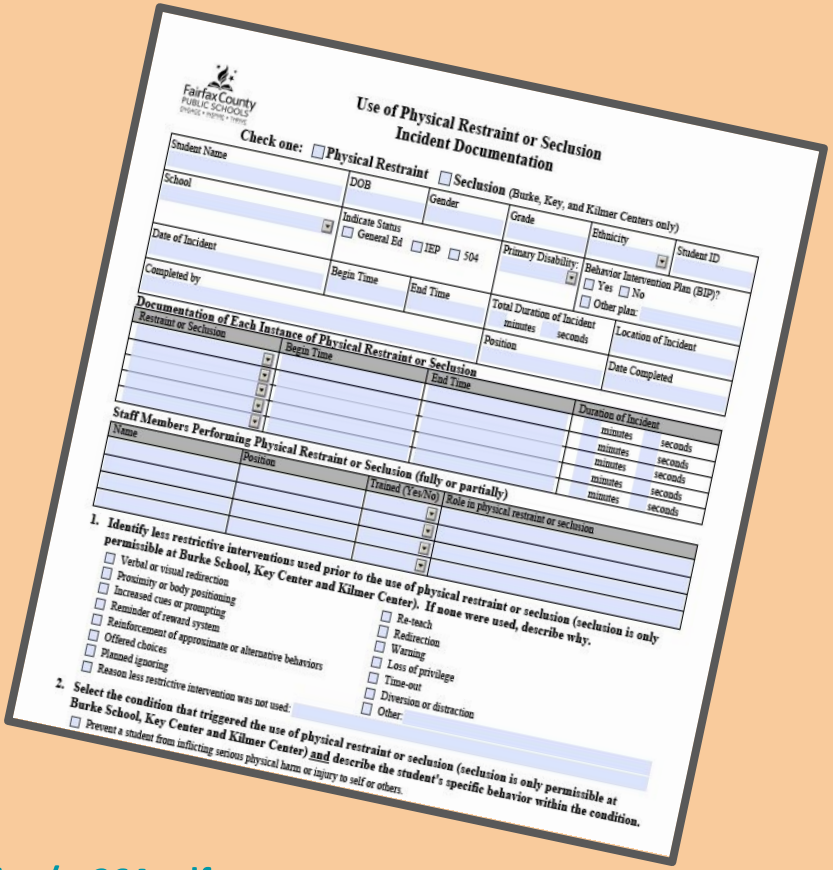
- The student will conference with trusted school personnel **(STUDENT CONFERENCE)**.
- The student should choose the trusted adult; however, if that is not possible due to age or developmental level, school staff may choose among team members and/or consult with parent/guardian regarding the most suitable staff person for conferencing.
- The staff who conferences with the student may consult with clinical staff or other support staff to explore further resources as needed.
- If the student declines to engage in this conference, the student's request will be honored.

Following an incident of restraint or seclusion:

- School staff will provide the student's parent or guardian with resources and offer them the opportunity to participate in a follow-up conference.

- Staff have support from the Employee Assistance Program (EAP), if needed.

Use of Physical Restraint or Seclusion Incident Documentation (SS/SE-264)



Fairfax County Public Schools

Use of Physical Restraint or Seclusion Incident Documentation

Check one: ☐ Physical Restraint ☐ Seclusion (Burke, Key, and Kilmer Centers only)

Student Name | DOB | Gender | Grade | Ethnicity | Student ID

School | Indicate Status ☐ General Ed ☐ IEP ☐ 504 | Primary Disability: | Behavior Intervention Plan (BIP)? ☐ Yes ☐ No ☐ Other plan:

Date of Incident | Begin Time | End Time | Total Duration of Incident minutes seconds | Location of Incident

Completed by | Position | Date Completed

Documentation of Each Instance of Physical Restraint or Seclusion

Restraint or Seclusion	Begin Time	End Time	Duration of Incident
			minutes seconds
			minutes seconds
			minutes seconds
			minutes seconds
			minutes seconds

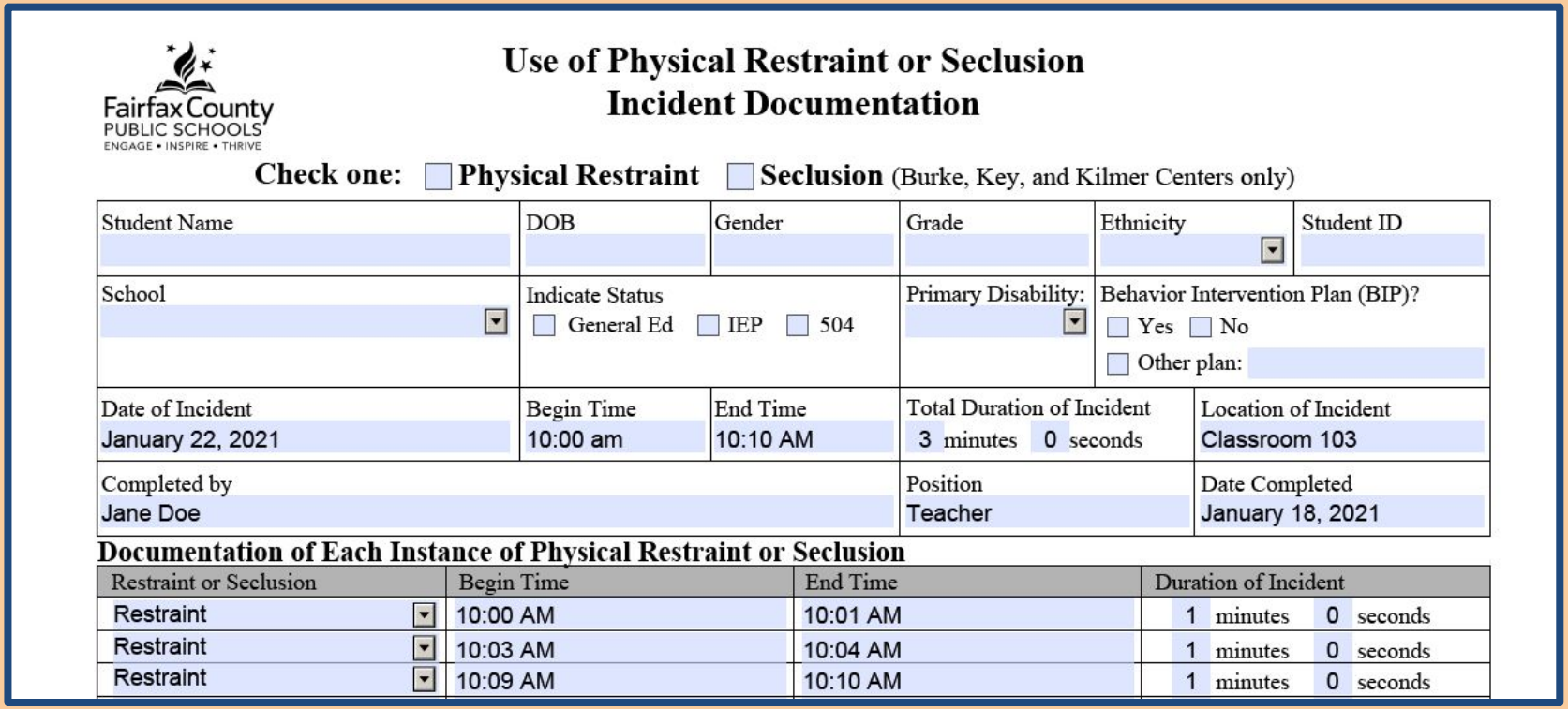
Staff Members Performing Physical Restraint or Seclusion (fully or partially)

Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion

1. **Identify less restrictive interventions used prior to the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center). If none were used, describe why.**
   - ☐ Verbal or visual redirection
   - ☐ Proximity or body positioning
   - ☐ Increased cues or prompting
   - ☐ Reminder of reward system
   - ☐ Reinforcement of approximate or alternative behaviors
   - ☐ Offered choices
   - ☐ Planned ignoring
   - ☐ Reason less restrictive intervention was not used:
   - ☐ Re-teach
   - ☐ Redirection
   - ☐ Warning
   - ☐ Loss of privilege
   - ☐ Time-out
   - ☐ Diversion or distraction
   - ☐ Other:
2. **Select the condition that triggered the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center) and describe the student's specific behavior within the condition.**
   - ☐ Prevent a student from inflicting serious physical harm or injury to self or others.

Direct Link:
http://fcpsnet.fcps.edu/it/offices/eis/doc_mgmnt/information/se264.pdf

Incident Documentation (SS/SE-264)



Fairfax County PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Use of Physical Restraint or Seclusion
Incident Documentation

Check one: ☐ **Physical Restraint** ☐ **Seclusion** (Burke, Key, and Kilmer Centers only)

Student Name	DOB	Gender	Grade	Ethnicity	Student ID

School	Indicate Status	Primary Disability:	Behavior Intervention Plan (BIP)?
	☐ General Ed ☐ IEP ☐ 504		☐ Yes ☐ No ☐ Other plan:

Date of Incident	Begin Time	End Time	Total Duration of Incident	Location of Incident
January 22, 2021	10:00 am	10:10 AM	3 minutes 0 seconds	Classroom 103

Completed by	Position	Date Completed
Jane Doe	Teacher	January 18, 2021

Documentation of Each Instance of Physical Restraint or Seclusion

Restraint or Seclusion	Begin Time	End Time	Duration of Incident
Restraint	10:00 AM	10:01 AM	1 minutes 0 seconds
Restraint	10:03 AM	10:04 AM	1 minutes 0 seconds
Restraint	10:09 AM	10:10 AM	1 minutes 0 seconds

Incident Documentation (SS/SE-264)

Mandt Example

Staff Members Performing Physical Restraint or Seclusion (fully or partially)

Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion
Jane Doe	Teacher	Yes	Implemented one person side body hug

PCM Example

Staff Members Performing Physical Restraint or Seclusion (fully or partially)

Name	Position	Trained (Yes/No)	Role in physical restraint or seclusion
Jane Doe	Teacher	Yes	Implemented 2-person standing vertical immobilization
John Doe	Instructional Assistant	Yes	Implemented 2-person standing vertical immobilization

Incident Documentation (SS/SE-264)

1. Identify less restrictive interventions used prior to the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center). If none were used, describe why.

- ☐ Verbal or visual redirection
- ☐ Proximity or body positioning
- ☐ Increased cues or prompting
- ☐ Reminder of reward system
- ☐ Reinforcement of approximate or alternative behaviors
- ☐ Offered choices
- ☐ Planned ignoring
- ☐ Re-teach
- ☐ Redirection
- ☐ Warning
- ☐ Loss of privilege
- ☐ Time-out
- ☐ Diversion or distraction
- ☐ Other:
- ☐ Reason less restrictive intervention was not used:

Incident Documentation (SS/SE-264)

2. Select the condition that triggered the use of physical restraint or seclusion (seclusion is only permissible at Burke School, Key Center and Kilmer Center) and describe the student's specific behavior within the condition.

- ☐ Prevent a student from inflicting serious physical harm or injury to self or others.
- ☐ Quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property threatens serious physical harm or injury to persons. (Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.)
- ☐ Defend self or others from serious physical harm or injury.
- ☐ Obtain possession of controlled substances or paraphernalia which are upon the person of the student or within the student's control.
- ☐ Obtain possession of weapons or other dangerous objects that are upon the person of the student or within the student's control.

Provide a detailed description of the student's behavior:

Incident Documentation (SS/SE-264)

3. **Provide a detailed description of the incident, including the antecedent, the resolution, and process of return of the student to their educational setting.**

SS/SE-264 (1/21) *Information from the Fairfax County Public Schools student scholastic record is released on the condition that the recipient agrees not to permit any other party to have access to such information without the written consent of the parent or of the eligible student.*

Incident Documentation (SS/SE-264)

4. **Provide a detailed description of the physical restraint or seclusion method used (seclusion is only permissible at Burke School, Key Center and Kilmer Center).**

5. **Did anyone sustain bodily injury? ☐ Yes ☐ No (If yes, list date and time of the response personnel notification and treatment, if applicable.)**

Incident Documentation (SS/SE-264)

6. Staff Debrief of Incident:

☐ Completed OR ☐ In Progress

Method of Debrief: _____ Date _____ Time _____ Staff Initials _____

7. Student Debrief (with principal/designee):

☐ Completed OR ☐ In Progress

Method of Debrief: _____ Date _____ Time _____ Staff Initials _____

8. Student Conference (with trusted school personnel):

☐ Completed OR ☐ In Progress

☐ Student declined conference

Method of Conference: _____ Date _____ Time _____ Staff Initials _____

9. Notification of Incident:

☐ School or Program Administrator Notified Date _____ Time _____ Staff Initials _____

☐ Parent(s) or Guardian Notified by School Administrator or Designee Date _____ Time _____ Staff Initials _____

Attempts and method of notification:

☐ Phone ☐ Text ☐ Email ☐ In-person ☐ Other: _____

☐ Copy of Incident Documentation emailed to Crisis Prevention Date _____ Staff Initials _____

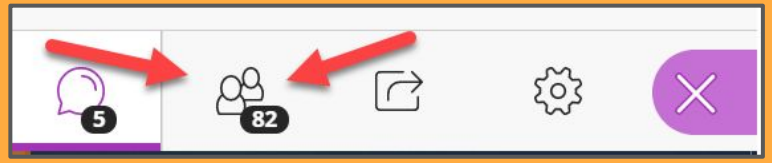
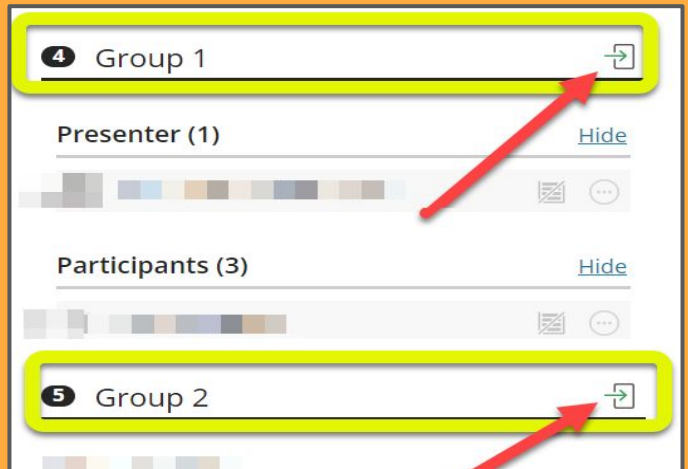
☐ Copy of Incident Documentation sent to Parent(s)/Guardian Date _____ Staff Initials _____

Meeting Debrief

Watering Hole Room #1,2,3, 4, and 5		***Small group processing with thought partners*** *Join room based on Region*
Cave Room #6		***Quiet,*** *independent processing*
Campfire Stay in Main Room		*Main group to talk with facilitators*

Directions for joining a breakout room

1. Click purple button at the bottom right hand side of your BBCU screen.
2. Click on the participant icon which is next to the chat window icon



3. Scroll to the bottom of the participant list and click the ‘door’ icon to the right of the name of the desired group. You will then be moved into the room automatically.