

Transcript

9.21.20 Afternoon Special Education Department Meeting

Speakers:

- Dawn Azzenar, Procedural Support Liaisons, Procedural Support Services, Office of Special Education Procedural
- Nichole Bernard, FCPS Online Campus School Counselor
- Brad Bartosiewicz, Crisis Prevention and Policy Expert, Due Process and Eligibility, Office of Special Education Procedural Support
- Lourrie Duddridge, Senior Specialist, Due Process and Eligibility, Office of Special Education Procedural Support
- Judy DuPrey, Coordinator, Related Services, Office of Special Education Instruction
- Janelle Ellis, Coordinator, Career and Transition Services, Department of Counseling, College and Career Readiness, Special Education Instruction
- Ken Halla, FCPS Online ELearning Coordinator
- Debbie Lorenzo, Coordinator, Procedural Support Services, Office of Special Education Procedural Support
- Summer Manos, Procedural Support Liaison, Procedural Support Services, Office of Special Education Procedural
- Angelina Prestipino, Program Manager, Procedural Support Liaisons, Procedural Support Services, Office of Special Education Procedural
- Ellie Stack, Coordinator, PreK-12 Special Education Instruction,
- Jennifer Smetek, Procedural Support Liaisons, Procedural Support Services, Office of Special Education Procedural
- Courtney Wilson, Procedural Support Liaisons, Procedural Support Services, Office of Special Education Procedural

Introduction: Debbie Lorenzo and Ellie Stack

Debbie Lorenzo 00:01

For those of you who are here, I'll take really good care of you because it's a smaller group of you. And Ellie is putting the grounding activity in here, we had a lot of good. Um, we could we can share some of the, um, information from this one and we had a lot of good, um, activities that people did. So if you're new, put your activity in here if you haven't put your stuff in. Um- And Ellie has put in the chat, the activity, the grounding activity, and they haven't put the notes yet right, Ellie? That's just a grounding activity. Right?

Ellie Stack 01:04

Correct. But the grounding activity actually has a link to the meeting notes.

Debbie Lorenzo 01:08

The notes. Right, right. Oh, good. Thank you.

Ellie Stack 01:17

Mmm hmmm.

Debbie Lorenzo 01:36

A lot of peloton, peloton. I saw that this morning. What's power dip? Who put that in? I don't know what what that is. Amber put that in. Landscaping. Yep. Oh, sorry. I will, Brad. Okay, we'll give it about one more minute and then we'll all get started. We finished my dining room table. Look at that. That's a new career that you could start having- I dropped the oldest baby off of college. Oh, city row go.

Debbie Lorenzo 03:17

12:30, so we're gonna get started and people may just pop in as we're, um, moving through this. So, um, hi, I'm Debbie Lorenzo and I'm the coordinator from the Office of Special Ed Procedural Support and I have, um, and Ellie, do you want to introduce yourself, since you're doing a lot of the presenting with with us this morning?

Ellie Stack 03:39

Hi, everyone.

Debbie Lorenzo 03:40

Afternoon.

Ellie Stack 03:41

It is the afternoon. Hi, everyone.

Debbie Lorenzo 03:43

I know.

Ellie Stack 03:44

I'm Ellie Stack and I'm the coordinator for special ed instruction and we are thrilled to have you with us today, um, as we're starting this third week of school. You received a link an email, and we will also post it in the chat window that will take you to today's meeting guide. And this guide is a place for you to take notes during our meeting. It also was a place for us to include links for talking about a lot of documents that have links to them, because of course, we can't give you the handouts, though I'm sure many of you are missing that big pile or table of handouts that we typically have.

Debbie Lorenzo 04:20

I know.

Ellie Stack 04:21

So go ahead and, um, and you can pull up the meeting guide. Like I said, we'll post it. And then the last thing I'll say and then I'll turn it back to you, ah, Debbie is I'm also going to be posting a poll that, um, I need to put it back together, but we want to find out who's in the room today. So that's going to be showing up in just two seconds and let us know who's here.

Debbie Lorenzo 04:43

Thank you, Ellie. Um, yeah, and I just wanted to reiterate what Ellie said. We're just so grateful, um, to have you here today. And thank you all so much for everything you have done to get this school year started. You worked really hard throughout the summer, um, even, um, it seemed like it didn't end but you were amazing getting IEPs down, working through a lot of information and supporting parents and families to get the school year started. So we to- We really appreciate you and we know you're really busy and appreciate the time that you're giving us today. So we're going to put up our agenda for today.

Debbie Lorenzo 05:25

There is the poll that Ellie was talking about. So it gives you let us know who you are in the room, and then we'll advance the slide to the next line.

Debbie Lorenzo 05:38

These are our agenda items for today. As always, we've got a packed agenda, but we've got some activities while we're in the different, um, agenda items that we have. And I am going to- If we can advance the slide, and then I'm going to have Dawn Azennar or Jennifer Smetek. I'm not sure who's going to present right now. We'll talk a little bit to you about Padlet, and, um, about answering questions that each presenter, um, comes up.

Dawn Azennar 06:08

Thank you so much, Debbie. As Debbie mentioned, I'm Dawn Azennar. I'm the acting PSL for the Hayfield pyramid. And my colleague on this will be Jennifer Smetek, who is the PSL for the Annandale pyramid. We know that as you're going through this process, that you're going to probably have questions. And rather than having them in the chat room where they could get lost, what we thought we would do is go ahead and have a Padlet. Linked on the slide is the link to the Padlet. If you want to use your computer, or if you prefer to use your camera on your cell phone, you can take a picture of that QR code and it'll link you in. We will have these links available at the beginning as well as periodically throughout the presentation, so that way you have it readily accessible, and that we ask that you just add your comment or question in and then we'll have points where Jennifer and I will kind of share with the team what the questions are.

Dawn Azennar 07:12

Thank you very much.

Debbie Lorenzo 07:14

Thank you, Dawn. Okay, so we're gonna start off our first presentation with Nicole Barnard from the online campus. Um, Nicole?

FCPS Online Campus

Nichole Bernard and Ken Halla

Nichole Bernard 07:24

Yes. Hi, Sorry, I'm just getting my video up. Thank you so much for having me here today. I think I saw Ken pop up, too. He's the OC coordinator for online campus. So basically, I just wanted to come in today to talk about online campus and moving forward and working with students with IEPs and 504s. So at online campus, we deliver courses identical in content to those offered in our traditional classrooms, and we use multimedia to engage the students. Students with FCPS may enroll up to two credits as part of their standard seven High School credits without any fees or tuition. How students register for online campus, there is an online application form on our website, but they may also get that through their school counselor. And they would complete that form and then return it to the base school and then we need the approval of the DSS from that school. And then all students must be available to attend weekly live online sessions during the evening at the fixed weekly dates and times. So before sending in a new registration, we hope the school counselor would connect with the case manager regarding the requested course or courses, accommodations and classroom testing accommodations and services with student IEP team will be reviewed to ensure the student will have equitable access to the online course. And then if it's applicable, the IEP team will develop the plan for the student access to local support services and or amend the IEP as appropriate for compliance in an online environment. And then the counselor would send in that support plan and or amended IEP to the online campus whenever they send the online campus registration to us.

Nichole Bernard 09:09

Here are some of the accommodations and services that are not readily accessible with online campus. Access to classroom audio material. Access to audio material is provided in online courses when available, but some materials such as PDF files aren't always accessible. Accessible text, Braille especially online campus does not have copies of course materials in Braille. And then dictation, dictation in English describe Online campus does not have a sped support, so these are some accommodations we would be reaching out to the base school for assistance. And then some other accommodations that are not readily accessible are pressed materials, and reduced language level reading level, plain English school support is needed as online courses and assessments do not always contain reduced language level instruction materials assignments, or assessments. Read aloud or read on demand. So given a synchronous aspect of the online learning environment, the online teacher will not be available to read directions, assignments, assessments to the student. It will be asked that the base school provides this accommodation. Though a screen reader will read text within the online course, there may be sections within the course content, the screen reader cannot access, for example, image files, and online assessments. And then for Adapted PE, we do not have an itinerant APE teacher on staff. So the goal would be that the counselors and case managers would collaborate and communicate on how to provide for accommodations and services not readily accessible in the online learning environment prior to submitting an online campus registration form.

Nichole Bernard 10:49

So academic advising begins January at most high schools, so if the student is planning on or considering an online course, it would be the goal for the school counselor to connect with the case manager to talk about this course request, and to ensure that the accommodations would be accessible through online campus. It'd be awesome if that actually happened in the spring, because when I was reviewing everything in July, and people are on/off with contracts and enjoying summer vacation, it was just difficult, I wouldn't wasn't able to reach out to anyone. So that's why it's one of our goals, that this conversation will happen prior to submitting an online application for online campus. So if applicable, the counselors will send amended IEP to online campus along with the online campus registration. We are here to also provide guidance on accommodations and services not assessable in our courses to assist local school IEP teams. The case managers will include the online campus teachers and goal assessment and reporting. So throughout the year, if there's any updates, we would love for the case managers to update the online campus teachers as well and we want to continue to build relationships with the base schools and ensure all students have equitable access to their online campus courses. And then the last slide has my contact information, email and phone number. And I know Ken's on here as well. So anything you want to add Ken?

Ken Halla 12:17

No, we first, could we take some questions, then I can add one thing.

Dawn Azennar 12:25

At this point, there was only one question that was put into the AM slides, and I'll be happy to read it. And that was: Are we allowed to teach FCPS online courses? Yes. Qualified during the virtual school year a special education with HQ and SS?

Ken Halla 12:52

I didn't understand the question. Can you say it again?

Dawn Azennar 12:57

I would be happy to. It appears this author would like to know if they could teach the online courses and appears that they, um, have the highly qualified status.

Ken Halla 13:12

So the answer is, we have a course that we generally teach in the fall and one in the spring. And we had one this past summer, which is unusual for us just because there was a huge demand. So that's step one. Step two is we have to then have kids. So Nicole mentioned that students can start signing up through it beginning of January for summer school through I think last year it was June 12, the end of the second week, basically the end of school, and we can't hire a teacher for summer or fall until we have the kids first, so we have to kind of anticipate where the needs are. So for example, the core classes we don't have a lot of kids in the summer maybe one or two classes a grade for say World one, World two, etc. PE we're off charts, math, we're off the charts, honors geometry. And then we kind of reverse in during the school year where we're off the charts in English off the charts in social studies, but a lot fewer PE and a lot fewer math for example. So when we anticipate we're going to have a need, like I anticipate I'm going to have another six sections of PE next summer and we interview

ahead of time and we kind of line up people. So, one take the class, two send your resume, three we interview, four we got to wait for the kid. Other questions?

Dawn Azennar 14:46

That was our only question for this, um, content.

Ken Halla 14:51

So then I have one other thing, if I could, and that is- It is really, really helpful for us if you case managers can reach out to our teachers, just as they would to any teacher and say, what's the update on little Ken Holla in your class. Most of our teachers do not hear from case managers and when I've reached out the answer is because they thought we had a special ed person. We don't have a special ed person. Now, if a person is if a student is struggling, Nicole is going to reach out to the counselor and find out who the special ed person is. But I'd like to, you know, we'd like to kind of beat that before it happens, to have all this items and support in place. And I'm not talking about the read aloud, kid. I'm just talking about the kid that might have extended time, which we can obviously handle easily. But it's really helpful if those people and whatever the timeline is reached out to all the teachers each quarter, just as they would do in the base school. And of course, Nicole has her email up there. You can reach out to Nicole, you can reach out to me, and questions offline, or we can meet with your departments if you find that more helpful.

Ken Halla 16:08

And, I think the last thing with no more questions is we really appreciate all that you're doing. The online campus years ago was kind of an elite institution, if you will. It's just the kids who did really well and and now it are really well who had took an extra class or something like that. Now, it's- We look exactly like any school in Fairfax County. I mean, we have kids who need a, say one out of every five kids, have an IEP or 504 or EL kid. And so those kids, as you know, deserve the same kind of structure with us as they do in the base school. The difference is, we have a staff of nine that handles- We now have 2500 kids this summer, this school year, and we can't possibly do it alone. So Nicole is our only counselor. We have no assistant principal. We have no special ed. We have no ESL person. So anything that you guys can do really helps us, starting with the case manager, and I appreciate your time today.

Debbie Lorenzo 17:15

Thank you so much, Nicole and Ken, um, for coming in and presenting on the online campus. So our next topic that we're going to move to is data collection. And, um, we have Courtney I believe Brad, Jacqueline, Tina Wilkerson is here as the coordinator for ABA services, and you can add Brad and Jacqueline, and Courtney, who else is going to be presenting from your team. So I'll turn it over to you.

Data Collection

Courtney Wilson, Summer Manos, and Brad Bartosiewicz

Courtney Wilson 17:42

Hi, everybody. I'm Courtney Wilson. I'm an ABA coach working out of the applied behavior analysis department. I'm going to get us started by talking about how we can collect meaningful data through virtual learning, including both synchronous and asynchronous learning.

Courtney Wilson 18:00

So looking at our agenda today, first, I'm going to ask you guys to identify some successes and some barriers while collecting data in the virtual learning through ah, a Padlet activity. I posted the link in the chat box so, and it also is in your notes section. And then we're going to go over some creative ways to collect some data through asynchronous learning. We're also going to look at how you can collect and conduct assessments and data through synchronous learning, and then end with some additional resources and tools. So let's go ahead and get started.

Courtney Wilson 18:35

So you'll see in the chat box the link to the Padlet. Take a minute or two and indicate some successes and some barriers you have experienced while collecting data in virtual learning.

Courtney Wilson 19:54

Okay, I'll leave that up there for a little bit and we will come back to that. So thank you for filling that out. Now we will give you some additional ideas and resources throughout this presentation to help tackle some of those barriers that you guys have listed. So, it- Thank you. All right. So why do we want to collect data during asynchronous learning? Well, just like we did in face-to-face instruction, we're working on tracking progress for new skills or maintenance skills. And sometimes you may not have enough time to be able to collect all your data during those synchronous learning sessions. Thank you.

Courtney Wilson 20:35

So what are we collecting data on? Well, it includes various targets. So some of it may be IEP goals and objectives, any instructional target that you may be teaching to an individual, uh, that could correspond with a pacing guide, any learning objective within the evidence-based program. And we know that this might be difficult depending on the profile of your learner. So let's take a look at some creative ways that we can get some additional data.

Courtney Wilson 21:06

So some of these tools that you see on this slide, you may have already used for some alternative assessments such as the VAAP. Well, they can also be used to collect data on progress monitoring skills throughout virtual learning. You can have a student or caregiver take pictures or screenshots of a skill or a behavior. They can record a video if the skill or behavior lasts for a period of time. Just like if they're working on a work tasks, or maybe a life skills such as making a bed, you can also have them submit a permanent product, which can include forms or surveys within the Google Classroom, completing an activity or boardmaker online, an assignment, uh, or an assessment to a student if you are one of the pilot programs, uh, that is using schoolology, and last, but certainly not least, you can collect data through those evidence based program tools that are available asynchronously. So know, these tools you choose will be dependent upon the student and their learning needs. Some students may not be suitable for permanent product due to their deficits in independence and and independently

completing it, while many other students would be better suited with a video of them performing a specific task off the computer.

Courtney Wilson 22:22

And I know you all are wondering about the fidelity of data collected throughout asynchronous activities. And before doing this, and before assigning these tasks to your students and their parents, I would have that conversation with them and include their parents in that and explain the importance of getting the most accurate information without additional assistance from them. This will help you identify where a student is currently at, where they might be struggling, and what skills they are starting to demonstrate. And also keep in mind, if a student masters a specific skill that you are tracking during asynchronous activities, you'll still want to check on it and measure it once we return face to face. And also make sure you write in your progress report notes, in that goal or objective, that the skill or, um, behavior that you were tracking was measured through asynchronous activities.

Courtney Wilson 23:14

So now that you have- So now, when can you gather this information? Well, you may assign, ah, asynchronous learning activities for Mondays when students are not in virtual learning, which will help prepare them get ready, prepare them and get ready back to face to face learning. We know that this is just some ways to collect data through asynchronous learning and there may be many more out there, so please talk to your fellow teachers, your support staff and collaborate with them on act- to and to develop activities that suits your students best. Now, I'm going to turn it over to Summer, and she's going to go over data collection throughout synchronous learning. Thank you.

Summer Manos 23:58

Thanks, Courtney. Um, so Courtney's already shared with you, um, some really important tips and considerations when collecting data in- asynchronously on our students. So I'm going to share a little bit with you about asynchronous data collection. So why would we collect data asynchronously? Well, we know that we are in a new instructional environment with our virtual learning and so we know that we need to then track progress or new skills that students acquire on their maintenance of skills, um, and ultimately, you know, have some some current and accurate baseline data. Next slide, please.

Summer Manos 24:36

So what exactly the- what data are we collecting synchronously? So we might be collecting data around informal assessments, ah, progress monitoring tools, and ultimately, um, collecting the student's IEP goals and objectives to monitor their progress around those areas of targeted need. Um, so how are we going to collect this data synchronously?

Summer Manos 25:03

And so this is where, you know, we really have an opportunity in a variety, variety of synchronous sessions, whether it be, you know, maybe we do a conference with a student, um, one on one or individual and an individual session where it's the teacher, um, doing a cold probe on a student, or asking them some specific questions, or utilizing some form of more formal or informal measure to collect data. So you might have a teacher in that situation where it's just the teacher and the student. Um, you also similarly might have an IA that perhaps has been trained in data collection techniques

and/or, um, a research-based program that might be administering some form of progress monitoring. So that might happen.

Summer Manos 25:47

Um, in a small group, where you have just several students, and a special ed teacher, you might have the teacher teaching and an IA taking some informal data around how the student is performing in the virtual environment. Maybe they're monitoring the chat, maybe they're monitoring the emojis or the tools. So there's different ways, um, that both the teacher and the IA can collect some data, either in an individual environment, a small group, or even a whole group, um, or a general education classroom setting.

Summer Manos 26:19

Similarly, um, we might be collecting some pictures or samples of work that the students are doing synchronously. You might have some parent reporting, and I know Courtney touched a little bit about that, as it relates to, you know, partnering with our parent, and just ensuring that we're documenting that if we are getting parent reported data that we are just, um, we have documentation that indicates that that was a parent report.

Summer Manos 26:44

Um, and then ultimately, all those permanent products that we can get during these synchronous learning sessions. So you're going to have Google classroom work, forms and surveys. You could use boardmaker online. I know a lot of schools are using exit tickets, or a variety of other things that are happening during synchronous learning that you could utilize to inform your data and measuring the student's progress around those areas.

Summer Manos 27:13

So when does this happen? Um, synchronous data collection can happen in a variety of different ways. It can happen on Monday is when you have the opportunity to schedule time with the student, um, either in again, that individual session or check in or a small group. It could happen during Tuesday through Thursday. Um, I know schools, secondary schools have that extra period. Um, it could happen during that time. Um, So again, that's you working with the family to schedule those opportunities. And also it could happen, again, if if you are working with students during the small group during a class, um, or a breakout session at that time, you could be collecting data in that, um, type of synchronous environment as well.

Summer Manos 28:00

And then again, thinking about that transition back to brick and mortar, to the work that we're doing to collect data around, um, how our students are performing virtually, we ultimately want to make sure that there's a seamless transition when we do head back to brick and mortar. So thinking about, um, as our teachers are creating their data sheets and utilizing certain tools, that they're able to then use those when we head back to brick and mortar. And so I'm going to talk a little bit about kind of organizing our data collection tools on the next slide.

Summer Manos 28:33

So this is, um, two, these are two examples of a data binder. On the left, you see, um, an actual picture of a hard copy of a data binder. Um, and that's one that was developed for a Cat A case manager where there are copies of the IEP, current progress reports, a parent contact log, and then each tab on the binder is a different goal that the student has, uh, with a data sheet for that goal, and then a place to put work samples and evidence of that goal or evidence of the data that was utilized to, um, measure that goal. In each tab, there's also a tab for an FBA and a BIP that that's applicable to the student based on their needs. And then on the right, you see a table of contents. And that's the table of contents for a data binder from our ABA office. So you can see all of the different items, um, that they have organized into again that that physical binder. Uh, but because we are in a virtual learning environment, um, we know that, ah, a physical binder might not necessarily be something that you're able or your case managers are able to create and utilize for monitoring their student's progress. So over on the far left, you see two student folders. And those are actually- that's a screenshot from my desktop. So I have individual students' folders where in the folder, there are copies in a PDF of the IEP, a PDF of their progress report, um, a PDF of any of those data samples or pictures or videos that you might be collecting either, um, during synchronous time or asynchronous time and you can put it all in that virtual, um, or electronic folder, if you will. Um, so I know that's on the desktop. There's other options that, um, our teachers have for storing that type of student information in a secure manner, like using your backup H drive, your school team drive, and a flash or an external drive is another way to electronically kind of organize all of your students' data.

Summer Manos 30:47

So the next slide also shows again, just as an example of a data sheet, that's for a writing goal, and you'll see the different writing, um, prompts and then the data attached, and then ultimately, the work samples that would go along with that would be attached behind that data sheet. There was one other thing I wanted to mention as it relates to Brigantes. Um, so just as before, the criterion reference Brigantes is required to be administered in the fall in the spring for all students that are accessing the adaptive curriculum. Specific sub tests are currently available on distance learning 24/7 on the site, in the adaptive curriculum folder, and the training for Brigantes and other informal assessments is also available on the adapted curriculum, google classroom, and I'll put the code to that, um, in the chat. Um, and then standardized Brigantes will still need to be administered in person, but there is some flexibility with that criterion reference, and I'll make sure that I put that information in the chat for you guys.

Brad Bartosiewicz 31:55

All right, thank you Summer, and my name is Brad Bartosiewicz. I am with Behavior Intervention Services. So I'm just going to quickly go over where you can find resources to help support you guys with data collection. So if we can start off by clicking on the special education instruction resource hub. This is kind of like if you think about the the main structure where you can find all sorts of awesome information, everything from program specific information, how practices, specific links to the different offices from central office support, show through behavior intervention services is one, due process and eligibility, lots of information as well, as you can see a link for our data collection, which you can go to from this section, or on them on our slide, which is going to take you here. This is a data collection hub that's been combined, um, from all of our offices, so you can early childhood special education from pack preschool, autism, our high incidence team has put in data collection sheets, as well as our low

incidence, our Cat B our Alt program. Um, each one of those- and again, you're going to see a lot of crossover because a lot of the data that we do collect is a crossover between - but you're going to be able to find so if it's you know, IEP data, IEP data sheets that you can use, um, when it comes to behavior, there's actually help sheets where it actually gives you a little quick informations on how to do it, but then also different types of data collection. Some of them are editable, some are more PDFs, trying to give you guys lots of different options.

Brad Bartosiewicz 33:26

Um, switching back to our main and then we could also go into our, uh, progress monitoring in the virtual setting. And this you what you're going to be able to find is all information that's going to help support you and additional links to help support you as you're going through progress monitoring with a for your students with IEPs. Um, so it's a great resource, you're going to be able to go through all those. It's broken down by different areas of instruction. It's, um, it's a really nice place that it's like, again, we're trying to make it so it's a one stop shop. You can go to these places to get all the information you need to help support you with either synchronous or asynchronous data collection. So if we could switch just to the successes and barriers, and maybe just to take a minute, we can look at some of what you guys have been been putting on our Padlet.

Brad Bartosiewicz 34:24

Pull it up on mine so I could see it bigger. So looking at some of the barriers, um, so it's awesome to see that successes, you know, there is that opportunity with parent coaching. Um, when we think about some of the barriers, it looks like, you know, some big ones that we're seeing is you know, I saw one like with the camera being turned off. I think when we think about any of these barriers, it might be utilized so the recommendation would be to reach out to all the stakeholders who are involved. So reach out to your PSL, to your ABA coach, to your behavior intervention teacher. We can better help support you guys because if it's a situation In which the student is not turning the camera on, we might be able to, you know, how can we systematically break that down smaller to see how we get help with some of that? What is it going to look like for, um, parents and parents are involved with help collecting the data? Um, difficulty, complete fluency check. So I think all of those things would be, it'd be a nice time to reach out to your central office support. So like I said, if it's, it might be a combination of your adaptive curriculum and ABA coach, or might be a combination of your, uh, behavior intervention teacher and your high incidence office special education instruction teacher assigned. We're here to help collaborate and problem solve with you through some of those barriers. And we can do that through providing some virtual observations to kind of see what's happening, then we could do a staffing to talk about how we can help support you with those, um, getting that data collection. All right, thank you so much, everybody. Any other questions? While we're here? All right. I hope you guys all have a wonderful afternoon.

Debbie Lorenzo 36:09

Okay, thank you. So Dawn, there were no questions for, uh, the data collection group.

Dawn Azennar 36:14

No, there were no questions.

Sharing Successes

Ellie Stack

Debbie Lorenzo 36:17

All right, thank you. So I'm going to move on to, um, Ellie Sack who's going to talk to us about sharing successes.

Debbie Lorenzo 36:26

Alrighty, well, for this part, I want you to picture us over at Willow Oaks, and you all are all sitting at tables. And we wanted to take time today to allow you all and everybody who's here today, to talk about the successes that we've seen. We know that in some cases, you know, it's been a little bumpy ride to get where we are. But each of us have had to come up with new ways to do the work that needs to get done. And so for the next part of our meeting, we are going to break you up into small groups and I am going to take care of putting you in groups randomly. And when you're in your small group, what you are going to do, and I'm scrolling down to my example slide, what you're going to do first is you're going to find the slide that has your group number at the top. So your group is going to be your room number. And so if you're in room 20, you're going to scroll all the way to the bottom and find the slide that says room 20 and group number 20. And I would like for you all to introduce or put your names first name and last name and the school that you work at or central office, the office that you work for. You're also going to pick a timekeeper, somebody keep an eye on the clock and somebody to keep an eye on the chat window. And then you're going to move to the activity. And the directions for both of these are available on your, um, meeting guide. Ah, so they're all written out. so you don't have to remember at all. But after you all introduce yourselves, and I would like for you to introduce yourself out loud, uh. and talk about what role you're in and how long you've been in that role. Um, then I would like for you to think about the work that you do and some of the successes that you've seen or strategies that you've had to put in place. Because the work hasn't changed very much. But how we do it has changed drastically. And we've given you a few categories to get started. So as you think about successes or strategies that you've put in place to help build relationships or collaboration that goes in this first column. Strategies to help with communication and scheduling goes in the middle column. And then if you have any other strategies that you've come up with, they can get that don't fit in those categories, they can go in the other column. And it's similar to just like if we're sitting at that table at Willow Oaks, where each person would were doing jot thoughts would take a pen, you know, write down their idea, and as they put it in the middle of the room, they are in the middle of the table, they say it out loud. So I would like for you all to say them out loud as you're posting them. So you'll want to take turns, and you'll have more than one turn. uh, so just say one per turn.

Ellie Stack 39:18

After we take the time for the groups to work on this, then you're going to take time to look over the ones that are posted. And as you look at the ones that are posted, you're then going to vote for the ones that you want to hear more about, or the strategies that you're going to implement after this meeting or maybe try at your own school. And so you're going to put your votes in the vote column. And you can use your initials to put the vote or to vote or just put x there and whichever one has the most

votes, those are the ones you're going to talk about. So in this example, I can see that over here in the middle right hand column of the yellow or yellow screen that this one has the most votes. So whoever wrote this strategy down, they're going to take a moment to share it out with the team, so we can learn more about it, so we can duplicate it ourselves at our school, we would like. And then after that person's done, we'll take time to go through the other ones that also have the most votes. Alright? And then at the very end, if you have time, what I would like for you to do is talk about how you're going to share the information that you're getting at today's meeting back with your special ed teams. So in the past, you would just, you know, go back to your school, make copies of the hundreds of handouts that we gave you, and then have a special ed meeting. But how are you going to do that now without us giving you handouts and without being able to meet with the team in person?

Ellie Stack 40:47

So that is the activity. I'm going to post the link in the chat window in a minute. But while I'm getting the link, and I'm setting up the breakout rooms, I just wanted to find out if there's any questions before we break into this groups regarding how you're going to do this. Alright.

Ellie Stack 41:16

So I am not on the main window. So if you have a question, um, don't put in the chat window cuz I can't see the chat window, go ahead and say it out loud. And while I'm doing that, I am going to, let's see. I see how many people we have, and I know how many people I want in each group. So we are going to- Okay, I'm going to go ahead and put you in breakout rooms now. Please go ahead and do the activity and I will be giving you a heads up, uh, when I'm about to pull you back to this room. All right. And here we go.

Ellie Stack 1:02:02

All right. Welcome back to the main room, I really appreciate the attentiveness into that activity, and I enjoyed looking around at the different, um, strategies that different people had mentioned. You had access to that slide show, so feel free to look around and see what some of the other groups came up with as successful strategies that they've implemented. If you see a strategy that you really like, or you want to learn more about, if you look at the white slide that, uh, that precedes the activity slide, you can see who was in the group, and send an email to the group and say, you know, hey all, who had this strategy, I want to learn more about that. Um, so that is, feel free to look around with how busy all of us are right now, it doesn't make sense for us each to be recreating the wheel, and so let's loot use, the collective, uh, the collective, uh, strategies and successes that we've seen, um, to help us do our jobs maybe a little easier. So thank you all so much for that. We at this point, we're going to switch over and Debbie Lorenzo is going to tell us about the primary case manager, uh, screen in our report and SEASTARS. Um, Debbie.

Debbie Lorenzo 1:03:24

Um, before I move into that is, Were there any questions? Dawn or Jennifer? For Ellie?

Dawn Azennar 1:03:31

No, there were no questions.

Debbie Lorenzo 1:03:33

All right, thank you. So we've covered this topic a couple of times in different meetings, I think. Um, what I'm going to segue into is that those of you may have heard from your principals or are hearing now from the principals about the cohort groups that may be coming, um, back into returning to schools. Um, I know that there may be a presentation tomorrow at the school board meeting with a little bit more detail. But as we're, um, looking at some of those phasing in of cohorts and as we're looking at upcoming staffing meetings, what's really important that you, if you can continue to do this is to go into that PCM, um, um, tab and make sure that the program of study, the program that they're in, and the, um, case managers are current for those students. Tina, myself, Ellie, Denise, and some of the other DSS team members that attend the staffing meetings use this sometimes to look up requests, or sometimes to actually open them up worrying when we're at when we're in the staffing meetings and we're getting questions about numbers of students or or how many classes. Um, also we're using this as we develop and we look at the cohorts for the students who have selected in person. It's been helping to start those conversations and taking a look at that information. And then it could be helpful when your principal is actually come to you and start asking direct information about the different groupings. So just wanted to bring that to your attention. Um, and really, it's it's been such a help for this for us as a team having that tab in SEASTARS and actually, we can run reports from it that so that's been really great, too. So unless there are any questions, I'm going to move to Janelle Ellis, who is going to present to you on some CTS updates, um, in this session.

Janelle Ellis 1:05:37

Great, thanks, Debbie.

Debbie Lorenzo 1:05:39

You're welcome.

Career and Transition Services

Janelle Ellis

Janelle Ellis 1:05:39

Um, I'm Janelle Ellis with career and transition services, and I just have a few items to share with you, um, and some of the things that I'll reference are in the notes document that you all have. You don't have to look up those things now in there, but they're there just for more for additional information. Um, and I'll reference that for a few of the things that I'm going to go over. Um, but to save time, I won't go into them here right now. Um, but the first thing here is the career portfolio, which is that white folder, that's usually in each student's special services file, or sometimes it's in the ETR, with the ETR, and their office, just depends on the school. Um, that folder is transitioning to an electronic format. So the career portfolio is the folder that's used to store all of the student documentation related to transition planning. And it's a good way to ensure that continuity from year to year with the transition plan. Um, it helps to develop it every year. So we've created a CTS career transition services folder, um, for all middle and high school students within Naviance. And in your notes document that I mentioned earlier,

for this meeting, there is a link to a two-minute video that will show you how to access the folder, what goes in the folder, how to upload things into the folder and whatnot. So ETRs do have counselor access to Naviance and they can upload into the folder, but so can teachers and case managers who have access to Naviance for their student, um, for their students.

Janelle Ellis 1:07:17

So just as a reminder, the types of documents that go in the, the, folder are anything career skills, documentation related such as like certificates, maybe from CTE courses that are taken, the community work experience summaries that are completed for all students who, um, work on the job sites with our employers, job coach reports, um, employer evaluations, and, and more, um, related to self-determination, interest inventories and whatnot. So that is outlined in the the video. There's no expectation that the contents of each student's hardcopy career portfolio that currently exists, that those documents be uploaded into the new folder, electronic folder, but just going forward documents should be uploaded.

Janelle Ellis 1:08:08

So middle schools will not receive the white career portfolios in the pony this year, um, the expectation being that the transition assessments and such will be uploaded into Naviance. So I am going to put a link to, um, where the Naviance information is and Naviance holds that academic and career plan that's expected of all students in Fairfax County Public Schools. And, um, if you go to this link, this is an instructional services, um, counseling college and career readiness, and then the academic and career plan and there there's training there's an orientation, there's a frequently, um, asked questions guide, and things like that. And to log on to Naviance is now this year just started is the same as your FCPS login for everything else. So that's helpful. It's not a separate login like it used to be. Um, and central office has identified one of our resource teachers as the primary contact for middle school transition support. So Maggie Contreras, she's our one of our job coach supervisors, and she's going to be acting as a liaison for middle school transition support. Her contact information is also in the notes document that you have. And she's she is available to answer questions, questions from both staff and from parents, and to provide training as well to middle school special education staff around effective transition planning. Um, she can also coordinate with our employment and transition representatives in the high schools to plan training for, um, the middle school staff if requested, so for like your feeder high schools. Um, it's important for all special ed staff to understand why transition services are part of the IEP process at age 14 or eighth grade, um, and Maggie is a good resource to help build capacity among the middle school teachers. That they can share this transition information with parents when asked.

Janelle Ellis 1:10:06

Um, we won't be having any students participate in community-based work experiences while the divisions engaged in this 100% virtual instruction. Last year, we did have over 1000 students participating in work, community work, with almost 400 different employers in our area. So as you can imagine, um, it's not a simple task to bring this back to that level immediately under these conditions, so we are working with employers, we're maintaining contact with our employers, we're serving interest, and we will most likely need to reestablish and also establish new employer partners, um, when we're able to resume this important aspect of our career development courses. So that is a work in progress.

I'd like to encourage you, too, to take time to visit our and encourage your instructional staff to visit the CTS resource and curriculum hub, the link is provided for you, um, in that notes document. It's also, this, our CTS resources for staff is also linked through the ISD curriculum hub and through the special services, curriculum hub as well. So you can find the career and transition services link there. There's a lot of information and a lot of things being added on a daily basis practically. So if you want information on transition assessment, you want information on adaptive curriculum, career classes on standard curriculum career development classes, on self-determination, and all of those things. those are those are on that page.

Janelle Ellis 1:11:48

And then also in your notes is a link to guidance around ETR services for our alternative programs. So it includes a list of which of our two ETRs are aligned with all of the alternative programs. So students who are placed through hearings office are entitled to ETR services in their IEP. While students who are electively placed in an alternative program may have, um, consult ETR services. And the bay schools are responsible for completing the IEPs for students assigned to the interagency services sites. But the ETRs can help you as needed for sure. And you'll also see a link to our three-tiered service approach to ETR services. So that's a helpful guide for you to determine how and when ETR services are accessed, um, in all schools for students with with IEPs. Okay, and the next slide.

Janelle Ellis 1:12:48

Um, so every year, we provide data at this meeting on the results of our indicators 13 and 14, and indicator 13 requires compliance around effective transition plans that meets certain criteria, and an indicator 14 looks at student level of engagement, one year after graduation from FCPS or exit year.

Janelle Ellis 1:13:10

So this slide shows the results of indicator 13 reviews for 2019-20. Post-secondary goals that are non-measurable or irrelevant to the career goal that remains the primary reason why transition IEPs need to be amended. By the by the way, this this has steadily been improving each year and was half the number requiring addendums from the previous year. So that's good progress. And most IEPs, the 4%. Uh, most IEPs that were not held within the annual due date for 2019-20 were scheduled to be held during March, um, early March when schools closed abruptly, um, and it's important to note that during 2017-18 10% of IEPs were not held within the annual due date, which dropped to 4% during 18-19, and then it remained at 4% for 19-20, but I think without the abrupt closing, there's a chance that that number might have been lower than 4%. So again, shows steady progress in that area.

Janelle Ellis 1:14:19

And then indicator 14 is the next slide. And this slide shows where FCPS is in relation to the state targets for the number of students that are involved in higher education, competitive employment, or some other type of post-secondary training or employment, like military, um, or supported employment, that kind of thing. So you'll note that FCPS we met our state targets, um, in our response rate was high 997, um, due to the tenacity really and the effort of our of our surveyors, and, um, this was out of about 1800 or so students, leavers, school leavers, we call them. There's a more detailed data breakdown that will be available soon. So if you're interested in knowing more about like which disability groups

were involved in post-secondary, um, employment, employment and, um, education and the level of involvement in IPS in high school satisfaction and that kind of thing, that data will be coming.

Janelle Ellis 1:15:22

Um, and then lastly, just the last slide here is just on our some CTS services events that we have coming up. I just want to make sure everyone's aware of our, um, events, so you can help spread the word. There is a link to our calendar of events throughout the year, most of them have dates. Um, the two that are coming up this fall are the community resource fair, um, moving on to life in the community, which is October 21, and it will be virtual. This event is really important for students and families who may need ongoing kind of supports after they leave high sch- after they leave FCPS. So residential supports and ongoing employment supports, um, linkages to community services and, um, social security, things like that.

Janelle Ellis 1:16:18

The new event this year is our post-secondary education boot camp for students with disabilities that will be virtual, November 9, and it is a out two-and-a-half-hour workshop, where students will learn how to conduct college searches, how to complete the common app and understand how to go about getting Disability Support Services. And just kind of receive the executive functioning support for the next steps in the process. So this is just geared towards seniors, or for seniors. And in coming years, we're going to work to hold this earlier in the fall, um, but just with the way this things were this year, November 9 was really the earliest that we could schedule it, especially this being the first one. So please share this with teachers and with seniors who are planning to attend college and could benefit from this extra support. And that's all I have. I'm happy to answer any questions.

Dawn Azennar 1:17:15

Okay. Well, we at this time, we do not have any questions on the Padlet. However, Jennifer Smetek was nice enough to put in your link on the Padlet so teachers will be able to reference it in the future.

Janelle Ellis 1:17:29

Great, thank you.

Debbie Lorenzo 1:17:31

Thank you, everyone. Thank you, Janelle. So what we're going to do right now is going to take a five-minute break. So let's stretch our legs and just run get something to drink. Use the restroom. About 1:50 we will, um, return Thank you.

Recovery Services

Debbie Lorenzo and Angelina Prestipino

Debbie Lorenzo 1:22:43

Okay everyone, let's- It's 1:50. So we're going to come on back. Let me show my video. So the next section that we're going to be looking at is we're going to give you a high-level overview of the recovery services. We do have a document that's coming out Angelina is going to present mean she'll present part of this. So I'm going to spend some time today talking about recovery services and the IEP.

Debbie Lorenzo 1:23:15

We have drafted a document and have asked several groups to review and provide some input on this document. Um, we've got principals who just provided input and then we're where we have the Office of Special Ed instruction, Ellie, Tina, and their teams, um, taking a look at it as well. This information in this document was adapted from the VDOE guidance document that received we received it was called VDOE Considerations for COVID Recovery Services for Students with Disabilities. I believe it went out, it went out a few weeks ago, and you may have, you may have the link to it. It's like a 19-page document. So what we've done as we've condensed all that information into a few, I, I think it's six pages now or five pages, with appendices.

Debbie Lorenzo 1:24:01

Um, it'll include the definition of the services, recovery services, a chart that will direct you to the data sources you will need and what you'll use for making IEP decisions, some FAQs to apply and sample PWN, and a flowchart that takes you through some options for IEPs, ah, and a VENN diagram that does a little comparison between recovery and compensatory services. Um, and the link to the VDOE document it's found in this, in the notes section that Ellie has put together for us today, so if you want to go back and look at it, refresh your memory, that is a document. And like I said we had several, about four administrators on Friday look at the document, and we're hoping to finalize it and once we do finalize it, we will do a recorded session, a recorded training like we did, um, with the IEP guidance document. So that'll be coming soon. And that recorded training will help you work through the document with your school teams as you're looking at it and, um, reading through it. So I'm going to just highlight some of the, um, you know, as I said, it's just an overview of the information pertaining to recovery services that will help you as you begin conversations, um, with your school teams, um, and just, um, about, I guess, about an hour ago, the group, there was a group that presented on data collection, and some of this information, Angelina's going to go through with you. A lot of it's similar information that you're going to be able to use when you're making decisions, um, for recovery services. So the next slides that we'll go through, we'll look at, um, who, who should receive recovery services and the time frame in the data that you're going to be collecting.

Debbie Lorenzo 1:25:54

So this slide here talks about what is recovery services, what are they? There are additional services and support to regain lost educational skills. During the development of the implementation of the TLPs, um, due to current COVID-19 school closure, many students, um, are likely to show some signs of regression or display some gaps in their learning when the schools reopen. In order to try to mitigate this regression, and to close these gaps, we may find that many students with disabilities may need some recovery services. Um, this, this means that COVID recovery services need to be considered for any student. However, it still does not mean that all special ed students or students with disabilities will require recovery services. It really is going to depend on the data that's collected, um, across the three timeframes that Angela will talk about. You can move to the next slide.

Debbie Lorenzo 1:26:55

So as we talk about recovery services, and what whether or not it is needed, we will continue to refer to the importance of data. The data and its analysis will be used by IEP teams to determine whether or not a student requires recovery services or not. We need to remember that prior to determining the need for an amount of recovery services, each IEP team should consider data from a variety of sources. This includes data spanning the continuum of pre-COVID to the return to school. Therefore, IEP teams should use individual student progress data and data about FCPS offerings during COVID closure and upon return to school when considering services. So I'm gonna, I'm gonna, um, now turn this over to Angelina, who's going to talk about the data sources that you'll be needing to look at as you're trying to determine in the timeframes whether, um, for recovery services.

Angelina Prestipino 1:27:52

Thanks, Debbie. Good afternoon everybody. So as we think about this process, we're going to need to compare data from the several timeframes. We need to compare data from the beginning of school year 19/20 through March, then we need to think about the closure of schools, so March through June, and then again, this return to school, which began just here in September.

Angelina Prestipino 1:28:16

So let's go ahead and think about that pre-COVID19 data. And this is going to be, as we said that information from the start of the school year, just as you would every school year, you're going to begin gathering and looking at data for students, whether it's formal or informal, prior to closure, you're gonna establish that baseline and look at students' skills and their performance on their IEP goals, as well as their progress on their goals and objectives, the various benchmarks, observations, data from teachers, any therapy, um, supports that students may have been receiving through related services, input from parents and any other folks who may have had direct contact with the student regarding, maybe they did screenings or any assessments that was done that were done, any other information that was obtained on the student. Again, this is pre-COVID. Looking at all of that as your baseline data, you may even have some pre-test and post-test data that's curriculum-based in nature, any other relevant factors.

Angelina Prestipino 1:29:18

Uh, and so as we look at some of those possible examples, you know, those IEP progress reports, we might be looking at grades and report cards that we may have had prior to the pre-COVID, uh, prior to the COVID shutdown. As we look at some of that data, we ask ourselves some questions around this timeframe. Did the student make progress on their IEP goals and objectives before Governor Northam shut the schools down? If so, what were the student's baseline measures, right? How, how do we determine that progress? What were those baseline measures on the IEP goals and objectives? And we we may not, we recognize you may not have those third quarter progress reports data completely as we would have preferred under normal circumstances, but what data do we have? What were we able to ascertain from the data that teachers are able to remember, that they may have had on them that they may have gotten back into buildings to pull together? And then certainly recognize when we don't have those fourth quarter progress reports. We do understand that. But again, let's focus on the data that we do have, and think about what was that progress compared to that pre- COVID, um, at that

time of the pre-COVID, prior to the shutdown. Then as we think about the quarter, what documentation do we then put together and how do we put this in, in, into the progress looking at the student moving forward?

Angelina Prestipino 1:31:02

So as we as we just shared, we don't necessarily have the quantity of the data from third quarter percent, even the quality that we would typically have, uh, presented to parents, we certainly don't have fourth quarter progress reports. But, we do have grades, right? We do have some data sources, we have whatever we have from the pre-closure. And then we do have the data that was collected during the, the, actual closure through that timeframe. Through that third remaining third quarter and into the fourth quarter, you were all asked to make sure that teachers were progress monitoring, on participation in in the distance learning. So the data that we're going to be looking at through the COVID closure is very similar to that pre-COVID data. We're going to be looking at observations and behavior data, we're going to be looking at informal screenings and assessments, maybe we have formal data from prior to, any parent input and observations that were made. The only difference we're going to see here is what if the student attended ESY, then we'll have that additional piece of data to consider. And certainly, we also understand that student attendance during distance learning becomes a factor that would have been data that was new during the closure.

Angelina Prestipino 1:32:18

We also know that for many of you, there are going to be students who transitioned from the middle school into the high school or from elementary into middle, that being the case that that may add a layer of challenge as far as how familiar you are with the student, and what data you may have been able to collect. What we recommend in those cases is to reach out to the previous teacher, if possible, the previous school, maybe your colleagues, um, other department chairs, or lead teachers, and see what data you might be able to find. Get that information, come together [inaudible]. Look at your data that you do have, clarify it, get all of that in order, and and then be able to proceed forward, um, planning for meetings, which definitely we'll cover with you in just a little bit here. As you're going through all of this process, please, please keep in mind, we always want to be sure we are holding the information that parents, uh, share with us with high value, of course, as we always do, that, that their input is regarded in this process during the distance learning period.

Angelina Prestipino 1:33:26

Then as we transition to that, that timeline continuum, uh, as through that school closure, some questions to think about are what were the goals and accommodations and services that we were able to offer in the TLP, in that temporary learning plan? Did the student engage in the distance learning? And if so, do we see progress? Or opportunities that that educational opportunities that we played? Did the student progress in that? Or did we actually see some regression? Were the services and supports offered? Did the student access them? And so sorry, about that everybody. Did the students access them? Um, and to what frequency? What what, uh, services? Did they did they access? What services were we able to provide? And were they reasonable in light of the circumstances of the COVID, as well as the student's individual learning profile? And we want to make sure that we are considering the educational model that was offered to all students. Did the student take advantage of the opportunity? Were parents refusing to send their child? Um, were that were the students accessible to us in order for

us to provide the services, and how was that core content and specialized instruction delivered? Did we make su- did we monitor that student's performance? What was that student's performance like during that closure?

Angelina Prestipino 1:34:53

As you're reporting out the data, look at that participation, the frequency, the, the level to which the student was engaged, how much work did they get done? Did they make progress on their IEP goals? Then any grades that weren't able to get any input that were able to get. And again, again, please remember, we want to get that parent input and consider it very seriously.

Angelina Prestipino 1:35:19

And now we look at the information in the present. First quarter, as our students have returned to us, we want to gather this new information. Again, as I said, just as we would in the beginning of any school year, we want to determine does the student requires some extensive review? Uh, or are they just right, you know, right in there, and that average space that kids tend to forget things and we provide some instruction and they're right back on track? Or do the students require that more extensive review in order to show us previously learned skills and seeing consistent in in their performance or are we seeing inconsistencies in their performance? Are they able to show us some of the skills or all of the skills that were even during that pre-COVID closure from the beginning of last year? Not all of that data? Again, looking at the similar data points, we want to look at whatever grades we might have, what progress they made on their goals, any assessments, benchmark assessments, curriculum-based assessments that we may have, those informal assessments, perhaps exit tickets, surveys, you know, Kahoots, as was mentioned earlier, Summer shared with us some of those ideas on that data collection tests, certainly, whether they're unit tests, or quizzes, and reading inventories or screenings, observations, teachers or related service providers. And again, thinking about if the student went to ESY? What about that ESY data? What did that tell us? And as we think about all of these things, you know, what were the student's goals? What are the ways I'm keeping that data, which was shared with us earlier today? How am I assessing the kids? And am I seeing gaps? And if I'm seeing gaps, where am I seeing them? How am I addressing them?

Angelina Prestipino 1:37:11

As we're again thinking about that return to school, how does the student perform after the school year has started? So let's give ourselves some time. And thinking about all of that data, what is the local assessment data telling us about how the student is performing vis-à-vis his or her peers? How was the rate of their learning? Is it taking them a much longer period of time, given our educational model being virtual at this time? Looking at the social emotional issues of student may be presenting that might be impacting their learning. Again, we really want to make sure we're focusing on the whole child. Um, is the student not experiencing or I'm sorry, is the students experiencing some behaviors that no one really noticed in our other two data collection timeframes, meaning the beginning of last school year up through March, and/or during the ritual learning, uh, the distance learning timeframe, or maybe not even during ESY, but now we're seeing some new behaviors that may be having social emotional connection. So really want to be thinking about that.

Angelina Prestipino 1:38:16

We know that this is a lot of information, and, uh, but we really just wanted to give you an opportunity to hear it right now and sort of digest it, start processing it as you're supporting your teachers with these conversations and the data collection, uh, through these coming weeks. Please know that you are always welcome to reach out to those of us in, um, the procedural support office, your PSLs, the, uh, due process and eligibility team, clinical teams in your schools, related service providers, uh, and certainly the Office of Special Education instructions, those team members to support you at any clarifying information you might need to answer any questions to the best of our ability that we can.

Angelina Prestipino 1:38:59

So Debbie is now going to take you through, uh, some important suggestions as you get together to have those really significant conversation with each other as colleagues as well as with parents.

Debbie Lorenzo 1:39:10

Okay, so I'm going to, thank you Angelina. Yeah. Ok. Hold on. I don't know you get I am getting a weird sound on my end. Hold on. Let me try something.

Unknown 1:39:27

I think it should work now.

Debbie Lorenzo 1:39:30

Okay. All right. I was like, it sounded like a Martian was coming in. Okay, so IEP meetings, IEP teams, again, as Angelina said, it is a lot of information that we're giving you, so we don't expect you to leave here and and walk away and in understand how to do this. There is a doc- that document is coming out which is going to help support the conversations.

Debbie Lorenzo 1:39:54

So the slide that I have up, it's the information regarding the IEP team in meetings. It is important to note that this the closure of school due to COVID is not a normal school break, and this should be taken into consideration when considering a reasonable time standard for recoupment. Typically all students need about six to eight weeks to recoup skills when they've had, um, breaks in school. Students with disabilities may require more than the six to eight weeks to recoup this skills based on, um, the COVID, um, school closure. The determination of COVID recovery services is made by the IEP team after careful review of student performance and data including pre-COVID closures, student participation and performance during COVID closure and performance upon return to school as Angelina just explained to you in the earlier slides. What we are recommending is that you schedule meetings after the data has been collected about seven to nine weeks, um, before going to IEP, however, you can reconvene the IEP team as stated above, if parents make a request, or school staff are aware of the following: a lack of a lack of expected progress toward annual goals and in the general ed curriculum, the collection of student data to inform decision making for COVID recovery services, and the results of any reevaluation conducted information about the child shared by the parent that needs to be addressed, or students anticipated need for COVID recovery services. Again, you do not you do not need to wait for the seven to nine weeks to pass to reconvene as an IEP team. If you believe your teachers come to you, case managers, a parent and you want to reconvene that meeting because you really believe you'll have enough information right now or in the next coming weeks to

make that determination, you can move ahead, you don't need to wait for the seven to nine week, um, time period.

Debbie Lorenzo 1:42:01

Okay, so what to consider for a parent makes a request for COVID-19 recovery services. So what do we do now? We can hold a meeting, or we can decide that we are not going to hold a meeting. So when a parent makes a request for the to discuss COVID recovery services, this must be treated as a request for an IEP meeting. So when you're responding to a parent request, what you want to do is acknowledge that request, um, you want to acknowledge the receipt of that communication, then you should do the following. You're going to communicate clearly to the parent the amount and types of data required to address COVID recovery services during the conversation about the need for an IEP meeting. So for example, Angelina talked to you about pre-COVID information, COVID closure information and return to school information, so you would share that with the parent. In order to make an informed consent, we really need to make sure we've got all this information. Um, and then what you want to do next is you want to make sure that you're documenting that information on the parent communication log, that conversation that you had, you want to make sure that's on that log. After you communicate the data required to make a decision to the parent, the school team has a choice. They can either hold the meeting to hear the parent's request, parents make a request, really think my child requires recovery services. You can you can just open up a meeting, listen to the parent's request. You do not need to make a decision if you're not sure at that meeting, that you have enough data to make a decision as to yes or no. You can table it after the parents have discussed and say to them that you're going to continue to collect more data. Or you can talk with the parent in the conversation prior to setting up a meeting and say, um, you know, we still don't have enough enough data available to make a decision. So we'd like to, um, if the parent agrees to scheduling a meeting in the future when sufficient data is available, that is fine. Um, but you will need clear you will need to document this clearly in a prior written notice. We have one sample of a prior written notice which we're going to be placing in the document, but when we're we actually refusing to meet and that's the next thing I'm going to talk to you about. So this is, you're going to do a pirate notice if you you all both agree still that you're going to wait, parents willing to wait, we're willing to wait as FCPS staff members. However, if you get a request to, um, discuss recovery services from a parent, and the school team is not comfortable holding a meeting yet because you do not have the data, um, you can refuse the meeting. You can decline the meeting with the parent, however, you will need to write up, you need to put together a PWN, a stand-alone PWN and you'll need to clearly document in that pw n the reasons for the refusal the justification, the need to assess student progress, and that is a sample that we're going to place in the, um the doc-, the appendices of the document that we're putting together that's still in draft. So that'll give you a little bit of ideas of what language to use. And of course, you can, um, reach out to your PSL, reach out to one of us, and we'll help you with that documentation if that should be the case for your school.

Debbie Lorenzo 1:45:29

Okay, so the next slide there in in the, um, document that we've drafted, we have a flowchart that we've developed to give you some on some scenarios of what you should do when you're, um, holding an IEP meeting. Scenario one, scenario two, scenario three, and four, just follow you, you would follow those, that flowchart and they would take you through the process, not going to go through in depth of pro-, um, the full chart as we're, as I said, it's still in draft, and we're making some tweaks and changes to it.

But there will be a flowchart in the guidance document for you to use, and for your and to help support the conversations with your case manager. Um, but if I haven't said earlier, one of the most important things, and I don't think I'm not sure if Angelina may have mentioned it, but when we are holding our IEP meetings, the importance of the staffings, um, in trying to, staffings ahead of time, even before you, um, decide to meet, it's just getting together and starting to look together as a team at some of the data that you have. Depending on the student needs. Maybe you just take a couple of students at a time, but start taking a look at what is the data saying in regards to IEP progress, grades and all, and that other information.

Debbie Lorenzo 1:46:44

So this slide, is a slide, um, it's about compensatory services. We've heard from, um, some of the school teams that parents have referred to the recovery services or have asked for compensatory services. So, um, in the appendix section of the document, we've also included and, and, we're still updating some of the information, a Venn diagram that outlines what makes compensatory recovery de- recovery services different and what makes them similar. And we have discussed in previous slides recovery service, we've discussed a lot of the, um, components of recovery services in the previous slide. So what but what makes them different from compensatory services? When we think, when we're discussing compensatory services, school teams will use the same data to make the decisions for recovery. However, the reasons for providing compensatory services involves a denial of FAPE and/or a failure by FCPS FCPS to provide the student with the services and supports outlined in their IEP, so very different from recovery services. If the parent continues to believe this is compensatory services, let them know the recovery services are similar. Try to work through that kind of describe what recovery services are. When we are looking at recovery services, we are considering the services due to the COVID pandemic school closure and not an end and not a denial of FAPE. So that's really important to remember. Ultimately, FCPS needs to make a proposal either way, whether we whether it's recovery services or compensatory services, we need to clearly document in the IEP and the PWN whether or not we agree to or we agree or, or gonna refuse either one and and then and then, um, um, document that in the PWN. In either case, the parent still has the right to their dispute resolution, um, due, du- re- uh- ah due dispute resolution options if they, um, don't agree with the FCPS proposal. So either way that's not gonna go away. They still have that option.

Debbie Lorenzo 1:49:08

So I know this is a lot of information that Angelina and I have given you, but we wanted to give you an overview because we do, we d- we do understand that you have been getting a lot of questions from parents, parents have been requesting, um, re- you know, or requesting to discuss recovery services and we just wanted to give you some information to work with while we're putting together this document that'll go out and, um, we'll hopefully send it out within the next week or so, um, with the recorded training if we can. We'll try to do that as quickly as we can. But, um, so wanted to give you a little bit of an overview. Do you have any questions? So I will ask Dawn or Jennifer if there's any questions for Angela or I.

Cross Talk 1:49:52

No, I actually actually made it. Oh, sorry. Sorry, Dawn. Shake it. There is a question coming in right now. Okay. Much quieter group than our morning group.

Debbie Lorenzo 1:50:07

Yeah.

Ellie Stack 1:50:08

Is that required to discuss recovery services for all students? If so, what would be the timeline to complete that?

Debbie Lorenzo 1:50:18

Okay, so we had said that you can, if you if the teacher, the teacher or teachers believe that the student requires recovery services, or the parent request parent or parents requested, then you must reconvene the IEP to discuss it and I gave you some options you either can reconvene, um, when the parent makes a request, you can reconvene if you feel that you have enough data to support it before that seven to nine weeks. So you can wait that period of time to do that. Um, so it really depends. And we and I think Angelina and I both said that not every student is going to require recovery services, but if we suspect that they may require it, we should we really, it's our obligation to go to IEP and have that discussion. Angelina or Christina, if you want to add anything to that?

Angelina Prestipino 1:51:13

Nope, that's perfectly right, Debbie

Debbie Lorenzo 1:51:16

Okay. Any other questions that have come in?

1:51:19

No, at this time, there are no other questions.

Debbie Lorenzo 1:51:23

And I know this is a lot to take in all at once. But we we felt the need to just give you at least some information as we are moving into the second or third week of school. All right, so what I'm going to do is I'm going to pass this off to Lori Duddridge. I believe she's back with us. And she's going to talk to you about the DPE corner and information about some of the new things that have come out in Sea-Stars. Thank you, Laurie, for being here.

Due Process and Eligibility and Sea-Stars

Lourrie Duddridge

Lourrie Duddridge 1:51:53

Sure. Good afternoon, everyone. Well, we spent a lovely August and late July moving all the Sea-Stars training to the online platform so that folks can participate virtually at their own pace, um eliminate the need for substitutes, um, and we have the hope also of them being able to get their certification done

sooner rather than later. Um, you will have in your note packet, both a Sea-Stars training guide for 2020 and a 504 course requirements guidance document. Um, we hope that you'll take a look at those and what are your administrator kind of think along the lines of when can we expect our staff who are newly hired to have completed their training? You might have seen that in the latest infogram, our expectation, um, from OSEP says that this all be completed by January 21, 2020. Um, I think that the virtual platform is going well. Um, and hopefully staff are accessing the tools that we've given them in terms of support, such as office hours on Monday eve- ah afternoon and a 21-day sorry, um, or and or office hours Wednesday to talk about Sea-Stars training issues. The DPE website has the links for those office hours for support.

Lourrie Duddridge 1:53:27

Um, we've had a lot of questions about hearing and vision screenings come through the office. We are extremely hopeful that once, ah, the cohort start to begin to phase back into buildings, so too will our nurses and clinic aides felt perfect Suffolk County Health Department, of course, is using those folks for, um, code testing and among other things, so we look forward to having him back with us. [Inaudible] if there's nobody in your building who can perform those hearing and vision screenings, we're going not hold up eligibility for this reason. We're going to refer to what we have. We're going to ask the parents, we're going to look at the screenings that have been done. Okay, three, eight, they happen. Um, we're gonna make the best decision we can and we're going to document on the SSSC 10, the eligibility form, and the audit trail, um, that we didn't complete this screening and if everyone's in agreement, we can say we're not going to because you know, we have sufficient information and have no sus- [inaudible] disabilities in these areas. Or we may document that hearing and vision screenings will be completed at a later date. But we're not going to hold up eligibility for hearing and vision screenings. So hang in there guys. Hopefully, we'll have this clinic aide nurses back in the buildings with our students soon.

Lourrie Duddridge 1:54:52

So think about the personal performance about this. You're documenting information, about the student and what we're doing for the student. We're not document mentioning what the adults are doing. Um, and we're going to make sure that we're we're documenting, if a parent asks for something, or the team is considering multiple levels of interventions, for example, you're thinking about, uh, a general ed, team-taught, uh, English class versus a self-contained English class, and you chose the self-contained English class, that selection, that part of the discussion, that proposal could go on the PLOP page. But the conversation about the team-taught class that maybe the parent wanted their students to participate in, would now move to the options considered section of the new embedded prior written notice, because it's not part of our proposal. And this is very much a shift for us. And it may take a while. But we want to make sure that we are, um, catching that, uh, documentation of less is more on the on the present level if performance page.

Lourrie Duddridge 1:54:52

Um, moving on. We've been looking at a lot of present level of performance pages, plus And we need to just remind everybody that those documents are really for documenting the student's present level performance. How are they doing in their educational environment, and what we propose as a team. And that those statements are written in objective measurable terms, and that we're using appropriate

data on those pages. What the page is not for is summaries of what happened, minutes of the meeting. And we're seeing a lot of that on our present level of performance pages. And it what it does is clutter the IEP. And then we get present with performance pages that are 20 pages long, because we have document it's so much stuff that really isn't relevant to the proposal itself.

Lourrie Duddridge 1:56:00

And if you go on to the next slide, um, again, we want to make sure that we have clear information, um, and concise language, and that we're documenting the why's of our decisions. So if we determined that a self-contained English class was appropriate, what's the data that we cited for that decision? And we want to make sure, again, that we're not, um, documenting the minutiae of the meetings, summaries of the meetings.

Lourrie Duddridge 1:57:45

Um, we, you may want to also take into consideration that if your purpose, you're documenting how a student is performing academically, you know you want to make sure it's not related to a goal. So if you have conversation about reading, and writing and math, and you don't have a math goal that's perfectly appropriate for the PLOP. But if you have reading and writing goals, that's where that data's discussion should have caught.

Lourrie Duddridge 1:58:15

Um, moving on to the next page. Next slide, ah, okay. Um, considering that lovely prior written notice, um, now that it is embedded within the IEP, you are going to be working on your proposal and developing your prior written notice, but the prior written notice is actually FCPS' summary, as you all know, of what we proposed. So again, we're putting in options considered, things that were rejected. The proposal goes on the PLOP, and then it goes in that first whatever we propose box if appropriate. But you could potentially have a person, just like we do for PLOP, documenting what parts of the proposal were rejected or options considered during the course of the meeting, but we don't want to do it ahead of time. It is our part of our proposal, so we don't want to predetermine. Um, we have a lot of questions about the PWN will be completed at a later date box at the top of the new document. Um, we, our expectation is that the pirate notices will be done during the course of the meeting. However, for some more complicated cases where there are multiple meetings before a full proposal is made and most and you might have a PSL involved, most likely you would, we want it to give an option to not do that prior written notice so that a proposal could be handed to the parent, the document could be put on hold, um without that prior written notice being completed. Um, again, right now the only ones who can check that box is a PSL or someone from due process and eligibility. The expectation is that you guys do that PWN at the table. Now, you could complete the proposal, review the proposal with the parent, turn off the, ah, projector, due your pirate notice, put it on hold and give them a copy. The prior written notice isn't something the parents can disagree with. They may not like it, but it's not part of their consent to the IEP. Because it kind of just a summary of what we already proposed. So if they don't like what's in the pirate notice, they can put on their consent, cite that whatever it is, but not liking what the pirate notice says isn't going to stop our IEP process. Um, because it's now embedded, you might see some shift in language on the prior written notice.

Lourrie Duddridge 2:01:03

In typical letter form, you're talking to the parent because it's a formal letter to the parent. You Mrs. Jones. While when you're embedded, you may, you're going to not use you because there's a lot of yous at the table. So you can say Mrs. Smith, the parent, or the parent, that's fine, but just be careful of your language. And of course, as always, all of the boxes are required. Every box has to have something in it. If there were no other options considered, say that in sentence form. We don't want any N/As or nones. And there's always data related to our decisions. Even the simplest, uh, addendums without a meeting do have some kind of data component. So let's just be careful of that, as you're working with your staffs out there.

Lourrie Duddridge 2:01:56

And then finally, in terms of prior written notice it, because it's embedded, we don't want to go in and rewrite it after we provided it to the parent when we put the document on hold. So if they return a consent decision that's very convoluted. And you feel that you need to document the impact of their consent decision, whether it's a partial or full disagreement, um, in a prior written notice, you would go to the documents tab and complete a pirate notice on the documents tab, um, to cite that, that just to clarify and other factors, what the what the consent decision means for their student, um, referencing again what will be implemented.

Lourrie Duddridge 2:02:44

So yes, this is a little bit of a change for us. You know, we want to tighten up our prior wri- our present level of performance pages the plot by only including information that is relevant to the student about their present levels of performance and the decisions we are making for the student's services shifting or rejected or considered and not found to be relevant decisions to the PWN that's embedded, ah, and, again, making sure that we're in either case, documenting very clear data, uh, regarding the decisions that we make.

Lourrie Duddridge 2:03:30

Um, in addition to that lovely, a prior written notice, um you might have also noticed hopefully by now, ah we updated the IEP goal progress measurement, um, components on the goal pages and Sea-Stars. Um, we had a lot of interesting things in there previously, my favorite was probably written report. What the heck is that? Well, we got rid of because we didn't know either.

Lourrie Duddridge 2:03:56

Um, just a reminder, as you're documenting progress for students, if you select something like data sheets, you do have to tell us what that means. So taking a look at the student's goal. It may you may be looking at, okay, do I need frequency information to document this goal interval duration? So if you're asking the student to pay attention for 10 minutes, that's duration. If you're asking the student to do something so many times, three out of five times, you might be looking at some frequency? Just if you're unsure, reach out, um, to your colleagues. We'll help you determine what data sheet should look like. Um, there's a lot of good information and resource out there in terms of data collection. Um, but again, if you're documenting what you are going to be collecting, just make sure you're collecting it. Ah, if you check rubric, what rubric is it? Third grade writing rubric. English 11 writing rubric. Whatever it is. Maybe not that specific, um, for some of our high schoolers, but that might be the, the, rubric that you're choosing to use. [Inaudible] have related to that is the need to report progress for students.

Lourrie Duddridge 2:05:18

Um, just a reminder that we do have interims coming up fast and furious. Um, we do need to document interim progress reports for students who had ones or twos on their third quarter IEP progress reports, that we didn't do one for fourth quarter. It is important that we look back at our third quarter reports and determine who requires an interim. Um, one being didn't introduce, two being introduced, but no progress. So we want to make sure that we're, ah, completing that process. I had a question earlier that, What if you wrote an IEP in the middle of the summer? How can we report progress on those goals? Well, if it was a one or two in third quarter, I am pretty darn sure that it's going to be an IEP goal and your new IEP. So look for those related, um, items and make sure that we are documenting progress.

Lourrie Duddridge 2:06:18

We also need to remind case managers that we need to provide comments for our progress reports and in those comments, we want to talk about where we collected the information because it's going to be a little different asynchronously to synchronously, um, collecting data, it's really important for progress for parents to understand where our notes are coming from. So if you have a student for whom you've collected a piece of data during asynchronous learning, which is possible, what was that? Was it a parent report? Was it, um, completion of an assigned activity? Or was it some kind of assessment following the that asynchronous opportunity for students?

Lourrie Duddridge 2:07:07

And of course, um, progress reports need to be sent home at the same time that report cards are sent, so let's make sure that we are having those conversations with our teachers, um now, because as I shared in terms are fast and furiously coming up, um, and we want to make sure that we stay in compliance and we're making appropriate comment notations.

Lourrie Duddridge 2:07:31

And finally, just a friendly word on, from, um for our local screening chairs in the audience. For section 504 initial qualification, the entire team needs to be present for initial qual. If your at local screening determined that 504 qualification was a possibility, that team needs to roll, needs to be at the initial qualification meeting, may not be that same day, but they need to come back and have that discussion. We've had some, um, instances where cases are being handed off to the school-based coordinators, the SBC, the 504. Well, some of them are trained, um for 504 initial qualification, some of them are not, and they cannot be the team. They can be part of the discuss- discussion, certainly. But you need to pull local screening team in order to make a 504 for initial qualification determination. So let's work together. Um, that's all I've got for you folks. Are there any questions out there?

Dawn Azennar 2:08:36

Yes, Laurie, we do have a few questions. First one is, doing the PWN at the meeting increases the length of meeting, which means teachers are missing class, which impacts instruction of students. Did anyone think of that?

Lourrie Duddridge 2:08:55

Yes, we did. But we're still unfortunately, fortunately going to be moving forward with the PWN embedded. Um, just going to have to work together to, as a school team to make sure that instruction is ongoing in classrooms or, and/or, ah, being creative and how you are scheduling your meetings, um, to support and supporting each other in that process. It it's the way it's going to be.

Dawn Azennar 2:09:27

Wonderful. And the next question will lead us into the next section, and that is what are we doing about BIP, behavior improvement plans?

Lourrie Duddridge 2:09:39

Well, um, obviously some of the behavior improvement plans can't be implemented virtually. Um, I'm I going to defer to our next group on any more than that, but I think that the teams need to use some common sense in evaluating the behavior intervention plans and working with families, in, ah, to support, ah, those components of behavior intervention plans that could potentially be implemented in a virtual environment and in the home.

Debbie Lorenzo 2:10:15

Yeah, and I'll jump in, ah we there, ah, between OSEI, OSEPS, and psych services, we have put together a guidance document, which I believe they're going to be sharing with principals. I don't know. I think it's today, but and then that will come out which will give guidance and has some questions related to BIP FBAs and BIPs.

Dawn Azennar 2:10:41

Thank you.

Debbie Lorenzo 2:10:42

Thank you. Is that- Dawn was that the last question?

Dawn Azennar 2:10:46

Yes.

Debbie Lorenzo 2:10:47

Okay, so I'm going to transition over the, um, mic to Ellie, who's going to take us through OSEI updates, and then and then you'll finish up with the questions then.

Debbie Lorenzo 2:11:02

All right. Okay, everybody, we're getting real close to the end here. We appreciate you hanging on. And good news, it looks like we'll be finishing a few minutes early.

OSEI Updates

Ellie Stack

Ellie Stack 2:11:12

So, um, I'm Ellie stack. As I said at the beginning of the meeting, I'm the coordinator for special ed instruction and I'm thrilled to be here with you today to share some updates that are coming from the whole office of special ed instruction.

Ellie Stack 2:11:28

The first one that I want to share is really a reminder, um, for you that we are expecting our case managers and teachers to reach out to students or their parents, depending on the population, once every two weeks. This was put into place after last year, when there was feedback that we had some students who were struggling, or were parents who were struggling, and there wasn't really that connection between the teachers and the students.

Ellie Stack 2:12:02

We know that when we're in person, our teachers do a fabulous job, um, as they're walking around the classroom and supporting the students. And in some cases, students, um, weren't necessarily getting that connection with their teachers. And of course, we know in the spring, everything was brand new to all of us. And so what we've put in place is the expectation that for Category A students, those who are accessing the standards of learning and Category A services, that the case managers are reaching out to the student, like it says once every two weeks, ah, to check in and see how things are going. And this is expected to be done outside of the service hours that we are providing to students. Excuse me, it's implied, but it's not said specifically, it should be an individual, uh, meeting.

Ellie Stack 2:12:55

So we wouldn't necessarily want for, um, me to be the teacher and have three students here that I'm checking in with. It should be me and one student, because we want that student to feel comfortable sharing maybe the struggles that they're having, um, without maybe their peers that are listening. So it should be a one-to-one session. Earlier, somebody asked if it should be done after contract hours. And no, we were hoping and our preferences that teachers are doing it during contract hours. We don't want this to be, um, we know it's extra work, we definitely don't want it to be what is, uh, being done after hours.

Ellie Stack 2:13:31

For our students for receiving the adapted curriculum, slash Category B services, in many cases, and almost every case, it's more appropriate to connect in with the parents to see how things are going, and of course, connect with the student, but so the expectation is that we're connecting with the parents once every two weeks. And for that population, especially, you know, a lot of times the conversations are around how the parents are supporting the education at home. And so that meeting once every two weeks, allows for that coaching conversations to occur. Now, these are the minimum expectations if you have a student or if your colleagues have a student or parent who requires more frequent contact, then that is expected. You know, using your professional judgment, you know what is required. We know that there have been some students who the first couple days of school require contact every day. Um, and of course, we're hoping that they won't require that frequent contact as we continue to go

forward. So this is the current expectations that have been setup for all of our Cat A and Cat B teachers.

Ellie Stack 2:14:42

Moving on to some additional updates. Um, the first one is regarding the technology used. And I know that you all know this. We mentioned it to principals last week at our Monday principal meeting and we told them we'd be telling you all, but as you all know, in working with our students with disabilities, there are some students who may be struggling with the tools that we are using in our classes. You might have a teacher who's relying heavily on Google classroom, and the ability to turn in assignments that way. Well, we just wanted to put the reminder out there, that we might have some students with disabilities who need more time to learn how to use the tool, maybe some explicit instruction, or extra practice time. Put that reminder out there. If somebody has a teacher or a student who looks like they're not engaged, they're not turning in any assignments. Well, it might be that they don't know how to use the tool. And we want to make sure that extra support is provided to our students.

Related Services

Ellie Stack and Judy Duprey

Debbie Lorenzo 2:15:46

When we think about technology, sometimes we think about related services and assistive technology and that brings us to our second agenda item, or our second bullet here, and Judy DuPrey. She is going to, um, to share with us about related services scheduling, Judy is the new coordinator for related services, and we're thrilled to have her in this new position. Judy, are you with us?

Ellie Stack 2:16:12

Let's see. She might not be with us.

Ellie Stack 2:16:19

All right, I'm gonna scoot ahead and then if she comes in, we'll come back to her and I can't come in if something's prevented her from coming, I'll come back to her section. The next thing we want to talk about is something else we've mentioned to the principals. And once again, you know, I'm speaking to the choir here, um, but some of our students, it's interesting, some of our students are excelling in this virtual environment. We have some students who for whatever reason, um, my, uh, you know, I know my have just talked to my sister-in-law, my niece is very introverted, she's excelling right now, and I've talked to other administrators around the county who have found who have said that some of the students who struggled social wise before and that impacted them in person, they're doing excellent with this virtual instruction, which is awesome. We do know, though, of course, that there are some students who maybe were doing okay in person, they were okay with the social expectations in person and participating in class in person. Then when we come here to the virtual environment, some of those students who were doing fine, um, they're now maybe, um, a little too cautious about turning their camera on, or might be very uncomfortable using the microphone and speaking out into the virtual classroom. So we just wanted to put this on your radar and for you to get put on the radar of your

colleagues, that if you have students who are not participating in class, or who do not appear to be engaged, it might be due to other reasons, such as the fact that they're not comfortable. Also, a lot of classes are talking about doing group activities, where some of our students want the teacher to help the students get connected with a group. Um, there, you might see some students holding back more. And we're in the classroom, you might see that happening, virtually you sort of have to keep a special eye out to make sure all of the students are connected. Um, so we just might need to be giving some extra help with that. One item has come up as I've talked to a few schools recently, and then it came up this in this morning session. I didn't see it so much in this afternoon session, but I might have missed it is there are some instances during the virtual instruction where, um, parents have engaged the teacher during the class session. I know of one case where that is happening, where the parents coming and trying to talk to the teacher during the class session. There's also been instances where, um, the parent might be giving the student a little too much support in the virtual setting. We know that, um, we've had you know, for years, you might be thinking when a student turns in their homework that it looks a little better than it does when they're at school, um, and so for some parents, you have to imagine it has to be hard to be sitting in a room and maybe your child's on their computer, and you can hear them getting something wrong or you hear the teacher ask a question and your child not respond. Well, some of our parents might a little bit of extra help for them to know that we want the students who don't know the answer to get it wrong, because that's how we know how we need to adjust our instruction. And some parents might not realize the importance of us seeing the student struggle. It's hard as a parent to let your child struggle, but we as a teacher need to see that they're struggling or just hear that they got it wrong. And the same goes with that wait time some parents might not understand that when we ask a question and don't really say anything else for, what, 5-10 seconds, that that's allowing the student to process what we've asked. Where we've heard, I've heard of cases where parents are, they're asking the question a couple times thinking they're helping their child, but not really understanding fully understanding that processing disorder, and in some cases, asking that question 2, 3, or 4 times, ever, you've asked the question, you've now reset the student's processing and it's not helping. So it's just something to keep in mind as you're talking with the parents, and maybe back to school nights, just giving parents those gentle reminders or in some cases, letting them know that you know, maybe why you give a pause or you might have a student who's a parent who's prompting too much, especially in our Cat B, and helping the parents understand when prompts are allowed or not allowed, but when you're expecting them, and happen to fade those out, because we certainly don't want our students to get dependent on an adult, prompting them for everything. All right, so what does that look like?

Ellie Stack 2:21:14

Let's see, Judy is not here. So when it comes to the related services scheduling, and so we have another presentation going on at the exact same time, and Judy's over in that group. Um, what Judy mentioned to the group this morning, was that they're related services providers are doing their best to work with you and your teachers on scheduling times to work with the students. And all that, uh, she was asking for is that continued flexibility. You know, related services, providers are doing their best to provide services that students, uh, require what's in their IEP, when it's appropriate. And so there are some cases where it might be impacting the core instruction or of instruction. Um, but they're all they're trying to find time, they might be doing it during the lunch bunch or during their lunch activity. They might be doing it during what's considered family choice time. Uh, but they are working to find flexible

times to provide the services that are outside of, um, maybe your classroom, uh, but just to work with them. And to talk through there's an issue, you know, be sure to let Judy know that we are just working as a team, you know, we're all still trying to figure this out. We're only in the third week. It's been a long, three weeks, but we're in the third week, okay.

Ellie Stack 2:22:33

Now, if you click over to the notes page, that came- the notes, that page that came along with the meeting, I'm going to pull it up, but I know that when I do my closed captioning goes away. When I pull up the notes page, I'm down hopefully not making you sick to where the OSEI updates are, that's the office of specialized instruction. Now, once again, we're using this note page to supplement what we're saying. Um, we're also using this note page to help make sure the meeting's not us as long as it's going to be. So if we get to finish early today, that's because some of the information that I would typically be sharing with you, I'm actually sharing here on the notes page. So we do ask that you take a look at your, uh, guided, uh, meeting guide, uh, after the meeting, because there are some important notes here. The very first link I have on here, and also, all your links are here. Isn't this better than getting 100 handouts? Um, but the we first have the link to the special education virtual instruction resource hub and actually it has since been renamed since I made this document. It's now just the instruction resource hub and that's where we are posting all of the information or links to the information to help you and your teachers and your school teams get started for the school year.

Debbie Lorenzo 2:24:00

Some of you, being that it's still the new school year, might not know all the staff who are supporting you at your school. And that's where the DSS school-based support contacts link comes in handy. You can click on that link and you type in your school. And once you type in your school, you'll see who is the ABA coach, who is the psychologist, the procedural support liaison, etc, etc, etc., all the people who are directly supporting your school, who's the occupational therapist, etc. So check that out if you're wondering who at your school can, uh, help you with something.

Ellie Stack 2:24:38

The next document is a very important document. When we shut down back in March, uh, it was not expected. Uh, you know and it was new for all of us as educators. It was also brand new for all the companies that we work with, for our specialized instruction, the research-based programs, and so at that time, different companies gave us different levels of permission for using their programs. Some companies said No, we can't do anything virtually. Other companies said, Yes, do whatever you want virtually. Well, now that we're still in this virtual environment, the companies, almost every company that we work with took the summer to increase their number of resources, but then also to, um, to change or to, uh, clarify their permissions that we have for using their programs while virtual. So that length, the research-base program use guide, that will take you to a document and there's one for high incidence or general curriculum, and there's one for Category B, or adaptive curriculum. And it will let you know how each program can be used in the virtual environment. It also lets you know if the session using that program can be recorded. We know that in Fairfax, that all of our core instruction, uh, classes are to be recorded, and so most of the programs allow for that recording, um, but there are some programs that say that they the session not be recorded. So that's a very important document that we will, um, we

haven't added any updates in the last couple of weeks, but if a company does change, uh, their guidance, we will be posting it on there.

Ellie Stack 2:26:25

Something that we do every year at the start of the year, and really throughout the entire school year is we, central office, the office of special ed instruction work with you and your school team to help make sure that the research-based programs that you're using with your students is the appropriate research-based program for your students. You might have a reading elective at your school, and everybody in the class gets Language Live. While there might be some students that that's not really the appropriate program for, um, you might have everybody on Trans Math, and maybe that's not the appropriate program. Or you might be a school that used Lexia last spring. Lexia is a company who last spring, they gave us 999,999 licenses. That's right, almost a million licenses to use their program and we in Fairfax used it widespread. A lot of special ed students were using it and a lot of gen ed students were using it and it was fabulous for in the spring when we weren't doing so much of the synchronous instruction for our students. Well, now that we are doing synchronous daily instruction for our students, and a lot of our programs, a lot of the other programs have given us permission to use their programs virtually. You might find that we're having conversations, saying you know, while Johnny use this program in the spring, really when we look at the data, his needs are showing us that this other program might be more appropriate. And so we are going to be encouraging our schools to have those conversations with us. In the most part, those conversations are happening as we're starting up the school year. Knowing, uh, how crazy this school year every school year is crazy, right? Well this school year takes the cake. And so there might be a case where we are providing you with a program right now, but then we are going to ask and expect that come October, you know, maybe into November, we then that's when we have the data-matching conversation. The key concern is we do not want to wait till the end of the school year to find out that no, this program never worked for Johnny. And just like with any good instruction, we are doing the formative assessments as we go along and so if you notice that a student is not responding to your instruction, or if you're using a research-based program, please invite my team and we can be that extra set of eyes, we can brainstorm ideas, uh, but we can help you as we're looking at what we're doing, we're making a change that needs to be done to help our students.

Ellie Stack 2:29:11

Alright, so that moving on down, there's lots of resources available on the special ed hub for your paraprofessionals. Our Category A team and the Cat B teams, our adapted curriculum and the high incidence team are hosting office hours this year on Mondays. And you can see here the links in the different times. Um, and then as you go through, there's a variety of information for you once again, not going to go through it but please take a look later. We did just add to the accommodation section last week. There is a document that actually you all were a part of helping to create last year when we did the accommodations and modifications activity in the spring or fall and winter. Well, that document has been added to the hub and there's a whole bunch of information about accommodation you can find on the special ed hub, how do you do them virtually? How do you do them if you don't have the access to the technology, um, and so a lot of information there for you. And then the last thing I'm going to point out, or, uh, two more things. In the professional development section, there is a link to the, uh, training information for the trainings that we are doing live or synchronously. And then there's also a link, or

information there regarding trainings that have been recorded for you and your teams to participate in. A number of the trainings that we offered on August 19 are available here now as recordings. And so you and your team can look, watch the recording, and then get the credit for watching the recording. Uh, but you can link here, I think you might be surprised with how many trainings we have that are available, as needed. Uh, you have a group of paraprofessionals who are new to this virtual environment. Well there's links to tell them how to use the different programs, how co-teaching, etc, etc. Just many trainings are there.

Ellie Stack 2:31:13

The last thing I will point out, is I've included in the last part of the note section, there are two sections regarding parent trainings. First of all our ABA program has on the public web page a number of trainings for parents, these videos are excellent videos that talk through these topics here and anybody can access them, they're on the parent web page. They're also good for staff who are new to working in Cat B also, by the way. But these ABA trainings are good for our Cat B programs, autism and intellectual disabilities in IDs programs. But also they might be appropriate for some of our students who are Cat A as well, because you know ABA strategies, they're really good for all students. But when we switch over to the Cat A side of the house or even the general ed side of the house, we do have our behavior intervention services team has posted a series of trainings that they're doing with the Parent Resource Center and so those are listed here. I have to tell you, those trainings are filling up fast. I think there's almost 1,000 people signed up, um, just for the September training, I think the last I heard it was like 600 for one session and maybe 500 for the other. It's just a lot of people signed up. But these, uh, oh, great, glad you're here. So yeah, so there's a lot, these are incredible training opportunities. And once again, as a reminder, you may not know this, but our behavior and our service, uh, behavior intervention services team, they do support general education, um, as well as our special education, so those videos are also good just for any, any parents out there and even for our staff.

Ellie Stack 2:32:57

So that is the down and the dirty, quickly going through, um, through the note section and some OSEI updates. I see that Judy just came in. Judy, not to put you on the spot, seeing that you're just walking through the door, um, and I told the group that you had another meeting you're in. I touched on your session.

Judy DuPrey 2:33:08

Okay.

Ellie Stack 2:33:11

But you might want to give a little bit more information.

Judy DuPrey 2:33:24

Sure. Thank you. I appreciate it. I appreciate you pinch hitting. Um, yeah, we just finished up with the principles, secondary principles, actually.

Judy DuPrey 2:33:31

So, um, just in looking at, uh, our related services, I know that as the first two weeks have unfolded, teachers are really working on those transitions, um, and making sure they're taking attendance and, and all of those, you know, finer details. Ah, looking ahead in terms of hoping to have our related services provide a consistent schedule to provide services, if you can just let your teachers know, to to try and be flexible with us, um, we are going to have to push into some asynchronous times like family choice and, you know, maybe doing a lunch bunch. Um, also using Mondays, you know when we can, um, but also we might be requesting from our teachers to you know, let us push in here and maybe do a breakout room and then come back to the main room. Um, so just really trying to be flexible and thinking out of the box in terms of how we can get the services met. Um, and you know, sometimes the groupings are gonna require a little more flexibility. So, again, we're, we're working through it as a related services team to, um, try and be as flexible as we can with families and teams, um, but we may need, uh, the help of your teachers as we try and nail down consistent schedules to meet our IEP hours and start, ah, doing interventions around the goals. So we, uh, we appreciate it and thank you in advance.

Debbie Lorenzo 2:34:58

Perfect. Thank you, Judy. See, I know it was helpful to have you throw it in. Um, all right, so that brings us to the end of our updates. And that brings us to the actual question answer time. So Ja- Dawn and Jen, I don't know if there are any OSEI specific questions. And if there's not, or even if there is, we also then can go into just the general questions and answers.

2:35:26

There are not a lot of questions, actually, um, in the last group, someone had a question about BIPS, but that was answered by another person. But under OSEI, we don't have any questions. One of the questions that did come up from COVID recovery was, What if we say yes to recovery services, then what? And I know, um, that we had addressed that in the earlier session, um but I didn't know, touch on that.

Debbie Lorenzo 2:35:54

Right? We can. Um, so at this time, we're trying to determine when I spoke to the principals on Friday, we are still at the phase where we're trying to determine how are we going to document it on the IEP? Is it going to be a plop to documentation of services? And what will what will it actually look like? So those are in discussion phases right now. So just stay tuned, um, for that. But by the time we get the, um, guidance document issued, and out, we'll have the answers to those questions. But that actually came up when we talked on Friday. So we'll, we'll get that information to probably principles first, and then it'll come, then it'll, um, come down to you in the training.

Jennifer Smetek 2:36:42

Okay, Debbie, that is it in terms of the question.

Debbie Lorenzo 2:36:46

Ok.

Jennifer Smetek 2:36:46

On the Padlet. I don't know if anybody else in our group may have a question that I guess they could open up their mic and ask it.

Dawn Azennar 2:36:55

Jennifer, there was a question that popped up regarding psychologists saying that BIPs are now on hold and I didn't know if we needed any clarification for that question.

Debbie Lorenzo 2:37:08

Yeah, so part of the guidance document that was coming out, that was part of the guidance that was going to be in the, um, document. So I, I, think it's, you know, as we were looking at working with Sara's team and psychologist, psych services and, uh, and social workers, talking about the environment that the students are currently in, and a lot of the most of the BIPs, you know, it's going to be they were written for in school. When students were in school, they weren't written for students, um, attending, you know, virtual instruction or home instruction. So, um, that's why they would say that, um, at this time, we were suspending them because some of them cannot just be cannot be implemented in the home the way that they've been written. So we're hoping I'm going to touch base with Sara this afternoon to see if we're ready to, if that document has been shared with principals, we can get it out to school teams.

Dawn Azennar 2:38:07

Thank you very much.

Debbie Lorenzo 2:38:10

Um, is that was that the last question, because then I'm going to turn it over. Because Ellie, we were ready, we can we have time to do the meeting debrief activity.

Ellie Stack 2:38:22

All righty. Well, we'd appreciate your all's time and attention today, we did want to end with an opportunity for to give you all time to talk, um, and process all that we covered today. And this is not required, where for some people, that means they just left the room. But what it is, is this is just a structure that allows for people to process the information and ask questions if necessary. So you can see on the screen, we have the ability to go into the watering hole. And we ask that you join the room that corresponds with your region. So if you're in a region three school, I saw Hayfield here earlier, they could go to rule number three. And the watering hole is where you're going to be able to go and talk with your colleagues and maybe a PSL or two if they're here to about some of the topics that came up at today's meeting. Some people like to process information quietly, and they don't really want to talk, you know, they more need to think about it and then they can talk, and they will go to room number six. Room number six is a room where we are not going to have talking but you can go there just to spend time and to process. And then a campfire is you can stay here in the main room and that's where the presenters are going to be. And, the, um, then you can be asking the presenters questions. All right? So before we go, um, I do see that a question, uh, has come up that Dawn would like to share.

Dawn Azennar 2:40:03

Yes, so we just had a question going back to the PWN, and the feeling that, um, paperwork is being prioritized over instruction, since we might be extending the, um, time of the meeting, and teachers out of class. But I know that Laurie Duddridge did address that, that it was a consideration.

Debbie Lorenzo 2:40:30

Yeah, so one of the things I would say, you know, as I was trying to problem solve, like how a ways that you can, um, not allow that to kind of, um, take, you know, extend the meeting is if you have somebody doing the PLOP page, they could also be taking notes on the side about the information that you use, because and you can actually draft that, you know, you think about that, as you're writing an IEP, you know, what you've used because you've used certain data points. So you could start on a piece of paper putting down what data points have we used so far, so far as we've drafted our goals, or we've are depending on whatever the meeting is about. Um, and then as the meeting is going along, you can actually be taking notes, if that you're the PLOP person, maybe on a Word document about things that have been talked about, like anything that may go into the relevant factor section. So you would start like start doing, um, sentence starters, like your parents shared about therapy, or you've decided to reconvene the meeting there, you know, you could start plugging things into the the, uh, PWN as people are talking in the meeting things that you considered. Let's say the parent asked you to consider really two hours of related of speech and language, and you've had that conversation and you've all agreed to, we're going to stick to the they wanted three, you've you proposed two they're going to stick to the one hour. Um, you're going to stick to the two hours that was already on the IEP. So put, you could start jotting that in there. Considerations parent requested consideration for three hours of speech and language, after you know, discussions, um, and for these reasons you went with the two hours. So then on the top, you could be filling out, we continue to propose two hours of speech. So you could start manipulating that as you're going along. And sometimes I would say you know, that person doing the PLOP, maybe that person who could be doing or jotting down stuff, so that when you come to the end, it's not so much dead time, because you've thought about it already.

Ellie Stack 2:42:38

Alrighty, so at that point, I've set up the breakout rooms and you can move yourself to one. Once again, you can join a watering hole if you want to join a group by region, and talk about something that you've, ah, you know, talked about today's meeting, or even something not related to today's meeting, a cave if you would like to go and process what we've done, but in quiet and silence, and then campfire, you can stay here. Um, and we will be here to, um, to answer any questions. Ah, so feel free to switch rooms. For those of you who are new to switching rooms, I should have put the directions on the slide. If you go, click the, um, down in the bottom right-hand corner where you see the chat window, right next to the chat button, there's a picture of two people or an icon with two people. You click on that. And that brings up the participant list. Scroll down on the participant list and you will see the rooms, uh, region one through five and then regions or room six is for the cave. And you just click on that. So next to region five, if I was going to join region five, I would click on what looks like the door to the right-hand side. It's a rectangle with a green arrow. If you aren't sure how to switch groups and you want to switch rooms, just put that in the chat window and I can move you, uh, I'll manually move you. All right everybody. Thank you so much and those of you staying here in the main room. We are here to answer your questions.

Debbie Lorenzo 2:44:19

Thank you, Ellie.

Debbie Lorenzo 2:47:43

So Ellie and Angelina and Christina, while we're in the main verb together, I asked Lisa to put-