

Early Childhood Special Education Return to School - Virtual Individualized Education Program (IEP) Information Document for Parents August 2020

The purpose of this document is to provide information for parents of students with disabilities on the process of amending a student's Individualized Education Programs (IEP) or holding an annual or initial IEP meeting. IEPs will be written to reflect the location and services being provided for the 2020-21 school year. At IEP meetings planned for August 2020, IEP team members will discuss special education services, including related services, for students for the upcoming school year.

Process Steps

1. Case managers will review the current IEP goals, accommodations, and services for each student on their caseload to determine if service can be delivered within the virtual schedule.
2. Case managers will contact parents of each student on their caseload regarding their student's IEP and discuss whether an IEP meeting and addendum is needed. There may be instances where the case manager, in collaboration with school staff and the parent, believes that the student's current IEP as written reflects appropriate goals, accommodations, and services to be delivered in the virtual setting based on a four-day school week. If all agree, there is no need to amend the IEP. The case manager will provide the parent with a prior written notice (PWN) to document the decision to not amend the IEP.
3. If it is suggested that the IEP needs to be amended for virtual service delivery, school staff and parents will convene an IEP meeting to adjust the goals, accommodations, and/or services for the virtual learning environment. If appropriate, some IEP changes may be conducted with an addendum without a meeting.
4. The meetings will be scheduled at a mutually agreeable time utilizing a mutually agreeable format (BBCU/Google Meet or teleconference), prior to the start of the first day of school. Parents will receive an IEP notice letter and a draft IEP prior to the meeting to ensure they are able to participate in the virtual meeting.

Factors to Consider for the IEP Team for Virtual Instruction

- **Schedule and Service Hours:**

Services should address the instruction specifically related to the student's IEP goals on the IEP. Services should reflect synchronous instruction provided by a special educator to students. The number of minutes or hours of services should be determined based on individual student needs.

Preschool class base and PAC students will receive 4 days a week of virtual synchronous instruction. Preschool resource students will receive 1 day a week of virtual synchronous instruction. Students will receive services according to their disability needs. Additional individualized instruction/parent coaching sessions can be conducted throughout the day each week.

- **IEP Goals:**

The IEP team will review the current IEP and determine the necessary goals, accommodations, and services for virtual instruction. Consideration should be given to the skills the student will need to learn during the year. Services should address the instruction specifically related to student's IEP goals and accommodations on the IEP.

- **Accommodations and modifications:**

The IEP team will consider the accommodations and modifications currently in place for the student and what is appropriate for the home environment during virtual instruction and asynchronous activities. Accommodations and modifications are to be selected to support the identified goals in the IEP.

- **Related Services:**

Related service providers will provide a continuum of support and services to students using a combination of service (in-class instruction, small group, individual sessions, and/or a combination) to address student IEP goals.

- Join in classroom instruction as appropriate for the student, e.g. morning meeting, small group instruction, in collaboration with the teacher.
- Coach teachers and families on communication strategies to support distance learning.

Service Time Examples

Synchronous learning can be provided in a variety of settings to include synchronous instruction provided by the special educator in the general education setting or

synchronous instruction provided by the special education teacher in the special education setting. Based on the school schedule, the IEP team will determine how much specialized instruction the student will receive in the general education setting and/or special education settings.

Service Time Options for Virtual Instruction Early Childhood and PAC

Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not included in IEP Services
Early Childhood Special Education and PAC	<p>Class based</p> <ul style="list-style-type: none"> • 1 hour synchronized learning per day Tuesday - Friday (4 hours/week) • 2 – 20-minute individual instruction/parent coaching weekly <p>Resource</p> <ul style="list-style-type: none"> • 30 minutes of synchronous group learning a week • 30 minutes of parent coaching or individual virtual learning (more than 1 hour per week IEP students will receive an additional 30 minutes of parent coaching or virtual learning per week) <p>PAC</p> <ul style="list-style-type: none"> • Synchronous and asynchronous learning Tuesday - Friday • 30 minutes of synchronous morning meeting • 60 minutes synchronous small group • 60 minutes synchronous intervention block • 40-minute parent coaching/week 	<p>Class based</p> <ul style="list-style-type: none"> • Provide 5 asynchronous activities per week • Plan lessons and participate in meetings on Mondays • Every other week an additional 20 minutes of individual instruction/parent coaching <ul style="list-style-type: none"> ◦ Example: 60 minutes weeks 1 and 3 ◦ Example: 40 minutes weeks 2 and 4 ◦ This additional time is not included on the services page <p>Resource</p> <ul style="list-style-type: none"> • Provide 2 asynchronous learning activities per week • Planning and meetings on Monday • Virtual learning will be re-evaluated at each quarter as childcare centers allow teacher access to students <p>PAC</p> <ul style="list-style-type: none"> • Provide 2 asynchronous activities per week • Plan lessons and participate in meetings on Mondays

Homebound/Homebased

- **Homebound Instruction**

- Homebound instruction will be available for FCPS students, if remote learning provided for students is not practicable and there is a demonstrated medical need that meets eligibility requirements outlined in Regulation 2140.
- As FCPS will begin the school year with virtual instruction, the provision of homebound instruction will also be delivered remotely or through virtual means.

- **Home-based Instruction**

- Home-based services are instructional services that are delivered in the home setting (or other agreed upon setting), in accordance with the student's Individualized Education Program (IEP).
- Home-based instruction may be provided to students who are removed from the attending school by the division for disciplinary action or other reasons, or if an IEP team determines that the student will not be able to access the virtual instruction even with accommodations.
- As FCPS will begin the school year with virtual instruction, the provision of home-based instruction will also be delivered through the virtual environment.

Appendices

Appendix A: Return to School PreK-12 Information & Sample Schedules to include Special Education Preschool Resource, Preschool Class-based, and Preschool Autism Classrooms

Examples of supports for students with disabilities and sample schedules are located at this link: <https://www.fcps.edu/return-school/supports-students-disabilities>

Appendix B: General Education Sample Schedules

Examples of what the daily schedule may look like for students at all grade levels are available at this link: <https://www.fcps.edu/return-school/schedules>