

Elementary 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 meeting 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, factoring in class time in the general education and/or special education settings.

Elementary students will receive 4 days a week of virtual synchronous instruction. Refer to your school schedule to verify instructional time for synchronous learning. Synchronous learning will include morning meeting, core subject instruction (language arts, math, science and social studies) specials (art, music, HPE, library according to schedule), and up to an hour of specialized instruction (Tuesday-Friday). The IEP team will determine if a student requires specially designed instruction on Monday during the designated time. Screen time breaks, lunch, handwashing breaks, and student choice/asynchronous learning are typically not included in a student's synchronous time. The IEP team will determine the amount of specialized instruction each student requires based on their individual needs. Students will receive services according to their disability needs for that content area in the general education or special education setting.

- **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 the 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 through the use of a combination of services (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.

- o 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 general education teacher with support from 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 Elementary School

Instructional Level	Examples of Possible IEP Service Time	Additional Teacher Responsibilities Not included in IEP Services
<p>Adapted Curriculum Elementary</p> <p>Note: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning (asynchronous) per week.</p>	<ul style="list-style-type: none"> • 30 minutes of synchronous morning group meeting • 120 minutes synchronous per day, smaller group <p>Notes:</p> <ul style="list-style-type: none"> • Related services included in above or additional, as appropriate • Does not include specials/electives, HPE • Adjust schedule and time as appropriate for students who are spending time in the general education setting 	<ul style="list-style-type: none"> • Provide 5 asynchronous learning activities per week (this is not listed on the IEP as service time) • Check-in with parents every other week
<p>General Curriculum Elementary</p> <p>Note: Four days of direct/interactive instruction (synchronous) per week and one day of independent learning</p>	<ul style="list-style-type: none"> • Follow the schedule for all students as appropriate. • 45 minutes - 1 hour per day (or week) of specialized instruction if required outside of the core instructional blocks. <p>Note: Related services included in above or additional as appropriate</p>	<ul style="list-style-type: none"> • Post synchronous activities each week for self-contained courses and specialized instruction provided outside of core instructional blocks. <ul style="list-style-type: none"> o Activities for core instructional classes can be those that are discussed by the collaborative learning teams (CLT), adapted

(asynchronous) per week.		<p>for the student, as appropriate.</p> <ul style="list-style-type: none"> ○ Activities for specialized instruction provided outside of core class may include using the online component of the specialized instruction program, such as Lexia; supplemental activities provided by specialized instruction programs; and or teacher created materials. <p>Note: Case managers are expected to connect with their students at least once every two weeks outside of scheduled classes. This may be during individual appointments set up during office hours.</p>
Related Services (e.g. Speech, OT, PT, Counseling, etc.)	The IEP team will determine the amount of related services based on the student’s instructional time and IEP goals. Related services may join synchronous learning sessions, provide small group or individual sessions, review and appraise work samples (e.g. videos, pictures), and/or provide coaching to the parent and teacher.	

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: Special Education Adapted Curriculum Sample Schedules to include Preschool, PAC, and Adapted Curriculum K-12

Examples of what the daily schedule may look like for special education students at all grade levels are available 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>.