

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, September 8, 7:00 - 9:00 p.m.

Summary of Business Conducted:

- New members received orientation materials and guidance.
- DSS presented to the ACSD to review: New FCPS responses for students paused, isolated or quarantined due to COVID; additional responses if that student is a student with a disability.
- A new Corresponding Secretary was elected, Lauren McCaughey.

Executive Committee:

Chair, Harry Henderson

Vice Chair, Joanne Walton -Excused Absence

Secretary, Ally Baldassari

Member Attendance: A quorum of ACSD voting members was confirmed by Secretary Ally Baldassari as 22/23 voting members in attendance. There are 33 positions on the ACSD; 10 currently vacant. The full record of members, vacancies, and attendance is appended.

Liaisons/FCPS Guests:

Mike Bloom, Director, Office of Special Education Instruction

Michelle Boyd, Assistant Superintendent, Department of Special Services

Deb Scott, Director, Intervention & Prevention

Dawn Schaefer, Acting Director of Special Education Procedural Support

Laura Jane Cohen, School Board Liaison - Springfield District

Dawn Clements, Assistant Ombudsman for Special Education

Mary Beth Harrison-Cunningham, Manager of the Parent Resource Center

The Business Meeting was preceded by an ACSD New Member Orientation, 5 PM - 6:45 PM.

- Welcome by Harry Henderson, Chair. Liaisons and members introduced themselves.
- “ACSD 101” Delivered by Mike Bloom, Director of Special Education Instruction and FCPS Liaison to the ACSD.
 - Powerpoint presentation shared from FCPS dated 9-8-21. Purpose of local SEACs, that they’re required by Virginia state code.
 - “ACSD Commitments” -Mr. Bloom listed member commitments outside state requirements; these were shared in past years by the chairs. Respect confidentiality, respect fellow member’s point of view, work collaboratively in subcommittees, don’t respond to public comment, email Chair Secretary in case of absence.

- The ACSD webpage was augmented and updated. It contains the purpose of the ACSD, the School Board Charge, Presentations, reports, Bylaws, how to make public comment, meeting dates and parking info, 2021-22 membership, resources, agendas, minutes.
- Noted the vacancies (9) - "Working to fill these vacancies."
- Noted he will put recording of meetings up on the public webpage
- Remember ACSD is open to FOIA; all info related to the ACSD is public information.
- Team Building Icebreaker conducted by Ally Baldassari, Secretary
- The four ACSD standing subcommittees that each ACSD member must join were explained by Ally Baldassari; brainstorming activity of questions/issues for subcommittees to address. The subcommittees are The School Board Charge, Policy and Regulations, Student Outcomes and Achievement, and Family Engagement and Community Outreach.
- Current Concerns/Unmet Needs Discussion - Chair withheld discussion due to time.

Business Meeting Agenda September 8, 2021:

1. Welcome and Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
Agenda was adopted with amendments to which executive committee member presented certain agenda items due the absence of Joanne Walton; June 10, 2021 minutes approved
3. Public Comment, Ally Baldassari, Secretary
 - a. Tom Goudreau - FCPS did not meet his expectations in bringing back special education students for in-person instruction in 2020-2021 or appropriately/systematically selecting students for recovery services.
 - b. Amanda Campbell - Believes students with communication disorders and other significant disabilities are not being addressed in the Early Access to Literacy Plan. Cat B teachers lack the resources that general education teachers receive to support their literacy instruction. Worried that because the new VAAP doesn't assess writing, students on the VAAP track may receive little or no writing instruction.
Both written testimonies are appended to the end of these minutes.
4. Attendance Report, Ally Baldassari, Secretary - As reported above.
5. School Board Liaison Update, Laura Jane Cohen, Springfield District
Thankful for the Committee; looking forward to the special education audit presentation.
6. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. Consultations at the PRC are by appointment only for COVID safety. Library use is welcome online or in-person.
 - b. New staff members: A new trilingual staff member; one military-connected.
 - c. Fall webinars can be found published on their social media and website.
 - d. Special education parent handbook is available at the PRC in several languages.

7. Department of Special Services (DSS) Updates, Dr. Michelle Boyd, Mike Bloom, Deb Scott, Dawn Schaefer
 - a. "DSS Updates to the ACSD 9/8/21" slide presentation shared by Mike Bloom-appended.
 - b. Dr. Boyd covered COVID related closures and protocols
 - i. Pause - Pause a student's access to in-person during contact tracing.
 - ii. Quarantine - Individual was identified as a close contact with someone with COVID 19. The individual is directed to stay away from others by the Health Department.
 - iii. Isolation - Keeps a sick or COVID+ individual away from others even in their own home. 14 days. NEW EXCEPTION: Fully vaccinated and asymptomatic students can be returned to school in a matter of hours.
 - iv. Communications to the community have recently changed. (Informing all students/staff of a case at their school.) Reportedly due to complaints of heightened stress by seeing daily notices, community notifications are now summarized and emailed in a Friday report. The up-to-date COVID dashboard is still available at all times on the FCPS website.
 - v. "ACSD is the first public body to see this draft." Dr. Boyd presented the draft of the FCPS response to students/teachers who are paused, isolated or quarantined, including special provisions for students on IEPs to ensure FAPE.
 1. If a student has to quarantine or isolate, but their class remains open, student has access by day 3 to limited live streaming (in elementary school, this is limited to the daily morning meeting and the focus lessons in Language Arts and math). Secondary students get introductory lessons and direct whole group instruction, except in settings such as PE and advisory periods.
 2. If a teacher is directed to quarantine or isolate, there will be a substitute teacher and the students' class remains open.
 3. If a class gets paused, the whole class would switch to synchronous instruction.
 4. Special education students in addition to the limited live streaming and asynchronous lessons in Schoology also get additional asynchronous and synchronous activities to make sure they make progress in IEP goals. Related service providers will provide their services to SWD remotely if the student is isolating/quarantined and well enough to participate in instruction.
 5. IEP teams must consider providing Homebound services for SWD with >10days absence. Progress towards IEP goals will be monitored.
 6. Dr. Boyd noted that special education classrooms with mask exemptions might mean a whole class is paused for one positive case.
 - c. Mike Bloom presented a slide of answers to community questions, acknowledging SEPTA for questions they had submitted from their members.

1. Elementary vs secondary: If a class is paused, the whole class will convert to synchronous learning -true for elementary and secondary. Though in secondary, students have multiple classes from different teachers, so a paused student may have an online synchronous class from their paused teacher/classroom, but for the rest of their classes they will access asynchronous activities/limited live streaming.
 2. Students are not required to test after exposure. Regardless of what the test would reveal, quarantine is 10 days. No negative test required to return. A return to school/return to work form must be completed and turned in to return. Sara Alert forms are the FCHD clearance letters, or provide a healthcare provider note.
 3. Mr. Bloom discussed staffing shortage in ESY and 2021-2022 school year. He reported that FCPS offered the largest number of summer programs of any division locally. He does foresee ESY staffing shortages to continue. Before the end of 2021, FCPS will start summer hiring. By March 2022 will post initial ESY info. ESY parent letters shall be public by June 1, 2022. Additionally, some staff may be offered extended contracts, so that ESY will be included in their contract.
 4. Mr Bloom presented a slide on digital content provided to students, and its accessibility. Imagine Learning and ST math vendors were contacted to find out how to make these materials accessible. Some accessibility features need to be piloted. Will dedicate a team to study accessibility issues with the vendors.
- d. Dawn Schaefer discussed the PSAP - Post-Secondary Advancement Plan. This regards students that due to the pandemic graduated (reached age 22 after 9/30/20) with an applied studies diploma, but could benefit from an extension. At first these students would not be offered an IEP or FAPE, but in a 8/27/21 Superintendent Memo, ESSR funds will be used and these students will be provided an IEP and FAPE. These are students at Davis and Pulley center primarily.
- e. Deb Scott discussed Social and Emotional Learning (SEL)
1. There is a SEL screener being rolled out this year supported by ESSER funds. Collecting first from K-2 to support skill development in the classroom.
 2. Actions in SEL: Morning meeting every ES, advisory in every secondary school, building relationships using CASEL's 3 signature practices (welcoming activity, engaging strategies, optimistic closure) - Responsive classroom; assess data to establish building level goal based on the universal needs of students; and finally access PD regarding researched-based social and emotional learning strategies to support the building level goals.
- f. Member questions/comments:
- Ms. McCaughey: Where are you in the hiring process for the Trauma-Informed Specialist and the Neurodiversity Specialist? Deb Scott thinks will hire the Trauma-Informed by Oct. 1st. Mr. Bloom says that the Neurodiversity Specialist is ongoing, no specifics.

Ms. Russell-Morris - How are we defining IEP goal advancement when they are getting live streaming and asynchronous? She also asked about the SEL questionnaire being adapted for special education students whose language acquisition prevents them from answering questions accurately.

Ms. Bouzit - ESY compensation for IAs and teachers during typical years wasn't enough to encourage the best staff to apply. Will the 1.5x compensation for ESY staff be continued next year? Are subs adequately trained for special needs students?

Ms. Campbell: Noted an inconsistency on slide 10, is it remote synchronous or asynchronous? Will extended contracts solve the pay schedule problem for ESY staff, where they felt they were paid very late? SEL screener accessibility: any thought given to surveying teachers and parents when students are unable to fully access the screener? Ms. Scott replied that the screener is just one data point.

Chair Harry Henderson: Reported that there have been discussions about the ACSD reviewing ESY plans, and the ACSD packaging recommendations regarding ESY.

Ms. Edgerton: Please update on staffing shortages. Mr. Bloom replied FCPS Human Resources will be attending national conferences, offering early hire contracts. There is a SLP conference in DC where they may obtain SLP hires. Cohort programs (GMU, VCU) get teachers provisionally licensed while coursework is ongoing. "Grow your own" program to get FCPS students and employees special education licensure.

Ms. Edgerton: Please report on the hiring process for a Director of Procedural Support. Dr. Boyd - Continuing to search; desiring a robust pool of applicants.

Ms. Hassan - How will students with disabilities access the streaming appropriately to keep on track with peers? - Dr. Boyd- alternate activities at home

8. Old Business & New Business

- a. Ally Baldassari represents the ACSD on the Early Access to Literacy Steering Committee; updated about requirement for daily phonics/phonemic awareness lessons K-2; 200 teachers trained this summer with 30 hours of Orton Gillingham.
- b. Harry Henderson's updates: Meeting with the department of elections; VA head of REVA is interested in working with us; FCPS redistricting is underway.

9. Elections - Lauren McCaughey was elected as Corresponding Secretary.

10. Member Time - Susan made the committee aware of the upcoming PoAC NoVA meeting with DSS staff, Monday 9/13/21.

11. Adjournment - 8:55PM

Member	Name	Organization/Representing	2021-09-08 Orientation	2021-09-08
Ally	Baldassari	SEPTA	V	V
Amanda	Campbell	Springfield District-Laura Jane Cohen	IP	IP
Ann Marie	Ward	Fairfax County Council of PTA	V	V
Brandis	Ruise	Disabilities Services Board	IP	IP
Brianne	Russell-Morris	PoAC-NoVA		V
Darcy	Acquavella	City of Fairfax School Board		V
Deane	Kiley	Preschool	NYA	NYA
Elizabeth	Zielinski	Assistive Technology	V	V
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA
Joanne	Walton	Faculty	E	E
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP
Linda	Mason	Higher Education		V
Lissy	John	Dranesville District-Elain Tholen		V
Liz	Brocato	Braddock District-Megan McLaughlin		V
Mary	Hackman	Providence District-Karl Frisch		V
Michael	Simon	Sully District-Stella Pekarsky	IP	IP
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP
Sandi	Dalhoff	Department of Neighborhood and Community Service		V
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V
Vivienne	Goldstein	Fairfax County Health Department	V	V
Zahraaa	Hassan	Student Representative	IP	IP
Vacant		Member at Large-Karen Keys Gamarra		
Vacant		Region 1-Douglas Tyson-Assistant Superintendent		
Vacant		Region 2-Fabio Zuluaga-Assistant Superintendent		
Vacant		Region 3-Nardos King-Assistant Superintendent		
Vacant		Region 5-Rebeca Baenig-Assistant Superintendent		
Vacant		League of Women Voters		
Vacant		Preschool		
Vacant		Transition Services		
V	Attended virtually			
IP	Attended in person			
E	Excused absence			
NYA	Not yet appointed; hadn't been appointed to this position at the time of the meeting			

Tom Goudreau statement to the ACSD 8 Sept 2021:

Good evening.

It is no understatement to say the past two years FCPS special education experience was an ordeal for my son, my family, his school and his teachers that none of us want to re-experience.

While neighboring counties in Virginia worked to teach students in-person, FCPS struggled.

- For instance, starting September 8, 2020, Prince William County Public Schools announced that about 1,800 special education students and English language learners would get at least some in-person instruction.
- Starting October 13, 2020, Loudoun County Public Schools were allowing up to two days a week of in-person instruction for about 850 students with special needs.
- Fauquier County provided face-to-face instruction to certain special education students based on the services required according to their IEPs despite being virtual through Dec 2020.
- And Stafford County similarly made exceptions to its virtual learning plan for students in special groups such as special education.

In contrast, FCPS last fall and winter essentially ignored IEPs requiring in-person instruction. When confronted with a Due Process complaint, FCPS would argue that they should be allowed to de facto implement anything they wanted due to COVID. FCPS repeatedly was willing to spend money to fight parents in court rather than provide an excellent education that meets individual needs.

The Policy and Regulations Subcommittee Report did recommend “a structured, county-wide process that reviews all students with disabilities for eligibility for recovery services.” The report stated that IEP teams should determine if recovery services were needed to address loss or lack of progress on IEP goals from April 14, 2020, through the end of the 2020-21 school year.

A guidance document for COVID-19 recovery services titled, *FCPS Guidance Document for IEP Teams for COVID Recovery Services*, was developed and the ACDS Report expected that it would be made available to parents.¹

Unfortunately my May 19, 2020 IEP team meeting did not include a discussion about such a document. Our IEP discussion about recovery services was simply summarized by FCPS staff as “my son didn’t need any”. They also proposed we agree to a potential virtual plan, if needed, that was not appropriate.

¹ All FCPS schools were provided training on a guidance document titled, *FCPS Guidance Document for IEP Teams for COVID Recovery Services*, that included possible data sources to use for assessing student’s eligibility for COVID-19 recovery services during Summer/Fall 2020. Recovery Services are designed to address student needs that developed as a result of the pandemic.

Tom Goudreau statement to the ACSD 8 Sept 2021:

The Advisory Committee for Students with Disabilities ANNUAL REPORT 2020-21 recommended writing policy to reduce denials of free appropriate public education (FAPE) and Section 504-required access that are particular to, and common among secondary school students. But that does not go far enough.

I understand that there is a special education comprehensive review being independently conducted by AIR and that it is a two-year review. That also does not go far enough.

What is really needed is an independent commission of parents, teachers, and administrators to prepare a full and complete account of the circumstances surrounding the FCPS Special Education failures and shortfalls of 2020 and 2021.

- It should summarize all the needed recovery services resulting from FCPS decisions.
- It should document all the public monies spent litigating against parents seeking their IEP services be provided as promised.
- It should also provide recommendations of how FCPS can avoid past mistakes and be prepared to support IEP commitments whenever FCPS decides to not provide regular school services.

FCPS should never again have students suffering social and emotional problems due to FCPS not delivering promised services.² Families should not have to spend thousands of dollars in private services to mitigate FCPS shortcomings.

² February 2021 Survey

Amanda Campbell

September 8, 2021 - Literacy and Students with Significant Disabilities

Good evening! My name is Amanda Campbell and I am commenting tonight as an individual, and not on behalf of any organization or representative. FCPS is in the process of a massive literacy curriculum overhaul. I fully support the shift to a focus on the science of reading, however, I am concerned that the unique needs of students with significant disabilities are not being addressed in this process. Specifically, the plan as communicated thus far does not include the needs of students whose disabilities severely impact their ability to communicate with oral language, and therefore this plan can not yet be considered equitable.

During the pandemic, I became aware of a resource entitled *Comprehensive Literacy for All: Teaching Students with Significant Disabilities to Read and Write* by Karen Erickson and David Koppenhaver. The methodology it lays out is very much in line with FCPS' shift to the science of reading. I **strongly** urge FCPS to purchase this resource for all Cat B teachers, as well as any teacher or related service provider who has students with severe communication disorders, regardless of their placement.

While I do not speak on behalf of SEPTA tonight, in my role with SEPTA I have listened to the struggles - from both families and teachers - regarding the lack of structured literacy support for Cat B classrooms. For example, while there is a **high incidence** reading matrix published online for teachers and families alike to access, there is **no low incidence** reading matrix available - publicly or otherwise - to parents or teachers. Cat B teachers lack the support of central-office-created materials that teachers in other placements receive - such as pacing guides, sample lessons, etc. and are often creating their materials from scratch each year.

Families are also frustrated to see that FCPS is still encouraging outdated techniques in these settings that are not supported by the current research. For example, see the Adapted Curriculum K-6 Summer Practice Guide (hold it up, to pgs 6 & 7). This is what's known as symbolated text. It is often what is presented to students using Augmentative & Alternative Communication (AAC) devices for literacy work. As Erickson and Koppenhaver state in their 2010 study, "research supports the idea [that] symbols are wonderfully supportive in face-to-face communication, but if you want to teach children to read and write, then you must use traditional orthography."¹ To demonstrate this idea, I would ask you to consider - if I cover the orthographic text, would you be able to read this symbolated text? I would not, and I am fairly fluent in the SymbolStix that are used in this example. It has been over a decade since this research came out, and yet symbolating text is still common practice across FCPS.

The change in the VAAP structure that goes into effect this year, makes providing *Comprehensive Literacy for All* even more important. The VAAP is no longer portfolio-based, but a computer test, and it will only assess math, reading, and science. There is concern about whether students taking the VAAP will continue to access writing instruction at all, now that it will not be assessed by the state. FCPS' support of the approach to literacy for students with significant disabilities in *Comprehensive Literacy for All* would signify a much-needed commitment to improving the reading and writing outcomes for students with significant disabilities. Thank you.

¹ Erickson, K.A., Hatch, P., & Clendon, S.A. (2010). Literacy, assistive technology and students with significant disabilities. *Focus on Exceptional Children*, 42, 1-16. doi:10.17161/fec.v42i5.6904



ACSD Department of Special Services Updates

September 8, 2021

AGENDA



COVID Related Closures and Protocols: Overview and Key Terminology

Pause

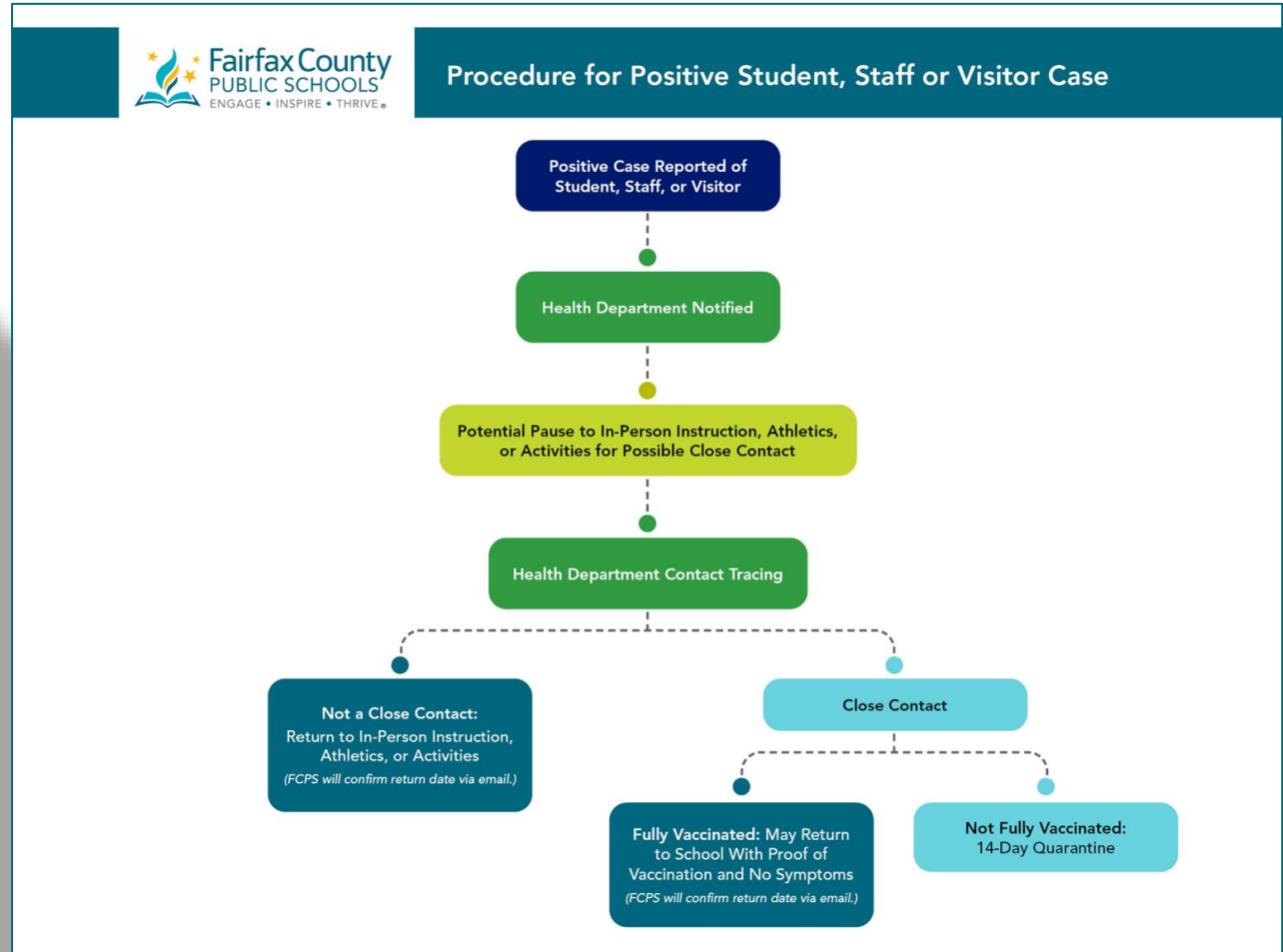
FCPS is directed by the local health department to pause a student's access to in-person instruction while contact tracing is implemented as a matter of public health

Quarantine

keeps someone who was in **close contact** with someone who has COVID-19 away from others (directed by local health officials)

Isolation

keeps someone who is **sick or tested positive for COVID-19** without symptoms away from others, even in their own home (directed by local health officials)

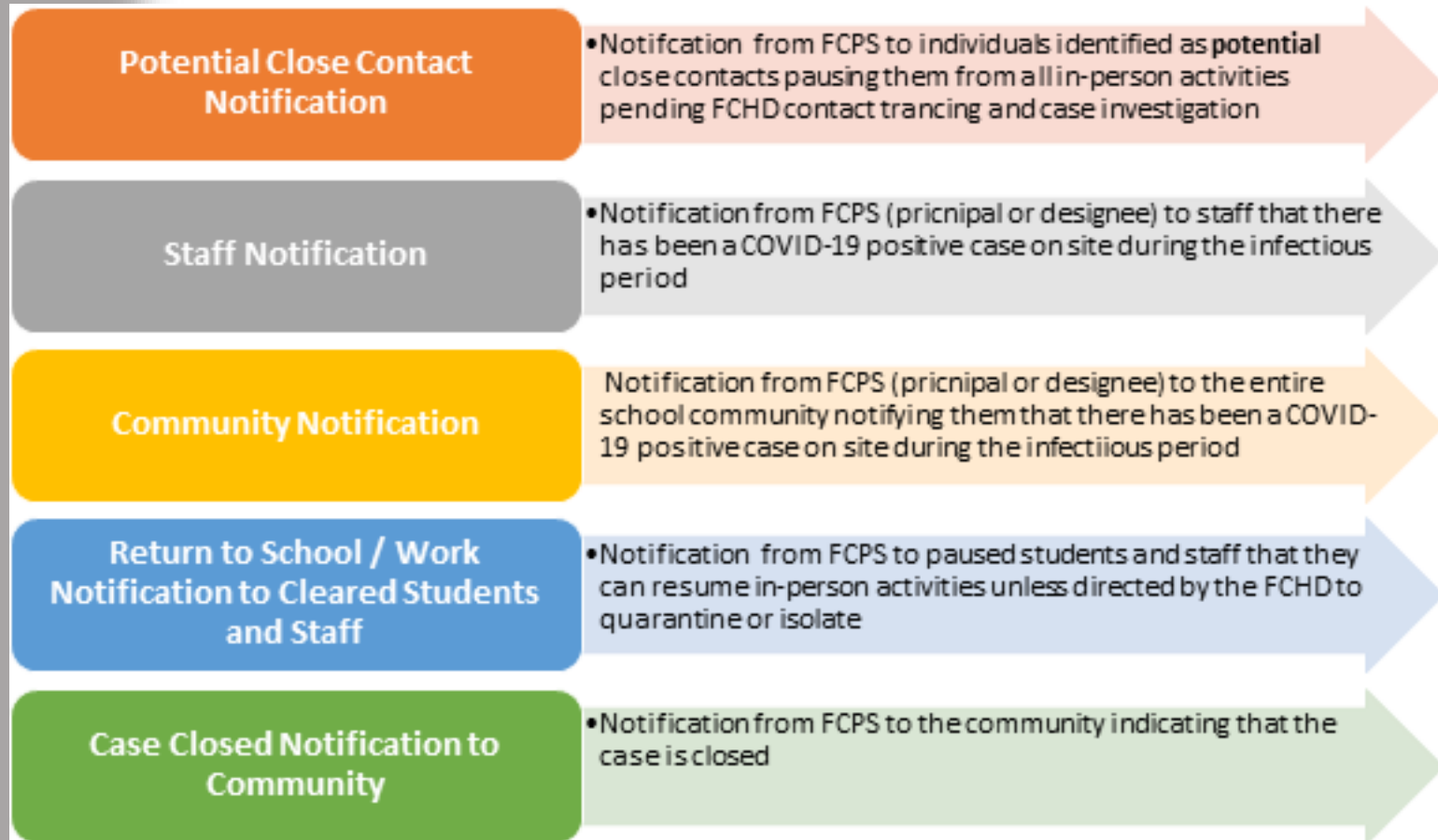


COVID-19 Communications

Q: Who will send COVID-19 positive case notifications to families?

A: FCPS sends a number of communications to stakeholders to ensure persons are aware of COVID-19 positive cases in their school / workplace.

FCPS COVID-19 Communications to Stakeholders



Close Contact Definition & K-12 Indoor Classroom Exception

Q: What is a close contact and when does the presence of a face mask impact whether an individual is considered a close contact?

Close Contact - Someone who was within 6 feet of an infected person (laboratory-confirmed or a clinically compatible illness) for a cumulative total of 15 minutes or more over a 24-hour period.

K-12 Classroom Close Contact Exception

- In the K–12 indoor classroom setting, the close contact definition excludes students who were within 3 to 6 feet of an infected student (laboratory-confirmed or a clinically compatible illness) if both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time.

What does this K-12 classroom exception language really mean?

- ONLY applies to students in grades K-12 (excludes PK); **AND**
- ONLY applies between students (does not apply if the positive case or potential exposure is an adult)

Note: When the K-12 Classroom Close Contact Exception does not apply, the presence of face masks does not influence whether someone is a potential close contact and the standard definition of close contact is to be used.

COVID-19 Contact Tracing and Case Investigation

Q: Is FCPS doing contact tracing for lunch exposure? How is this being ascertained? With secondary school students not having assigned seats and being able to eat inside or outside and no masking, how are FCPS and the Fairfax County Health Department (FCHD) ensuring effective contact tracing or preventative quarantining?

A: Yes, contact tracing process includes consideration of all in-school activities, including lunch and recess. The FCHD provides guidance to FCPS in order to identify potential close contacts.

If a COVID positive individual was on-site during their infectious period, the following individuals will be paused from in-person instruction/work until notified by FCPS that they can resume in-person activities. Persons subsequently directed by the FCHD to quarantine or isolate can resume in-person activities as directed by their health provider and are required to submit the Return to School or Return to Work Form.

- **Staff** who were within 6 feet or less of a **Staff Case** for a cumulative amount of 15 minutes or more within 24 hours
- **Staff** who were within 6 feet or less of a **Student Case** for a cumulative amount of 15 minutes or more within 24 hours
- **Students** who were within 6 feet or less of a **Staff Case** for a cumulative amount of 15 minutes or more within 24 hours
- **Students** wearing masks who were within 6 feet or less of a **Student case** outside the classroom setting for a cumulative amount of 15 minutes or more within 24 hours
- **Students** wearing masks who were within 3 feet or less of a **Student Case** in the classroom setting for a cumulative amount of 15 minutes or more within 24 hours

DRAFT

COVID-19 Pause, Quarantine, Isolation Response

In-Person Closure Type	Threshold to Initiate In-Person Closure	Student Support During Closure	Special Considerations for Students w/ Disabilities
Individual Student(s)	<p>Student(s) is directed by their health provider or local health department to quarantine or isolate; or FCPS is directed by the local health department to pause a student's access to in-person instruction while contact tracing is implemented as a matter of public health;</p> <p>AND</p> <p>The student's class school and class remain open for all other students</p>	<p>No later than Day 3 of a student's pause/quarantine/isolation period, schools will provide limited live streaming support to students as follows:</p> <ul style="list-style-type: none"> Elementary = live streaming access to observe daily morning meeting and the focus lesson in Language Arts and mathematics Secondary = live streaming access to introductory lessons and any direct/whole group lessons in all courses except when instruction occurs in a unique setting where streaming is not practicable (e.g., outside PE courses, advisory) <p>Additional class assignments will continue to be posted in Schoology course or Google classroom for asynchronous completion.</p> <p>Student/parent/guardian questions can be emailed to the teacher for response within 24-48 hours.</p> <p>Student Attendance¹</p>	<p>All Absences</p> <p>SWD will continue to receive FAPE through limited live streaming and asynchronous instruction³. Teachers will ensure instruction provided enables SWD to:</p> <ul style="list-style-type: none"> Make progress in the general curriculum and Advance appropriately toward attaining IEP goals <p>If students are well enough to participate, students will receive physical therapy, occupational therapy, and/or speech and language services outlined in their individualized education program (IEP) through synchronous sessions via teletherapy (parental consent required).</p> <p>Extended Absence</p> <p>(Greater than 10 Consecutive School Days)</p> <p>If a SWD is absent or expected to be absent more than 10 consecutive school days due to COVID-19 infection and the school remains open, then the IEP Team must:</p> <ul style="list-style-type: none"> Determine whether the child is available for instruction and could benefit from homebound services such as online or virtual instruction, instructional telephone calls, and other curriculum-based instructional activities, to the extent available. <p>If a child does not receive services during an extended absence, a school must make an individualized determination whether and to what extent compensatory services may be needed.</p>

Q: What is the plan for providing special education services when a **child**, teacher, or class needs to quarantine, isolate, or pause pending contact tracing?

Note: Information contained herein is subject to change based on updated local, state and/or federal guidance.

COVID-19 Pause, Quarantine, Isolation Response

In-Person Closure Type	Threshold to Initiate In-Person Closure	Student Support During Closure	Special Considerations for Students w/ Disabilities
Individual Teacher	<p>Teacher is directed by their health provider or local health department to quarantine or isolate; <u>or</u> FCPS is directed by the local health department to pause a teacher's access to in-person teaching while contact tracing is implemented as a matter of public health;</p> <p>AND</p> <p>The teacher's school and class remain open for students</p>	Schools will secure a substitute/alternate coverage for continuity of in-person instruction for the teacher's class(es).	Students receiving services from a physical therapist, occupational therapist, and/or speech-language pathologist, can access services via teletherapy model if the provider is able to participate and if parental consent for teletherapy has been provided. If the provider is unable to serve students while quarantined, make-up sessions will be provided.

Q: What is the plan for providing special education services when a child, **teacher**, or class needs to quarantine, isolate, or pause pending contact tracing?

Note: Information contained herein is subject to change based on updated local, state and/or federal guidance.

COVID-19 Pause, Quarantine, Isolation Response

In-Person Closure Type	Threshold to Initiate In-Person Closure	Student Support During Closure	Special Considerations for Students w/ Disabilities
Class	FCPS is directed by the local health department to temporarily close the entire class as a matter of public health to conduct contact tracing and case investigation, respond to an outbreak, or address other public health matters	<p>All students and staff in the impacted class will transition to virtual learning for that class (period for secondary students) until the class can reopen.</p> <p>During such time, secondary students in the impacted class will access work for their other classes via limited live streaming and asynchronous assignments made by their teacher(s). Assignments will be accessed through the Learning Management System (e.g., Schoology) or be available for pick up at the school.</p> <p>Student Attendance³</p>	<p>SWD will continue to receive FAPE through remote instruction (synchronous, asynchronous and limited live streaming) as provided for the general student population.</p> <p>Teachers will ensure remote instruction provided enables SWD to:</p> <ul style="list-style-type: none"> • Make progress in the general curriculum and • Advance appropriately toward attaining IEP goals

Q: What is the plan for providing special education services when a child, teacher, or **class** needs to quarantine, isolate, or pause pending contact tracing?

Note: Information contained herein is subject to change based on updated local, state and/or federal guidance.

COVID-19 Pause, Quarantine, Isolation Response

In-Person Closure Type	Threshold to Initiate In-Person Closure	Student Support During Closure	Special Considerations for Students w/ Disabilities
School	FCPS is directed by local or state health officials to temporarily close the school as a matter of public health to conduct contact tracing and case investigation, respond to an outbreak, or to address other public health matters	<p>All students and staff at the school will transition to remote learning to ensure continuity of learning until in-person instruction can resume.</p> <p>Student Attendance²</p>	<p>SWD will continue to receive FAPE through remote instruction as provided for the general student population.</p> <p>Teachers will ensure remote instruction provided enables SWD to:</p> <ul style="list-style-type: none"> • Make progress in the general curriculum and • Advance appropriately toward attaining IEP goals
Division	FCPS is directed by local or state health officials, or Executive Order to temporarily close the division as a matter of public health	<p>All students and staff will transition to virtual learning to ensure continuity of learning until in-person instruction can resume</p> <p>Student Attendance⁴</p>	

Q: What is the plan for providing special education services when a **school or division** needs to quarantine, isolate, or pause pending contact tracing?

Note: Information contained herein is subject to change based on updated local, state and/or federal guidance.

Remote Instruction During COVID Related Closures

Q: How does FCPS plan to be in compliance with the new VDOE guidance from the Superintendent's Memo on August 18, 2021?

Specifically relating to quarantining students on page 3 of the memo: **“In cases of quarantine, a student who is not ill and is able to participate in remote instruction should be offered meaningful opportunities to do so.** Students should be counted as present or absent per that division's policy on attendance tracking and monitoring for any remote learning day. If a division does not offer remote learning to a quarantined student the student should be counted as absent. This circumstance should be extremely rare, as **divisions should be prepared to support students who are healthy enough to participate in remote learning during quarantine.** It should be noted that **school divisions must ensure that students with disabilities are offered a free and appropriate public education in accordance with federal and state regulations and guidance.”**

A: Remote instruction: Remote instruction includes both asynchronous and synchronous instruction.

No later than Day 3 of a student's pause/quarantine/isolation period, schools will provide limited live streaming support to students as follows:

- **Elementary = live streaming access to observe daily morning meeting and the focus lesson in Language Arts and mathematics**
- **Secondary = live streaming access to introductory lessons and any direct/whole group lessons in all courses except when instruction occurs in a unique setting where streaming is not practicable (e.g., outside PE courses, advisory)**

Additional class assignments will continue to be posted in Schoology course or Google classroom for asynchronous completion. Student/parent/guardian questions can be emailed to the teacher for response within 24-48 hours.

FCPS will ensure that students with disabilities participating in remote instruction are able to:

- **Make progress in the general curriculum; and**
- **Advance appropriately toward attaining IEP goals**

COVID-19 Questions

Q: Is exposure in elementary schools being handled differently than for secondary schools?

A. Guidance for determining potential close contacts to COVID exposure is the same at all levels, based on the CDC [K-12 Indoor Classroom Exception](#). When identified as a potential close contact, individual students will complete asynchronous assignments made by their teacher(s). Assignments will be accessed through the Learning Management System (e.g. Schoology) or be available for pick up at the school.

In the event that an entire class is directed by the FCHD to temporarily close, all students and staff in the impacted class will transition to synchronous virtual learning for that class (period for secondary students) until the class can reopen.

During such time, secondary students in the impacted class would access work for their other classes via asynchronous assignments made by their teacher(s).

Assignments will be accessed through the Learning Management System (e.g. Schoology) or be available for pick up at the school.

Q: When must students test after exposure and how long must they quarantine after exposure?

A: Students are not required to test following exposure to a COVID positive case.

- The FCHD recommends testing 3-5 days after exposure to get a COVID-19 positive individual.
- FCHD uses a 14-day quarantine period for persons identified as close contacts. Even if the student receives a negative test result, quarantine is not shortened. The student will not be able to access in-person instruction until the quarantine is completed.
 - The Fairfax County Health Department (FCHD), like the CDC and the Virginia Department of Health, continue to recommend a 14-day quarantine period after the last close contact to a person with COVID-19 as the safest and preferred length of quarantine

Local public health authorities determine and establish the quarantine options for their jurisdictions. [CDC](#) currently recommends a quarantine period of 14 days.

COVID-19 Questions

Q: How long are those who test positive required to isolate? Is a negative test required prior to returning to school?

A: Only the FCHD, or a medical provider, may provide direction regarding isolation. A COVID-19 positive case is typically directed to isolate for 10 days. A negative test is not required to return to in-person learning. The Return to School Form / Return to Work Form must be completed before a student may return to in-person learning. Copies of FCHD clearance letters (Sara Alert forms) or a healthcare provider note are accepted.

Q: Who will be responsible for sending out notices to students and families? Parents need to better understand what exactly those notices mean for their children and what follow-up action is required. Is there a central phone number and/or email address for parents to contact when they have questions about procedures they must follow.

A: The school (principal or designee) disseminates COVID notifications to stakeholders. Both FCHD and FCPS provide resources regarding COVID-19 to support understanding of the disease and the contact tracing process.

FCHD Information and Resources

- [FCHD COVID-19 Website](#)
- Questions about COVID-19 can be addressed by the FCHD at 703-267-3511 (9am to 7pm weekdays and 9:30-5pm on weekends). The FCHD contact information is included in Potential Close Contact Notification, Staff Notification, and Community Notification.
- Families may also email ffxcovid@fairfaxcounty.gov (monitored 8am to 6pm weekdays).

FCPS Information and Resources

Information regarding FCPS COVID-19 procedures are available on the [FCPS Health and Safety Guidance Document](#) located on the FCPS webpage.

COVID-19 Questions

Q: Will there be separate quarantine rooms in the schools for students who may have Covid, or are all kids that need medicine going to be subjected to potential COVID kids in the clinic? Many of our students with disabilities take medication during the school day.

A: Students who present with COVID-like illnesses (CLI) are sent to the CARE Room. The CARE Room is a separate room to assess students who present with COVID-like symptoms. Students who do not have CLI are supported in the Health Room.



Additional Updates

COVID-19

Mask Refusals

Vaccination Clinics

Impact on Extracurricular Activities

Special Education

Recovery Services

Training Updates / Restraint & Seclusion

Neurodiversity and Trauma Informed Specialists

Special Education Vacancies / Director of Procedural Support

Special Education Review



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