

Department of Special Services (DSS) Program Profiles 2022-2023

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Adapted Physical Education Services

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Date: 2022-2023

Program Overview

According to the Virginia Administrative Code, the regulations establishing standards for accrediting public schools in Virginia (8VAC20-131-80, 8VAC20-131-90, 8VAC20-131-100) requires all students in grades K-10 to participate in the FCPS Health and Physical Education Program of Studies (POS). Federal law mandates that physical education services, specially designed, if necessary, must be made available to every student receiving a free and appropriate public education. Further, federal law defines physical education as a special education service and includes adapted physical education (IDEA Sec. 300.39). The purpose of adapted physical education (APE) services is to provide specially designed instruction to students with disabilities where their disability adversely affects their educational performance; significantly impacting their progress towards age and grade level curricular standards.

Details

APE uses a multidisciplinary approach to ensure the implementation of the of specially designed instruction aligned to the Virginia State physical education grade level standards. The specially designed instruction, accommodations, supports, and services are discussed and determined by the individualized education program's (IEP) team. The goal is for students to become lifelong active and healthy members in their community with maximum independence. The benefits of physical activity have been well documented through years of research. According to the CDC, research shows that physical activity can help improve academic achievement as evidenced in improved grades and standardized test scores. Research suggests that physical activity positively impacts cognitive skills, attitudes, and classroom behavior, which increase concentration and attention spans leading to better academic performance. These include enhanced concentration and attention as well as improved classroom behavior. In some cases, physical activity is even more important for the student with a disability if they are to attain or maintain motor function and the related health benefits. Students with disabilities often need to develop or improve adaptive behaviors to enhance their ability to participate safely and successfully in physical education. Students who require APE services receive specially designed instruction and intervention to progress in the curriculum and work towards the same overall goals as their nondisabled peers. A student's need for APE services may vary over the course of their educational career, especially due to changes in curricular demands and student performance.

APE positions are centrally budgeted and allocated to schools via a combination of direct and itinerant staffing. Most elementary schools receive the support of an itinerant APE teacher, aside from Lane elementary school and Marshall Road elementary school who have at least 20 students receiving APE services. These two schools are provided

a .2 position for each 20 students or fraction thereof. Middle and high schools are provided 0.17 position for every nine students or a fraction thereof who receive APE services in a special education setting. APE itinerant teachers are staffed at middle and high schools to provide APE services to students in the general education setting. Key and Kilmer Centers receive direct staffing based on needs. As a result, APE consists of 51 non-school based APE itinerant teachers with a 1.0 allocation and 61 school-based APE teachers splitting an allocation of 18.83 for a total of 69.83 APE positions.

Assessments

APE instruction and services are defined and mandated by the Individuals with Disabilities Education Act (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia (January 2010), (8VAC20-81-10, 8VAC20-81-30). A request for evaluation is made and services are provided through the Individualized Education Program (IEP) process. Instructional accommodations, supports and services are data-based decisions resulting from an IEP team discussion. Placement of service range along a continuum from the general education setting to a special education (self-contained) learning environment. The evaluations use multi-confirming data to guide an IEP team's discussion and decision for APE services. This consists of a review of records, observation, consultation, standardized assessment, and informal data. The APE program uses age-appropriate standardized tools such as: the developmental assessment of young children (DAYC) for students ages 3 – 5, the test of gross motor development-3 (TGMD-3) for students ages 6 – 10, and the Apache motor skills assessment test (AMSAT) for students ages 11 – 19.

Approved Instructional Materials

This program provides developmentally appropriate physical education by adapting or modifying the FCPS POS for health and physical education to meet the individualized needs of students with disabilities. The APE program utilizes the instructional materials provided to the general physical education teachers and when appropriate specialized equipment. Some of the equipment consists of assistive technology, adapted bicycles, ramps, and adapted balls. Each APE itinerant teacher has been provided access to picture symbol software in order to incorporate more visual supports and enhance communication. Secondary transition programming starts around the age of 14. The APE program has developed a guide for teachers of secondary students that promotes the person-centered approach and prescribes an IEP focused on lifelong community engagement with maximum independence. All FCPS general and adapted physical education teachers have access to adapted physical education resources through the APE Schoology Group.

Current and Future Areas of Focus

As of October 2022, 2,753 students in FCPS received APE services in a variety of physical education settings. This program provides developmentally appropriate physical education by adapting or modifying the FCPS POS for health and physical

education to meet the individualized needs of students with disabilities. FCPS POS has been redesigned to align to Virginia's 2022 updated physical education standards of learning (SOL). Per the updated physical education SOL's, "in an increasingly sedentary world, schools provide the best opportunity for a population-based approach to enhance the physical, mental, and social development of every child." The Centers for Disease Control and Prevention (CDC) continues to promote obesity prevention strategies and suggests schools help students develop the knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life.

The APE program will engage in professional development opportunities and partner with local, state, and national organizations to provide the current trends; maintain a high quality of instructional practice; and addresses the specific needs of the students and community. The program will continue in the pursuit to instill healthy habits for life.

Data Narrative

Data analysis reveals a profile of high needs for APE for students with a primary disability of autism or intellectual disability. The program is committed to building the capacity of the APE teachers. It sent two teachers to the Society of Health and Physical Education (SHAPE) America National Conference in April 2022 and ten teachers to the Virginia State Association for Health, Physical Education, Recreation and Dance (VAHPERD) convention in November 2022. Each APE itinerant teacher has been provided access and training to use visual support software. This promotes the use of picture communication symbols, visual schedule boards, content breakdown, reinforcement boards and motivating games. The APE program has implemented various methods to enhance collaboration among the APE teachers such as requiring peer observations, peer reviewing of evaluations, google collaboration meetings, and the Voxer app (private instant messaging).

Applied Behavior Analysis Program

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Date: 2022-2023

Program Overview

The preschool, elementary, and secondary Applied Behavior Analysis (ABA) program has a primary objective of preparing students with autism and related disabilities to function as independently as possible in a variety of settings through the use of the principles of Applied Behavior Analysis (ABA). Applied Behavior Analysis, including Skinner's analysis of Verbal behavior, is utilized as the fundamental approach to address behavioral challenges and teach new skills. ABA is a research-based intervention that has been demonstrated to be effective for children with autism and related disorders (Cooper, Heron, and Heward, 2019; Autism Center for Excellence, 2013; Rogers and Vismara, 2008; United States Surgeon General, 1999; New York State Department of Health, 1999). This instructional approach emphasizes the importance of looking at the A-B-C's (antecedents, behaviors, and consequences) of behaviors, teaching new behaviors, and developing systematic instructional plans to teach new skills. Skills are broken down into small units through task analysis. New skills are taught through the systematic use of ABA techniques such as reinforcement, shaping, prompting, fading, chaining, extinction, and discrimination (Goldstein, 2002; Odom et al., 2003, and McConnell, 2002; American Psychiatric Association, 2000). Data collection and analysis is an important component of an ABA instructional program. Data is used to measure progress on the acquisition of new skills and behaviors and to analyze the success of individualized strategies used for instruction.

Program staff members provide direct coaching support to classroom instructional personnel and provide professional development events that focus on teaching technique, classroom management, behavior strategies, and communication skills. Research supports a coaching and professional development model that includes components consisting of didactic, performance feedback, rehearsal, and direct coaching. This model produces rapid and sustainable improvements in teacher's implementation of ABA. (Cullen, 1988; Delamater, et al., 1984; Demchak et al., 1992; Fielding, et al., 1971; Fleming, et al., 1996; Gladstone & Spencer, 1979; Greene, et al., 1978; Harchik, et al., 1989); Johnoson & Fawcett, 1994; Krumhus & Malott, 1980; Matson, 1990; Neef et al., 1986; Parsons & Reid, 1995; Parsons, et al., 1996; Reid & Green, 1990; Richman, et al., 1988; Sepler & Meyers, 1978; Sarakoff and Sturme, 2004; Touchette & Howard, 1984). In addition, teachers who learned to generalize these skills were able to improve learning outcomes across a variety of student academic and behavioral profiles. (Koegel, Russo, and Rincover, 1977).

Details

PreK-12 ABA coaching staff provides ongoing training and direct support to school staff to enhance the delivery of services using ABA methodologies in 80 preschool, 158

elementary, and 213 secondary classrooms in 153 schools. This includes the development and implementation of individualized instructional curricula and behavioral programs, resulting in improved student outcomes. ABA coaches support services through an embedded coaching and training model that includes both central and school-based professional development.

Services for all students in the program are delivered, consistent with students' individualized education programs (IEP), through a continuum of placement options that include schools, autism programs and center sites. The enhanced autism classes at the elementary level are a part of the continuum of available services for eligible students. Instruction is based on the individual needs of students and services range from support in the general education settings, to specialized instruction in small, self-contained special education classes in neighborhood schools.

Assessments

Preschool Autism Classes (PAC) are available for preschool-aged students with autism who are found eligible for services and have an IEP that outlines a requirement for specialized instruction using applied behavior analysis. The following features differentiate services provided in the PAC program:

- Instruction using ABA and Verbal Behavior (VB) principles
- Specially trained instructional and support staff
- Full day classes
- Low student to staff ratio

The Preschool Program of Studies used as the curriculum in PAC. Additionally, the following instruction is included in social skills, imitation, behavior, language, motor, self-help, play, pre-academics.

Also included in the program are;

- Uniform data collection system
- Regularly scheduled support from an ABA Coach
- Fall and spring assessment (VB-MAPP)

Eligible students with autism at the elementary level may participate in Enhanced Autism classes if they require ABA because of their complex instructional, language and behavioral profile. The instructional program for students in the enhanced autism classes is guided by the general education curriculum with an additional focus on behavior management, communication, social skills, and life skill development. Teachers provide academic instruction that is individualized based upon students' current level of performance and rate of learning.

The following additional features differentiate services in the enhanced autism classes:

- Instruction using ABA and Verbal Behavior (VB) principles
- Specially trained instructional and support staff

- Low student to staff ratio
- Students may access general or adapted curriculum
- Uniform data collection system
- Regularly scheduled support from an ABA Coach

Principles and strategies of ABA are also applied to the instruction of students with Autism and other low incidence disabilities at the secondary (middle and high school) level.

Training and Professional Development: The PreK-12 Applied Behavior Analysis program targets the professional development and direct support needed for the implementation of ABA and VB instructional techniques. Training opportunities are offered throughout the year to teachers, instructional assistants, school administrators and parents.

Core training for all instructional staff includes:

- ABA Fundamentals
- Verbal Behavior Fundamentals
- ABA Beginning Hands-on Training (week-long, usually in the summer).

Advanced training opportunities were available for instructional staff this year on the topics of communication, proactive and reactive behavior strategies, writing IEP goals, data collection, teaching social skills, and developing replacement behaviors.

During the school year, the ABA staff conducted trainings at the school and central level. 4062 staff were trained in ABA Best Practices, Verbal Behavior and Verbal Behavior Part 2. 20 staff were trained in VB Mapp and 9 staff were trained in Essential for Living. For the two staff development days 525 staff were trained in 5 areas: for Assessment of Functional Living Skills 9 staff; Excellence in the Classroom 133; for Maximizing Relationships 146; for Keeping it Together-Self Regulation 104 and for Learning to Communicate When it Matters the Most 133. 173 new and veteran staff were trained over 5 months in 6 different PAC areas depending on their years of service. 23 PAC staff were trained over the summer in our PAC Hands On Training. The total of staff trained centrally during the year was 2974. This data does not include the embedded on-the-job training the ABA coaches provided weekly to staff members on their caseload or school based data tailored to specific school programs.

Training for school and support administrators have included professional development in understanding Applied Behavior Analysis (ABA) in the classroom.

The ABA team continues to provide parent training to the community. Parent/Guardian topics include:

- Managing Behaviors at Home
- Teaching Independence in the Home and Community
- Programming for Generalization in the Home and Community

- Successful Toilet Training Developing age-appropriate social skills
- Supporting the transition to Middle School
- Home and school collaboration.

Additionally, the ABA team has added an additional component of parent videos. These are short training videos parents/guardians can access anywhere and support many topics they have ask for training in.

Approved Instructional Materials

A variety of instructional materials are available for students who are accessing an adapted curriculum. Students may access specialized reading and math programs.

Reading Programs:

- Reading Mastery
- Corrective Reading Comprehension
- Corrective Reading Decoding
- Early Literacy Skills Builder (elementary)
- Early Literacy Skills Builder for Older Students (secondary)
- Early Reading Skills Builder (ERSB)
- Language for Learning (elementary)
- PCI Reading Program
- Pathways to Literacy (elementary)

Mathematics Programs:

- Access Algebra (secondary)
- Connecting Math Concepts
- Early Numeracy Curriculum (elementary)
- Hands-On Math (supplemental)
- Math Skills Builder (secondary and supplemental)
- Teaching to Standards: Math (secondary)

Current and Future Areas of Focus:

- Continue to improve quality and variety of ABA trainings and support to schools by offering more advanced technical training topics.
- Forge partnerships with a variety of agencies and community organizations outside Fairfax County Public Schools to expand network, sharing of information and accessibility for parents.
- Integrate technology and web-based modules into professional development training.

The ABA team supports improved outcomes for students by working collaboratively with other DSS staff members to provide direct and indirect coaching support, and professional development.

Assessment

Contact: Ellen Agosta

Date: 2022-2023

The Assessment program is overseen by the ESY and Assessment team in the Office of Special Education Instruction. The ESY and Assessment team consists of a program manager and three educational specialists. This team helps school teams understand the assessment options available to student with disabilities. The ESY and Assessment team also collaborates with multiple offices, centrally, to help ensure that the school system is implementing the assessment, accommodation, and diploma options for students with disabilities as outlined by State regulations.

Program Overview

The Individuals with Disabilities Education Improvement Act of 2004 (IDEIA 2004) and Virginia regulations require that all students with disabilities participate in the state accountability system. More specifically, students with disabilities are expected to participate in all content area assessments that are available to students without disabilities. ([Guidelines for Assessment Participation,](#))

The Virginia Department of Education (VDOE) has established criteria for individualized education program (IEP) teams and 504 knowledgeable committees to consider when making decisions about a student's participation in either the SOL or VAAP assessment. These criteria are documented within the Fairfax County Public Schools (FCPS) IEP or the 504 Plan. School teams use the [VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities](#) to determine if a student meets the criteria of a student with a significant cognitive disability to participate in the VAAP assessment. The total number of students participating in the VAAP should not exceed 1% of the total Fall Membership for tested grades in the areas of Mathematics, English/Reading, and Science which is used in the Federal Accountability System.

Details

There are currently over 28,803 students in FCPS who receive special education services. Students with disabilities in grade 3-8 and tested courses in high school participate in the state assessment program. Assessments in the state assessment program are administered at every school within the school system.

Elementary and Middle School

Students at the elementary and middle school levels participate in SOL assessments in grades 3-8. Students with disabilities may take these multiple-choice tests with any required testing accommodations documented on the student's IEP or 504 Plan. Dually identified students are students with disabilities who are also English Learners. Dually identified students may utilize appropriate limited English proficiency (LEP) accommodations for any SOL in addition to required special education accommodations. Assessment decisions for dually identified students are determined by the IEP team or 504 knowledgeable committee in collaboration with the ESOL teacher.

High School

Students in high school participate in end-of-course Standards of Learning (EOC-SOL) tests to demonstrate their understanding of the concepts taught in selected courses, and to verify credit for completion of diploma requirements. Students with disabilities may take these multiple-choice tests with any required test accommodations as documented on their IEP or 504 Plan.

A knowledgeable IEP team or 504 committee must determine a student's eligibility for credit accommodations.

Assessments

Students with disabilities can participate in the Standards of Learning (SOL) tests with or without accommodations. Students must meet specific criteria to participate in the Virginia Alternate Assessment Program (VAAP). All decisions regarding assessment(s) the student will take are made by the IEP team on an annual basis. To determine whether a student should participate in assessments and requires accommodations, the student's IEP team must review:

- Student learning characteristics,
- Evidence of performance on assessments using multiple-choice and other formats, and
- Any other data presented to determine if the student meets the criteria to participate with accommodations.

IEP teams are advised to clearly consider the student's performance profile in each subject area to be assessed. Each subject area must be considered separately to determine accommodations or test format. The VDOE has established strict criteria for the use of certain reading and math accommodations. The IEP team or 504 committee must keep copies of the data reviewed and considered when determining if these reading and math accommodations are appropriate for a student.

States are required to assess all students, including students with significant cognitive disabilities. In Virginia, the alternate assessment VAAP, assesses students with significant cognitive disabilities on what they have learned from the Virginia Essentialized Standards of Learning (VESOL). The VESOL are content standards of learning that have been reduced in depth, breadth, and complexity to be more appropriate for students with significant cognitive disabilities. The VAAP is a multiple-choice assessment in reading, mathematics, and science and is administered in an online and/or paper format. History/social science and writing are assessed with a performance assessment in a portfolio format and are scored by school teams using a scoring rubric. Only students with significant cognitive disabilities may participate in the VAAP. IEP teams must review the nature and severity of the student's disability, adaptive behavior skills, and student learning characteristics when determining whether the VAAP is the appropriate assessment for the student ([VAAP Participation Criteria and the Determination of Significant Cognitive Disabilities](#)). For the federal accountability system, no more than one percent of a district's population assessed and receiving a passing score each year may come from this alternate assessment. In FCPS, students with significant cognitive

disabilities who are receiving instruction based on the VESOL participate in the VAAP in grades 3-8, 10, and 11. Students being instructed in the VESOL and assessed with the VAAP will earn an Applied Studies Diploma. The VAAP cannot be used as verified credit for any other diploma option.

Diploma Options

State guidelines prescribe the number of standard and verified credits required for graduation for students entering a Virginia public high school for the first time during the tenth grade or after. A standard credit is earned when a student passes a course. A verified credit is earned when a student passes a course and either the associated end-of-course SOL test or an authentic performance assessment in the areas of history and social sciences and English (writing). In some cases, students may use substitute tests, certifications, or the appeal process to earn verified credits. Eligible students with disabilities can use credit accommodations to earn a Standard Diploma. Eligible students with disabilities who meet the criteria may also use the Special Permission Locally Awarded Verified Credit-Accommodation to earn a standard diploma. Students with disabilities who complete the requirements for his/her IEP and do not meet the requirements for other diplomas shall be awarded an Applied Studies Diploma. Access additional information on the Applied Studies Diploma on [Virginia's Department of Education](#) website.

Approved Instructional Materials

The Office of Special Education Instruction (OSEI) collaborates with content specialists from the [Instructional Services Department](#) (ISD) and specialists from the [Office of Assessment and Reporting](#) to provide training and support to teachers whose students are participating in the SOL and VAAP. This ongoing professional development is designed to:

- integrate best practices in differentiated instruction and assessment,
- enhance teacher understanding of all elements of each SOL and VESOL, and
- support teachers instructional process for teaching the VESOL.

Some trainings are co-presented by staff from OSEI and ISD in a conscious effort to model collaboration between general and special education teachers when planning for instruction and assessment to enhance learning for all students. Online resources are developed by cross-office teams. Currently available resources include:

- online courses,
- asynchronous presentations,
- all required forms and state documents, and
- resources to increase efficiency for instructing the VESOL.

SOL assessments test students on the same standards of learning that are included in the SOL test blueprint for each grade level. Test blueprints can be found at: http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml. Teachers are expected to follow the FCPS Program of Studies as they work with students to prepare them for these assessments. The VAAP assesses students on the Virginia Essentialized

Standards of Learning (VESOL). VAAP Test Blueprints can be found at: https://www.doe.virginia.gov/testing/alternative_assessments/vaap_va_alt_assessment_prog/index.shtml. Teachers with students participating in all assessment options use the instructional and supplementary materials approved and provided by FCPS. Additional instructional resources can be found at the T/TAC website: <http://ttaonline.org/vaap>.

Current and Future Areas of Focus

The Assessment section of OSEI works to keep FCPS staff updated on the State assessment options for students with disabilities, including: criteria, specifics regarding the assessments, process for how an IEP team will identify which assessment is the most appropriate, and the impact of assessment decisions on the student's future options. The areas of focus for the 2022-2023 school year are:

- Continued collaboration with the Office of Assessment and Reporting and the Instructional Services Department: PreK-12 Instructional team as well as the Office of ESOL Services in the development of performance-based assessments.
- Continued collaboration with other sections of the Department of Special Services, especially the Office of Special Education Instruction (PreK-12 Special Education Instruction and Adapted Curriculum teams) and the Office of Special Education Procedural Support (Due Process, SEA-STARS, and Procedural Support Liaison teams).
- Continued partnership with the Adapted Curriculum Team to:
 - assist teachers in understanding the changes to the VAAP assessment and the expectations around VESOL-based instruction.
 - assist teachers in task analyzing the grade-level VESOL.
 - support administrators, lead teachers, and School Test Coordinators (STC) in understanding the expectations of VESOL-based instruction and the multiple-choice assessment administered in an online or paper format.
 - support the development of performance-based assessments.
- Collaboration with the Office of School Counseling and the Office of Assessment and Reporting on diploma options and credit accommodations.
- Assist teachers and parents in understanding the assessment options for students with disabilities and the impact on diploma options.
- Review assessment, graduation, and participation data and communicate findings with appropriate central office staff and school administration.

Changes continue to occur within Virginia's assessment system for students with disabilities. The Assessment section will strive to remain as current as possible on both changes and work closely with the Office of Assessment and Reporting in communicating necessary information to schools and to educate IEP teams to include multi-agency schools. The assessment section of OSEI will provide on-site and virtual support in an efficient and effective manner to ensure both school teams and parents understand how students can access state assessment options.

Goal #1

During the 2022-23 school year, the ESY and Assessment team in collaboration with other offices within Office of Special Education Instruction will develop trainings, resources, and provide support to school staff around the instruction of the Virginia Essentialized Standards of Learning (VESOL) and the VAAP assessment. Data sources will include number of trainings, participant attendance, office hours, resources developed for reading, mathematics, and science, and collaborative visits to support school staff.

Goal #2

During the 2022-23 school year, in collaboration the Office of Special Education Instruction (OSEI), Office of Assessment & Reporting (OAR), Office of Special Education Procedural Supports (OSEPS), and Office of ESOL Services, the ESY and Assessment team will develop training, resources, and provide support to school staff around the areas of SOL testing accommodations, Diploma Options, and the Special Permissions Locally Awarded Verified Credit - Accommodation. Data sources will include the number of training sessions, office hours, resources developed, and collaborative visits to support school staff.

Data Narrative

Goal #1

By September 2022, the division's projected VAAP participation rate by content areas will not exceed 1% of the total Fall Membership for tested grades in the areas of Mathematics, English Reading, and Science.

VAAP participation during the 2021-2022 school year decreased slightly with participation percentage rate for Mathematics .64%, English Reading .64%, and Science .66%. (The 2020-2021 school year, participation percentage rate for Mathematics was .67%, English Reading .67%, and Science .71%.) Additionally, the number of students identified by Virginia Department of Education for school year 2021-22 as questionable was down to 17 students a decrease from 45 students previously.

Goal #2

During the 2021-2022 school year, the ESY and Assessment team in collaboration with the Adapted Curriculum team will develop trainings, resources, and provide support to school staff around the instruction of the Virginia Essentialized Standards of Learning (VESOL) in support of the new multiple-choice format of the VAAP assessment. Data sources will include number of trainings, participant attendance, office hours, resources developed for reading, mathematics, and science, and collaborative visits to support school staff.

The ESY and Assessment team in collaboration with the Adapted Curriculum team provided a total of 9 trainings to 1,080 participants on instruction of the VESOL, created twelve resources to support understanding and instruction of the VESOL. Resources included reading, math, and science crosswalks, pacing guides, student assessment plans, and testing conditions and accommodations document. The team conducted

twelve one-hour office hour sessions and provided 122 collaborative visits to support school staff.

Assistive Technology Services

Contact: Jeff Sisk, jsisk@fcps.edu

Date: 2022-2023

Program Overview

The Assistive Technology Services (ATS) section, Office of Special Education Instruction, Department of Special Services provides direct and indirect assistive technology (AT) support to approximately 26,000 students with disabilities attending Fairfax County Public Schools. For many of these students, AT allows them to meet appropriate educational goals outlined in the Program of Studies and the Standards of Learning in the least restrictive environment. Tools provided for these students can range from software for writing and reading support to specialized Augmentative and Alternative Communication (AAC) devices for students who are nonverbal.

The need to provide assistive technology support for FCPS students with disabilities is mandated by the Individuals with Disabilities Education Act of 2004. IDEA includes a requirement for IEP teams to formally consider whether a child requires assistive technology devices and services. Assistive technology is defined as “any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve functional capabilities of individuals with disabilities” IDEA (2004). The specific needs of an individual will determine what AT, if any, is appropriate. The law also indicates that the decision regarding whether a specific student requires AT or not should be made by a knowledgeable person or persons. Fairfax County Public Schools has identified the Assistive Technology Services (ATS) section of the Office of Special Education Instruction as a knowledgeable AT body who can support schools in determining the AT that a student might require.

Details

Assistive Technology Services administration is based out of Instructional Program Support Center (IPSC). There is an AT training location at Leis Center. Assistive Technology Coaches have offices at Leis Center, Virginia Hills Center and Bull Run Elementary School. AT equipment is distributed from the Instructional Program Support Center (IPSC). In addition to FCPS schools and centers, ATS also provides services to Fairfax students in multiagency schools. ATS provides services in over 240 sites.

Assistive Technology Coaches also provide AT consultative support to staff serving Fairfax County Public Schools (FCPS) students with disabilities to ensure effective and consistent practices for addressing the AT needs of students with disabilities. Any student who has an active IEP or 504 plan is eligible to receive services from ATS. An ATS Referral is the process for requesting assistive technology support and should be considered after the school-based staff has developed and implemented inclusive accommodations and interventions. The referral is done through the IEP/504 process.

More information about ATS can be found at: <https://www.fcps.edu/academics/academic-overview/special-education-instruction/assistive-technology-services-ats>

The ATS staffing formula is based on the level of service the student requires.

- 1:250 for students with ATS service whose primary service is a Level 1 service
- 1:250 for students with ATS service whose primary service is a Level 2 Category A service
- 1:66 for students with ATS service whose primary service is any other Level 2 service

Assistive technology is provided to any student with an IEP or 504 plan who requires the use of technology to receive free appropriate public education (FAPE). As of October 2022, there are 2,697 students who are provided assistive technology as an IEP or 504 accommodation.

The FCPSOn instructional initiative provides wide availability of diverse technology tools to all students in FCPS, including assistive technology within the FCPS digital ecosystem. Through the FCPSOn initiative, Assistive Technology Coaches promote the use of assistive technology to all FCPS students, not only those with IEP or 504 plans. Assistive Technology Coaches collaborate with school based technology staff to provide inclusive technology training to school administrators, general education and special education faculty and students. They compose electronic resources that may serve as virtual training materials or other support resources.

Assessments

Assistive Technology Services Coaches use an adapted version of the Wisconsin Assistive Technology Initiative (WATI) assessment forms including: fine motor, motor aspects of writing, composing written material, reading, math, pre-readiness, seating and positioning, mobility, vision, communication and auditory for assessment purposes.

Other informal assessments may include the Early Writing Profile (EWP) which analyzes beginning student writing, Written Productivity Profile (WPP) which analyzes student writing using technology as compared to handwriting and the Protocol for Accommodations in Reading (PAR) which helps to determine the most suitable technology accommodations in reading. The Augmentative and Alternative Communication (AAC) Device planning form is used to gather information for matching communication devices to the needs of students. The AAC Genie provides a benchmark for placement of communication devices and for monitoring progress with those devices. The Communication Matrix is used as an informal inventory to analyze very early communication behaviors.

The information gathered through the referral and assessment process helps Assistive Technology Coaches determine what assistive technology best meets the needs of individual students.

Approved Instructional Materials

Assistive technology encompasses a wide variety of software and hardware, to address the individual needs of students. Assistive Technology Services (ATS) uses specialized software, augmentative communication devices, and adaptive technology peripherals to maximize the potential of FCPS students with disabilities. Examples include: augmentative communication applications on iPads, switches, communication devices, eye gaze devices, Boardmaker, Texthelp Read&Write, and LessonPix. ATS works closely with the Department of Information Technology and Instructional Services to follow the process for approval of new software applications and hardware. A list of these technology tools are available in the FCPS digital ecosystem library.

Current and Future Areas of Focus

The overall focus of Assistive Technology Services (ATS) is to ensure that all students with disabilities or 504 plans who require assistive technology to access the curriculum and make progress have the technology tools needed and all staff who support those students understand how to facilitate the use of assistive technology. The start of the 2022-2023 school year has seen an influx of new teachers with continuing return to live classroom environments. These new teachers, as well as those who participated in virtual instruction through pandemic school closures, will benefit from a better understanding of student assistive technology evaluation processes.

Assistive Technology Services will require that every FCPS school location receive a training overview of individualized assistive technology student evaluation procedures from their assigned Assistive Technology Coach. This training may take place according to the preference of the school site and be provided in either live, virtual synchronous or virtual asynchronous settings. Electronic training resources will be composed and shared to support this training focus.

Data Narrative

A biennial assistive technology conference (the Real Assistive Technology for Everyone, RATE) has been hosted by Assistive Technology Services to showcase best practices, provide training on AT topics and promote outreach to FCPS families. During the fall of 2021, when this event was scheduled to take place, it was not regular practice to host large conferences in live settings. In acknowledgement of these circumstances, the following goal for the RATE conference was provided:

“The COVID-19 pandemic continues to have an impact on school procedures within FCPS during the 2021-2022 school year. Due to continued social distancing, ATS will provide the RATE conference experience in the virtual environment rather than in its traditional, live format. In October of 2021, the RATE conference will feature a keynote speech, highlight AT teacher leaders and offer three assistive technology strands with at least fifteen total presentations. This virtual conference opportunity will be advertised

through many social media avenues and FCPS communication outlets to both staff and families.”

The Assistive Technology Services Real Assistive Technology for Everyone (RATE) conference was held on Saturday, October 23, 2021. It was hosted through a Zoom webinar platform and attendees included families, teachers, administrators, and assistive technology professionals. The keynote speech was provided by students participating in the Thomas Jefferson High School for Science and Technology’s Assistive Technology Club. Their presentation was well received, and the group received further recognition through local television broadcast news and CNN. A dozen breakout sessions followed the keynote on diverse AT topics. While the original ATS FY 2021 goal sought to include fifteen of these sessions, volunteer availability allowed for twelve to occur on that Saturday instead. Materials developed within RATE conference sessions continue to serve as asynchronous electronic resources available through the ATS public website.

Behavior Intervention Services

Contact: Lori Kraden, LJKraden@fcps.edu

Date: 2022-23

Program Overview

Behavior Intervention Services takes a highly proactive approach to help create safe, supportive instructional environments in which all students are treated with dignity and respect. To directly support the school board goals, Behavior Intervention Services provides support to FCPS schools in the development and implementation of supports which promotes a paradigm of prevention through the instruction of social-emotional and behavioral skills.

A three-tiered approach to behavior support is maintained by the schools to provide a continuum of interventions, and Behavior Intervention Services provides support at all tiers along this continuum. At tiers one and two, Behavior Intervention Services assists schools in the implementation of a wide range of evidence-based behavioral practices and programs in order to address student behavior in a proactive, preventive manner.

At tier three, students with the most intensive behavioral needs receive an individualized Behavior Intervention Plan (BIP) based upon a Functional Behavioral Assessment (FBA). Behavior Intervention Services supports school teams in the development and implementation of Functional Behavioral Assessments and Behavior Intervention Plans. Through the application of this three-tiered approach, schools create a positive climate that encourages students to achieve social and academic gains while targeting defined skills in a systematic approach.

Behavior Intervention Services:

Behavior Intervention Services consists of 1 Program Manager, 2 Specialists, and 25 Behavior Intervention Teachers. Each pyramid within all 5 regions in Fairfax County has been assigned Behavior Intervention Teachers who provide behavior support and intervention services to individual schools. Under the supervision of the Program Manager and the guidance of the school principal, the Behavior Intervention Teachers provide assistance to schools within his/her assigned Region on the design and implementation of behavioral prevention and intervention strategies and support services.

The Behavior Intervention Teacher:

1. Collaborates with general education and special education teachers, school administrators, and staff members in the Office of Special Education Instruction (OSEI) in planning and developing behavioral programming for students.
2. Designs behavioral programming for students that is consistent with the mission of FCPS and is aligned with FCPS best practices for teaching and learning.

3. Works with assigned schools and school teams to help build teacher capacity to provide effective behavioral programming for a broad range of students.
4. Collaborates with school division departments and community agencies to provide a cross-functional team approach to behavioral intervention and support.
5. One Behavior Intervention Teacher position has been designated as central office staff to support Behavior Intervention Teachers and school teams as an additional resource when working with students with autism spectrum disorder.

Providing Specialized Services to Students, the Behavior Intervention Teacher:

1. Participates as a team member in the design, implementation and monitoring of research-based behavioral support plans for students in assigned schools.
2. Consults with school teams to support the Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP) process.
3. Participates as a team member in the evaluation of student progress.
4. Assists assigned schools in providing student crisis intervention support.

Providing Specialized Services to Teachers, the Behavior Intervention Teacher:

1. Collaborates with teachers and support staff, as requested, regarding behavioral and/or social challenges impacting student performance.
2. Consults with school teams to provide input for individualized education programs (IEPs).
3. Provides in-service opportunities to assist staff in the development and implementation of research-based behavioral support programs.
4. Assists teachers in the development of crisis intervention and prevention plans.
5. Collaborates with teachers to demonstrate and model effective intervention strategies and techniques in the classroom and school environment.
6. Assists teachers in creating a student-centered learning environment that supports positive student behaviors.
7. Assists teachers in the development of data collection systems for students.

Providing Specialized Services to Parents, the Behavior Intervention Teacher:

1. Collaborates with school teams and parents to support the development and implementation of behavioral strategies and techniques.
2. Assists in the development of home-school communication systems in support of student behavior plans and/or crisis intervention in collaboration with school teams.
3. Provides on-going training opportunities in collaboration with the Parent Resource Center to equip parents with general behavioral strategies for the home setting.

Alternative Behavior Support (IABS)

Intensive Alternative Behavior Support (IABS) services are additional service supports provided through Behavior Intervention Services and consists of 1 Behavior Intervention Specialist, 14 Intensive Alternative Behavior Support (IABS) Instructional Assistants, and 7 Intensive Alternative Behavior Support (IABS) Teachers. Seven elementary schools and three secondary public day schools that provide comprehensive services for students with emotional disabilities and autism who are accessing the general education curriculum receive IABS support. Schools receiving support include:

1. Armstrong Elementary School
2. Eagle View Elementary School
3. Laurel Ridge Elementary School
4. Marshall Road Elementary School
5. Olde Creek Elementary School
6. Saratoga Elementary School
7. Woodlawn Elementary School
8. Burke School
9. Cedar Lane School
10. Quander Road School

IABS Overview and Description

Under the guidance of the Behavior Intervention Specialists and the direct supervision of the school-based principal, the Intensive Alternative Behavior Support instructional assistants and teachers provide additional school-based assistance to their assigned elementary and secondary school sites. The IABS support positions provide additional staff supports for the implementation of behavioral prevention and intervention strategies and services.

Behavior Intervention Specialists

Behavior Intervention Services has two Behavior Intervention Specialists.

Both specialists:

1. Collaborate with school-based staff and central office staff on individual student needs in order to provide coordinated supports that maximize each student's potential.
2. Provide professional development opportunities in collaboration with central office staff in the design and implementation of research-based behavior strategies.
3. Assist school teams in staff development supports for the collection and analysis of data to provide informed, effective behavioral programming for students.
4. Provide school teams with student crisis intervention support.
5. Support school teams in developing specific interventions for individual students and general strategies for analyzing and addressing behavioral issues, as appropriate.

6. Support the dissemination of information regarding district wide initiatives aligning with social emotional and behavioral needs of students.
7. Ongoing, year long professional development and coaching will be provided by the specialist to school staff and Behavior Intervention Teachers (BITs) in order to support the generalization of proactive behavioral strategies.

One specialist is funded by a one-year-only IDEA grant. This specialist supports the reduction of restraint and seclusion while building capacity amongst school teams across the division and within the CSS and Public Day programs.

Details

Behavior Intervention Services provides comprehensive behavioral intervention and support to school teams for students receiving general education and/or special education services. Services are provided for students pre-kindergarten through grade twelve.

Behavior Intervention Teachers provide support and training to staff in their assigned schools related to:

1. General education students who are experiencing behavioral difficulties in the classroom.
2. Special education students who are accessing the general education curriculum, to include students with specific learning disabilities, emotional disabilities, and autism who are experiencing behavioral difficulties in the classroom.
3. Students with disabilities in early childhood preschool classes experiencing behavior difficulties.

Assessments

Behavior Intervention Teachers collaborate with key members of the school-based team to assist in identifying tools for the school team to use to collect, organize, analyze, and report on students' progress on behavioral data. Behavioral data collected by school-team members during an instructional and/or non-instructional time period are used to adjust instructional teaching practices. This process addresses the behavioral needs of students and maximizes individual students' learning through improved behavioral outcomes. Examples of behavioral assessments utilized by Behavior Intervention Teachers may include observations, anecdotal notes, student self-assessments, and behavioral rating scales/checklists. Behavioral data assessments produce valuable information that is used by school teams to make behavioral decisions as part of comprehensive behavioral programming for students.

Functional Behavioral Assessment: Functional Behavioral Assessment is a problem-solving process for addressing student problem behavior. It relies on a variety of data collection measures to identify the function of a specific behavior and to help school teams select interventions to directly address problematic behaviors. Functional

Behavioral Assessment should be integrated, as appropriate, throughout the process of developing, reviewing, and, if necessary, revising a student's comprehensive behavior intervention plan. Refer to the following Virginia Department of Education link for additional information related to Functional Behavior Assessment: [Functional Behavioral Assessment](#).

Approved Instructional Materials

Behavioral programming and selected instructional materials are determined in collaboration with the school team in order to meet individual, classroom, and school needs. Such programs include Unstuck and On Target, Skillstreaming, IvySCIP, and Premier Executive Functions.

Current and Future Areas of Focus

Current Areas of Focus:

Behavior Intervention Services takes a highly proactive approach to help create safe, supportive instructional environments in which all students are treated with dignity and respect. To directly support the school board goals, Behavior Intervention Services provides support to FCPS schools in the development and implementation of supports which promotes a paradigm of prevention through the instruction of social-emotional and behavioral skills.

A primary focus of Behavior Intervention Services is to work with school teams to help build their capacity to provide effective behavioral programming for a broad range of students. District-wide training initiatives are provided to support both general and special educators in the design of behavioral programming for students that is consistent with the mission of FCPS and is aligned with FCPS best practices. To this end, Behavior Intervention Services supports training for school staff that reflects best practice, research-based strategies, techniques, and interventions.

In the continuing effort to provide proactive, preventative intervention strategies and techniques to help diffuse challenging student behaviors, Behavior Intervention Services will continue to engage Fairfax County Public Schools employees in meaningful professional development offerings. The goal is to equip staff with the skills and tools necessary to proactively create a positive learning environment and minimize the potential for behaviors that interfere with academic and social progress.

Additional professional development is aimed at providing a foundational understanding of the crisis cycle, de-escalation strategies, and the skills that allow safe and respectful intervention when needed.

Behavior Intervention Services Process Goals 2022-23

1. During the 2022-23 school year, Behavior Intervention Services will develop and utilize a rubric of classroom management practices in the area of routines & procedures, motivation & reinforcement, student engagement, and feedback to use for classroom observations.
2. During the 2022-23 school year, Behavior Intervention Services will provide professional development during designated county-wide staff development days.
3. During the 2022-23 school year, Behavior Intervention Services will develop and execute a comprehensive training plan to include offerings in the areas of social emotional learning, autism, twice exceptional learners, executive functions, as well as prevention, de-escalation, and intervention strategies. The training plan will include a 3-day Comprehensive Services Sites Institute funded through a Title II grant from the Virginia Department of Education.
4. Behavior Intervention Services, in collaboration with the Parent Resource Center, will provide caregiver training opportunities throughout the 2022-23 school year that promote behavioral strategies for skill development.
5. During the 2021-22 school year, Behavior Intervention Services will collaborate with Psychological Services to develop an asynchronous Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Overview training for general education and special education classroom teachers detailing best practices associated with functional behavior assessments and behavior intervention plans.

Outcome goals for 2022-23

1. By June 2023, a sample of FCPS staff accessing support from Behavior Intervention Services will increase classroom management skills in at least one of the following areas: Routines & Procedures, Motivation & Reinforcement, Student Engagement, and/or Feedback as evidenced by at least a 40% increase on a classroom management practice checklist.
2. Behavior Intervention Services will support County initiatives for social emotional learning (SEL) by providing quarterly professional development across the district related to evidence-based social emotional learning curricula.
3. Behavior Intervention Services will provide shared information on behavioral interventions and strategies to support students with autism who are accessing the general education curriculum across the district through quarterly professional development.
4. Behavior Intervention Services will provide shared information on behavioral interventions and strategies to support students who are identified as Twice Exceptional across the district through a four-part series of professional development scheduled throughout the school year.

5. Behavior Intervention Services will provide shared information on behavioral strategies and interventions for caregivers and FCPS staff through four training opportunities shared through the Parent Resource Center.

6. Behavior Intervention Services will provide shared information about prevention, de-escalation and intervention strategies across the district through monthly professional development. *

7. By June 2023, at least 90% of classroom teachers (general education and special education teachers) will complete the Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) Overview training accessed in MyPDE.

*Please note that prevention, de-escalation, and intervention strategies include Mandt and Ukeru training.

Data Narrative

1. During the 2021-22 school year, Behavior Intervention Services developed and utilized a rubric containing specific classroom management practices in the area of routines & procedures, motivation & reinforcement, student engagement, and feedback to be used for classroom observations. A sampling of FCPS staff members increased their knowledge of classroom management practices by 60% or more.

2. During designated in-service days, Behavior Intervention Services provided 4 county-wide professional development opportunities to 272 participants during the 2021-22 school year. In addition, Behavior Intervention Services presented 30 additional county-wide trainings throughout the 2021-22 school year totalling 521 participants.

3. During the 2021-22 school year, Behavior Intervention Services offered 199 professional developments including topics in the areas of social emotional learning, autism, twice exceptional learners, executive functions, and prevention, de-escalation, and intervention strategies for 3725 Fairfax County Public School staff.

4. Behavior Intervention Services provided 5 parent training opportunities totalling 215 participants throughout the 2021-22 school year that promoted behavioral strategies for skill development in the home setting. Behavior Intervention Services also provided parents with asynchronous videos through the Youtube platform, totalling 694 views.

5. During the 2021-22 school year, Behavior Intervention Services offered 12 professional development opportunities for 267 FCPS staff detailing best practices associated with functional behavior assessments and behavior intervention plans.

Outcome Goals for SY 2021-22

1. As evidenced by the completion of a classroom management practices observation rubric completed by the Behavior Intervention Teacher, behavior skills in the areas of Motivation & Reinforcement, Setting Expectations, Feedback and Student Engagement were noted for a sample of 17 teachers receiving support from Behavior Intervention Teachers.

Based on the results from the above sample, increases in skills were noted in the following classroom management practices:

- Motivation & Reinforcement increased by 119.46%
 - Setting Expectations increased by 80%
 - Feedback increased by 70%
 - Student Engagement increased by 62.5%
2. Behavior Intervention Services has provided 13 social and emotional learning specific professional development trainings across the district. BIS has trained 525 staff in this area to include asynchronous opportunities provided through MyPDE.
 3. Behavior Intervention Services has provided 12 autism specific professional development trainings across the district. BIS has trained 476 staff in this area. Nine professional development modules addressing the support of students with autism who are accessing the general education curriculum are available in MyPDE.
 4. Behavior Intervention Services has shared information on behavioral interventions and strategies to support students who are identified as Twice Exceptional across the district through 3 professional development trainings. BIS trained 90 staff in this area.
 5. Behavior Intervention Services has 694 YouTube views for the parent Executive Functioning Training series. Behavior Intervention Services also provided 4 trainings across the district on executive functions professional development with 173 parents in attendance. BIS has trained 102 staff in this area to include asynchronous opportunities in MyPDE.
 6. Behavior Intervention Services has provided 169 professional development trainings in the area of prevention, de-escalation and intervention strategies for 2530 staff across the district.

*Professional development trainings included Mandt, Ukeru, and other trainings to include asynchronous MyPDE opportunities pertaining to crisis prevention, de-escalation, and intervention strategies.

7. Behavior Intervention Services has provided shared information for 267 FCPS staff through 12 professional development opportunities on the Functional Behavior Assessment and the Behavior Intervention Plan.

2021 / 2022 School Year Behavior Intervention Services

Total Trained FCPS Staff (Includes Mandt and MyPDE): 5520

Total Supports (Direct and Indirect): 10,839

Total Number of Supports for Students with Autism Accessing the General Education Curriculum: 2149

Total Number of Twice Exceptional Supports: 332

Total Number of Pre-K thru K Supports: 2016

Total Trained FCPS Parents (Includes YouTube Views): 867

De-escalation and Intervention Strategies Certifications and Recertifications (The Mandt System®)

Number of In-Person Technical Trainings: 74

Number of People Trained: 637

Number of In-Person New Certifications: 25

Number of People Trained: 295

Blind / Visually Impaired Program

Contact: Nicole Warwick, nawarwick@fcps.edu

Date: 2021-2022

Program Overview

The office of Vision and Hearing has one program manager and one supervisor responsible for two programs, the Blind and Visually Impaired program, and the Deaf and Hard of Hearing program. These two individuals supervise 88 staff across both programs. The Blind and Visually Impaired program is staffed with 1 Braille Transcriber, 30 Vision Impairment Teachers and 1 instructional assistant. The Blind and Visually Impaired program serves eligible students ages 2-22, in all FCPS sites, with various degrees of visual impairments who require specialized instruction and support to access the curriculum, in accordance with IDEA (Individuals with Disabilities Education Act) which is federally mandated. The Blind and Visually Impaired program in FCPS is managed by the office of Hearing and Vision, located at Willow Oaks Administrative Center. The Blind and Visually Impaired program is one of two programs that the office of Hearing and Vision maintains to serve students eligible with sensory impairments.

The Blind and Visually Impaired program is part of the PreK-12 Special Education Instruction within the Office of Special Education Instruction and the Department of Special Services within Fairfax County Public Schools. The other program that comprises the office of Hearing and Vision Services is the Deaf and Hard of Hearing (D/HH) program.

The purpose of the Blind and Visually Impaired program is to provide individualized access to the curriculum and targeted instruction to all eligible students, with consideration given to student's individualized education plan goals and functional vision, and to provide specialized materials and instruction, when necessary. Teachers within the Blind and Visually Impaired program work with individualized education program (IEP) and school teams through the identification and eligibility process for visual impairment. Based on the evidenced-based research advisory document, *Guidelines for Working with Students Who are Blind or Visually Impaired in Virginia Public Schools (The Virginia Department of Education 2017)*, elements of a successful Blind and Visually Impaired program are:

- Provision of "specialized instruction" to eligible student who are Blind and/or Visually Impaired by certified and state licensed Teachers of the Visually Impaired who ensure student access to the general curriculum by adapting or helping the general education teacher adapt instructional strategies and the curriculum and per individualized student IEP goals.
- Access to appropriate technology, including assistive technology that enables students who are Blind and/or Visually Impaired to access the curriculum.

- Regular and systematic incorporation of the Expanded Core Curriculum (ECC), which is used to define concepts and skills that are typically learned incidentally by sighted students and that must be sequentially presented to students who are Blind and/or Visually Impaired.
- Access to instruction with compensatory skills, sensory efficiency- including visual, tactual, and auditory skills. Students have access to Orientation and Mobility (O&M) training, if necessary, per student IEP.
- Instructional accommodation/modifications and materials:
 - Students who are Blind and/or Visually Impaired should have access, as determined by IEP, to the same assignments as their peers. Accommodations may include, but are not limited to, specialized instruction, specialized materials, and environmental adaptations to reach the same level of performance as sighted students

The Blind and Visually Impaired program addresses all these elements as follows:

- Provision of "specialized instruction" to eligible students who are Blind and/or Visually Impaired by certified and state licensed Teachers of the Visually Impaired: The Blind and Visually Impaired program in partnership with FCPS Human Resources, VDOE, and licensure offices, hires only teaching professionals who are certified from accredited programs and who have obtained endorsements in teaching students with Vision Impairments and Orientation & Mobility certifications, and who have the necessary skills to work with this low-incidence population.
- Provide training and professional development required to work effectively with students who are Blind and/or Visually Impaired: The Blind and Visually Impaired program, under the leadership of the program manager, provides professional development opportunities for all service providers who work with students who are Blind and/or Visually Impaired to maintain necessary instructional skills including; instruction of ECC skills, compensatory skills, sensory efficiency, Orientation and Mobility training, and self-advocacy skills.
- Access to appropriate technology, including assistive technology that enables students who are Blind and/or Visually Impaired to access the curriculum: The Blind and Visually Impaired program in partnership with the Office of Special Education plans, purchases, and directly provides students with appropriate technology, including devices, such as electronic braille note takers, and other low vision devices, as prescribed by the IEP team for each eligible student.
- **Instructional accommodation/modifications and materials:** The Blind and Visually Impaired program works in partnership with AIM Virginia. AIM VA produces and delivers accessible instructional materials for school divisions in Virginia who have students with an IEP indicating a need for alternate formats of

printed materials. The Hearing and Vision program plans and provides professional development for staff and administrators and provides instructional leadership for, and supervision, coordination, and evaluation of early childhood, elementary, secondary, career and transition programs and services.

Details

As of September 2022, there were 288 students accessing Vision services via IEP. Currently, 95% of students accessing Vision services are served in their base schools by itinerant teaching staff; except for a small group of students grades 7-12 who access additional Vision services at Robinson Secondary School. Vision services are provided to eligible students who are Blind and/or Visually Impaired in their base schools, special education centers, homebound, and alternative schools. The IEP team determines placement and services. Vision services can be provided to all eligible students in all FCPS school sites.

Instructional Program:

Teachers of the Blind and/or Visually Impaired support the classroom teacher's implementation of all curriculum for students with visual impairments.

- Teachers for the Blind and/or Visually Impaired provide classroom teachers with adaptations and modifications as necessary to allow students with visual impairments to fully participate in the appropriate instructional program as well as standard Program of Studies (POS), SOL's, and other assessments such as VAAP. These adaptations may be Braille materials, large print materials, low vision aids, and/or audio materials.
- Teachers for the Blind and/or Visually Impaired provide instruction in the general education curriculum. They may use modified materials and alternate strategies to pre-teach vocabulary, re-teach material, and help enhance the background knowledge of students to better prepare them for instruction.
- Teachers for the Blind and/or Visually Impaired provide consultation to classroom teachers to enable them to work more effectively with students with visually impairments. Teachers of the Visually Impaired provide strategies and advice on vision-related issues.
- Teachers for the Blind and/or Visually Impaired provide resources and instruction to all FCPS school sites, elementary, middle, and high, that have a student requiring their service, as initiated by IEP.
- Teachers for the Blind and/or Visually Impaired instruct students in self-advocacy strategies that will help them gain access to the general education curriculum. These strategies may include use and care of assistive technology, skillful questioning, self-selecting appropriate seating, and strategic skills for learning.
- Teachers for the Blind and/or Visually Impaired provide instruction in the ECC in addition to the POS and SOL. This curriculum includes a set of nine unique areas that are not typically learned incidentally by students with visual impairments and need to be taught through direct instruction.

Expanded Core Curriculum is divided into the following categories:

- Compensatory or functional academic skills
- Orientation and mobility
- Social interaction
- Self-advocacy skills
- Independent living
- Recreation and leisure skills
- Career education
- Assistive technology
- Sensory efficiency skills

Orientation and Mobility and Braille literacy support:

- For students who require assistance with Orientation and Mobility training per their IEP, the office of Vision Services has two full-time, certified Orientation and Mobility specialists to provide instruction to students in need of this specialized training.
- A full-time Braille transcriber is part of the Vision staff and supervised by the Program Manager of Hearing and Vision. This individual provides support to the Teachers for the Visually Impaired by converting books and other educational materials into Braille for blind or low-vision Braille reading students.

Assessments

The Individuals with Disabilities Education Act (IDEA) and Regulations Governing Special Education Programs for Children with Disabilities in Virginia require that all students with disabilities participate in the Virginia Assessment System (VAS) either through the Standards of Learning (SOL) assessments or the Virginia Alternate Assessment Program (VAAP).

Students who are Blind and/or Visually Impaired participate in the standardized testing given at their grade level as determined appropriate by their IEPs. Appropriate accommodations (e.g. read aloud, Braille or large print, small group) may be used as determined by the IEP team. Teachers of the Blind and/or Visually Impaired work with school teams for students who are Blind and/or Visually Impaired to access assessments, such as ECART.

Additionally, the following assessments may be employed to help determine eligibility and plan instruction:

- Functional Vision/Learning Media Assessment (FVA/FVLMA): provides information on the educational impact of the student's vision impairment, including near and distant visual functioning, visual fields, the use of optical aids, lighting considerations.

- Learning Media Assessment (LMA): assesses the student's ability to access and use different learning media in reading and writing. This may include Braille, large print, optical aids, and auditory materials. The Johns Basic Reading Inventory and/or Qualitative Reading Inventory (QRI) may be used to determine the student's reading level and speed. Results of the FVA/LMA (mentioned above) may be used to determine the student's primary literacy medium as print and/or Braille.
- Orientation and Mobility Assessment: provides information about the development of skills and knowledge that enable the student to travel safely and independently (e.g. spatial concept development, pre-cane, and cane skills).
- An Assistive Technology Assessment helps determine what assistive technology devices or strategies may best help the student gain access to the curriculum. (These may be computers, low vision aids, CCTV/video magnifiers, Braille note-takers, screen enlargers/readers, audio devices, etc.)
- Low Vision Program Assessment: Teachers facilitate the process of taking students through state requirements to qualify for the use of Low Vision aids from the Virginia Department for the Blind and Visually Impaired.
- Expanded Core Curriculum Checklist: provides information on a student's functioning in the nine unique areas of knowledge and skills that students with vision impairment require due to their vision condition.

Approved Instructional Materials

The Blind and Visually Impaired program uses the textbooks approved for general use, but with modifications as determined by the IEP team (large print, Braille, audio version). Accessible Instructional Materials of Aim-Virginia provides materials (primarily textbooks) in the format each student requires. The Blind and Visually Impaired program uses tactual materials and large print and Braille versions of commonly read novels purchased from American Printing House for the Blind (APH). Teachers also use teacher-created materials to reinforce and teach additional concepts.

Hardware used regularly in the Blind and Visually Impaired program that provides students access to the curriculum include:

- Laptop or desktop computers
- Tablets
- Video magnifiers & handheld video magnifiers
- Monitors for enlarged access
- Braille Notetaking devices
- Embossing machines (Braille printers)
- Other adapted equipment and/or materials

Software used regularly in the Blind and Visually Impaired program that provides students access to the curriculum include:

- Jaws (screen reading program that allows blind students to hear text on the computer screen)
- Zoom Text (screen magnification program for low vision students)
- Duxbury (allows teachers and Braille transcriber to create Braille text to send to an embosser to produce Braille pages.
- Open Book (scans printed documents, translates image into text, and reads text aloud.)
- Apps for tablets when appropriate & approved
- Bookshare and Learning Ally

Current and Future Areas of Focus

Current Focus

An continued area of focus that has been identified by program manager in collaboration with principals and other stakeholders is to provide Teachers of the Blind and/or Visually Impaired training and professional development in effectively writing measurable, objective, and observable IEP goals for students how are Blind and/or Visually Impaired. The focus of the 22-23 SY is to continue providing professional development for instructional staff in writing effective IEP goals for students who are Blind and/or Visually Impaired. Itinerant Teachers of the Blind and/or Visually Impaired will use data from Functional Vision Assessment, Learning Media Assessment, and The Expanded Core Curriculum to write measurable, objective, and observable IEP goals for students who are Blind and/or Visually Impaired.

Smart Goal: By June 2023, Teachers of the Blind and Visually Impaired will write annual IEP goals that are measurable, objective, and observable by engaging in one of the following strategies prior to proposal including peer check, use of IEP goal checklist, or creation of data collection tool while writing. Success will be identified by 90% of TBVIs meeting all three criteria (measurable, objective, observable) in 4 probed samples throughout the school year.

Data

Year	# Trainings	Total TBVI Instructional staff	Percent of TBVI writing measurable, objective, and observable IEP goals in 4 probed samples
2022-23	3	29	n/a

Data Narrative

The focus of the 21-22 SY aimed at providing trainings for Teacher of the Blind and/or Visually Impaired around working with students who have Deaf-Blindness. All Teachers of the Blind and/or Visually Impaired participated in trainings related to employing appropriate strategies and methods working with students who have Deaf-Blindness.

FCPS partnered with The Virginia Project for Children and Youth Adults with Deaf-Blindness.

Data

Year	# Trainings	Total TBVI Instructional staff	Number of Participants at Training #1	Number of Participants at Training #2	Average Percent of TBVI Staff Participating
2021-22	2	26	26	26	100%

Crisis Intervention Services

Contact: Laura Thieman, lkthieman@fcps.edu

Date: 2022 - 2023

Program Overview

The mission of crisis intervention services is to mobilize school mental health professionals to provide needed psychological first aid and direct intervention to students, faculty, and school staff members affected by school crisis incidents. At all times, efforts are made to help affected students, school staff members, and others impacted to return to a pre-crisis level of functioning, so that the normal routines of school can resume. When possible, school-based crisis intervention teams address crisis-related student and staff needs within the school on their own or with outside (program manager) consultation and support. In high impact situations, regional teams, composed of crisis response-trained school psychologists and school social workers assist. Skilled team members utilize evidence-based practices to assess the incident's impact on the school community and plan interventions and follow up activities, including classroom interventions, grief education, psycho-education on adaptive (healthy) coping, individual and group crisis intervention, and referrals to professionals outside the school. According to the U.S. Department of Education and national crisis response research, effective crisis response models address the following factors: prevention, protection, mitigation, response, and recovery. Fairfax County Public Schools (FCPS) has a divisionwide crisis management plan, supported by crisis intervention services, when needed or indicated. In order to provide integrated service delivery, all Fairfax County schools have well prepared school-based crisis intervention teams ready to address the mental health impact of critical incidents affecting schools in FCPS. Crisis intervention services are a collaborative effort to ensure school safety and access needed information to plan, implement, and evaluate responses. Providing crisis intervention for students and enabling them to develop healthy life choices when faced with challenges affirms the positive mental wellness practices linked to School Board Strategic Plan Goal 2, Caring Culture. Allocated funds provide for a crisis intervention services program manager. Crisis teams are staffed from an existing group of trained, currently employed FCPS school psychologists and school social workers.

Details

Crisis intervention services are provided by school-based and regional teams to students who need support following a critical incident in the school community. This type of support is available at all FCPS schools and programs and provided when crisis incidents significantly impact the ability of students or educators to return to normal routines. Impact is assessed by identifying students and staff members most affected by the event or loss, then providing a safe environment in which to process the loss or experience. After a crisis occurs, team efforts include direct intervention, education for caregivers, teachers, and students about typical reactions, and reinforcement of appropriate, adaptive coping strategies necessary for stabilization and recovery.

School teams identify specific students and school staff members whose follow-up needs extend beyond the initial crisis response, and provide ongoing monitoring, support, and referral services. Crisis teams link affected FCPS staff members to employee assistance support, when indicated. When needed, FCPS personnel partner with mental health providers from Fairfax County Community Services Board to access additional community-based mental health support.

Assessments

Assessing the impact of a single event or a crisis incident relies on the skill and expertise of school-based professionals and that of the regional team and manager as the team evaluates the emotional and physical proximity factors that affect students and staff. By working with the school team, the regional team can help identify those who may experience the impact of the event more significantly than others and identify indicated supports.

When high-impact incidents occur, additional resources may be needed to enable the school community to recover. When long-term recovery issues exist, coordination with senior school system and county administrators, outside partner agencies, employee assistance program personnel, and the crisis program manager may be needed, with long-term plans to restore normal routines for the affected school(s). Effective crisis intervention work requires planning, implementation, and evaluation. Tracking tools provide detailed information on the types of incidents that occur, the number of responders required, and an estimate of the number of adults and students served. These tools allow deployed crisis teams an opportunity to summarize their responses and provide feedback to the multidisciplinary crisis planning team on efforts that went well or need improvement. These tools also help identify service gaps, such as unique community or school services that require special attention. Information from the summary reports is utilized to identify training needs, focus on approaches needing attention, facilitate program communication needs, and prioritize future planning.

Approved Instructional Materials

The PREPaRE crisis curriculum, 3rd edition, is the crisis intervention curriculum being used in Fairfax County schools as the credentialing requirement for crisis team leaders and co-leaders. This curriculum is on Best Practices Registry for SAMHSA, the Substance Abuse and Mental Health Services Administration, and has received national attention for effective integration with federal government standards for school safety and response. FCPS-originated crisis intervention materials and tools are offered on an FCPS digital classroom site and reflect process improvements made during the COVID19 pandemic. School-based and district crisis team members have quick access to current, evidence-based, and practical crisis intervention tools. They include FCPS procedural manuals and related forms, intervention resources, parent and community resources, and informational handouts.

Current and Future Areas of Focus

Capacity building work continues, as the need for larger numbers of crisis team members trained in PREPaRE crisis intervention curriculum, third edition, has been

identified. Implementation of the PREPaRE Workshop two training for school mental health providers continues this school year.

Data Narrative

In 2021-22, the program manager or designee provided consultation to schools for 42 crisis incidents. In doing so, the manager provided technical assistance in addressing student and staff member emergencies and/or losses that might impact adult and student functioning. The manager also coordinated support efforts for faculty with the employee assistance specialist, especially when direct support services for faculty were needed on site. Regional crisis teams were deployed to address the following types of critical incidents:

- Homicides resulting in the loss of students
- Accidental drug overdose-related fatalities
- Traffic accidents resulting in fatalities
- Youth suicides
- Arrest of a faculty member
- Violent incidents affecting students and the community
- Domestic violence-related incidents
- Accidental deaths
- Unexpected student and/or faculty deaths
- Losses from significant illnesses (student and faculty)

Crisis	2020-21	2021-22
Student loss	29	20
Staff loss	16	8
Graduate loss	2	3
Crisis Event in Community	4	4
Other	8	7
Total # of Crises	59	42

Support	2020-21	2021-22
Consultation w/Crisis Manager	59	36
School-Based Team Support	46	36
Regional Crisis Team Support	8	9
EAP Services	38	34

Crisis teams focused on the importance of professional and personal self-care as essential to providing such support, utilizing available employee assistance support, when possible, to complement the response.

Additionally, the following goals were met during 2021-22:

1. Increase PREPaRE curriculum training capacity by requiring the identified PREPaRE trainers to respond to at least one FCPS crisis per school year and participating in PREPaRE Workshop update trainings offered through the National Association of School Psychologists PREPaRE trainer network.

This goal was met, as all active FCPS PREPaRE trainers participate on crisis teams or assist with crisis team member consultation.

2. Build capacity to imbed PREPaRE training throughout FCPS by facilitating a fall 2021 and spring, 2022 training.

This goal was met, as 51 total school psychologists and school social workers were trained in the PREPaRE 2 curriculum.

3. Continued to partner with the FCPS Employee Assistance Program (EAP) to bring indicated employee assistance resources, including in-person counseling support, to crisis responses and develop a strategic plan to utilize the EAP professional counselor(s) for crisis team debriefings after crisis incident responses.

This goal was met as the EAP program collaborates with the crisis manager or designee on all referred crisis responses.

4. Ensured that crisis teams receive training on less frequently occurring, but potentially high impact incidents, such as disasters, violent incidents, etc.

This goal was partially met through crisis team co-leader trainings each year.

5. Collaborate with county partners (Health Department, Community Services Board, Victim's Services) to address unmet needs for extended responses.

This goal was met with community partners regularly consulted if a community incident has a high impact on the school and beyond.

Goals for 2022-23 are as follows:

1. Continue to build capacity for school and district crisis teams to imbed PREPaRE training concepts and practices into their work, as more PREPaRE trained

individuals are identified. Locate training opportunities for train-the-trainer for both PREPaRE 1 and 2 curricula.

2. Provide FCPS-assigned PREPaRE trainers the opportunity to offer training to their colleagues. Facilitate 1-2 PREPaRE trainings with the goal of training 50 clinicians this year and the ultimate goal of all crisis team members and co-leads receiving the 3rd edition training. Prioritize PREPaRE 2 training followed by PREPaRE 1 training.
3. Continue to enhance school-based teams' ability to address school crisis incidents locally by strengthening implementation of the school-based mental health team crisis plan. To do so, encourage administrators and teams to take FCPS-designed digital course on crisis intervention methods, including key elements of a crisis, important actions to take, and what resources might be needed.
4. Continue to utilize the Everbridge alert system to ensure that crisis teams are notified of their response needs as efficiently as possible.
5. Continue to enhance standard operating procedures for "backup coverage," in order that multiple personnel can cover the program manager's absences.
6. Continue to collaborate with emergency services at the Community Services Board and other agencies to ensure that longer-term needs are met for affected communities. Explore essential agreements with community partners before similar crises occur.

Deaf/Hard of Hearing Program

Contact: Nicole Warwick, nawarwick@fcps.edu

Date: 2022-2023

Program Overview

The office of Vision and Hearing has one program manager and one supervisor responsible for two programs, the Blind and Visually Impaired program, and the Deaf and Hard of Hearing program. The Deaf and Hard of Hearing program is staffed with 17 audiologist, 16 Deaf and Hard of Hearing teachers, and 30 educational Interpreters. The Deaf and Hard of Hearing program serves eligible students ages 2-22 with various levels of hearing impairments who require specialized instruction and support with the curriculum, and in accordance with IDEA (Individuals with Disabilities Education Act) which is federally mandated. The Deaf and Hard of Hearing program in FCPS is managed by the office of Hearing and Vision, located at Willow Oaks Administrative Center. The Deaf and Hard of Hearing program is one of two programs that the office of Hearing and Vision maintains to serve students eligible with sensory impairments.

- The Deaf and Hard of Hearing program is part of the PreK-12 Special Education Instruction within the Office of Special Education Instruction and the Department of Special Services within Fairfax County Public Schools. The other program that comprises the office of Hearing and Vision Services is: Blind/Visually Impaired Program.

The purpose of the Deaf and Hard of Hearing program is to provide individualized access to the curriculum and targeted instruction to all eligible students, with consideration given to student communication and language modality, individualized individualize education program goals, and the Least Restrictive Environment (LRE). Teachers within the Deaf and Hard of Hearing program work with IEP and school teams through the identification and eligibility process for hearing impairment. Based on the evidenced-based research advisory document, *Guidelines for Working with Students Who are Deaf and Hard of Hearing in Virginia Public Schools (The Virginia Department of Education & The Partnership for People with Disabilities Virginia Commonwealth University February, 2012)*, elements of a successful Deaf and Hard of Hearing program are:

- An understanding on the part of all service providers of the nature of deafness and training needed to work effectively with students who are Deaf and Hard of Hearing.
- Access to appropriate technology, including assistive listening devices.
- Teachers and support personnel who are proficient in the student's primary mode of communication [34 CFR § 300.324(a)(2)(iv); 8 VAC 20-81-110 F.2.f]
- A sufficient number of peers who use the student's language/mode of communication [34 CFR § 300.324(a)(2)(iv); 8 VAC 20-81-110 F.2.f]

The Deaf and Hard of Hearing program addresses all these elements as follows:

- **Understanding on the part of all service providers of the nature of hearing loss:** The Deaf and Hard of Hearing program in partnership with FCPS Human Resources and licensure offices, hires only teaching professionals who are certified from accredited programs and who have obtained endorsements in teaching students with Hearing Impairments, and who have the necessary communication skills to work with this low-incidence population.
- **Training and professional development required to work effectively with students who are Deaf and Hard of Hearing:** The Deaf and Hard of Hearing program, under the leadership of the program manager, provides professional development opportunities for all service providers who work with students who are Deaf and Hard of Hearing to maintain necessary skills, including self-advocacy skills.
- **Access to appropriate technology, including assistive listening devices:** The Deaf and Hard of Hearing program in partnership with the Office of Special Education plans, purchases, and directly provides students with appropriate technology, including assistive listening devices as prescribed by the IEP team for each eligible student.
- **Teachers and support personnel who are proficient in the student's primary mode of communication:** Teachers, Audiologists, and support staff, under the supervision of the Program Manager for the Deaf and Hard of Hearing program have access to professional development and coursework opportunities that encourage skill development in the student's primary mode of communication.
- **A sufficient number of peers who use the student's language/mode of communication:** Teachers, Audiologists, and support staff, under the supervision of the Program Manager for the Deaf and Hard of Hearing program will work directly and systematically with school teams to inform all stakeholders about the communication and language needs of our students who are Deaf and Hard of Hearing, and do so on a regular and ongoing basis.

Itinerant Teachers for the Deaf and Hard of Hearing:

- Provide support and instruction to eligible students in general education classrooms and special education classes. Itinerant teachers for the Deaf and Hard of Hearing serve students located at various sites throughout FCPS, providing access and support to students who are Deaf and Hard of Hearing to be successful in their educational program.
- Provide resources and instruction to all FCPS school sites that have a student needing their service, as initiated by IEP.
- Teachers of the Deaf and Hard of Hearing share strategies, such as re-phrasing of instructions, the provision of notes, pre-teaching of vocabulary, providing visual strategies, with general education and other staff members for providing adaptations and accommodations for the students.

- Teachers of Deaf and Hard of Hearing instruct students in self-advocacy strategies that will help them gain access to the general education curriculum. These strategies may include use and care of amplification equipment, skillful questioning, self-selecting appropriate seating, studying vocabulary, strategic skills for learning new vocabulary, etc.
- Teachers of the Deaf and Hard of Hearing provide instruction in the general education curriculum. They may use modified materials and visual strategies to pre-teach vocabulary, re-teach material, and help enhance the background knowledge of students to better prepare them for instruction.

Audiologist and Interpreter support:

- In all educational settings where students who are Deaf and Hard of Hearing attend, educational audiologists provide technical support and specialized assistive listening devices to allow students to access their educational programs.
- Diagnostic audiologists provide comprehensive audiological assessments in three FCPS Early Childhood Assessment Centers in partnership with the Early Childhood Education Special Education Program.
- For students whose communication modality is sign language or cued speech, a staff of interpreters and transliterators provide access to the educational curriculum and to other school-based activities.

Site based instructional programs provides special education support to students who are Deaf and Hard of Hearing that require a more intensive level of service (site-based versus base school) using the communication mode the IEP team determines is appropriate for each child. Programming is geared towards specific communication and learning needs of students who are Deaf and Hard of Hearing in the elementary, middle, and high school levels.

Modalities of communication and instruction within the site base programs include use of:

- **Auditory/Oral methodology** for educating students who are Deaf and Hard of Hearing emphasizes the use of residual hearing through amplification technology as well as speech reading to access language. The goal of the Auditory/Oral method is to develop effective auditory and oral/language skills to enable students to communicate verbally in all environments.
- **Cued Speech** is a modality that utilizes specific hand shapes at various placements around the face to provide visual access to spoken language. The hand shapes represent the sounds that comprise the English language. The combination of hand shapes, position and movement represents the syllables that make up running speech. Cueing allows the student to access every part of the spoken message he or she may not hear. The purpose of Cued Speech is to provide visual access to spoken English language.

- **Total Communication** is a methodology that utilizes a variety of communication modes that include: American Sign Language (ASL) and its cultural impact on deaf students; sign-supported speech; finger spelling; gestures; speech reading; written and spoken English; and use of amplification technology to access language. The Total Communication approach allows students the flexibility to choose the mode of communication that is most appropriate and comfortable in each situation.

In line with the FCPS Office of Special Education Instruction's Mission statement: *The Office of Special Education Instruction directs and supports the development, implementation, operation, and evaluation of Pre K–12 educational programs, curricula, and services that meet the unique needs of students with disabilities.* The Hearing and Vision Department plans and provides professional development for staff and administrators and provides instructional leadership for, and supervision, coordination, and evaluation of early childhood, elementary, secondary, career and transition programs and services.

Details

As of September of 2022, there were 491 students served by the Deaf and Hard of Hearing program. These students include students who are receiving audiology and Deaf and Hard of Hearing itinerant services either through an IEP or a 504. This also includes Deaf and Hard of Hearing students being served in site-based programs. Deaf and Hard of Hearing services are provided to all eligible students in all FCPS school sites. Students are found eligible for services through FCPS's special education identification process. 82.7% of students who receive Deaf and Hard of Hearing services are served in their base school. 17.3% of students who receive Deaf and Hard of Hearing services are served in a site-based program.

DHH Site-based Programs:

- **Camelot Preschool** for preschool aged students (offers instruction in all three modalities)
- **Canterbury Woods** (instruction offered in all three modalities)
- **Frost Middle School** (instruction offered in all three modalities)
- **Woodson High School** (instruction offered in all three modalities)

Currently there are 86 students served at these four sites.

Assessments

The Individuals with Disabilities Education Act (IDEA) and Regulations Governing Special Education Programs for Children with Disabilities in Virginia require that all students with disabilities participate in the Virginia Assessment System (VAS) either through the Standards of Learning (SOL) assessments or the Virginia Alternate

Assessment Program (VAAP). Students who are Deaf and Hard of Hearing participate in the standardized testing given at their grade level as determined appropriate by their IEPs. Appropriate accommodations (e.g. Read aloud, modified language or vocabulary, small group) may be used as determined by the IEP team.

Additionally, the following assessments may be employed to help determine eligibility and plan instruction:

- Evidence-based reading and writing inventories
- Vocabulary assessments
- Checklists of self-advocacy skills

Diagnostic audiologists offer full audiological assessments which include:

- Pure tone testing
- Bone conduction testing
- Impedance testing (Tympanometry)
- Speech and word recognition and discrimination testing
- Otoacoustic emissions (OAE) testing
- Hearing aid assessments
- Behavioral audiometry

Educational audiologists may perform assessments such as:

- Test of Auditory Comprehension
- Screening Instrument for Targeting Educational Risk (SIFTER)
- Functional Listening Assessment
- Learning Inventory for Education (LIFE)
- Children's Home Inventory of Listening Difficulties (CHILD)
- Early Listening Function (ELF)
- Sound level meter surveys for classrooms
- FM evaluations
- Assistive Listening Device assessments

Approved Instructional Materials

The Deaf and Hard of Hearing program uses the textbooks and materials approved for general use, with modifications and accommodations (e.g. simplified versions, summarized versions) as appropriate. The Deaf and Hard of Hearing program is in line with the FCPS initiative toward furthering literacy skills in special education students and utilizes evidence-based programs selected by the Office of Special Education Instruction and in collaboration with classroom teachers. Teachers of the Deaf and Hard of Hearing and Audiologists work with school teams to accommodate curriculum and programs utilized in each individual school.

Current and Future Areas of Focus

Current Focus

A continued area of focus that has been identified by program manager in collaboration with principals, parents, and other stakeholders is to provide Teachers of the Deaf and/or Hard of Hearing training and professional opportunities to use assessments and data to drive IEP goals, objectives, and instructional practices. Educational Audiologist will participate in additional at least 2 trainings required for licensure and certification requirements.

Smart Goal: By June of 2023, Teachers of the Blind and Visually Impaired will write annual IEP goals that are measurable, objective, and observable by engaging in one of the following strategies prior to proposal including peer check, use of IEP goal checklist, or creation of data collection tool while writing. Success will be identified by 90% of TBVIs meeting all three criteria (measurable, objective, observable) in 4 probed samples throughout the school year. .

Data

Year	# Trainings offered	Total DHH Instructional staff	Percent of TBVI writing measurable, objective, and observable IEP goals in 4 probed samples
2022-23	3	14	n/a

Smart Goal: By June of 2023, 100% Educational Audiologist will attend at least two virtual trainings presented by Audiology Online which ensures all Educational Audiologist meet licensing and certification requirements.

Data

Year	# Trainings offered	Total Educational Audiologist staff	Number of Participants at Training #1	Number of Participants at Training #2	Average Percent of Audiology staff Participating
2022-23	2	17	n/a	n/a	n/a

Data Narrative

The focus of the 21-22 SY aimed at providing trainings for Teacher of the Deaf and Hard of Hearing around working with students who have Deaf-Blindness. All Teachers of the Deaf and Hard of Hearing participated in trainings related to employing appropriate strategies and methods working with students who have Deaf-Blindness. FCPS partnered with The Virginia Project for Children and Youth Adults with Deaf-Blindness. Educational Audiologist completed at least one training presented by Phonak that was directly related to the usage of Roger Touchscreen Assistive Listening Devices (ALD) technology.

Smart Goal: By June of 2022, 90% of Teachers of the Deaf and Hard of Hearing will take at least one course or workshop relating to employing appropriate strategies and methods in working with students who have Deaf/Blindness.

Data

Year	# Trainings offered	Total DHH Instructional staff	Number of Participants at Training #1	Number of Participants at Training #2	Average Percent of D/HH Staff Participating
2021-22	2	16	16	16	100%

Smart Goal: By June of 2022, 95% Educational Audiologist will attend at least one training presented by Phonak that directly relates to the usage of Roger Touchscreen Assistive Listening Device (ALD) technology.

Data

Year	# Trainings offered	Total Educational Audiologist staff	Number of Participants at Training #1	Number of Participants at Training #2	Average Percent of Audiology staff Participating
2021-22	2	16	16	16	100%

Due Process and Eligibility

Contact: Kristina Roman, kmroman@fcps.edu

Date: 2022-23

Program Overview

Due Process and Eligibility is a section in the Office of Special Education Procedural Support that establishes procedures for implementing the Individuals with Disabilities Education Act (IDEA 2004) and Section 504 of the Rehabilitation Act of 1973, as amended, in accordance with federal and state regulations. Additionally, in collaboration with an interdisciplinary team of central office stakeholders, this office supports compliance with Policy 2625, *Physical Restraint and Seclusion*. In fulfilling this responsibility, Due Process and Eligibility designs, implements, and maintains special education and Section 504 manuals pursuant to the current version of Fairfax County Public Schools (FCPS) Regulation 2670, *Free Appropriate Education for Students with Disabilities*, as well as procedures pursuant to the current version of FCPS Regulations 1450, *Declaration of Non-Discrimination - Individuals with Disabilities*, 1454 *Declaration of Non-Discrimination - Students with Disabilities* and 2136, *Medical Examinations for Students being Screened for Special Education*. The procedures and accompanying forms are used at all schools to ensure that a free appropriate public education is provided to all eligible students with disabilities.

As part of the implementation of procedures accompanying FCPS Regulations 1450 and 1454, Due Process and Eligibility ensures compliance with several Virginia Department of Education (VDOE) State Performance Plan Indicators, including Indicators 9, 10 and 11. Specifically, indicator 9 identifies the disproportionate representation of racial and ethnic groups in special education and related services that is the result of inappropriate identification. Indicator 10 identifies the disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification. Finally, indicator 11 requires that children with parental consent for initial evaluation were evaluated and their eligibility was determined within 65 business days.

Due Process and Eligibility also coordinates the appeals process when a parent disputes any matter pertaining to the identification, evaluation, or placement of a student eligible for special education or Section 504, including administrative reviews, mediation, and due process hearings. Additionally, Due Process and Eligibility investigates and prepares responses to complaints filed with the VDOE alleging the failure of FCPS to comply with federal and state special education regulations; and to the Office for Civil Rights (OCR) with the United States

Department of Education (USED) alleging discrimination, retaliation, and/or harassment on the basis of a disability. Due Process and Eligibility works closely with staff members within the greater Procedural Support Services office, as well as Region Administration, School Counseling, the Office of Equity and Employee Relations, the Office of Special Education Instruction, the Office of Intervention and Prevention, the Office of Operations and Strategic Planning, and schools to resolve parent concerns by employing the use of less costly and less litigious means of resolution, such as informal resolution conferences, administrative reviews, and mediations.

Primary functions of the Due Process and Eligibility section include division-wide training of staff in matters pertaining to IDEA and Section 504 and consultation with school staff, central office staff, and parents regarding the implementation of these federal statutes on a continual basis. Due Process and Eligibility is committed to providing procedural and facilitation training to staff in an effort to empower them to resolve special education issues prior to formal complaints or appeals. During the 2021-22 school year, Due Process and Eligibility staff provided synchronous and asynchronous training to more than 3,079 central office and school-based staff members on topics such as the local screening, the special education eligibility process, individualized education program (IEP) process, Section 504 processes, and prior written notice. Also, 28,816 FCPS staff members participated in the required restraint and seclusion training provided by this department. The Due Process and Eligibility section also manages the recruitment, training, and assignment of surrogate parents, the provision of medical evaluations for special education and Section 504 eligibility, and independent educational evaluations (IEE) as required by IDEA.

Due Process and Eligibility also coordinates FCPS's Summer Clinic program which ensures federally mandated special education processes are maintained when much of school-based staff are not on contract. Summer Clinic staff conduct special education and Section 504 screenings, evaluations, eligibility meetings, reevaluation meetings, and IEP/Section 504 Plan meetings during the summer months. The program manager for Due Process and Eligibility works with staff from Facilities and Transportation Services to determine site locations and advertises, hires, and assigns staff to each site. Over the course of a seven-week period in the Summer 2022, summer clinic staff held 148 local screening committee meetings, 132 eligibility meetings, 11 re-evaluation meetings, 87 IEP meetings, and 14 Section 504 meetings.

Due to the COVID-19 pandemic and guidance from the Virginia Department of Education (VDOE), school divisions were required to plan and implement efficient and effective ways to determine and address learning gaps during the extended school closure. This learning loss is referred to as COVID recovery services. Due Process and Eligibility staff established practices for consideration of recovery services through the IEP. These services allow for students with disabilities to regain skills that may have been lost due to the COVID-19 pandemic. The program manager for Due Process and

Eligibility hired and monitored instructional staff who provided approximately 127 students with recovery services. The program manager also developed and maintained a system-wide database of instructional staff who could provide special education services to these eligible students.

As a result of the Office for Civil Rights (OCR) in the U.S. Department of Education resolution agreement with FCPS regarding the provision of special education services during the global COVID-19 Pandemic, FCPS will be convening Individualized Education Program (IEP) and Section 504 Plan meetings for all current students with disabilities to determine if compensatory services are warranted. The division will also offer IEP meetings and Section 504 Plan meetings to all students with disabilities who graduated or left the division during the Pandemic Period (April 14, 2020 - June 16, 2022).

Details

This program serves more than 30,000 students who are suspected of having a disability, or who, either by qualification under Section 504 of the Rehabilitation Act of 1973, as amended, or by eligibility under IDEA 2004. Students within the local educational area of FCPS age 2 through 22 are supported by the program.

Assessments

Assessments required to determine if a student is eligible as a student with a disability under Section 504 or IDEA, or the provision of a free appropriate public education, are determined on an individual basis after a multi-disciplinary team of professionals and the student's parent(s) complete a review of existing data. These assessments may include, but are not limited to, psychological, sociocultural, educational, speech and language, occupational therapy, physical therapy, vision, hearing, or observations.

Approved Instructional Materials

Due Process and Eligibility provides division-wide training regarding current federal, state and FCPS policies, procedures, and regulations pertaining to students with disabilities. Specifically, Due Process and Eligibility provides ongoing support to the educational specialists within the office of special education procedural support so that a consistent message is provided regarding procedural and compliance requirements. Additionally, training is provided to parents by office staff through school-based offerings as well as through the FCPS Parent Resource Center.

Current and Future Areas of Focus

Due Process and Eligibility strives to maintain compliance with local, state and federal requirements through procedural training, the implementation of and training in SEA-STARS, and the coordination of summer clinic.

Due Process and Eligibility continues to work in conjunction with procedural support liaisons (PSLs) to provide training and targeted professional development to schools that are out of compliance with Indicator 11. In March 2020, all schools closed due to the COVID-19 pandemic, causing many schools to fall out of compliance regarding initial eligibility timelines. Data from the 2021-22 school year is being reviewed to determine whether this professional development effort helped to reduce disproportionality in the identification of special education students across the division.

Due Process and Eligibility continues to develop and refine training for IEP development and implementation. Trainings, to include the expansion of Module 2: Individualized Educational Program Processes and Procedures, are being updated. Due Process and Eligibility also facilitated the rollout of a statewide required training related to the IEP process and supported 12,357 staff in the completion of the *Meaningful IEP Training*, which is a new requirement for licensure renewal.

Due Process and Eligibility will work in conjunction with procedural support liaisons (PSLs) to provide training and targeted professional development for school staff to support with the results of the Office for Civil Rights (OCR) in the U.S. Department of Education resolution agreement regarding the provision of special education services during the global COVID-19 Pandemic.

Through the monitoring and upgrades of the SEA-STARS Eligibility component, FCPS Summer Clinic, and ongoing staff trainings, the percentage of on-time initial special education eligibilities (Indicator 11) rose through March 2020, with 99.99% of all initial eligibilities completed on time. Unfortunately, school closures due to the COVID-19 pandemic caused the percentage of on-time initial eligibilities to fall to 92.8%. The percentage of on-time eligibilities that was submitted to VDOE for State Performance Plan Indicator 11 for the 2021-22 school year was 98%, an increase of 3.5%. It is expected that the percentage of on-time initial special education eligibilities will continue to increase in the 2022-23 school year with focused intervention and training related to the initial eligibility process being delivered to school teams' division wide.

Additionally, this office supports compliance with Policy 2625 to establish procedures regarding physical restraint and seclusion to ensure the safety of all students and staff where there is imminent risk of serious physical harm to self

or others. The Crisis Prevention & Policy specialist facilitates ongoing Crisis Prevention Review Team meetings of central office stakeholders to review each instance of restraint and seclusion, ensure school support and compliance, communicate, and debrief with school teams, develop an action plan based on current data, and review restraint & seclusion data with the leadership team. Our office ensures compliance of the training that all school personnel who work with students, including transportation staff, are required to attend the Understanding the Regulations Governing the Use of Restraint and Seclusion (De-escalation Level 1) 2021-22 training. Additional advanced training is required for one administrator per building and for staff members who work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded.

The program manager for Due Process and Eligibility continues to support the provision of recovery services for students who require those services to regain skills lost during the COVID-19 pandemic.

Data Narrative

The VDOE requires school divisions to maintain 100% compliance with Indicator 11 of the State Performance Plan. FCPS actively strives to meet this benchmark and steps are in place to monitor and comply with this indicator. Although the number of initial eligibilities that are out of compliance is low in comparison with the total number of eligibilities completed, even missing the 65-day timeline for one student results in a finding of out of compliance with Indicator 11.

School Year	# of initial eligibilities	# of late eligibilities	Percent compliant
2017-18	5322	53	99.00%
2018-19	5563	32	99.4%
2019-20	3787	274	92.8%*
2020-21	4,985	202	94.5%*
2021-22	5,555	109	98%

*reflects the COVID-19 pandemic circumstances.

Early Childhood Identification and Services

Contact: Denise Forrest, dbforrest@fcps.edu

Date: 2022-2023

Program Overview

The Early Childhood Identification and Services (ECID&S) program provides early identification and intervention services to children with disabilities ages 2 (by September 30th) through age 5 inclusive. The staff members of ECID&S are committed to providing family-focused services, meeting the diverse needs of our children in the most appropriate environment, providing quality services to improve our children's learning through the use of developmentally appropriate best practices, and expanding effective collaboration across the early childhood professional community. The vision of ECID&S is "Every Child Ready to Learn". It is now widely accepted that early intervention services can generate long-term benefits for children and families (Guralnick, 2005) and that quality intervention programs can have a great positive effect on a child's future abilities (Blair, 2002; Hart & Risley, 1995). In a more recent report, researchers found that positive experiences for children and families prior to entering school-aged programming is likely to produce better outcomes than late age remediation programs and significant up-front costs generate a strong return on investment (Center on the Developing Child at Harvard University, 2007). Early intervention programs positively affect children's school achievement, reduce dropout rates, and minimize costs for remediation and for special education services. "Leading economists confirm that early investments in human capital represent the most effective approach with the greatest return on public investment"

(<http://www.ounceofprevention.org/news/pdfs/ClosingTheAchievementGap.pdf>).

The purpose of ECID&S is to assess children of Fairfax County with potential disabilities and provide educational services to children if an educational disability is identified. The current focus of the ECID&S program is student learning in preparation for kindergarten aged programming. The Center on the Developing Child at Harvard University (2007) found that programs that have positive impacts on young children's development provide some combination of the following features: highly skilled staff; a language-rich environment; age appropriate curricula and stimulating materials in a safe physical setting; warm, responsive interactions between staff and children; and high and consistent levels of child participation. It is a primary program objective of ECID&S to prepare children with Kindergarten readiness skills. This is highlighted by our vision of Every Child Ready to Learn. ECID&S employs a play-based, language-rich curriculum to provide a comprehensive approach to education which facilitates intellectual, physical, and social-emotional development in a safe educational environment. The ECID&S program provides for child engagement in learning, independence, curiosity, self-confidence, and positive relationships with others to prepare children for future academic success.

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Details

Identification services are provided for free to children ages 20 months to 5 years old. Note: Child must turn 2 by no later than September 30th. Students are eligible for enrollment in early childhood special education services based on identified developmental delays which require specially designed instruction.

SY	Date	PAC	Class based	Resource	TOTAL
2019-2020	10-Sep	343	1003	361	1707
2019-2020	1-Dec	405	1163	957	2525
2019-2020	1-Jun	438	1316	1030	2784
2020-2021	18-Sep	309	863	653	1825
2020-2021	1-Dec	347	966	779	2092
2020-2021	1-Jun	423	1187	951	2561
2021-2022	1-Sep	359	844	601	1804
2021-2022	1-Dec	427	1059	770	2256
2021-2022	1-Jun	571	1360	955	2886

List of Schools by Region

Region	School	Number of Early Childhood Class based Classes	Number of Preschool Autism Classes
1	Aldrin	2	3
1	Clearview	4	2
1	Colvin Run	2	1
1	Crossfield	4	0
1	Cunningham Park	2	1
1	Dogwood	2	1
1	Dranesville	2	1
1	Forest Edge	2	2
1	Forestville	2	1
1	Hunters Woods		1
1	Lake Anne	2	0

Region	School	Number of Early Childhood Class based Classes	Number of Preschool Autism Classes
1	Sunrise Valley		1
1	Terraset	2	1
1	Vienna	2	0
1	Waples	4	2
2	Annandale Terrace		1
2	Bailey's Primary	4	1
2	Belvedere	5	1
2	Bren Mar Park	2	2
2	Camelot	3	1
2	Columbia		1
2	Fair Hill		1
2	Freedom Hill	2	0
2	Glen Forest	2	2
2	Graham Road		1
2	Lemon Road	2	
2	Mason Crest	5	1
2	North Springfield	8	3
2	Parklawn		2
2	Pine Spring	2	2
2	Stenwood	2	0
2	Timber Lane	4	1
3	Bucknell	4	1
3	Bush Hill	4	1
3	Forestdale	2	2
3	Ft. Belvoir	4	1
3	Gunston	2	
3	Island Creek	4	2
3	Mt. Vernon Woods	4	0
3	Riverside	4	2
3	Rose Hill	4	2
3	Silverbrook		1
3	Stratford Landing	2	2
3	Woodley Hills	2	
4	Bonnie Brae	2	1
4	Cardinal Forest	4	1
4	Centre Ridge	2	0
4	Centreville	4	2
4	Cherry Run	4	2

Region	School	Number of Early Childhood Class based Classes	Number of Preschool Autism Classes
4	Halley	6	2
4	Kings Park	2	1
4	Laurel Ridge		1
4	Powell		2
4	Ravensworth	2	0
4	Terra Centre	2	1
4	West Springfield	2	0
4	White Oaks		3
5	Cub Run	4	2
5	Daniels Run	2	1
5	Deer Park	4	2
5	Eagle View	4	3
5	Fairfax Villa	4	0
5	Greenbriar East	4	1
5	Little Run	4	1
5	McNair	4	3
5	Oak Hill	2	1
5	Poplar Tree	2	
Center	Pimmit EC Center	3	5
Center	Bull Run EC Center	18	0
Center	Dunn Loring EC Center	19	0
Center	Virginia Hills EC Center	18	0
Total	71	231	86

Assessments

For identification of special education needs, screening and comprehensive developmental assessments may be completed with children in areas of development where delays are suspected. The primary areas of development assessed include adaptive, cognitive, communication, physical, and social/emotional. When appropriate, a sociocultural evaluation, audiological evaluation, functional vision assessment, occupational therapy, and physical therapy evaluations may also be completed.

Assessments may include: the Kaufman Test of Educational Achievement, Goldman Fristoe Test of Articulation, Photo Articulation Test, Arizona Test of Articulation, Rosetti Infant Toddler Language Scale, Preschool Language Scale 5, Clinical Evaluation Language Proficiency (CELF-P), Receptive Expressive Emergent Language Test 3rd Edition (REEL), Learning Accomplishment Profile - Diagnostic 3 (LAP-D 3), Bayley Scales of Infant and Toddler Development, Berry Visual Motor Integration (VMI), Merrill-Palmer Revised, Behavior Assessment System for Children, 2nd Edition (BASC),

Autism Diagnostic Observation Schedule (ADOS) and the Differential Ability Scales (DAS).

During intervention provided to students found eligible for special services, ongoing formal and informal evaluation and assessments may be completed. The students' disabilities and developmental needs will guide the teacher to the specific assessment tools to use. The teacher's observation and parent report are critical components of the assessment process. Teachers select and administer tests of which the Assessment Evaluation and Programming System (AEPS), Devereux Early Childhood Assessment (DECA), Brigance Inventory of Early Development III Standardized, Verbal Behavior Milestones Assessment and Placement Program (VBMAPP) or the Battelle Developmental Inventory Second Edition are a part. The quality of interactions between teachers and children will be measured as a result of Virginia's Unified Virginia Quality Birth-5 (VQB5) System using the nationally recognized CLASS® tool. CLASS® stands for Classroom Assessment Scoring System. The CLASS® is a tool for observing and assessing the quality of interactions among teachers and children in classrooms. During school year 2022-23, 120 class-based classrooms and 45 PAC classrooms will be measured. School year 2023 and beyond will scale up to full implementation.

Approved Instructional Materials

The instructional program for students in early childhood special education is aligned with the Fairfax County Public Schools (FCPS) Pre-Kindergarten Program of Studies (Pre-K POS). Additional resources include:

- DEC Recommended Practices, Susan Sandall, Mary Louise Hemmeter, Barbara J. Smith, and Mary E. McLean
- Virginia's Foundation Blocks for Early Learning, Virginia Department of Education
- Educating Young Children - Second Edition, Mary Hohmann and David P. Weikart
- Assessment, Evaluation, and Programming System, Paul H. Brookes Publishing Co., Inc.
- The Carolina Curriculum for Preschoolers with Special Needs, Nancy Johnson Martin, Bonnie Hacker, and Susan Attermeier
- Classroom Strategies to Promote Children's Social and Emotional Development – A DECA Program, Derry Koralek
- Socially Strong, Emotionally Secure, Nefertiti Bruce and Karen Cairone
- Early Learning Second Step, Committee for Children
- Prevent-Teach-Reinforce for Young Children, Glen Dunlap, Kelly Wilson, Phillip S. Strain, and Janice K. Lee

Current and Future Areas of Focus

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that examines the quality of teacher-child interactions. CLASS® includes three domains of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support.

Future Focus

The Classroom Assessment Scoring System (CLASS®) is an observation instrument that examines the quality of teacher-child interactions. CLASS® includes three domains of teacher-child interactions that support children's learning and development: Emotional Support, Classroom Organization, and Instructional Support. Within each domain are dimensions with more specific details about teachers' interactions with children. The CLASS® dimensions are based on theory and research noting that interactions between children and adults are the primary way of supporting children's development and learning, and that effective, engaging interactions and environments form the foundation for all learning in early childhood.

During school year 2022-23, 165 of the early childhood class based and PAC teachers will be observed by trained observers using the CLASS® observation tool.

By July 2023, the early childhood special education teachers will increase by 5% over baseline in the dimension of Instructional Learning Formats. Post observation baseline average in June of 2022 was 5.31 on a 7-point scale (low to high). A 5% increase would equal an average score of 5.58.

1. Conduct individualized professional development with observed teachers through a coaching model for all staff members being observed during school year 2022-23 between the pre and post observations.

Data Narrative

During school year 2021-22, 75 of the early childhood class based and PAC teachers were observed by trained observers using the CLASS® observation tool.

The program goal was as follows:

By July 2022, the early childhood special education teachers will increase in the dimension of Regard for Student Perspective from an average score of 4.89 pre-observation to 5.0 post observation on a 7-point scale (low to high) in the domain of Emotional Support.

The observed staff members post observation average score (Spring 2022) was 4.99.

Extended School Year Services

Contact: Ellen Agosta

Date: 2022-2023

The Extended School Year (ESY) program is overseen by the ESY and Assessment team in the Office of Special Education Instruction. The ESY and Assessment team consists of a program manager and three educational specialists. This team helps school teams understand the needs of students who require ESY, the criteria for determining if a student requires ESY, and supports goal development to maintain critical life skills. The ESY and Assessment team is also responsible for the staffing and preparation of school sites for ESY which includes ongoing collaboration with multiple offices, centrally, to help ensure that the school system provides an effective learning environment for students with disabilities as outlined by State and Federal regulations.

Program Overview

ESY services refer to special education and/or related services provided beyond the normal school year for the intent of providing a free appropriate public education (FAPE) to a student with a disability in accordance with the student's individual education program (IEP) at no cost to the family. The purpose of ESY is to provide the services defined by an IEP team, which has determined that the benefits a student gained during the school year will be significantly jeopardized if the student does not receive services during an extended break. The provision of these services is mandated for identified students under the Individuals with Disabilities Education Improvement Act (IDEIA), 2004. Virginia state guidelines regarding ESY, including the six factors to be considered when determining the need for ESY services, can be found at:

http://www.doe.virginia.gov/special_ed/regulations/federal/extended_schoolyear_services.pdf

Every IEP team must consider the need for ESY services at the annual IEP meeting. Either a parent/guardian or the teacher can initiate a request for an addendum to consider services if the student's needs change over the course of the year. The IEP team must consider if certain characteristics or patterns of the student's learning suggest that progress made during the regular school year in specific critical life skills will be significantly jeopardized during an extended break from school. Depending on the individual needs of the student, ESY services may vary in type, intensity, location, and length of time.

Fairfax County Public Schools (FCPS) ESY service delivery options were developed after a review of literature of effective summer intervention programs, which included students with disabilities. Based on these studies and best practices for instruction for students with disabilities, ESY services incorporate the following key components:

- Instruction is individualized to the student's ESY goals.
- Instruction focuses on critical life skills.

- Direct instruction in social/interaction skills is embedded into the academic instructional program.
- All students attending ESY with reading and math goals receive instruction using federally required, research-based programs and high-leverage practices.

Students receiving special education at every school in Fairfax County have the potential to receive ESY services. Most students who receive ESY services attend one of the central ESY sites, known as class-based service sites. The number and location of ESY class-based service sites varies each year.

School administrators and teachers are supported with professional development opportunities prior to the start of ESY and ongoing support throughout the summer by the ESY team of the Office of Special Education Instruction. Professional development topics for administrators include roles and responsibilities, disability awareness, human resources, time and attendance, transportation, student safety and wellness, safety and security, food services, risk management, technology, behavior management, and data collection. Training topics for staff include behavior management, data collection, evidenced-based instructional strategies and programs, intensive schedules, technology, and health and therapy support for students.

Additional information can be obtained at <https://www.fcps.edu/academics/academic-overview/special-education-instruction/extended-school-year-esy-services>

Details

There are currently 28,803 students in FCPS who receive special education services. All these students are considered for ESY during annual IEP meetings. However, only students whose IEP teams determine that ESY services are necessary to provide a free, appropriate public education (FAPE) can attend. ESY cannot be limited based on area of disability. This means that the school system cannot decide to serve only certain students with disabilities, or conversely, that specific disability areas are excluded. In addition, services must be designed to meet student needs, and cannot be pre-limited to specific duration or type of service. In summer 2022, the ESY program had 13 preschool/elementary sites, three secondary sites, and five center-based programs for Burke School, Cedar Lane School, Key Center, Kilmer Center, and Quander Road School.

Summer	Number of students found eligible to receive ESY services by IEP team
2018	4,395
2019	3,883
2020	3,423

Summer	Number of students found eligible to receive ESY services by IEP team
2021	4,086
2022	4,348

Based upon projected student numbers, the ESY office in collaboration with facilities and transportation begins identifying sites in the fall for the upcoming summer.

Assessments

School year teachers provide the most recent agreed-upon IEP and a student profile for each student attending ESY. These documents include information about the student's current level of performance on targeted ESY goals, as well as information about how the school year teacher has been addressing these goals. The school year teacher creates data sheets to track progress towards meeting ESY goals. Progress on ESY goals is reported to parents on an IEP progress report at the end of the ESY session. This is simultaneously recorded in the FCPS online IEP system, SEA-STARs, and is immediately available to the student's fall IEP team.

Approved Instructional Materials

General classroom materials and office supplies are compiled and provided to each ESY site by the ESY office with input provided by the PreK-12 Special Education Instruction, Adapted Curriculum, and ABA teams in the Office of Special Education Instruction. School year teachers send student specific materials to ESY for student use. These may include specific visual cueing cards, communication systems, specialized reading programs or math materials, behavior systems and reinforcers, etc. Specialized computer programs are provided through assistive technology services (ATS) as needed and individualized assistive communication devices are provided, depending on specific student enrollment and need to access these devices. There is collaboration with the Office of Special Education Instruction curriculum specialists to ensure that ESY teachers and support staff receive training on curriculum materials as well as teaching methodologies, behavior management, assessment, and data collection strategies that are appropriate to the special education student population that they will be teaching. In addition, consultative support is provided to teachers throughout ESY. Specialized reading, writing, and math materials are provided for teachers to meet student needs and to provide evidence-based instruction.

Current and Future Areas of Focus

The ESY team of the Office of Special Education Instruction works to ensure a safe, efficient, and effective learning environment for delivery of ESY services. One focus is to provide teachers who work with special education students during the school year the training needed to discuss ESY at the IEP meeting and to ensure that the selected ESY

goals are appropriate to maintain a learned skill within the ESY time frame. School administrators are also provided informational trainings to assist them in understanding the needs of the students who attend ESY and how they can best support their staff and parents within the IEP team discussions about ESY.

Another critical focus is the staffing and preparation of school sites for ESY which includes ongoing collaboration with transportation, facilities, human resources, food services, school health services, therapy services, therapeutic rec., etc. to provide an effective learning environment for staff and students. Host site visits are completed in the spring with the host school administrative team and the ESY site administrator to further ensure a safe and positive climate for all stakeholders during ESY. Additionally, both general classroom materials and office supplies are compiled and sent to ESY host sites to support instruction.

Training on data collection and student's progress reports for documenting progress on ESY goals is provided to ESY staff. Adequate progress with the ESY goals indicates that the student received instruction that helped to maintain the progress/skill made during the school year on identified critical life skills as defined by the ESY IEP goal(s). Progress on ESY goals is documented on the ESY progress report (IEP-205). Student progress on ESY goals is documented with progress codes 1, 2, 3, 4, and 5: code 1, this goal has not been introduced/student did not attend ESY; code 2, student has not yet demonstrated progress towards achieving this goal; code 3, the student has demonstrated some progress towards achieving this goal; code 4, the student is making sufficient progress towards achieving this goal within the duration of this IEP; code 5, the student has met the criteria for this goal/objective.

Future Focus

The ESY team will continue to work with other offices in the Department of Special Services and school teams to support the increased understanding of identifying students who are appropriate for ESY and helping school staff to write appropriate ESY goals for students.

The ESY team in collaboration with Human Resources will continue to streamline the hiring process for efficiency and effectiveness to ensure that all ESY positions are staffed.

The ESY team will provide continued support to ESY staff in implementing instructional and management expectations during ESY.

The ESY team will continue development of communication, training plans, and evaluation processes to ensure that ESY management, logistics, and instruction occurs as outlined.

Goal #1

During the 2022-23 school year, the ESY and Assessment team in collaboration with the Office of Procedural Support will develop trainings, resources, and provide support to school staff around the factors to consider to determine if students require ESY in order to maintain critical life skills, data collection, and developing ESY goals. Data sources will include number of trainings, office hours, resources developed, and collaborative visits to support school staff.

Goal #2

During the 2022-23 school year, the ESY and Assessment team in collaboration with other offices in FCPS to include food services, transportation and the Office of Special Education Instruction as well as Fairfax County Health Department will develop trainings and resources to support all 2023 ESY staff. The ESY and Assessment team will also provide direct support to ESY sites. Data sources will include the number of planning meetings, trainings, office hours, resources developed, and visits to support ESY sites.

Data Narrative

During the 2021-2022 school year, the ESY team continued to focus their goal on the alignment of instruction to ESY IEP goals. One way to measure the alignment of instruction to ESY IEP goals is through the information provided on progress reports at the end of ESY. Training was provided to ESY staff on aligning instruction, classroom and behavior management, data collection, and progress reports.

Goal

By September 1, 2022, there will be a 10% decrease from 2021 data in the number of students receiving a progress code of 2 who attend ESY at least 50% of the days. During ESY 2021, there were a total of 97 students out of 2,631 students who attended ESY at least 50% of the time who received a progress code of 2 on their ESY progress report.

During ESY 2022, there were a total of 111 students out of 3,673 students who attended ESY at least 50% of the time who received a progress code of 2 on their ESY progress report. While there was an increase of students who received a 2 on their progress report for a goal, due to the increase of over 1,000 students who attended ESY, this goal was met when the data is considered proportionally.

Health Services

Contact: Lorraine Trouton

Date: 2022-23

Program Overview

The purpose of the health services program is to promote the health and well-being of all students in Fairfax County Public Schools (FCPS) through integration of health policies, laws, and mandates of local, state, and federal requirements. FCPS is committed to the whole child, whole school, and whole community by providing comprehensive education and services that support the success of every student. FCPS believes that student success is greater than academic achievement alone.

Details

The comprehensive school health and wellness program has eleven elements, touching all aspects of the school experience and having the potential to have a significant impact on students' health knowledge, attitudes, and values. Additionally, for the SY 2022-2023, the school health program continues to play a critical role in supporting all students during each phase of the Pandemic response.

Leadership for each of these elements is provided by departments within the school system and by the Fairfax County Health Department (FCHD). The FCHD acts in a consultant role to support the services provided by the departments within the schools.

The commitment to the whole child, whole school model includes immunization compliance. The American Academy of Pediatrics (AAP) states that immunizations are the safest and most cost-effective way of preventing disease, disability, and death. According to the AAP the onset of the pandemic has caused a significant drop in well-child visits resulting in delays in immunizations which are part of assuring optimal health in children. <https://www.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections/clinical-guidance/guidance-on-providing-pediatric-well-care-during-covid-19/>

For SY 2022-2023, the school health team, in collaboration with the FCHD provided support and resources to families to encourage them to maintain immunization schedules for their students. Immunization clinics were provided at school sites with specific focus on Tdap, HPV and MenACWY.

Research conducted by the Centers for Disease Control (CDC) provides additional information addressing the impact of the pandemic on well-child visits and immunizations (www.cdc.gov). The health services program also supports the U.S. Department of Health and Human Services Healthy People 2020 goals to guide development of objectives related to school health. One of the goals of The Healthy People 2020 initiative is to increase immunization rates and to reduce preventable infectious diseases.

The health services program directly addresses promotion of healthy children through a proactive approach towards immunization. The program also provides direction and expertise

to school-based and administrative office staff members throughout the school year as they pertain to registration and immunization compliance.

The program is compliant with the Individuals with Disabilities Education Improvement Act (IDEA), Section 504 of the Vocational Rehabilitation Act of 1973, and the Family Education Rights Privacy Act (FERPA). FCPS collaborates with the FCHD in its provision of health services to minimize the impact of health conditions and to ensure students are adequately immunized so that students may achieve the maximum benefit from the educational day. The design of the program fosters joint planning and problem solving through promotion of an interdisciplinary school health team. The Coordinator, School Health Services, and the school health team collaborate with over sixty-eight full time FCHD public health nurses (PHN) who provide and promote services to all FCPS students at over 200 schools and centers.

The school health room provides a safe environment for students with chronic illnesses and daily health issues. FCHD school health aides and FCPS trained staff support the health and well-being of students in the health room during the school day. Under the current model, FCHD PHNs assess the health needs of new and established students at the beginning of each school year. The health needs include a review of all students' immunization records to promote compliance with the Code of Virginia [22.1-271.2](#)

Assessments

The Virginia Department of Health (VDH) Office of Epidemiology requires of The Virginia Department of Education (VDOE) that all school divisions collect and report on the immunization status of kindergarten, 7th grade and 12th grade students from each Virginia public school system. The data is reported yearly to the state. FCPS is compliant with:

The Code of Virginia [22.1-271.2](#) which requires reporting of immunization status for

- Kindergarten, 7th, and 12th grade students
- The Virginia Board of Health *Regulations for the Immunization of School Children*

Approved Instructional Materials

The Coordinator, School Health Services, in coordination with the FCHD provides the following instructional materials and resources to assist in meeting the health needs of FCPS students:

- Regulation 2101 Physical Examinations, Immunizations of Students, and Tuberculosis Screening Requirements
- Regulation 2102 First Aid, Emergency Treatment, and Administration of Medication for Students
- Regulation 2104 Health Services-School Health-Related Needs
- Management of Student Allergies in the School Setting (includes the management for both the student with known and unknown allergies)
- Annual anaphylaxis training for FCPS staff
- Diabetes Training for teachers based on the American Diabetes Association 'Safe at

- School' program
- School Health Care Emergency Manual
- Asthma training for FCPS staff
- Seizure training for FCPS staff
- Care of Sick and Injured Children Manual
- School Health Emergencies training

Current and Future Areas of Focus

Health services will maintain and improve the immunization compliance of kindergarten, seventh and 12th grade students at or above the 90% as evidenced by data obtained through the Student Information Systems (SIS).

A “Be Wise, Immunize” campaign was established to assist FCPS in communicating the importance of immunizing their student(s). Maintaining or exceeding this compliance percentage will assist in protecting students from preventable diseases. Processes that will assist in reaching this goal include:

- Continued collaboration with Information Technology (IT)
- Increased administrative support for immunization data entry to adequately capture immunization compliance
- Collaboration with the Virginia Department of Health (VDH) to permit selected and trained staff to access the Virginia Immunization Information System (VIIS). Access to the VIIS system will align FCPS immunization documentation with records from healthcare providers.

Future Focus

The health services program will continue to monitor the immunization status of FCPS students and establish the 90th percentile as the minimum acceptable compliance rate. The continued drop in well-child visits due to COVID-19 has greatly impacted the ability to reach the 90th percentile for SY 22-23. Processes that will assist in reaching this goal include:

- Continued collaboration with Information Technology (IT)
- Increased administrative support for immunization data entry to adequately capture immunization compliance
- Collaboration with the Virginia Department of Health (VDH) to permit selected and trained staff to access the Virginia Immunization Information System (VIIS). Access to the VIIS system will align FCPS immunization documentation with records from healthcare providers.

Data Narrative

A data narrative with data comparisons cannot be provided at this time due to COVID-19 constraints. The following table indicates current compliance with entry level immunizations for Kindergarten, 7th, and 12th grade as required by the Code of Virginia [22.1-271.2](#)

Grade	Number Compliant with Entry Level Immunizations	Total Number Enrolled	Percent Compliant with Entry Level Immunizations
K	9,579	11,786	81%
7	10418	13,079	80%
12	7664	14,795	52%

Homeless Program

Contact: Kathi Sheffel, klsheffel@fcps.edu

Date: 2021-23

Program Overview

The purpose of the Fairfax County Public Schools (FCPS) homeless program is to identify and support homeless children within the school system. The McKinney-Vento Act, federal legislation in effect since 1987, requires a designated liaison for all school divisions. The liaison is responsible for ensuring that homeless children and youth enroll in and succeed in school, setting up free meals at school and ensuring that such children and youth receive the educational services for which they are eligible. Program goals include facilitating enrollment of homeless children, ensuring access to educational services, minimizing potential barriers to education by reviewing and revising local policy and procedures, providing outreach to homeless families, assisting unaccompanied homeless youth, and implementing the dispute resolution process. In order to maintain school stability, the program provides for special transportation arrangements, so that homeless children can attend the same school they did before becoming homeless. The homeless program coordinates an after-school comprehensive tutoring program at three shelter sites, as well as tutoring homeless unaccompanied youth at their given school, to provide homework assistance and to strengthen academic skills. According to the National Law Center on Homelessness and Poverty, 50 percent of the homeless population report dropping out of school during the course of their education. Emphasis on maintaining school stability remains a priority as well as the minimizing of school change. A priority has been given to providing support for identified unaccompanied homeless youth, with the practice enacted of formally appointing the school social worker as point of contact for these youth. Homeless program staff is available to school personnel to provide ongoing trainings and support with individual students, as needed. Additionally, the homeless office continues to support homeless families with basic needs such as clothing and emergency food. Two Spanish speaking social workers provides support and consultation at FCPS Central Registration allowing for additional screenings and identification of homeless families. The homeless liaison also serves as the foster care liaison and will continue to coordinate efforts to support children in foster care who attend FCPS schools. The budget for this program includes \$0.1 million and 1.0 position for the homeless liaison. Funding for salaries and benefits reflects changes in personnel and adjustments in employee benefits. Grant revenues from the McKinney-Vento state subgrant, FCPS funding, combined with Title 1 funds, and provides \$460,000 to support program staff and tutors as well as the purchase of school and tutoring supplies and training materials. Additional funding is anticipated from the ARP2 grant. The FCPS homeless office continues its support of the Homeless Youth Initiative, spearheaded by the FCPS homeless office in 2009. The homeless liaison participates in community efforts to ensure support of homeless families, as well as specific meetings at the county's four family shelters. Coordination and collaboration with community partners provides additional resources and supports for homeless

children. Regular communication with adjacent school division homeless liaisons addresses cross-district supports of homeless students.

Details

The McKinney-Vento Homeless Assistance Act provides a comprehensive definition of homelessness: a student is homeless if they are lacking a fixed, adequate and regular nighttime residence. This includes students who sleep in an emergency or transitional shelter; in a motel, hotel, or campground; in a car, park, public place, bus or train station, or abandoned building; doubled-up with relative or friends due to hardship; or in these conditions and is a migratory child or youth. As of June 2022, 2119 homeless children had been identified and 638 had been provided special transportation to remain in their school of origin. In addition, transportation delivered school supplies, basic needs items, and laptops to students. Of the total homeless students, 610 were identified as homeless unaccompanied youth. This term includes young people who have run away from home, been thrown out of their homes, and/or been abandoned by parents or guardians. The closure of some schools due to the Covid 19 pandemic impacted the program causing less identified students than in past years.

Assessments

Project Hope-Virginia, the Virginia Education Program for Homeless Children and Youth, reports that decreased student mobility results in increased academic achievement. For example, homeless children lose six months of their education with every school change. The McKinney-Vento Homeless Assistance Act works to minimize school disruption by ensuring that homeless children have the right to remain in their schools of origin (the last school attended before becoming homeless) for the remainder of the school year, if it is in the student's best interest to do so.

Assessments State Required Procedures: To comply with state-mandated annual reporting, data is collected on the number of homeless students enrolled in FCPS, the number of homeless students served, and the type of residence at the time of identification (sheltered, unsheltered, doubled up or motel/hotel). Data is also collected on the number of homeless youth who fit the McKinney-Vento definition of homeless unaccompanied youth, migrant children, students with disabilities (IDEA) and students with limited English proficiency (LEP). Also reported are the frequency of meetings with local shelter providers, homeless liaison attendance at local, state, and national trainings, and compliance with the federal mandate to provide public notice in schools and shelters of the education rights of homeless children and youth.

Program Procedures: Data gathered from the shelter tutoring programs is collected to analyze needed resources, allowing for appropriate modifications of the tutoring program to meet student needs. Tutors are trained to assist students and their parents in accessing individual and school Blackboard accounts. The goal is to increase parent collaboration and participation in the educational process. Unaccompanied homeless youth data is analyzed in the areas of precipitating circumstances leading to homelessness, current temporary shelter, post-graduation plans, transportation needs, student age and food, medical or mental health needs.

Approved Instructional Materials

Approved tutoring materials include educational games, software, and manipulatives. Reading skills are reinforced using age-appropriate books and workbooks chosen on the basis of individual ability. College bound homeless unaccompanied youth are provided with planning materials designed to assist them with the college application process. Donated laptop computers are distributed to college bound homeless unaccompanied youth, when available. parents, and nonprofit shelter providers for homeless families and youth. Communication regarding use of technology to access distance learning, as well as family/parent school engagement will be a priority. Outreach to reduce barriers to education as our community works through challenging issues will be a primary focus. Housing instability and its impact on learning will be addressed and advocacy surrounding stable and permanent housing will be an integral part of the homeless education program. Attendance improvement for students experiencing homelessness will be addressed using best practices and updated strategies in attendance interventions. Identifying and resolving barriers to school participation using a multi-agency approach will be initiated. Students in foster care will be immediately enrolled, and communication with placing agencies will be enhanced. State guidance on Fostering Connections will be shared with partner agencies as part of overall continued cross agency training.

Current and Future Areas of Focus

Current Focus

The FCPS Homeless Program continues to identify and support homeless children in accordance with the requirements of the federal McKinney-Vento Homeless Assistance Act, and the guidance outlined by the State of Virginia Department of Education. As the demographics of Fairfax County continue to change, the homeless program continues to expand its awareness program and facilitates trainings and workshops on McKinney-Vento requirements and the unique needs of homeless children and youth. Additional presence and collaboration at FCPS Central registration will allow identification of some homeless students as the family enters the school system. This collaboration will streamline services and assist with navigation for families that are new to the Country and in unstable or precarious housing including unaccompanied youth. Bilingual navigation support to assist families with enrollment and community referrals. Unaccompanied homeless youth will be connected with available community resources at the time of identification. Continued work with county agencies providing housing for these students will move toward finding immediate, safe, housing for identified students. A bilingual staff member from the FCPS homeless office will meet individually with homeless unaccompanied youth at their schools to provide additional assistance on going throughout the school year. Identified preschool aged homeless students will be provided with transportation assistance in order to maintain school stability, or if the parent requests, advocacy in finding a local placement for the student. Access to

community supports for preschool aged students will be provided to homeless service providers. Tracking of homeless seniors will include post-secondary planning with emphasis on scholarship access and logistics help. College bound homeless unaccompanied youth will have regular support in the college application process and connecting with a point of contact at selected colleges to ensure continued support throughout the high school to college transition period.

Future Focus

Technology access and support will be a primary goal with students.

Data Narrative

Goal 1: Technology access and support will be a primary goal with students, parents, and nonprofit shelter providers for homeless families and youth. Communication regarding use of technology to access distance learning, as well as family/parent school engagement will be a priority. This goal was met. Technology support was provided to students and parents. In addition, homeless parents were transported to FCPS school sites to obtain technology support or technology resources.

Goal 2: Outreach to reduce barriers to education as our community works through challenging issues will be a primary focus. Housing instability and its impact on learning will be addressed and advocacy surrounding stable and permanent housing will be an integral part of the homeless education program. This goal was met, as meetings were held with shelter providers, County programs, emergency hotel placements due to COVID, and written information was distributed to parents and shelters. Academic support was conducted both in person and virtually throughout the school year.

Goal 3: Attendance improvement for students experiencing homelessness will be addressed using best practices and updated strategies in attendance interventions. Identifying and resolving barriers to school participation using a multi-agency approach will be initiated. This goal was met, as attendance issues were addressed on a case-by-case basis in collaboration with FCPS attendance specialists.

Goal 4: Students in foster care will be immediately enrolled, and communication with placing agencies will be enhanced. State guidance on Fostering Connections will be shared with partner agencies as part of overall continued cross agency training. This goal was met. Schools closures greatly impacted the mobility of foster care students with increased need for Best Interest Meetings (BID) Approximately 100 BID meetings were convened during the 21-22 school year.

Multi-Agency Services

Contact: Kelly Conn-Reda, kconnreda@fcps.edu

Date: 2022-2023

Program Overview

Multi-Agency Services identifies, arranges, and monitors the placement of students whose educational needs require more intensive or different types of special education support than can be provided in the public school setting. This enables Fairfax County Public Schools (FCPS) to offer a full continuum of special education services that provide a free appropriate public education (FAPE) to all of its students with disabilities in accordance with federal and state regulations. Procedures are managed in accordance with the Individuals with Disabilities Education Act, Virginia Regulations Governing Special Education Programs for Children with Disabilities, and the Children's Services Act (CSA). The students served by Multi-Agency Services tend to have complex, multiple needs, and are at a higher risk of not completing their education by dropping out of school. Appropriate services, often provided at a more intensive level of support than is available in the public school setting, are an important factor in allowing them to obtain the FAPE they are entitled to receive under the IDEA in preparation for their postsecondary life.

Details

Special Education services provided through Multi-Agency Services are available to any FCPS student through the individualized education program (IEP) process. IEP services are determined based on individual circumstances and may lead to placement in a private, special education school setting. Multi-Agency Services currently manages placements of FCPS students in approximately 40 private day or residential settings. Multi-Agency Services provides the FCPS oversight and monitoring of educational programs of students in treatment facilities across the United States who have been placed by other community services agencies for non-educational reasons. Multi-Agency Services works collaboratively with these agencies to ensure that FAPE is provided for these students who are eligible for special education services.

Assessments

All students placed and monitored by Multi-Agency Services participate in the Virginia Assessment Program. Each student takes Standards of Learning assessments (including performance-based assessments, as appropriate) or alternate and/or alternative assessments as appropriate for that student. Ongoing monitoring of student performance and triennial re-evaluations are used to guide educational planning.

Approved Materials

Textbooks and other instructional materials are provided by private day and residential schools. Curriculum in these programs is adapted and aligned as much as possible with the FCPS program of studies to ensure academic achievement and success. Multi-

Agency Services staff members ensure that students have access to needed materials and equipment, such as assistive technology, as specified in their IEPs.

Current and Future Areas of Focus

Current Focus

When assisting IEP teams in determining appropriate placements for students who need placement in a private school setting, Multi-Agency Services seeks opportunities to serve students in the least restrictive environment. For such students, this means providing their special education and related services in a setting that allows them to maintain ties to family and their community whenever possible. Placement in a residential school, which sometimes may be in an out of state location, is made only when the needed services cannot be delivered in a day school that could allow the student to maintain daily contact with his or her family and community. Multi-Agency Services collaborates with other community service agencies to plan and arrange services to support families so that they are better able to address the needs of their children when they are in the home or community settings. This wraparound approach can reduce the need for students to be placed in residential schools that remove them from their homes and community and support their ability to benefit from day school placements.

Future Focus

In order to preserve ties between students placed in nonpublic settings and their communities, Multi-Agency Services will continue to focus on identifying and developing opportunities to provide appropriate services to students in the least restrictive environment. Multi-Agency Services will seek to maximize the ability to serve students in their local community whenever appropriate and thereby avoid the need for residential placement in distant locations, through close coordination with other community service agencies and consultation with private providers to provide services and supports needed by students and their families.

Data Narrative

When assisting IEP teams in determining appropriate placements for students who require special education in a private school setting, Multi-Agency Services makes every effort to arrange services in the least restrictive environment and to maintain ties between the student, family, and community. A comparison of September 2020 to September 2021 placements reveals that the number of FCPS students in private school placements has decreased overall. The need for residential school placements has remained consistent. The table below illustrates the year-to-year comparison of the number of placements in private day schools and residential schools in each group.

Private Day and Residential School IEP Placements

Placement	September 2021	September 2022	Change
Private Day School placements	231	199	-32
Residential Placements	10	9	-1
Total Nonpublic Placements	241	208	-33

Physical and Occupational Therapy Services

Contact: Kristin Eddy, kmeddy@fcps.edu

Date: 2022-23

Program Overview

The Physical and Occupational Therapy Services Program provides comprehensive physical and occupational therapy services and supports that empower students to access, participate in and benefit from their education in Fairfax County Public Schools (FCPS). FCPS provides related services to students in accordance with provisions mandated and outlined by the [Individuals with Disabilities Education Act \(IDEA\) \(34 CFR § 300.34 \(a\) and \(b\)\)](#) and the [Virginia Department of Education \(VDOE\) \(§22.1-213\)](#) regulations to facilitate their ability to engage in meaningful activities that support their health, participation, and learning goals through collaboration with students, families and school teams. Physical and occupational therapists address needs that impact students' ability to access, participate, and progress in their instructional programs in the least restrictive educational environment. Educationally relevant interventions support participation and learning in the students' educational setting. The program's vision is to: a) work collaboratively with students, families and educational teams to meet students' unique learning needs and support their progress, b) provide educationally relevant and evidenced based services across educational environments, c) provide system wide supports that facilitate inclusive opportunities for children with disabilities and their families aimed at preparing students for a productive future, and d) embrace a practice community in which all physical and occupational therapy practitioners achieve professional excellence.

Physical Therapy

FCPS provides physical therapy for a student with a disability when an Individualized Education Program (IEP) team determines that this related service is required for the student to benefit from his/her special education program. Physical therapists collaborate with team members to address safety concerns, facilitate a student's ability to access learning activities, and move as independently as possible in the school environment. Physical therapy practitioners identify risk factors and behaviors that may impede functioning; provide prevention and promote health, wellness, and fitness supports to students; and provide services to students who have impairments, functional limitations, disabilities, or changes in physical function and health status resulting from injury, disease, or other causes.

According to the [Code of Virginia, § 54.1-3473](#), physical therapy is a branch of the healing arts that is concerned with the evaluation, testing, treatment, re-education and rehabilitation by physical, mechanical or electronic measures and procedures of individuals who, because of trauma, disease or birth defect, present physical and emotional disorders. The practice of physical therapy includes the administration, interpretation, documentation, and evaluation of tests and measurements of bodily

functions and structure within the scope of practice of the physical therapist. The [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#), define physical therapy as services provided by a qualified physical therapist or under the direction or supervision of a qualified physical therapist upon medical referral and direction (*Regulations Governing the Practice of Physical Therapy*, 18VAC112-20-10 et seq.). The American Physical Therapy Association (APTA) [Guide to Physical Therapist Practice, 3rd Ed. \(APTA, 2014\)](#), defines physical therapy as services provided by or under the direction and supervision of a physical therapist and includes:

- Examining individuals with impairments, functional limitations, and disability or other health-related conditions for diagnosis, prognosis, and intervention,
- Alleviating impairments and functional limitations by designing, implementing, and modifying therapeutic intervention,
- Preventing injury, impairment, functional limitations, and disability, including the promotion and maintenance of fitness, health, and quality of life in all populations, and
- Engaging in consultation, education, and action research.

Occupational Therapy

FCPS provides occupational therapy for a student with a disability when an IEP team determines that this related service is required for the student to benefit from his/her special education program. Occupational therapists collaborate with team members to facilitate a student's active participation in daily living skills; learning and vocational occupations; as well as play or leisure activities that occur at school. Occupational therapy may promote health and wellness, prevent injury or secondary disability, and enhance engagement in roles and routines. Additionally, occupational therapy practitioners support students' engagement in the social milieu of the educational environment in order to access instruction, learn productively with their peers, and serve the school community.

According to the [Code of Virginia § 54.1-2900](#), occupational therapy practice includes evaluation, analysis, assessment, and delivery of education and training in activities of daily living (ADL); the design, fabrication, and application of orthoses (splints); guidance in the selection and use of adaptive equipment; therapeutic activities to enhance functional performance; prevocational evaluation and training; and consultation concerning the adaptation of physical environments for individuals who have disabilities.

According to the [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#), occupational therapy services are provided by a qualified occupational therapist or services provided under the direction or supervision of a qualified occupational therapist and includes(*Regulations Governing the Licensure of Occupational Therapists* 18VAC85-80-10 et seq.):

Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation,

Improving ability to perform tasks for independent functioning if functions are impaired or lost, and

Preventing, through early intervention, initial or further impairment or loss of function.

Details

FCPS preschool, elementary, and secondary students receiving special education services, who are determined by the Individual Education Plan team to require physical and/or occupational therapy services, receive intervention and supports to assist their access to and participation in their instructional programs during the school year and during the summer months. During the 2021-2022 school year, physical and occupational therapists provided services to 3010 students receiving special education services (Physical Therapy – 602; Occupational Therapy 2408). Additionally, consultative and evaluation services were provided to an additional 1285 students (Physical Therapy – 207; Occupational Therapy – 1078).

Physical and occupational therapists contribute to FCPS' effort to educate diverse learners, support student participation, and promote success in the least restrictive learning environment. Physical and occupational therapy services are designed to enable students to access, participate in and benefit from the curriculum.

In support of the Strategic Plan – Student Success – Physical and Occupational Therapy Services assists students by addressing needs that impact ability to participate and access instructional programs and school settings and promote skill practice in natural settings. They help build capacity through instruction and support provided to members of the school team and families and they facilitate safe and accessible environments for student participation. They work with education staff to develop and design curricular accommodations and modifications that enable a student to access the general education curriculum.

In support of the Strategic Plan – Caring Culture – Physical and Occupational Therapy Services support students in contributing effectively and productively within their school and community.

In support of Portrait of a Graduate – Goal-Directed and Resilient Individual – Physical and Occupational Therapy Services provide resources to improve participation in daily school routines and life skill outcomes that support students' abilities to engage meaningfully in role of life-long learner, self-advocate, friend and community member.

In support of new Teacher Performance Standard 6/Culturally Responsive and Equitable Teaching Practices, Physical and Occupational Therapy Services embraces Affirming, Assessing and Advancing Equity; by supporting students and teams through remaining strengths based in their evaluations, building relationships and centering the student voice in conversations.

Services Provided to Students

Services: Total	Physical Therapy	Occupational Therapy
Students Receiving Special Education Services: 3010	602	2408
Students Receiving Evaluation and Consultation Services: 1285	207	1078

Assessments given to students as part of this program include those used for student placement in the program.

Physical and occupational therapists conduct evaluations to collect information concerning the performance of a student either identified with a disability or referred for consideration of a disability in areas that may be supported by therapy intervention in accordance with provisions mandated and outlined by the [Individuals with Disabilities Education Act \(IDEA\) \(34 CFR § 300.34 \(a\) and \(b\)\)](#) and the [Virginia Department of Education \(VDOE\) \(§22.1-213\)](#). At the request of teams and with the written permission of caregivers, evaluations are conducted by appropriately qualified therapists to identify functional skills and barriers that impact the student's access to and participation in their learning environment. Physical and occupational therapy evaluations address:

- The routines and roles that a student needs or desires to perform,
- The skills required to perform those routines and roles,
- The resources needed to accomplish those skills, and
- The remedial, accommodating and/or modifying processes that will enable a student to access, participate in, and benefit from the general education curriculum.

Physical and occupational therapists evaluate students' performance within the context of the educational environment, assess the activity/task demands impacting performance, and analyze the impact of barriers/supports on the student's participation at school. The teacher, parent and therapist observations of the students' participation and function are major components of the evaluation process. IDEA mandates that school personnel are to use ... "assessment tools and [evaluation] strategies that provide relevant information that directly assists ...in determining the educational needs of the child..." ([IDEA §300.304\(c\)\(7\)](#)). Assessment tools used by physical and occupational therapists are chosen to evaluate the student's educational needs and provide relevant information to assist in the development of an individual and appropriate educational program. Assessment tools vary depending upon the referral, the student's unique profile as well as concerns presented and observed in school. Physical and occupational therapists select and administer tests from the FCPS Special Services Approved Test List as well as other appropriate tests and checklists. Evaluation findings and written reports are shared with the school team and family members. Recommendations are reviewed and decisions are generated regarding the

need for the additional related service of physical or occupational therapy services by the IEP team.

A focused evaluation may also be requested to assist the 504 Knowledgeable Committee in developing appropriate accommodations for that student's 504 Plan. Written parental consent is required prior to initiation of an evaluation.

Approved Instructional Materials

Physical and occupational therapists collaborate with the instructional staff to assess and modify materials, tasks and environments in support of student access and independence and ensure that specialized materials and equipment used support the goals and accommodations stated in the student's IEP. Physical and Occupational Therapy Services maintains an array of supplies and tools needed to modify existing equipment/materials for student needs. Specialized and adapted equipment and materials are available for students who require them to participate in and safely access school routines and benefit from the curriculum. When adapted or specialized equipment is required for a student to participate in school is not available, the therapist identifies appropriate equipment to support the student's needs. The program maintains a working inventory of equipment used by students in FCPS schools.

Current and Future Areas of Focus

The Occupational and Physical Therapy Services Program focuses on providing quality related services to students receiving special education by addressing needs that impact their ability to safely and successfully access, participate, and progress in their instructional programs and school settings in the least restrictive educational environment, using research-based and educationally relevant interventions that support participation and learning. Physical and Occupational Therapy Services seeks to improve outcomes for all students through the use of:

Evidence supported system and individual interventions;

Collaborative supports that facilitate inclusive opportunities for children with disabilities and their families, and

Training, consultation and support to students, school teams, and families.

By June 30, 2023, 80% of program staff will complete at least 15 hours total of self-directed and program/division provided professional development focused on evidence supported interventions relevant to school-based practice, as well as learning opportunities that support the division's mission (e.g., Equity centered professional development) as measured by program manager and supervisor through the therapist evaluation cycle and program data collected during the given/specific school year

By June 30, 2023, 60% of physical and occupational therapists will conduct a formal training to a specific audience (e.g. content or grade level CLT, student specific team, paraprofessionals, lead teachers) in order build capacity of special and/or general

educators around such topics as the role of physical and/or occupational therapists in the educational setting, referrals, motor development, benefits of movement, mealtime support, and environmental adaptations/modifications to support learning.

Future Focus

Occupational and physical therapists will assist school teams in achieving positive student outcomes related to student progress, access, and participation through:

Increased participation in formal trainings with school teams aimed at sharing expertise and developing common purpose that builds teacher capacity and facilitates positive student outcomes.

Advancement of research based physical and occupational therapy practices that result in high level student achievement.

Expansion of data-driven evaluation and authentic assessment practices that inform team decision making regarding instructional and intervention practices.

Effective data-collection and documentation practices that build a body of evidence of student progress and program effectiveness.

Increased participation in data-based growth and professional development training.

Data Narrative

Therapy Services focuses on providing quality related services to students receiving special education services by addressing needs that impact their ability to access, participate, and progress in their instructional programs and school settings, using research-based and educationally relevant interventions that support participation and learning.

Goal: By June 30, 2022, 80% of program staff will complete at least thirteen hours of self-directed continuing education on evidence supported interventions relevant to school-based practice, as measured by program manager and supervisor through the therapist evaluation cycle.

Evaluator data sources gathered through the therapist evaluation cycle were aggregated to reveal that 84% of therapists completed at least 22 hours of professional development and logged a total of 604 continuing education hours in Summit Education online training (self-directed continuing education) on evidence supported interventions relevant to school-based practice.

Goal: By June 30, 2022, 58% of physical and occupational therapists will conduct a formal training to a specific audience (e.g. content or grade level CLT, student specific team, paraprofessionals, lead teachers) in order build capacity of special and/or general educators around such topics as the role of physical and/or occupational therapists in the educational setting, referrals, motor development, benefits of movement, mealtime support, and environmental adaptations/modifications to support learning.

Each therapist (n=100) conducted (on average) two point five/2.5 trainings over the course of the 2021-2022 school year. About ten percent of these trainings educated school teams about the role of therapy services. The majority of the trainings covered areas such as safe lifting and transfers, equipment use, mealtime support, motor development, curriculum adaptations, school-based self-care, tool use, and vocational support. Most of these trainings occurred with smaller groups, rather than CLTs, and were focused on either an individual student or a subset of students with similar needs.

Data that supports the methodology of these goals: Physical and Occupational Therapy Services supports students' physical and performance needs to ensure safe access and successful student participation in their educational program. Student and school specific training and data based professional development was provided to build capacity of school teams to include teachers, instructional assistants, and support staff (e.g. bus drivers and attendants). Essential topics included positioning, safe lifting, transfers and physical management of students, safe equipment use, bathroom set-up and personal care support, and mealtime support for students. Disability and intervention specific topics related to the physical needs of students are also provided. Trainings that were completed during the 2021-2022 school year directly correlated to safe participation by students, safe student handling by staff/caregivers, and increased participation by students.

Professional Development 2021-2022*

*The PD sessions that were used to arrive at the 84% noted above were the following 6 trainings: PTOT Evaluation Bootcamp (3.5 hours), YMHFA (8.5 hours), Difficult Conversations (4 hours), Stepping up for Success (2.5 hours), Virtual Share Fair (2 hours), ESY (1.5 hours)) had >80% participation for 22 hours total.

Session Title	Sessions	Total Participants
Welcome Back meeting	1	94
PTOT Evaluation Bootcamp	1	93
Youth Mental Health & First Aid/YMHFA	5	102
Community of Practice for Mentees (FCPS First Year Therapists)	10	63
Real Talk: Engaging in Difficult Conversations	1	97
PTOT Stepping up for Success - Supporting Student Behavior for FCPS PTs& OTs	1	90
Physical and Occupational Therapy Pulse	2	130
Virtual Share Fair 2022	1	101
PTOT ESY/Summer Clinic 2022	1	89
Physical Management: ESY Providing Physical Support Training	1	191
Physical Management: SY 21-22 Providing Physical Support Training (asynchronous)	1	227

Essential Trainings and Professional Development (2021-2022)	Sessions	Total Participants
Safe Positioning, Lifting, and Transfers; Equipment Use; Personal Care Support; Environmental Access (e.g. bus, stairs, playground)	123	433
Supporting Fine Motor Development, Handwriting, and Tool Use; Safe Mealtime Practices; Adapted Equipment; Self-Regulation	124	209
The Role of Related Services (i.e. PT & OT) in Special Education	30	106
How to be a healthy & safe mover	1	50

Additional: OT/PT Intern orientation, 2 sessions, 13 participants

The unique body of knowledge required of occupational and physical therapy practitioners working in school settings is dynamic and it changes rapidly with local, state and federal regulatory changes, the promulgation of scientific evidence, and the development of best interdisciplinary practices. Occupational and physical therapy practitioners engage in educationally relevant and job specific training to ensure ongoing competency in accessing and analyzing scientific information and incorporating scientific evidence into student planning and interventions and to fulfil the following federal, state, local and association mandates:

[VA Department of Health Professions in the Commonwealth of Virginia Board/Board of Medicine](#) (18VAC112-20-131 [PT]/18 VAC 85-80-10 et seq. [OT]) requires 20 and 10 contact hours per year respectively of [American Physical Therapy Association](#) (APTA), [American Occupational Therapy Association](#) (AOTA), [American Physical Therapy Association Virginia](#) (APTA Virginia), and/or [Virginia Occupational Therapy Association](#) (VOTA) approved discipline specific training.

APTA and AOTA require ongoing professional competency maintenance in their Standards of Continuing Competence and Code of Ethics.

Current licensure is required to work as a physical or occupational practitioner in Fairfax County Public Schools.

[IDEA 2004 Statute: Part D; § 1450.6-7](#) requires that related services personnel receive professional training that improves student accessibility, participation and learning outcomes for children with disabilities and their families.

[Council for Exceptional Children Ethical Principles and Professional Practice Standards for Special Educators – Special Education Professional Ethical Principles](#) requires ongoing professional development planning, participation in ongoing self-assessment and professional development activities to support continuous improvement of professional performance.

Federal Medicaid and [Virginia Department of Medical Assistance Services](#) require that all providers of physical and occupational therapy services maintain a valid license to practice in the state in which they are providing billable service.

Training, co-constructive and collaborative face to face and on-line learning models were used to develop collaborative, accessible, and dynamic evidence-based practices, knowledge translation capacities, and research-practice partnerships that sustain change in clinical practice and improve student and program outcomes.

PreK-12 Adapted Curriculum

Contact: Jugnu Agrawal, jpagrwal@fcps.edu

Date: 2022-23

Program Overview

The PreK-12 Adapted Curriculum program consists of a program manager, 2 educational specialists, and 4 curriculum resource teachers. The program manager who oversees the PreK-12 Adapted Curriculum also oversees the Special Education Instruction program. The PreK-12 Adapted Curriculum program helps to ensure that the school system is meeting the needs of the students with disabilities as outlined by State and Federal regulations and guidelines.

The PreK-12 Adapted Curriculum program, under the Office of Special Education Instruction (OSEI), provides direct and indirect support to schools in the instruction of students with the low incidence disabilities of autism, intellectual disabilities, intellectual disabilities severe, and physical disabilities who access an adapted curriculum. Special education services for students with low incidence disabilities are individualized to the needs of the students. Students with low incidence disabilities who are receiving instruction on an adapted curriculum may exhibit moderate to significant delays in the areas of language, communication, cognition, socialization, and adaptive functioning. These students may or may not experience other disabilities that have a secondary impact on educational progress. As a result of their disabilities, the students accessing the adapted curriculum often need significant modifications and adaptations to the general education curriculum to demonstrate educational progress.

The Adapted Curriculum program works with schools to ensure the provision of a free appropriate public education (FAPE) in the least restrictive environment (LRE) for students with low incidence disabilities who are accessing an adapted curriculum. The services and support provided to students with low incidence disabilities are governed by the federal Individuals with Disabilities Education Act 2004 and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia link: https://www.doe.virginia.gov/special_ed/regulations/state/reg_sped_disability_va.pdf

The Adapted Curriculum program provides support to schools through the activities listed below.

- Professional development in the areas of essential literacy and math, life skills, classroom management, behavior management, assessment, evidence-based practices, and data collection.
- Assisting teachers in meeting the individual needs of students with a focus on research-based instructional resources and methodologies and previewing newly developed research-based commercial resources.
- Providing direct support to teachers on ways to adapt curriculum and instructional materials to address individual student learning needs.

- Classroom consultations and coaching to provide support and professional development to teachers on topics related to instruction, classroom management, and positive behavior programming.
- Consultations with school administrators to address program development, program modifications, and instructional oversight.
- Instructional, behavioral, and material support during extended school year (ESY) services.

Instructional Program: Services for students with disabilities who are accessing an adapted curriculum are delivered based on a continuum of placement options that include base schools, cluster programs, and public day sites. Instructional goals and placement decisions are based on individual needs as specified in students' individualized education programs (IEP). Special education services range from receiving support in the general education settings to specialized instruction in self-contained special education classes. The academic instructional program for students receiving instruction based on an adapted curriculum is guided by the general education curriculum as defined through the Virginia Essentialized Standards of Learning (VESOL). Teachers provide academic instruction that is individualized, based upon students' current level of performance and rate of learning.

There is an additional instructional focus on life skills necessary for, and relevant to, independent functioning with the intent of allowing each student to reach their highest possible level of independence.

- The focus of instructional programming is to develop core academic knowledge, improve social skills, target, and teach appropriate behaviors, and develop critical career and work skills in preparation for a productive adult life.
- Community-based instruction (CBI) is a key component of educational programming for students with disabilities receiving instruction on an adapted curriculum. CBI gives students the opportunity to develop both life skills and work skills in a variety of natural settings.
- High school students on an adapted curriculum who are working towards an Applied Studies diploma can participate in special education courses, including Foundations courses for English, Science, U.S. and Virginia History, and World History. These courses are designed to provide students with the opportunity to participate in the general education content where the curriculum is adapted and is focused on the VESOL as well as on the goals included in the students' IEP.

Details

Fairfax County Public Schools provides services for school-aged students with low - incidence disabilities at all elementary, middle, secondary, and high school locations. A student's IEP team may determine that a student requires services at a school other than their base school depending on the student's needs and the services required.

Assessments

State Assessments: The Regulations Governing Special Education Programs for Children with Disabilities in Virginia require that all students with disabilities participate in the Virginia Assessment System either through the Standards of Learning (SOL) assessments or the Virginia Alternate Assessment Program (VAAP). Students with disabilities may participate in the SOL assessments in the same manner that non-disabled students participate, or they may participate in the SOL assessments with standard or non-standard accommodations. Students with significant cognitive disabilities may participate in the VAAP in grades 3 through 8, 10, and 11. Additional information on state assessments can be found at:

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/assessment-options-students-disabilities>

Criterion Referenced Assessments: The Brigance® Inventories are a set of comprehensive, criterion-referenced assessments approved for use in FCPS that measure developmental and academic progress from birth to adult. These assessments are conducted twice a year by teachers working with students receiving instruction based on an adapted curriculum. Data obtained by these assessments is used to document student growth and to develop students' IEP goals. Teachers select the appropriate subtests from the assessment batteries listed below to assess the progress of students receiving instruction on an adapted curriculum.

- Inventory of Early Development (IED) III: Designed for students performing below the developmental level of a typical 5- to 8-year-old.
- Comprehensive Inventory of Basic Skills - Reading/ELA and Mathematics (CIBS-II): Designed for students performing at grade level PreK-9.
- Transition Skills Inventory: Designed for students at the secondary level.

Informal Assessments: Informal assessments are intended to provide more detailed data to guide daily instruction. Informal assessments are content-specific tools which can be teacher-developed or may be a part of a commercial academic instructional program.

Examples of informal assessment used in FCPS include:

- Ongoing assessments built-in to specialized instructional programs,
- Emergent Reading Checklist,
- Basic Math Assessment,
- Concepts Assessment,
- Social Skills Checklist,
- Life Skills Checklist,
- Building Independence and Self-Advocacy Checklist, and
- Teacher-Developed Checklists.

Approved Instructional Materials

The instructional program for students with autism, intellectual disabilities, intellectual disabilities severe, and physical disabilities who are accessing an adapted curriculum is aligned with the FCPS Program of Studies and the Virginia Essentialized Standards of Learning (VESOL). The Office of Special Education Instruction recommends specialized instructional materials and resources to meet the individual learning needs of students with disabilities who are accessing an adapted curriculum.

FCPS Developed Curriculum Resources:

- Modified resources for the Student Rights and Responsibilities.
- Adapted Sexual and Gender Based Harassment training for students in grades 7- 12 to supplement the Supplemental Training on Bullying and Discriminatory Harassment for Students in Grades 7- 12.
- Modified Family Life Education (FLE) Curriculum for grades 5-12.
- Community-Based Instruction Manual.

Commercially Developed Resources:

A comprehensive list of recommended instructional resources is available for teachers to meet the individual needs of students instructed on an adapted curriculum. A variety of FCPS approved instructional programs and supplementary materials are included which address content and life skills instruction. All students receive instruction in the core content areas of reading and math. Instruction is provided using evidence-based practices and, as appropriate, using one of the evidence-based programs listed below.

Reading Programs:

- Reading Mastery
- Corrective Reading Comprehension
- Corrective Reading Decoding
- Early Literacy Skills Builder (elementary)
- Early Literacy Skills Builder for Older Students (secondary)
- Early Reading Skills Builder (ERSB)
- Language for Learning (elementary)
- PCI Reading Program
- Pathways to Literacy (elementary)
- CARS & STARS (supplemental)

English Language Arts:

- Teaching to Standards: Language Arts (secondary)
- Access Language Arts: Write Curriculum(secondary)

Mathematics Programs:

- Access Algebra (secondary)
- Connecting Math Concepts
- Early Numeracy Curriculum (elementary)
- Hands-On Math (supplemental)
- Math Skills Builder (secondary and supplemental)
- Teaching to Standards: Math (secondary) Science Programs:
- Early Science Curriculum (elementary)
- Teaching to Standards: Science (secondary)

Current and Future Areas of Focus

The Adapted Curriculum team will continue to support teachers in the best practices of instruction for students accessing an adapted curriculum.

Goal 1

During the 2022-23 school year, the Adapted Curriculum team will develop and provide professional development and resources to support instructional staff in providing literacy instruction based on Science of Reading (SOR) for students accessing the adapted curriculum. Data sources will include number of trainings and participants, and support visits for teachers and school teams.

Goal 2

During the 2022-23 school year, the Adapted Curriculum Development team in collaboration with the Adapted Curriculum Team and ESY and Assessment team will develop lesson plans and resources to support the instruction of the Virginia Essentialized Standards of Learning (VESOL). Data sources will include number of lesson plans and other resources for reading, mathematics, science, and social studies.

Data Narrative

Goal 1

During the 2021-22 school year, the Adapted Curriculum team will continue to support administrators and provide professional development and support to classroom instructional staff

on evidence-based programs and practices for instruction. Data sources will include number of trainings for evidence-based programs and practices, participant attendance, office hours, Collaborative Team meetings and support visits for teachers and administrators.

During the 2021-22 school year, the adapted curriculum team provided in-person and virtual support to instructional staff 1,884 times, conducted 82 trainings, and trained 1,299 school-based participants who included teachers, paraprofessionals, and administrators. Additionally, support provided to the staff included Collaborative team (CT) meetings (15) for ID/IDs teachers. The purpose of the school visits included: assessment and data collection, behavior, curriculum and instruction, collaboration, and individualized education program across 5 regions and virtual school program.

Goal 2

During the 2021-22 school year, the Adapted Curriculum team in collaboration with the ESY and Assessment team will develop trainings, resources, and provide support to school staff around the instruction of the Virginia Essentialized Standards of Learning (VESOL) in support of the new multiple-choice format of the VAAP assessment. Data sources will include number of trainings, participant attendance, office hours, resources developed for reading, mathematics, and science, and collaborative visits to support school staff.

During the 2021-22 school year, the Adapted Curriculum team in collaboration with the ESY and Assessment team provided 122 direct support visits, conducted 9 trainings which were attended by 1080 staff members, and developed 12 resources to support VESOL instruction. Resources included reading, math, and science crosswalks, pacing guides, student assessment plans, etc.

PreK-12 Special Education Instruction

Contact: Jugnu Agrawal, jpagrwal@fcps.edu

Date: 2022-23

Program Overview

The PreK-12 Special Education Instruction program consists of a program manager, 4 educational specialists, and 10 curriculum resource teachers. The program manager who oversees the PreK-12 Special Education Instruction Program also oversees the Adapted Curriculum program. The PreK-12 Special Education Instruction program helps to ensure that the school system is meeting the needs of the students with disabilities as outlined by State and Federal regulations and guidelines.

The Individuals with Disabilities Education Act, or IDEA (PL 108-446), provides the federal mandate regarding educational services for students with disabilities. All students determined eligible for special education and related services receive an individualized education program, or IEP. The IEP outlines the educational and intervention services to be provided for the student, specifying the types and number of services.

The Code of Virginia mandates the Commonwealth's responsibility for education of children with disabilities.

- “The Board of Education shall prepare and supervise the implementation by each school division of a program of special education designed to educate and train children with disabilities ...” (§ 22.1-214).
- “Each school division shall provide free and appropriate education, including special education, for the children with disabilities residing within its jurisdiction in accordance with the regulations of the Board of Education” (§ 22.1-215).

The PreK-12 Special Education Instruction program strategically supports the implementation of evidence-based practices to increase academic achievement and the social and emotional competence of students based on individual needs.

In collaboration with the Instructional Services Department and the Office of School Support, the PreK-12 Special Education Instruction program for students with disabilities accessing the general curriculum provides support to schools through:

- Professional development in the areas of instruction (literacy, mathematics, science, and social studies), data digging and instructional matching, collaborative teaching, differentiated instruction, use of formal and informal assessments, high leverage practices and evidence-based instructional strategies for teaching content,
- Research-based materials to match curriculum and instructional needs
- Consultations and coaching with school staff to provide professional development in areas related to instruction and behavior intervention

- School consultations with administrators to address program development and staffing
- Curriculum development in areas of support for students with disabilities

Details

Special education services for students with disabilities who participate in the general education curriculum are provided with modifications and/or adaptations as indicated in their individual education program. Students with disabilities who are accessing the general curriculum are often eligible for special education services under the disability categories of autism (AU), emotional disabilities (ED), specific learning disabilities (LD) and other health impairment (OHI). Students may or may not experience other disabilities that have a secondary impact on their educational progress. Fairfax County Public Schools provides services for school-aged students accessing the general curriculum at all elementary, middle, secondary, and high school locations. The PreK-12 curriculum for FCPS is guided by the Virginia Standards of Learning (SOL) and the FCPS Program of Studies (POS) which includes objectives that have been identified for each grade level and curriculum area. This curriculum is a tool for planning, monitoring, and evaluating students' work and progress on a continuous basis. Specialized instructional programs for reading, writing, and mathematics, are research-based, and provide students with targeted, systematic, and explicit instruction. These programs are used to supplement the general education instructional program and provide students with differentiated approaches to access the curriculum. Teachers provide special education services across a continuum of delivery options, ranging from the least to most restrictive learning environments in the following areas:

- Consultation with general education teachers to include co-teaching with the general education teacher
- Individual and small-group support within general education classroom
- Individual and small-group pull-out services outside of the general education classroom
- Small-group self-contained classes within a general education school
- Special education schools co-located within general education sites
- Separate special education schools

When appropriate, students may also receive services in private day and residential schools, in the home, and in hospital settings. Related services are available to support students in accessing the academic environment.

Central office specialists and curriculum resource teachers

- provide support for school staff to improve student achievement
- coordinate curriculum development
- plan and conduct professional development on topics across the curriculum
- prepare and monitor budget spending

- ensure that the philosophy and design of services reflect the current and relevant research in the field

Assessments

State Assessments: The Virginia Department of Education (VDOE) regulations require that all students with disabilities participate in the state assessment program. Students accessing the general curriculum typically participate in the Standards of Learning (SOL) assessment. The SOL in the content areas of English, mathematics, science, and history/social science are intended to set reasonable targets and expectations for what teachers are expected to teach and students are expected to learn. The results of SOL assessments for these content areas inform parents and teachers about what students are learning in relation to the SOL and hold schools accountable for teaching the SOL content. Students with disabilities may participate in SOL assessments with or without accommodations.

The student's IEP team determines the state assessment in which the student will participate as well as appropriate accommodations. The student's IEP team also determines whether students will participate in division-wide assessment. The IEP team identifies how the student will be assessed on specific content if the decision is made to exempt the student from a division-wide assessment. For additional information on assessment for students with disabilities visit the following link:

<https://www.fcps.edu/academics/academic-overview/special-education-instruction/assessment-options-students-disabilities>

Additional Assessments: Students receiving special education instruction for high-incidence disabilities are provided ongoing academic assessment to support services based on individual unique needs. Special education teachers use assessment data to make instructional decisions and monitor IEP progress. Additional assessments may include:

- Developmental Spelling Assessment (DSA)
- I-Ready
- Observations
- Anecdotal notes
- Reading logs
- Running records
- Qualitative Reading Inventory (QRI)
- Word lists
- Teacher made reading prompts
- CORE Reading Assessment
- Other informal reading inventories
- Division-wide curriculum assessments
- Teacher-created curriculum assessments
- Reading Fluency Monitor Benchmark Assessor

Approved Instructional Materials

Students who receive special education services use FCPS approved textbooks and supplementary materials used in general education settings. These materials may be augmented by materials that provide specialized instruction and/or present information at a reduced language and/or reading level as determined by individual needs. The following resources are distributed and recommended for use by the Special Education Instruction program:

Instructional Resource	Area of Instruction
Tools for Teaching Content Literacy	Strategies for Success
More Tools for Teaching Content Literacy	Strategies for Success
Teaching Test-Taking Skills	Strategies for Success
Step Up to Writing®	Strategies for Success
Executive Functions Skill Building Program®	Strategies for Success
The 21st Century Coach®	Strategies for Success
CORE Assessing Reading: Multiple Measures	Reading
Corrective Reading Comprehension and Decoding	Reading
Brainspring	Reading (graded K-12)
Language! Live ®	Reading (grades 7-12)
Lexia Power Up Literacy ®	Reading (grades 6-12)
RAVE-O ®	Reading (grades 2-4)
Reading Mastery	Reading (elementary)
Read Naturally ®	Reading (elementary and secondary)
Read Well K, 1 and 2 ®	Reading (K-2)
Read Well 3 ®	Reading (3-5)
REWARDS ®	Reading
REWARDS Plus ®	Reading
Connecting Math Concepts	Math (elementary)
Inside Algebra ®	Math (grades 9-12)
Vmath ®	Math (grades 2-8)
TransMath ®	Math (grades 5-10)

Recommended Websites

- [Council for Exceptional Children](#)
- [International Dyslexia Association](#)
- [LD Online](#)
- [Council for Learning Disabilities](#)
- [National Center for Learning Disabilities](#)
- [Intervention Central](#)

Current and Future Areas of Focus

The focus for the 2022-23 school year is to continue to support best practices in literacy and math instruction for teachers of students with disabilities in all content areas. OSEI staff will support schools and staff by

- Providing proactive support, coaching teachers, modeling, and consulting with them related to instructional best practices and materials to improve student behaviors and achievement in the content areas
- Conducting school-based and district-wide professional development for teachers on research-based instructional and
- Providing support to school administrators on program evaluation, program modifications and service delivery models
- Sponsoring professional development for school administrators on building foundational literacy knowledge
- Working collaboratively with other staff members from the Department of Special Services and the Instructional Services departments to support schools
- Collaborating with the FCPS Parent Resource Center to provide parents with information about the literacy and math programs used in the district, along with current research surrounding best practices for students with disabilities
- Providing access to research-based instructional materials and practices in the areas of literacy and mathematics and providing training and support to schools on the selection and use of these materials
- Leading school-based and district-wide in-services to enhance teachers' knowledge of special education instructional strategies

Delivery of Support to Key Stakeholders: Venues

- Specialized Trainings - offered throughout the year on various specialized programs
- Great Beginnings - targeted support to novice teachers
- Special Education Conference – workshops for parents and school staff Future Focus
- Providing ongoing professional development to teachers on literacy best practices to include evidence-based strategies, dyslexia, executive functioning, and the impact of disabilities on - students' literacy needs
- Coordinated approach for teachers to access specialized reading and mathematics program training and coaching, including fidelity of program implementation evaluation
- Literacy and mathematics training and support for school-based administrators to supervise literacy and math instruction in their buildings
- Providing ongoing professional development to teachers on best practices for including special education students in general education settings.
- Parent Resource Center partnerships with literacy and mathematics educational workshops

Smart Goals for 2022-23 School Year

Goal 1

During 2022-23, SEI staff in collaboration with Adapted Curriculum and other OSEI offices will provide professional development on specially designed instruction and high-leverage practices and continue to provide coaching support to veteran and new teachers and school teams on implementation of direct-instruction programs. Data sources will include count of trainings and participants, and direct visits to support schools and school teams.

Goal 2

During 2022-23, SEI staff in collaboration with Behavior Intervention Services (BIT) and Office of School Supports (OSS) will develop and provide professional development and other resources for paraprofessionals on high-leverage practices. Data sources will include count of trainings and participants.

Data Narrative

Goal 1

During 2022, SEI staff will provide proactive coaching support to teachers for the implementation of specialized literacy and mathematics programs and strategies including office hours, direct support to teachers, and program specific supports. Data sources will include count of office hours, direct support visit to teachers and program specific support count.

In 2021-22, SEI staff completed 3,504 counts of visits for teacher support across 5 regions, 51 literacy trainings, and 120 office hours. 95 office hours were for support on implementation of Orton-Gillingham strategies. The purpose of the school visits was to support teachers through coaching, consulting, and modeling, data- digging, and feedback to individual teachers.

Goal 2

SEI staff will continue to collaborate with staff from the Department of Special Services, the Instructional Services Department, the Office of School Support, other offices, and community organizations to support district wide Equal Access to Literacy Plan (EAL). Data sources will include a clearly written EAL plan.

SEI staff collaborated with other staff from DSS, ISD and OSS to support the development of consistent and coordinated district wide literacy message which resulted in Equal Access to Literacy (EAL) plan including students with disabilities. SEI in collaboration with Instructional Services Department (ISD) is providing ongoing trainings and support to administrators and teachers on implementation of Orton-Gillingham strategies.

Procedural Support Services

Contact: Debbie Lorenzo, dalorenzo@fcps.edu

Date: 2022-23

Program Overview

The Procedural Support Services program supports Fairfax County Public Schools' provision of special education services in compliance with the Individuals with Disabilities Education Act (IDEA 2004) and Section 504 of the Rehabilitation Act of 1973, as amended, and to engage parents of students with disabilities in a collaborative decision-making process. Program goals and activities are directly related to IDEA and Section 504 mandates, as well as state requirements that derive from the federal legislation and regulations pertaining to services for students with disabilities in the public schools. The program provides direct assistance to school-based staff engaged in 504 Plan and individualized education program (IEP) development and case management; interpretation of and compliance with regulations pertaining to special education; inclusive practices; and other identified school needs. Assistance is delivered to school staff through training and informational sessions provided on a school-wide, departmental, and targeted small group basis. In addition, families and school staff benefit from consultation and facilitation on an individual basis.

Details

This program serves students in all 198 schools who are either suspected of having a disability, or who, either by qualification under Section 504 of the Rehabilitation Act of 1973, as amended, or by eligibility under the Individuals with Disabilities Education Act (IDEA), have been identified as a student with a disability. Currently, there are approximately 28,311 students who qualify as having a disability under the IDEA and who have an IEP. Students attending all FCPS sites in pre-K through grade 12 are supported by the program. In addition to students attending FCPS school locations, procedural support staff coordinate planning and services with personnel from other agencies on behalf of Fairfax County students with special needs who may be enrolled in non-FCPS programs.

Assessments

Assessments required to determine if a student is eligible as a student with a disability under Section 504 or IDEA, or the provision of a free appropriate public education, are determined on an individual basis after a team of professionals and the parent completes a review of existing data. These assessments may include, but are not limited to, psychological, sociocultural, educational, speech and language, occupational therapy, physical therapy, evaluations, as well as vision and hearing screenings and classroom observations. Additional methods, including standardized and curriculum based measures, may be employed to track progress of identified students on individual goals.

Approved Instructional Materials

The Procedural Support Services section works collaboratively with the Due Process and Eligibility section to disseminate information regarding procedural and compliance requirements to all schools and programs. The procedural support liaison (PSL) often serves as a direct link between central office departments and school recipients in the delivery of training, informational updates and support for required meetings.

Current and Future Areas of Focus

Current Focus

The Procedural Support section emphasizes the importance of engaging all parties involved in making decisions about special education programming for individual students in a respectful and collaborative process affording participants full opportunity to exchange information and ideas. A major role of the procedural support liaison is to serve as a resource to both school staff and parents by providing information about services and facilitating communication, thereby supporting a collaborative decision-making process, particularly in the context of parent involvement in the IEP meeting.

Future Focus

The Procedural Support section will continue to provide administrative support to schools to increase compliance with VDOE State Performance Plan Indicators. This will be done by assisting schools with monitoring timely completion of the eligibility process and effective utilization of staff which includes psychologists, social workers, teachers, and related services providers. In the summer, the procedural support liaisons also support Summer Clinic, which conducts screening, evaluation, and eligibility determination for special education.

Psychology Services

Contact: Donna Desaulniers, dmdesaulnier@fcps.edu

Date: 2022-23

Program Overview

The Office of School Psychology Services provides coordinated, comprehensive, and culturally responsive mental health services designed to eliminate barriers to students' learning in the educational setting. The mission of the Office of School Psychology Services is to promote the academic, social, and emotional development of all students by providing mental health services that build resilience and life competencies and empower students to be responsible and innovative global citizens.

School psychologists are partners in education, working with students, their families, and school staff to ensure that all students achieve academically, exhibit positive and prosocial behavior, and are mentally healthy. The school psychology program adheres to the ethical standards of practice outlined by the American Psychological Association (APA) and the National Association of School Psychologists (NASP). The Office of Psychology Services follows the Model for Comprehensive and Integrated School Psychological Services published by NASP, which emphasizes the delivery of coordinated, evidence-based services delivered in a professional climate by appropriately trained and ethically practicing school psychologists who receive regular supervision and continuous professional development. School psychologists provide federally mandated services in addition to implementing research-based prevention and intervention services.

Our country's youth now rank in the bottom quarter of developed nations in global comparisons of well-being and life satisfaction. Suicides among 15- to 19-year-olds have risen 47% over the past two decades. In 2019, the Substance Abuse Mental Health Service Administration (SAMHSA) reported that 15.7 million youth aged 12-17 had a major depressive episode, and that more than half of these youth did not receive treatment for their depression. According to a 2019 report by the Centers for Disease Control and Prevention (CDC), Attention-Deficit/Hyperactivity Disorder (ADHD), anxiety, depression, and disruptive behavior disorders are the most diagnosed mental health conditions in children. These conditions often lead to a lack of engagement in class, low academic achievement, absenteeism, disruptive behavior, risk-taking behaviors, and/or dropping out of school.

Results from the 2021-22 Fairfax County Youth Survey (FCYS) indicate that 48.3% of female eighth, tenth, and twelfth-grade students and 26.9% of male eighth, tenth, and twelfth-grade students reported feeling so sad or hopeless for two or more weeks in a row in the past year that they stopped doing some usual activities. 55.7% of students reported experiencing a high level of stress some, most, or all the time in the past month, ranging from 46.6% of eighth-grade students to 63.8% of twelfth-grade students.

It has long been acknowledged that mental health problems can profoundly affect student learning and performance. It is also well established that when schools provide students with effective social, emotional, and mental health support, it improves children's lives. School psychologists play an important role in recognizing early indications of emerging mental health conditions, and they provide services in the educational setting while working to connect students and families with services and supports in the community. As mental health professionals with specialized training in education and psychology, school psychologists work to promote healthy social and emotional development and address psychosocial and mental health problems.

The FCYS also highlights the value of protective factors and the importance of developmental assets in building resilience. School psychologists support the development of these protective factors in their direct service delivery to students and their consultative work with parents, teachers, schools, and systems. As a result of this work, students experience increased academic success, improved mental health, and greater resilience, and they are more likely to become caring family members, innovative workers, ethical leaders, and engaged citizens.

Details

School psychologists offer a broad range of prevention and intervention services to all Fairfax County Public Schools (FCPS) students, to include consultation, counseling, assessment, and crisis intervention services. There is a school psychologist assigned to every school, and some special education programs may have additional school psychology staff members assigned to provide a more intensive level of mental health services to students. School psychologists are part of the diagnostic teams serving preschool-aged students at the Early Childhood Assessment Centers, providing evaluative services to preschool-aged children and consultations to parents and educators. They are also part of the service delivery teams serving students at public day schools, low-incidence programs, career centers, and through multi-agency placements. School psychology services support the FCPS School Board goals of Student Success, Caring Culture, Premier Workforce, and Resource Stewardship.

School psychologists consult with school leadership and teachers to establish and sustain safe and supportive learning environments by advancing sound instructional and behavioral practices that are provided to students across a multi-tiered system of supports (MTSS). School psychologists are critical members of problem-solving committees and teams, working to develop a comprehensive range of data-driven pre-referral interventions for students at risk for academic, social, emotional, or behavioral health concerns. In response to teacher and parent referrals, school psychologists may also conduct more in-depth assessments with some students or may work with teachers to help develop plans to address behavioral or learning challenges. School psychologists conduct observations, design interventions, provide consultation, and conduct individualized assessments to assist parents and teachers in their efforts to maximize student outcomes. School psychologists serve on teams that consider

students' eligibility for special education services and are identified as the team chairperson for initial eligibility meetings.

In addition to providing consultative services to school teams and families, school psychologists provide direct services to students including individual and small group counseling and conducting risk assessments to address urgent needs involving threats of harm to self, others, and concerning behaviors. School psychologists intervene when students experience mental health issues, which may be demonstrated through behaviors such as struggling to attend school; having difficulty completing assignments; having frequent conflicts with peers and adults; or feeling stressed, anxious, lonely, or depressed. These critical services enhance students' problem-solving skills and social-emotional competence, which have been shown to be related to improved academic achievement.

School psychologists provide additional services to school and central office teams by leading trainings on a wide variety of topics related to behavior, mental wellness, and social and emotional learning (SEL). At the central office level, school psychologists collaborate with other offices to guide division-level work around SEL, school refusal, risk assessment, functional behavior assessment and behavior intervention plans (FBA/BIP), trauma-sensitive school practices, equity and cultural responsiveness, Youth Mental Health First Aid, Teen Mental Health First Aid, the appropriate use of evidence-based programs, and crisis intervention using the nationally recognized PREPaRE training curriculum. School psychologists have developed and lead the Mental Health in Schools academy course.

The Office of School Psychology Services is responsible for leading several division-level interdisciplinary initiatives, which involve supporting the development of policies and regulations, creating staff trainings and professional development, and overseeing the implementation of related activities at the school and central office levels. These initiatives include Risk Assessment, the Test Review and Approval Committee, FBA/BIP, Military Connected Youth-Process Action Team, and the Healthy Minds Blog.

In addition, the Office of School Psychology Services leads workgroups focused on providing guidance and developing resources to support direct services in schools. These workgroups include Dyslexia Consultation Teams, Executive Functioning Workgroup, Autism Diagnostic Observation Schedule Assessment Team, and workgroups providing guidance on best practices in conducting evaluations for culturally and linguistically diverse students as well as deaf and hard of hearing students.

Our office collaborates with county agencies through the following partnerships: Successful Children and Youth Policy Team, Community Policy and Management Team, Children's Behavioral Health Collaborative, and the Trauma Informed Community Network. In partnership with other offices and community-based organizations, our office shares presentations at events such as the FCPS Mental

Health and Wellness Conference, the FCPS Special Education Conference, Virginia Department of Education conferences, and other functions.

The FCPS allocated budget is supplemented by monies from Comprehensive Early Intervening Services (CEIS) for selected psychologists to deliver evidence-based interventions for up to 20% of their time to prevent the need for special education services. In addition, a portion of the cost of counseling services required in individual education program (IEP) plans is reimbursed for Medicaid eligible students.

Many school psychologists participate in advanced professional development opportunities as part of their commitment to furthering their knowledge of current best practices and continuously enhancing services to schools. In the past year, school psychologists participated in specialized training series on Dialectical Behavior Therapy led by Dr. Sarah Fischer of George Mason University; Trauma-Focused Cognitive Behavioral Therapy led by Dr. Alicia Meyer of Alicia's Place; and Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems led by Dr. Christy Esposito Smythers of George Mason University.

More information regarding services available from school psychologists can be found at: <https://www.fcps.edu/resources/student-safety-and-wellness/school-psychology-services>

Assessments

Recognizing school climate as a critical factor in promoting student achievement and establishing a caring culture, school psychologists work with school leadership teams to implement schoolwide practices designed to improve school climate and cultivate a positive school culture. These practices include social and emotional learning, school-wide positive behavior supports, mental wellness activities, crisis response planning, bullying prevention, and targeted efforts to improve student engagement and attendance. This ongoing, continuous assessment of school climate is important, as it is the foundation on which all other work is built.

In assessing the learning environment and students' capacity to participate in and demonstrate learning, school psychologists employ both formal and informal assessments. School psychologists collaborate with teachers to collect and interpret formative and summative data to guide educational planning and to develop intervention strategies for any student experiencing learning, behavioral, social, or emotional challenges.

As members of the MTSS team, school psychologists bring knowledge of varied models and methods of assessment and data collection, which are used to identify students' strengths and weaknesses and measure students' progress and outcomes. As members of problem-solving teams, and through their work with collaborative learning teams, school psychologists assist with data analysis and intervention design to ensure that instruction matches identified educational needs, while maintaining an awareness

of potentially confounding mental health factors. School psychologists bring an awareness of the ways in which students' cultural background and life experiences, such as exposure to trauma, influence assessment and intervention strategies, guiding the selection of culturally appropriate and trauma-informed interventions and services. Similarly, school psychologists highlight the positive influence of high expectations, caring and responsive support, clear boundaries, meaningful opportunities, prosocial bonding, and life skills, which build assets and reduce the likelihood that youth will engage in risk behaviors.

School psychologists serve on school teams that consider a student's need for special education services. In this capacity, school psychologists may administer psychological assessments, which involve completing individually administered measures; classroom observations; and parent, teacher, and/or student interviews. Each year, school psychologists complete an average of over 8,000 psychological evaluations, with each evaluation taking an average of 12 hours. All formal assessment tools used by school psychologists have been thoroughly reviewed and approved by the FCPS Test Review and Approval Committee to ensure that they are psychometrically sound.

The interpretation and reporting of assessment results contributes to the body of information that guides decision making and informs instruction. The school psychologist serves as the chair of the eligibility committee considering the need for special education services, and as a member of the committee that reviews eligibility for a 504 Plan. The school psychologist is part of the IEP team when considering whether a student's mental health needs are significant enough to warrant counseling as a related service, and as otherwise necessary. If counseling services are included on the IEP, the school psychologist is one of the approved providers of that service.

School psychologists facilitate FBA/BIP meetings and participate as required members of the FCPS Risk Assessment protocol for threats of harm to self, others and concerning behaviors. School psychologists serve on teams charged with developing transition plans for students returning to school following an extended absence for any reason. In addition, school psychologists support the implementation of universal screeners for reading, math, and SEL, working with school teams to interpret results, match instruction, and monitor student progress.

Approved Instructional Materials

School psychologists deliver direct services in classrooms, small groups, and individual settings. All materials used are from sources such as NASP and APA, and other approved developers and publishers. In addition, research-based materials and protocols are used in all aspects of our work, including wellness and SEL screening and risk prevention processes. Many school psychologists are certified crisis responders, having completed the nationally recognized PREPaRE crisis training program. Additionally, many are certified Teen Mental Health First Aid and Youth Mental Health First Aid trainers and have provided training to hundreds of FCPS staff, parents and students. Intervention programs implemented by school psychologists are approved by

agencies such as SAMHSA and are listed on their Evidence-based Practices Resource Center. School psychologists have worked with Department of Defense School Liaison Officers from Fort Belvoir Military Installation to bring an Army-developed and sponsored Student Ambassador Program to elementary, middle, and high schools.

Selection of the individually administered assessments used in special education evaluation is determined by the referral concern and guided by the psychologist's clinical judgment and knowledge. All individually administered, standardized measures go through a rigorous review and approval process, managed and led by the Office of School Psychology Services. This process determines which instruments are appropriate for use in the educational setting. Instruments reviewed include, but are not limited to, measures of cognitive functioning, social-emotional functioning, motor development, and speech and language development.

Current and Future Areas of Focus

The current and future focus of our office is to provide services to FCPS students, families, and staff in support of the Strategic Plan IGNITE. Emotionally healthy individuals are more available to actively participate in, and positively contribute to, their environment. The focus of our office is to contribute to the development of a healthy school climate and a culture of caring in all FCPS educational settings.

The Office of School Psychology Services has a well-developed and comprehensive service delivery model that is designed to meet the multiple and complex needs of students, families and school staff. Our plan has IGNITE and Portrait of a Graduate (PoG) as the foundation for our work. Each school psychologist reviews the School Improvement and Innovation Plan (SIIP) for the schools they serve and then develops professional goals grounded in the broad goals of IGNITE and PoG and tailoring it specifically to the SIIP. The focus of the work may be at the systems level working to implement school-wide initiatives, at the classroom level providing instructional and behavioral consultation to teachers, or at the student level providing direct services to individual students.

FCPS, along with federal, state and community agencies, utilizes multi-tiered system of supports to ensure the provision of a continuum of services for mental health. School psychologists support this work across all tiers. Representatives from the Office of School Psychology Services serve on multiple committees involved in the Behavioral Health Systems of Care Blueprint, in collaboration with our county government colleagues. They partner in the trauma-informed care network and their training, which is available to FCPS employees, families, and community members and guide schools in their analysis, interpretation, and application of data collected from both the SEL Universal Screener and the Fairfax County Youth Survey.

The Office of School Psychology Services will continue to adhere to the NASP Model for Comprehensive and Integrated School Psychological Services. Central to this service delivery model is the provision of direct and indirect services to students and families across a multi-tiered system of supports. We will maintain a continued focus on data-based decision making, using division, school, classroom, and individual student

data to inform instruction and to create an educational environment that supports academic, social, and emotional learning and growth. School psychologists will be involved in the implementation of a universal screening practices and the expansion and utilization of a multi-tiered system of support for academics, behavior, and mental wellness.

School psychologists will continue to collaborate with school social workers and school counselors to expand and sustain Resiliency Project efforts, including bullying intervention and prevention, wellness screening and suicide awareness, Kognito, Youth and Teen Mental Health First Aid training, crisis intervention and postvention, and the provision of resources for parents and community members to help build resiliency in students. Collaborative trainings will be provided using the PREPaRE crisis response protocol, creating trauma-informed schools, supporting military-connected students and families, and other evidence-based interventions.

Increasing student participation and voice in mental wellness initiatives and information sharing will continue to be a focus for the Office of Psychology Services. In collaboration with other offices and student advocacy groups (i.e., the Superintendent's Advisory Council; Our Minds Matter; etc.), staff will work to encourage active student engagement in increasing awareness of mental wellness, identifying protective factors and developmental assets that support wellbeing, and the reduction of stigma around mental illness. Ongoing projects related to school and community-based wellness messaging will continue and expand, to include a reorganization of wellness resources for staff, students and parents included on the FCPS public website and expansion of both YMHFA and tMHFA offerings across the division.

Professional development for educators is supported through the provision of ongoing Risk Prevention Training and the Mental Health in Schools academy course.

Throughout the academic year, school mental health teams will expand social and emotional learning and wellness education in schools through increased student participation in educational activities such as anti-bullying, depression awareness, Our Minds Matter Clubs and the interpretation and use of SEL Universal Screener and Fairfax County Youth Survey data.

Data Narrative

The information reported below represents a snapshot of services provided by school psychologists during the 21-22 SY. In addition to the services offered during the school year, many other services are offered during July and August. During these months, school psychologists manage Summer Clinic; provide mental health services to students receiving Extended School Year services; provide trainings to staff, students, parents, and community members; and manage Parent Clinic and Student Clinic. Parent Clinic and Student Clinic are offered at varying times during July and August and provide parents/guardians and students the opportunity to schedule a supportive consultation with a school psychologist or a school social worker. Parent Clinic provides an opportunity for parents to receive guidance on how to support their students' emotional well-being, and Student Clinic provides support and strategies to students

who are experiencing difficulties with anxiety, mood, behavior, or peer or family interactions. Information about community resources is also made available.

Summary of School Psychology Services Provided During 2021-22 School Year

Service	Number Conducted in 2021-22
Teacher Consultations	25,790
Parent Consultations	8,007
Individual Counseling Sessions	13,825
Group Counseling Sessions	1,113
Classroom Interventions	2,544
Psychological Evaluations	7998
Suicide Risk Assessments	1,654
Student-Focused Intervention Team Meetings/MTSS	11,560
FBA/BIP Meetings	1,850
Local Screening Meetings	10,061
504 Eligibility/Plan Meetings	1,831
Special Education Eligibility Meetings	8,262
Consultation with Outside Providers	2,211

SEA-STARs

Contact: Kristina Roman, kmroman@fcps.edu / Andrew Guillen, aaquillen@fcps.edu

Date: 2022-2023

Program Overview

The Special Education Administrative System for Targeting and Reporting Success (SEA- STARS) program co-resides within the Due Process and Eligibility section of the Office of Special Education Procedural Support (OSEPS) and the Data Management section of the Office of Operations and Strategic Planning (OSP). SEA-STARs supports the special education eligibility and reevaluation processes and the development and implementation of individualized education programs (IEP) for students with disabilities, to include Transfer IEPs, in accordance with the Individuals with Disabilities Education Act, through a secure online system. SEA-STARs also supports Section 504 processes, including 504 Initial Qualifications, 504 Plans, 504 Reevaluations, and 504 Transfers.

Any student who is suspected of having a disability or who has been identified as having a disability by their eligibility under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973, as amended, is served by the actions of this program.

Details

Reports generated from SEA-STARs provide the information needed for mandatory data reporting to the Virginia Department of Education (VDOE) and assist Fairfax County Public Schools (FCPS) administration with compliance monitoring and the development of internal regulations. The development and maintenance of SEA-STARs is a collaborative effort between the Department of Special Services and the Department of Information Technology.

All schools in FCPS are currently using SEA-STARs to complete local screenings, special education eligibilities (initial and reevaluation), 504 qualifications (initial and reevaluation), IEPs, 504 plans, Transfer IEPs, Transfer 504s, and individual service plans (ISP).

Within the last year, SEA-STARs housed over 28,100 Current IEPs and more than 18,300 eligibility documents. In addition, there were roughly 7,300 Section 504 Plans, 2,900 Section 504 Initial Qualifications, and more than 2,300 Section 504 Reevaluations.

As of 10/25/2022, there are 6,809 FCPS staff members actively using SEA-STARs.

The FCPS staff members who manage the SEA-STARs program are responsible for adding new system requirements, providing procedural and technical support, and training all new users. Multiple types of SEA-STARs trainings are available based on users' needs and roles within the school division.

The following chart summarizes the number of SEA-STARs training certifications completed by FCPS staff members during the 2021-22 school year.

Training Type	2021-22 Number of Attendees
School Administrator	31
Default Case Manager	57
IEP Case Manager	382
Related Service Providers (Case Manager Limited)	43
Eligibility	206
Read All	39
Instructional Assistant	35
Section 504 Initial Qualification	133
Section 504 Plan	73
Section 504 Reevaluation	57
Case Manager Read Access (Temporary)	315
Total	1371

Assessments

Decisions regarding participation in the Virginia Accountability System are made via the IEP/504 team and are documented on the IEP/504 Plan in the SEA- STARs system.

Approved Instructional Materials

SEA-STARs training materials are developed cooperatively among the departments supporting the system. Reference materials and an online Help system are available via the FCPS intranet (Hub) as well as inside the SEA-STARs system. To minimize the outside-of-classroom time for teachers, specific SEA-STARs training modules are now accessible via the FCPS online learning management system.

Current and Future Areas of Focus

FCPS is collaborating with the SEA-STARs vendor, Edupoint, to create functionality that would generate IEP and 504 documents in the students' corresponding language. To facilitate timely communication with parents, DSS Data Management continues to collaborate with the Department of Information Technology (DIT) to submit a current PDF copy of each student's IEP or 504 Plan and the quarterly IEP progress reports from SEA-STARs to the Student Information System (SIS) ParentVUE.

Data Narrative

During the 2022-23 school year, FCPS will improve the oversight of private and home instruction students receiving special education services and those eligible to receive special education services. Beginning of the second semester, schools will have access to a new report in SEA-STARs designed to track private and home instruction students to comply with state and federal compliance regulations.

Social Work Services

Contact: Mary Jo Davis, msdavis@fcps.edu

Date: 2022-23

Program Overview

The School Social Work program is committed to providing responsive and effective social work services which support student academic achievement and well-being. The primary purpose of school social work services is to remove barriers to student academic success, mitigate the impact of stressful and challenging situations, and ensure that all students have access to the educational opportunities needed to achieve their full potential. Some barriers that inhibit student academic achievement and well-being include mental/behavioral health concerns, family stressors, and poverty/resource needs. These factors can also contribute to absenteeism and disengagement from school. Without intervention, they may impede a student's ability to graduate from high school on-time and successfully transition to meaningful post-secondary education or career experiences.

School social workers provide support to students with mental and behavioral health needs through counseling support, referrals to community agencies and services, consultation with families and school staff, and case management of services funded by the Children's Services Act, which seeks to keep at risk students from requiring more restrictive services and placements through the provision of community-based services and supports. These services, designed to meet individual student needs, help keep students engaged in school and progressing towards graduation. School social workers also provide interventions to support students exhibiting attendance issues, addressing the underlying issues that are inhibiting the child's daily, on time attendance. In addition, school social workers, in partnership with parents and educational professionals, complete sociocultural assessments as a part of the special education evaluation process. The assessment provides educational teams with a comprehensive understanding of what may be impacting a child's academic or behavioral performance and ensures that parents have a formal way to share information about their child's strengths and needs. School Social Work Services help to build individual student strengths and offer students maximum opportunity to fully engage and participate in the planning and direction of their own learning experiences (adapted from the NASW School Social Work standards).

The COVID-19 pandemic has impacted students' academic, mental wellness, student attendance and engagement. Although Fairfax County Public Schools, overall division rates of daily, on time attendance are satisfactory, in each school across the division, there are individual students who are missing substantial time from school (10 percent or greater absenteeism rate). Schools and community partners have consistently indicated that greater school-based clinical supports to students with chronic absenteeism is essential to addressing the truancy issue.

Moreover, the current demographics of students within Fairfax County Public Schools clearly indicate that more of our students and their families require resourcing support and assessment.

Fairfax County Public Schools is a highly diverse school community. Demographically, while the county is often viewed as having wealth and resources, over 31 percent of Fairfax County Public Schools students are economically disadvantaged, 36.8 percent of FCPS students are white, 27.1 percent are Hispanic, 19.8 percent are Asian, 10 percent are black, 5.9 percent are two or more races, 0.3 percent are American Indian, and 0.1 percent are Native Hawaiian (source: 2021 Fall Membership by Subgroup as reported in the Virginia Department of Education School Quality Profile).

Fairfax County Public Schools is the largest school division in Virginia with approximately 180,000 students and the needs of students in the system vary widely. In the 2021 school year, 25.9 percent of all students, approximately 54,000 students, are enrolled in the English for Speakers of Other Languages (ESOL) program, and approximately 14.9 percent of students, more than 26,000 students, receive special education services.

National data indicates that more than 75 percent of mental health services for children are provided by school-based mental health clinicians, and, in many cases, these services are the sole care the child is receiving (Center for Mental Health in Schools, UCLA). In response, school divisions nationwide and across the commonwealth have utilized the services of school social workers to provide multi-tiered interventions (MTSS) and services to students and families which are designed to support academic achievement, build resiliency, and foster mental wellness. There is strong empirical evidence that interventions supporting students' social, emotional, and decision-making skills also positively impact their academic achievement on standardized tests as well as their overall grades (Fleming et al, 2005). School social workers, in partnership with families, educational professionals, and community agencies, address concerns regarding student mental/behavioral health, attendance, access to resources, engagement, and academic achievement. They work collaboratively to ensure that all FCPS students thrive, achieve at high levels, and graduate with the essential life skills necessary to be productive, resilient, and ethical citizens.

Details

School social workers are highly trained mental health professionals who help educators and families understand the relationships between learning, family contexts, student behavior, and mental wellness. The primary goal of the school social work program is to ensure that all students have access to the educational opportunities needed to achieve their individual potential. Fairfax County Public Schools' Social Work Program follows the National School Social Work Practice Model published by School Social Work Association of America.

All FCPS Social Workers:

- Hold Master's Degrees and have completed a two-year supervised internship in addition to their graduate coursework
- Hold pupil personnel licensure through the Virginia Department of Education
- Most FCPS school social workers (over 2/3) are licensed as independent mental health clinicians
- Complete ongoing continuing education requirements to maintain pupil personnel licensure as well as fulfill clinical licensure requirements.
- Possess specialized training to assess and respond to threats of violence or suicidal ideation and are qualified to assess and intervene with mental or behavioral health concerns that impede academic progress or social/emotional well-being.

Student Summary

All FCPS students are eligible to receive services provided by school social workers. Students may be identified or referred for services by parents or by school teams and teachers. Students may also self-refer. Services are provided in coordination with parent/guardian input and participation. In addition, students receiving services through identified special education programs or in alternative school programs receive specialized social work support tailored to their individual needs.

School social workers are assigned to every school and special and alternative education site within the school division. Students who are enrolled in preschool through age 22 may receive services.

Locations

All elementary, middle, and high schools

All nontraditional and alternative schools

Public day schools and specialized programs for students with disabilities

Services

Preschool/Early Childhood

Complete intakes and developmental screenings for children who may be experiencing developmental delays or exhibiting concerning behaviors at their preschool or at home.

Participate in multi-disciplinary evaluation of children who exhibit developmental delay or concern

Provide parents and families with resources and referrals for private or community-based services to address identified areas of need

Provide training and support to families on variety of topics and issues that support healthy development and growth

Provide training and consultation to preschool staff, at FCPS preschool sites, or community preschool programs

School Aged

Provide educationally relevant individual, group, or family supportive counseling services to students around academic, social emotional, or behavioral concerns

Participate in school-based multidisciplinary meetings to support students experiencing academic or behavioral difficulties

Complete sociocultural assessments, in partnership with parents, which provide a comprehensive portrait of relevant history and factors that may impact upon a child's academic performance as well as his/her social emotional or behavioral functioning

Connect parents and families to community resources which may assist with meeting basic needs, resources that support mental health and well-being, or specialized services for children with disabilities

Provide specialized crisis response to support schools and communities in times of larger scale crisis situations

Provide crisis intervention services within schools to address individual student concerns

Promote school attendance, school engagement and on-time graduation for all students by utilizing empirically supported, research-based best practices

Participate as a member of collaborative school-based team to address concerns regarding student threats of violence, suicidal ideation, or significant mental/behavioral health concerns

Support educational stability and improvements in outcomes for students who are experiencing homelessness or are placed in foster care

Serve as designated liaison to Child Protective Services agency and provide training and consultation for school staff regarding child abuse and neglect

Collaborate with community and government agencies in developing plans and case managing services for at-risk children and adolescents through the Virginia Children's Services Act

Provide IEP designated counseling services and social skills training to special education students during the regular school year as well as through extended school year summer program

Collaborate in the development of functional behavioral assessment and behavioral intervention plans

Support county and FCPS initiatives to facilitate family involvement/engagement and improved access to services which support healthy child development, mental and physical well-being, and academic and post-secondary success

Assist students and families with accessing homebound educational services when students are unable to attend school due to health needs

Provide additional support to students who had been suspended due to a disciplinary infraction

Provide trainings and educational programs that support student achievement and mental health and wellness

Assessments

School social workers engage in ongoing data collection and intervention/program evaluation to assess and monitor student progress and the effectiveness of selected interventions and programs. School-wide or student specific interventions are selected based upon school or student needs or school improvement plan goals/objectives as determined through a needs assessment.

School social workers complete sociocultural assessments for students being considered for special education eligibility. As a part of the assessment, the Vineland Adaptive Behavioral Scales assessment may be administered by school social workers. This standardized evaluation tool is utilized to provide a measure of adaptive behavior for students being considered for certain special education services.

In addition, school social workers who refer students for services through the Virginia Children's Services Act are required to complete a standardized functional assessment scale for each child at regular intervals throughout the duration of services. The Child and Adolescent Needs and Strengths (CANS), is a comprehensive assessment tool implemented across Virginia for use in individual case management planning and evaluation of service systems that address the mental health of children, adolescents, and their families. School social workers are required to complete annual certification in order to administer the CANS.

Approved Instructional Materials

School social workers may utilize approved evidence-based or best practices programs or approaches to support student growth and progress and/or identified student needs. Examples include social skills or problem-solving curricula such as Coping Cat, Girls Circle, Boys Council, Unstuck and on Target and Superflex (social skills), SOS (Signs of Suicide), Check and Connect (attendance/school engagement), MindUp, Kimochis, Learning 2 Breathe, Strong Kids/Strong Teen, Too Good for Violence and Zones of Regulation (social emotional learning), Youth Mental Health First Aid (youth mental health literacy and awareness training). School social workers trained in Sibshops and

Parent Project offer these opportunities divisionwide several times throughout the school year.

School social workers provide services in individual, group, or classroom settings and may also deliver training and consultation to parents, educational professionals, or community members based upon request or identified need. Training materials and curricula about Bullying Prevention/Intervention, Social-Emotional learning, Crisis Response, and Depression Awareness/Suicide Prevention are available and are congruent with national practice models. School social workers may also develop trainings or other resources for staff, families, or the community using local, state, and national models and materials.

Current and Future Areas of Focus

School social workers are trained mental health professionals with specialized skills and expertise that help support student academic achievement and social-emotional well-being and competence. School social workers seek to improve outcomes for students by providing services and supports which are linked to academic achievement, the development of essential life skills and a sense of community and citizenship.

Professional development for social workers for the 2022-23 school year will continue to focus primarily on effective interventions for attendance and mental health and wellness concerns such as trauma informed practice, the use of surveys and other data to effectively analyze the impact of an intervention on student outcomes, and the use of other empirically supported or evidence-based interventions designed to improve or positively impact student well-being. All of these ultimately impact student achievement. In addition, school social workers will participate in professional development opportunities through embedded collaborative learning teams and through the use of webinars, zoom training sessions, or other digital options. Training will include crisis response, child abuse and neglect, risk prevention, Multi-tiered System of Support (MTSS), Student Engagement and Attendance best practices, and support of students with social-emotional concerns. New and systematized resources for school social workers, school psychologists, and school counselors have been developed for use when responding to crisis, risk assessments, depression awareness, bullying prevention, and intervention.

2022-23 Goals

Every school social worker will implement a specific, targeted intervention designed to improve student engagement, attendance, or mental health and wellness. In order to more effectively assess student outcomes, each social worker will utilize, with parent permission, a standardized pre- and post-intervention data which will measure student outcomes as well as student attendance data, behavior, and academic outcomes for goal attainment.

Goal 1: Student Engagement Attendance

By June 2023, selected/referred students who experience barriers to learning or have a 10 percent or greater absenteeism rate will receive targeted interventions facilitated by a school social worker. As a result of these efforts, outcomes will demonstrate improvement in school attendance as indicated through the student attendance data.

For those that implement the Check and Connect intervention, pre- and post-attendance data will be measured. Outcome data will be measured using a percent absent rate with at least 50 percent of students demonstrating improved school attendance.

Goal 2: Mental Health and Wellness

School social workers will provide educational programs, screenings, trainings, small group, and individual services to address concerns regarding mental health and wellness. By June 2023, as a result of the systematized and division-wide efforts to provide evidence-based curriculum through a tiered intervention approach, students will demonstrate improvement through identified attendance, behavior, and academic measures.

Goal 3: Intensive Case Management Services

FCPS school social workers provide lead case management services for students and families receiving services funded through the Children's Services Act. The Children's Services Act (CSA) is a law enacted in 1993 that establishes a single state pool of funds to purchase intensive mental health services for at-risk youth and their families. The state funds, combined with local community funds, are managed by local interagency teams who plan and oversee services to youth. By June 2023, students who receive CSA funded services case managed by an FCPS school social worker will demonstrate at least a 10 percent increase in identified strengths in addressing their needs and developing resiliency as measured on the strengths domain of the CANS administered at referral and throughout the services at 6-month intervals. Of all students that receive CSA services there will be 50 percent who will demonstrate positive change in at least one of the school domain areas as reported from the CANS assessment.

Goal 4: Trauma-Sensitive Schools

School social workers will provide professional development for school staff to promote trauma-sensitive practices in school communities. By June 2023, 80 percent of school staff attending Building a Trauma Informed Classroom Academy classes will report an increase in their understanding and capacity to provide trauma-sensitive practices.

Future Focus

The future focus for School Social Work Services:

- Continue to implement evidence or empirically supported interventions which support student academic achievement, development of resilience, coping skills, and mental well-being of students.
- Utilize youth survey data to provide targeted and specific interventions to pyramids that effectively address areas of concern and support the development and fostering of assets and protective factors.
- Analyze impact of interventions on student achievement and well-being using systematized data gathering (use of pre/post surveys, analysis of attendance, and grades of students who receive interventions).
- Continue to work collaboratively with our partners from school counseling services, and school psychology services through the various components of the Resiliency Project: Bullying Prevention and Intervention; Depression Awareness and Suicide Prevention; Crisis Intervention and Support, and Risk Prevention.
- Further develop and strengthen partnerships and collaborations with county and nonprofit partners around pyramid-based resourcing projects.
- Given the changing demographics of our county and the increase in numbers of students living in poverty, school social workers will continue to provide information and support to schools regarding the potential educational impacts of poverty. School social workers will provide expertise and consultation to families to assist them in securing necessary resources which allow children to fully access educational opportunities.

School social workers will provide expertise and consultation to families to assist them in securing necessary resources which allow children to fully access educational opportunities.

Data Narrative

FCPS school social work goals are rooted in the FCPS Student Achievement Goals and the divisionwide focus on collaborative and analytical work to eliminate achievement gaps, ensure on time graduation for each student, and raise the bar to ensure positive outcomes for every student in FCPS.

School social work services continues to make progress toward the goal of providing evidence-based practice interventions which directly support student achievement in academics and essential life skills. School social workers provided targeted interventions designed to improve school attendance, school engagement, and student mental health well-being. In 2021-22, all high school social workers provided targeted interventions designed to improve school attendance, school engagement and student's mental health.

Goal 1: Improve Attendance

By June 2022, selected/referred students who have a 10 percent or greater absenteeism rate will receive targeted interventions facilitated by a school social worker. For those that implement the Check & Connect intervention, pre- and post-attendance data and academic performance will be measured. Outcome data will be measured using a percent absent rate with at least 50 percent of students demonstrating improved school attendance improvement.

Check & Connect continues to be a student engagement intervention that shows positive results although due to COVID recovery response throughout the pandemic, limited outcome data was collected and analyzed. Efforts were made to support broader student engagement schoolwide.

Goal 2: Mental Health and Wellness

School social workers will provide educational programs, SOS screenings, trainings, small group, and individual services to address concerns regarding mental health and wellness. By June 2022, as a result of the systematized and divisionwide efforts to provide evidence-based curriculum, outcomes for interventions will demonstrate a 75 percent of goal attainment after implementation of the interventions.

School social workers provided 5497 group interventions, 25,906 individual counseling sessions, and 2136 risk assessments. In 2022, goal attainment data collection was collected through aggregate data to support streamlining social worker's time needed for supporting direct services within their schools.

In the fall of 2021, school social workers offered virtual Sibshops to provide support and connection for children in 2nd through 6th grades who have a sibling with special needs. Sibshops were also offered in person during the spring of 2022. In total, 60 students participated in Sibshops during the 2021-22 school year.

Goal 3: Students who receive CSA Services/Case Management by FCPS School Social Workers

School social workers are lead Children's Services Act (CSA) case managers for students and families in FCPS. This law was enacted in 1993 that establishes a single state pool of funds to purchase intensive mental health services for at-risk youth and their families. The state funds, combined with local community funds, are managed by local interagency teams who plan and oversee services to youth. By June 2021, students who receive CSA funded services case managed by a FCPS school social worker will demonstrate at least a 10 percent increase in identified strengths in addressing their needs and developing resiliency as measured on the strengths domain of the CANS administered at referral and throughout the services at 6-month intervals. Of all students that receive CSA services there will be a 50 percent who will demonstrate positive change in at least one of the school domain areas as reported from the CANS assessment.

Aggregate outcome CANS data at the time for this report was not available yet. FCPS school social workers provided lead intensive case management services for **222** children/youth and families with CSA services in the 2021-22 school year and school social workers held **2430** Family Resource Meetings/Family Partnership Meetings to support accessing mental health services for students. School social workers accessed **\$1,206,020.44** of CSA funding for treatment services supporting students and families with various community-based services.

The data below provides information about the range of social work services provided to students, staff, and families in SY 2020-21 and 2021-22. It is difficult to capture the outcomes of prevention efforts or measure things that didn't happen as a result of services or interventions.

However, in general, research substantiates that students who receive supportive services to address issues that impact school performance demonstrate improvement as a result of tiered interventions and supports.

Comparison of school social work services provided 2020-21 and 2021-22

Service/intervention	2020-21	2021-22
Initial Sociocultural Assessments	2,791	3,283
Re-evaluation Sociocultural Assessments	2,412	3,000
Individual Student Counseling Sessions	13,105	25,906
Group Counseling Sessions	4,105	5,497
Child Abuse Reports	612	1175
Homebound/Home Based Referrals/consults	213	857
Referrals to social workers for student or family support or assistance	23,153	25,639
Attendance interventions or referrals to attendance officer for problem solving or student support	6,047	4,914
Referrals to community agencies	17,524	20,728
CSA Case Management	223	222
CSA Meetings	2,527	2,430
Participation in school-based team meetings to discuss concerns about student performance or behavior	56,269	64,754

Speech and Language Services

Contact: Barbara Fee, bpfee@fcps.edu

Date: 2022-2023

Program Overview

Speech and Language (SL) Services are offered through the Department of Special Services, Office of Special Education Instruction. Speech and Language Services in the schools are provided as part of the continuum of special education services, which exist through the mandates created by state and federal legislation. Following procedures for implementing the Individuals with Disabilities Education Act (IDEA 2004) and Section 504 of the Rehabilitation Act of 1973, as amended, a student may qualify for special education under the disability category Speech-Language Impairment, as a single disability category, or the student may receive Speech and Language as a related service to any one of the other 13 primary disability categories defined by Virginia Special Education Regulations. It is the child's IEP team that is responsible for determining the services that are needed for the child to receive a free and appropriate public education (FAPE.) The nature, extent, and location of SL Services always depend on the unique needs of the student. Speech-Language Pathologists (SLPs) provide services to students who demonstrate a communication impairment, such as impaired articulation, stuttering, voice disorders, and language impairments that adversely affect their educational performance.

- **Articulation Disorder** - Delayed acquisition of developmentally appropriate phonemes (speech sounds) or disordered production of sounds that interferes with ready intelligibility of connected speech. Misarticulations may include: substitution of one phoneme for another, omission of phonemes in words, phonemic disorders, or inappropriate addition or coordinated sequencing of phonemes.
- **Fluency (Stuttering) Disorder** - Disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable, or are not readily controllable by the student. The disruptions may include repetitions, hesitations, prolongations, interjections and associated secondary behaviors. Interruptions in the productions of connected speech cause adverse reactions in student or listener behavior/response.
- **Voice Disorder** - Chronic or persistent abnormality in pitch, loudness, or quality resulting from pathological conditions or abnormal use of the vocal mechanism that interferes with communication. Voice quality disorders may be characterized by laryngeal dysfunction that is spasmodic, strident, hoarse, breathy, or dysphonic.
- **Oral Language Disorder** - Impaired ability in verbal learning with resultant disability in the acquisition, expression, and/or comprehension of oral language. Deficits may be reflected in semantics, syntax, morphology, metalinguistics and pragmatics.

The unique training of the Speech and Language Pathology master's degree program prepares Speech-Language Pathologists to play integral roles in schools and to help students meet performance standards. Specifically, their strong focus on language development can be incorporated into collaboratively addressing the needs of students with academic, vocational, and social challenges, including those students for whom English is not their first language, as appropriate. The range of responsibilities that Speech-Language Pathologists may fulfill to help students meet performance standards include:

- Prevention
- Assessment
- Intervention
- Program Design
- Compliance

Speech and Language Services address these responsibilities, as follows:

Prevention: Speech-Language Pathologists support students through offering pre-intervention strategies to parents and teachers, co-teaching in general education classrooms, and sharing activities to benefit any at-risk students.

Screenings/Assessment: Speech-Language Pathologists complete Speech, Voice, and Language Screenings for all new students grades K-3 within the first 60 days of enrollment. Additionally, assessments are conducted to identify students with communication disorders to inform instruction and intervention.

Intervention: Speech-Language Pathologists provide intervention that is appropriate to the developmental level, age, and learning needs of each individual student. A continuum of service delivery models is employed to match the specific needs of the student.

Program Design: Speech-Language Pathologists at each site configure the school program to include: 1) direct services to students, 2) services that support students' educational programs, and 3) activities that support students in the Least Restrictive Environment and general education curriculum.

Compliance: SLPs implement services as outlined in *Regulations Governing Special Education Program for Children with Disabilities in Virginia (Virginia Special Education regulations)*, 8VAC 20-80-10 et al. Review of SL quarterly data indicates that SLPs participate regularly in reevaluation, eligibility and IEP meetings, Local Screening Committees, complete and file student IEP Progress Reports as well as provide Medicaid documentation.

Details

Speech and Language Services are offered at all schools across all grade levels serving students from age 2 to 22 years. The Speech-Language Pathologist (SLP) position is an itinerant position, and the Speech-Language Pathologist may travel to more than one school to provide services. Speech and Language Services are offered at the alternative high schools, the Juvenile Detention Center, and to students receiving homebased and homebound instruction. Speech-Language Pathologists may also provide evaluations for special education students placed in Virginia private day schools.

As reported in the 2022 End of Year Speech and Language Statistical Report, during the 2021-2022 school year, Speech-Language Pathologists: 1) provided services to a total of 11,120 students, 2) screened 14,309 students grades K-3 as part of the Child Find requirements of special education and public health policy, 3) conducted 2,220 initial speech and language evaluations representing a portion of the total 3,851 speech and language evaluations completed while noting that 1,181 of the total evaluations reflect assessments performed in more than one language. Analysis of Speech and Language Services student profile data indicates that all types of speech and language disorders (articulation, voice, fluency, and language impairment) occur across the grade levels and may coexist in all disability categories.

Assessments

In determining whether a student demonstrates a speech/language impairment under special education regulations, the assessment process must be thorough and balanced and include multiple data sources. Both formal and informal data contribute to the student's Comprehensive Assessment of School Communication Abilities. One component, norm-referenced tests, administered individually by the SLP, rely on testing procedures that measure discrete skills under controlled conditions and yield standard scores. However, due to the decontextualized nature of these measurements, the test results do not align with the curriculum nor indicate the educational impact of the speech/language impairment. These inherent limitations of standardized tests call for additional more functional information when determining special educational eligibility.

School-based data along with speech-language specific information together provide a lens for viewing a student's functional speech and language skills in relation to their ability to access the academic and/or vocational setting. A variety of assessment tools and strategies are available to gather this documentation, including checklists, observations, interviews, criterion-referenced measures, dynamic assessment, language sampling, and speech intelligibility probes. This multifaceted approach focuses on the student's performance and interactions across the daily school environment whereby parents, teachers, and other staff members, along with the speech-language pathologist, contribute insights regarding how the student uses his/her communication skills in school.

It is the combination of all the types of information gathered in completing the Comprehensive Assessment of School Communication Abilities that determines whether the student meets the criteria for Speech/Language Impairment defined in the Basis for Committee Decision: 1) There is documentation of significant speech/language impairment that is significantly discrepant from typical communication skills. 2) The speech/language impairment is not primarily the result of socio-cultural dialect, delay, or difference associated with acquisition of English as a second language or within the purview of established norms for articulation and language development, 3) The speech/language impairment adversely affects the student's educational performance, and 4) The student requires specialized instruction as a result of the speech/language impairment.

Approved Instructional Materials

Curriculum materials from the student's classroom provide the basis for the instructional materials used by the SLP in therapy. Student specific practice materials and activities are developed by the SLP to reinforce specific skill-building sets throughout the interventions.

Current and Future Areas of Focus

Student misarticulations continue to be one of the most frequent speech and language concerns expressed by both parents and teachers. Learning to talk takes time and speech production errors in the early years may represent normal patterns of speech development, speech delays, speech differences, or actual articulation/speech sound disorders.

Current Focus

Speech-Language Pathologists provide both assessment and intervention under IDEA to students requiring specialized instruction in the area of articulation/speech sound disorders. Historical and present data from the Speech-Language Pathologists serving students in Fairfax County Public Schools (FCPS) indicates students with speech sound disorders comprise a large percentage of the total number of students served. According to the American Speech-Language-Hearing Association (ASHA): Speech Sound Disorders is an umbrella term used to describe a range of difficulties in producing speech sounds (McLeod & Baker, 2017). An Articulation Disorder is a type of Speech Sound Disorder characterized by the substitution of one sound for another or a distortion of a sound (lisp). A Phonological Disorder is also a type of Speech Sound Disorder demonstrated by difficulty using the patterns in which sounds are put together to make words. The goal for students with Speech Sound Disorders is to provide effective and efficient interventions that lead to positive outcomes in goal achievement for students with Articulation/Speech Sound Disorders.

Speech-Language Pathologists provide intervention for speech sound disorders using approaches that are individualized to the student's articulation or phonological needs. A recent study found Speech-Language Pathologists have knowledge of different speech

sound disorders approaches but tend to utilize only a few in the school-based settings (Cabbage, 2022). At the beginning of the 2022-2023 school year, the SLPs in Fairfax County Public Schools were polled regarding treatment approaches they regularly implement for students with speech sound disorders. The results suggest the SLPs' intervention patterns were similar to the findings in the Cabbage et. al research study. Research has shown that when Speech Language Pathologists are knowledgeable in the area and can apply a wide range of intervention approaches students may benefit.

Speech and Language Services is committed to implementing research-based practices and utilizing program data to drive decisions regarding professional development and training needs. Given current research on Speech Sound Disorders treatment interventions in schools, as well as an overall increase in number of FCPS students demonstrating a Speech Sound Disorder, increased Speech and Language Services training efforts will focus on expanding SLPs' knowledge, selection, and implementation of treatment plans aligned to generate best student outcomes.

These efforts will revolve around several focused opportunities offered through SL Services, including:

Completion of formal coursework/webinars provided by the American Speech Language Hearing Association (ASHA) for which CEUs may be earned

Guided Learning Experiences based on a systematic meta-analysis review of the past 20 years of publications that chronicle the research in determining the efficacy of treatment approaches for Speech Sound Disorders

Training in the use of newly available research tools, such as The Tool (Ulster, Ireland) that serves in a decision tree approach to aid the SLP in aligning the specific type of Speech Sound Disorder to the recommended treatment approach reported with greatest efficacy.

Collaborative Learning Team meetings where discussion will allow the SLPs to share case studies with colleagues and problem solve situations where new knowledge may be processed, organized, and applied using adult learning strategies.

Goal 1

By June 2023 at least 80% of the SLPs will have participated in a combination of self-directed continuing education and guided learning experiences in the area of Speech Sound Disorders. Data sources will include attendance logs and reported CEUs earned.

Goal 2

To build greater capacity in the area of Speech Sound Disorders treatment intervention approaches within FCPS Speech and Language Services, SLPs will be encouraged and guided to share newly learned topical information at their monthly Collaborative Learning Team Meetings. Collaborative discussion will include case studies, research reviews, and practical application with an outcome focus on developing shared problem-

solving strategies. Minutes submitted from each Collaborative Learning Team recorder will provide feedback to guide the Communication Disorders Supervisors in their planning for additional directed Professional Development offerings.

Data Narrative

Selected Speech and Language (SL) Services - SY 2020-2021 and SY 2021-2022

Schoolwide Data	2020-2021	2021-2022	2021-2022 Increase
Total New K-3 Student Screenings	11,161	14,309	22%
Total SL Student Evaluations	3,464	3,851	10%
Total Articulation Elementary School Services	4,305	4,450	9.3%
Total Articulation Middle School Services	355	388	8.5%
Total Articulation High School Services	268	324	17%
Total Articulation Services	4,568	5,166	9.8%

End of Year Speech and Language Statistics Reports from SY 2020-2021 and SY 2021-2022 indicate the number of services increased in the following areas:

- Total number of Screening K-3 grade New to County Students
- Total number of Speech and Language Evaluations
- Total number of students receiving Speech and Language Services for Articulation/Speech Sound Disorders with disaggregated school levels
- Elementary increase of 9.3%
- Middle School increase of 8.5%
- High School increase of 17%

To address the significant increase in the number of students receiving services for Articulation/Speech Sound Disorders at all levels, Speech and Language Services will provide expanding opportunities for Speech Language Pathologists to participate in focused learning experiences relevant to the treatment of Speech Sound Disorders during SY 2022-2023.

Future Focus

Skill development in decision making and treatment intervention application in any therapeutic process requires time and experience as well as professional dialogue. Access to current research and trends in the field are essential to the delivery of evidence-based practices. Building capacity through measures set forth for SY 2022-2023 are not only key to assuring consistency in quality services across all FCPS schools but also essential to establishing practices that result in high level student achievement. The SY 2022-2023 Goals will continue to be refined and adjusted to meet ongoing school community needs.

Speech and Language Services focuses on providing evidence-based services to students by addressing oral communication needs that impact their ability to access the educational environment. Strong communication supports all student achievement goals identified in the **Portrait of a Graduate**, including Communicator, Collaborator, Ethical and Global Citizen, Critical Thinker, and Resilient Individual.

References

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Student Registration

Contact: Dave Anderson, dlanderson@fcps.edu

Date: 2022-2023

Program Overview

Student Registration comprises four subsections: Registration Services, Language Services, Home Instruction, and Student Transfers. These sections work to support closing the achievement gap by facilitating communication, strengthening parent engagement, informing parents, and promoting family participation. The purpose of Student Registration is to provide services that are easily accessible to parents and families for enrolling their students in Fairfax County Public Schools (FCPS).

Details

Registration Services is committed to offering parent services and providing parent satisfaction regarding the enrollment of students to attend school as soon as possible in accordance with compulsory attendance laws in the Code of Virginia 22.1-254.

In 1981 a centralized student registration office was opened in Falls Church to facilitate the enrollment of students with a language other than or in addition to English. Over the years, additional centralized registration sites were opened to accommodate parents and families living in different regions of Fairfax County. Today, three Student Registration Welcome Center sites strategically located within the county are open year-round at: The Dunn Loring Center for Parent Services, Original Mount Vernon High School in Alexandria and in the Lake Anne-Reston area. Registration services at temporary sites are opened during the busiest season in August and September to accommodate parents and increased registrations during that time. Each site is co-located with the English for Speakers of Other Languages (ESOL) Assessment Center and a Community Liaison Office. This allows students and families to have the ability to complete the registration process, the ESOL assessment process, and to work with the community liaison to access community resources.

In addition to providing direct registration services to parents/guardians and students, Registration Services staff process applications for determination of residency status, requests for enrollment of tuition-paying students, out-of-county foster care students, foreign exchange students, prospective residents and assist active duty military families with facilitating early registration and enrollment. The office also evaluates students' international middle and high school transcripts throughout the year to determine transfer of credited course work and grade placements. The Registration Services staff supports and serves as a resource for school-based and central office administrative staff. By providing training in the best practices of student registration, school-based staff are kept informed concerning updated changes to the Code of Virginia to remain in compliance with state law.

Language Services

Language Services came into existence due to the growth of the language minority student population in the 1980s. The demand for interpreters and written translations has resulted in a yearly increase of services provided by this office. As the language minority student population continues to increase this office continues to hire hourly multilingual interpreters and translators.

Currently Language Services employs interpreters representing 23 languages and translators in the seven top languages represented in FCPS.

Language Services supports closing the achievement gap by facilitating communication between the school system and the families of over 84,000 language minority students by providing centralized oral interpretation and written translation services to schools, regions and central offices. Services provided include deploying interpreters to assist school staff and parents to communicate during parent/teacher conferences, special education meetings, disciplinary proceedings and school events. In addition, Language Services translators translate documents for system-wide dissemination such as the Student Rights and Responsibilities (SR&R) and The Parent Advocacy Handbook, as well as other written communication requested by individual schools and offices, including the updates from the Superintendent. The importance of this service is reinforced by federal legislation, which requires that each school and school division "ensure that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format, and to the extent practicable, in a language parents can understand."

Student Transfers

Although a student is expected to attend the school that serves his or her attendance area, student transfers make it possible for parents to request their child attend a school other than their base school.

- Regulation 2230, Student Transfer Process, defines procedures for considering student transfer requests for school-age (K-12) students. FCPS considers transfer requests for very specific reasons:
- Child Care Hardship (K-6)
- Child of an FCPS Employee
- Family Relocation (A) - Prior to Relocation into Requested School Boundary Senior Status
- Family Relocation (B) - After Relocation (for remainder of school year)
- High School Curricular Program
- Medical, Emotional, or Social Adjustment
- Resident on Military Installation or in Military Housing
- Senior Status
- Siblings

Annually, approximately 3,700 student transfer applications are processed. Student Registration processes applications centrally creating consistency and efficiency for parent services and satisfaction.

Home Instruction

In accordance with Section 22.1-254.1 of the Code of Virginia, any parent may elect to provide home instruction for his or her school-age child in lieu of school attendance.

Student Registration serves parents and students by processing notices of intent for parents who choose to provide home instruction for their school aged child/children. Student Registration acknowledges that parents have met the requirements to home school in Virginia. As required by law, FCPS reports to the Virginia Department of Education the number of students receiving home instruction and those religiously exempted from school attendance.

Student Registration Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Student Transfers	5,609	5,130	5100	4,999	4,097	3,772	3,661
Home Instruction/ Religious Exemptions	2,936/384	3,145/375	3,028/344	3,078/321	3,247/302	5912/283	4504/265
Language Services Interpretations	22,029	23,150	22,595	24,013	22,855	29,192	26,448
Language Services Translations	3,897	4,486	4,561	4,363	4,326	5,621	5,454
Student Registration Program	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Registration Services (registration, tuition- paying, foreign exchange, residencies, transcript evaluations, 60 day, *120 day military and foster care) *120 day military added during SY 2018- 2019.	10,667	12,097	9,284	10,139	9,130	4,742	8,955

Student Summary Text

Student Registration directly and indirectly services all FCPS students. The association of all students in FCPS begins with the enrollment process. Language minority students who are registered by Student Registration include elementary, secondary, and adult students who have a language other than or in addition to English (ages 5 - adult). A language minority student is defined by the Office for Civil Rights in the U.S. Department of Education (USED) as a student who lives in a home where a language other than English is spoken. Following best practices and federal guidelines, all language minority students are identified based on their parents' responses on the Home Language Survey.

Assessments

Registration Services sites are co-located with the English for Speakers of Other Languages (ESOL) Assessment Centers. The English language proficiency (ELP) assessment is conducted and documented to obtain a current, accurate assessment of the student's level of English proficiency. Entering students may also be recommended by Registration Services staff for secondary math, English and World Language testing to receive credit for successful coursework taken abroad at the time of enrollment into FCPS. In addition to being a best practice, the documentation of this assessment for every language minority student is also necessary to meet federal requirements.

Approved Instructional Materials

The English language proficiency (ELP) assessment used in Virginia public schools and in 40 other consortium U.S. states, territories and federal agencies is the WIDA assessment. The WIDA ELP assessment results determine a student's WIDA ELP level and also provide teachers with valuable information regarding students' English skills in the domains of speaking, listening, reading, and writing. This information is used to guide instruction and provide students with meaningful access to the curriculum.

The Language Interpretation System (LIS) facilitates school, home communication using over 300 headsets and receivers, near simultaneous interpretation is provided in the seven top languages represented in FCPS for parents/guardians whose preferred communication is in a language other than English. The LIS is routinely used by schools, for parent meetings and is also used at division wide parent and community events.

Current and Future Areas of Focus

The focus of Student Registration was to increase staff participation by 5% in trainings and events that the department offered during SY2021-2022 as compared to SY2020-2021. These included registrar and regulation 2240 trainings.

SMART GOAL: By June 2022, a 5% gain in the overall staff participation rate for student registration trainings will be achieved when compared with the prior SY2020-2021.

Training participation (sign-ups)	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Annual Registrar Conference	237	224	223	211	217	not held	not held
Registrar Trainings	33	83	85	64	58	354	1199
Reg. 2240 Trainings	150	120	99	129	96	136	106
Scholastic Records Trainings	n/a	n/a	75	91	36	n/a	n/a

Future Focus

The future focus of Student Registration will be to continue to increase the overall staff participation rate in trainings that the department offers. These will include both the registrar and regulation 2240 trainings.

Data Narrative

The SMART GOAL comparison from SY2020-2021 to SY2021-2022 showed a 166.32% increase in the overall participation rate for staff trainings. This was the direct result of increased participation in the registrar trainings which were made available as online videos. Registrar trainings showed an increase in participation of over 238% and regulation 2240 training participation decreased by over 22%. Scholastic records trainings are now handled by the Document Management Office.

Student Safety and Wellness

Contact: Stefan Mascoll, smascoll@fcps.edu

Date: 2022-2023

Program Overview:

The Student Safety and Wellness (SSAW) office is dedicated to promoting prevention activities to increase community awareness and collaboration to support healthy life choices. It also provides prevention presentations for schools and parents on ways to prevent violence, bullying, gangs, and drug use. The office monitors state and federal websites to identify trends, professional development opportunities, and changes in regulations which may impact the Fairfax County Public Schools (FCPS) student behavior code of conduct.

In partnership with the Fairfax County Office of Neighborhood and Community Services and the Fairfax Falls Church Community Services Board (CSB), SSAW works with schools, parents and other community members to raise public awareness of trends in alcohol and other drug use in teens. Close collaboration with the police and a review of data from law enforcement, schools, and community reports results in early identification of problems and early intervention to prevent escalation of unwanted behaviors.

Educational programs are presented for students and parents on how to avoid alcohol and other drugs, and how to resist peer pressure around the use of illegal substances. A library of resources is collected each year and shared with schools so they can, in turn, provide parents with easy access to the latest research and best practices for talking to their child about a range of topics including alcohol, inhalants, drugs, bullying, cyber-bullying, and gang involvement. Substance abuse prevention specialists assigned to school pyramids provide tier one education to all students, as well as intervention strategies for at-risk students and those students currently using substances. For those students with greater needs, SSAW links students with additional treatment options provided by the Fairfax-Falls Church CSB.

The SSAW office works with the Fairfax County Juvenile Courts to provide the supervision and probationary counseling for students who are under court supervision or who are deemed to be at high risk for court involvement and helps monitor the behavior of these students. The school court probation counselors (SCPC) are FCPS employees, and their daily presence in the schools allows them to develop close mentoring relationships with the students under their supervision. Students in the program report on a weekly basis to their SCPC to discuss progress toward reaching goals related to attendance, student achievement, and behavior. Student participation is closely monitored, with weekly documentation of response to interventions, input from the court's probation officer, and the student's teachers. The counselors meet with their students before, during, or after school in order to provide the required contacts and intervention.

The SSAW MentorWorks program matches mentors with students, building relationships with caring adults. A majority of schools in FCPS have implemented a mentoring program and provide one-to-one or group mentoring during the school day at the school site. Mentors are volunteers who may be FCPS staff members, community members, or business members. For more information on mentoring, select the following link: <https://www.fcps.edu/get-involved/be-mentor>.

Lastly, SSAW provides the logistical support for the annual Fairfax County Youth Survey by assuring that all aspects of the survey process are maintained and followed in order for every 6th, 8th, 10th, and 12th grader to take the survey unless opted out by parents or guardians. SSAW provides logistical support for the bi-yearly Virginia Department of Health Youth Risk Behavior survey and the yearly Virginia Department of Criminal Justice's School Climate survey.

Details

Students in all FCPS schools participate in one or more programs, lessons, activities or presentations developed by the SSAW Office. Individual students, referred by teachers, parents, the Hearings Office, or the courts may participate in a range of intervention programs offered by SSAW. These include:

- Participation in the School Court Probation Counselor program
- Participation in the Alcohol and Other Drug Prevention and Intervention Program

For more information about the SSAW office, please visit <https://www.fcps.edu/resources/student-safety-and-wellness>

Assessments

Prevention programs through the Office of Student Safety and Wellness are provided to all students in the school system without use of an assessment tool. The Fairfax County Youth Survey, completed yearly by students in grades 6, 8, 10, and 12, is used to assess outcomes of the prevention activities.

Students participating in the Alcohol and Other Drug (AOD) Prevention and Intervention Program are administered an FCPS created pre- and post-assessment at the beginning and end of the intervention to determine mastery of content. During alcohol and other interventions, the CRAFFT Screening tool, a short clinical assessment tool designed to screen for substance-related risks amongst youth, is implemented to assist in determining the most appropriate interventions.

Students participating in the School Court Probation Officer program are assessed by their ability to make measurable progress in the areas of academics, behavior and social emotional development per their annual SMART goals.

Approved Instructional Materials

Training and materials are provided upon request to schools each year. Specialized programs currently in use include:

- Mentor Works training manual

Current and Future Areas of Focus

Current Focus

By June 2023, 33.3% of the career mentor class at Chantilly HS will be successfully matched to medical services personnel as part of a targeted mentoring initiative connecting MentorWorks and workforce development.

By June 2023, 100% of Substance Abuse Prevention Specialists will provide a Tier 1 substance abuse strategy to each of the schools in the pyramid they support.

BY June 2023, each Substance Abuse Prevention specialist will partner with a PTA president from their pyramid and provide a substance abuse presentation to parents.

By June 2023, each student participating in the School Court Probation Officer program will make measurable progress per their individual and targets SMARTR goal.

Future Focus

In light of the ongoing opioid crisis, SSAW will place Narcan in each FCPS school to be administered by trained staff in the event of an opioid overdose. In addition, there will be ongoing focus on opioids when reviewing the alcohol, tobacco, and drug use of students in middle and high schools when providing resources to help parents, students, and staff members address the concern.

Data Narrative

By June 2022, the MentorWorks program will re-install 50% of mentor relationships that were lost due to COVID-19. Approximately 400 mentor relationship were negatively impacted.

- This goal was met as 300 lost mentor relationships, due to COVID-19, were re-established.

By June 2022, each Substance Abuse Prevention specialist will provide a Tier 1 substance abuse lesson to students.

- This goal was not met as 74% of Substance Abuse Prevention Specialists provided Tier 1 substance abuse lessons to students

By June 2022, each Substance Abuse Prevention specialist will partner with a PTA president from their pyramid and provide a substance abuse presentation to parents.

- This goal was not met as 89% of SAPS provided a parent presentation.

By June 2022, each student participating in the School Court Probation Officer program will make measurable progress per their individual and targets SMARTR goal.

- This goal was not met as 85% of students participating in the School Court Probation Program made measurable progress per their individualized SMARTR goal.

Number of Students / Staff Supported by the SSAW Office

During the 2021-2022 academic year the MentorWorks program supported 3,973 students. During the 2021-2022 academic year the Substance Abuse Prevention Program supported 910 students a risk for substance abuse through direct and targeted intervention During the 2020-2021 academic year the School Court Probation Officer Program supported 75 court ordered probationary students.