

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, June 8, 7:05 - 9:00 p.m.

Summary of Business Conducted:

- The ACSD received an update on ESY staffing.
- The ACSD voted to submit the document “ACSD Behavior Education Professional Development Plan 2022 Review - Response and Recommendations”
- The slate for the ACSD 2022-2023 Executive Committee was approved.

Pending Feedback from the Department of Special Services that was Offered/Requested as a Result of This Meeting, or Still Pending from Meetings Previous

- Have those families with IEPs still in progress been made aware of ESY services and staffing, should ESY be a part of their final IEP?
- Has there been any change in the compensation for bus drivers for ESY?
- Is there data to see how many students don’t meet criteria for autism who did before, since the autism BCD changed?
- Did FCPS consult self-advocates in the development of this plan? If not, will it so so?

Executive Committee:

Chair, Harry Henderson

Vice Chair, Elizabeth Zielinski

Secretaries, Ally Baldassari (Recording) and Lauren McCaughey (Corresponding)

Member Attendance: A quorum of voting members was confirmed by Harry Henderson with 20/28 voting members in attendance. There are now 34 positions on the ACSD; six currently vacant. The full record of attendance, members, and vacancies is appended.

Liaisons/FCPS Guests:

Dawn Schaefer, Acting Director of Special Education Procedural Support

Ellie Stack, Coordinator, PreK-12 Special Education Instruction

Dawn Clements, Assistant Ombudsman for Special Education

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

Michael Axler, Psy.D., Coordinator, FCPS School Psychology Services

Business Meeting Agenda date:

1. Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair - 5/11 and 5/18/22 minutes approved; approved amenda agenda reflecting Baldassari’s absence for illness.

3. Public Comment, Elizabeth Zielinski, Vice Chair
 - a. Kate Volpe - (Written statement read by Ms. Zielinski; appended) Concern of ESY 20-30% staff vacancies. Believes it represents the increased teacher stress, anxiety and burnout. FCPS must solicit staff member concerns in a way the teachers won't fear repercussions, and work to solve the problems contributing to teacher burnout.
 - b. Diane Cooper Gould - (In-person testimony; Ms. Gould also provided a written copy; appended) Thanks to SB and staff for working hard during a challenging year. Thanks for the work to bring the science of reading to classrooms. Ms. Gould remains concerned about a "siloe" approach in which literacy instruction. Self-contained classrooms and pull-out settings may not reflect the science, as the teachers in those settings do not benefit from the same resources and trainings. Gen.ed. classrooms are the beneficiaries from new resources and materials.
 - c. Debra Tisler - Concerned about lack of training for teachers to meet specific needs. Concerned that it is hard for a parent to get services for a child that has received a medical diagnosis such as autism. Ms. Tisler asserted parents don't need similar documentation to be granted gender-expansive services for their students.
 - d. Mary Foltz - Thanks the committee for last year's live-streamed meetings. Her dyslexic daughter benefited and hopes the live stream returns. Ms. Foltz is concerned about a focus on passing SOL vs. mastery of math/language art skills for students with learning disabilities like her daughter. Also concerned that the team-taught classes aren't meeting the individual needs of the students towards mastery of math/literacy skills.
4. School Board Liaison Update, Laura Jane Cohen, Springfield District - Ms. Cohen was absent.
5. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC - PRC is open 8am-4pm over the summer with consultations continuing. Reminder on PRC packs, and that they can pony resources to schools over the summer. Please feel free to submit suggestions towards programming for the Fall.
6. Attendance Report, Harry Henderson (for Ally Baldassari, Recording Secretary) - as above
7. Department of Special Services (DSS) Updates, Dawn Schaefer, Acting Director of Special Education Procedural Support; Ellie Stack, Coordinator, PreK-12 Special Education Instruction
 - a. ESY Update (Ms. Stack) Staff in process amounting 82%; fully contracted is 74% complete. This though is a "moving target", because not all of the ESY students have been identified yet through the IEP process. The percentage is based on projections, and staffing is on target for typical trends. Referrals are welcome. College students can consider, as anyone with a HS diploma is qualified.

Questions:

Ms. McCaughey asked about transportation and communication to families regarding possible staffing failures. Ms. Stack replied there are no transportation concerns. Families have been notified on the status of staffing for their child's classroom (if they have a teacher or not), the dates, and bell schedule.

Susan Edgerton thanks for the information that parents can obtain other services that may be compensated if not offered ESY. Are there more details? Reply: Reach out to your school if you've been notified your child's classroom is not staffed. Ms. Stack notes that there will be a third round of emails next week to confirm the current status of individual classroom staffing.

Amanda Campbell asked about families who's IEP is still in progress, have they been notified on the status of ESY staffing should ESY services be a part of the IEP when finalized? Ms. Stack replied she'd have to check.

Sanaa Bouzit - Any change in transportation compensation? Ms. Stack is not sure.

Sandi Dalhoff - Have you surveyed teachers to find out why they are not choosing to work ESY? No, they do not have data on this, only anecdotal reasons why staff aren't choosing to work ESY.

8. Presentation: "The Role of the School Psychologist", Michael S. Axler, Psy.D., Coordinator, FCPS School Psychology Services [Presentation slide is appended.]

The role of the school psychologist on the local screening committee is to listen to concerns expressed by the referring party, facilitate conversations to help all parties participate meaningfully, review historical data (including testing, medical information) and make connections between that and the current concerns, make connections regarding previous interventions and the current concerns, collaborate if a disability is suspected, and identify areas for further evaluation.

Questions:

Elizabeth Zielinski - Regarding helping students recover from trauma over current events such as COVID, school shootings, etc.: How are you helping teachers be prepared for heightened student anxieties? Dr. Axler responded that they are helping teachers understand social emotional learning of students and how that overlaps with the current context. This can inform Tier 1 universal supports, but also the response to specific student issues. He responded that there are trainings as well as coaching inside the schools. There must be a trauma informed school community, and the use of trauma-informed strategies.

Amanda Campbell - Has been concerned with the intersection of SWD with mental health disorders, especially for students with communication disorders. Do school psychologists have experience working with students with communication disorders, and does his department collaborate with the FCPS communication disorder department? Mr. Axler responded that experience varies among the 200 psychologists at FCPS. He notes that all students have varying degrees of proficiency with expressive language. There would be an ongoing collaboration with other professionals in the building that care for the students, such as SLPs. Ms. Campbell clarified that she was speaking specifically about collaboration with the communication disorder

department, which is a separate department from SLP services. Dr. Axler responded that his department and the communication disorder department are supervisors, and if the SLP and school psychology staff requested the collaboration and support of the supervisors, both departments could engage in that.

Lauren McCaughey - (1) What should a parent do if told they have medical autism but not educational autism, and (2) Is there data to see how many students don't meet criteria for autism who did before, since the autism BCD changed? Dr. Axler replied that there is only one autism, however the criteria for an educational diagnosis, does this child need services, is different from the criteria for autism in the DSM 5. Dr. Axler is not aware of the numbers in the disability categories shifting over time, and Ms. Schaefer responded that she is not aware of data that would show these changes. Ms. Zielinski contributed that VDOE tracks data about primary disability category, though of course some students have multiple eligibility which includes autism. Ms. Zielinski reports recently discovering FCPS has about 400 students with autism as their primary disability category.

Sanaa Bouzit- (1) Is the psychology department helping with the successful implementation of the new restraint and seclusion policy? Dr. Axler responded that they help staff understand the crisis cycle, and they train to intervene early in the cycle to prevent conflict escalation. They also help staff understand how to respond in a trauma-informed manner, and help teachers understand how a student's challenges can play into his/her behavior. He says that there are formal PD trainings and less formal coaching (2) Can his department help teachers with COVID-related stressors? His department can connect staff with services to help. They can't provide therapy for teachers. However, they can make some suggestions and guidance on how teachers can prioritize and recognize healthy functioning.

9. Old Business & New Business

- a. Consideration of the draft ACSD response to the proposed FCPS Behavior Education Professional Development Plan, Susan Edgerton, Chair, Policy and Regulations Subcommittee
 - i. Her feedback included adding ABA trainings that are already required for certain staff into the plan
 - ii. Summer trainings should be paid and earn continuing education credits
 - iii. Require an abbreviated ABA Hands-On training refresher every 3 years for educators for which this is a required training
 - iv. Require Ukeru training for at least 2 teachers at each EAC or CAT B program (elementary and secondary levels)
 - v. Establish targets for reasonable progress in meeting behavioral goals and ensure annual audits of selected data. Report progress to stakeholders, and take corrective action as necessary.

- vi. Have a minimum of 2 staff at each elementary school trained in de-escalation/crisis management programs PCM or Mandt; 3 at the secondary level.
- vii. Require an administrator at each school to complete the Back to Basics Special Education Law modules. This ensures staff are aware of a SWD's rights including functional behavioral assessments, behavior improvement plans, and manifest determination reviews.

Questions

Elizabeth Zielinski - (1) Why refer to seclusion when it will no longer exist in the next school year? Ms. Edgerton said that she would remove that reference. (2) Why heavily reference to ABA trainings, when ABA is a very different model from new initiatives such as Ross Greene's CPS model? Ms. Edgerton replied that there is a concern that base schools (vs cluster sites) often haven't had these trainings, though they are required and that is impacting the students. These trainings are already required, they just haven't always been accessed as is the requirement and the requirement should be reflected in the plan.

Amanda Campbell - Are all of the ABA trainings already required for CAT B teachers? Ms. Edgerton said that Mike Bloom confirmed that with her earlier this week, and that he felt leaving it out was an oversight. Ms. Campbell suggested that ABA might not be appropriate for all CAT B students due to its focus on compliance.

Lauren McCaughey - Did FCPS consult self-advocates in the development of this plan? If not, will it? Ms. Schaefer replied she was not sure; please submit that question for later.

- b. Amanda Campbell motioned to approve adding 11 recommendations to Susan's feedback as the ACSD response to the Behavior Education Plan; this received a second.
 - i. Ms. Campbell apologized that the ACSD did not see these questions in advance of the meeting, and explained that these were initially questions she had on the plan. The agenda did not allow for DSS to answer questions on the Behavior Education Plan, and Ms. Campbell reports that Mike Bloom directed her to rephrase these questions as additional recommendations.
 - ii. Chair Henderson suggested that alternatively, Ms. Campbell could submit her questions as Questions for the Record. Ms. Campbell preferred to proceed with the motion.
 - iii. Susan declined to comment on the recommendations; she would need time to consider these recommendations.
 - iv. Sanaa Bouzit commented that as a member of the Policy and Regulations subcommittee, she was in favor of adding Ms. Campbell's recommendations.
 - v. Ms. Zielinski called the question on adding Ms. Campbell's recommendations to the document by the Policy and Regulations subcommittee. Motion approved.
- c. Chair Henderson called a vote on submitting the amended response, originally crafted by the Policy and Regulations Subcommittee, as the ACSD Response to the Behavior

Education Plan. Motion approved. Ms. Campbell's recommendations appear in the amended response as follows: Recommendations 2-6/10 in section one, 2-4/5 in section two, and 1 and 3 of 3 in section three, [Response is appended.]

- d. Announcement of the slate/Elections of the ACSD 2022-2023 Executive Committee
 - i. Nominating Committee members did not signal their presence.
 - ii. Harry Henderson and Elizabeth Zielinski nominated themselves to continue in their positions of Chair and Vice Chair respectively. Chair Henderson called for additional nominations; none. Mr. Henderson nominated Ally Baldassari for Recording Secretary and Brandis Ruis as Corresponding Secretary. He requested additional nominations; none. Vote to accept the slate was unanimous.

10. EAL Update - Ally Baldassari: Canceled, Ms. Baldassari was ill this evening

11. Chairman's Message, Harry Henderson, Chair.

- a. Mr. Henderson thanks the committee for a great year. There will be no meetings in July and August. He thanked each member of his executive committee for their hard work and dedication, all subcommittee chairs, and especially Susan Edgerton who authored multiple reports. Mr. Henderson also extended his appreciation to Mike Bloom for his professionalism and frankness in their many discussions and executive assistant Natashi Anthony. Thanks to school board liaison Laura Jane Cohen.
- b. Chair Henderson presented the finalized Public Interest form that the Executive Committee proposes adding to the ACSD web page for community members to indicate their interest in serving on the ACSD. [Public interest form appended and now posted.]

12. Member Time

- a. Ms. Zielinski thanked Harry Henderson for his numerous unseen conversations that averted disasters for the ACSD.
- b. Harry Henderson described his May visit to the Kilmer Center with member Amanda Campbell. He found the center to be performing tremendous work under extreme challenges. The same applies to Key Center. He notes these centers are quite unique, and FCPS and the ACSD must make sure they are fully staffed and effectively trained.
- c. Ann-Marie Ward asked about the delivery of the Annual Report to the school board. Harry reported that the final report was delivered, but the scheduled presentation of that report for June 9 was canceled. He will inform the board when that is rescheduled.
- d. Amanda Campbell gave her thanks for the tours she had of the Burke School, Key and Kilmer Centers. She is excited about a program for AAC users she saw at Kilmer Center.
- e. Ms. Zielinski reported that she will be the ACSD representative member for the interview process for the new Director of Procedural Support.

13. Adjournment - Approximately 9:01 PM.

[illegible]

Please read this as public comment for the June 8 meeting.

I submitted comments for the March 9 meeting about staffing concerns for ESY, and I am pleased to see more communication and a hiring status dashboard implemented. I hope that FCPS is able to fill all the positions, although the dashboard shows over 20% of teacher and 30% of paraprofessional positions remain vacant. I don't have any children participating in summer programs through FCPS this year, but I'm sure many parents appreciate the transparency and additional communication that there may not be enough spaces for all students. These vacancy rates speak to a larger problem of teacher stress and burnout that the county needs to dig deeper into. A teacher in a self-contained classroom at my son's school is out on medical leave for the rest of the school year, and I am sure her medical condition was exacerbated by the stress from this year. I was very concerned about her stress and caseload throughout the year, but I was assured that everything was fine. When I first heard she would be out for the rest of the year, I was shocked, but then I started hearing about the same situation happening with special ed teachers throughout the county, both through my connections to other parents, and from what I learned as a substitute teacher. It appears as though special ed staff are bearing a much heavier weight of stress with reduced staffing, lack of subs, and lack of central office staff support contributing to their stress and workload.

Fairfax County needs to dig deeper to find out what is causing so much stress, anxiety, and burnout, and so many vacancies. It's clearly larger issues than salary, because ESY is offering very generous hourly rates, but they are still not able to recruit enough staff for demand. I've heard from many staff that they don't want to speak up, for fear of repercussions. The ombudsman positions are a good step to encourage communication, but from what I hear, they cannot implement any changes, only listen and suggest other resources to seek out. The county should do more outreach to staff (ideally not through supervisory positions like principals or regional superintendents), but through another source that would encourage staff to open up about stress levels, and what ideas staff have to reduce burnout. The new special ed lead at elementary schools might be in a good position to listen to staff concerns, and take those concerns to principals and other supervisors to help implement changes.

Thank you.

End of Public Comment

Kate Volpe

Good evening, I'm Diane Cooper-Gould. I want to start tonight by thanking the members of the ACSD for your work over the past year. I also want to thank FCPS Staff and School Board and congratulate you for successfully closing out a very difficult year on the heels of two previous difficult years.

As many of you know, I have been deeply involved in advocacy for our FFX Co Special Education Students and Staff for the past 7 years. Tonight, I want to celebrate two major initiatives with which I have been deeply involved, as well as highlight my ongoing concerns and cautions regarding them.

As a SEPTA and DDVA literacy advocate, I am thrilled that FCPS has committed to the science of reading. The shift in basal literacy instruction will benefit ALL FCPS students regardless of ability. However, I am deeply concerned about the continued siloed approach when it comes to primary literacy instruction for students with disabilities who are placed in self-contained classrooms or are pulled out for literacy instruction.

The irony is, these populations of students require the most sound and robust instruction, yet they are often not getting access to core basal literacy instruction or evidence-based reading interventions based on the science of reading. SEPTA as an organization, and I as an individual on the EAL Steering Committee have ceaselessly requested information on how special educators will be given access to and trained on literacy instruction based on the science of reading. We have requested information about the special education RFP process and have received little to no information. It is critical that this committee and the school board understand that special education teachers and often special education literacy programs, which are not included in the Basal Resource RFPs are often the first and ONLY line of instruction for many special education students who have literacy goals. Special Education teachers MUST be included in the training and implementation as well as provided with science of reading based literacy instructional materials.

I also want to underline that instruction to increase communication is not the same as teaching literacy. Literacy and communication, while related, are

different skills. When self-contained students are not given access to systematic instruction in reading and writing we hamstring their ability to fully communicate and function in our society. We shut doors to infinite possibilities and ensure a lack of future access.

On another note, I am thrilled that FCPS has banned seclusion and is limiting restraint. However, my gravest worry is that a lack of robust training and lack of mindset shift will prevent our students who communicate with challenging behaviors from being taught how to acquire the lagging skills they need to be successful. Instead they will become recipients of punitive suspensions, expulsions and police referrals. I was extremely hopeful when it was announced that Ross Greene was coming to work with FCPS staff. But my excitement has withered to dismay as many months have passed and a solid multi-year plan for training to be rolled out system-wide and at all levels and settings has failed to manifest. It is not enough to have good intentions. We must have follow-through and explicit planning. Without an explicit plan to assist teachers in helping struggling students learn lagging skills we doom those students to terrible outcomes and harsh discipline. We must work together to continue to shed a light on this issue. Policy change is the beginning of the work, not the end of it.

The School Psychologist's Role on the Local Screening Committee

- Listen attentively to concerns expressed by the referring party
- Facilitate the conversation so that all parties can participate in a meaningful way
- Review historical data (e.g., cumulative record, standardized testing, medical information, private testing) and make connections between that information and the current concerns
- Review documentation of, and results from, previous interventions and make connections to current concerns as well as suggestions for additional interventions
- Collaborate with other team members to determine if a disability is suspected and identify areas for further evaluation
- If assessments are recommended, monitor timelines for completion

FCPS Behavior Education Professional Development Plan 2022 Review - Response and Recommendations

Advisory Committee for Students with Disabilities

June 10, 2022

ACSD wants to thank FCPS for the opportunity to review and comment upon its Draft Behavior Education Professional Development Plan. The Committee commends the Department of Special Services for this constructive training plan which will better enable FCPS professionals to manage student behaviors proactively and practice de-escalation techniques when crises occur. We did note that many of the ABA trainings required for certain staff at this time are not included in this draft plan and hope this is amended.

Successful implementation of Physical Restraint and Seclusion Policy 2625 requires staff to have new tools that limit both students and staff's exposure to trauma. Ensuring students receive services in the least restrictive environment requires that knowledge of behavioral supports and services extends beyond special education settings, so we are pleased to see that some of the training is targeted at staff outside of self-contained settings. Finally, to achieve equity in terms of achievement (rates of graduation, participation and pass rates in standardized testing, and participation in general education settings) and reduce disproportionality in severe disciplinary actions (such as out-of-school suspension and expulsion) all staff must have increased opportunities for training. Such training must target development of trusting relationships with students, allow staff to proactively identify and meet students' needs, and address the causes of behaviors to prevent or de-escalate crises. We are particularly pleased the plan emphasizes a "whole student" model that includes successful partnerships with families to address students' needs.

With these common goals, the ACSD recommends that FCPS:

Make the following edits to the Behavior Education Professional Development Plan:

1. Add already-required trainings. While we understand that certain ABA trainings (ABA fundamentals, verbal behavior fundamentals and hands on) are required for certain teachers, these programs do not appear on the list of trainings. They should be required for all PAC, EAC, CAT B teachers at all levels. All instructional aides are also required to engage in ABA fundamentals training and hands on is also a required training for which aides are paid. These trainings should be added and staff completion of these trainings should be tracked in MyPDE as they will be for other required trainings.

2. Change "One-Time Completion" requirements on many of the School/Classroom Systems & Practices section (pg. 4-5) to "Annual".
3. Ensure that the asterisk definition of "all instructional staff" includes specialists (i.e. Music, Art, PE, etc) and school social workers/psychologists).
4. Clarify what metrics determine "select schools" for various trainings listed (see pg. 6).
5. Indicate within The Behavior Education Professional Development Plan what accountability measures are in place when a staff member does not complete the required training.
6. Clarify whether all PD trainings that include "happy, relaxed, and engaged" terminology in their descriptions are related to Dr. Hanley's Practical Functional Assessments method.
7. Require abbreviated hands on training refresher classes every 3 years for teachers required to accept training.
8. Require Ukeru training for at least 2 teachers at each EAC or CAT B program (at elementary and secondary levels).
9. Require that PD such as Keeping It Together: Self-Regulation, Behavior: Jump Start Your Year, and Universal Protocols: Guiding Interactions are required for all instructional staff, not just PAC/EAC/Cat B.
10. Require at least one administrator at each school who is involved in development of IEPs to complete Back to Basics: Special Education Law Modules training on an annual basis¹. In a report provided to the Virginia Governor and General Assembly, deficiencies in basic knowledge of federal law of staff involved in IEP development were noted.² While not specifically related to behavioral education, staff must be aware of students' rights and make full use of tools required by law such as functional behavior assessments, behavioral improvement plans and manifestation determination reviews.

Take the following actions:

1. Reinstate payment (in addition to continuing education credits) for summer training for any personnel required to receive it. SPED teachers who require fundamental hands-on training, including ABA hands-on training, should be paid for their time.
2. Ensure all mental health PD encompasses non-traditional expressions of mental health distress by coordinating the creation of this PD & resources with FCPS' Communications Disorders Department as well.
3. Make Collaborative and Proactive Solutions (CPS) a district-wide model, used in all schools, so that there is no need for targeted training due to a child needing to change schools.
4. Bring Dr. Ross Greene back in-person for annual refresher trainings for CPS Skill Enhancement (train the trainer level PD).

¹ [Back to Basics: Special Education Law Modules - Old Dominion University](#)

² Commonwealth of Virginia, December 14, 2020, Report to the Governor and the General Assembly: K-12 Special Education in Virginia. <http://jlarc.virginia.gov/landing-2020-special-education.asp>

5. Section X (D) of Policy 2625 specifies the FCPS staff who must be trained to use physical restraint:

*Provide evidenced-based, advanced training in the use of physical restraint and seclusion for at least one administrator in every school building, for personnel assigned to work with any student whose IEP or Section 504 team determines the student is likely to be physically restrained or secluded, and for FCPS personnel authorized to implement restraint and seclusion. Advanced training will focus on (i) appropriate use of effective alternatives to physical restraint and seclusion and (ii) the proper use of restraint and seclusion.*³

ACSD believes this policy could be revised to require training for a minimum of two staff at each elementary school and three at secondary schools—limiting training to one means it is less likely the trained individual will be onsite and immediately available if a crisis occurs;

Increase communication:

1. Create a public document - much like the one provided to ACSD for this review, to include all ABA training descriptions as well - that describes PD for parents and share it with all special education families so that parents can be informed members of the IEP team and able to provide input on therapeutic methods that are used with their child.
2. Establish targets for reasonable growth toward success in meeting behavioral education goals (5-10% of baseline) and ensure regular (annual) audits of selected data to follow up on progress. Report progress to stakeholders including ACSD and the School Board. Take corrective actions as necessary.
3. Share the objective data used to determine that Dr. Hanley's Practical Functional Assessment & Skill-Based Treatment is an appropriate intervention for students at Key and Kilmer Center, identify which schools are the "select schools" beyond Key and Kilmer using his approach, and continue research to find alternative trauma-informed practices to serve these populations.

Again, thank you for providing this plan for ACSD's review and comment.

³ [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/CCEQ3C672D94/\\$file/P2625.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/CCEQ3C672D94/$file/P2625.pdf)

FAIRFAX COUNTY PUBLIC SCHOOLS (FCPS)
ADVISORY COMMITTEE FOR STUDENTS WITH DISABILITIES (ACSD)
PUBLIC INTEREST FORM

The FCPS ACSD is a State-Mandated Special Education Advisory Committee (SEAC). Its volunteer members are appointed by the School Board to one-year terms. Any member of the public can show interest in serving on the ACSD by completing this form and emailing it to acsdchair@fcps.edu.

These questions are designed to provide background information to help appointing individuals consider candidates for the ACSD. This information will not be held, used, or provided for any other purpose.

Name: _____ Date: _____

Address: _____

Phone: _____ E-mail: _____

Please check all that apply to you, as demographic information. Please also **highlight** any of your checked categories for which you would accept an appointment to the ACSD if offered.

- | | |
|---|---|
| <input type="radio"/> Student | <input type="radio"/> Resident of City of Fairfax |
| <input type="radio"/> Person with a disability | <input type="radio"/> Representative of Assistive Technology Services (ATS) |
| <input type="radio"/> Parent or guardian of a child with a disability
Child's age(s) _____
School/Center child(ren) attend(s) _____ | <input type="radio"/> Representative of Career and Transition Services |
| <input type="radio"/> FCPS Teacher or Staff | <input type="radio"/> Representative of Higher Education |
| <input type="radio"/> Resident of FCPS Region 1 | <input type="radio"/> Representative of Preschool |
| <input type="radio"/> Resident of FCPS Region 2 | <input type="radio"/> Representative of the Disability Services Board |
| <input type="radio"/> Resident of FCPS Region 3 | <input type="radio"/> Representative of Fairfax-Falls Church Community Services Board |
| <input type="radio"/> Resident of FCPS Region 4 | <input type="radio"/> Representative of the Health Department |
| <input type="radio"/> Resident of FCPS Region 5 | <input type="radio"/> Representative of Neighborhood & Community Services |
| <input type="radio"/> Resident of Braddock District | <input type="radio"/> Representative of another community agency (specify) _____ |
| <input type="radio"/> Resident of Dranesville District | <input type="radio"/> Member of the FC Council PTA (FCCPTA) |
| <input type="radio"/> Resident of Hunter Mill District | <input type="radio"/> Member of the FC Special Education PTA (SEPTA) |
| <input type="radio"/> Resident of Lee District | <input type="radio"/> Member of Decoding Dyslexia Virginia (DDVA) |
| <input type="radio"/> Resident of Mason District | <input type="radio"/> Member of the Federation of Citizens Associations |
| <input type="radio"/> Resident of Mount Vernon District | <input type="radio"/> Member of the League of Women Voters |
| <input type="radio"/> Resident of Providence District | <input type="radio"/> Member of Parents of Autistic Children (POAC-NOVA) |
| <input type="radio"/> Resident of Springfield District | <input type="radio"/> Member of another community organization: (specify): _____ |
| <input type="radio"/> Resident of Sully District | |

Disability(ies) with which you have personal experience:

What do you hope to accomplish from your participation on the ACSD?

What unique experiences, perspectives, talents, or skills could you bring to the ACSD?

What do you see as needs in special education? (List system-wide issues rather than personal issues)

How did you first hear about the FCPS ACSD? (Please check one)

- ☐ Current ACSD Member (name: _____) ☐ Website ☐ Parent Resource Center
☐ Teacher/FCPS Staff ☐ School Board Member (name: _____) ☐ Social Media
☐ Other (specify) _____

Send your completed form by email to: acsdchair@fcps.edu