

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, January 12, 2022, 7:05 - 9:00 p.m.

Summary of Business Conducted:

- The ACSD received a presentation from Brad Bartosiewicz, Crisis Prevention and Policy Specialist, FCPS, on Proposed Updates to the FCPS Policy on Physical Restraint and Seclusion (slides appended), and were notified of a January 18, 2022 deadline to respond.
- The ACSD heard updates from DSS on recruitment efforts of special education teachers, plans for the Special Education Conference, and the training of substitute teachers who work with students with disabilities.

Pending Feedback from the Department of Special Services:

- Do any Virginia Regulations regarding seclusion and restraint apply to FCPS students in private placements?
 - All of the ACSD "Questions for the Record" September-December 2021 are still pending as of January 17, 2022. (Appended.)
-

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 Recording Secretary Ally Baldassari with 25/27 voting members in attendance. There are now 34 positions on the ACSD; seven currently vacant. The full record of attendance, members, and vacancies is appended.

Liaisons/FCPS Guests:

Mike Bloom, Director, Office of Special Education Instruction

Michelle Boyd, Assistant Superintendent, Department of Special Services

Deb Scott, Director, Intervention & Prevention

Debbie Lorenzo, Coordinator, Procedural Support Services

Kelly Conn-Reda, Program Manager, Multi-Agency Services

Dawn Schaefer, Acting Director of Special Education Procedural Support

Laura Jane Cohen, School Board Liaison, Springfield District

Dawn Clements, Assistant Ombudsman for Special Education

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

Brad Bartosiewicz, Crisis Prevention and Policy Specialist, FCPS

Business Meeting Agenda date:

1. Call to Order, Harry Henderson, Chair - promptly at 7:05pm
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair - An amended agenda was approved, with removal of Jennifer Benecke's update on the Special Education Conference due to a family emergency. December minutes were approved.
3. Public Comment, Elizabeth Zielinski, Vice Chair
 - 1 Submission, read into the record exactly as emailed.
Connie Lortentzen: Parents should be provided with written information about the special education process prior to their eligibility meeting. The written supports would include the Special Education Handbook and information about the PRC.
4. School Board Liaison Update - None; Laura Jane Cohen, Springfield District regrets she couldn't attend.
5. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. PRC staff is helping to support schools during staff COVID absences! This has reduced the opportunity for webinars and left limited staff in the center. But they remain open for browsing M-F 8a-4p, and consult by appointment (limited staff available).
 - b. The only webinar this month is Friday, Jan. 28 -"Everything You need to know about Marijuana" 10AM - 11AM.
 - c. Padlets available - Staff can email patrons links to these information stores, which exist on a variety of topics, in a variety of languages. See their [website](#) for more info.
6. Attendance Report, Ally Baldassari, Recording Secretary - as recorded above
7. Presentation: Proposed changes to the FCPS Physical Restraint and Seclusion Policy, Brad Bartosiewicz, Crisis Prevention and Policy Specialist, FCPS
 - a. He has been with FCPS several years; in this new office/new FCPS position, he is under the office of Special Education Procedural Support.
 - b. Mr. Bartosiewicz displayed a timeline which included the ACSD review of the policy tonight, a deadline to submit ACSD comments by January 18th, a school board presentation of updates in January (date unspecified), and a February posting of the updated policy.
 - c. Broadening the prohibited restraints from prone and supine to all floor restraints,
 - d. Freeing hands from restraint to allow for communication by those who use sign or AAC,
 - e. Consideration of the weight of student in the use of force,
 - f. Requiring FCPS-contracted private schools to adhere to FCPS prohibitions on restraints,

- g. IEP team consideration to other placements for Key/Kilmer students whose parents or guardians do not want their child secluded,
- h. A prohibition on restraint or seclusion in any manner that is life-threatening, restricts breathing, or restricts blood flow to the brain,
- i. School resource officer participation as a team member is possible when they are involved in an incident, and
- j. A prohibition on requiring students to clean up bodily fluids or feces during or following an incident of restraint or seclusion.

Questions:

Sanaa Bouzit 1) Requested consideration for cameras inside the seclusion rooms. She notes this was recommended by ACSD 2020-2021. 2) Asked if/how Key and Kilmer parents/guardians are informed of the ability to consider a new placement in light of the seclusion at Key/Kilmer. Are parents aware of seclusion at the school and do they see the seclusion room? Dr. Boyd says that a tour of the school includes the seclusion room.

Lauren McCaughey 1) Asked for clarification on the potential change of placement away from Key and Kilmer if a parent disagrees with the use of seclusion. Why do this when seclusion goes away there by 2022-2023? Mr. Bartosiewicz replied it is worthwhile for the students there now until the end of the year. 2) Thanks to DSS for coming and committing to work with the ACSD.

Ally Baldassari 1) Asked for the source of their ideas for these auspicious additions. Mr. B replied they came from advocates, families, and an FCPS interdisciplinary team. Dr. Boyd added that required provisions from consent decree of the restraint and seclusion lawsuit were included (though not specifying which these were). 2) Do the state regulations on restraint and seclusion apply to private schools, hence students in FCPS's private placements? Must the private schools contracted by FCPS follow the FCPS policy, or does it apply only where specifically stated, such as the ban on seclusion and prohibition on floor restraints that goes in effect with school year 2022-2023? She will check if the VA Regulations apply in the private placements. Clarified that private schools have their own regulations; private schools respond to specifically-stated items only, with the exception of reporting provisions. Reporting requirements apply to privately-placed students, because privately-placed students are still FCPS students. They have worked with private placements to get them on board with FCPS R&S policies.

Amanda Campbell Asked for consideration of the ability for Key and Kilmer students to have a prohibition on seclusion written into their IEP, so they wouldn't have to leave a placement that was otherwise appropriate. Dr. Boyd replied the policy allows such prohibitions based on a student's medical needs. Ms. Campbell pressed if it could be an IEP decision not to use it; Dr. Boyd said she appreciated that feedback.

Sandi Dalhoff 1) Asked if Key/Kilmer students who leave due to seclusion could come back in the next school year after seclusion was banned. No answer yet, but the feedback will be brought forward. 2) Will there still be enough private school placements for students who need them when FCPS stops contracting with schools using floor restraints and seclusion? Dawn Schaefer added that they are working on talking with private placement schools. 3) Will there be additional professional development for staff on the new policy? Dr. Boyd answered that as level II (advanced) de-escalation practices are rarely needed, they could send the wrong message by training many staff.

Harry Henderson How are SRO's are impacted by this policy? What is the collaboration with FCPD? Ms. Schaefer responded they "have been in collaboration" and will bring Mr. Henderson's feedback forward.

8. Department of Special Services (DSS) Updates, Dr. Michelle Boyd, Mike Bloom, Deb Scott, Dawn Schaefer

Mr. Bloom started with an update on recruiting new special education staff. He's flying to a conference next week where they will hold on site interviews. They can offer early-hire contracts at the conference.

Update on covering teachers out sick. Dr. Brabrand called central office staff to go into schools for a 3 week period through January 21st; his office has participated.

Mr. Bloom also updated on the special education conference. It will be a similar format to last year and now putting out calls for proposals for recorded presentations.

Dawn Schaefer: PSLs are out supporting schools as well.

Dr. Boyd: Thanks ACSD staff for attending this meeting and working hard during these difficult pandemic times.

Questions:

Sanaa Bouzit: How are substitutes trained for working with special education students?

Mr. Bloom answered that "conversations are started" but interrupted by break and the winter storm. He notes that there are structures built into the school that apply to subs to support them with challenging behavior (admin/crisis teams, etc.).

Ms. Campbell: What training is currently available to substitute teachers? Can a substitute access training if they want it? Mr. Bloom says there is a basic level of training for subs that HR plans. Currently there isn't additional training on students with disabilities.

Ally Baldassari: 1) Asked to clarify if substitutes had access to MyPDE online trainings so that they could voluntarily prepare themselves if desired. Mr. Bloom doesn't think so but will check and consider that suggestion. 2) Ms. Baldassari asked about the virtual exhibit hall at the Sp. Ed. Conference. Will there be changes? Mr. Bloom confirmed it is planned as last year. Ms. Baldassari recommended soliciting feedback from exhibitors last year.

9. Old Business & New Business

Sandi Dalhoff asked about the Twitter account- Ms. Baldassari replied Ann-Marie Ward is the administrator and it is inactive, but Ms. Ward indicated a willingness to turn over the account if the ACSD decides on a person who can maintain its activity.

Elizabeth Zielinski, Vice Chair, informed the committee of her participation in a focus group on the superintendent search, attending for the ACSD. The focus group was for Chairs or Vice Chairs of the advisory committees. She is to convey to the committee a request for 3 questions to use in the process. She understands she is unable to speak for the ACSD without the ACSD consent, but the timeline is "tight".

Harry Henderson announced the executive committee meeting Wednesday, Jan. 19th.

10. Subcommittee Spotlight - Brandis Ruise, Chair, Student Outcomes & Achievement Subcom.

The subcommittee created a document sharing summarized teacher concerns and recommendations for better ESY staffing. Ally Baldassari asked how the information might be used. Mr. Bloom responded he'd like the information ASAP as they are currently planning ESY. He may set up a meeting with the subcommittee and Ellen Agosta, Manager of ESY.

11. Member Time

- a. Sandi Dalhoff shared that some [Fairfax County Neighborhood and Community Service](#) programs are delayed, but they still plan to have in-person summer camp.
- b. Ally Baldassari - [SEPTA](#)'s general meeting Tuesday, Jan. 18 7-9PM on Zoom will include a discussion on "Police in Our Schools" with special guests from FCPD.
- c. Amanda Campbell - 1) SEPTA is also sponsoring "Family-School Partnership" listening sessions, selected to do so on behalf of the National PTA. Please sign up on the [website](#). 2) There is a bill in the VA legislature on augmentative and adapted communication (AAC) and includes that teachers must be trained on a student's AAC prior to the school year. Ms. Campbell will get us the bill number soon. 3) Calendar update: There is a 1/18 worksession, the vote is on at the school board meeting on 1/27. You can provide public comment about the calendar at the school board meeting.
- d. Mr. Henderson spoke of his Rotary Club's meal packing for inclement weather days.
- e. Ms. McCaughey 1) Updated on the upcoming deadline for a SEPTA Minigrant. 2) Noted that today is the 1/12 and the ACSD has until 1/18 to gather input/questions on the Restraint and Seclusion Policy. 3) Ms. McCaughey noted that we will need to reschedule the Executive Committee meeting.
- f. Brianne Russell-Morris - PoAC is having their annual Parent to Parent meeting next month. The Lathams, who pushed the bill Ms. Campbell spoke of, will present at this.

Public Comment - Connie Lorentzen

Good evening members of the ACSD. It is a new Year!

Thank you for all you are doing to collaborate with staff on behalf of the children with disabilities, your work truly makes a difference; together parents and staff make good policy and practice to help children reach their potential.

My name is, Connie Lorentzen, I am the past chair of the ACSD. I live in Mt. Vernon District, my husband and three children are FCPS grads. I am a retired teacher.

In the FY 2020-2021 ACSD Annual Report to the Board the committee recommended a need for DSS to provide parents of children with disabilities additional formal written support on the SpEd process, prior to the Eligibility Meeting ; in order to promote increase family involvement in the special education process. As parents new to Special Education having only recently become aware of their children having disabilities are often unaware of the special education process.

A good number of Board members voiced their support for this specific recommendation.

What steps have been taken by DSS to provide parents additional access to meaningful information on resources available to them to support their children with disabilities **prior to the eligibility meeting?**

At the minimum, I respectfully request DSS to revise the “sped form letter“ “Notice of Eligibility Meeting” to include the following,

- a brief description of the

——FCPS Parents SPED Handbook, and provide the hyperlink; and

——Parent Resource Center , to include information about the lending library, and provide the hyperlink.

Thank you.

Connie Lorentzen
ACSD Past Chair

Advisory Committee for Students with Disabilities Questions for the Record September-December 2021

ACSD's limited time together sometimes prevents members' questions from being asked and answered fully during meetings. Other questions require research by staff to answer accurately. Accordingly, ACSD collects outstanding questions to be answered in writing by FCPS periodically.

December meeting:

Questions regarding the presentation by Dr. Sloan Presidio, Chief Academic Officer

1. How is FCPS working on improving its top-down communication structures to ensure that teachers in classrooms are receiving uniform, timely, clear messaging (because messaging now goes through 4-5 people at least, especially for Special Ed)?
2. Can you speak to how the Instructional Services Department can increase collaboration with the Department of Special Services, unsiloing the efforts of both departments and cooperating to foster classrooms that more closely reflect the model of Universal Design for Learning?
3. Is it true that the only way to mandate the components of the immediate part of the EAL plan are through the regional assistant superintendents? How does that work, and what are the ways they are currently involved in the EAL plan?
4. I represent SEPTA on the ACSD, and I know that SEPTA as well as the Joint Literacy Partners (SEPTA, NAACP, DDVA and other groups) have recommended ATS representatives, SLPs, and teachers of blind/low vision and deaf/hard of hearing be added both to the EAL Steering Committee and the staff required for professional development. Has that been done, and why or why not?
5. What procedures/processes/guidelines/contract agreements is FCPS using to determine accessibility for students with all types of disabilities for its digital content when it purchases new programs?
6. Given the ongoing accessibility concerns raised by our disability communities, why is IReady continuing to be used as a literacy screener?

Questions regarding the presentation "Partnering to Improve Visual Accessibility" by Nicole Warwick, Kate Adams, Ellie Stack, and Dr. Amy Hunter

1. What policies/procedures are in place to ensure that when an accessibility concern for any sub-group (such as students with fine motor impairments and complex communication needs) is raised that a program is holistically reviewed to ensure accessibility needs for all are reviewed and addressed as needed? Is Mind Research

conducting research currently on kids with motor impairments using ST Math? If so, ACSD member Amanda Campbell is happy to be part of a focus group if they want to talk to impacted students and families.

2. Can ST Math be programmed to work with various assistive technologies, such as a switch?
 - If so, how are families made aware of this?
 - If not, what other ideas does FCPS have to make this program accessible for those who cannot use a touchscreen for small images or a mouse?
3. Other programs such as No Red Ink are inaccessible to autistic students and others who are unwilling to answer a long series of personal questions. Is this program being reviewed to solve this accessibility problem? (ie, can the developers offer a randomized/opt-out option for students with disabilities to begin using the program immediately?)
4. I'd like to ask about Cued speech for deaf/hard of hearing students, a phonemically-based mode of communication used to make spoken language visible. What are your experiences and views on the use of cued speech during language arts instruction, and is there any reason why students couldn't be allowed to use this communication modality during language arts, even if they use other communication modalities in other parts of their day?
5. When FCPS indicates "blind and visually impaired students," does that include students that may be fully sighted who have visual processing disorders?
 - Are all literacy instruction, materials and assessments available throughout FCPS in braille according to the specifications outlined by the Braille Authority of North America and in electronic formats that are fully compatible with screen magnification software and electronic braille devices?
 - To what extent are explicit, systematic, and multisensory literacy programs available in braille (such as from Wilson) utilized in FCPS, and to what extent are pleasure reading books available in braille, in a variety that is high-interest and grade-level appropriate?

November meeting:

Question for Dr. Lisa Phifer, Trauma-Informed Social and Emotional Learning Specialist

What are your top book recommendations for parents and staff to better understand Trauma-Informed practices?

Question for Deb Scott, Director, Intervention & Prevention:

Regarding the very low dropout rate for students with disabilities seen in a previous target, does FCPS exit-interview students that don't graduate in FCPS, but don't "drop out"- perhaps by choosing homeschool or private school? What are the statistics for students with IEPs who exit FCPS in this way? What are the stats for those with 504s? When do they leave FCPS (provide numbers by grade levels)?

October meeting:

Questions regarding the presentation “Department of Special Services (DSS) Updates” by Mike Bloom, Dawn Schaefer, Denise Forest, and Ellie Stack

1. Is there any info you’re able to give on restraint and seclusion numbers? Ms. Schaefer replied: She can report numbers are down this year. She will consult with legal counsel for what data/information they can give us regarding restraint and seclusion instances.
2. Regarding restraint and seclusion: Please prepare a fact sheet for the ACSD including total number of hours of training, total gear ordered, details on the gear distribution processes, more details on who is trained, what is available, and how staff can get resources. Ms. Schaefer replied: Thanks, we will put our heads together and see what we can get out.

September Meeting:

Questions regarding the presentation “DSS Updates to the ACSD 9/8/21” by Dr. Michelle Boyd, Mike Bloom, Deb Scott, Dawn Schaefer

1. How is the hiring process going for the Neurodiversity Specialist? (Update requested to learn of progress as of January 2022)
2. ESY compensation for IAs and teachers during typical years wasn’t enough to encourage the best staff to apply. Will the 1.5x compensation for ESY staff be continued next year? Will extended contracts solve the pay schedule problem for ESY staff, where they felt they were paid very late? Are subs adequately trained for special needs students?
3. Please report on the hiring process for a Director of Procedural Support. (Update requested to learn of progress as of January 2022)

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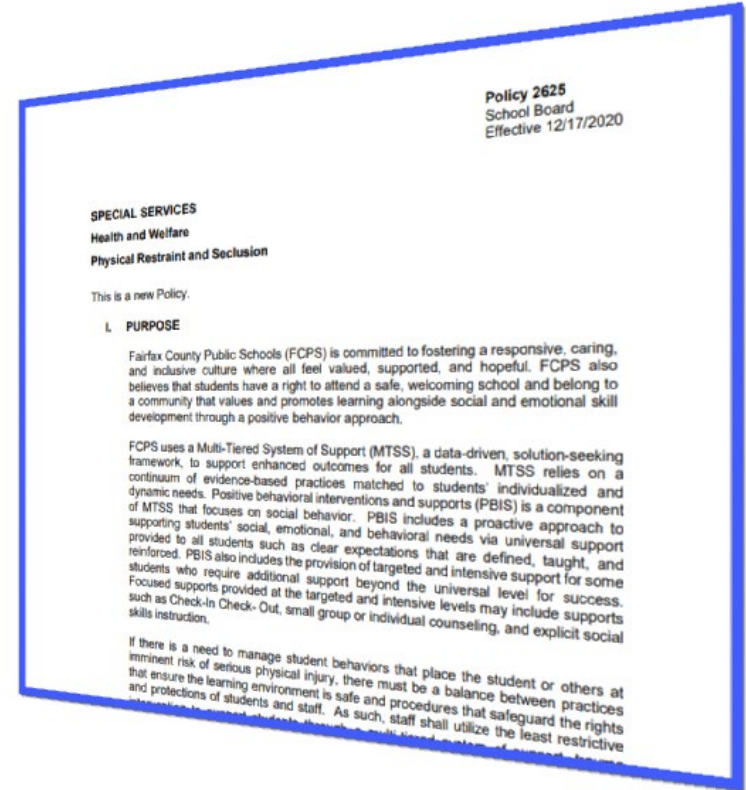
Connie Lorentzen
ACSD Past Chair

Member	Name	Organization/Representing	8 Or	21-09-21	21-10-21	11-21-12	2022-01-12	2022-02-09
Ally	Baldassari	SEPTA	V	V	V	V	V	
Amanda	Campbell	Sprinfild District-Laura Jane Cohen	IP	IP	V	V	V	
Ann Marie	Ward	Fairfax County Council of PTA	V	V	V	V	V	
Brandis	Ruise	Disabilities Services Board	IP	IP	IP	V	V	
Brianne	Russell-Morris	PoAC-NoVA		V	V	V	V	
Darcy	Acquavella	City of Fairfax School Board		V	V	V	V	
Deane	Kiley	Preschool	NYA	NYA	V	E	V	
Elizabeth	Zielinski	Assistive Technology	V	V	V	V	V	
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP	IP	IP	
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA	IP	V	E	
Joanne	Walton	Faculty	E	E	IP	IP	R	R
Joe	Alson	Region 2-Fabio Zuluaga-Assistant Superintendent	NYA	NYA	NYA	IP	V	
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	V	V	V	
Linda	Mason	Higher Education		V	V	V	V	
Lissy	John	Dranesville District-Elain Tholen		V	V	V	V	
Liz	Brocato	Broddock District-Megan McLaughlin		V	V	V	V	
Mary	Hackman	Providence District-Karl Frisch		V	V	V	V	
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V	V	V	
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V	V	V	V	
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V	V	V	V	
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	V	E	IP	
Sandi	Dalhoff	Department of Neighborhood and Community Service		V	V	V	V	
Shannon	Duncan	Decoding Dyslexia Virginia	NYA	NYA	NYA	NYA	NYA	
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V	V	V	V	
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	V	V	IP	
Tania	Damavandy	Region 1-Douglas Tyson-Assistant Superintendent	NYA	NYA	NYA	V	V	
Vivienne	Goldstein	Fairfax County Health Department	V	V	V	V	V	
Zahraa	Hassan	Student Representative	IP	IP	V	E	V	
Vacant		Member at Large-Karen Keys Gamarra						
Vacant		Region 3-Nardos King-Assistant Superintendent						
Vacant		Region 5-Rebeca Baenig-Assistant Superintendent						
Vacant		Federation of Citizens						
Vacant		League of Women Voters						
Vacant		Transition Services						
V	Attended virtually							
IP	Attended in person							
E	Excused absence							
NYA	Not yet appointed; hadn't been appointed to this position at the time of the meeting							
R	Resigned from the ACS.D.							
Please note that attendance was not required of returning members at the 9-08-2021 Orientation.								

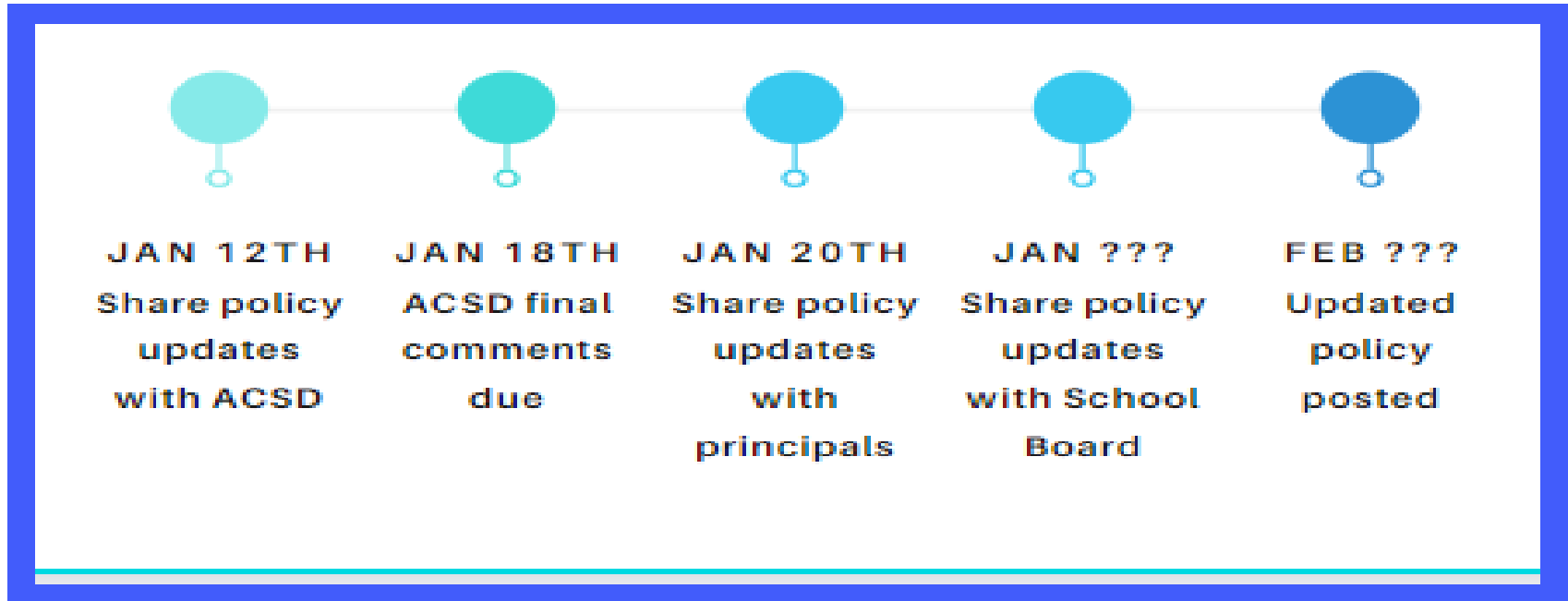


ACSD Restraint & Seclusion Policy 2625 Updates

January 12, 2022



Timeline



Restraint Additions

Prohibition of the following:

Use of floor restraints

Definition of floor restraint

- Floor restraint: a physical restraint performed on the floor

Communication

If a student who uses sign language or an augmentative mode of communication as his or her primary mode of communication is restrained, the student shall be permitted to have his or her hands free of physical restraint, unless doing so is not feasible in view of the threat posed.

Use of Force

During the physical restraint, the least amount of force that is reasonable and necessary, with consideration of the respective weights of the individuals involved, will be used to protect the student or others from the threatened injury.

Private School Placements

Present through the Beginning of the 2022-23 SY	2022-23 SY and Beyond
<p>With respect to Private Placement Schools that permit the use of floor restraints, FCPS shall inform parents or guardians that floor restraints are permitted at such Private Placement Schools before the parent or guardian consents to the placement of their child(ren) at such school.</p>	<p>By the start of the 2022-2023 school year, FCPS shall not enter into a contract for the placement of a student at a private school (“Private Placement School”) that permits the use of any prohibited physical restraints.</p> <p>Upon parent/guardian or student request, any student placed in a Private Placement School before the 2022-2023 school year may remain at that school, under contract from FCPS, even if the Private Placement School permits such forms of restraint after the start of the 2022-2023 school year.</p>

Seclusion Addition

Key & Kilmer Center

Between January 1, 2022 and the start of the 2022-2023 school year, parents or guardians with child(ren) at Key Center or Kilmer Center who do not want their child(ren) secluded may request that an individualized education program (“IEP”) team convene to consider other placements.

Other Additions

Prohibition of the following:

Use of restraint or seclusion in any manner that is life threatening, restricts breathing, or restricts blood flow to the brain

School Resource Officers

Added the School Resource Officer (SRO) role to be included as possible team member if they are involved in the incident.

Dignity & Respect

FCPS shall not require students to clean up bodily fluids or feces during or following an incident of restraint or seclusion.

Questions/Comments

