

**Fairfax County Advisory Committee for Students with Disabilities (ACSD)  
Meeting Minutes  
January 13, 2021**

Member Name		Organization	Attendance
Darcy	Acquavella	City of Fairfax School Board	P
Ally	Baldassari ***	SEPTA	P
Sanaa	Bouzit	Member at Large-Abrar Omeish	P
Liz	Brocato	Braddock District-Megan McLaughlin	P
Brandon	Cassady	Hunter Mill District-Melanie Meren	P
Sandi	Dalhoff	Neighborhood & Community Services	P
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer	P
Mary Kate	Ganley	Student Representative	P
James	Gillespie	Fairfax/Falls Church Community Services Board	
Meghan	Gray	Lee District-Tamara Derenak Kaufa	P
Mary	Hackman	Providence District-Karl Frisch	P
Harry	Henderson	Mason District-Ricardy Anderson	P
Lissy	John	Dranesville District-Elaine Tholen	E
Lynn	Kiewel	Fairfax Co. Health Dept.	P
Andrienne	Konstas	League of Women Voters	P
Toby	Latham	Springfield District-Laura Jane Cohen	P
Connie	Lorentzen *	Mount Vernon District-Karen Corbett Sanders	P
Rachel	Macias	Region 4- -Jay Pearson-Assistant Superintendent	P
Linda	Mason	Higher Education	E
Phara	Rodrigue	Member at Large-Karen Keys Gamarra	P
Brianne	Russell-Morris	POAC-NoVA	P
Michael	Simon	Sully District-Stella Pekarsky	P
Dena	Sonneborn	Region 3-Nardos King-Assistant Superintendent	P
Joanne	Walton**	Faculty	P
Ann-Marie	Ward ***	Fairfax County Council PTA	P
Niki	Zimmerman	Region 2-Fabio Zuluaga-Assistant Superintendent	P
<b>* Chair **Vice-Chair *** Secretary</b>			<b>P = Present E = Excused Absence R = Resigned</b>

**FCPS Staff Who Were Present:**

- Michelle Boyd, Assistant Superintendent, Department of Special Services
- Mike Bloom, Director of Special Education Instruction
- Jane Strong, Director of the Office of Procedural Support

**School Board Members Present:**

- Rachna Sizemore Heizer, At-Large, Committee Liaison

**This meeting was held virtually via Blackboard Collaborate Ultra and live-streamed on the FCPS website. The meeting was recorded. Public comment was submitted electronically.**

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**Call to Order:** The meeting was called to order at 7:00 p.m. by Connie Lorentzen.

**Agenda & Minutes:**

- Ann-Marie presented the minutes from the December 2020 meeting. Joanne motioned to approve the minutes as presented. Brandon seconded. The motion passed unanimously.
- Ann-Marie introduced the agenda for the meeting. Joanne motioned to accept the agenda as presented. Ally seconded. The motion passed unanimously.

**Public Comment:**

- Video testimony from Dena Sonneborn, a parent of a 10 year old at a FCPS special day school. She is frustrated by the changing targets for return to in-person instruction for students with severe disabilities. Children with disabilities in the first four groups were returned to virtual learning one week prior to winter break and are still paused even though mitigation strategies were in place in schools for these groups. She would like the ACSD to advocate for these students since there are not other groups to advocate for students with severe disabilities.

**Attendance Report:**

- There are 26 appointed members who serve on the ACSD. A quorum is established with 14 members present. There were 20 members present at tonight's meeting. FCPS staff in attendance included Mike Bloom, Director of Special Education Instruction, Jane Strong, Director of the Office of Procedural Support, and Michelle Boyd, Assistant Superintendent, Department of Special Services. The school board liaison to the ACSD, Rachna Sizemore Heizer, was also present.

**Presentation: Multi-Tiered Systems of Support (MTSS)**

- Karen Durocher, Program Manager of MTSS, gave an overview of MTSS. Stephanie Jerauld, from the Office of School Support, was also in attendance.
- Looking at Portrait of Graduate outcomes for all students
- Systems that support the adults – disaggregated student data – culturally responsive practices
- Schoolwide Team, Teacher Teams (CTs, PLC), School Intervention Team: Tier 3 problem-solving
- MTSS is a framework through which teams make decisions based on data, providing differentiated classroom instruction and academic, behavior, and social emotional wellness supports and intervention.

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- Tier 1: Academics – CTs ensure access to essential content standards, Behavior/Wellness. School wide teams develop academic and social behaviors for all. Teams proactively provide interventions.
- Tier 2: CTs and school wide teams provide additional time and support to learn essential academic, behavior and social emotional wellness standard for small groups of students with like needs.
- Tier 3: School Intervention Team problem solves and plans for individual students in need of intensive intervention in foundational academic, behavior, and social emotional goals.
- Data: Education Decision Support Library, Systems: Self- Assessment, Coaching, and Professional Development, Practices: Intranet Page and Online Resources
- Support staff by region for information, facilitated professional development, and coaching for MTSS, behavior, wellness, PBIS, responsive classroom.
- Questions:
  - How is MTSS impacted when large groups of special education students are placed into a general education classroom? Decisions are made at the school level.
  - How is trauma informed work implemented? Partner with psychologists and social workers to bring that work – partner with the office of intervention and prevention to infuse it into their training.
  - Consistency of implementation – how do you judge that across schools and programs?
  - Data collection by school? Who reviews it? How do we know that every school is taking advantage of the resources? How is there accountability? It goes to region leaders.

**Special Education Update:**

- Debbie Lorenzo, Coordinator of Procedural Support, spoke about COVID recovery services.
  - FCPS created a guidance document about Recovery Services in the fall, based on the VDOE guidance document. Recovery services are additional services and support to regain lost educational skills. Needs to be considered for any student whose teacher or parent believes the student requires recovery services. Not all students with disabilities will require COVID recovery services.
  - The need for COVID recovery services should be based on whether or not the student continued making progress in the general education curriculum or alternative course of study specified in their IEP, or toward meeting their individualized IEP goals and/or if any significant regression occurred during the period of school closure. The school team will consider data (formal and informal) from a variety of sources to include pre-COVID, school closure, and return to school data.
  - An IEP team determines if there is a need for recovery services, the amount, and type of services required. The details of the proposal for recovery services will be documented on the IEP.
  - Recovery services should not change the student’s LRE. May be provided over extended period of time. Not minute for minute replacement of services not provided during closure. Data driven and may not be required for all students with disabilities. Parent participation and input in the decision-making process is critical.

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- Jane Strong spoke about the difference between Recovery vs. Compensatory Services:
  - COVID 19 services – additional services offered due to severe regression or lack of progress in general curriculum as compared to peers or lack of progress in meeting IEP goals as expected during the IEP year. Not minute for minute.
  - Compensatory services – a remedy under IDEA when a student has been denied FAPE. Awarded due to the failure/inability by FCPS to provide FAPE/implement the IEP. The purpose is to put the child in the same position he or she would have been in if FAPE had not been denied. Not minute for minute.
- Contact office of special education procedural support with questions:
  - OSEPS 571-423-4290
  - DPE 571-423-4470 [dpehelp@fcps.edu](mailto:dpehelp@fcps.edu)
  - PSL via email
  - OSEI 571-423-4102
- Questions:
  - How does IEP team think about recovery services and progress with last year's IEP goals vs this year's IEP goals? Case managers should be looking at data from before the closure – not just IEP goals but other academic data.
  - If IEP team has not previously discussed recovery services and/or didn't have enough data at the time, they can call an addendum meeting to discuss recovery services at any time.
  - Parents may not have the knowledge to determine whether they need recovery vs. compensatory. Recovery services are not covered under IDEA so how are disputes resolved – dispute resolution is available just as in any other circumstance. Recovery services would not be implemented without parent consent.
  - How do we ensure that all parents know about recovery services prior to and during the IEP process? Staff are encouraged to identify students who qualify. Central office staff will consider ways to share information about recovery services with all parents of special education students, possibly via email.
  - How can data collected by parents be considered? Teams should consider all data from the spring closure, including synchronous vs asynchronous participation.
- Mike Bloom gave an update about the upcoming budget season.
  - Dr. Brabrand presented a \$3.1 billion FY 22 proposed budget to the school board on January 7. It represents an increase of \$0.4 million or 0.01 percent over the FY 21 approved budget.
  - The presentation of the proposed budget is the starting point, which ends in May with the school board adoption of the approved budget.
  - Work session January 12, public hearing January 26-27, additional work session on January 27.
  - Adopt the advertised budget on February 18, present to Board of Supervisors on April 13. Additional budget work sessions and public hearings occur thorough May.
  - FY 22 begins on July 1, 2021.

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- Recovery/stimulus funds are difficult to use for recurring expenses like staffing.
- Strategic Plan: Student Success, Caring Culture, Premier Workforce, Resource Stewardship
- Comments will also be considered for future budget cycles.
- Student Success: elimination of gaps in opportunity, access, and achievement. Measured by reading and math, college or career ready, graduate on time, plan for college or career after high school, have access to FCPS provided individual computer or tablet.
- POG attributes: collaboration, communicator, creative and critical thinker, ethical and global citizen, goal directed and resilient individual.
- Early education – all future FCPS families will access high quality early learning experiences.
- Caring culture: Welcoming environment – cultural responsiveness – students, families, staff feel respected, all staff view student behavior through a culturally responsive lens.
- Healthy Life Choices: positive relationships, healthy social emotional skills, healthy lifestyle behaviors, drug and alcohol free, low rates of students with frequent absences, no disruptive behavior referrals, employee wellness resources.
- Committee brainstorms included: universal pre-k, funding more related services providers, additional ABA coaches and behavior analysts, full year school for recovery, support for SEL and mental health, additional time for related services, AAC and AT resource support, social skills curriculum and opportunities to practice, cameras for seclusion rooms, adequate staffing and training for implementing R&S policy, more professional development across the board, 2e specialists and support for AAP for special education students, support for after school activities/coaches to get training on how to support including individuals with disabilities., more robust ESY services.

**Old Business:**

- None

**Chair Update & New Business:**

- Connie shared that the annual report from last year will be shared to the school board on January 19.
- Nominating Committee: Ally, Toby, Sandi, Darcy, Lissy – will present a slate of officers at the May meeting, for voting at the June meeting

**Subcommittee Updates:**

- Subcommittee reports are due at the March meeting and the annual report will be compiled at the April meeting.

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- Ally spoke for the Policy and Regulation subcommittee. Report in progress. Will include process from Restraint and Seclusion policy. Are researching other areas for inclusion in the report.
- Mary spoke for the Student Achievement and Outcomes subcommittee. Questions about dyslexia assessments and supports.
- Susan spoke for the School Board Charge subcommittee. Questions for staff about consistency and fair implementation across the system. Stakeholder question: do you feel that your student has been treated unfairly compared to other students in FCPS? president@poac-nova.org
- Joanne spoke for the Family Engagement and Outreach subcommittee. Updating the brochure and making it accessible to all. How can we participate in the special education conference virtually? Planning is underway and date and speakers will be announced soon. Susan is serving on the planning committee on behalf of the ACSD. First Class Awards process will also need some planning.

**Member Time:**

- No reports

Next meeting is February 10.  
5 pm – 7 pm for Subcommittees,  
7 pm – 9 pm for the whole Committee.

**Meeting adjourned:** Connie adjourned the meeting at 8:55 p.m.