

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

Summary of Business Conducted:

- *Motion passes:* To recommend that the School Board meet with FCPS' Early Childhood Office and necessary budget personnel to determine how the identified needs for increased staffing can be supported in the FY23 budget [the School Board would also investigate whether and/or how this effort can be supported by the county's budget].
- *Motion passes:* To recommend to the school board that all third grade students are re-reviewed for AAP Level 4, now that delayed Cogat testing scores are available.
- *Motion passes:* Chair will submit an interim report to the division superintendent/school board on restraint and seclusion, so that the school board would have this information prior to their annual review of the Restraint and Seclusion Policy. [Interim report is appended.]

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

- An update on communications systems used to reach all special education staff members.
 - Most of the previous ACSD "Questions for the Record" received responses; still awaiting responses from Dr. Presidio's office. [Responses to Questions for the Record are appended.]
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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 28/28 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:

Mike Bloom, Director, Office of Special Education Instruction

Michelle Boyd, Assistant Superintendent, Department of Special Services

Deb Scott, Director, Intervention & Prevention

Dawn Schaefer, Acting Director of Special Education Procedural Support

Debbie Lorenzo, Coordinator, Procedural Support Services

Kristina Roman, Acting Coordinator, Special Education Procedural Support

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

Laura Jane Cohen, School Board Liaison

Dawn Clements, Assistant Ombudsman for Special Education
Mary Beth Harrison-Cunningham, Manager of the Parent Resource Center

Business Meeting Agenda:

1. Call to Order, Harry Henderson, Chair - 7:05 PM.
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair - January minutes and an amended agenda were approved; agenda amended to include the motions which will appear under "Old business and New business."
3. Public Comment, Elizabeth Zielinski, Vice Chair
 - a. Ally Baldassari [Delivered live; written statement appended]
Speaking as an FCPS employee (ABA Assistant) Ukeru should be available to all EAC, ID, IDS, and secondary self-contained classrooms. Currently it is only available at a few public day schools, but some students in those other settings have similar cognitive and psychiatric impairments. We need equity in the tools available to teachers.
 - b. Anonymous Special Education Teacher [Written statement read by Amanda Campbell, who received the anonymous testimony] This teacher reports he/she was not provided information on the changes to the VAAP in a timely manner, negatively impacting his/her ability to prepare the students. He/she feels the VAAP resources FCPS provided are inadequate. He/she was not informed of VAAP PDE trainings, which are occurring now despite testing starting in a month. Finally, special education teachers were just now told to do addendum meetings to secure testing accommodations.
 - c. Arlene Trudeau [Written statement read by Elizabeth Zielinski] - Advises the ACSD that students selected for the PERT program in Fishersville, VA have been reduced from 30 to 13 due to coronavirus concerns. This affects the number of students able to experience vocational training opportunities. Ms. Trudeau would like the program expanded.
4. School Board Liaison Update, Laura Jane Cohen, Springfield District
 - a. Ms. Cohen appreciates everyone's help with the restraint and seclusion policy updates. She would appreciate any additional feedback before the scheduled SB review.
 - b. Thanks to ACSD members who've examined the request from the Early Childhood Assessment team, and how the current budget could address their staffing needs.
 - c. Ms. Cohen answered Amanda Campbell's question. What is the status of the superintendent search? Active recruiting is ongoing. The SB had input on baseline salary, and stakeholder input was used to set qualifications. SB will narrow down candidates and a committee (TBD the makeup) will hear the interviews.
5. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC

- a. Two February webinars. In March there will be a series of webinars partnered with Behavior Intervention Services. In May the PRCS will partner with a clinician from NAMI, National Institute on Mental Health, to present on anxiety.
 - b. Reminder of availability of in-person consultations using COVID safety protocols; also virtual and phone consultations available.
6. Attendance Report, Ally Baldassari, Recording Secretary - As above
7. Presentation: George Mason University's Mason Autism Support Initiative and Executive Functioning Program; Jennifer Early, Associate Director, and Skye Berg, Assistant Director
- a. "Information Session MASI and EFP" presentation shared. Summary: Programs provide assistance to both students and faculty for the best outcomes for these students.
 - b. MASI is a fee-based program for degree-seeking students qualified for regular admission but needing additional support. It staffs 13 learning strategists and 21 peer mentors.
 - c. The program started as a pilot in 2014-1015 and has continued to grow each year.
 - d. Supports: learning strategist, peer mentors, social events, and skill-building courses (4).
 - e. The MASI Learning Strategists provide 1-2 hours of individualized support per week. They work on college-level independent living skills as well as transition, career readiness, communication, social and academic skills. Parents are emailed information.
 - f. The peer mentors meet with the students 1-2 times per week, connecting to clubs and getting them connected to the community. They are GMU undergraduate students.
 - g. The four UNIV courses, part of the program, for credit. Students don't have to take a full regular course load to have access to MASI. The UNIV classes cover how to thrive on campus, campus resources, independent living skills, preparing for internships/jobs, preparing for workplace success, and how to access workplace accommodations.
 - h. The Executive Functioning Program (EFP) was established in 2019; 20 students are enrolled currently. It's for students with disabilities involving executive functioning challenges. First-year students meet with coaches for up to 4 hours weekly (2+ meetings per week). Continuing students meet 1-2 times weekly up to 2 total hours. Learning coaches are graduate students. They concentrate on academic-related support and skill building, though they can also connect students with campus resources.

Questions:

Harry Henderson: What is most helpful to see in the IEP to help you in providing accommodations? Answer: Clearly written strengths, goals. The more info the better.

Amanda Campbell: How do you inform FCPS seniors of the program? Reply: Word of mouth. Guidance counselors attend info sessions, however, who help spread the word.

Sanaa Bouzit: Can you organize a special session for FCPS counselors? They said they would be willing if FCPS reaches out. They could present to guidance counselors, special education teachers - however FCPS would want to proceed.

8. Department of Special Services (DSS) Updates, Dr. Michelle Boyd, Mike Bloom, Deb Scott, Dawn Schaefer
 - a. Mr. Bloom: Career and Transition Services Team struggled with open sites for job opportunities. So, DSS partnered to create job experience opportunities in FCPS. Willow Oaks Administrative Center partnered with Annandale HS that assist staff with office-related tasks, mail production. There are job opportunities associated with ESY: They partnered with Pulley Career Center to assist with this big job of getting instructional materials organized and sent to the 16 sites for ESY.
 - b. Mr. Bloom showed a news clip of Thomas Jefferson assistive technology club students and their work with elementary school students who use communication devices. TJ students have designed games on the devices which enhance skill on the devices.
 - c. Dr. Boyd thanks the Committee for the feedback received last month and more detailed feedback submitted after the meeting.
 - d. Deb Scott's team is working on the SR&R revisions. ACSD can provide input. Please submit feedback to Mr. Bloom or directly to Deb Scott.

Questions:

Susan Edgerton notes that more students seem to be placed at their base schools vs. cluster sites for ABA secondary school programming. Some parents are concerned that the staff at the base schools did not appear well-prepared for these students. Dawn Schaefer replied cluster sites still exist, but base schools are building their capacity to serve students. Dr. Boyd added that It is a best practice to place students in their neighborhood schools.

Ms. Campbell (1) Would like to have FCPS look at ways to foster social interactions with ACC users across the division; the program highlights work with only one elementary school program. How can we help encourage social interactions with their own ES peers? (2) Ms. Campbell just found ESY info posted on the FCPS website, but hasn't seen DSS communications to parents alerting them of the availability of this information. Please put that information in your next communications. Mr. Bloom indicated they would.

Ann-Marie Ward also commented on the AAC user/TJ feature that they would rather see stories that center on the students who are receiving the program, not on their supporters. Ms. Campbell and Ms. Zielinski both seconded those thoughts.

Mr. Henderson Is concerned with the preparedness of substitutes for non-instructional positions (bus drivers, attendants, food services workers, etc.) for special education students. Mr. Bloom said he would forward that info.

9. Old Business & New Business, Harry Henderson, Chair
 - a. Motion from the Student Achievement and Outcomes Subcommittee: (read by Amanda Campbell)

“I move that ACSD send a recommendation to the school board that FCPS’s Early Childhood Office meet with the necessary budget personnel and board members to determine how the identified needs in staffing for both the state mandated CLASS observations and the assessment team can be supported in the FY23 budget, with the understanding that the School Board would also investigate whether and/or how this effort can be supported by the county’s budget.”

Motion passed unanimously.

- b. Motion from the School Board Charge Subcommittee: (read by Lauren McCaughey)
“Second-graders last year were screened differently for AAP than previous and current year second-graders in FCPS, causing an inequity. Twice exceptional students, those who have demonstrated advanced aptitude and have a learning disability, are especially impacted by this disparity, as their teachers' perception of them on the Gifted Behaviors Rating Scale (GBRS) and their school work samples often do not show their capabilities. The CogAT was administered to these students as third graders, one year late, due to covid. Many parents received these test results after December 15, the deadline for parent referral, so these students cannot be considered for AAP until fifth grade. To prevent this two year delay impact due to a one year delay in testing, we move that the ACSD recommend to the School Board that these students' files be reexamined, now including their CogAT scores, to make their screening pool process equitable and uniform with all other FCPS second-graders' processes and to enable qualifying students to be placed into AAP in fourth grade.”

Motion passed unanimously.

- c. Motion from the Policy and Regulations Subcommittee: (read by Ally Baldassari)
“I move the ACSD direct the chair to submit to the division superintendent and the school board an interim report regarding restraint and seclusion. Draft of the report is attached. The report would be submitted by the Chair at his earliest convenience to allow the school board to review our restraint and seclusion concerns prior to its annual review of the FCPS Physical Restraint and Seclusion Policy.” Ms. Baldassari reviewed the draft with the Committee and the interim report was finalized prior to the vote.
[Finalized interim report is attached.]

Motion passed unanimously.

10. Special Education Conference Update, Jennifer Benecke, ACSD member representative
- a. Date: March 26. It’s a virtual conference with some parts pre-recorded. Info is posted.
 - b. The Keynote speaker was discontinued in favor of 4-6 guest speakers.
 - c. There will be a Virtual Exhibit hall in the same format as last year.
 - d. The Inclusion Hall and student strand are canceled again due to the virtual format.
 - e. In its place the CTS will present on the transition process.

- f. The First Class Awards are open. Here is the links for submissions:

https://docs.google.com/forms/d/e/1FAIpQLSf8q1Bworv9QOsF1HM_rjMC3iZcwgwl8893cbcBcPGL1Lja2A/viewform

11. Subcommittee Spotlight, Policy and Regulations Subcommittee

- a. Report on R&S was approved during the subcommittee meeting today
- b. Also addressing human resources issues [adequate hiring of appropriately-trained special education teachers], and preschool access to related services.
- c. The subcommittee may cover recovery services if report space allows.

12. Member Time

- a. Ann-Marie Ward - This month is the 125th anniversary of the PTA. This will be recognized at the school board meeting tomorrow.
- b. Amanda Campbell - Sharing upcoming school board work sessions of interest. Yesterday's work session included staffing reviews. A Feb. 22 worksession will cover ESSER III funds, with a corresponding public hearing February 24th. Speaker list opens tomorrow, 2/10/2202. March 8th worksession covers Strategic Goals 1 and 2.
- c. Susan Edgerton - PoAC NoVA will hold a virtual "Parent Panel" discussing AAC users with Elizabeth Zielinski, the Lathams, and Amanda Mills on Saturday, Feb. 26th.
- d. Ally Baldassari - (1) SEPTA thanks those who attended their listening sessions held on behalf of National PTA. SEPTA's Tues., Feb. 15th Membership Meeting will cover the IEP process. (2) Would like an update on an ACSD Fall 2020 recommendation for communication systems to reach all special ed. staff in one email distribution.

13. Adjournment - 8:53 PM.

Member	Name	Organization/Representing	8	Or	1-09	21-10	21-11	21-12	22-01	2022-02-09
Ally	Baldassari	SEPTA	V	V	V	V	V	V	V	V
Amanda	Campbell	Sprinfied District-Laura Jane Cohen	IP	IP	V	V	V	V	V	V
Ann Marie	Ward	Fairfax County Council of PTA	V	V	V	V	V	V	V	V
Brandis	Ruise	Disabilities Services Board	IP	IP	IP	V	V	V	V	V
Brianne	Russell-Morris	PoAC-NoVA		V	V	V	V	V	V	V
Darcy	Acquavella	City of Fairfax School Board		V	V	V	V	V	V	V
Deane	Kiley	Preschool	NYA	NYA	V	E	V	V	V	V
Elizabeth	Zielinski	Assistive Technology	V	V	V	V	V	V	V	V
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP	IP	IP	IP	IP	IP
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA	IP	V	E	E		V
Joanne	Walton	Faculty	E	E	IP	IP	R	R		R
Joe	Alston	Region 2-Fabio Zuluaga-Assistant Superintendent	NYA	NYA	NYA	IP	V	V	V	V
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	V	V	V	V	V	V
Linda	Mason	Higher Education		V	V	V	V	V	V	V
Lissy	John	Dranesville District-Elain Tholen		V	V	V	V	V	V	V
Liz	Brocato	Braddock District-Megon McLaughlin		V	V	V	V	V	V	V
Mary	Hackman	Providence District-Karl Frisch		V	V	V	V	V	V	V
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V	V	V	V	V	V
Nicole	Zupan	Faculty	NYA	NYA	NYA	NYA	NYA	NYA	NYA	IP
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V	V	V	V	V	V	V
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V	V	V	V	V	V	V
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	V	E	IP	V	V	IP
Sandi	Dalhoff	Department of Neighborhood and Community Service		V	V	V	V	V	V	V
Shannon	Duncan	Decoding Dyslexia Virginia	NYA	NYA	NYA	NYA	NYA	NYA	V	V
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V	V	V	V	V	V	V
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	V	V	IP	V	V	V
Tania	Damavandy	Region 1-Douglas Tyson-Assistant Superintendent	NYA	NYA	NYA	V	V	V	V	V
Vivienne	Goldstein	Fairfax County Health Department	V	V	V	V	V	V	V	V
Zahraa	Hassan	Student Representative	IP	IP	V	E	V	V	V	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 ACSD.									

Please note that attendance was not required of returning members at the 9-08-2021 Orientation.

Public Comment by Ally Baldassari
February 9, 2022

Ukeru Systems (Comfort Vs. Control model and equipment) must be available to all EAC, ID, IDS and secondary school self-contained special education classrooms.

Thank-you Committee and FCPS guests,

I am speaking tonight as an FCPS staff member. I want to see Ukeru Systems, now piloted in some public day schools, available in all EAC, ID, IDS, and secondary self-contained special education classrooms.

I'm in my 6th year working with enhanced autism students as an ABA assistant. Enhanced autism classrooms are elementary self-contained classrooms that utilize ABA and focus on developing student's verbal behavior. Some of our students have less severe educational impact and spend portions of their day mainstreamed. Others have moderate to severe cognitive disabilities and/or emotional dysregulation that may result in dangerous behavior. Most years I've managed dangerous behaviors on a daily basis. I've sustained multiple injuries including permanent damage to my hand.

I applaud FCPS for contracting with Ukeru Systems. We recently heard a report from one of our members impressed by seeing the program in action at the Key Center. Ukeru Systems was developed by Grafton Integrated Health Network for their population of 3,200+ individuals aged 5-22 with intellectual and psychiatric disabilities. Its trauma-informed "Comfort vs. Control" approach recognizes behavior represents communication and unmet needs. The student's current set of skills outstrip their ability to respond adaptively to their situation. Unlike PBIS, Ukeru has an evidence base for reducing seclusion and restraint¹. [Ross Greene's CPS method does, too².]

¹ JH Craig, and KL Sanders. [Evaluation of a Program Model for Minimizing Restraint and Seclusion](#). *Adv Neurodev Disord* 2, 344–352, (2018).

² R. Greene, J. Winkler. "[Collaborative & Proactive Solutions: A review of research findings in families, schools, and treatment facilities](#)" (2019), *Clinical Child and Family Psychology Review*, 22(4), 549-561.

R Greene. "[Collaborative & Proactive Solutions: Applications in schools and juvenile detention settings](#)," Presented at symposium, *Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models*, Eighth World Congress of Behavioural and Cognitive Therapies (2016), Melbourne, Australia.

A Martin, H Krieg, F Esposito, D Stubbe, and L Cardona. "[Reduction of Restraint and Seclusion Through Collaborative Problem Solving: A Five-Year Prospective Inpatient Study](#)." (2008), *Psychiatric Services*, 59(12), 1406-1412.

R Greene, SA Ablon, and A Martin. "Innovations: Child Psychiatry: [Use of Collaborative Problem Solving to Reduce Seclusion and Restraint in Child and Adolescent Inpatient Units](#)." (2006), *Psychiatric Services*, 57(5), 610-616.

It's not equitable to limit Ukeru to Burke, Key, and Kilmer, as there are students in EAC, ID, IDS, and secondary self-contained special education programs with very similar profiles to Burke, Key and Kilmer students. Cognitive disabilities and emotional disabilities are a spectrum. You can't categorize by EAC or ID student vs. public day student. There aren't clear categories when everyone is on a spectrum. Placements can also be fluid. Where they happened to be currently should not change access to programs. Please just ask, does the student present enough danger to self or staff to need special equipment, or a new method of compassionate behavioral support? Does the teacher WANT to try the method with his or her student?

TRUTH: When staff manage student crises, ie, fight or flight responses, dysregulated autonomic nervous systems, we sometimes need more than just a school policy and an annual training to do our best. Teachers and staff have autonomic nervous systems, too. We cherish our students, yet some present regular threats to our sense of order, predictability, and safety. It's not uncommon to over-respond with discipline that definitely won't help, even when we know better.

MORE TRUTH: The parents need/believe that we'll be the superhero for their kids. Can every staff member be a superhero, especially in these days of staff turnover and shortages? We give our best, but it is just hard work. We need extra tools in our tool box. Some may not choose Ukeru, but please give all the options. When the deck is stacked against you, the only hope is to work inside good systems. Bring us the most failsafe and compassionate systems. We need to believe in our own efficacy to keep coming each day with our cape.

Thank-you.

Ally Baldassari

Arlene Tredeau, submitted 2/7/2022:

The selection of students for the PERT program in Fischersville, Virginia has been greatly reduced from 30 to 13 students due to coronavirus concerns.

This negatively impacts the number of students eligible for experiencing several types of vocational training opportunities not only this year but for many years going forward.

Why can't the Fairfax County School Board expand this program to provide this experience throughout the school year?

Anonymous testimony received through an ACSD member:

Good evening,

I am a FCPS special education teacher. I have taught VAAP classes for several years. Each year I have at least 3 VAAP subjects. We found out last spring that VAAP was changing for this school year. I checked throughout the summer to see if I could access what the new ASOLS (now the VESOLS) would be. I wanted to get ahead of the game planning wise. I did not have luck. Actually, I am unsure of the website update timeline for the Virginia Department of Education. However, I do know the timeline I was provided access to this information from FCPS and it has left me very frustrated. Below is documentation of communication I received via email. • December 3, 2021 - I was notified that there was a VAAP group within Schoology by my department chair. Now, to join groups within Schoology, it's not as easy as clicking a button. You have to have codes to access various groups and there is a different group for everything. On this day, my department chair reached out to our curriculum person for this code so she could provide it to me and the other teachers in our department that teach VAAP course. This is over 3 months into the school year and a couple weeks before winter break. Once I was able to access the new VESOLS I discovered that for one of my courses they had changed completely from the previous years. This is 3+ months of instruction lost because now I have to start over. o When browsing the Schoology group for VAAP, I discovered that there is a folder/link for materials. Great! Makes this process a bit less stressful being this late into the year. I explore the materials and realize the area I need is pretty empty. Also, one of the activities placed under a new standard doesn't even match the standard. • December 6th - Module 4 is posted on Schoology/MyPDE. • December 13th - Module 5 is posted on Schoology/MyPDE. I mention the posting of modules because at this point there have been 5 teacher work days and 4 PD days. • January 10th - Module 6 is posted on Schoology/MyPDE. • January 11th - there was a meeting

scheduled within our department for this day, that would extend past contract time, to discuss the new VAAP. This was cancelled. Shouldn't this have been done the week teachers come back before the new school year? There was no talk about the new VAAP until literally right before winter break. On this date I started hunting around MyPDE to see what kind of trainings would be available on the 24th. There had been no guidance from anyone at this point for PD trainings. I found the VAAP training and signed up for it. The training was eventually announced on Schoology. Honestly, those Schoology emails are easy to look over when not sent directly from your department chair or AP or a specialist above a teacher. • January 20th - Finally an email from the department chair to do the VAAP MyPDE modules and in a week or 2 we would meet. No mention of the VAAP PD training in that email. An email went out later that day about the training for Monday but the way it was worded made it sound optional. • January 24th - VAAP training day. During this training it was mentioned that VDOE released the standards in October. They said the VESOLS have researched based resources but that they were still working on adding resources. The subject/grade I teach, does not have appropriate resources if any at all. Sometime into the meeting the Schoology group was mentioned. There were several people in chat that said they didn't have access to it. Here we are at the end of January and people still do not have access to materials?! We were also told that we needed to open addendums to add testing accommodations to the accommodations box and have these done by the end of February. So more last minute tasks thrown on overflowing plates. Testing starts next month. Where was the ball dropped in the process of getting information and trainings out in a timely fashion? Now I have to rush to get my students prepared. If my student should fail the VAAP, who gets looked at? The classroom teacher. I do. Not those who have failed to properly support me.

Signed,

A very frustrated FCPS special education teacher

Report from the Advisory Committee for Students with Disabilities

RE: Restraint and Seclusion

February 9, 2022

The purpose of this report is:

- To advise the school board that the review the ACSD was offered of the updated Physical Restraint and Seclusion Policy was inconsistent with the intent of Virginia code 8 VAC 20-81-230 D(2,e). This requires local special education advisory committees to “Review the policies and procedures...prior to submission to the local school board.” In accordance with the code, the ACSD would like to receive the draft policy for review and comment before it is submitted to the school board.
- To advise the school board of information the ACSD requires from the Department of Special Services to counsel on matters related to restraint and seclusion.
- To share the ACSD’s concerns about whether FCPS is adequately prepared for the SY 2022-2023 ban on seclusion and has made enough systemic changes to prevent and de-escalate student crises that endanger staff and students.
- To make the following recommendations:
 - a. FCPS perform data collection and efficacy analysis on all behavior management and crisis prevention/de-escalation programs used in the division to guide decisions on what programs must be equitably available among the various schools, sites, programs, and grade levels.
 - b. Ensure that Dr. Ross Greene’s Collaborative and Proactive Solutions model is introduced to all teachers/staff with at least annual training opportunities at all schools, sites, settings, and grade levels.
 - c. Ensure the Ukeru model is introduced to all teachers and staff of all EAC, ID, IDS, and secondary self-contained special education classrooms, with at least annual training opportunities for these staff and their administrators.
 - d. FCPS must survey staff for their concerns on current FCPS behavior management and crisis prevention/ intervention practices.

On January 12, 2022 the Department of Special Services, represented by Dr. Michelle Boyd and Brad Bartosiewicz, gave a presentation to the ACSD entitled “ACSD Restraint & Seclusion Policy 2625 Updates.” All updates seemed favorable, as they were further protections for students. The ACSD remains indebted to the Department for a Physical Restraint and Seclusion Policy that goes beyond the minimum regulations set by the Virginia Department of Education. Our concern is not with the updates themselves, but whether the presentation constituted a “review” as mandated by 8 VAC 20-81-230

D(2,e). A local special education advisory committee must “Review the policies and procedures for the provision of special education and related services prior to submission to the local school board.” We were given a list of proposed updates to the policy, but never shown any portion of the updated policy. Further, the January 18 deadline for ACSD member feedback was too short to allow the ACSD to serve its function to provide carefully considered, evidence-based counsel to the school board. This timeline would not allow for another ACSD meeting prior to submitting the feedback. Hence, the ACSD was prevented from providing a unified response per procedure in our Bylaws. Only individual member feedback could be submitted, though individual member feedback could run contrary to the views held by the majority of ACSD members.

Student crises forcing restraint and seclusion are powerful indicators of unmet needs. The ACSD believes it needs the following information annually to serve its advisory function regarding the unmet needs of students with disabilities. However, we received an incomplete response or no response to our request for:

1. Synthesized data [hiding identities] of the number of students secluded or restrained in the current and previous school years and their program, placement, school, setting, age, grade, gender, race/ethnicity, and disability breakdowns.
2. How the regional leadership/Central Office staff is analyzing and utilizing this data.
3. The actions taken to ensure the FCPS students in private placements have as many protections as possible from the FCPS policy.
4. A report of any/all written commitments the Fairfax County Police Department made that overlap with FCPS’s commitments in its Physical Restraint and Seclusion Policy.

We respect FCPS’s commitment to a more compassionate response to potentially dangerous behavior. We are thankful for new crisis prevention initiatives, especially Ross Greene’s Collaborative and Proactive Solutions and Ukeru Systems’ Comfort vs. Control model. Though we appreciated updates on Dr. Greene’s trainings and other measures to prepare for the FCPS ban on seclusion, key information is still pending that prevents the ACSD from evaluating if the measures are adequate. The ACSD has already received testimony from a parent who reported that her IEP team was refusing to adopt Dr. Greene’s methods for her child. The ACSD is awaiting this information:

1. How has FCPS made sure that all teachers in all placements have access to and awareness of the Ross Greene/CPS trainings? How will it inform all teachers of Ross Greene, and encourage teachers to try the CPS model?
2. How will FCPS ensure equity in the behavior management programs offered between schools and placements? I.e., how will FCPS ensure students who had

support from Ross Greene's program in elementary school have the same program and support in secondary school?

3. What is the process for ensuring the efficacy of all behavior management programs utilized in FCPS? How is this data being reported, monitored, and evaluated?

We hope that DSS will continue to provide the ACSD with all the data and information needed to serve its advisory role for the unmet needs of students with disabilities. We hope the Department of Special Services can commit to data collection and efficacy analysis of the various programs now available to teachers as "tools in their toolbox" when student crises arise. We hope for consistency across all programs, placements, schools, and settings in the wide variety of compassionate responses that can be conveyed. We urge the compassionate support of teachers who provide crisis management as a regular component of their job. We remain grateful for FCPS's commitment to these matters, as well as its extensive collaboration with the ACSD.

ACSD Questions for the Record - Staff Response 2/9/2022

ACSD 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.
 - **FCPS does not currently have a policy that directly addresses accessibility. Accessibility approaches are diverse depending on diverse needs of students. FCPS attempts to consider all student needs in the adoption of instructional materials in our Request For Proposals (RFP) processes. When a product or method of instruction isn't fully accessible to a student, IEP teams work to provide appropriate accommodations or modify instruction.**
 - **Mind welcomes the opportunity to get feedback from Amanda Campbell and students and families about their needs. Amy Hunter, FCPS Mathematics Coordinator, would be happy to facilitate a call with Amanda and Mind REsearch representatives.**

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?
 - **MIND is committed to ensuring that all students can access our program, including students with motor impairments. They are in the process of starting an audit that will help guide our future work. The new version of ST Math was designed to be utilized to support other assistive devices. The student navigation scenes and games can be interacted with a keyboard, although there are some known areas that we have on our future roadmap. They have not formally tested with a switch, but this might be a good area for collaboration to partner on and to create appropriate resources to notify families.**

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?)

- **FCPS reached out to NoRedInk regarding this concern. The company has provided a solution to help staff and students move beyond this part of the program with minimal effort while they address concerns regarding this requirement. The company also shared that they are working on a “brand new Help Center guide with tips for helping students with diverse needs use NoRedInk”.**

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?

- **Cued Speech is a supported communication modality within FCPS. Discussions regarding student's needs and subsequent communication/language support should be discussed within the IEP process and ultimately be an IEP team decision.**

5. When FCPS indicates "blind and visually impaired students," does that include students that may be fully sighted who have visual processing disorders?

- **This does not include fully sighted students as the definition of Virginia Department of Education “Visual impairment including blindness” means an impairment in vision that, even with correction, adversely affects a child’s educational performance. (34 CFR §300.8(c) (13)**
- 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?
 - **If a student requires materials in braille our Teachers of the Visually or Braille Transcriber will provide the braille materials, or order them directly from AIM VA. If a student requires**

accessible materials FCPS teachers of the visually impaired go through AIM-VA which provides accessible instructional materials for eligible students. These students must have an IEP and are unable to access traditional print. FCPS teachers and students access the Library Resource Center (LRC) which students must be considered “legally blind” and open with the state to access material and equipment.

- 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?

- **Currently, teachers supporting students who are Blind and Visually Impaired work alongside general education and special education teachers to ensure literacy programs and reading materials are accessible. Specialized literacy programs are selected based on each student’s individualized needs. If the program already has accessible components, then those are accessed, however the teachers supporting students who are Blind and Visually Impaired will also work to ensure any additional adaptations or modifications needed are provided.**

ACSD 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?

Readings

- **Winfrey & Perry (2021). *What Happened to You?: Conversations on Trauma, Resilience, and Healing*. FlatIron Books.**
- **Harris (2019). *The Deepest Well: Healing the Long-Term Effects of Childhood Adversity* (2019). HMH Books.**
- **Van Der Kolk (2015). *The Body Keeps the Score: Brain Mind and Body in the Healing of Trauma*. Penguin Publishing Group.**
- **Rossen (ed) (2020). *Supporting and Educating Traumatized Children, 2nd Edition*. Oxford University Press.**
- **Phifer, L. & Hull, R. (2016). Helping Students Heal: Observations of Trauma-Informed Practices in the Schools. *School Mental Health Journal*, DOI 10.1007/s12310-016-9183-2m**

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)?

- **FCPS does not conduct exit interviews with families and students leaving FCPS for homeschool or private school. If the student remains in homeschool or a private day school they may be**

included in the senior exit surveys regarding future plans. There are approximately 150 students who may leave FCPS to homeschool or private schools per year, who also have IEPs. However, this is not a data set that FCPS reviews on a regular basis and central data is not kept as to the reason the family makes the decision.

ACSD 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.

- **The current policy notes that this data request is to be shared by the Division Superintendent with the School Board. Data may be suppressed to maintain confidentiality. At this time the School Board receives this data in the manner noted in the current policy with regards to confidentiality.**
- **Per a VDOE superintendent’s memo, dated January 21 2022 (#019-22), school divisions will be required to report additional data publicly. We are waiting for additional information regarding this new requirement.**

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.

- **As of January 26, 2022 Behavior Intervention Services have currently certified up to 930 FCPS staff members in MANDT. This number represents those staff members currently certified in MANDT. Currently there are 222 FCPS staff members trained and certified in Ukeru. To date, Dr. Greene is currently training all elementary CSS, Burke and Island Creek Elementary School in his CPS Model through Cohort structure.**
- **Ukeru equipment has been ordered and delivered with the total amount of \$61,788. Confirmation of all the Ukeru equipment has been delivered to the designated school locations for those programs that have been trained and certified in this methodology. Allocation decisions were made based on the number of classrooms in each Elementary CSS, Public Day. Allocations for equipment in Key Center and Kilmer Center programs were based on specific high intensity need requests. As staff are fully trained and certified in Ukeru, access and use of the equipment is determined following agreement for staff training certification and safety mandates per Grafton contractual agreement.**
- **FCPS is currently collaborating with Dr. Greene to develop and implement a comprehensive divisionwide plan for the reduction and elimination of restraint and seclusion in FCPS. As part of this plan, we will be identifying specific staff who will receive training in Dr. Greene’s CPS model as well as other trainings. We will be developing a communication plan that outlines for**

FCPS staff, training that will be required as part of the divisionwide plan, and additional supports and resources that are available for staff to access.

- **ABA Coaches are required to Restraint and Seclusion Overview, Understanding the Regulations Governing the Use of Restraint and Seclusion (De-Escalation, Level 1), Professional Crisis Management, ABA Fundamentals, Verbal Behavior Fundamentals and ABA Hands On. Training also occurs on coaching staff members, Behavior intervention programming, breaking down curriculum and VB-MAPP training. Other professional development is developed as needed through data, input from ABA Coaches and observations.**
- **Behavior Intervention Teachers are required to take the Restraint and Seclusion Overview, Understanding the Regulations Governing the Use of Restraint and Seclusion (De-Escalation, Level 1), The Mandt System Train the Trainer Certification (Prevention, De-escalation Crisis Cycle, Level 2 Advanced), Social Emotional Learning, Twice Exceptional Learners, Best Practices in Supporting Students with Autism, Fundamentals of Behavior (ABA), Executive Function, FBA/BIP Team Process, and Classroom & Behavior Management Best Practices. Behavior Intervention Teachers who support elementary CSS sites and Burke are also trained in Ukeru and Ross Greene CPS Model. Behavior Intervention Teachers access knowledge from their professional development training to coach and assist schools in the implementation of a wide range of evidenced-based behavioral practices and programs in order to address student behavior in a proactive, preventative manner.**

ACSD 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)

- **The Neurodiversity Specialist position is currently posted on the FCPS administrative opportunities portal as a readvertisement. See the job specifications that are included in the posting:**

Educational Specialist, Neurodiversity, Willow Oaks Administrative Center

Description:

Organizes curriculum revision projects and develops, disseminates, and/or implements professional development, and coaching around neurodiversity and normalizing diverse cognitive and behavior, while supporting inclusive practices, policies, decision-making, and instructional programming for students accessing special education services. Serves as a resource for region, school and departmental staffs.

Qualifications:

Postgraduate Professional License or Pupil Personnel License with endorsements in special education, plus five years of progressively more responsible successful teaching experience related to specialty, some of which may have been in a supervisory or administrative role (i.e. head teacher, department chair, etc.). Equivalent education and experience may be considered. Endorsement in administration and supervision preK-12 preferred. Knowledge of FCPS curriculum, instructional goals, procedures, and practices in field of specialization; knowledge of growth and development and learning theory in specialty; skill in assessment and evaluation of students with special needs or in special programs; skill in teaching adult learners; ability to manage curriculum development, in-service training, and related activities and provide a high level of instructional leadership for teachers and administrators; excellent human relations skills and ability to establish and maintain successful cooperative working relationship with appropriate school communities, and school-based and central office staffs; and ability to communicate effectively, both orally and in writing.

Job Type: Central Administrator/Manager School Year 2021-2022

Contract Length: 260-Day Contract

Salary Grade: US-Schedule B Grade 007

Open Until Filled: Yes

Re-Adv. Position: Yes

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?

- **The 1.5x compensation for ESY staff will not be continued for the 2022 ESY summer session. FCPS will be offering an increased hourly pay rate for ESY teaching staff. More details will be available as instructional jobs for ESY are posted later in February.**

Will extended contracts solve the pay schedule problem for ESY staff, where they felt they were paid very late?

- **Teachers who are on an extended contract have their salary evenly divided across the twelve months of the year and would not be subjected to any delay in compensation.**

Are subs adequately trained for special needs students?

- **Special Education Administrative Resource Teachers and the ESY Administrative Team at each school site provide support when a substitute is required. In addition, staff from the Office of Special Education Instruction are assigned to support each ESY site and provide instructional and behavioral support to teachers, including substitute teachers as needed. The following trainings have been developed for substitute teachers:**

*** Training for Substitutes in PAC and Class-Based Preschool Classrooms**

*** Supporting Special Education Students While Substitute Teaching**

*** Substitute Training: Working with CAT B and Preschool Special Education Students**

3. Please report on the hiring process for a Director of Procedural Support. (Update requested to learn of progress as of January 2022)

- **Given a viable applicant pool, interviews for the Director of Procedural Support will be held late Spring with anticipation that the selected candidate would be able to start July 1, 2022.**