

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

Summary of Business Conducted:

- The ACSD conducted its review of the FCPS IDEA Annual Plan 2022-2023.

Pending Feedback from the Department of Special Services (DSS) that was Offered/Requested as a Result of This Meeting:

- Will the family engagement survey be disaggregated for students with disabilities?
- Did the numbers bottom of pg. 8 of the workbook for the report on implementation of the 2020-2021 Annual Plan include all students in the division, or just preschool students?
- Is the number of speech and language evaluations that result in services tracked from year to year, and what was the number for 2020-2021?
- Please update on the current communication systems, and those being considered, that DSS uses to inform special education staff division-wide.

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 25/28 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

Lea Skurpski, Director, Operations & Strategic Planning

Dawn Schaefer, Acting Director of Special Education Procedural Support

Debbie Lorenzo, Coordinator, Procedural Support Services

Jackie Prentice, Coordinator of DSS Financial Management

Ellie Stack, Coordinator, PreK-12 Special Education Instruction

Ellen Agosta, Program Manager, Assessment and Extended School Year Summer Services

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

Kelly O'Connell, Acting Program Manager, Due Process & Special Education Services

Laura Jane Cohen, School Board Liaison

Dawn Clements, Assistant Ombudsman for Special Education
Mary Beth Harrison-Cunningham, Manager of the Parent Resource Center
Monique Muldrow-Blunder, Procedural Support Liaison, West Springfield Pyramid

Business Meeting Agenda date:

1. Call to Order, Harry Henderson, Chair - Promptly at 7:05
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair - February minutes and March agenda approved without objection.
3. Public Comment, Elizabeth Zielinski, Vice Chair
Kate Volpe (Written comment, read by Ms. Zielinski; appended) - Reports hearing June 23 that her son could not start ESY June 28 due to staffing shortages; reports no communication about the second ESY session until the day it started. Concerned that the ESSER summer programs and ESY are not coordinated. So, they will compete for teachers with ESY losing out, since teachers can stay at their base school to teach ESSER programs. Could the programs be combined, using the same teachers for both? If FCPS fails to have adequate staffing for ESY again this year, it must be communicated to families sooner.
4. School Board Liaison Update, Laura Jane Cohen, Springfield District
 - a. All advisory committees will be represented in the superintendent search committee. Chair Harry Henderson will be the ACSD representative.
 - b. Thanks for the input on Early Childhood (EC) Office staffing. The school board was able to find Medicaid funding for additional staffing. However, first they will be examining to make sure that the recent uptick in evaluations processed is not just a COVID uptick.
5. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. March Webinars - 4 part series for Arabic-speaking families (Thursdays weekly in March) started last week; well-attended. Recordings will be on the Youtube channel.
 - b. Supporting Early Learners and Growing the Caregiver Toolbox: A collaboration with BIS for the EC and preK learners. 3 week series, successive Fridays; registration is high.
 - c. Gang Prevention: FCPS with FC government partners Fri, March 18 10-11:30 am
 - d. Family Engagement survey will launch this Sunday 3/13/22. First survey was in 2019. Families can take the survey in their native language. Default is electronically but there will be paper copies at the PRC. There will be results by school as well as division-wide.

Questions

Amanda Campbell asked if the survey will be disaggregated for students with disabilities. Ms. Cunningham responded that she will check into that, they are doing disaggregations but she has to make sure if that is included.

Darcy Aquavella asked if the survey will be available to EC families. Ms.

Harrison-Cunningham says any family with a student ID number will get a survey.

6. Attendance Report, Ally Baldassari, Recording Secretary - As above; appended.
7. Presentation: IDEA Annual Plan 2022-2023- Lea Skurpski, Director, Operations & Strategic Planning, Jackie Prentice, Coordinator of DSS Financial Management
 - a. We are required by both state and federal law to submit this annual plan to the VDOE. It outlines the planned use of IDEA grant funding.
 - b. FCPS must report the spending of \$38.7 mil (the expected IDEA grant funding, based on previous grants). Note FCPS's total expenditures on SWD is \$637.8 mil, so IDEA funds represent 19.3% of the operating budget.
 - c. Local seacs and the School Board must review the plan prior submission to VDOE May.
 - d. It is a formal agreement between FCPS, the School Board, and VDOE. Funds must be used as agreed.
 - e. IDEA grant funding over the past 6 years has increased 9%, and we are projecting the same award this year.
 - f. There are required components of the application, which were listed in a 2021 VDOE Superintendent's Memo (#319-21). Policies and procedures must comply with IDEA. We must certify assurances. Grant funds are restricted to acceptable activities under IDEA.
 - g. FCPS provides an instructional school program at the Juvenile Detention Center (JDC). FCPS maintains an interagency agreement with the sheriff, who operates the Fairfax County Adult Detention Center
 - h. In the IDEA grant application, you also have to report on the use of the prior year's funds. The majority was used to fund positions, with 301.6 full time positions funded.
 - i. Notes an increasing trend in the preschool children evaluated for disabilities since 2019. There is also an increase in the number of psychology evaluations.
 - j. MOE -Maintenance of Effort - state or local contributions towards special education equals or exceeds the prior year.
 - k. The 2022-2023 plan includes a voluntary Coordinated Early Intervening Services (CEIS) set-aside of 15% (\$5.7 mil). CEIS supports students not identified as needing special education or related services. They supplement the course of social emotional wellness programs, behavior intervention, psychology, social work, etc.
 - l. LEAs must expend some funds on services for parentally-placed private school children.
 - m. Special ed positions funded by the IDEA grant are school-based staff.
 - n. Timeline - March 9 ACSD review, school board action April 28, electronically due to VDOE May 13, 2022.
 - o. Harry reports that we can ask questions now or submit questions for the record to Lauren McCaughey. Mike Bloom will coordinate forwarding the questions on.

Questions

Sanaa Bouzit asked about the differences between services this year vs last year on service received. Response is that compensatory services would be reported in the report. Trying to make a point about services not received? Mike says that there were related services provided virtually. There was a brief period of time the related services were not provided. There seemed to be more that Ms. Bouzit wanted answered, but audio difficulties prevented understanding. Ms. Bouzit was asked to add her question to those being submitted after the meeting in writing.

Amanda Campbell questioned the bottom of p.8 in the workbook [appended]. Are the numbers there for the entire division, or just preschool? A- Probably the speech and language are for the entire division; will get back to us on that answer. Ms. Campbell also asked the percent of students who receive speech and language services as a result of evaluation, and could this be tracked. That information is also not available at this time.

Susan Edgerton wants to know how the funding/"maintenance of effort" would be impacted by the 2020-2021 drop in special ed enrollment, and why DSS thought the drop in enrollment occurred. Reply was that the maintenance of effort was still met despite the drop of enrollment, and that at least part of the drop in enrollment of special education students translates from the drop in overall enrollment.

8. Department of Special Services (DSS) Update on ESY, Dr. Michelle Boyd, Mike Bloom, Deb Scott, and Dawn Schaefer
 - a. Anticipated students 3,500. These are students whose IEP team determined the benefits gained during the school year would be jeopardized without ESY services.
 - b. Students: June 27-July 22 at 13 ES sites, 3 hrs/day. Admin start Jun 17- July 22, staff June 22 - July 22. Secondary sites are Franklin, Key and Kilmer Middle Schools (4hrs/day).
 - c. Public Separate Schools have a different schedule (Burke, Cedar Lane, Quander 14 days, 3hrs/day July 5-July 22; Key and Kilmer 19 days, 3hrs/day June 27-July 22) Staff start 4 days ahead of the students.
 - d. There are other ESY service delivery options including consult, homebound/home-based, and preschool services which are provided in the home or community setting. Related services (speech, vision, hearing) are provided independently or in collaboration with the other service options
 - e. \$68 per hour teachers which is an increase compared with gen ed programs. Consult and Homebound teachers get \$50 per hour.
 - f. Jobs are advertised:
<https://www.fcps.edu/careers/career-opportunities/summer-learning-programs-and-ended-school-year-employment>

Questions

Sanaa Bouzit Clarified that the IA and PHTA did not have a pay increase for ESY this year.

Ally Baldassari questioned if the disparity between ESY teacher pay increase and IA pay increase (increased to \$68 vs \$16/hr respectively) reflects having enough IAs, and you project that again? Please clarify if you need IAs in at least equal numbers to teachers, and that still their positions have been, and are projected to be, fully staffed?

Amanda Campbell - ESY is for maintenance, but can SWD also access the general ed. programming for enrichment provided through ESSR? No specifics but Dr. Boyd said that they want students/families to be able to pursue both, and would communicate that to the schools. Amanda suggested to Dr. Boyd that they communicate that expectation to their families as well so they understand their rights to both.

Susan Edgerton had heard from some out-of-county teachers that they were not informed of their ESY job offer in time to take advantage of it. She recommends making sure the offers are provided in a timely manner to use the out-of-county teachers.

Nicole Zupan asked about the timeline for recognizing not enough spots filled and communicating the back up plan to parents. Ellen Agosta answered that they plan to communicate prior to June 1st. Dr. Boyd added that they hope to have something on a webpage they can update regularly.

Harry Henderson asked about transportation-and a potential lack of aides on buses. Any update on transportation? Ellen Agosta replied she has been working with transportation since September. She doesn't expect transportation to be a problem. Ellie Stack noted teachers and parents can help by scheduling IEP meetings early to add ESY services.

Ally Baldassari- The communication process stated [Telling to school admin. and special education leads, for them to pass the info to the rest of the staff at their school] doesn't ensure all staff know all the details of ESY, including the higher pay for ESY teachers vs other summer teaching opportunities. Dr. Boyd replied they are considering other communication protocols, and may tell us more about what they are exploring at a later time.

9. Old Business & New Business

- a. Superintendent search - Harry Henderson will represent the ACSD. Interviews are March 28, 29. He will share questions asked of candidates (candidate info confidential).
- b. There are new procedures for entering Gatehouse. The building is now locked after 4:30 PM with no access from the parking garage. Suggestion: Add to the email notifications what procedures to follow to get into Gatehouse for the meeting. Dr. Boyd said they would follow up. Mr. Henderson added that the webpage could be updated.
- c. Next month will be the annual report adoption. He advises members the meeting may run long, please be prepared. Watch for information that may be coming regarding procedures for amending draft subcommittee reports.

- d. The executive Committee meeting is 3/16/22; we will “hammer out procedures.”
10. Subcommittee Spotlight -Jenn Benecke
- a. The subcommittee voted and approved the draft to send to Harry and Lauren this evening.
 - b. Most of their work is on equitable access to programs and resources division wide.
11. Member Time
- a. Ally Baldassari - SEPTA’s next general membership meeting is this coming Tuesday, March 15 at 7PM. The topic will be Home and School Connections, with FCPS Behavior Intervention Teachers Ashley Enright and Katie Boxer, who will share classroom supports and self-regulation strategies within the context of the classroom.
 - b. Amanda Campbell shared the data the SAO committee received on speech services for AAC users - 2.55 hours, or 30 min/week. She feels this is inadequate as some of this time will be taken for consult, leaving inadequate time for the student to be immersed in the new language they are learning with their alternative communication system. She likens this to foreign language immersion programs which are significantly higher in hours. She has requested through the Chair and Vice Chair additional information on the distribution of AAC users, participation in VAAP or SOL track, and disaggregating data by grade level. Ms. Campbell submitted these comments in writing [attached].
 - c. Brianne Russell-Morris/Susan Edgerton both announced the PoAC meeting this Saturday at 10AM. Public can get a link to the meeting by emailing Ms. Edgerton.
 - d. Sandi Dalhoff- Reminder on Fairfax County Therapeutic Recreation Services Summer Camps. They will hold an in-person open house for summer camp information with a Spanish interpreter on Fri, March 18th 5PM -6:30PM. Now hiring for camp staff.
12. Adjourned 8:47

Please read this as public comment for the March 9 meeting.

I want to share my concerns about staffing for summer programs, and I am very concerned we are going to have some repeats from last year, which was disastrous. Last year, I received an email June 23 saying my son was not going to start ESY on June 28 due to staffing shortages. I was given 5 days notice and I scrambled to change my entire family's plans and schedule so that we could accommodate my son being home, and not in school. I was shocked and outraged, but in many ways I had become accustomed to finding out a change in plans at the last moment from FCPS over the past year. Many of the last minute changes over the past year were due to COVID, but this last minute communication from the school in June was inexcusable.

Then, on top of that, I received NO communication about the second session until a teacher called the day the session was starting, asking if my son was coming! But no, he was not, because I could not rely on FCPS for educating my son over the summer that year.

I'm very concerned that FCPS will face the same type of problems this year. Staff are stressed and emotionally drained, many stating that this year has been much more difficult than last year. There are competing demands for staff to work at schools for the ESSER program and ESY, which are at the same time.

Are there options to have special Ed staff work the ESSER program and provide push in or pull out support for kids? Are there other options to combine the ESSER and ESY programs, so that teachers don't have to choose between the two? Teachers might be more inclined to work at their base school, they know the building and the commute, and they can work with kids they know from school. And special Ed students will be with their neurotypical peers in a familiar setting.

I know FCPS is offering teachers a tremendous salary increase to work ESY, but what about IAs and Public Health Aides? What is the backup plan when they don't have enough staff signed up to work ESY? What's the backup plan when throwing more money at teachers doesn't work, and teachers are burnt out and just are not interested in teaching ESY at an unfamiliar school?

How will summer plans be communicated to families? Families should be told as early as possible, but no later than the end of the school year if there are staffing challenges. Families need to make alternate arrangements, both for childcare, and for education/stimulation - to give their children things to do and learn over the summer. What happened last year is unacceptable and can not happen again this year.

--End Public Comment.

Thank you,
Kate Volpe

Member	Name	Organization/Representing	3 Or 1-091-1021-1121-12-2-0'2-02							2022-03-09
Ally	Baldassori	SEPTA	V	V	V	V	V	V	V	V
Amanda	Campbell	Springfield 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	V
Joanne	Walton	Faculty	E	E	IP	IP	R	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	E
Lissy	John	Dranesville District-Elain Tholen		V	V	V	V	V	V	V
Liz	Brocato	Braddock District-Megan McLaughlin		V	V	V	V	V	V	V
Mary	Hackman	Providence District-Karl Frisch		V	V	V	V	V	V	E
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V	V	V	V	V	V
Nicole	Zupan	Faculty	NYA	NYA	NYA	NYA	NYA	NYA	IP	V
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	IP	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	V	V	V
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	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	E
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 Boenig-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.										

IDEA ANNUAL PLAN

LOCAL SPECIAL EDUCATION ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION AND REPORT SY 2022-2023

March 09, 2022



INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) ANNUAL PLAN

- Required by law
- Demonstrates eligibility
- Submitted to the Virginia Department of Education (VDOE)
- Outlines planned use of IDEA grant funding

[http://www.doe.virginia.gov/special ed/grants_funding/index.shtml](http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml)

ADMINISTRATION AND GOVERNANCE

- The IDEA Annual Plan is governed by the *Code of Virginia, 8VAC20-81-230(D)*
 - Ensures rights and protections are given to children with disabilities, including children in private schools
- Prior to being submitted to VDOE, the plan must be:
 - Reviewed with the Advisory Committee for Students with Disabilities (ACSD)
 - Approved by the Fairfax County School Board
 - Certified by the Division Superintendent

SPECIAL EDUCATION FUNDING

- For FY 2023, Fairfax County Public Schools (FCPS) budgeted \$637.8 million, or 19.3% of its operating budget, for special education
- The IDEA Annual Plan:
 - Demonstrates eligibility for IDEA grant funding totaling \$38.7 million
 - Describes planned use of grant funding

APPLICATION FOR IDEA PART B FEDERAL FUNDS

- Projected to provide FCPS **\$38.7 million**
- Serves as a formal agreement between the FCPS School Board and VDOE
- Funds must be used as agreed



IDEA PART B AWARDS

Trend of FCPS IDEA Part B Flow-Through Awards, Projected Award for FY 2023

	Actual Awards						Projected Award*
IDEA Part B Award	FY 2017 2016-2017	FY 2018 2017-2018	FY 2019 2018-2019	FY 2020 2019-2020	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023
<i>Grant Period</i>	07/01/2016 - 09/30/2018	07/01/2017 - 09/30/2019	07/01/2018 - 09/30/2020	07/01/2019 - 09/30/2021	07/01/2020 - 09/30/2022	07/01/2021 - 09/30/2023	07/01/2022 - 09/30/2024
Section 611	\$ 34,733,964	\$ 35,090,396	\$ 36,241,914	\$ 36,218,763	\$ 37,414,692	\$ 37,845,107	\$ 37,845,107
Section 619 (Preschool)	774,977	774,964	807,316	829,535	836,008	842,851	842,851
Total Part B Awards	\$ 35,508,941	\$ 35,865,360	\$ 37,049,230	\$ 37,048,298	\$ 38,250,700	\$ 38,687,958	\$ 38,687,958
<i>Year-Over-Year Change</i>		\$ 356,419	\$ 1,183,870	\$ (932)	\$ 1,202,402	\$ 437,258	\$ -
<i>Year-Over-Year % Change</i>		1.0%	3.3%	0.0%	3.2%	1.1%	0.0%

REQUIRED COMPONENTS

The application includes the following required components:

- The Superintendent's Certification
- Policy Statements
- Statement of Assurances
- Special Education in Local and Regional Jails
- The Report on the Implementation of the **2020-2021 Plan (the Prior Year's Plan)**
- Maintenance of Effort Eligibility
- Coordinated Early Intervening Services and Proportionate Set-Aside
- The Application for Use of Federal Funds for Sections 611 and 619

Source: VDOE Superintendent's Memo #319-21

POLICY STATEMENTS

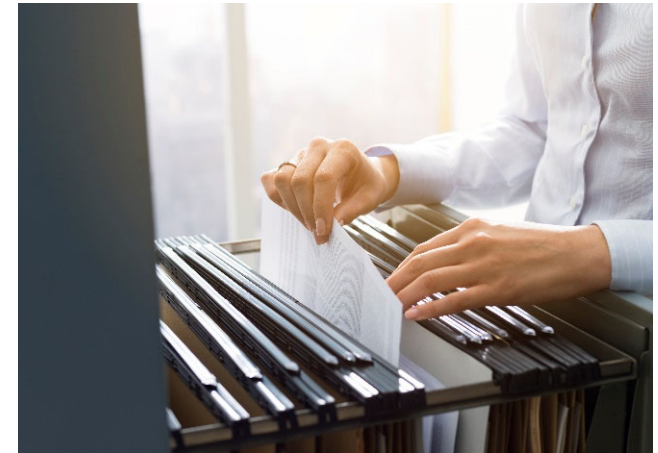
FCPS assures that its policies, procedures, and programs comply with:

- Federal IDEA regulations
- VDOE established policies and procedures for IDEA compliance



STATEMENT OF ASSURANCES

- IDEA eligibility includes FCPS' ability to certify assurances
- Assurances include items such as responsibility for:
 - Controlling grant funds
 - Restricting the use of funding to acceptable activities under IDEA
 - Maintaining required documentation
 - Maintaining level of effort from state and local funding



SPECIAL EDUCATION IN JUVENILE DETENTION CENTER (JDC)

- FCPS provides an instructional school program at the Juvenile Detention Center (JDC).
- FCPS also maintains an Interagency Agreement with the sheriff, who operates the Fairfax County Adult Detention Center.



THE REPORT ON THE IMPLEMENTATION OF THE PRIOR YEAR'S PLAN

Flow-through funds for **School Year (SY) 2020-2021** were used to support activities related to two major goals for students with disabilities:

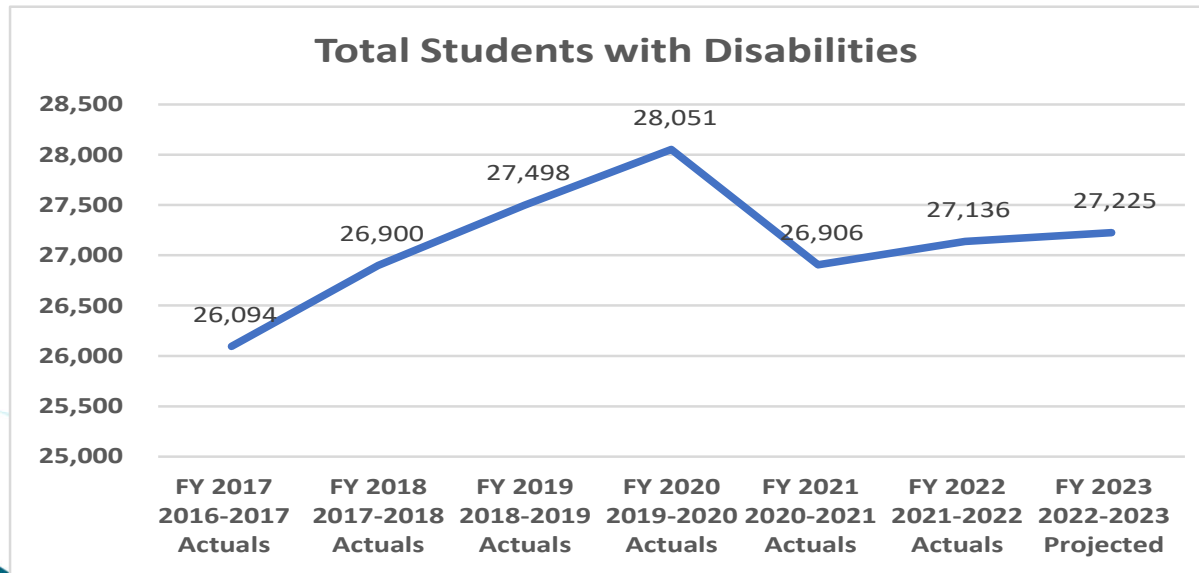
- 1) Provide appropriate identification, evaluation, therapeutic and instructional services
- 2) Provide Child Find, screening, and evaluation Services for students ages 2-5

THE REPORT ON THE IMPLEMENTATION OF THE PRIOR YEAR'S PLAN

- Last year, IDEA Part B awards funded 301.6 full-time equivalent positions (FTEs)
- The Section 611 (K-12) award funded 295.6 FTEs, including:
 - Special Education Teachers, 226.0 FTEs
 - Special Education Instructional Assistants, 14.0 FTEs
 - Psychologists, 2.0 FTEs
 - Instructional Specialists, 5.0 FTEs
 - Special Education Technical Specialists (Data Mgmt.), 4.0 FTEs
 - Special Education Business Specialist, 1.0 FTE
 - Program/Administrative Assistant, 1.0 FTE
 - Coordinated Early Intervening Services, 42.6 FTEs
- The Section 619 (Preschool) award funded 6.0 FTEs, including:
 - Coordinator, 1.0 FTE
 - Instructional Specialists, 2.0 FTEs
 - Office Assistants, 3.0 FTEs (1.0 FTE per Early Childhood Assessment/Child Find Site)

SERVICES AND ENROLLMENT TREND

Number of Services Provided and Number of Students with Disabilities					
Five-Year Trends	FY 2018 2017-2018 Actuals	FY 2019 2018-2019 Actuals	FY 2020 2019-2020 Actuals	FY 2021 2020-2021 Actuals	FY 2022 2021-2022 Actuals
Number of Services Provided	46,908	47,384	47,576	45,439	46,417
Number of Students with Disabilities	26,900	27,498	28,051	26,906	27,136
<i>FCPS Enrolled Students with Disabilities</i>	26,460	27,107	27,644	26,468	26,711
<i>Contracted Services, Private Schools, and Home-Schooled</i>	440	391	407	438	425



REPORT ON THE IMPLEMENTATION OF THE PRIOR YEAR'S PLAN

SY 2020-21 Screened 1,591 preschoolers for suspected disabilities (initial evaluations)

- SY 2019-2020: 1,411
- Year-over-Year Increase of 180 (12.8 %)

SY 2020-21 Completed 3,922 evaluations of preschool-age children

- SY 2019-2020: 3,579
- Year-over-Year Increase of 343 (9.6%)

SY 2020-21 Determined 1,423 preschool-age students eligible for special education services

- SY 2019-2020: 1,121
- Year-over-Year Increase of 302 (26.9%)

REPORT ON THE IMPLEMENTATION OF THE PRIOR YEAR'S PLAN (CONTINUED)

SY 2020-21 Completed 15,188 Psychological Evaluations

- SY 2019-2020: 11,692
- Year-over-Year Increase of 3,496 (29.9%)

SY 2020-21 Completed 5,203 School Social Work Sociocultural Assessments

- SY 2019-2020: 4,043
- Year-over-Year Increase of 1,160 (28.7%)

SY 2020-21 Completed 3,991 Speech and Language Evaluations

- SY 2019-2020: 3,178
- Year-over-Year Increase of 813 (25.6%)

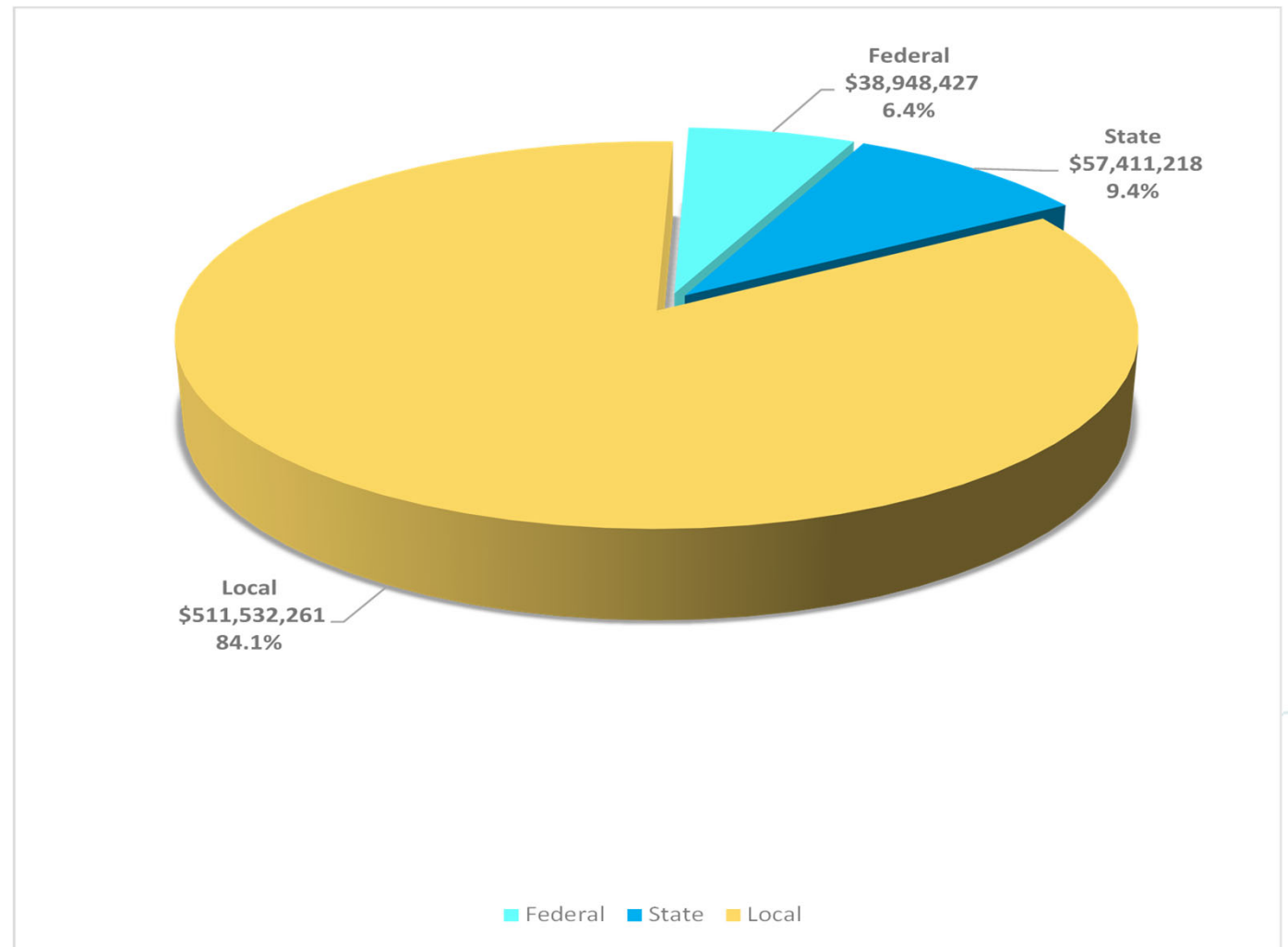
MAINTENANCE OF EFFORT (MOE)

- State and local contributions toward special education that **equal or exceed** prior year funding result in successful achievement of required maintenance of effort (MOE).
- FCPS consistently meets its special education MOE requirements.



SY 2020-2021 EXPENDITURES BY FUNDING SOURCE

Total FY 2021
Special Education
Costs:
\$607,891,906



Source: FCPS FY 2021 Annual School Report

COORDINATED EARLY INTERVENING SERVICES (CEIS)

- The 2022-2023 plan includes a voluntary CEIS set-aside of 15 percent (\$5.8 million).
- CEIS activities support students not identified as needing special education or related services.
- A separate CEIS Annual Plan is submitted to VDOE. The CEIS plan is typically due to VDOE annually in July/August.

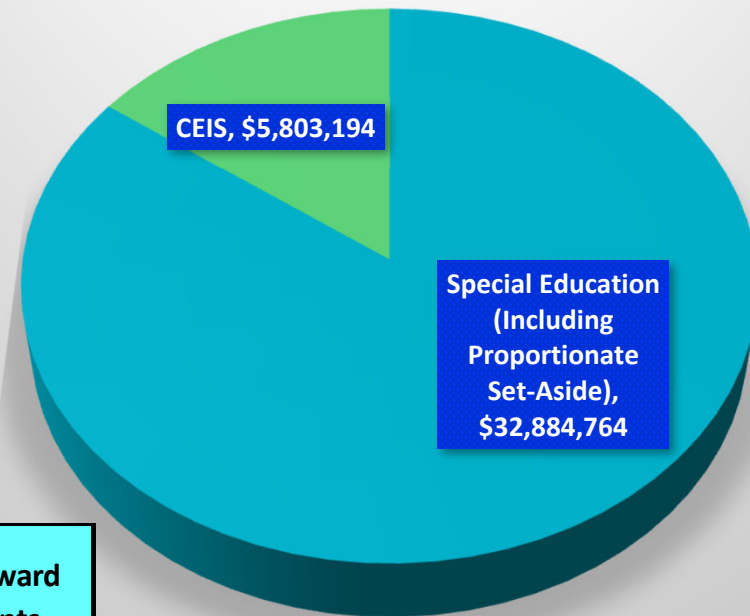


PROPORTIONATE SET-ASIDE (PSA)

- Local Education Agencies (LEAs) must expend some funds on services for parentally-placed private school children with disabilities enrolled in private schools located in the LEA's jurisdiction.
- VDOE provides the formula used to calculate the Special Education Proportionate Set-Aside (PSA).
- FCPS' PSA requirement totals \$0.3 million.

2022-2023 IDEA BUDGET SUMMARY

2022-2023 IDEA Awards Budget Summary, \$38.7 Million



IDEA Part B Section	CEIS (@ 15%)	Proportionate Set-Aside Amount	SpecEd Amt	Total Award Amounts
611	\$ 5,803,194	\$ 271,455	\$ 31,770,458	\$ 37,845,107
619 (Preschool)	-	749	842,102	842,851
Totals	\$ 5,803,194	\$ 272,204	\$ 32,612,561	\$ 38,687,958

2022-2023 IDEA BUDGET SUMMARY

IDEA Funding: Where Does It Go?

IDEA Funded Position Costs
Indirect Costs & Fee

- Most of FCPS IDEA funding (99.0%) goes towards personnel fees that support special education services (PreK-12) and CEIS interventions for general education students.
- VDOE allows FCPS to recoup indirect (administrative/overhead) costs at a rate of 1.0%, which is included in the budget.
- A small allocation, \$21,107 is budgeted for a professional development subscription fee.

TIMELINE FOR SUBMISSION

March 09

- Reviewed by ACSD

April 14

- School Board Review

April 28

- School Board Action

May 13

- Due Electronically to VDOE

**VIRGINIA DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES**

DRAFT 03/02/2022

**Local Special Education Annual Plan/Part B Flow-Through Application and Report
2022-2023**

Division and Contact Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)	LEA	Questions regarding this plan should be directed to:	
FAIRFAX COUNTY PUBLIC SCHOOLS	Number 029	Michelle Boyd, Ed.D.	
Mailing Address (Street, City or Town, Zip Code)	DUNS 144992856		
8115 Gatehouse Road, Suite 4700, Falls Church, VA 22042			
Phone (ext): (571) 423-1300		Ext.	Fax: (571) 423-4077
Numbers Only		Ext.	Numbers Only
Region: 4	E-mail: mboyd@fcps.edu		

SUPERINTENDENT'S CERTIFICATION

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2022-2024 grant award, this School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA, including the eligibility requirements of Section 613;
- (2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.

I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.

I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.

Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on April XX, 2022 Date

Division Superintendent (Signature)

Scott S. Brabrand, Ed.D.

Typed Name

Date

ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION POLICY STATEMENTS
(continued on next page)

This LEA assures that it has in effect policies, procedures, and programs which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program (IEP) will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, ages two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, that is collected, maintained, or used under IDEA, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, that is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.
- Valid and reliable data is submitted to the VDOE, as requested, including data regarding the performance goals and indicators established by the VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect that are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

ANNUAL PLAN/FLOW-THROUGH APPLICATION POLICY STATEMENTS
(continued on next page)

- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the state assessment system.
- There will be ongoing parent consultation.
- Funding will be used to develop and implement coordinated early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

DRAFT

SUBMISSION STATEMENT (continued on next page)

Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, that desires to receive funds under the Act, must provide the following assurances:

1. The local educational agency shall be responsible for (1) the control of funds provided under Part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records that show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are consistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
12. Except when used to provide Comprehensive Coordinated Early Intervening Services or Coordinated Early Intervening Services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and as documented using the Web-based application.

SUBMISSION STATEMENT (continued from previous page)

13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, and as documented using the web-based application.
14. The school division will ensure that, in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division. Actual proportionate set-aside amounts will be submitted using the web-based application.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Governmentwide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Governmentwide Requirements for Drug-Free Workplace” (Grants). In addition the LEA certifies this application complies with 2 CFR, Part 200 Uniform Guidance, as

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF
STEPS TO OVERCOME THEM IN ACCORDANCE
WITH PROVISIONS IN SECTION 427 OF
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of the General Education Provisions Act (GEPA), enacted as a part of the Improving America's Schools Act of 1994 (P.L. 103-382) to include in its application a description of the steps in addressing equity concerns and full participation of students, teachers and other program beneficiaries with special needs in designing their federally-assisted projects or activities. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Choose One:

☒

Division has no barriers

☐

Division has barriers (Please provide explanation in the space provided)

**OTHER
FACTORS
THAT MIGHT
LIMIT
PARTICIPA-
TION**

2022-2023 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

Interagency Agreement

Name of Local or Regional Jail:

FAIRFAX COUNTY

1. Is there a local or regional jail located within the geographic boundaries of your school division?

Yes

Please complete question 2

2. Has the interagency agreement between your school division and the jail been revised since the submission of your most recent annual plan?

No

Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION
OF THE 2020-2021 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2020-2021 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

Flow-through funds for the 2020-2021 school year were used to continue to support activities related to two major goals for children with disabilities in Fairfax County: 1) Provide students with disabilities with appropriate identification, evaluation, therapeutic and instructional services according to their needs, and 2) Provide child find, screening, and evaluation services to young children with disabilities ages 2 to 5.

During School Year (SY) 2020-2021, Fairfax County Public Schools (FCPS) provided 45,439 primary and related services to 26,906 students with disabilities. As compared to the previous school year, the number of students with disabilities decreased by 1,145 students. Special Education expenditures totaled \$607,891,906, or 18.3 percent of total FCPS expenditures. Federal funds spent on special education for SY 2020-2021 totaled \$38,948,427, or 6.4 percent of total special education expenditures.

Early Childhood Identification and Services: Child Find activities included 1,591 initial referrals for preschoolers who were screened for suspected disabilities; 878 children received developmental screening through Virginia Hills, Rocky Run, and Dunn Loring Child Find. An additional 713 children were referred from Infant and Toddler Connection Fairfax-Falls Church to determine whether they should be referred to Local Screening and/or be considered for eligibility. The Diagnostic Center completed 3,922 evaluations. There were 1,535 evaluations to determine preschool eligibilities; of these, 1,423 preschool students were found eligible.

School Psychology Services completed 4,985 initial psychological evaluations and 10,203 re-evaluations.

School Social Work Services completed 5,203 sociocultural assessments during the school year; of which, 2,791 were initial assessments and 2,412 were re-evaluations.

Speech and Language Services completed 11,116 screenings and 3,991 speech and language evaluations; of which, 2,002 evaluations were initial evaluations.

Maintenance of Effort

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the Individuals with Disabilities Education Act (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e.g, 2020 - 2021) for which the information is available, subject to the Subsequent Years rule.

34 CFR §300.203(a) requires that in order for an LEA to be eligible for an IDEA Part B subgrant for the upcoming fiscal year, the LEA must budget, in each subsequent year, at least the same amount that it actually spent for the education of children with disabilities in the most recent fiscal year for which information is available, subject to the Subsequent Years rule. When establishing eligibility, an LEA is **not** required to use the same method it used to meet compliance standard in the most recent fiscal year for which the information is available. An LEA can change methods to establish eligibility from one year to the next, as long as the division uses the same method for calculating the amount it spent in the comparison year for which it is establishing eligibility.

Provide the total local and the total state plus local expenditure budget and per capita amount for the school division's total special education program for the years designated below. The projected/estimated expenditure budget amounts provided must come from the district's 2022-2023 preliminary budget, and must be reviewed and confirmed by the division's fiscal's office.

Local		Local plus State	
School Year 2022-2023 (estimated/projected)		School Year 2022-2023 (estimated/projected)	
Dollar \$	541,163,388.00	Dollar \$	602,025,893.00
School Year 2022-2023 (estimated/projected)		School Year 2022-2023 (estimated/projected)	
Per Capita	20,170.09	Per Capita	22,438.53

If an LEA determines that the budget above did not meet the eligibility standard in any of the four methods for which the information is available, an LEA is allowed to consider Exceptions under §300.204 and Adjustments to MOE under §300.205 to the extent the information is available. These exceptions and adjustments must also be taken in the intervening year (i.e., SY2021-2022) and that the LEA reasonably expect to take these exceptions and adjustments in the year it is budgeting (i.e., SY2022-2023). Please describe which allowable exceptions will be used and provide the corresponding dollar amount. For additional guidance, refer to:

http://www.doe.virginia.gov/special_ed/grants_funding/index.shtml

NOTE: The Dec. 1, 2021 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. Also, the budgeted amount must be based on the divisions's preliminary budget and must be within the same level of effort or higher amount to meet the MOE eligibility requirements by using either dollar or per capita amounts. Division's budgeting the same exact amount it spent in the comparable year (i.e., the year it met its MOE requirement) may be requested to provide additional documentation.

2022-2023 SPECIAL EDUCATION CEIS AND PROPORTIONATE SET ASIDE

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services and Coordinated Early Intervening Services and Proportionate Set-aside requirements have been addressed.

Is your school division required to set aside 15% for Comprehensive Coordinated Early Intervening Services or voluntarily setting aside upto 15% of Part B funds for Coordinated Early Intervening Services?

Enter Yes or No

Yes

If yes, provide a brief narrative of how funds will be used. An information packet requesting additional information will be sent at a later time.

For SY 2022-2023, FCPS will continue to voluntarily provide CEIS services to the general education student population. The CEIS allocation totals \$5,803,193.70 (or 15 percent of projected Part B awards) and will staff 42.6 full-time equivalent positions (FTEs) as follows: general education teachers, 17.8 FTEs, \$1,608,431.55; psychologists, 5.0 FTEs, \$426,633.38; social workers, 9.0 FTEs, \$697,551.00; coordinators, 0.8 FTEs, \$105,509.25; and other resources, totaling 10.0 FTEs, \$1,033,664.79. The other FTEs include restorative justice specialists, educational specialists, a positive behavior resource teacher, a CEIS data monitoring specialist, a dyslexia specialist, and attendance intervention specialists. Associated employee benefits costs total \$1,873,946.36 and indirect costs (1.0%) total \$57,457.37.

Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Enter Yes or No

Yes

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (Speced-PSA) application. Amounts entered here are estimates.

Proportionate Set-Aside (PSA) funds totaling \$272,203.61 are for the salaries, fringe benefits, and associated indirect costs (1.0%) for employees to provide direct services at FCPS facilities for parentally placed private school students, Pre-K through grade 12. The estimate is based on 180 students, the current number of private school students receiving special education services from FCPS. Actual speech, physical, and occupational therapy services rendered to private school students will be documented during the school year in a secure data application and cost calculated based on prorated salaries and benefits for individual service providers.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CEIS	(E) Proportionate Set-Aside	(D) CEIS	(E) Proportionate Set-Aside
Personal Services	1000	3,871,789.97	181,110.11		499.41
Employee Benefits	2000	1,873,946.36	87,657.29		241.72
Purchased Services	3000				
Internal Services	4000				
Other Services	5000	57,457.37	2,687.67		7.41
Materials / Supplies	6000				
Capital Outlay	8000				
TOTAL PROPOSED BUDGET		5,803,193.70	271,455.07	0.00	748.54

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION
PART B, SECTION 611 (Flow-Through Funds)
GRANT PERIOD: JULY 1, 2022 – SEPTEMBER 30, 2024
Joint Applications Only!

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

If this is not a joint application move directly to the next section below.

Fiscal Agent:		LEA Code:
Joint Application Project Director:		
Mailing Address of Project Director:		
Phone:		
E-mail:		

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

PROPOSED USE OF PART B, SECTION 611 FUNDS
GRANT PERIOD: JULY 1, 2022 – SEPTEMBER 30, 2024

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

The IDEA, Part B, Section 611 Flow-Through grant award for the period July 1, 2022 - September 30, 2024, will fund special education personnel costs for 253.0 full-time equivalent positions (FTEs). Projected salaries total \$21,182,474.56 and projected employee benefits total \$10,252,317.68. The FTEs supported include special education teachers, 226.0 FTEs; special education instructional assistants, 14.0 FTEs; special education technical specialists (Data Management), 4.0 FTEs; psychologists, 2.0 FTEs; instructional specialists, 5.0 FTEs; a special education business specialist, a 1.0 FTE; and a program administrative assistant, a 1.0 FTE.

For information on Coordinated Early Intervening Services (CEIS) and the Proportionate Set-Aside (PSA) funded by IDEA, Part B, Section 611 grant funds, please see the CEIS and PSA narrative on p.10.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

Indirect costs calculated at the state restricted indirect rate of 1.0% total \$314,558.99 for special education services. These costs are captured under Other Services (Object 5000). For further information on CEIS and PSA costs funded out of the IDEA, Part B, Section 611 grant award, please see the CEIS and PSA narrative on p.10.

The materials and supplies budget (Object 6000) totaling \$21,107.00 will be used for a membership fee to an LRP Publication, Special Education Connections.

**Virginia Department of Education
SPECIAL EDUCATION FEDERAL PROGRAM
PROPOSED GRANT BUDGET**

Part B, Section 611, Flow-Through Funds (July 1, 2022-September 30, 2024)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	21,182,474.56	3,871,789.97	181,110.11	25,235,374.64
Employee Benefits	2000	10,252,317.68	1,873,946.36	87,657.29	12,213,921.33
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	314,558.99	57,457.37	2,687.67	374,704.03
Materials / Supplies	6000	21,107.00	0.00	0.00	21,107.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		31,770,458.23	5,803,193.70	271,455.07	37,845,107.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

**VIRGINIA DEPARTMENT OF EDUCATION
PROPOSAL SUMMARY
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2022 – SEPTEMBER 30, 2024**

ECSE Contact Person:

Title:

Mailing Address:

Phone:

E-mail:

Joint Applications Only!

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

If this is not a joint application move directly to the next section below.

Joint Application Project

Director:

Mailing Address of Project

Director:

Phone:

E-mail:

LEA Code:

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
Total Amount to be issued to Fiscal Agent:		\$0.00

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)
GRANT PERIOD: JULY 1, 2022 – SEPTEMBER 30, 2024

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

The Program Manager for Early Childhood Special Education manages the grant activities and early intervention activities at the local level. Curriculum Specialists develop the early childhood special education curriculum; tiered intervention options and associated materials; parent outreach materials; and communication methods and materials. In addition, these specialists provide guidance, technical assistance, and training for instructional staff for school-based special education preschool classes to enhance their skills in carrying out instruction.

The IDEA, Part B, Section 619 Flow-Through grant award for the period July 1, 2022 - September 30, 2024, will fund Early Childhood Special Education personnel costs for 6.0 full-time equivalent positions (FTEs). Projected salaries total \$561,836.13 and projected employee benefits total \$271,928.68. The 6.0 FTEs supported include a coordinator, a 1.0 FTE; instructional specialists, 2.0 FTEs; and office assistants, 3.0 FTEs. Three office assistant FTEs are included in this grant application to provide support to staff at three Early Childhood Assessment Centers/Child Find locations.

For information on the Proportionate Set-Aside (PSA) funded by IDEA, Part B, Section 619 grant funds, please see the CEIS and PSA narrative on p.10.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

Indirect costs calculated using the state's restricted indirect rate of 1.0 percent total \$8,337.65 for Early Childhood special education. These costs are captured under Other Services (Object 5000). For details on the proportionate set-aside (PSA) funded by the Part B, Section 619 award, please see the PSA narrative on page 10.

Virginia Department of Education
PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION
PROPOSED GRANT BUDGET

Part B, Section 619, Preschool Funds (July 1, 2022-September 30, 2024)

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's Web site. See the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A) EXPENDITURE ACCOUNTS	(B) OBJECT CODE	(C) Budget	(D) CEIS	(E) Proportionate Set-aside	(F) Total Budget
Personal Services	1000	561,836.13	0.00	499.41	562,335.54
Employee Benefits	2000	271,928.68	0.00	241.72	272,170.40
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	8,337.65	0.00	7.41	8,345.06
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
TOTAL PROPOSED BUDGET		842,102.46	0.00	748.54	842,851.00

Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.

Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):

As part of the Student Achievement and Outcomes Committee's data request to prepare for the annual report, we had requested information on the number of AAC users in FCPS and the average speech service hours/month for those students. We received this data last week, and I believe it is important to share it with the committee as a whole, as I believe the data demonstrates a significant and systemic unmet need in the district. The data we received indicates that there are currently 714 AAC users in the district who receive speech services. Please note this may not be the total number of overall AAC users, as I commented to this committee earlier this year that I'd been contacted by multiple families whose children had been evaluated to require AAC devices but had been denied speech services. For the 714 users who receive speech services, the average number of speech service hours they receive/month is 2.55. That is just above 30 mins/week. While I understand the consultation model often used in FCPS - for related service providers to consult with classroom staff for continuity throughout the school day - ACSD has also received comments over multiple years from AAC families regarding a lack of adequate training for their classroom staff. The research surrounding AAC instruction is clear that students need significant immersion in order to make progress in basic communication. Keeping in mind that these service hour calculations are supposed to include consultation time with the team, not just face-to-face time with the student, the immersion that research demonstrates is required is not possible when students only receive speech services for an average of 30 minutes once/week. There is a well-known quote in the AAC world, from SLP Jane Korsten:

The average 18-month-old has been exposed to 4,380 hours of oral language at a rate of 8 hours/day from birth. A child who has a communication system (AAC) and receives speech/language therapy 2 times/week for 20-30 minutes will reach the same amount of language exposure (in their AAC language) in 84 years.

FCPS demonstrates its awareness that learning a new language requires significant time and immersion through its elementary immersion programs and high school foreign language classes - both of which have significantly higher instructional times than 2.55 hours/month. This data makes it clear that - on a systemic level - AAC users do not have the same access.

I understand that our annual report is complete for the year, and I do not suggest that we look to add to this year's report. We have, however, sent multiple single-issue reports to the school board throughout the course of this year, and I believe we should consider the same for this issue. I have sent an additional data request to the Chair and Vice-Chair that would provide additional clarity as to the distribution of AAC users throughout the county, SOL or VAAP track, their graduation outcomes, and clarifying what the distribution of service hours/month is - and also disaggregating those hours/month by grade level. I believe this will give the committee a better sense of the scope of the systemic unmet need so that we can consider recommendations to provide to the school board before the end of the year. This would help to inform the school board as they determine what next year's charge will be, and also provide ACSD with a place to continue work on this issue next year. I appreciate the committee's consideration of this request. Thank you.