

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, May 11, 2022, 7:05 - 9:00 p.m.

Summary of Business Conducted:

- The ACSD received an update of the proposed 2022 SR&R Revisions.
 - The ACSD approved its Nominating Committee, consisting of Joe Alston, Linda Mason, and Brandis Ruise.
 - The ACSD approved its 2021-2022 Annual Report.
-

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 27/28 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

Deb Scott, Director, Intervention & Prevention

Dawn Schaefer, Acting Director of Special Education Procedural Support

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

Dawn Clements, Assistant Ombudsman for Special Education

Business Meeting Agenda date:

1. Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
3. Public Comment, Elizabeth Zielinski, Vice Chair

Amanda Campbell - [In person testimony; written comments appended.] Has concerns arising from the school board work session on the budget that occurred yesterday, 5/10/2022. (1) The self-contained classrooms don't seem to benefit from what appeared on slide 6 of the presentation, regarding supplying classroom monitors to ensure teachers' planning time. Central office must make a specific plan for self-contained classrooms so that there is parity in planning time. (2) The new special education department chair positions in ES, with (chairs that don't have a caseload) will be a payout for teachers moving into them

because they will be paid based on 7.5 hour days vs. the 8 hour day the other special education staff get. MS and HS special ed chairs are not getting a pay cut.

4. School Board Liaison Update- None; Ms. Cohen was unable to attend.
5. Parent Resource Center News, Mike Bloom for Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. Consultation appointments by email or 703-204-3941
 - b. The May 14 SIBSHOPS are in person! Providence Community Center.
 - c. Reminder of PRC Packs - These contain books for the educator/parent, a book for the student, and a resource guide all in one tote.
 - d. Remaining webinars/ Summer resource list, and library catalog are on the [PRC website](#).
6. Attendance Report, Ally Baldassari, Recording Secretary - As above.
7. Department of Special Services (DSS) Updates, Mike Bloom, Deb Scott, and Dawn Schaefer SR&R Annual Review - Presentation by Deb Scott [presentation appended
 - a. Theme 1: Clarify expectations regarding acceptable use of technology to foster a safe environment for students and staff (explicitly defined cyberbullying, guidelines to clearly articulate when personal cell phone use is allowed at each school level)
 - b. Theme 2: Clarify expectations on alcohol, tobacco, other drug offenses to support substance abuse prevention and intervention
 - c. Theme 3: Clarify processes outlined in the SR&R to foster consistent implementation of the discipline process across the school division.
 1. Reassignment of SWD for disciplinary reasons: Clarified that an IEP team is required to meet to determine a student's educational setting when a student with an IEP is reassigned for disciplinary reasons and the reassignment would result in a change in placement
 2. IEP team is convened when there is no change in placement to review IEP and determine if additional supports/services are needed
 3. SWD still have the same local appeal process available for school reassignments
 4. Add to "Rights to Complain" preference for written complaints, though complaints can be provided written or verbally. (To reduce the likelihood of complaints being misinterpreted.)
 5. Added language in "Leveled Responses to Behavior" to specify that frequency and intensity are the two factors to consider when determining the need to implement a suspension of up to 5 days.
 6. Added footnote to clarify suspension is not a permitted sanction for attendance concerns.
 7. Added subcode for "group assault" to differentiate from an individual assault

- d. Theme 4: Adapted processes, systems, and expectations to meet the dynamic needs of students and families (extended time to appeal discipline referrals to the Superintendent, changed K-6 to K-3 in “Student Behavior and Adult Response” leveled responses, mirroring distinction in the Code of Virginia)
- e. Misc. changes: SRR distribution procedures clarified including availability of translated versions, clarified the orientation stakeholders will get on the new SR&R.

Questions

Harry Henderson: Where does the requirement for annual review of the SR&R come from? Ms. Scott replied VA Code requires an update every 2 years, but FCPS and surrounding districts prefer to do it annually. She noted that now the document is over 100 pages long, so they will also provide quick guides to the families.

Ally Baldassari: Asked if the use of restorative justice is tracked, and how are staff supported to be able to perform the labor-intensive restorative justice process? Ms. Scott replied that it is logged as an intervention in the discipline system, so some of the data can be tracked. They have regional specialists and when they are involved they will record these uses. They have counselors fully trained in restorative justice (and possibly those usages won’t always be tracked). She admitted it is an intensive process that both parties need to agree to.

Amanda Campbell: P. 27 has a chart of the responses and interventions and supports. Consult with support services (counselor, etc.) is in Level 2. Level 3 is the first time that the IEP team would be utilized. Basically, central office support is offered before utilizing the IEP team. Ms. Scott responded that these are only guidelines, you can involve the IEP team at any time. She also said she would be willing to move this to Level 2.

Lauren McCaughey: Explain the process under which feedback was sought and the timelines. She gave the examples that the texts regarding the updates and offer of meetings was just last week and she feels many parents may be currently unaware changes are being made that affect their students. Ms. Scott replied they reach out to parents and stakeholder groups. Not every year, but they do try to reach out to some of the advisory committees. They felt the community forum process used this year was one of the best ways they have found to get feedback, because they haven’t always gotten a lot of responses. They do reach out to student groups.

Harry Henderson: The last posted redline version was dated 4/25/2022. When might we be able to see the most recent redline version of the SR&R? Ms. Scott replied she’d have to consult with Dr. Boyd now that the vote on the SR&R was delayed from tomorrow to 5/26.

Ally Baldassari: Referenced the Disproportionality in Discipline June 2019 Phase 3 Study. What specific remedies were done to address the fact SWD were 3.5 times more likely to receive a disciplinary referral? Ms. Scott said the equity modules were a direct result implemented for the disproportionality in discipline. Says the SR&R document was

completely overhauled to remove language of “criminality.” FCPS instituted quarterly data dialogues to look at trends in disciplinary actions, and what are the trends in interventions. The data dialogues were interrupted with COVID, but they are getting back on track. Morning meetings and advisory periods started right after the report. Leveled lists were augmented to include things to do before exclusionary practices. She says staff is asking for more SEL and classroom management PD, and they are excited to provide it.

Chair Henderson announced a special meeting called to consider a response to the SR&R. Proposal is for the meeting to take place Wednesday, March 18 7PM. The SR&R response will be the only item on the agenda, and he will respect the member's time. Ms. Zelinski adds that it was an oversight not to include parents and experts in disability, hence anything FCPS can do to facilitate giving us the same redline that was to be available to the school board this evening, had the vote not been changed from its original date tomorrow.

8. Subcommittee Spotlight - Family Engagement and Outreach

ACSD Interest Form: Chair Henderson asked this committee to review a model from VDOE for such an interest form, and draft an ACSD interest form. The process for appointment remains unchanged; we are nominated by our organization for school board appointment. The form gathers the info of individuals that would be willing to serve if nominated. The Family Engagement and Outreach Committee presented their proposed form, which is still quite similar to the VDOE model [interest form is appended].

Questions

Elizabeth Zielinski - Asked if this form was considered ready to vote on for adoption. A: No.

Susan Edgerton - Clarified how the information from the interest forms would be used.

Chair Henderson replied that it would be a referral form. If someone indicates their interest using the form, they will refer it to the community organization, Asst. Superintendent, or School Board member that might still need to nominate a member.

Ally Baldassari - Commented the value of this form is helping us fill vacant seats by identifying community members willing to serve. There were originally 9 of 33 vacant seats on the ACSD this year, a huge percentage of vacant seats, which harms the efficacy of the ACSD. She suggested removing the question of which of the community organizations that are represented on the ACSD does the interested party belong to. Ms. Baldassari felt community organizations generally know who they wish to appoint. Ms. Ward responded that she agreed that community organizations do not usually need referrals to appoint a member, but felt they were encouraged to leave all positions on for transparency.

Amanda Campbell suggested that the referral process could be done electronically. The form could automatically forward the referral to email addresses for those boxes checked.

Brianne Russell Morris - What do we do to help refer community members who would be interested in serving on the ACSD in the meantime before this interest form is adopted? She has someone who would love to serve for Region 3 and his emails haven't been answered.

9. Old Business & New Business

- a. Nominating Committee - Joe Alston, Linda Mason, and Brandis Ruis had volunteered their willingness to serve to Chair Henderson. No new volunteers came forward at the meeting. Motion to approve this nominating committee - passed unanimously.
- b. Please look for the email which would confirm an extra meeting on 5/18/22 to craft the ACSD response and recommendations for the SR&R.
- c. ACSD Annual Report: The Policy and Regulations subcommittee voted in some new additions during their subcommittee meeting based on new information made available to them regarding recovery services, and new ideas regarding special education teacher recruitment. Without objection their subcommittee report will be updated in the pending Annual Report. At 8:30 PM the ACSD Annual Report was finalized after a vote of unanimous approval from all committee members present. Absent for the vote: Jenn Benecke and Phara Rodrigue.

10. Member Time

Harry Henderson announced the ACSD had been asked to participate on an Interview panel for the office of procedural support director. He will do it unless someone else volunteers (no volunteers came forward at the meeting).

Ally Baldassari - Septa Awards Ceremony is in person again this year, Saturday May 21st. Find info/RSVP at fairfaxcountysepta.org.

Amanda Campbell - She and the SB member she represents, Laura Jane Cohen, have been touring public day schools and will be visiting the Kilmer Center with Chair Harry Henderson on Monday.

Nicole Zupan thanks Amanda for bringing light on the issue of self-contained teachers having planning time. She has in her 3 years not gotten planning time and doesn't consistently get time for lunch.

11. Adjournment - Approximately 8:42pm.

Member	Name	Organization/Representing	08 Ori	09	10	11	12	02	02	02	02	02	02	02	02	2022-05-11	-0
Ally	Baldassari	SEPTA	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
Amanda	Campbell	Springfield District-Laura Jane Cohen	IP	IP	V	V	V	V	V	V	V	V	V	V	V	V	
Ann Marie	Ward	Fairfax County Council of PTA	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
Brandis	Ruise	Disabilities Services Board	IP	IP	IP	V	V	V	V	V	V	V	V	V	V	V	
Brianne	Russell-Morris	PoAC-NoVA		V	V	V	V	V	V	V	V	V	V	V	V	V	
Darcy	Acquavella	City of Fairfax School Board		V	V	V	V	V	V	V	V	V	V	V	V	V	
Deane	Kiley	Preschool	NYA	NYA	V	E	V	V	V	V	V	V	V	V	V	V	
Elizabeth	Zielinski	Assistive Technology	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	IP	
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA	IP	V	E	E	V	V	E	V	V	V	V	V	
Joanne	Walton	Faculty	E	E	IP	IP	R	R	R	R	R	R	R	R	R	R	R
Joe	Alston	Region 2-Fabio Zuluaga-Assistant Superintendent	NYA	NYA	NYA	IP	V	V	V	V	V	V	V	V	V	V	
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	V	V	V	V	V	V	V	V	V	V	V	V	
Linda	Mason	Higher Education		V	V	V	V	V	V	V	E	E	V	V	V	V	
Lissy	John	Dranesville District-Elain Tholen		V	V	V	V	V	V	V	V	V	V	V	E	V	
Liz	Brocato	Braddock District-Megan McLoughlin		V	V	V	V	V	V	V	V	V	V	V	V	V	
Mary	Hackman	Providence District-Karl Frisch		V	V	V	V	V	V	V	E	V	V	V	V	V	
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V	V	V	V	V	V	V	V	V	V	V	V	
Nicole	Zupan	Faculty	NYA	NYA	NYA	NYA	NYA	NYA	IP	V	V	V	V	V	V	V	
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V	V	V	V	V	V	V	V	V	V	V	V	V	
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
Sanaa	Bouzit	Member at Large-Abra Omeish	IP	IP	V	E	IP	V	IP	IP	IP	IP	IP	IP	IP	IP	
Sandi	Dalhoff	Department of Neighborhood and Community Service		V	V	V	V	V	V	V	V	V	V	V	V	V	
Shannon	Duncan	Decoding Dyslexia Virginia	NYA	NYA	NYA	NYA	NYA	NYA	V	V	V	V	V	V	V	V	
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V	V	V	V	V	V	V	V	V	V	V	V	V	
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	V	V	IP	V	V	V	V	V	V	V	V	V	
Tania	Damavandy	Region 1-Douglas Tyson-Assistant Superintendent	NYA	NYA	NYA	V	V	V	V	V	V	V	V	V	V	V	
Vivienne	Goldstein	Fairfax County Health Department	V	V	V	V	V	V	V	V	E	V	V	V	V	V	
Zahraa	Hassan	Student Representative	IP	IP	V	E	V	V	V	V	V	V	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.																	

Amanda Campbell
Student Rights and Responsibilities
May 12, 2022

Good evening! My name is Amanda Campbell, and I am speaking tonight as Fairfax County SEPTA's current Vice President and incoming President for the 22-23 school year.

Earlier this week we sent you a letter detailing significant concerns that we had with the Student Rights and Responsibilities redline document made public on April 25th. It is our understanding that this is not the most recent version of the redline, but it is the most recent version that is available to the public at this time, and so this is the document on which our concerns are based.

The new cell phone policy does not take the privacy and complex needs of students with disabilities into account. Instead, it has great potential to violate their privacy, increase their anxiety, and further ostracize them within the school community. Cell phones provide a wealth of accommodations for medical and educational needs such as: apps that monitor glucose levels for students with Type 1 Diabetes; the ability to allow students with mental health needs to reach out to trusted contacts throughout the day; recording lessons, and more. Additionally, our military families have expressed the need to be able to immediately reach their children during school-hours when very limited communication is made available to deployed parents. While we understand - and in many ways agree - with the concerns our educators have raised regarding the distractions that cell phones are currently, we do not agree that the privacy of students' special education or medical status is an acceptable sacrifice to address that need. How can we work together to find a middle ground between the proposed policy that will violate privacy and the distraction-ridden environment that exists now?

Another serious concern we have is on page 55, where it states: "When a disciplinary incident involving a student with an intellectual or developmental disability may result in a suspension of any kind, school staff shall not request verbal or written statement from the student until a parent has been provided notice.[...]" We believe it is imperative to change the wording from "until a parent **has been provided notice**" to "until a parent has **provided consent**." Students with disabilities should also have a third-party adult present in these meetings to protect their interests and rights.

We appreciate your attention to these concerns, as well as the further concerns we shared in our letter. Thank you.

Regulation 2601: Students Rights and Responsibilities Annual Review



Fairfax County
PUBLIC SCHOOLS
ENGAGE • INSPIRE • THRIVE

Deb Scott

Dr. Michelle Boyd

May 11, 2022

Agenda

- **Review Themes Identified During the Annual Student Rights and Responsibilities (SRR) Review**
- **Review Revisions to the SRR within Identified Themes**
- **Questions & Answers**

Themes from the SRR 2022-23 Annual Review

1. **Clarify** expectations regarding acceptable use of technology to foster a safe environment for students and staff.
2. **Clarify** expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.
3. **Clarify** processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.
4. **Adapt** processes, systems, and expectations to meet the dynamic needs of students and families.

Theme 1:

Clarify expectations regarding acceptable use of technology to foster a safe environment for students and staff.

Topic	Status
<p>Acceptable Use of Technology – Added language to reflect revisions made to R6410: Appropriate Use of Fairfax County Public Schools' Network and Internet Resources</p> <ul style="list-style-type: none">• Revised the student responsibility for digital citizenship to add information regarding cybersecurity• Added information regarding use of social media during the school day and expectations regarding personally-owned devices• Added a summary of the revised AUP policy and included a link to the full, updated regulation	Added Pg. 15-16
<p>Personal Cellphone- Added guidelines to clearly articulate when personal cell phone use is allowed per school level (e.g., elementary, middle, and high school)</p>	Added Pg. 16
<p>Cyberbullying - Explicitly defined cyberbullying</p>	Added Pg. 60

Theme 2: Clarify expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.

Topic	Status
<p>Distribution- Clarified consequences for distribution of drugs. “Selling or distribution” shall be a mandatory referral to the Hearings Office</p>	<p>Edited</p> <p>Note: This revisions is a technical revision to correct a typo in a section of the SR&R and is not a substantive change pg. 21</p>
<p>Drug Testing- Removed the reference and ability to administer drug tests.</p>	<p>Removed</p> <p>Pg. 35</p>
<p>AOD Intervention- In reference to violation involving illegal drugs, the principal shall recommend that the student do at least one of the AOD interventions listed. “Shall” replaces “may” in reference to the recommendation of the following interventions to ensure intervention specific support regarding substance use, at minimum, is recommended to all impacted students.</p> <ul style="list-style-type: none"> • Voluntarily attend an FCPD AOD intervention program • Voluntarily participate in a substance abuse assessment, at parent expense with designated provider. 	<p>Revised</p> <p>Pg. 35</p>

Theme 2: Clarify expectations regarding Alcohol, Tobacco, Other Drug (ATOD) offenses to support substance abuse prevention and intervention.

Topic	Status
<p>Failure to Complete ATOD Intervention - Failure to attend and successfully complete the ATOD intervention program following a first-time ATOD offence shall result in a school-based disciplinary action not to exceed one day of suspension.</p>	<p>Revised Pg. 34</p>
<p>ATOD Consequence- Added language to clarify the response for the first offense relative to use or possession of alcohol, inhalants, marijuana, or non-alcoholic beer (generally up to two days of in-school suspension) versus second and subsequent offenses (generally an in-school consequence or be suspended from school for no more than two days)</p> <p>Note: Given the unique circumstances of the situation, principals may impose a suspension up to 5 days if frequency and intensity are present <u>or</u> may suspend for 6 to 10 days with a referral to the Divisions Superintendent if the misconduct meets one or more of the following criteria: 1) substantially disrupted the instructional program, 2) endangered the well-being of others, 3) follow school-based interventions initiated in response to prior violations.</p>	<p>Added Pg. 34</p>

Theme 3: Clarify processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.

Topic	Status
<p>Reassignment of Students with Disabilities for Disciplinary Reasons – Clarified that an individualized education program (IEP) team is required to meet to determine a student’s educational setting when a student with an IEP is reassigned for disciplinary reasons and the <u>reassignment would result in a change in placement</u></p> <p>When a student with an IEP is to be reassigned for disciplinary reasons, in which the reassignment <u>would not</u> result in a change of placement, the IEP team will convene to review the IEP and/or determine if any additional supports or services are needed.</p> <p>Note: Students with disabilities continue to have the same local appeal process available to them for school reassignment as other FCPS students reassigned to other schools.</p>	<p>Revised pg. 56</p>
<p>Rights to Complain- Notice of complaints can be provided in writing <u>or</u> verbally. Language was added to indicate that written notices of complaints are preferred. Receiving written notifications reduces the likelihood that the complaint will be misinterpreted in translation.</p>	<p>Revised pg. 12</p>

Theme 3: Clarify processes outlined in the SRR to foster consistent implementation of the discipline process across the school division.

Topic	Status
<p>Leveled Responses to Behavior – Added language to provide specificity that <u>frequency and intensity</u> are the two factors to consider when determining the need to implement up to a 5-day suspension</p>	<p>Added pg. 19</p>
<p>Tardiness- Footnote added clarifying that exclusionary practices (suspensions) are not disciplinary sanctions permitted for attendance concerns</p>	<p>Added Note: Information added for clarity. This change does not represent a substantive change from the current SR&R. pg. 19</p>
<p>Group Assault- Added a subcode within assault to differentiate group assault (multiple individuals assaulting another individual or group of persons) from individual assault</p>	<p>Added pg. 23</p>

Theme 4: Adapt processes, systems, and expectations to meet the dynamic needs of students and families.

Topic	Status
<p>ATOD: Listed/Added additional controlled substances to use of drugs an alcohol.</p>	<p>Page 34-47</p>
<p>Appeals to the Division Superintendent –Extended the appeal timeline for appeals to the Division Superintendent from two (2) days four (4) business days to allow students and their parents additional time to prepare their appeal given the elevated nature of the appeal.</p>	<p>Revised pg. 7</p>
<p>SBAR Grade Levels- Categories identified as K-6 in the SBAR (Student Behavior and Adult Response) (pg. in Regulation) Leveled Response have been changed to K-3 to distinguish the level of understanding and impact of behavior of students in lower elementary school.</p> <p>Current language in the existing SRR gives administrators the ability to consider the age and developmental level of upper elementary students in deciding the response (intervention and sanction) given the totality of the circumstances.</p> <p>Note: The Code of Virginia already includes separate parameters relative to suspension of students in grades 3 and below.</p>	<p>Revised Pg. 19- pg. 25</p>

Other Revisions

Topic	Status
<p>SRR Distribution- Clarified the distribution procedures for the SRR. Access to the SRR, including translated versions, is provided online. Print copies will continue to be available at schools upon request.</p>	<p>Edited</p> <p>Note: Information added for clarity. This change does not represent a substantive change from the current SR&R.</p> <p>Pg. 5</p>
<p>Stakeholder Orientation: Revised the organization of the stakeholder orientation section to more clearly reflect the support provided to students, parents, staff and administrators.</p>	<p>Edited</p> <p>Note: Formatting change for clarity. This change does not represent a substantive change to stakeholder orientation.</p> <p>Pg. 6</p>

Other Revisions

Topic	Status
<p>Charts & Narratives- Text in the narrative was updated to align with the SBAR chart relative to marijuana distribution which is classified by the Virginia Department of Education (VDOE) as a persistently dangerous offense.</p>	<p>Edited Note: This revision is a technical revision to correct a typo in a section of the SR&R and is not a substantive change Pg. 23-24</p>
<p>SBAR Charts- Updated local subcodes to appropriately align with their corresponding SBAR code</p>	<p>Edited Note: This revision is a technical revision to correct a typo in a section of the SR&R and is not a substantive change Pg. 24</p>
<p>SBAR Chart BSC8 a-d – Harassment based on a person’s (a) race, color, national origin, (b) religion, (c) disability, or (d) any other legally protected category to include outing related to gender identification and immigration status.</p>	<p>Added Note: Added gender identification and immigration to discriminatory harassment. Pg. 22</p>



Feedback Form QR Code



THANK YOU

thank you



Dr. Michelle Boyd
Assistant Superintendent of Special Services
Deb Scott
Director of Intervention & Prevention
Services

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

The FCPS ACSD is a State-Mandated Special Education Advisory Committee (SEAC)

Name: _____ Date of Application: _____

Address: _____

Phone: _____ E-mail: _____

Please check all that apply

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

Disabilities with which you have personal experience

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

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

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

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

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

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