

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, October 13, 2021, 7:00 - 9:00 p.m.

Summary of Business Conducted:

- Without objection, an auto-reply will be added to the ACSD email account to thank the public for their emails and let them know that Public Comments won't receive a reply.
 - The ACSD received updates from the FCPS Department of Special Services Liaison and Guests on the VDOE Results Driven Accountability (RDA) Review, professional development for special education staff, behavior support initiatives, VDOE Unified Early Childhood System, the new VAAP Assessment for 2021-2022, the World Language Credit Accommodation, Post-Secondary Students (formerly PSAP), recovery services, and the "CPR Team," which reviews all instances of restraint and seclusion.
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Executive Committee:

Chair, Harry Henderson

Co-Chair, Joanne Walton

Secretaries, Ally Baldassari (Recording) and Lauren McCaughey (Corresponding)

Member Attendance: A quorum of voting members was confirmed by Recording Secretary Ally Baldassari. The final attendance count reached 25/25. There are 33 positions on the ACSD; eight currently vacant. The full record of attendance, members, and vacancies are appended.

Liaisons/FCPS Guests:

Mike Bloom, Director, Office of Special Education Instruction

Dawn Schaefer, Acting Director of Special Education Procedural Support

Deb Scott, Director, Intervention & Prevention

Ellen Agosta, Program Manager, Extended School Year Services

Denise Forest, Coordinator, Early Childhood

Ellie Stack, Coordinator, Special Education Instruction

Business Meeting Agenda:

1. Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
The 9-08-21 minutes were approved and the amended agenda was adopted. Amanda Campbell's report will be moved ahead of the PRCC update. Mike Bloom will give the PRCC update and the School Board Liaison Update is cancelled.

3. Public Comment, Joanne Walton, Vice Chair
 - a. Bethany Heim - Speaking on behalf of the Fairfax County Parents Association (FCPA), Ms. Heim asks FCPS to reallocate ESSER 3 funds to allow delivery of compensatory services.
 - b. Tom Godreau - Students must be systematically reviewed for COVID recovery and compensatory services, and funds allocated. He shared concerns on the SEL screener.Joanne Walton read both written testimonies; they are appended to these minutes.
4. Attendance Report, Ally Baldassari, Recording Secretary -As above
5. VDOE SEAC Online Training - Amanda Campbell, ACSD member
 - a. PEATC/VDOE collaboration covering how to create a more effective special education advisory committee (SEAC). Training is 2 hours and eight modules. You get a certificate after completing the course and embedded quizzes. You may download materials and additional resources. Videos remain available to review after course completion.
 - b. One useful tidbit to share involved public comment. While SEAC members can't address Public Comment at the meeting, school division personnel may provide follow-up responses at the next meeting, while maintaining confidentiality. It is best practice to give timely feedback.
 - c. Training is on the PEATC website - Special Education Advisory Committee Online Training
6. Parent Resource Center News, Mike Bloom
 - a. The PRCC is fully staffed and available for consultations (by appointment only). The library is open full hours for browsing with no appointment necessary.
 - b. A student intern from the Davis Center Step program now supports the library work.
 - c. Ebooks are available! Catalog: <https://search.follettsoftware.com/metasearch/ui/103238>
 - d. Oct and Nov webinars: See <https://www.fcps.edu/resources/family-engagement/parent-resource-center/register-free-workshops-parent-resource-center>
 - e. Check out PRCC Youtube channel.
7. Department of Special Services (DSS) Updates, Mike Bloom, Dawn Schaefer, Denise Forest, Ellie Stack. Their slide presentation "ACSD DSS Updates October 13, 2021" is appended.
 - a. VDOE Results Driven Accountability (RDA). VDOE has identified FCPS as one of the school divisions to be a part of this effort. Mike Bloom and Dawn Schaefer attended the training to do this. It targets policies, procedures, and practices associated with IDEA.

- b. Professional Development (PD) for Special Ed. Staff: Most PD is virtual/ asynchronous, with Mandt and PCM in person (as required). Department Chair/Lead Teacher meetings are more frequent but virtual. Central Office offers teachers more office hours(virtual).
- c. Behavior Support Initiatives - Dawn Schaefer, Acting Director, Procedural Support
 - i. Dr. Ross Greene, Collaborative & Proactive Solutions - Evidence-based model of care that helps educators focus on identifying the problems that are causing concerning behaviors in kids and solving those problems collaboratively and proactively.
 1. The model is a departure from approaches emphasizing the use of consequences to modify concerning behaviors. Evidence for dramatically improving behavior and dramatically reducing or eliminating discipline referrals, detentions, suspensions, restraints, and seclusions.
 2. Targeting training and support is at the elementary CSS sites, Burke School, and other select schools. Mr.Bloom specified it was Greene that chose to target these sites, to support the mission of eliminating seclusion.
 3. It's a Train-the-Trainer model for division-wide access. There is a core group that has homework assignments to further their success with the model. To aid with division-wide access, Dr. Greene is producing his own FCPS-specific video to serve as an intro to his method.
 4. Ukeru - "Conceptual Training" was delivered to select staff. It covers the use of verbal and non-verbal communication, managing/ de-escalating conflict by converting/diverting aggressive behavior, building an environment focused on comfort vs. control, and accounting for possible prior traumatic experiences.
 5. Targeted training and support at the elementary CSS sites, Burke School, Key Center, Kilmer Center, select schools. Also a Train-the-Trainer dissemination.
 - ii. Dr. Gregory Hanley - Practical Functional Assessment & Skill-based Treatment
 1. Uses a 3-step process to build the capacity of core teams of staff in schools. First workshop delivery to the core team, then coaching for functional assessment implementation with students, and thirdly a series of weekly videoconference meetings to develop, support, and problem solve individual student behavior intervention plans.
 2. Skill-based treatment directly follows from the functional assessment. This treatment aims to teach communication, cooperation, tolerance for frustration, and skills such as transitioning to the workspace, completing work, etc.
 3. Targeted training and support is at Key and Kilmer Center.
 - iii. Additional Behavioral Supports
 1. All staff take Regulations Governing the Use of Restraint and Seclusion (De-escalation Level 1).
 2. Mandt and PCM are FCPS's Level 2 trainings; FCPS continues these as before.

3. PBIS team to support school, Responsive Classroom.
 4. ABA Coach support; Behavior Intervention Teachers from the BIS department.
- d. VDOE - Unified Early Childhood System, Denise Forest, Coordinator, Early Childhood
- i. Created by legislation signed July 2020. Designed to create a uniform measurement and improvement system for early childhood under the VDOE.
 - ii. It is named VKB5, Virginia Quality Birth-5
 - iii. CLASS is a non-evaluative tool which measures teacher child interactions within the domains of Emotional Support, Classroom Organization, and Instructional Support. Observations are done at the beginning of and end of year. 2 hour observation WITH FEEDBACK provided to teacher and assistants. Coaching provided.
 - iv. This year 75 teachers will be observed, second year (2022-2023) 250 teachers. In 2023-24, all publicly-funded programs will be required to participate in VQB5. The first public ratings will be shared in Fall of 2024 (305 teachers).
 - v. CLASS observations will require a staffing request through the budget process.
- e. New VAAP Assessment for 2021-2022 - Ellen Agosta
- i. Grades 3-8 and HS use VAAP. The portfolio is now replaced with multiple-choice assessments in reading, math and science. Online or paper format in Spring 2022.
 - ii. Academic content standards come from the SOL; reduced in depth, breadth, and complexity. To participate in the VAAP, must qualify as severe cognitive disability. Find sample multiple choice on VDOE website.
 - iii. Allowed: Many settings, adaptive furniture, individual testing, response positions, examiner may record responses, alternate responses such as eye gaze and AAC. These are all “test conditions,” and don’t need to be marked as accommodations on the IEP. Braille, Read-aloud, and alternate representations of response options, interpreting transliteration would need to be an accommodation in the IEP.
- f. Advanced academics diploma is going to have world language substitute credit accommodation. Special Education Department Chairs will learn more in November.
- g. PSS (Post Secondary Students) creating PSAP Post secondary advancement plans for post secondary students PSS. PSS students 130 qualified for a PSAP... 21 out of 24 high schools had at least one student who qualified. Couldn’t do IEPs for all these kids, and there was no funding for this. Davis and Pulley Center had the highest number of students. ESSER funds are being used to serve these students. Adult services for students are on waitlists, so some will leave once they get an adult services placement.
- h. Recovery Services
- i. Hired more than 200 staff to give recovery services to more than 1000 students. All grade levels and areas of need. School staff continue to work with families to convene IEP meetings to discuss the data resulting from these services.
 - ii. Services are funded through ESSER funds.

- i. Crisis Prevention Review (CPR Team) meets every 2 weeks to look at every instance of restraint and seclusion that occurs in any school. This aims to ensure compliance with Policy 2625. Debriefs are conducted with school administration if anything is found out of compliance. Data analysis incidents are reviewed through bimonthly meetings.

Questions:

Ally Baldassari:

- Is Ukeru not available to EAC programs? I thought there was a cooperation with Tina Wilkerson and the ABA department. Mr. Bloom responds: True, not using Ukeru with those sites yet, but if school requests it the Train-the-Trainer model would go into effect.
- Can you speak more on investing in Dr. Hanley, as it seems to me to be ABA, which we already had. Or maybe how he is different from FCPS-flavored ABA? Mr. Bloom responds: He is not the expert in Dr. Hanley's work, but he says the approach is not the same. The assessment and skills-based approach goes beyond traditional ABA.
- Is there any info you're able to give on restraint and seclusion numbers? Ms. Schaefer replies: She can report numbers are down this year. She will consult with legal counsel for what data/information they can give us regarding restraint and seclusion instances.

Brandis Ruise:

- What are the behavior incidents that have been seen? Is there data on the types of behavior incidents? Mr. Bloom responds: "We do collect data... It's pretty detailed and explicit." He discussed how data may be provided to the schools as needed if they are having problems with classroom management.
- What's the communication shared with home, or the home/school connection. Mr. Bloom thanked her for the question. They do want to have those conversations sharing what is seen at home vs. school and sharing strategies.

Lauren McCaughey:

- Please speak of the Trauma Informed Specialist position. The position is under Deb Scott, who responded. Dr. Phifer was appointed to that position. Dr. Phifer will be looking at all areas trauma can affect and inform with trauma-informed practices. Will join the behavior team looking at suspension rates, and will serve on the CPR team. Looking at SEL practices. She is meeting with stakeholders.
- Regarding restraint and seclusion: Please prepare a fact sheet for the ACSD - total number hours, total gear ordered, details on the distribution processes, the more details on who is trained, what is available, and how to get resources. Ms. Schaefer replied: Thanks, we will put our heads together and see what we can get out.

Amanda Campbell:

- Does Dr. Hanley’s method include things not on the slide? Such as, training info on de-escalation and replacement behaviors? Mr Bloom replied: There was limited info to put on the slide, he would be willing to bring her back more info.
- Preschool changes - At a future meeting, can FCPS share how the first-year observations are distributed across the different settings (Head Start, PAC, etc.). Ms. Forest said that all classrooms will have them as of 2023-2024. Amanda replied she really wants to know about year 1 and 2, how that is distributed.
- Please clarify the VAAP accommodations for the audience. The IEP will have to list all the test conditions as accommodations in the IEP to use on all other assessments.
- Please update on hiring the Neurodiversity Specialist. Mr. Bloom replied that the job is still open for applicants; it is posted.

Susan Edgerton:

- Please comment about recovery services - 1000 students over the summer? [Seems low compared to >18K special education students.] Did all those students have recovery services documented in their IEPs? Is there still an ongoing evaluation process to assess additional students? Ms. Schaefer answered: With support of the PSLs, teams will still consider students. “Seeing a lot of kids that are significantly impacted.” “Want to continue to consider that” and document in the IEP.
- Is there training for PSLs to consider and identify these students? Ms. Schaefer replied yes, to PSL and special ed department chairs through the principal briefings.

8. Equitable Access to Literacy Update - Ally Baldassari, Recording Secretary (ACSD Representative to the Steering Committee)

- a. There is an immediate part to the plan that went into effect with the 2021 school year. The actual plan is not yet written. The leadership/core team, working groups, and steering committee are defined, and the vision statement is complete.
- b. Vision statement: “FCPS is unified in our commitment to a divisionwide, comprehensive, and culturally responsive PreK 12 literacy program that uses evidence-based practices, is grounded in the science of reading, and intentionally expands learning opportunities in accordance with students’ needs. FCPS ensures students receive explicit instruction in reading and writing to achieve proficiency in literacy regardless of race, gender, zip code, ability, socioeconomic status or languages spoken at home.”
- c. The EAL Plan “will identify desired outcomes and actions for the following key elements: Core instruction, intervention and specialized instruction, assessment and progress monitoring [data], professional learning plan, family & community engagement, resources and accountability, and communication.”
- d. The immediate part of the plan: Required Professional Development (PD) for 2700 PreK-2 teachers, required PD for school-based administrators and literacy leaders, new

developmental spelling assessment for grades 1-6, embedded systematic explicit phonological awareness and phonics instruction 15 minutes per day in K-2 planning and pacing guides, daily lesson plans included, engaging an elementary language arts basal resource adoption process.

- e. Ms. Baldassari's takeaways from representing ACSD on the Steering Committee:
 - i. Specific learning disability (SLD) is the most common IEP eligibility, and 80% of students with a SLD are dyslexic. Hence, a huge proportion of IEP-eligible SWD (*who are in grades K-2*) have been aided already by the immediate portion of the plan.
 - ii. Inequities in literacy instruction across high incidence and low incidence disabilities (Category A and Category B students) already existed; the immediate track only furthers those inequities.
 - iii. ATS representatives, SLPs, and teachers of blind/low vision and deaf/hard of hearing must be added both to the Steering Committee and the staff required for professional development.
 - iv. This plan depends on MTSS structure for the appropriate "dosages" of evidence-based literacy instruction for struggling readers. The AIR First-Year Report emphasizes the inconsistent use of MTSS across FCPS. Hence MTSS shortcomings must be addressed immediately/concurrently.
 - v. "Accountability" is to be a part of the EAL Plan; and the inclusion of region representatives, school literacy leaders, and school-based administrators helps. But it needs specific accountability measures and interventions for schools that aren't meeting expectations. None are yet defined.

9. Old Business & New Business - Harry Henderson, Chair

- a. Update on Bylaws: We are currently operating under the 2016 Bylaws, as the 2019 Bylaws need to be Approved by the School Board Governance Committee. I spoke with Laura Jane Cohen (Chair of the Governance Committee) to urge action on this and on the addition of a seat for Decoding Dyslexia Virginia.
- b. ACSD email auto-reply: this is being created.
- c. ACSD website updates: modifying some language to make the instructions for Public Comment and ACSD's inability to respond to most emails clearer.
- d. Efforts to fill ACSD vacancies: Ongoing efforts were discussed.

10. Member Time

- a. Harry Henderson: Needs a member to serve - Special Education Conference Committee
- b. Ally Baldassari: SEPTA General Meeting 10/19/21 7-9PM via Zoom: "IEPs In Our New Reality" on drafting quality IEPs, with guest attorney Maris Blaeuer.

- c. Ann-Marie Ward: [NoVA District PTA](#) hosts Suicide Prevention Advocacy Presentation 11/15/21
- d. Sandi Dalhoff: [FC Therapeutic Recreation Services](#) has a small number of school age programs with spots available. They are hosting a virtual Halloween Party.
- e. Susan Edgerton: PoAC NoVA is hosting [“Developmental Disabilities Waiver Overview and Transition Planning for Young Autistic Adults”](#) with Stephanie Bailey of the Community Services Board.
- f. Amanda Campbell: This month is international ACC awareness month. Hoping the School Board will adopt a resolution to recognize this.

11. Adjournment

Hello,

My name is Bethany Heim, and my comments are on behalf of the Fairfax County Parents Association (FCPA), a non-partisan, volunteer, grassroots organization that seeks to ensure students are the first priority in Fairfax County Public Schools. FCPA is asking the school board to reallocate ESSER 3 funds to provide special education students the compensatory services per the newly-released U.S. Department of Education guidance.

During the June public hearing, the Fairfax County Parents Association urged you to spend these funds on urgently-needed services for vulnerable students, including compensatory services for special education students. Yet this school board allocated only 0.5 million out of 189 million ESSER 3 dollars for special education services, only 0.3% of the total, and equivalent to only \$18 per special education student.

One week ago, the U.S. Department of Education released its latest section of the Return to School Roadmap. It states “The Department’s longstanding position has been that IEP Teams are the appropriate vehicle for addressing the need for, and extent of, compensatory services to address the child’s needs based on any failure or inability to provide appropriate services due to circumstances such as teacher strikes, natural disasters, and pandemics.”

The guidance notes that state recovery services are not the same as compensatory services, and Secretary Cardona is strongly encouraging IEP teams to proactively provide compensatory services, in order to avoid costly legal battles in special education due process. To provide these services, your IEP teams need funding. This is exactly what ESSER III funding is for. Please spend it on our most vulnerable students.

Thank you

Bethany Wagner Heim

Tom Goudreau statement to the ACSD 13 Oct 2021:

Good evening.

I can understand FCPS's reluctance to reflect and examine the special education failures of the past two years. It is disappointing that FCPS isn't a learning organization capable of acknowledging their strengths, weaknesses and mistakes.

The ACSD mission clearly states this team is responsible for identifying unmet needs of students with disabilities in FCPS. The ACSD Annual Report presented to the School Board last May included a recommendation for "... a structured, county-wide process that reviews all students with disabilities for eligibility for recovery services.¹" My comments to the ACSD on 8 September 2021 made clear that this countywide process was not fully implemented.

Worse, the countywide process relied on providing ESY services this past summer to address some recovery services. Mike Bloom's presentation and comments at the September's ACSD meeting acknowledged FCPS's shortcomings with last summer's ESY service delivery. Paying teachers and staff more last summer was not enough. Working to staff harder and earlier for next summer was offered as the solution.

The elephant in the room is how many recovery services were not delivered by ESY as promised? What programs are in place to address the regression and harm caused by the past year and a half?

Deb Scott presented information last month about Social and Emotional Learning. She also shared news about the SEL Screener work contracted with Panorama Education.

What wasn't shared was:

- That the FCPS contract with Panorama Education is a five-year program costing FCPS \$1.8 million over the coming five years.
- That Panorama Education will collect personal and private data on 190,000 students district wide and implement "interventions."
- That Panorama Education is a for profit company funded by Mark Zuckerberg.

While there have been assurances of protecting FCPS data from inappropriate use, given FCPS's history with data spills and Facebook's history of data mining is our students' data really protected?

FCPS virtual learning damaged my son's social and emotional learning. It also harmed many other special education students. FCPS has not yet stated the full

¹ Advisory Committee for Students with Disabilities ANNUAL REPORT 2020-21, Presentation to FCPS School Board May 2021

Tom Goudreau statement to the ACSD 13 Oct 2021:

scope of the harm. It has not budgeted for significant recovery or compensatory services expense..

The ACSD mission is to identify unmet needs of students with disabilities in FCPS. Today, FCPS has over two years of accrued academic and social regression. Recovery and compensatory services are an unmet need of current FCPS special education students

While I believe the best place to develop and implement specific solutions is the IEP team, my experience to date with FCPS IEP team meetings does not demonstrate confidence that FCPS will provide appropriate and needed services this year.

Increasing the number of ACSD public comments is good. Revising the ACSD webpage is also good². Success for the ACSD should also include FCPS accepting and successfully implementing your recommendations. It should include FCPS delivering ALL required recovery and compensatory services.

FCPS has a lot of work to do to return to pre-COVID performance levels. Special education is no exception. FCPS special education students and families need this body, which includes a majority comprised of parents of students with disabilities or individuals with disabilities, to advocate more effectively.

FCPS special education students need more funds to support needed recovery and compensatory services. They need those services provided this year. I recommend this issue be addressed explicitly in the new and old ACSD business until all FCPS compensatory and recovery services have been delivered.

² ACSD Annual Report, page 10.

Member	Name	Organization/Representing	2021-09-08 Orientation	2021-09-08	2021-10-13
Ally	Baldassari	SEPTA	V	V	V
Amanda	Campbell	Sprinfeld District-Laura Jane Cohen	IP	IP	V
Ann Marie	Ward	Fairfax County Council of PTA	V	V	V
Brandis	Ruise	Disabilities Services Board	IP	IP	IP
Brianne	Russell-Morris	PoAC-NoVA		V	V
Darcy	Acquavella	City of Fairfax School Board		V	V
Deane	Kiley	Preschool	NYA	NYA	V
Elizabeth	Zielinski	Assistive Technology	V	V	V
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA	IP
Joanne	Walton	Faculty	E	E	IP
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	V
Linda	Mason	Higher Education		V	V
Lissy	John	Dranesville District-Elain Tholen		V	V
Liz	Brocato	Braddock District-Megan McLaughlin		V	V
Mary	Hackman	Providence District-Karl Frisch		V	V
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V	V
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V	V
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	V
Sandi	Dalhoff	Department of Neighborhood and Community Service		V	V
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V	V
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	V
Vivienne	Goldstein	Fairfax County Health Department	V	V	V
Zahraaa	Hassan	Student Representative	IP	IP	V
Vacant		Member at Large-Karen Keys Gamarra			
Vacant		Region 1-Douglas Tyson-Assistant Superintendent			
Vacant		Region 2-Fabio Zuluaga-Assistant Superintendent			
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				
Please note that attendance was not required of returning members at the 9-08-2021 Orientation.					

Parent Resource Center Update – ACSD – October 13, 2021

- PRC is open and fully staffed
 - Consultations will be by appointment only – please call or email for an appointment
 - 703-204-3941
 - prc@fcps.edu
 - Stop in anytime between 8 am and 4 pm for library materials.
- The PRC has a student intern from the Davis Center’s STEP Program
 - Working 2 days per week at the PRC
 - Supporting projects and the library
- E-books are ready for checkout
 - Need to know how to checkout ebooks? <https://www.fcps.edu/node/43334>
- Check out our updated webpage of digital resources: <https://www.fcps.edu/resources/family-engagement/parent-resource-center/fcps-resources-topics-parents-and-educators>

October and November Webinars

- **Rewriting your Parenting Story**
 - Friday, October 15th at 10:00 am
- **Dyslexia Open House**
 - Rescheduled to Friday, October 22nd at 10:00 am
- **Parenting Through Difficult Times – Presented in Arabic**
 - Friday, October 29th at 10:00 am
- **Moving on to Life in the Community Virtual Resource Fair**
 - Tuesday, October 19th at 6:30 pm
- **Sibshops**
 - November 1st – select session at 10 am or 1:00 pm
- **Strengths Based Parenting**
 - November 5th at 10:00 am
- **Tips to Improving your Parenting Long Game**
 - November 19th at 10:00 am

Registration website: <https://www.fcps.edu/resources/family-engagement/parent-resource-center/register-free-workshops-parent-resource-center>

Check out our YouTube Channel: <https://www.youtube.com/channel/UCpvmcIWFX4DXwEQgBCSKldg>

- All webinars from this school year are up for viewing