

**Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools**

Wednesday, December 8th, 7:05 - 9:00 p.m.

(Adjourned approximately 9:01 PM.)

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Summary of Business Conducted:

- The ACSD met with Dr. Sloan Presidio, Chief Academic Officer, and took the opportunity to ask him questions regarding his office and the EAL plan.
- The ACSD heard updates from the Department of Special Services and received a presentation on “Partnering to Improve Visual Accessibility.”
- Elizabeth Zielinski was elected to fill the recently-vacated Vice Chair position
- The Committee voted to approve minor changes to the 2019 ACSD Bylaws to meet all concerns of School Board members, so that they could be resubmitted to the school board and immediately placed on the school board’s consent agenda for December 9, 2021.
- The Student Outcomes and Achievement Subcommittee submitted a motion regarding the EAL plan. The ACSD approved this motion to submit a report to the Superintendent for transmission to the School Board regarding addressing all students with disabilities in the EAL Plan.

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

- Prior feedback offers or requests that have not yet been fulfilled by the Department of Special Services (DSS) will be collected by Corresponding Secretary Lauren McCaughey.
- No newly requested/offered feedback directly from the meeting is pending.
- Time constraints limited questions for Dr. Presidio. Any questions for him or any other presenter will be collected by Ms. McCaughey and reported at a later date.

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**Executive Committee:**

Chair, Harry Henderson

Vice Chair, Vacant

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

**Member Attendance:** A quorum of voting members was confirmed by Recording Secretary Ally Baldassari with 25/26 voting members in attendance. There are now 34 positions on the ACSD; eight currently vacant or pending approval. Since the last meeting a representative seat for Decoding Dyslexia Virginia was added to the ACSD. ACSD membership decreased from 27 to 26 with the resignation of Joanne Walton, the Faculty Representative and Vice Chair. The full record of attendance, members, and vacancies is appended.

**Liaisons/FCPS Guests:**

Mike Bloom, Director, Office of Special Education Instruction

Michelle Boyd, Assistant Superintendent, Department of Special Services

Deb Scott, Director, Intervention & Prevention

Dawn Schaefer, Acting Director of Special Education Procedural Support

Laura Jane Cohen, School Board Liaison

Dawn Clements, Assistant Ombudsman for Special Education

Mary Beth Harrison-Cunningham, Manager of the Parent Resource Center

Sloan Presidio, Chief Academic Officer

Nicole Warwick, Manager, Hearing & Vision Services

Dr. Amy Hunter, Coordinator, K-12 Mathematics

Kate Adams, Supervisor, Hearing & Vision Services

**Business Meeting Agenda date:**

1. Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair - Amended agenda and draft November minutes were both approved unanimously.
3. Public Comment, Lauren McCaughey, Corresponding Secretary
  - a. Kerry Murphy is the mother of 3 FCPS children. Dr. Ross Greene's methods are being used in her home and her school IEP team is supposed to be using Dr. Greene's method with one of her children. She reports the school team expressing displeasure with his methods and refusing to stick with them. Ms Murphy emphasizes that Dr. Greene's methods represent a true departure and the expectation needs to be set for schools to do the work. [Comments were given in person.]
  - b. Adrian Pidlusky - Is it true that FCPS teachers of deaf/hard of hearing are not required to train in this field? Are they not required to hold certification in Cued Speech or ASL modes of communication? [Submitted written comment; the full version is appended.]
  - c. Sahar Qureshi -Spoke on split feeder schools and how they affect students with disabilities. Ms. Qureshi is the parent of a 4th grade student with autism who will be separated from his peers during the middle school transition due to split feeder schools. [Submitted written comment; the full version is appended.]
4. Attendance Report, Ally Baldassari, Recording Secretary- as noted above.
5. School Board Liaison Update, Laura Jane Cohen, Springfield District

- a. She toured the Burke School. She was very pleased to see all the seclusion doors had been removed. She also toured Key Center with her ACSD representative Amanda Campbell.
  - b. Appointment of ACSD's DDVA rep will be on the consent agenda Dec. 16th and approval of the ACSD Bylaws will be on the agenda for tomorrow's meeting, Dec. 9th.
6. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC Reminded ACSD members of the multilingual webinars, PRC Packs, and other resources.
7. Featured Guest: Dr. Sloan Presidio, Chief Academic Officer
- a. Dr. Presidio introduced himself, noting his 10-year tenure in FCPS. Previously he was the Assistant Superintendent for Instructional Services.
  - b. His position oversees three departments: DSS, Instructional Services, and the Department of School Improvement and Supports. It collaborates often with school board advisory committees.
  - c. On the EAL Plan: It is a "huge priority for our school system right now." It addresses literacy gaps and will include students PreK-12. It focuses on early literacy skills, is grounded in the science of reading, and provides daily systematic, explicit, cumulative instruction in reading for PreK-2, especially phonics and phonemic awareness.
  - d. Cat B student literacy needs are being addressed by EAL plan team members by collaborative work between DSS and Instructional Services. DSS staff are part of all the work teams. The general education phonics/phonemic awareness lessons are accessible to CAT B teachers. There are specialized adapted curriculum programs for this population. They are working to adapt the general education materials for use in special education settings.
  - e. How are we ensuring accessibility of language arts materials off the shelf? He says that vendors are required to submit information when applying as part of the basal resource adoption process. There were special requirements that the vendors had to meet in their response, regarding accessibility to both deaf/hard of hearing and blind/low vision.

Questions:

Ally Baldassari asked about accountability in the EAL plan. What specific measures are being considered to assess classroom-by-classroom implementation of the plan, and what actions will be taken when failures of implementation are found? Dr. Presidio replied that classroom-by-classroom implementation must be monitored by school leadership. Central office can also look at whether the required PD was accessed, can do classroom observations, and can see what pre-prepared lessons were accessed.

Susan Edgerton: Asked about recovery services - has FCPS assessed all students accurately for learning losses, and how will FCPS continue to address recovery needs? Dr. Presidio described the “Academic and Wellness Recovery Plan” funded by ESSER funds. Dr. Boyd clarified that plan covers all students, and asked Dawn Schaefer to weigh in on Recovery Services and other planning for special education students. Ms. Schaefer responded there is a VDOE directive to continue to review for the need, and also review all students who have received recovery services to see if their gap has closed or they require further recovery services. Ms. Schaefer notes that some students are receiving their recovery services from outside contractors.

Amanda Campbell: Asked if the adapted curriculum reading matrix will be updated to better show how the curricula align with the five pillars of the science of reading. Dr. Presidio responded that some programs are hard to assess because they meet the 5 pillars to different degrees depending on grade level.

Mike Simon asked about the rolling gradebook. Can the rolling gradebook be continued? Dr. Presidio noted the rolling gradebook was a COVID measure that is no longer mandated divisionwide. But beyond the school's decision to use the rolling gradebook or not, a student's 504 or IEP plan could indicate the need for that type of flexibility to be applied to him/her.

8. Department of Special Services (DSS) Updates, Dr. Michelle Boyd, Mike Bloom, Deb Scott, Dawn Schaefer and guests noted below
  - a. Mr. Bloom - There is funding from the IDEA American Rescue Plan they will use to adapt literacy resources for teachers as part of the EAL Plan. They will hire four new positions for creating and adapting lessons for adapted curriculum students to have adapted literacy lessons, and create a repository of resources for teachers of adapted curriculum. There will be one specialist and three curriculum resource teachers. These are one-year positions courtesy of ESSER funds, starting next year. Hourly positions will start the work this year.
  - b. Michelle Boyd - Will soon deliver an update to the ACSD regarding changes to the use of restraint and seclusion related to the lawsuit and its consent decree. Coming soon.
  - c. Dawn Schaefer - Reminded the committee they are going through a self-assessment audit process with VDOE. They will be bringing us more information soon.
  - d. Nicole Warwick, Kate Adams, Ellie Stack, and Dr. Amy Hunter presented “Partnering to Improve Visual Accessibility.” [Presentation slides are appended to these minutes.] They discussed how they are using the engineering and design process to adapt ST math for blind/visually impaired. ST is a program allowing students to “see the math,” and gain a conceptual understanding through visual representations of math processes. ST stands for “spatial temporal,” and there is no verbal or written language in the program.

They've partnered with Mind Research to create puzzle boards to mimic what happens on the computer screens. They are using technology students in three schools to work on this project. The presenters are excited about how this is a collaboration and partnership that they are taking on with OSEI.

Questions:

Amanda Campbell- ST math is significantly difficult to access for students with motor impairments. Has there been any investigation on this barrier so far? Answer is so far, no.

Lauren McCaughey wants to know what extent the ATS office is involved in this. The involvement is not official so far, but ATS is part of DSS, and they do partner in this type of work with them.

Joe Alston asks what accessibility features does it have out of the box, for its WCAG 2 compliance [WebContent Accessibility Guidelines]? Response indicates the off-the-shelf accessibility is very limited, though they emphasize the company is interested in reviewing accessibility with them. Mr. Alston says that goes to the question why would it be purchased if it doesn't have an appropriate accessibility profile; and do they have a VPAT [Voluntary Product Accessibility Template to analyze for conformance with accessibility standards set by Section 508 of the Rehabilitation Act]? Mr. Bloom says they have a commitment moving forward for any new products to be purchased, they will have an accessibility review with groups moving forward. Mr. Alston notes the answer evidences the lack of a VPAT for ST Math currently.

Ally Baldassari wants to know if there are any products available off-the-shelf for a sensory-based, conceptual understanding approach to math for blind/low vision students. It would be more efficient to use those. Answer: They were specifically looking for a digital experience for students to supplement to the curriculum and address COVID learning losses. Further, they always have teachers adapting resources for blind/low vision students. Daily, they are creating adapted resources to use when the general education students are working on something that is not accessible.

## 9. Old Business & New Business

- a. Motion from the Student Achievement and Outcomes Subcommittee regarding the EAL plan, and its need to address all students: Passed unanimously. [Motion is appended to these minutes.]
- b. Bylaws - The previously-published but not-yet school board approved ACSO 2019 Bylaws were sent back with small recommended changes. Chair Harry Henderson suggests that we accept all recommended revisions so that we can get the Bylaws approved on the consent agenda tomorrow. This includes not requiring any of the executive committee

to attend the Special Education Conference, but changing the verbage to “shall be encouraged to attend.” Motion to approve amended Bylaws and resubmit to the school board. Motion passed unanimously.

- c. Elizabeth Zielinski was nominated for the Vice Chair vacancy by Ally Baldassari. Amanda Campbell was also nominated by Sanaa Bouzit, but declined the nomination. Ms. Zielinski was unanimously approved to become the new Vice Chair.
- d. Subcommittee Spotlight: Susan Edgerton spoke for the Policies and Regulations Subcommittee. She covered the five issues they have chosen to focus on:
  - 1) The Human Resources issue; having enough qualified special education teachers,
  - 2) COVID learning losses and closing gaps with Recovery Services,
  - 3) Behavior management initiatives aimed at reducing/eliminating restraint and seclusion (Dr. Hanley and Dr. Greene among others),
  - 4) The access to related services experienced by families with preschoolers
  - 5) If there is, or could be, policy to guide staff in implementing the best practices identified in the 2E handbook.

#### 10. Member Time

- a. Amanda Campbell updated the committee on her tour of the Key Center with Laura Jane Cohen. She saw two classrooms each of secondary and elementary as well as seeing the sensory gym and seclusion room. All students seen were accessing the adapted curriculum. However, teachers were working extremely hard to adapt the materials and all that work fell on them leaving them overtaxed. The principal indicated that they use PCM and Ukeru as the primary crisis prevention methods. She witnessed Ukeru being used successfully. They also saw the music therapy program and were impressed with it.
- b. Laura Jane Cohen added that she very much felt reassured seeing the use of Ukeru and hearing their seclusion room had only been used one time this year.
- c. Ms. Cohen also really enjoyed her time at the Burke school and would like to go back to this and other public day schools/special education sites.
- d. Lauren McCaughey noted that she, as the Corresponding Secretary, will take questions that weren't answered, or needed more feedback, from members and track and send out the responses. If you had prior questions that weren't answered, she would be happy to receive those.
- e. Ally Baldassari, as Recording Secretary, noted that to make it easier to track what feedback was promised and still pending, she will create a highlight bar at the top of the minutes listing “Pending Feedback from the Department of Special Services that was Offered/Requested as a Result of This Meeting.”

## **Written testimonies submitted for the December 8, 2021 ACSD Meeting (2)**

These were read aloud at the meeting by Corresponding Secretary Lauren McCaughey. An additional testimony was delivered in person, for three public testimonies heard at this meeting.

1.

Dear Advisory Committee,

I would like to take a moment and bring something to the committee's attention. A couple of months ago, FCPS had a consulting firm evaluate and take a survey of the school boundaries. Many parents responded and the consulting company provided an update/results of the survey. During that meeting, there was no mention about split feeder schools or special education programs. The majority of the focus was on advanced placement and language immersion. Currently my child attends a split feeder school. You see, my child has autism and is very limited verbally. He has an extremely hard time making friends and after years has finally become comfortable and made friends with some of his general education peers. He's currently in fourth grade and the majority of his peers will be going to a different middle school than what we are assigned to. I know many of you may suggest that we can try pupil placement but I know, and as many parents can attest to, that option is an extremely uphill and impossible battle to win. It is extremely difficult for children with disabilities to make friends, people who understand their quirks and idiosyncrasies and then to be ripped apart from them for middle and high school is detrimental to their mental health, social well being and makes them vulnerable to bullying.

Our Rolling Valley/Key/Lewis boundary is over 40 years old before the current road infrastructure even existed. This split feeder would result in an extremely long bus ride, and more importantly loss of precious relationships/friendships. The consulting company and board needs to reevaluate boundaries, get rid of split feeders and provide some leniency/exceptions in the pupil placement process for students with disabilities. Please think about this from all angles and not just think within the box. I appreciate your time.

Sincerely

Sahar Qureshi

2.

Dear Co-Chairs of the ACSD:

Please find our questions and comments below.

Is it true that special education teachers are not required to take periodic training in their specialty, including teachers for deaf and hard of hearing pupils in order to maintain licensure? If not, why not? We believe they should. Such periodic mandatory training makes common sense, and can help teachers remain aware of new developments in their field.

Is it true that teachers of hearing impaired and deaf students are not required to maintain proficiency certification in a communication mode such as Cued Speech or ASL from an independent organization? If not, why not? We believe they should. Such certification could help ensure teachers remain proficient in a mode of communication. Proficiency in mode of communication may be an issue as it can degrade with time. (Please be aware, we are not advocating for more mandatory training hours than currently required).

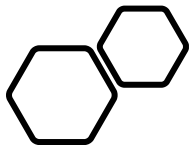
Thank you for your attention.

Regards,

Adrian Pidlusky

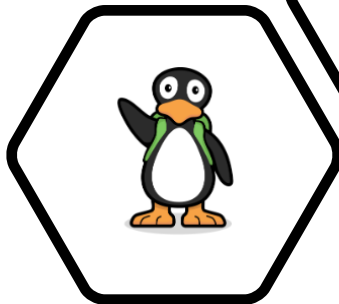
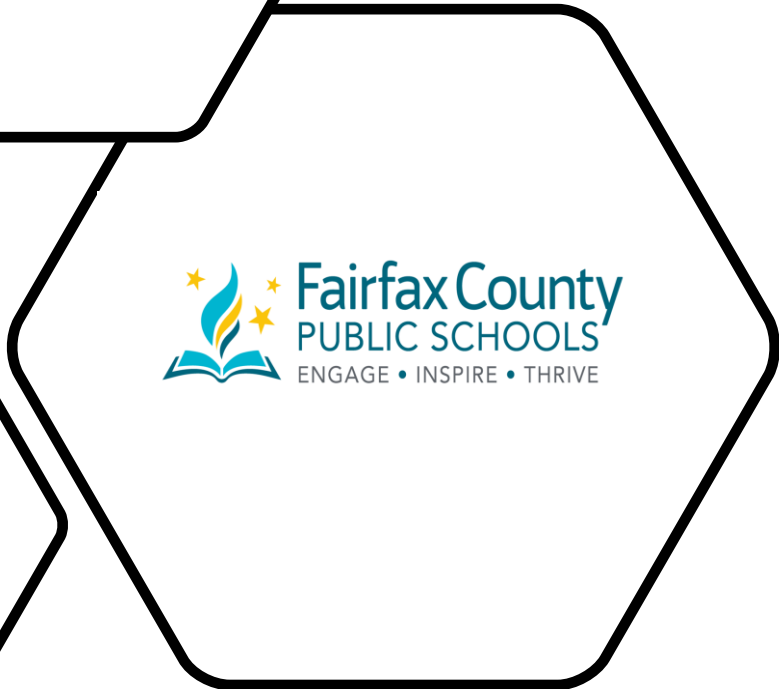


Member	Name	Organization/Representing	2021-09-08	2021-09-15	2021-10-03	2021-11-10	2021-12-08	2022-01-12
Ally	Baldassari	SEPTA	V	V	V	V	V	
Amanda	Campbell	Sprinfied District-Laura Jane Cohen	IP	IP	V	V	V	
Ann Marie	Ward	Fairfax County Council of PTA	V	V	V	V	V	
Brandis	Ruise	Disabilities Services Board	IP	IP	IP	V	V	
Brianne	Russell-Morris	PoAC-NoVA		V	V	V	V	
Darcy	Acquavella	City of Fairfax School Board		V	V	V	V	
Deane	Kiley	Preschool	NYA	NYA	V	E	V	
Elizabeth	Zielinski	Assistive Technology	V	V	V	V	V	
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP	IP	IP	
Jennifer	Benecke	Lee District-Tamara Derenak Kaufax	NYA	NYA	IP	V	E	
Joanne	Walton	Faculty	E	E	IP	IP	R	R
Joe	Alson	Region 2-Fabio Zuluaga-Assistant Superintendent	NYA	NYA	NYA	IP	V	
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	V	V	V	
Linda	Mason	Higher Education		V	V	V	V	
Lissy	John	Dranesville District-Elain Tholen		V	V	V	V	
Liz	Brocato	Braddock District-Megan McLaughlin		V	V	V	V	
Mary	Hackman	Providence District-Karl Frisch		V	V	V	V	
Michael	Simon	Sully District-Stella Pekarsky	IP	IP	V	V	V	
Phara	Rodrigue	Mount Vernon District-Karen Corbett Sanders		V	V	V	V	
Rachel	Macias	Region 4-Jay Pearson-Assistant Superintendent	V	V	V	V	V	
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	V	E	IP	
Sandi	Dalhoff	Department of Neighborhood and Community Service		V	V	V	V	
Shannon	Duncan	Decoding Dyslexia Virginia	NYA	NYA	NYA	NYA	NYA	
Stephanie	Bailey	Fairfax/Falls Church Community Services Board	V	V	V	V	V	
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	V	V	IP	
Tania	Damavandy	Region 1-Douglas Tyson-Assistant Superintendent	NYA	NYA	NYA	V	V	
Vivienne	Goldstein	Fairfax County Health Department	V	V	V	V	V	
Zahraa	Hassan	Student Representative	IP	IP	V	E	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.								



# Partnering to Improve Visual Accessibility

Nicole Warwick-OSEI  
Amy Hunter-ISD



# Engineering Design Process





# What is ST Math?



- K-8 supplement to core mathematics curriculum
- Spatial Temporal Math or ST Math
- Digital mathematics learning tool
- Promotes problem-solving and deep conceptual understanding
- No words, or verbal instructions
- Learning occurs as students **visually** engage with the puzzles and **watch** the results of their experiments



# What's the Problem?

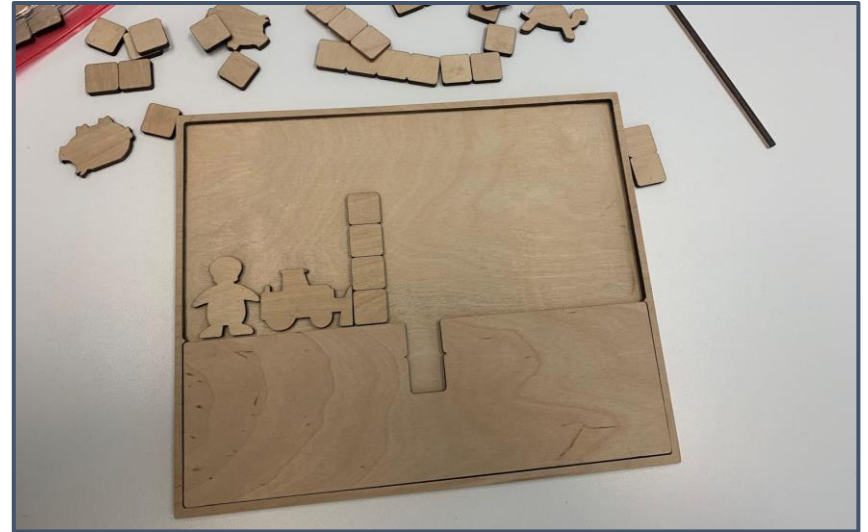
**The problem:** *ST Math is designed build conceptual understanding of mathematics through **visual** puzzles and feedback.*

**The driving question:** *How do we ensure ST Math is accessible to blind and visually impaired students?*



# Imagine

- Can we physically simulate the puzzles?
- What might that look like?
- How do physically test these manipulatives with students efficiently?





# Imagine



# Plan: A Triple-Track

## Agenda

- Partner with Mind Research to create physical models of ST Math puzzles
- Engage secondary CTE classes with the production and design process
  - West Springfield High School
  - Franklin Middle School
  - Hayfield Secondary
- Test the physical models with blind and visually impaired students as they engage with ST Math
- Collect and share feedback with CTE students and used to iterate and improve on the models





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## **Draft Motion Regarding: The Equitable Access to Literacy (EAL) Plan**

**Submitted by:** The ACSD's Student Outcomes and Achievement Subcommittee

**November 18, 2021**

“We move; that the Chair, on behalf of the ACSD, provide Superintendent Brabrand an interim report on the Equitable Access to Literacy (EAL) Plan for transmission to the School Board. The report [which follows] shall inform the Board of the need to ensure that the EAL Plan addresses students accessing the adapted curriculum and others with low-incidence disabilities such as, but not limited to: deaf/hard of hearing, blind/low vision, Enhanced Autism program participants, Intellectual Disability program participants, and augmentative and alternative communication (AAC) users.”

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## ACSD INTERIM REPORT REGARDING THE EQUITABLE ACCESS TO LITERACY (EAL) PLAN

The Equitable Access to Literacy Plan must equitably address all students, including students accessing the adapted curriculum and others with low-incidence disabilities such as, but not limited to: deaf/hard of hearing, blind/low vision, enhanced autism program participants, intellectual disability program participants, and augmentative and alternative communication (AAC) users. These students, like their non-disabled peers, must have teachers trained in explicit, systematic, and cumulative literacy instruction.

### Rationale:

Available research demonstrates all students, regardless of ability, benefit from best-practice literacy instruction based on the science of reading<sup>1</sup>.

For our deaf/hard of hearing students, this may mean using [Visual Phonics](#), or the use of [Cued Speech](#) during language arts instruction even if they use other communication modalities for other subjects. Cued speech is a phonemically based mode of communication used to make spoken language visible. Hence, it's analogous to the phonics/phonemic awareness instruction hearing students receive. It is yet another example of how best practice literacy instruction is best practice for all, as there is ample research<sup>2</sup> that using these analogous methods of Visual Phonics or Cued Speech with deaf/hard of hearing students improves literacy outcomes in a population that has even more alarming outcomes than other populations of special education students<sup>3</sup>.

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<sup>1</sup> Alnahdi GH (2015). [Teaching Reading for Students with Intellectual Disabilities: A Systematic Review](#); Allor JH, Mathes PG, Roberts JK, Cheatham J, & Otaiba SA. (2014). [Is Scientifically Based Reading Instruction Effective for Students With Below-Average IQs?](#); Browder DM, Wakeman SY, Spooner F, Ahlgrim-Delzell L, & Algozzinexya B. (2006). [Research on Reading Instruction for Individuals with Significant Cognitive Disabilities](#); Browder, D, Gibbs, S, Ahlgrim-Delzell, L, Courtade, GR, Mraz, M, & Flowers, C. (2009). [Literacy for Students With Severe Developmental Disabilities: What Should We Teach and What Should We Hope to Achieve?](#); Browder, D, Ahlgrim-Delzell, L, Flowers, C, & Baker, J. (2012). [An Evaluation of a Multicomponent Early Literacy Program for Students With Severe Developmental Disabilities](#); Erickson K, Hanser G, Hatch P & Sanders E (2009). [Research-Based Practices for Creating Access to the General Curriculum in Reading and Literacy for Students with Significant Intellectual Disabilities](#); Erickson K & Koppenhaver DA. (2020). [Comprehensive Literacy for All](#); Orlando A & Ruppard A. (2016). [Literacy Instruction for Students With Multiple and Severe Disabilities Who Use Augmentative/Alternative Communication](#).

<sup>2</sup> Bouton S, Bertoncini J, Serniclaes W, & Cole P. (2011). [Reading and reading-related skills in children using cochlear implants: Prospects for the influence of Cued Speech](#); Leybaert J, Bayard C, Colin C, & LaSasso C. (2015). [Cued Speech and Cochlear Implants: A powerful combination for natural spoken language acquisition and the development of reading](#). In M. Marschark, and P. Spencer (Eds.), Oxford Handbook of Deaf Studies in Language. Trezek, BJ. (2017). [Cued Speech and the development of reading in English: Examining the evidence](#); Wang Y., Trezek BJ, Luckner JL, & Paul PV. (2008). [The role of phonology and phonologically related skills in reading instruction for students who are deaf or hard of hearing](#).

<sup>3</sup> Lederberg AR, Schick B, & Spencer PE. (2012, July 30). [Language and Literacy Development of Deaf and Hard-of-Hearing Children: Successes and Challenges](#).

For our blind/low vision students, this means ensuring all literacy instruction, materials, and assessments be available in braille according to the specifications outlined by the [Braille Authority of North America](#)<sup>4</sup> and in electronic formats that are fully compatible with screen magnification software and electronic braille devices<sup>5</sup>. It means teaching Braille contractions (symbols) in the [Natural Order](#) in which they appear in grade level print materials<sup>6</sup> allowing blind/low vision students access to the general education curriculum. It means training classroom teachers in accessible design strategies to ensure that all students can access all teacher-created materials<sup>7</sup>. Explicit, systematic, multisensory literacy programs available in braille (ie [Wilson](#)) have been found to be highly successful in increasing literacy skills for struggling braille learners<sup>8</sup>. As high-interest books increase motivation and success for students learning to read<sup>9</sup>, braille learners need equitable access to high-interest, grade-level-appropriate braille books and e-books for pleasure reading.

For our AAC users, this means not excluding them from literacy instruction. Typical literacy instruction relies heavily on students' oral responses, a barrier to participation for those with complex communication needs<sup>10</sup>. There have been recent examples of FCPS providing these students symbolated text (symbols such as those on AAC devices) as opposed to traditional orthography. Evidence suggests that symbolated text actually makes it more difficult for students to learn to read<sup>11</sup>. Parents also report limited opportunities for their students to practice the written expression of their thoughts and ideas.

And finally for our Enhanced Autism, Intellectual Disability, and other adapted curriculum program participants, there are quality comprehensive literacy programs in the FCPS adapted curriculum that follow the science of reading, ie Early Literacy Skills Builder (ELSB)<sup>12</sup>. A review of the FCPS Adapted Curriculum Reading Matrix<sup>13</sup> reveals available packaged curriculums having variable degrees in which they reflect the five pillars of reading as defined in the National Reading Panel<sup>14</sup>. Regardless of the FCPS-approved adapted curriculum

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<sup>4</sup> Braille Authority of North America. (2020). [BANA Guidelines for Transcription of Early Educational Materials from Print to Braille](#).

<sup>5</sup> Riccobono M. (2020). National Federation of the Blind [November 2020 Open Letter](#). Retrieved November 19, 2021.

<sup>6</sup> Robertson C & Manuel S. (2021) [Natural Order of Braille Contractions](#). Retrieved November 18, 2021 from: <https://nfb.org/images/nfb/publications/jbir/jbir21/jbir110104.html>.

<sup>7</sup> Blanton L, Pugach M, & Florian L. (2011). [Preparing General Education Teachers to Improve Outcomes for Students With Disabilities](#).

<sup>8</sup> Rowley R, McCarthy M, & Rines JC. (2014.) [Adaptation of the Wilson Reading System for Braille Readers](#).

<sup>9</sup> Mohr KA. (2006). [Children's choices for recreational reading: A three-part investigation of selection preferences, Rationales, and Processes](#).

<sup>10</sup> Light J & McNaughton D. [Penn State Literacy Instruction for Individuals with Autism, Cerebral Palsy, Down Syndrome and other Disabilities: FAQ about the Curriculum](#), subheading "Why do learners with complex communication needs often have poor literacy outcomes?". Accessed November 19, 2021.

<sup>11</sup> Erickson K, Hatch P & Clendon S. (2010.) [Literacy, Assistive Technology, and Students with Significant Disabilities](#). [See subheading "Assistive Technology and Literacy Learning" pp.3-5.]

<sup>12</sup> [https://www.attainmentcompany.com/early-literacy-skills-builder?jw\\_source=c](https://www.attainmentcompany.com/early-literacy-skills-builder?jw_source=c)

<sup>13</sup> Fairfax County Public Schools Office for Special Education Instruction. (December 2018). [Specialized Reading Programs for Students with Disabilities Accessing an Adapted Curriculum](#).

<sup>14</sup> Eunice Kennedy Shriver National Institute of Child Health and Human Development, NIH, DHHS. (2000). [Report of the National Reading Panel: Teaching Children to Read](#).

literacy program prescribed by the FCPS Adapted Curriculum specialists, teachers of students in classrooms following adapted curriculum (ie PAC, EAC, ID, IDS) face many barriers to delivering these programs with fidelity. They may not be adequately trained in the prescribed literacy programs. These teachers often have several grades and abilities in a single classroom, and may be tasked with delivering three or more adapted literacy programs, as well as overseeing and adapting the grade level curriculum that other students in their class may receive. And yet Category B teachers receive less support, if any, from the school reading specialist and instructional coach, and have limited-to-no access to the ready-to-go lessons in phonics and phonemic awareness that have been provided in the planning and pacing guides for K-2 students. Further, their professional development in the science of reading isn't likely commensurate to that general education teachers receive. Teachers that lack appropriate training may erroneously believe their students lack the foundational skills necessary to read, or that interfering behaviors would prevent success in these programs.

**In fact, the research supports that most students can learn to read.** Interfering behaviors may be the result of students receiving inappropriate instruction and/or content; which they then fail to engage with. **Further, the research elucidates that communication programs focused on functional language and whole-word recognition are not equivalent to the literacy instruction all students deserve.**

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#### Recommendations:

- A. Category B and all teachers of deaf/hard of hearing, blind/low vision, and AAC users must receive professional development in the science of reading and available research that all students, regardless of ability, benefit from high expectations and literacy instruction based on the science of reading.
- B. Teachers must receive additional compensated time to become fully trained in all the literacy curriculums their students are likely to access prior to the start of the school year.
- C. All the necessary resources for the literacy instruction of all students and materials necessary for any required adaptations must be available from the first day of school.
- D. Universal literacy screeners must be provided in accessible text formats.
- E. All digital content must be verified to be accessible and verified to be fully compliant with the most updated version of Web Content Accessibility Guidelines (WCAG) prior to purchase/endorsement.
- F. All teachers and reading specialists must receive training in accessible design.
- G. Deaf/hard of hearing students must be allowed to use Cued Speech for literacy instruction even if they use other communication modalities for other subjects.
- H. All teachers of AAC users must receive training in how to incorporate their student's AAC device into instruction prior to the start of the school year.
- I. The teacher support, coaching, and accountability measures embedded in the EAL Plan must also apply to Category B teachers and all teachers of deaf/hard of hearing, blind/low vision, and AAC users.
- J. All teachers must have equal access to ready-to-go-lessons in phonics/phonemic awareness.
- K. Category B teachers and all teachers of deaf/hard of hearing, blind/low vision, and AAC users must also receive new/updated basal resources appropriate to their student's needs that reflect the science of reading - and the training to implement them effectively.

# FAIRFAX COUNTY PUBLIC SCHOOLS ADVISORY COMMITTEE FOR STUDENTS WITH DISABILITIES

## BYLAWS

The name of the organization is The Advisory Committee for Students with Disabilities (“ACSD”). The ACSD may be referred to the Special Education Advisory Committee (“SEAC”) from time to time.

### **ARTICLE 1: PURPOSE**

**Section 1.1 Goal.** The goal of the ACSD shall be to promote the assurance of a free appropriate public education in Fairfax County Public Schools (“FCPS”).

**Section 1.2 Functions.** Consistent with 8VAC20-81-230(D)(2), the ACSD shall advise the FCPS School Board through the division superintendent, by:

- 1.2.1 Advising FCPS regarding the education of children with disabilities;
- 1.2.2 Participating in the development of priorities and strategies for meeting the identified needs of children with disabilities;
- 1.2.3 Submitting periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the FCPS School Board;
- 1.2.4 Presenting an annual report of activities to the Fairfax County School Board;
- 1.2.5 Assisting FCPS in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
- 1.2.6 Reviewing the policies and procedures for the provision of special education and related services prior to submission to the school board; and
- 1.2.7 Participating in the review of the FCPS Annual Plan.

### **ARTICLE 2: EXECUTIVE BOARD**

**Section 2.1 Definition.** The Executive Board of the ACSD shall be comprised of a Chair, a Vice Chair, a Recording Secretary, and a Corresponding Secretary.

#### **Section 2.2 Duties.**

**2.2.1 Chair.** The duties of the Chair shall include:

1. Developing an agenda for all scheduled ACSD meetings;
2. Conducting all scheduled ACSD meetings;
3. Inviting speakers to ACSD meetings;
4. Communicating ACSD decisions, recommendations, comments, concerns, and questions to the appropriate person(s), departments(s) or organization(s);
5. In collaboration with the Recording Secretary, monitoring ACSD members’ attendance and report to the School Board as required by School Board Policy 1710;
6. Appointing ACSD representatives to other FCPS committees and task forces (e.g., Superintendent’s Advisory Committee, Human Relations Advisory Committee) as approved by the ACSD;

7. Appointing subcommittees with the approval of the ACSD;
8. Publicizing ACSD meetings to the community;
9. Requesting another member to chair the committee in case of the absences of Chair or Vice Chair(s) during a meeting;
10. Appoint one or two members to serve as liaisons to the Office of Special Education Instruction regarding the Annual Special Education Conference;
11. Reviewing the ACSD email account;
12. Reviewing nominations for the First Class Award;
13. Shall be encouraged to attend the Annual Special Education Conference;
14. Attending other ACSD functions; and
15. Meeting with the division superintendent or other FCPS staff, as needed.

**2.2.2 Vice Chair.** The duties of the Vice Chair shall include:

1. Assisting the Chair in the development of the agenda;
2. Meeting with the Division Superintendent or other FCPS staff, as needed;
3. Shall be encouraged to attend the Special Education Conference;
4. Reviewing nominations for the First Class Award;
5. Updating the Annual ACSD brochure; and
6. Assuming the responsibilities of the Chair, including conducting the ACSD meeting, in the Chair's absence.

**2.2.3 Recording Secretary.** The duties of the Recording Secretary shall include:

1. Taking attendance at all ACSD meetings;
2. Taking minutes during scheduled and open ACSD meetings consistent with Robert's Rules;
3. Providing draft minutes to the Chair and Vice Chair for review at least one week prior to the next scheduled ACSD meeting;
4. Preparing the minutes for distribution to all ACSD members at least three business days prior to the scheduled date of the meeting;
5. Submitting copies of the approved Minutes to the Director of the Office of Special Education or other FCPS personnel for public posting as required by School Board Policy 1710;
6. Keeping track of items and information requested from presenters and other unfinished business, and working with the Executive Board to ensure receipt of such information;
7. Obtaining copies of PowerPoints and other presentations made at ACSD meetings for distribution to members;
8. In consultation with the Chair, notifying the School Board of appointees' attendance in accordance with Policy 1710;
9. Working with the Chair and Vice Chair to prepare the annual report, including data regarding the number of public commenters and the subject matters;
10. Collecting contact information from members of the public who make public comment, and providing such information to appropriate FCPS staff;
11. Reviewing nominations for the First Class Award;
12. Shall be encouraged to attend the Annual Special Education Conference;
13. Attending other ACSD functions; and
14. Advising the Chair and Vice Chair in advance if he/she will unable to attend a meeting.

**2.2.4 Corresponding Secretary.** The duties of the Corresponding Secretary shall include:

1. Maintaining current member list, including email addresses and telephone numbers;
2. Sending notices and meeting agendas, including date, time and location of meetings to members;
3. Working with FCPS staff to ensure proposed meeting agendas and agenda packets are available to the public contemporaneously to provision to the members;
4. Working with FCPS staff to ensure notices of meetings are posted at least three working days prior to the meeting, in accordance with Virginia Code §2.2-3707;
5. Sending emails as requested by the Chair and Vice Chair;
6. Maintaining and updating social media outlets regarding upcoming ACSD meetings;
7. Reviewing nominations for the First Class Award;
8. Reviewing the ACSD email account; and
9. Recording the minutes of the meeting if the Recording Secretary is absent.

**Section 2.3 Length of Term for Officers.** Officers shall serve for a one-year term. An ACSD member can serve in each office for no more than four consecutive years.

**Section 2.4 Meetings of the Executive Board.** The Executive Board shall meet from time to time to address business of the ACSD. Proper notice will be provided at least three business days before the meeting or according to current law.

**ARTICLES 3: OFFICER ELECTIONS**

**Section 3.1 Nominating Committee.**

- 3.1.1 A Nominating Committee shall be formed by the May meeting;
- 3.1.2 The Nominating Committee shall be comprised of at least three members of the ACSD, one of whom shall serve as Nominating Committee Chair; and
- 3.1.3 ACSD members may not serve on the Nominating Committee for more than two consecutive years.
- 3.1.4 The current Chair, Vice Chair, Recording Secretary, and Corresponding Secretary are not eligible to serve on the Nominating Committee.

**Section 3.2 Nominating Procedures.**

- 3.2.1 The Nominating Committee shall assemble a list of willing and qualified candidates for the Executive Board. The Nominating Committee shall endeavor to find nominees to serve for each office and is not required to locate multiple candidates for each position;
- 3.2.2 Nominations may also be offered from the floor at the time of the election; and
- 3.2.3 It is not required to have contested races in any position.

**Section 3.3 Election.**

- 3.3.1 Election of officers shall occur by written ballot election at the end of the June meeting;

- 3.3.2 Nominations for each office are followed by the election for that office; and
- 3.3.3 New officers shall assume their positions immediately after the election.

**Section 3.4 Vacancies.** Should a vacancy occur in any office, nominations shall be accepted at the next regular meeting following the vacancy. Election of the new officer(s) shall follow the same nominating and election procedures, above.

## **ARTICLE 4: MEMBERSHIP**

**Section 4.1 General Membership.** Membership of the ACSD is determined according to the Fairfax County School Board's Strategic Governance Manual.

### **Section 4.2 Duties of Members.**

- 4.2.1 Members will attend monthly ACSD meetings and a fall Retreat according to Article 5, below;
- 4.2.2 Members shall serve on at least one subcommittee during the member's annual term;
- 4.2.3 Members shall notify the Chair and the Recording Secretary if the member will miss an ACSD meeting;
- 4.2.4 Members shall keep their appointing individuals or organizations informed of ACSD activities;
- 4.2.5 Members shall raise concerns and recommendations of the member's appointing individuals or organizations to the ACSD;
- 4.2.6 Members shall make continuing efforts to make the public aware of the ACSD's existence, function, and activities; and
- 4.2.7 Members are encouraged to attend the FCPS Special Education Conference, which is usually held in the Spring, and volunteer for a portion of the event.

**Section 4.3 FCPS Staff.** FCPS staff members may serve as advisors to the ACSD. FCPS staff not otherwise appointed to the ACSD do not have voting rights under Article 5, below.

### **Section 4.4 Conduct of Members.**

- 4.4.1 Members shall conduct themselves in an ethical, responsible and respectable manner. All ethical concerns should be referred to the Chair or Vice Chair according to Section 4.5, below;
  - 4.4.1.1 In the event that a concern is raised about the Chair of the Committee, a member is directed to bring such a complaint or petition to the Vice Chair.
- 4.4.2 Members shall not act as official representatives, nor speak on behalf of or in the name of the ACSD, unless so directed by formal consent of the majority of ACSD members at a meeting of the ACSD;
- 4.4.3 Members shall act lawfully and in a manner that will withstand the closest public scrutiny and will enhance public confidence and trust;
- 4.4.4 Members are expected to attend monthly ACSD meetings and the September Retreat. Appointing organizations and School Board Members will be notified if their appointees have more than three unexcused absences; and
- 4.4.5 Members may not invite individuals or groups to present to the ACSD. All invitations for presenters must originate with the Chair or Vice Chair.



**Section 4.5 Removal of Members by Appointing Organization or School Board Member.**

- 4.5.1 If a Member has more than three unexcused absences at meetings during a twelve-month period, the Chair or Vice Chairs shall inform that Member's appointing organization/individual in writing regarding the absences.
- 4.5.2 If a Member otherwise fails to act in accordance with these Bylaws, the Chair or Vice Chair shall inform that Member's appointing organization/individual of the behavior following a two-thirds vote of the ACSD to suspend such Member's membership. Any Member under consideration for suspension shall be given an opportunity for an adequate hearing before the aforementioned vote is cast.

**ARTICLE 5: MEETINGS**

**Section 5.1 Frequency of Meetings.** Meetings shall occur monthly, with the exception of July and August. A Retreat meeting will occur on a non-business day by the end of September.

**Section 5.2 Quorum and Approval of Minutes.** A Quorum of all members is required to conduct business. A quorum shall be defined as a majority of all appointed, voting members. A majority is considered half of the membership plus one. Minutes of previous ACSD meetings may be approved by a majority of ACSD members in attendance.

**Section 5.3 Motions.** A quorum shall be required to pass all motions. Meetings can be conducted without a quorum, but no business may be conducted in the absence of a quorum.

**Section 5.4 Special ACSD Meetings.** A majority of the ACSD, the Chair, or the Vice Chair may call a special meeting of the ACSD with one week's public notice to the membership. The purpose of any special meeting must be specified. Quorum requirements apply to all special ACSD meetings.

**Section 5.5 Procedures for Notifying Members and the Public of Meetings.** All regular ACSD meetings shall be advertised on Cable TV Channel 21, published in the School Board's monthly listing of meetings, listed on the FCPS website, and advertised at the Parent Resource Center.

**Section 5.6 Agendas.** ACSD members shall be provided a draft agenda at least three days prior to each regular ACSD meeting.

**Section 5.7 Public Comment.** A portion of each regular ACSD meeting shall be set aside for public comments, with a 3-minute time limit for each speaker. At the discretion of the Chair, commenters may be allowed more time. The Chair or Vice Chair will provide contact information to staff regarding public commenters whose concerns may need attention from FCPS staff.

**Section 5.8 Concerns.** Individuals or groups wishing to bring concerns to the ACSD may contact the Chair or Vice Chair, who may assign an ACSD member to discuss the matter with the individual or groups. The ACSD member may then present the matter to the full ACSD as a member's report, or the individual or group may present the concern during public comment. If

the concern is from an ACSD member, the member may not participate as a member of the ACSD and must address the ACSD as a private citizen.

**Section 5.9 Review of the 6-Year Plan.** The ACSD shall designate one meeting annually to review FCPS’s Annual Plan and Report, the updated 6-year plan and application for Federal flow-through money (Part B funds). This meeting shall occur at least 30 days prior to submission of the plan to the School Board.

## **ARTICLE 6: COMMITTEES**

**Section 6.1 Subcommittees.** The ACSD shall have the following subcommittees:

1. Family Engagement and Outreach;
2. Student Achievement and Outcomes;
3. Policy and Regulations; and
4. School Board Charge

**Section 6.2 Duties of Subcommittees.**

- 6.2.1 Each Subcommittee shall select a Committee Chair by the close of the September meeting;
- 6.2.2 Each Subcommittee shall work collaboratively to collect data, research issues, and compile a report of findings to be submitted and presented at the March ACSD meeting; and
- 6.2.3 In collaboration with the Executive Board, Subcommittees may interview staff or other professionals and host “Meet and Greets” or other community meetings in order to gather necessary information to support the subcommittee’s work.

**Section 6.3 Duties of Subcommittee Chairs.**

- 6.3.1 Provide the ACSD chair with the names of the subcommittee members within one month of creation of the subcommittee;
- 6.3.2 Appoint a secretary who shall keep a record of what occurs in the subcommittee;
- 6.3.3 Promote collaboration and communication among members (in conjunction with the Virginia Freedom of Information Act);
- 6.3.4 Notify the ACSD Chair and Vice Chair at least seven days prior to a requested subcommittee meeting (including an early start time before the monthly ACSD meeting);
- 6.3.5 Notify the ACSD Chair and Vice Chair if a speaker is requested for either the subcommittee meeting or the full ACSD meeting;
- 6.3.6 If subcommittee members request amendments to the draft report, the subcommittee chair will ensure that the amendments are included;
- 6.3.7 Prepare a draft report with subcommittee member input; and
- 6.3.8 By the March meeting, provide an electronic copy of the draft to the ACSD Chair and Vice Chair. Each subcommittee shall provide a brief presentation of findings to the ACSD at the March meeting.

**Section 6.4 Ad-hoc Committees.** Other subcommittees shall be established by the ACSD as needed to address specific issues and carry out the ACSD work. All ad-hoc committees shall have a minimum of three members.

## **ARTICLE 7: ANNUAL REPORT**

**Section 7.1 Purpose.** The ACSD shall prepare an annual report for the division superintendent and the School Board.

**Section 7.2 Goal.** The annual report will document and evaluate ACSD activities for the year.

**Section 7.3 Ratification.** Every committee member who has attended at least 50 percent of the meetings is eligible to sign the report as supporting, opposing, or abstaining from its conclusions and recommendations. Writing of a minority report must consist of three ACSD members of good standing before being considered.

## **ARTICLE 8: BYLAWS**

**Section 8.1 School Board Policy 1710.** The consideration, adoption and implementation of the bylaws and any amendments shall be in accordance with School Board Policy 1710.

**Section 8.2 Proposed amendments.** Proposed amendments to these bylaws must be presented at a regularly scheduled ACSD meeting and voted on at the next regularly scheduled ACSD meeting.

**Section 8.3 Review of Bylaws.** The Bylaws shall be reviewed every three years by a Bylaws Subcommittee.

## **ARTICLE 9: PARLIAMENTARY AUTHORITY**

**Section 9.1 Robert's Rules of Order.** *Robert's Rules of Order Newly Revised* shall govern the conduct of the ACSD meetings and other procedural matters, to the extent that such rules are applicable and not inconsistent with the provisions of these bylaws.

Adopted: June 12, 2019.

Adopted with limited revisions: December 8, 2021, Harry Henderson, Chair.

*Revised:*

*November 12, 2003*

*October 8, 2008*

*October 14, 2009*

*July 13, 2011*

*March 9, 2016*

*June 12, 2019*

*December 8, 2021*

Key Center Tour  
November 29, 2021  
9am

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**Participants:** Laura Jane Cohen - Springfield School Board Member; Amanda Campbell - ACSD Representative for Springfield; Ann Smith - Key Center Principal; Mike Bloom - Director, Office of Special Education Instruction; Ellie Stack - Coordinator, Pre-K-12 Special Education Instruction

### **Student Demographics/Profile Information**

- # of students total currently: 65 (usually around 100).
- Grades represented: 3rd - 12th at the moment (K-12 is possible)
- Class sizes:
  - Medical Complexities classes: 8-9 students
  - Transition/Behavior classes: 4-5 students
- Multiple grade levels/classrooms
  - One class had grades 3-7 in the same room.
  - Another class had grades 9-10 and 12th.
- Key Center is an Intellectual Disability (ID)/Intellectual Disability Severe (IDS) site specifically.
  - Populations also represented include (but not limited to) autistic students, students with medical complexities (e.g. epilepsy), deaf/hard of hearing, visual impairment, etc.
- All students at Key Center are on the Applied Studies diploma track.
- Many students, if not most, have complex communication needs
  - 90% of students on the Assistive Technology Services (ATS) caseload, and 70% of students are on the speech-language (SLP) caseload.
  - Pretty much all students use Augmentative and Alternative Communication (AAC) of some form - both high tech and low-tech systems in use.

### **School Information**

- Key Center does have a sensory room available
  - Equipment includes: Noise-canceling egg chair, sensory wall installations, sensory bubble tube, etc.
- Adapted Aquatics program is possible, but pool is currently closed due to ventilation/humidity issues.
- Key Center has access to the same transition services as all secondary schools.
- Key Center team has meetings with Adapted Curriculum staff to coordinate instruction.
- Have a Registered Nurse (RN) on site.
- There is some concurrent instruction happening at Key Center due to the needs of the students. 2 classrooms, I believe.
- Music Therapy is available. If I recall correctly, the "special" is Music Therapy rather than music, and Music Therapy is also available as a related service.

### **Behavioral Program/Restraint & Seclusion Information**

- 1 Seclusion Room shown. Principal reported that it had only been used once so far this year.
- Principal shared that Ukeru and PCM are the primary crisis management tools in use, and that there has been a lot of buy-in from staff in the Ukeru program. Principal has seen the Ukeru training at Burke.
- We witnessed Ukeru intervention being used, and both staff and student were clearly safe as the student worked to de-escalate.

- Dr. Hanley's method is being implemented student by student, really, due to the process of Functional Communication Training being very 1:1 oriented. They are in the process of choosing the next student.

### **My Member Time Comments:**

Thank you to Laura Jane Cohen, her assistant Stephanie Sheridan, Ann Smith, Mike Bloom, and Ellie Stack for organizing a tour of Key Center. It was a very informative tour, and helped to give a much better idea of the services available at Key Center. We spent about 30 mins in a conference room talking before touring the building. Once on the tour, we visited 4 classrooms - 2 classrooms in the medical complexity side of the building (elementary/secondary), and 2 classrooms on the transition/behavioral side of the building (elementary/secondary). We also visited a sensory room, a medical procedures room, and a seclusion room. Each classroom showcased significant adaptations - for motor impairments, visual impairments, communication impairments, etc to help access the curriculum. All 65 students at Key Center are accessing the adapted curriculum.

One thing I did note that I believe is worth further attention - and has been noted in ID settings in base schools as well - is that teachers are spending a **lot** of time creating and adapting materials on their own. The staff are clearly dedicated to their students, and working very hard to ensure they have all they need. They are also, as so many teachers are during the pandemic, very over-taxed. For example, there are a few teachers teaching concurrently who are creating materials for their students almost 2 weeks ahead of time, so that they can be copied/created and sent home to the families at home in time for the lessons. As FCPS continues to look into use of ESSER funds, it would be worthwhile to look into central office supporting the creation of materials that are both modified for the students' developmental/medical needs and are also age-appropriate/student-centered, much as is done for the general education curriculum. This would support both the needs of the students as well as support the staff if they are able to spend less time on adapting materials.

Additionally, Principal Ann Smith indicated that PCM and Ukeru are the primary crisis management/de-escalation techniques in the school, and reported that Ukeru has been very helpful in reducing the need for seclusion, as the seclusion room had only been used once so far this year. We witnessed Ukeru intervention being used, and both staff and student were clearly safe as the student worked to de-escalate. It was a very encouraging report on the implementation of Ukeru, and I look forward to learning more about the rollout of Ukeru, Dr. Hanley and Dr. Greene's methods across the county. As Harry noted, we also had a great conversation about music therapy offerings at Key Center and across FCPS, which I very much appreciated as my background is K-12 music education.

Thank you again to Ann Smith and the Key Center Staff for inviting us into their classrooms! I will share the notes of this tour with the Corresponding Secretary for distribution to the appropriate subcommittees.