

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, September 14, 2022 5:30 - 9:00 p.m.

Summary of Business Conducted:

- New members received orientation materials and guidance.
 - DSS presentation received: *IEP Development: Supporting Collaboration and Documentation*. Eliminates the PLOP in favor of a PLAAFP page; utilizing “Meeting Minutes”. PDF appended.
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Executive Committee:

Chair, Harry Henderson

Vice Chair, Elizabeth Zielinski

Secretaries, Ally Baldassari (Recording) and Brandis Ruise (Corresponding)

Member Attendance: A quorum was confirmed by Secretary Ally Baldassari with 23/25 voting members in attendance for the business portion of the meeting. Some returning members did not attend preceding orientation, as that wasn’t required. There are 34 positions on the ACSD; 9 currently vacant. The full record of members, vacancies, and attendance is appended.

Public Attendance: There were 6 members of the public present at the meeting.

Liaisons/FCPS Guests:

Mike Bloom, Director, Office of Special Education Instruction and ACSD Liaison
Michelle Boyd, Assistant Superintendent, Department of Special Services (DSS)
Dawn Schaefer, Director, Special Education Procedural Support
Debbie Lorenzo, Coordinator, Procedural Support Services
Kelly Conn-Reda, Program Manager, Multi-Agency Services
Kathy Murphy, Assistant Ombudsman for Special Education
Laura Jane Cohen, School Board member and ACSD School Board Liaison
Rachna Seizmore-Heizer, Chairman, FCPS School Board

The Business Meeting was preceded by an ACSD New Member Orientation, 5:30 PM - 6:55 PM.

- Welcome by Harry Henderson, Chair. Mr. Henderson introduced the executive committee, ACSD Liaison Mike Bloom, and his assistant Natashi Anthony.
- “ACSD 101” Presentation delivered by Mike Bloom, Director of Special Education Instruction and FCPS Liaison to the ACSD
 - Reviewed the mandate from Virginia for local special education advisory committees (“local seacs”). These committees are required by Virginia state code.

- “ACSD Commitments” -Mr. Bloom listed member commitments outside state requirements. Respect confidentiality, respect fellow members’ points of view, work collaboratively in subcommittees, don’t respond to public comment, email Chair and Recording Secretary in advance of absences.
- The ACSD webpage is updated for 2022-2023. It contains the purpose of the ACSD, the School Board Charge, Bylaws, how to make public comment, meeting dates, parking info, 2022-23 membership, resources, agendas, and minutes.
- Mr. Bloom will put recordings of meetings up on the public webpage.
- Mr. Bloom promised to record and post all meetings. There is currently a state of emergency that allows public meetings to be hybrid meetings. He will still record and post even if we return to all-in person.
- Reviewed member responsibilities/conduct. Refrain from representing the ACSD unless directed by ACSD consent. Refrain from discussing individual cases at the ACSD. Instead, share your perspective from personal experience without adding personal information.
- Remember ACSD is open to FOIA; all info related to the ACSD is public information.
- Discussed the Virginia Open Meeting laws, which means all of our meetings are open to the public as long as ACSD members are meeting in a group of 3 or more. A meeting notice must be posted three days in advance.
- Team Building Icebreaker conducted by Ally Baldassari, Recording Secretary
- Subcommittees/Current Concerns and Needs discussion, Ally Baldassari
 - Reviewed the ACSD’s overarching goal per our Bylaws and mandate per Virginia Code.
 - The work of the ACSD is done inside subcommittees. The four ACSD standing subcommittees are The School Board Charge, Policy and Regulations, Student Outcomes and Achievement, and Family Engagement and Community Outreach.
 - Previewed documents members would receive to guide their subcommittee selection and meetings, and how to become informed and engaged members of the ACSD.

Business Meeting Agenda

1. Welcome and Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
 June 2022 minutes approved. Agenda amended: School Board Liaison update will occur when Ms. Cohen is able to join. Mike Bloom will give the Parent Resource Center News in Mary Beth Harrison-Cunningham’s absence. Dawn Schaefer/Michelle Boyd will present DSS IEP Updates, and please note Dawn Schaefer’s title Director of Procedural Support Services, and not Acting Director as previously attributed. Chairman’s comments added to agenda.
3. Chairman’s comments
 - a. Mr. Henderson reviewed for the ACSD/public our mandate
 - b. Mr. Henderson reviewed for the ACSD/public our 2022-2023 school board charge.

4. Public Comment, Elizabeth Zielinski, Vice Chair
 - a. Dr. Claire Bartok - Her dyslexic son has read aloud for testing and decoding challenges but is in above grade level in other areas, including reading comprehension. She states FCPS currently has no way to ameliorate his fluency deficits. His read aloud accommodation is computer audio without appropriate tone/inflection. FCPS must supply appropriate computer audio or human reading with appropriate tone/inflection.
 - b. Lauren McCaughey - (Speaking as an individual). She is disappointed that FCPS proposed changes to the IEP, which were to go into effect on September 12, 2022, were not shared with the ACSD. She reports that the Chair shared his concern with DSS leadership and that he reported the response was that the change was procedural/ insignificant and did not need to be shared per state mandate. Ms. McCaughey also notes FCPS families of SWD haven't been informed of changes that were already to have gone into effect.
 - c. Dr. Mohamed Norat - Dr. Norat is the parent of a 7 year old autistic son. He is very concerned about the proposed IEP changes. He reports spending 8 months and 16 meetings attempting to recover COVID losses in the IEP. "Parent concerns are being relegated to an annex." "To many parents, we are already feeling that our input to the IEP is an afterthought...We don't feel a co-partner in the IEP process." Parents have valuable insights into what their children need to progress.
 - d. Debra Tisler - Ms. Tisler says that the form for medical exemption (SS/SE-19) does not allow parent input to what medical examinations are indicated. This form is not discussed or reviewed by the team, and the medical examiner isn't invited to the team. Would like the ACSD to consider this, and prevent such documents from being reviewed solely by FCPS legal counsel. She recommends FCPS follow guidance from the VDOE book *Critical Decision Points for Children with Disabilities*.

Written testimonies submitted to the ACSD are appended to the minutes. In-person speakers have the opportunity to submit a written version of their comments.

5. Attendance Report, Ally Baldassari, Secretary - As reported above.
6. Parent Resource Center News, Mike Bloom for Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. PRC Consultations are again available by walk-in. Or email/call for an appointment.
 - b. Reminder of the Youtube channel, where recordings of webinars will be posted.
 - c. Fall webinars can be found published on their [social media](#) and [website](#). There has already been a webinar this year which was posted on the Youtube channel.
7. School Board Liaison Update - LJC
 - a. Has appreciated participating with ACSD members in community conversations; she attended the Key Center conversation with Mr. Henderson, Chair.

- b. AIR report -October 4th is the worksession, but the presentation/ report will be posted in Boarddocs 9/23/22. She welcomes feedback, calling it our “next big task together.” She is pleased to announce that AIR has agreed to work with the school board pro bono on how to implement some of the recommendations.

Questions

Lauren McCaughey: Any update on when the 2021-2022 ACSD Final Year report will be delivered? A: No date yet, but Ms. Cohen understands that ACSD is a legally-mandated committee and hopes to hear our report with or without other advisory committee reports [if scheduling proves difficult with the other advisory committees].

- 8. Department of Special Services (DSS) Updates: Dr. Michelle Boyd, Mike Bloom, Dawn Schaefer
 - a. Dr. Boyd wishes everyone a happy new school year and looks forward to partnering with all the new ACSD members.
 - b. Presentation *IEP Development: Supporting Collaboration and Documentation, Fall 2022*
 - i. Change is to facilitate the documentation required by the VA regulations
 - ii. A “PLAAFP” page will replace the “PLOP”; present level of academic achievement and functional performance takes the place of present level of performance.
 - iii. PLAAFP - VA regulation requires a “present levels” statement including academic achievement and functional performance, with two sub-requirements. (a) The statement shall be written in objective measurable terms to the extent possible, with test scores. (b) “The present level of performance shall directly relate to other components of the IEP.”
 - iv. Dr. Boyds says a PLAAFP is necessary instead of PLOP to foster accurate, concise information addressing both academics and functional performance.
 - v. PLAAFP will also contain the most recent eligibility decision and available assessment results with dates, scores, explanation. “Consideration of parent-provided reports or IEE” and “Input from teachers.” Teachers may utilize the Teacher Narrative (SS/SE-22) form. Parent input may be included only if provided prior to the meeting via Parent Information Form, an email, or verbally. Parent input is only included if provided ahead of the meeting.
 - vi. “They are working to ensure that practice is happening” - Ms. Schaefer stated in response to the new VA requirement that any IEP draft/partial draft/ must be provided to parents 2 business days in advance.
 - vii. Example of a PLAAFP components: Graduation status, current services, progress on IEP goals, AIM-VA accessibility supports, limited English Proficiency (LEP) statements, medical statements, career and technical education (CTE) plans.
 - viii. Ms. Schaefer: The proposed changes can be summarized in a change in terminology and that both academic and functional performance will be

- recorded. And the present level page will no longer serve as the location for meeting minutes, i.e. a summary of other discussion beyond the present levels.
- ix. Why? “Brings into alignment with special education law...” Per Ms. Schaefer, it lessens confusion.
 - x. Meeting minutes are a mechanism to capture the discussion during the meeting. They do NOT: replace any section or component of the IEP. Will not be a verbatim transcript. They are not required by any VA regulation. But they are helpful in cases where more than one meeting is required for the development of an IEP.
 - xi. Prior Written Notice (PWN): Required before the school proposes to initiate or change certain things, and when the school refuses to initiate a change.
 - xii. Requirements for the PWN: Description of actions proposed/refused + explanation, description of evaluations/assessments/records/reports and other factors considered in rejections or proposals, statement of the family’s procedural safeguards, and contact info for assistance in understanding the PWN.

Questions/comments:

Amanda Campbell: From the AIR preliminary report October 2022: “An emerging theme among parents is that their input is not valued.” 38% of IEPs did not include any evidence of parental input in the IEP. Given this is likely to further hamper evidence of parent IEP participation, please clarify if these changes are required by VA, and why you would do this now before the final AIR report? Dr. Boyd replied that she has heard both school staff and families share their concerns that their side isn’t documented in favor of the other side’s input. Dr. Boyd says that she is doing it now before the AIR report to rectify the fact that present level pages haven’t always included components required per VA regulations, and that parent input often wasn’t clearly documented. Now her office will have specifications for exactly what is documented. Ms. Campbell clarified that she wants to know if meeting minutes and a PLAAFP page were required by VDOE. Dr. Boyd said the change would make it easier to include required components.

Ally Baldassari: Wanted clarification that all types of parent requests, including all proposed accommodations, and additional options parents present for consideration, will appear on the PWN page. Dr. Boyd responded that the PWN page will be inclusive of all types of parent requests and any additional option they counter to an FCPS proposal.

Carolyn Haydon: Requested a visual example of the current vs proposed changes. Dr. Boyd and Dawn Schaefer thanked for the feedback, and said it was part of the training staff has received.

Elizabeth Zielinski: Where is a parent input statement preserved? Since parent input can now, at best, only be summarized on the present level page, is the parent input

statement preserved anywhere the parents can access? Ms. Zielinski notes “Consideration of parent input” is not defined by VA. She feels that whether a parent input be preserved in full vs. summarized on the present level page should be an IEP team decision vs. a division-wide policy decision. Dr. Boyd’s response reiterated that input provided prior to the meeting would appear on the PLAAFP in synthesized form. Ms. Zielinski asked again where the original parent input statement would be preserved. Dr. Boyd replied the full statement will be in the “cumulative record” which would be pulled on a records request. Meeting minutes will be in the student’s record and will be received after a records request. Ms. Zielinski then asked why parents and teachers have unequal access to recording their input. Parent’s input is synthesized (if given in advance), but won’t appear in full, and a teacher’s input will. Dr. Boyd clarified that the teacher’s report would be synthesized, too.

Randi Consentino: Feels that teachers utilize the PLOP page to understand incoming students based on its useful tidbits of information. Where will the teacher get this informal information now? Dr. Boyd replied that teachers still have access to all the information they need. Instead of discussion on how the students enjoy their accommodations or which they chose to utilize, the important info will be on the accommodation page as accommodation accepted or in the PWN as an accommodation refused. Ms. Shaefer also added that the accommodation page has a place for narrative.

Susan Edgerton: When you are considering different placements at a transition (for example, where will the parent requests be, with their input as to why they think other schools should be considered? Answer: In the PWN. “The request is no longer documented, only the refusal.” But per the requirements for a PWN, all other options considered must be listed and the reason why the option was refused must be included.

Sanaa Bouzit: Can FCPS hold a meeting with PoAC, SEPTA, and ACSD to discuss the changes? May we view the training that teachers get on these changes? When will the proposed changes be approved by the school board? A: “Will look at how to share this information out... we have a standing quarterly meeting with SEPTA.” This will not go to the school board because it is outside of policy and governance, this is a day-to-day operations change. Rachna Seizemore Heizer agreed this is not a board matter, however she has been in conversation with DSS to review these changes with the community.

Lauren McCaughey: Please share the dates and staff involved initiating these changes without bringing it to the ACSD or informing parents. Dr. Boyd says she is responsible for initiating the changes. She said she had the good intention of solving a problem of IEPs not properly recording parent input. The “spirit of these changes truly are to bring us in

line with special education regulations.” “Everyone has an equal voice... We are an IEP team collectively.”

Harry Henderson: The implementation of IEP changes has been on hold since Sept.12, and we have expressed significant questions and concerns. Please pause for collaboration with involved parties. Consider how the information will be disseminated to the public. He requests meetings with stakeholder groups and PTAs. Dr. Boyd replied that she plans to work with the Parent Resource Center to disseminate the information.

Daniel Cronnel: Has felt the power imbalance in IEP meetings. The IEP is an FCPS document recorded only by FCPS staff. It only feels collaborative if the sides happen to agree. FCPS is the side that has the power to say no, and they claim the knowledge.

9. Old Business & New Business

- a. Lauren McCaughey asked for an update on the Behavior Education Plan. When will it be made public? Dr. Boyd replied that Ross Greene has reviewed the plan, it has come back to senior central office leadership, and will soon go to the school board. Her office “will be linking” the AIR report with the Behavior Education plan.
- b. Amanda Campbell: The Behavior Education plan links to restraint and seclusion, so will there be a work session on these issues? A: There is not one scheduled.
- c. Ally Baldassari clarified that further questions on the IEP presentation today could be forwarded to Brandis Ruise. Spring questions for the record are still outstanding.

10. Member Time

Ally Baldassari

- (1) Represents the ACSD on the Early Access to Literacy (EAL) Steering Committee. It met today and will meet semi-monthly. She will be updating the ACSD on the EAL plan.
- (2) SEPTA: The Sept. 20 virtual meeting will have a guest speaker on transition planning. Mini-grants applications are open, as are SEPTA membership applications.

Amanda Campbell

- (1) Thanks Dr. Reid for inviting ACSD members to attend the Community Conversation at Key center to help us learn more about the Key Center for our S.B. charge.
- (2) Shared that opportunity to subscribe to PEATC and get VDOE Superintendent Memo updates. There was a recent memo on the VAAP that was concerning.

Susan Edgerton: PoAC NoVA’s upcoming meeting will host FCPS leadership for presentations and PoAC NoVA questions. Meeting is virtual, 6PM September 20, 2022.

Rachna Seizmore Heizer commented that she believes the Behavior education plan could be discussed during the AIR report at the Oct. 4th SB Work Session.

11. Adjournment - 9:02 PM

Member	Name	Organization/Representing	9.14.22 Orientation	9.14.22 Meeting	12.9.21	1.14.22	1.28.22	2.11.22	2.22.22	3.7.22	3.21.22	3.28.22	4.4.22	4.11.22	4.18.22	4.25.22	5.2.22	5.9.22	5.16.22	5.23.22	5.30.22	6.6.22	6.13.22	6.20.22	6.27.22	7.4.22	7.11.22	7.18.22	7.25.22	8.1.22	8.8.22	8.15.22	8.22.22	8.29.22	9.5.22	9.12.22	9.19.22	9.26.22	10.3.22	10.10.22	10.17.22	10.24.22	10.31.22	11.7.22	11.14.22	11.21.22	11.28.22	12.5.22	12.12.22	12.19.22	12.26.22	1.2.23	1.9.23	1.16.23	1.23.23	1.30.23	2.6.23	2.13.23	2.20.23	2.27.23	3.6.23	3.13.23	3.20.23	3.27.23	4.3.23	4.10.23	4.17.23	4.24.23	5.1.23	5.8.23	5.15.23	5.22.23	5.29.23	6.5.23	6.12.23	6.19.23	6.26.23	7.3.23	7.10.23	7.17.23	7.24.23	7.31.23	8.7.23	8.14.23	8.21.23	8.28.23	9.4.23	9.11.23	9.18.23	9.25.23	10.2.23	10.9.23	10.16.23	10.23.23	10.30.23	11.6.23	11.13.23	11.20.23	11.27.23	12.4.23	12.11.23	12.18.23	12.25.23	1.1.24	1.8.24	1.15.24	1.22.24	1.29.24	2.5.24	2.12.24	2.19.24	2.26.24	3.5.24	3.12.24	3.19.24	3.26.24	4.2.24	4.9.24	4.16.24	4.23.24	4.30.24	5.7.24	5.14.24	5.21.24	5.28.24	6.4.24	6.11.24	6.18.24	6.25.24	7.2.24	7.9.24	7.16.24	7.23.24	7.30.24	8.6.24	8.13.24	8.20.24	8.27.24	9.3.24	9.10.24	9.17.24	9.24.24	10.1.24	10.8.24	10.15.24	10.22.24	10.29.24	11.5.24	11.12.24	11.19.24	11.26.24	12.3.24	12.10.24	12.17.24	12.24.24	12.31.24	1.7.25	1.14.25	1.21.25	1.28.25	2.4.25	2.11.25	2.18.25	2.25.25	3.4.25	3.11.25	3.18.25	3.25.25	4.1.25	4.8.25	4.15.25	4.22.25	4.29.25	5.6.25	5.13.25	5.20.25	5.27.25	6.3.25	6.10.25	6.17.25	6.24.25	7.1.25	7.8.25	7.15.25	7.22.25	7.29.25	8.5.25	8.12.25	8.19.25	8.26.25	9.2.25	9.9.25	9.16.25	9.23.25	9.30.25	10.7.25	10.14.25	10.21.25	10.28.25	11.4.25	11.11.25	11.18.25	11.25.25	12.2.25	12.9.25	12.16.25	12.23.25	12.30.25	1.6.26	1.13.26	1.20.26	1.27.26	2.3.26	2.10.26	2.17.26	2.24.26	3.3.26	3.10.26	3.17.26	3.24.26	3.31.26	4.7.26	4.14.26	4.21.26	4.28.26	5.5.26	5.12.26	5.19.26	5.26.26	6.2.26	6.9.26	6.16.26	6.23.26	6.30.26	7.7.26	7.14.26	7.21.26	7.28.26	8.4.26	8.11.26	8.18.26	8.25.26	9.1.26	9.8.26	9.15.26	9.22.26	9.29.26	10.6.26	10.13.26	10.20.26	10.27.26	11.3.26	11.10.26	11.17.26	11.24.26	11.31.26	12.8.26	12.15.26	12.22.26	12.29.26	1.5.27	1.12.27	1.19.27	1.26.27	2.2.27	2.9.27	2.16.27	2.23.27	2.30.27	3.6.27	3.13.27	3.20.27	3.27.27	4.3.27	4.10.27	4.17.27	4.24.27	4.31.27	5.8.27	5.15.27	5.22.27	5.29.27	6.5.27	6.12.27	6.19.27	6.26.27	7.3.27	7.10.27	7.17.27	7.24.27	7.31.27	8.7.27	8.14.27	8.21.27	8.28.27	9.4.27	9.11.27	9.18.27	9.25.27	10.2.27	10.9.27	10.16.27	10.23.27	10.30.27	11.6.27	11.13.27	11.20.27	11.27.27	12.4.27	12.11.27	12.18.27	12.25.27	1.1.28	1.8.28	1.15.28	1.22.28	1.29.28	2.5.28	2.12.28	2.19.28	2.26.28	3.5.28	3.12.28	3.19.28	3.26.28	4.2.28	4.9.28	4.16.28	4.23.28	4.30.28	5.7.28	5.14.28	5.21.28	5.28.28	6.4.28	6.11.28	6.18.28	6.25.28	7.2.28	7.9.28	7.16.28	7.23.28	7.30.28	8.6.28	8.13.28	8.20.28	8.27.28	9.3.28	9.10.28	9.17.28	9.24.28	9.30.28	10.7.28	10.14.28	10.21.28	10.28.28	11.4.28	11.11.28	11.18.28	11.25.28	12.2.28	12.9.28	12.16.28	12.23.28	12.30.28	1.6.29	1.13.29	1.20.29	1.27.29	2.3.29	2.10.29	2.17.29	2.24.29	3.3.29	3.10.29	3.17.29	3.24.29	3.31.29	4.7.29	4.14.29	4.21.29	4.28.29	5.5.29	5.12.29	5.19.29	5.26.29	6.2.29	6.9.29	6.16.29	6.23.29	6.30.29	7.7.29	7.14.29	7.21.29	7.28.29	8.4.29	8.11.29	8.18.29	8.25.29	9.1.29	9.8.29	9.15.29	9.22.29	9.29.29	10.6.29	10.13.29	10.20.29	10.27.29	11.3.29	11.10.29	11.17.29	11.24.29	11.31.29	12.8.29	12.15.29	12.22.29	12.29.29	1.5.30	1.12.30	1.19.30	1.26.30	2.2.30	2.9.30	2.16.30	2.23.30	3.2.30	3.9.30	3.16.30	3.23.30	3.30.30	4.6.30	4.13.30	4.20.30	4.27.30	5.4.30	5.11.30	5.18.30	5.25.30	6.1.30	6.8.30	6.15.30	6.22.30	6.29.30	7.6.30	7.13.30	7.20.30	7.27.30	8.3.30	8.10.30	8.17.30	8.24.30	8.31.30	9.7.30	9.14.30	9.21.30	9.28.30	10.5.30	10.12.30	10.19.30	10.26.30	11.2.30	11.9.30	11.16.30	11.23.30	11.30.30	12.7.30	12.14.30	12.21.30	12.28.30	1.4.31	1.11.31	1.18.31	1.25.31	2.1.31	2.8.31	2.15.31	2.22.31	2.29.31	3.6.31	3.13.31	3.20.31	3.27.31	4.3.31	4.10.31	4.17.31	4.24.31	4.31.31	5.8.31	5.15.31	5.22.31	5.29.31	6.5.31	6.12.31	6.19.31	6.26.31	7.3.31	7.10.31	7.17.31	7.24.31	7.31.31	8.7.31	8.14.31	8.21.31	8.28.31	9.4.31	9.11.31	9.18.31	9.25.31	10.2.31	10.9.31	10.16.31	10.23.31	10.30.31	11.6.31	11.13.31	11.20.31	11.27.31	12.4.31	12.11.31	12.18.31	12.25.31	1.1.32	1.8.32	1.15.32	1.22.32	1.29.32	2.5.32	2.12.32	2.19.32	2.26.32	3.5.32	3.12.32	3.19.32	3.26.32	4.2.32	4.9.32	4.16.32	4.23.32	4.30.32	5.7.32	5.14.32	5.21.32	5.28.32	6.4.32	6.11.32	6.18.32	6.25.32	7.2.32	7.9.32	7.16.32	7.23.32	7.30.32	8.6.32	8.13.32	8.20.32	8.27.32	9.3.32	9.10.32	9.17.32	9.24.32	9.30.32	10.7.32	10.14.32	10.21.32	10.28.32	11.4.32	11.11.32	11.18.32	11.25.32	12.2.32	12.9.32	12.16.32	12.23.32	12.30.32	1.6.33	1.13.33	1.20.33	1.27.33	2.3.33	2.10.33	2.17.33	2.24.33	3.3.33	3.10.33	3.17.33	3.24.33	3.31.33	4.7.33	4.14.33	4.21.33	4.28.33	5.5.33	5.12.33	5.19.33	5.26.33	6.2.33	6.9.33	6.16.33	6.23.33	6.30.33	7.7.33	7.14.33	7.21.33	7.28.33	8.4.33	8.11.33	8.18.33	8.25.33	9.1.33	9.8.33	9.15.33	9.22.33	9.29.33	10.6.33	10.13.33	10.20.33	10.27.33	11.3.33	11.10.33	11.17.33	11.24.33	11.31.33	12.8.33	12.15.33	12.22.33	12.29.33	1.5.34	1.12.34	1.19.34	1.26.34	2.2.34	2.9.34	2.16.34	2.23.34	3.2.34	3.9.34	3.16.34	3.23.34	3.30.34	4.6.34	4.13.34	4.20.34	4.27.34	5.4.34	5.11.34	5.18.34	5.25.34	6.1.34	6.8.34	6.15.34	6.22.34	6.29.34	7.6.34	7.13.34	7.20.34	7.27.34	8.3.34	8.10.34	8.17.34	8.24.34	8.31.34	9.7.34	9.14.34	9.21.34	9.28.34	10.5.34	10.12.34	10.19.34	10.26.34	11.2.34	11.9.34	11.16.34	11.23.34	11.30.34	12.7.34	12.14.34	12.21.34	12.28.34	1.4.35	1.11.35	1.18.35	1.25.35	2.1.35	2.8.35	2.15.35	2.22.35	2.29.35	3.6.35	3.13.35	3.20.35	3.27.35	4.3.35	4.10.35	4.17.35	4.24.35	4.31.35	5.8.35	5.15.35	5.22.35	5.29.35	6.5.35	6.12.35	6.19.35	6.26.35	7.3.35	7.10.35	7.17.35	7.24.35	7.31.35	8.7.35	8.14.35	8.21.35	8.28.35	9.4.35	9.11.35	9.18.35	9.25.35	10.2.35	10.9.35	10.16.35	10.23.35	10.30.35	11.6.35	11.13.35	11.20.35	11.27.35	12.4.35	12.11.35	12.18.35	12.25.35	1.1.36	1.8.36	1.15.36	1.22.36	1.29.36	2.5.36	2.12.36	2.19.36	2.26.36	3.5.36	3.12.36	3.19.36	3.26.36	4.2.36	4.9.36	4.16.36	4.23.36	4.30.36	5.7.36	5.14.36	5.21.36	5.28.36	6.4.36	6.11.36	6.18.36	6.25.36	7.2.36	7.9.36	7.16.36	7.23.36	7.30.36	8.6.36	8.13.36	8.20.36	8.27.36	9.3.36	9.10.36	9.17.36	9.24.36	9.30.36	10.7.36	10.14.36	10.21.36	10.28.36	11.4.36	11.11.36	11.18.36	11.25.36	12.2.36	12.9.36	12.16.36	12.23.36	12.30.36	1.6.37	1.13.37	1.20.37	1.27.37	2.3.37	2.10.37	2.17.37	2.24.37	3.3.37	3.10.37	3.17.37	3.24.37	3.31.37	4.7.37	4.14.37	4.21.37	4.28.37	5.5.37	5.12.37	5.19.37	5.26.37	6.2.37	6.9.37	6.16.37	6.23.37	6.30.37	7.7.37	7.14.37	7.21.37	7.28.37	8.4.37	8.11.37	8.18.37	8.25.37	9.1.37	9.8.37	9.15.37	9.22.37	9.29.37	10.6.37	10.13.37	10.20.37	10.27.37	11.3.37	11.10.37	11.17.37	11.24.37	11.31.37	12.8.37	12.15.37	12.22.37	12.29.37	1.5.38	1.12.38	1.19.38	1.26.38	2.2.38	2.9.38	2.16.38	2.23.38	3.2.38	3.9.38	3.16.38	3.23.38	3.30.38	4.6.38	4.13.38	4.20.38	4.27.38	5.4.38	5.11.38	5.18.38	5.25.38	6.1.38	6.8.38	6.15.38	6.22.38	6.29.38	7.6.38	7.13.38	7.20.38	7.27.38	8.3.38	8.10.38	8.17.38	8.24.38	8.31.38	9.7.38	9.14.38	9.21.38	9.28.38	10.5.38	10.12.38	10.19.38	10.26.38	11.2.38	11.9.38	11.16.38	11.23.38	11.30.38	12.7.38	12.14.38	12.21.38	12.28.38	1.4.39	1.11.39	1.18.39	1.25.39	2.1.39	2.8.39	2.15.39	2.22.39	2.29.39	3.6.39	3.13.39	3.20.39	3.27.39	4.3.39	4.10.39	4.17.39	4.24.39	4.31.39	5.8.39	5.15.39	5.22.39	5.29.39	6.5.39	6.12.39	6.19.39	6.26.39	7.3.39	7.10.39	7.17.39	7.24.39	7.31.39	8.7.39	8.14.39	8.21.39	8.28.39	9.4.39	9.11.39	9.18.39	9.25.39	10.2.39	10.9.39	10.16.39	10.23.39	10.30.39	11.6.39	11.13.39	11.20.39	11.27.39	12.4.39	12.11.39	12.18.39	12.25.39	1.1.40	1.8.40	1.15.40	1.22.40	1.29.40	2.5.40	2.12.40	2.19.40	2.26.40	3.5.40	3.12.40	3.19.40	3.26.40	4
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Good evening. My son Connor, who had been homeschooled since the COVID pandemic began, and who was newly enrolled this fall in FCPS, has a reading disorder (diagnosed dyslexia) that qualifies him for an IEP as a child with a disability. Connor currently has the "audio read aloud" option for in classroom as well as online testing, including SOL testing. Connor has decoding challenges and is markedly behind in his reading fluency as a result of his dyslexia, but his measured intelligence is very high and he is above grade level at comprehension and complex processing of ideas, themes, and other contextual elements of reading when the decoding and fluency deficits are able to be worked around. Connor would be considered to have a "twice exceptional" profile, and as I'm sure you are aware, there are thousands of children with twice exceptional presentations, of varying forms, throughout the county.

FCPS is committed to being a premiere public education system, and as such, I believe that the failure to provide true equity to children with Connor's type of reading delay is one that needs to be addressed at a systemic level, as there is currently no option to address the deficits related to the fluency aspect of my child's disability (and frankly, probably thousands with similar deficits that are correlated with dyslexia and other reading delays). My understanding is that the county has continued the option for human read aloud (rather than the audio computer read aloud option that is now afforded most students who require read aloud) for students with disabilities that require they have some access to the visual cues of the person's lips moving, which would not be an accommodation children with dyslexia require.

My issue is that those of us without reading disabilities, when we read silently to ourselves, we read with inflection, with tone, with appropriate fluency, timing, pauses to break up clauses, etc. All things that children with dyslexia and other reading disabilities do NOT have equitable access to with either computer audio read aloud options currently available, or with a tone-neutral monotone human read aloud accommodation.

If FCPS truly wants children with disabilities to be able to access a free and appropriate public education provided with *equity* and not just equality, the discussion about providing either an in-person *or* computer audio read aloud option to students that uses appropriate tone, fluency, inflection, etc. that those of us without disabilities naturally possess as we become more fluent and experienced readers, needs to be had.

I propose that if we do not consider the issues I've outlined above, issues that can dramatically impact a child with a disability's capacity to maximize their true potential with regards to reading comprehension and content analysis of passages, etc., then we are not truly offering equitable access to education to these children, at all grade levels.

Thank you for your time.

Dr. Claire Bartick
Clinical Psychologist and Mom to a child with Dyslexia

[Claire Bartick, Psy. D.](#)

Good evening. My name is Lauren McCaughey. I am a parent to three FCPS students and an ACSD member continuing from last year. FCPS is required by Virginia law to work with the ACSD to review and advise collaboratively on all policies and practices impacting special education. Unfortunately, FCPS, and DSS staff in particular, have failed to live up to this duty repeatedly. Last year, DSS attempted to sidestep ACSD on multiple issues. I was pleased by clear procedural improvements made last year to clarify how ACSD collaboration can best be carried out on a routine basis, and we successfully followed this process for the SR&R and BEP. It seemed likely that FCPS would follow this clear process with ACSD moving forward.

As an ACSD member, I was dismayed to hear from multiple teachers this summer that they were trained in proposed changes to the structure of every IEP in the district, to be implemented September 12. Yet again DSS appears to be trying to get around their requirements under State and Federal law.

These proposed changes were not shared with the ACSD, and no collaborative efforts were made despite being legally required. Procedurally, these are substantive proposed changes impacting students with disabilities and their families. The ACSD was not even made aware of the proposed changes, let alone given the opportunity to carry out its legally-mandated duties. As the SEAC, the ACSD is required to participate in the development of priorities and strategies (not done), review this proposed change (not done), offer feedback (not done), and participate in interpreting plans to the community (not done). Procedurally there were at least four steps missed. Training teachers to implement this proposed change without the ACSD having been involved is both unwise and potentially illegal.

Our Chair, Harry Henderson, met with Dr. Boyd, Dawn Schaefer, and Mike Bloom on August 19 to raise concerns about this. He was told that the change was procedural in nature, not significant in policy, and would not be brought to the full ACSD for review. Chair Henderson then escalated the matter to School Board members and to Dr. Reid, the new Superintendent, and was informed that the policy would be delayed. Some teachers were recently notified in Schoology that the changes on which they were already trained would not go into effect on September 12, but "later this fall."

There may be good reasons for these changes to occur. There may be sound policy and proven rationale for the alterations proposed for the IEP structure. However, FCPS has clear procedures in place that these changes must be considered, reviewed, and, if necessary, commented on by the ACSD. At no time has any attempt been made to communicate with parents or students in Fairfax County holding the over 28,000 IEPs that would be impacted by these proposed changes. It is unwise and possibly a violation of State and Federal law for FCPS to behave like this. Virginia law mandates that certain procedures be followed, and I am horrified that DSS has attempted to sidestep them and to blindside parents on this important issue.

I would like to hear tonight from Dawn Schaefer with the exact dates and names of staff involved in preparing the multiple steps already carried out in this plan to change all IEPs in our district without ACSD input, and I urge FCPS to follow both the spirit and letter of Virginia law moving forward in collaborating with the ACSD.



IEP Development: Supporting Collaboration and Documentation

Fall 2022



Meeting Objectives & Agenda

Meeting Objectives:

Review and discuss pending updates to the Present Level of Academic Achievement and Functional Performance (PLAAFP) section of the individualized education program (IEP) being proposed to foster collaboration of all members of the IEP team and ensure all IEP components, outlined in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* is documented, are documented.

Receive participants' questions or feedback on the content embedded in the presentation.

Provide reminders regarding PWN and draft IEPs

Agenda:

- Present Level of Academic Achievement and Functional Performance*
- Consider Parental Input* (documentation)
- Meeting Minutes
- Prior Written Notice*
- Special Education Reminders

*Requirements in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Virginia Regulations at 8 VAC 20-81-110.G.1

A statement of the child's present levels of academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum or, for preschool children, as appropriate, how the disability affects the child's participation in appropriate activities.

- a. The statement shall be written in objective measurable terms, to the extent possible. Test scores, if appropriate, shall be self-explanatory or an explanation shall be included.
- b. The present level of performance shall directly relate to the other components of the IEP.

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Note: An implementation date has not yet been finalized

What is the PLAAFP?

The Present Levels of Academic Achievement and Functional Performance summarizes the results of assessments that identify the student's interests, preferences, strengths and areas of need, including assistive technology and/or accessible materials. This includes the student's performance and achievement in academic areas such as writing, reading, mathematics, science, and history/social sciences. It also includes the student's performance in functional areas, such as self-determination, social competence, communication, behavior, and personal management. Test scores are to be self-explanatory or an explanation is to be included, and the Present Level of Academic Achievement and Functional Performance is to be written in objective measurable terms, to the extent possible. There is to be a direct relationship among the desired goals, the Present Levels of Academic Achievement and Functional Performance, and all other components of the IEP.

What type of information is included the PLAAFP?

- Eligibility statement about most recent eligibility
- Current assessment testing information must include:
 - Last available assessment results with dates and scores, with an explanation
 - SOL, DRA, informal reading inventory, etc.
 - Consideration of parent provided reports and/or independent educational evaluations (IEE)
- Input from teachers (e.g., ask teachers to complete *Teacher Narrative* (SS/SE-22) prior to the meeting and summarize input), which includes examples of:
 - Self-determination
 - Social competence
 - Communication
 - Behavior
 - Personal management

What type of information is included the PLAAFP? (continued)

- Current course schedule and grades
 - Graduation status, if applicable
- Current services
 - IEP service type(s), amount, and setting
 - Any assistive technology/accessible materials, support, or devices the student currently has or uses
- Progress on current IEP goals and objectives
- Strengths, and interests in the home, school, and community, if not included on the transition pages
- Parent input - to include oral or written input from private providers**
- Decisions that are agreed upon by the IEP team

Any items drafted prior to the meeting must be included when sending the draft IEP to parents, at least two business days before the meeting.

**If parents provide input prior to the meeting via the *Parent Information* form, an email, or verbally, that information should be included in the draft IEP.

Examples of Other PLAAFP Components

- AIM-VA (accessibility supports)
- LEP Statements
- Medical Statements
- Other (CTE, CPR, etc.)

PLAAFP

What changes are
being proposed?



Proposed Changes

Proposed Changes:

Change in terminology from Present Level of Performance (PLOP) to Present Level of Academic Achievement and Functional Performance (PLAAFP)

PLAAFP will include information regarding students' academic and functional performance

PLAAFP will serve as the location where parent input is universally documented along with documentation of other considerations outlined in Virginia special education regulations

PLAAFP will no longer serve as the location for meeting minutes (e.g., summary of other discussion that is not related to the student present level of academic and functional performance.

Note: Summary of the the meeting discussion will be captured in meeting minutes.

Rationale (The Why?)

- Brings FCPS practice in alignment with VDOE special education regulations [e.g., ensures documentation of parental input, academic achievement (test scores, grades, progress toward goals)]
- Provides universal direction for documenting consideration of parental input across the division

Meeting Minutes



Note: An implementation date has not yet been finalized

Meeting Minutes

What are Meeting Minutes?

Meeting minutes (notes) is a mechanism to capture the essence of the discussion during meetings.

Meeting minutes are not:

- A replacement for any section or component of the IEP. All components required to be documented in the IEP will be documented in respective section of the IEP
- A verbatim transcription of discussion during a meeting
- A regulatory requirement for special education

Question: If meeting minutes are not required, why are they being implemented?

Answer: Meeting minutes capture the essence of the discussion at meetings. Having information regarding the overall essence is especially helpful in cases where more than one meeting is required to complete the development of an IEP.

Question: Why not continue to use the present level section to capture the essence of the discussion instead of meeting minutes?

Answer: The PLAAFP is to document a student's present level of functioning - how the student is currently performing, the student's current strengths, current needs, etc. During the the course of the meeting, the discussion shifts from talking about a student's current state to what a student needs moving forward (e.g., proposed services, accommodations, state assessment participation, least restrictive environment, etc.). Separating the current state and discussion around the potential future state clarifies what the IEP team is conveying and aligns the content in the PLAAFP with the expected PLAAFP outlined in the state special education regulations.

Special Education Reminders:

Prior Written Notice (PWN)

Draft IEP

Prior Written Notice (PWN)

Prior written notice shall be given to the parent(s) of a child with a disability within a reasonable time before the local educational agency: (34 CFR 300.503(a))

- Proposes to initiate or change the identification, evaluation, or educational placement (including graduation with a standard or advanced studies diploma) of the child, or the provision of a free appropriate public education for the child; or
- Refuses to initiate or change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education for the child.

Prior Written Notice Requirements

The notice shall include: (34 CFR 300.503(b))

- a) A description of the action proposed or refused by the local educational agency;
- b) An explanation of why the local educational agency proposes or refuses to take the action;
- c) A description of any other options the IEP team considered and the reasons for the rejection of those options;
- d) A description of each evaluation procedure, assessment, record, or report the local educational agency used as a basis for the proposed or refused action;
- e) A description of any other factors that are relevant to the local educational agency's proposal or refusal;
- f) A statement that the parent(s) of a child with a disability have protection under the procedural safeguards of this chapter and, if the notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- g) Sources for the parent(s) to contact in order to obtain assistance in understanding the provisions of this section.

Draft IEP

Fostering Collaboration

Any items drafted prior to the meeting must be included when sending the draft IEP to parents, at least two business days prior to the meeting.

Questions and Feedback

