

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools  
Wednesday, October 12 2022, 7:05 - 9:00 p.m.

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Summary of Business Conducted:

- FCPS heard from and asked questions of the administrators from the Key and Kilmer Center
  - The ACSD met the FCPS Neurodiversity Specialist, Kristen Haynor, and heard updates from DSS on the release of the Behavior Education plan and ESY 2022
  - Drafting the ACSD response to the proposed IEP changes has been referred to the Family Engagement subcommittee; the vote on this response is scheduled for November.
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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 of voting members was confirmed by Recording Secretary Ally Baldassari with 28/28 voting members in attendance. There are 34 positions on the ACSD; six currently vacant. The full record of attendance, members, and vacancies is appended.

**Liaisons/FCPS Guests:**

Mike Bloom, Director, Office of Special Education Instruction

Deb Scott, Director, Intervention & Prevention

Dawn Schaefer, Director of Special Education Procedural Support

Debbie Lorenzo, Coordinator, Procedural Support Services

Kristina Roman, Coordinator, Due Process and Eligibility

Kathy Murphy, Assistant Ombudsman for Special Education

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

Mary McGreevy, Monique Muldrow-Blunder - Procedural Support Liaisons

Kristen Haynor, Neurodiversity Specialist, FCPS,

Hoang Nguyen, Principal, Kilmer Center

Ann Smith, Principal, Key Center

Emily Kaltenmark, Assistant Principal, Key Center

**Business Meeting Agenda:**

1. Call to Order, Harry Henderson, Chair
2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
3. General Announcements
  - a. The Family Engagement subcommittee will be meeting to consider a response to the IEP updates. They will bring a report to the full committee in November.
  - b. Any member may pass input to this committee.

- c. Reminder that the virtual attendance option may soon disappear should VA's state of emergency be lifted.
4. Public Comment, Elizabeth Zielinski, Vice Chair
    - a. Colleen Neuman - Her son entered an elementary school CSS site last Spring. She reports asking ever since when the CPS model would be in place at the school. It still is not, despite DSS reports that all elementary school CSS sites have full implementation. There was turnover in their Crisis Support teacher, resulting in the new teacher not getting trained. Ms. Neumann reports the principal stating he did not feel adequately trained for implementation. As of 10/6/2022, he did not know when he'd receive additional training. [Written statement read as submitted; full statement is appended.]
    - b. Toby Latham - Mr. Latham's son Calvin utilizes AAC, and has often had teachers/staff fully unfamiliar with his AAC system, or only trained in the operation of his device and unable to help him meet his communication goals. There was just one experience over the past 5.5 years of enrollment in FCPS in which Calvin's team was fully trained and supported, allowing Calvin to meet a communication goal on time. Mr. Latham has asked for records and documentation to demonstrate if this is an IEP team failure vs FCPS failing to put adequate policies and procedures in place. It appears there is a need to put more policy, procedure, and accountability in place; and he requests the ACSD to help with that effort. [Mr. Latham spoke in person and submitted written remarks that are appended.]
5. Chairman's message
    - a. Please review the AIR report if you haven't already. We hope to provide input throughout the year on the issues raised in the report.
    - b. Please review the work calendar and ask a member of the executive committee if you have any questions. We will use the calendar to stay on top of issues to address in the subcommittees. Any member is welcome to weigh in on any issue, by bringing their feedback to the subcommittee in charge.
    - c. Question from Amanda Campbell: Any information to share about our role in the Special Education Enhancement Plan? Mr. Henderson answered that we will be discussing it in our executive committee meeting in one week.
    - d. Tonight's guests are from Key and Kilmer Center. I encourage you to visit these centers in groups of 1 or 2, or otherwise if in larger groups we will need to provide public notice.
6. Attendance Report, Ally Baldassari, Recording Secretary - As above.
  7. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC
    - a. Ms. Harrison-Cunningham highlighted the webinars for this month; find details on their [webpage](#) . The recordings will be on their [Youtube channel](#).
    - b. Dyslexia Open House will be at the Willow Oaks Corporate Center 4-6 PM on 10/20/22.

- c. Meet the author series is new this year. 10/27 Paige Saves the Day by Nlani and Leila Butler, who are graduates of Hayfield Secondary and military-connected students.
  - d. Question from Lauren McCaughey: The Department of Special Services (DSS) stated they would partner with PRC to get the word out about IEP changes. What is the status? Ms. Harrison Cunningham replied that is aware DSS offered that and wants to support their efforts communicating the changes to families, but has not had the conversations yet.
8. Department of Special Services (DSS) Updates. Mike Bloom, Director, Special Education Instruction Intervention & Prevention; Dawn Schaefer, Director, Procedural Support; and Kristen Haynor, Neurodiversity Specialist, Office of Professional Learning and Equity
- a. Kristen Haynor is the first Neurodiversity Specialist in the Office of Professional Learning and Equity. She started in May, with the purpose to switch mindsets, attitudes and beliefs around neurodiversity and our neurodiverse community. Wants to elevate neurodivergent voices, promote affirming approaches for neurodivergent individuals, facilitate PD, and support equity work within the operational professionals. On October 10th the ECR team offered PD in neurodiversity: Affirming Student’s Strengths, Voices, and Experiences. She says it was one of the most highly attended sessions. She recently met Temple Grandin and was affected by her statement “how might we be limiting student opportunity by locking our students into labels.”
    - i. Ally Baldassari: Would her office be involved in preventing disproportionality in discipline? A: Yes, through addressing the teachers’ mindsets. She has also connected with heads of security.
    - ii. Elizabeth Zielinski asked her to include past students in examining the challenges for neurodivergent students. Also wants to note there is a greater challenge in presuming competence for non-speaking autistics, so please speak to many of those (perhaps including her own son).
    - iii. Sanaa Bouzit - Is there a program for ES students to help peers better understand neurodiversity? A: She desires this and it is on her map for her tenure. She will be trying to form a workgroup to help students have these conversations. She’s not aware of a current program FCPS has that fills this need, but is a goal of hers.
    - iv. Amanda Campbell - Asked about the trauma students with complex communication needs have experienced. Has she considered working with the trauma Informed Specialists? A: Yes, she does plan to collaborate with Lisa Pfifer.
    - v. Holly Stearns - What might you be doing for the twice exceptional community? A: She is serving on the interview panel for the Twice Exceptional position to be filled. Currently it is a component of her work, and something she lays the foundation for understanding in her professional development.
  - b. Natashi Anthony has been promoted to the Executive Assistant for the Chief Experience and Engagement Officer, leaving her office with Mike after 16 years.

- c. Behavior Education Professional Development Plan - Is now [online](#), and DSS is working with the Office of Communications and community Relations to make families aware of the plan. Wants to note that the plan requires evidence-based training modules in behavioral strategies and crisis response. These are no longer optional training sessions.
- i. Amanda Campbell - Special ed leads aren't yet aware of all the modules, and have not necessarily had a chance to take the modules due to having caseloads. Mr. Bloom replied that all staff have access. The new department chair leads, though no longer listed as teachers, still have all of this in their PD playlist.
  - ii. Lauren McCaughey - Thanks for all the work. But wants to know where the ES CSS sites should be in implementation of CPS, especially in light of the public comment. Mr. Bloom wasn't aware of the situation described in the public comment and doesn't know which school, but will follow up with the parents. He notes there is a core CPS team that includes someone from each CSS site. They are supposed to do turn-around training as needed to get all CSS staff trained. He is aware that some schools have had some changes in staff. He will follow up with the public commenter and with the 7 elementary CSS sites. Ms. McCaughey asked if there is an understanding this is mandatory, and is there a deadline for implementation? He says there is an understanding it is mandatory. The program should start immediately after the advanced training, and new staff would be trained at the school by the school's core staff member.
  - iii. Daniel Cronnell - How are safety and security personnel trained? Safety and Security Officers aren't trained with the CSS teams in intensive trainings, but they will take the Level 1 training from Ross Greene that all staff take.
  - iv. Ally Baldassari - Please consider making the training available for subs. Please consider familiarizing all EAC, ID, and IDS classrooms with Ukeru. Ukeru training/equipment is currently available at the Burke School, Key and Killmer, and "select schools". Give schools the opportunity to select themselves.
  - v. Sanaa Bouzit - Wants to clarify if subs can have this training. Mike will have to make sure that subs do get appropriate training. Subs are not included in the staff referenced in the plan, but he will work to make the substitute teacher training more robust.
  - vi. Carolyn Haydon - Ms. Hayden asked about bringing the ALSUP (Assessment of Lagging Skills and Unsolved Problems - Ross Greene) to the FBA and BIP process. Mr. Bloom replied he is working with Dr. Axler and his team from Psychology Services. The teams that are addressing behavioral issues through the CPS model and those involved in the IEP processes must be working together.
- d. ESY 2022 Data (as requested by the ACSD Executive Comm.) - Presented by Mr. Bloom

This year, as with the last, staffing was a challenge. ESY was at 13 ES sites, 3 secondary, 5 centers. There were 2,816 preK and ES students served, 698 MS/HS, 161 Center, and 199 in all other programs. Staff hire numbers listed 32 admins, 393 teachers, 542 paras. Mr. Bloom reports there were only 9 families they could not accommodate, and the Procedural Support office is working with the families to make up the ESY services.

9. Presentation: Key and Kilmer Center. Ann Smith, Principal, Key Center; Hoang Nguyen, Principal, Kilmer Center; and Emily Kaltenmark, Assistant Principal, Key Center.
  - a. Emily Kaltenmark described serving students age 5-22 with multiple disabilities, severe autism, intellectual disabilities (ID) and ID severe in their Center Program (for the medically fragile), 5-8 students per class.
  - b. In addition to the Center, they have a Behavior Transition Program with 3-6 students per class. Each has a teacher with 2 paraprofessionals.
  - c. The school also has a Career and Transitions teacher, adapted PE teacher, PT, OT, etc. all permanently on site.
  - d. All staff are trained in building receptive and expressive language skills. Teachers, assistants, and staff assigned to meet health needs do it seamlessly. All members of the team can fill the healthcare needs per the healthcare plan and assist with activities of daily living and fostering independence.
  - e. In the Behavior Transition Program, all staff are trained in Ukeru and PCM (Professional Crisis Management). She was grateful for the Ukeru training, especially as students were returning from the pandemic with extra challenges.
  - f. "We are a community of learners" and Kilmer and Key cooperate together due to their similarity.
  - g. Mr. Nyguen answered how students are enrolled. "Our environment is really restrictive", so we must make sure that students are properly screened to need this environment. There is a two-part referral process that starts with an Intervention Checklist. The school team referring to the child must have good data. Decisions are data driven, using the Intervention Checklist. The next part is the Referral Checklist, which contains the FBA, BIP and other student information. They will observe referred students for at least an hour. Parents may be invited to tour depending on who referred the child. There will be an IEP meeting after with both schools present - the referring school and the Center.
    - i. Harry Henderson - The referral process sounds labor intensive. Will this further staff burnout? Ms. Smith answered that both schools have behavior resource teachers (BRTs) that are the ones to communicate with referring schools. They had a case last year in which the referring school consulting with the BRT reduced behaviors 43%. Mr. Nyguen addressed the potential burnout issue. "We need to stack good days." This involves having an equal distribution of labor and keeping teachers feeling supported.

- ii. Randi Cosentino - Thanks for the hard work that you do. Do you ever have to turn a child away due to being at capacity? She said there is no capacity limit, because they can open a new class as others fill. They currently have open rooms in the building to expand programs as necessary. Ms. Kaltenmark added that they may pick up students during the year, but individual student needs also require staffing changes, and it is a challenge to find additional staff as needs change.
- iii. Sanaa Bouzit - Are your centers ready for the seclusion ban; the doors are off the seclusion rooms? Yes, they voluntarily stopped last year before the ban was in place. They have students that are still injuring staff, but Ukeru was a great help.
- iv. Ally Baldassari clarified she may send her questions, and any additional questions from the committee, after the meeting.
- v. Amanda Campbell - What training aids communication for the non-speaking? A: We integrate communication into all parts of the day. There is collaboration with SLPs, ATS, and the rest of the staff.
- vi. Daniel Cronnell - What do you feel are the biggest misconceptions about the students you serve and the work that you do? Mr. Nyguen wants everyone to know how highly trained the support staff is. They are trained equally to teachers and are “doing the heavy lifting”. FCPS uses antiquated language for their skill set and gives them inadequate pay. Ms. Kaltenmark says that everyone thinks that their staff is so highly trained. They get the same training as all other CAT B. We may have more resources but not necessarily more training. It is the collaboration and the dedication of the staff that make them among the best. Ms. Smith added they have the biggest hearts you can imagine, and must always be learning. Mr. Nygeun added that most people don’t see the depth of the students because it is hard to see beyond the medical needs especially when the student doesn’t have speech. Thanks for asking about the children.

#### 10. Old Business & New Business

- a. Subcommittees introduce Chairs
  - i. Family Engagement and Outreach - co-chaired by Nita Payton and Holly Stearns
  - ii. Policy and Regulations - co-chaired by Colleen Jones and Carolyn Haydon
  - iii. Student Achievement and Outcomes -Stephanie Smith and Rachel Charlton
  - iv. School Board Charge - Technical difficulties interfered with meeting; on hold
- b. Legislative agenda referred to the Policy and Regulations subcommittee
- c. First Class awards referred to the Family Engagement Subcommittee, and they are asked to pick someone to help administrate the ACSD FB page
- d. Dyslexia Open House and Moving on to Life in the Community Event - Need volunteers

#### 11. Member Time

- a. Sandi - Fall programs on Saturday for ES students, new Sulley Community Center and Lorton Community Center have opened with sensory spaces with a recreation therapist.
- b. Amanda Campbell - Wants ACSD members to be aware the staff response to the ACSD 2020-2021 report is available (and has been since April 2022). Please update on when the 2021-2022 report will be presented to the board? A: October 18th. A response to the report is expected sooner than April this time.
- c. Ally Baldassari - Reminder on SEPTA mini-grants. The Laurel Ridge playground meetup is this Saturday Oct. 15. The next general membership meeting is Nov. 15th with a guest speaker on bullying.

12. Adjournment - 9:09 PM

Written statement submitted by Colleen Neumann for public comment

I am writing to express a concern and offer commentary on the implementation of the CPS approach after the Ross Greene training provided to the elementary Comprehensive Services Sites last school year. I am aware that two weeks ago it was reported that all Elementary CSS sites have fully implemented the CPS model. In my son's elementary CSS, this model has not been implemented at all.

In October of 2021, my son's base school began to consider a CSS placement to address his increasing needs in the classroom. I was given the contact information for the local elementary school CSS site, and scheduled a meeting with the Crisis Support teacher to discuss the philosophy of the program. I had follow up discussions with the principal of the school, and after a tour, we transitioned into the CSS program in the second quarter. During the initial conversations and the tour, I had inquired routinely about the Ross Greene training I knew the staff was receiving, and asked routinely in writing and verbally about the timeline of implementation of this new program. During the entire school year last year, I received feedback from the school staff and principal that training was ongoing. As soon as the school year ended last year, I had another email exchange with the Crisis Support teacher, who indicated that she did not know who would train the rest of the staff, and did not have information on when the CPS system would be in place.

Before the beginning of the school year this fall of 2022, I inquired again, directly with the principal, about whether the new CPS approach would be used at the beginning of this school year. The principal indicated that the school was not done with training. At two follow up meetings, in September and October, the principal reported to me that he did not feel adequately trained to train the staff to make the transition to the CPS model. He indicated to me in our in person meeting on October 6 that he did not know when his school would receive additional training to help him feel comfortable with training the rest of the CSS staff. He said he had not seen any emails from FCPS's Central Office this school year about how to proceed.

On this day, I informed him that another local CSS program, which is the same distance from my house, had implemented CPS before the end of the school year last year, and that the entire CSS program was fully using the CPS model on every student in their school. He was surprised and did not believe that there had been any timeline issued to implement the program.

I am aware that a total of four staff were trained at our school, and that the Crisis Support teacher is commonly taking the lead on implementation of the training of staff and the launch



of the program at each site. Our Crisis Support teacher left as the result of staff turnover, and the new person in this role was not among those who received training last year.

I am bringing this uneven implementation and lack of confidence in training to the attention of the ACSD to request further investigation into the claim that all elementary CSS sites are now operating under the Collaborative and Proactive Solutions model. I would request that additional resources and school-specific accountability be put into place immediately to create a more structured, safer, and scientifically supported philosophy of education for these vulnerable children.

To the Committee, thank you for your time and hard work.

Written version of comments given in person by Toby Latham

Chair Henderson, Members of the ACSD, and staff. Good evening. My name is Toby Latham. I'm here tonight to keep alive a conversation that I've had with many of you at this table—that is, the need for FCPS to improve its supports and services for students who need and use AAC in the classroom.

Two summers ago, my son Calvin attended ESY to work on communication goals and was assigned an ESY team that had no experience with his AAC system. That experience among others prompted me and my wife to work with our state delegate to attempt to pass a law that would require school systems to train their staff appropriately so that students like Calvin did not become on-the-job-training opportunities. That effort ultimately failed—but it got a response out of this school system—and last summer Calvin's ESY team got timely training and adequate support—and for the first time in his 5 and a half years of enrollment in FCPS—he met a communication goal on time.

Despite our many conversations with FCPS personnel about training—Calvin walked into a classroom this year with a team that received only operational training. That is, training on how to navigate his AAC system and some basics on the importance of core words and modeling.

The data sheet creation. The team approach to modeling language while instruction is delivered. None of that information and training was passed on to the team at Calvin's base school—despite its key role in his success this summer.

And that's a problem not only because it doesn't sound like a best practice—but also because research shows that operational training alone will not produce successful outcomes no matter how much buy-in you have from the folks supporting an AAC user.

So my wife Lindsay testified last week at the school board meeting demanding that they direct the superintendent to make this a priority and explore a model policy for AAC instruction. From having served on this committee, I know that you all have this issue on your radar—I know Mike Bloom has it on his radar. But from my experience, I've learned that until it becomes a priority in this committee's report—as opposed to another thing on the wish list—it will not become a priority for this school board and it will continue to linger as an unmet need.

For those wondering, this isn't an IEP team level fix. I've asked for training records—just to see if I could get them and meaningfully participate in a detailed discussion about training for individual IEP team members—and those records were never provided. And, frankly, as a parent I don't want them. I don't want to get into the day-to-day operations of my kid's school. I'd prefer getting to a point where someone automatically says: Hey, that kid is an AAC user, and we're going to need to ensure that his team has the support and training necessary to design instruction for that student. And that's only going to happen if this committee tells the school board that it's a priority.

And if that's not enough to convince you or this school district that it needs to be a priority, I ask that all of you watch closely a case that was recently granted cert in the Supreme Court—the case is *Perez v. Sturgis Public Schools*. If that case turns out the way I think it will and FCPS finds itself in front of families with more money and less patience than mine—the expense of that litigation will be far greater than just proactively implementing a gold-standard policy.

Thank you for your time and service.

Member	Name	Organization/Representing	Orien	Mei	10.12.22	.9.214.	1.28.28.212.	10.2-0												
Ally	Baldassari	SEPTA	IP	IP	V															
Amanda	Campbell	Sprinfeld District-Laura Jane Cohen	V	IP	IP															
Anne	Hobbs	PoAC-NoVA	IP	IP	IP															
Brandis	Ruise	Fairfax Area Disabilities Services Board	IP	IP	IP															
Carolyn	Haydon	Braddock District-Megan McLaughlin	IP	IP	IP															
Colleen	Jones	Fairfax County Council of PTA	IP	IP	IP															
Daniel	Cronnell	Fairfax/Falls Church Community Services Board	IP	IP	IP															
Darcy	Acquavella	Fairfax City School Board		V	V															
David	Bean	Providence District-Karl Frisch			IP															
Denise	Stitt	FCPS Teacher	IP	IP	IP															
Elizabeth	Zielinski	Assistive Technology	IP	IP	V															
Harry	Henderson	Mason District-Ricardy Anderson	IP	IP	IP															
Hideshi	Ishikawa	Region 5-Rebeca Baenig-Assistant Superintendent			IP															
Holly	Stearns	Region 2-Fabio Zuluaga-Assistant Superintendent			IP															
Jovieh	Liray	Fairfax County Health Department	E	E	V															
Kaitlinn	Erkilla	Mount Vernon District-Karen Corbett Sanders	IP	IP	V															
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	IP															
Linda	Mason	Higher Education		V	V															
Michael	Simon	Sully District-Stella Pekarsky			V															
Nita	Payton	Region 1-Douglas Tyson-Assistant Superintendent	IP	IP	V															
Rachel	Charlton	Early Childhood Education (Preschool)	IP	IP	IP															
Randi	Cosentino	Dranesville District-Elain Tholen	IP	IP	IP															
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	IP															
Sandi	Dallhoff	FC Dept. of Neighborhood and Community Service			IP															
Shannon	Duncan	Decoding Dyslexia Virginia		V	V															
Stephanie	Smith	Franconia District-Tamara Derenak Kaufax			IP															
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer			IP															
Yasmeen	Merani	Student Representative	IP	IP	IP															
Vacant		Member at Large-Karen Keys Gamarra																		
Vacant		Region 3-Grace Taylor-Assistant Superintendent	no	no																
Vacant		Region 4-Penny Gros-Assistant Superintendent																		
Vacant		Fairfax County Federation of Citizens																		
Vacant		League of Women Voters, Fairfax Area																		
Heather	Sable	Region 3-Grace Taylor-Assistant Superintendent	IP	IP	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
Mirna	Galeano	Career and Transition Services	V	V	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
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 9-14-2022 Orientation.

# Advisory Committee for Students with Disabilities (ACSD)

Department of Special Services  
Updates  
October 12, 2022



# Behavior Education Professional Development Plan

- The Department of Special Services has developed a Behavior Education Professional Development Plan, which is a teaching and learning plan that is designed to build the capacity of school-based staff to support the social, emotional, and academic development of all students in FCPS.
- As part of the plan, FCPS staff have been assigned required professional development opportunities designed to ensure that they receive evidenced-based training that focuses on skills related to positive behavior support, student mental wellness, conflict prevention, de-escalation, and crisis response.
- The courses that have been assigned to staff as part of this plan are designed to enhance educator skills and to help ensure that every student experiences a thriving school culture and a safe and supportive learning environment.
- The [Behavior Education PD Plan](#) is accessible and available online, and DSS is working with the Office of Communications and Community Relations to make families aware of the plan.

# Extended School Year (ESY) 2022

## Extended School Year Participation

- Preschool/Elementary Programs: 2,816
- Middle/High School Programs: 698
- Center Programs: 161
- All Other Programs: 199\*

(\*Preschool Resource, Consult, Homebound, Vision and Speech Only, Additional & Alternative Services (AAS))

## Site Information

- Elementary: 13 sites
- Secondary: 3 sites
- Centers: 5\*

(\*Key Center, Kilmer Center, Burke School, Cedar Lane, Quander Road)

## Staff Hired

- Administrators/SPARTS: 32
- Teachers: 393
- Paraprofessionals: 542
- Office Assistants: 21
- School Health Aides: 16
- Safety and Security: 6
- Speech and Language: 27
- PT/OT/VI/HI: 13
- PT/OT Assistants: 2



## **Advisory Committee for Students with Disabilities**

**October 12, 2022**

## Key Center Administrative Team



Ann Smith, Principal



Emily Kaltenmark  
Assistant Principal



# Kilmer Center School Administrative Team



Hoang H. Nguyen  
Principal



Haley Guglielmi  
Assistant Principal

# Program Purpose

- ❑ Both Key and Kilmer center are located within FCPS which offer specialized instructional services for students, aged 5-22, with the disability designations of multiple disabilities (MD), autism (AUT), and intellectual disabilities (ID).
- ❑ The centers are considered public separate day schools as part of the continuum of special education services for students who are not able to demonstrate progress with appropriate accommodations and strategies in less restrictive educational settings (i.e., special education services in a special education setting in a general education school setting).
- ❑ Both Key Center and Kilmer Center offer two separate programs: the severe disabilities program and the behavior transition program.

# Severe Disabilities (IDS) Program

- ❑ Students with severe or profound cognitive delays and/or exhibiting delays in all areas of development
- ❑ May have fragile medical conditions - may require private skilled nursing in order to attend school
- ❑ Require significant instructional adaptations, and many require hand-over-hand assistance to perform simple tasks and need some level or total support to complete activities of daily living

# Behavior Transition Program

Designed to serve students with intellectual disability or students with autism with cognitive impairment, who are consistently exhibiting significant challenging behaviors which:

- Result in the student's inability to benefit from the instructional program
- Impede the delivery of instruction
- Result in danger to student and/or others in the environment (students and staff)
- Suspension and/or expulsion process has been initiated

# Referral Process

Fairfax County PUBLIC SCHOOLS  
ENRICH • INSPIRE • TRANSFORM

## PLACEMENT REFERRAL CHECKLIST

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_ School Name \_\_\_\_\_

### INTERVENTION CHECKLIST

<input type="checkbox"/> 1. When a school team or parent(s)/guardian(s) believe a student's needs exceed what can be provided in their current placement, the PSL will facilitate a staffing to include: <input type="checkbox"/> School staff (teachers, case manager, related services, etc.); <input type="checkbox"/> School administrator; <input type="checkbox"/> School psychologist; <input type="checkbox"/> School social worker; <input type="checkbox"/> Office of Special Education Instruction (OSEI) staff, such as BIT's, ABA coaches, Special Education Curriculum, ATS, and/or <input type="checkbox"/> Additional staff, as appropriate (such as counselor, ESOL, etc.) <b>Data should be utilized at staffing in order to determine next steps.</b>	Date(s) completed: _____  _____  _____
<input type="checkbox"/> 2. Follow up with OSEI staff (curriculum, ABA and/or BIT's) and PSL. <input type="checkbox"/> Evaluated specially designed instruction and addressed as appropriate. If necessary, selected and implemented different research-based program(s) and/or evidence-based practice(s) to address academic needs. <input type="checkbox"/> Implemented updated/additional goals, objectives, and/or newly identified accommodations and services. (Hold IEP meeting) <input type="checkbox"/> Implemented behavior interventions and data collection. <input type="checkbox"/> Created or updated FBA/BIP and implemented. (Hold IEP meeting) <input type="checkbox"/> Held another staffing following consistent implementation of above changes to review data. Revised and implemented as appropriate. <input type="checkbox"/> Exhausted all options on the continuum in the current placement. <input type="checkbox"/> Move forward with referral to consider a more restrictive placement, if required. (Hold IEP meeting)	<input type="checkbox"/> Change(s) made to instruction. Dates implemented (from-to): _____  <input type="checkbox"/> Time frame(s) for behavior intervention(s) and data collection (from-to): _____  <input type="checkbox"/> Date of IEP meeting(s): _____  <input type="checkbox"/> Date of follow up staffing: _____

### REFERRAL CHECKLIST

<input type="checkbox"/> 1. Referral Form completed and attached (see page 2 of this form)	Specific reason for referral, delineating the need for a more restrictive placement.
<input type="checkbox"/> 2. Most recent eligibility information included	A current reevaluation packet and the most recent evaluation reports. Evaluations should reflect current needs.
<input type="checkbox"/> 3. Current IEP/draft IEP/IEP progress reports included	
<input type="checkbox"/> 4. Current teacher narrative included	
<input type="checkbox"/> 5. Functional Behavioral Assessment (FBA) included	Included data from FBA.
<input type="checkbox"/> 6. Behavior Intervention Plan (BIP) included	Included data from BIP or behavior system.
<input type="checkbox"/> 7. Discipline/Attendance Records/Attendance Plan/EDMS record	If applicable.
<input type="checkbox"/> 8. Report Card(s)/Transcript(s)/Current Schedule/Student Test History/Data collection (academic and behavioral)	Bolded items only apply to secondary students.
<input type="checkbox"/> 9. Health Care Plan	If applicable.
<input type="checkbox"/> 10. Note information from Family Resource Meeting (FRM)	If applicable, included information for Waivers, private insurance or Medicaid, in-home supports, and interventions.
<input type="checkbox"/> 11. Immunization Records:	Required for private school referral.
<input type="checkbox"/> 12. Other pertinent information included	Private reports/evaluations, Return to Learn Plan, etc.
<input type="checkbox"/> 13. Child & Adolescent Needs and Strengths (CANS)	Required for private school referral.
<input type="checkbox"/> 14. Children's Services Act (CSA) Service Log	If applicable, included information for Waivers, private insurance or Medicaid, in-home supports, and interventions.
<input type="checkbox"/> 15. Intensive Care Coordination (ICC) Referral	If applicable, included ICC related information.

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Fairfax County PUBLIC SCHOOLS  
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## REFERRAL FORM

Student Name \_\_\_\_\_ Student ID # \_\_\_\_\_ Grade \_\_\_\_\_

Referring School \_\_\_\_\_ Base School \_\_\_\_\_

School Contact Person \_\_\_\_\_ Parent Name and Contact Information \_\_\_\_\_

Special Education Eligibility Area(s) \_\_\_\_\_ Most Recent Eligibility Date \_\_\_\_\_

This student is being considered for the following:  
 Enhanced Autism/Secondary Autism  ID  IDS  CSS  Public Separate Day  Private Placement

For Key Center or Kilmer Center, indicate:  Severe Disabilities Program or  Transition Program  Parent Request

Describe the needs of the student that cannot be met in the current setting. Include specific data collected about the student's response to interventions. How long have the strategies/interventions been in place? (Attach additional pages as needed)

Please include any information regarding changes in residence, family, and/or social-emotional functioning that may be relevant to the referral (updated diagnosis, FRM, duration/frequency of hospitalization, discharge summaries, etc.).

Name and Signature of principal or designee: \_\_\_\_\_ Date: \_\_\_\_\_

**FOR INTERNAL USE ONLY (OFFICE OF SPECIAL EDUCATION PROCEDURAL SUPPORT)**

Referring PSL/MAS: \_\_\_\_\_ Date of receipt/review: \_\_\_\_\_

Receiving PSL or MAS: \_\_\_\_\_ Date of receipt: \_\_\_\_\_

Delivered to staff name(s): \_\_\_\_\_ Date of receipt: \_\_\_\_\_

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