

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

Wednesday, December 14, 2022, 7:00 - 9:40 p.m.

Summary of Business Conducted:

- The ACSD welcomed Dr. Reid as a guest speaker, taking the opportunity to ask her questions.
 - The ACSD heard reports from the Department of Special Services (DSS) on the recent Ombuds Report, the OCR Resolution regarding denial of FAPE to students with disabilities during the pandemic, and the Special Education Enhancement Plan.
 - The ACSD voted to direct the Superintendent to send a recommendation to the school board that they conduct an immediate review of FCPS Regulation 8633 regarding fire safety and evacuation.
 - The ACSD voted to direct the Superintendent to send a recommendation to the school board to create a “master tracking system” for addressing recommendations from the AIR report. This would include a designated person to track and a public website with a searchable database for all improvement efforts. This work would be done in collaboration with the experts in the office of the auditor general.
-

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 23/29 voting members in attendance. There are 34 positions on the ACSD; five currently vacant. The full record of attendance, members, and vacancies is appended.

Liaisons/FCPS Guests:

Mike Bloom, Director, Office of Special Education Instruction and Liaison to the ACSD

Michelle Boyd, Assistant Superintendent, Department of Special Services

Dawn Schaefer, Director of Special Education Procedural Support

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

Kristina Roman, Coordinator, Due Process and Eligibility

Mary McGreevy, Program Manager, Procedural Support Liaisons

Jennifer Smetek, Program Manager, Procedural Support Liaisons

Laura Jane Cohen, School Board Liaison

Kathy Murphy, Assistant Ombudsman for Special Education

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

Business Meeting Agenda date:

1. Call to Order, Harry Henderson, Chair

2. Approval of Minutes and Adoption of Agenda, Harry Henderson, Chair
 - a. Ms. Zielinski requests adding discussion of the First Class Awards to New Business
 - b. Chair adds to New Business: Consideration of two motions from the Policy and Regulations subcommittee.

3. General Announcements - None

4. Public Comment, Elizabeth Zielinski, Vice Chair

The following represent written submissions read allowed by Ms. Zielinski. The full written submissions are appended.

- a. Karen Senhadji - Please make meetings available for remote participation by Zoom.
- b. Norman Hall - Would like answered: Who will be on the PLAN administrator team for OCR work, how were the public health protocols chosen for meetings at Willow Oaks Administrative Center, when can individuals (vs stakeholders/steering committee members) comment on the planning work stemming from the AIR report, why was ESSER public testimony not taken into consideration, and how can the Strategic Plan work consider FCPS's homebound program participants, AVID, and childcare programs?
- c. Nick Herndon - Believes there is inconsistency in understanding of attendance regulations, IEP development, and IEP implementation for preschool staff and administrators. Please provide these people more training. Further, FCPS must develop inclusive preschool programs to comport with VA early childhood education guidelines.

The following represent comments delivered in-person. Written copies are appended when provided (tonight none were recieved).

- d. Rachel Herndon - Understands there used to be preschool programs inclusive of peer models, but that has ceased. When asked about access to peer models in FCPS preschool programs, she reports being told that she could enroll her child in community preschool. FCPS needs to offer an inclusive model for preschool, or it is violating FAPE.
- e. Jill Calsetta - Ms. Calsetta is concerned about her non-speaking student being graded on behaviors. He is a high schooler who she reports is "asked to assimilate, and mask his disability". She feels the Portrait of a Graduate rubric is ableist and unfair to non-speaking students as it includes communication skills that many non-speaking and autistic students may be unable to perform.
- f. Elizabeth Davis - Spoke on emergency evacuation procedures for students with disabilities. One of her children is in a wheelchair, and had an escape sled to use for emergency evacuation before the COVID shutdown in March 2020. At the middle school transition they were told escape sleds were not allowed. She asks the committee to urge a policy on emergency procedures for students with disabilities. It shouldn't be on the parents to plan for and fight for their students' safe emergency evacuation.
- g. Monica Favela George - She has a kindergartener with down syndrome and autism. Advocating for FCPS offer an inclusive pre-K option, which her son never had. FCPS

should offer inclusive pre-K countywide. This will benefit kids with and without disabilities. Her understanding is that pre-pandemic, there were some inclusive preschool programs, but it was up to the principals to do so, not a division policy. Says that Alexandria City and Falls Church offer them. Offer lottery option for neurotypical students to be offered free preschool, or combine with Head Start preschools.

- h. Michelle Cades - Technologies not working together to make the HS accessible for her daughter. Learning Ally did not work together with the tech she needed to annotate her reading material. Ms. Cades is also concerned about the accessibility of ACSD meetings. They should be livestreamed and public comment should be allowed via Zoom. Please consider Zoom live public comment and livestreaming for future meetings.

5. Chairman's Message - None

6. Attendance Report, Ally Baldassari, Recording Secretary - as above

7. School Board Liaison Update, Laura Jane Cohen, Springfield District

- a. Thanks for all you do and for the ACSD report delivered by Chair Henderson on November 29th. Longest report presentation she feels they have ever had due to the number of excellent questions the report generated and the conversation it generated.
- b. Acknowledging the timing of the report in June is separate from budget discussions, which is not helpful for recommendations that would be tied to the budget. She had a conversation on whether reports should be twice yearly, with one of the reports better aligned with a pre-budget approval. (Could be a partial report; what we are working on).
- c. The last worksession contained the Career Pathways Report. It became obvious FCPS needs more programming for our public day school students to explore career choices.
- d. When she met with the faith team as part of the Strategic Plan steering committee, Ms. Cohen heard recurring comments regarding frustration with special education services.
- e. The school board governance committee recently discussed Regulation 8633 regarding fire safety and evacuation. They may consider possible revisions to this regulation.

8. Q&A with Superintendent, Dr. Michelle Reid, FCPS Superintendent

Dr. Reid suggested proceeding directly to questions.

Questions:

Harry Henderson: Do you have an expectation for staff regarding a timely response when someone contacts FCPS? A: Dr. Reid admits to having trouble "scaling up" to replying to all questions herself. She thinks a few days is a reasonable expectation. She says a week without a response is unreasonable and wondered aloud if there should be a procedure for escalation of concerns when no response is heard.

Elizabeth Zielinski: What have you learned about Fairfax County that we don't realize about ourselves? What surprises you that you can see as an outsider that we wouldn't see? A: She has worked in divisions that don't have the resources we do. She hears from the military

families that they request our schools due to the array of services provided. She feels there is a track record of success and dedication to the work. She feels the inclusion data is a surprise. There are also opportunities regarding twice exceptional students, for example in these students accessing more advanced courses. She is surprised about the variability across the county, which sometimes can be a good thing. But perhaps we need “swim lanes” for the variability.

Ally Baldassari: You have spoken in the past about Universal Design for Learning (UDL). What is your vision for this, and what past experiences have you had relating to UDL? Dr. Reid notes this is not a special education initiative, rather it is a general education initiative to prepare general education to support all learners and the MTSS framework. General education must support English language learners, be culturally responsive, and reflect UDL. In WA she had demonstration sites designed to reflect these three goals, such as Ruby Bridges Elementary. Dr. Reid reflected on the difference between placing a child in a general ed classroom vs a child learning in that setting. How do you make it a rich learning experience for all children? She notes the strategies often require training and knowledge but not a lot of other resources or expenditure.

Amanda Campbell: Asked Dr. Reid what experiences she had in prior divisions with policy and procedures for emergency evacuation. A: She heard this question at a Chantilly community conversation and was surprised to find the current policy included emergency personnel recovering the students vs educators evacuating them. She needs to understand the reasoning behind this, if it is best practice, and conversations are in place.

Carolyn Haydon: Ms. Haydon asked about the autonomy of principals and how this plays out in a lack of consistency in practices. Her example is Ross Greene’s model. Ms. Haydon feels some autonomy is important, but not when it creates inequitable experience. How has Dr. Reid promoted consistent practices in her past experiences? A: She notes the dissonance that principals feel autonomy is generally a good idea. She can’t support the district meeting their goals without some more consistency. Wants the strategic plan to be the North Star. We must all get to the goals, but we can choose a different path. She says FCPS will work to clarify “what is loose and what is tight.”

Harry Henderson: What was your reaction to the AIR report, and what do you think are the next best steps? A: A number of the 19 recommendations she had already heard before she saw the report from SEPTA, ACSD, etc. She feels they will need to address a number of the recommendations concurrently. She doesn’t feel she is the best judge of what to attack first, and will leave that to the special education enhancement committee. She is concerned that due to cost/lack of budgetary resources, FCPS must “stop doing” some things in order to enact the recommendations. Don’t put in quick solutions that are not sustainable, which is why the collaboration with the stakeholders/families in the committee is important. Dr. Reid

then asked Harry what he felt was the most important issue. He discussed staff retention as the issue you'd tackle first. Make sure the environment for teachers is sustainable.

Lauren McCaughey: Appreciates comments about being a "school system" vs a "system of schools." How do we make Ross Greene consistent and reliable across schools? A: Time for professional development is a problem. There are 40 hrs of asynchronous modules, and Ross Greene really can't be asynchronous. There are the constraints of not having substitutes available to aid teachers in attending professional development. She hasn't heard objections to rolling out Ross Greene.

Brandon Cassady: Mr. Cassady asked about the WIAA model for a wheelchair division in sports, which she had in Washington. How hard would it be to implement this in VSOL? She has worked with WIAA and did have a wheelchair division in her prior school. A particular athlete began their journey to have all athletes have the ability to compete. A North Shore student also completed a cross country race. They did unified sports as well. Suggested that Brandon email her and they could work on it together. Sometimes things don't get done just because people don't know of the opportunity.

Stephanie Smith: Appreciates the community conversations, but what visits has she been able to do to the various programs and talk with the teachers. Have you held a forum for teachers? They are the ones who have to enact the ideas. She has not had a forum with sped teachers, but that is a good idea. They recently had all principals in person to discuss the OCR report.

Susan Edgerton: What are your priorities for the budget, particularly regarding staff retention? A: We must compensate well, have a "doable" workload, and an exciting culture and climate. We need appropriate training so people feel comfortable in their roles. In regards to the budget, ESSER dollars are waning at the same time there is no new money. FCPS must get better at sunseting some things to do different things.

Daniel Cronnell: He frequently hears about a need for training. Staff, at a minimum, needs to feel comfortable in what they are asked to do. How can staff feel comfortable with the insurmountable tasks? A: Need to let some tasks go.

Amanda Campbell: Asked about inclusive playgrounds. Mulch prevents the playgrounds with an "accessible swing" from being able access the swing if you are in a wheelchair. The one fully inclusive playground in the county she was aware of was funded by the PTA. A: Dr. Reid recognizes children learn a lot in play, and has learned from Laura Jane Cohen of inaccessible playgrounds in FCPS. She put fully accessible playgrounds in model schools in the model school initiative in North Shore. Accessible playgrounds should be a priority as we remodel schools. She can't promise they can redo the playground at 200 schools, but makes sense to start doing it at schools with a known need.

9. Parent Resource Center News, Mary Beth Harrison-Cunningham, Manager of the PRC
 - a. Upcoming Dec. webinars on stress management will be presented in Spanish and Arabic.

- b. January preview: Kristen Haynor will give a series of 4 webinars on neurodiversity. Registration is open.
- c. Social-Emotional Learning (SEL) webinars in January: Morning Meeting and Responsive Advisory Meeting and Social Emotional Milestones in Early Childhood
- d. SAVE THE DATE: DSS and PRC will be doing the IEP updates for families starting in the beginning of March, with morning and evening sessions available.
- e. The Special Education Conference is April 29th and is virtual again this year. 4 guest speakers will be providing synchronous presentations that morning (TBD presenters). Laura Jane Cohen: She is disappointed that it is not in person. As a special education parent herself, she enjoyed connecting with other sped parents. She would like a hybrid option and wants to know the rationale behind a virtual conference. A: (Mike Bloom) says he heard feedback from the parents enjoying being able to have all the presentations available in the virtual format vs being able to only attend 2-3 sessions out of a total of 60 sessions presented. He will bring the hybrid idea back to the planning committee. Ms. Harrison-Cunningham noted the 2021, 2022 sessions are available in a PRC Youtube playlist.

10. Department of Special Services (DSS) Updates, Dr. Michelle Boyd, Mike Bloom, Deb Scott, and Dawn Schaefer

- a. Ombudsman Report
 - i. Role is organizational ombuds. They serve parents, students, employees, community members by helping them understand how FCPS works. They help brainstorm options to work towards desired outcomes. They can assist conflict resolution and informal mediation (but not formal mediation). They do not provide legal advice or investigations. They are confidential.
 - ii. Goals: All have the opportunity to be heard. Promoting equity, facilitating conversations and helping to resolve conflict.
 - iii. 948 contacts last year and 143 involved special education. This might not be a representative year due to COVID concerns that came to her office.
 - iv. Special education cases by category: top five were general information questions, issues with staff (often a desire for increased communication), procedure and compliance issues, IEP matters, and policies/regulations.
 - v. Community Outreach - They promote themselves by going to open houses, resource fairs, and Dr. Reid's community conversations.
- b. OCR Resolution - Dawn Schaefer
 - i. Ms. Schaefer is sharing the same presentation she gave to the administrators and special education leads. It is currently posted on the internal hub, and they are working on getting it to the public. The presentation is appended.
 - ii. OCR opened direct investigations into the services at various school divisions including Los Angeles, Seattle, Indiana, and Fairfax in early 2021. OCR has

entered a resolution agreement with Los Angeles and Fairfax. The Los Angeles resolution is publically available.

- iii. OCR investigated if FAPE was provided. FCPS voluntarily entered a resolution agreement with OCR after finding FAPE was not provided to all FCPS students.
- iv. The five components of this agreement were: (1) Designate an administrator to ensure implementation (2) Create a plan for providing and tracking compensatory education (3) develop criteria to determine who is owed what for compensatory education (4) data track the services provided (5)creat a training and outreach plan for division staff.
- v. Plan administrator: FCPS must provide the name/contact info in the next 21 days.
- vi. FCPS already had to submit a plan for compensatory education. FCPS determines whether SWD received an appropriate education for individual needs through April 14 2020 and Jun10 2022. Make individualized determination for each SWD regarding whether compensatory education and or related services are required.
- vii. Plan creation: they must create criteria IEP and 504 teams will use to determine whether SWD received appropriate services to meet their individual needs during the pandemic period. They must track the decisions made for each student (and include the amount, nature, and timeframe of services) and describe how the delivery of those services will be monitored.
- viii. Last component: Division and staff training: Draft plan submitted Dec. 9th. Once the training plan is approved they will have it on the public-facing website.
- ix. FCPS is required to provide notice to all parents of students with IEP or 504 that an IEP meeting will be convened. Parents will be notified that if they provided services themselves, that is not providing FAPE.
- x. Determining compensatory education owed: Make the determination what is needed to return the student to the position they would be in had they received those services. Current recovery services can be considered as counting if and only if they meet the students needs to return them to the same position.
- xi. It is about 52K students that need to meet with who are current students or who have graduated or left during the time period.
- xii. Had to provide a template for PWN that will be provided to every parent on considering services provided. The 504 plan administrators don't currently have training on PWNs.
- xiii. There will be three community public meetings: Zoom webinar with real time interpretation into our major languages. There will be a public-facing website.
- xiv. Every current student will have an IEP or 504 meeting, and meetings for the former students are on request.
- xv. There will be a 3rd summer clinic site this year to facilitate summer IEP meetings.

- c. Special Education Enhancement Plan
 - i. This is really the Strategic Plan specific to special education. The special education enhancement plan steering committee consists of parents, stakeholders. Mr. Henderson is the ACSD representative.
 - ii. So far there have been three meetings in which they have drafted the mission statement and core values and will soon start on the objectives.
- d. Restraint and Seclusion Policy Review - Annual review coming up. Any proposed changes to the policy will be presented to us in January.
- e. IEP Changes - Dawn Schaefer
I Because they are in the process of the Special Ed Enhancement plan work, they will hold off on IEP changes to allow the steering committee to do their work.

11. Old Business & New Business

- a. EAL Plan Updates - Skipped
- b. Recall the ACSD membership Interest form on the ACSD webpage. Please share the form with your constituents and any interested parties.
- c. We need to form an ACSD Bylaws subcommittee as Bylaws need to be updated every three years.
- d. Mr. Henderson noted the number of school board members he heard during the ACSD final report presentation to the school board who were interested in hearing from the ACSD more than once yearly in the final report. Mr. Henderson also reports the school board members noting how the AIR report recommendation matched many of the recommendations the ACSD had been making for years.
- e. Subcommittee Chairs -
 - i. Ms. Zielinski reported the Family Engagement subcommittee will need to revise the categories and criteria for First Class Awards. They began discussions and will present these next month.
 - ii. Policy and Regulation subcommittee chair asked member Amanda Campbell to read their motion: Move to recommend to the school board that they conduct an immediate review of Regulation 8633 regarding fire safety and evacuation. *Motion passed unanimously.*
 - iii. Harry Henderson presented a motion to create a “master tracking system” for the recommendations from the AIR report to be addressed. This would include a designated person to track and a public website with a searchable database for all improvement efforts. This work would be done in collaboration with the experts in the office of the auditor general. *Motion passed unanimously.*

12. Member Time, Elizabeth Zielinski, Vice Chair: No members requested the floor.

13. Adjournment - Approximately 9:40 PM

Member	Name	Organization/Representing	Original Meeting	12.21.21	12.21.21	12.14.22	1.28.22	2.22.22	10.2-0
Ally	Baldassari	SEPTA	IP	IP	V	IP	IP		
Amanda	Campbell	Springfield District-Laura Jane Cohen	V	IP	IP	V	IP		
Anne	Hobbs	PoAC-NoVA	IP	IP	IP	V	V		
Brandis	Ruise	Fairfax Area Disabilities Services Board	IP	IP	IP	IP	IP		
Brandon	Cassady	Member at Large-Karen Keys Gamarra	NYA	NYA	NYA	IP	V		
Carolyn	Haydon	Braddock District-Megan McLaughlin	IP	IP	IP	V	IP		
Colleen	Jones	Fairfax County Council of PTA	IP	IP	IP	IP	E		
Daniel	Cronnell	Fairfax/Falls Church Community Services Board	IP	IP	IP	E	IP		
Darcy	Acquavella	Fairfax City School Board		V	V	V	V		
David	Bean	Providence District-Karl Frisch	NYA	NYA	IP	IP	E		
Denise	Stitt	FCPS Teacher	IP	IP	IP	IP	IP		
Elizabeth	Zielinski	Assistive Technology	IP	IP	V	IP	IP		
Harry	Henderson	Mason District-Ricard Anderson	IP	IP	IP	IP	IP		
Hideshi	Ishikawa	Region 5-Rebeca Baenig-Assistant Superintendent	NYA	NYA	IP	IP			
Holly	Stearns	Region 2-Fabio Zuluaga-Assistant Superintendent	NYA	NYA	IP	IP	IP		
Jovieh	Liray	Fairfax County Health Department	E	E	V	V	V		
Kaitlinn	Erkilla	Mount Vernon District-Karen Corbett Sanders	IP	IP	V	IP			
Lauren	McCaughey	Hunter Mill District-Melanie Meren	IP	IP	IP	V	V		
Linda	Mason	Higher Education		V	V	E	V		
Michael	Simon	Sully District-Stella Pekarsky			V		V		
Nita	Payton	Region 1-Douglas Tyson-Assistant Superintendent	IP	IP	V		V		
Rachel	Charlton	Early Childhood Education (Preschool)	IP	IP	IP	V	IP		
Randi	Cosentino	Dranesville District-Elain Tholen	IP	IP	IP	IP	V		
Sanaa	Bouzit	Member at Large-Abrar Omeish	IP	IP	IP	IP	E		
Sandi	Dallhoff	FC Dept. of Neighborhood and Community Service	NYA	NYA	IP	V	E		
Shannon	Duncan	Decoding Dyslexia Virginia		V	V	V	V		
Stephanie	Smith	Franconia District-Tamara Derenak Kaufax	NYA	NYA	IP	V	V		
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		V	IP	IP	V		
Yasmeen	Merani	Student Representative	IP	IP	IP	IP			
Vacant		Region 3-Grace Taylor-Assistant Superintendent	car						
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
Mirna	Galeano	Career and Transition Services	V	V	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.

Hello ACSD members,

I would like to ask that you make your upcoming meetings available for remote participation via zoom. Many parents have difficulty leaving the home in the evening to attend in person meetings due to family dinner, bedtime routines, etc with their children (especially single parents like myself), but would welcome a chance to listen in to the meeting if we could do so from home.

Thank you for your consideration,

Karen Senhadji

(parent of an elementary student at Chesterbrook Elementary School)

(Norman Hall)

I have six who, what, when, where, why and how questions relating to the interests of people on this committee.

1. Who: Who will be on the PLAN administrator team for the OCR work, including a general description of support staff, as described in the first submittal to the Department of Education?

2. What: What led to the selection of public health protocols that are or are not in place during FCPS meetings in the Willow Oaks Administrative Center? This is a time when viral infections for flu, Covid, and RSV are challenging hospital resources and it is important to protect immunocompromised individuals. Mitigation measure practices reveal and reflect the actual state of Caring Culture.
3. When: When will individuals have a chance to comment on the so-called comprehensive planning work stemming from the AIR study? The stakes are too high to force all input through separate organizations, as laid out in the latest presentation.
4. Where: Where can the community find the analysis about the applicability of AIR recommendations for work that explicitly **excluded** pandemic effects? Agreement on the analysis should occur **before** the upcoming wave of accommodation meetings for students who may have been denied FAPE due to the substitution of temporary learning plans for students with IEPs and 504 plans.
5. Why: Why was the ESSER testimony collected during 3 prior meetings **not** taken into account as called for by federal regulations? As a

result, VDOE guidelines set in motion a rushed effort going into this week to capture input. Missing since 2021 is a focus on providing the state of health conditions in schools, the health status of students, teachers, and staff, and a discussion of corresponding mitigation strategies, as called for in the federal regulations whenever conditions changed.

6. How: How will the Strategic Planning work consider yet-to-be provided data which participants assert should form key pillars to support teachers and students. Examples include data on homebound program services, AVID, and the childcare programs that exist in a majority of Fairfax County schools. Each of these programs support students with disabilities, but have not been considered as key in the development of metrics of success. Presumably there is openness to consider a full range of supports, but the path to do so isn't clear.

I would like to see cogent answers to these questions before the budget process gets under way, so I can join advocacy for broad agreed-upon priorities aligned with the perceived and actual direction of FCPS services for students with disabilities.

Thank you for listening.

Good evening Committee,

As a matter of introduction, I am Nick Herndon. We are a military family. My daughter, Alice, has Down syndrome and is enrolled in FCPS's preschool class-based program.

I am writing the Committee to voice growing frustrations with the FCPS IEP progress and preschool class-based program as well as to offer suggestions on improvement strategies. It has been our experience, as well as the experience of others in our preschool cohort of families, that there is a lack of consistency across the FCPS network in how IEPs are developed, and most alarmingly, put into practice. The concern is an absence of consistency in interpretation and implementation which leads to questionable equity and an increased gap of opportunities for students with disabilities. As an example of an administrative matter, each FCPS school with a preschool class-based program seemingly has a different interpretation on the purported requirement and method to document student attendance. During our own IEP meeting to discuss this suggested requirement, we received vastly different responses from school staff and from the PSL, the former eluding to a FCPS policy that couldn't be produced upon request and the latter referencing vague catch-all state regulations. Needless to say, we left the meetings lacking confidence in the IEP process.

It is my understanding that FCPS each year receives approximately 12% of Virginia's total IDEA Part B, Section 619 federal grant funds. The most recent allotment for award year 2022-2023 being \$7,367,734 for FCPS preschool programs alone. I also understand that the majority of these funds are allocated to staff costs.

For an improvement strategy, I urge that this Committee and the School Board scrutinize the FCPS IDEA Part B Section 619 preschool grant budget to identify the measures, trainings, opportunities, and resources being provided to all FCPS IEP teams. Specifically, to identify what measures are being provided and offered to educate and train on IEP policies and procedures covered under IDEA, state regulations, and FCPS doctrine with the aim to establish consistency of interpretation and implementation across the division.

Regarding the preschool class-based program on a more broad level, it has also been our shared experience that the FCPS preschool program is markedly absent of community peer models to provide consistent access and opportunity for inclusion in the classroom. I offer that this Committee conduct a deep dive into the FCPS IDEA Part B Section 619 preschool grant budget to revisit and challenge current resource allocation to make a more intentional effort to conform to VDOE's 2013 Virginia Guidelines for Early Childhood Education with the purpose to assist local divisions "... in identifying, developing, and sustaining inclusive

opportunities within high-quality early childhood programs for children with disabilities.”

It is our goal to bring these issues to the attention of ACSD. Our hope is that FCPS will strive to provide an environment where our children can meet their greatest potential in the education setting and beyond.

Thank you,

Nick Herndon