

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools
Wednesday, October 11 2023, 7:00 - 9:00 p.m.

Summary of Business Conducted:

- The ACSD heard from the supervisors and coordinators of FCPS related services referenced in their School Board Charge, including speech-language, PT/OT, and counseling.
- The ACSD heard updates from DSS including an update from the Adapted Curriculum office on supporting new/not fully-licensed teachers delivering adapted curriculum.
- The ACSD approved sending a recommendation to the school board to have their attendance policy extended to their advisory committees, so that ACSD members could attend virtually under certain extenuating circumstances.
- The ACSD approved sending a recommendation to the school board regarding the accessibility of field trips.

Pending Feedback from the Department of Special Services that was Offered/Requested as a Result of This Meeting, or Still Pending from Meetings Previous

- Questions for the record were submitted via index cards and collected by Mike Bloom.
-

Executive Committee:

Chair, Elizabeth Zielinski

Vice Chair, Holly Stearns

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

Member Attendance: A quorum of voting members was confirmed by Recording Secretary Ally Baldassari with 23/27 voting members in attendance. There are 34 positions on the ACSD; 7 currently vacant. The full record of attendance, members, and vacancies is appended.

Three members of the public attended.

Liaisons/FCPS Guests:

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

Dawn Schaefer, Director of Special Education Procedural Support

Kathy Murphy, Assistant Ombuds for Special Education

Rachna Sizemore-Heizer, School Board Liaison, Member-at-Large

Judy Duprey, Coordinator, Therapy Services,

Beth Johnson, Supervisor, Communication Disorders

Ellen Ferguson, Supervisor, Communication Disorders

Donna Desaulniers, Coordinator, Psychological Services

Kristin Eddy, Manager, PT /OT

Business Meeting Agenda date:

1. Call to Order, Elizabeth Zielinski, Chair
2. Approval of Minutes and Adoption of Agenda, Ms. Zielinski
3. General Announcements, Ms. Zielinski
 - a. Make sure you are signed in for public comment
 - b. Other participation by members of the public is not permitted.
4. Public Comment, Holly Stearns, Vice Chair
 - a. Kelsey Lyle - Her 4-year old son is in class-based pre-school. She is concerned with his limited language development. FCPS has provided an AAC device but not speech services despite their advocacy for them. She reports being told “he doesn’t have enough language to receive services,” “this is a language-rich environment,” and “preschool teachers have Master's degrees” so they have all the training and skills required for language development. She believes speech services should be given to all students with AAC and limited language.
 - b. Amanda Campbell - (Speaking as an individual.) Her child recently went on a field trip to Hemlock Overlook Regional Park. She found the field trip inaccessible. The school helped come up with ways to include her child in the activities and problem-solving activities, but most of the park was physically inaccessible because it could not be navigated in a wheelchair. Ms. Campbell is asking for the school board to make revisions to Policy 5790.2, Regulation 5790.8 involving field trip preparation and planning. Many important historical sites lack accessibility, however, field trip planning should always include making a plan for every student to allow them equitable participation whether or not their parents are able to attend as well. Field trip accessibility should never be something a parent is forced to figure out “on the fly” for their student.
 - c. Callie Oettinger - Reports the OCR recently found FCPS to be in non-compliance for PWNs [Prior Written Notice]. She also reports a complaint was filed for overage fees for IEEs. She is concerned on PWNs and student record policy. She reports a systemic problem with it not matching VDOE guidance. She would like to see a staffing change.
5. Chair’s Message, Ms. Zielinski
 - a. Plans to use this portion of the agenda to have brief subcommittee reports presented
 - b. Executive committee meetings are typically the Wednesday following the general meeting, with the next being 10.18.23.
 - i. We used the last meeting to discuss future speakers and review the calendar.
 - ii. Note that we hope subcommittees will recommend speakers; and submit such requests to the Chair.

- iii. Reminder of the new process for Questions for the Record. Index cards have been distributed. Please write down the questions before you leave this evening.
- iv. We will have a process in place by the next meeting so all ACSD members can see the Questions for the Record that have been submitted as well as those that have been answered, for transparency.

Question: Lauren McCaughey wanted to know why SR&R review wasn't on the annual calendar. A: Error. Thanks for bringing that to her attention, we will make sure it is added in.

6. Family Resource Center News, Mike Bloom for Mary Beth Harrison-Cunningham, Manager of the FRC [Ms. Harrison's update was read by Mr. Bloom, and will be appended.]
7. Attendance Report, Ally Baldassari, Recording Secretary - as above
8. Presentation: Related Services in FPCS - Judy Duprey, Coordinator, Therapy Services; Beth Johnson and Ellen Ferguson, Supervisors, Communication Disorders; Donna Desaulniers, Coordinator, Psychological Services; and Kristin Eddy, Manager, PT /OT. [Slide presentation is appended.]
 - a. Mr. Bloom: The presentation tonight relates directly to the School Board Charge. We will learn more on three areas of the charge: Speech/language, physical therapy (PT) and occupational therapy (OT). While this month we did not have time to have ATS, we expect to have them for the next meeting.

School Board Charge:

 - Examine current FCPS practices regarding the:
 - Identification and referral of students who may require related services in the areas of speech-language, occupational therapy, physical therapy, and/or counseling.
 - Determination and provision of services to students who are identified as requiring these related services.
 - Determination and provision of devices and services to students in the area of assistive technology.
 - Review evidenced-based and research-based practices regarding the provision of speech-language, occupational therapy, physical therapy, counseling, and assistive technology services for students with disabilities.
 - Based on a review of evidenced-based and research-based practices, make recommendations designed to improve FCPS practices related to the availability and provision of speech-language, occupational therapy, physical therapy, counseling, and/or assistive technology services to students with disabilities across the continuum of preschool through graduation.

- b. Judy Duprey: Explained she coordinates and supports all PT, OT and SLPs. Kristin Eddy, Donna Deauliniers, and Ellen Ferguson and Beth Johnson introduced themselves.
- c. Related services are defined in 300.34 of IDEA.. Physical and occupational therapy (PT and OT) are referenced. OT is further defined in IDEA, but PT is not.
- d. Difference between teachers and PTs, OTs, SLPs: Teachers are recertified every 10 years though the VDOE, and have recertification points provided through FCPS. But the PT, OT, SLPs have a medical license issued through the VA dept of Health Professions, and renew on a 2-year cycle. Professional development can't all be provided though FCPS.
- e. They are licensed the same as any private providers of these services.
- f. Therapy services core values: Approach all students as individuals; use an asset-based lens; work collaboratively with students, families, and education teams to meet unique needs; provide educationally-relevant and evidence-based services in the least-restrictive environment, always learning and exhibiting professional excellence.
- g. There is screening for K-3rd grade for new-to-FCPS student screenings. But if a teacher, parent or another party suspects a disability there is completion of a multipurpose referral form and there is a local screening committee (LSC) meeting.
- h. Suspicion of disability -> LSC-> Evaluations determined warranted, then assessments collected-> then either meets SLI criteria, and you get an IEP, or does not meet criteria, and instead you get instructional recommendations.
- i. PT and OT are related services only, or services that relate to a primary service, but are not primary services. Consideration for PT/OT can occur through an IEP meeting, through a re-evaluation meeting, as part of a knowledgeable committee (504) meeting (PT and/or OT). This means that you can't be eligible for services just based on need for PT/OT, unlike SL, which is a basis for committee decision (BCD; ie determination of IEP eligibility) category. Basically, PT and OT has to fall under a disability category, you qualify under that category and then are considered for related services needed. The therapists don't hold an instructional license, so can't define instruction, in contrast to APE, which is delivered by teachers.
- j. Determination of PT/OT is individually determined, does not relate to the disability category, and services recommendations are data-driven. They focus on working toward student independence and generalization of skills across learning environments. They withdraw services as independence develops. Services are dynamic.
- k. Continuum of Service: Showed graphic of pyramid. The lowest level and at the base are teacher and team supports, then task and environmental accommodation and modification, then in-context support (regular or special education environment), and the small triangle at top is "out of context support."
- l. Counseling services: In Multi-Tiered Systems of Supports (MTSS) format, all students access social-emotional (SE) supports at Tier 1, and there are Tier 2 and Tier 3

interventions including small group and individual counseling services, risk assessment and case management, FBA/BIP, intervention and referrals provide by substance abuse prevention specialists (SAPS). Tier 1 includes health and PE lessons, counseling lessons, morning meetings and a responsive advisory period, SOS and wellness screening, youth and teen mental health first aid.

- m. Counseling Services also has cooperative relationships with other resources in the community for all students. Short term behavioral health program (STBH) for all MS, HS and title 1 ES. Healthy Minds Fairfax is the program behind this. Hazel is for all HS, and is the telehealth service. For mild to moderate mental health needs when families opt them in (they are motivated to receive treatment) and it is short term (6-10 weeks). CSB-Community Service Board. There is a fee for service based on family income, though some insurance is accepted. In person and telehealth. At 11 sites (HS, MS, and ES) there is a school-based CSB to eliminate access barriers due to transportation limitations. Insurance/self-pay options. On most of these the student/families must be “motivated” and attending school, to make sure appointments are utilized. Students not attending school well will be referred for other services.
- n. Counseling services as a related service on the IEP: Time-limited targeted services to address a specific mental health concern that prevents a student with a disability from benefiting from education services, and more specifically from making progress on an identified social/emotional goal. It’s not considered a replacement for ongoing mental health treatment. It facilitates student access to learning. The IEP team would have a counselor or social worker on the team if considering that service. Since it occurs during instructional time, there is a plan to make up what they miss by getting services.

Questions:

Ms. Zielinski: Annectotaly she is aware of more trauma and school refusal recently. Is there data tracking this, and if seen, would there be any proactive planning around this?

A: Fairfax County Youth Survey actually has improvements in their data on anxiety and suicidal depression. This data is available on the FCPS website. Focusing on more Tier 1 strategies, like identifying protective factors for students, and the “3 to succeed” campaign which is collaborative with FCPS and FC government. The agreement with HAZEL is new, as are some of the other cooperative/collaborative agreements with community partners. Working on recruitment and retention of school-based staff (psychologist and counselors) and they did get a large grant through the federal department of education to support staff and give more professional development opportunities. Ms. Zielinski replied: The Youth survey has accessibility issues, and there is no adapted survey, so some of our student’s voices aren’t recorded.

Jay Berkenbilt: What do you do with the gap of students that are referred to the LSC but not found eligible? A: One-on-one asset based discussions around the student. There are also things they do in the background with program support.

Ally Baldassari: Does PT/OT qualification include helping them access all parts of their school day? Including any difficulties accessing playground equipment? How about enabling access to lunch with peers (addressing feeding challenges). A: Consideration is for all school settings, which does include the lunchroom and playground, but it is very individual. So it would depend if there is something in particular that the student is having trouble accessing that would improve their quality of lunch and playground time.

Brandis Ruise: Given the MTSS framework, what sort of things are offered uniformly across the board? A: Ms. Duprey answered they are always considering UDL and MTSS Tier-1 supports. They assist teachers to understand how to set up an environment for learning and they do help build up the capacity of teachers.

Amanda Campbell: Are there other types of related services available not represented here tonight, ie music therapy? Such as for students whose typical mental health services aren't accessible? A: Transportation is a related service, there are services considered related services. [See the first slide.]

Amanda Wittman: Are you using the VA DOE document for best practices and guidelines to help determine services? Is this working? Otherwise do we need to examine this in our SB charge, or are there problems following the guidance? A: They say yes, they use the guidelines. Rachna Sizemore-Heizer added the charge resulted from the large number of concerns the school board heard. In addition to complying with IDEA and VDOE, are we meeting students' needs even if that goes beyond the guidelines and law?

Lauren McCaughey: Data has shown a large discrepancy between students that received an AC device from FCPS but did not receive speech services. Why would there be a discrepancy? A: It is complicated and based on the student, but student's needs can be met by the program primary program as far as encouraging AC usage,

Brandon Cassidy: Do students get the services at their own school, and how do you minimize pull-out? A: At their own school. Pullout services are an IEP team decision. The SL room is a special ed setting. Class-based preschool is also a special ed environment. But they are always working on generalizing the skill to occur out of the sp.ed. environment.

Susan Edgerton: Please speak to staff shortages in all the areas of related services. A: Ms. Duprey says there's not a national shortage of PT/OTs, but they do compete for the best graduates and candidates. There is also a large turnover, so they are constantly looking to attract more candidates. They do utilize contractors. A national shortage does exist for SLPs. The profession covers birth through geriatric, so they are competing with

many other industries to attract new graduates and other candidates for SLP positions. They partner with university programs and do mentoring.

9. School Board Liaison Update, Rachna Sizemore-Heizer, Member-at-Large - [Later in agenda due Ms. Sizemore-Heizer being delayed by the Excellence Awards]
 - a. Working on executive expectations. If the superintendent does not meet the requirements under these expectations, the SB can require her to submit a corrective report. This is to improve transparency.
 - b. The board is putting more governance structures in place, knowing that only 4 school board members have put themselves for re-election so there will be a minimum of 8 new school board members.
 - c. Working on the legislative package right now. This is where the FCPS school board determines actions they'd like to support in the VA legislature.
 - i. Should teacher pay and retention be tied to performance?
 - ii. Could high-stakes testing having additional ramifications for teachers/schools?
 - iii. Plain-language testing should be utilized so students with disabilities can demonstrate their knowledge with a particular subject area without struggles with higher-level language affecting their performance.
 - iv. Could American Sign Language (ASL) be allowed for the language requirement to achieve an advanced diploma? This would allow greater access to advanced diplomas, and also help FCPS "grow our own" deaf/hard of hearing teachers.

10. Department of Special Services (DSS) Updates, Dr. Terri Edmunds-Heard, Mike Bloom, and Dawn Schaefer
 - a. Adapted Curriculum Supports, Jugnu Agrawal, Manager, Special Education Curriculum
 - i. Find the specialized reading programs matrix (hi and low) on the FCPS website. Also math programs. The programs are linked in the slide show [appended].
 - ii. Supports for new teachers and teacher trainees: Adapted curricula supports include regularly-scheduled staff training, such as ABA trainings, targeted training series for paraprofessionals, personal support, and helping with data digging. They also have the Great Beginnings program they support. They strive to build up paraprofessionals. They have adapted curriculum team members assigned to each school.
 - iii. Ally Baldassari inquired on the training of long-term subs. There are reportedly 500 long term subs. Were these subs able to attend the Oct. 9 trainings, given their hourly pay status? A: They are not sure if subs are able to attend trainings

outside of school day to allow them to be trained in the adapted curriculums.
Please submit as a question for the record.

b. LRE Data Collection Tool

- i. They understand the form is too long. They will be reducing it from 9 pages to 2.
- ii. Indicator 5: They have to report to VDOE, who in turn reports to USDOE, the percentage of time students spend in various settings. As a division they haven't been meeting the benchmarks. You can find the benchmark 5 data on the VDOE website.
- iii. The AIR report found that FCPS wasn't doing enough to include students as well. Students have been spending too much time in sped classrooms.
- iv. The LRE data collection tool is a way to give more thought to and express reasoning if a smaller environment is really warranted. It can't be because of the need for accommodations, it has to be that they need something extra.

Questions/Comments:

Ms Zielinski: She is pleased with the intention of the form, to raise the bar for what is needed to put a child into a special education site. Her concern is that we didn't see the form and that parents and other parts of the IEP team were unaware as is the ASCD. If we saw the form in advance we could have given the feedback the form was too long

Stephanie Smith: How is this going to impact students that might function in a general ed. class but not thrive, how are we going to make sure that students can still benefit from the continuum of services that FCPS has provided? A: Ms. Schaefer said that in the individual decision, there are places to note and justify the more restrictive placement. Ms. Smith says she has had the LRE form training and it did raise concerns.

Ms. MsCaughey: Stated that as a state mandated local seac [special education advisory committee], you have already been training staff, but parents are unaware and it wasn't previewed by the seac. A: This is an operational item, and operational items do not need to be run through the committee.

Holly Sterns: Where are we in the process? Is everyone supposed to be using it now? Are people using it without being trained on it first? A: The tool was launched in Feb. last year, so it was "in the works" awhile before staff was asked to use it. They are using it as of this school year. Not a lot of training is required.

Amanda Campbell: Family education piece: What kind of family education is going to happen on this before this is rolled out? Many families won't understand the concept of "LRE", and whether 9 pages or 2, it still lengthens the IEP meeting, and helps overwhelm parents. A: They will utilize the FRC to get information on this tool out. Ms. Campbell responded she recommends not just using the FRC, but doing an email blast.

Kathy Murphy: Commented that the general classrooms feel unprepared to offer all the supports when the tool moves a student into the LRE.

11. Old Business & New Business, Ms. Zielinski

- a. Brandis Ruise moves that the ACSD recommend to the SB that a revision is made to the school board governance document to allow that school board advisory committees to utilize the same attendance policy the school board does.
 - i. Ms. Ruise stated the rationale: During the COVID-19 pandemic, new restrictions applied to public meetings. Now that the state of emergency has been lifted, the old regulations resume and fully-in-person attendance of members is required. However, regulations would allow remote attendance under certain circumstances, providing the body adopts a policy describing the permitted circumstances of remote participation. We currently don't have a policy.
 - ii. Ms. Zielinski added that the school board does have a policy, so it makes sense to extend that same policy to its advisory committees.
 - iii. Rachna Sizemore added that they have been working on revisions to the School Board Governance Manual regarding advisory committees, and she believes this would be easy to add.

Motion passed unanimously.

- b. Amanda Campbell moved to provide this recommendation to the school board:
 - i. "The Advisory Committee for Students with Disabilities recommends that revisions be made to Policy 5790.2, Regulation 5790.8, and related forms to ensure that the requirements for field trip venues and activities include an accessibility plan to ensure that students with disabilities are able to fully participate and that any required adaptations are equitable to the experience of their non-disabled peers."
 - ii. The motion was seconded and Ms. Campbell spoke to her motion: She has heard similar experiences to her recent experience (see public comment) from many families throughout the division. The historical sites are important venues and should not be avoided. However, FCPS should require planning to facilitate accessibility for an equitable field trip experience with true inclusion for the students with disabilities. Further, the VDOE now requires FCPS to submit an Inclusive Practices Plan every three years. An action item attached to FCPS's 2023 plan pledges to create more inclusive opportunities include providing a repository of resources on programs and opportunities that foster a culture of inclusion, and field trips fit with that as an excellent opportunity for inclusion.
 - iii. Carolyn Haydon added that this ties in with the recent FCPS Equity plan to make inclusion of students with disabilities a default for field trips.
 - iv. The representative for Karen Keys Gamara (appointment pending approval): As a physical therapist in FCPS, she would like to add that this is an area that physical therapists can help support.

- v. Joanne Walton would like to see accessibility viewed in a holistic way, considering the same field trip with a group of students from a CSS site.

The motion passed unanimously.

12. Member Time, Ms. Stearns

- a. Ally Baldassari gave an update on the Special Education PTA (SEPTA)
 - i. Fall deadline for SEPTA Mini-Grants is Sunday, Oct. 15th. This will give up to \$500 to qualifying SEPTA members who are teachers or staff who are interested in training or special programs for students with disabilities.
 - ii. SEPTA is participating in the PTA Reflections art contest. SEPTA members can have their children or students enter under SEPTA in either the Special Artist or any other category.
- b. Joanne Walton shared info on the RATE conference (Real Assistive Technology for Everyone). The guest speakers will be great. Saturday, October 28th 9am -12:45 at West Springfield HS.
- c. Ms. Campbell shared an update from school board member Laura Jane Cohen, who she represents.
 - i. Ms. Cohen is still working with Dr. Reid and DSS about the emergency evacuation procedures and will update us on that again soon.
 - ii. Ms. Cohen has an item she hopes to add to the school board's legislative agenda. On the federal level, the PREP for all Students Act would create an accessibility and trauma-informed guidelines plan for all students Pre-K through college in emergency preparedness. She would like the school board to support this on the federal level and advocate for similar on the state level.
 - iii. Ms. Cohen also wanted to tell us that if there are still problems with getting OCR reimbursements, please let her know.
- d. Ms. Sizemore-Heizer added that she and Ms. Cohen continue to study emergency evacuation procedures on the state level and are also looking for advice and examples from surrounding divisions. She also discussed her advocacy to make it easier to reimburse providers directly and avoid families waiting for reimbursements
- e. Brandon Cassady: Referenced some recent literature regarding the dismissal of employees with disabilities. He had previously emailed Mike Bloom with the information. Mr. Bloom said he would share the information with human resources.

13. Adjournment - Approximately 9:25 PM87

Amanda Campbell
ACSD Public Comment
October 11, 2023

My name is Amanda Campbell, and I am speaking tonight as an individual. I am here tonight to share my family's experience with a recent inaccessible field trip. I want to clarify up front that my child's school staff took many steps to communicate with us and directed us to communicate directly with the venue ahead of time, yet despite the best intentions and efforts this was not sufficient to mitigate the accessibility challenges we found on site. Our child has a physical motor planning/balance disability to begin with, which is currently exacerbated by surgical recovery. The field trip was to a NOVA Parks Regional Park – Hemlock Overlook Regional Park. I understand from talking to other families that this is a common venue that many FCPS schools go to for 6th grade "team building" field trips. Our Hemlock instructor for the day did a great job at modifying ground-based activities to ensure our daughter was able to participate and that her classmates included her in the problem solving. What we did not anticipate was how physically challenging it would be just to access the grounds of the park itself. I was told ahead of time that there would be a lot of walking that may be difficult for my child due to stamina, so I said "OK, I'll bring the wheelchair we've had during recovery." No one from NOVA Parks mentioned that most of the trails themselves would be inaccessible to a wheelchair. There were some paved areas right at the entrance of the park, but as we walked throughout the day we were traversing trails that were either: hard dirt – these were actually the easiest to roll over, packed stone – depending on how packed the stone was, it was either bumpy but possible, or difficult and required additional adult help. Loose stone – which was incredibly difficult and required 2 other chaperones to grab onto the front of the wheelchair to help lift & pull the wheelchair through. It was so bumpy, I was honestly worried about breaking the rented wheelchair we were using. My palms and quad muscles were physically painful for the next 2 days. I would not have been able to make it through the day without the help of the additional chaperones. Many of the adaptations throughout the day required my hands-on physical lifting – which I would not reasonably expect school employees or non-family chaperones to do. For example, for her to access the rope swing (which had no seat), I lifted her while she held onto the rope and "swung"/"twirled" across to the other side. This is just one example, but the day was filled with many others. Had I not been able to attend as a chaperone, I believe her access to the trip as a whole would have been significantly less than it was. I'm also aware there have been other families whose children use power chairs who simply do not go on this trip because the site is not accessible.

I am reaching out to NOVA Parks with the help of my school board member and supervisor, which I appreciate. That said, it should not be on the family to need to be able to be a chaperone themselves for a field trip to be accessible to their child. Field trips are a huge opportunity for inclusion, but accessibility isn't a given in the community, especially given the outdoor and historical sites that surround us. These venues are important and necessary for our students to visit, AND, accessibility plans need to be explicitly accounted for in planning these field trips.

Thank you.

Family Resource Center Update – ACSD – October 11, 2023

- FRC Hours – Monday-Friday, 8:00 am to 4:00 pm
 - Consultations – please call or email for an appointment but walk-ins are accepted
 - 703-204-3941
 - frc@fcps.edu
 - The library is open for walk-ins and check-outs

FRC website: <https://www.fcps.edu/resources/family-engagement/parent-resource-center>

You Tube Channel: <https://www.youtube.com/@FCPSFamilyResourceCenter>

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Updates:

- October Webinars:
 - Friday, 10/6 – **Building Family and School Partnerships for Twice Exceptional (2e) Students K-12**, 10 am
 - Friday, 10/13 – **What Your 11th & 12th Graders Are Learning in School About Drugs and How You Can Talk with Them**, 10 am
 - Friday, 10/20 – **What Your 11th & 12th Graders Are Learning in School About Drugs and How You Can Talk with Them** (presented in Spanish), 10 am
 - Friday, 10/27 – **Coping Strategies for Anxiety, Depression and Stress (part 1)** – Dr. Erin Berman, NIMH, 10 am
- **All webinars will be recorded, and many will have interpretation in Spanish, Arabic and Korean**

New Webinars on the FRC YouTube Channel:

- ✓ New School Year, New Strategy How to Plan, Persist and Achieve Academic Success this Year – Ann Dolin: <https://youtu.be/1DuBgigibls>
- ✓ Meet the Author Series: The Self Driven Child - Dr. William Stixrud - <https://youtu.be/O8jRRBHxiwQ>
- ✓ Characteristics and Needs of Twice Exceptional (2e) Learners - https://youtu.be/1MIUo_xdb6Y
- ✓ Who's the Boss? 5 Ways for Families to help Kids with Big Emotions – Kirk Martin - <https://youtu.be/FRyceQNatD4>
- ✓ Building Family and School Partnerships for Twice Exceptional (2e) Students K-12 - <https://youtu.be/QE-SFE0p7NY>

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A	Name	Organization/Representing	ntat13.2	10.11.23	08.1.13.	10.221.	213.217.215.205.2
Ahsen	Cakez	Sully District-Stella Pekarsky	NYA	NYA			
Ally	Baldassari	SEPTA		E	X		
Amanda	Campbell	Sprinfield District-Laura Jane Cohen		X	X		
Amanda	Whittman	Dranesville District-Elain Tholen	X	X	X		
Anne	Hobbs	PoAC-NoVA		X	X		
Brandis	Ruise	Fairfax Area Disabilities Services Board	NYA	NYA	X		
Brandon	Cassady	Career and Transition Services	NYA	NYA	X		
Carolyn	Haydon	Braddock District-Megan McLaughlin	X	X	X		
Colleen	Jones	Fairfax County Council of PTA	NYA	NYA	X		
Daniel	Cronnell	Fairfax/Falls Church Community Services Board		X	X		
Darcy	Acquavella	City of Fairfax School Board		X	X		
David	Bean	Providence District-Karl Frisch	X	X	X		
Elizabeth	Zielinski	Assistive Technology		X	X		
Harry	Henderson	Mason District-Ricardy Anderson		X	E		
Holly	Stearns	Region 2-Fabio Zuluaga-Asst. Superintendent		X	X		
Hope	Luong	Fairfax County Health Department	NYA	NYA	X		
Jay	Berkenbilt	Region 4-Penny Gros-Assistant Superintendent	X	X	X		
Jennifer	Skaggs	Fairfax County Federation of Citizens	NYA	NYA			
Joanne	Walton	FCPS Teacher	NYA	NYA	X		
Lauren	McCaughey	Hunter Mill District-Melanie Meren		X	X		
Nita	Payton	Region 5-Rebeca Baenig-Asst. Superintendent		E	X		
Nora	Rahman	Member at Large-Abrar Omeish			X		
Rachel	Charlton	Early Childhood Education (Preschool)		E	X		
Rajiv	Satsangi	Higher Education	X	X	E		
Shannon	Duncan	Decoding Dyslexia Virginia		X	X		
Stephanie	Smith	Franconia District-Tamara Derenak Kaufax		E	X		
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		X	X		
Vacant		FC Dept. of Neighborhood and Community Service					
Vacant		League of Women Voters, Fairfax Area					
Vacant		Mount Vernon District-Karen Corbett Sanders					
Vacant		Member at Large-Karen Keys Gamara					
Vacant		Student Representative					
Vacant		Region 1-Douglas Tyson-Assistant Superintendent					
Vacant		Region 3-Grace Taylor-Assistant Superintendent					
Vacant*		Region 6-Michelle Boyd-Assistant Superintendent	*This position does not currently exist based on the Sc				
			X	Present			
			E	Excused absence			
			NYA	Not yet appointed; hadn't been appointed to this			
			R	Resigned from the ACSD.			
			*Please note that attendance was not required of retur				