

Advisory Committee for Students with Disabilities (ACSD) - Fairfax County Public Schools  
Wednesday, March 13 2024, 7:00 - 9:00 p.m.

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**Summary of Business Conducted:**

- The ACSD welcomed guest Amy Hunter, the Region 4 representative to the State Special Education Advisory Committee (SEAC)
  - The ACSD reviewed the IDEA Annual Plan.
  - The ACSD heard updates from The Department of Special Services (DSS) on Extended School Year (ESY) and the Family Summit and Special Education Conference events.
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**Executive Committee:**

Chair, Elizabeth Zielinski

Vice Chair, Holly Stearns

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

**Member Attendance:** Recording Secretary Ally Baldassari confirmed a quorum with 24/32 members in attendance. Lauren McCaughey joined virtually due to illness. There are 35 positions on the ACSD; 3 currently vacant. The full record of attendance is appended.

**Liaisons/FCPS Guests:**

Terri Edmunds-Heard, Interim Assistant Superintendent, Department of Special Services (DSS)

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

Kristina Roman, Coordinator, Due Process and Eligibility

Jackie Prentice, Coordinator, DSS Finance

Lea Skurpski, Director, Operations and Strategic Planning

Kathy Murphy, Assistant Obuds for Special Education

Mary Beth Harrison-Cunningham, Manager of the Family Resource Center (FRC)

Bill Farrar, Staff Aide to Rachna Sizemore-Heizer, School Board liaison, Braddock District Rep.

**Public:** Two members of the public attended.

**Agenda:**

1. Call to Order, Elizabeth Zielinski, Chair
2. Approval of Minutes and Adoption of Agenda, Ms. Zielinski
3. Public Comment, Holly Stearns, Vice Chair
  - a. Amanda Campbell: Spoke on behalf of FCPS's Special Education PTA (SEPTA). SEPTA is concerned that the Virginia Literacy Act (VLA) didn't address students on adapted curriculum. The VLA requires schools to use approved curricula following the science of reading, but fails to require adapted curricula be examined and approved. SEPTA is disappointed DSS has not worked with VDOE to establish approved curricula for these

students. Without appropriate basal resources for self-contained classrooms, the teachers need training and support to create science-based literacy programs.

- b. [Callie Oettinger](#): Had concerns that there were parents with a VDOE complaint that were asked to sign a non-disclosure agreement and drop the complaint before their student's IEP was implemented. She reports having knowledge of false information FCPS submitted to VDOE regarding complaints. She also says that FCPS is failing to implement some IEPs that have already had consent when VDOE complaints are pending.

#### 4. Chair's Message, Ms. Zielinski

- a. ACSD members please email in advance when you can't attend a meeting, esp. for April.
- b. Subcommittee reports are due. Co-Chairs will be compiling reports with very mild edits.
- c. We will spend the bulk of the next meeting reviewing the report. Any changes requested will go to an ACSD vote. Thanks for all your work and passion towards the Final Report.

#### 5. Subcommittee Updates

- a. School Board Charge: Had a lot of discussion tonight and fine tuning of the report. The subcommittee report will be finalized and submitted by Sunday.
- b. Student Achievement & Outcomes: This evening they grouped recommendations by theme to streamline, condense them. They will submit the report by Sunday.
- c. Family Engagement: Report has been submitted. Tonight the subcommittee agreed to the report as written, though they are pending a discussion with Mike Bloom to inform their recommendations on high stakes testing. This affects just one recommendation.
- d. Policy and Regulations: They are still pending data from DSS. The subcommittee approved everything outside of the missing data. Tonight they spent the bulk of their time discussing the Restraint and Seclusion Policy redline. They request DSS members working on the policy revisions come to a subcommittee meeting. She also feels it should become procedure to have an appropriate staff member attend the subcommittee meeting when a subcommittee is working on a policy or regulation.

#### 6. School Board Liaison Update, Bill Farrar, Staff aide to Rachna Sizemore-Heizer

- a. At the March 21st school board meeting, they will be considering a neurodiversity affirmation proclamation. ACSD members and constituents are all invited to attend.
- b. The board has now approved the \$3.5 billion annual budget which includes a 6% teacher pay increase. The budget now goes to the Board of Supervisors to approve. There will be a public hearing and the public can contact their members in the board of supervisors.

#### 7. [Family Resource Center \(FRC\)](#) News, Mary Beth Harrison-Cunningham, Manager of the FRC

- a. One webinar remains for the month of March: Taming Tantrums and More, last in a series of webinars collaborating with Behavior Intervention Services (March 15, 10am).

- b. April: Continuing our collaboration with Northern VA Family Service to provide webinars in other languages regarding clinical mental health. There is a webinar coming up on attachment theory, creating the best relationship with your child.
  - c. Dr. Oladimeji's next webinar, Supporting the Learning and Recreational Needs of 2e Learners in the Summer (4/12). Past webinars: [Twice Exceptional \(2e\) Learners playlist](#)
  - d. Last week's webinar on understanding the high school math course offerings was highly informative, and is now on <https://www.youtube.com/@FCPSFamilyResourceCenter>.
  - e. They will do a webinar on Mathspace and preparing students for math SOLs.
  - f. Meet the Author Series will welcome the author of Gifted and Distractible. First 25 people to register will be given a copy of the book.
  - g. Webinar April 30th about counseling and substance abuse resources in Virginia.
  - h. Family Academy launches April 1st. It will be a place to find all resources in one spot.
  - i. Reminder about filling out the [Family Engagement Survey](#) for each of your children by 3/22 (last day before Spring break). So far they have lower than usual responses. Darcy Acquevella asked if preschool students will be included. A: She needed to check. [The following day she emailed that preschool students' families were emailed the link.] Ms. Zielinski wants to know if the survey will be disaggregated for students with disabilities. A: Yes, and they were the year before as well. Amanda Campbell: Tiffany Jones visited SEPTA last year to speak on substance abuse. The resources weren't adapted for students with disabilities. Is that something they can work on? A Yes. [Next day she emailed the update that we still have no adapted resources yet.]
8. Attendance Report, Ally Baldassari, Recording Secretary - as above
9. State Special Education Advisory Committee (SEAC), Amy Hunter, Region 4 State Representative
- a. Ms. Hunter says the committee is working on materials for very small local seacs. She thanks our group for sharing our resources and info (the ACSD is a local seac).
  - b. Her region represents the 19 divisions in Northern VA, and three of those divisions, Fairfax, Prince William, and Loudon County make up 27% percent of the entire state's students. There is a wide range of issues and she tries to represent our region well due to its size. You can let her know about issues you feel should be in her region report.
  - c. They meet quarterly and approve their final report at the July meeting. The Policy committee has been working on training for general education, what the baseline knowledge must be for accommodating special needs students in their classrooms.
  - d. She chairs the Family Engagement committee. They are spending a lot of time talking about the new VAAP tool which will be released in July. It responds to the fact that they have been well above the 1% of all students who are supposed to be on a VAAP track.
  - e. A statutory obligation of the state SEAC is to review VDOE complaints and due process decisions. But as so few get a hearing, they have requested the issues in all original

filings to have enough information to find trends. They will come up with a summary of the major issues and themes in complaints to discuss with VDOE.

- f. The Student Achievement and Outcomes committee will discuss the big performance indicators of the state.
- g. Their next meeting is mid-July.

Elizabeth Zielinsk had a point of clarification that they are looking for Due Process complaints that don't make it to a hearing, as those are already published. A: Yes, there were only 9 hearings last she checked, and they need more info to see trends.

Amanda Campbell: As the new VAAP tool makes it more difficult to qualify for the VAAP, what is being done to make the SOLs more accessible to borderline populations? A: They are trying to prevent smaller school divisions from tracking certain disability categories into self-contained classrooms in which all students are on the VAAP. The VDOE is working on an implementation document. The Office of Family Engagement is working on parent training, and PEATC is helping educate parents. She notes that SOL failure is not limited to students with disabilities (SWD), so SWD shouldn't be discriminated against for ability to pass SOLs.

Delaney Brooks: Please speak more about general education teachers accommodating students with disabilities? A: The state SEAC is looking at licensing requirements to make sure that gen ed teachers have a better understanding of inclusion and what special education entails. The end goal is exposure to co-teaching and other inclusive models.

Colleen Jones: Will virtual public comment be available at state seac meetings? A: Their meetings are not live streamed. She thinks this would really make sense, but they don't get to make those decisions. She will read aloud written any public comment submitted to her.

Ms. Zielinski notes [VA Senate bill 220](#) passed unanimously in the senate and has many beneficial things for our community, and the bill is funded.

- 10. IDEA Annual Plan, Lea Skurpski, Director, Operations and Strategic Planning and Jackie Prentice, Coordinator, DSS Finance
  - a. FCPS must submit this plan to VDOE annually to demonstrate eligibility for IDEA grant funding.
  - b. Outlines how FCPS will use the IDEA funding for special services.
  - c. The grant amount is 41.9 million.
  - d. The IDEA Annual Plan is covered by Code of Virginia 8BAC20-81-230(D) to ensure rights and protections for students with disabilities.
  - e. For FY 2025, FCPS related a proposed budget that includes \$770.1 million or 20.2% of the \$3.8 billion School Operating Fund budget for Special Education.
  - f. The 41.9 million must be used as agreed in the plan, it is a formal agreement with VDOE.
  - g. The largest increase in IDEA awards amount over the years was in 2023.
  - h. Required components of the application: Superintendent's Certification, Policy Statements, Statement of Assurances, Special Education in Local and Regional Jails,

Report on the implementation on the 2022-2023 plan, Maintenance of Effort eligibility, Coordination of early intervening services and proportionate set-aside, and the Application for Use of Federal Funds.

- i. Assurances include responsibility for: controlling grant funds, restricting the funds to acceptable activities under IDEA, maintaining required documentation, and maintaining level of effort from state and local funding.
- j. FCPS provides an instructional school program at the juvenile detention center(JDC) and also for adults under an interagency agreement with the sheriff at the Fairfax County Adult Detention Center (ADC). VDOE fully funds these programs.
- k. For school year 2022-2023, IDEA Part B awards funding includes 301.6 Full-time equivalent positions (FTEs). This includes special education teachers, sp.ed. Instructional assistants, psychologists, instructional specialists.
- l. Preschool had 6.0 FTE funded.
- m. The report on implementation of the prior year's plan includes that 2,529 preschoolers were screened for suspected disabilities, which is a 10.4% increase in screening. 6,151 evaluations were done on preschool-age children, a 16.6% increase. 2,125 students were determined eligible for special education services, a 8.7% increase.
- n. Maintenance of Effort (MOE) State and local contributions towards special education that equal or exceed prior year funding result in successful achievement of required maintenance of effort. FCPS consistently meets these requirements.
- o. Coordinated Early Intervening Services (CEIS) funds can be voluntarily set aside from the IDEA award for CEIS activities to help prevent ethnic subgroups from being overidentified for special education and discipline. If VDOE data shows overidentification, the division would be required to set aside funds. Analysis found FCPS to not be disproportionate, so CEIS funds are set aside voluntarily. They total 6.3million, or the full 15% allowed. FCPS was most at risk of identifying Hispanic students and English Language Learners for a specific learning disability. They were also at risk for black and African American students to have disproportionate discipline procedures.
- p. CEIS activities must be evidence-based, allow for professional learning in areas of Tier2 and 3 interventions, and demonstrate data-driven decision-making. The CEIS budget allocation funded social workers, school psychologists, ESOL teachers, MTSS specialists, Intervention and substance abuse specialists, dyslexia and restorative just specialists.
- q. Proportionate Set-Aside: The division must fund services for parentally-placed private school children with a disability in private schools located in the division's jurisdiction.
- r. Most of FCPS's funding goes towards personnel costs that support special education services PreK-12 and CEIS interventions for general education students.
- s. School Board Review will be April 11, with School board action on April 25th so they can submit by the due date of May 10th to VDOE.

Susan Edgeron: Why is the budget amount not increasing proportionate to the workload increase? A: 2023 has been the largest increase we had, but note that the local funding is the largest amount of funding, so the operating budget has to cover increased needs.

11. Department of Special Services (DSS) Updates, Dr. Terri Edmunds-Heard and Mike Bloom

- a. The Family Summit, a first-time event for FCPS, will be held on Saturday April 20th at Marshall HS from 8 to 1:30 and will include the in-person component of the Special Education Conference. The First Class Awards will be presented at the Family Summit.
- b. ESY: They are in the final stages of hiring administrators. Teacher, paraprofessional, and other support jobs are open and are already 22% filled - historically high for this time of year. They will soon have a dashboard with live data on the status of the hiring process.
- c. Go to the FCSP homepage, search "ESY", and find all the ESY info (sites, dates, etc.)

Stephanie Smith asked Mr. Bloom to discuss the basal resource issue Ms. Campbell referenced in public comment. A: There has been a lack of clarity from VDOE regarding students on adapted curriculum and how they are covered by the Virginia Literacy Act. FCPS is also frustrated. He will reach out to Jugnu Agrawal, and get a written update from her for the ACSD prior to the next meeting (or perhaps hared individually with Ms. Smith).

Lauren McCaughey: Would like an update on OCR reimbursements. Last update was 50% and more hiring was promised. A: Dr. Edmunds-Heard said they have hired a new plan administrator who began 3-4 weeks ago. They are now at 65% reimbursements processed.

12. Old Business & New Business, Ms. Zielinski

Ms. Zielinski requested an update on the first class awards from Joanne Walton: Form is on the ACSD webpage. Deadline is March 22nd, prior to the Spring Break. So far only 14 nominations (last year she believes the total was 140).

13. Member Time, Ms. Stearns

- a. Ally Baldassari: SEPTA is accepting nominations through March 17 for the 2023-2024 SEPTA Excellence Awards. Winners will be awarded at the SEPTA awards ceremony May 11th. Please see [fairfaxcountysepta.org/awards](https://fairfaxcountysepta.org/awards).
- b. Brandon Cassady: Clarified ACSD members are eligible to nominate. A: Yes.
- c. Amanda Campbell clarified SEPTA awards will recognize staff at public day schools too.
- d. Carolyn Haydon: We were sent the Special Education Enhancement plan. Will there be an opportunity to send feedback? A: This was the plan iteration as of July and which has been posted on Boarddocs. There will be a school board work session in April.
- e. Elizabeth Zielinski is confident that DSS knows that when something affecting students with disabilities goes before the board, they know to include us for a review.

14. Adjournment - 8:55 PM

A	Name	Organization/Representing	Orientation	10/3/23	10/10/23	10/17/23	10/24/23	10/31/23	11/7/23	11/14/23	11/21/23	11/28/23	12/5/23	12/12/23	12/19/23	12/26/23
Ahsen	Cakez	Sully District-Stella Pekarsky	NY	Y	A	N	A		X	X	E		E			
Ally	Baldassari	SEPTA		E	X	X	X	X	X	X	X	X	X			
Amanda	Campbell	Sprinfied District-Laura Jane Cohen		X	X	X	X	X	X	X	X	X	X			
Amanda	Whittman	Dranesville District-Elain Tholen	X	X	X	X		X	X	X						
Anne	Hobbs	PoAC-NoVA		X	X	X	E	X	X	X						
Brandis	Ruise	Fairfax Area Disabilities Services Board	NY	A	N	A		X	X	X	X	X	X			
Brandon	Cassady	Career and Transition Services	NY	A	N	A		X	X	X	X	X	X			
Carolyn	Haydon	Braddock District-Megan McLaughlin	X	X	X	X	X	X	X	X	X	X	X			
Colleen	Jones	Fairfax County Council of PTA	NY	A	N	A		X	X	E	X	X	X			
Daniel	Cronnell	Fairfax/Falls Church Community Services Board		X	X	X	E	E	X	X						
Darcy	Acquavella	City of Fairfax School Board		X	X	X	X	X	X	X	X	X				
David	Bean	Providence District-Karl Frisch	X	X	X	E	X	X	X	X	E					
Delaney	Brooks	Student Representative	NY	A	N	A		X	X				X			
Elizabeth	Zielinski	Assistive Technology		X	X	X	X	X	X	X	X	X				
Harry	Henderson	Mason District-Ricardy Anderson		X	E	X	X	E	V	X						
Holly	Stearns	Region 2-Fabio Zuluaga-Asst. Superintendent		X	X	X	X	X	X	X	X	X				
Hope	Luong	Fairfax County Health Department	NY	A	N	A		X	X	X	X		X			
Jay	Berkenbilt	Region 4-Penny Gros-Assistant Superintendent	X	X	X	X	X	X	X	X	X	X				
Jennifer	Skaggs	Fairfax County Federation of Citizens	NY	A	N	A		X	X	X						
Joanne	Walton	FCPS Teacher	NY	A	N	A		X	E	X	X	X	X			
Keena	McAvoy	Member at Large-Karen Keys Gamara	NY	A	N	A		X	X	X	X	X	E			
Krista	Sharp	Region 6-Michelle Boyd-Assistant Superintendent	NY	A	N	A		X	X	X	X	X	X			
Kristine	Bennett	Region 3-Grace Taylor-Assistant Superintendent	NY	A	N	A		X	X	X	E					
Lauren	McCaughy	Hunter Mill District-Melanie Meren		X	X	E	X	E	E	V						
Nita	Payton	Region 5-Rebeca Baenig-Asst. Superintendent		E	X	X	X	X	X	E	X					
Nora	Rahman	Member at Large-Abrar Omeish			X	X	E	X	X							
Rachel	Charlton	Early Childhood Education (Preschool)		E	X	X	X	X	V	X						
Rajiv	Satsangi	Higher Education	X	X	E	X	X	X	E	E						
Rebekah	Stone	FC Dept. of Neighborhood and Community Service	NY	A	N	A		X	E	X	E					
Shannon	Duncan	Decoding Dyslexia Virginia		X	X	X	E	E	X	X						
Stephanie	Smith	Franconia District-Tamara Derenak Kaufax		E	X	X	X	X	X	X						
Susan	Edgerton	Member at Large-Rachna Sizemore-Heizer		X	X	X	X	X	X	X						
Vacant		League of Women Voters, Fairfax Area														
Vacant		Mount Vernon District-Karen Corbett Sanders														
Vacant		Region 1-Douglas Tyson-Assistant Superintendent														
X	Present															
E	Excused absence															
NYA	Not yet appointed; hadn't been appointed to this position at the time of the meeting															
V	Attended the meeting virtual per policy allowing virtual attendance under limited circumstances															
*Please note that attendance was not required of returning members at the 9-13-2023 Orientation.																



Good evening. I am speaking on behalf of Fairfax County Special Education PTA. Since before the passage of the Virginia Literacy Act, SEPTA has been raising questions about appropriate science of reading-based literacy instruction for Cat B students on the adaptive curriculum. When the Act was passed, our EAL representative brought up our concerns about instruction for students with disabilities and adaptive curriculum needs at every single EAL plan meeting. Additionally, we brought our concerns to FCPS Instructional Services and the Department of Special Education Instruction about whether or not the basal resources on VDOE's approved list of curricula would be accessible for students with disabilities - including our students who are accessing the Virginia Essentialized Standards of Learning (VESOLs).

During the Virginia Literacy Act Webinar presented by Jenna Conway from VDOE in September 2022, I asked whether the approved basal list would include curricula for this population, and the response received was that only curricula submitted by companies could be reviewed for the list, so if no companies chose to submit such a curriculum then the list would not have such a resource.

We understand that Virginia school districts are required to choose their basal materials from this VDOE-approved list, which leaves districts little flexibility if the curricula on that list are not intended for use with this population. We are extremely disappointed that the State did not take the needs of these students into account despite advocacy from us at SEPTA and other advocacy organizations repeatedly bringing up these concerns. Further, we are even more dismayed that despite ongoing advocacy with FCPS DSS staff, Special Education Instructional Services have not yet been collaborating with the State and internal personnel on how to make the required basal resources accessible to adaptive curriculum students including those with intellectual disabilities and those who are non-speaking.

As a volunteer advocacy organization, we have spent countless hours in meetings with FCPS staff participating on the Equitable Access to Literacy Plan Committee, The Basal Resource Selection Committees, The Superintendent's Core Planning Team, in quarterly meetings with Dr. Reid, DSS staff and in partnership with Decoding Dyslexia VA. We have been banging this drum ceaselessly for years, how is it that this population continues to be overlooked? It is not sufficient to pass blame on to the state, though the state absolutely must be held accountable for this massive oversight. But, FCPS Special Education Staff has known that this would be the likely outcome of the Basal Resource Selection and state legislation, yet from the basal resource presentation to the school board on March 7th, there still appear to be silos between Instructional Services and DSS, particularly with regard to the implementation and adoption of the new basal curriculum for students in self-contained classrooms and Cat B settings. We are not aware of any advanced planning or the development of specific training and resources to help adapt this basal for our Cat B self-contained teachers. These teachers can not be left to fend for themselves yet again. They must have access to professional development and preparation that is appropriate for their students' needs. They must be provided with specific support and training above what is being provided to their general education counterparts, as they cannot administer the basal in the same manner due to the needs of their students. Thank you.



### Family Resource Center Update – ACSD – March, 2024

- 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](mailto: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>

**Digital Resources:** <https://www.fcps.edu/resources/family-engagement/family-resource-center/fcps-resources-topics-parents-and-educators>

#### Updates:

- March Webinars
  - **Behavior Solutions Series:** Taming Tantrums and More for Elementary Families 3/15/24 – 10 am
- April Webinars
  - **Attachment - Creating a relationship with my child where they feel safe and protected in Spanish – Part 1** – 4/5/24 – 10 am
  - **Supporting the learning and recreational needs of 2e learners in the summer** – 4/12/24 - 10 am
  - **Mathspace\* Mastery – Elevate independent learning and SOL prep** – 4/16/24 – 10 am
  - **Meet the Author Series – Gifted and Distractible** – 4/16/24 – 7 pm
  - **Behavior Solutions for Parents of Secondary Students: Proactive Strategies for Effective Communication** – 4/19/24 – 10 am
  - **Counseling Services in Virginia – How to get the help you desire** – 4/30/24 – 10 am

#### New Webinars on the FRC YouTube Channel:

- ✓ **Meet the Author Series: Raising a Kid Who Can** - <https://youtu.be/XHlet9sjnVg>
- ✓ **Twice Exceptional (2e) Learners playlist** - <https://www.youtube.com/playlist?list=PLGuzwjaWS1pquZ4JuLgLMgMqA7UimugLY>
- ✓ **FBA/BIP Essentials for Families** - <https://youtu.be/Obl1Xoa7jDc>
- ✓ **Understanding High School Math Offerings** - [https://youtu.be/-f\\_rRL5B5RM](https://youtu.be/-f_rRL5B5RM)

#### The Family Academy

- will be launching April 1st
- one stop shop for information, learning opportunities and district-wide events for families, educators, and the community.

#### The Family Engagement Survey

- Encourage families to complete the survey using the personal link that came to their email.
- Can use the public link:  
<https://survey.k12insight.com/survey1.aspx?k=RQsRXVWUsQRYsPsPsP&lang=0>
- Surveys can be filled out for multiple schools (wherever the family has a child)
- The survey closes on March 22<sup>nd</sup>.

# IDEA Annual Plan

## *Local Special Education Annual Plan/Part B Flow-Through Application and Report*

**School Year 2024-2025**

**March 13, 2024**



# Individuals with Disabilities Education Act (IDEA) Annual Plan

- Required by law
- Demonstrates eligibility
- Submitted to the Virginia Department of Education (VDOE)
- Outlines planned use of IDEA grant funding
- <https://www.doe.virginia.gov/programs-services/special-education/grants-funding>

# Administration and Governance

- The IDEA Annual Plan is governed by the *Code of Virginia*, 8VAC20-81-230(D)
- Ensures rights and protections are given to children with disabilities, including children in private schools
- Prior to being submitted to VDOE, the plan must be:
  - Reviewed with the Advisory Committee for Students with Disabilities (ACSD)
  - Approved by the Fairfax County School Board
  - Certified by the Division Superintendent

# Special Education Funding

- For FY 2025, Fairfax County Public Schools (FCPS) released a Proposed Budgeted that includes \$770.1 million, or 20.2%, of the \$3.8 billion School Operating Fund budget, for Special Education
- The IDEA Annual Plan:
  - Demonstrates eligibility for IDEA Part B grant funding totaling approximately \$41.9 million
  - Describes planned use of the grant funding

# Application for IDEA Part B Federal Funds

- Projected to provide FCPS **\$41.9 million**
- Serves as a formal agreement between the FCPS School Board and VDOE
- Funds must be used as agreed



# IDEA Part B Awards

Trend of FCPS IDEA Part B Flow-Through Awards, Projected Award for FY 2025

IDEA Part B Award	Actual Awards						Projected Award*
	FY 2019 2018-2019	FY 2020 2019-2020	FY 2021 2020-2021	FY 2022 2021-2022	FY 2023 2022-2023	FY 2024 2023-2024	FY 2025 2024-2025
<i>Grant Period</i>	07/01/2018 - 09/30/2020	07/01/2019 - 09/30/2021	07/01/2020 - 09/30/2022	07/01/2021 - 09/30/2023	07/01/2022 - 09/30/2024	07/01/2023 - 09/30/2025	07/01/2024 - 09/30/2026
Section 611	\$ 36,241,914	\$ 36,218,763	\$ 37,414,692	\$ 37,845,107	\$ 39,395,434	\$ 40,968,333	\$ 40,968,333
Section 619 (Preschool)	807,316	829,535	836,008	842,851	894,472	915,096	915,096
<b>Total Part B Awards</b>	<b>\$ 37,049,230</b>	<b>\$ 37,048,298</b>	<b>\$ 38,250,700</b>	<b>\$ 38,687,958</b>	<b>\$ 40,289,906</b>	<b>\$ 41,883,429</b>	<b>\$ 41,883,429</b>
<i>Year-Over-Year Change</i>	\$ 1,183,870	\$ (932)	\$ 1,202,402	\$ 437,258	\$ 1,601,948	\$ 1,593,523	\$ -
<i>Year-Over-Year % Change</i>	3.3%	0.0%	3.2%	1.1%	4.1%	4.0%	0.0%

\* The 2024-2025 projection assumes that funding for FY 2025 will be the same as the awards received for FY 2024. Adjustments are made once actual awards are known.

# Required Components

The application includes the following required components:

- Superintendent's Certification
- Policy Statements
- Statement of Assurances (Including GEPA Survey)
- Special Education in Local and Regional Jails
- The Report on the Implementation of the **2022-2023 Plan (the Prior Year's Plan)**
- Maintenance of Effort Eligibility
- Coordinated Early Intervening Services and Proportionate Set-Aside
- The Application for Use of Federal Funds for Sections 611 and 619



# Policy Statements

FCPS assures that its policies, procedures, and programs comply with:

- Federal IDEA regulations
- VDOE established policies and procedures for IDEA compliance



# Statement of Assurances

- IDEA eligibility includes FCPS' ability to certify assurances
- Assurances include items such as responsibility for:
  - Controlling grant funds
  - Restricting the use of funding to acceptable activities under IDEA
  - Maintaining required documentation
  - Maintaining level of effort from state and local funding



# Interagency Agreement

- FCPS provides an instructional school program at the Juvenile Detention Center (JDC)
- FCPS also maintains an Interagency Agreement with the sheriff, who operates the Fairfax County Adult Detention Center (ADC)
- The agreement outlines responsibilities for the provision of compulsory special education services to eligible, school-aged inmates at the ADC

# The Report on the Implementation of the Prior Year's Plan

Flow-through funds for **School Year (SY) 2022-2023** were used to support activities related to two major goals for students with disabilities:

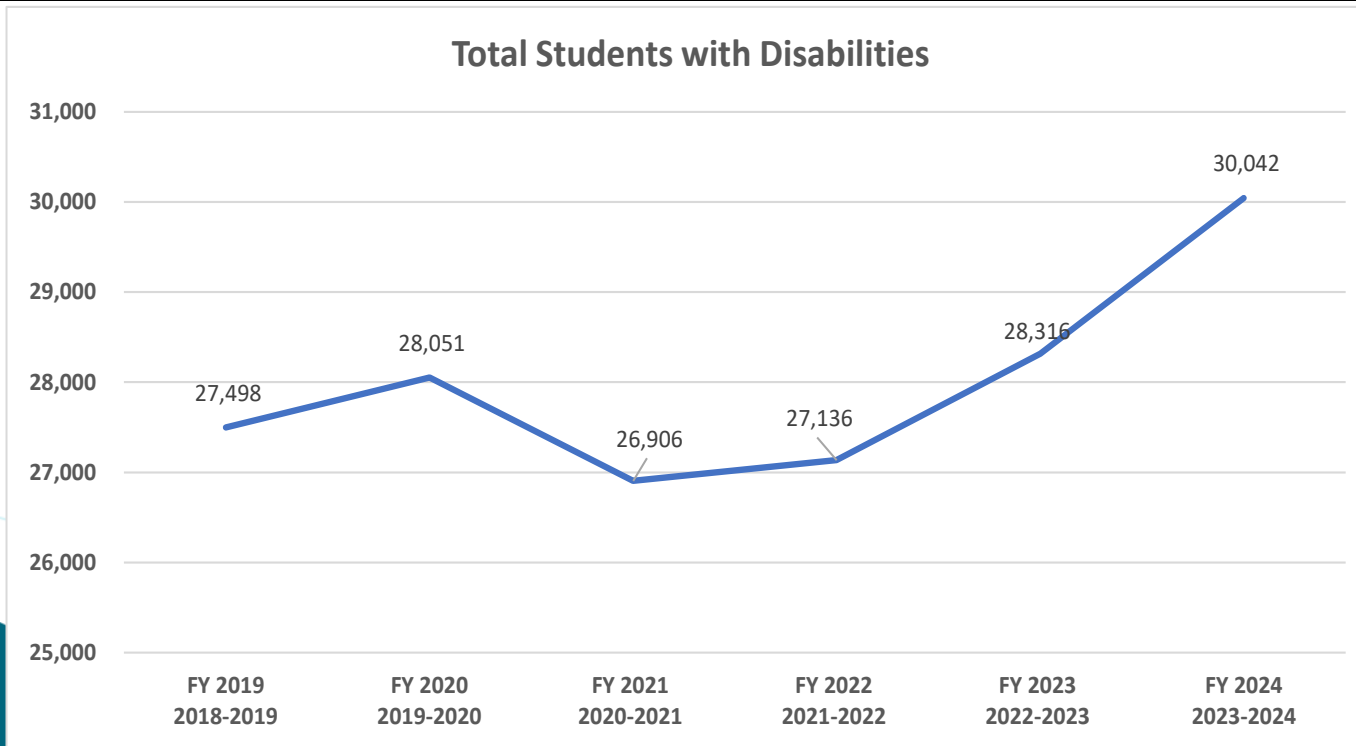
- 1) Provide appropriate identification, evaluation, therapeutic and instructional services
- 2) Provide Child Find, screening, and evaluation Services for students ages 2-5

# The Report on the Implementation of the Prior Year's Plan

- **For School Year 2022-2023, IDEA Part B awards funded 301.6 full-time equivalent positions (FTEs)**
- **The Section 611 (K-12) award funded 295.6 FTEs, including:**
  - Special Education Teachers, 226.0 FTEs
  - Special Education Instructional Assistants, 14.0 FTEs
  - Psychologists, 2.0 FTEs
  - Instructional Specialists, 5.0 FTEs
  - Special Education Technical Specialists (Data Mgmt.), 4.0 FTEs
  - Special Education Business Specialist, 1.0 FTE
  - Program/Administrative Assistant, 1.0 FTE
  - Coordinated Early Intervening Services, 42.6 FTEs
- **The Section 619 (Preschool) award funded 6.0 FTEs, including:**
  - Coordinator, 1.0 FTE
  - Instructional Specialists, 2.0 FTEs
  - Office Assistants, 3.0 FTEs (1.0 FTE per Early Childhood Assessment/Child Find Site)

# Services and Enrollment Trend

Number of Services Provided and Number of Students with Disabilities							
Five-Year Trends	FY 2019 2018-2019 Actuals	FY 2020 2019-2020 Actuals	FY 2021 2020-2021 Actuals	FY 2022 2021-2022 Actuals	FY 2023 2022-2023 Actuals	FY 2024 2023-2024 Actual	FY 2025 2024-2025 Projected
Number of Services Provided	47,384	47,576	45,439	46,417	48,305	50,480	50,899
Number of Students with Disabilities	27,498	28,051	26,906	27,136	28,316	30,042	30,057
<i>FCPS Enrolled Students with Disabilities</i>	27,107	27,644	26,468	26,711	27,940	29,689	29,697
<i>Contracted Services, Private Schools, and Home-Schooled</i>	391	407	438	425	376	353	360



# Report on the Implementation of the Prior Year's Plan

**SY 2022-23 Screened 2,529 preschoolers for suspected disabilities (initial evaluations), a Year-over-Year Increase of 239 screenings, or 10.4%**

- SY 2021-2022: 2,290, Year-over-Year Increase of 699, or 43.9%
- SY 2020-2021: 1,591

**SY 2022-23 Completed 6,151 evaluations of preschool-age children, a Year-over-Year Increase of 875 evaluations, or 16.6%**

- SY 2021-2022: 5,276, Year-over-Year Increase of 1,354 evaluations, or 34.5%
- SY 2020-2021: 3,922

**SY 2022-23 Determined 2,125 preschool-age students eligible for special education services, a Year-over-Year Increase of 170, or 8.7%, found eligible**

- SY 2021-2022: 1,955, Year-over-Year Increase of 532 students, or 37.4% more found eligible
- SY 2020-2021: 1,423

# Report on the Implementation of the Prior Year's Plan (Continued)

**SY 2022-23 Completed 14,713 Psychological Evaluations, a Year-over-Year Decrease of 802 evaluations, or -5.2 percent**

- SY 2021-2022: 15,515, a Year-over-Year Increase of 327 evaluations, or 2.2%
- SY 2020-2021: 15,188

**SY 2022-23 Completed 6,665 School Social Work Sociocultural Assessments, a Year-over-Year Increase of 382 assessments, or 6.1%**

- SY 2021-2022: 6,283, a Year-over-Year Increase of 1,080 assessments, or 20.8%
- SY 2010-2021: 5,203

**SY 2022-23 Completed 3,958 Speech and Language Evaluations, a Year-over-Year Increase of 107 evaluations, or 2.8%**

- SY 2021-2022: 3,851, a Year-over-Year Decrease of 140 evaluations, or -3.5%
- SY 2020-2021: 3,991



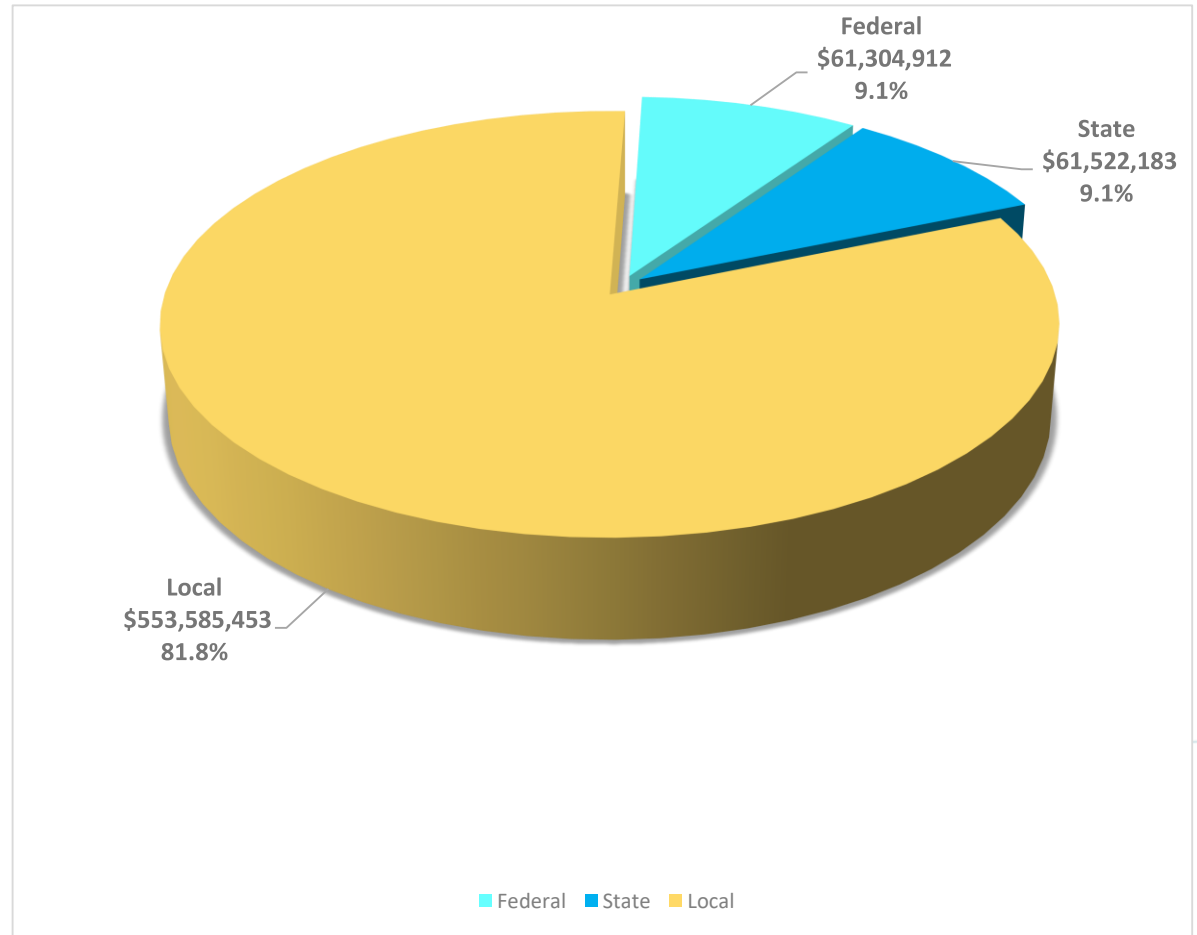
# MAINTENANCE OF EFFORT (MOE)

- State and local contributions toward special education that **equal or exceed** prior year funding result in successful achievement of required maintenance of effort (MOE).
- FCPS consistently meets its special education MOE requirements.



# SY 2022-2023 Expenditures by Funding Source

**Total FY 2023  
Special Education  
Costs:  
\$676,412,548**



Source: FCPS FY 2023 Annual School Report

# Coordinated Early Intervening Services (CEIS)

- The 2024-2025 Plan includes a voluntary set-aside of \$6.3 million for CEIS activities with the intention to prevent the over-identification of ethnic subgroups in the areas of special education and discipline.
- CEIS supports students **not** identified as needing special education or related services that require Tier 2 or Tier 3 interventions in order to be successful with the general education curriculum.
- FCPS may set-aside a maximum of 15 percent for CEIS, which is the \$6.3 million allocated in the 2024-2025 plan



# CEIS Highlights

- Data Sources
- Areas of Focus
- CEIS Allowable Activities
- Budget Allocations

# CEIS Data Sources

- VDOE supplied Risk Ratio Data
- FCPS Equity Profile- Demographics Dashboard
- FCPS Student Information Systems (SIS)
- FCPS Special Education Administrative System for Targeting and Reporting Success (SEA-STARs)
- FCPS Discipline Dashboard
- FCPS Absenteeism Dashboard
- Universal Screener Data
  - Virginia Kindergarten Readiness Program (K)
  - iReady Reading and Math (1-6)
  - Reading and Math Inventories (7-12)
  - SEL Screener (3-12)

## CEIS Areas of Focus

- Lowering the risk for identifying Hispanic students and English Learners as students with a Specific Learning Disability (SLD).
- Lowering the risk for Black and African American students to have discipline incidents.

# CEIS Allowable Activities

- Evidence Based Practices
- Professional Learning

# CEIS Budget Allocations

- 9.0 FTE School Social Workers
- 5.0 FTE School Psychologists
- 17.0 FTE General Education Teacher
  - 8.0 FTE ESOL Teachers
  - 9.0 FTE Reading/Math Resource Teachers
- 0.8 FTE MTSS Coordinator
- 3.4 FTE MTSS Specialists
- 0.5 PBIS Specialist
- 0.5 PBIS Resource Teacher
- 1.8 FTE Attendance Intervention Specialists
- 0.8 FTE Substance Abuse Prevention Specialist
- 0.8 FTE Dyslexia Specialist
- 2.0 Restorative Justice Specialists
- 1.0 CEIS Data Monitoring Specialist

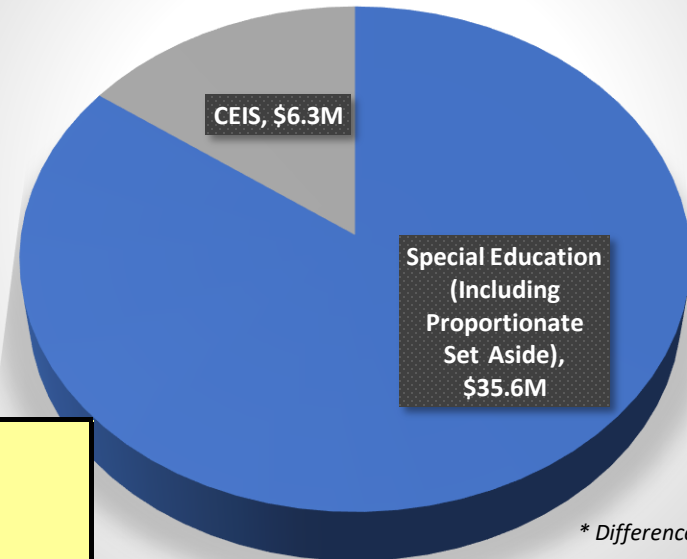


# Proportionate Set-Aside (PSA)

- Local Education Agencies (LEAs) must expend some funds on services for parentally-placed private school children with disabilities enrolled in private schools located in the LEA's jurisdiction.
- VDOE provides the formula used to calculate the Special Education Proportionate Set-Aside (PSA).
- FCPS' PSA requirement totals \$0.2 million.

# 2024-2025 IDEA Budget Summary

## 2024-2025 IDEA AWARDS BUDGET SUMMARY, \$41.9 MILLION\*



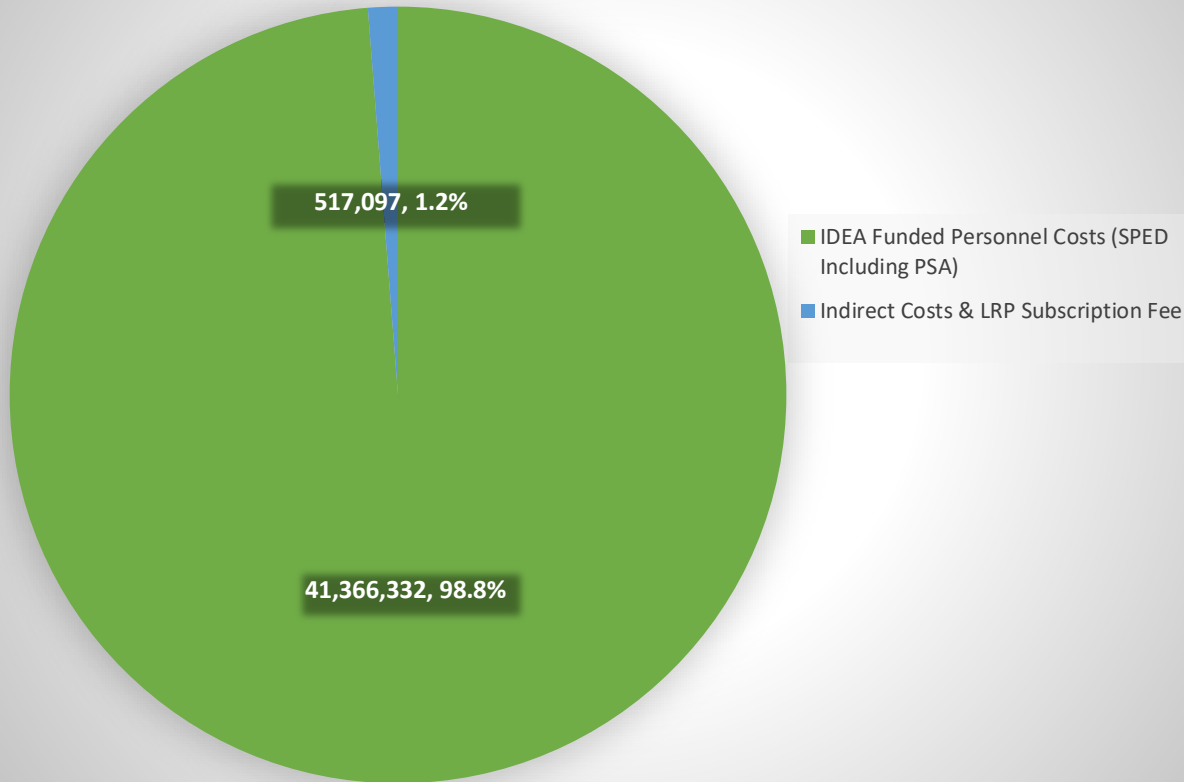
IDEA Part B Section	Projected Award Amounts	CEIS (@ 15% max)	Proportionate Set-Aside Amount	SpecEd Amt
611	40,968,333.00	6,282,514.35	237,014.47	34,448,804.18
619 (Preschool)	915,096.00	-	305.44	914,790.56
<b>Totals</b>	<b>41,883,429.00</b>	<b>6,282,514.35</b>	<b>237,319.91</b>	<b>35,363,594.74</b>

**\$ 35,600,914.65**

*Special Education including PSA*

# 2024-2025 IDEA Budget Summary

## IDEA Funding: Where Does It Go?



- Most of FCPS' IDEA funding (98.8%) goes towards personnel costs that support special education services (PreK-12) and CEIS interventions for general education students.
- VDOE allows FCPS to recoup indirect (administrative/overhead) costs at a rate of 1.2%, which is included in the budget.
- A small allocation, \$23,270 is budgeted for a professional development subscription fee.

# 2024-2025 Annual Plan Timeline for Submission

**March 13**

- **Reviewed by ACSD**

**April 11**

- **School Board Review**

**April 25**

- **School Board Action**

**May 10**

- **Due Electronically to VDOE**

VIRGINIA DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION AND STUDENT SERVICES

Local Special Education Annual Plan/Part B Flow-Through Application and Report  
2024-2025

Information - to be Completed by School Division

Division Applicant Name (Legal Name of Agency)

LEA

Questions regarding this plan should be directed to:

FAIRFAX COUNTY PUBLIC SCHOOLS

P326BBJU66M3

Phone (ext): (571) 423-4300

Fax: (571) 423-4077

Numbers Only

Ext.

Numbers Only

Region:

4

E-mail:

tledmundshea@fcps.edu

DIVISION SUPERINTENDENT'S CERTIFICATION

For the purpose of implementing the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), I certify that throughout the period of the 2024-2025 grant award, this School Division will comply with the requirements outlined in each of the following:

- (1) Part B of IDEA, including the eligibility requirements of Section 613;
- (2) The IDEA federal implementing regulations, dated October 13, 2006, and revised April 9, 2007, and December 31, 2008, at 34 C.F.R. Part 300 et seq.; and
- (3) Virginia's "Regulations Governing Special Education Programs for Children with Disabilities in Virginia," at 8 VAC 20-81 et seq., effective January 25, 2010, and any revisions.

I certify that this school division has developed local policies and procedures for the provision of special education and related services, which are kept current, and which ensure compliance with the requirements of, and any revisions to the IDEA, its federal implementing regulations, and the Virginia Board of Education's regulations.

I certify that all students, including those who may be placed in regional programs by this agency, are afforded all assurances as delineated in this document.

Finally, I certify that this Annual Plan/Flow-Through Application for Part B Funds under the provisions of IDEA, was approved by the School Board on

[Redacted]

[Redacted Signature]

[Redacted Date]

Date

Division Superintendent (Signature)

Michelle Reid, Ed.D.

Typed Name

**ANNUAL PLAN/PART B FLOW-THROUGH APPLICATION POLICY STATEMENTS****(continued on next page)**

This LEA assures that it has in effect policies, procedures, and programs which have been established and administered to comply with the IDEA, and its federal implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that VDOE has established in accordance with IDEA, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program (IEP) will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, ages two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, that is collected, maintained, or used under IDEA, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, that is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the *McKinney-Vento Homeless Assistance Act*.
- Valid and reliable data is submitted to the VDOE, as requested, including data regarding the performance goals and indicators established by the VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect that are designed to prevent the inappropriate overidentification, underidentification, or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.

**(continued on next page)**

- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the state assessment system.
- There will be ongoing parent consultation.
- Funding will be used to develop and implement coordinated early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

**SUBMISSION STATEMENT (continued on next page)**

**Under the provisions of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), and its federal implementing regulations, at 34 C.F.R. Part 300 et seq., a local educational agency, that desires to receive funds under the Act, must provide the following assurances:**

1. The local educational agency shall be responsible for (1) the control of funds provided under Part B of the Act; (2) title to property acquired with those funds; and (3) the local educational agency will administer such funds and property.
2. The local educational agency shall maintain records that show that where Part B funds are used to supplement existing services or to provide additional services to meet special needs, those services shall be at least comparable to services provided to other children with disabilities in the local educational agency with state and local funds.
3. The local educational agency application and all pertinent documents related to such application, including all evaluations and reports relative to the application, shall be made available for public inspection.
4. The local educational agency shall maintain records showing that Part B funds are used to supplement and, to the extent practicable, increase the level of state and local funds expended for the education of children with disabilities. Part B funds shall, in no case, be used to supplant local and state funds.
5. The funds provided under Part B of the Act shall be used to employ only those professional personnel who meet appropriate State standards. In addition, all other professional personnel employed, such as therapists, etc., shall be properly licensed.
6. The Virginia Department of Education assumes rights to all materials and/or products developed in this project, including equipment purchased with Part B funds.
7. No person shall, on the grounds of race, color, national origin, sex, disabling condition or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant received financial assistance under the provisions of the Act.
8. The local educational agency shall provide students enrolled in private schools an opportunity to participate in programs funded through Part B of IDEA.
9. The local educational agency will ensure that projects involving construction, are consistent with overall State plans for the construction of school facilities. In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed under Section 504 of the Rehabilitation Act of 1973 and subsequent amendments in order to ensure that facilities constructed with the use of Federal funds are accessible to, and usable by, individuals with disabilities.
10. The local educational agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in Part B programs significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.
11. The local educational agency will ensure that none of the funds expended under Part B programs will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.
12. Except when used to provide Comprehensive Coordinated Early Intervening Services or Coordinated Early Intervening Services, the local educational agency will ensure that funds expended under Part B of IDEA will only be used for the costs which are directly attributable to the education of children with disabilities, and which exceed the average annual per student expenditure during the preceding year as computed in accordance with 34 C.F.R. § 300.202, Appendix A of the IDEA federal implementing regulations, and as documented using the Web-based application.



**SUBMISSION STATEMENT (continued from previous page)**

13. The local educational agency will ensure that funds expended under Part B of IDEA will not be used to reduce the level of expenditures made from local funds below the amount expended for the education of children with disabilities from state or local funds during the preceding fiscal year, in accordance with 34 C.F.R. §§ 300.203 to 300.205 of the IDEA federal implementing regulations, and as documented using the web-based application.
14. The school division will ensure that, in accordance with 34 C.F.R. § 300.133, and Appendix B of the IDEA federal implementing regulations, during the grant award period, a proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities, ages 3 through 21, who are parentally-placed in a private school within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities, ages 3 through 5, who are parentally-placed in a private school within the school division. This school division further assures that if it has not expended for equitable services all of its set-aside funds by the end of the fiscal year for which it was appropriated, the school division will obligate any remaining funds for one additional year to provide special education and related services to children with disabilities who are parentally placed in a private school within the school division. Actual proportionate set-aside amounts will be submitted using the web-based application.
15. The local educational agency shall maintain records demonstrating compliance with the provisions of IDEA and its federal implementing regulations, including each of the assurances outlined above, and afford the Virginia Department of Education access to those records that it may find necessary to ensure the correctness and verification of the information required under this Act.
16. The local educational agency certifies this application as a material representation of its compliance with the following provisions of Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 82 § 82.110—New Restrictions on Lobbying; 34 CFR Part 85 § 85.105 and § 85.110—Governmentwide Debarment and Suspension (Nonprocurement); and 34 CFR Part 84 §§ 84.200 through 84.230, and 84.300 – “Governmentwide Requirements for Drug-Free Workplace” (Grants). In addition the LEA certifies this application complies with 2 CFR, Part 200 Uniform Guidance, as applicable.

**IDENTIFICATION OF BARRIERS AND DESCRIPTIONS OF  
STEPS TO OVERCOME THEM IN ACCORDANCE  
WITH PROVISIONS IN SECTION 427 OF  
THE GENERAL EDUCATION PROVISIONS ACT**

Applicants for federal assistance are required under Section 427 of the General Education Provisions Act (GEPA), enacted as a part of the Improving America's Schools Act of 1994 (P.L. 103-382) to include in its application a description of the steps in addressing equity concerns and full participation of students, teachers and other program beneficiaries with special needs in designing their federally-assisted projects or activities. The legislation highlights six characteristics that describe broad categories of persons or groups that may more frequently encounter barriers to participation. The characteristics are: Gender, Race, National Origin, Color, Disability, and Age.

Section 427 of the General Education Provisions Act (GEPA) applies to applicants for grant awards under this program. Please refer to the following link for more information.



[20 U.S.C. 1228a](#)

ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.

**1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.**

Fairfax County Public Schools (FCPS) is committed to serve every student by name and by need. The office of the chief equity officer promotes equitable opportunities for all students by examining policies and practices, advocating for those who are marginalized, and providing learning opportunities for staff to build their capacity to interact with students, families, and colleagues in ways that are empowering and responsive to all.

FCPS has a chief equity officer who supports and leads efforts by FCPS to align actions around the shared value of equity by expanding perspectives, creating the space for courageous conversations, leveraging and building upon strengths, helping all staff to understand the difference between symptoms and root causes, challenging the status quo, clarifying and focusing attention on core purpose, and ensuring that FCPS does all that it can to unlock the potential of each student.

Working within the FCPS Office of Professional Learning and Equity, the Equity & Cultural Responsiveness team supports system-wide initiatives to provide learning opportunities for staff members to increase and demonstrate cultural competency and sensitivity when supporting families, students, and employees. Their work includes:

- Creating and facilitating professional development sessions that build the capacity of staff to interact effectively with the diverse groups within the FCPS community to build welcoming and identity affirming spaces
- Coaching and guiding Equity Leads in each school and office to transform personal beliefs, behaviors, and practices to support the development of culturally responsive staff

**2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?**

Fairfax County Public Schools has no barriers related to the full participation of students, teachers, and other program beneficiaries with special needs, in designing their federally-assisted projects or activities.

**3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

Fairfax County Public Schools has no barriers related to the full participation of students, teachers, and other program beneficiaries with special needs, in designing their federally-assisted projects or activities.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

Fairfax County Public Schools has no barriers related to the full participation of students, teachers, and other program beneficiaries with special needs, in designing their federally-assisted projects or activities.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.
2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.
3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

**2024-2025 SPECIAL EDUCATION IN LOCAL AND REGIONAL JAILS**

Each local school division with a regional or local jail in its jurisdiction shall establish an interagency agreement with the sheriff or jail administrator responsible for the operation of the jail. The interagency agreement shall address staffing and security issues associated with the provision of special education and related services in the jail. It is suggested that you review your agreement annually.

**Interagency Agreement**

Name of Local or Regional Jail:

Fairfax County

1. Is there a local or regional jail located within the geographic boundaries of your school division?

Yes

**Please complete question 2**

2. Has the interagency agreement between your school division and the jail been revised since the submission of your most recent annual plan?

No

**Your existing Interagency Agreement will remain in effect until revisions are made, you do not need to submit it**

[Instructions for Using drop box](#)

**REPORT ON IMPLEMENTATION  
OF THE 2022-2023 ANNUAL PLAN**

Submit a report indicating the extent to which the annual plan for the 2022-2023 school year has been implemented (*Code of Virginia*, Section 22.1-215). (Maximum capacity of each text box is 975 characters.)

Flow-through funds for the 2022-2023 school year were used to continue to support activities related to two major goals for children with disabilities in Fairfax County: 1) Provide students with disabilities appropriate identification, evaluation, therapeutic, and instructional services according to their needs; and 2) Provide child find, screening, and evaluation services to young children with disabilities ages 2 to 5.

During School Year (SY) 2022-2023, Fairfax County Public Schools (FCPS) provided 46, primary and related services to 28,316 students with disabilities. As compared to the previous school year, the number of students with disabilities increased by 1,180 students. Special Education expenditures totaled \$676,412,548, or 17.7 percent of total FCPS expenditures. Federal funds spent on special education for SY 2022-2023 totaled \$61,304,912, or 9.1 percent of total special education expenditures.

Early Childhood Identification and Services: Child Find activities included 2,529 preschool students who were screened for suspected disabilities; 961 children received developmental screening through Virginia Hills, Bull Run, and Dunn Loring Child Find. An additional 1,043 children referred from Infant and Toddler Connection Fairfax-Falls Church to determine whether they should be referred to Local Screening and/or be considered for eligibility. Diagnostic Center personnel completed 6,151 evaluations of preschool-age children.

Psychological Services completed 6,338 initial psychological evaluations and 8,375 re-evaluations.

Social Work Services completed 6,665 sociocultural assessments during the school year; of which, 3,896 were initial assessments and 2,769 were re-evaluations.

Speech and Language Services completed 12,440 screenings and 3,958 evaluations; of which, 2,253 evaluations were initial speech and language evaluations.

School Division:

FAIRFAX COUNTY PUBLIC SCHOOLS

Division Number:

029

### Maintenance of Effort

The Virginia Department of Education (VDOE) is required by federal regulation to ensure all school divisions in Virginia comply with §300.203 of the *Individuals with Disabilities Education Act* (IDEA), which mandates that school divisions meet a maintenance of effort (MOE) obligation. This regulation requires school divisions to spend at least the same amount from at least one of the following sources: (i) local funds; (ii) state plus local funds; (iii) local per capita; or (iv) state plus local per capita for a current school year on the delivery of special education and related services, as were spent for the most recent fiscal year (i.e. 2022 - 2023) for which the information is available, subject to the Subsequent Years rule.

34 CFR §300.203(a) requires that in order for an LEA to be eligible for an IDEA Part B subgrant for the upcoming fiscal year, the LEA must budget, in each subsequent year, at least the same amount that it actually spent for the education of children with disabilities in the most recent fiscal year for which information is available, subject to the Subsequent Years rule. When establishing eligibility, an LEA is **not** required to use the same method it used to meet compliance standard in the most recent fiscal year for which the information is available. An LEA can change methods to establish eligibility from one year to the next, as long as the division uses the same method for calculating the amount it spent in the comparison year for which it is establishing eligibility.

Provide the total local and the total state plus local expenditure budget and per capita amount for the school division's total special education program for the years designated below. The projected/estimated expenditure budget amounts provided must come from the district's 2024-2025 preliminary budget, and must be reviewed and confirmed by the division's fiscal's office.

<b>Local</b>		<b>Local plus State</b>	
	School Year 2024-2025 (estimated/projected)		School Year 2024-2025 (estimated/projected)
Dollar \$	658,549,768.14	Dollar \$	731,564,566.14
	School Year 2024-2025 (estimated/projected)		School Year 2024-2025 (estimated/projected)
Per Capita	22,107.89	Per Capita	24,559.04

If an LEA determines that the budget above did not meet the eligibility standard in any of the four methods for which the information is available, an LEA is allowed to consider Exceptions under §300.204 and Adjustments to MOE under §300.205 to the extent the information is available. These exceptions and adjustments must also be taken in the intervening year (i.e., SY2023-2024) and that the LEA reasonably expects to take these exceptions and adjustments in the year it is budgeting (i.e., SY2024-2025). Please describe which allowable exceptions will be used and provide the corresponding dollar amount.

[MOE Procedures](#)

**NOTE:**

The Dec. 1, 2023 Child Count totals should be used to compute the per capita amounts. The Child Count should be adjusted to exclude students funded through CSA. To confirm the CSA student count, please log into the Special Ed December 1 Membership Application and locate the Maintenance of Effort Report. Also, the budgeted amount must be based on the division's preliminary budget and must be within the same level of effort or higher amount to meet the MOE eligibility requirements by using either dollar or per capita amounts. Division's budgeting the same exact amount it spent in the comparable year (i.e., the year it met its MOE requirement) may be requested to provide additional documentation.

**2024-2025 SPECIAL EDUCATION CCEIS/CEIS AND PROPORTIONATE SET ASIDE**

Each local school division shall ensure Comprehensive Coordinated Early Intervening Services (CCEIS) and Coordinated Early Intervening Services (CEIS) and Proportionate Set-aside (PSA) requirements have been addressed.

1A If your answer is "yes" to question 1A or 1B, the annual CCEIS/CEIS Plan will be required. Please provide a preliminary budget by object code below; budget must not exceed 15 percent of the Part B allocation used under the 611 and 619 sections of the application. The annual CEIS application will be requested to be completed in OMEGA at a later time.

Select Yes or  No

1B Is your school division voluntarily setting aside up to 15 percent of Part B funds for Coordinated Early Intervening Services?

Click here if you need additional information about "Allowable Expenditures"

Select Yes or  Yes

2 Is your school division required to set aside funds for parentally-placed students in private schools or students identified during child find?

Select Yes or  Yes

If no, explain why the division is not required and if yes, explain how funds will be used. The actual budget will be determined when the division submits its data in the Proportionate Set-Aside (speced-PSA) application. Amounts entered here are estimates.

Proportionate Set-Aside (PSA) funds will cover salaries (Object Code 1000) and fringe benefits (Object Code 2000) for employees to provide direct services at FCPS facilities for parentally-placed private school students. The estimate is based on 156 students, the current number of private school students receiving special education services from FCPS. Actual speech, physical, and occupational therapy services rendered to private school students will be documented during the school year in a secure data application and cost calculated based on prorated salaries and benefits for individual service providers.

Please explain how funds will be used and enter proposed budget amounts in PSA Columns below.

EXPENDITURE ACCOUNTS	OBJECT CODE	Section 611		Section 619	
		(D) CCEIS/CEIS	(E) Proportionate Set-Aside	(D) CCEIS/CEIS	(E) Proportionate Set-Aside
Personal Services	1000	4,237,555.04	161,784.62		208.49
Employee Benefits	2000	1,970,463.09	75,229.85		96.95
Purchased Services	3000				
Internal Services	4000				
Other Services	5000	74,496.22			
Materials / Supplies	6000				
Capital Outlay	8000				
<b>TOTAL PROPOSED BUDGET</b>		<b>6,282,514.35</b>	<b>237,014.47</b>	<b>0.00</b>	<b>305.44</b>



School Division:

FAIRFAX COUNTY PUBLIC SCHOOLS

Division Number:

029

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION  
PART B, SECTION 611 (Flow-Through Funds)  
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026

*Joint Applications Only!*

For joint applications, please select the Fiscal Agent below, and provide the requested contact information. **If this is not a joint application move directly to the next section below.**

Fiscal Agent:		LEA Code:	
Joint Application Project Director:			
Mailing Address of Project Director:			
Phone:			
E-mail:			

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		\$0.00

**PROPOSED USE OF PART B, SECTION 611 FUNDS  
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 611 grant funds (with proposed amounts and FTEs).

The IDEA, Part B, Section 611 Flow-Through award for the period July 1, 2024 - September 30, 2026, will fund special education personnel costs for 254.0 full-time equivalent positions (FTEs). This includes: SpEd teachers, 226.0 FTEs; SpEd instructional assistants, 14.0 FTEs; SpEd technical specialists (Data Management), 4.0 FTEs; psychologists, 2.0 FTEs; instructional specialists, 5.0 FTEs; SpEd business specialists, 2.0 FTEs; and a program administrative assistant, a 1.0 FTE. Salaries also include funding for 14 additional days to be worked by 142.0 SpEd teachers at elementary schools. Salaries for these FTEs are reflected under Object Code 1000 and associated employee benefits are reflected under Object Code 2000.

For information on Coordinated Early Intervening Services (CEIS) and the Proportionate Set-Aside (PSA) funded by IDEA, Part B, Section 611 grant funds, please see the CEIS and PSA narrative on p.10.

In a narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 611 grant funds.

Indirect costs calculated at the state restricted indirect rate of 1.2% are reflected under Other Services (Object 5000).

The Materials and Supplies budget (Object 6000) will be used for a membership fee to an LRP Publication, Special Education Connections.

For further information on CEIS and PSA costs funded out of the IDEA, Part B, Section 611 grant award, please see the CEIS and PSA narrative on p.10.

**Virginia Department of Education  
SPECIAL EDUCATION FEDERAL PROGRAM  
PROPOSED GRANT BUDGET  
Part B, Section 611, Flow-Through Funds (July 1, 2024-September 30, 2026)**

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's website. Refer to the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who have responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A)	(B)	(C)	(D)	(E)	(F)
EXPENDITURE ACCOUNTS	OBJECT CODE	Budget	CEIS	Proportionate Set-aside	Total Budget
Personal Services	1000	23,219,829.58	4,237,555.04	161,784.62	27,619,169.24
Employee Benefits	2000	10,797,220.76	1,970,463.09	75,229.85	12,842,913.70
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	408,483.84	74,496.22	0.00	482,980.06
Materials / Supplies	6000	23,270.00	0.00	0.00	23,270.00
Capital Outlay	8000		0.00	0.00	0.00
<b>TOTAL PROPOSED BUDGET</b>		<b>34,448,804.18</b>	<b>6,282,514.35</b>	<b>237,014.47</b>	<b>40,968,333.00</b>

**Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.**

**Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):**

For additional instructions for completing this section of the Annual Plan/Part B Flow-Through Application, please review Section F of the "LEA Instructions" tab.

VIRGINIA DEPARTMENT OF EDUCATION  
PROPOSAL SUMMARY

PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)  
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026

ECSE Contact Person: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Mailing Address: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

***Joint Applications Only!***

For joint applications, please select the Fiscal Agent below, and provide the requested contact information.

**If this is not a joint application move directly to the next section below.**

Fiscal Agent: \_\_\_\_\_ LEA Code: \_\_\_\_\_  
 Joint Application Project Director: \_\_\_\_\_  
 Mailing Address of Project Director: \_\_\_\_\_  
 Phone: \_\_\_\_\_  
 Email: \_\_\_\_\_

If this is a joint application and allocations are to be combined into a single award issued to the fiscal agent designated above, list participating LEAs and the amounts to be combined into a single award. Note: All participating agencies must still complete the remainder of this tab.

Participating Agency Name	Code Number	Amount Released
<b>Total Amount to be issued to Fiscal Agent:</b>		\$0.00

**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT)  
GRANT PERIOD: JULY 1, 2024 – SEPTEMBER 30, 2026**

In narrative format, please provide a description and budget outline of all personnel (i.e., teachers, instructional assistants, administrators, clerical, support personnel, and others) to be supported in whole or in part with IDEA, Part B, Section 619 grant funds (with proposed budget amounts and FTEs).

The Program Manager for Early Childhood Special Education manages the grant activities and early intervention activities at the local level. Curriculum Specialists develop the early childhood special education curriculum; tiered intervention options and associated materials; parent outreach materials; and communication methods and materials. In addition, these specialists provide guidance, technical assistance, and training for instructional staff for school-based special education preschool classes to enhance their skills in carrying out instruction.

The IDEA, Part B, Section 619 Flow-Through grant award for the period July 1, 2024 - September 30, 2026, will fund Early Childhood Special Education personnel costs for 6.0 full-time equivalent positions (FTEs). The 6.0 FTEs supported include a coordinator, a 1.0 FTE; instructional specialists, 2.0 FTEs; and office assistants, 3.0 FTEs. The three office assistants provide support to staff at three Early Childhood Assessment Centers/Child Find locations. Salaries for these 6.0 FTEs are captured under Object 1000 and associated employee benefits are captured under Object 2000.

In narrative format, please provide a detailed description and budget outline of all additional activities, goods and services to be supported with IDEA, Part B, Section 619 grant funds.

Indirect costs calculated using the state's restricted indirect rate of 1.2 percent are captured under Other Services (Object 5000).

For information on Coordinated Early Intervening Services (CEIS) and the Proportionate Set-Aside (PSA) funded by IDEA, Part B, Section 611 grant funds, please see the CEIS and PSA narrative on p.10.

School Division: FAIRFAX COUNTY PUBLIC SCHOOLS

Division Number: 029

**Virginia Department of Education**  
**PART B, SECTION 619 (EARLY CHILDHOOD SPECIAL EDUCATION GRANT) APPLICATION**  
**PROPOSED GRANT BUDGET**  
**Part B, Section 619, Preschool Funds (July 1, 2024-September 30, 2026)**

Complete column C, by allocating PROPOSED grant funds to object code categories 1000 through 8000. A description of the object code categories is available on the VDOE's website. Refer to the instruction tab for the Web address. In determining appropriate assignment of items to object codes, applicants are strongly encouraged to consult with the individual(s) within the LEA who has responsibility for completing the Annual School Report – Financial Section.

List all equipment items costing five thousand dollars (\$5,000) or more, and also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc., to be purchased with grant funds, and provide information on proposed out-of-state/country travel to be supported with grant funds.

(A)	(B)	(C)	(D)	(E)	(F)
EXPENDITURE ACCOUNTS	OBJECT CODE	Budget	CEIS	Proportionate Set-aside	Total Budget
Personal Services	1000	617,026.10	0.00	208.49	617,234.59
Employee Benefits	2000	286,917.14	0.00	96.95	287,014.09
Purchased Services	3000		0.00	0.00	0.00
Internal Services	4000		0.00	0.00	0.00
Other Services	5000	10,847.32	0.00	0.00	10,847.32
Materials / Supplies	6000		0.00	0.00	0.00
Capital Outlay	8000		0.00	0.00	0.00
<b>TOTAL PROPOSED BUDGET</b>		<b>914,790.56</b>	<b>0.00</b>	<b>305.44</b>	<b>915,096.00</b>

**Proposed Equipment: List items costing \$5,000 or more. Also list inventory items costing less than \$5,000 that will be tracked, including I-pads, computers, cameras, etc.**

**Proposed Out-of State/Country Travel (destination, purpose, estimated cost, number of people):**

**1. Describe how your entity’s existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.**

Fairfax County Public Schools (FCPS) is committed to serve every student by name and by need. The office of the chief equity officer promotes equitable opportunities for all students by examining policies and practices, advocating for those who are marginalized, and providing learning opportunities for staff to build their capacity to interact with students, families, and colleagues in ways that are empowering and responsive to all.

FCPS has a chief equity officer who supports and leads efforts by FCPS to align actions around the shared value of equity by expanding perspectives, creating the space for courageous conversations, leveraging and building upon strengths, helping all staff to understand the difference between symptoms and root causes, challenging the status quo, clarifying and focusing attention on core purpose, and ensuring that FCPS does all that it can to unlock the potential of each student.

Working within the FCPS Office of Professional Learning and Equity, the Equity & Cultural Responsiveness team supports system-wide initiatives to provide learning opportunities for staff members to increase and demonstrate cultural competency and sensitivity when supporting families, students, and employees. Their work includes:

- Creating and facilitating professional development sessions that build the capacity of staff to interact effectively with the diverse groups within the FCPS community to build welcoming and identity affirming spaces
- Coaching and guiding Equity Leads in each school and office to transform personal beliefs, behaviors, and practices to support the development of culturally responsive staff
- Collaborating with system leaders to examine policies and practices

Fairfax County Public Schools (FCPS) has established a leadership program—Student Equity Ambassador Leaders (SEALS)—to amplify student voices and provide an increased understanding of diversity, equity, and inclusion through leadership development, projects, and relevant experiences of high school students. SEALS was designed to enable students to take an active role in fostering a school culture that affirms and sustains racial, linguistic, and cultural identities.

FCPS is working to deepen our commitment to creating a climate and curriculum where all students see themselves, recognize their identity is affirmed, and receive the resources they need to reach their fullest potential. Following are some programs that work towards this goal.

- PreK serves income-eligible three and four-year old children, including those with disabilities, by providing a high-quality learning experience.
- Fairfax County Public Schools (FCPS) created the Young Scholars Model to increase representation of diverse students in K-12 Advanced Academic Programs.
- A group of Fairfax County Public Schools (FCPS) teachers have been collaborating with colleagues from five other Virginia school districts to create a social studies curriculum that presents diverse perspectives and challenges students to critically examine materials, events, and institutions for bias, identity, and multiple perspectives. The new curriculum will be available to students in grades 3, 4, 6, 7, and 11 in the fall of 2023.

- Special education services range from support in general education settings to specialized instruction in self-contained special education classes.
- Early Identification Program (EIP) is a multiyear college preparatory program for first generation, college bound middle and high school students who will be the first in their family to attend college.
- The Advancement Via Individual Determination (AVID) program works with secondary students to close the achievement gap by preparing them for college and success in a global society.

FCPS has created a publicly accessible Equity Profile that incorporates data and performance measures that can be analyzed, quantified, and disaggregated to evaluate the extent to which our systems are achieving goals. Data is published on an annual basis and can be disaggregated and analyzed to view trends in division and school performance. Student Demographics Data provides information about all students, various demographic groups, and specific student populations. The Equity Profile also includes information for each of the four goals of the FCPS Strategic Plan and outlines our work around divisionwide desired outcomes and metrics. This information is monitored to ensure that gaps in achievement, opportunity, access, and attainment are being addressed. The Equity Profile is interactive and allows for the ability to view data in many ways.

Fairfax County Public Schools provides a planned program of instructional, psychological, social, and related services to help schools meet the unique needs of students with disabilities. We provide a network of support to staff, students, and families that eliminates obstacles, facilitates instruction, and enables students to succeed as individuals within the learning environment. Through instructional leadership, curriculum development, program evaluation and staff development, FCPS ensures that all program areas in schools are fully supported and able to comply with fiscal, legal, and personnel requirements.

The Fairfax County Public Schools (FCPS) Educational Equity Policy demonstrates our commitment to the diverse FCPS community, the promise of welcoming and culturally responsive school and work environments, and the guarantee of access and opportunity for the entire FCPS community. FCPS's new 2023-30 Strategic Plan (<https://www.fcps.edu/strategic-plan>) and the Educational Equity Policy are necessarily linked. The plan focuses on ensuring that each and every student has equitable access and opportunity in our schools. Each of the five goals in the strategic plan includes an equity commitment ([https://www.fcps.edu/strategic-plan#five\\_goals](https://www.fcps.edu/strategic-plan#five_goals)).

The Fairfax County Board of Supervisors and School Board adopted the One Fairfax Policy (<https://www.fcps.edu/onefairfax>), a joint social and racial equity policy, in November 2017. The joint policy commits both boards to consider equity in decision-making and in the development and delivery of future policies, programs, and services. The One Fairfax Policy compels the county and schools to look intentionally, comprehensively, and systemically at barriers that may be creating gaps in opportunity.