

Advisory Committee for Students with Disabilities (ACSD): 2/12/2020 Meeting
Notes taken by Ally Baldassari, SEPTA Liaison to the ACSD

The ACSD received public comment from:

1. A mother speaking on how she believes FCPS does not use evidence-based remediation for dyslexia with fidelity.
2. A student discussing her problems at Marshall HS, where she didn't feel accepted and her confidence was shaken. In a different school she was able to experience happiness and success.

The ACSD Received Updates from the following Central Office Staff:

1. Mary Beth Harrison-Cunningham, of the Parent Resource Center (PRC).
2. Dawn Schaefer, Coordinator of Due Process and Eligibility: She spoke on recent changes to Basis for Committee Decision Form Updates (BCDs). BCDs are the "worksheets" that hold criteria in order to be eligible for special education (14 different BCD forms). Not all have changed. NOTE: You must have one eligibility to get services, but then you can get ANY services you need. Eligibility category doesn't limit services.
 - a. Autism form has changed so that it now aligns better with DSM-5. Also, it's no longer mutually exclusive for a student to have autism and social maladjustment; he can have both.
 - b. Changes to hearing loss form include auditory dysynchrony qualifying.
 - c. ID has many changes. Now have to document instrument used to demonstrate the significantly-below average intellectual functioning. Limited English proficiency is now an ID rule-out; as research showed students with ESL had higher amounts of ID diagnoses.
 - d. Specific Learning Disabilities had MANY changes. [Note: this is the most common eligibility.] Added spelling as an area for eligibility, and added eligibility for some processing deficits.
 - e. TBI has changed.
 - f. Developmental Delay has changed—it's a diagnosis for very young students only.
3. Stefan Mascoll, Coordinator of Student Safety and Wellness: presided over an informal discussion on "Bullying Prevention and Intervention."
 - a. He first covered the current SR&R definition of bullying: Behavior has to be repeated. Intent is to harm, embarrass, or hurt. There has to be some sort of power imbalance. (Derived directly from VDOE).
 - b. Bullying prevention is done twice yearly with students as an SR&R review (beginning of year and mid-year). Additional support/bullying lessons may occur in a school via counselors, if need determined.
 - c. No particular program is mandated, simply the expectation that the school has a bullying-prevention program.
 - d. Explained the Bully Management System (BMS.) The bully management system is designed to capture a detailed response to allegation. Parents should be called by an administrator for an update within 4 days of the allegation. If a student with a disability is the alleged bully, the IEP case manager will be notified. Founded allegations mean an IEP meeting convened. Both admins and parents are welcome to contact his office. Parents of alleged victim can get copies of BIMS reports, with names and identifying information redacted.

4. Mike Bloom, Director of the Office of Special Education Instruction (OSEI), gave Sp.Ed. updates.
 - a. The 15th annual FCPS Special Education Conference is April 18 at Hayfield SS, with Mary Brownell as the keynote speaker.
 - b. ESY website now available online. (June 29-July 24). Note: public day schools run their own ESY program where the schools' own teachers serve their own kids.
 - c. The recent January professional development day had targeted PD to provide kindergarten IAs with positive behavior intervention. This was a response to the reported need that kindergarteners having more and more behavioral issues.
 - d. Mike wanted to highlight his feeling of a culture change. He said it used to be that central office would provide recommendations, and schools felt it was up to them to take the recommendations or not. He says now there is expectation that school will follow recommendation given by central office or regional administration.

Other Business:

1. The ACSD chairs will attend the equity stakeholder meeting March 4th.
2. ACSD chairs have now signed an agreement that will allow the ACSD email address to finally be set up. This was held up when the chairs did not approve of the language in the agreement which might prevent the ACSD from serving its purpose (receiving [through email] and reporting the public's concerns with special education).