

**Fairfax County Advisory Committee for Students with Disabilities (ACSD)
Meeting Minutes
May 13, 2020**

| Member First Name | Member Last Name | Organization | Attendance |
|------------------------------|-----------------------------|---|-------------------|
| Darcy | Acquavella | City of Fairfax School Board | P |
| Laura | Allen | Region 5 | P |
| Joe | Alston | Member at Large (Moon) | |
| Ally | Baldassari | SEPTA | P |
| Michael | Beattie | Disability Services Board | P |
| Cheri | Belkowitz * | Springfield District | P |
| Liz | Brocato | Braddock District | P |
| Brandon | Cassady | Hunter Mill District | P |
| Sandi | Dallhoff *** | Department of Neighborhood & Community Services | P |
| Debbie | DeJacques | Region 3 | R |
| Susan | Edgerton | POAC - NOVA | P |
| Judy | Farabaugh | Member at Large (McElveen) | R |
| Mary Kate | Ganley | Student Representative | |
| Meghan | Gray | Lee District | P |
| Mary | Hackman | Providence District | |
| Harry | Henderson | Mason District | |
| Lissy | John | Dranesville District | P |
| Lynn | Kiewel | Fairfax County Health Department | |
| Toby | Latham | Assistive Technology Services | P |
| Erin | Lauer | Fairfax-Falls Church Community Services Board | P |
| Connie | Lorentzen ** | Mount Vernon District | P |
| Rachel | Macias | Region 4 | P |
| Linda | Mason | Higher Education | |
| Melissa | Morrison | Region 1 | |
| Phara | Rodrigue | Member at Large (Keys-Gamarra) | P |
| Michael | Simon | Sully District | E |
| Joanne | Walton | Faculty Representative | P |
| Ann-Marie | Ward *** | Fairfax County Council of PTAs | P |
| Cathy | White | Transition Services | |
| Jessica | White | Preschool | |
| Niki | Zimmerman | Region 2 | |
| Vacant | | Federation of Citizens | |
| Vacant | | League of Women Voters | |

* Chair **Vice-Chair *** Secretary P = Present E = Excused Absence R = Resigned

FCPS Staff Who Were Present:

- Teresa Johnson, Assistant Superintendent for Special Services
- Mike Bloom, Director of the Office of Special Education Instruction
- Jane Strong, Director of the Office of Procedural Support
- Mary Beth Harrison-Cunningham, Director of the Parent Resource Center
- Dawn Clements, Assistant Ombudsman for Special Education

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School Board Members Present:

- Karen Keys-Gamarra, At-Large
- Rachna Sizemore-Heizer, At-Large

This meeting was held virtually via Blackboard Collaborate Ultra and live-streamed on FCPS channel 99. The meeting was recorded. Public comment was submitted electronically.

Call to Order: The meeting was called to order at 5:01 p.m. by Cheri Belkowitz

Agenda & Minutes:

- Connie presented the minutes. Joanne motioned to approve the May 6 minutes as presented. Ally seconded. The motion passed unanimously.
- Connie introduced the agenda for the meeting. Joanne motioned to approve the agenda as presented. Ally seconded. The motion passed unanimously

Public Comment

- There was no public comment submitted.

Parent Resource Center News:

- Mary Beth Harrison-Cunningham, Director of the PRC, provided an update. VDOE Parent Involvement survey was just released. There is an online option, but cannot distribute paper surveys at this time. Motivating Responsible Behavior webinar is coming up on Friday. Webinars have a wait list and being recorded. May 22: Behavior Intervention Team on 10 Non-Negotiable Rules for Raising a Teenager. Executive Functioning. Career and Transition Services collaboration: Flash Forward (post-secondary education) on May 27. In June, Taking Charge of My Future: Promoting Self Determination (June 2, 4, 9 – 3 different sessions). Limitations for capacity in Blackboard Collaborate for 250 people.

Office of Ombudsman Update:

Dawn Clements presented the Office of Ombudsman Quarter 3 Report (Jan-Mar)

- Q2: 165, Q3:173 contacts (dropoff in March due to the pandemic)
- 24 contacts related to COVID, 19 gen ed, 2 special ed, 3 staff
- 56% phone, 26% portal, 17% email
- Region distribution relatively even

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- Most concerns at elementary level
- General Ed (92) vs. Special Ed (48)
- Special Ed: General Info (13), School Personnel (10), Policies (7), Procedures/Compliance (7), Instruction (6), 504 (2), COVID (2), dyslexia (1)
- Employees: instructional (19), operation (10), admin (4)

Special Education Update:

- **Teresa Johnson** presented about ESY. The school board approved a virtual ESY session for July and planning will begin immediately. The department of special services will continue to investigate potential hybrid in-person options if that becomes available.
- **Mike Bloom** reiterated Mary Beth's message about the Career and Transition Services webinar sessions.
- A question was asked about how they would ensure all students have devices and broadband for virtual ESY.

Subcommittee Reports:

- Joanne motioned to receive the subcommittee reports as presented by the subcommittees.
- Cheri mentioned that the reports are due June 30 but will be presented to the school board in September.
- **Subcommittee Chairs** summarized their reports for the committee. The reports are attached to these minutes and will be combined into our final report
- **Ally** reported on behalf of the **Policy and Regulation** subcommittee. Their focus was on harsh disciplinary practices, such as restraint and seclusion. (Another topic for consideration was school based management, leading to inconsistencies in implementation and decision making around special education.) A suggestion was made to reword the language about reward systems and add language about educating the parents about any behavior management systems in place. How to incorporate the fact that the subcommittee could not collect data or get questions answered on restraint and seclusion in FCPS due to ongoing litigation.
- **Susan** reported on behalf of the **School Board Charge** subcommittee. Communication as a way of restoring trust between school and families. Normal times vs. current emergency.
- **Ann-Marie** reported on behalf of the **Family Engagement and Outreach** subcommittee. Add a suggestion to use regional superintendents to help promote ACSD and events. Brochures as handouts at IEP meetings in a packet as suggested by the Charge subcommittee. Add the wheelchair lane letter request to accomplishments.

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- **Erin** reported on behalf of the **Student Outcomes and Achievement** subcommittee. Focused on the Least Restrictive Environment and inclusion in school. Parent handbook is still in process. Discussion of team taught classes, not only in elementary, but also honors/AP/IB classes and foreign language classes.

Nominating Committee:

- **Meghan** reported that the nominating committee has not had a chance to confer on a proposed slate. The bylaws approved by this committee in 2019 were never approved by Governance. It appears that the 2016 bylaws are still in force.

Meeting adjourned: Cheri Belkowitz adjourned the meeting at 6:49 p.m..

The next meeting is **Wednesday, June 10.**

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**ACSD Family Engagement and Outreach Subcommittee Report
May 2020**

Subcommittee Members: Darcy Acquavella, Liz Brocato, Mary Hackman, Elizabeth “Lissy” John, Rachel Macias, Mike Simon, Joanne Walton, Ann-Marie Ward (Subcommittee Chair)

The ACSD must continue to engage with the community in order to identify the unmet needs of students with disabilities; make recommendations to the school board, superintendent, and special services staff; and communicate important information to the public.

Accomplishments

- The ACSD held two Meet and Greet events (May 2019, October 2019) with the support of the Office of Special Education Instruction. These events were excellent ways to engage with parents and community members, determine unmet needs, and provide information about services available in FCPS. A paper survey was used to get feedback from the public to help guide the committee’s work. Holding the October 2019 event in conjunction with the Fairfax County SEPTA was helpful for advertising and increasing attendance.
- The ACSD has seen an increase in the attendance of members of the public at our monthly meetings as well as an increase in the number of public comments.
- The ACSD has had an information table at FCPS events such as the Mental Health and Wellness Conference, Real Assistive Technology for Everyone, Super Transition Saturday, and the FCPS Special Education Conference.
- ACSD members are working with their local schools and communities to provide information about special education, including partnering with the Parent Resource Center and PTAs for presentations and distribution of information.
- The ACSD established a social media presence on Facebook and Twitter to increase awareness of committee activities, as well as share resources with the special education community. The committee adopted a Social Media policy to guide usage. Engagement on Facebook and Twitter has dramatically increased over the first six months of use.
- The ACSD worked with FCPS to create an email account so that members of the public can communicate electronically with the chair of the committee.

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Recommendations

- Ensure that the ACSD brochure is updated annually and available in multiple languages. Print copies of the brochure should be consistently available in every school and center and offered to parents at IEP meetings. Electronic versions of the brochure should be easily available to all teachers, staff, parents, and community members. A PDF version of the brochure should have a prominent location on the ACSD website.
- Continue to support an ACSD presence at the Mental Health & Wellness Conference; Moving onto Life in the Community; Real Assistive Technology for Everyone (RATE); Future Quest; Super Transition Saturday; and the FCPS Special Education Conference. Alert the committee to additional conference opportunities. Ensure that the ACSD has professional conference table materials available, such as a personalized tablecloth, presentation board, copies of the ACSD brochures in multiple languages, and general business cards that contain the website, email address, and social media information. Committee members should not have to pay for these items themselves.
- Develop an easier process for ACSD committee members to fine tune the language and information provided on the ACSD website.
- Refine the current ACSD survey so that it can be used to determine unmet needs and guide the committee's work. Determine best practices for survey dissemination in both paper and electronic forms.
- Continue to support ACSD outreach events, including Meet and Greets, held throughout the school year. Investigate various locations within Fairfax County so that a variety of community members are able to attend, including the possibility of regional or pyramid events. Encourage continued collaboration between the ACSD, SEPTA, local PTAs, the Parent Resource Center, and other community groups. Empower ACSD members to engage with their local communities to determine unmet needs and share the committee's work and events.

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The Student Outcomes and Achievement Subcommittee

Given the COVID-19 Pandemic and subsequent school closures, the Student Outcomes and Achievement subcommittee recommends that FCPS commence the following:

- Develop assessments to evaluate the need for compensatory services for the general and adaptive curriculum as well as for related services once school resumes.
- Provide an explanation sheet to all parents of special education students on what compensatory services are.
- Provide a handout on how to request compensatory services to all parents of special education students.
- Provide information on how to appeal a denial for a request for compensatory services.

Prior to the COVID-19 Pandemic, this Committee’s focus explored recommendations related to inclusion practices and Least Restrictive Environment (LRE). Virginia regulations define LRE as “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled, and that special classes, separate school or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”¹

¹34 CFR 300.114 through 34 CFR 300.120

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Recommendation 1: Provide opportunities for integrated public preschool Inclusion practices need to start as early as possible. On 9/14/2015, the U.S. Department of Education (DOE) issued a Policy Statement on Inclusion of Children with Disabilities in Early Childhood Programs stating that: “Inclusion in early childhood programs can set a trajectory for inclusion across the life course, making it critical that we include individuals with disabilities in all facets of society from birth.”² DOE further stated “too many preschool children with disabilities are only offered the option of receiving special education in settings separate from their peers without disabilities.”³ Indicator 6 for the Virginia State Performance Plan Report 2017-2018 specifically looks at preschool aged least restrictive environment. The VA State Target is 19% or less in a special education only setting; Fairfax County served 31% of IDEA recipients in self-contained setting for preschool, significantly missing this target as it did the year before.⁴ Notably, this impacts inclusion opportunities for preschoolers with the most significant disabilities. Unlike many communities throughout the country, Fairfax County children with IEPs largely are not offered the potential option of accessing an integrated public preschool

setting, meaning a preschool setting where at least 50 percent of students educated do not have disabilities. Not having an integrated public preschool option for preschoolers with disabilities means lost opportunities during a critical developmental period for peer modeling and socialization with typically developing peers. Additionally, these children moving into kindergarten will not have had the learning and growth opportunities in an integrated environment, setting up some children for continuation of a more restrictive self-contained educational setting. This continuation is reflected in FCPS’s performance in the Special Education Performance Indicator 5, where data is similar to findings from 2016-2017. During that 2017-2018, a state target of 70% of student inclusion in regular classrooms found Fairfax County at 53.69%. A second state target of 8% or less student inclusion for less than 40% of the day found Fairfax at 11.45% and a third state target of 2.5% student enrollment in separate

²U.S. Department of Health and Human Services U.S. Department of Education Policy Statement on Inclusion of Children with Disabilities in Early Childhood Program, September 14, 2015, p. 2.

³ Ibid

⁴Fairfax County Public Schools FFY 2017 SPECIAL EDUCATION PERFORMANCE REPORT, Retrieved April 4, 2020, http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2017-2018/spp-app/fairfax.pdf

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public or private school found Fairfax at 4.06%.⁵ These findings indicate that Fairfax missed state targets for both preschool and school age settings.

Recommendation 2: Offer and promote standardized preschool screening at local elementary schools on designated days/events

Developmental delays, learning disorders, and behavioral and social-emotional problems are estimated to affect 1 in every 6 children.⁶ However, only 20 to 30% of these children are identified as needing help before school begins.⁷ By offering and promoting preschool screening days at neighborhood elementary schools (as opposed to current practice at health department), students with developmental delays may be identified earlier and receive important interventions to address the delays, potentially improving outcomes and reducing need for long term services.

Recommendation 3: Team Taught Elementary School Settings should be available across FCPS schools.

Recommendation 4: Provide opportunities for elective classes such as Strategies for Success to occur before or after the school day. This would enable students to both not lose valuable elective opportunities and also increase student's participation in the general education setting.

⁵ Fairfax County Public Schools FFY 2017 SPECIAL EDUCATION PERFORMANCE REPORT, Retrieved April 4, 2020, http://www.doe.virginia.gov/special_ed/reports_plans_stats/special_ed_performance/division/2017-2018/spp-app/fairfax.pdf

⁶Dunkle, M. (Fall 2004). High Quality Developmental Screening. *Developmental & Behavioral New*, 13(2).

⁷ Component Seven: Surveillance and Screening Facilitator Manual, Medical Home initiatives for Children with Special Needs. Retrieved January 2, 2006, <http://www.medicalhomeinfo.org/training.matierals/April2004Curriculum/SS/ScreeningFacilitator.pdf>

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Building Trust with Parents by Improving Communications

2019-20 Committee Charge from the School Board:

Examine current FCPS practices regarding the communication and dissemination of information to parents related to supports and services provided to students with disabilities. Make recommendations designed to improve and strengthen the relationship between parents of students with disabilities and FCPS school staff and central office staff

Parents of Fairfax County students with disabilities want the same things as other parents—we want to know our children are safe at school. We want to know our children have access to well-trained educators and staff who are able to provide best practices in education and who have their students' welfare at heart. We want them to have services that trusted professionals indicate are in their best interest. We want our schools to share their observations of our children in a meaningful way that helps us manage their lives at home and prepare them for the future. We want the schools to share information about programs that may be effective for their development and allow them to participate in classes that allow them to shine such as electives in the arts. We want to be treated as an important part of the educational team and valued for the insight we provide into our children's needs and behavior.

Problems occur when parents' expectations are not met and there is not constructive dialogue or a policy-based rationale about why the schools could not meet them. Parents may also feel confused, defensive and frustrated if they do not have the same understanding of policy and practices governing special education as school staff or if they believe their input and opinions are minimized in their interactions with the schools.

Disclosures of broken trust with parents and students further erode confidence that schools are working in the best interest of our children. The ACSD became gravely concerned about recent media reports about the school system's use of restraint and seclusion and its failure to report these practices to the appropriate Federal agency. FCPS took some steps such as hiring a special education ombudsman, adding Behavior Improvement Teachers and establishing a work group to review its policies and procedures for the Superintendent. Unfortunately, the task force's work was deferred until a lawsuit filed by a group of parents of FCPS students affected by the practices is decided. *The Subcommittee recommends that the School Board encourage the Superintendent to re-convene the Task Force as soon as possible.*

This Fall a new scandal involving the abuse and cover-up of children with intellectual disabilities broke. Instructional aides allegedly abused several non-verbal children at Freedom Hill Elementary School repeatedly over an extended period of time. Staff brought the matter to the principal's attention, but even as a mandatory reporter for the school, the principal failed to take any action. Only after the principal voluntarily left the school did the new principal report the allegations to appropriate authorities.

Much of this report was completed prior to the COVID-19 pandemic and the ensuing shutdowns of almost every institution, including our schools. As shutdowns continue, FCPS has developed a streamlined process and procedures to prioritize goals for students with disabilities that may not be consistent with goals, services and accommodations in students' individualized education plans. These "temporary learning plans" were established by teachers and case managers

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without consultation with teams, including parents, and offer few of the procedural rights and protections, such as prior written notice, abiding IEP plans created in accordance with the Individuals with Disabilities Education Act have in place. Case managers have been told parents do not even have to formally consent to these plans, but rather simply acknowledge their receipt. The Advisory Committee on Students with Disabilities—an entity created by the State to give parents and other vested interests in our students’ education a voice—was not asked for advice in the development or implementation of these plans. Everyone understands the enormous challenges providing special education instruction and related services from a distance has caused, but our children’s rights must not be minimized in the name of expediency during this crisis. While FCPS is beginning to meet with parents groups to explain the changes it has put in place, ACSD and parents groups has been disappointed to have had very little opportunity for discussion and collaboration about the changes affecting special education since the beginning of the crisis.

This occurs in a backdrop that is already distrustful. Recent events even before the pandemic have left parents of students with disabilities and other concerned parties including fellow staff members understandably shaken. While parents understand that most FCPS staff members work in the best interests of their children, it is difficult to determine who to contact, who can help us and who we should trust as the rules of the game continually evolve.

Trust is even harder to establish in the highly charged events in which parents often interact with school officials (meetings on individual education plans, contacts about behavior or disciplinary actions, etc). FCPS must take every opportunity to ensure that it deals sensitively with parents and students and builds a constructive rapport. Increased opportunities for dialogue will generally improve relationships between parents and staff.

Parents need to be involved in the school life of their children but many believe their communication with schools is inadequate. We know from the press that FCPS does not provide parental notification about restraint and seclusion in accordance with its own policy. In addition, there is distrust about the use of restraint, seclusion, other aversive actions, and punishments used disproportionately with disabled students. Throughout the country, suspension is used too often without regard to their students’ disabilities despite laws that require school systems to determine whether disabilities caused the behavior that led to them.

In more everyday matters, staff are too often pressed for time to make substantive comments about children in daily logs that allow parents to collaborate with school staff. Administrators have the authority to make decisions about allowing private therapists to work with students at school, allowing parental observations of their children in school or authorizing visits to all of the programs being considered for their children in a transition. The discrepant decisions seem unfair to parents who understand that it is different elsewhere in the system. Parents of children who are included in the general education curriculum are often not informed timely about special education events or opportunities such as Best Buddies and Unified Team Sports their children might enjoy. Language barriers make all matters more complicated for English learners and translated material is often not available.

IEP meetings may be the only conduit to critical information for some parents, but the school does not often use these meetings to communicate about effective programming for community

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resources for students, including Medicaid and Medicaid waiver services that may benefit them. As a result, many of our students go through school without critical services such as private ABA therapy, physical and occupational therapy (that is not considered critical to accessing the curriculum), or group counseling. Regrettably, many leave the system with no services or supports in place.

FCPS has an incredible wealth of information to share with parents, but it is often unclear to parents, students and staff how to access it to make the most informed decisions. The ACSD was pleased to see the new monthly Special Education Update which provides important information for our community. A central office directory would be helpful, as is the new Office of the Ombudsman, for tracking down necessary information on appropriate curriculum, behavioral supports, assistive technology, disability related information (such as twice-exceptional students, dyslexia or autism) as well as policy and procedures. In addition, schools should promote the use of special education instructional specialists in intervening in school-based decisions when parents express dissatisfaction with their children's services or supports.

As the county actively seeks more appropriate opportunities for inclusion for children in our community, teachers must ensure that students and their parents are informed about how to work with students with disabilities and executive function challenges. Parents are pleased that the County has released the Twice Exceptional Handbook. Identification and training on selected best practices in social skills development and executive function skills would allow improved dissemination and training on such practices and increased fidelity in their application throughout FCPS. We are also pleased that the County has a trained dyslexia intervention teacher who will be training additional teachers in evidence-based educational practices.

One thing is certain. Parents' attitudes and perceptions cannot not be changed by media campaigns or slogans alone. It takes real reforms to ensure parents—all parents, but especially those of children with disabilities—that FCPS values our children and has their best interests at heart. The Subcommittee makes the following recommendations with the understanding that “actions speak louder than words.”

IMPROVING PROCEDURES AND POLICY

DURING COVID-19 EMERGENCY

Recommendation 1:

Fairfax County Public Schools should use the Advisory Committee on Students with Disabilities to provide feedback on issues that will greatly affect the provision of special education services for its students.

Justification: For the past decade, Virginia has required each local school district to establish a Special Education Advisory Committee “to provide an opportunity for parents and other school board appointees to have a voice in the way school divisions provide services to students with disabilities. SEACs are extensions of local school boards since members are appointed by them,

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and SEACs provide reports and recommendations to their school boards.”⁸. Unfortunately, since the pandemic, FCPS has made major decisions about how it will provide and administer special education and related services that are often contradictory to policy and practices consistent with Individuals with Disabilities Education Act of 1990. None of these policies and procedures were established in consultation with the Advisory Committee. For example, FCPS has made use of “temporary learning plans” that “prioritize” goals for students with disabilities. They also significantly curtail access to related services called for under Individualized Education Plans. Some parents and advocates believe these vehicles have largely undercut the value of the IEP and, because they were developed by staff without parental consultation or approval (circumventing the IEP process) undermined parents’ rights in these proceedings.

While the ACSD fully appreciates the gravity of the pandemic and its effects on our schools, we believe that FCPS had ample opportunity to disclose its plans and receive feedback from ACSD prior to implementation of these “emergency” procedures.

Recommendation 2:

Provide a detailed plan for remediation of students with disabilities under a variety of scenarios including continued remote learning plans, phased re-entry to direct instruction and use of “hybrid” models, as well as opportunities for “year-round” school, to be reviewed by the ACSD.

Justification: All students, but particularly those with disabilities, will have to be assessed to ensure that any gaps in instruction and services may be understood and redressed according to needs springing from lost or inadequate instruction in academic content and individualized goals in education plans. If school begins as scheduled for the Fall 2020, children will have already missed at least 3 months of face-to-face instruction and services, and possibly opportunities for effective remediation over the summer.

Recommendation 3:

Reconsider deployment of staff and resources to more consistently comport with IDEA.

Most components of IDEA will NOT be waived during the pandemic shut downs which may make FCPS liable for not providing instruction and services to guarantee free and appropriate public education to students with IEPs. Accordingly, parents should not have to re-adjudicate their children’s access to services already determined to be appropriate within their IEPs. Many children who receive related services have had little or no contact with speech and language pathologists, occupational or physical therapists, or assistive technology providers. Others may receive minimal services in the form of a weekly worksheet or activity.

⁸ http://www.doe.virginia.gov/boe/committees_advisory/special_ed/local_sped_advisory_committees/index.shtml accessed 5/8/20.

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Recommendation 4:

Ensure that all students have access to internet and devices to access services remotely.

Preschool students and students in grades K-2 have not received laptops and access to broadband and thus may not be able to access educational services remotely. Any remote education plans must ensure that this is addressed.

GENERAL

Recommendation 1:

Develop a standardized information packet for each parent attending an IEP meeting with information with links and points of contact for additional information including: a directory of key personnel within FCPS with contact information; procedural safeguards; graduation requirements, state and community resources; FCPS resources such as the Parent Resource Center, the Office of the Ombudsman, ABA Workshops; the Advisory Committee on Students with Disabilities; latest special education newsletter and recommendations for “News You Choose”.

Part of this packet must include adequate information about the availability of Medicaid and Medicaid waiver services and other community resources that are appropriate for their children. These materials should be written in layman’s language and translated as appropriate—FCPS should verify that parents are asked if assistance is needed in applying for services.

Justification: Parents are not adequately informed about the many services available to them and their children through the state and county. For example, many students in FCPS who are eligible for Medicaid waiver services or Medicaid leave the school system without any support or services. While schools are required to share information about waivers and Medicaid services parents are often inadequately informed about such services and many do not apply even when their children leave school.

Recommendation 2:

Ensure local schools adequately and routinely use the Central Office resources under the Office of Special Education Instruction, if parents of students with, or suspected of having, a disability indicate they are not satisfied with the supports and services provided for their child at the local school level.

Justification: Specialists with expertise in identifying the special educational supports and services necessary for students with complex needs, are available to assist in recommending services and supports necessary for students. They may attend Individual Education Plan meetings to discuss goals, supports, including behavioral improvement plans, accommodations or related services that may more satisfactorily meet parents’ expectations. Specialists can serve as a more neutral broker with understanding of students’ rights under laws, regulations and

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policies. They can give credibility to parents' concerns but with an understanding of resources available through FCPS.

Recommendation 3:

Ensure parents are aware of their rights as a valued member of their children's individual education plan team—parents should be strongly encouraged to attend meetings and share their perspectives of their children's strengths and deficits. Train school liaisons to work effectively with families of students with disabilities.

Justification: Parents often come into IEP meetings feeling defensive or angry if they believe schools have not provided adequate supports or services for their students. Those who believe their perspective is respected and valued will be more receptive to a constructive dialogue about meeting their children's needs.

IMPROVING PROGRAMS, RESOURCES AND TRAINING TO BETTER CONFORM TO PARENTS AND STUDENTS' EXPECTATIONS

Recommendation 1:

The School Board has approved a plan to conduct an independent audit of special education services in FCPS. Parents must be involved in this audit to define unmet needs and problems from their perspective. To improve the services and support provided to students with special needs and their families, a special education program review for upcoming school years is recommended. This review should be conducted by an experienced firm to examine the continuum of services, student progress, program effectiveness, allocation and use of resources, and to identify specific areas of strength as well as improvement targets.

Justification: FCPS last commissioned an audit of special needs programming in 2003. Best practices in education are continually evolving. In an effort to improve the effectiveness and efficiency of the special education program and to develop an improvement plan that focus on improving educational outcomes for students with disabilities, an independent entity must be engaged to conduct an in-depth analysis of FCPS' special education services, staffing, organizational structure, and processes.

This review could assist in identifying pathways to better inclusion of students in special education, more appropriate allocation of resources, identification and standardization of best practices across the system and opportunities for staff and parent training.

Recommendation 2:

Ensure that special education orientation and training includes a parent and older student voice to sensitize staff to work collaboratively with parents/students.

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Justification: Sensitivity can lead to increased understanding and respect for parents and students thus improving collaboration during contentious procedures.

Recommendation 3:

Endorse and provide adequate hands-on training for special education staff in high leverage educational practices including selected age-appropriate social skills development and executive function curriculum. Promote to parents in appropriate forums.

Utilize curriculum specialists and assistive technology specialists to identify and promote system-wide use of evidence-based curricula to best meet the needs of students who have autism, dyslexia, or other learning disabilities. Promote to parents in appropriate forums.

Justification: Identifying and endorsing the most effective curricula for social skills and certain types of executive function skills development for students within certain disability and age groups would increase recognition and awareness of the curricula systemwide and allow more parents to request that educators receive training and their students have access to it.

Likewise, curriculum specialists should promote the curricula that have the greatest evidentiary support for individual subject areas, disability groups and grade levels and promote these curricula to teachers and parents.

Recommendation 4:

Train staff about identifying and addressing trauma in students.

Justification: Dealing with trauma by building trusting relationships between staff and all students—particularly those with behavioral issues--may be more effective than use of aversive actions and punishments and will also help establish trust with parents. Trauma affects many students, particularly students with disabilities. Improving the culture of the FCPS to be more supportive of children with behaviors may decrease the use of punishments such as suspensions, restraint and seclusion and improve outcomes for these students. The Coalition on Trauma-Informed Schools has identified recommendations to ensure schools are more responsive to the effects of trauma on our students.⁹

Recommendation 5:

Establish a mechanism that allows staff to report suspicions or allegations of violations of policy and procedures; waste, fraud or abuse, that will be investigated outside of the usual reporting channels without fear of retribution or reprisals. Information could be reported

⁹ <https://novaeducationresources.com/wp-content/uploads/2019/12/CTIS-Beattie-letter-w-RS-recs12-17-19.pdf?fbclid=IwAR0oUjQ2m9VOAoIHPYzYkZqhgURk0vDiYjj0Lpu4qb6SUQfUKxvjRz3LGZE>

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anonymously (by phone or internet) and followed up by an independent body at the appropriate level.

Justification: FCPS found that many staff members, including administrators, wanted a means to privately consult a qualified professional about issues they were confronting in their schools. The Office of the Ombudsman was recently established to assist parents, but staff were also interested in obtaining access to this private source of information and have sought assistance from this office in numbers that equal parents.

Staff are often aware of or suspect violations of policy and procedures such as restraint and seclusion and failure to report such incidents long before the public. Once revealed these allegations rattle parents' ability to entrust their children to FCPS—particularly when children are non-verbal or have disabilities related to communication. There is currently a lawsuit pending by parents who believe their children were harmed by FCPS's restraint and seclusion practices.

Every federal agency and many states have an inspector general who follows up on staff, taxpayers or other stakeholders' allegations of waste, fraud and or abuse. FCPS staff ought to have a mechanism for reporting allegations of wrongdoing, confidentially or anonymously if they wish, to ensure that issues can be addressed before they become sensationalized media events that decrease parents' confidence in schools.

Recommendation 6:

Establish a reasonable policy for use of security cameras in classrooms—particularly in classrooms for children with communication disorders.

Justification: Parents rightfully become concerned if their child's behavior or demeanor suddenly changes or students come home with unexplained injuries—particularly if it happens repeatedly. Their anxiety about their children's safety grows if the school is unable to explain and children cannot or do not choose to communicate what happens to them during the school day. Security cameras can provide an additional source of information for the schools if staff or parents become concerned and can also help schools identify problems of which they may be unaware, such as bullying by other students, self-injury, unreported incidents of restraint, or physical abuse by staff.

Recommendation 7:

Create a media campaign to familiarize families with FCPS staff involved with their children.

Justification: Humanizing staff involved with students in special education can increase trust and build compassion between parties who ultimately want to collaborate effectively.

IMPROVING SCHOOL- BASED COMMUNICATIONS AND DECISION MAKING

Recommendation 1:

Standardize and communicate policies for administrators to allow:

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- Outside providers access to disabled children during the school day;
- Observations for parents;
- Visits for parents and students to school settings being considered in transition plans (preschool to elementary; elementary to middle; middle to high school; high school to post-secondary sites such as STEP or Davis or Pulley centers)
- Students to choose electives in middle and high-school that reflect their own strengths and interests.

Justification: Variations in practices across the system create distrust and resentment among affected parents especially when they are aware that other parents have opportunities they may not have. Above are some examples of “flashpoints” that create issues for parents. Having an established policy creates equity and understanding. Ensure mandatory training for staff includes an understanding of these policies.

Recommendation 2:

Widely disseminate best practices and templates for daily communication and data-sharing with parents.

Justification: Parents should be able to rely upon school information to ensure they are able to adequately manage their children’s health and behavioral issues at home. This home-school collaboration can improve in-school behaviors.

Recommendation 3:

Ensure all Special Education Leads and Chairs are aware of and make efforts to promote systemwide events such as the Special Education Conference, RATE Conference, Super Transition Saturday, and Mental Health Conference to all students.

Justification: Parents may not be aware of these important sources of information.

Recommendation 4:

USE LOW-TECH MEANS TO COMMUNICATE IMPORTANT SCHOOL OR PROGRAM INFORMATION!

Justification: Some families with children in special education are not sophisticated users of information technology and when children are unable to assist them in accessing information through these complicated systems that may involve unknown passwords and reliable internet access, they simply miss out. Paper forms, flyers translated as appropriate and phone calls may be necessary to ensure that parents are adequately informed.

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Policy and Regulation Subcommittee 2020 Report

The Policy and Regulation Subcommittee members are Ally Baldassari, Michael Beattie,
Brandon Cassidy, and Toby Latham

Our subcommittee focus is on harsh disciplinary practices. Current trends in the restraint, seclusion, and suspension/expulsion of SWD show a clash with FCPS values. The 2018-2010 Strategic Plan states “*We commit to foster a responsive, caring, and inclusive culture where all feel valued, supported, and hopeful.*” We worry students won’t feel valued when forced out the door of their school, and can’t feel the caring inclusivity of their community when watching peers pulled from their classroom or pinned to the floor.

National reports show SWD to have about twice the rate of suspension as the general student population.ⁱ The numbers in FCPS are higher. The FCPS June 2019 “Disproportionality in Discipline” report shows our SWD to be about 3.5 times as likely as other FCPS students to receive a discipline referral for a violation.ⁱⁱ In just 2017-2018, there were 1,679 instances of restraint and seclusion in FCPS. Many of these instances may represent a misuse of both FCPS and federal guidelines. Meaning, FCPS students were restrained and secluded when no threat to safety was involved. This is evidenced in WAMU reporting, surveys conducted by the FCPS Special Education PTA (SEPTA), and ACSD testimony.^{iii, iv, v, vi, vii} This matches the nationwide problem of students being restrained and secluded for non-compliance, disruptions, and property destruction. Reporters in Illinois recently analyzed 12,000 seclusion cases to find that more than 1/3 of them had guidelines not met for the disciplinary practice to have been used in the first place.^{viii}

Studies indicate seclusion and restraint lead to an *increase* in the behaviors that staff members are attempting to control.^{ix} Instead of helping, restraint and seclusion causes staff and student injuries, and in 8-10 cases yearly, student death.^x Suspension/expulsion-associated students in FCPS show markedly worse SOL performance.^{xi} Harsh disciplinary practices are costly and counterproductive, so how do they persist?

Our research, and reports from FCPS special education staff serving on the ACSD, indicate:

- Most FCPS teachers are trauma-informed, aware of anxiety and sensory overload, and of how the autonomic nervous system (fight or flight response) drives maladaptive and aggressive behaviors. But we see teachers still struggling with how to apply that knowledge to the student standing in front of them. This manifests as broken-record requests to “make a better choice” to students who feel *out of control of their actions*.
- When students are scored on these “choices” with point systems, behavior charts, and privileges gained and lost; it’s a misguided effort in incentivizing better behavior. Struggling students already desperately desire to meet expectations, not draw attention to themselves, and just feel successful. One must look for what the behavior communicates, and solve underlying problems.

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- Teachers and staff have autonomic nervous systems, too. Teachers are often exquisitely sensitive to their students' unique challenges. Still, they are working with kids who can present multiple threats to a sense of order, predictability, and safety. Teachers consider the crisis continuum and expend the enormous efforts guiding students back to "ready-to-learn." But they'll sigh about what's sacrificed in working towards the high-stakes test (and numerous other pressures). The more suddenly safety is threatened or lesson plans go out the window, the greater effect on a teacher's sense of control and well-being. She's likely to over-respond with raised voice, harsher words, and definitely more discipline.
- Hence reports of restraint and seclusion with guidelines not followed shouldn't be so surprising. It's likely that in many cases, teachers were at least somewhat to fully aware of FCPS and federal guidelines. But they were overtaxed, triggered, and desperate...and didn't follow them.

The 2019/2020 Policies and Regulations Subcommittee Recommends:

1. The 2012 FCPS restraint and seclusion guidelines be converted to FCPS policy; and one without the numerous "exceptions" to what counts as restraint and seclusion. One which includes:
 - Banning face-down restraints, and all others with reasonable risk of restricting breathing.
 - A ban on supine restraint, due to safety and the similarity to pinning a person to the floor.
 - Banning mechanical restraints.
 - All restraints will be performed (or directed by) PCM or Mandt-certified staff when such staff is in the building that day. No staff (regardless of certification) may restrain without a clear, imminent threat of serious injury to self or others.
 - Seclusion, if it is to continue, must occur in spaces where the only allowable locks on the door are the specialized locks that have to be physically held to remain in locked position.
 - Safe places and spaces are allowed and necessary. Each teacher must document a location. The same space is NOT to be used for seclusion or mandatory "time out."

The ACSD must review the new policy prior to its submission to the school board.

2. The Department of Special Services (DSS) must create quarterly reports of restraint and seclusion data with breakdown by school and disproportionality data. DSS must also transparently investigate reports of restraint and seclusion with policy not followed.
3. Ensure training in Ross Greene's Collaborative and Proactive Solutions model (CPS) for all administrators during their summer leadership conference, for new teachers during

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their Great Beginnings, and for all teachers/support staff assigned to CSS sites and public day programs.

- CPS should become the primary behavior management system supported by Behavior Intervention Services.
 - An administrator at every school should begin a CPS team (themselves and at least 3 staff). The group would meet twice monthly to discuss efforts/successes in using CPS.
4. An IEP meeting including a functional behavioral assessment (FBA) becomes required whenever a student has had 3 events of restraint or seclusion within 30 school days; or a student has reached four events within the same school year.
 - If an FBA was previously in place, an IEP meeting will be called to review the FBA and any behavior intervention plan.
 - After such meeting, another meeting will be called at which time there have been three additional events since the last meeting.
 5. FBAs must avoid attributing intentionality to the students' behavior. Entries for the behavior's function shouldn't include what the student wants to "get," "escape," or "avoid." Instead, the CPS model and its 1-page Assessment of Lagging Skills and Unsolved Problems (ALSUP) determines the lagging skills/unsolved problems behind the behavior.^{xiii}
 6. Problems and lagging skills to be targeted by a behavior intervention plan (BIP) will be addressed by the CPS model whenever collaboration with student is possible through any means (including picture exchange, use of an AAC device, letter-board, or keyboard). The BIP will then be record of the solution(s) that the teacher/student proposed through the CPS model.
 7. Institute mandatory training in the crisis cycle and basic de-escalation, for all teachers and support staff. Additionally: Any teacher/support staff that reports the need must receive in-person training within 2 weeks of their written request from staff trained in Mandt or PCM.
 8. All teachers should receive training on restorative practices. A restorative justice team, including an administrator and at least 3 additional members, should be identified at each school.
 9. Increase ABA coaches, ABA site visits, and assistive technology/speech and language support and teaming. ABA coaches should be increased proportionate to the increase of students inside in the PAC/enhanced autism classrooms; a 3-fold increase since 2004-2005.

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10. Special education teachers that are either new to FCPS and/or new to the profession must receive a mentor. Whenever possible, pick mentors relatively experienced in the CPS model.

Rationale:

Recommendation #1: Create policy for seclusion and restraint.

We recommend referencing the School Board of Palm Beach County 7/27/2011 Policy for the Use of Physical Restraint with Students with Disabilities. Sections 4, 5, and 6 on “Statement of Policy,” “Use of Restraint,” and “Prohibited Actions,” provide excellent examples of limited exceptions to what’s considered seclusion and restraint, and being explicit on what’s prohibited. Section 3, “Definitions,” item “m” includes a definition of “temporary holding” that is brief, explicit, and provides the only exception to restricting freedom of movement that doesn’t qualify as restraint. We recommend adopting this language of “temporary holding” as the only exception to what’s considered physical restraint under FCPS policy.

The Council for Children with Behavioral Disorders (CCBD) reported in 2009 that 8-10 students die yearly from restraints. This number is likely under-reported as many states don’t require any reporting of incidents of restraint. Face-down restraints cause a high rate of asphyxia, as well as the ability for students to aspirate vomitus. “Supine” restraint refers to a “take down” restraint, where a student is brought to the ground on their back and held. Not only is this likely to be traumatic, but it has a higher chance of making the student appear like a criminal to his classmates. Supine students are also at risk of aspirating vomitus, and obese students may experience asphyxia in a supine position.^{xiii}

The recommended safe places and spaces allow students to escape demands and regain feelings of control, without the words or proximity of adults and peers. In none of these spaces should the adult be outside of visual or auditory range. Safe places are not to be used as a time-out or otherwise punitive space. The safe places mandated by this recommendation **must be entirely separate from** any seclusion room. They may include sensory equipment such as weighted blankets, swings, and music.

The ACSD must review any new policy on restraint and seclusion prior to its submission to the school board. The VDOE mandate for local special education advisory committees includes reviewing new special education policy.

Recommendation #2: DSS reports on and analyzes data from restraint and seclusion episodes

The Director of the Office for Special Education Instruction (OSEI) reports that as of 2019-2020, restraint and seclusion events are entered in SIS and copied to him. We believe DSS should receive reports of all episodes (whether SWD are involved or not) to analyze for disproportionalities based on disability category (or lack of), program type, school, race, sex, and grade level. DSS would prepare published quarterly reports. They would investigate episodes that don’t follow policy, and publish these reports, too.

Recommendation #3: Training in CPS; CPS becoming the behavior management model for BIS.

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The Collaborate & Proactive Solutions model (CPS, previously “Collaborative Problem Solving”) has been used for over 20 years. It has strong evidence for its efficacy in reducing restraint, seclusion, suspensions, and expulsions.^{xiv}, ^{xv}, ^{xvi}, ^{xvii} It’s had success with some of the most challenging students in public school settings, residential settings, and juvenile detention facilities. The California Evidence-Based Clearinghouse for Child Welfare rates CPS more highly than the 1-2-3 Magic behavior management program (CPS rates 2 of 5, 1 being highest, while 1-2-3 Magic scores only a “3”).^{xviii}

Inappropriate behavior management programs (1-2-3 Magic, token economies, point-and-level systems, privileges earned and lost) lead to unnecessary escalation of behavior. These behavior management systems put the teacher on the opposite side as the student, the one to judge and provide points and rewards. They also presume students in emotional distress can “make a better choice” (i.e. use their frontal lobe to plan behaviors and responses) when in fact they tend to be operating from their amygdala and “fight or flight” responses. CPS is compassionate and collaborative, and can complement PBIS, already in place. Students will continue to be taught and modeled expectations. But for those students who still have trouble meeting them, there’s now a better way to help.

Most importantly, it makes sense to reflect the Portrait of a Graduate skills in our behavior management system. We want students to be collaborators and problem-solvers. Why not have them collaborate with teachers, and partner to problem-solve behavioral challenges?

Recommendation #4: Multiple episodes of restraint or seclusion in a single student will prompt an IEP meeting that includes a functional behavior assessment.

A student with a disability who has been repeatedly secluded or restrained has potentially been denied FAPE. While restrained or secluded, students don’t access education. As events that prompt restraint or seclusion are often manifestations of a disability, that disability must be discovered and the student offered accessibility. Please see the 2016 “Fact Sheet” from the US Dept. of Education Office of Civil Rights (OCR), which explains the relationship between restraint, seclusion, and the denial of FAPE.^{xix}

Recommendations #5-6: FBAs will avoid attributing intentionality to maladaptive behaviors. FBAs will be based on lagging skills and problems discovered in the ALSUP. BIPS will be based on collaboration with students in the CPS model when the students’ skills allow.

Alfie Kohn reminds us to attribute the best possible motive to students’ behavior.^{xx} Traditional FBAs assign maladaptive behaviors to something a student wishes to “get,” “escape,” or “avoid.” Dr. Ross Greene remarks, “too many classroom teachers tell me that there’s really no point in reading as student’s FBA because all FBAs say the exact same thing.”^{xxi} All human beings have things we’d like to get, escape or avoid. The question is, what skills might the student lack in achieving these objectives in an adaptive way? The ALSUP (a free resource) helps you uncover lagging skills and unsolved problems that truly underly the behavior presented.^{xxii}

To reflect FCPS values and its commitment to exercising 21st century skills, solve these problems collaboratively with students whenever possible. After the FBA and before any resulting BIPs, the student and teacher collaborate. Collaboration can be made possible for many “non-verbal” students through picture exchange, use of AAC devices, letterboards or keyboards.

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And when students haven't (yet) shown the skills to collaborate, the ABA staff from central office can assist in those BIPs, instead.

Recommendation #7: Mandatory training in the crisis cycle/de-escalation. Provide more intensive training to teachers who request.

Mandt and PCM, the de-escalation programs already used in FCPS, are **“training the trainer” programs**. That means the FCPS staff certified as trainers are considered able to train others. We must make teachers aware of their ability to request this skills training, regularly remind, and make sure the requesting process is easy and non-intimidating.

Recommendation #8: Increase ABA Coaches/support, ATS and speech teaming and support
As Parents of Autistic Children of Northern VA (PoAC NoVA) reported to Dr. Brabrand in their 11/11/2019 letter, FCPS students with a primary educational label of autism experienced a threefold increase since the Enhanced autism program began in the 2004/5 school year. The average caseload for an ABA coach went from 7 classrooms to 19 classrooms (there's now about 380 enhanced-autism classrooms in FCPS.)

We need frequent visits from ATS staff and communication devices available immediately at the start of the school year. WAMU reporting included a specific non-verbal student who was secluded for over 100 hours.^{xxiii} Behavior is communication to students that don't have other means. We may need more ATS support to remind teachers to listen, and not extinguish communication by punishing it with seclusion.

Recommendation #9: Training in Restorative Practices

Restorative practices have been shown to increase the sense of community in a school.^{xxiv} A restorative justice session can take the place of suspension when an aggressive incident has occurred. Restorative practices assert, “We value you equally to valuing that the harm not happen again.”

Recommendation #10: New special education teachers receive a mentor.

Nationwide, 44% of new teachers leave teaching within their first five years.^{xxv} It's easy to see how new teachers could become disappointed in themselves as they struggle with challenging students. They've been the ones to benefit from trauma-informed education, and the latest brain research describing how students may be subjugated by their autonomic nervous system and have their behavior hijacked by their amygdala. But until they've experienced their first threats to classroom order and safety, it's hard for them to predict how their own amygdala can be hijacked.

Mentors help teachers see that mistakes can be a natural response to the unexpected stressors of teaching. Numerous studies have demonstrated that collaboration benefits teachers, students, and schools alike. A 2006 study found that programs with induction and mentoring programs emphasizing collegial support reduce turnover.^{xxvi} A 2007 study found teachers felt greater personal satisfaction when they believed in their own efficacy and established strong collegial relationships.^{xxvii}

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Recommended Further Reading:

1. Richards, Jennifer Smith. “Inside a Training Course for Restraint and Seclusion” *Propublica* (1/20/20). <https://www.propublica.org/article/illinois-schools-student-restraints-training-jennifer-smith-richards>.
2. Richards, Jennifer Smith, Jodi S. Cohen, and Lakeidra Chavis. “The Quiet Rooms,” *Propublica* (11/21/2019). <https://features.propublica.org/illinois-seclusion-rooms/school-students-put-in-isolated-timeouts/>.
3. Lewis, Katherine Reynolds. “What if Everything You Knew About Disciplining Kids is Wrong?” *Mother Jones* (Jul/August 2015). <https://www.motherjones.com/politics/2015/07/schools-behavior-discipline-collaborative-proactive-solutions-ross-greene/>.
4. Delahooke, Mona. *Beyond Behaviors*. Eau Claire, WI: PESI Publishing and Media, 2019.
5. Greene, Ross W., Ph.D. *Lost at School*. New York: Scribner, 2008.
6. Greene. *Lost and Found*. San Francisco: Jossey-Bass, 2016.
7. Kohn, Alfie. *Beyond Discipline [10th Anniversary Edition]*. Alexandria, VA: ASCD, 2006.
8. Smith, Dominique, Douglas Fisher, and Nancy Frey. *Better Than Carrots and Sticks: Restorative Practices for Positive Classroom Management*. Alexandria, VA: ASCD, 2015.
9. The Substance Abuse and Mental Health Services Administration (SAMHSA). “Promoting Alternatives to the Use of Seclusion and Restraint, Issue Brief #1.” HHS Publication No. (SMA) 10-4511, 2010. https://www.samhsa.gov/sites/default/files/topics/trauma_and_violence/seclusion-restraints-1.pdf
10. Kutz, Gregory D. United States Government Accountability Office Testimony Before the Committee on Education and Labor, House of Representatives. *Seclusions and Restraints: Selected Cases of Death and Abuse at Public and Private Schools and Treatment Centers*. May 2009. <https://files.eric.ed.gov/fulltext/ED505313.pdf>.

ⁱ Kristen Harper, Renee Ryberg, and Deborah Temkin, “Black Students and Students with Disabilities Remain More Likely to Receive Out-of-School Suspensions, Despite Overall Declines,” *ChildTRENDS* (2019), accessed February 7, 2020, <https://www.childtrends.org/publications/black-students-disabilities-out-of-school-suspensions>.

ⁱⁱ Francisco Duran with the FCPS Office of Research and Strategic Improvement (ORSI), “Student Behavior, Discipline, and Disproportionality: Final Report” [June 2019 FCPS School Board presentation; Slide 15], accessed February 7, 2020, [https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BD8JTH4E2B80/\\$file/SB%202019-06-17%20v28%20mf%20CLEAN%20rev.pdf](https://go.boarddocs.com/vsba/fairfax/Board.nsf/files/BD8JTH4E2B80/$file/SB%202019-06-17%20v28%20mf%20CLEAN%20rev.pdf).

ⁱⁱⁱ Jenny Abamu, “Children are Repeatedly Isolated in Some Fairfax County Schools. The District Didn’t Report It.” WAMU (March 13, 2019), accessed February 7, 2020, <https://wamu.org/story/19/03/13/children-are-routinely-isolated-in-some-fairfax-county-schools-the-district-didnt-report-it/>.

^{iv} Abamu “VIDEO: This is What ‘Seclusion’ Looks Like at one Fairfax County School,” WAMU (March 21, 2019), accessed February 7, 2020, <https://wamu.org/story/19/03/21/video-this-is-what-seclusion-looks-like-at-one-fairfax-county-school/>.

^v Abamu, “What is Seclusion and Restraint? Explaining the Controversial School Discipline Practice.” WAMU (June 3, 2019), accessed February 7, 2020, <https://wamu.org/story/19/06/03/what-is-seclusion-and-restraint-explaining-the-controversial-school-discipline-practice/>.

^{vi} Diane Cooper Gould, “Parent Responses” Report [SEPTA Restraint and Seclusion Survey March 28, 2019; e-mailed to SEPTA distribution list; 98 respondents] (April 2019; Page 15). Ms. Gould can be contacted at: advocacy@fairfaxcountysepta.org.

^{vii} Advisory Committee for Students with Disabilities Monthly Meeting. (Date: 4/10/2019). Agenda Item: Public Comment. Testimony given by Amanda Mills. Accessed February 23, 2020, <https://www.fcps.edu/sites/default/files/media/pdf/ACSDMinutesApril2019.pdf>.

^{viii} Jennifer Smith Richards, Jodi S. Cohen, and Lakeidra Chavis, “The Quiet Rooms,” *Chicago Tribune/Propublica* (November 2019), accessed February 7, 2020, <https://features.propublica.org/illinois-seclusion-rooms/school-students-put-in-isolated-timeouts/>.

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- ^{ix} The Substance Abuse and Mental Health Services Administration (SAMHSA), “Promoting Alternatives to the Use of Seclusion and Restraint” (Issue Brief #1, March 2010), accessed February 17, 2020, https://www.samhsa.gov/sites/default/files/topics/trauma_and_violence/seclusion-restraints-1.pdf
- ^x The Council for Children with Behavioral Disorders, “CCBD’S Position Summary on the Use of Physical Restraint Procedures in School Settings” (July 8, 2009; p.5), accessed February 7, 2020, <https://higherlogicdownload.s3.amazonaws.com/SPED/bc40048c-cf24-4380-a493-273ff305ca3c/UploadedImages/CCBD%20Position%20on%20Use%20of%20Restraint%207-8-09.pdf>.
- ^{xi} Duran & ORSI, “Student Behavior, Discipline, and Disproportionality: Final Report,” Slide 36.
- ^{xii} The ALSUP can be downloaded for free at Livesinthebalance.org. Here’s the direct link: <https://www.livesinthebalance.org/sites/default/files/ALSUP%20060417.pdf>.
- ^{xiii} Equip for Equality (Abuse Prevention Unit), “National Review of Restraint Related Deaths of Children and Adults with Disabilities: The Lethal Consequences of Restraint (2011; pp.6-7,11).” Accessed February 7, 2020, www.equipforequality.org/wp-content/uploads/2014/04/National-Review-of-Restraint-Related-Deaths-of-Adults-and-Children-with-Disabilities-The-Lethal-Consequences-of-Restraint.pdf.
- ^{xiv} R. Greene, J. Winkler, “Collaborative & Proactive Solutions: A review of research findings in families, schools, and treatment facilities” (2019), *Clinical Child and Family Psychology Review*, 22(4), 549-561. Complimentary access here: https://link.springer.com/epdf/10.1007/s10567-019-00295-z?author_access_token=vmOPHvbAaIJoksUgIPWH_e4RwlQNchNByi7wbcMAY7VUkJRW2aYL2g6pY11SZOuB9gdQEBcf7ymn18DwZHo-o-hyyFUG50Dk0GPvv8-vKCFoR1viEb3Z9Bh2Q8IWRYMvMrB6hZhjPAUCBMEMyPaqw%3D%3D.
- ^{xv} R. Greene, “Collaborative & Proactive Solutions: Applications in schools and juvenile detention settings,” Presented at symposium, *Advances in conceptualisation and treatment of youth with oppositional defiant disorder: A comparison of two major therapeutic models*, Eighth World Congress of Behavioural and Cognitive Therapies (2016), Melbourne, Australia. Access: <https://www.livesinthebalance.org/sites/default/files/CPS%20Maine.pdf>.
- ^{xvi} A. Martin, H. Krieg, F. Esposito, D. Stubbe, and L. Cardona, “Reduction of restraint and seclusion through Collaborative Problem Solving: A five-year, prospective inpatient study” (2008), *Psychiatric Services*, 59(12), 1406-1412. (<https://www.livesinthebalance.org/sites/default/files/Martin%20Psychiatric%20Services%202008.pdf>.)
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- ^{xx} Alfie Kohn, *Beyond Discipline [10th Anniversary Edition]* (Alexandria VA: ACSD, 2006), 10.
- ^{xxi} Ross W. Greene, *Lost & Found: Helping Behaviorally Challenging Students* (San Francisco CA: Jossey-Bass, 2016), 26.
- ^{xxii} You’ll find an example from Dr. Greene of an FBA created based on the CPS model and results of an ALSUP here: https://www.livesinthebalance.org/sites/default/files/FBA%20Sample%206-10-19_0.pdf.
- ^{xxiii} Abamu, “Children are Repeatedly Isolated in Some Fairfax County Schools. The District Didn’t Report It.”
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