



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**January 4, 2024, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was called to order at 6:00 pm by Chair Amy Hunter. Members in attendance were Amanda Hazlehurst, Amy Hunter, Megan Monnahan, Ashley Menwer, Ryan Perry, and Anna Williams. Marilyn McCombe and Mandi Wooten were both absent. Student Services Executive Director Nicholas Napolitano served as a consulting member. Consulting members Randy Corpening and Haley Schlechta were absent. The meeting was livestreamed via a link on the SEAC page of the FCPS1.org website.

The November 2023 minutes were approved unanimously on a motion by Ms. Monnahan that was seconded by Mr. Perry.

There was no public comment.

Presentation:

Angie Gum, Special Education Supervisor, and Kristen Ott, Assessment Resource Teacher, gave a presentation titled "Update on N2Y Curriculum Implementation." Jennifer Rockefeller, who was scheduled to address "Assistive Technology Use in ID and Autism Classrooms, and an Overview of Assistive Technology Services in Fauquier County Public Schools" was unable to attend the meeting.

- N2Y was adopted for use in all elementary and middle school ID/AUT classrooms for the 2022-23SY. It was adopted for use in the high school classrooms beginning this school year (2023-24).
- Ms. Gum said that the goal is to have all ID/AUT classrooms using the N2Y curriculum for an average of 70% of the school day. Currently, only 20% of teachers in high school ID/AUT classrooms are using the curriculum for any part of the day. Usage is higher in elementary and middle schools, which began using the program a year earlier than the high schools.
- All teachers responsible for implementing N2Y received training by the curriculum publisher at the beginning of the year. FCPS special ed department staff, including the behavior specialists, are providing ongoing training in all schools. Ms. Ott said training is being provided to staff members who were hired after the initial training, staff who have been trained but need additional training/refreshers, and staff who need support follow-up support since beginning to implement N2Y in their classrooms. A second large-scale training is being planned for the near future.
- The curriculum continues to evolve with the addition of new features based on user feedback. A significant improvement is the availability of all the units for the entire school year, rather than limited access to rotating units with the removal of previous material. This change allows teachers to review previously taught material with students and have access to a much broader

range of lessons. However, the exponential increase in available material has been overwhelming for some teachers and has added to the complexity of training.

- Getting teachers to embrace and utilize N2Y has been a slow process. Before N2Y, there was no county-approved curriculum for these classes in the elementary and middle schools. At the high school level, there was no county-wide curriculum in place until a book-based curriculum was adopted three years ago. When that curriculum came up for review, the decision was made to switch to high schools to N2Y, making the ID/AUT classroom materials consistent across all grade levels. Staff who have been using their own materials have been slow to implement N2Y in their classrooms.
- SEAC members raised several issues regarding accountability, fidelity, and measuring student progress. Questions included: who monitors? how are teachers held accountable for implementation? Is this reflected on their evaluation?
 - Ms. Gum, and later Mr. Napolitano, shared that the special education administrators in the central office do not evaluate teachers. They are tasked with programing, training, and supporting the roll-out, but they are not responsible for ensuring that teachers implement the curriculum. That responsibility falls on the building supervisors/AP.
 - Building-level administrators are responsible for evaluating teacher performance
- On behalf of SEAC, Ms. Hunter requested an update by May regarding teacher implementation/usage. This information will be included in the SEAC annual report, along with recommendations based on that input. Since the curriculum was approved by the school board, the board should be informed if it is not being utilized as planned.

Chairman's Report

Ms. Hunter welcomed Ms. Menwer and Ms. Williams to their first meeting as newly appointed SEAC members. Both were approved by the school board at its December 2023 meeting. Ms. Hunter shared information about PEATC's SEAC training, and all committee members confirmed that they have completed the training.

Ms. Hunter asked about the status of Disability Awareness Month. The SEAC had previously requested to be part of the planning. Ms. Hunter has reached out to senior staff but has not heard back. Mr. Napolitano said he would follow up.

Ms. Hunter inquired about a School Board Member Representative. In previous years, a school board member has been assigned to the committee and attended regularly. Mr. Napolitano is going to follow up with the School Board Clerk.

Mrs. Hunter requested that a SEAC member begin attending the PRC events so they can report about any parent concerns raised during the training that the SEAC may wish to address. It is also valuable for SEAC members to learn as much as possible about special education in FCPS.

Special Education Director's Report

Mr. Corpening was not in attendance.

Parent Resource Center Report

Dr. Schlecta was not in attendance.

Old Business

- A. February Presentation—Ms. Hunter mentioned that she is looking for an individual with a disability to present at the February meeting as a lead-in to Disability Awareness Month.
- B. FCPS Inclusive Practices Planning Process—Ms. Hunter stated that the SEAC needs to follow-up with FCPS administration regarding the status of this process, which was a key element of the Inclusive Practices Report and Plan that FCPS submitted to the state.
- C. March 9 Transition and Disability Fair—March 9, 10:30-3:30 at FHS. SEAC members should plan to attend if possible. At the February meeting, SEAC members will sign up to staff the committee's table at the event. Ms. Hunter will update the SEAC brochure.
- D. Ms. Monnahan gave a brief report on a draft proposal to implement an awards program for teachers and staff. This is a new proposal that Mr. Corpening had suggested should be discussed with a school board representative.
- E. Upcoming meetings: February 1, Disability Awareness Month Lead-In; March 14 (2nd Thursday)—Special Education Budget & Update on Literacy Instruction; NO MEETING IN APRIL; May 2—Policy and Annual Report Discussion.

New Business

Ms. Hunter proposed that the SEAC schedule an additional meeting in June. After discussing the year-end schedule for schools, the committee tentatively scheduled an additional meeting for May 30 at the regular meeting time and location. Mr. Napolitano will check on the availability of the meeting room for that date.

Members had no items to add during the member roundtable.

The meeting was adjourned at 7:10 pm following a motion made by Ms. Hazlehurst and seconded by Mr. Perry.

Submitted by:
Amanda Hazlehurst
Acting Secretary



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**February 1, 2024, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was called to order at 6:00 pm by Chair Amy Hunter. Members in attendance were Amanda Hazlehurst, Amy Hunter, Marilyn McCombe, Ashley Menwer, Ryan Perry, and Anna Williams. Megan Monnahan and Mandi Wooten were absent. Nicholas Napolitano, Executive Director of Student Services and Special Education, and PRC Coordinator Haley Schlecta attended as consulting members. In addition, School Board Chair Susan Pauling, Deputy Superintendent Meaghan Brill and Director of Instruction Whitney Boring attended the meeting. The meeting was livestreamed via a link on the SEAC page of the FCPS1.org website.

The January minutes were approved unanimously on a motion by Ms. Menwer that was seconded by Ms. McCombe.

There was no public comment.

Presentation:

Mr. Napolitano discussed the staff changes in the Special Education Department, including the retirement of Special Education Director Randy Corpening and the open Special Education Instructional Supervisor position previously held by Ms. Ranghelli. Mr. Napolitano reported that the new supervisor will be announced at the February 12 School Board meeting. Interviews for the new director will begin next Thursday, February 8, and the plan is to announce a new director at the March School Board meeting.

Chairman's Report

Ms. Hunter reported that an application for SEAC membership has been submitted to the School Board by Katie Jefferson. It will be considered by the board at the February meeting and, if approved, Ms. Jefferson will be on the committee by our next meeting.

Ms. Hunter and Ms. Hazlehurst have met with Ms. Yonkey (Student, Family, and Community Engagement Supervisor), Ms. Yelland (Communications Director), Ms. Guzman (Student Services Supervisor), and Dr. Brill (Deputy Superintendent) regarding plans for March Disability Awareness Month. Details will be discussed under Old Business.

Ms. Hunter reminded everyone that the application deadline for "I'm Determined" is February 11. The PRC and Transitions Coordinator sent out an email reminder to families in English and Spanish.

Special Education Director's Report

Ms. Boring provided an update on “All In Virginia” – specifically how the program impacts students with disabilities. She explained that any student who takes SOLs is included, regardless of their disability status. All-In started in January 2024 and will run through the next school year. Tutoring is provided during the school day and does not interfere with students’ IEP services.

Parent Resource Center Report

Dr. Schlecta shared that this is her last month before she goes on maternity leave. The next PRC workshop addresses Support for Multilingual Students. Mr. Spahr will be responsible for the PRC while Dr. Schlecta is on leave and will coordinate the Transitions Fair on March 9. So far, 30 organizations have signed up for tables. Workshops will include: “Turning 18 in Virginia” (VDOE), “Collaborating with Schools” (PEATC), and “Transition Services” (DARS). Attendees will receive welcome bags containing donated items. Aetna was a major sponsor of the bags. Advertising is underway. Mr. Spahr is working on pilot elementary and middle school transition programs focused on early career planning.

Old Business

- A. FCPS March Disability Awareness Month Update—Theme: “Choose to Include”
 - a. Poster Contest—Ms. Hazlehurst reported that all of the information has been shared with the elementary schools and submissions are due to each school office by February 16. Schools must then forward the entries to Auburn MS by February 19. Winners will be announced at the March School Board meeting.
 - b. Updated Resource List—Ms. Hunter is updating and annotating the resource list distributed in 2019, which will be provided to all school librarians.
 - c. Crazy Sock Day (March 21)—This will be a division-wide event to celebrate inclusion and highlight Disability Awareness Month.
 - d. There will not be a full-blown middle school or high school program this year, but in October, FCPS will observe Virginia Disability History Awareness Month, which will focus on informing students in all grade levels about disability history by providing resources to teachers and sharing information at the district level.
- B. March 9 Transition and Disability Fair
 - a. The SEAC will have a table, and the majority of SEAC members plan to attend.
 - b. Ms. Hunter distributed a draft update of the SEAC brochure. Ms. Williams moved that the SEAC approve the updated brochure. The motion was seconded by Mr. Perry and passed unanimously. Mr. Napolitano offered to coordinate printing of color brochures.
- C. Upcoming meetings:
 - a. March 14 (2nd Thursday)—Special Education Budget & Update on Literacy Instruction
 - b. NO MEETING IN APRIL
 - c. May 2—Policy and Annual Report Discussion
 - d. May 30—Finalize Annual Report
 - e. A motion was made by Ms. Hunter and seconded by Ms. McCombe that the two May meetings be “Work Sessions” and that they will not be livestreamed to allow for a more interactive format among the SEAC members. The meetings will still be open to the public in-person. The motion was approved unanimously.

New Business

- A. Ms. Hunter asked members to email any recommendations for the resource list to her.
- B. Member Roundtable—Ms. McCombe shared The Arc of North Central Virginia’s 2023 Annual Report, which was just released. She shared that The Arc offers free family consultations through

its ArcConnect program and encouraged everyone to share this information with families of children or adults with intellectual or developmental disabilities.

The meeting was adjourned at 7:30 pm.

Submitted by:
Marilyn McCombe
Secretary



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**March 14, 2024, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was called to order at 6:00 pm by Chair Amy Hunter. Members in attendance were Amy Hunter, Katie Jefferson, Marilyn McCombe, Megan Monnahan, Ryan Perry, and Anna Williams. Amanda Hazlehurst, Ashley Menwer, and Mandi Wooten were absent. Interim Special Education Director Angie Gum and Executive Director of Student Services and Special Education Nicholas Napolitano attended as consulting members. In addition, School Board Chair Susan Pauling, Director of Instruction Whitney Boring, and Language Arts Supervisor and Title I Coordinator Kathy Crane attended from FCPS. The meeting was livestreamed via a link on the SEAC page of the FCPS1.org website.

Mrs. McCombe moved that the agenda be approved, and Mrs. Monnahan seconded. Ms. Gum requested that her Director's Report be moved to the beginning of the meeting with her presentation. There was no objection, and the agenda was approved as amended. The February meeting minutes were approved unanimously on a motion by Ms. Monnahan, which was seconded by Ms. McCombe.

There was no public comment.

Special Education Director's Report:

Ms. Gum announced that FCPS has hired Amanda Osburn as an Interim Special Education Supervisor. Ms Osburn has been an educational diagnostician in FCPS.

2024-25 FCPS Special Education Annual Plan/Part B Flow-Through Budget:

Ms. Gum presented the 2024-25 FCPS Special Education Annual Plan/Part B Flow-Through Budget for the SEAC's review. These are the federal funds that flow through the state to the local school divisions to pay for special education costs associated with IDEA. The plan was presented as an informational item to the School Board on March 11, which was necessary prior to the SEAC meeting due to changes in both School Board and SEAC meeting schedules this year. Technical difficulties prevented Ms. Gum from presenting the plan on screen in the meeting room, but the SEAC members were able to view printed copies. An electronic version of the plan will be distributed with the minutes.

The plan lists the following budget items that will be covered by these funds:

- Four special education teacher positions
- 27 instructional assistant positions in middle and high schools
- Teacher training and professional development for the Lindamood Bell Tier 3 reading intervention
- \$5000 to cover copier and other equipment and office expenses

- Extended school year projected costs
- \$6000 to cover assistive technology, as well as related reading and math program software and materials
- Professional development for special education teachers, instructional assistants supporting students with disabilities, occupational and physical therapists, and a special education supervisor

In addition, the plan provides for a proportionate set-aside of \$60,113 to fund services for students enrolled in private schools and homeschoolers with disabilities. Ms. Gum explained that these funds are used for speech-language services. Ms. Jefferson asked about the reasoning behind limiting these services to speech. Ms. Gum said that was something that she would look into for next year.

Update on Implementation of the Virginia Literacy Act in Fauquier County:

Ms. Crane explained the complexity of implementing the VLA in Fauquier with so many factors in play, many of which are outside of FCPS's control, including adoption of the new SOLs. One significant change announced recently is that the law will only be implemented for K-5 next year. Also, individual student reading plans will only be implemented in grades K-3 who are considered at-risk. Students with IEPs will also have reading plans, but it is not yet clear how these plans will interface. A group met earlier this month to recommend a new core literacy curriculum for the county. Members were nearly unanimous in their selection of HMH, which is available for parents and community members to review. The proposed adoption will then go to the School Board for approval.

Mrs. Hunter noted that HMH also has a separate Tier 3 intervention that is IA-based called Amira, with a character who reads with individual students on their devices. Data is collected on every aspect of the child's reading, and the teacher can use that data to track progress and target interventions. Ms. Crane pointed out that decisions on Tier 3 interventions are made by the Special Education Department and that Amira is still waiting approval by VDOE, which expects to complete those reviews by the end of the summer. Lindamood Bell, which Fauquier currently uses as a Tier 3 intervention, has been approved, so FCPS can continue to use it this summer for Extended School Year (ESY) services.

The VLA requires extensive training for teachers. Every school will have a reading specialist with nine months of training. All teachers and instructional staff will have VDOE training over the summer. There will also be a new assessment tool called the VALLSS, which will replace the PALS for students in grades K-3. It will be piloted for 4th-8th graders in selected divisions, but Fauquier will not be in that cohort.

SEAC members had several questions for Ms. Crane, including a question about the interface of IMSE and the HMH. Ms. Crane reported that IMSE strategies that teachers have been trained on will be very applicable in implementing HMH. Ms. Monnahan pointed out that IMSE also has a TIER 3 intervention, which FCPS is not currently using.

Ms. McCombe thanked Ms. Crane for her annual updates to the SEAC on literacy issues, especially given the importance of high-quality Tier I instruction for struggling readers with disabilities.

Chairman's Report

Ms. Hunter welcomed the SEAC's newest member, Katie Jefferson, whose membership was approved by the School Board in February. She congratulated Ryan Perry on his new position with Loudoun County Schools and his plans to be married this summer. As a result, Mr. Perry will not be returning to the SEAC in 2024-25. Also, today Mrs. Hunter received the resignation of Mandi Wooten via email. Ms. Wooten is unable to complete her term. Her resignation is effective immediately.

Now is the time to submit SEAC membership applications for 2024-25. Mrs. Hunter distributed forms and will attach a blank form with the minutes. She asked members to return them to her by the next meeting to give time for recruiting to fill vacancies.

Mrs. Hunter congratulated the winners of the Elementary School Poster Contest winners, who were recognized at the last School Board meeting. The individual winner was Kelci Hollins from PB Smith, and the class winner was Mrs. Reder's Kindergarten class at Greenville.

Parent Resource Center Report:

Mr. Napolitano reported that the FCPS Transition and Disability Fair held at Fauquier High School was very well attended and that the feedback has been positive. PRC coordinator, Dr. Schlecta, had a baby girl on February 29 and is expected to return to work in late May. Finally, Mr. Napolitano reported that the Superintendent's Annual Budget, which has been submitted to the School Board, includes increased funding for special education including the addition of a diagnostician and two social worker positions.

State SEAC Report:

Mrs. Hunter, who serves as the Region 4 Parent Representative to the State SEAC, reported on the meeting held March 7-8 in Richmond. This was the final meeting of the SSEAC's year, and the members and officers will assume their positions at the July meeting. The committee will also finalize its annual report in July for presentation to the Virginia Board of Education in September. At the March meeting, the SSEAC heard a presentation from the VCU Center for Family Involvement about its Family Navigator program which matches families of children with disabilities to and experienced parent who is the same as the family in whatever way is most helpful given the circumstances (e.g., single parent, region-specific, same language/culture).

The Family Engagement and Community Outreach Subcommittee and the Policy Subcommittee held a joint meeting with Deborah Johnson, VDOE Specialist for Intellectual Disabilities, to discuss the new VAAP Tool that will be used beginning in July. Ms. Johnson shared that implementation guidance is currently being written and will be sent to school divisions very soon. VDOE is also developing an online training for families, which will take place in early June. PEATC is developing its own parent resources and training as well.

The following were other priority issues discussed by the SSEAC:

- Request for access to a summary of the issues in filed State Complaints and Due Process Filings so that the SSEAC can identify trends in the issues that parents are raising with the state.
- Development of resources for Local SEACs that will be available on the VDOE website.
- Support for a licensing requirement that all new teachers have instruction on inclusive practices, IEP requirements, and accommodations.

Old Business

- The SEAC will hold two work sessions, on **May 4 and May 30**, to draft and approve the committee's Annual Report to the School Board. These work sessions will be open to the public and there will be a period for public comment. However, the work sessions will not be livestreamed. In preparation, SEAC members are asked to review the 2022-23 Annual Report and come prepared to discuss this year's accomplishments, activities for next year (priorities and presentation topic), and policy recommendations. Please email a brief summary of any new policy recommendations to Mrs. Hunter (seac@fcps1.org) prior the meeting.

- Disability Awareness Month
 - Elementary Poster Contest—Dr. Warner went to both winners’ schools to congratulate them. The individual winner was Kelci Hollins from PB Smith, and the class winner was Mrs. Reder’s Kindergarten class at Greenville.
 - Resource List—The list has been sent to all school librarians. It is also posted on the SEAC webpage.
 - Crazy Sock Day is schedule for March 21, which is World Down Syndrome Day. All FCPS students, staff, and administrators will be encouraged to wear crazy or mismatched socks.

New Business

- New SEAC member Katie Jefferson introduced herself and shared that she is a speech-language pathologist. She has a daughter with dyslexia in Fauquier County, and she is on leave from Prince William Public Schools to focus on union negotiations on behalf of teachers in that county.
- Members were reminded to submit their completed applications for 2024-25 SEAC membership to Mrs. Hunter, and to encourage anyone interested in membership to contact her through the SEAC email address.

The meeting was adjourned at 7:30 p.m. on a motion by Mrs. McCombe and seconded by Ms. Monnahan.

Submitted by:

Marilyn McCombe
Vice Chair and Acting Secretary



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**May 2, 2024, 6:00-8:00 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was called to order at 6:00 pm by Chair Amy Hunter. Members in attendance were Amanda Hazlehurst, Amy Hunter, Katie Jefferson, Marilyn McCombe, Megan Monnahan, Ryan Perry, and Anna Williams. Interim Special Education Director Angie Gum and Executive Director of Student Services and Special Education Nicholas Napolitano attended as consulting members. School Board Chair Susan Pauling also attended the meeting. The meeting was not live-streamed as it was a work session to discuss the 2023-24 Annual Report.

Ms. Monnahan moved that the agenda be approved. Mrs. McCombe seconded the motion, which was approved. The minutes of the March meeting were approved without objection.

There was no public comment.

Chair's Report:

Mrs. Hunter raised the concern that Ms. Gum is currently the only special education administrator in the central office, due to a supervisor being on medical leave, a vacant supervisor position, and the recently hired interim supervisor working to wrap up the duties of her previous position. Mrs. Hunter proposed sending a letter to the School Board relating these concerns. However, Ms. Gum and Mr. Napolitano reported that they have made an offer to fill the one open position and expect the supervisor who is on medical leave to return by the end of the month.

SEAC members agreed not to send a letter at this time given the latest developments, but members discussed concerns of a growing community and high caseloads in the special ed. department. Discussion about another supervisor position was brought up to aid in meeting the needs of students, families, and IEP teams. Members bought up the importance of maintaining appropriate staffing to prevent legal and liability concerns.

Susan Pauling, School Board chairperson indicated that keeping the School Board aware of SEAC suggestions twice yearly would be helpful. She also mentioned that the Policy Committee meets on the 3rd Tuesdays at 9:30 am, following Personnel Committee meetings at 8:30 am.

Special Education Director's Report:

April was Autism Awareness month. A flyer was distributed to all schools with activities to build awareness and inclusion. Mrs. Hunter mentioned the plan to observe Disability History Awareness Month in October.

Discussion of the 2023-24 Annual Report:

SEAC members reviewed the 2022-23 Annual Report as a template for creating the 2023-24 report. Ms. Monnahan agreed to draft the language regarding literacy instruction and interventions and send it to Mrs. Hunter. Mrs. Hunter will draft a report incorporating the comments of committee members for review at the work session on May 30. (A copy of that draft is attached with these minutes.). Following were issues raised during the committee discussion:

- The SEAC discussed ways to improve public engagement and feedback. Options discussed include a flyer including information about the PRC, SEAC, and PEATC to be distributed by the schools. The committee also discussed using a parent survey to identify areas of strength and weakness related to Special Education services. Ms. McCombe reported the SEAC has in the past used a similar survey tool and will attempt to utilize this as a template for a new updated version. Ms. Menwer brought up concerns related to her and other parents' experiences with special education services at her base school. She expressed concerns that individuals' concerns are not being validated, and she would like to better address these individuals concerns at meetings.
- The Inclusive Practices Self-Assessment and Action Plan is being prioritized by Ms. Gum as well as by the SEAC. Co-teaching was specifically mentioned as a priority by Ms. Hazlehurst. The committee wants to emphasize the importance paraprofessionals in supporting inclusive practices. Currently, special education instructional assistants are grouped as tier 1, tier 2, and tier 3. The Tiered system identifies differences in the amount of care/assistance provided, and pay is reflected by the work. It is the position of the SEAC that the work of these "paraprofessionals" is vital to meet the needs of students and reduce stressors on teaching staff.
- New Membership applications are being accepted for the upcoming school year 2024-2025. We currently have two openings available on the SEAC.
- Mental Health and Social Emotional Learning is another focus of the SEAC, as students with disabilities experience a higher risk of mental health concerns. The current Social Emotional Learning program used is Second Steps by Peekapak, which has been used for the past four years. Ms. Williams expressed some concerns related to this programs' links to DEI and a lack of empirical data on the curriculum of this program. Ms. Hunter asked that the SEL be tabled for next year.
- The SEAC recommendation that each middle school has its own social worker has been successfully achieved this year.
- Members agreed that ASL instruction remains important, but that it is not realistic to request that ASL teachers be employed at all the high schools. The SEAC will encourage FCPS to increase the amount of time that students interact live with their online teacher and class.

Old Business:

The SEAC will meet in another work session on May 30 to finalize the annual report. Ms. Hunter will send out a draft report with the draft meeting minutes.

New Business:

The SEAC agreed to move its meetings to the 2nd Thursday of each month to avoid conflicting with the quarterly State SEAC meetings.

Adjourned:

The meeting adjourned at 8:00 p.m. following a motion by Ms. Monnahan that was seconded by Mrs. McCombe and approved unanimously.

Submitted by:

Anna Williams
Acting Secretary



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**September 12, 2024, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was called to order at 6:00 p.m. by Chair Amy Hunter. Members in attendance were Amanda Hazlehurst, Amy Hunter, Marilyn McCombe, Megan Monnahan, Ashley Menwer, Anna Williams, and new member Chelsea Racey. Katie Jefferson was absent. Interim Special Education Director Angie Gum, Executive Director of Student Services Nicholas Napolitano, and Student Transition Specialist and PRC Coordinator Dean Spahr attended as consulting members. The meeting was not live-streamed as it was a work session to discuss the SEAC calendar for 2024-2025 and plans for future meetings.

Ms. McCombe made a motion to approve the agenda. Mrs. Monnahan seconded the motion, which was approved. The minutes of the May meeting and annual report 2003-2024 were approved without objection.

Public Comment:

There was one public comment from Karla Kolb, Auburn Middle School Art Teacher. Ms. Kolb notified the SEAC of her concerns related to a lack of training, curriculum, and supplies/tools for art educators to meet the needs of students with disabilities. She shared that she and other electives teachers want to do a good job teaching students with significant disabilities, but they lack training on how to modify lessons in these elective classes for students with various disabilities, how and when to use adaptive equipment (and what equipment is available), as well as general information about classroom and behavioral strategies when working with these students. She is asking for there to be readily available curriculum or pacing guides for teachers to follow. She explained that last year she had taught the students in the autism program class at Auburn, and she had spent many hours last year developing lesson plans appropriate for those students. Shortly before the start of this school year, she learned that the multiple disabilities program had been moved to Auburn, replacing the autism program. This change required her and other electives teachers to develop new lesson plans with accommodations that would meet the needs of the new students. Ms. Kolb requested more training opportunities, lesson plans specific to content area, adaptive art tools, and more long-term stability in the assignment of special education program classrooms to schools within FCPS. She reiterated that other elective middle school teachers face similar challenges.

Officer Election:

Ms. McCombe moved to elect the following officers by acclamation: Amy Hunter as SEAC Chair, Megan Monnahan as Vice Chair, and Anna Williams as Secretary. The motion was seconded by Ms. Hazlehurst and approved without objection.

SEAC Chair Report:

Ms. Hunter review the responsibilities and requirements of the SEAC in detail. Ms. Hunter shared her personal goals for the coming year; (1) to effectively fulfill the SEAC’s charge as outlined in state and federal law; (2) to ensure that SEAC members are well-informed and well-regarded as a source of information and advice; (3) to ensure that SEAC meetings remain civil and constructive; (4) to help build public awareness and knowledge about the contributions challenges of people with disabilities, and to promote practices to advance inclusion of students with disabilities in our schools and the larger community; (5) to encourage and support parents, teachers, and other school staff who work with students with disabilities.

Ms. Hunter reviewed the SEAC calendar, including the list of presentations confirmed so far. A copy of the SEAC Calendar is attached to the minutes below.

Special Education Director Report:

Ms. Gum reported all special education central office positions have been filled. She reported that most special education teacher and instructional assistant positions are filled, and additional offers are currently being made. She explained that teachers are hired by individual schools, so the special education department is not always immediately aware of new hires. Ms. Gum introduced Victoria Moore who is the new Special Education office assistant and Medicaid Specialist. Ms. Gum explained special education supervisor assignments have been reorganized, and she distributed a list of current assignments. This was followed by a brief overview of the Inclusive Practices Plan, which Ms. Gum will present in more detail at the October SEAC meeting. An outline of the plan will be sent to members with the meeting minutes. Members are asked to forward any questions to Ms. Hunter or Ms. Gum prior to the October meeting. Going forward, members are asked to provide questions and topics of interest for the following meeting’s presentation during the member roundtable at the end of each meeting. SEAC members are encouraged to preview topics and prepare questions in advance.

Parent Resource Center Report:

Mr. Spahr, has taken on the addition role of PRC coordinator. He reported that PRC online programs will resume in October with an introduction to the Special Education Supervisors on October 23. Mr. Spahr also discussed the 2025 FCPS Transition and Disabilities Fair, which will be held at Liberty High School, February 22 from 10:00 a.m.-1:00 p.m. Plans for this year’s fair include a Unified basketball game and a FRESH event, with more updates to be announced.

Old Business:

Last year the SEAC discussed the possibility of establishing an Exemplary Service Award. Ms. Monnahan developed a proposed outline, but the SEAC postponed discussion until this year due to the transition in FCPS leadership. Ms. Monnahan will prepare an updated outline for the October meeting. Other local SEAC committees offer similar awards. Committee members agreed that this would be a great opportunity to recognize the efforts of teachers, administrators, and other staff.

New Business:

VDOE has updated The Virginia Family’s Guide to Special Education. Copies of the new edition were provided to members. The guide is available on the VDOE website.

Open Meetings law (FOIA) establishes that a conversation about SEAC business among more than two committee members constitutes a meeting and is subject to that law. This includes interactive group emails, group chats, and in-person conversations. FOIA also contains requirements for posting meeting

agendas and minutes. Members should CC any SEAC related e-mails to (SEAC@FCPS1.ORG) to ensure records retention.

The SEAC's top priorities this year are inclusive practices, increasing parent input, and collaboration with departments outside of the special education office.

Ms. Hunter will present the 2023-2024 SEAC Annual Report to the School Board on Monday, September 23. The SEAC brochure and the FCPS website will be updated with current officers, members, and dates.

No member roundtable was held.

The meeting adjourned at 7:50 p.m. on a motion by Megan Monnahan that was seconded by Anna Williams and approved unanimously.

Submitted by:
Anna Williams
Secretary

2024-25 FAUQUIER SEAC CALENDAR

The SEAC will meet on 2nd Thursdays in 2024-25. This change from previous years was made to avoid conflicts with State SEAC meetings. The SEAC will hold an organizational work session in place of a regular meeting in September. In April and May, the SEAC will hold work sessions to develop the annual report. All meetings and work sessions are open to the public and will have time for public comment. The SEAC will meet on the following dates in 2024-25. Meeting presentation topics are listed below, and are subject to change:

September 12, 2024 6:00-7:30pm	SEAC Meeting (Work Session) Topic: Committee Orientation and Organization
September 23, 2024 6:00pm	2023-24 Annual Report Presentation to the School Board (Ms. Hunter)
October 2024	Virginia Disability History Awareness Month
October 10, 2024 6:00-7:30pm	SEAC Meeting <u>Presentation:</u> FCPS Inclusive Practices Plan and Next Steps <u>Presenter:</u> Angie Gum, Interim Director of Special Education
November-February 2024	Participate in Planning for March Disability Awareness Month
November 14, 2024 6:00-7:30pm	SEAC Meeting <u>Presentation:</u> Assistive Technology Update <u>Presenter:</u> Jennifer Rockefeller, Occupational Therapist, FCPS
December 12, 2024	SEAC Meeting <u>Presentation:</u> The Role of Paraeducators in Special Education <u>Presenter:</u> Dr. Jennifer Walker, Associate Dean for Academic Programs, Assessment and Accreditation, University of Mary Washington College of Education
January 9, 2025	SEAC Meeting <u>Presentation:</u> Supporting 2E Learners (Possible joint event with the Gifted and Talented Advisory Committee) <u>Presenter:</u> TBD

February 13, 2025	SEAC Meeting Presentation: Virginia Literacy Act Implementation, including Secondary School Implementation, Tier 2 & 3 Interventions at all Levels (Speakers TBD)
February 22, 2025 10:00am-1:00pm	FCPS Transition & Disabilities Fair at Liberty HS (SEAC will host a table)
March 2025	FCPS Disabilities Awareness Month
March 13, 2025	SEAC Meeting <u>Presentation:</u> Update on the FCPS Inclusive Practices Plan and Related Inclusion Topics <ul style="list-style-type: none">• Co-Teaching Models• Universal Design for Learning• Other Strategies <u>Presenter:</u> Angie Gum, Interim Director of Special Education
March 21, 2025	World Down Syndrome Day (Crazy Sock Day)
April 2, 2025	World Autism Day
April 10, 2025 (Work Session)	Develop 2024-25 SEAC Annual Report
May 8, 2025 (Work Session)	Finalize 2024-25 SEAC Annual Report



**Fauquier County Public Schools
Special Education Advisory Committee (SEAC)**

**October 10, 2024, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

**MINUTES
Approved 11/14/2024**

The meeting was called to order at 6:00 p.m. by Chair Amy Hunter. Members in attendance were Amanda Hazlehurst, Amy Hunter, Marilyn McCombe, Anna Williams, and Chelsea Racey. Ashley Menwer, Megan Monnahan, and Katie Jefferson were absent. Interim Special Education Director Angie Gum, Executive Director of Student Services Nicholas Napolitano, and Student Transition Specialist and PRC Coordinator Dean Spahr attended as consulting members. School Board Chair Susan Pauling was also present.

Ms. McCombe made a motion to approve the agenda. Ms. Hazlehurst seconded the motion, which was approved. The minutes of the September meeting were amendment to remove the words “Work Session” from the meeting description and were approved without objection.

Public Comment:

There was no public comment.

Presentation:

“Fauquier Inclusive Practices Plan”

Angie Gum, Interim Director of Special Education

Ms. Gum presented the FCPS Inclusive Practices Action Plan. She and her team developed this plan over the summer using the indicators in the state guidance. Implementation of the plan will be in stages. First, staff will complete a survey to establish a baseline post COVID. That baseline data will be used to measure progress going forward. Ms. Gum and her team want to look at employees’ perceptions of inclusive practice(s), and staff expectations of diverse learners. Weekly Professional Learning Community (PLC) meetings with staff are planned. The current inclusive practices action plan consists of ten indicators. About half of these indicators are already being implemented in some form, and the rest will be phased in over time. All resources including surveys are complete and will be shared with the SEAC as they are rolled out. The full plan has been submitted to the state; however, it was learned later that the deadline for submission is not until next year. The resources are to be presented to the School Board next week for approval. In indicator 3: Strong Tier 1 Instruction, elementary schools are participating in VALS assessment (replacing the PALS) as part of Virginia Literacy Act (VLA). VLA implementation will begin in middle and high schools in 2024-25. Ms. Gum wants to emphasize a collaborative co-teaching environment to increase support in the classroom, including the increased use

of instructional assistants. Related to indicator 8: Social Inclusion, Special Olympics Unified Sports teams are “reverse inclusion” opportunities are another inclusive practice, according to Ms. Gum. Staff surveys will be given yearly to identify strengths and weaknesses and will be used to develop goals for the following school year. The “Fauquier County Inclusive Practice Action Planning Tool” is attached with these minutes.

Chair’s Report: Ms. Hunter pointed out that October is Virginia Disability History Awareness Month. She will give a brief presentation next month on the history of people with IDD in Virginia at the November meeting.

FCPS has released its restraint and seclusion numbers for 2023-24. Although this is not a special education department issue, it is a concern of the SEAC due to the disproportionate number of students with disabilities who are subject to restraint and seclusion compared with non-disabled students. FCPS reported twelve incidents of restraint and seclusion, involving seven students. Five of those seven students receive special education services. Ms. Hunter noted that she has heard from more than one parent expressing concern that restraints are being underreported by schools and asked if there is a way to verify the numbers reported by the school. She also asked what training is being done for employees who are not trained in proper restraint techniques to teach them what to do in a situation where a restraint may be necessary.

Ms. Hunter thanked Ms. Gum for her presentation and for developing the Inclusive Practices Planning Tool. She also thanked SEAC members for submitting questions prior to the meeting and asked that they continue doing this for future speakers. Many of the issues addressed in the planning tool are slated for discussion at upcoming SEAC meetings, including assistive technology, paraprofessionals, inclusion of students with significant cognitive disabilities (including issues related to the alternate assessment), and co-teaching models. Ms. Hunter expressed the importance of SEAC participation in the ongoing development of plans, given the SEACs charge to “Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities” as well as “Assist[ing] the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services.” Ms. Hunter recommended that at each meeting the SEAC address individual sections of the planning tool dealing with the speaker’s topic for that meeting.

The November presenter will be Jennifer Rockefeller, OT, who coordinates assistive technology in FCPS. Please send your questions to the SEAC email address at least a week prior to the meeting.

Special Education Director’s Report: Regarding the Inclusive Practices Plan, Ms. Gum reported she has submitted the survey information collected two years ago, when Mr. Corpening was still Special Education Director, as the state had requested. She has presented the new Inclusive Practice Action Planning Tool to the SEAC. She will also present this at the next school board meeting.

The physical restraint and seclusion data for the 2023-2024 school year have been reported. The restraint information is available to the public and can be accessed by a Google search. Ms. Gum reports that staff in each school are trained in the Handle with Care program, and some staff are designated part of the Emergency Response Team.

Parent Resource Center Report: Mr. Spahr reported online programs, the first of which will be held Wednesday, October 23, introducing the Special Education supervisors. Other presentations include a webinar on kinship placements and the DARS partnership for success training. Plans are also moving forward on this year’s Disability Fair, which will be at Liberty High School on February 22 from 10 a.m.-1 p.m.

State SEAC Representative's Report: Ms. Hunter attended the September SSEAC meeting as the Region 4 Parent Representative. Much time was spent in subcommittees. The Policy and Regulations Subcommittee agreed to postpone action on dispute resolution until the Commission on Youth has completed its work. The committee discussed potential barriers to participation in DARS programs due to behavioral issues but determined that a policy recommendation was not appropriate at this time. The subcommittee also discussed paraprofessionals and concluded that there are resources available at the state level, but local divisions are not taking advantage of them. The subcommittee did make a policy recommendation, which was approved by the full SEAC, recommending that VDOE be required to process completed applications for full teacher licensure submitted by provisionally licensed teachers within 15 business days.

There were two presentations at the meeting. Dr. Zenia Burnett, Director of Instructional Services for special education at VDOE, spoke about paraeducators, noting her preference for this term over "aide" or "assistant." Rusty Eddins from Wilson Workforce Center spoke about the range of programs offered by the Department of Aging and Rehabilitative Services (DARS).

Ms. Burnett discussed the vital role of paraeducators and the importance of training to ensure that they are equipped to support instruction and behavior. She clarified that trained paraeducators are allowed to provide specialized instruction as long as the instruction is designed and overseen by a qualified teacher. She likened the relationship between a paraeducator and teacher to that between a paralegal and an attorney. The paraeducator works alongside the teacher and, in effect, works "under" that teacher's license with their supervision. She stressed that evaluation of paraeducators should always involve the teacher they serve. For the past three years, VDOE has offered free training to all paraeducators. There were 5000 slots this year, but only 300 paraeducators enrolled in the cohort.

Ms. Burnett also shared that Virginia has joined the CEEDER Center (<https://cedar.education.ufl.edu/>). CEEDER stands for "Collaboration for Effective Educator Development, Accountability, and Reform." The center's mission is "to support students with disabilities in achieving college- and career-ready standards by building the capacity of state personnel preparation systems to prepare teachers and leaders to implement evidence-based practices within multi-tiered systems of support."

Mr. Eddins gave a presentation on all of DARS services. He encouraged schools to refer ALL students with disabilities for DARS services, and to eliminate the "not disabled enough" thinking. He also said that schools need to start transition services much earlier. Students should ENTER high school with a transition plan. High school is where the school should be working through the plan with each student. It should never be something done just prior to graduation. He pointed out that DARS has many options that are not during school time, including residential options in the summer. They are also providing more behavioral supports than in the past, and this is a high priority.

Old Business: Discussion of proposed Inclusion Awards/Recognition will be moved to the next SEAC meeting for Ms. Monnahan to present her proposal as she was absent this meeting.

Updates have been made to the SEAC Brochure include the front-page statement, meeting dates, QR code, and current members/officers. Ms. Williams moved to approve the brochure updates, and the motion was seconded by Ms. Hazlehurst and approved. The SEAC encourages schools to make the brochure available to parents at IEP meetings.

New Business: The policy discussion included Ms. Williams requesting to look for ways to increase parent and student input on the Inclusive Practice Plan. Ms. McCombe emphasized that parents look to educators for information and advice on the options available to their children, so what the parent of a young child "wants" in terms of placement, can be heavily influenced by information received from school personnel. She reported correct information from educators is especially important to parents with

children in early education, as this establishes parents' knowledge of services available. Ms. Hunter raised the issue of students transitioning from preschool to Kindergarten having their Kindergarten IEP meetings at their base elementary schools, rather than at the school that housed the student's preschool program. Because the IEP team must always consider general education as the first possible placement, it seems appropriate that the process begin at the school where that placement would be possible.

The next SEAC meeting will be Thursday, November 14 with presenter Jennifer Rockefeller, OT, speaking about Assistive Technology. Anyone with questions for Ms. Rockefeller should submit them to seac@fcps1.org at least one week prior to the meeting

Upcoming meetings:

- December 12 – SEAC Meeting (Dr. Jennifer Walker on Paraeducators)
- January 9 – SEAC Meeting (Speakers TBA, Update on VLA Implementation)
- February 13 – SEAC Meeting (Angie Gum on the Annual Plan)
- March 13 – SEAC Meeting (Inclusion of Students with Significant Cognitive Disabilities and Co-Teaching Models)
- April 10—SEAC Work Session (Annual Report)
- May 8—SEAC Work Session (Annual Report)

Member Roundtable:

- Ms. Hazlehurst and her team are working on the implementing the VAAP decision making tool. She reported that she and her colleagues feel very supported by their special education supervisor any time questions arise.
- Ms. Hunter spoke on behalf of Ms. Menwer about FCPS's policy on parent observations, specifically the fact that parents of students in self-contained special education classes must submit a form to the Special Education Department before gaining permission from the principal while parents of students in general education classes only have to consult with the principal. School board policy states that parents must give two days' notice to observe their student in class, and that permission for IEE observations must be given by the special education office. There is no mention of parents having to submit anything to the Special Education Department if the parent is the one observing; however, the Special Education Department form covers anyone who wants to observe a child in a special education classroom (including parents). This appears to discriminate against parents of students with disabilities. Ms.Gum will research this situation and report back at the next meeting.
- Ms. McCombe shared flyers for The Arc's Arctober Craft Fair. The Fair will be held in the Fauquier High School cafeteria on October 19 from 10 a.m.-2 p.m.

The meeting was adjourned at 7:16 on a motion by Chelsea Racey that was seconded by Marilyn McCombe and approved unanimously.

Submitted by:
Anna Williams
Secretary

Fauquier County Public Schools (FCPS) Virginia Inclusive Practice Action Planning Tool
2024-2025

Indicator 1: A Clear and Consistent Vision and Vocabulary for Inclusive Schools	
Action Steps to Consider	Resources

<p>Fauquier County Public Schools (FCPS) Special Education Department will: Create a faculty/staff survey to collect the following o Perceptions of inclusive practices o Expectations for diverse learners (staff/students) Initial survey results will provide baseline data regarding attitudes and perceptions Follow up surveys will be collected annually to compare results. Results will be shared with faculty at each school with opportunities to discuss results and implications for future action steps</p>	<p>*attach survey questions **attach staff meeting agendas ** *attach results</p>
<p>Communicate clear expectations of inclusive practices to increase opportunities for students with disabilities to be included in general education classroom through the Inclusion Mission Statement Use information collected through the VAAP tool, VA Literacy Plan, and other state initiatives as a basis for increasing inclusive times</p>	
<p>Present Inclusive Plan to building administrators including Principals, Assistant Principals, and/or special education designees at September 2024 administration meetings. Administrators will use data to create an inclusive goal per building and share that information with school staff</p>	<p>*attach administrative meeting agenda * *attach notes from building faculty meeting</p>
<p>Provide information for Professional Learning Community (PLC) to be provided to all staff related to inclusive practices Provide definitions for inclusive practice vocabulary</p>	<p>*attach list of recommended topics to include at PLC meetings *attach vocabulary related to inclusive practices</p>

Indicator 2: Legislative and Accountability Standards	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Department will:</p> <ul style="list-style-type: none"> Create simple data sheets providing status of inclusive practices in each school; with disaggregated data by race, gender, etc.)- review quarterly <ul style="list-style-type: none"> o General vs special education setting percentage of time o Percent of students In-School Suspension (ISS)/Out-of-School Suspension (OSS) o Discipline referral rates o Performance on state assessments Create monitoring spreadsheet of students with disabilities served in other schools or outplacements Create process for transitioning students back to base schools when appropriate Work with building administrators to conduct school walk-throughs to review physical locations of settings Provide instructions to building administrators to review the following information: <ul style="list-style-type: none"> o Review IEPs to determine all students who meet the following criteria o Spends less 80% in general education o Spends less than 40% in general education Provide Form 1 and 2 tools to building administrators to guide the review Provide guidance for building administrators to determine percentage of students who receive special education services and compare to State average <ul style="list-style-type: none"> o IF percentage is more than two percentage points above or below, review referral rates by individual teacher and reasons for referral 	<ul style="list-style-type: none"> *attach copy of data sheet *attach copy of monitoring spreadsheet *attach process for transitioning students back to base school Attach Assessment of School Practices (Action Plan) School Data Profile Form 1 Form 2 Video Tutorial

Indicator 3: Strong Tier 1 Instruction	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will:</p> <ul style="list-style-type: none"> Continue to provide training and collaboration with building administration on FCPS's Response to Intervention (RTI) process Follow and Implement Virginia Literacy Act (VLA) in fall 2024 Collaborate with Supervisor for Professional Learning and Title II to consider possible professional development opportunities for staff in the following formats <ul style="list-style-type: none"> o Short one-hour sessions during planning/conference periods o After school online-mini courses, webinars, and Teacher as Expert sessions Create and share recommended Accommodation Audit process for administrators to utilize during informal walk throughs to ensure instructional accommodations are in place and used appropriately as indicated in IEP's Provide a memorandum of recommended actions steps to building administration to include in their school improvement plans to include the following: <ul style="list-style-type: none"> o Observation tool for structured walk-throughs during first quarter of school year o to review Tier 1 instructional strategies o Positive Behavior Support process and training for all staff o Review and analyze discipline data each quarter to identify trends; consider monitoring specific groups: students with disabilities, second language learners, etc. 	<ul style="list-style-type: none"> *attach Response to Intervention website *attach recommended accommodation audit process document *attach memorandum outlining recommended action steps for building administrators
Indicator 4: Student-Centered Decisions/Staffing & Scheduling	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) will:</p> <ul style="list-style-type: none"> Provide updated training on Forms 1 and 2 during monthly meetings with Assistant Principals provided by special education instructional supervisor Instructional Supervisors will work with Assistant Principals to identify one leadership position in the school to maintain Form 3 spreadsheet (Assistant Principal or Special Education Chair) Instructional Supervisors will schedule a date with Assistant Principals in spring 2025 to propose draft of proposed schedule of services from 2025-2026 school year Building Administration will be encouraged to use the information from Form 3 spreadsheet to inform creation of master schedule 	<ul style="list-style-type: none"> *attach monthly meeting agenda *Attach Form 3

Indicator 5: Effective use of resources

Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Provide a list of recommended questions/topics for building administrators to use to develop special education teacher/staff interview questions</p> <p>Special Educational Instructional Supervisors will conduct monthly/bimonthly meetings with building administrators to review strengths/needs current staff</p> <p>Provide resources/trainings to building administrators for paraprofessionals, collaborative planning for teachers and paraprofessionals</p>	<p>*attach copy of recommended interview question/topics *attach outline monthly meeting agenda</p> <p>*attach copy of defining role of paraprofessional</p> <p>*attach article on ways to find time for planning</p>
Indicator 6: Collaboration	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Provide resources/training modules for building administrators to use within their buildings to build collaborative co-teaching environments: to include:</p> <ul style="list-style-type: none"> o Defining roles o Organize planning and instruction o Observational practices o Lesson plans <p>Plan Professional Learning Community (PLC's) related to survey one data or at staff meeting to address staff concerns</p>	<p>*attach Dr. Murwaski's resources for collaborative planning and coteaching https://U2teachllc.com/</p> <p>*Marilyn Friends Six Approaches to Collaborative Teaching</p> <p>*Initial Planning Considerations</p> <p>*Collaborative Teaching Observation Protocol</p>
Indicator 7: Specialized Support	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Provide Forms 1 and 2 to administrators and provide training on their use prior to annual IEP meetings within their buildings</p> <p>Work with building administrators during monthly meetings to discuss specialized support strategies and complete observations</p> <p>Provide the Quality Standards in Specialized Support tool to building administrators to discuss with teachers</p>	<p>*Attach Form 1</p> <p>*Attach Form 2</p> <p>*Quality Standards in Specialized Support</p> <p>*Specialized Support Observation Protocol</p>

Indicator 8: Social Inclusion	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Provide training on use of peer support Provide of list of topics related to social inclusion to include at PLC's and/or faculty meetings Continue to provide Special Olympics and Unified Sports programs Collaborate with Transition Specialist to create and review opportunities for social inclusion</p>	<p>*Special Olympics Unified Schools Kentucky Peer Support Network 15 Indicators of Socially Inclusive School</p>
Indicator 9: Family Engagement	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Present Inclusive Practices at Special Education Advisory Committee (SEAC) Present Inclusive Practices at School Board Meeting Provide Inclusive Practices discussion topics for building administrators and special education teachers to include in their buildings Inclusive practice discussion topics and information for "Power Hours for Parents" will be shared with Parent Resource Center (PRC) facilitator to include in meetings</p>	<p>*attach Common Vocabulary in Inclusive Schools *attach inclusive practices discussion topic recommendations</p>
Indicator 10: Sustaining Inclusive Practices	
Action Steps to Consider	Resources
<p>Fauquier County Public Schools (FCPS) Special Education Department will: Encourage building administrators to incorporate importance of inclusive practices within their building cultures Celebrate successes in implementing inclusion- December Inclusive Schools Network; access Inclusive Schools Network website for ideas Instructional Supervisors will review individual school's data related to inclusion mid-year (December/January) at monthly meetings with school administrators Collaborate with Supervisor for Professional Learning and Title II to provide opportunities for training in inclusive practices annually Collaborate with Lead Instructional Coach and Mentoring Coordinator to include an introduction to district's/school's commitment to inclusive practices Survey staff at the conclusion of the school to gather information related to their shared beliefs related to inclusion; ways their team grew; things they want to work on next school year</p>	