



**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
Presentation: Update on the FCPS Inclusive
Practices Plan and Related Inclusion Topics

- Co-Teaching Models
- Universal Design for Learning
- Other Strategies

Presenter: 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://ceeder.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

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	*attach survey questions **attach staff meeting agendas ** *attach results
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	
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	*attach administrative meeting agenda * *attach notes from building faculty meeting
Provide information for Professional Learning Community (PLC) to be provided to all staff related to inclusive practices Provide definitions for inclusive practice vocabulary	*attach list of recommended topics to include at PLC meetings *attach vocabulary related to inclusive practices

Indicator 2: Legislative and Accountability Standards	
Action Steps to Consider	Resources
Fauquier County Public Schools (FCPS) Special Department will: Create simple data sheets providing status of inclusive practices in each school; with disaggregated data by race, gender, etc.)- review quarterly 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: - 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 o IF percentage is more than two percentage points above or below, review referral rates by individual teacher and reasons for referral	*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
Fauquier County Public Schools (FCPS) Special Education Department will: - 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 - 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: - 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.	*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
Fauquier County Public Schools (FCPS) will: - 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	*attach monthly meeting agenda *Attach Form 3

Indicator 5: Effective use of resources

Action Steps to Consider	Resources
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 Special Educational Instructional Supervisors will conduct monthly/bimonthly meetings with building administrators to review strengths/needs current staff Provide resources/trainings to building administrators for paraprofessionals, collaborative planning for teachers and paraprofessionals	*attach copy of recommended interview question/topics *attach outline monthly meeting agenda *attach copy of defining role of paraprofessional *attach article on ways to find time for planning
Indicator 6: Collaboration	
Action Steps to Consider	Resources
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: - o Defining roles - o Organize planning and instruction - o Observational practices - o Lesson plans Plan Professional Learning Community (PLC's) related to survey one data or at staff meeting to address staff concerns	*attach Dr. Murwaski's resources for collaborative planning and coteaching https://U2teachllc.com/ *Marilyn Friends Six Approaches to Collaborative Teaching *Initial Planning Considerations *Collaborative Teaching Observation Protocol
Indicator 7: Specialized Support	
Action Steps to Consider	Resources
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 Work with building administrators during monthly meetings to discuss specialized support strategies and complete observations Provide the Quality Standards in Specialized Support tool to building administrators to discuss with teachers	*Attach Form 1 *Attach Form 2 *Quality Standards in Specialized Support *Specialized Support Observation Protocol

Indicator 8: Social Inclusion	
Action Steps to Consider	Resources
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	*Special Olympics Unified Schools - Kentucky Peer Support Network 15 Indicators of Socially Inclusive School
Indicator 9: Family Engagement	
Action Steps to Consider	Resources
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	*attach Common Vocabulary in Inclusive Schools *attach inclusive practices discussion topic recommendations
Indicator 10: Sustaining Inclusive Practices	
Action Steps to Consider	Resources
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	



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

**April 10, 2025, 6:00-8:00 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was opened at 6:00 p.m. by Chair Amy Hunter. Members in attendance were Amy Hunter, Chelsea Racey, Ashley Menwer, Amanda Hazlehurst, and Anna Williams. Members Marilyn McCombe, Katie Jefferson, and Megan Monnahan were absent. Special Education Director Angie Gum, Executive Director of Student Services Nicholas Napolitano, Student Transition Specialist and PRC Coordinator Dean Spahr attended as consulting members. School Board Chair Susan Pauling also attended the meeting. As previously announced, the work session was not live-streamed or recorded.

February and March meeting minutes were approved after confirming that a quorum was present.

Public Comment:

There was no public comment.

Reports:

SEAC Chair:

Ms. Hunter updated on state and federal issues affecting committee priorities. She reported that membership applications are now being accepted for 2025-26, and she distributed forms to current members. She asked members who would be planning to return next year to submit their signed forms to her or email them to seac@fcps1.org. She outlined the process for developing the annual report and suggested that an Executive Subcommittee be formed to meet over the summer. This will be considered under New Business. Membership forms for 2025-2026 were distributed, and members were encouraged to renew and recruit new members.

Special Education Director:

Ms. Gum reports the Fresh '25 summer flyer is ready for distribution. It includes detailed plans for multiple event dates and locations. These events will include representation by a student with disabilities and a retired hearing-impaired teacher. These events are potential opportunities for SEAC information distribution.

Ms. Gum also reported on special ed staffing. A few special education teachers have been hired and there remain several vacancies that are being advertised now.

Parent Resource Center:

Mr. Spahr reported pre-planning for the next year's fair, including meetings with high schools after spring break and PRC programming over the summer.

Annual Report Review:

2024-25 Annual Report Preparation

At this meeting, the committee will provide input on the 2024-25 annual report with a focus on policy recommendations. A draft report will be reviewed at the next meeting. The draft will be distributed with the meeting agenda, approximately a week before the May 8 meeting.

SEAC Goals

Members reviewed goals from the previous year (2023-24) and the current year (2024-25), focusing on inclusive practices and literacy instruction, and the need to tweak plans based on actual developments.

Public Comment

The SEAC received one public comment on the need for teachers, especially art teachers, to collaborate and consult with special education staff to adapt lessons for children with special needs and to ensure that adaptive equipment is available. She emphasized the lead time required to develop alternative assignments and the need for communication with schools in advance of program changes.

Policy Recommendation: Parent Observations

This issue has been raised at the past two meetings, and members agreed that there are several issues that should be addressed in a SEAC policy recommendation regarding parent observations of students in classrooms and other school settings. Although an FCPS policy on observations covers all FCPS students, most such observations involve students with disabilities. This is an important issue for parents of students with disabilities who need to gather information participate effectively in their child's IEP meetings. For parents of students with limited communication abilities, classroom observations answer questions about their child's experience, which other parents can get by simply asking their child directly. SEAC members have raised several concerns regarding FCPS policy on parent observations and the way and the way that it is implemented in different schools. Following is a list of the concerns and principles expressed by SEAC members to be addressed in a policy recommendation:

- A consistent policy is needed across FCPS regarding observations by parents and by non-school providers at the request of a parent. (There are inconsistencies in FCPS policy documents on observations, including "FCPS Observation Protocols" and the *Student/Parent Handbook*.)
- Concern was raised that a required observation request form was titled "Special Education" and there was no similar form required for parents of non-disabled students. (Note: Since this concern was raised, that form has been amended to remove the reference to "special education," and it is now being used for all students.)
- There should be no unnecessary barriers that prevent or delay a parent's access to an observation of their child. Any requirements of parents should be necessary to protect the safety and privacy of students and staff, or to comply with existing laws.
- Principals (or their designees) should respond to a parent's observation request within 24 hours and schedule the observation in a reasonable amount of time. Parents who have a time-sensitive IEP-related issue should be told to contact the Director of Special Education, who should address those requests on an individual basis.
- Observations should not be delayed unnecessarily because a particular staff member is unavailable, unless the parent agrees to such a delay.
- Schools should accommodate a parent's request to exclude a particular administrator/staff member (other than the classroom teacher) from an observation if the parent believes that the presence of that individual would impact the child's behavior during the observation.

- A principal should not be allowed to deny a parent request for an observation without cause. Requests should only be denied in extremely limited and well-defined circumstances. Parents should not be barred from observations except in extreme circumstances for safety reasons.
- The SEAC recommendation should mention a parent's right under IDEA to participate meaningfully in their child's IEP process, which may include the need to observe the child in the or have a non-school provider make an independent observation.
- There should be flexibility in the method for observing the student depending on the objective of the parent or professional observing. The preferred method should be remote observation via a camera in the classroom since it is the least disruptive; however, parents should be allowed to observe in the classroom if a remote observation will not give them the information they need. There should also be an option for off-site remote observations (e.g., via Zoom) for parents who are unavailable to come to the school.
- Parents need online access to the policy and procedures, and any required forms. This information should also be readily available from each school office.
- Any policy should contain a statement that parents may contact the Director of Special Education if they have any questions or concerns about an observation request involving a student with an IEP or 504 Plan, or a student who is suspected of having a disability.

Ms. Williams asked staff if there is a legal option for making a temporary recording that parents could access for up to 24 hours, when it would be automatically deleted, for parents who are unavailable during the school day or to allow parents to view the observation confidentially with an outside professional. Ms. Gum said she would investigate.

The committee discussed whether it was acceptable to require parents to complete a request form, or if any written request should be sufficient. Ms. Menwer raised the objection that requiring that parents use a specific form creates an unjustified burden on parents, who could otherwise just send an email or a handwritten note. Also, the current FCPS form makes it very easy for a principal to reject a parent request without even giving a reason. Ms. Hunter agreed, but said she thought a form could make the process consistent and ensure that parents receive the full policy and Ms. Gum's contact information. Members agreed that, if there is a form, it must be readily available to parents online and in school offices.

Ms. Menwer addressed Ms. Pauling as a School Board member. Ms. Pauling stated that she was attending the SEAC as a parent of a student with a disability and not in her role on the School Board. Ms. Pauling and Ms. Menwer exchanged comments. Ms. Hunter reiterated that the SEAC develops its recommendations and approves them as a committee before sending them to the school board. These recommendations include response to observation requests within 24 hours, that somebody will respond to a parent within 24 hours, that it will be scheduled within a reasonable amount of time. Ms. Gum should be able to make special accommodations to expedite observations on a by case basis related to need.

Special Education Staffing Shortage

The discussion highlighted the challenges in staffing special education positions and the need for creative budgeting to fill these roles. The importance of supporting teachers and aides in self-contained classrooms was emphasized. The committee reviewed recommendations regarding caseloads and staffing, emphasizing the importance of maintaining appropriate levels. Members agreed the annual report should be updated to remove the sections on special education administrators, psychologists, and social workers. The report should include appreciation for increased funding to address staffing shortages in special education.

Special Education Training, Materials, and Support

Members mentioned supporting elective teachers with adaptive equipment and training. Ms. Hazlehurst pointed out that case managers work with these teachers to address the needs of individual students. Ms. Gum mentioned that there is an emphasis on collaboration among district-level personnel to ensure that elective teachers have advanced notice in schools where program classrooms are changing.

The need for a detailed training reference manual for instructional assistants was discussed, with suggestions for including information on disabilities and classroom support strategies.

Literacy

Literacy recommendations should be updated to reflect implementation of the Virginia Literacy Act.

Ms. Menwer asked for clarification on who are the 504 coordinators in schools and asked that these roles be better publicized. Ms. Gum stated that she is the 504 Coordinator for FCPS and that assistant principals in each building are responsible for overseeing their students' 504 plans.

Inclusive Practices Plan

Members agreed to state continued support for implementation of the inclusive practices plan to ensure students are in the least restrictive environment (LRE). Ms. Hunter stressed that this goal is a top priority and on-going. More progress is expected in 2025-26 as LRE remains a top priority of SEAC.

Members agreed to include a new recommendation to the following based on a recommendation by the State SEAC Policy and Regulations Subcommittee, which Ms. Hunter shared with the group: "Recommend that the IEP team include a representative from the school that the child would attend the following year if he or she did not have a disability." Ms. Gum stated that her team is making it a priority to ensure that general education is the first placement considered for all rising Kindergarteners, especially with the new VAAP tool.

Mental Health and Social Emotional Learning

Members agreed to continue the existing recommendation.

American Sign Language

Members agreed to continue the existing recommendation.

Students in Program Classrooms Transitioning from Pre-K to Kindergarten

SEAC Goal: Parent Involvement

Members discussed the need for a parent survey in 2025-26. This was a goal from the last annual report that the committee did not complete in this school year. Members should work on identifying opportunities to solicit public comment into 2025-26.

SEAC Goal: Awards Program

This is a priority for 2025-26

SEAC Goal: Review Existing FCPS Policies

The committee agreed to have the Executive Subcommittee review existing FCPS policies and identify any that should be a priority for discussion by the full SEAC in 2025-26.

These recommendations will be included in a draft report to be distributed prior the May meeting. Members will review and revise the draft report at that meeting.

Old Business

Members agreed without objection to return SEAC meeting to the 1st Thursday of the month in 2025-26. The SEAC bylaws state that meetings will be monthly. This will be discussed as part of a bylaws review.

2025-2026 Tentative Meeting Dates:

- September 4—Organizational Meeting
- October 2—Issue Presentation
- November 6—Issue Presentation
- December 4—Issue Presentation
- January—NO MEETING (Winter Break)
- February—Issue Presentation
- March 5—FCPS Annual Plan Review
- April 2—SEAC Annual Report Discussion
- May 7—Finalize SEAC Annual Report

The SEAC is recruiting members for 2025-26. Interested parents should email seac@fcps1.ort for more information and an application.

SEAC Annual report to be finalized on May 9.

New Business

The committee agreed without objection to establish a subcommittee consisting of the chair, vice chair, and secretary, which will meet at least twice over the summer in the Special Education Office. All SEAC members will be invited and are welcome to participate in subcommittee discussions. Subcommittee meetings will be open to the public. The subcommittee will address the following items: (1) Possible revisions to the SEAC bylaws (any proposed changes would require approval by the full SEAC; (2) Review of existing FCPS school board and administration policies to identify those with the potential to disproportionately or uniquely impact students with disabilities; (3) Develop plans for the awards program that has been discussed at earlier meetings; and (4) Plan for the coming 2025-26 SEAC year. The committee agreed without objection to ask Ms. Gum to invite Chiquita Seaborne from the VDOE Office of Family Engagement to speak at the September SEAC meeting. This office regularly provides orientations and trainings for SEACs around the state.

The meeting was adjourned at 7:58 pm on a motion by Ms. Williams that was seconded by Ms. Racey and approved unanimously.

Submitted by:

Anna Williams

Secretary



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

**May 8, 2025, 6:00-7:30 p.m.
FCPS Central Office Complex, Bldg. A
430 Shirley Avenue, Warrenton**

MINUTES

The meeting was opened at 6:05 p.m. by Chair Amy Hunter. Members in attendance were Amy Hunter, Chelsea Racey, Marilyn McCombe, Megan Monnahan, and Anna Williams. Members, Katie Jefferson, Amanda Hazlehurst, and Ashley Menwer were absent. Special Education Director Angie Gum and Executive Director of Student Services Nicholas Napolitano attended as consulting members. As previously announced, the work session was not live-streamed or recorded.

Elliot Robinson was introduced as a candidate for next year's committee, noted for his experience in special education and attendance at SEAC meetings. His application will be submitted along with those of returning members when the annual report is submitted to the School Board.

Ms. Racey made a motion to approve the agenda. Ms. Monnahan seconded the motion, which was approved. The minutes of the April meeting were approved without objection.

Public Comment:

There was no public comment.

Reports:

SEAC Chair:

Ms. Hunter asked members who are planning to return next year to submit their signed forms to her or email them to seac@fcps1.org. Ms. Hunter informed that committee that she will compile all applications for 2025-26 and submit them to the School Board with the annual report. She asked everyone to publicize that the SEAC needs members for next year, and parents with diverse backgrounds and community connections should be encouraged to apply for SEAC membership.

She discussed plans for meetings of an executive subcommittee to be held in the Central Office Complex, Building B, during the summer. These meetings will be open to the public. and agendas will be posted on the SEAC webpage and in the Special Education office. Anyone who would like to be added to the subcommittee distribution list should email a request to seac@fcps1.org.

Minutes from this (May) SEAC meeting will be considered for approval at the September meeting.

Special Education Director:

Ms. Gum reported the Special Ed. department continues with interviews and staff hiring. She discussed TTAC (Training and Technical Assistance Center) co-teaching grants, which are available statewide and came through Region 5.

- Ms. Hazlehurst had forwarded information about these grants, and Ms. Gum confirmed FCPS is included in the process.

Ms. Gum reports preparations are being made for a special education training day during Teacher Work Week.

Parent Resource Center:

There were no updates from the Parent Resource Center.

Annual Report Review:

- The 2024-25 draft annual report was reviewed by committee and a spelling correction was made.. Ms. Williams made a motion to approve the 2024-25 annual report, and Ms. Racey seconded the motion. The motion was approved unanimously. The report will be submitted to the School Board in late May or June, along with the committee member applications for the next year.

Old Business:

Committee Membership and Application Process

- Ms. Monnahan has agreed to apply for the teacher representative role for 2025-26.
- Applications received so far include Elliot Robinson's, with efforts ongoing to reach the target of nine members. Currently, there are five applicants confirmed.
- Member application forms will be sent individually by email; members are to return signed, (scanned) copies for inclusion in the submission packet.
- The report and membership list will be submitted together once all forms are collected. If the committee is not full, recruiting will continue, and new applicants may attend meetings as non-voting members until officially approved by the School Board.

Ms. Hunter requested that anyone interested in joining the SEAC email her at seac@fcps1.org to schedule a time to discuss SEAC membership.

Meeting dates for 2025-26 will be the first Thursday of each month during the school year, except
January: September 4—Organizational Meeting (Work Session) October 2—Issue Presentation
November 6—Issue Presentation

December 4—Issue Presentation

January—NO MEETING (Winter Break)

February—Issue Presentation

March 5—FCPS Annual Plan Review

April 2—SEAC Annual Report Discussion (Work Session)

May 7—Review and Finalize SEAC Annual Report (Work Session)

- Meetings designated as “work sessions” will not be live-streamed or recorded. All meetings will be open to the public and will include a public comment time.
- Issue presentation meetings (including March) will be live-streamed.
- The organizational work session on September 4 is intended agenda-setting and training, including a presentation by Dr. Chiquita Seaborne from the Department of Education on the role of local SEACs. Ms. Gum will invite Dr. Seaborne

New Business:

The committee agreed to hold two executive subcommittee meetings during the summer, with the option for a third if needed. The subcommittee meetings will be held on Tuesdays, June 24 and July 22, from

10:00-noon. Subcommittee members may elect to hold a third meeting, if one is needed. These are public meetings, and the agendas will be posted on the SEAC website and in the Special Education office. The subcommittee will review the SEAC Bylaws, FCPS Policy and Regulations, Award Program planning, and planning for 2025-26 SEAC Presentations. The subcommittee will include Ms. Hunter, Ms. Monnahan, Ms. Williams, and any other interested members. Meetings will be open to the public. Communications will be emailed to SEAC members, and others upon request.

The subcommittee will focus on reviewing policies and regulations, planning the awards program, and preparing for future issue presentation meetings. Assignments and agenda items will be distributed in advance. A comprehensive review of existing school board policies and associated regulations is planned, with emphasis on those impacting special education and those with a significant impact on students with disabilities (e.g., restraint and seclusion, observation policies).

Policy areas to be reviewed are listed below, along with the subcommittee member assigned to preview those policies prior to the first meeting):

1. SEAC Bylaws
2. Community Relations (Ms. Hunter)
3. Business (Ms. Hunter)
4. Support Services and Facilities (Ms. Williams)
5. Personnel (Ms. Hunter)
6. Instruction (Ms. Monnahan)
7. Students (Ms. Racey)

Members listed above have been assigned specific sections to review, using the www.fcps1.org website to access both school board policies and their associated regulations. Policies are categorized, and the regulations are attached to each policy through a separately linked page.

Members are asked to review the policies and regulations relevant to special education, printing and annotating them as needed, and compiling a list of items of interest. **Members are to email their compiled lists to Ms. Hunter by June 20 to allow preparation of meeting materials.**

SEAC bylaws review will be conducted separately. Members are expected to read the bylaws available on the SEAC webpage.

- Discussion included whether local SEAC bylaws align with state expectations and statutory requirements, and the need to ensure compliance with school board bylaws.
- The subcommittee will also review school board bylaws affecting advisory committees, including rules for remote participation and live streaming, and discuss whether to recommend changes.

Awards Program and Community Initiatives

Ms. Monnahan was tasked with coordinating with Mr. Napolitano to develop a proposed awards plan, with the goal of presenting a draft at a summer subcommittee meeting for feedback before bringing it to the full committee in September.

Community outreach events discussed included:

- Arc @ the Park is Sunday May 18, 2025, at Bright Spot Playground in Culpepper. This is an inclusive playground, with free giveaways and activities. Recommended as a fun event worth attending.
- An arts and music program for adults (18+) in partnership with Jewell Tone Music and Art in Culpeper. The program is ongoing, with sessions available for new participants and a need for consistent volunteers. There will be a summer session.
- Flyers for these events, as well as for “Arts for All,” will be shared via email with the minutes encourage broader volunteer support and participation.

- A car show will be held at Liberty High School on Saturday the 17th, with proceeds benefiting Area 27 Special Olympics. The event will feature DJs, food trucks, and is scheduled from 10 AM to 2 PM.
- Members were encouraged to distribute flyers and event information to relevant contacts, including transition coordinators and COSA, to maximize outreach.

Member Roundtable:

There were no comments at the member roundtable.

The meeting was adjourned at 6:40 pm on a motion by Ms. Monnahan that was seconded by Ms. Racey and approved unanimously.

Submitted by:

Anna Williams

Secretary