

POAC-NoVA Department of Special Services (DSS)

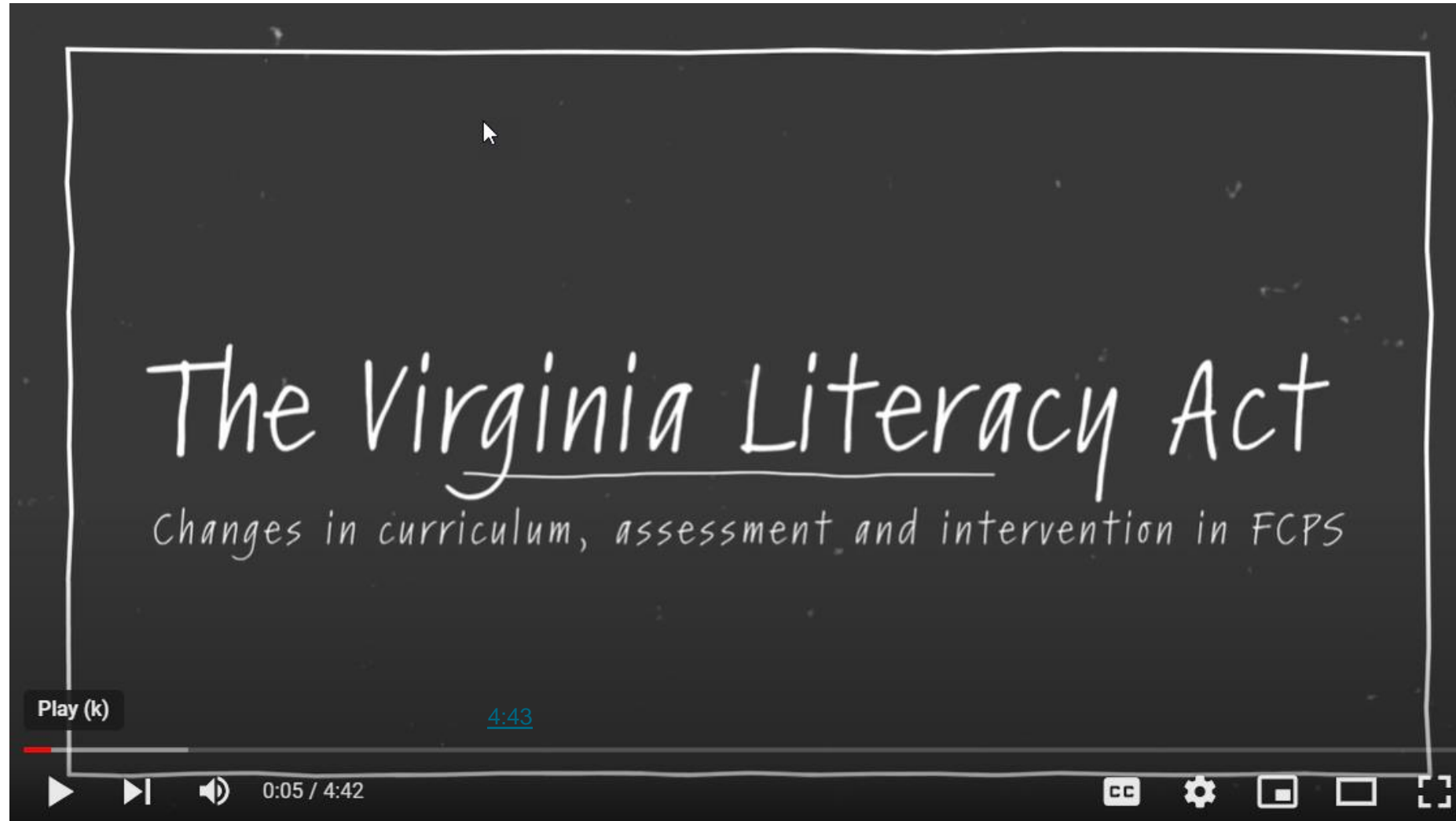
**Back to School Updates
September 21, 2024**



Agenda

- **Dr. Michelle Reid - FCPS Superintendent of Schools**
- **Virginia Literacy Act – Impact on Students with Disabilities in FCPS**
- **Special Education Staffing / Recruitment & Retention**
- **Special Education Enhancement Plan Updates**
- **Chronic Absenteeism**
- **Child Protective Services (CPS) – Reporting Processes**
- **Applied Behavior Analysis (ABA) Services**
- **Inclusive Early Childhood Programming**
- **Questions?**

Virginia Literacy Act – Impact on Students with Disabilities in FCPS



The Virginia Literacy Act in FCPS

CURRICULUM

All classrooms K-6 will use the state-approved curriculum, Benchmark Advance.

ASSESSMENT

READING PLANS

The Virginia Literacy Act in FCPS

CURRICULUM

ASSESSMENT

K-2: Virginia Language and Literacy Screening System (VALLSS)



3-8: iReady (*some Grade 3 students may also participate in VALLSS*)

READING PLANS

The Virginia Literacy Act in FCPS

CURRICULUM

ASSESSMENT

READING PLANS

K-8: Students will get extra help if they show risk on these assessments.

FCPS Literacy Resources for Families



Unlock Your Child's Reading Potential: FCPS Resources

Your Guide to Supporting Reading Success at Home

Special Education Staffing / Recruitment & Retention

- Dedicated Recruitment Administrator for Special Services started in August
 - Next month will kick off monthly information sessions for potential candidates
 - Information will be on the public web and will be shared through our newsletters
 - Providing individual career counseling and connections with licensure
 - Recruitment starts now for SY25-26!
- Great Beginnings Summer Institute provided 3-days of professional development for new special educators
 - 9 special education cohorts differentiated by level and teaching assignment
 - Roughly 325 participants
 - Professional development will continue monthly and cover both instructional topics and special education processes
- Targeted support plan for teacher trainees

Special Education Enhancement Plan Updates

- Building the capacity of special education department chairs to provide literacy and mathematics coaching to special education teachers.
- Implementing an Inclusive Education Framework with guiding principles around academic and social models of inclusion.
- Providing professional development and resources to teachers of advanced courses in instructing twice exceptional learners.
- Developing division wide expectations for transition support between school levels for families (i.e., Pre-K to ES; 2nd to 3rd grade; ES to MS; MS to HS).
- Updating the IEP Progress Report form in SEA-STARs.
- Implementing machine translations via Google Translation Hub.
- Finalizing SEA-STARs functionality to securely translate IEP/504 documents and provide training for staff.

Chronic Absenteeism

- Chronic absenteeism occurs when a student misses 10% or more of the school year and includes both excused and unexcused absences. From SY23 to SY 24, the division-wide chronic absenteeism rate decreased from 17.1 to 12.8 percent.
- FCPS is strengthening two-way communication and partnering with parents and caregivers
 - Taking time to understand the root cause of absences
 - For example, chronic health condition, academic disengagement, family stressors, anxiety, concrete need such as housing or food insecurity
 - Increased utilization of TalkingPoints supports relationships between school staff and families
- IEP and 504 teams can address attendance improvements and challenges as they relate to a student's area of disability.
 - Partnering with school health services to navigate health barriers to attendance
- Supporting sense of belonging and engagement
 - MTSS framework
 - Positive behavioral supports

<https://www.fcps.edu/about-fcps/attendance/supports-and-resources>

Child Protective Services (CPS) – Reporting Processes

1. Understanding Reporting Obligations:

- All FCPS employees are mandated by Virginia law to report suspected child abuse or neglect immediately.
- Reports must be made directly to Child Protective Services (CPS), regardless of the suspected abuser's relationship to the child.

2. Administrative Processes Post-Reporting:

- **Notification Procedures:**
 - **The principal or Regional Assistant Superintendent (RAS) must notify the school social worker and/or a social work administrator (including the school social work supervisor, coordinator of School Social Work Services, and director of Intervention and Prevention Services) of all reports made to CPS.** This ensures that appropriate support and resources are available for the affected student and the school community.
- **Human Resources Involvement:** There is an immediate notification protocol to Human Resources if the alleged perpetrator is an FCPS employee, volunteer, or mentor.

3. Confidentiality and Retaliation:

- All reports will be handled confidentially and employees who report in good faith are protected from retaliation.
- Employees can report any concerns about retaliation to the Office of Equity and Employee Relations.

Child Protective Services (CPS) – Reporting Processes

4. **Cooperation with Investigations:**

- FCPS has a process for CPS and law enforcement to conduct interviews on school grounds, ensuring proper identification is presented.
- Cooperation with CPS investigations is conducted while adhering to student privacy regulations.

5. **Record Keeping and Documentation:**

- Records related to reports of abuse or neglect must be kept separate from a student's educational records to protect privacy.

6. **Mandatory Training and Awareness:**

- Annual training is required for all staff on recognizing and reporting child abuse and neglect to maintain awareness of their obligations.
- Resources, including a mandatory reporting obligation poster in staff areas are provided to FCPS schools.

7. **Follow-Up Procedures:**

- School administration will follow up on reports and ensure that appropriate actions are taken to protect the student involved.

Applied Behavior Analysis (ABA) Services

ABA Programs

- Opened 35 new Preschool Autism Classrooms (PAC)
- Opened 18 new Enhanced Autism Classrooms (EAC)
- Trained 71 PAC staff at Hands On Training
- Trained 100 Secondary and Elementary Staff at the August Hands On Training

Inclusive Early Childhood Programming

- **Paired Classroom-** In this model, a special education preschool class (consisting of one teacher and one instructional assistant) is paired with a general education Pre-K class (also consisting of one teacher and one instructional assistant).
- This pairing allows for flexible grouping and ensures equitable access, as well as consistent implementation of services.
- With two teachers and two classrooms, this model allows for inclusion while maintaining enrollment capacity for both special education students and income-eligible students.

Inclusive Early Childhood Programming

- **Single Teacher-** The single-teacher model is a full-day, full-inclusion program. These classes are staffed with 1 dually certified teacher and 1 instructional assistant.
- Each single-teacher inclusion classroom can serve 13 students: eight general education and five students with IEPs.
- Schools where the Early Childhood Inclusion Model Program (ECIP) class is the only early childhood classroom have an additional instructional assistant due to the teachers' additional case management responsibilities.

Inclusive Early Childhood Programming

- **Itinerant-** In this model, an Early Childhood Special Education (ECSE) endorsed teacher and instructional assistant travel between two Pre-K classrooms, collaborating and co-teaching with the general education Pre-K endorsed teachers.
- This model includes two Pre-K classrooms each with a Pre-K certified teacher and an instructional assistant. The ECSE teacher provides direct services to individual students with disabilities and serves as the case manager for students with IEPs in both classrooms.
- Each classroom serves 14 income-eligible students and four students with IEPs, all students attending full-day sessions five days a week.

Inclusive Early Childhood Programming

- **Community Peers-** The Community Peers program will enable FCPS to extend inclusive experiences to students with disabilities by recruiting, selecting, and having community children without disabilities join the classrooms to serve as peer models. This model does not meet requirements for inclusion for VDOE indicator 6a. This model is used when an ECSE classroom is not co-located with General Education classrooms and when there are not like-age peers.

The specific inclusion models offered across each site depends on factors such as: early childhood students with and without IEPs being co-located in the same building, facility capacity, and availability of appropriately licensed staff. Also, while not an inclusion model, FCPS offers Community Peers at select sites. Community Peers are used to provide opportunities for students with disabilities, who are not in inclusive classrooms, to interact with their peers without IEPs.



Questions

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Answers

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Contact Information

Virginia Literacy Act - Jugnu Agrawal, jpAgrawal@fcps.edu
Melissa Bosman, mnbosman@fcps.edu

Staffing, Recruitment & Retention – Judy DuPrey, jaduprey@fcps.edu

Special Education Enhancement Plan – Mike Bloom, msbloom@fcps.edu

Chronic Absenteeism – Mike Axler, msaxler@fcps.edu

CPS Reporting - Mike Bloom, msbloom@fcps.edu

Applied Behavior Analysis (ABA) Services - Tina Wilkerson, twilkerson@fcps.edu

Behavior Intervention Services - Lori Kraden, LJKraden@fcps.edu