

Special Education Advisory Committee PTA/PTO Talking Points
LCPS Administrative Building, 21000 Education Court, Ashburn, Virginia
20148

SEAC Business Meeting 6:00 to 8:30 pm
Wednesday April 3, 2024, <https://vimeo.com/930483809>

Business Meeting

Public Comments:

- 1. Kyle Boardman & Amy Stone, A Place To Be-** shared news about A Place To Be's upcoming performance "The Pathfinders: Real People, Real Stories, Real Inspiration." This show takes a look into the lives of several young adults living with a variety of disabilities and medical challenges. They are sharing their stories and dreams to help create a more inclusive world of understanding and opportunities for themselves and others. Performances on April 19 and 20, 2024.
- 2. Mary McClintock-** Urged SEAC to continue to provide policy updates to Policy 6640 regarding Type 1 Diabetic students. This year the parents withdrew their student from school because of concerns that doctor's orders were not being followed regarding monitoring of the student's glucose levels. Parents were told that a CGM device could not be used at the school. The student was denied an Individual Health Care Plan, an escort to the nurse's office when the glucose level was dropping, the ability as parents to come in to render care and many other accommodations. Parent urged SEAC to continue to provide policy updates on Policy 6640 so that students with diabetes can safely return to school.
- 3. Leslie Durden-** Described how their student's IEP requirements for special services were not met, when a service day falls on a holiday, the service time is forfeited. During a recent data review meeting, it came to light that the therapist missed 7 sessions within the first two school quarters because of holidays that were observed on Mondays. It is incumbent upon LCPS to ensure they fulfill their legal obligation by providing the designated services in accordance with the IEP. If necessary, they should consider hiring outside providers to ensure that this commitment is met.

Office of Special Education Update- Dr. Paige Carter:

LCPS is currently serving 10,309 students with disabilities. There are 45 current vacancies for SPED teachers, and 26 vacancies for teaching assistants.

Summary of Annual Plan - This plan is required to be submitted by LCPS to the Virginia Dept. of Education in order to receive designated federal funds for special

education. The funds total approximately \$14,765,000 and LCPS is required to indicate how those funds will be spent: 130 special education teachers, 5 teaching assistants, 2 ECSE teachers, 2 coordinators, 2 supervisors, 1 audiologist, 1 program assistant, 1 specialist, 1 behavior specialist, 1 financial analyst, curriculum materials, and IEP services for homeschooled and private school students.

Summary of Special Education Audit - The audit began in October and included 3 phases (self-assessment, VDOE review, and on-site visits.) LCPS staff reviewed 584 IEP files, and VDOE auditors visited 12 school sites to conduct reviews. The Letter of Findings from VDOE identified strengths, areas in need of improvement, and noncompliance findings. Strengths included good instruction and rigor of content, use of technology (incl. assistive technology, specialized reading instruction through middle school). Areas for improvement included parent difficulties in accessing data, ambiguity in roles/responsibilities in co-teaching environments, challenging caseloads for teachers, visuals and communication devices not being used consistently. Areas of noncompliance included maximum caseloads in ECSE classrooms, timely processing of referrals under Child Find, several areas where proper documentation was not done. Also noted during interviews that staff members were discouraged from increasing services and that staff meetings seemed to influence IEP team decisions. LCPS will now draft a corrective action plan to address all noncompliance areas.

Department of Student Services Update - Dr. Tedra Richardson:

Still awaiting final budget allocations from the State in determining the LCPS Budget 2024-2025. Superintendent Spence will give an update to the LCPS Board on April 23. In progress with third-party special education audit. Please check out the Department of Students Services "Reflect and Connect" cards for prompts to spark conversation on relationship skills, self-awareness, responsible decision-making, and other topics. https://www.lcps.org/cms/lib/VA01000195/Centricity/Domain/28273/FINAL_52%20prompts%20Card%20Deck%20-%20ONLINE.pdf

New Business

Meaningful Inclusion Subcommittee:

The Subcommittee proposed the following definition of Meaningful Inclusion and after extensive discussion, a motion to refer the definition back to subcommittee for further revision was passed unanimously.

Election of Officers:

The following individuals were elected to the SEAC Executive Committee for 2024-2025: Liz Crotty, Chair; Catherine Moran, Vice Chair of Planning; Erin Roselle-Poe, Vice Chair of Communications; Carla Sola, Vice Chair of Membership, and Kathryn Rosenbrook, Secretary.

Did You Know? Extended School Year: Some students with disabilities that have an IEP may require services beyond the normal school year, during the summer or other school breaks in order to receive a Free Appropriate Public Education (FAPE).

These services are called Extended School Year (ESY). ESY services are different from summer school, enrichment programs and compensatory education. The decision to provide ESY is made by the IEP team and is based on whether the child can receive FAPE without ESY.

Any of the following factors, alone or in combination, can trigger the need for ESY if the IEP team decides that the interruption in services caused by a school break will significantly jeopardize the student's educational placement during the regular school year and/or his ability to benefit from his educational program during the regular school year.

- Regression/recoupment of critical life skills as a result of interruption.
- Degree of Progress toward critical life skills affected by interruption.
- Emergent Skills/breakthrough opportunities affected by interruption
- Impact of interfering behavior impact on educational programming/progress
- The nature and/or severity of the disability
- Special circumstances or other factors
 - o Ability of parents to provide educational structure at home;
 - o Ability of student to interact with students without disabilities; and
 - o Areas of the student's curriculum which need continuous attention.

ESY services are individualized. For some students this will include instruction on specific educational subjects. For others it may include related services like speech or occupational therapy. For some students it will be a combination of services. Schools are only required to provide the specific services your child needs to ensure they receive FAPE.

ESY IS:

- Based only on the individual student's specific critical skills that are critical to his/her overall educational progress as determined by the IEP committee.
- Designed to maintain student mastery of critical skills and objectives represented on the IEP and achieved during the regular school year.
- Designed to maintain a reasonable readiness to begin the next year.
- Based on multi-criteria and not solely on regression.
- Considered as a strategy for minimizing the regression of skill, thus shortening the time needed to gain back the same level of skill proficiency that existed at the end of the school year.
- Deliverable in a variety of environments and structures such as:
 - (a) Home with the parent teaching, and staff consulting

- (b) School based;
- (c) School based with community activities;
- (e) Individual services in a school or community setting; and
- (d) Related services alone or in tandem with the above.

ESY services are NOT:

- Not a mandated 12- month service for all students with disabilities.
- Not childcare.
- Not necessarily a continuation of the total IEP provided to your student during the regular school year.
- Not required to be provided all day or every day.
- Not required to be provided in a traditional classroom setting.
- Not a service to be provided to maximize each student's potential.

SEAC Chair Report & Updates:

2022-2023 Annual Report/Presentation of SEAC survey data

Liz Crotty presented an outline of the SEAC Annual Report that was delivered to the School Board on April 9, 2024. SEAC received 801 responses to the survey, 712 of which were complete and analyzed. 78 percent of respondents indicated they were satisfied with the services received. However, 15-35 percent of respondents were unsatisfied with various aspects of services. Areas of on-going concerns include:

- Hiring and retention of our special education teachers and related service providers.
- Vacancies in special education positions are a significant concern.
- Special Education training for Substitutes and Teacher Assistants.
- Transition services
- **Theme: Think about Students with Disabilities at the beginning, don't retrofit!**

SEAC proposed the following recommendations:

- Build special education staffing proposals from identified student and teacher needs rather than based upon administrative ratios applied to projections from the Department of Budget and Financial Services.
- Support the training for substitute teachers and teaching assistants in Special Education topics before working with students.
- Continue to fund the Continuum of Special Education by offering a virtual option of schooling for K-12 students.
- Work with the Department of Instruction, Department of Student Services, and the Office of Special Education to support the efficacy of IEP Services delivery for high school and middle school special education students. Particular focus on effective co-teaching models and incorporating Tier 1 accommodations (i.e., pre-

printed notes, study guides, accessibility software for math/reading, etc.) into instruction for all students.

- Encourage the Department of Student Services to partner with the Department of Teaching and Learning to create procedures and training for ensuring accessible instructional materials are available across all LCPS classrooms.
- Encourage the Department of Instruction to provide training to all General Education teachers on how to include all students in the planning process for lessons and utilizing inclusive design practices such as Universal Design for Learning (UDL) in every class and at every grade level.
- Work with DDI and Department of Student Services to make sure our students are included on the general education roster for their grade in Phoenix/ParentVue.
- Encourage the Department of Instruction and Department of Student Services to provide recovery services to students who experienced learning loss or persistent low scores on standardized testing but were not included in ALL in Virginia tutoring.
- At the secondary level, design a course curriculum that can be used to establish Peer Groups as a credit-bearing elective. Students that participate in the Peer Groups course would partner with students with disabilities to enable them to participate in more general education environments (i.e. after-school activities, lunch, study halls, academic and elective courses) to facilitate more meaningful inclusion in our schools.
- Provide notification to parents on school flyers about who to reach out to if there is a need for support for a student due to a disability to participate.
- Encourage the School Board to allocate funds and direct the Department of Support Services to make our school playgrounds accessible and inclusive to all students by providing fencing around all first through fifth grade playground areas and structures. Create a standard buildout for Preschool through Kindergarten that includes accessible, durable, commercial grade equipment. See our forthcoming SEAC Inclusive Playground Recommendations for more detail.
- Create a blueprint of what equipment and materials should be in every independent living lab. Identify and prioritize building needs based on school programs. Capital Improvement Budget impact.
- Create pathways for students with disabilities in all CTE offerings.
- Remove the Algebra I SOL and PSAT admission barriers to MATA unless applicable for coursework.
- Consider creating Transition Training Centers to support a variety of transition training at key locations across the county.
- Hire additional Transition Teachers to support middle school to high school transition and all students at the high school and a full time Transition Supervisor. Currently, transition teachers are spread too thin to provide consistent interaction and support to students with disabilities throughout high school.
- Clearly define the implementation of Policy 5350, Parent Notification for Screening and Assessment and define remediation framework for students not meeting benchmarks. Parent notifications remain inconsistent and all requirements of Policy 5350 are not being followed (i.e. providing notification of

intervention plan, particularly at secondary levels, clear explanation of scores). SEAC recommends revisiting Policy 5350-REG.

- Ongoing concern that appropriate literacy services are not being provided to high school students who do not meet 'literacy screening' expectations such as iReady reading.
- For the Reading SOL, LCPS is using an outdated, predetermined score (SS≤77) that inhibits the IEP team and/or Section 504 team from making decisions on the need for the read aloud accommodation based on the student's individual, unique needs.
- For Preschool, develop comprehensive developmental monitoring tools, that includes Increase Specialized Instructional Facilitator to provide one per cluster.

Parent Resource Services - Leann Kidwell:

4/11 No More Birds & Bees Sexual Assault Awareness and Prevention @ Admin 6:30 pm – 8:00 pm

4/16 Preschool Child Find Chat: Screen Sense for Young Children @ Douglass 9:00am to 12:00pm

4/18 Inclusive Practices and Team Teaching @ Douglass 6:30 pm to 8:00pm

Specialized Literacy and Math Work session @ LCPS Administration Building, May 13, 9:00AM - 10:00AM

Transition Subcommittee Work session @ LCPS Administration Building, May 22nd – 9:30AM – 11:30AM

SEAC Awards update

List of awardees will be finalized the third week of April. SEAC will announce winners the first week of May. The Awards Ceremony will be held on June 5, 2024 at Rock Ridge High School. **PTO/PTA REPRESENTATIVES: Please see email from the Vice Chair of Planning for DONATIONS AND SUPPLIES NEEDED.**

Other Committees:

Career and Technical Advisory Committee: Need a SEAC member to serve on the committee. Meetings are the third Wednesday of each month at 8:30 AM.

School Board Liaison- Melinda Mansfield - I appreciate everyone participating in SEAC.

Next SEAC Meeting: May 1, 2024 @ 6:00 pm. Presentation: SEAC Business Meeting

SEAC Leadership:
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Anyone needing accommodations for a disability to attend or take part in this activity should call (571) 252-1011. Calls should be made five days prior to the activity when possible so that proper arrangements can be made.

If schools close for weather or other reasons, there will be no SEAC meeting.

SEAC is an advisory committee to the LCPS School Board