



November SEAC Meeting

Student Services: Office of Special Education

November 1, 2023

Welcome!

We are happy you have joined us today.
Please take an opportunity to sign in.



Connecting as a SEAC Community

1. Each group find five things they have in common. The more unique the things they have in common, the better! You will have 5 minutes to find your items.
1. Each team presents how they discovered what they have in common.



ALL in VA Plan





Attendance

Launch a Chronic Absenteeism Taskforce
#AttendanceMattersVA

Literacy

Accelerate the expansion of Virginia Literacy Act through Grade 8

Learning

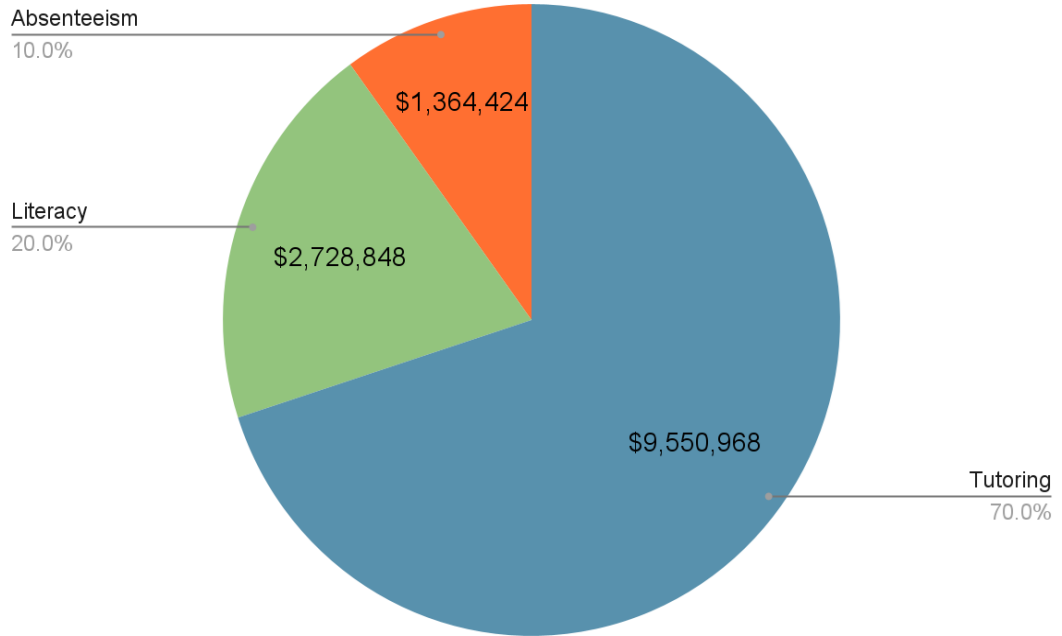
Invest in intensive statewide tutoring initiative to support divisions in accelerating student learning to pre-pandemic levels

Budget

\$13,644,240 State
Allocation

May be used in FY24,
FY25, FY26

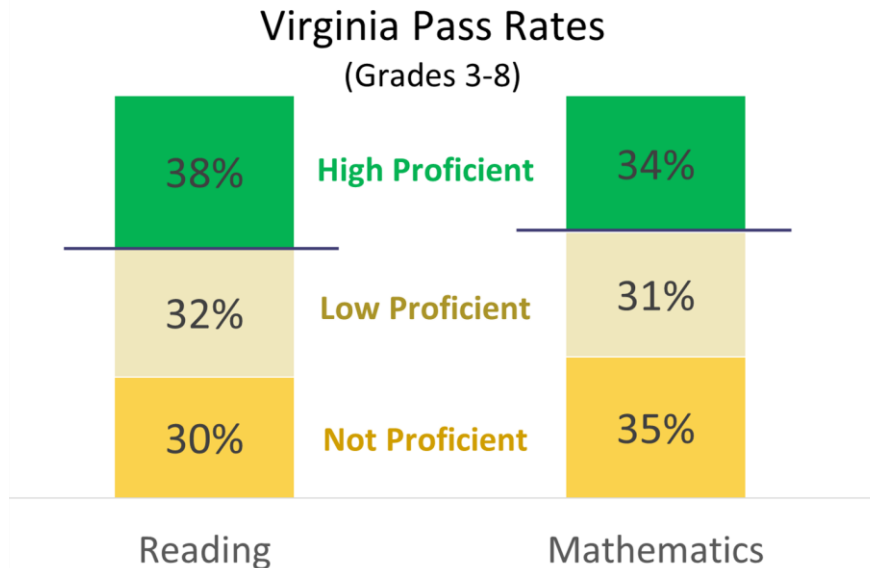
State recommended
goal funding depicted
in pie chart



VDOE Criteria for Tutoring

VDOE defined three proficiency levels to determine which students in grades 3-8 would be eligible for the ALL In VA tutoring program.

The criteria includes pass rates in the Low Proficient and Not Proficient range.

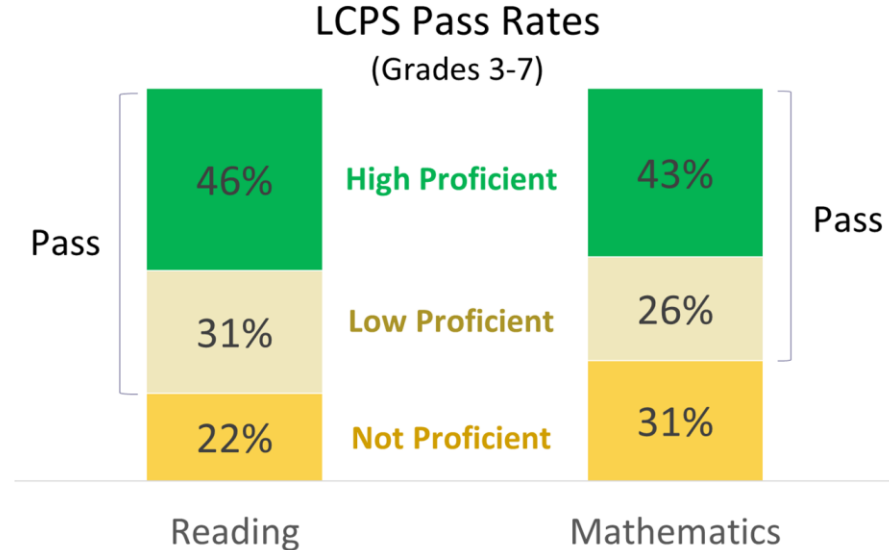


Source: [ALL in VA presentation](#) and [High-Intensity Academic Tutoring Division Playbook](#)



LCPS Results for ALL In VA Criteria

- **31%** of LCPS students who passed an SOL Reading test are considered Low Proficient
- **26%** of LCPS students who passed an SOL Mathematics test are considered Low Proficient



Source: Extract of raw score data, [ALL In VA presentation](#), and [High-Intensity Academic Tutoring Division Playbook](#)



How many students meet this criteria?

	Reading			Math			Reading/Math
Current Grade*	Not Proficient	Low Proficient	Percentage of Grade Level	Not Proficient	Low Proficient	Percentage of Grade Level	Total Reading and/or Math
4	1,602	1,844	57%	1,359	1,833	53%	4,037
5	1,168	1,831	51%	1,229	1,764	50%	3,747
6	1,329	2,011	53%	1,335	1,648	47%	3,914
7	1,297	1,827	49%	1,622	1,987	57%	4,119
8	1,430	2,028	53%	1,506	981	38%	3,856
Total	6,826	9,541	53%	7,051	8,213	49%	19,673

*Excludes Grade 3 students whose VGA scores were not available at the time.



How is LCPS Preparing for High Dosage Tutoring?

- Convened ALL In VA Tutoring Work Group
- Drafted Plans for Tutoring Implementation
- Facilitated Principal Meeting Breakout Session
- Reviewing student data by school and grade level, including existing and developing MTSS plans
- Providing office hours and support for Principals



How is LCPS Preparing for High Dosage Tutoring?

- Developing & reviewing Stipend for school-based tutoring coordinators
- Planning to hire part-time hourly and site-based tutors
- Waiting to receive digital content from VDOE in reading (Ignite) and math (Zearn)
 - LCPS will also continue to use existing locally funded digital content for intervention, remediation, and grade-level tutoring.



What might the tutoring look like?

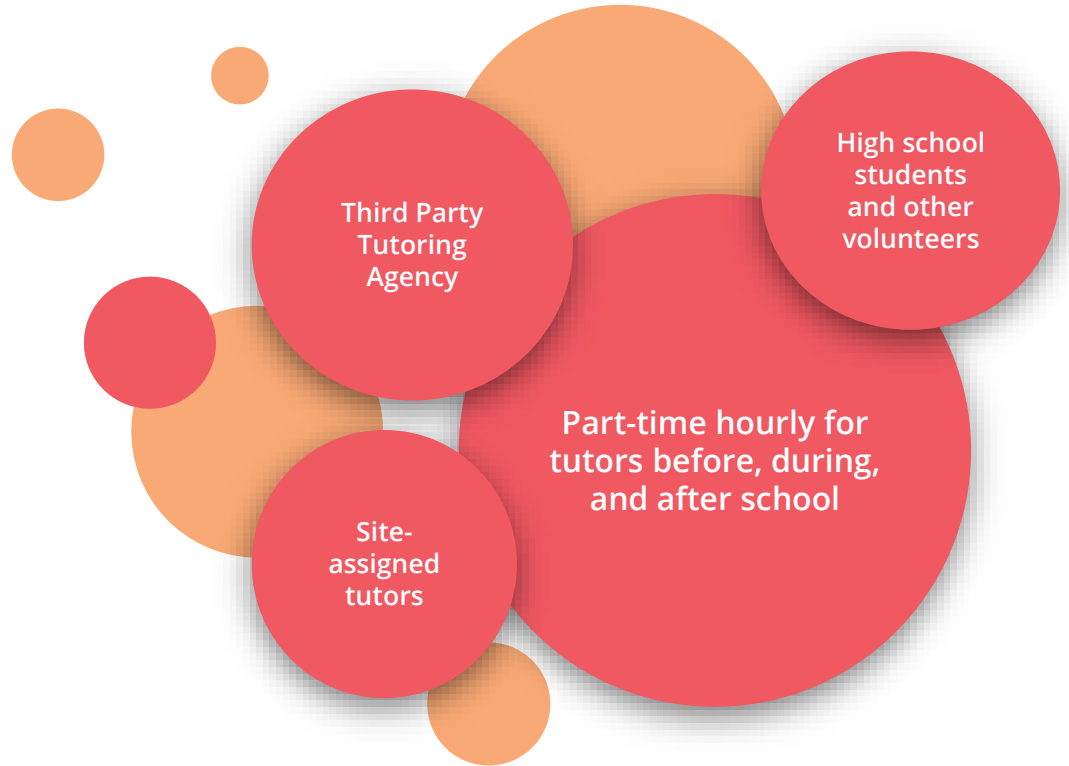
Schools are developing the model that works best for their school community. Multiple considerations are taken into account.

Model	Examples of Benefits	Examples of Challenges
During School Hours	<ul style="list-style-type: none">- students are already in school, transportation is not needed- could be easier to find tutors, assign site-assigned tutors	<ul style="list-style-type: none">- ensuring students aren't removed from core instruction, specials, lunch, recess, or necessary interventions already in place- encroaching on teacher planning time and/or finding tutors
Before/After School	<ul style="list-style-type: none">- does not take away from core instruction and planned interventions- could benefit some working families	<ul style="list-style-type: none">- transportation- family commitments during morning/evening hours- compensating teachers and/or finding tutors
Summer School/ESY*	<ul style="list-style-type: none">- extends the learning beyond the school year- does not take away from core instruction and planned interventions	<ul style="list-style-type: none">- transportation- family commitments during summer months- staffing summer programs is already a significant challenge

*Note: LCPS is planning on expanding tutoring opportunities in ESY/summer school in addition to what schools are planning for the 23-24 school year.



Where will LCPS find tutors?



Your Help is Needed

SEAC Input

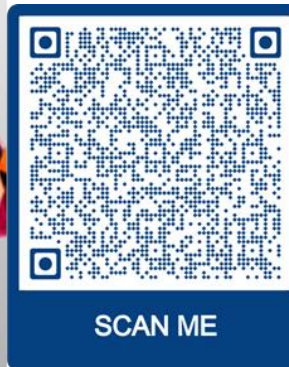


- At the tabletops, there are laptops with forms ready for teams to enter ideas and ask clarifying questions on the following:
 - ◆ Before and After School Tutoring
 - ◆ During School Tutoring
 - ◆ Summer and Extended School Year Tutoring
- Your Help is needed with...
 - ◆ How to make the proposed models successful
 - ◆ How to secure high quality tutors
 - ◆ How to reach all families with this information
 - ◆ How SEAC would uniquely like to partner with the division or your neighborhood school to support the tutoring program

[SEAC Feedback - LCPS ALL in VA Plan](#)

SEAC BUSINESS MEETING

November 1, 2023



Please scan
the QR Code
for electronic
sign-in.

Introduction of SEAC Officers and Liaisons

SEAC Leadership

SEAC Chair

SEAC Vice Chair Planning

SEAC Vice Chair Membership

SEAC Vice Chair Communications

SEAC Secretary

SEAC Past Chair

LCPS Staff Liaison

School Board Liaison

School Board Liaison, Alternate

Liz Crotty

Jennifer DiDonato

Carla Sola

Shehnaz Khan

Kathryn Rosenbrook

Sharon Tropf

Dr. Paige Carter

Tiffany Polifko

Erica Ogedegbe

SEACChair@lcps.org

SEACViceChairPlanning@lcps.org

SEACViceChairMembership@lcps.org

SEACViceChairCommunications@lcps.org

SEACSecretary@lcps.org

SEACPastChair@lcps.org

Paige.Carter@lcps.org

Tiffany.Polifko@lcps.org

Erica.Ogedegbe@lcps.org

The Role of SEAC and Virginia Regulations

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia reflect the state and federal requirements for the provision of special education and related services. The regulations mandate that an active SEAC exists, as well as specific functions of the SEAC, as specified by Section 8VAC20-81-230 D.2, which are as follows:

1. Advise the local school division of needs in the education of students with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
3. Submit periodic reports and recommendations regarding the education of students with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of students with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.



Public Comment

- SEAC uses public feedback to inform our work to advise School Board on special education needs.
- Focus on system-wide issues, rather than individual concerns or specific situations (please do not use student or staff names).
- Verbal comment may be given. Please complete and submit comment form tonight (please be sure to follow-up with SEAC Secretary with your written comment).
- Written comment may be read by author or SEAC Chair.
- Remarks limited to 3 minutes.



New Business




- Policy Reviews
 - [Policy 6360, Emergency and Weather Related Operations](#)
 - [Policy 5125, Alternative Paths to obtaining standard units of credit](#)
 - [Policy 8630, INSPECTION AND REVIEW OF EDUCATION RECORDS](#)
 - [Policy 6330, DISTRIBUTION OF INFORMATION/MATERIALS AND POSTING WITHIN SCHOOLS, ON SCHOOL GROUNDS, OR DURING SCHOOL-SPONSORED EVENTS](#)




SEAC Policy and Compliance Subcommittee

Policy and Compliance Subcommittee Policy Reviews



Special Education
Advisory Committee

**Please scan this QR code to access the
LCPS Draft Policies for review as a SEAC**



All Rights Reserved. ©2023 Loudoun County Public Schools.



SEAC Recommendations AND Voting



No Recommendations	Voting
➤ Policy 6330	



Special Education Policy 5125 Review, Findings and Recommendations

Overview: Policy 5125

ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT

The intent of this policy is to offer flexibility to students in the design of their secondary course schedule, and is intended for students who have factors that impact their ability to earn the standard credit within the traditional 140 clock hours, but who seek to learn and demonstrate competency of the full content of the course's standards of learning via alternative means.



Special Education Policy 5125 Review, Findings and Recommendations

Concern 1:

- SEAC is concerned that line 23 only references Home-Based Instruction but should also reference Homebound Instruction. Both Homebound and Home-based instruction are covered in Policy 5360.

Recommendation 1:

- Add “Homebound and . . .” right before the words “Home-Based Instruction”.



SEAC Recommendations AND Voting



Policy 5125 – ALTERNATIVE PATHS TO ATTAINING STANDARD UNITS OF CREDIT	Voting
<u>Recommendation 1:</u> <ul style="list-style-type: none">• Add “Homebound and . . .” right before the words “Home-Based Instruction”.	



Special Education Policy 6360 Review, Findings and Recommendations

Overview: Policy 6360

EMERGENCY AND WEATHER-RELATED OPERATIONS

This policy establishes conditions under which schools will close, have delayed opening, or early dismissal to protect the safety and welfare of LCPS students and staff.



Special Education Policy 6360 Review, Findings and Recommendations

Concerns and Recommendations for Draft Policy 6360

Concern 1:

- If students with disabilities are moved to an alternative school site, IEP and/or Section 504 teams should meet to ensure a smooth transition for that student.

Recommendation 1:

- Add a new paragraph c. at line 27: In the event that students are assigned to an alternative school site, the Case Manager or 504 Coordinator will, as soon as practicable, identify the students for whom an IEP or Section 504 team meeting needs to be called. The meeting will consider revisions to the IEP or 504 Plan and/or a Transition Plan to address the move to this new school site. In addition, for every moved student, the Case Manager or 504 Coordinator will notify parents of their right to request a meeting of the IEP or Section 504 team.



Special Education Policy 6360 Review, Findings and Recommendations

Concerns and Recommendations for Draft Policy 6360

Concern 2:

- Students in a self-contained program classroom need to be moved to a site that includes a comparable program with comparable equipment and supplies to meet each student's individual needs until the IEP Team can meet and determine appropriate placement.

Recommendation 2:

- Add a new paragraph d: When relocating a student with an IEP, consideration will be given to the new school site's ability to implement the IEP including the availability of specialized programs, equipment, and supplies.



Special Education Policy 6360 Review, Findings and Recommendations

Concerns and Recommendations for Draft Policy 6360

Concern 3:

- For some students, distance learning is not an appropriate mode of instruction.

Recommendation 3:

- Add at the end of line 61: When developing IEPs and/or 504 Plans, teams will proactively determine whether distance learning is accessible and appropriate for individual students with disabilities.



Special Education Policy 6360 Review, Findings and Recommendations

Concerns and Recommendations for Draft Policy 6360

Concern 4:

- LCPS should have written contingency plans for each self-contained program to address how and where severely disabled students in that specific self-contained classroom will be evacuated in any emergency situation, to include how they will be transported.



SEAC Recommendations AND Voting



Policy 6360 – **EMERGENCY AND WEATHER-RELATED OPERATIONS**

Voting

Recommendation 1:

- Add a new paragraph c. at line 27: In the event that students are assigned to an alternative school site, the Case Manager or 504 Coordinator will, as soon as practicable, identify the students for whom an IEP or Section 504 team meeting needs to be called. The meeting will consider revisions to the IEP or 504 Plan and/or a Transition Plan to address the move to this new school site. In addition, for every moved student, the Case Manager or 504 Coordinator will notify parents of their right to request a meeting of the IEP or Section 504 team.

Recommendation 2:

- Add a new paragraph d: When relocating a student with an IEP, consideration will be given to the new school site's ability to implement the IEP including the availability of specialized programs, equipment, and supplies.



SEAC Recommendations AND Voting



Policy 6360 – EMERGENCY AND WEATHER-RELATED OPERATIONS	Voting
<u>Recommendation 3:</u> <ul style="list-style-type: none">• Add at the end of line 61: When developing IEPs and/or 504 Plans, teams will proactively determine whether distance learning is accessible and appropriate for individual students with disabilities.	



Special Education Policy 8630 Review, Findings and Recommendations

Overview: Policy 8630

INSPECTION AND REVIEW OF EDUCATION RECORDS

Loudoun County School Board endorses the rights of parents and students to be made aware of the records kept by the school system on students, to have the right to inspect and review those records, to have those records explained to them, to be able to challenge the content of those records, and to have those records protected against disclosure. This policy establishes the procedures for inspection and review of education records. Education records shall be maintained in compliance with all federal and state law.



Special Education Policy 8630 Review, Findings and Recommendations

Concern 1:

- The citation to Virginia Special Education Regulation 8VAC20-81-10 at lines 38-40 is incomplete. While that citation does include a definition of “Education Record”, 8VAC20-81-170(G)(11)(b) addresses emails as part of a child’s educational record. “Each local educational agency shall ensure that electronic communications via emails or facsimiles regarding any matter associated with the child, including matters related to IEP meetings, disciplinary actions, or service delivery, be part of the child’s educational record.”

Recommendation 1:

- Substitute the sentence at lines 38-40 with: “With the exception of emails regarding any matter associated with the child, as provided for in the Virginia Regulations Governing Special Education Programs for Children with Disabilities, 8VAC20-81-170(G)(11)(b), . . . “



Special Education Policy 8630 Review, Findings and Recommendations

Concern 2:

- This policy might not equally protect all students with disabilities, such as those who qualify for a Section 504 Plan or who have not yet been found eligible under IDEA but are being assessed by an Intervention Team or are in the Evaluation process. Designation as an educational record explicitly protects sensitive personally identifiable information. We should consistently extend this protection to students with disabilities who are not identified as eligible under IDEA so there are no ambiguities or changes in protections. This also provides additional transparency for parents through these processes.
- Further expanding this policy to include all students would be easier for school staff to implement and more fair to all students and families than treating students with disabilities differently. This would bring the policy into alignment with LCPS's Strategic Plan Action 4.3 – Trust-building Dialogue and Data by creating more transparency, which in turn will build trust between parents and staff.



Special Education Policy 8630 Review, Findings and Recommendations

Recommendation 2:

- Remove Lines 38-48 and specify that emails regarding any matter associated with a student are part of the Educational Record.



SEAC Recommendations AND Voting



Policy 8630 - INSPECTION AND REVIEW OF EDUCATION RECORDS	Voting
<u>Recommendation 1:</u> <ul style="list-style-type: none">Substitute the sentence at lines 38-40 with: “With the exception of emails regarding any matter associated with the child, as provided for in the Virginia Regulations Governing Special Education Programs for Children with Disabilities, 8VAC20-81-170(G)(11)(b), . . . “	
<u>Recommendation 2:</u> <ul style="list-style-type: none">Remove Lines 38-48 and specify that emails regarding any matter associated with a student are part of the Educational Record.	

Department of Student Services



2024 -2025 School Year - Staffing Enhancements

- CC Teacher staffing at the Elementary level for Special Education
- Specialized Programs for Autism and ECSE
- Coaching for our LCPS Multi-Tiered System of Supports
- Educational Diagnostician staffing
- Mental Health resources for students, staff, and families
- Registration services to provide improved service to our families
- Procedural Facilitators to assist in effectiveness of Special Education a
Section 504 compliance



Scan to ask a question or go to
<http://bit.ly/seacquestions>

New Business



Scan to ask a question or go to
<http://bit.ly/seacquestions>



Budget Concerns

- Concern 1: Current recruitment efforts for special education teachers and related service providers are not filling vacancies.
- Concern 2: Retention of Special Education and related service providers is a significant problem.
- Concern 3: There is continued growth of administrative staff that removes teachers from the classroom to fill the administrative positions. Student outcomes have not improved with the increase of administrative staff.
- Concern 4: Having multiple departments that serve students with disabilities makes it challenging for parents to navigate and misaligns incentives for ensuring best practices and compliance for our students with disabilities.
- Concern 5: Transition services is an area that has been flagged as needing improvement by LCPS parents for years in SEAC annual survey results.

New Business

Budget Recommendations



Scan to ask a question or go to
<http://bit.ly/seacquestions>



- Recommendation 1: SEAC does not support increasing procedural support positions. Eliminate procedural support positions and replace them with a new model, focused on compliance, under the Director of Special Education.
- Recommendation 2: Remove eligibility coordinators as an additional layer of administrators and restructure so that Section 504 falls under the Department of Special Education.
- Recommendation 3: Develop and implement a standardized build-out for Independent Living Labs strategically located around the county to allow access for all students with disabilities who require them.
- Recommendation 4: SEAC supports the Office of Special Education's \$80,000 budget request to provide transportation for Project SEARCH.



Scan to ask a question or go to
<http://bit.ly/seacquestions>



Annual Report, Systemic Special Education Needs & Recommended Actions 2021-2022 School Year

2021-2022 Annual Report



COMMITTEE ORGANIZATION

- The SEAC year commences on September 1 and ends on May 30 of the following calendar year.
- SEAC has 21 members and delegates various subcommittees to monitor problematic issues and future items of concern.
- SEAC strives to have one PTA/PTO Representative from each school to report activities important to the special education community to each school.
- For the 2021-2022 school year SEAC had 17 voting members and 42 PTA/PTO Representatives.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



ACCOMPLISHMENTS

- SEAC membership reviewed and provided feedback on [7 School Board Policies](#);
- Updated SEAC By-laws to allow SEAC members to participate in business meetings electronically;
- Held an additional SEAC Business meeting in June 2022 to review 5 Policy's at Administration's request;
- Hosted the SEAC Annual Awards in June 2022 with an in-person Awards Ceremony, Celebrating Our Everyday Heroes; and
- Chartered a new standing subcommittee, Meaningful Inclusion to begin with the 2022-2023 school year.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



SURVEY ANALYSIS

The Special Education Advisory Committee Annual Parent Survey (2021-2022) Data Analysis was completed by Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University. Dr. Winsler also completed the 2019-2020, 2020-2021, and 2021-2022 SEAC survey analysis. Please see document 2021-2022 SEAC Survey Analysis for the full report. The 2021-2022 analysis document summarizes the following:

- 1) Overall parental satisfaction for the county,
- 2) Whether parental satisfaction varies according to students' school district, disability category, and school level/type,
- 3) Notable changes in parental satisfaction from academic years 2020-2021 to 2021-2022, and
- 4) Results from a qualitative analysis of parents' open-ended responses to the survey.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



SURVEY ANALYSIS

- The 2021-2022 survey was administered in English and Spanish and had – **612 Total Responses (563 Complete 49 Incomplete)**.
- A further examination of the data led to 49 responses being excluded from analysis due to large amounts of missing information or inconsistent/impossible combinations of responses.
- The final 563 responses analyzed included cases that had information on the disability category for the student, the school district they attended, their level of schooling (preschool, elementary, middle, high school), and at least one response to a “satisfaction with” or “agreement with” survey question.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



SUMMARY OF SATISFACTION ACROSS THE DISTRICT

Overall, the analysis across the entire school district shows that:

- About 76% of parents are satisfied with the special education services received in 2021-2022.
- A sizeable minority of 24% that are not satisfied.
- Satisfaction was noticeably below satisfaction with the Intervention Team Meeting(s) Process.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



COUNTY-WIDE SATISFACTION WITH LCPS SERVICES

- For overall (dis)satisfaction with LCPS services, the percentage of parents who were dissatisfied increased from 2021 to 2022 by 2 to 10 percentage points, there were a few areas that showed improvements from 2020-2021 (504 eligibility; assistive technology; behavioral supports).
- The rest of the services showed increased dissatisfaction with the ***most problematic areas in terms of decline were transition services after high school, dispute resolution rights, intervention team meetings, and staffing.***



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



COUNTY-WIDE SATISFACTION WITH LCPS SERVICES

- For overall (dis)satisfaction with LCPS services, the percentage of parents who were dissatisfied increased from 2021 to 2022 by 2 to 10 percentage points, there were a few areas that showed improvements from 2020 (504 eligibility; assistive technology; behavioral supports).
- The rest of the services showed increased dissatisfaction with the ***most problematic areas in terms of decline were transition services after high school, dispute resolution rights, intervention team meetings, and staffing.***



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



SUMMARY OF QUALITATIVE RESPONSES

Parents and guardians had much to say during the 2021-2022 school year. Although it was a smaller sample to complete the survey this year, those who responded actually provided more overall open-ended responses than before! Parents provided many insights and helpful suggestions. Overall, the most common responses suggested/asked for:

- Increased staff, more resources, and better training given to special education staff.
- Increased resources and attention given to mental health for students with disabilities.
- A desire for LCPS to more strongly prioritize children with disabilities.
- A desire for more consistency across schools, teachers, and personnel.
- Increased communication and collaboration with parents as partners, especially with respect to the IEP process.
- Better transition planning for after high school.
- Enhanced efforts to ensure that real inclusion takes place both in the classroom and for school events



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



RECOMMENDATIONS

- During the 2021-2022 school year, SEAC heard from many special education parents and community members regarding not meeting student's need by providing sufficient compensatory education or recovery services. While this was not addressed in the SEAC survey it was discussed and raised as significant concerns during the school year.
- In comparing the 2020-2021 Areas of Concern to the 2021-2022 survey results, SEAC continues to offer recommendations in many of the same areas as these needs are not being addressed and are continuing to impact LCPS students with disabilities.
- The survey most notably outlined staffing, dispute resolution, transition (from middle to high school and out of high school), and ESY to be areas of significant dissatisfaction.
- SEAC is concerned that there is a lack of vision in correcting these barriers impacting our students with disabilities as these areas of concern are not addressed year after year.
- SEAC is hopeful with new leadership, these concerns will begin to be addressed.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



RECOMMENDATIONS

EQUITY

Educational equity means that each child receives what they need to develop to their full academic and social potential. To address and achieve equity, LCPS policies and procedures must be aligned, and barriers identified and addressed. There continues to be a disconnect between what is stated by the administration and the practices within LCPS schools.

SEAC encourages the School Board to:

- Carefully consider IDEA, Title II of the ADA and Section 504 when revising and reviewing LCPS policies.
- Closely examine LCPS Special Education Staffing and implement practices and ratios to maintain teachers.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



EQUITY, CONTINUED

SEAC encourages the School Board to:

- Support the training for substitute teachers and teaching assistants before working with students.
- Fund the Continuum of Special Education by maintaining a virtual option of schooling for K-12 students.
- Work with the 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.
- Encourage the Department of Student Services to update IEE fee limiting cap to market rates.
- Encourage the Department of Student Services to carefully consider providing Compensatory/Recovery Services for students with disabilities who experienced learning loss.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



TRANSITION

SEAC encourages the Office of Special Education to:

- Create a systematic way to track Life Skills and Workplace Readiness Skills.
- 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.
- Remove the Algebra I SOL and PSAT admission barriers to MATA.
- Consider creating Transition Training Centers to support a variety of transition training at key locations across the county.
- Create a Community Independence Instruction (CII) Framework and provide funding to encourage full elementary and middle school participation.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



ACCESSIBILITY

SEAC encourages:

- The Department of Student Services to partner with the Department of Teaching and Learning to create procedures for ensuring accessibility to instructional materials across all LCPS classrooms. This is an ongoing issue.
- LCPS to include all students in the planning process for lessons and utilizing inclusive design practices such as Universal Design for Learning (UDL) in our classrooms. This is an ongoing issue.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



LITERACY (Reading, Writing, Spelling, And Handwriting) & MATH INSTRUCTION:

SEAC encourages the School Board to encourage LCPS to:

Literacy:

- Utilize TNTP K-3 Curriculum Review Recommendations to update LCPS practices.
- Clearly define the implementation of Policy 5350, Parent Notification for Screening and Assessment and define remediation framework for students not meeting benchmarks.
- Update and publish the MTSS Specialized Literacy Decision Matrix to provide transparency and guidance to IEP teams.
- Increase training on teaching morphology.

Math:

- Develop a decision Matrix to assist and provide transparency and guidance to IEP teams.
- Staff Specialized Instructional Facilitator – Math positions.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

2021-2022 Annual Report



CONCLUSION

SEAC appreciates the opportunity to report our efforts and recommendations to the LCPS School Board. We maintain that students with disabilities should be prioritized by considering and implementing the recommendations identified in this report. We appreciate the opportunity to work alongside the Department of Student Services, the Office of Special Education and the LCPS School Board.



Scan to ask a question or go to
<http://bit.ly/seacquestions>

Reports and Updates

01 Did you know?
Presented by SEAC member
Melissa Waugh, J.D., M.P.H.
Attorney at Law

02 Review SEAC Meeting
Minutes

- April 12, 2023
- May 3, 2023
- October 6, 2023



Reports and Updates

22-23 SY Community Concerns

- Teachers, Teaching Assistants, and Related Service Provider Shortages
- ASL not available at all High Schools
- IEE Funding
- Low SOL Scores
- ECSE Not Following VDOE Guidelines
- 2018 Special Education Regulations Out of Date



Reports and Updates

23-24 SY Community Concerns

- Teacher, Related Service Provider(s), and TA Shortages
- Bullying
- Delivery of Special Ed Services in Collaborative Classes,
 - Specially designed instruction
 - Efficacy of delivery across the county
 - What is our co-teaching model?
- Closing learning loss gap



SEAC Chair Report

Appointment of Vice Chair of
Planning, Jennifer DiDonato



SEAC Chair Report

2022-23 SY Survey Data

- Currently awaiting analysis



SEAC Chair Report

Membership

PTA/PTO Representatives and Member Training

- 72 Schools with PTA/PTO Representatives - 24 additional are needed
- 18 voting members - 3 open memberships

Membership application and SEAC bylaws are on the SEAC page on the LCPS website:

<https://www.lcps.org/SEAC>



Executive Committee

- 01 Will be meeting tonight at Clyde's after the business meeting
- 02 2023-2024 Subcommittee Co-Chairs
 - Meaningful Inclusion, Tom Ketcham and Carla Sola
 - Policy and Compliance, Craig Metz and Melissa Waugh
 - Specialized Programs
 - Reading and Math, Alicia McFadden and Erin Roselle Poe
 - Transition, Shehnaz Khan and Catherine Moran



Subcommittee Reports

- 01 Meaningful Inclusion, Co-Chairs Tom Ketcham and Carla Sola
- 02 Policy and Compliance Committee, Co-Chairs Craig Metz and Melissa Waugh
- 03 Specialized Programs
Specialized Reading and Math,
Co-Chairs Alicia McFadden and Erin Roselle-Poe

Transition, Co-Chairs Shehnaz Khan and Catherine Moran



Specialized Reading and Math Worksessions

At the LCPS Administration Building

Quarter 1, October 23, 9:00-10:00AM

Quarter 2, December 4, 9:00-10:00AM

Quarter 3, March 18, 9:00-10:00AM

Quarter 4, May 13, 9:00-10:00AM



SEAC Representative Report

- 01 Career and Technical Education Advisory Committee
 - Next Meeting, Wednesday, November 15, 8:30-10:00AM
- 02 Early Literacy Textbook Adoption Committee
- 03 Equity Committee
 - Next Meeting, Thursday, November 2, 5:30-7:30PM
- 04 Gifted Education Advisory Committee (GEAC)
 - Next Meeting, Thursday, November 9, 7:00-8:30PM





How Do I Contact Parent Resource Services?

- Loudoun County Public School,
Douglass School
- 407 E. Market Street, Leesburg,
VA 20176
- 571-252-6540
- Leanne Kidwell –
Leanne.Kidwell@lcps.org
- Lcps.org/ParentResourceServices
- Like Us on Facebook: LCPS
Parent Resource Services
- Follow Us on Twitter:
[@LCPS_PRS](https://twitter.com/LCPS_PRS)



Preschool Child Find Chat: Understanding and Improving Your Preschool Child's Behavior

**Tuesday,
November 14, 2023
6:30 PM - 8:00 PM
The Historic Douglass School
407 E. Market Street
Leesburg, VA 20176**



Join LCPS' Preschool Child Find team to learn more about your preschool child's behavior and possible ways to improve it. Understanding the function of behavior, environmental triggers, and how to respond appropriately can have a positive impact on your child's self-esteem and your relationship with your child.

Registration is required.

To register:
<https://bit.ly/3Q1DXJt>



If, due to a disability, you need assistance to enable you to participate in a workshop or need a language interpreter, call Parent Resource Services at 571-252-6540 at least five business days prior to the event.

All Rights Reserved. ©2023 Loudoun County Public Schools.

©2023 All Rights Reserved. Loudoun County Public Schools



Reports, Updates, and Announcements



UPDATE

School Board Liaison, Tiffany Polifko

- The School Board meets at 4:00PM every second and fourth Tuesday.
- The public can visit the School Board page on the LCPS website to see a listing of emails and phone numbers for their individual district representative along with the At-Large representative. The entire Board can be emailed at lcsb@lcps.org.

School Board Liaison, Tiffany Polifko

LCPS has now met the target specified in Policy 6320, Playgrounds, by having at least one inclusive playground in each LCPS Planning District. The fifteen inclusive playgrounds in place by the end of this summer cover every LCPS Planning District, as well as eight high school clusters.



Lowes Island Elementary School



Rosa Lee Carter Elementary School

School Board Liaison, Tiffany Polifko

LCPS has now met the target specified in Policy 6320, Playgrounds, by having at least one inclusive playground in each LCPS Planning District. The fifteen inclusive playgrounds in place by the end of this summer cover every LCPS Planning District, as well as eight high school clusters.



Hutchison Farm Elementary



Broad Run HS

Reports,
Updates,
and Announcements



Office of Special Education

Dr. Paige Carter, Director of Special Education,
Specialized Instruction

- Update on vacant Special Education
positions by level

Department of Student Services

Tedra Richardson, Assistant Superintendent of
Student Services

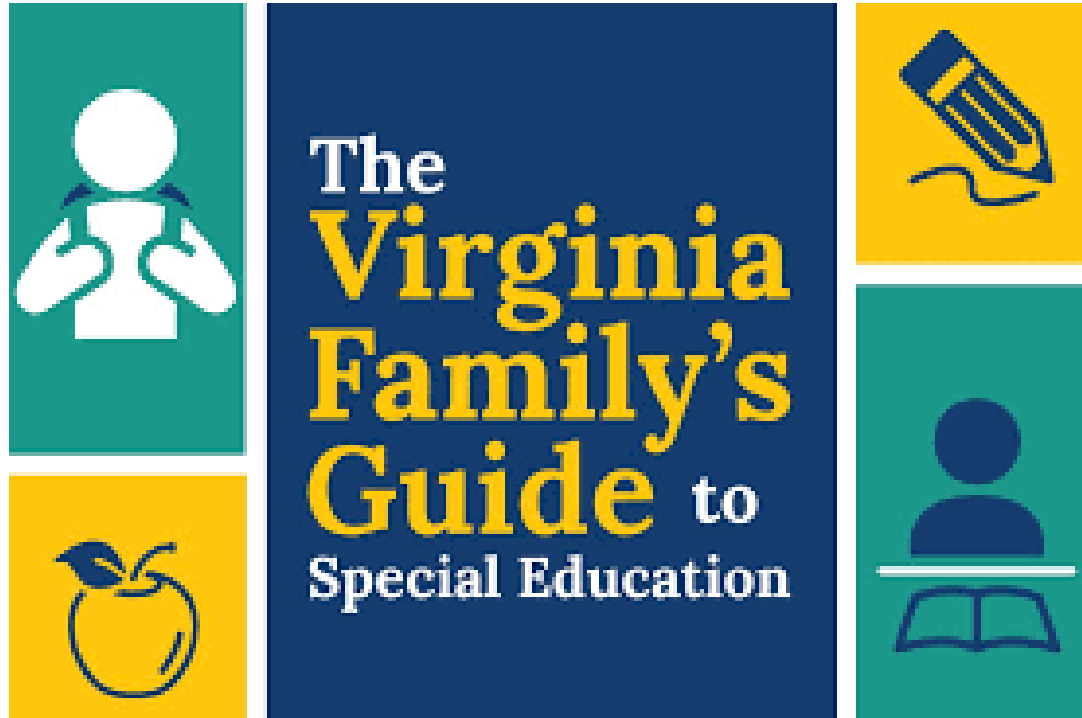
Office of Special Education Updates



Special Education Vacancies

October 30, 2023 Total 56 Teachers 25 TA	Elementary	Secondary
Teachers	18	38
Teacher Assistants(TA)	11	14





[Link](https://www.doe.virginia.gov/programs-services/special-education/information-for-families) to this resource on VDOE

<https://www.doe.virginia.gov/programs-services/special-education/information-for-families>

Indicator 8 - Parent Survey

English Version



Spanish Version



Monitoring for 2023-2024

- LCPS Staffing Audit
- VDOE Fiscal Monitoring
- Federal Cyclical Monitoring
- External Audit of Special Education services & supports

This monitoring montage will come together to inform our practices, policies, and procedures.



SEAC Presentations & Business Meetings

December 6, 2023

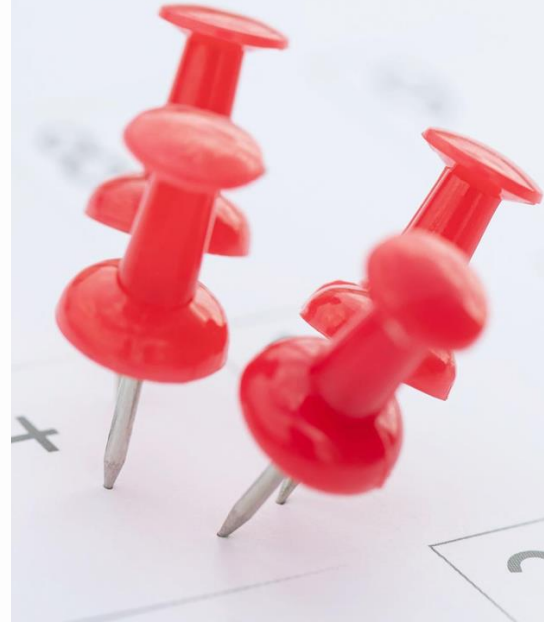
Your Transition Journey, LCPS Transition Team
January 10, 2024

Role of SEAC, Chiquita Seaborne, Ph.D.
January 16, 2024

Presentation on Virginia FOIA, Alan Gernhardt, Esq.



**Mark your
calendar!**



Thank you!

Learning knows
no bounds

