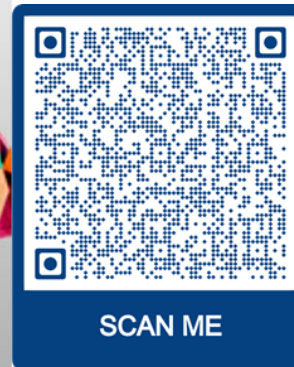
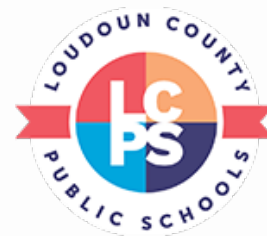


# SEAC BUSINESS MEETING

May 1, 2024



Please scan  
the QR Code  
for electronic  
sign-in.

# Introduction of SEAC Officers and Liaisons

## SEAC Leadership

### **SEAC Leadership:**

SEAC Chair

Liz Crotty

[SEACChair@lcps.org](mailto:SEACChair@lcps.org)

SEAC Vice Chair Planning

Jennifer DiDonato

[SEACViceChairPlanning@lcps.org](mailto:SEACViceChairPlanning@lcps.org)

SEAC Vice Chair Membership

Carla Sola

[SEACViceChairMembership@lcps.org](mailto:SEACViceChairMembership@lcps.org)

SEAC Vice Chair Communications

Shehnaz Khan

[SEACViceChairCommunications@lcps.org](mailto:SEACViceChairCommunications@lcps.org)

SEAC Secretary

Kathryn Rosenbrook

[SEACSecretary@lcps.org](mailto:SEACSecretary@lcps.org)

SEAC Past Chair

Sharon Tropf

[SEACPastChair@lcps.org](mailto:SEACPastChair@lcps.org)

### **SEAC Liaisons:**

Director of Special Education

Dr. Paige Carter

[Paige.Carter@lcps.org](mailto:Paige.Carter@lcps.org)

School Board Liaison

Kari LaBell

[Kari.LaBell@lcps.org](mailto:Kari.LaBell@lcps.org)

School Board Liaison, Alternate

Melinda Mansfield

[Melinda.Mansfield@lcps.org](mailto:Melinda.Mansfield@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.



Reports,  
Updates,  
& Announcements



## SEAC Feedback on Blue Ribbon Panel

John Clark, Director of Safety and Security



# Blue Ribbon Panel

## Safety and Security



# What is a Blue Ribbon Panel?

A Blue Ribbon Panel is a highly qualified group of people appointed to investigate, study or analyze a given question.

Blue Ribbon Panels generally have a degree of independence from political influence or other authority, and such committees usually have no direct authority of their own.



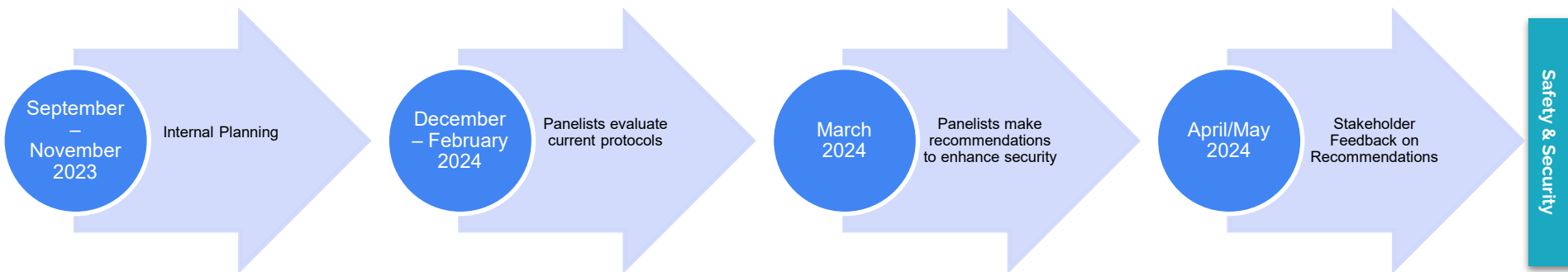
# Mission



Evaluate current protocols with respect to physical, technical, and cyber security, and mental health, and identify any potential gaps.



# Timeline



# External Participants



# LCPS Subject Matter Experts



- Chief of Staff
- Safety & Security
- Digital Innovation
- Facilities
- Communications
- Research & Evaluation
- Threat Assessment
- Mental Health Services
- Professional Learning



# Panelist Comments



"SSO program is phenomenal"

"the leader in security"

"proactive security"

"gold standard in safety and security"

"good communication from the security leadership"

"strategic and well-organized security team"

"consistent and standardized security across the organization"

"smoothest committee I have ever served on"



# Recommendations

- Add security personnel coverage to elementary schools. (School Resource Officers, School Security Officers, LCPS patrols, or private firm)
- Increase security personnel coverage for after-school events. (School Resource Officers, School Security Officers, LCPS patrols, or private firm)
- Ensure that there is Wifi coverage throughout the entire school building, including hallways.
- Create a full-time supervisory position that is solely dedicated to managing the Security Operations Center and expand its size.
- Prioritize school level participation in safety & security and threat assessment training.



# Recommendations

- Have the school board label the Division of Safety & Security as a Law Enforcement Unit.
- Ensure that School Resource Officers and LCPS mental health representatives are involved in every threat assessment.
- Create a formal alternative education site to allow for enhanced security measures for high-risk students.
- Work with public safety officials to assess public safety radio coverage within schools and address any gaps.
- Create a basic cybersecurity/social media best practices course and mandate completion for key stakeholders within LCPS.
- Add a digital analysis assessment to all serious and very serious threat assessments.





<https://my.thoughtexchange.com/present/278757692>



## Blue Ribbon Panel Recommendations

- Add security personnel coverage to elementary schools. (School Resource Officers, School Security Officers, LCPS patrols, or private security firm)
- Increase security personnel coverage for after-school events. (School Resource Officers, School Security Officers, LCPS patrols, or private security firm)
- Ensure that there is Wifi coverage throughout the entire school building, including hallways.
- Create a full-time supervisory position that is solely dedicated to managing the Security Operations Center and expand its size.
- Prioritize school-level participation in safety & security and threat assessment training.
- Ensure that School Resource Officers and LCPS mental health representatives are involved in every threat assessment.
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- Create a formal alternative education site to allow for enhanced security measures for high-risk students.
- Work with public safety officials to assess public safety radio coverage within schools and address any gaps.
- Create a basic cybersecurity/social media best practices course and mandate completion for key stakeholders within LCPS.
- Add a digital analysis assessment to all serious and very serious threat assessments.







# Office of Special Education Update



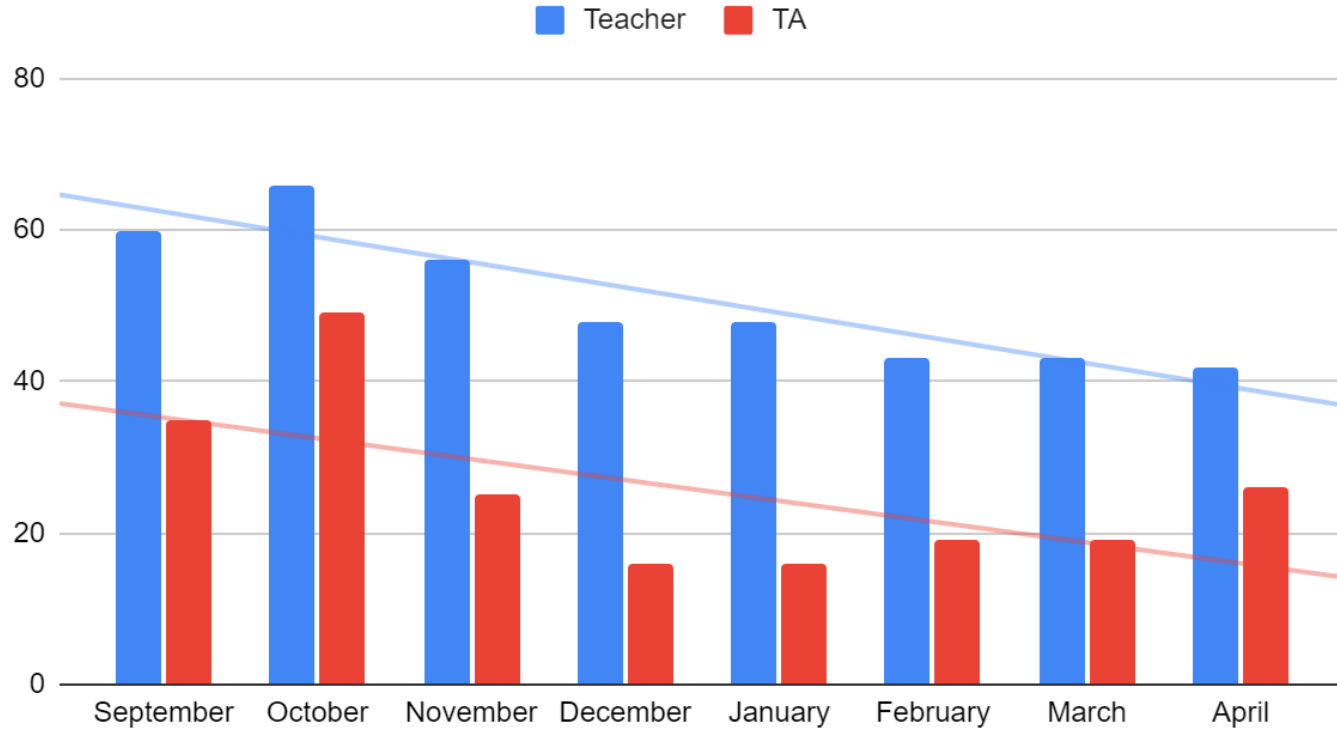
We are serving

10,409

students with disabilities.



## Teacher and TA



# New Business

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- Admit Virtual Attendees
- Approve Minutes from April
- Role call for quorum
- Meaningful Inclusion
  - Inclusive Playground Recommendations
- Policy Review
  - Annual Review Concerns
  - Policy Review



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



# Inclusive Playground Equipment Examples



Musical instruments  
and other sensory devices



Communication  
and sensory panels



# Inclusive Playground Equipment Examples



Swings and riders



Sensory walks  
(very low cost!)





# Inclusive Playground Equipment Examples



Spinners and  
inclusive  
balance equipment



# LCPS Playground Examples



# LCPS Playground Examples



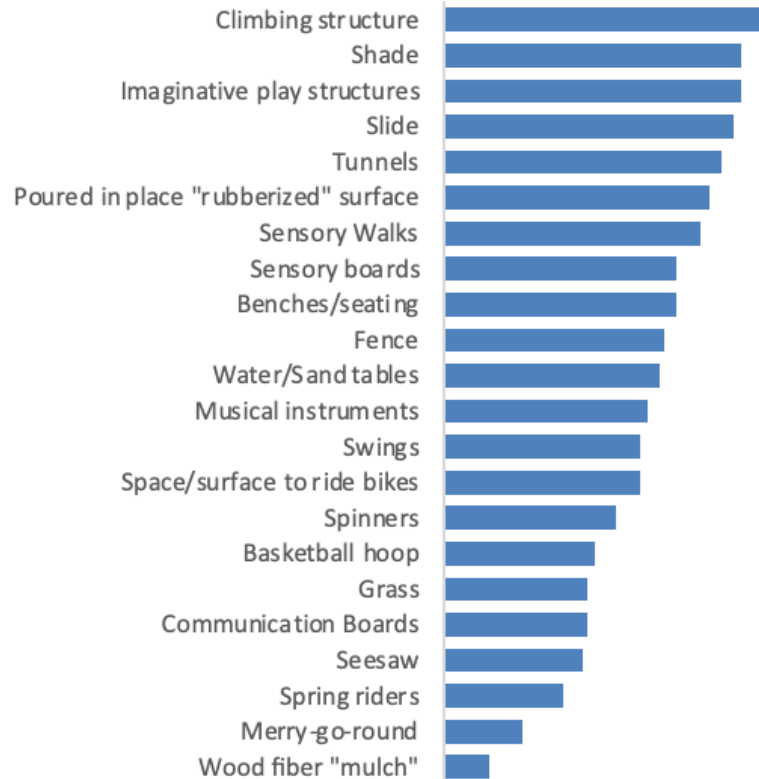




# SEAC Surveys

- Physical Survey
- Preschool,  
Kindergarten, K-2  
Program Staff  
Survey

List of important inclusive features recommend by LCPS  
Preschool, Kindergarten and K-2 self-contained program staff



# Concerns and Recommendations for Preschool through Kindergarten



Concern 1: There are inequities between our High School ECE (Early Childhood Education) preschool programs and ECSE (Early Childhood Special Education) programs. A number of LCPS high schools with (ECE) programs were built with commercial, high-quality playground equipment. LCPS ECSE programs are not allocated the same durable, high-quality equipment. Instead, they are often put in an interior courtyard with consumer-grade equipment that has been sourced from community donations (sometimes hand-me-downs) or PTAs/PTOs. These playgrounds do not support appropriate development in students.

SEAC also received many reports from teachers and parents concerned about the play space that is provided to kindergarten classrooms. Generally, they are enclosed blacktop or poured-in-place surface with no permanent play structure or durable equipment.

## Concerns and Recommendations for Preschool through Kindergarten



Concern 2: Without poured-in-place surfacing, students experience either muddy play spaces or asphalt that could lead to increased injuries. Grass and mulched surfaces are less accessible.

Concern 3: An accessible preschool playground was installed last summer at Broad Run High School for their ECE program. This is not a program that serves students with IEPs. While SEAC certainly supports that all school programs have inclusive playgrounds, there should be care in selecting the sites to build these inclusive playgrounds to ensure that LCPS students who require such a space (multiple disability programs, for example) are prioritized.

# Concerns and Recommendations for Preschool through Kindergarten



Concern 4: A concern relayed from teachers and parents of all grade levels is that there is often little to no shade in LCPS play areas and it can get very hot. Many students with disabilities are especially affected by sun-exposure and overheating, but it can be a concern for all students as well.



# Recommendations for Preschool through Kindergarten



Recommendation 1: Install poured-in-place surface where it does not exist.

Recommendation 2: Develop a standard for preschool/kindergarten playgrounds that is composed of the most popular playground features identified by preschool/kindergarten teachers in the SEAC Playground Survey for Staff.

Recommendation 3: Replace consumer-grade equipment with commercial equipment that meets age-appropriate developmental (physical, cognitive, social, sensory) needs of students.

Recommendation 4: Create a shared space that is assigned to kindergarten and preschool programs as well.

# Recommendations for Preschool through Kindergarten



Recommendation 5: Add storage for portable outdoor equipment.

Recommendation 6: Install AAC communication boards at all playgrounds for preschool and kindergarten students.

Recommendation 7: Add substantial shades covering the majority of the playground surface.

# Concerns and Recommendations for First through Fifth Grades



Concern 1: Most LCPS self-contained program classes are relegated to interior courtyards for their recess due to concerns of elopement (wandering or running away). This is a very real safety concern for teachers, administrators, and parents. These students are denied equal access to the main school playgrounds because the classes are not staffed to a level that would be safe in that environment and instead sometimes share space with Early Childhood Special Education classes where the equipment is insufficient even for the preschoolers, much less the older students. Fencing playgrounds would allow these older program students access to a playground that is appropriate for their age and increase opportunities for inclusion.

SEAC received a related additional report that Adapted PE teachers are unable to take their students outside for their PE classes due to that same concern of elopement.

# Concerns and Recommendations for First through Fifth Grades



Concern 2: Playgrounds serve an important function for schools and the surrounding community and should be accessible to all students. While it has been noted that all LCPS playgrounds are ADA compliant, that does not mean that all LCPS playgrounds meet even a low-level standard of accessibility.

Currently most LCPS playgrounds have a wood fiber (mulch-like filling) surface. The way to access these spaces is via a plastic ramp. Even if a wheelchair could bypass the ramp, an individual would be unable to move themselves through the wood fiber, making it effectively inaccessible to maneuver between playground equipment. SEAC received a report that a student teacher was unable to perform playground duty because she could not navigate the surface. It was noted during SEAC's physical survey that at multiple schools some playground areas did not have an accessible ramp, or the ramp was covered with wood fiber. A student with motor, visual, or sensory impairment may struggle to navigate a shifting surface. There are general safety concerns as well after significant rain or foot traffic, which may result in ditches and holes.

Playgrounds that do not have a poured-in-place surface are inaccessible for many people (both students and adults) with mobility concerns.

## Recommendations for First through Fifth Grades



Recommendation 1: Fence in both existing and inclusive playgrounds to provide equal access to those students with elopement concerns.

Recommendation 2: Install AAC communication boards at all playgrounds for first through fifth grade.

Recommendation 3: Install poured-in-place surfacing.

## Recommendations for First through Fifth Grades



Recommendation 4: Adopt a standard, for all playgrounds for first through fifth grades with inclusive design features. A goal of at least 50% of the playground features should be fully accessible. Ensure access to multiple levels and features of the playground equipment. Playgrounds should have modular equipment, rather than single units to provide adequate pathways; Add cooperative play features and equipment; Add instructions on use as needed; and Include seating areas as part of playground.

Recommendation 5: Prioritize the construction of playgrounds based on the location of programs that may have an increased need.

Recommendation 6: Add substantial shades covering the majority of the playground surface.

# New Business

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- Policy Review
  - Annual Review Concerns
  - Policy Review
    - Policy 8655 Student Personal Device Use
    - Policies and Practices Regarding Student Records
    - Policy 5070 Field Trips

# New Business

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## Concern 1

- Moving forward SEAC would appreciate an opportunity to participate more actively in the review of the Annual Plan. If we could be provided with the Annual Plan at least a month in advance of the presentation to SEAC to develop concerns and feedback to then present to membership in a business meeting following Virginia FOIA and SEAC's rules of order. This would allow the School Board to have our feedback prior to them voting to adopt the Special Education Annual Plan.



# New Business

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## Concern 2

- Submission Statement Item 14, Page 13, and 2024-2025 Proportionate Set Aside, Page 19: A proportionate share of the school division's Section 611 subgrant will be set aside to be expended for children with disabilities ages 3 through 21, who are parentally-placed in a private school within the school division or homeschooled within the school division, and a proportionate share of its Section 619 subgrant will be set aside to be expended for children with disabilities ages 3 through 5, who are parentally-placed in private school within the school division to provide special education and related services.

# New Business

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1. SEAC is concerned that LCPS may not be adequately reaching out to private school representatives (which include the parents of homeschooled students per 8 VAC 20-81-150(C)(1)(a)) to inform them of their right to participate in consultation meetings with LCPS (8 VAC 20-81-150(C)(5)) where they can provide feedback to LCPS on:

a. How the process will operate throughout the school year to ensure that parentally placed children with disabilities identified through the Child Find process (8 VAC 20-81-150(C)(2)) can meaningfully participate in special education and related services;

# New Business

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- b. How, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities;
- c. The types of services, including direct services and alternate service delivery mechanisms;
- d. How special education and related services will be apportioned if funds are insufficient to serve all parentally placed private school children; and
- e. How and when those decisions will be made, including how parents, teachers and private school officials will be informed of the process.

# New Business

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2. SEAC is concerned that LCPS is not adequately informing the parents of children with disabilities who are parentally placed in private schools (which includes homeschool) located in the school division and identified through LCPS's Child Find obligation at 8 VAC 20-81-150(C)(2) of their right to access, through LCPS, set aside funds for special education and related services for their child.

3. SEAC is concerned that LCPS is not engaging in meaningful and timely consultation with private school representatives and representatives of parents of parentally placed private school children with disabilities (including homeschool children), nor is due consideration being given to the views of these representatives. 8 VAC 20-81-150(C)(5).

# New Business

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4. SEAC would like to understand the 22% decrease in set aside funding from last year while the proposed grant budget increased 8% (~\$1 million) from last year.

5. SEAC is concerned that LCPS may not be identifying all children with disabilities who are parentally placed in private schools located in the school division pursuant to its Child Find obligation under 8 VAC 20-81-150(C)(2) to ensure an accurate count for the purposes of calculating set aside funds for the grant period.

# New Business

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6. SEAC is concerned that LCPS could be engaging in inequitable practices by not providing "equal access" to set aside funds by limiting the types of services available via set aside funding. This Annual Plan limits the use of set aside funds to only Speech and Transition Services, versus addressing areas of unique need for all qualified special education students ages 3 through 21. For example, providing services from a Teacher of the Visually Impaired or Orientation and Mobility services for students with vision impairments, or the services of a Hearing Itinerant Teacher to work on sign language or cued speech with a deaf student, or occupational or physical therapy services for students with mobility challenges.

# New Business

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SEAC recommends that LCPS consider a more equitable means for providing services via set aside funds that would open an application period in the spring for parents to apply for funding for services identified in their child's ISP on a first-come, first-served basis. Once all set aside funds for a school year are allocated to students whose parents have applied for funding, then no further funding for ISP services would be allocated until the funding application period reopens again. This would students with various disabilities access to services they may need.

# New Business

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## Concern 3

### Superintendent's Certification, Page 9:

Current data and evidence, including parental complaints, findings of systemic noncompliance by the VDOE, and hearing officer and court decisions, indicate continued work is needed to ensure compliance with the IDEA and implementing regulations during the 2024-2025 grant award period as certified by the Superintendent would occur.

SEAC encourages the School Board to verify that LCPS continues to remediate any areas of noncompliance identified through VDOE Letter of Findings, from state complaints, due process hearing decisions, court decisions, and internal or external audits.





## SEAC Recommendations AND Voting



No Recommendations	Voting
➤ Policy 7712, Sick Leave	



## Special Education Policy 8655 Review, Findings and Recommendations

### Overview: Policy 8655

#### STUDENT PERSONAL DEVICE USE

This policy covers the student use of personal technology in schools, including cell phones, tablets, earbuds, smartwatches, and other technologies during the school day.



## Special Education Policy 8655 Review, Findings and Recommendations

### **Concern 1:**

The policy as written was confusing due to multiple locations of exceptions and unclear wording about the distinction between elementary and middle school policy.

### **Concern 2:**

SEAC is concerned about the implementation of this policy. This policy appears to be enforced by teachers, which is no different than current practice and has been ineffective and inconsistent.



## Special Education Policy 8655 Review, Findings and Recommendations

### **Recommendation 1:**

Remove reference to headphones and change wording to internet-connected device. Other technologies is a very broad term. We recognize that there may be other technologies that may be attempted to be covered here; however, those technologies have been around for a long time and are not the subject of the need for this policy. We advise to focus on the issue of communication and internet-connected devices here.

Line 1: This policy covers the student use of Personally-Owned Device in schools, including cell phones, tablets, smartwatches, and internet-connected devices during the school day.



## Special Education Policy 8655 Review, Findings and Recommendations

### **Recommendation 2:**

Line 15, add reference to exceptions section later in the document. Providing only partial exemptions in this section is confusing. Access to an instruction is one of many valid reasons to have an exception. We should reference the exception section and then further define and clarify valid exceptions there.

Line 15: “Unless subject to an exception identified in section D, students may not use Personally-Owned Devices in classrooms, and they must be silenced and put away during instructional periods, except when explicitly allowed by their classroom teacher or school administration.”



## Special Education Policy 8655 Review, Findings and Recommendations

### **Recommendation 3:**

Line 21, there does not appear to be a meaningful difference between elementary and middle school policy. Combine both and streamline language to reflect that.

Line 21 “a. Elementary & Middle school students are not permitted to use Personally-Owned Devices during the school day.”

### **Recommendation 4:**

Replace at Line 9, “shall be at least two employees who have Level 3 diabetes training in the administration of insulin, including the use and insertion and reinsertion of insulin pumps or any of its parts, reading and responding to continuous glucose monitor (CGM) alarms and trends, and the administration of glucagon and insulin. Staff working with students diagnosed with diabetes, to include but not be limited to teachers, bus drivers, playground monitors, cafeteria managers, will receive level 2 diabetes training.”



## SEAC Recommendations AND Voting



Policy 8655 – STUDENT PERSONAL DEVICE USE	Voting
<p><b><u>Recommendation 1:</u></b></p> <p>Remove reference to headphones and change wording to internet-connected device. Other technologies is a very broad term. We recognize that there may be other technologies that may be attempted to be covered here; however, those technologies have been around for a long time and are not the subject of the need for this policy. We advise to focus on the issue of communication and internet-connected devices here.</p>	
<p><b><u>Recommendation 2:</u></b></p> <p>Line 15, add reference to exceptions section later in the document. Providing only partial exemptions in this section is confusing. Access to an instruction is one of many valid reasons to have an exception. We should reference the exception section and then further define and clarify valid exceptions there.</p>	



## SEAC Recommendations AND Voting



Policy 8655 – STUDENT PERSONAL DEVICE USE	Voting
<p><b><u>Recommendation 3:</u></b></p> <p>Line 21, there does not appear to be a meaningful difference between elementary and middle school policy. Combine both and streamline language to reflect that.</p>	
<p><b><u>Recommendation 4:</u></b></p> <p>Replace at Line 9, “shall be at least two employees who have Level 3 diabetes training in the administration of insulin, including the use and insertion and reinsertion of insulin pumps or any of its parts, reading and responding to continuous glucose monitor (CGM) alarms and trends, and the administration of glucagon and insulin. Staff working with students diagnosed with diabetes, to include but not be limited to teachers, bus drivers, playground monitors, cafeteria managers, will receive level 2 diabetes training.”</p>	





## Special Education Policy Review, Findings and Recommendations

### Overview: Review of Policies and Practices Regarding Student Records

Policies 8610, 8610-REG, 8630, 8630-REG, 8640,  
4020, 4020-REG

SEAC is concerned that LCPS policies regarding students' Scholastic or Education Records do not comprehensively address all issues arising under the Family Educational Rights and Privacy Act, [20 U.S.C. § 1232g](#) ("FERPA"), and its implementing regulations, [34 C.F.R. § 99.1 et seq.](#) ("FERPA Regs"), the Individuals with Disabilities Education Act, [20 U.S.C. § 1400, et seq.](#) ("IDEA"), and its federal implementing regulations, [34 C.F.R. § 300.1 et seq.](#) ("IDEA Regs"), and Virginia IDEA implementing regulations, [8 VAC 20-81-10 et seq.](#) ("VA Regs"), the Virginia Code regarding pupil records at [Va. Code § 22.1-287 et seq.](#), and the Virginia Freedom of Information Act, [Va. Code § 2.2-3700 et seq.](#) ("VFOIA").



## SEAC Recommendations AND Voting



Review of Policies and Practices Regarding Student Records	Voting
<u>Recommendation 1:</u>	
<u>Recommendation 2:</u>	
<u>Recommendation 3:</u>	
<u>Recommendation 4:</u>	
<u>Recommendation 5:</u>	
<u>Recommendation 6:</u>	



# Special Education Policy Review, Findings and Recommendations

## Overview: Policy 5070

### FIELD TRIPS

This regulation supplements Policy 5070, Field Trips, by establishing procedures for planning, conducting, and financing field trips in support of instructional programs and student activities.

# Reports and Updates

01 Did you know? Extended School Year (ESY)  
Presented by SEAC member  
Tom Ketcham



# SEAC Chair Report

## Membership

### PTA/PTO Representatives and Member Training

- 77 Schools with PTA/PTO Representatives - 19 additional are needed
- 20 voting members - 1 pending membership

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.



# 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
- 04 Transition, Co-Chairs Shehnaz Khan and Catherine Moran
- 05 SEAC Awards Planning, Co-Chairs Shehnaz Khan and Sharon Tropf





# Literacy and Math Worksessions

At the LCPS Administration Building

Quarter 1, October 23, 9:30-10:30AM

Quarter 2, December 4, 9:30-10:30AM

Quarter 3, March 18, 9:30-10:30AM

Quarter 4, May 13, 9:30-10:30AM





# Transition Worksessions

At the LCPS Administration Building

Quarter 2, January 24, 9:30-11:30AM

Quarter 3, March 4, 9:30-11:30AM

Quarter 4, May 22, 9:30-11:30AM



# SEAC Representative Report

- 01 Career and Technical Education Advisory Committee
  - Next Meeting, Wednesday, May 15, 8:30-10:00AM
- 02 Equity Committee
  - Next Meeting, Thursday, May 2, 5:30-7:30PM
- 03 Gifted Education Advisory Committee (GEAC)
  - Next Meeting, Thursday, May 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](mailto:Leanne.Kidwell@lcps.org)
- [Lcps.org/ParentResourceServices](http://Lcps.org/ParentResourceServices)
- Like Us on Facebook: LCPS  
Parent Resource Services
- Follow Us on Twitter:  
[@LCPS\\_PRS](https://twitter.com/LCPS_PRS)

## Reports, Updates, and Announcements



**UPDATE**

## School Board Liaison, Kari LaBell

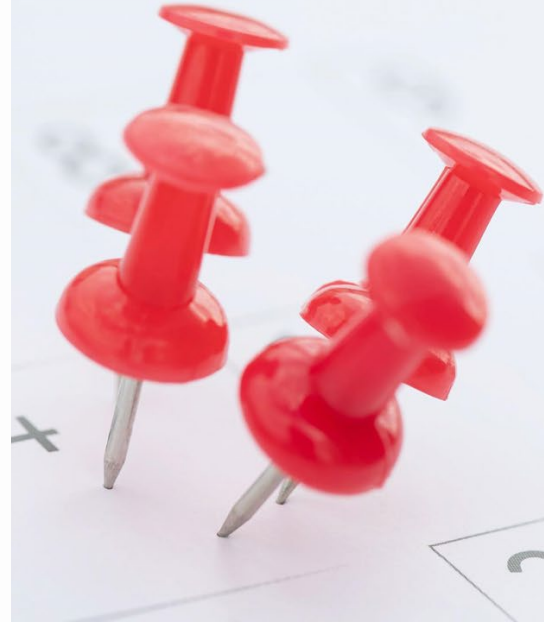
- The School Board meets at 4:00PM every second and fourth Tuesday.
- The public can visit the School Board page on the LCPS website to see a listing of emails and phone numbers for their individual district representative along with the At-Large representative. The entire Board can be emailed at [lcsb@lcps.org](mailto:lcsb@lcps.org).

# SEAC Presentations & Business Meetings

Have a wonderful end of the school year & Summer!



**Mark your  
calendar!**



# Thank you!

Learning knows  
no bounds



SCAN ME

