



**Special Education Advisory Committee PTA/PTO Talking Points**  
**LCPS Administrative Building, 21000 Education Court, Ashburn, VA 20148**  
**SEAC Sponsored Presentation: 6:00 – 7:10pm**  
**Business Meeting 7:15 to 8:30 pm**  
**Wednesday December 6, 2023, - Link: <https://vimeo.com/892019399>**

**Welcome:** Liz Crotty, SEAC Chair

Presentation: *Your Transition Journey*, Presenters: Jenna Arndt, Suzanne Burch, & Sarah Hendricks  
Transition Subcommittee Work Group Meetings: January 24, 2024, March 5, 2024, May 22, 2024, at 9:30 to 11:30 at Administration Bldg., Office Room 104-G

Presentation: *Special Programs Presentation for Rising 9<sup>th</sup> graders-HAMSci, IB Programs & Navy JROTC*;  
Presenters: Mrs. Sharma, Dr. O'Connor, Mr. Skvarch, Mr. Bishop

### **Business Meeting**

#### **Public Comment**

**Erin Burns-** Reported that Countryside Elementary has only 3 of 7 special education teachers on staff. This is impacting services provided to students as well as putting undo stress on the current staff.

**Anonymous-** Advocated to extend ESCE Pre-Kindergarten Reverse Inclusion classrooms from ½ day (4 hours) to full days (6-7 hours) and to increase the number of these classrooms throughout the county (due to the increased demand). There is research that indicates the benefits of these changes.

#### **Office of Special Education Update-Dr. Paige Carter**

Inclusive Schools Week was December 4-8, 2023. LCPS is currently serving 9,968 students with special needs. The current openings for SPED teachers are 33 in secondary schools and 15 in elementary schools. For Teaching Assistants, the vacancies are 13 in secondary schools and 3 in elementary. There are a few ongoing audits in the Special Education Department.

##### **VDOE Cyclical Monitoring**

- Approximately 450 files reviews
- Looking for compliance in 35+ areas
- Complete by 2/1/24 state will give results by 7/1/24

##### **Internal Staffing Audit**

- Interviews and school visits
- Full report in the new year

**Department of Student Services-Dr. Tedra Richardson**

Staff held an orientation for the new school board members, whose first Board meeting will be 01/02/2024. The Superintendent's budget will be presented on 1/16/2024 and SPED staff needs, and alternative educational programming will be highlighted. The student absentee rate has risen from 11% in 2022 to 18.8% in 2023.

**Old Business**

**Policy and Compliance Subcommittee** outlined the following budget recommendations:

**Concern 1:** There are high shortages for special education teachers and related service providers. In FY24, special education teachers and related service provider positions were cut during a time of growth in population for students with disabilities. School staff and parents are asking for more positions to be added who work directly with students.

**Recommendation 1:** LCPS supports restoring cross categorical and related service provider positions cut from FY24 budget and staffing to account for growth. In addition, SEAC supports the Department of Student Services request for additional positions to staff 23 new programs and restore 10 collapsed programs, including 4 Adapted PE teachers, 2 Occupational Therapists, and 2 Speech Language Pathologists. SEAC supports building 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.

**Concern 2:** Retention of special education and related service providers is a significant problem.

**Recommendation 2:** SEAC supports increasing the number of SPED contingency positions and giving the Office of Special Education additional implementation flexibility for those positions.

**Concern 3:** Having multiple departments that serve students with disabilities appears inefficient for ensuring best practices and consistent compliance for our students with disabilities and makes it challenging for parents to navigate.

**Recommendation 3:** SEAC does not support adding additional administrator positions in the Office of Procedural Support. SEAC encourages LCPS to consider a restructure that would bring Section 504 and Eligibility under the Department of Special Education.

**Concern 4:** Transition services is an area that has been flagged as needing improvement by LCPS parents for years in SEAC annual survey results. Designing and consistently implementing quality transition services has been an area of need for many years, and the current model where this is an additional duty on many administrators has not been successful.

**Recommendation 4:** SEAC recommends developing and implementing a standardized build-out for Independent Living Labs strategically located around the county to allow access for all students with disabilities who require them as part of their educational needs. Add a transition supervisor position to the Office of Special Education.

Motion to adopt all policies was passed unanimously, with the amendment to split recommendation 1

into 2 parts and to add the following two recommendations: (1) bring back virtual elementary supports and expand the STEP program to full day, which would provide additional reverse inclusion for the ECSE program.

### **New Business**

**Policies & Compliance**, No SEAC recommendations were suggested to Policies 7022, Employee Classification and 7024, Policy 7024 Grievance Procedures for Non-licensed & Supervisory Employees Dismissals/Demotions

**Did you Know?** Catherine Moran, SEAC Member modifications to an IEP are changes to help students succeed in school. See attached flyers including more information as well as fun holiday movies with self-determination messages sheet.

### **SEAC Chair Report & Updates**

#### **1. 22-23 SY Community Concerns**

Teachers, Teaching Assistants, and Related Service Provider(s) Shortages; ASL not available at all High Schools; IEE Funding; Low SOL Scores; ECSE Not Following VDOE Guidelines;

#### **2. 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

#### **3. 2022-23 SY Survey Data**

Currently awaiting analysis

#### **4. Membership**

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>

#### **5. Subcommittee Reports**

2023-2024 Subcommittee Co-Chairs- information will be sent out from each committee to members and PTO representatives

**Specialized Literacy and Math Work sessions @ LCPS Administration Building**  
Quarter 3, March 18, 9:00-10:00AM and Quarter 4, May 13, 9:00-10:00AM

#### **6. Other Committees:**

Career and Technical Advisory Committee: Need a SEAC member to serve on the Committee

Meetings are the 3rd Wednesday of each month at 8:30AM

Gifted Education Advisory Committee (GEAC): Next Meeting, Thursday, January 11, 7:00-8:30PM

Equity Committee: 1<sup>st</sup> Thursday of the Month, Next Meeting, Thursday, December 7, 5:30-7:30PM

#### **7. Parent Resource Services**

Kindergarten Connection: Moving on from Early Childhood Education to Kindergarten with an IEP

Wednesday, December 13, 2023, LCPS Admin Building 6:30 – 8:30PM  
Social Media & Cyberbullying: What Parents Need to Know- Presented by Sgt. Marc Rodriguez LCSD  
Monday, December 11, 2023, LCPS Admin Building 6:30 – 8:00PM

#### 8. School Board Liaison-Tiffany Polifko

Thanked SEAC for the pleasure of being its representative to the School Board.

An Executive Committee meeting was held immediately after the business meeting at Clyde's. The public are welcome to attend.

#### Next SEAC Meeting: January 10, 2024,

**Presentation-The Role of SEAC**, Chiquita Seaborne from the Virginia Department of Education

#### SEAC Leadership:

SEAC Chair	Liz Crotty	<a href="mailto:SEACChair@lcps.org">SEACChair@lcps.org</a>
SEAC Vice Chair Planning	Jennifer DiDonato	<a href="mailto:SEACViceChairPlanning@lcps.org">SEACViceChairPlanning@lcps.org</a>
SEAC Vice Chair Membership	Carla Sola	<a href="mailto:SEACViceChairMembership@lcps.org">SEACViceChairMembership@lcps.org</a>
SEAC Vice Chair Communications	Shehnaz Khan	<a href="mailto:SEACViceChairCommunications@lcps.org">SEACViceChairCommunications@lcps.org</a>
SEAC Secretary	Kathryn	<a href="mailto:SEACSecretary@lcps.org">SEACSecretary@lcps.org</a>
SEAC Past Chair	Rosenbrook Sharon Tropf	<a href="mailto:SEACPastChair@lcps.org">SEACPastChair@lcps.org</a>

#### SEAC Liaisons:

LCPS Staff Liaison, Director of Special Education	Paige Carter	<a href="mailto:Paige.Carter@lcps.org">Paige.Carter@lcps.org</a>
School Board Liaison	Tiffany Polifko	<a href="mailto:Tiffany.Polifko@lcps.org">Tiffany.Polifko@lcps.org</a>
School Board Liaison, Alternate	Erika Ogedegbe	<a href="mailto:Erika.Ogedegbe@lcps.org">Erika.Ogedegbe@lcps.org</a>

**Stay Connected: Facebook:**  
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**Twitter:**  
@loudounseac

**WWW:** [www.loudounseac.org](http://www.loudounseac.org)

*Anyone needing accommodation 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*

# 'TIS THE SEASON FOR Self-Determination WITH CLASSIC WINTER MOVIES



## ABOMINABLE

- goal setting & attainment
- persistence
- self-awareness
- support community



## ELF

- employment
- goal setting
- interacting with others
- strengths & limitations
- support community



## FROZEN

- disability awareness
- goal setting
- interacting with others
- strengths & limitations
- support community



## HAPPY FEET

- disability awareness
- goal setting
- interacting with others
- persistence
- strengths & limitations



## THE HOLIDAY CALENDAR

- employment
- self-advocacy
- strengths & limitations
- support community



## HOME ALONE

- disability awareness
- goal setting
- interacting with others
- persistence
- strengths & limitations



## HOW THE GRINCH STOLE CHRISTMAS

- goal setting & attainment
- support community



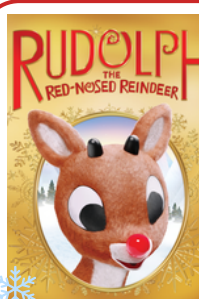
## THE NUTCRACKER

- persistence
- problem solving
- self-advocacy



## THE POLAR EXPRESS

- interacting with others
- persistence
- risk-taking



## RUDOLPH THE RED-NOSED REINDEER

- disability awareness
- self-advocacy
- strengths & limitations

# Modifications for Students with Disabilities

## A Resource Document



The Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act require students with disabilities have equal access to an education. This includes accommodations that are needed for students with disabilities to learn and participate in academic, extracurricular, and nonacademic activities. Accommodations are designed to enable children with disabilities to be educated with their nondisabled peers to the maximum extent appropriate. All students with an IEP or 504 plan are entitled to modifications that their team determines are needed.

**Modifications** change **WHAT** your child learns or is taught. The Virginia Department of Education (VDOE) defines modifications as:

*“adjustments to an assignment or a test that changes the standard of what the test or assignment is supposed to measure.”*

In Virginia, a modified education is called the Aligned Standards of Learning (ASOL). Children who work on ASOLs, means they are not participating in Virginia’s Standards of Learning (SOL) and the SOL assessments. These students are not expected to learn the same material as their classmates. Students with a modified education **WILL NOT** be able to receive a Standard or Advanced Studies Diploma. Sometimes parents want to remove their child from the SOL curriculum/assessment process during elementary school and change course later. But it is difficult to catch up in the later grades, so it is important to carefully think about the decision to modify your student’s curriculum and testing. An Applied Studies Diploma is available to students who receive modifications under an IEP. An Applied Studies Diploma is not the type of diploma needed if student wants to go to college, receive federal financial aid for college, join the military, or participate in certain things that require a high-school diploma or an equivalent after graduation.



**Modifications are decided upon by the IEP team.** While sometimes they are discussed informally, it is best to have modifications written in the IEP document. There are two basic types of modifications: curriculum (what is taught) and assignment (changes in the work the student completes). A good modification helps your child participate meaningfully and productively in the general education classroom. It focuses on his/her strengths and uses age appropriate materials that are relevant to the content that everyone else is learning.

Examples of possible curriculum, assignment, and behavior modifications follow. Also included are examples of **inappropriate** modifications that do not reflect high expectations, student competence, age appropriateness, or alignment to the general curriculum.



# Modifications for Students with Disabilities

## A Resource Document



Below are some commonly used modifications for students with IEPs.

Curriculum Modifications	Assignment Modifications
<ul style="list-style-type: none"> <li>Learning different material (<i>continue work on addition while classmates are working on multiplication</i>)</li> <li>Learning at a different level (<i>learning to identify words while peers are working on reading comprehension</i>)</li> <li>Using different books that have similar concepts but at an easier reading level</li> <li>Getting graded or assessed on a different standard from classmates (<i>e.g., pass/fail</i>)</li> <li>Being excused from certain projects</li> <li>Rewording material or questions in simpler language</li> <li>Highlighting important words or phrases in assignments</li> </ul>	<ul style="list-style-type: none"> <li>Writing shorter papers</li> <li>Answering fewer or different test questions (<i>e.g., shortening spelling tests or different list of words</i>)</li> <li>Responding at functional level (<i>material is 8<sup>th</sup> grade level but expected response would be at the student's actual level</i>).</li> <li>Engaging in different projects or assignments</li> <li>Receiving adult or peer assistance on assignments</li> <li>Allowing take home or open book tests</li> <li>Using computerized spell check or calculator</li> <li>Having modified deadlines or time demands</li> <li>Using word banks or multiple choice for tests</li> <li>Submitting an outline vs. an essay</li> <li>Having the opportunity to redo an assignment or test</li> </ul>
Behavior Modifications (Many of these are good strategies for all students!)	EXAMPLES OF MODIFICATIONS TO AVOID
<ul style="list-style-type: none"> <li>Setting and posting class rules</li> <li>Cueing expected behavior</li> <li>Providing frequent feedback</li> <li>Following a Behavior Intervention Plan, including de-escalation strategies</li> <li>Using positive reinforcement</li> <li>Allowing for peer supports and mentoring</li> <li>Modeling expected behavior</li> <li>Charting progress for student to see</li> <li>Providing frequent breaks</li> <li>Having contingency plans in place</li> </ul>	<ul style="list-style-type: none"> <li>8<sup>th</sup> grader with a disability is using Sesame Street materials (<i>not age appropriate</i>)</li> <li>Blind student sent out of a room during a video (<i>this is not a modification; it is exclusion</i>)</li> <li>Classroom has groups of 4 desks to a pod but student with a disability is seated with his aide. (<i>does not allow for meaningful participation</i>)</li> <li>Student who cannot read listens to music while the teacher reads aloud to the class (<i>assignment not related to the curriculum</i>).</li> <li>5<sup>th</sup> grader sent to physical education class with 2<sup>nd</sup> graders to match his skill level (<i>age inappropriate and embarrassing</i>).</li> </ul>

### Resources:

Pacer Center. <https://www.pacer.org/parent/php/PHP-c272.pdf>

Understood.org: <https://u.org/30sohoR>

Smart Kids: <https://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/>