

We appreciate that you are here with us today!

If you haven't already done so, please take a moment to sign in.



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Dr. Daniel Smith has been appointed by the Loudoun County School Board as the acting superintendent for Loudoun County Public Schools. In April, Dr. Smith joined Loudoun County Public Schools as the Chief of Staff. He comes from Fairfax County Public Schools where he served as the principal of Lake Braddock Secondary School, the largest school in the state of Virginia. He brings more than 16 years experience as a principal at the elementary, middle and high school levels

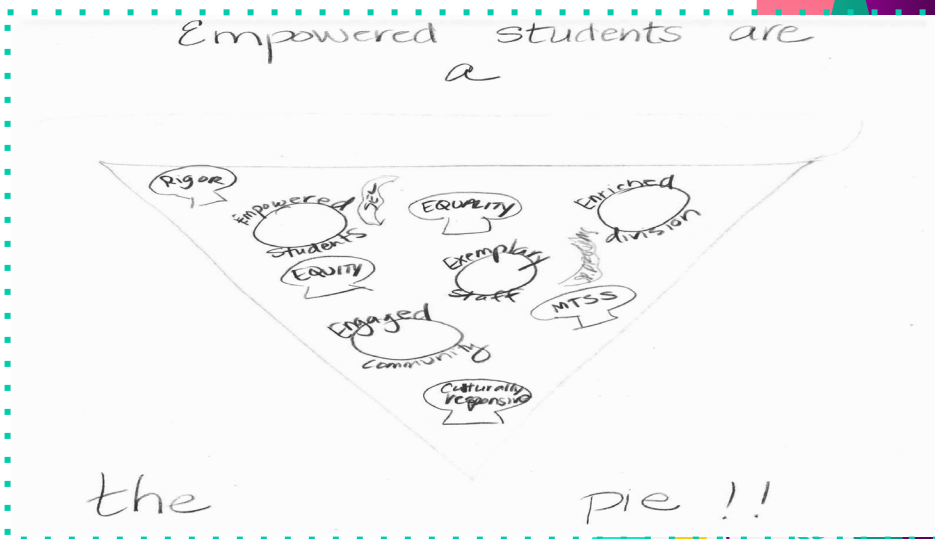


Centering our Work

Revisiting our Common Ground

- We want our students to be meaningfully included.
- We expect high expectations for all of our students, don't lower the bar.
- We are committed to improving the system and process.

Bumper Sticker



Grounding

1. Form a small group without barriers in between individuals
2. The 'starter' will share first.
3. Then each person will share in round robin fashion.
4. The 'starter' will then paraphrase the group, highlighting a potential common theme amongst responses.
5. Share as much or as little as you feel comfortable.

You can use the following prompts to support grounding:

- How do you feel about being here today?
- What is something you hope to gain from tonight's session?





Twice Exceptional Learners

Loudoun County SEAC

March 1, 2023, 6:00 - 7:30 PM

Meet the Speakers



Jenna Conlee

Gifted Education Specialist,
Department of Teaching,
Learning, & Innovation
Henrico County Public Schools



Dr. Sarah Slaughter

Education Specialist, Department of
Professional Learning & Leadership
Henrico County Public Schools

Learning Intentions & Success Criteria

What?

I am learning about common characteristics of twice exceptional (2E) learners and how I can support them as their parent/ guardian.

Why?

When families have better awareness of neurodiversity, they are more empowered to support their children.

How?

We will be able to identify at least one essential skill we can develop and promote as families that will benefit the growth of our children.

Fact or Myth?

1. Children can only have one exceptionality.
1. All neurodiverse children are the same.
1. Neurodiversity-affirming parenting is a collaborative process with your child.
1. Children with dyslexia/ dyslexic children cannot be gifted as well.
1. To support twice-exceptional children, parents much use strategies that presume the children wants to do well but need support to get there.

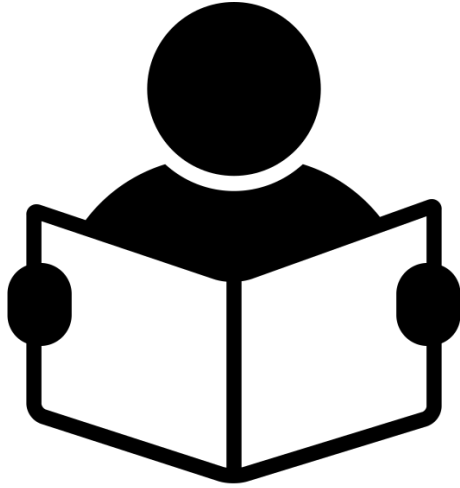
What is Neurodiversity?

First coined by sociologist Judy Singer,

**Neurodiversity is
the idea that every person experiences and
interacts with the world in various ways.**

While this term refers to all people, it is commonly used with people who have autism, ADHD, a learning disability, or other disability, and giftedness.

Who are 2E Learners?



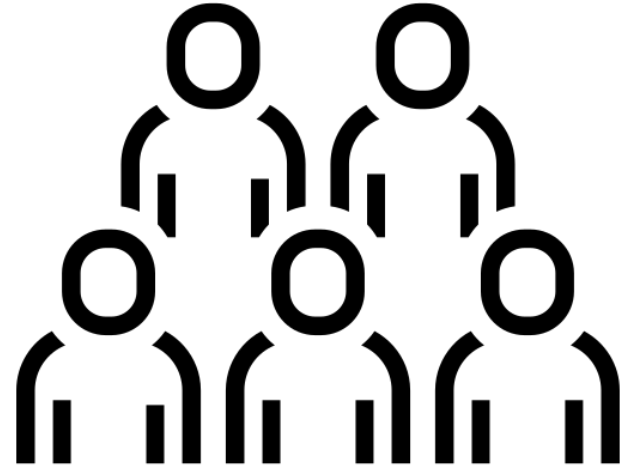
Twice Exceptional Learners are
cognitively advanced (gifted)
and
simultaneously have a learning,
behavioral, or attentional
challenge.

General Characteristics of 2E Learners

- May have high verbal ability
- May have unusual imagination, original thinkers
- May require frequent teacher support and feedback.
- May have a wide range of interests, passionate about certain topic(s)
- May have extreme written language challenges
- May appear immature, may use anger, crying, or withdrawal to deal with difficulties
- May have strong observation skills
- May have difficulty in memory skills
- May struggle to learn basic skills due to cognitive processing difficulties
- May be sensitive regarding disability area(s)

Common Disabilities among 2E Learners

- ADD / ADHD
- Autism
- Dyslexia



Strengths of 2E Learners

ADD/ADHD + Gifted

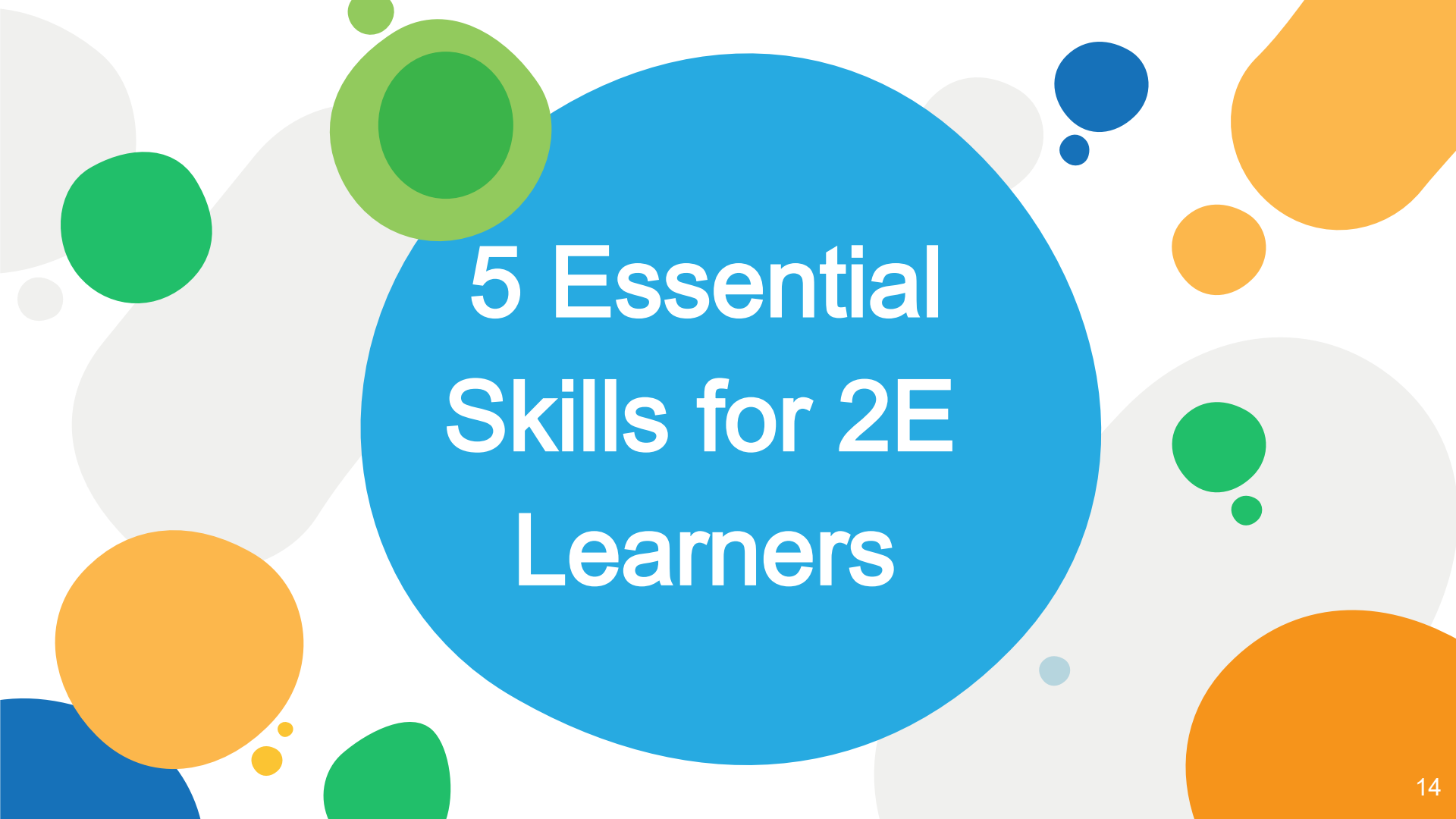
- Advanced vocabulary
- Strong sense of humor
- Very creative
- Wide Interests
- Strong background knowledge
- Intense curiosity
- Strong memory of interests
- Abundant idea generation
- Ability to hyperfocus

Autism + Gifted

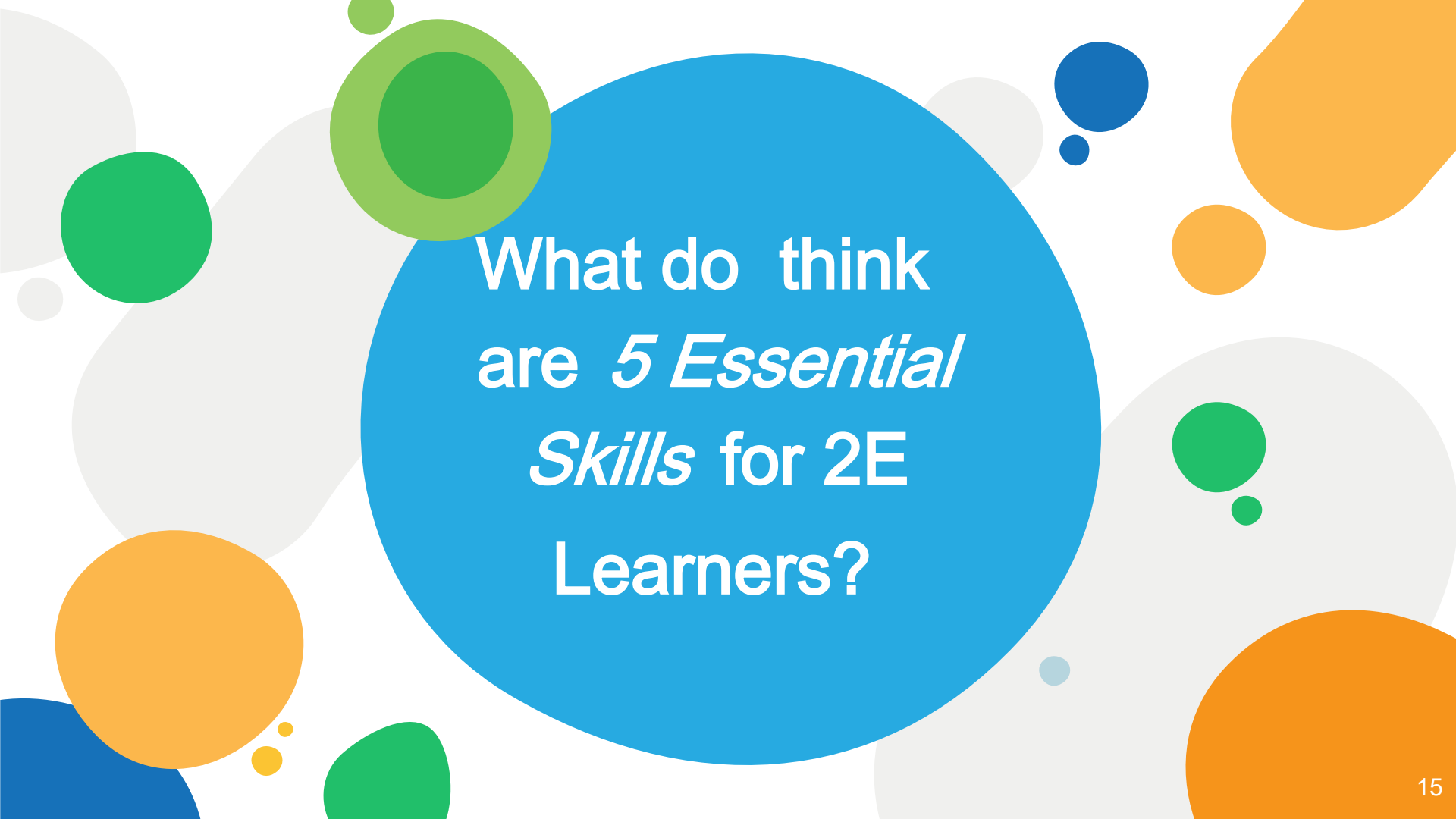
- Attention to detail
- Logical, insightful, independent
- Highly skilled & encyclopedic knowledge of interest(s)
- Less concern for what others think of them
- Thinks in visuals, sees big picture
- Honest, direct communication
- Nonjudgmental

Dyslexia + Gifted

- Excellent 3D visualization
- Artistic
- Recognize patterns & anomalies
- Creative
- Entrepreneurial abilities
- Divergent thinkers

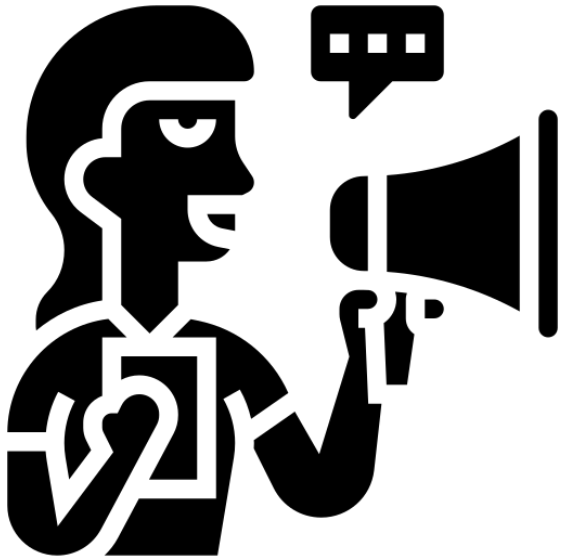
The background is white and decorated with various colored circles and shapes. There are large light gray circles, smaller solid green circles, orange circles, and blue circles. Some circles are nested or overlapping. A large blue circle is in the center, containing the text.

5 Essential Skills for 2E Learners



What do you think
are *5 Essential
Skills* for 2E
Learners?

Skill #1: Self -Advocacy



Having self-advocacy skills allows children to **create structures and supports** around them that they need and carry this skill through their lives.

Developing Self -Advocacy Skills

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graph TD; A[Developing Self -Advocacy Skills] --> B[Stage 1: Knowing When Help Is Needed]; A --> C[Stage 2: Finding Help]; A --> D[Stage 3: Communicating the Help Needed];
```

Stage

1

Knowing When
Help Is Needed

Stage

2

Finding Help

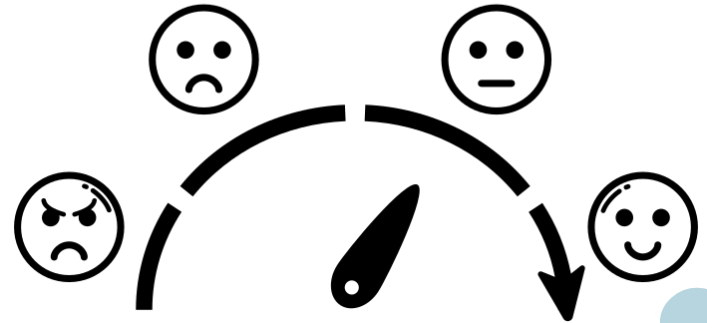
Stage

3

Communicating
the Help Needed

Skill #2: Emotional Regulation

Learning to manage our emotions is a skill that takes a lifetime to learn; however, **being attuned to our emotions is vital for our success** -- at school, at work, and in relationships.



Skill #2: Emotional Regulation

Kircher-Morris' | **CAN Method** for Regulating Emotions

I **Investigate** : build awareness surrounding dysregulation

C **Communicate** : find ways for children to communicate about feeling dysregulated

A **Activate** : assess the size of the problem and responding appropriately through using cognitive flexibility to understand their dysregulation

N **Navigate** : navigate emotional dysregulation with specific strategies that can be used to return to a regulated state

Skill #3: Executive Functioning



Executive Functioning Skills are responsible for keeping things running smoothly in our brains.

They include decision-making and behavioral regulation skills.

Skill #3: Executive Functioning

1

Explicitly teach skills

2

Trust the process

3

Leverage strengths

4

Use accommodations

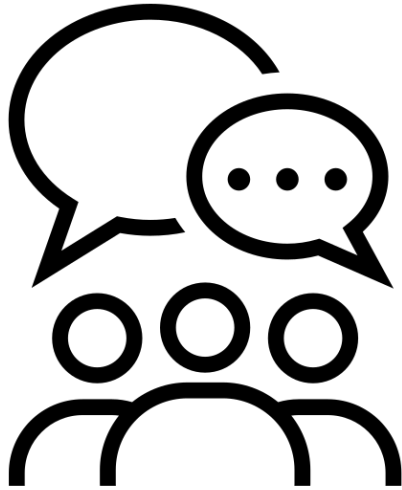


Skill #4: Effective Social Communication

Effective Social Communication -- communicating and building positive social relationships -- is **key to healthy relationships** .



Skill #4: Effective Social Communication



1

Perspective Taking

2

Communicating with Peers

3

Conflict resolution

Skill #5: Self -directed Motivation

Small wins with the other essential skills lead to **gradual increases in self -efficacy** , which lead to increased self-directed motivation. As this momentum leads to more wins, their motivation continues to grow.



Self-directed Motivation Ingredients

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graph TD; Title[Self-directed Motivation Ingredients] --> Agency[Agency 1]; Title --> Competence[Competence 2]; Title --> Connection[Connection 3];
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1

Agency

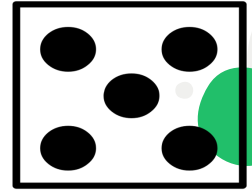
2

Competence

3

Connection

Reflection: 5 “Corners”



1. Move to the skill that you feel the *most* confident in developing with your child.
 - a. Talk to a partner about why you feel confident with developing this skill with your child.

1. Move to the skill that you feel the *least* confident in developing with your child.
 - a. Talk to a partner about next steps to help your child develop this skill.

Identifying Twice Exceptional (2e) Learners in LCPS

The Office of Gifted Education

EDGE (Talent Development Program)

Using a strength-based approach, the EDGE program is designed to nurture and challenge students with advanced academic potential from groups historically underrepresented in gifted programs such as potential twice exceptional learners. The program provides additional academic challenges for students designed to develop their individual potential.

Identifying Twice Exceptional (2e) Learners in LCPS

The Office of Gifted Education

Gifted Evaluation Process

- The Gifted Office . . .
 - Developed talent development lessons that provide 3rd grade students with exposure to the types of tasks that will be part of the portfolio process during the gifted evaluation.
 - Created new portfolio tasks that emphasize creative thinking and problem solving.
 - During the portfolio process, students are given opportunities to show what they know through writing and through pictures.
 - The portfolio review committee looks beyond traditional gifted characteristics to identify evidence of creativity, sophisticated sense of humor, advanced ideas or interests, etc.
 - Utilizes multiple indicators to make decisions about gifted identification: CogAT, MAP, and student work samples (portfolio). Local norms are used when reviewing ability and achievement testing.
- Gifted resource teachers consult with SPED teachers to support potential 2e students during the gifted evaluation process.

Identifying Twice Exceptional (2e) Learners in LCPS

The Office of Gifted Education

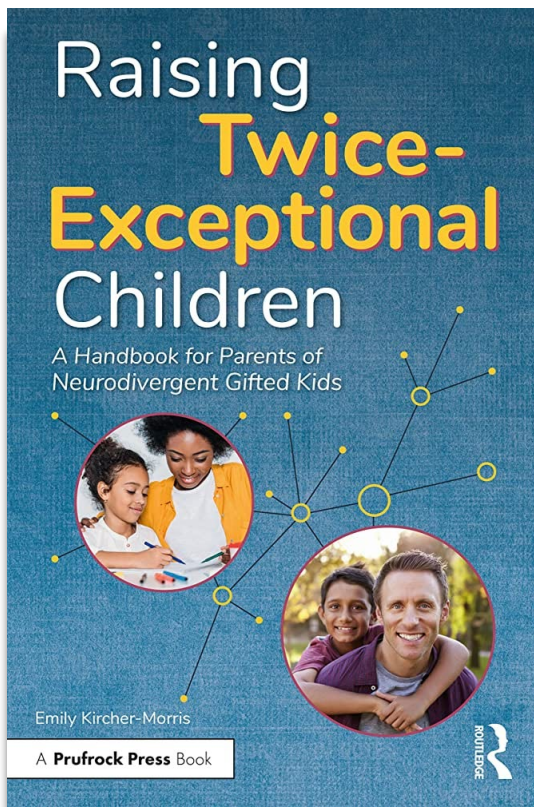
Gifted Evaluation Process

For more information about the gifted evaluation process in LCPS, please visit the LCPS Gifted & Talented webpage at <https://www.lcps.org/Page/211705>. Click on the Notifications tab.

Collaboration is key!



Helpful Resources



Contact Us...



Jenna Conlee
Gifted Education Specialist
Henrico County Public Schools
jhconlee@henrico.k12.va.us



Dr. Sarah Slaughter
Education Specialist, Department of
Professional Learning & Leadership
Henrico County Public Schools



*Thank
You*



Additional Parent Resources:

- [Raising Twice-Exceptional Children: A Handbook for Parents of Neurodivergent Gifted Kids](#)
- www.neurodiversitypodcast.com
- [SENG: Supporting the Emotional Needs of the Gifted](#)
- [With Understanding Comes Calm](#)
- [ADHD Video](#)
- [Accommodations by Disability - Understood.org](#)
- [2eNews](#)
- [Parent's Guide - Davidson Institute](#)
- [TiLt Parenting Podcast](#)



Skill #1: Self Advocacy

Conversation Starters & Reflections:

- What are your child's strengths and difficulties related to self advocacy? Do they avoid confrontation or are their attempts to advocate perceived as abrasive, or do they fall somewhere in between?
- How does your child self-advocate at home? How do you respond to their attempts to self-advocate? Is there a way to improve healthy self-advocacy in your home?
- What are your boundaries for where you feel stepping in to advocate for your child is too much? What signs do you look for that indicate that your child's self advocacy efforts aren't being received and it is time for you to intervene?



Skill #2: Emotional Regulation Conversation Starters & Reflections:

- How does your child handle emotional regulation? Are there situations where they are better able to manage their emotions than others? Can you identify why some situations might be easier than others for them?
- How well does your child identify their emotions? Are they comfortable disclosing that information to a few trusted people?
- Does your child have any coping skills that help them navigate emotional dysregulation?



Skill #3: Executive Functioning Conversation Starters & Reflections:

- What areas of executive functioning are a strength for your child? Which are areas of struggle?
- In what areas might your child be able to make some preliminary changes to build self-efficacy to support their executive functioning struggles?
- Do you tend to find solutions for your child without allowing them to attempt their own solutions? How does this impact your relationship with your child?



Skill #4: Effective Social Communication Conversation Starters & Reflections:

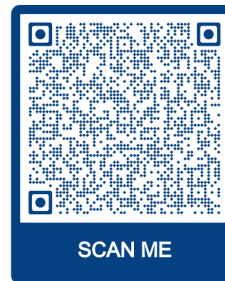
- When does your child communicate effectively? What situations are more difficult for them?
- How does your child experience and communicate empathy?
- What are your expectations for your child's social relationships? Does that align with the current reality of their peer relationships?
- How does your child's communication style impact their social relationships?



Skill #5: Self -Directed Motivation Conversation Starters & Reflections:



- What are some goals you have for your child? What goals do they have for themselves? Do these align?
- How would you describe your relationship with your child? Do you feel you are constantly pushing your child? Are there areas where you can allow them more autonomy?



Please scan the
QR Code for
electronic sign-in.

SEAC Business Meeting March 1, 2023

SEAC Leadership:

SEAC Chair

Sharon Tropf

SEACChair@lcps.org

SEAC Vice Chair Planning

Shehnaz Khan

SEACViceChairPlanning@lcps.org

SEAC Vice Chair Membership

Elizabeth Crotty

SEACViceChairMembership@lcps.org

SEAC Vice Chair Communications Craig Metz

SEACViceChairCommunications@lcps.org

SEAC Secretary

Kathryn Rosenbrook

SEACSecretary@lcps.org

LCPS Staff Liaison

Tedra Richardson

Tedra.Richardson@lcps.org

School Board Liaison

Tiffany Polifko

Tiffany.Polifko@lcps.org

School Board Liaison Alternate

Erika Ogedegbe

Erika.Ogedegbe@lcps.org

Introduction of SEAC Officers and Liaisons

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.



The Role of SEAC

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

Old Business



Old Business:

- Policy and Compliance Subcommittee
 - Review Draft Policy 6350, Wireless Network Facility Colocation

- National Disabilities Awareness Month
- Dyslexia Awareness Month

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- Combining Programs
- Teachers and Teaching Assistant Shortages
- ASL not available at all High Schools
- IEE Funding
- Low SOL Scores

- SEAC is requesting an updated implementation Policy 5350 Parental Notification for Screening and Assessments.
- What services are provided at the middle and high school level for students not meeting benchmark.

Executive Committee



Monthly Committee Meeting is March 1

SEAC Awards Date June 6th

- February 28th

2021-22 SY Survey Data

- Published at the End of March

Quarterly Report to the School Board

- March 14, 2023

Nominating Committee

- Carla Sola
- Nancy Walker

A word cloud centered around the word "inclusion". The words are arranged in a circular pattern, with "inclusion" being the largest and most prominent. Other large words include "equity", "responsive", "quality", "access", "community", "support", "education", "instruction", "success", "understanding", "fair", "effective", "LRE", "compassion", "empowerment", "teamwork", "focus", "capacity", "high-quality", "positive", "everybody", "accountability", "broader", "transformed", "diverse", "cultures", "equally", "accuracy", "challenges", "outcomes", "collaboration", "respect", "trust", "embrace", "communication", "change", "opportunity", "awareness", "mindset", "growth", "learning", "innovation", "technology", "digital", "mobile", "cloud", "big data", "artificial intelligence", "robotics", "autonomous vehicles", "drones", "wearable devices", "smart homes", "smart cities", "smart grids", "smart transportation", "smart healthcare", "smart education", "smart agriculture", "smart manufacturing", "smart services", "smart infrastructure", "smart environment", "smart society", "smart future".

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

Subcommittee Reports

Subcommittee Reports

2. Specialized Programs

3. Meaningful Inclusion, Liz Crotty & Heidi Bunkua

Subcommittee Reports

Tom Ketcham, SEAC Representative Report

Gifted Education Advisory Committee (GEAC):

- March 9, 2023m 7:00 - 8:30 pm (Virtual Meeting)
Topic: Author Talk: Dr. Christine Fonseca
Author of "I'm Not Just Gifted"

Equity Committee :

- February 2, Report
- Next Meeting, March 2 (1st Thursday of the Month)

PARENT RESOURCE SERVICES

PARENT RESOURCE SERVICES CONTACT INFORMATION

- Loudoun County Public School Administrative Building
21000 Education Court, Ashburn, VA 20148
- 571-252-6540
- Leanne Kidwell – Leanne.Kidwell@lcps.org
- [Lcps.org/ParentResourceServices](https://lcps.org/ParentResourceServices)
- Like Us on Facebook: LCPS Parent Resource Services
- Follow Us on Twitter: @LCPS_PRS



Message of Behavior: What is Your Child Trying to Communicate?

**Tuesday,
March 7, 2023
6:30 PM - 8:00 PM
LCPS Administration Building
21000 Education Court
Ashburn, VA 20148**



Join us to review ways to understand what your child is communicating through his or her behavior.

Identifying and assessing the function of behavior is critical to finding the most effective strategies for interventions.

This presentation is intended for parents and caregivers.

Registration is required.

To register:

<https://bit.ly/3qwnXBy>

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.



Mental Health and Wellness Parent Seminar Series

Loudoun County Public Schools
Department of Student Services

Substance Use Trends: How Parents Can Help with Prevention and Early Intervention

Wednesday, March 8, 2023

6:30 PM - 8:00 PM

LCPS Administration Building

21000 Education Court

Ashburn, VA 20148

Student Assistance Services staff will provide parents with an overview of:

- ❖ Current trends in teen substance use;
- ❖ Common risk factors and warning signs;
- ❖ Strategies for engaging in healthy conversations;
- ❖ Responding to concerns about substance use;
- ❖ Services available to teens and families.

*Due to the sensitive nature of the information, it is recommended that parents/guardians attend without children and youth.

Registration is required.

To register: <http://bit.ly/3Xkf1xn>

Livestream Link: <https://www.lcps.org/Page/140009>

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.



Diploma Options & Graduation Requirements for Students with IEPs



**Thursday, March 9, 2023
6:30 PM - 8:00 PM
LCPS Administration Building
21000 Education Court
Ashburn, VA 20148**



This presentation provides information to parents of students with IEPs about diploma options, graduation requirements, credit accommodations, and locally verified credits.

What do these things mean and how does it impact your child's future?

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.

Registration is required.

To register:

<https://bit.ly/3Bv4QOA>



Mental Health and Wellness Parent Seminar Series

Loudoun County Public Schools
Department of Student Services

Culture, Identity, and Mental Health: What Families Need to Know

Thursday, March 16, 2023

6:30 PM - 8:00 PM

LCPS Administration Building

21000 Education Court

Ashburn, VA 20148

Participants will learn:

- ❖ How different races/ethnicities view mental health and mental health treatment,
- ❖ How school-based mental health providers value the cultural backgrounds of their students and families, and
- ❖ How school-based mental health providers partner with families to be more responsive to their cultural backgrounds.

Registration is required.

To register: <http://bit.ly/3K4APdj>

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.



Summer Resource Fair for Families of Students with Disabilities



**Saturday,
March 18, 2023
9:00 AM - 12:00 PM
LCPS Administration Building
21000 Education Court
Ashburn, VA 20148**



Join LCPS to explore summer camps, classes, and activities that are available for your child. Learn about summer opportunities that are being offered through nonprofit and government agencies as well as for-profit organizations.

LCPS does not endorse any individual vendor or agency.

Registration is required.

To register:
<http://bit.ly/3K2za89>

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.

How Do I Contact Parent Resource Services?

- Loudoun County Public School Administrative Building
21000 Education Court, Ashburn, VA 20148
- 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

SEAC Business Meeting and Subcommittee Working Meeting April 12, 2023



Reports Updates and Announcements

A red rectangular stamp with a double border, containing the word "UPDATE" in bold, white, sans-serif capital letters.

School Board Liaison, Tiffany Polifko

- The School Board meets at 4:00 every second and fourth Tuesdays.
- 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. Each LCPS school webpage lists school board members for that district.
- Hillside Elementary School classroom visits
- Parent and teacher concerns regarding behavior and staffing

Reports Updates and Announcements



Office of Special Education

Tedra Richardson, Director of Special Education, Specialized Instruction

- Pre-IB information from Dr. Katie Clark
- Annual Plan Application for Federal Funds for 2023-24
- Vacant SPED positions by level
- Information provided to SPED Designees on COVID recovery and compensatory services



LCPS Pre - International Baccalaureate SEAC Meeting

3.1.2023



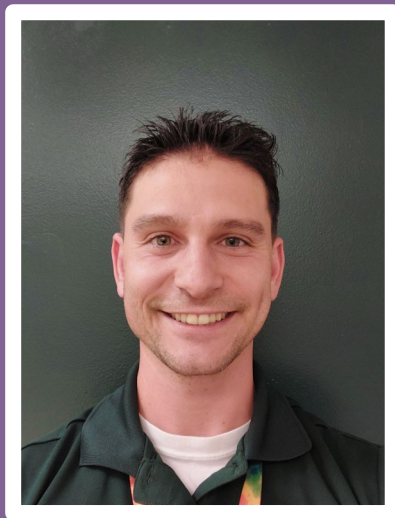
TEACHING & LEARNING
LOUDOUN COUNTY PUBLIC SCHOOLS

AGENDA

- ★ Introductions
- ★ Alignment to the Strategic Plan
- ★ Logistics
- ★ IB Diploma Programme
- ★ Questions



Introductions



Mr. Skvarch
LVHS IB Coordinator



Mr. Uribarri
HTH IB
Coordinator



Alignment with Strategic Plan

ACTION 1.1 - Core Academic Excellence

Enable **student academic excellence** by providing rigorous and culturally-responsive instruction to develop all students as knowledgeable critical thinkers, creators, communicators, collaborators, and contributors.

STRATEGIES:

- Use the **LCPS Profile of a Graduate** (content knowledge and 5 Cs, above) to drive instructional and curricular decision-making
 - Provide **rigorous**
 - Implement **evidence-based**
 - Develop a **balanced assessment system** to provide timely, meaningful data to improve the quality of a student's education
- Provide **rigorous and culturally responsive instruction** to ensure deeper learning

ACTION 1.2 - Multiple, Accessible Pathways to Success

Expand **student access** to participate in specialized educational opportunities

STRATEGIES:

- Develop **accessible specialized programming** (e.g., Academies of Loudoun, International Baccalaureate, career and technical programs, language immersion programs, fine arts programs)
- Develop **targeted supports to prepare students to access specialized programming** (e.g., goal-setting, academic counseling, acceleration support)
- Revise the **program of studies** to expand electives and new course offerings based on student interests and workforce demands
- Develop college and workforce readiness through **enhanced transition programming** for students with disabilities

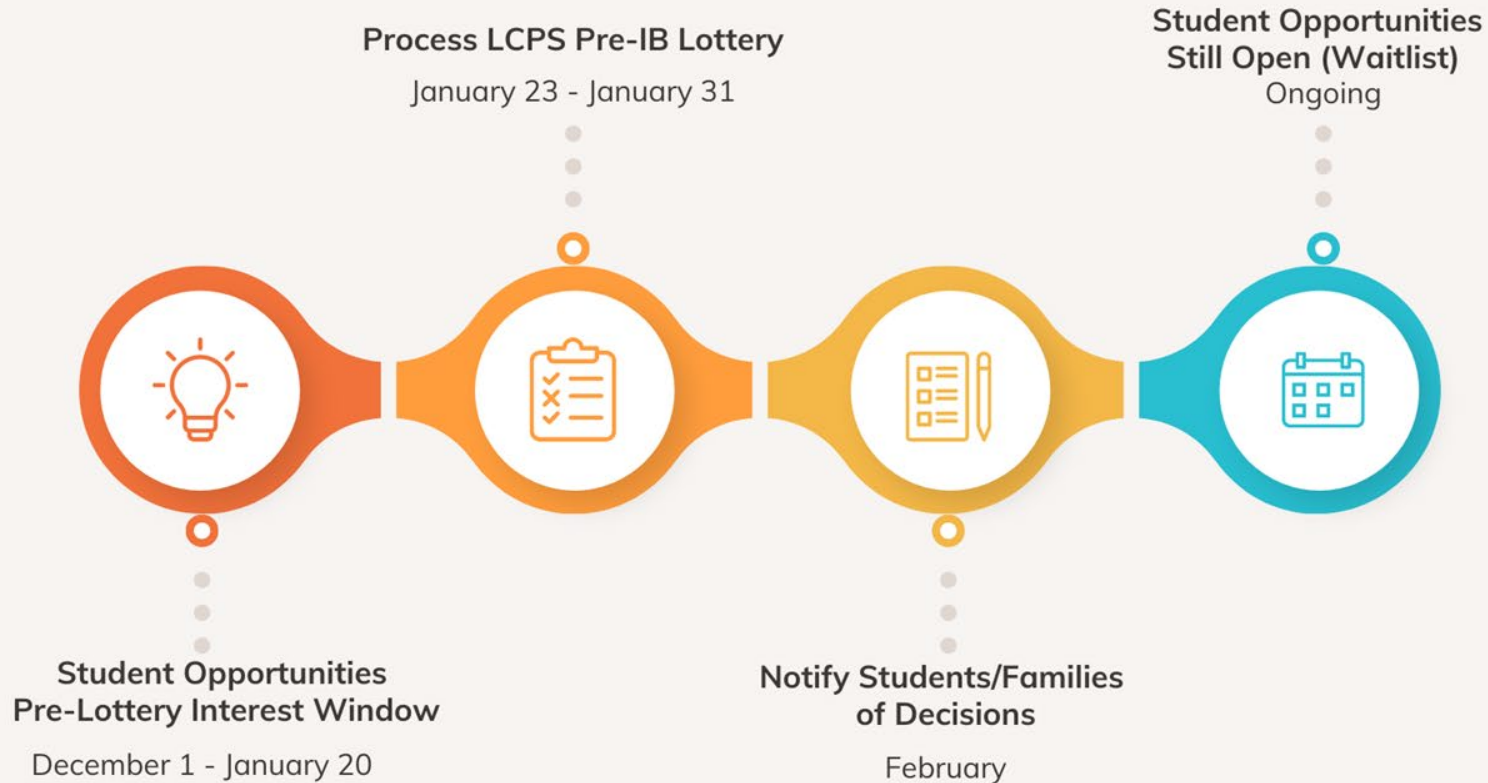


International Baccalaureate - Timeline



- Recruitment of 8th and 9th grade students
 - Prepare for the evolution of becoming an IB World school.
- 1st year of LCPS Pre-IB
 - Build student skills in all classes.
- First year of IB courses for 11th grade students.
- International Baccalaureate Program active.
 - First class of IB Diploma candidates.

LCPS Pre-IB Enrollment Timeline



Feeder Schools/Transportation

Utilize the table to the right to identify which high schools will map to which IB Schools.

Example, Stone Bridge students who will attend an IB school, will attend at Loudoun Valley High School.

Stone Bridge students interested in transportation will have it provided and are clustered with Broad Run and Riverside.

Loudoun Valley High School: (8 including Loudoun Valley)

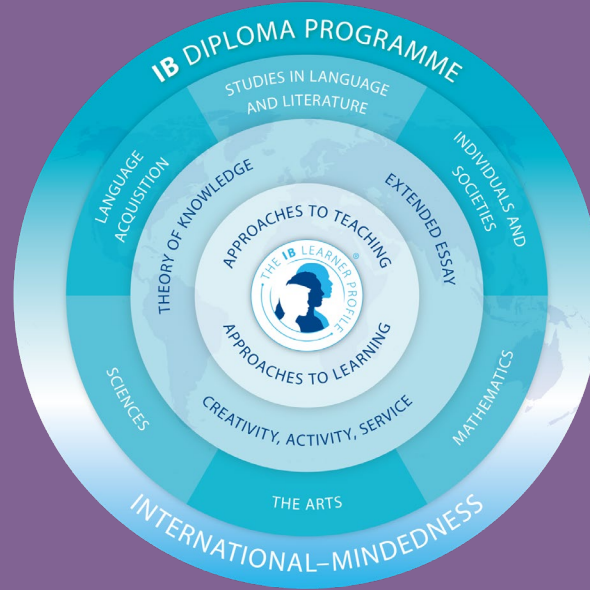
School	Transportation Grouping
Woodgrove	WHS
Freedom	FHS, LRH, JCH
Lightridge	FHS, LRH, JCH
John Champe	FHS, LRH, JCH
Broad Run	BRH, SBH, RVH
Stone Bridge	BRH, SBH, RVH
Riverside	BRH, SBH, RVH

Heritage High School: (9 including Heritage)

School	Transportation Grouping
Park View	PVH, DMH, PFH
Dominion	PVH, DMH, PFH
Potomac Falls	PVH, DMH, PFH
Tuscarora	THS, LCH
Loudoun County	THS, LCH
Rock Ridge	RRH, BWH, IHS
Briar Woods	RRH, BWH, IHS
Independence	RRH, BWH, IHS



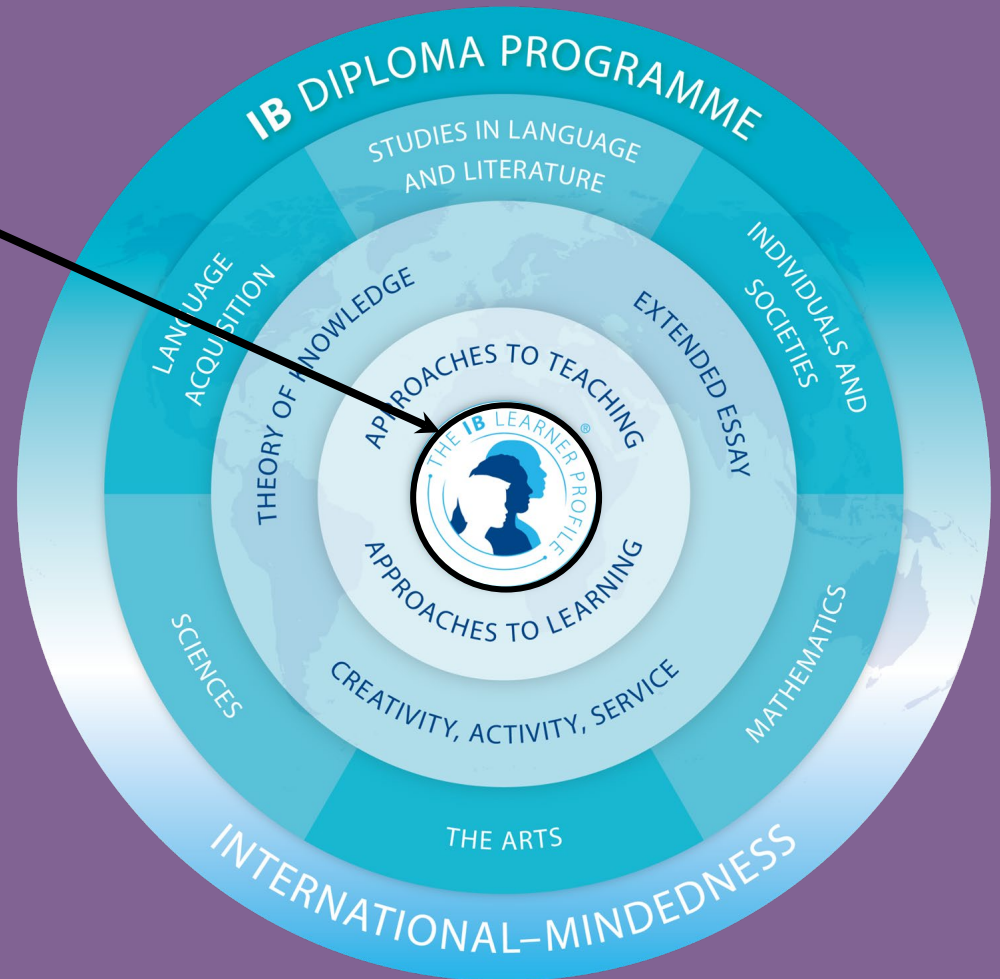
The International Baccalaureate Diploma Programme

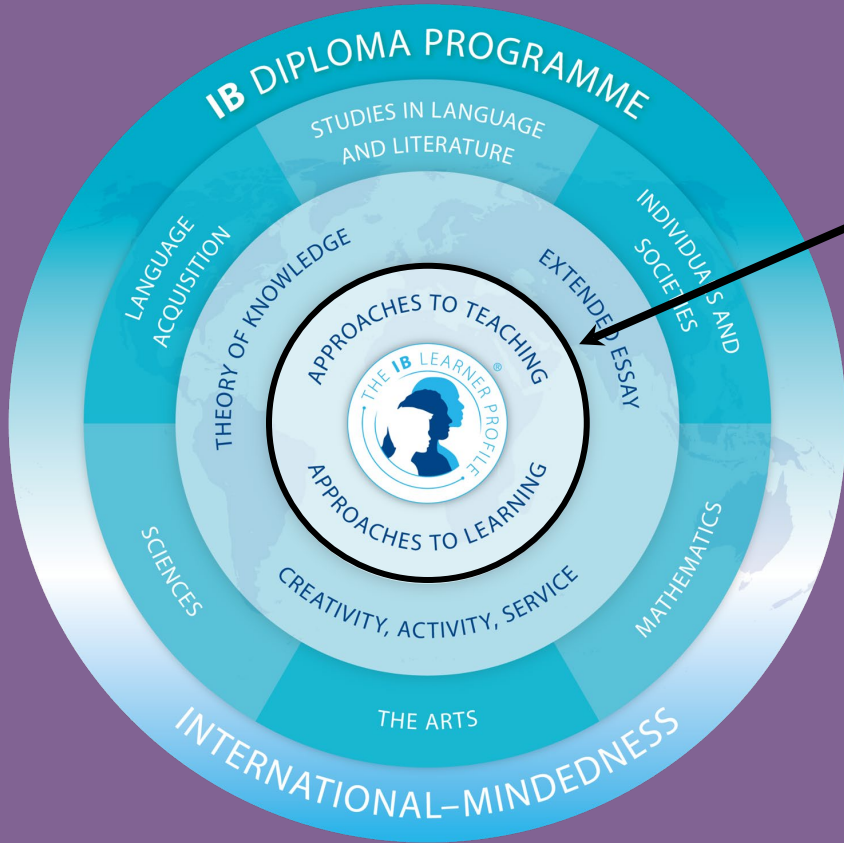


The Learner Profile

Our students will be:

1. Inquirers
2. Knowledgeable
3. Thinkers
4. Communicators
5. Principled
6. Open-Minded
7. Caring
8. Risk-takers
9. Balanced
10. Reflective





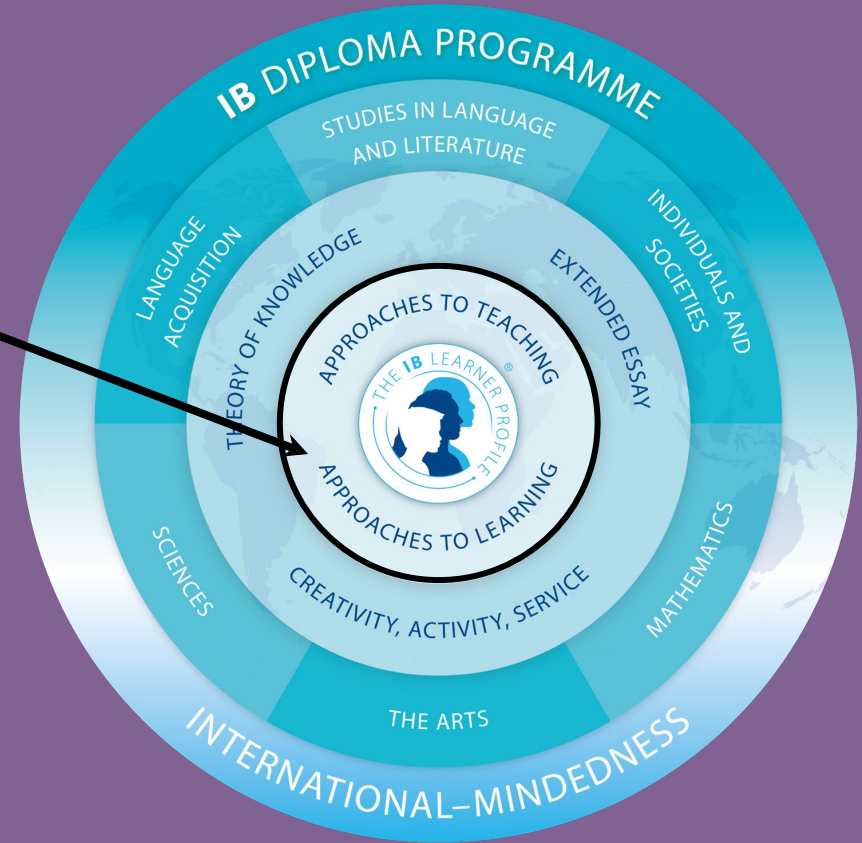
Approaches to Teaching

1. Based on Inquiry
2. Focused on Conceptual Understanding
3. Developed in Local and Global Contexts
4. Focused on Effective Teamwork and Collaboration
5. Designed to Remove Barriers to Learning
6. Informed by Assessment



Approaches to Learning

1. Thinking Skills
2. Communication Skills
3. Social Skills
4. Self-Management Skills
5. Research Skills



Diploma Candidate	Course Candidate
<ul style="list-style-type: none"> ★ Candidates take 6 two-year IB courses ★ Take the Theory of Knowledge Course (7 courses total) ★ Write an Extended Essay ★ Meet the Creativity, Action and Service requirement by giving back to their community 	<ul style="list-style-type: none"> ★ Complete 1 to 5 courses ★ Students who complete an IB class can take exams for individual subject certificates. ★ Colleges generally award credit for students who earn scores of 4 or higher on a scale of 7 on I.B. exams. ★ Check with the University of interests for further information.
<ul style="list-style-type: none"> ★ Much like College Board with AP Exams, individual students will need to file their accommodations for final IB Exams for consideration with the IBO. 	



College, University, and Future Paths

- ★ IB Diploma Candidates are sought after by colleges and universities.
- ★ Some colleges award college credit for every exam you pass with at least a 4 out of 7. However, every college is different and you must check directly with that college.
- ★ The IB emphasis on transferable skills that are valued by employers, colleges, and universities helps prepare students for success for whatever next steps they may choose.

Questions & Additional Information



Heritage and Loudoun Valley High Schools are candidate schools* for the Diploma Programme. These schools are pursuing authorization as an IB World School. IB World Schools share a common philosophy- a commitment to high-quality, challenging, international education- that we believe is important for our students.

* Only schools authorized by the IB Organization can offer the Diploma Programme (DP). Candidate status gives no guarantee that authorization will be granted.

For further information about the IB and its programmes visit <http://www.ibo.org>.

For more information about the LCPS PRe-IB program visit www.lcps.org/IB.

[Fernando Uribarri](#) - IB Coordinator - Heritage High School

[Michael Skvarch](#) - IB Coordinator - Loudoun Valley High School

[Kathryn Clark](#) - Supervisor of Special Programs - Teaching and Learning



Pre - International Baccalaureate SEAC Meeting

3.1.2023



TEACHING & LEARNING
LOUDOUN COUNTY PUBLIC SCHOOLS

Special Education: Annual Plan Application 2023- 2024 for Federal Funding



The Office of Special Education
Loudoun County Public Schools



Who are we serving?

Based on our
December 1, 2022 Child
Count

9,455 students



Organization of the Annual Plan

- **LEA Certifications**
 - Up to date Policies and Procedures
- **Juvenile Detention Center**
 - Loudoun County Juvenile Detention Center
- **Narrative Implementation for 2021-2022**
 - Special education teachers, para-educators, and direct support to Students with Disabilities
- **Proportionate Share Calculations**
 - Our support to Parentally Placed Students with Disabilities
- **Maintenance of Effort**
 - Our school division's obligation to Students with Disabilities
- **Application for School Aged Funds (Section 611)**
 - 5 to 22 year olds
- **Application for Preschool Funds (Section 619)**
 - 2 to 4 year olds



Timeline for Annual Plan Review

- March 1, 2023 – SEAC received a copy of the plan to review and provide feedback.
 - SEAC membership will have the month of March 2023 to submit feedback to the OSE
- April 2023– School Board will review the Annual Plan Application
 - April 11, 2023 – Informational Item
 - April 25, 2023 – Action Item
- Final submission to the VDOE by May 12, 2023



Federal Grant Applications

- Part B – 611 School Aged Funds
 - \$13,755,45.00
- Part B – 619 Preschool Funds
 - \$189,559.00
- Level funding is being requested based on the final amount received for 2022-2023
- The final grant award will be issued to LCPS during the Summer of 2023



What the Grant Supports

School Aged

- 130.0 Special Education Teachers
- 5.0 Teacher Assistants
- 2.0 Coordinators
- 2.0 Supervisors
- 1.0 Audiologist
- 1.0 Program Assistant
- 1.0 Specialist
- 1.0 Behavior Specialist
- 1.0 Financial Analyst

Preschool

- Two Early Childhood Special Education Teachers

Additional Activities

- Purchased Professional Services for specialized instruction in reading, math and behavior
- Materials and Supplies for special education teachers and related services providers

All other activities, supports, and services required to meet the needs of students with disabilities in LCPS are Locally Funded



Proportionate Share

Proportionate Share is a regulatory requirement to identify and serve students with disabilities that are parentally placed in homeschooling programs or private schools within our locality

- Loudoun County Public Schools utilize the Proportionate Set-Aside funds for the direct provision of Transition Planning Services for students ages 14 through 21, inclusive; and Speech and Language Services as outlined in student Individual Service Plans.
- The division will also provide consultation services to private school staff and families regarding instructional strategies and appropriate interventions for students found eligible for special education and related services as outlined in student Individual Service Plans.
 - School Aged Funds – \$81,137.96
 - Preschool Aged Funds – \$0



Summary

- The Annual Plan and funding applications are prepared according to VDOE guidelines and represent compliance with Federal IDEA Law and the *Virginia Regulations for Programs Governing Students with Disabilities*
- After review of the plan by SEAC and approval of the Superintendent, the plan is due to VDOE on or before May 12, 2023.







Thank you!