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# SEAC Business Meeting      November 2, 2022

## SEAC Leadership:

SEAC Chair	Sharon Tropf	<a href="mailto:SEACChair@lcps.org">SEACChair@lcps.org</a>
SEAC Vice Chair Planning	Shehnaz Khan	<a href="mailto:SEACViceChairPlanning@lcps.org">SEACViceChairPlanning@lcps.org</a>
SEAC Vice Chair Membership	Open Position	<a href="mailto:SEACViceChairMembership@lcps.org">SEACViceChairMembership@lcps.org</a>
SEAC Vice Chair Communications	Craig Metz	<a href="mailto:SEACViceChairCommunications@lcps.org">SEACViceChairCommunications@lcps.org</a>
SEAC Secretary	Kathryn Rosenbrook	<a href="mailto:SEACSecretary@lcps.org">SEACSecretary@lcps.org</a>
LCPS Staff Liaison	Tedra Richardson	<a href="mailto:Tedra.Richardson@lcps.org">Tedra.Richardson@lcps.org</a>
School Board Liaison	Andrew Hoyler	<a href="mailto:Andrew.Hoyler@lcps.org">Andrew.Hoyler@lcps.org</a>
School Board Liaison, Alternate	Atoosa Reaser	<a href="mailto:Atoosa.Reaser@lcps.org">Atoosa.Reaser@lcps.org</a>

# 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

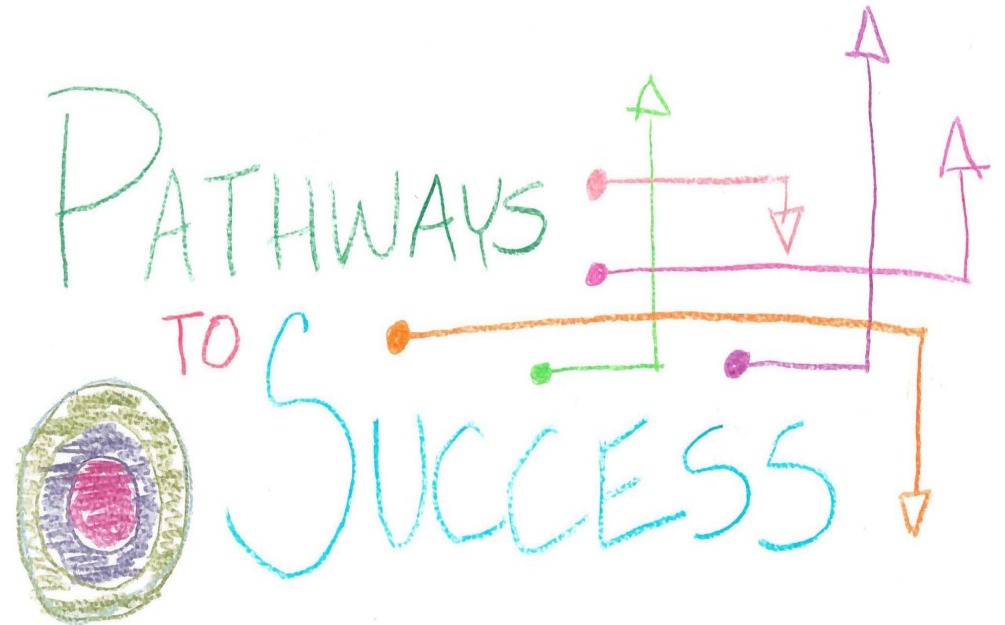


# Centering our Work

## Remembering our Common Ground

- **We all want to continue to improve what we're doing as a school division.**
- **Open communication is valued.**
- **Passion for meeting the individual needs of all of our students.**

## Bumper Stickers



# Connecting as a Cluster Community

1. Respond to the prompt, *"Since we Last Met, life has been like what book, movie, or song title?"*
2. Individually reflect and choose your response to the prompt.
3. In a round-robin pattern share your responses with one another.
4. Lift a response from your cluster to share with the larger group.

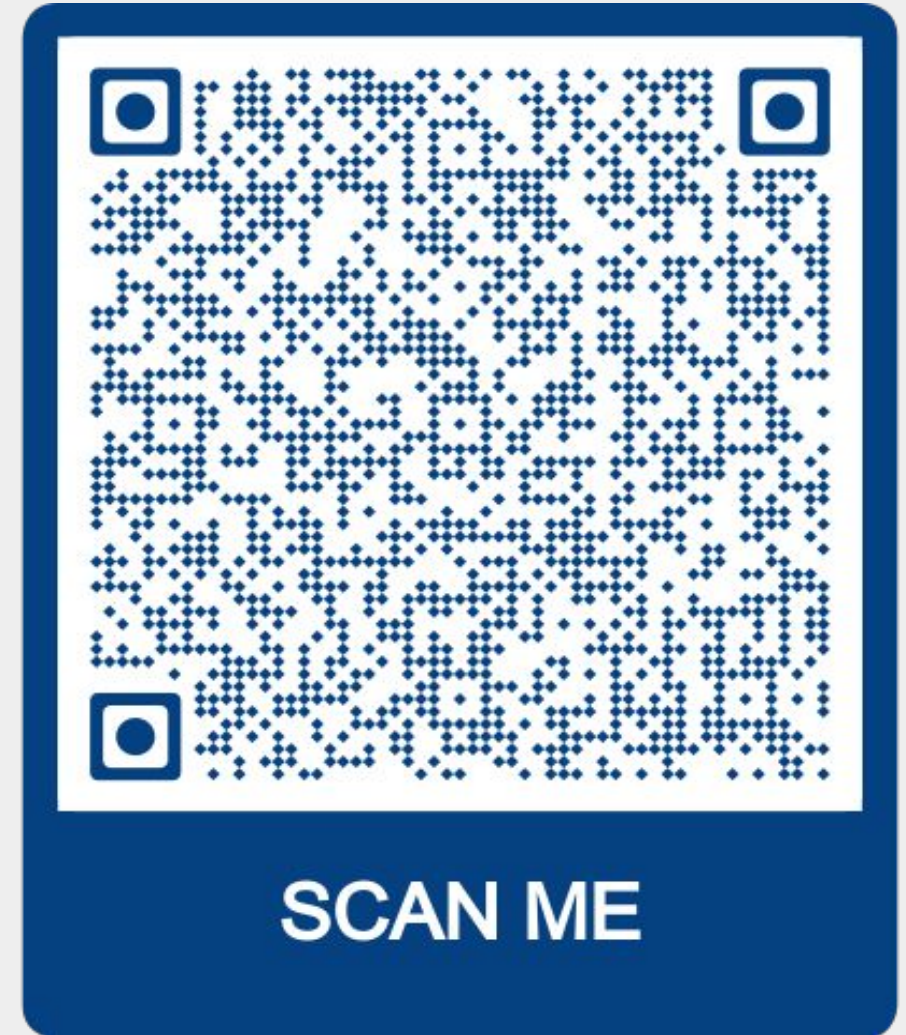






# Thank you for Signing In

We are glad you are here!



[illegible]

- ## Career and Technical Advisory Committee:

- ## Gifted Education Advisory Committee (GEAC):

- Virtual meeting on ***Thursday, November 10*** from 7:00 pm – 8:30 pm.



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- Combining Programs
- Teachers, TA's and Paraprofessionals Shortages
- ASL not available at all High Schools
- IEE Funding
- SOL Scores

- Policy 5350 Parental Notification for Screening and Assessments

# SEAC Chair Report



## 2020-21 SEAC Annual Report - November

# 2020-21 SY Survey Data

- Analysis Complete

# 2021-22 SY Survey Data

- Currently Awaiting Analysis

# Quarterly Report to the School Board, December 13

# SEAC Chair Report



## 2020-21 SEAC Annual Report

### MEETINGS AND PRESENTATIONS

- Virtual Meetings September – May

### Accomplishments

- A review and update of the SEAC bylaws. Approved by-laws were posted on the SEAC website in both English and Spanish;
- Updated SEAC membership application and posted in both English and Spanish;
- Developed the Membership and PTA/PTO Representative Training Video and posted to the SEAC website along with the SEAC VA FOIA Information;
- Provided clarification on the CII Five Mile Radius Restriction;
- Participated in the VA IEP Review;
- SEAC membership reviewed and provided feedback on 5 School Board Policies and LCPS IEE Guidelines; and
- Hosted the SEAC Annual Awards, Celebrating Our Everyday Hero's.

## PUBLIC COMMENT THEMES

- Prior Notice and Parental Consent Page of the IEP
- Predetermination – IEP Teams not permitted to make placement or service recommendations based on student needs.
- Requiring Parents to be Instructional Assistants
- Structured literacy instruction should be used preventatively at the Tier 1 level as well as in Tiers 2 and 3 for intervention with fidelity. LCPS Assessment recommendations need to be based on the Science of Reading.
- Parent notification for private school students, child find, and set-aside funds.
- Provision of Recovery, Compensatory, and ESY Services
- LCPS Administrators are not following VA Regulations and procedures by requiring parents to fund IEEs due to a below market rate fees cap.

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# SEAC Survey

- 2017 115
- 2018 568
- 2019 822
- 2020 2953 total (1844 Complete and 1109 Incomplete)
- 2021 1579 total responses (1,040 complete and 539 incomplete)  
with 1,348 responses analyzed

Algonkian ( <i>n</i> = 139)	Catoctin ( <i>n</i> = 179)
Ashburn ( <i>n</i> = 748)	Dulles ( <i>n</i> = 413)
Blue Ridge ( <i>n</i> = 314)	Leesburg ( <i>n</i> = 489)
Broad Run ( <i>n</i> = 89)	Sterling ( <i>n</i> = 314)

[illegible]

Disability Designation	Response	Percentage	LCPS %
Autism	325	24	32
Deaf-Blindness*			NR
Developmental Delay	92	7	22
Emotional Disability	48	4	11
Hearing Impairments*			
Intellectual Disabilities	56	4	36
Multiple Disabilities	45	3	92
Orthopedic Impairments*			
Other Health Impairments	142	11	11
Specific Learning Disabilities	447	33	28
Speech or Language Impairments	145	11	21
Traumatic Brain Injured*			NR
Visual Impairments*			
Other – Combination of *	31	2	



[illegible]

District	Responses	Percentage
Algonkian	139	10
Ashburn	748	55
Blue Ridge	314	23
Broad Run	89	6
Catoctin	179	13
Dulles	413	31
Leesburg	489	36
Sterling	314	23

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- District
- School Level
- Disability Type

- Early Childhood highest satisfaction
- Downward Trend as students move up to Elementary, Middle and High School

This tracks with SEAC's concerns raised over the last 3 years with the Special Education Delivery model at the middle and high school levels

## Summary of Satisfaction Across the District

- ## Overall, County-Wide Satisfaction with LCPS Services - 2019 to 2020

- Dissatisfaction increased from 2019 to 2020 by 2 to 10 percentage points, with the biggest areas of concern (worst declines in satisfaction) being ***implementing inclusive practices*** and ***staffing***.

# SEAC Chair Report



## 2020-21 SEAC Annual Report

### Implementing Inclusive Practices

Parents of children with multiple disabilities were the least satisfied with inclusive practices. The parents of children with emotional disabilities were the most satisfied. The parents of children with the following disabilities had average scores < 3 for inclusive practices:

- Autism
- Other Identified Impairments
- Intellectual Disability
- Other Health Impairments

### Assistive Technology

Parents of children with multiple disabilities were the least satisfied with assistive technology. The parents of children with emotional disabilities were the most satisfied. Parents with children with the following disabilities had average scores < 3 for assistive technology:

- Autism
- Intellectual Disability
- Other Health Impairments
- Specific Learning Disability

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## Summary of Satisfaction by Disability

- Parents of children with **multiple disabilities** became notably less satisfied over the two-year period, often now being the least satisfied group on most items.
- Parents of children with **emotional disabilities** increased in their satisfaction impressively for a few items including *home-school communication*, and *instructional satisfaction during distance learning*.

- Math and Writing instruction followed identified trends for less satisfaction for middle and high school students at a school level
- This same trend is reported by disability category with multiple disabilities being the least satisfied and speech/language impairment scoring average.

## Summary of Qualitative Responses

- Increased training, resources, and attention given to mental health for students;
- A desire for LCPS to more strongly prioritize children with disabilities;
- Increase opportunities for children with disabilities to participate in advanced courses, special programs like AOL, MATA, and music, physical education, and other extracurricular activities;
- More staff and additional ways to help support parents at home;
- Better websites and on-line educational tools;
- Increased communication and collaboration with parents as partners;
- More in-person and one-on-one or small group instruction for children with disabilities; and
- Better transition planning after high school.



# SEAC Chair Report



## 2020-21 SEAC Annual Report

### 2020-2021 UNIQUE CHALLENGES

- (1) Parents unable to provide supervision during the work-day;
- (2) Parents were often struggled to provide support with challenging behaviors and therapies;
- (3) Delivery of specialized instruction and related services was compromised in the virtual environment for many students widening the gap significantly between general education students and students with disabilities;
- (4) Parents required to be their child's 1:1 aid to access instruction virtually;
- (5) Some students not able to access virtual learning due to the levels of support required; and
- (6) A negative impact on student's social, emotional, and mental health throughout the pandemic.

# SEAC Chair Report



# 2020-21 SEAC Annual Report

## 2020-2021 RECOMMENDATIONS

## Equity

Educational equity means that each child receives what they need to develop to their full academic and social potential.

- Title II of the ADA
- Section 504
- Home/School Communication
- Special Education Staffing
- Training for Substitute Teachers and Teaching Assistants before working with students
- Continuum of Special Education – restrictions placed on IEP teams
- IEP Services: lack of delivery efficacy for high school and middle school
- IEE update fee limiting cap to market rates
- Compensatory/Recovery Services

## 2020-2021 RECOMMENDATIONS

- Equitable Outcomes and Training
- Tracking of Life Skills and Workplace Readiness
- Transition Training Centers
- Fully Fund Independent Living Labs
- Functional Life Skills Curriculum
- Transportation

- No procedures for ensuring accessibility to instructional materials – ongoing issue
- Inclusive practices – utilizing Universal Design for Learning (UDL) in our classrooms

# SEAC Chair Report



## 2020-21 SEAC Annual Report

### 2020-2021 RECOMMENDATIONS

#### *Literacy Instruction* (reading, writing, spelling, and handwriting):

- Since 2015 SEAC has been urging LCPS to utilize the Structured Literacy approach to align with the science of reading for all students.
- Decrease referrals to special education and provide equity for all students
- Declining reading scores across the county.
- Early Identification:
  - Identification after 3<sup>rd</sup> grade leads to students requiring basic reading instruction in the middle and high schools
  - Students are expected to read to learn by 3<sup>rd</sup> grade. LCPS has the tools but are not using them to their fullest extent.

# SEAC Chair Report

## Membership

PTA/PTO Representatives and Member Training

- 42 Schools with PTA/PTO Representatives (95 are needed)
- 16 voting members - 5 open membership

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



# SEAC Chair Report



## Subcommittee Reports

1. Policy and Compliance Committee,  
Co-Chairs Shehnaz Khan & Crag Metz
  - Team Teaching
  - Capping of Services
  - Review updated IEE Guidelines
  - Student Behavior
2. Specialized Programs
  - Transition, Shehnaz Khan & Open
  - Specialized Reading, Lorraine Hightower
3. Meaningful Inclusion, Liz Crotty & Heidi Bunkua



# 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](mailto: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



## Specialized Reading and Math in Action: Engaging Strategies to Support Students at Home

Wednesday,  
November 16, 2022  
6:30 PM - 8:00 PM  
Stone Bridge High School  
43100 Hay Road  
Ashburn, VA 20147



Join us to learn how specially designed reading and math strategies can assist your child at home!

This session will provide parents a hands-on opportunity to engage in literacy-based games and experience strategies for working with children on early literacy skill development, as well as, hands-on, active participation in engaging games that build conceptual mathematics understanding.

There will be an opportunity to ask questions about instructional techniques, and learn through experiencing the approaches! Parents will come away with ideas and resources to reinforce the learning that takes place during reading and math interventions through fun and creative family engagement!

Registration is required.

To register:

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

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

### **Managing Bumps in the Road During Adolescence: Building a Resilient Relationship with Your Teen**

Wednesday, November 30, 2022  
6:30pm - 8:00pm

LCPS Administration Building  
21000 Education Court  
Ashburn, VA 20148

Raising children can be the most humbling of all life experiences. In this presentation, you will be provided with a road map to help your teen reach their potential without hovering, pushing for perfection, or succumbing to button pushing. Parents will learn the most practical parts of normal adolescent development to put together a road map that helps them maneuver crises, conflict, and set reasonable boundaries. Knowing how much nurturing and limit setting your child needs, helps build healthy relationships.

**Registration is required.**

**To register: <https://bit.ly/3SXC4MT>**

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.



# SEAC Presentations & Business Meetings

**December 7, 2022**

**Diploma Options and Alternative Assessments**

**January 11, 2023**

**Understanding Transition Planning within the IEP  
Interactive Session**



# **Reports Updates and Announcements**

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

## **School Board Liaison, Andrew Hoyler**

- 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. The entire Board can be emailed at [lcsb@lcps.org](mailto:lcsb@lcps.org).

# **Reports Updates and Announcements**



## **Department of Student Services**

Dr. Asia Jones, Assistant Superintendent of Student Services

## **Office of Special Education**

Tedra Richardson, Director of Special Education,  
Specialized Instruction





# **Paige Carter, Ph.D.**

## **Assistant Director of Special Education – Specialized Instruction**

Dr. Paige Carter is joining the LCPS Office of Special Education with 31 years of experience in the field of Special Education. Dr. Carter holds a Bachelor's degree in Special Education, a Master's degree in Early Childhood Special Education, and a Doctorate in Special Education.

Over the course of her career, Dr. Carter has served as a middle school special education teacher, and early childhood special education teacher, an infant educator for parent education, and an Autism Specialist and Coordinator for a local school division. As she furthered her journey in educational leadership, Dr. Carter served as a Technical Assistance Associate for the Virginia Commonwealth University- Autism Center for Excellence; applying her expertise as a Board Certified Behavior Analyst across Regions 1-5. She has also served as an Assistant Director for Student Support Services for a local school division.

Most recently, Dr. Carter served as the Director of Special Education for Caroline County Public Schools and adjunct professor for Mary Washington University.

LCPS is excited to have the opportunity to welcome Dr. Carter to our Office of Special Education and look forward to the expertise she will bring to the team.

# Business



## Old Business:

## New Business:

- a. Draft Policy 8260, Reporting of Student Conduct
- b. Draft Policy 4360, Small, Women-Owned, Minority-Owned, And Service-Disabled Veteran-Owned Businesses
- c. Draft Policy 7312, Performance Management Of Employees
- d. Draft Policy 7564, Dress Code For Staff
- e. Draft Policy 7720, Leave Associated With Legal Proceedings
- f. Draft Policy 5055, Instructional Materials With Sexually Explicit Content

# Special Education Advisory Committee

Policy and Compliance Subcommittee

Review, Findings and Recommendations





## Special Education Policy 8260 Review, Findings and Recommendations

### Overview

#### Policy 8260 – Reporting of Student Conduct

- Addresses incidents that must be reported by LCPS to law enforcement, the School Board, and the Virginia Department of Education
- Determines which offenses committed by students must be reported by law enforcement to division superintendent, the principal, or their designee per Virginia Code

### Review of Findings

The Policy Subcommittee reviewed draft policy 8260 and determined that it does not reflect the needs of students with disabilities.





## Special Education Policy 8260 Review, Findings and Recommendations

### Summary of Concerns

#### Concern 1:

- Research using national and state-wide data sources has shown that students with disabilities are disproportionately referred to law enforcement for their behavior.
- SEAC is concerned that LCPS has similar disparities.





## Special Education Policy 8260 Review, Findings and Recommendations

### Recommendations

**Recommendation 1:** Add reporting of data for students with disabilities

At Line 150, Create a new section 4.

4. When preparing the reports identified in D. 2. and 3. above, the Superintendent will prepare an aggregate report that identifies the number of these incidents that involve students with disabilities and will make such information available to the public.







## SEAC Recommendations AND Voting



### Recommendations – Policy 8260

### Voting

- Recommendation 1: Add reporting of data for students with disabilities





## **Special Education Policies 4360, 7312, 7564, 7720, & 5055 Review, Findings and Recommendations**

### **Policies Provided for Review**

**Draft Policy 4360, Small, Women-Owned, Minority-Owned, And Service-Disabled Veteran-Owned Businesses**  
**Draft Policy 7312, Performance Management Of Employees**  
**Draft Policy 7564, Dress Code For Staff**  
**Draft Policy 7720, Leave Associated With Legal Proceedings**  
**Draft Policy 5055, Instructional Materials With Sexually Explicit Content**

### **Review of Findings:**

The Policy Subcommittee reviewed these draft policies and determined that no changes were recommended at this time.





## SEAC Recommendations AND Voting



### Recommendations – Policies 4360, 7312, 7564, 7720, and 5055

### Voting

- ☐ Recommendation 1: SEAC does not recommend any changes to policy 4360.
- ☐ Recommendation 2: SEAC does not recommend any changes to policy 7312.
- ☐ Recommendation 3: SEAC does not recommend any changes to policy 7564.
- ☐ Recommendation 4: SEAC does not recommend any changes to policy 7720.
- ☐ Recommendation 5: SEAC does not recommend any changes to policy 5055.





Thank you!