Welcome!

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

SCAN ME

© 2023 All Rights Reserved. Loudoun County Public Schools

Our Common Ground

Directions: Choose at least one or two questions to answer.
Share at your table groups.

If you would like, please leave this sheet on the table for sharing with OSE and SEAC leadership.

- What brings you to SEAC or to Special Education?
- What is one thing that you feel LCPS or special education is doing well?
- What is one thing you would like to learn more about?
- What is one suggestion you have for improvement of special education or SEAC support of special education in LCPS?

All Rights Reserved ©2023 Loudoun County Public Schools

Welcome to our new Assistant Director, Nykea Purnell!

All Rights Reserved ©2023 Loudoun County Public Schools

Specialized Instruction

Margaret Ausberry

© 2023 All Rights Reserved. Loudoun County Public Schools

What is new in LCPS Specialized Instruction?

© 2023 All Rights Reserved. Loudoun County Public Schools

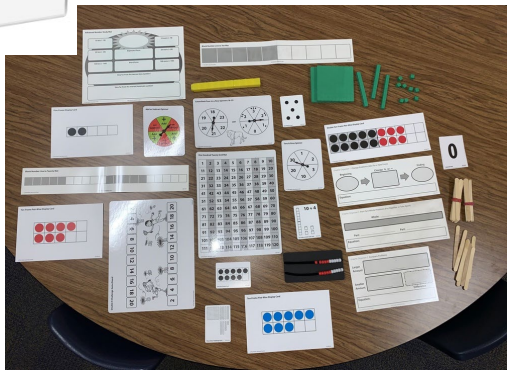
Specialized Literacy

- Renewed Relationship with Institute of Multisensory Education (IMSE) to provide Orton-Gillingham Training
  - Trained over 200 teachers
  - IMSE Parent Website
    - SPIRE - A new reading intervention to LCPS
      - Evidence based Orton-Gillingham methodology
      - Highly structured and systematic

© 2023 All Rights Reserved. Loudoun County Public Schools

Specialized Math

Bridges Intervention



Do the Math

© 2023 All Rights Reserved. Loudoun County Public Schools

Bridges Intervention

- Group practice often includes games
- Module topics include:
  - number sense,
  - Addition,
  - Subtraction,
  - Fractions,
  - Multiplication,
  - Division,
  - money, and
  - decimals

Both

- Direct Instruction from the teacher
- Utilizes visuals and manipulatives
- Explicit teaching format
- Lessons are approximately 30 minutes in length
- Progress Monitoring every 5th lesson
- Multisensory

Do the Math

- Module topics include:
  - Addition,
  - Subtraction,
  - Multiplication, and
  - Division
- Each module is paired with a literary text to connect to literacy
- Additional opportunities to practice skills in each module

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC Specialized Instruction Worksessions

All worksessions are 9:30 to 10:30 in room 104A at the LCPS Administration Building

- October 23, 2023
- December 4, 2023
- March 18, 2024
- May 13, 2024

Interested in attending? Let us know you're coming here! (http://bit.ly/sdi-SEAC) {Case sensitive}

© 2023 All Rights Reserved. Loudoun County Public Schools

How do I know what deficits my child has?

© 2023 All Rights Reserved. Loudoun County Public Schools

What are the keywords to listen for?

Phonemic Awareness:

- Phoneme (sound)
- Segment (break apart)
- Blend (put together)
- Substitute (exchange one sound for another)
- Difficulty with reading

High Frequency Words:

- Sight words
- Heart words
- Dolch words
- Fry words

© 2023 All Rights Reserved. Loudoun County Public Schools

What are the keywords to listen for?

Decoding/Reading:

- Phonological Awareness
- Nonsense decoding
- Difficulty with:
  - Reading connected text
  - Reading efficiently

Encoding/Spelling:

- Spelling learned patterns
- Difficulty with writing

© 2023 All Rights Reserved. Loudoun County Public Schools

What are the keywords to listen for?

Fluency:

- Words (correct) per minute (wpm or wcpm)
- Reading with expression
- Prosody
- Reading rate

Writing:

- Generating ideas
- Organizing writing
- Punctuation
- Editing

© 2023 All Rights Reserved. Loudoun County Public Schools

What are the keywords to listen for?

Executive Functioning:

- Impulse Control
- Organizing
- Prioritizing Tasks
- Inattention
- Difficulty:
  - Focusing
  - Staying on task
  - Completing work

Number Sense:

- Counting all (instead of counting on)
- Difficulty with:
  - Figuring out which is more, bigger, less or smaller
  - Keeping track when counting
  - 1 to 1 correspondence
  - Saying ‘how many’
- Place Value

© 2023 All Rights Reserved. Loudoun County Public Schools

What are the keywords to listen for?

Math Calculations:

- Difficulty with:
  - Remembering math facts
  - Remembering meaning of math symbols (+, -, x)
  - Has difficulty remembering the steps in a multi-stage process

Math Reasoning:

- Uses numbers like ‘12 and 21 interchangeably
- Is unaware of the difference between 6-2 and 2-6
- Can find the sum when computing, but cannot explain the process

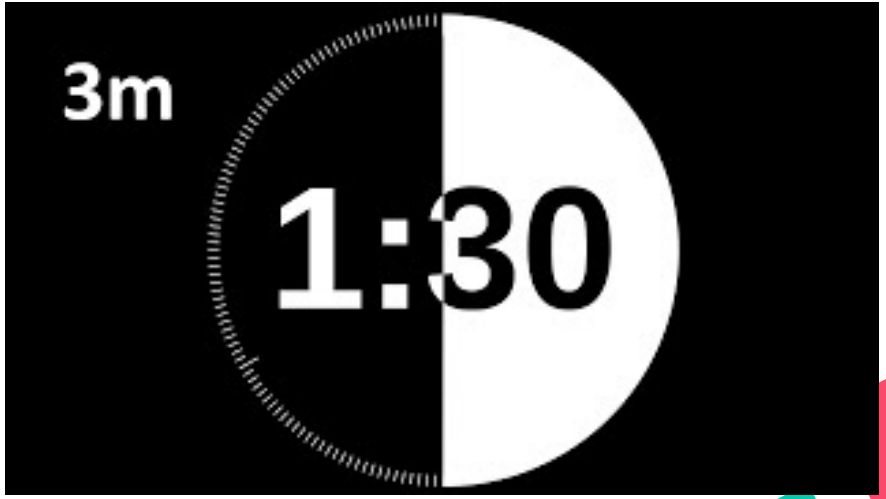
© 2023 All Rights Reserved. Loudoun County Public Schools

Where might these keywords come up for you?

Chat at your table group to brainstorm where you might hear these.

© 2023 All Rights Reserved. Loudoun County Public Schools

Where might these keywords come up for you?



© 2023 All Rights Reserved. Loudoun County Public Schools

Dyslexia Awareness Month

For each question, go to the corner in the room to indicate your response.

© 2023 All Rights Reserved. Loudoun County Public Schools

1. Which of these is not a consonant digraph?

a. ‘ch’
b. ‘sh’
c. ‘br’
d. ‘th’

© 2023 All Rights Reserved. Loudoun County Public Schools

2. Which of these are prefixes?

a. -ness
b. anti-
c. -ment
d. sub-

© 2023 All Rights Reserved. Loudoun County Public Schools

3. Which of these is a vowel team syllable?

a. eight
b. make
c. along
d. chaos

© 2023 All Rights Reserved. Loudoun County Public Schools

4. Which of these is an essential element to reading fluently?

a. Accuracy
b. Reading rate
c. Prosody (intonation)
d. Expression

© 2023 All Rights Reserved. Loudoun County Public Schools

5. What percentage of the english language is truly irregular?

a. 55%
b. 32%
c. 18%
d. 4%

© 2023 All Rights Reserved. Loudoun County Public Schools

What strategies can help?

© 2023 All Rights Reserved. Loudoun County Public Schools

Specialized Instructional Facilitator (SIF) Strategy Stations

- 8 minutes at a station
- 2 minutes to rotate to the next strategy station of interest

08:00

© 2023 All Rights Reserved. Loudoun County Public Schools

Links to strategies to use at home:

- Phoneme Segmenting
  - The Sound Game
  - Say and Slide Phonemes
  - Printable Elkonin Boxes
- Executive Functioning
  - Checklist
  - Good Day Plan (Guide)
  - Activities for: 6 - 18 months old, 18-36 months old, 3-5 years old, 5-7 years old, 7-12 years old, adolescents
- Fluency
  - 4th/5th Fleeting Phrases
  - K/1 Letter Wheel
  - Fluency Activities
  - K through 3 Activities
  - Power of Punctuation Chart
- Sight Words & Techniques
- Color Coded Paragraph Writing, More Organizers
- Syllable Types

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC BUSINESS MEETING

October 4, 2023

SCAN ME

Please scan the QR Code for electronic sign-in.

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.

© 2023 All Rights Reserved. Loudoun County Public Schools

Introduction of SEAC Officers and Liaisons

SEAC Leadership

SEAC Chair	Liz Crotty	SEACChair@lcps.org
SEAC Vice Chair Planning	Jennifer DiDonato	SEACViceChairPlanning@lcps.org
SEAC Vice Chair Membership	Carla Sola	SEACViceChairMembership@lcps.org
SEAC Vice Chair Communications	Shehnaz Khan	SEACViceChairCommunications@lcps.org
SEAC Secretary	Kathryn Rosenbrook	SEACSecretary@lcps.org
SEAC Past Chair	Sharon Tropf	SEACPastChair@lcps.org
LCPS Staff Liaison	Dr. Paige Carter	Paige.Carter@lcps.org
School Board Liaison	Tiffany Polifko	Tiffany.Polifko@lcps.org
School Board Liaison, Alternate	Erica Ogedegbe	Erica.Ogedegbe@lcps.org

© 2023 All Rights Reserved. Loudoun County Public Schools

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

© 2023 All Rights Reserved. Loudoun County Public Schools

New Business

- SEAC Awards
  - Develop subcommittee or task force
- Subcommittee Divide Names
  - Transition
  - Specialized Reading and Math
- Policy Reviews

© 2023 All Rights Reserved. Loudoun County Public Schools

Policy and Compliance Subcommittee Policy Reviews

SEAC
Special Education Advisory Committee

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

All Rights Reserved. ©2023 Loudoun County Public Schools.

SEAC Recommendations AND Voting

No Recommendations	Voting
➢ Policy 7640	
➢ Policy 6730	
➢ Policy 8435	
➢ Policy 7717	
➢ Policy 7726	
➢ Deletion of 5-1 and 5-17	

SEAC Recommendations AND Voting

No Recommendations	Voting
➢ Policy 2430	
➢ Policy 7040	
➢ Policy 7712	
➢ Policy 7714	
➢ Policy 7562	
➢ Policy 7628	

SEAC Recommendations AND Voting

No Recommendations	Voting
➢ Policy 2160	
➢ Policy 8205	
➢ Policy 7030	
➢ Policy 5035	

SEAC Policy Consideration History

Summary of SEAC Consideration History

- SEAC has received 22 Draft Policies to review after the May 3, 2023 business meeting.
- 8 Draft Policies had Subcommittee Recommendations (Policy 5080, 6220, 8025, 5060, 8140, 5170, 2010 and 3120).
- In March 2023, the SEAC Chair requested any policies in the review process between May 2023 through September 2023 be submitted to SEAC before the May 2023 business meeting so that SEAC would have an opportunity to review those policies and provide timely feedback.
- SEAC has worked with LCPS administration to identify timelines that will allow for SEAC to review policies that impact the provision of special education.
- Creating a Policy Review Timeline is an ongoing issue that still needs resolution.

Overview: Policy 5080

CLASS SIZES

The School Board and LCPS staff recommended changes to Policy 5080 to clarify and comply with Virginia Code.

Special Education Policy 5080
Review, Findings and Recommendations

Concern 1:

- SEAC is gravely concerned with the move to increase, rather than decrease, class size in LCPS classrooms. The overwhelming body of evidence in education for all students and especially disadvantaged students indicate small class sizes lead to better educational outcomes.

Recommendation 1:

- SEAC recommends that no change be made to the current class sizes for LCPS classrooms, and that the School Board focus on reducing class sizes in LCPS over time.

Special Education Policy 5080
Review, Findings and Recommendations

Concern 2:

- Most special education students receive the majority of their services in a general education classroom.
- Any policy regarding class size must address the ratio of students with and without disabilities in a general education classroom.
  - “. . . the education research suggests that no more than 25 percent of a general education class should be students with disabilities, depending on grade level; however, ’this is not a rule of thumb for a remedial course, where there would be more homogeneous grouping of students with needs for intervention, and preferably a smaller class size than a regular class.’”

Special Education Policy 5080
Review, Findings and Recommendations

Concern 2:

- SEAC recommends the School Board consider developing a metric to address staffing considerations from the 2020 JLARC (Joint Legislative Audit and Review Commission) report.

- The JLARC report identified considerations to calculate the percentage of special education students in a general education classroom.

- To account for the variability in teacher workload associated with different caseload compositions, caseload standards should include considerations related to severity of student need, scope of teacher responsibilities, and special education service settings.

Special Education Policy 5080
Review, Findings and Recommendations

Recommendation 2:

- At line 87 make a new D and add: "No more than 25% of the students in a Collaborative (Inclusive) classroom shall be students with disabilities. This would not apply to a remedial course, which should have smaller class size than a regular classroom but could have a higher ratio of students with disabilities. Caseload staffing for these classes shall include consideration of the severity of student need, scope of teacher responsibilities, and special education service settings."

- Move current D to E

Special Education Policy 5080
Review, Findings and Recommendations

Concern 3:

- SEAC is concerned that we are holding the district to division-wide ratios rather than ratios determined by classroom or school. This creates the potential for inequity in a division as large as LCPS. For example, with a Division-wide ratio of 20:1, a class in one high school could have 50 students while the same class in a different high school might have 10 students, with a wide-range of class sizes between those two that averages out to 20:1.

- This is not equitable.

Recommendation 3:

- At Line 64 and Line 81 remove “Division-wide”.

SEAC Recommendations AND Voting

Policy 8050 – CLASS SIZES	Voting
Recommendation 1: • SEAC recommends that no change be made to the current class sizes for LCPS classrooms, and that the School Board focus on reducing class sizes in LCPS over time.	
Recommendation 2: • At line 87 make a new D and add: "No more than 25% of the students in a Collaborative (Inclusive) classroom shall be students with disabilities. This would not apply to a remedial course, which should have smaller class size than a regular classroom but could have a higher ratio of students with disabilities. Caseload staffing for these classes shall include consideration of the severity of student need, scope of teacher responsibilities, and special education service settings." • Move current D to E	

SEAC Recommendations AND Voting

Policy 8050 – CLASS SIZES	Voting
<u>Recommendation 3</u>: • At Line 64 and Line 81 remove “Division-wide”.	

Overview: Policy 6220

STUDENT SAFETY AND DISCIPLINE ON BUSES

Policy 6220 addresses student safety and discipline while riding the bus.

Concerns and Recommendations for Draft Policy 6220

Concern 1:

- Requirements and considerations for students with disabilities are not reflected in the draft policy.

Recommendation 1:

- At Line 52 after "Student Rights and Responsibilities", add "and in compliance with the requirements of IDEA and Section 504. Attempts will be made by school personnel to utilize positive and restorative measures for intervention and to promote safety on the bus."

Concerns and Recommendations for Draft Policy 6220

Concern 2:

- The word “discipline” should be removed from the title of the policy to align with the change in verbiage used in LCPS discipline policies as well as the name of the school board subcommittee “Student Behavior and Accountability Committee.”

Recommendation 2:

- Change the word "Discipline" in the title of the policy to "Behavior Supports."

Concerns and Recommendations for Draft Policy 6220

Concern 3:

- All elementary students will benefit from appropriate training on bus safety and expectations, particularly for students who transfer into the district after Grade 1 and may not have had such training.

Recommendation 3:

- On line 13, change "At the Pre-K-1 grade levels" to “At the Pre-K and K-5 grade levels."

Concerns and Recommendations for Draft Policy 6220

Concern 4:

- The current policy does not identify any provisions for students with disabilities to be able to access the training curriculum.

Recommendation 4:

- On line 13, add after ". . . practices of safety procedures" the following, "Bus safety training shall be modified for students with disabilities as necessary."

Concerns and Recommendations for Draft Policy 6220

Concern 5:

- Bus drivers should not be authorized to discipline students. They can report and manage incidents but should not oversee the discipline of any student. The focus of the bus driver needs to be on student safety in driving the bus.

Recommendation 5:

- Remove Line 31, "The bus driver is responsible for the discipline of students on the bus."

SEAC Recommendations AND Voting

Policy 6220 – **STUDENT SAFETY AND DISCIPLINE ON BUSES**	Voting
Recommendation 1: • At Line 52 after "Student Rights and Responsibilities", add "and in compliance with the requirements of IDEA and Section 504. Attempts will be made by school personnel to utilize positive and restorative measures for intervention and to promote safety on the bus."	
Recommendation 2: • Change the word "Discipline" in the title of the policy to "Behavior Supports."	

SEAC Recommendations AND Voting

Policy 6220 – **STUDENT SAFETY AND DISCIPLINE ON BUSES**	Voting
Recommendation 3: • On line 13, change "At the Pre-K-1 grade levels" to “At the Pre-K and K-5 grade levels."	
Recommendation 4: • On line 13, add after “. . . practices of safety procedures” the following, “Bus safety training shall be modified for students with disabilities as necessary.”	
Recommendation 5: • Remove Line 31, "The bus driver is responsible for the discipline of students on the bus."	

Overview: Policy 8025

RIGHTS OF ADULT/ELIGIBLE STUDENTS

Policy 8025 was created and modified to replace Policy 8-5 – Rights of Adult Students.

Special Education Policy 8025
Review, Findings and Recommendations

Concern 1:

- When a student reaches the age of 18, they are an adult according to the law. Va Code § 1-203. There are no instances in which a person turns 18 but is "eligible" to be an adult. A student should not need to sign a Declaration of Intent to be an adult. They just are an adult once they reach the age of 18. However, any adult student could sign a Power of Attorney form before a notary to share his/her educational rights with a parent, guardian, or any other adult they choose.

Recommendation 1:

- Do not add the word "Eligible" to the title or the body of the policy. The correct term would be Adult Student.

Concern 2:

- Emancipated minors are defined as a minor who has reached his/her sixteenth birthday but before turning the age of 18, is released from parental care and responsibility by court order. Va Code § 16.1-331; 12 VAC 30-110-1350. The parents of the minor are no longer the guardians of the minor and the emancipated minor functions as an adult as defined at Va Code § 16.1-334. The parents of a minor shall be relieved of any obligations respecting the emancipated minor's school attendance. Va Code § 16.1-334(11).

Recommendation 2:

- Modify Line 2 to read "An adult student is a student who has reached age 18 or is emancipated by court order."

Concern 3:

- Under some circumstances the parents or guardian may need to continue to make educational decisions for their student after the student turns 18. It is possible for an adult student to share their educational rights with their parent (or anyone else) by signing a Power of Attorney document before a notary. Lines 48-53 seem to refer to legal guardianship that is granted by a court of competent jurisdiction, but the policy does not clearly define it. Both guardianship and power of attorney should be clearly defined in this policy.

Recommendation 3:

- Guardianship and power of attorney should be clearly defined in this policy.

Recommendation 4:

- Change “parents” to “parents/guardians” throughout policy

SEAC Recommendations AND Voting

Policy 8025 - **RIGHTS OF ADULT/ELIGIBLE STUDENTS**	Voting
Recommendation 1: • Do not add the word “Eligible” to the title or the body of the policy. The correct term would be Adult Student.	
Recommendation 2: • Modify Line 2 to read “An adult student is a student who has reached age 18 or is emancipated by court order.”	
Recommendation 3: • Guardianship and power of attorney should be clearly defined in this policy.	
Recommendation 4: • Change “parents” to “parents/guardians” throughout policy	

Overview: Policy 5060

TEXTBOOKS FURNISHED FREE

Loudoun County Public Schools shall provide, free of charge, such textbooks required for courses of instruction for each child attending its public schools. However, reasonable fees or charges for student textbooks or related instructional materials may be assessed to student in specific instances, as outlined in Regulation 4020 (Student Fees and Charges).

Special Education Policy 5060
Review, Findings and Recommendations

Concern 1:

- In Section B of the draft policy, it states that: “consumable materials such as workbooks, writing, or drawing books, is based on the actual price of the particular consumable item to be used in class. Such materials may be sold to students at a retail price, not to exceed the publisher’s price...," Students with disabilities who may need these materials converted to a digital format depending on the students’ individual needs should not incur additional costs.

Recommendation 1:

- At Line 4, after “reasonable fees or charges for student textbooks or related instructional materials may be assessed to students in specific instances” ADD “subject to special education laws and regulations.”

SEAC Recommendations AND Voting

Policy 5060 - TEXTBOOKS FURNISHED FREE	Voting
<u>Recommendation 1</u>: • At Line 4, after “reasonable fees or charges for student textbooks or related instructional materials may be assessed to students in specific instances” ADD “subject to special education laws and regulations.”	

Overview: Policy 8140

STUDENT ATTENDANCE REQUIREMENTS AND PROCEDURES

This policy addresses student attendance requirements and school attendance procedures.

Concerns and Recommendations for Draft Policy 8140

Concern 1:

- If absences are due to a manifestation of the student's disability, reasonable accommodations are required per federal disabilities law.

Recommendation 1:

- After "they will automatically be withdrawn from LCPS", add subject to federal disabilities law.

SEAC Recommendations AND Voting

Policy 8140 - STUDENT ATTENDANCE REQUIREMENTS AND PROCEDURES	Voting
<u>Recommendation 1</u>: • After “they will automatically be withdrawn from LCPS”, add subject to federal disabilities law.	

Overview: Policy 5170

TEACHING ABOUT SUBSTANCE USE AND OTHER RISK-TAKING BEHAVIOR

Loudoun County Public Schools provides instruction concerning the following topics as prescribed by the Virginia Board of Education: drugs and drug abuse; the public safety hazards and dangers of alcohol abuse, underage drinking, underage marijuana use, and drunk driving; the health and safety risks of using tobacco products, nicotine vapor products, and alternative nicotine products; and gambling and the addictive potential thereof.

Concerns and Recommendations for Draft Policy 5170

Concern 1:

- In Section B of the draft policy, it states that LCPS will provide Health Education Program Instruction to elementary and secondary schools. LCPS should create modified materials so students with disabilities can access the instruction.

Recommendation 1:

- In Section B, add #7 "the Health Education Program Instruction shall be modified for students with disabilities."

SEAC Recommendations AND Voting

Policy 5170 - TEACHING ABOUT SUBSTANCE USE AND OTHER RISK-TAKING BEHAVIOR	Voting
<u>Recommendation 1:</u> • In Section B, add #7 "the Health Education Program Instruction shall be modified for students with disabilities."	

Overview: Policy 2010

LEGAL STATUS, AUTHORITY, POWERS AND DUTIES

Policy 2010 delineates the foundational status, authorities, and powers of the Loudoun County School Board as they derive from Virginia Law. This policy is not intended to limit the School Board to only the authorities and powers listed here.

Special Education Policy 2010
Review, Findings and Recommendations

Concern 1:

- SEAC agrees that it is important to track critical shortages of staff. However, open Teacher Assistant positions should also be tracked.

Recommendation 1:

- Line 86 after ". . . matter," add "Teacher Assistants and Behavioral Assistants" to list of positions.

Concern 2:

- Related service providers such as speech therapists, occupational therapists, physical therapists, and vision specialists are not clearly included at line 96. These licensed professions are currently facing shortages and are difficult positions to fill.

Recommendation 2:

- Line 96, define or list other health and behavioral positions including all related service providers.

SEAC Recommendations AND Voting

Policy 2010 - **LEGAL STATUS, AUTHORITY, POWERS AND DUTIES**	Voting
Recommendation 1: • Line 86 after ". . . matter," add "Teacher Assistants and Behavioral Assistants" to list of positions.	
Recommendation 2: • Line 96, define or list other health and behavioral positions including all related service providers.	

Overview: Policy 3120

POWERS AND DUTIES OF THE DIVISION SUPERINTENDENT

Policy 3120 governs the powers and duties of the Superintendent.

Special Education Policy 3120
Review, Findings and Recommendations

Concern 1:

- SEAC agrees that it is important to track critical shortages of staff. However, open Teacher Assistant positions should also be tracked.

Recommendation 1:

- At line 69, after ". . . matter," add "Teacher Assistants and Behavioral Assistants" to list of positions.

Concern 2:

- Related service providers such as speech therapists, occupational therapists, physical therapists, and vision specialists are not clearly included at line 73. These licensed professions are currently facing shortages and are difficult positions to fill.

Recommendation 2:

- At line 73, define or list other health and behavioral positions including all related service providers.

SEAC Recommendations AND Voting

Policy 3120 - **POWERS AND DUTIES OF THE DIVISION SUPERINTENDENT**	Voting
Recommendation 1: • At line 69, after ". . . matter," add "Teacher Assistants and Behavioral Assistants" to list of positions.	
Recommendation 2: • At line 73, define or list other health and behavioral positions including all related service providers.	

Overview: Policy 8250

BULLYING PREVENTION AND EDUCATION

Policy 8250 has been updated to comply with changes to Virginia code.

Special Education Policy 8250
Review, Findings and Recommendations

Concern 1:

- Under this policy parents will receive initial communication about an allegation of bullying, but there is nothing to require any subsequent communication. The principal or designee should communicate to parents when the case is resolved and the outcome to the extent allowed under FERPA.

Recommendation 1:

- On line 65 after ". . . 24 hours notice" add "In addition, parents will be notified of the disposition of the investigation once the investigation is complete."

Special Education Policy 8250
Review, Findings and Recommendations

Concern 2:

- As part of a school's appropriate response to bullying on any basis, the school should convene the IEP or Section 504 team to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP or 504 Plan is no longer designed to provide a meaningful educational benefit.

Recommendation 2:

- Line 59, "If any involved student is identified as having a disability, the student's case manager must be notified via written communication and an IEP or Section 504 team meeting must be held to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP or 504 Plan is no longer designed to provide a meaningful educational benefit."

Concern 2 Continued:

Recommendation 3:

- Following recommendation 2, on Line 59 add “If any involved student is not identified as a student with a disability, the Principal or designee must consider if the student should be referred to an Intervention Team to consider the question of whether additional supports should be provided to the student.”

Recommendation 4:

- Line 65 add after “. . . 24 hours notice” and before the addition suggested in Recommendation 1 above, the following: “This notice will have a list of supports available to all involved students and their families through MTSS.”

Special Education Policy 8250
Review, Findings and Recommendations

Concern 3:

- At Line 78 the following statement, “Records are to be kept and collected, and the data analyzed annually,” does not seem to belong in this paragraph. We believe it should be moved to the end of paragraph G.

Recommendation 5:

- Move Line 78, “Records are to be kept and collected, and the data analyzed annually.” to the end of Line 109, paragraph G.

SEAC Recommendations AND Voting

Policy 8250 – **BULLYING PREVENTION AND EDUCATION**	Voting
Recommendation 1: • On line 65 after ". . . 24 hours notice" add "In addition, parents will be notified of the disposition of the investigation once the investigation is complete."	
Recommendation 2: • Line 59, "If any involved student is identified as having a disability, the student's case manager must be notified via written communication and an IEP or Section 504 team meeting must be held to determine whether, as a result of the effects of the bullying, the student's needs have changed such that the IEP or 504 Plan is no longer designed to provide a meaningful educational benefit."	

SEAC Recommendations AND Voting

Policy 8250 – **BULLYING PREVENTION AND EDUCATION**	Voting
Recommendation 3: • Following recommendation 2, on Line 59 add "If any involved student is not identified as a student with a disability, the Principal or designee must consider if the student should be referred to an Intervention Team to consider the question of whether additional supports should be provided to the student."	
Recommendation 4: • Line 65 add after ". . . 24 hours notice" and before the addition suggested in Recommendation 1 above, the following: "This notice will have a list of supports available to all involved students and their families through MTSS."	

SEAC Recommendations AND Voting

Policy 8250 – **BULLYING PREVENTION AND EDUCATION**	Voting
<u>Recommendation 5:</u> • Move Line 78, “Records are to be kept and collected, and the data analyzed annually.” to the end of Line 109, paragraph G.	

Overview: Policy 8290

THREAT ASSESSMENT FOR THE PROTECTION OF SCHOOLS

Policy 8290 states a formal threat assessment team shall be established for each school for the assessment of and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School and Campus Safety (Virginia Department of Criminal Justice Services), including procedures for referrals to community services boards or health care providers for evaluation or treatment when appropriate. If the threat arises in the context of an emergency, all efforts will be first directed to neutralizing any imminent threat to life or property and protecting students and staff.

Special Education Policy 8290
Review, Findings and Recommendations

Concern 1:

- SEAC is concerned that there is no inclusion of a special education dean, case manager, or other staff person with special education knowledge and the unique individual needs of the student on the threat assessment team. Additionally, SEAC is concerned that the team training does not sufficiently cover topics critical to students with disabilities such as a Functional Behavior Assessment (FBA), Behavior Intervention Plan (BIP), Positive Behavior Intervention and Supports (PBIS), an Individualized Education Plan (IEP), or Section 504 Plan.

Recommendation 1:

- At Line 12 include “special education dean, case manager, or other staff with special education knowledge.”

Recommendation 2:

- At Line 37 add “This training will include information on Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), Positive Behavior Intervention and Supports (PBIS), Individualized Education Plans (IEP), and Section 504 Plans.”

SEAC Recommendations AND Voting

Policy 8290 – **THREAT ASSESSMENT FOR THE PROTECTION OF SCHOOLS**	Voting
Recommendation 1: • At Line 12 include “special education dean, case manager, or other staff with special education knowledge.”	
Recommendation 2: • At Line 37 add “This training will include information on Functional Behavior Assessments (FBA), Behavior Intervention Plans (BIP), Positive Behavior Intervention and Supports (PBIS), Individualized Education Plans (IEP), and Section 504 Plans.”	

Overview: Policy 8115

INDIVIDUALS WHO MAY BE ADMITTED FREE

Policy 8115--this policy was up for a five-year review. Individuals who meet the age and residency requirements of state law defined in the Virginia Code shall receive a free education in Loudoun County Public Schools (LCPS). Some students that do not meet the age and residency requirements may also be eligible for a free education.

Special Education Policy 8115
Review, Findings and Recommendations

Concern 1:

- A child with a disability whose 22nd birthday is after September 30 remains eligible for a free education the remainder of the school year. (§ 22.1-213 of the Code of Virginia; 34 CFR 300.101(a) and 34 CFR 300.102(a)(3)(ii)). The language in the draft policy is unclear on when a student with a disability is entitled to receive a free education from LCPS, and potentially in noncompliance with VA Special Education Regulations. The language in this portion of the Policy should more closely mirror the language from the VA Special Education Regulations' definition of "Age of eligibility" found at 8VAC20-81-10.

Recommendation 1:

- Change Line 25(a). to "Individuals with disabilities, in accordance with the IDEA and related state regulations, 8VAC20-81-10, whose second birthday falls on or before September 30, or who have not reached their 22nd birthday on or before September 30 (age two to 21, inclusive), and who have not graduated with a standard or advanced studies high school diploma, are eligible for free education. A child with a disability whose 22nd birthday is after September 30 remains eligible for free education the remainder of the school year.

Special Education Policy 8115
Review, Findings and Recommendations

Recommendation 2:

- At line 125 do not delete “and”.

Recommendation 3:

- At line 196 delete the word "the" before LCPS.

SEAC Recommendations AND Voting

Policy 8115 – **INDIVIDUALS WHO MAY BE ADMITTED FREE**	Voting
Recommendation 1: • Change Line 25(a). to “Individuals with disabilities, in accordance with the IDEA and related state regulations, 8VAC20-81-10, whose second birthday falls on or before September 30, or who have not reached their 22nd birthday on or before September 30 (age two to 21, inclusive), and who have not graduated with a standard or advanced studies high school diploma, are eligible for free education. A child with a disability whose 22nd birthday is after September 30 remains eligible for free education the remainder of the school year.	
Recommendation 2: • At line 125 do not delete “and”.	
Recommendation 3: • At line 196 delete the word "the" before LCPS.	

Overview: Policy 8650

STUDENT TECHNOLOGY ACCEPTABLE/RESPONSIBLE USE

The Loudoun County School Board provides technologies, including access to internet, to promote educational excellence by facilitating resource sharing, innovation and communication. The term technology includes hardware, software, data, communication lines and devices, terminals, printers, servers, mainframe and personal computers, the internet and other internal or external networks.

Concerns and Recommendations for Draft Policy 8650

Concern 1:

- It is not accurate that users have no right or expectation of privacy. Users do have a right and expectation to privacy under FERPA and other laws that provide privacy protection for certain student information. It is unnecessary to include the sentence, “Users shall have no right or expectation of privacy” because the policy already states, and puts students on notice, that monitoring of student accounts and devices will occur.

Recommendation 1:

- Lines 24-25 delete “Users shall have no right or expectation of privacy.”

Special Education Policy 8650
Review, Findings and Recommendations

Concern 2:

- LCSB does not have the authority to regulate the acceptable use of the Commonwealth's networks. It does not make sense to reference any internet network maintained by the Commonwealth of Virginia. If LCPS is trying to block Tik Tok they should implement that at a technical level. There are other apps and sites that LCPS is already blocking (i.e. Facebook). This app does not need to be called out in a policy. The unintended consequence of leaving this policy as it is written is that students with Tik Tok on their personal phones would be in immediate violation once it is adopted.

Recommendation 2:

- Lines 67-69. Strike everything after ". . . capable of connecting to the Internet."
- At Line 66, add "…laptop computers, tablets, or other devices in compliance with VA Code 2.2-5514.1" and specify "maintained by LCPS."
- Replace Section E: Prohibited Application and Websites with the following, "LCPS Students will comply with VA Code 2.2-5514.1 as applied to LCPS devices and networks."

Special Education Policy 8650
Review, Findings and Recommendations

Concern 3:

- Lines 94-95, Per Security and Privacy Industry standards, all processes and policies should be reviewed at least annually.

Recommendation 3:

- Delete “two” and change “years” to “year” so that it reads, “The School Board will review, amend if necessary, and approve this policy every year.”

Concerns and Recommendations for Draft Policy 8650

Concern 4:

- Lines 94-95, The generally accepted standard in the security and privacy industry is that all processes and policies should be reviewed at least annually.

Recommendation 4:

- Delete “two” and change “years” to “year”. The school board will review, amend if necessary, and approve this policy every year.

SEAC Recommendations AND Voting

Policy 8650 – **STUDENT TECHNOLOGY ACCEPTABLE/RESPONSIBLE USE**	Voting
Recommendation 1: • Lines 24-25 delete “Users shall have no right or expectation of privacy.”	
Recommendation 2: • Lines 67-69. Strike everything after “. . . capable of connecting to the Internet.” • At Line 66, add “…laptop computers, tablets, or other devices in compliance with VA Code 2.2-5514.1” and specify “maintained by LCPS.” • Replace Section E: Prohibited Application and Websites with the following, “LCPS Students will comply with VA Code 2.2-5514.1 as applied to LCPS devices and networks.”	
Recommendation 3: • Delete “two” and change “years” to “year” so that it reads, “The School Board will review, amend if necessary, and approve this policy every year.”	

October is Disability History and Dyslexia Awareness Month

© 2023 All Rights Reserved. Loudoun County Public Schools

Reports and Updates

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

02 Review SEAC Meeting Minutes

- April 12, 2023
- May 3, 2023

© 2023 All Rights Reserved. Loudoun County Public Schools

Reports and Updates

22-23 SY Community Concerns

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

© 2023 All Rights Reserved. Loudoun County Public Schools

Reports and Updates

23-24 SY Community Concerns

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

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC Chair Report

Appointment of Vice Chair of Planning, Jennifer DiDonato

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC Chair Report

2021-22 SY Survey Data

- Should receive draft report by mid-October

2022-23 SY Survey Data

- Currently awaiting analysis

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC Chair Report

Membership

PTA/PTO Representatives and Member Training

- 71 Schools with PTA/PTO Representatives - 25 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

© 2023 All Rights Reserved. Loudoun County Public Schools

Executive Committee

01 Will be meeting tonight at Clyde's after the business meeting

02 2023-2024 Subcommittee Co-Chairs

- Meaningful Inclusion, Tom Ketcham and Carla Sola
- Policy and Compliance, Craig Metz and Melissa Waugh
- Specialized Programs
  - Reading and Math, Alicia McFadden and Erin Roselle Poe
  - Transition, Shehnaz Khan and Catherine Moran

© 2023 All Rights Reserved. Loudoun County Public Schools

Subcommittee Reports

01 Meaningful Inclusion,
Co-Chairs Tom Ketcham and Carla Sola

02 Policy and Compliance Committee,
Co-Chairs Craig Metz and Melissa Waugh

03 Specialized Programs
Specialized Reading and Math,
Co-Chairs Alicia McFadden and Erin Roselle-Poe

Transition
Co-Chairs Shehnaz Khan and Catherine Moran

© 2023 All Rights Reserved. Loudoun County Public Schools

Specialized Reading and Math Worksessions

LCPS Administration Building

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

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

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

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

© 2023 All Rights Reserved. Loudoun County Public Schools

SEAC Representative Report

01 Career and Technical Education Advisory Committee

- Next Meeting, Wednesday, October 18, 8:30-10:00 AM

02 Early Literacy Textbook Adoption Committee

03 Equity Committee

- Next Meeting, Thursday, October 5, 5:30-7:30 PM

04 Gifted Education Advisory Committee (GEAC)

- Next Meeting, Thursday, November 9, 7:00-8:30 PM

© 2023 All Rights Reserved. Loudoun County Public Schools

How Do I Contact Parent Resource Services?

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

SchooLinks

Information Workshop

Thursday, October 12
6:30 p.m. - 8 p.m.
Virtual

Scan for webinar link

http:://lcps.pub/SchooLinks

Middle and high school families will learn how SchooLinks, a college and career readiness platform, can help their student plan for what comes after graduation. The workshop will include information about the College Application Manager.

This event is sponsored by Loudoun County Public Schools, School Counseling Services. If, due to a disability, you need assistance to participate or need a language interpreter, call Parent Resource Services at 571-252-6540 at least five business days before the event.

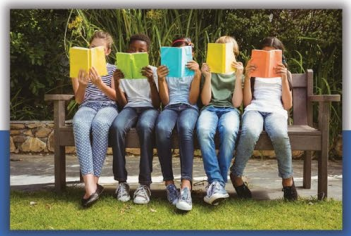
2023. Loudoun County Public Schools

© 2023 All Rights Reserved. Loudoun County Public Schools

Parent Resource Services
Loudoun County Public Schools

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

Thursday,
October 26, 2023
6:30 PM - 8:00 PM
LCPS Adminstration Building
21000 Education Court
Ashburn, VA 20148



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/3r5h6De

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

All Rights Reserved. ©2023 Loudoun County Public Schools.

© 2023 All Rights Reserved. Loudoun County Public Schools

Reports, Updates, and Announcements

UPDATE

School Board Liaison, Tiffany Polifko

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

School Board Liaison, Tiffany Polifko

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

Lowes Island Elementary School

Rosa Lee Carter Elementary School

ved. Loudoun County Public Schools

School Board Liaison, Tiffany Polifko

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

Hutchison Farm Elementary

Broad Run HS

ved. Loudoun County Public Schools

Reports,

Updates,

d Announcements

Office of Special Education

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

- Update on vacant Special Education positions by level

Department of Student Services

Tedra Richardson, Assistant Superintendent of Student Services

- Overview of budget process

Special Education Vacancies

	October 2023
Teachers	66
Teacher Assistants(TA)	49

All Rights Reserved. ©2023 Loudoun County Public Schools

Indicator 8 - Parent Survey

English Version

Spanish Version

All Rights Reserved ©2022 Loudoun County Public Schools

New for the 2023 -2024 School Year

The Office of Procedural Support

The Office of Procedural Support has been established with the primary goal of streamlining and enhancing our operational procedures to ensure even greater efficiency, accuracy, and compliance across the offices that comprise the Department of Student Services. This new office will serve as the nerve center of our department, focusing on optimizing internal processes and facilitating seamless communication across all offices.

The Office of Procedural Support team is as follows:

- Donna Smith, Director of Procedural Support
- Sarah Kish, Assistant Director of Procedural Support
- Ellen Bauserman, Coordinator of Procedural Support
- Megan Wagner, Coordinator of Procedural Support
- Chrissy Welgan, Coordinator of Competent Learner Model
- Janie Kirkpatrick, Administrative Assistant III

© 2023 All Rights Reserved. Loudoun County Public Schools

Updates from Across the Department of Student Services

Our Strategic Focus

- Student Success
  - Inclusive Practices
    - Culturally Responsive Instruction
  - Social and Emotional Learning
  - Multi-Tiered System of Supports
  - Mobile Health Clinic
- Student Well-Being
  - Trauma Informed Practices
  - Social and Emotional Learning
  - Increased access and participation in Prevention programs
- Staff Support and Morale
  - Department focus on relationships and meaningful connections
  - Professional learning offerings targeted to meet requested needs
- Communication and Engagement
  - Participation the Superintendent's Listening sessions
  - Enhanced DSS monthly communication - *The DSS Digest*
  - Connections with other School Board and Superintendent Advisory groups

© 2023 All Rights Reserved. Loudoun County Public Schools

SPED Staffing and Budgeting Process

- Staffing is driven by student enrollment
  - Cross-Categorical Teacher staffing is 10:1
  - Cross-Categorical staffing for Teacher Assistants is 14:1 with students receiving Speech and Language services included
  - Specialized Program staffing ranges from 6:1 to 8:1 dependent on the program
    - Early Childhood Special Education
    - Programs for students with Intellectual and Multiple Disabilities
    - Programs for students with Autism Spectrum Disorders
    - Programs for students with Emotional and Behavioral Disabilities
  - All LCPS Departments work directly with the Department of Business and Financial Services for staffing allocations

© 2023 All Rights Reserved. Loudoun County Public Schools

Special Education Staffing - SY23 to SY24

2022 -2023 School Year

- Fall 2021 Enrollment
  - CC 6,770 students
  - Teachers 677
  - TAs 548
- Anticipated growth for the 2021-2022 school year
  - CC 7,117 students
  - Teachers 711
  - TAs 576
- Anticipated growth for 2022-2023
  - CC 7,319 students
  - CC teachers 732
  - CC TAs 593
- Actual Staffing for 2022-2023
  - CC Teachers 732
  - CC TAs 593
  - Specialized Programs Teachers 270
  - Specialized Program TAs/BAs 420

2023 -2024 School Year

- Fall 2022 Enrollment
  - CC 6,877 students
- Projected enrollment for 2023-2024 staffing allocations
  - CC 7,010 students
  - Total projected enrollment for eligible students 9,665 students
- Actual Staffing for 2023-2024
  - CC Teachers 701
  - CC TAs 564
  - Specialized Program Teachers 297
  - Specialized Program TAs/BAs 471

© 2023 All Rights Reserved. Loudoun County Public Schools

Who are we currently serving?

Students receiving Cross - Categorical services

- ➔ 7,937 students

Students receiving services through Specialized Programs

- ➔ 1,813 students

LCPS is currently serving 9,750 students eligible for Special Education and Related Services

© 2023 All Rights Reserved. Loudoun County Public Schools

Budget Priorities for the Department of Student Services

2024 -2025 School Year - Staffing Enhancements

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

© 2023 All Rights Reserved. Loudoun County Public Schools

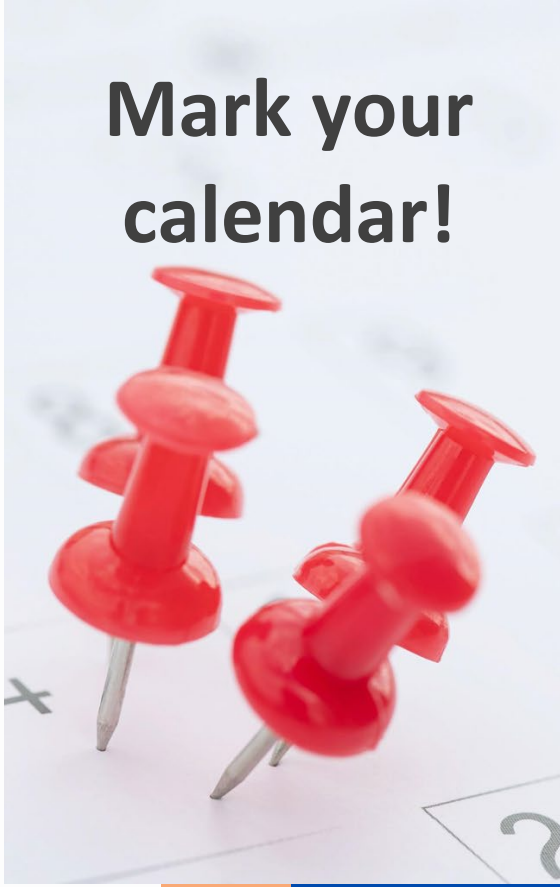
SEAC Presentations & Business Meetings

November 1, 2023

SEAC Review of 2021-22 Annual Report

December 6, 2023

Presentation Topic TBD



© 2023 All Rights Reserved. Loudoun County Public Schools

Thank you!

Learning knows no bounds

Please break into Subcommittees!

Meaningful Inclusion, Co-Chairs Tom Ketcham and Carla Sola

Policy and Compliance Committee,
Co-Chairs Craig Metz and Melissa Waugh

Specialized Programs

- Specialized Reading and Math, Co-Chairs Alicia McFadden and Erin Roselle-Poe

- Transition, Co-Chairs Shehnaz Khan and Catherine Moran

© 2023 All Rights Reserved. Loudoun County Public Schools