



Loudoun SEAC Specialized Programs and Services Subcommittee
Specialized Reading Meeting Minutes
Wednesday, December 14, 2022 at 5:30 p.m.

Meeting Participants:

Margaret Ausberry
Tedra Richardson
Paige Carter
Melinda Mansfield
Shehnaz Khan
Kathy Lambert
Elizabeth Bayard
Lisa Williams
Rozeena Khattak
Sharon Tropf
Lorraine Hightower
Tamyko Chambers

1. Call to Order – Lorraine Hightower
 1. Introductions to include new LCPS staff members since last subcommittee meeting:
 - i. Margaret Ausberry (Special Education Supervisor for Specialized Instruction),
 - ii. Tedra Richardson (Director of Special Education for Specialized Instruction)
 - iii. Dr. Paige Carter (Assistant Director for Specialized Instruction)
2. Old Business
 1. Screening and Parent Notification (Policy 5350)
 - i. Current LCPS literacy screening process (all grade levels).
 - a. Question was asked as to detail of what LCPS is using for literacy screening; specifically, is LCPS still using the DRA – as FCPS is moving away from its use? Ms. Ausberry shared that she has worked with LCPS RTI Coordinator and MTSS supervisor, and LCPS is using decision trees for K-12 to include DRA-3 and FAST (Formative Assessment System for Teachers) for K-5. Grades 6-12 are using DSA, Running Records, i-Ready, and other classroom measures. Question was raised as to the validity of the DRA-3 in capturing and identifying all K-5 students with needs, community concern is that DRA is weighted too heavily in decision making, what is the guidance for school teams? The response was that decision trees are the guidance for school teams, and any member of a school team can make a referral for special education – referral is not tied directly to the DRA.

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Ms. Ausberry & Ms. Richardson agreed to share subcommittee concerns with MTSS team and report back to the subcommittee.

- ii. Current guidance for MTSS for students not meeting literacy benchmarks?
 - a. Question was asked as to parental notification of screening results – and what instruction is put into place following screening benchmarks indicating that a student needs intervention? SEAC Chair noted that the full SEAC committee has asked for a follow-up agenda item of this issue/question. Specific concern regarding middle and high school students and notification and intervention for these students. Ms. Ausberry will follow-up with MTSS for middle and high school specifically.
 - iii. How is progress being monitored for these students?
 - a. Question was asked about progress monitoring – how do parents know if progress is being made or when a referral for special education be made? What is that decision matrix?
 - b. Subcommittee expressed community concern that parents are not getting enough progress data – or don't know how to interpret it.
 - iv. When would a special education referral be made?
2. Options for Specialized Reading Interventions
- i. Is there a Specialized Literacy Chart or Matrix to Provide Instruction guidance to the IEP teams?
 - a. Question was asked if LCPS will ever have a literacy chart (similar to other local counties) to guide IEP teams in decision making as well as educate parents as to what is available? Specifically with older students (example – is Language Live the only thing available for middle school students)? Ms. Ausberry shared that LCPS uses the MTSS decision tree – instructional match matrix; the most up-to-date version is available to the public. LCPS is currently working on a matrix for math. With regards to guiding IEP teams – LCPS focus is on individual discussions around the student. Ms. Ausberry stated that Language Live is not the only thing available for middle school students, teams should match intervention with student need.
 - ii. Are all interventions 'evidenced-based'? (Concern with LLI)
 - a. Ms. Ausberry stated that this concern is part of a LCPS-wide review of IEPs currently being reviewed by her team. This review will be fed into future instructional match matrices.
 - iii. How is LCPS ensuring that the literacy needs of middle and high school students are being met?
3. Fidelity of Instruction
- i. How does LCPS ensure fidelity of literacy interventions?
 - a. Question was asked as to how LCPS is monitoring and progress checking interventions (e.g., alignment between IEP goals and interventions). Ms. Ausberry shared that she has tasked SIF-Rs to reach out to all special education teachers in the division to ask them what interventions are being used and then comparing them to the IEP, following up with direct input and coaching for the teacher. This review will be done for over 9,000 students. Ms. Ausberry stated that her team is also going to resume their specialized instruction walk-throughs soon which are used as coaching points for staff.

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