

# **Strategic Planning for the Future: Office of Special Education and ONE LCPS 2027**

**Special Education Advisory Committee  
October 2022**

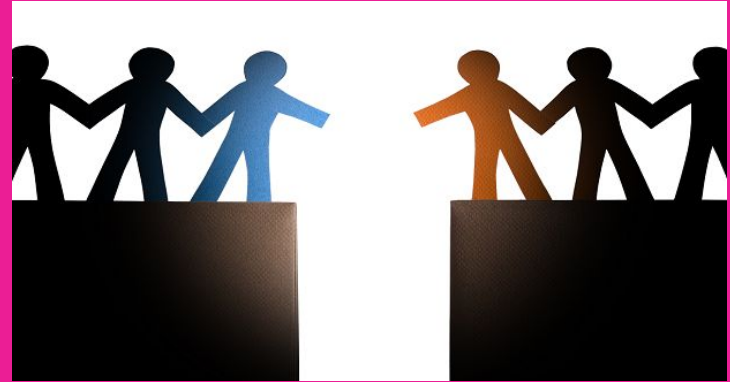
# Our Time Together

- ★ Welcome and review of Finding Common Ground
- ★ Connection before Content activity
- ★ Office of Special Education presentation
  - Strategic direction of the OSE
  - Connection to the ONE LCPS 2027 Strategic Plan
  - Alignment to SEAC priorities
- ★ Table Top Activity
- ★ Closing Remarks and Questions



# Remember Our Common Ground

- Willingness to listen and open to growth.
- We care about students with disabilities.
- Listen to parents and always work collaboratively.





# CONNECTION BEFORE CONTENT

## Bumper Stickers

- Groups will collaborate to create a bumper sticker based on a topic that will be further explored.
  - **Topic:** One LCPS 2027 Strategic Plan for Excellence
  - **Timeframe:** Approximately 5 minutes
- Chose a speaker to provide a brief share-out about the bumper sticker your group created.

# **Office of Special Education for LCPS and our Strategic Direction**

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# Who are we serving?

Special Education Child Count  
10.10.2022

→ 9,351 eligible students  
under the IDEA

◆ ES - 4,122

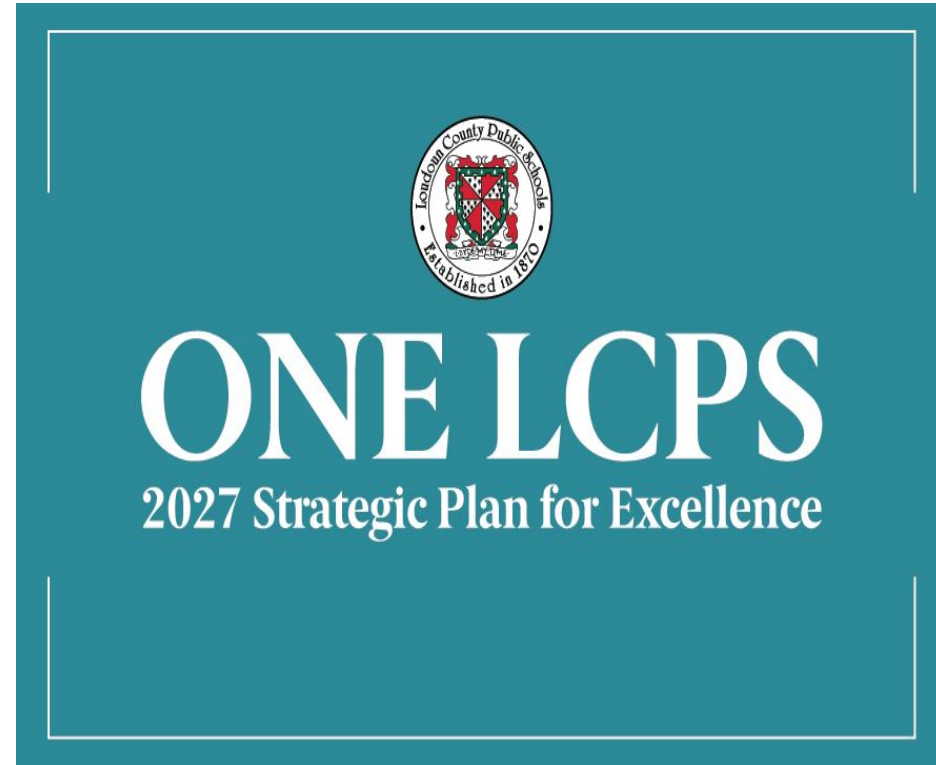
◆ MS - 2,195

◆ HS - 3,111

→ 11.2% of the total  
student population for  
LCPS

# Goal #1 - Empowered Students

Prepare Students to be  
knowledgeable critical  
thinkers,  
communicators,  
collaborators, creators,  
and contributors.



# Spring 2022 SOL Pass Rates for Students with Disabilities

SOL Subject Area	LCPS Performance of Students with Disabilities	Statewide Performance of Students with Disabilities
Reading	50%	43%
Math	45%	39%
Science	48%	36%
Social Science	53%	35%
Writing	42%	24%



# OSE Strategic Connection - Goal #1 Empowered Students

## OSE Strategic Priorities -

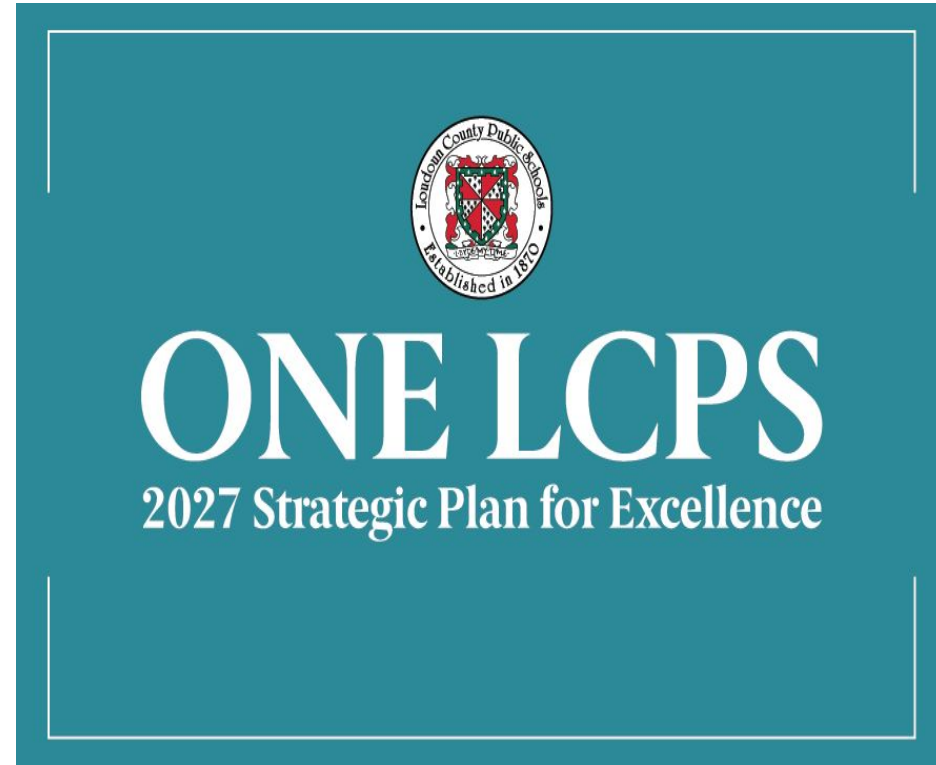
- Implementation of specially designed instruction in Literacy and Math for students with disabilities with fidelity
- Improved SOL performance for students with disabilities in LCPS
- Increase school based transition resources for SWD
- Expand curriculum offerings to support college and workplace readiness for students with disabilities
- Increased understanding of impact of disability for students in the educational setting
- Enhanced professional learning for all staff on inclusive practices
- Special Education staffing and the continuum of services available to students across the division
- Inclusive representation on school based and division based activities in LCPS
- Increase SEAC participation and membership to enhance student voice

## OSE Measures of Success -

- ★ Improved SOL performance for students with disabilities.
- ★ Improved responses and outcomes for students with disabilities on Indicators 13 and 14 for state reporting.
- ★ Expansion of Special Education programming across LCPS school locations to support students along the continuum of services.
- ★ Increased SEAC participation and membership.

# Goal #2 - Exemplary Staff

Cultivate  
high-performing  
teams of professionals  
committed to  
realizing our mission  
and goals.



<b>Current Vacancies in Special Education (10/4/2022)</b>	<b>Distance Learning and Office of Special Education</b>	<b>Elementary Schools</b>	<b>Secondary Schools</b>
<b>Teachers</b>	1 Orientation and Mobility 2 Vision 1 Hearing	2 AUT 3 Cross Cat 1 ECSE 1 MD	Middle School – <ul style="list-style-type: none"> <li>1 MD</li> <li>1 SWS</li> <li>4 Cross Cat</li> </ul> High School – <ul style="list-style-type: none"> <li>1 CAST</li> <li>1 ID</li> <li>8 Cross Cat</li> </ul>
<b>Teaching Assistants</b>	1 CC TA for Distance Learning	AUT-3 CC-4 ECSE-2 ED-1 MD-1	Middle School: <ul style="list-style-type: none"> <li>1 Aut</li> <li>2 SWS</li> <li>10 Cross Cat</li> </ul> High School: <ul style="list-style-type: none"> <li>1 CAST</li> <li>2 AUT</li> <li>2 MD</li> <li>4 ID</li> <li>13 Cross Cat</li> </ul>

# OSE Strategic Direction - Goal #2 Exemplary Staff

## OSE Strategic Priorities -

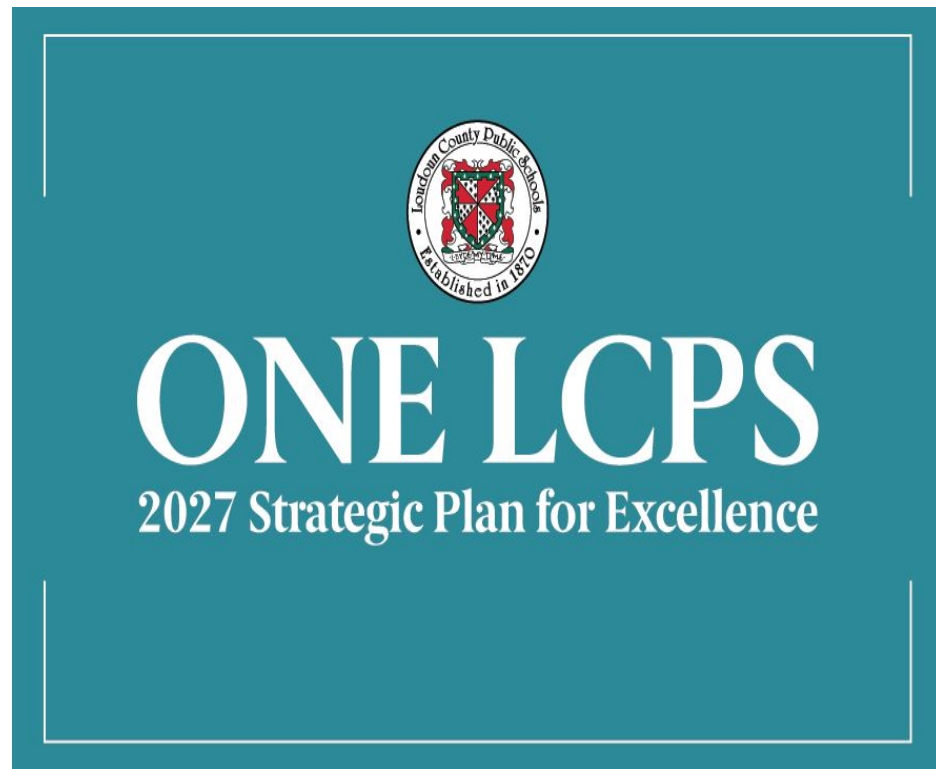
- Collective responsibility for all students - SWD
- Communication and information sharing to all relevant stakeholders for students with disabilities
- Knowledge of the Special Education process
- Knowledge of Specially Designed Instruction and alignment to SOL standards
- Enhanced communication structures
- LCPS staffing standard for Special Education
- Professional Learning and mentoring for SPED staff

## OSE Measures of Success -

- ★ Increased participation of all educational stakeholders in professional learning experiences to support improved outcomes for SWD
- ★ Increase in Co-teaching teams across the division
- ★ Creation of resources for stakeholder use to support Special Education

## Goal #3 - Enriched Division

Maintain an  
inclusive, safe,  
caring, and rigorous  
learning  
environment as the  
foundation for  
student growth.



# OSE Strategic Direction - Goal #3 Enriched Division

## OSE Strategic Priorities -

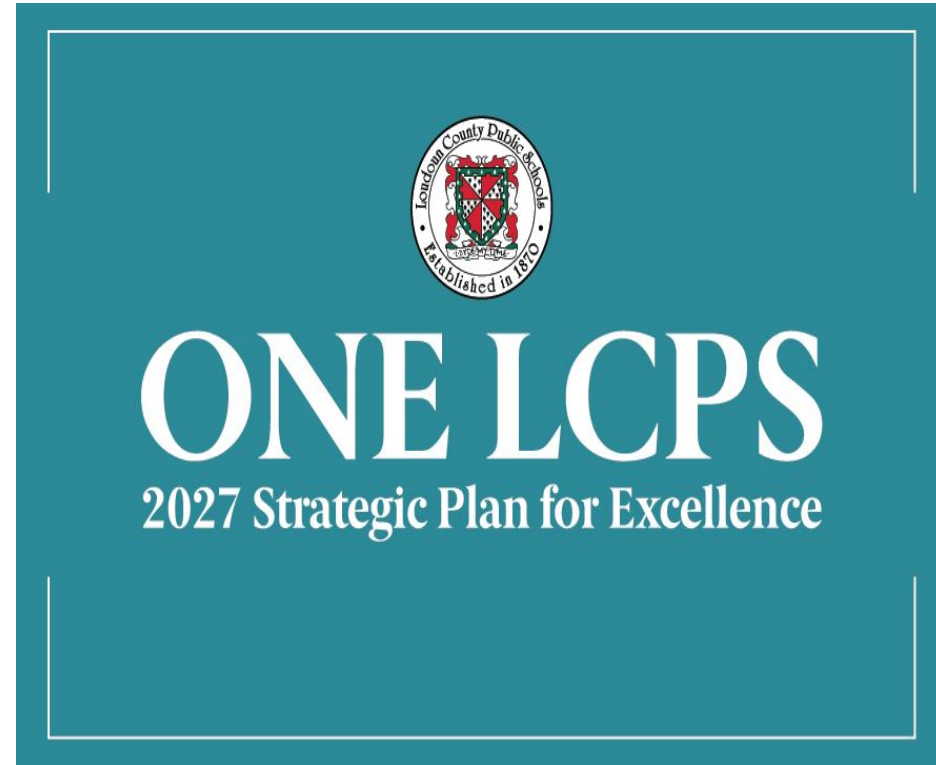
- ➔ Regularly provide updates to the public on progress toward Strategic Plan goals
- ➔ Sustain existing Special Education Advisory committee and build participation to strengthen collaboration and communication
- ➔ Develop and communicate common language for Special Education and the processes involved to improve shared understanding across the division
- ➔ Build a culture of continuous improvement
- ➔ Standardize and coordinate OSE communication practices with division communication practices
- ➔ Create or ensure physical learning spaces that meet the instructional needs of our students

## OSE Measures of Success -

- ★ OSE, SEAC and the School Board will establish a schedule to report OSE strategic progress.
- ★ Create a plan in collaboration with SEAC to increase participation and membership.
- ★ Establish a resource guide in collaboration with SEAC and other stakeholders to simplify the Special Education process for accessibility and understanding.

# Goal #4 - Family Engagement

Enhance  
educational  
excellence through  
building meaning  
relationships with  
families and the  
community.



# OSE Strategic Direction - Goal #4 Family Engagement

## OSE Strategic Priorities-

- ➔ Develop balanced listening structures with families and community members to inform the educational experiences of all LCPS students
- ➔ Create a working group across schools dedicated to developing system-wide family engagement best practices
- ➔ Update and streamline resource/information sharing practices to improve communication with new families in LCPS
- ➔ Expand, recognize, and promote business partnerships
- ➔ Enhance community access to information including intentional investment in language services

## OSE Measures of Success -

- ★ Create sustainable structures for two-way communication with stakeholder input.
- ★ Establish a SEAC sub-committee to review current practices and brainstorm others to increase family engagement of families of students with disabilities.
- ★ Establish a resource guide in collaboration with SEAC and other stakeholders to simplify the Special Education process for accessibility and understanding.
- ★ Increase business partnerships across the community for students with disabilities to engage in community based instructional experiences, supported employment, and independent employment.



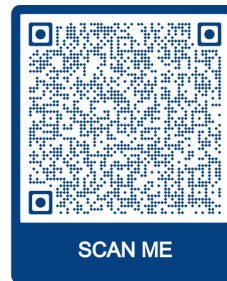
# Table Top Activity – Budget Priorities for Special Education 2023–2024



# Thank you for your time and attention!

On behalf of the OSE for LCPS,  
Thank you for your collaboration  
and support as we move through  
another great school year!

THANK  
YOU  
FOR  
MAKING  
A  
DIFFERENCE  
EVERY  
DAY.



Please scan the  
QR Code for  
electronic sign-in.

**SEAC Business Meeting      October 12, 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	Sarah Kimberly	<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

# Reports and Updates

- Review SEAC Meeting Minutes  
May 4, 2022  
June 9, 2022

## Update:

- SEAC LCPS Webpage is Up to Date

## Career and Technical Advisory Committee:

- Need a SEAC member to serve on the committee
- Meetings are the 3<sup>rd</sup> Wednesday of each month  
at 8:30 am.

**October - Disability History and Awareness Month**



[illegible]

- Students being denied supports for After School Activities – Update on VA IEP
- Independent Educational Evaluations at Public Expense (IEE) – Updated Guidelines
- Meaningful Inclusion – New Subcommittee
- Addressing Escalating Student Behavior
  - ~ Direct Support for Students
  - ~ Trained Behavioral Aides
- “Team-Taught” Teaching Model
- Speech Therapy Services



[illegible]

- Combining Self-Contained Programs
- Teachers, TA's and Paraprofessionals Shortages
- ASL not available at all High Schools

- Impacting students who need credit accommodations for a spoken or written language
- 2 On-Line Options
- Virtual Virginia – Full Year
- Virtual Loudoun – Condensed Course – Full year in One Semester

[illegible]

# Quarterly Report to the School Board, November 1

[illegible]

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

1. Policy and Compliance Committee,  
Co-Chairs Shehnaz Khan & Craig Metz

- Team Teaching
- Capping of Services
- Review updated IEE Guidelines
- Student Behavior

- Transition, Shehnaz Khan & Open
- Specialized Reading, Lorraine Hightower

### 3. Meaningful Inclusion, Liz Crotty & Heidi Bunkua



## **Mental Health and Wellness Parent Seminar Series**

Loudoun County Public Schools  
Department of Student Services

### **LCPS Unified Mental Health Teams and Prevention Programs to Support Students**

**Wednesday, October 19, 2022  
6:30pm - 8:00pm**

**Briar Woods High School  
22525 Belmont Ridge Road  
Ashburn, VA 20147**

Register for this interactive workshop introducing two of LCPS' mental health and wellness programs - Sources of Strength and Positive Experiences in Educational Relationships (PEER). Sources of Strength is a student-driven, evidence-based wellness model for improving mental health outcomes in schools and communities. The Positive Experiences in Educational Relationships program helps foster positive relationships and connections between students and communities. During the workshop, LCPS Unified Mental Health Team members will also outline how they promote school-wide mental health initiatives. This seminar is part of the Mental Health and Wellness Parent Seminar Series.

Please see the [Parent Resource Services](https://www.lcps.org/parentresourceservices) website (<https://www.lcps.org/parentresourceservices>) for the full calendar of workshops planned for the 2022-2023 school year.

**Registration is required.**  
**To register: <https://bit.ly/3RvDXQe>**

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.





## Preschool Child Find Chat: Developing Skills Through Play and Routine

**Wednesday,  
October 26, 2022  
6:30 PM - 8:00 PM  
LCPS Administration Building  
21000 Education Court  
Ashburn, VA 20148**



Join LCPS' Preschool Child Find team members to learn how play and daily activities help develop a preschool-aged child's skills. Play and daily routines teach a child about the world around them. This discussion will provide guidance for parents who are concerned about their preschool-aged child's development and share how play helps develop cognitive, social, and physical skills. We will also share strategies for responding to a child's challenging behaviors.

**Registration is required.**

**To register:**

**<https://bit.ly/3Bt04RL>**

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](mailto:Leanne.Kidwell@lcps.org)
- [Lcps.org/ParentResourceServices](https://www.lcps.org/ParentResourceServices)
- Like Us on Facebook: LCPS Parent Resource Services
- Follow Us on Twitter: @LCPS\_PRS

# SEAC Presentations & Business Meetings

**November 2, 2022**

**SEAC Review of 2020-21 Annual Report**

**December 7, 2022**

**Diploma Options and Alternative Assessments**





# **Reports Updates and Announcements**

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

## **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).

~ Strategic Plan  
~ Special Permission

# **Reports Updates and Announcement s**



## **Office of Special Education**

Tedra Richardson, Director of Special Education,  
Specialized Instruction

## **Department of Student Services**

Dr. Asia Jones, Assistant Superintendent of Student  
Services

# Business



## Old Business:

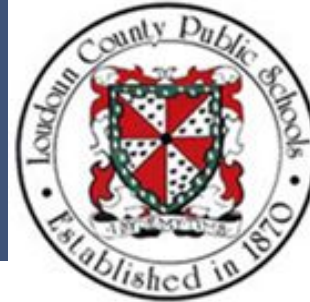
## New Business:

- a. Draft Policy 7314, Duties and Responsibilities of Teachers
- b. Draft Policy 8420, Student Medication
- c. Draft Policy 8155, School Assignment
- d. Draft Policy 2310, Committees of the School Board
- e. Draft Policy 2120, Election, Term of Office, and Vacancy in Office
- f. Draft Policy 1020, Strategic Framework
- g. Draft Policy 4160, Capital Improvement Program
- h. Draft Policy 6130, Unpaid Meal Debt
- i. Draft Policy 6140, Free and Reduced-Price Meal Services
- j. Draft Policy 6510, Naming School Facilities

# Special Education Advisory Committee

Policy and Compliance Subcommittee

Review, Findings and Recommendations





## Special Education Policy 7314 Review, Findings and Recommendations

### Overview

#### Policy 7314 - Duties and Responsibilities of Teachers

### Review of Findings

The Policy Subcommittee reviewed draft policy 7314 and determined that it does not reflect the needs of students with disabilities.





## Special Education Policy 7314 Review, Findings and Recommendations

### Summary of Concerns

**Concern 1:** Draft Policy 7314 does not contain the IDEA child find responsibilities for teachers per 8VA20-81-50.

**Concern 2:** Draft Policy 7314 does not contain the responsibility for implementation and monitoring of Individual Education Plans (IEP) and Section 504 Plans.





## Special Education Policy 7314 Review, Findings and Recommendations

### Recommendations

**Recommendation 1:** Add at line 17: "and to determine if a referral for special education services is required."

- This often indicates that the student has an unmet need.
- As part of the problem-solving process, staff should consider referral for evaluation.

15 D. Student Misconduct and Absenteeism. All serious or recurring problems of  
16 student misconduct or student absenteeism should be discussed with the principal or  
17 ~~his/her~~ **their** designee to prevent the development of more serious situations **and to**  
**determine if a referral for special education services is required.**





## Special Education Policy 7314 Review, Findings and Recommendations

**Recommendation 2:** Add new F. at line 22: “Child Find. If a teacher suspects that a student may have a disability, the teacher shall make a referral for evaluation of special education eligibility.”

- If any professional educator suspects a disability, it is in everyone's interests that it be documented and followed up on through the referral process.

**22 F. Child Find. If a teacher suspects that a student may have a disability, the teacher shall make a referral for evaluation of special education eligibility.**







## Special Education Policy 7314 Review, Findings and Recommendations

**Recommendation 3:** Add New G. “Special Education and Section 504. If a teacher suspects that an IEP, BIP, or Section 504 Plan is not meeting the needs of the student, the teacher shall make a request to convene an IEP or Section 504 team meeting.”

- If any professional educator suspects that the plan isn't working, it is in everyone's interests that it be documented and followed up on through the team meeting process.

### 27 G. Special Education and Section 504.

If a teacher suspects that an IEP, BIP, or Section 504 Plan is not meeting the needs of the student, the teacher shall make a request to convene an IEP or Section 504 team meeting.





## SEAC Recommendations AND Voting



### Recommendations – Policy 7314

### Voting

- |   |  |
|---|--|
| <input type="checkbox"/> Recommendation 1: Add at line 17, "and to determine if a referral for special education services is required."   |  |
| <input type="checkbox"/> Recommendation 2: Add new F. at line 22, "Child Find. If a teacher suspects that a student may have a disability, the teacher shall make a referral for evaluation of special education eligibility."  |  |
| <input type="checkbox"/> Recommendation 3: Add New G. "Special Education and Section 504. If a teacher suspects that an IEP, BIP, or Section 504 Plan is not meeting the needs of the student, the teacher shall make a request to convene an IEP or Section 504 team meeting." |  |
|   |  |





# Special Education Policy 6130 Review, Findings and Recommendations

## Overview

### Policy 6130 - Unpaid Meal Debt

- Changes made to align with VSBA
- To establish expectations regarding communication with parents of students whose accounts have insufficient funds to pay for school meals and to outline fiduciary responsibility

## Review of Findings

The Policy Subcommittee reviewed draft policy 6130 and determined that it does not meet the needs of persons with disabilities.





## Special Education Policy 6130 Review, Findings and Recommendations

### Summary of Concerns

#### **Concern 1:**

SEAC has received many reports from the community that LCPS has refused to communicate with parents in their preferred language or a language they understand and/or their preferred mode of communication or a mode they can access (e.g., Braille).





## Special Education Policy 6130 Review, Findings and Recommendations

### Recommendations

#### Recommendation 1:

Line 45, ADD after guardian: “in their preferred mode of communication,”

- ADA generally requires communication in the disabled person’s preferred mode of communication.

**45** made directly to the parent or legal guardian **in their preferred mode of communication**, and the unpaid meal debt policy will be





## SEAC Recommendations AND Voting



### Recommendations - Policy 6130

### Voting

- |  |  |
|--|--|
| <input type="checkbox"/> Recommendation 1: Line 45, ADD after guardian “in their preferred mode of communication,” |  |
|  |  |





# Special Education Policy 6140 Review, Findings and Recommendations

## Overview

### Policy 6140 - Free and Reduced-Price Meal Services

- Changes made to align with VSBA
- Addition of the afterschool meal plan

## Review of Findings

The Policy Subcommittee reviewed draft policy 6140 and determined that it does not reflect the needs of persons with disabilities.





## Special Education Policy 6140 Review, Findings and Recommendations

### Summary of Concerns

#### **Concern 1:**

SEAC has received many reports from the community that LCPS has refused to communicate with parents in their preferred language or a language they understand and/or their preferred mode of communication or a mode they can access (e.g., Braille).







## Special Education Policy 6140 Review, Findings and Recommendations

### Recommendations

#### Recommendation 1:

Line 19, ADD after and: “provided in a variety of formats”

- Mass communications should be provided in a variety of formats that include common preferred modes of communication for the known disabled persons.

19 year and **provided in a variety of formats** to parents/guardians of all students in attendance at Loudoun





## SEAC Recommendations AND Voting



### Recommendations - Policy 6140

### Voting

☐ Recommendation 1: Line 19, ADD after available “in a variety of formats”





# Special Education Policy 6510 Review, Findings and Recommendations

## Overview

### Policy 6510 - Naming School Facilities

- Loudoun County School Board has the authority to name or rename any public-school facilities or portions of any public-school facilities, grounds, or programs.
- Five-year review

## Review of Findings

The Policy Subcommittee reviewed draft policy 6510 and determined that it does not meet the needs of persons with disabilities.





## Special Education Policy 6510 Review, Findings and Recommendations

### Summary of Concerns

#### **Concern 1:**

Update for consistency across policies to include guardians.





## Special Education Policy 6510 Review, Findings and Recommendations

### Recommendations

**Recommendation 1:** Line 16, after parents, ADD: “guardians”

- Some students (including disabled) have guardians who are not their parents. We should not exclude them.

16 school staff, parents, **guardians**, **students**, and interested **citizens who appropriately reflect**





## SEAC Recommendations AND Voting



### Recommendations - Policy 6510

### Voting

□ Line 16, after parents, ADD “guardians”





## Special Education Policy 2310 Review, Findings and Recommendations

### Overview

#### Policy 2310 - Committees of the School Board

Draft Policy 2310 addresses Loudoun County School Board committees to facilitate its supervision of the school division. School Board committees may either be standing or (permanent) committees, select (ad hoc) committees, or advisory committees

### Review of Findings

The SEAC Policy Subcommittee reviewed draft policy 2310 and determined that it does not reflect the needs of persons with disabilities.





## Special Education Policy 2310 Review, Findings and Recommendations

### Summary of Concerns

#### Concern 1:

- The draft proposes to exclude members of the community.
- This limits ability to effectively meet mandates and serve the board.
- This is inconsistent with the LCPS 2027 Strategic Plan ("One LCPS") and other policies.







## Special Education Policy 2310 Review, Findings and Recommendations

### Summary of Concerns

#### Concern 2:

The staff's draft proposes to take away authority, granted to the school board by law and regulation, to determine who is qualified to serve it on committees.





## Special Education Policy 2310 Review, Findings and Recommendations

### Recommendations

#### **Recommendation 1:** Lines 140-141 Delete “of citizens of LCPS”

- There is no such thing as "citizens of LCPS" and any substitute wording is exclusionary in contravention of the school board's strategic plan.

140 D. Advisory Committees. The School Board may appoint advisory committees of  
141 ~~citizens of LCPS~~ for consultation with reference to specific matters pertaining to LCPS  
142 schools.





## Special Education Policy 2310 Review, Findings and Recommendations

**Recommendation 2:** Line 145 ADD “or as specified in the committee charter or bylaws.”

- The school board and committees should have the flexibility to set terms that are appropriate for each committee’s unique purpose.

145 and career and technical education. These committees serve without compensation for  
144 **one-year terms** or as specified in the committee charter or bylaws.





## Special Education Policy 2310 Review, Findings and Recommendations

**Recommendation 3:** Line 147 after “or LCPS employees” ADD “and/or members of the public with committee composition in compliance with any applicable laws and/or regulations.”

- 8VAC20-81-230 sets forth additional requirements for the composition of the local advisory committee.

147 students, Loudoun County residents, including students, or LCPS employees, and/or members of the public with committee composition in compliance with any applicable laws and/or regulations. The





## Special Education Policy 2310 Review, Findings and Recommendations

### **Recommendation 4:** Line 150 add after committee charter “or bylaws.”

- The school board and committees should have the flexibility to define experts appropriate for each committee’s unique purpose.

149 expert to an advisory committee, outside of the membership requirements, or as  
150 specified in the committee charter or bylaws.





## SEAC Recommendations AND Voting



### Recommendations – Policy 2310

### Voting

☐ Recommendation 1: Lines 140-141 Delete “of citizens of LCPS”

☐ Recommendation 2: Line 145 ADD “or as specified in the committee charter or bylaws.”

☐ Recommendation 3: Line 147 after “or LCPS employees” ADD “and/or members of the public with committee composition in compliance with any applicable laws and/or regulations.”

☐ Recommendation 4: Line 150 add after committee charter “or bylaws.”





# Special Education Policy 8155 Review, Findings and Recommendations

## Overview

### **Policy 8155 - School Assignment**

Addresses changes to the special permission process

## Review of Findings

The Policy Subcommittee reviewed draft policy 8155 and determined that it does not meet the needs of students with disabilities.





## Special Education Policy 8155 Review, Findings and Recommendations

### Summary of Concerns

#### Concern 1:

- Renewal process is inconsistent and overly complicated.

#### Concern 2:

- LCPS moves special education students, often burdening families with multiple children.
- Families sometimes use Special Permission to move siblings to the same school as the special education student.
- That is often denied, requiring an appeal to the school board.







## Special Education Policy 8155 Review, Findings and Recommendations

### **Concern 3:**

- Concerned that draft Policy 8155 takes away parent/guardian appeal rights.
- Situations that cause families to request special permission are fluid throughout the school year.
- Families should have the ability to apply, be denied and then appeal to the school board through the appeals process.
- These situations are can occur throughout the year and don't conform to the deadlines in the policy.





## Special Education Policy 8155 Review, Findings and Recommendations

### Recommendations

#### **Recommendation 1:**

- Lines 94 through 114. Delete Paragraphs 3. a. and b.
- Modify 3. c. to be applicable to all LCPS students





## Special Education Policy 8155 Review, Findings and Recommendations

### **Recommendation 2:** Updates to Lines 147 through 149:

#### **Line 147:**

- change “may” to “shall”;
- insert “a” before students;
- change “students” to “student”;
- change “siblings” to “sibling”; and
- change “were” to “is”

New line 147: [permission shall be approved for a student whose sibling is](#)

#### **Line 148-149:**

- change “for a special education program” to “by the school division”;
- change “sibling” to “student”; and
- “may” to “shall”

New Line 148-149: [placed at another school by the school division. Transportation for the student shall be provided if space is](#)





## Special Education Policy 8155 Review, Findings and Recommendations

### **Recommendation 3:**

- Leave Lines 243-247 4. b., Lines 254-259 5. 5a., and Line 296 to 302 5. a.(v) as they appear in the original policy.  
  
Line 243: Special permission requests received after the special permission deadline (June 30) will be automatically denied but may be appealed.
- Remove lines 246 and 247, “After July 31, special permission requests will not be accepted and will not be eligible for appeal.”

These changes restore the school board's ability to hear appeals.





## SEAC Recommendations AND Voting



### Recommendations – Policy 8155

### Voting

- |  |  |
|--|--|
| <input type="checkbox"/> Recommendation 1: Lines 94 through 114. Delete Paragraphs 3. a. and b.; Modify 3. c. to be applicable to all LCPS students                                      |  |
| <input type="checkbox"/> Recommendation 2: Updates to Lines 147 through 149  |  |
| <input type="checkbox"/> Recommendation 3: Leave Lines 243-247 4. b., Lines 254-259 5. 5a., and Line 296 to 302 5. a.(v) as they appear in the original policy. Remove lines 246 and 247 |  |
|  |  |





# Special Education Policy 4160 Review, Findings and Recommendations

## Overview

### Policy 4160 - Capital Improvement Program

- Defines Capital Improvement Program
- Verbiage added to accommodate retirement/replacement of existing buildings
- Five-year review

## Review of Findings

The Policy Subcommittee reviewed draft policy 4160 and determined that it does not reflect the needs of persons with disabilities.





## Special Education Policy 4160 Review, Findings and Recommendations

### Summary of Concerns

#### **Concern 1:**

Draft Policy 4160 does not ensure that all stakeholders have input. Diverse stakeholder input is necessary to provide inclusivity and accessibility for all.





## Special Education Policy 4160 Review, Findings and Recommendations

### Recommendations

#### Recommendation 1:

Line 12 “after receiving input from” ADD “school board advisory committees and” the community concerning facilities utilization, development, and closure.

- Advisory committees that exist to ensure representation of communities of interest should be consulted.

12 renovations after receiving input from school board advisory committees and the community concerning facilities utilization, development, and closure.







## Special Education Policy 4160 Review, Findings and Recommendations

### Recommendation 2:

Line 18 remove “and” add “,” after “county population trends,” add “and accessibility for persons with disabilities”

- Disability accessibility is required by law

18    proposed educational programs. Student enrollment, county population trends, and  
accessibility for persons with disabilities will be incorporated in project recommendations.





## SEAC Recommendations AND Voting



### Recommendations - Policy 4160

### Voting

- Recommendation 1: Line 12 “after receiving input from” ADD “school board advisory committees and” the community concerning facilities utilization, development, and closure.
- Recommendation 2: Line 18 remove “and” add “,” after “county population trends,” add “and accessibility for persons with disabilities”





## Special Education Policies 1020, 2120, & 8420 Review, Findings and Recommendations

### Policies Provided for Review

**Policy 1020 – Strategic Framework**

**Policy 2120 – Election, Term of office, and Vacancy in Office**

**Policy 8420 – Student Medication**

### Review of Findings:

The Policy Subcommittee reviewed draft policies 1020, 2120, and 8420 determined that no changes were recommended at this time.





## SEAC Recommendations AND Voting



### Recommendations – Policies 1020, 2120, and 8420

### Voting

☐ Recommendation 1: SEAC does not recommend any changes to policy 1020.

☐ Recommendation 2: SEAC does not recommend any changes to policy 2120.

☐ Recommendation 3: SEAC does not recommend any changes to policy 8420.



Thank you!





Thank you!