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SEAC Business Meeting December 7, 2022

SEAC Leadership:

SEAC Chair	Sharon Tropf	SEACChair@lcps.org
SEAC Vice Chair Planning	Shehnaz Khan	SEACViceChairPlanning@lcps.org
SEAC Vice Chair Membership	Elizabeth Crotty	SEACViceChairMembership@lcps.org
SEAC Vice Chair Communications	Craig Metz	SEACViceChairCommunications@lcps.org
SEAC Secretary	Kathryn Rosenbrook	SEACSecretary@lcps.org
LCPS Staff Liaison	Tedra Richardson	Tedra.Richardson@lcps.org
School Board Liaison	Tiffany Polifko	Tiffany.Polifko@lcps.org
School Board Liaison, Alternate	Atoosa Reaser	Atoosa.Reaser@lcps.org

Introduction of SEAC Officers and Liaisons

THE ROLE OF SEAC AND VIRGINIA REGULATIONS

The Regulations Governing Special Education Programs for Children with Disabilities in Virginia reflect the state and federal requirements for the provision of special education and related services. The regulations mandate that an active SEAC exists, as well as specific functions of the SEAC, as specified by Section 8VAC20-81-230 D.2, which are as follows:

1. Advise the local school division of needs in the education of students with disabilities;
2. Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
3. Submit periodic reports and recommendations regarding the education of students with disabilities to the division superintendent for transmission to the local school board;
4. Assist the local school division in interpreting plans to the community for meeting the special needs of students with disabilities for educational services;
5. Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
6. Participate in the review of the local school division's annual plan.



The Role of SEAC

Public Comment



- SEAC uses public feedback to inform our work to advise School Board on special education needs
- **Focus on system-wide issues**, rather than individual concerns or specific situations (*please do not use student or staff names*)
- Verbal comment may be given. **Please complete and submit comment form tonight (please be sure to follow-up with SEAC Secretary with your written comment)**
- Written comment may be read by author or SEAC Chair
- Remarks limited to 3 minutes

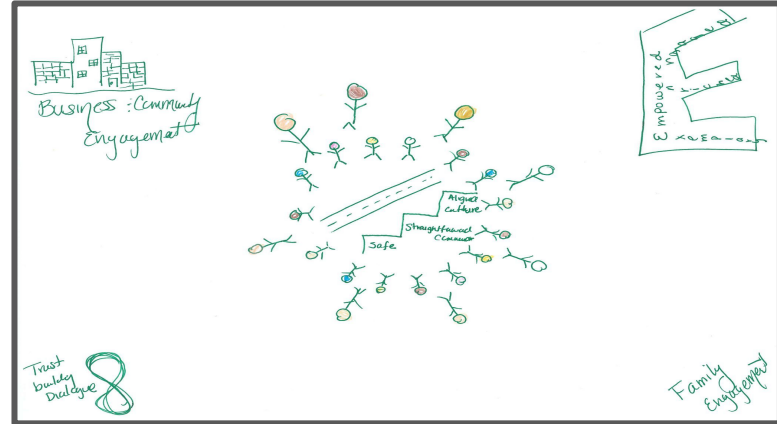


Centering our Work

Our Common Ground

- We are passionate about the needs of our students and the community.
- We want to work collaboratively.
- We strive for continuous improvement.

Bumper Stickers



Pathways to Graduation:

Alternative Assessments and Diploma Options



**OFFICE OF
SPECIAL EDUCATION**
LOUDOUN COUNTY
PUBLIC SCHOOLS

Presentation to SEAC
December 7, 2022

Connection Before Content...

In a word or phrase...

Share with your table group how you would describe your own graduation experience and then your feelings about thinking ahead to graduation for your own child.

When should I begin thinking about diploma options?

- **Now.**
- **Choose diploma options that best meets goals for life after high school.**





VDOE Diploma Types



Applied Studies

Standard

**Advanced
Studies**

Applied Studies Diploma



- ❑ Available only for students with disabilities
- ❑ Awarded through completion of IEP goals
- ❑ Available for students with a modified curriculum
- ❑ Not equivalent to a Standard Diploma
- ❑ Difficult to change to other diploma options once pursued
- ❑ May not qualify a child for higher education, financial aid, and some employment opportunities

Standard Diploma



- ❑ **22 Standard Unit of Credits**
- ❑ **Five Verified Units of Credits**
- ❑ **Economics and Personal Finance**
- ❑ **Two World Language, Fine Arts, or CTE**
- ❑ **Four additional electives (at least two must be sequential)**

Advanced Studies Diploma



- ❑ **26 Standard Unit of Credits**
- ❑ **Five Verified Units of Credits**
- ❑ **Three years of one foreign language or two years of two foreign languages**
- ❑ **One credit in Fine or Performing Arts and one in Career or Technical Education Electives**
- ❑ **Economics and Personal Finance**
- ❑ **Three additional electives (*at least two must be sequential*)**



The Assessment - Diploma Option Connection

Applied Studies

**Standards of
Learning
(SOL/VESOL)**

**Virginia Alternate
Assessment Program
(VAAP)**

Standard

**Standards of
Learning (SOL)**

Advanced Studies

**Standards of
Learning (SOL)**



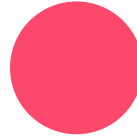
Transitions Toward Graduation: Beginning with the End in Mind



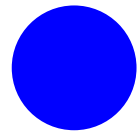
**Preschool /
Early Childhood
Special Education**



Elementary School



Middle School



**High School
Post-Secondary**

















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- ### Career and Technical Advisory Committee:

- ## Gifted Education Advisory Committee (GEAC):

- ## Equity Committee

- 1st Thursday of the Month

Executive Committee



New 22-23 SY Community Concerns:

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

2021-2022 Follow-up:

- Policy 5350 Parental Notification for Screening and Assessments

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SEAC Awards Date June 6th

- Open Teacher Positions – Dr. Carter
- Special Education Support CAP – Dr. Jones

- Analysis Complete
- Feedback Sent

- Currently Awaiting Analysis

Quarterly Report to the School Board, December 13

inclusion



PTA/PTO Representatives

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

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

SEAC Chair Report

November 29th marks the 47th anniversary
of the Individuals with Disabilities Education
Act (IDEA)

December 2nd National Special Education
Day



SEAC Chair Report

FCPS OCR Findings

SEAC requests for LCPS to provide an update on the provision of recovery and compensatory services to special education students.

Related to:

- Services during the Governor's Mandatory School Closure period (2019-2020)
- Reduced Special Education and Related services provided during the Modified Return to Learn plan for 2020-2021 (Virtual, Hybrid)
- Students who were unable to access virtual learning
- Number of students who received recovery or compensatory education



SEAC Chair Report

April 2022 School Board Quarterly Report Top Current Concerns

Teacher Shortage

- Unprecedented resignations
- Special education classrooms without special education teachers

Behavior

- Insufficient special education mental health support leads to disruptive and violent behaviors
- Reports of teacher and student injuries

Capping of Services

- Recovery Services ended regardless of need
- IEP Teams unable to provide needed services



SEAC Chair Report

State SEAC

December 1 and 2 – Minutes have not been posted.

Recommending SEAC's participate in SEAC Trainings. These are currently being offered by PEATC.

Required to meet four times per year -

- Four-meeting agendas include an annual orientation, school report card review, budget discussion, and review of the annual plan.



Subcommittee Reports

Subcommittee Reports

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



PARENT RESOURCE SERVICES

PARENT RESOURCE SERVICES CONTACT INFORMATION

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



Kindergarten Connection: Moving on from Early Childhood Special Education to Kindergarten with an IEP

**Monday,
December 12, 2022
6:30 PM - 8:00 PM
LCPS Administration Building
21000 Education Court
Ashburn, VA 20148**



Get ready for this important transition by joining us for:

- A discussion of the referral process and special education continuum of services;
- An overview of the kindergarten program;
- A panel presentation by special and general educators from a variety of programs.

Registration is required.

To register:

<https://bit.ly/3BIIUN7>

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



Mental Health and Wellness Parent Seminar Series

Loudoun County Public Schools
Department of Student Services

Is This a Phase? Recognizing the Difference between Moodiness and Depression in Your Teen

Wednesday, December 14, 2022
6:30 PM - 8:00 PM

Lightridge High School
41025 Collaboration Drive
Aldie, VA 20105

Darren Madison, LCSW and Fiona Brown, LPC will describe the prevalence of teenage sadness and depression and the factors that contribute to these issues. Presenters will detail the difference between common teenage moodiness and depression as a mental illness. Parents will learn strategies to help their teens improve their mood and build lasting resiliency. Available school-based supports as well as the process of seeking mental health care in the community will be discussed.

Registration is required.

To register: <https://bit.ly/3A6bNEZ>

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.





happy
holidays

SEAC Presentations & Business Meetings

January 11, 2023

**Understanding Transition Planning within the IEP
Interactive Session with VDOE & LCPS**

February 8, 2023

**Writing S.M.A.R.T IEP Goals
Interactive Session with PEATC & LCPS**



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, Tiffany Polifko

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

Reports Updates and Announcement s



Office of Special Education

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

- Special Education Teacher Open Positions

Department of Student Services

Dr. Asia Jones, Assistant Superintendent of Student Services

- Special Education Support CAP

Business



Old Business:

New Business:

Review Budget Recommendations and Open Discussion

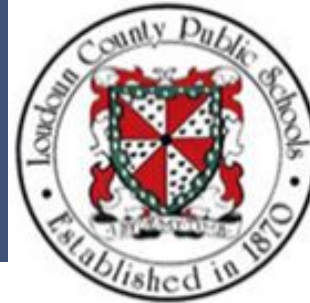
Policy Reviews:

- Draft Policy 5015, Daily Pledge of Allegiance
- Draft Policy 7016, Employment Complaints
- Draft Policy 7302, Appointment and Assignment
- Draft Policy 7624, Supplemental Retirement Plans
- Draft Policy 7652, Evaluation Related to Step Increase and One-Time Payments Related to Tenure
- Draft Policy 7304, Licensed Employee Transfer and Reassignments
- Draft Policy 7550, Drug and Alcohol-Free Workplace
- Draft Policy 7552, Tobacco and Smoke-Free Environment
- Draft Policy 7530, Duty to Report Child or Student Abuse and Neglect
- Draft Policy 6130, Unpaid Meal Debt
- Draft Policy 7554, Employee Responsibility Concerning Student Alcohol and Drug Usage
- Draft Policy 8215, In-School Disciplinary Measures

Special Education Advisory Committee

Policy and Compliance Subcommittee

Review, Findings and Recommendations





Special Education Policy 7530 Review, Findings and Recommendations

Overview

Policy 7530 - DUTY TO REPORT CHILD OR STUDENT ABUSE AND NEGLECT

Review of Findings

The Policy Subcommittee reviewed draft policy 7530 and determined that it does not reflect the needs of students with disabilities.





Special Education Policy 7530 Review, Findings and Recommendations

Summary of Concerns

Concern 1:

Draft policy 7530 fails to address mental abuse as defined in 22 VAC 40-705-30 (C).





Special Education Policy 7530 Review, Findings and Recommendations

Recommendations

Recommendation 1:

After Line 86, insert new 3. Add text, “Allegations of an employee inflicting mental abuse or neglect on a student or making a threat of mental abuse or neglect to a student.”

87 3. Allegations of an employee inflicting mental abuse or neglect on a student or making a threat of mental abuse or neglect to a student.





SEAC Recommendations AND Voting



Recommendations – Policy 7530

Voting

- Recommendation 1: After Line 86, insert new 3. Add text, “Allegations of an employee inflicting mental abuse or neglect on a student or making a threat of mental abuse or neglect to a student.”





Special Education Policy 6130 Review, Findings and Recommendations

Overview

Policy 6130 - Unpaid Meal Debt

- SEAC previously reviewed this policy and provided feedback on October 12, 2022
- F&O committee made additional changes and referred draft policy back to SEAC for review
- SEAC's previous recommendation to add "in provision of the parent or guardians preferred mode of communication" was not adopted by the F&O Committee.

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

Summary of Concerns

Concern 2:

Lines 56 through 60.

- Variety of reasons for which a student may not eat at school
- Parent(s)/guardians may experience an unexpected event that impacts their ability to pay for school lunches.
- Reporting a parent(s) or guardian(s) to CPS for an unpaid meal debt is not a legitimate referral for neglect per LCPS Policy 7530 and VA Code § 63.2-1509.
- Owing LCPS money does not equate to child neglect.

56 1. If a parent/guardian regularly fails to provide meal money or send food to
57 school with their student and the student does not qualify for free or reduced benefits,
58 the School Nutrition Director will inform the school principal, who will determine the next
59 course of action, which may include notifying the Department of Social Services of
60 suspected child neglect.





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





Special Education Policy 6130 Review, Findings and Recommendations

Recommendations

Recommendation 2:

Remove language from Lines 59 – 60 beginning with, “which may include notifying the Department of Social Services of suspected child neglect.”

56 1. If a parent/guardian regularly fails to provide meal money or send food to
57 school with their student and the student does not qualify for free or reduced benefits,
58 the School Nutrition Director will inform the school principal, who will determine the next
59 course of action.





SEAC Recommendations AND Voting



Recommendations - Policy 6130	Voting
<input type="checkbox"/> Recommendation 1: Line 45, ADD after guardian “in their preferred mode of communication,”	
<input type="checkbox"/> Remove language from Lines 59-60, “which may include notifying the Department of Social Services of suspected child neglect.”	





Special Education Policy 7554 Review, Findings and Recommendations

Overview

Policy 7554 - EMPLOYEE RESPONSIBILITY CONCERNING STUDENT ALCOHOL AND DRUG USAGE

All LCPS employees have a responsibility to promote a safe and drug- and alcohol-free learning environment that encourages healthy decision-making and resiliency skills.

Review of Findings

The Policy Subcommittee reviewed draft policy 7554 and determined that it does not reflect the needs of persons with disabilities.





Special Education Policy 7554 Review, Findings and Recommendations

Summary of Concerns

Concern 1:

- Concerned with the wording in line 14 “if the observation occurs off school grounds”
- Appears that LCPS employees are policing the community
- Wording should remain consistent with line 8, “school-sponsored activities, whether on or off school board property”





Special Education Policy 7554 Review, Findings and Recommendations

Summary of Concerns

Concern 2:

- Draft policy tries to define every possible illegal substance instead of focusing on student safety
- Policy 8240 already defines illegal drugs, alcohol, tobacco, and electronic cigarettes
- Students may have adverse reactions to prescribed medications or have other medical emergencies that cause changes in behaviors
- Parents or guardians should always be contacted if the student is demonstrating significant changes in behavior regardless of the cause.





Special Education Policy 7554 Review, Findings and Recommendations

Summary of Concerns

Concern 3:

- The policy should have the tenor of helping a student versus catching the student in an illegal activity.
- Schools cannot assume that a student is using illegal drugs.





Special Education Policy 7554 Review, Findings and Recommendations

Recommendations

Recommendation 1:

Line 14, Change “off school grounds” to “at a school sponsored event”

Recommendation 2:

Beginning with Line 15, Keep current language, “observes significant changes in behavior, marked differences in daily functioning of a student...”

13 B. Reporting Requirements. Any LCPS employee shall notify the principal or their
14 designee or, if the observation occurs off school grounds, other appropriate
15 administrator or their designee, if the observation occurs off who shall determine the
16 most appropriate course of action, observes significant changes in behavior, marked
17 differences in daily functioning of a student, or who if the employee has reason to





Special Education Policy 7554 Review, Findings and Recommendations

Recommendations

Recommendation 3:

Line 17, delete changes starting at “or who” through line 23, ending with “course of action.”

17 differences in daily functioning of a student, or who if the employee has reason to
18 believe that a student is under the influence of illegal drugs, illegally possessed or used
19 controlled or synthetic substances, alcohol, or a chemical substance that affects the
20 brain or nervous system, to include stimulants, depressants, hallucinogens, inhalants,
21 opiates, narcotics, amphetamines, barbiturates, marijuana, or anabolic steroids.—outside
22 of the school grounds building/property, who shall determine the most appropriate
23 course of action. The student may be referred Actions may include a referral include





Special Education Policy 7554 Review, Findings and Recommendations

Recommendations

Recommendation 4:

- Delete line 27: beginning with “who has been confirmed...” through line 28 ending with “alcohol”.
- Add Line 28: “If the student is confirmed to be illegally under the influence of drugs or alcohol in accordance with Policy 8240, the”
- Delete the word “A”.
- Line 29-30, Delete “in accordance with Policy 8240.”

27 guardians of a the student, who has been confirmed to be illegally under the influence of
28 drugs or alcohol. The principal may also engage the A school nurse or Student
29 Assistance Specialist may also be engaged to support the student in accordance with
30 Policy 8240. The principal, administrator, or their respective designee shall immediately





Special Education Policy 7554 Review, Findings and Recommendations

Suggested simplified language below:

13 B. Reporting Requirements. Any LCPS employee shall notify the principal, their
14 designee or other appropriate administrator if they observe significant changes in
15 student behaviors or marked differences in the daily functioning of a student while on
16 school property or at a school sponsored event. The student may be referred to the
17 school nurse, or emergency personnel for a medical evaluation. The principal,
18 administrator, or their respective designee shall notify the parents or guardians of the
19 student. If the student is confirmed to be illegally under the influence of drugs or alcohol
20 in accordance with Policy 8240, the school nurse or Student Assistance Specialist may
21 also be engaged to support the student. The principal, administrator, or their respective
22 designees shall immediately report any act that may constitute a criminal offense to the
23 Superintendent or designee and the local law-enforcement agency.





Recommendations – Policy 7554

Voting

- ☐ Recommendation 1: Line 14, Change “off school grounds” to “at a school sponsored event”
- ☐ Recommendation 2: Beginning with Line 15, Keep current language, “observes significant changes in behavior, marked differences in daily functioning of a student...”
- ☐ Recommendation 3: Line 17, delete changes starting at “or who” through line 23, ending with “course of action.”





Recommendations - Policy 7554

Voting

□ Recommendation 4:

- Delete line 27: beginning with “who has been confirmed...” through line 28 ending with “alcohol”.
- Add Line 28: “If the student is confirmed to be illegally under the influence of drugs or alcohol in accordance with Policy 8240, the”,
- Delete the word “A”.
- Line 29-30, Delete “in accordance with Policy 8240.”





Special Education Policy 8215 Review, Findings and Recommendations

Overview

Policy and Regulation 8215 - IN-SCHOOL DISCIPLINARY MEASURES

Review of Findings

The Policy Subcommittee reviewed draft policy 8215 and determined that it does not meet the needs of students with disabilities.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 1: The policy references “progressive discipline” and “positive discipline alternatives”; however, there are no charts in the regulation that defines what they are and under what circumstances they should be used promoting transparency for students and parents.

Recommendation 1: Create a chart in the regulation that clearly outlines progressive discipline and positive discipline alternatives.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 2: Line 20, A. Intervention and Counseling. Counseling is referenced in the title for the section; however, counseling is not addressed specifically in the paragraph.

Recommendation 2: Line 24, Add “understanding how their behavior affects others,” before “developing healthy relationships and making good choices to continue their learning.”

24...School personnel will assist students in **understanding how their behavior affects 25 others**, developing healthy relationships, and making good choices to continue their learning.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 3: Line 25-26 sends the student to the principal for disciplinary measures without any evaluation or counseling by the school based Unified Mental Health Team.

Recommendation 3: Update line 25 to add a referral to the Unified Mental Health Team.

25... For serious or repeated violations of school rules, the employee should also refer the student to the principal for other disciplinary measures, and to the Unified Mental Health Team for evaluation of the student's home life, current situation in school, (e.g., grades, disability, attendance, etc.), and possible referral for a functional behavior assessment and behavior intervention plan.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 4: Section B. Restorative Practices is not clearly aligned with Regulation 8215 with supports for the student during this process.

Recommendation 4: Line 36. Add, “With the support of the Unified Mental Health Team” in front of “Students may participate...”

36...With the support of the **Unified Mental Health Team**, students may participate in “circles,” “peer mediations,” or other “conferences” to allow affected parties to come together in a safe environment to explore how everyone has been affected by an offense and, when possible, to decide how to repair the harm.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 5:

Lines 45 through 49 - Section C. Detention

- Lines 45 and 47, the use of the words “detained” give the policy a “criminal overtone”.
- Lines 46-47, “engage in activities to promote positive behavior.” Are there activities that are prohibited, i.e., activities that could harm a student’s physical or mental health?
- Line 49, There is no notification timeline for advance notice to parents. “Parents or guardians must be notified in advance of such detention...” Parents need to be given at least 1-day or more advance notice to collaborate with the school and arrange alternative transportation.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Recommendation 5:

- Lines 45 and 47, Replace "detained" with "assigned detention"
- Add limits to “activities to promote positive behavior” should be defined. If not in the policy, in the regulation.
- Line 49, Add “at least 1-day or more” after the word “notified” and before the word “in”.

45 C. Detention. A student may be **assigned detention** at the school beyond regular school hours for violation of school rules and may be required during this time to engage in activities to promote positive behavior. A student may be **assigned detention** only by the principal or designee. Parents or guardians must be notified **at least 1 day or more** in advance of such detention so that they may fulfill their responsibility to provide necessary transportation for the student.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 6:

SEAC has received reports that students are prevented from accessing recess as a punishment, which is prohibited in LCPS School Board Policy 5011.

- Lines 51 through 54 – Section D. Denial of School Privileges.
- Lines 56 through 57 – Section E. Work Assignments





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Recommendation 6:

1. Add a reference to Policy 5011 at the end of line 54, “The removal of unstructured activity time (such as recess) and should not be used as a disciplinary consequence or to make up classwork, pursuant to Policy 5011 (A)(3).”
2. Line 57, Update “class or lunch” to “class, lunch, or recess.”

51 D. Denial of School Privileges. A student may be denied normal non-instructional/non-curricular school privileges for a specified period of time by the principal or designee when such denial of privileges is serves as appropriate corrective action for the student’s misconduct of the student. The removal of unstructured activity time (such as recess) should not be used as a disciplinary consequence or to make up classwork, pursuant to Policy 5011 (A)(3).

E. Work Assignments. A student may be assigned non-hazardous work before, 56 during, or after the school or during the school day, when not in class, lunch. or recess.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 7:

Lines 65 through 74 – Section F. Removal from Class.

- Concerned with students being removed from the classroom without accurate tracking and reporting of time out of the classroom away from instruction.

Proposing a new Section K. Tracking. – *This recommendation was presented to SEAC membership on June 9, 2022, as part of the review of Policy 8220 and Regulation 8220-1. STUDENT DISCIPLINARY CONSEQUENCES.*





Special Education Policy 8215 Review, Findings and Recommendations

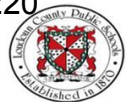
Summary of Concerns and Recommendations

Recommendation 7:

- At lines 113, Create new Section K. Tracking.

K. Tracking. If any of the above disciplinary measures are implemented against a Student, to include early disciplinary dismissals, an incident report will be completed and shall include the length of time the student is excluded from instruction. A copy of the incident report will be provided to the parent/guardian. The superintendent or designee shall provide yearly reports to the school board regarding disproportionality trends in this data.

This recommendation was presented to SEAC membership on June 9, 2022, as part of the review of Policy 8220 and Regulation 8220-1. STUDENT DISCIPLINARY CONSEQUENCES.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Recommendation 7 (cont'd):

- Add at the end of Line 74, "Data shall be collected and maintained in the students record and the parent(s) or guardian(s) will be notified as further defined in Section K. Tracking."
- Line 74, Remove "for more than 30 minutes" for consistency with Regulation 8215.

73Parent(s) or guardian(s) of any student shall be notified if a

74 student is removed from instruction. Data shall be collected and maintained in the students record and the parent(s) or guardian(s) will be notified as further defined in Section K. Tracking.





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 8: Lines 87 through 97. Section H. Denial of Bus Transportation.

The policy does not have any reference to IDEA or ADA for students with disabilities.

Recommendation 8: Line 96 after privileges. ADD “in compliance with the requirements of IDEA.”

95 appropriate. The principal or designee or the Director of Transportation may deny
96 transportation privileges **in compliance with the requirements of IDEA.**





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Concern 9:

Lines 108 through 112. Section J. Appeal Rights and Procedures.

Parents should always have the right to appeal any disciplinary decision and should not be denied such rights.

Recommendation 9:

1. Line 108 and 109, Delete "Disciplinary actions taken in accordance with paragraphs A-G of this policy are not appealable."
2. Line 109, Modify second sentence to read "Parents or guardians may petition for review of disciplinary actions taken in accordance with this policy in the same manner as short-term suspensions, per Regulation 8220-1."

109 Parent or guardians may petition for review of disciplinary actions taken in
110 accordance with this policy in the same manner as short-term suspensions, per
111 Regulation 8220-1





Special Education Policy 8215 Review, Findings and Recommendations

Summary of Concerns and Recommendations

Recommendation 10:

Update Cross References on Line 124 to note the new name of Policy 8220 – Replace “Student Suspension from School” with “Student Disciplinary Consequences”





Special Education Policy 8215 Review, Findings and Recommendations

Concerns and Recommendations for Draft Regulation 8215

Concern 1: Section G. Procedures for Bus Transportation. Removing students with disabilities from Bus Transportation.

- According to OCR, the bus is an extension of the classroom for the purposes of disciplining a student with a disability.
- Schools must follow the same procedural safeguards that apply to disciplinary removals.
 - OCR Memorandum, 305 IDELR 51 (OCR 1989);
 - Letter to Veir, 20 IDELR 864 (OCR 1993).
- OCR has stated that bus suspensions can constitute a significant change in placement if the removal is a disciplinary measure and the school provides no means of alternative transportation.
 - See Letter to Sarzynski, 59 IDELR 141 (OSEP 2012);
 - Questions and Answers on Serving Children with Disabilities Eligible for Transportation, 53 IDELR 268 (OSERS 2009);
 - Orange County Sch. Dist., 114 LRP 22531 (SEA FL 08/20/13).





Special Education Policy 8215 Review, Findings and Recommendations

Concerns and Recommendations for Draft Regulation 8215

Recommendation 1:

Level 4: Line 151, After designee. ADD: “For students with disabilities, principals may recommend a bus removal of more than 10 days and must follow the same procedural safeguards that apply to school based disciplinary removals of more than 10 days. If the behavior is found not to be a manifestation of the student’s disability, the student may be removed from the bus for more than 10 days; however, alternative transportation must be provided.”

149 4. Level 4: Removal from the bus for 3 -to- 10 school days. Principals may
150 recommend a bus removal of more than 10 days, but not to exceed the span of an
151 entire grading period to the Superintendent’s designee. For students with disabilities,
principals may recommend a bus removal of more than 10 days and must follow the same procedural
safeguards that apply to school based disciplinary removals of more than 10 days. If the behavior is
found not to be a manifestation of the student’s disability, the student may be removed from the bus for
more than 10 days; however, alternative transportation must be provided.





Special Education Policy 8215 Review, Findings and Recommendations

Concerns and Recommendations for Draft Regulation 8215

Recommendation 1 (cont'd):

Level 5: Line 159 after designee. ADD: “For students with disabilities, principals may recommend a bus removal of more than 10 days and must follow the same procedural safeguards that apply to school based disciplinary removals of more than 10 days. If the behavior is found not to be a manifestation of the student’s disability, the student may be removed from the bus for more than 10 days; however, alternative transportation must be provided.”

156 5. Level 5.- **Loss of bus privileges**. A student may be denied bus privileges if Level 4
157 interventions do not work or if the severity of the behavior merits a more intensive
158 response. **Principals may recommend the loss of bus privileges for longer than a**
159 **grading period to the Superintendent’s designee. For students with disabilities, principals may**
recommend a bus removal of more than 10 days and must follow the same procedural safeguards that
apply to school based disciplinary removals of more than 10 days. If the behavior is found not to be a
manifestation of the student’s disability, the student may be removed from the bus for more than 10 days;
however, alternative transportation must be provided.





Special Education Policy 8215 Review, Findings and Recommendations

Concerns and Recommendations for Draft Regulation 8215

Concern 2:

Removal from the classroom does not reference students with IEPs.

Recommendation 2:

Line 169 ADD after 504 plans, “Individual Education Plans (IEP’s),”

162 H. Other Provisions.

163

164 The principal shall ensure that students removed from class under **this**

165 **Policy 8215** continue to receive an education in accordance with School Board

166 policies.

167

168 Application of this regulation to students with disabilities, **students with Section**

169 **504 plans, Individual Education Plans (IEP's),** or students who are English Learners shall 170 be consistent
with federal and state law and regulations, as well as School Board policy.





Special Education Policy 8215 Review, Findings and Recommendations

Concerns and Recommendations for Draft Regulation 8215

Recommendation 3:

- Update Cross References on Line 193 to note the new name of Policy 8220 – Replace “Suspension from School” with “Student Disciplinary Consequences”
- Add: 34 CFR 300.530; 34 CFR 300.536; Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions, 122 LRP 24161 (OSERS 07/19/22).





SEAC Recommendations AND Voting



Recommendations – Policy 8215

Voting

- | | |
|--|--|
| <input type="checkbox"/> Recommendation 1: Create a chart in the regulation that clearly outlines progressive discipline and positive discipline alternatives. | |
| <input type="checkbox"/> Recommendation 2: Line 24, Add “understanding how their behavior affects others,” before “developing healthy relationships and making good choices to continue their learning.” | |
| <input type="checkbox"/> Recommendation 3: Update line 25 to add a referral to the Unified Mental Health team. | |
| <input type="checkbox"/> Recommendation 4: Line 36. Add, “With the support of the Unified Mental Health Team” in front of “Students may participate...” | |





Recommendations – Policy 8215	Voting
<p>☐ Recommendation 5:</p> <ul style="list-style-type: none">• Lines 45 and 47, Replace "detained" with "assigned detention"• Limits to “activities to promote positive behavior” should be defined. If not in the policy, in the regulation.• Line 49, Add “at least 1-day or more” after the word “notified” and before the word “in”.	
<p>☐ Recommendation 6:</p> <ul style="list-style-type: none">• Add a reference to Policy 5011 at the end of line 54, “The removal of unstructured activity time (such as recess) and should not be used as a disciplinary consequence or to make up classwork, pursuant to Policy 5011 (A)(3).”• Line 57, Update “class or lunch” to “class, lunch, or recess.	
<p>☐ Recommendation 7:</p> <ul style="list-style-type: none">• At lines 113, Create new Section K. Tracking• Add at the end of Line 74, “Data shall be collected and maintained in the students record and the parent(s) or guardian(s) will be notified as further defined in Section K. Tracking.”• Line 74, Remove "for more than 30 minutes" for consistency with Regulation 8215.	





SEAC Recommendations AND Voting



Recommendations – Policy 8215

Voting

- | | |
|---|--|
| <input type="checkbox"/> Recommendation 8: Line 96 after privileges. ADD “in compliance with the requirements of IDEA.” | |
| <input type="checkbox"/> Recommendation 9: Lines 108 through 112. Section J. Appeal Rights and Procedures. | |
| <input type="checkbox"/> Recommendation 10: Update Cross References on Line 124 to note the new name of Policy 8220 – Replace “Student Suspension from School” with “Student Disciplinary Consequences” | |





Recommendations – Regulation 8215

Voting

☐ Recommendation 1:

- Level 4: Line 151, After designee. ADD: “For students with disabilities, principals may recommend a bus removal of more than 10 days and must follow the same procedural safeguards that apply to school based disciplinary removals of more than 10 days. If the behavior is found not to be a manifestation of the student’s disability, the student may be removed from the bus for more than 10 days; however, alternative transportation must be provided.”
- Level 5: Line 159 after designee. ADD: “For students with disabilities, principals may recommend a bus removal of more than 10 days and must follow the same procedural safeguards that apply to school based disciplinary removals of more than 10 days. If the behavior is found not to be a manifestation of the student’s disability, the student may be removed from the bus for more than 10 days; however, alternative transportation must be provided.”

☐ Recommendation 2: Line 169 ADD after 504 plans, “Individual Education Plans (IEP's),”





Recommendations – Regulation 8215

Voting

□ Recommendation 3:

- Update Cross References on Line 193 to note the new name of Policy 8220 – Replace “Suspension from School” with “Student Disciplinary Consequences”
- Add: 34 CFR 300.530; 34 CFR 300.536; Questions and Answers: Addressing the Needs of Children with Disabilities and IDEA's Discipline Provisions, 122 LRP 24161 (OSERS 07/19/22).





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

Policies Provided for Review

Draft Policy 5015, Daily Pledge of Allegiance
Draft Policy 7016, Employment Complaints
Draft Policy 7302, Appointment and Assignment
Draft Policy 7624, Supplemental Retirement Plans
Draft Policy 7652, Evaluation Related to Step Increase and One-Time Payments Related to Tenure
Draft Policy 7304, Licensed Employee Transfer and Reassignments
Draft Policy 7550, Drug and Alcohol-Free Workplace
Draft Policy 7552, Tobacco and Smoke-Free Environment

Review of Findings:

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





SEAC Recommendations AND Voting



Recommendations	Voting
<input type="checkbox"/> Recommendation 1: SEAC does not recommend any changes to the draft policies 5015, 7016, 7302, 7624, 7652, 7304, 7550, and 7552 at this time .	





Thank you!