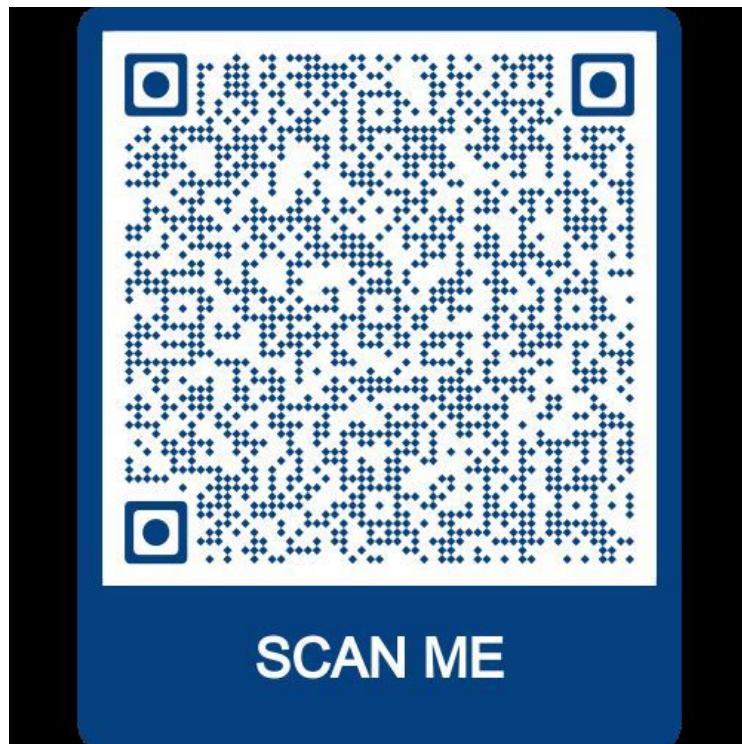


We appreciate that you are here with us today!

If you haven't already done so, please take a moment to sign in.

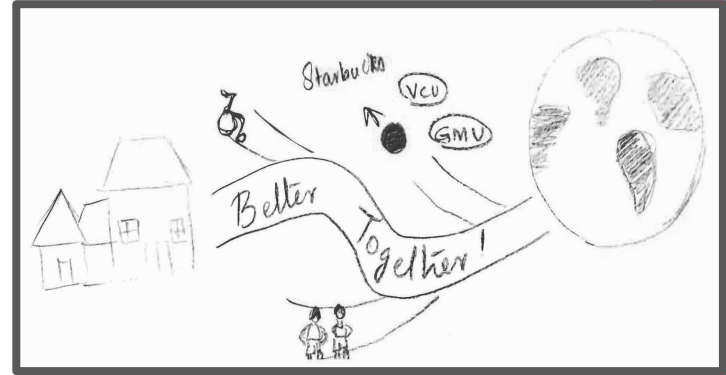


Centering our Work

Revisiting our Common Ground

- Share a growth mindset
- Whole child focused
- Passionate about setting our students up for success

Bumper Sticker





Transition in the IEP Workshop

January 11, 2023



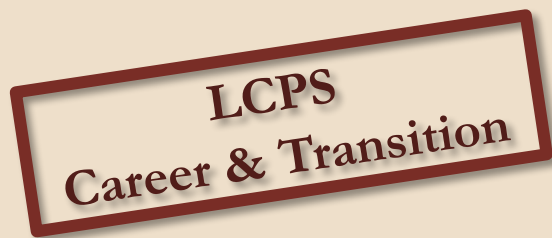
Happy New Year

At your table share what you're looking forward to in the New Year.



Agenda

- What is transition and why
- Transition at each level
- The transition plan
- Transition assessments
- Transition questionnaire
- I'm Determined
- Overview of postsecondary goals and coordinated activities
- Resources
- Questions



Our Mission



Our mission is to provide a full and efficient continuum of transition services empowering all students to make meaningful contributions to the world.

Transition in Special Education

*** Documented in the IEP for ages 14+**

<https://www.doe.virginia.gov/programs-services/special-education/secondary-transition-services-for-students-with-disabilities>

Transition is the process students and their families use to plan for life after high school, to identify their desired outcomes, and to plan their community and school experiences to help students acquire the knowledge and skills needed to achieve their goals.



Why is Transition Important?

- Steven Covey says to "begin with the end in mind."
- If the "end" we have in mind is "educated employees," then the transition planning is the "beginning."
- It sets the education course for secondary students with disabilities that leads to access to adult services, postsecondary education and the world of work.





So... We Begin with the End in Mind, Too!

What do LCPS transition services need to look like in order to serve all students with disabilities?



A continuum of services,
with many outcomes based upon each
student's desires.



K-5 Awareness

- Explore concept of jobs
- Develop soft skills
- Increase decision making skills
- Practice goal setting skills
- Explore hobbies/interests

6-8 Exploration

- Identify skills, preferences and interests
- Understand relationship between careers & quality of life
- Demonstrate workplace readiness skills

9-12 Preparation/ Training

- Recognize work leads to personal satisfaction
- Gain knowledge of current job trends
- Utilize time and organization skills
- Apply decision making to career planning



**Your Role in Career Development
Matters!**

***VCU Center on Transition Innovations**



Your Student's Transition Plan



- Includes assessments completed by the student and can include information provided by you, the parent/guardian.
 - Includes measurable post secondary goals and coordinating activities based on information gleaned from assessments.
 - Post secondary transition planning can also include participation from our community agency partners (DARS and/or MHSADS)
- 
- 





Assessments



- LCPS Transition Interview
- I'm Determined
- Complete an additional 2-4 assessments based interview and student need.

Google drive with assessments





It's Your Turn

- Choose an assessment from your table to complete based on yourself.
- Consider choosing an assessment that your student may complete.

Timer





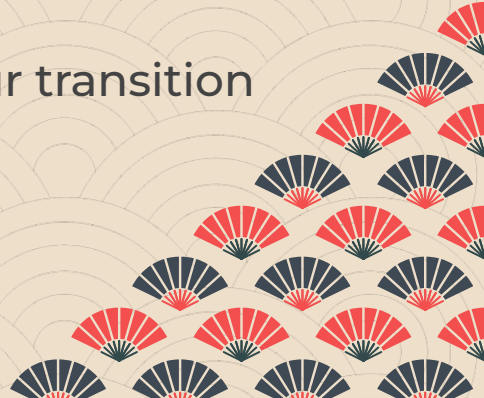
Building the Plan!

Now that you have completed the assessments, let's look at it...

Try to identify 1-3 areas from the assessment that can be a focus in a transition plan.

EX: Do you have an employment area of interest?
Can you independently care for yourself?
What do you need to know in order to do your job?

These are the areas we can focus on when creating your transition plan.





Employment

Employment Goal: After exiting high school, XX will be employed as a video game designer.

Coordinated Activity: XX will participate in lessons and activities to understand computer application development platforms.





Education

Education Goal: After exiting high school, XX will complete a 4 year college program for video game design.

Coordinated Activity: XX will explore the process to request accommodations through disability services at each school they are applying to.



Training

Training Goal: After high school XX will earn a certification in UX design.

Coordinated Activity: XX will research the requirements for UX certification.





Independent Living

Independent Living Goal: After high school XX will live independently.

Coordinated Activity: XX will participate in lessons on nutrition and meal preparation.

It's YOUR Turn!

Now that you have a better idea of how we create post secondary goals and coordinated activities, use the template provided to write your own.

Timer



Questions?





Resources

- Parent Schoology Group Code: 6DC8-4X4D-4J8JH
 - [How to Sign up for Schoology Group Document](#)
- Fall 2022 [Newsletter](#)
- Transition [Flyer](#)
- [Transition Teacher List](#)
- [VCU Center on Transition Innovations \(CTI\)](#)
- [Parent Educational Advocacy Training Center \(PEATC\)](#)
- [Parent Resource Services](#)
- When the Bus is Still Coming: Exploring Self-Advocacy & Workplace Readiness Skills in Elementary School- 1/26/2023
- When the Bus is Still Coming: Transition in Middle School & Early High School- 2/7/2023
- When the Bus Stops Coming: Planning for Life after High School- 2/25/2023 (March 4th snow date)





• • • • •

Thanks!

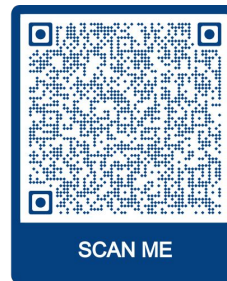
-Jenna Arndt, Special Education
Supervisor: jenna.arndt@lcps.org

-Suzanne Burch, Transition Specialist:
suzanne.burch@lcps.org

-Sarah Conlin, Transition Specialist:
sarah.conlin@lcps.org

-Each high school has a Transition
Teacher

CREDITS: This presentation template was
created by **Slidesgo**, and includes icons by
Flaticon, infographics & images by **Freepik**



Please scan the
QR Code for
electronic sign-in.

SEAC Business Meeting January 11, 2023

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	Erika Ogedegbe	Erika.Ogedegbe@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

Reports and Updates

December 7, 2022, Meeting Minutes Review

SEAC Member Representatives Needed:

Career and Technical Advisory Committee:

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

Gifted Education Advisory Committee (GEAC):

- January 12, 2023

Equity Committee :

- 1st Thursday of the Month
- Need by January 19th for approval by January 24th



Executive Committee



New 22-23 SY Community Concerns:

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

2021-2022 Follow-up:

- SEAC is requesting an updated implementation Policy 5350 Parental Notification for Screening and Assessments.
- What services are provided at the middle and high school level for students not meeting benchmark.

[illegible]

SEAC Awards Date June 6th

- # 2021-22 SY Survey Data

- # Quarterly Report to the School Board

- ## Formation of the Nominating Committee

PTA/PTO Representatives

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

- 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

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



Mental Health and Wellness Parent Seminar Series

Loudoun County Public Schools
Department of Student Services

Teaching Your Teen: Ten Signs of a Healthy Relationship

Thursday, January 12, 2023
6:30pm - 8:00pm

Rock Ridge High School
43460 Loudoun Reserve Drive
Ashburn, VA 20148

One in three women and one in seven men have experienced domestic violence in their life. Family support and connectedness reduces the likelihood that teens will be in unhealthy or even abusive relationships in adolescence and later in life.

In this presentation, the Loudoun Abused Women Shelter (LAWS) Violence Prevention Specialist will share with parents the "Ten Signs of a Healthy Relationship" to help teens learn to have healthy, happy, and fulfilling relationships.



Registration is required.

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

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.





Middle School Connection: Moving on from Elementary School to Middle School with an IEP

Thursday,
January 19, 2023
6:30 PM - 8:00 PM
Lightridge High School
41025 Collaboration Drive
Aldie, VA 20105



- How is middle school different from elementary school?
- What is the role of the case manager?
- What are the full continuum of service options?
- What is block scheduling?
- What are the participation requirements for statewide assessments in middle school?
- How can the team plan for a smooth transition?

Registration is required.

To register:

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

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.



While the Bus is Still Coming: Exploring Self-Advocacy and Workplace Readiness Skills in Elementary School

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



This presentation addresses the importance of building self-advocacy and workplace readiness skills as early as elementary school.

We will define and explain how to increase self-advocacy, discuss skills to focus on and who can support them, review 21st century workplace readiness skills, and share resources.

We hope you will join us for this informative session.

Registration is required.

To register:

<https://bit.ly/2ZSzCk9>

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.



ONE LCPS: United for Wellness *Mental Health & Wellness Conference*

Saturday, January 28, 2023
8:30 a.m. – 12:30 p.m.

Lightridge High School
41025 Collaboration Dr.
Aldie, VA 20105

What will be available at the conference?

- 46 presenters providing strategies promoting youth mental health and wellness
- Resource fair featuring area businesses that support mental health and wellness
- Raffles with great prizes
- Refreshments

Scan the QR code to see the schedule of speakers and register to attend sessions.



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
- [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

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.
- Policy 8610 Student Records (impact related to student transfer)
- Policy 8155 Placement (importance of conveying critical information)
- House Bill 1461 (disruptive behavior and potential of uniform policies)
- House Bill 1492 (special education and related services (certain deadlines))

Reports Updates and Announcement s



Office of Special Education

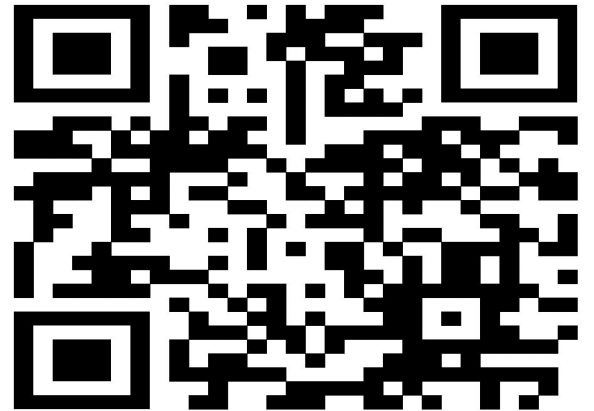
Tedra Richardson, Director of Special Education,
Specialized Instruction

Department of Student Services

Dr. Asia Jones, Assistant Superintendent of Student
Services



**Please scan this QR
code to access the
LCPS Draft Policies
for review during
the 1/11/2023 SEAC
Meeting**



Business



Old Business:

Draft Policy 8215, In-School Disciplinary Measures

New Business:

Draft Policy 1030, A Code of Conduct for School Board Members

Draft Policy 2430, School Board Agenda

Draft Policy 2610, Loudoun County School Board Staff Aides

Draft Policy 3070, Safety and Emergency Related Communications

Draft Policy 5040, School Counseling Services – Elementary, Middle and High Schools

Draft Policy 7620, Payroll Procedures

Draft Policy 8010, Fundraising

Draft Policy 8290, Threat Assessment for the Protection of Schools

Draft Policy 8610, Student Records

Draft Policy 8640, Disclosure of Personally Identifiable Information

Draft Policy 8650, Student Technology Acceptable/Responsible Use Policy

Special Education Advisory Committee

Policy and Compliance Subcommittee

Review, Findings and Recommendations





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”





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” | |





Special Education Regulation 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 Regulation 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 Regulation 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 Regulation 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 Regulation 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).





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 Policy 8155 Review, Findings and Recommendations

Overview

Policy and Regulation 8155 School Assignment

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

Concerns

Concern 1: The additional language added in lines 362-372 addresses LCPS administrative placement of a student at a different school other than the student's home school. The draft policy fails to identify or to address the student's disability related needs.





Special Education Policy 8155 Review, Findings and Recommendations

Recommendations

Recommendation 1:

At line 366, Change "A meeting among the administration of the student's current school, the administration of the student's future school," to "A meeting among the staff of the student's current and receiving school (to include from both schools, the principal or designee, IEP/504 case manager (if applicable), and school counselor),"





Special Education Policy 8155 Review, Findings and Recommendations

b. 365 ~~A meeting among the administration of the student's current school, the~~
366 ~~administration of the student's future school, a representative from the~~
367 ~~Office of Safety and Security, and any outside agencies that may have any~~
368 ~~relevant information regarding the student, including, but not limited to local~~
369 ~~law enforcement, court services, private providers, and the Office of the~~
370 ~~Commonwealth Attorney for the purpose of discussing any relevant safety~~
371 ~~considerations.~~

b. 365 A meeting among the staff of the student's current school and receiving
366 school (to include from both schools, the principal or designee, IEP/504 case
367 manager (if applicable), and school counselor), a representative from the Office
368 of Safety and Security, and any outside agencies that may have any
368 relevant information regarding the student, including, but not limited to local
369 law enforcement, court services, private providers, and the Office of the
370 Commonwealth Attorney for the purpose of discussing any relevant safety
371 considerations.





Special Education Policy 8155 Review, Findings and Recommendations

Recommendations

Recommendation 2:

At line 372, add new section c.

"For students with an IEP or Section 504 plan, an emergency IEP/504 meeting will be convened. For all other students, pursuant to IDEA/504 Child Find, a team will be convened to consider making a referral for evaluation for special education and related services."

- 372 c. For students with an IEP or Section 504 plan, an emergency IEP/504
373 meeting will be convened. For all other students, pursuant to IDEA/504
374 Child Find, a team will be convened to consider making a referral for
375 evaluation for special education and related services





SEAC Recommendations AND Voting



Recommendations

Voting

☐ **Recommendation 1:**

At line 366, Change "A meeting among the administration of the student's current school, the administration of the student's future school," to "A meeting among the staff of the student's current and receiving school (to include from both schools, the principal or designee, IEP/504 case manager (if applicable), and school counselor),"

☐ **Recommendation 2:**

At line 372, add new section c.

"For students with an IEP or Section 504 plan, an emergency IEP/504 meeting will be convened. For all other students, pursuant to IDEA/504 Child Find, a team will be convened to consider making a referral for evaluation for special education and related services."





Special Education Policy 3210 Review, Findings and Recommendations

Overview

Policy and Regulation 3210 Office of The Ombuds

Review of Findings

The Policy Subcommittee reviewed draft policy 3210 and identified a concern.

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Special Education Policy 3210 Review, Findings and Recommendations

Summary of Concerns

SEAC is concerned that the policy as drafted may be misleading to the public about the extent and nature of the confidentiality of communication or data collected by the Ombuds. SEAC is requesting that the School Board clarify what Ombuds information or documentation LCPS could be forced to disclose by a subpoena or VAFOIA request.





SEAC Recommendations AND Voting



Recommendations

Voting

- Recommendation 1: Pose SEAC's concern to the School Board





Special Education Policy Review Review, Findings and Recommendations

Policies Provided for Review

Draft Policy 1030, A Code of Conduct for School Board Members
Draft Policy 2430, School Board Agenda
Draft Policy 2610, Loudoun County School Board Staff Aides
Draft Policy 3070, Safety and Emergency Related Communications
Draft Policy 5040, School Counseling Services – Elementary, Middle and High Schools
Draft Policy 7620, Payroll Procedures
Draft Policy 8010, Fundraising
Draft Policy 8290, Threat Assessment for the Protection of Schools
Draft Policy 8610, Student Records
Draft Policy 8640, Disclosure of Personally Identifiable Information
Draft Policy 8650, Student Technology Acceptable/Responsible Use Policy

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

- Recommendation 1: SEAC does not recommend any changes to the draft policies 1030, 2430, 2610, 3070, 4050, 7620, 8010, 8155, 8290, 8610, 8640, and 8650 at this time .





Thank you!