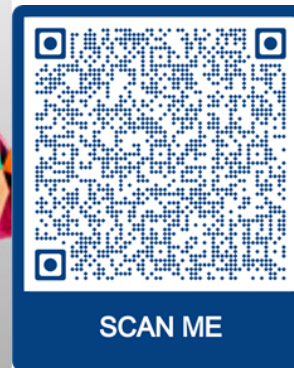
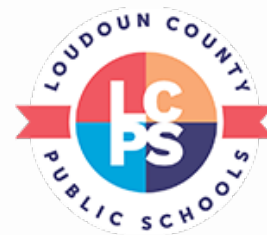


# SEAC BUSINESS MEETING

April 3, 2024



Please scan  
the QR Code  
for electronic  
sign-in.

# Introduction of SEAC Officers and Liaisons

## SEAC Leadership

### **SEAC Leadership:**

SEAC Chair

Liz Crotty

[SEACChair@lcps.org](mailto:SEACChair@lcps.org)

SEAC Vice Chair Planning

Jennifer DiDonato

[SEACViceChairPlanning@lcps.org](mailto:SEACViceChairPlanning@lcps.org)

SEAC Vice Chair Membership

Carla Sola

[SEACViceChairMembership@lcps.org](mailto:SEACViceChairMembership@lcps.org)

SEAC Vice Chair Communications

Shehnaz Khan

[SEACViceChairCommunications@lcps.org](mailto:SEACViceChairCommunications@lcps.org)

SEAC Secretary

Kathryn Rosenbrook

[SEACSecretary@lcps.org](mailto:SEACSecretary@lcps.org)

SEAC Past Chair

Sharon Tropf

[SEACPastChair@lcps.org](mailto:SEACPastChair@lcps.org)

### **SEAC Liaisons:**

Director of Special Education

Dr. Paige Carter

[Paige.Carter@lcps.org](mailto:Paige.Carter@lcps.org)

School Board Liaison

Kari LaBell

[Kari.LaBell@lcps.org](mailto:Kari.LaBell@lcps.org)

School Board Liaison, Alternate

Melinda Mansfield

[Melinda.Mansfield@lcps.org](mailto:Melinda.Mansfield@lcps.org)

# 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.



# 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,  
Updates,  
& Announcements



# Office of Special Education

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

# Department of Student Services

Tedra Richardson, Assistant Superintendent of  
Student Services

# Office of Special Education Update



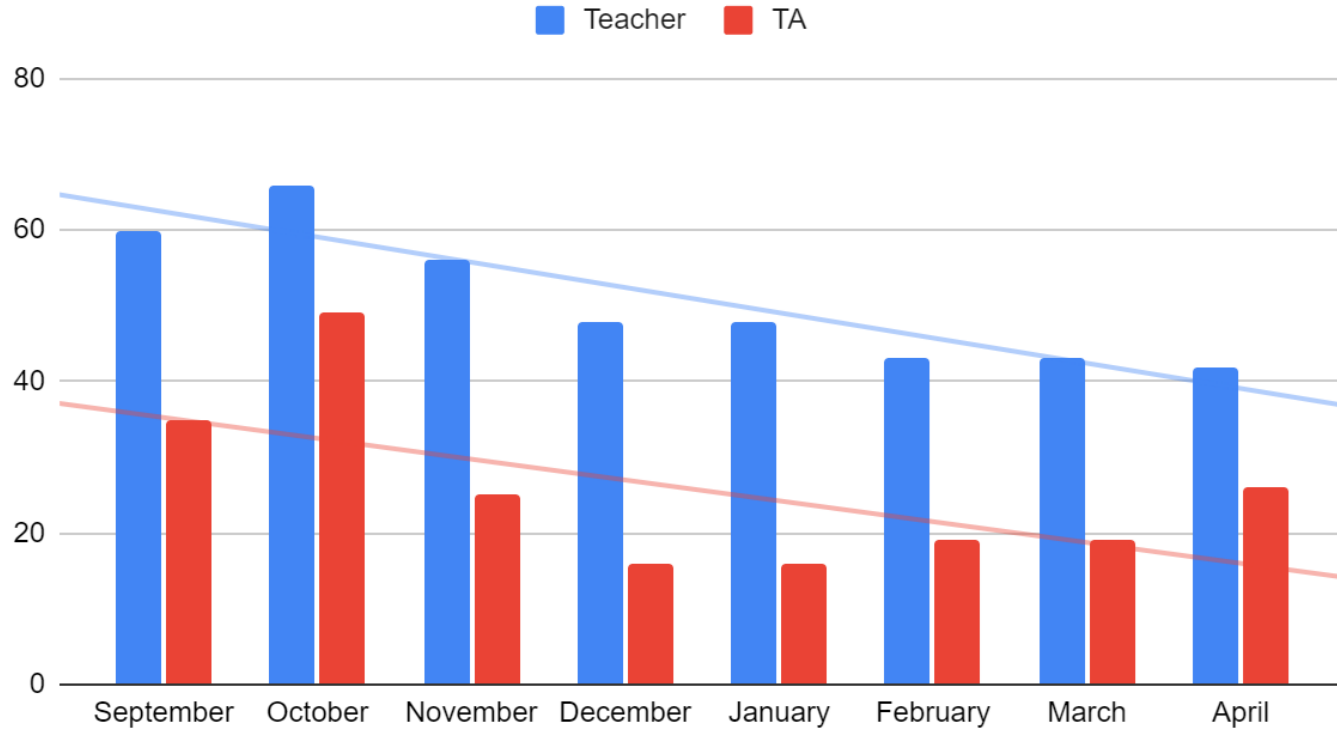
We are serving

10,309

students with disabilities.



## Teacher and TA







# Special Education Annual Plan

Office of Special Education

# Purpose of the Special Education Annual Plan/Part B Flow-Through Application

- Required to submit the application for funds to support special education and related services for SWD
- Formal agreement between LCPS and VDOE for implementing regulations governing these services
- Funding is contingent upon approval of this plan and its components



# Components of the Annual Plan

- Assurances and Certifications
- Interagency Agreements with Jails
- Maintenance of Effort
- Proportionate Set Aside
- Title VI-B 611 & 619 Spending



# Planned Spending Title VI-B

K-12+  
\$14,851,914.00



FTE Positions covered under the Title VI-B 611  
grant funding (\$14,765,044.60):

130.0 Special Education Teachers  
5.0 Teacher Assistants  
2.0 Coordinators  
2.0 Supervisor  
1.0 Audiologist  
1.0 Program Assistant  
1.0 Specialist  
1.0 Behavior Specialist  
1.0 Financial Analyst

Curriculum materials (\$ 23,930.40)  
Proportionate set aside (\$ 62,938.56)

# Planned Spending Title VI-B

Preschool  
Ages 3-5  
\$200,206.00

FTE Positions/items covered under  
the Title VI-B 619 grant funding  
(\$192,073.22):

2 ECSE Teachers

Curriculum materials (\$ 7687.00)

Proportionate Set Aside (\$445.40)



# Impact to the Budget

- Funds come from the IDEA
- Currently funded to states at approximately 15-20% of the cost of special education
- Has never reached the 45% originally promised
- The majority of special education is funded by state and local dollars
- In LCPS, the \$15,052,120.00 (Title 611 + Title 619 portions of the grant) is approximately 6% of the Office of Special Education \$238,909,778.00 budget
- And 4% of the Department of Student Services \$ 352,773,654.00 budget, which includes eligibility and other support to special education



# Questions





# Cyclical Special Education Audit (CSEA)

Office of Special Education



# The Process - Three Phases

1. Self-assessment
2. VDOE review
3. Onsite visit



# Review of VDOE Letter of Findings

- Identified Strengths
- Emerging Areas in Need of Improvement
- Areas of Focus for Program Improvement
- Noncompliance Findings



## Identified Strengths

- Unified programs
- Good instruction and rigor of content
- Differentiation
- Students aware of processes and procedures
- Use of technology, including assistive technology
- Specialized reading instruction through middle school
- Infrequent out-of-school suspensions



## Identified Strengths

- CTE credentialing in creative ways
- Overall SOL pass rates for SWD
- Well managed schools, positive climate
- Scheduling of special education first
- Principals actively interacting and working with SWD
- Dual endorsement of special education staff
- SLPs leading instruction for the whole class rather than pull out for language instruction



# Emerging Areas in Need of Improvement

- Data collection
  - Data collection is consistent.
  - Parent reported challenging process to get copies of data.
- Co-teaching
  - Prevalent in all schools visited.
  - Ambiguity of roles and responsibilities of teams.
- Caseload standards
  - Caseload standards are compliant.
  - Teachers reported challenges supporting caseloads.



# Areas of Focus for Program Improvement

- In co-teaching classes, SWD were pulled out for some instruction
- Instruction in self-contained settings
  - Some instruction some appeared not age or grade appropriate
  - Some activities noted had no connection to instructional goals.
- Access to manipulatives
- Visuals, timers, communication devices were not used in all settings that warranted these supports.



# Areas of Noncompliance



- **Special Ed Staffing Requirements**
  - Maximum caseloads/students in Early Childhood Special Education settings
- **Child Find**
  - Screening documentation
  - Timely processing of referrals
- **Evaluation and Reevaluation**
  - Audiologicals - documentation
  - Documentation of reports 2 days in advance
  - Evidence of VDOE eligibility criteria for all disability categories
- **Free and Appropriate Public Education**
  - Documentation of functioning hearing aids or components
  - Consideration of assistive technology
  - Documentation of follow up consideration of ESY

# Areas of Noncompliance

- Individualized Education Programs
  - Evidence of team members
  - IEP excusal forms
  - Written notice of IEP meetings
- IEP Accountability
  - Need to ensure the integrity of IEP process; decisions about goals, services, accommodations, and placement are the responsibility of the IEP team
  - Staff members reported being discouraged from increasing services or more restrictive placements for students at some Tier 3 or transition meetings.





## Next Steps:

- Celebrate our many strengths
- Create corrective action plan (CAP)
  - Each area of noncompliance
  - Professional development
- Increase focus on areas noted for improvement
- Conduct fidelity checks on CAP



# Questions



# Department of Student Services Update



- Reflect and Connect
- Budget for 2024-2025
- Superintendent's Entry Plan
- School Board Updates
  - Student Mental Health and Wellness
  - Multi-Tiered System of Supports



# New Business

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- Admit Virtual Attendees
- Approve Minutes from January, February, March
- Meaningful Inclusion: role call for quorum
  - Definition of Meaningful Inclusion
  - Postpone Inclusive Playgrounds

# New Business

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## Meaningful Inclusion:

We champion practices and thinking that embrace our broad diversity and abilities, and we presume the potential of each learner. Everyone shall have equitable opportunities to learn, access resources, and pathways to fully explore, engage, and collaborate in all aspects of the school community as integral members. We use an intentional mindset with strategies, designs, policies, and practices to anticipate and respond to individual strengths and needs. We cultivate a welcoming, supportive, and respectful environment which provides a foundation for individual success,

# SEAC Chair Report

2024/2025 Nominations

Subcommittee

- Carla Sola and Alicia McFadden
- Vote on Officers



# New Business

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- SEAC Officer Slate
  - Chair - Liz Crotty
  - Vice Chair of Communications - Erin Roselle Poe
  - Vice Chair of Membership - Carla Sola
  - Vice Chair of Planning - Catherine Moran
  - Secretary - Kathryn Rosenbrook



# Reports and Updates

01 Did you know? Extended School Year (ESY)  
Presented by SEAC member Sharon Tropf



# SEAC Chair Report

## Membership

### PTA/PTO Representatives and Member Training

- 77 Schools with PTA/PTO Representatives - 19 additional are needed
- 20 voting members - 1 pending membership

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

<https://www.lcps.org/SEAC>



# Executive Committee

- 01 Will be meeting tonight at Clyde's after the business meeting.
- 02 Met Tuesday to discuss Recommendations to be included in School Board presentation based off of subcommittee reports from 2022/2023 and SEAC Survey Data.
- 03 Reviewed SEAC Award nominations over Spring Break. Winners will be announced in the coming weeks.



# Subcommittee Reports

- 01 Meaningful Inclusion, Co-Chairs Tom Ketcham and Carla Sola
- 02 Policy and Compliance Committee, Co-Chairs Craig Metz and Melissa Waugh
- 03 Specialized Programs  
Specialized Reading and Math,  
Co-Chairs Alicia McFadden and Erin Roselle-Poe
- 04 Transition, Co-Chairs Shehnaz Khan and Catherine Moran
- 05 SEAC Awards Planning, Co-Chairs Shehnaz Khan and Sharon Tropf





# Annual Report, Systemic Special Education Needs & Recommended Actions

## 2022-2023 School Year



# 2022-2023 Annual Report

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## ACCOMPLISHMENTS

- SEAC membership reviewed and provided feedback on [19 School Board Policies](#);
- Hosted the SEAC Annual Awards in June 2023 with an Awards Ceremony;
- A new standing subcommittee, Meaningful Inclusion began in the fall of the 2022-2023 school year; and
- Began Literacy Subcommittee work sessions to dive deeply into specialized literacy topics.





# 2022-2023 Annual Report



## SURVEY ANALYSIS

The Special Education Advisory Committee Annual Parent Survey (2022-2023) Data Analysis was completed Dr. Adam Winsler of Child Research, Evaluation, Data, and Information Technology Services (CREDITS, LC) and George Mason University. Dr. Winsler also completed the 2019-2020, 2020-2021, and 2021-2022 SEAC survey analysis. Please see document 2021-2022 SEAC Survey Analysis for the full report. The 2022-2023 analysis document summarizes the following:

- 1) Overall parental satisfaction for the county,
- 2) Whether parental satisfaction varies according to students' school district, disability category, and school level/type,
- 3) Notable changes in parental satisfaction from academic years 2021-2022 to 2022-2023, and
- 4) Results from a qualitative analysis of parents' open-ended responses to the survey.



# 2022-2023 Annual Report

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## SURVEY ANALYSIS

- The 2022-2023 survey was administered in English and Spanish and had – **801 Total Responses (712 Complete 89 Incomplete)**.
- A further examination of the data led to 89 responses being excluded from analysis due to large amounts of missing information or inconsistent/impossible combinations of responses.
- The final 712 responses analyzed included cases that had information on the disability category for the student, the school district they attended, their level of schooling (preschool, elementary, middle, high school), and at least one response to a “satisfaction with” or “agreement with” survey question.





# 2022-2023 Annual Report

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## SUMMARY OF SATISFACTION ACROSS THE DISTRICT

Overall, the analysis across the entire school district shows that:

- About 78% (a range of 65-89% depending on item) of parents are satisfied with the special education services received in 2022-2023.
- A sizeable minority of 15-35% that are not satisfied.



# 2022-2023 Annual Report

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## COUNTY-WIDE SATISFACTION WITH LCPS SERVICES

- The survey most notably outlined improvements in satisfaction from parents for:
  - ESY
  - Dispute resolution
  - School placement
  - Most educational settings
  - Feeling like parents are heard/valued by LCPS



# 2022-2023 Annual Report

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## COUNTY-WIDE SATISFACTION WITH LCPS SERVICES

- There was a decrease in satisfaction in:
  - Staffing,
  - Reading instruction
  - Most specialized therapy services (Occupational Therapy, Physical Therapy, Interpreter/Audiology/Other hearing supports)



# 2022-2023 Annual Report

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## COUNTY-WIDE SATISFACTION WITH LCPS SERVICES

- Parents would like to see:
  - Increased staffing
  - A desire for LCPS to more strongly prioritize students with disabilities,
  - Increased communication and collaboration with parents as partners in the IEP process
  - Enhanced efforts to ensure that meaningful inclusion takes place both in the classroom and at school events
  - Transition (from elementary to middle, middle to high school and out of high school) continues to be an area of concern and opportunity



# 2022-2023 Annual Report



## SUMMARY OF QUALITATIVE RESPONSES

Overall, the most common responses suggested/asked for:

- Increased staff, more resources, and better training given to special education staff.
- Increased resources and attention given to mental health for students with disabilities.
- A desire for LCPS to more strongly prioritize children with disabilities.
- A desire for more consistency across schools, teachers, and personnel.
- Increased communication and collaboration with parents as partners, especially with respect to the IEP process.
- Better (and earlier) transition planning for after high school.
- Enhanced efforts to ensure that real inclusion takes place both in the classroom and for school events.



# 2022-2023 Annual Report

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## RECOMMENDATIONS

In comparing the 2021-2022 Areas of Concern to the 2022-2023 survey results, SEAC continues to offer recommendations in many of the same areas as these needs continue to impact LCPS students with disabilities. SEAC is looking forward to partnering with the Department of Student Services and the Office of Special Education to develop a comprehensive plan that enhances the supports and opportunities we provide to our students with disabilities to prepare them for a successful transition into adulthood. Providing a continuum of opportunities for our students remains a top priority.



# 2022-2023 Annual Report



## RECOMMENDATIONS, *EQUITY*

Educational equity means that each child receives what they need to develop to their full academic and social potential. To address and achieve equity, our ONE LCPS Strategic Plan for Excellence and LCPS policies and procedures must be aligned and barriers identified and addressed. There are many wonderful examples of inclusion taking place in LCPS, but there still exist many systemic needs to increase access to opportunities for our students with disabilities.

SEAC encourages the School Board to:

- Build special education staffing proposals from identified student and teacher needs rather than based upon administrative ratios applied to projections from the Department of Budget and Financial Services.
- Support the training for substitute teachers and teaching assistants in Special Education topics before working with students.
- Continue to fund the Continuum of Special Education by offering a virtual option of schooling for K-12 students.



# 2022-2023 Annual Report



## RECOMMENDATIONS

### *EQUITY*

- Work with the Department of Instruction, Department of Student Services, and the Office of Special Education to support the efficacy of IEP Services delivery for high school and middle school special education students. Particular focus on effective co-teaching models and incorporating Tier 1 accommodations (i.e. pre-printed notes, study guides, accessibility software, etc.) into instruction for all students.
- Work with DDI and Department of Student Services to make sure our students are included on the general education roster for their grade in Phoenix/ParentVue.
- Encourage the Department of Instruction and Department of Student Services to provide recovery services to students who experienced learning loss or persistent low scores on standardized testing but were not included in recovery/compensatory services.





# 2022-2023 Annual Report



## RECOMMENDATIONS

### *EQUITY*

- At the secondary level, design a course curriculum that can be used to establish Peer Groups as a credit-bearing elective. Students that participate in the Peer Groups course would partner with students with disabilities to enable them to participate in more general education environments (i.e. after-school activities, lunch, study halls, academic and elective courses) to facilitate more meaningful inclusion in our schools.
- Provide notification to parents on school flyers about who to reach out to if there is a need for support for a student due to a disability to participate.
- Create pathways for students with disabilities in all CTE offerings.



# 2022-2023 Annual Report

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## ***EQUITY, CONTINUED***

SEAC encourages the School Board to:

- Support the training for substitute teachers and teaching assistants before working with students.
- Fund the Continuum of Special Education by maintaining a virtual option of schooling for K-12 students.
- Work with the Department of Student Services and the Office of Special Education to support the efficacy of IEP Services delivery for high school and middle school special education students.
- Encourage the Department of Student Services to update IEE fee limiting cap to market rates.
- Encourage the Department of Student Services to carefully consider providing Compensatory/Recovery Services for students with disabilities who experienced learning loss.



# 2022-2023 Annual Report

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## *TRANSITION*

SEAC encourages the Office of Special Education to:

- Create a systematic way to track Life Skills and Workplace Readiness Skills.
- Create a blueprint of what equipment and materials should be in every independent living lab. Identify and prioritize building needs based on school programs. Capital Improvement Budget impact.
- Remove the Algebra I SOL and PSAT admission barriers to MATA unless applicable for coursework.



# 2022-2023 Annual Report

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## *TRANSITION*

SEAC encourages the Office of Special Education to:

- Consider creating Transition Training Centers to support a variety of transition training at key locations across the county.
- Create a Community Independence Instruction (CII) Framework and provide funding to encourage full elementary and middle school participation.
- Additional Transition Teachers to support middle school to high school transition and all students at the high school and a full time Transition Supervisor. Currently transition teachers are spread too thin to provide consistent interaction and support to students with disabilities throughout high school.



# 2022-2023 Annual Report



## *ACCESSIBILITY*

SEAC encourages:

- The Department of Student Services to partner with the Department of Teaching and Learning to create procedures and training for ensuring accessible instructional materials are available across all LCPS classrooms.
- The Department of Student Services to provide regular training to teachers, parents, and students on Tier 1 accessibility tools such as Google Read/Write, Equatio, Google Keep, etc.
- The Department of Instruction to provide training to all General Education teachers on how to include all students in the planning process for lessons and utilizing inclusive design practices such as Universal Design for Learning (UDL) in every class and at every grade level.



# 2022-2023 Annual Report

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## *ACCESSIBILITY*

SEAC encourages:

- The School Board to allocate funds and direct the Department of Support Services to make our school playgrounds accessible and inclusive to all students by providing fencing around all first through fifth grade playground area and structures. Create a standard buildout for Preschool through Kindergarten that includes accessible, durable, commercial grade equipment. See our SEAC Inclusive Playground Recommendations for more detail.



# 2022-2023 Annual Report



## ***LITERACY (Reading, Writing, Spelling, And Handwriting) & MATH INSTRUCTION:***

SEAC encourages the School Board to:

- Utilize TNTP K-3 Curriculum Review Recommendations to update LCPS practices.
- Clearly define the implementation of Policy 5350, Parent Notification for Screening and Assessment and define remediation framework for students not meeting benchmarks. Parent notifications remain inconsistent and all requirements of Policy 5350 are not being followed (i.e. providing notification of intervention plan particularly at secondary levels, clear explanation of scores). SEAC recommends revisiting Policy 5350-REG.
- Ongoing concern that appropriate literacy services are not being provided to high school students who do not meet 'literacy screening' expectations such as iRead reading & FAST.



# 2022-2023 Annual Report



## ***LITERACY (Reading, Writing, Spelling, And Handwriting) & MATH INSTRUCTION:***

SEAC encourages the School Board to:

- For the Reading SOL, LCPS is using an outdated, predetermined score ( $SS \leq 77$ ) that inhibits the IEP team and/or Section 504 team from making decisions on the need for the read aloud accommodation based on the student's individual, unique needs.
- Increase training on teaching morphology.
- For Preschool, develop comprehensive developmental monitoring tool, that includes pre-academic standards and report progress at least three times a year to the parents.
- Develop a decision Matrix to assist and provide transparency and guidance to IE teams.
- Increase Specialized Instructional Facilitator to provide one per cluster.





# Literacy and Math Worksessions

At the LCPS Administration Building

Quarter 1, October 23, 9:30-10:30AM

Quarter 2, December 4, 9:30-10:30AM

Quarter 3, March 18, 9:30-10:30AM

Quarter 4, May 13, 9:30-10:30AM



# Transition Worksessions

At the LCPS Administration Building

Quarter 2, January 24, 9:30-11:30AM

Quarter 3, March 4, 9:30-11:30AM

Quarter 4, May 22, 9:30-11:30AM



# SEAC Representative Report

- 01 Career and Technical Education Advisory Committee
  - Next Meeting, Wednesday, April 17, 8:30-10:00AM
- 02 Equity Committee
  - Next Meeting, Thursday, April 4, 5:30-7:30PM
- 03 Gifted Education Advisory Committee (GEAC)
  - Next Meeting, Thursday, May 9, 7:00-8:30PM





# How Do I Contact Parent Resource Services?

- Loudoun County Public School,  
Douglass School
- 407 E. Market Street, Leesburg,  
VA 20176
- 571-252-6540
- Leanne Kidwell –  
[Leanne.Kidwell@lcps.org](mailto:Leanne.Kidwell@lcps.org)
- [Lcps.org/ParentResourceServices](http://Lcps.org/ParentResourceServices)
- Like Us on Facebook: LCPS  
Parent Resource Services
- Follow Us on Twitter:  
[@LCPS\\_PRS](https://twitter.com/LCPS_PRS)





## No More Birds & Bees

*Sexual Assault Awareness and Prevention*

Thursday, April 11, 6:30 - 8 p.m.

LCPS Administration Building, 21000 Education Ct., Ashburn

Pervasive misconceptions hold that sexual violence prevention requires uncomfortable conversations with teenagers, such as the traditional “birds and bees” talk. However, recent research demonstrates the importance ongoing parental/caregiver involvement in helping children and teens learn about consent and develop healthy relationship skills. This presentation will provide parents/caregivers with actionable steps to help ensure that children and teens have the skills they need to develop healthy relationships.

Register



<https://bit.ly/eTBj8Gz>

*This workshop will be presented by LAWS, Domestic Violence and Sexual Assault Services.*



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





Parent Resource Services  
Loudoun County Public Schools

## Preschool Child Find Chat: Screen Sense for Young Children

**Tuesday,  
April 16, 2024  
6:30 PM - 8:00 PM  
The Historic Douglass School  
407 E. Market Street  
Leesburg, VA 20176**



Join LCPS' Preschool Child Find team to understand the benefits and challenges associated with technology and children's early development such as sleep, language, self-regulation, and behavior. Learn how to plan a healthy media diet and balance tech time with hands-on learning.

Registration is required.

To register:

<https://bit.ly/3uZC1JY>



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.

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## Inclusive Practices and Co-Teaching

Thursday,  
April 18, 2024  
6:30 PM - 8:00 PM  
LCPS Administration Building  
21000 Education Court  
Ashburn, VA 20148



This presentation will provide information to parents regarding inclusive practices in instruction.

An overview of LCPS inclusive initiatives and opportunities will be provided.

Finally, examples of co-teaching successes will be recognized.

Registration is required.

To register:  
<https://bit.ly/3oNB57M>



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.

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## Reports, Updates, and Announcements



**UPDATE**

## School Board Liaison, Kari LaBell

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

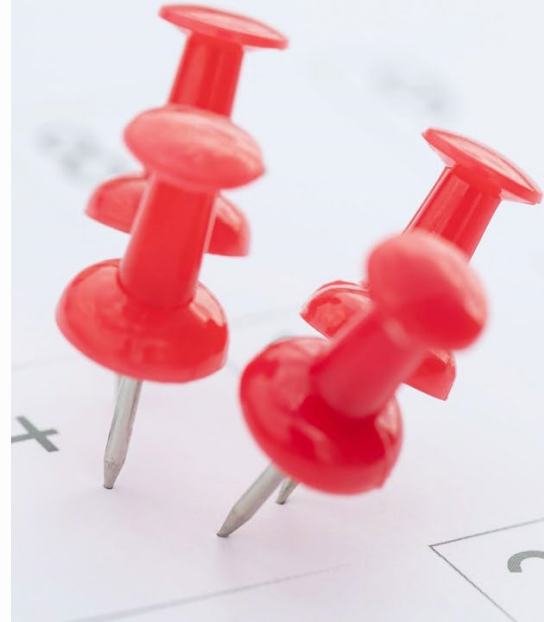
# SEAC Presentations & Business Meetings

May 1, 2024

Business Meeting and Subcommittee Worksessions



**Mark your  
calendar!**



# Thank you!

## Learning knows no bounds

