



Special Education Advisory Committee Meeting Minutes
LCPS Administrative Building, 21000 Education Court, Ashburn, Virginia 20148
SEAC Sponsored Presentation: 6:00 – 7:10pm
Business Meeting 7:15 to 8:30 pm
Wednesday March 6, 2024, Live Stream: <https://www.lcps.org/Page/140009>

Welcome by Liz Crotty 6:01 PM

Presentation: Executive Functioning: Promoting grit...but not grind

Presenters: Rachna Varia, PhD, Licensed Clinical Psychologist

Business Meeting

- 1. Call to Order- Liz Crotty @ 7:18 PM**
- 2. Public Comment**

Lisa Williams- I have come tonight to share our final experiences of Elementary school in hopes to effectively name the systemic breakdowns that have plagued our family and demonstrated very real systemic inequities. As we end 5th grade - our daughter is functionally illiterate - she has been at her elementary school for 7 years - since 2017 where she started in KG, repeated 1st, and she will graduate in June - reading at the 1st grade level, physically writing at a 2nd grade and does not know her Math facts with automaticity. LCPS continues to point towards the fact that with her technology - she is at a Tier 1 & Tier 2 level in Math and Reading. They continue to claim delivering FAPE through this narrative that they have created - IGNORING the real child in front of them. The passionate, SMART, interested in learning child that now asks - Why Won't you teach me the way I need and if not, why won't you let the teacher that can - do it? No answers as we leave 5th grade - so tonight - here are my 4 take aways on how the system continues to be broken:

1st - Not being held accountable to deliver analyzed, assessment data to SHOWs progress and that aligns with the functional skills of the child. We have been asking for meaningful, structured assessments due to our daughters needs and LCPS refuses to provide data for the last 4 years. Their offer is for me to take more pictures of pieces of paper. As our case manager shared with me last week - 'we are not required to provide our logic, just the data.'

2nd - student, diagnosis blaming. Lack of teacher training - resulting in a Culture of bias. A belief that neurodivergent students CANNOT learn. This is represented in LCPS own writing in the IEP stating - " the general consensus of the team agreed that child has processing deficits in phonological processing, rapid naming, meaningful and orthographic processing. These processing deficits are related to the pattern of underachievement". No focus AT all on her strengths and really understanding how SHE learns.

3rd system failure - No formal goals to support structured approach to remediating Phonetic Awareness. In our IEP meeting - the reading teaching stated that she doesn't believe in having a Goal because the amount of time it takes to record progress, she would rather be teaching. I don't believe that should be her choice - and yet, our daughters recommended IEP has no Phonetic Awareness goal. In the same category of system failure - there are NO documented Goals or methodologies captured to recognize, remediate and/or accommodate Dysgraphia. Circling back to item #2 --- the audacity of the system to blame the child - when they don't even provide documented tools/methodologies to support it.

4th - Top heavy command and control power structure with fractured cultures across Eligibility and SpEd teams. Creates an environment of mistrust and hostility and is a traumatic experience that feels purposeful for those of us who go through it. It does not foster collaboration and creates a terrible experience. This includes everything from small administrative items -- to the extreme --where the IEP teams don't know/read/review the suggestions of the specialists who perform the formal evaluations and recommendations.

The system is not for the child it is to protect LCPS. While there are many more - if any of these started to be addressed, our SpEd system would be better for it.

Rock Ridge Performing Arts-Upcoming performance of Frozen. Nine performances. April 27 @ 11am relaxed performance.

3. Office of Special Education Update-Dr. Paige Carter

- Currently serving 10,228 students with special needs. This is an increase of 119 students from last month.
- **Current openings**

Teachers 45, Teaching Assistants 19 Currently, 62 vacant positions out of 1016 teacher/teacher assistant positions.

- Increased collaboration for staffing

4. Department of Student Services-Nykea Purnell

- One LCPS Strategic Plan for Excellence- provided to board in February.
- Upcoming School Board presentations on MTSS and Student Mental Health in LCPS, March 14th @ 4:30pm
- Shout out to Office of Special Education for an amazing professional learning experience.

5. Recognition of Megan Cannon- for all her help with the SEAC Awards Ceremony

6. Presentation of The Virginia Freedom of Information Act (FOIA) For Local Officials

Alan Gerhardt-Executive Director of VA-FOIA

PowerPoint is available on the FOIA Council website:

<https://www.virginia.gov/agencies/virginia-freedom-of-information-advisory-council/>

7. New Business

Reports and Updates

a. Policy and Compliance Subcommittee

Policy Reviews

Policy 6640, Emergency First Aid, CPR and AED Certified Personnel

Concerns & Recommendations:

Concern 1: The policy as written does not explicitly reference diabetes in the title or opening paragraph, although the policy does reference diabetic care later in the policy.

Concern 2: The policy is not up to date with current diabetes management practices in schools as outlined by the American Diabetes Association (ADA) and VDOE (see attached reference documents) and is not up to date with the current technology most students diagnosed with T1D are utilizing to support diabetes management during the school day.

Concern 3: Current LCPS practice results in students with diabetes not being carefully monitored across the school day, resulting in unnecessarily being pulled from instruction to treat preventable high and low blood

glucose levels. Low blood glucose can develop over a short period of time and impacts students functioning including but not limited to concentration, processing, and behavior. If treated early, most episodes of hypoglycemia can be treated in the classroom with fast-acting sugar. Delayed treatment of High blood glucose can result in symptoms of illness, slowing of cognitive functioning, and attention, and many long-term health issues. Current LCPS practice results in parents having to be “on call” throughout the school day in order to monitor their child’s CGM data from a remote location, insert or reinsert pump insets, and provide diabetes care.

Concern 4: This policy does not address the staff training requirements needed to keep our students with diabetes safe in our schools. It is critically important to have staff who are trained to read and respond to continuous glucose monitor (CGM) alarms and trends, manage levels of blood glucose levels throughout the day, and reinsert insulin pumps when needed. There needs to be enough trained, redundant staff to cover staff absences or sicknesses so that our students with diabetes are able to attend school safely and without interruption. State Guidelines specify 3 tiers of training and for whom they are appropriate.

Recommendation 1: Change the title of this policy to “EMERGENCY FIRST AID, CPR, AED, AND DIABETES MANAGEMENT” to clearly articulate that this policy covers diabetes as well as emergency first aid, CPR, and AED.

Recommendation 2: Line 3, add “diabetes management, and” after “training for” “Loudoun County Public Schools provides training for diabetes management, and emergency first aid, Cardiopulmonary Resuscitation (CPR), and Automated External Defibrillator (AED) certification in accordance with Code of Virginia Section 22.1-274.”

Recommendation 3: Add citation for “§ 22.1-274.01:1” on line 4 where relevant Code of Virginia is referenced. This section of code addresses “Students who are diagnosed with diabetes; self-care; insertion and reinsertion of insulin pump.”

Recommendation 4: Replace at Line 9, “shall be at least two employees who have Level 3 diabetes training in the administration of insulin, including the use and insertion and reinsertion of insulin pumps or any of its parts, reading and responding to continuous glucose monitor (CGM) alarms and trends, and the administration of glucagon and insulin. Staff working with students diagnosed with diabetes, to include but not be limited to teachers, bus drivers, playground monitors, cafeteria managers, will receive Level 2 diabetes training.”

Recommendation 5: Replace at line 14, “having diabetes attend such school, there shall be at least two employees who have Level 3 diabetes training in the administration of insulin, including the use and insertion and reinsertion of insulin pumps or any of its parts, reading and responding to continuous glucose monitor (CGM) alarms and trends, and the administration of glucagon and insulin. All staff working with identified students diagnosed with diabetes, including but not be limited to teachers, bus drivers, playground monitors, and cafeteria managers, will receive Level 2 diabetes training.”

Recommendation 6: Replace at line 17, “a registered nurse or nurse practitioner, unless another member of the LCPS staff is authorized by the parent and per the Diabetes Medical Management Plan (“DMMP”), shall assist with continuous glucose monitoring, 5 | Page the administration of insulin, insertion and reinsertion of insulin pumps or any pump parts, and administration of glucagon.”

Recommendation 7: At line 29 add the following cross references:

AM. DIABETES ASS’N, Helping the Student with Diabetes Succeed: A Guide for School Personnel (2022), available at <https://diabetes.org/sites/default/files/2023-10/Schoolguide-final-11-16-22.pdf>.

VA. DEPT. OF EDUC., Diabetes Management in Schools: Manual for Unlicensed Personnel, available at <https://www.doe.virginia.gov/home/showpublisheddocument/32070/638090488413830000>.

Motion to adopt this as presented with added concern of Seizure Action Plans. Motion passed unanimously.

Policy 6650, Personnel Training – Viral Infections

Policy 2620, Recognition of Student and Staff Accomplishments by the School Board

Policy 7318, Resignation of Staff Members

Policy 8273, Student Speech and Expression

Policy 8550, Parental Notification Concerning Sex Offender and Crimes Against Minors Registry

No recommendations given, no discussion, motion carries unanimously

SEAC Chair Report

- a. **2024 SEAC Awards** June 5th at 6:30PM at Rock Ridge High School
 - Look for the Call for Nominations!
- b. **2024/2025 Nominations Committee-** Carla Sola and Alicia McFadden
 - Presentation of the slate at tonight's Business meeting
 - Voting on April 3rd Business meeting

c. Membership

PTA/PTO Representatives and Member Training

77 Schools with PTA/PTO Representatives - **19 additional are needed**

20 voting members - **1 open memberships**

Welcome new members Beth Carlson and Sakina Zarhbouch

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

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

d. Subcommittee Reports

2023-2024 Subcommittee Co-Chairs- information will be sent out from each committee to members and PTO representatives

- **Meaningful Inclusion**, Tom Ketcham and Carla Sola
- **Policy and Compliance**, Craig Metz and Melissa Waugh

Specialized Programs

- **Meaningful Inclusion**, Co-Chairs Tom Ketcham and Carla Sola, Next meeting March 20, 2024
- **Literacy and Math**, Alicia McFadden and Erin Roselle Poe
 - Next Work session March 18th – 9:30 am – 10:30 am
- **Specialized Literacy and Math Work sessions @ LCPS Administration Building**
 - Quarter 3, March 18, 9:00-10:00AM
 - Quarter 4, May 13, 9:00-10:00AM
- **Transition**, Shehnaz Khan and Catherine Moran
 - Next Transition Work session May 22nd – 9:30AM – 11:30AM

Other Committees:

- 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. Next meeting February 21, 2024.
- Gifted Education Advisory Committee (GEAC): Next Meeting, Thursday, March 7th - 7:00-8:30PM
- Equity Committee: 1st Thursday of the Month, Next Meeting, Thursday, March 7th - 5:30-7:30PM

e. Parent Resource Services-Leanne Kidwell

Summer Resource Fair- March 9, 2024 (Snow Date March 16, 2024)

Diploma Options & Graduation Requirements for Students with IEPs-March 21, 2024

Meetings are from 6:30 pm to 8:00 pm @ Historic Douglass High School

Mental Health & Wellness Parent Series

Parenting the Anxious Child- March 14, 2024

Meetings are from 6:30 pm to 8:00 pm @ LCPS Administration Building

f. School Board Liaison- Kari LaBell

No update. She is holding listening sessions the last Thursday of each month. She will review seizure disorder policy

Next SEAC Meeting: April 3, 2024 @ 6:00 pm. Presentation: SEAC Annual Report SY 2022-2023

2. Adjourn: 9:03

SEAC Leadership:

SEAC Chair	Liz Crotty	SEACChair@lcps.org
SEAC Vice Chair Planning	Jennifer DiDonato	SEACViceChairPlanning@lcps.org
SEAC Vice Chair Membership	Carla Sola	SEACViceChairMembership@lcps.org
SEAC Vice Chair Communications	Shehnaz Khan	SEACViceChairCommunications@lcps.org
SEAC Secretary	Kathryn Rosenbrook	SEACSecretary@lcps.org
SEAC Past Chair	Sharon Tropf	SEACPastChair@lcps.org

SEAC Liaisons:

LCPS Staff Liaison, Director of Special Education	Dr. Paige Carter	Paige.Carter@lcps.org
School Board Liaison	Kari LaBell	Kari.LaBell@lcps.org
School Board Liaison, Alternate	Melinda Mansfield	Melinda.Mansfield@lcps.org

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Anyone needing accommodations for a disability to attend or take part in this activity should call (571) 252-1011. Calls should be made five days prior to the activity when possible so that proper arrangements can be made.

If schools close for weather or other reasons, there will be no SEAC meeting.

SEAC is an advisory committee to the LCPS School Board