

Office of Special Education Updates

February 3, 2021
SEAC

Patricia Nelson, Ed.D. - Director of Special Education

Special Education COVID Recovery Services - Summer 2021

- The Office of Special Education is partnering with the Department of Instruction and Department of Support Services to offer remedial opportunities and credit recovery options for students during the summer of 2021.
- Students with disabilities will have the opportunity to participate in the summer COVID recovery programming, with IEP teams determining the appropriate accommodations, goals and services required in the least restrictive environment.

Special Education COVID Recovery Services - Summer 2021

- Services will be offered within the Distance Learning and Hybrid Learning models.
- A budget for the summer COVID recovery opportunities has been established and shared with the School Board.
- Extended School Year Services continue to be provided as determined by the student's IEP.

Special Education COVID Recovery Services - Summer 2021

- Tentative dates - June 28, 2021 - July 30, 2021
 - Elementary Sites 8:30-12:30
 - Secondary Sites 8:30-12:45
- Sites continue to be established in conjunction with the Department of Instruction and Department of Support Services.
- IEP teams will be convening to discuss individual student need as it relates to COVID recovery services.

Public Comment: Structured Literacy

- LCPS Collaborative Literacy Team: Inclusive of Department of Instruction and the Office for Special Education literacy leadership
 - Collaboration includes VDOE leaders of dyslexia and literacy
- The Literacy Team has developed extensive guidance documents to assist teachers in integrating practices of balanced and structured literacy.
- Curriculum and Instruction Committee (Feb. 6th at 6:00 pm): Collaborative Literacy Team presentation topics of balanced literacy and structured literacy, as well as the continuum of literacy instruction provided in LCPS.

Public Comment: Structured Literacy

- Division-wide structured literacy lesson plan framework and instructional materials for Multisensory Explicit Phonics- Tier 3 (MEP-3) instruction has been shared through VDOE with all dyslexia advisors in our state.
- Additional asynchronous parent sessions on dyslexia and the “why” behind specialized reading practices have been developed and shared through Parent Resource Services.
- Enhancements to our LCPS Dyslexia Awareness and Specialized Instruction websites have been made to include the items above and more.
- Specialized Reading Teacher Forums have connected the practices of Social Emotional Learning to Specialized Reading Instruction in December, and Equitable Practices in Specialized Reading, with a focus on addressing implicit biases and holding high expectations for all readers, held in January.
- Ongoing coaching and implementation support provided by the SIF-Rs continues in the virtual classroom.

Public Comment: Child Find

LCPS is responsible for locating, identifying, and evaluating all children with disabilities who are parentally placed in private schools located in the school division. (8VAC20-81-150(C)(2)(a-e)).

- Annual letters sent to private schools and local pediatricians
- Public presentations to parents and professional organizations
- Notice on websites and documents
- Intra-agency collaboration
- Screenings

Public Comment: Child Find

Once a student is identified as a child with a disability by meeting the eligibility criteria:

LCPS ensures a services plan is developed and implemented for each parentally placed private school child with a disability who has been designated to receive special education and related services.

- Parents and Private school representatives are invited members of the IEP teams for the development of the ISP (Individual Service Plan) and reviewed annually
- When LCPS is aware of Families who choose to withdraw their child(ren) from LCPS and unilaterally place their child(ren) in a private school program or home instruction, a letter is mailed to them outlining the process, to include a point of contact, should they wish to pursue special education services through an Individualized Services Plan (ISP).

Public Comment: Proportionate Set-Aside (PSA)

- Loudoun County Public Schools (LCPS) is required by federal regulation to comply with Part B of the Individual with Disabilities Education Act (IDEA), which includes a Proportionate Share Calculation that mandates that the school division spends a proportionate amount of the IDEA funds allocated on providing special education and related services to home-schooled or parentally-placed private school children with disabilities.
- The Proportionate Set-Aside (PSA) is calculated, based on VDOE guidance, by adding the number of parentally-placed or home-schooled students to the total number of students with disabilities (including parentally-placed students that are eligible to receive, but are not receiving, services) enrolled in the LCPS system, and dividing the total Part B IDEA allocation by that count.

Public Comment: Proportionate Set-Aside (PSA)

- In FY 2020-21, the proportionate set-aside funds was \$67,388.29 which resulted in an average allocation per eligible student of \$1,321.34. Similarly, in FY 2019-20, the calculation was performed in the same manner for a total of \$56,489.83 with an average allocation of \$1,283.86.
- The FY 2021-22 PSA has not been calculated at this time but will follow the same methodology.
- The Office of Special Education prepares and presents an Annual Plan to both the Special Education Advisory Committee (SEAC) and the School Board, which is open to the public. This process is completed each school year in the Spring in advance of the upcoming school year. The Annual Plan can be found on the LCPS Office of Special Education website.

SEAC Annual Report: Retreat

- March 8, 2021 ~ 4:00 p.m. - 8:00 p.m.

The Office of Special Education will be meeting with SEAC leadership. SEAC leadership will “unpack” their recommendations from the 2019-2020 SEAC annual report, and collaborate on the development of a plan moving forward.

Policy 8155 - School Assignment Proposed Policy Revisions

February 3, 2021
SEAC Review

Clark Bowers, Ed.D. - Director of Student Services

Background Information

- Policy 8155 was adopted by LCPS School Board on January 28, 2020 and allows the Loudoun County School Board and LCPS staff the option to place students in schools outside of their attendance zone.
- Policy 8155 consists of 6 sections:
 - Instructional Suitability
 - Relieving Overcrowding
 - **Special Permission**
 - In-County Residence Changes
 - Move In
 - Move Out
 - Other Considerations
 - Charter Schools

C. Special Permission (SP) - Application Requirements

Proposed changes include:

Line 99 - 106

(i) For students with disabilities, capacity is defined as space available within the special education-program **and the approved LCPS staffing standard teacher caseload**, and an appropriate instructional program is available at the requested school to adequately meet the student's educational needs as determined by the school division, **without requiring additional staff or incurring additional costs.**

C. Special Permission (SP) - Application and Appeals

Proposed changes include:

Line 238 - 240

b. If a special permission request is denied, parents, adult students, or legal guardians may appeal the decision in the following manner:

C. Special Permission (SP) - Application and Appeals

Proposed changes include:

Line 242 - 250

Under-enrolled schools, **or when capacity exists for elementary schools in the general education and/or special education program and the approved LCPS staffing standard teacher caseload**, appeals may be made directly to the Director of Student Services for review. If the request is denied by the Director of Student Services, the parent, or legal guardian, may appeal to the School Board committee per School Board Policy 2350, *“Appeal of Administrative Decisions.”*

C. Special Permission (SP) - Application and Appeals

Proposed changes include:

Line 269 - 274

Special permission requests for all students where sufficient capacity exists or becomes available, without requiring additional staff or incurring additional costs, the appeal may be approved by the Director of Student Services up to one day prior to the School Board Committee hearing.

F. Timeline

- Recommendations to Dr. Clark Bowers and Dr. Pat Nelson by **Thursday, February 11, 2021.**
- President's Day Holiday, **Monday, February 15, 2021.**
- Next review by Pupil Services Committee is on **Thursday, February 18, 2021.**
- School Board Policy requires items must be posted three days in advance of the meeting.
- **Anticipated information item for LCPS School Board would be February 23, 2021.**

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Loudoun County School Board

FY22 Pupil Services Budget Highlights

SEAC Meeting 2/3/2021

Dr. Asia R. Jones, Assistant Superintendent



Focus on the Whole Child

- ✓ Promotes trauma-sensitive approaches through expanded restorative practices, social emotional learning, and positive behavior interventions and supports
- ✓ Enhances the Multi-Tiered System of Supports (MTSS) through increased capacity to address mental health, substance use intervention and prevention, and chronic absenteeism
- ✓ Enhances school safety through increased support, oversight, and staff professional learning of the threat assessment process

Focus on the Whole Child

- ✓ Strengthens instructional and behavioral support for students with disabilities
- ✓ Expands summer school programming to include COVID recovery services for students with disabilities

FY22 Special Education Positions

Special Education Positions	FTE	\$ in millions
Teacher, Special Education	39.0	\$3.9
Teacher Assistant, Special Education	7.0	\$0.3
Behavioral Assistant - Bus Attendant	10.0	\$0.5
Speech Therapist	3.0	\$0.3
Occupational Therapist	1.0	\$0.1
Coordinator, Competent Learner Model	1.0	\$0.1
Specialized Instructional Facilitator, Reading	1.0	\$0.1
Dean - Special Education: Elementary	15.0	\$1.6
Dean - Special Education: Middle	5.5	\$0.6
Supervisor, Special Education	1.0	\$0.2
Total *	83.5	\$7.7

* Amounts are rounded

Special Education Summer Academy

- ✓ Specialized COVID recovery services for students who meet the requirements as determined by their IEP team.
- ✓ Services will be provided within the distance learning and hybrid learning model.
- ✓ Students with disabilities may attend a summer program in an inclusive general education environment or specialized program.
- ✓ Extended School Year (ESY) services continue to be provided as determined by the student IEP.
- ✓ Additional time afforded for student participation.

Summer School Support

Summer Programming	\$ in millions
Extended School Year (ESY)	\$1.1
SPED Summer Academy	\$2.3
Dept. of Instruction Summer School Expansion	\$2.4
Total *	\$5.8

*** Amounts are rounded**

Loudoun County School Board

FY22 Pupil Services Budget Highlights

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