



SEAC Annual Report Summary: 2017-2018

Dr. Carol Williams-Nickelson, SEAC Chair

November 27, 2018

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"Instead of viewing your most difficult students as a burden, think of them as **an opportunity to do your best work.**"

—Educator David Geurin

SEAC's PURPOSE: Advise the School Board on the Needs of Special Education Students in LCPS.

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 to children with disabilities in the Commonwealth. The functions of the SEAC, as specified by Section 8VAC20-81-230 D.2 of these regulations are to:

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

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Report Content:

1. Purpose of SEAC and Scope of Report
2. Overall Commendations
3. Commendations Pertaining to Prior Year's Recommendations
4. SEAC's Annual Parent Survey: Process and Findings
5. Five Areas of Need/Concern and 2018-2019 Recommendations
6. SEAC Operations: Structure, Meetings, Public Comment, Annual Excellence in Special Education Awards

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Scope of this year's report:

Needs/Recommendations: Identify areas of need in the education of students with disabilities in LCPS and SEAC's recommended solutions.

Context: Review last year's (2016-2017) full report and recommendations.

Effort to limit length and focus primarily on:

1. Commendations for progress made in areas of need and concern identified last year.
 2. Issues that continue to be of concern.
 3. New and expanded areas of need (from prior years).
 4. Priorities.
- ✓ Beyond the scope to obtain progress updates for all previously identified areas of need. Related recommendations still stand.
 - ✓ SEAC encourages further School Board deliberation and delegation for follow-up and reporting outcomes.

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Overall Commendations:

LCPS Philosophies, Guiding Principles and Programs

1. Developing the whole child.
2. Promoting school/family partnerships.
3. Creating an inclusive school environment.
4. Providing differentiated resources to close achievement gaps.
5. Access to gifted education curriculum.
6. Providing a healthy learning environment.
7. Eliminating discipline disproportionality.
8. Maintaining and bolstering special education funding.
9. Parent Resource Services (PRS) and PRS Programming.

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Last Year's (2016-2017) Priorities and Concerns

Priorities:

- Mental Health Awareness and Integrative Supports
- Consistency in Programs and Services
- Quality Inclusion
- Transition Services
- Dyslexia Services and Supports
- Autism Programs and Supports

Concerns:

- Budget
- Discipline
- Differentiated Resources and Supports
- Speech Language Pathology Services
- Special Education Expertise (staff/admin responsible for SPED)

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Commendations for 2017-2018 Work:

Thank You for Being Responsive!

1. Daily communication notebook for students in intensive programs.
2. Career and transition pilot program.
3. Middle school career and transition services.
4. Return-to-Learn initiative.
5. Mental health training.
6. Building-up and assessing autism programming.
7. Implementation of a universal screening tool for early identification of dyslexia.
8. Professional development and training for dyslexia.
9. Delivery of appropriate interventions for dyslexia.
10. Improvements to fidelity of specialized reading instruction.
11. Use of assistive technology to remediate dyslexia.

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SEAC's Annual Parent Survey: Process and Findings

- Expanded survey
- Response rate from N=115 to N=568
- Dissemination and data collection – March/April 2018
- Preliminary analysis by LCPS Research Office
- Deeper qualitative analysis by SEAC members with survey design and evaluation experience – August/September 2018
- See survey summary and tables in report

SEAC requests that the School Board consider engaging an independent research firm to help SEAC develop, implement and analyze the SEAC Annual Parent Survey, beginning in Spring 2019.

Data Sources Used to Identify 2017-2018 Needs/Concerns and Recommendations

1. Public comment
2. SEAC Subcommittees
3. SEAC meetings and presentations
4. PTA/PTO Representatives
5. Parent outreach directly to SEAC
6. Meetings with staff
7. Annual SEAC Parent Survey

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Five Areas of Need/Concern and 2018-2019 Recommendations:

1. Policies, Practices and Procedures

Provide opportunity to review policies, practices, regulations prior to submission to the School Board

2. Executive Functioning and Social-Emotional Learning

Social skills, mental health awareness and integrative supports, appropriate use of reinforcement and discipline, organization/time management skills, self-advocacy coaching, developing strong work and study habits, and test preparation

3. Specialized Programs and Services

Availability and access, frequency, regularity, and fidelity: ST, OT, AT, Music Therapy, Career/Transition Services, Twice Exceptional (2e), SRI, Autism, Behavior Mgmt.

4. Culture and Climate

Productive relationships based on transparency, trust, empowering IEP teams, and effective communication

5. Compliance

Appropriate IEPs, consistency across LCPS, proper implementation of supports/services impacts student performance, inclusion and achievement

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SEAC Operations

- ✓ Members
- ✓ Subcommittees
- ✓ PTA/PTO Representatives
- ✓ Meeting and Presentation Schedules

SAVE THE DATE:
Annual Excellence in Special Education
Awards Ceremony
6:30 – 8:00 p.m.
May 15, 2019
Location TBA

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"Behavior is a communication when a student cannot articulate their struggle and get the help they need. We must avoid taking it personally, but **use a personal approach to understand the student and ultimately help them.**"

—Teacher Joan Young

thank you!