



Superintendent's Teacher Advisory Committee

April 18, 2024

Agenda

- ❖ Connection Before Content
- ❖ *Follow-up:* HRTD
- ❖ *New topic:* Curriculum
- ❖ *New topic:* Blue Ribbon Panel
- ❖ New Topic: Feedback on Growth Assessments
- ❖ Dialogue with Dr. Spence

Connection Before Content

- ❖ As a table, come up with three things you have in common with each other.
The three items should not be obvious. Get creative!

Committee Overview

- ❖ Purpose: The goal of the Superintendent's Advisory Committee is to provide teachers with opportunities for voice, input and feedback regarding the leadership and direction of the school division.
- ❖ Structure: Each LCPS school will nominate two current teachers to serve on the Advisory Committee. Only one representative should attend as this should ensure that each school is represented at each meeting.
- ❖ Participant Expectations:
 - Make every effort to attend each meeting and participate
 - Provide constructive feedback that is representative of your school, your cluster schools and the division, that helps to advance our work

Slide Deck

[SAC-T April 2024.pdf](#)

Follow-Up Topics: HRTD

- ❖ School Calendar
- ❖ Staffing & Substitutes
- ❖ Leave

School Calendar

Teacher Suggestion

Election Day Calendar (3 Options Presented)

- ❖ 45/66 Teacher Advisory respondents selected Option 1

Responses	Rank			Overall Rank
	Rank 1	Rank 2	Rank 3	
Option 1	5,267	1,153	2,047	1
Option 2	1,682	4,608	2,176	2
Option 3	1,518	2,705	4,243	3

Status/Update

- ❖ Option 1 was adopted by the school board on April 9, 2024

Option 1: 2024-25 and 2025-26 SY

Student and Teacher Calendar

OPTION #1: 2024-25SY	OPTION #1: 2025-26SY
<u>Students</u> <ul style="list-style-type: none">➤ 179 school days (from 180 school days)➤ Last day moved from Tuesday, June 17, 2025 to Monday, June 16, 2025➤ No additional adjustments <u>Teachers</u> <ul style="list-style-type: none">➤ *No change to last contract day for Teacher Calendar <p><small>*Options for the 2024-25SY include an exchange for the observance of Rosh Hashanah, in lieu of the observance of Yom Kippur.</small></p>	<u>Students</u> <ul style="list-style-type: none">➤ 179 school days (from 180 school days)➤ Last day moved from Tuesday, June 16, 2026 to Monday, June 15, 2026➤ No additional adjustments <u>Teachers</u> <ul style="list-style-type: none">➤ *No change to last contract day for Teacher Calendar <p><small>* Last day of school will become a working day to close out school year or complete any other items as directed by the Department of School Leadership.</small></p>

[Student and Staff Calendar SB Update and Feedback Results - April 9, 2024](#)

[2024-25 Student and Teacher Calendars](#)

[2025-26 Student and Teacher Calendars](#)

Alternative School Schedules / Other Considerations:

- ❖ This will be an ongoing project that HRTD will continue supporting in collaboration with multiple LCPS departments and offices. This includes creating a calendar committee to review all the feedback and researching alternative school schedules.

HRTDTopics: Staffing & Substitutes

Teacher Suggestion	Status/Update
Bonuses for Longevity / Exceptional Staff	We continue to seek ways to both recruit new teachers and to retain our high quality teachers.
Substitutes - Better training and requirements	Enhancements have included the use of the Stedi Assessment to add more rigor to the application process; requiring training BEFORE working as a substitute; and adding language proficiency to the job description for applicants.
Substitutes - Additional Compensation	The FY25 budget includes increases the daily rate to \$135/day and the loyalty rate (25 or more daily jobs) to \$150/day.
Onboarding Process as it relates to Retired Teachers	By VA Code, retired teachers must separate and not work in a VRS position for one full calendar month; Oracle requires separation and rehiring into a substitute position; Differentiated application for former/retired teachers - not required to do Stedi Assessment.

HRTD Topics: Leave

Teacher Suggestion	Status/Update
Increase overall leave allotment	This is a high dollar budget item that has been considered in recent budget cycles, but was removed due to financial constraints. We will continue to review and consider this option when circumstances allow.
Educate administrators on policy change and provide guidelines on approval	Administrators will be updated when the policy is approved. Each administrator determines the leave approval process at their worksite. A reminder will be sent in August to confirm that all leave is now categorized under sick leave and up to 5 days can be used for personal leave.
Allow all sick to be paid out at retirement	An increase in the percentage of sick leave paid at retirement has been considered in recent budget cycles, but was removed due to financial constraints. We will continue to review and consider this option when circumstances allow.
All leave should be categorized as PTO	Under the Code of Virginia, employees who wish to purchase additional service time at their time of retirement can only use sick leave payout for that purchase. Categorizing leave as PTO will exclude employees from choosing this option.

New Topic

- ❖ Curriculum
 - Consistent formatting
 - Sharing planning resources
 - Literacy curriculum
 - Teacher input

Core Content Supervisors

- ❖ Nicole Augone, Supervisor, K-12 Math
- ❖ Danyael Graham, Supervisor, Social Science & Global Studies
- ❖ Kathryn Neal, Supervisor, Elementary Reading and Writing
- ❖ Dr. Michelle Picard, Supervisor, Secondary English and Reading
- ❖ Darielle Timothy, Supervisor, Science

What is LCPS Curriculum?

Based on VDOE Standards, the Content Offices develop the following:

- ❖ Sequencing and Pacing
- ❖ Common Learning Experiences
- ❖ Common Assessments
- ❖ Essential Skills and Practices (5Cs)
- ❖ Alignment to Instructional Resources
- ❖ Supplemental Resources



Where can I find LCPS Curriculum?

- ❖ All LCPS Curriculum is housed in Schoology in the Curriculum Groups.
- ❖ Group codes can be found on the document and LCPSTGo.

VDOE New Standards Timeline

SY 24-25	Math 2023 and English 2024 Standards Full Implementation History & Social Science 2023 Standards Crosswalk Science 2025 Standards Crosswalk (Spring) Math 2023 Standards Assessed
SY 25-26	Science 2025 and History & Social Science 2023 Standards Full Implementation English 2024 Standards Assessed History & Social Science 2023 Standards Assessed (SOL Test) Science 2025 Standards Assessed (SOL Test)

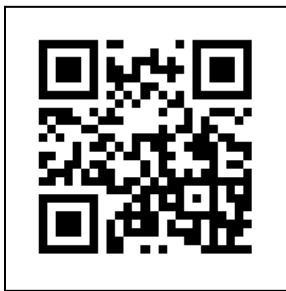
Curriculum Feedback

In your table groups, discuss:

- W - Wows: What are some great things that should be replicated or continued?
- N - Non-negotiables - What are some things you feel need to be a part of the curriculum?
- E - Elaborate - What things might we need to build out more?
- S - Supports - What are some things that might be supportive as we roll out new curriculum?

Curriculum Feedback

Using the Google Form, have one member of your group capture themes and priorities from your group discussion.



Feedback Form

New Topic: Blue Ribbon Panel

What is a Blue Ribbon Panel?

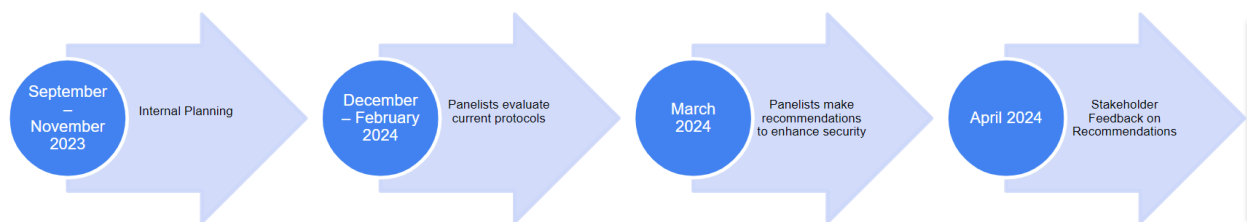
A Blue Ribbon Panel is a highly qualified group of people appointed to investigate, study or analyze a given question.

Blue Ribbon Panels generally have a degree of independence from political influence or other authority, and such committees usually have no direct authority of their own.

Mission

Evaluate current protocols with respect to physical, technical, and cyber security, and mental health and identify any potential gaps.

Timeline



External Participants



The Williams Center
for WELLNESS & RECOVERY



K12 SIX



CISA
CYBER+INFRASTRUCTURE

LCPS Subjects Matter Experts

- ❖ Chief of Staff
- ❖ Safety & Security
- ❖ Digital Innovation
- ❖ Facilities
- ❖ Communications
- ❖ Research & Evaluation
- ❖ Threat Assessment
- ❖ Mental Health Services
- ❖ Professional Learning



Panelist Comments

- ❖ "SSO program is phenomenal"
- ❖ "the leader in security"
- ❖ "proactive security"
- ❖ "gold standard in safety and security"
- ❖ "good communication from the security leadership"
- ❖ "strategic and well-organized security team"
- ❖ "consistent and standardized security across the organization"
- ❖ "smoothest committee I have ever served on"

Recommendations

- ❖ Add security personnel coverage to elementary schools. (School Resource Officers or School Security Officers or LCPS Patrols, or private firm)
- ❖ Increase security personnel coverage for after-school events. (School Resource Officers or School Security Officers or LCPS Patrols or private firm)
- ❖ Ensure that there is Wifi coverage throughout the entire school building, including hallways.
- ❖ Create a full-time supervisory position that is solely dedicated to managing the Security Operation Center and expand the Security Operation Center.
- ❖ Prioritize safety and security and threat assessment training.
- ❖ Ensure that School Resource Officers and Unified Mental Health Team representatives are involved in every threat assessment.
- ❖ Have the school board label the Division of Safety & Security as a Law

Enforcement Unit.

- ❖ Create a formal alternative education site to allow for enhanced security measures for high-risk students.
- ❖ Work with public safety officials to assess public safety radio coverage within schools and address any gaps.
- ❖ Create a basic cybersecurity/social media best practices course and mandate completion for key stakeholders within LCPS.
- ❖ Add a digital analysis assessment to all serious and very serious threat assessments.



[Thought Exchange](#)

Recommendations

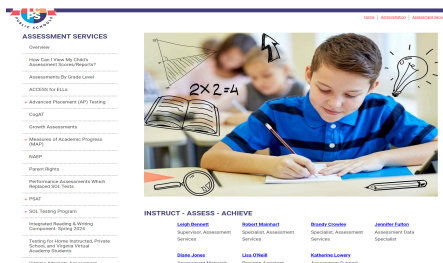
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Growth Assessment Feedback

Agenda

- ❖ Purpose of Assessments in LCPS
- ❖ [House Bill 1076](#)
- ❖ [Criteria-Assessment-Checklist MAP to VGA, Alternatives](#)
- ❖ Questions

Office of Assessment Services



Assessments in LCPS

Purpose of Assessments

- ❖ Assessment is an integral part of the teaching and learning process.
- ❖ Teachers give assessments to students to check for understanding and to gather information about students' knowledge or skills, which further guides instructional practices.
- ❖ Both are required to optimize student growth.

Assessments by Grade Level

Elementary School Assessments K-5

Middle School Assessments 6-8

High School Assessments 9-12

Assessments by Grade Level

1. How much time, on average, will my student spend engaged in division-wide assessment?

2. What percentage of instructional time, on average, will my student spend engaged in division-wide assessment?

<https://www.lcps.org/Page/237194>

Average Time Students Spend in District-Wide Assessment

Grade	Fall	Winter	Spring
K	70	270	70
1	90	330	90
2	150	750	150
3	240	480	510
4	240	480	480
5	240	480	540
6	240	480	510
7	240	480	510
8	120	360	660
9	270	240	480
10	270	240	120
11	270	240	240

Number of minutes, by grade level

Assessment Policy

House Bill 1076

Requires the Board of Education to permit school boards to administer, during the 2024-2026 school years, assessments as alternatives to the through-year growth assessment system (*Virginia Growth Assessments*) established by the Board, provided that any such alternative assessment is aligned to the Standards of Learning.

HB 1076 was signed by Governor Youngkin on March 26, 2024.

LCPS is anticipating guidance from VDOE in making this decision.

House Bill 1076- Thought Exchange Activity

- ❖ What questions might you have about House Bill 1076?
- ❖ Criteria-Assessment-Checklist MAP to VGA, Alternatives
- ❖ What should LCPS consider regarding the HB 1076 decision?
- ❖ How have you utilized the growth assessments (MAP, VGA, etc.)?

Join the Thought Exchange!



<https://tejoin.com/scroll/385351710>

Office of Special Education Update

Understanding the SPED Staffing Standard in LCPS

<u>2022-2023 School Year</u>	<u>2023-2024 School Year</u>
<u>Fall 2021 Enrollment</u> <ul style="list-style-type: none">➤ CC 6,770 students➤ Teachers 677➤ TAs 548 <u>Anticipated growth for the 2021-2022 school year</u> <ul style="list-style-type: none">➤ CC 7,117 students➤ Teachers 711➤ TAs 576 <u>Anticipated growth for 2022-2023</u> <ul style="list-style-type: none">➤ CC 7,319 students	<u>Fall 2022 Enrollment</u> <ul style="list-style-type: none">➤ CC 6,877 students <u>Projected enrollment for 2023-2024 staffing allocations</u> <ul style="list-style-type: none">➤ CC 7,010 students➤ Total projected enrollment for eligible students 9,665 students <u>Actual Staffing for 2023-2024</u> <ul style="list-style-type: none">➤ CC Teachers 701➤ CC TAs 564

<ul style="list-style-type: none"> ➤ CC teachers 732 ➤ CC TAs 593 <u>Actual Staffing for 2022-2023</u> <ul style="list-style-type: none"> ➤ CC Teachers 732 ➤ CC TAs 593 ➤ Specialized Programs Teachers 270 ➤ Specialized Program TAs/BAs 420 	<ul style="list-style-type: none"> ➤ Specialized Program Teachers 297 ➤ Specialized Program TAs/BAs 471
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SPED Staffing and Budgeting Process

- Staffing is driven by student enrollment.
 - ❖ Cross-Categorical Teacher staffing is 10:1
 - The staffing standard is an average and not a tiered standard
 - School average - division average
 - ❖ Cross-Categorical staffing for Teacher Assistants is 14:1 with students receiving Speech and Language services included
 - ❖ Specialized Program staffing ranges from 6:1 to 8:1 dependent on the program
 - Early Childhood Special Education
 - Programs for students with Intellectual and Multiple Disabilities
 - Programs for students with Autism Spectrum Disorders
 - Programs for students with Emotional and Behavioral Disabilities
 - ❖ All LCPS Departments work directly with the Department of Business and Financial Services for staffing allocations

Office of Special Education is serving 10,362 students with disabilities.

Looking Forward to Serving in 2024-2025

SPED Teacher and TA Staffing <ul style="list-style-type: none"> ❖ Anticipated 10,594 by June 2025 ❖ 27 additional teachers ❖ 35 additional TAs ❖ 15 additional BAs ❖ Allocations must serve CC and Specialized Program needs 	Based on our allocation, how will it feel in 2024-25 to meet the needs of students with disabilities in LCPS? <ul style="list-style-type: none"> ❖ School and division CC avg of up to 1:12 ❖ No more than 1:15 avg CC Teacher ❖ TA ratios will increase to as high as 1:19 ❖ Focus - maximizing the instructional schedule, there will be challenges
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Elementary School Example:

	K-12 Comprehensive Referral Eligibility Data	Total Projection w/o growth	1:10 SS FTE Count	1:11 SS FTE Count	1:12 SS FTE Count	FY25 CC Teacher ROUND 2 Allocation	FY25 CC Teacher ROUND 1 Allocation	FY24 Teacher Allotment	Difference between Round 1 & Round 2	Notes	1:10 Allocation Rounding at School Level
60	3	63	6.3	5.7	5.3	6	6	6	0		6

Middle School Example:

	K-12 Comprehensive Referral Eligibility Data	Total Projection w/o growth	1:10 SS FTE Count	1:11 SS FTE Count	1:12 SS FTE Count	FY25 CC Teacher ROUND 2 Allocation	FY25 CC Teacher ROUND 1 Allocation	FY24 Teacher Allotment	Difference between Round 1 & Round 2	Notes	1:10 Allocation Rounding at School Level
106	0	106	10.6	9.6	8.8	10	9	11	1		11
92	1	93	9.3	8.5	7.8	8	8	14	0		9

High School Example:

	K-12 Comprehensive Referral Eligibility Data	Total Projection w/o growth	1:10 SS FTE Count	1:11 SS FTE Count	1:12 SS FTE Count	FY25 CC Teacher ROUND 2 Allocation	FY25 CC Teacher ROUND 1 Allocation	FY24 Teacher Allotment	Difference between Round 1 & Round 2	Notes	1:10 Allocation Rounding at School Level
132	1	133	13.3	12.1	11.1	11	11	14	0		14
82	0	82	8.2	7.5	6.8	7	7	8	0	Courses	8

Dean Allocations

Considerations:

A - Accreditation

IP - Intensive Program

P - # Programs

S - %SWDs

EA - ECSE AUT

Cyclical Special Education Audit (CSEA)

The Process - Three Phases

- ❖ Self-assessment
- ❖ VDOE review
- ❖ Onsite visit

Review of VDOE Letter of 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
- CRE 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.

❖ **Noncompliance Findings**

- 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
- 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 a corrective action plan (CAP)
 - Each area of noncompliance
 - Professional development
- ❖ Increase focus on areas noted for improvement
- ❖ Conduct fidelity checks on CAP

Feedback Survey (bit.ly/TAC-HR)



Dialogue with Dr. Spence:

What is the status of the EL staffing placement? SPED has theirs done.

A: Working with Charisse Rosario to identify and clarify need. My hope and direction is to get it done as soon as possible.

Dr. Spence: Last community listening session is this evening.

Dr. Spence asked the group to provide additional feedback once themes are published. Goal is to have clarity and coherence in the system. Dr. Spence also shared the importance of the Instructional Framework. It comes into the room.

Vision: we set the goal that every kid gets our best. Every kid: we know their name, their strengths, and their needs. I think we can change this picture by giving teachers the resources they need.

Next Steps:

- Notes will be provided
- Share information with your school
- **Last meeting: May 14 (9-10:30)- Lodge at Hanson Park**
- Follow up on curriculum, themes from Community Listening Sessions, reflection and feedback