

**Albemarle County Special Education  
Parent Advisory Committee  
(SEAC)**

Presentation to the  
Albemarle County School Board

December 12, 2024

# Our Mission

- “Advise the local school division of needs in the education of children with disabilities”;
- “Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities”;
- “Submit periodic reports and recommendations regarding the education of children with disabilities ... to the local school board”;
- “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.”

# 2024-25 SEAC Membership

Member Name	School
Vacant (Contact Chair)	Agnor-Hurt Elementary
Amanda Vogel	Baker Butler Elementary
Emily Burrill	Broadus Wood Elementary
Laura DeNunzio	Brownsville Elementary
Ashley Fore	
Christian Simmers	Crozet Elementary
Vacant (Contact Chair)	Greer Elementary
Alex Silverman	Hollymead Elementary
Lisa Bushey	
Jessica Allen**	Ivy Elementary
Tracy Magee	
Jaclyn Jacobson***	Mountain View Elementary
Caitlin Foley	
Margaret Baudinet	Murray Elementary
Vacant (Contact Chair)	Red Hill Elementary
Dee Curry	Scottsville Elementary
Jennifer Beard	Stony Point Elementary
Grace Steljes	
Vacant (Contact Chair)	Stone-Robinson Elementary
Katie Richard	Woodbrook Elementary
Sam Peacoe	Burley Middle School
Nicole Group	Community Lab School
Christopher Seaman*	Henley Middle School
Lauren Thraves	Journey Middle School
Christine Garland	
Kendra Meiklejohn	Lakeside Middle School
Melanie Brittingham	Walton Middle School
Cate Hudtloff	Albemarle High School
Daisy Rojas	Monticello High School
Diane Johnson	
Elizabeth Cobb	Western Albemarle High School
Krystal Bitwa	
Kateri Thunder	Community Representatives
Tanya Evans	
Betsy Soulsby	
Kate Gariepy	
Lisa Brown	
Teller Stalfort	Center 1
*Chairperson	
**Vice Chair	
*** Secretary	

# Data Sources

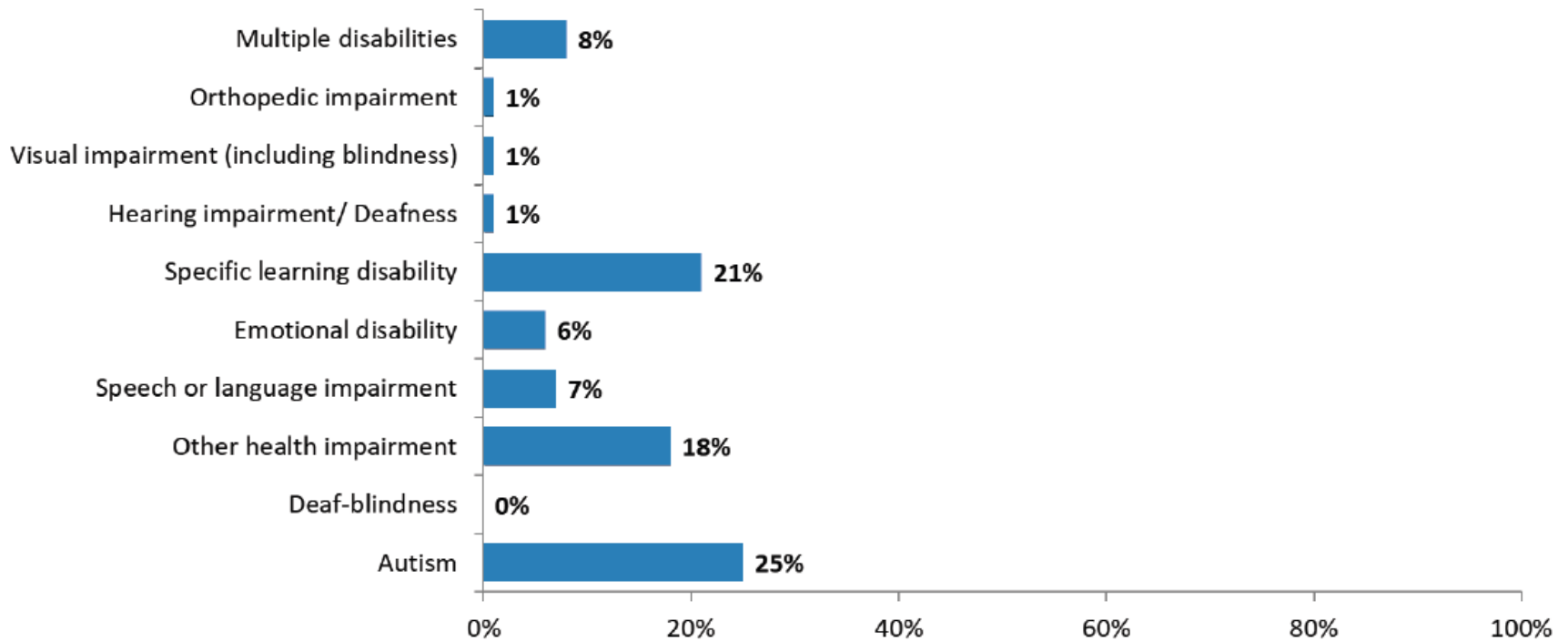
- SEAC Family Survey (2024)
- Family Council Family Survey (2024)
- Virginia Standards of Learning (SOL) Assessments (2021-24)
- 2024 State of the Division Report
- Other sources as indicated

# SEAC Family Survey (2024)

- Open to all families with a child receiving special education services from ACPS
- Distributed & administered in October 2024
  - Email and text messages by ACPS
  - Flyers, social media & school officials by SEAC
- 363 responses
  - 33% increase over last year
  - 20% response rate (1804 students w/disabilities)

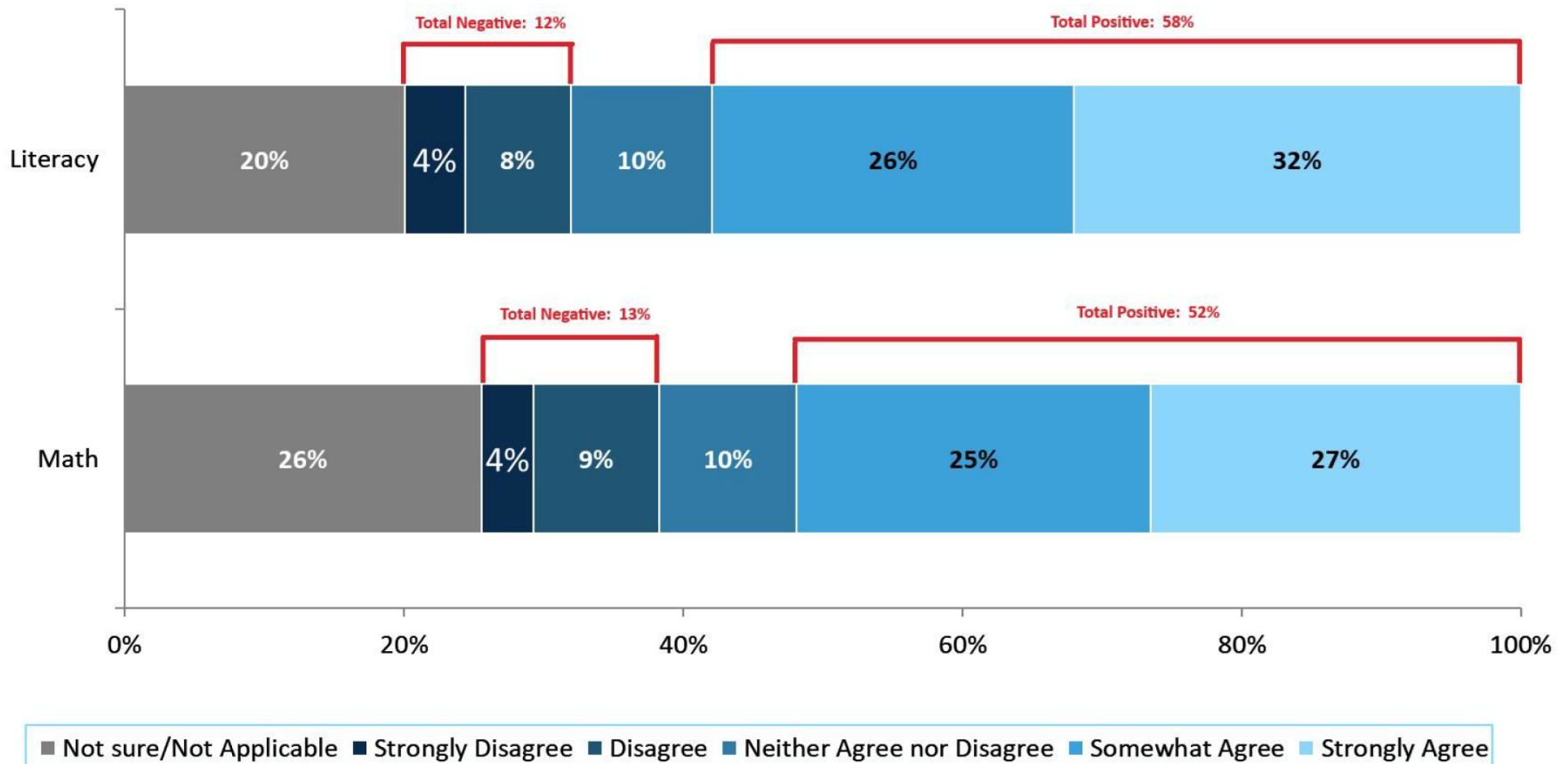
# SEAC Family Survey (2024)

**Figure 1: What Is Your Child's Primary Educational Disability?**



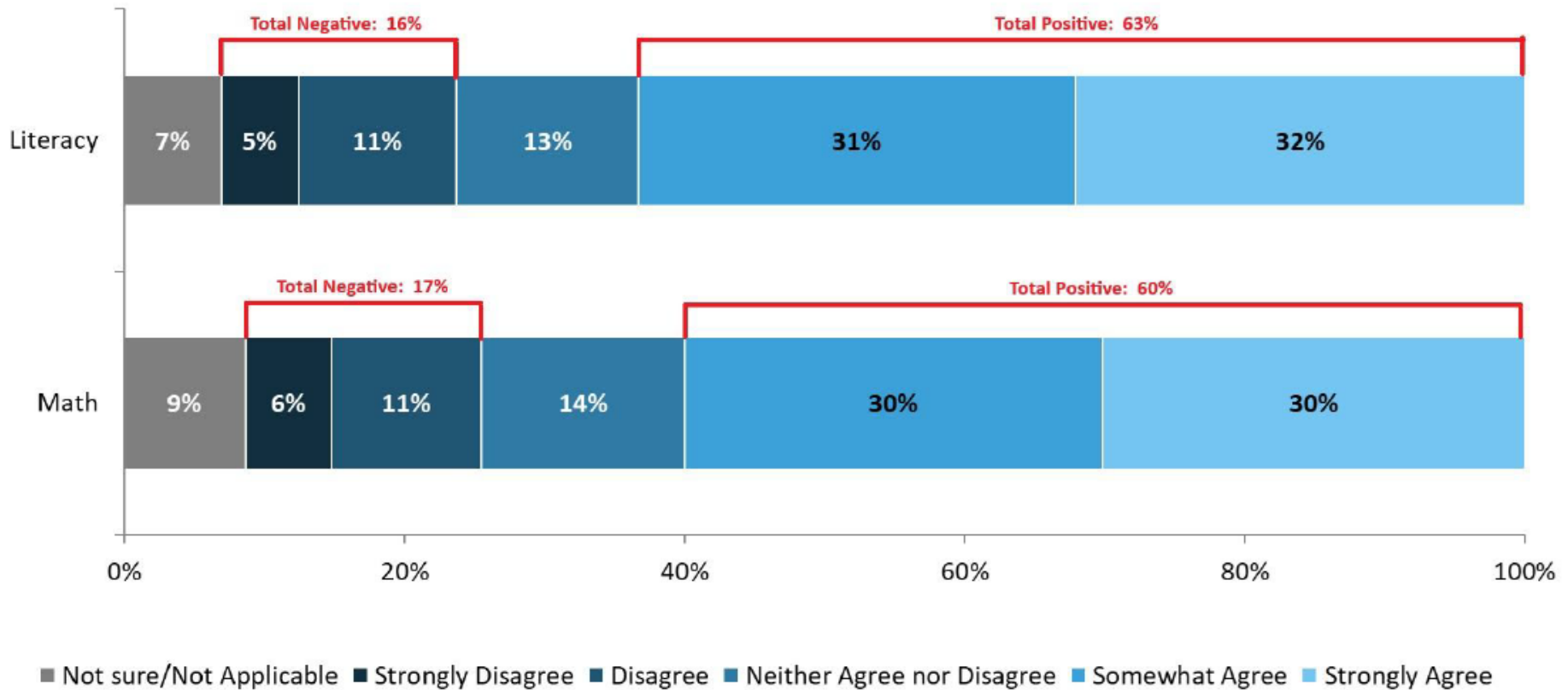
# SEAC Family Survey (2024)

**Figure 2: Do You Feel That the Special Education Program is Helping Your Child Meet The Academic Goals in Your Child's IEP?**  
**(Children With an IEP Only)**



# SEAC Family Survey (2024)

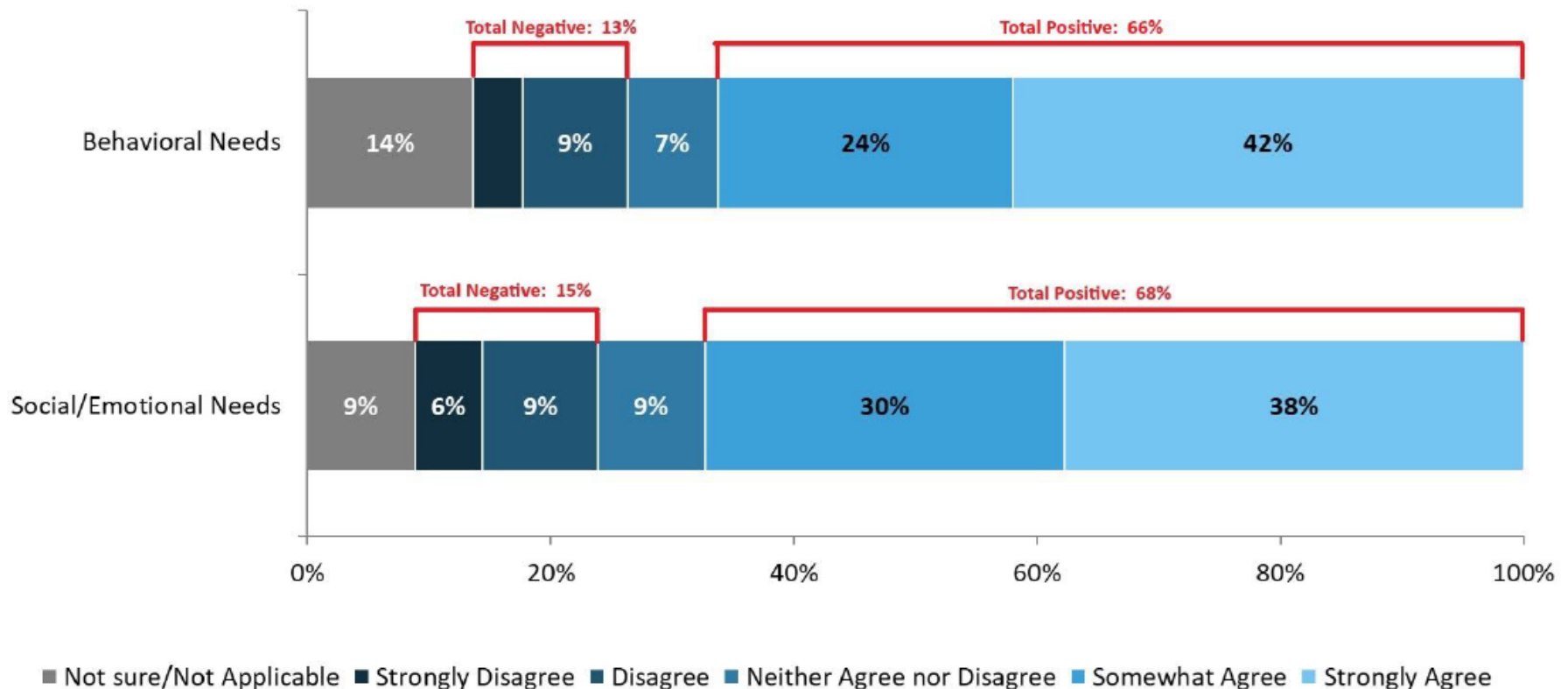
**Figure 3: Do You Feel That the General Education Program is Helping Your Child Meet Academic Goals? (For All Children)**





# SEAC Family Survey (2024)

**Figure 4: How Well Do You Feel Your Child's Behavioral and Social/Emotional Needs are Being Met in School?**  
**(For All Children)**



# SOL Results

**Table 1: SOL Pass Rate - English: Reading**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>All ACPS Students</b>	75%	74%	75%
<b>ACPS Students with Disabilities</b>	44%	45%	44%
<b><i>Difference (Achievement Gap)</i></b>	<b><i>-31%</i></b>	<b><i>-29%</i></b>	<b><i>-31%</i></b>

# SOL Results

**Table 2: SOL Pass Rate - English: Writing**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>All ACPS Students</b>	67%	73%	78%
<b>ACPS Students with Disabilities</b>	19%	27%	35%
<b><i>Difference (Achievement Gap)</i></b>	-48%	-46%	-43%

# SOL Results

**Table 3: SOL Pass Rate - Mathematics**

	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
<b>All ACPS Students</b>	66%	69%	72%
<b>ACPS Students with Disabilities</b>	37%	41%	45%
<b><i>Difference (Achievement Gap)</i></b>	<i>-29%</i>	<i>-28%</i>	<i>-27%</i>

# Recommendations

## **1. Increase Support for Meaningful Inclusion**

- **Add a position for a learning specialist**
- **Add a position for a behavioral specialist**
  - Both specialists would serve as coach to general and special education teachers regarding accommodations for academics and behavior.

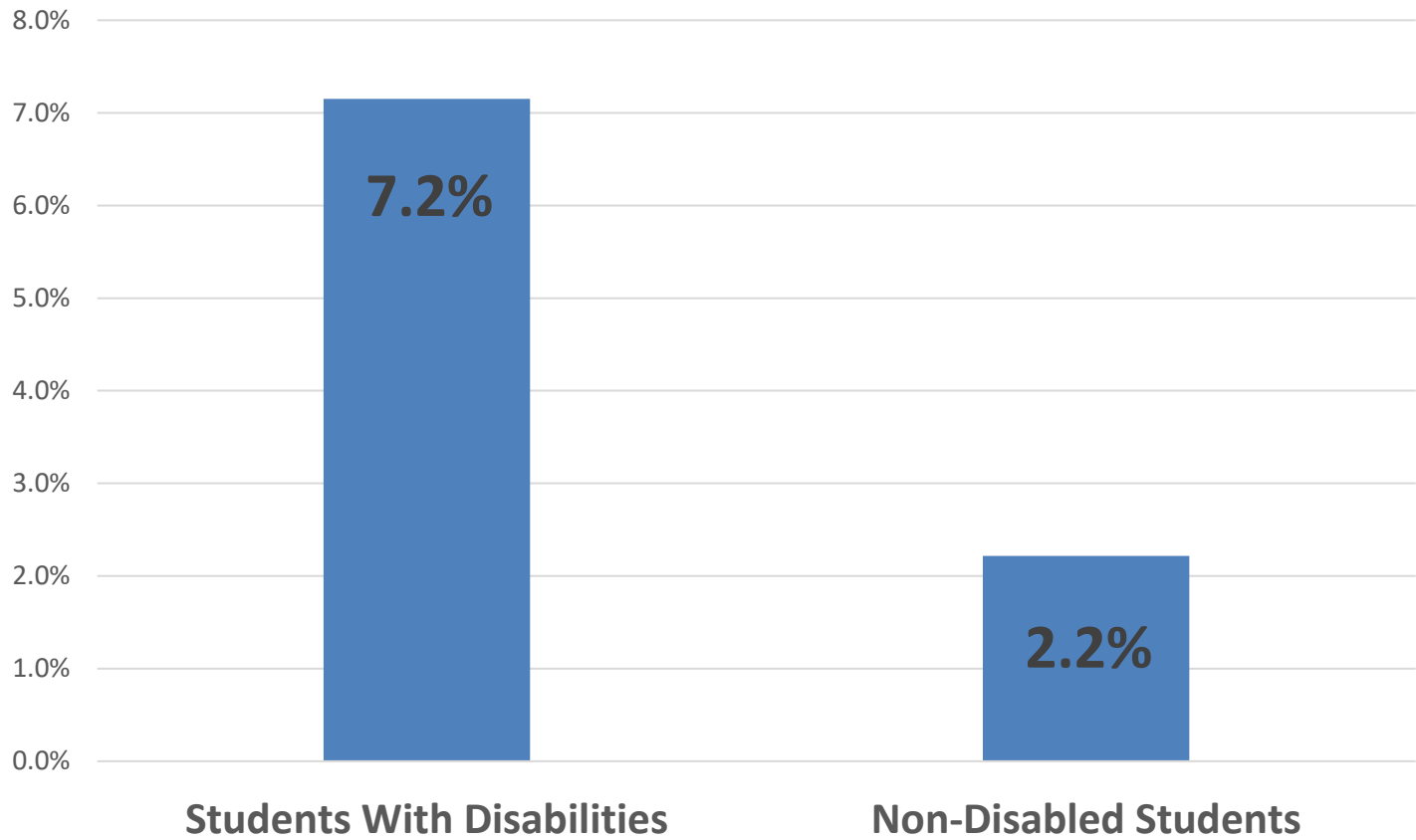
# Disproportionality in School Discipline

## Equity Table for Division: 2023-2024

	Student Count (PK-12)		Students with Out of School Suspensions		Incidents of Out of School Suspensions	
	<b>13967</b>		<b>405</b>		<b>632</b>	
<b>Asian</b>	883	6%	6	1%	10	2%
<b>Black/African American</b>	1638	12%	144	36%	214	34%
<b>Hispanic/Latino</b>	2421	17%	70	17%	96	15%
<b>Multi-Racial</b>	976	7%	34	8%	63	10%
<b>White</b>	8025	58%	151	37%	249	39%
<b>Economically Disadvantaged</b>	4745	34%	283	70%	435	69%
<b>English Learners</b>	1791	13%	39	10%	52	8%
<b>Students with Disabilities</b>	1930	14%	138	34%	253	40%

# Disproportionality in School Discipline

Percent of Students w/Out-of-School Suspensions



Source: 2024 State of the Division Report

# Recommendations

## **2. Increase Support and Retention for Special Education Teaching Assistants (TAs)**

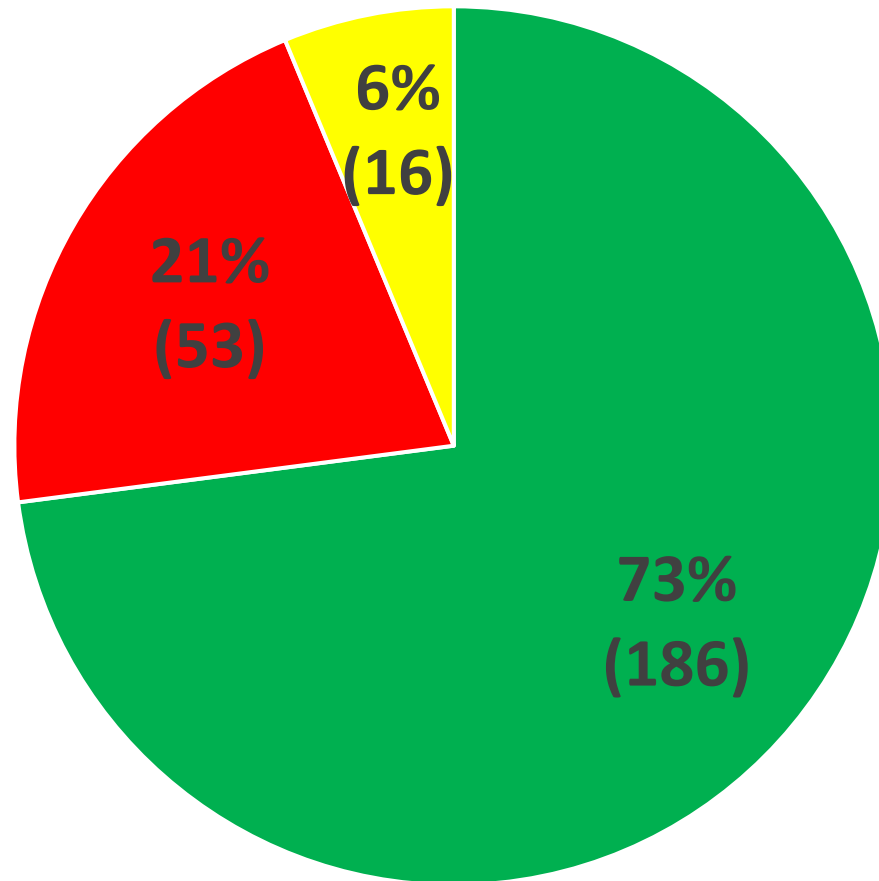
- **Include TAs in Professional Learning Community time**
- **Include TAs in shared planning time w/teachers**
- **Increase paid professional development days for TAs**
- **Analyze compensation rate for TAs**



# Special Education TA Pay

- Currently \$17.50/hour to \$21.25/hour
- Annual salary: \$24,018 to \$29,165
  - For 7.5 hours/day, 183 work days
- Living Wage for Albemarle County ([MIT](#)):
  - \$25.20/hour for 1 adult, no children
  - \$29.64/hour for 2 adults (both working), 2 children

# Special Education TA Retention Rate (Nov. 2023 – Nov. 2024)



■ Retained    ■ Not Retained    ■ Moved to Other ACPS Position

Source: 11/27/24 email from Dan Redding, Executive Director of Human Resources

# Recommendations

## **3. Special Education Services for Specialized Schools**

- **Evaluate whether additional special education teachers and/or TAs are needed at Center I**
  - Currently 1 teacher, no TAs for up to 250 students
- **Evaluate whether needs of Post High students are being met**
  - Based on comments in family surveys

# Recommendations

## 4. Increased Support for Math Education

- Large and persistent achievement gap in math SOL pass rates for students with disabilities
- Survey respondents noted struggles of children with disabilities in math
- Some survey respondents hired private math tutors at their own expense

# Recommendations

## 5. Accessibility Issues

- **Conduct accessibility and inclusion audit for all school buildings and school grounds**
  - Include professionals, community members, and students
  - Share results of audit with SEAC and public
  - Use results to inform building repairs and upgrade plans
- **Conduct audit related to ability of students, teachers, and staff with disabilities to safely evaluate all school facilities**

**Thank You!**