



SEAC Annual Report

Presented to the

Loudoun County School Board

October 11, 2011

SPECIAL EDUCATION

“Special education” means specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education.

(§ 22.1-213 of the Code of Virginia; 34 CFR 300.39)

Required by Federal
Legislation

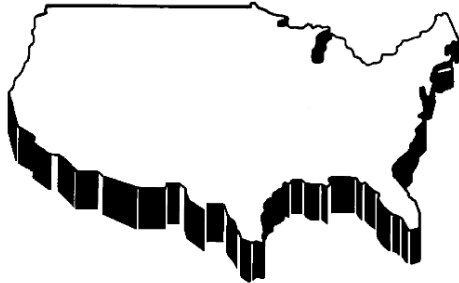
***Individuals With Disabilities
Education Act (IDEA)***

Required by Commonwealth
of Virginia

**Regulations Governing
Special Education Programs
for Children With Disabilities**

(effective 07/07/09), 8 VAC 20-81-10 et seq.,
and the Code of Virginia)

BY THE NUMBERS



- 6.5 million students receiving special education in the United States (2008-09) <http://nces.ed.gov/programs/coe/tables/table-cwd-1.asp>



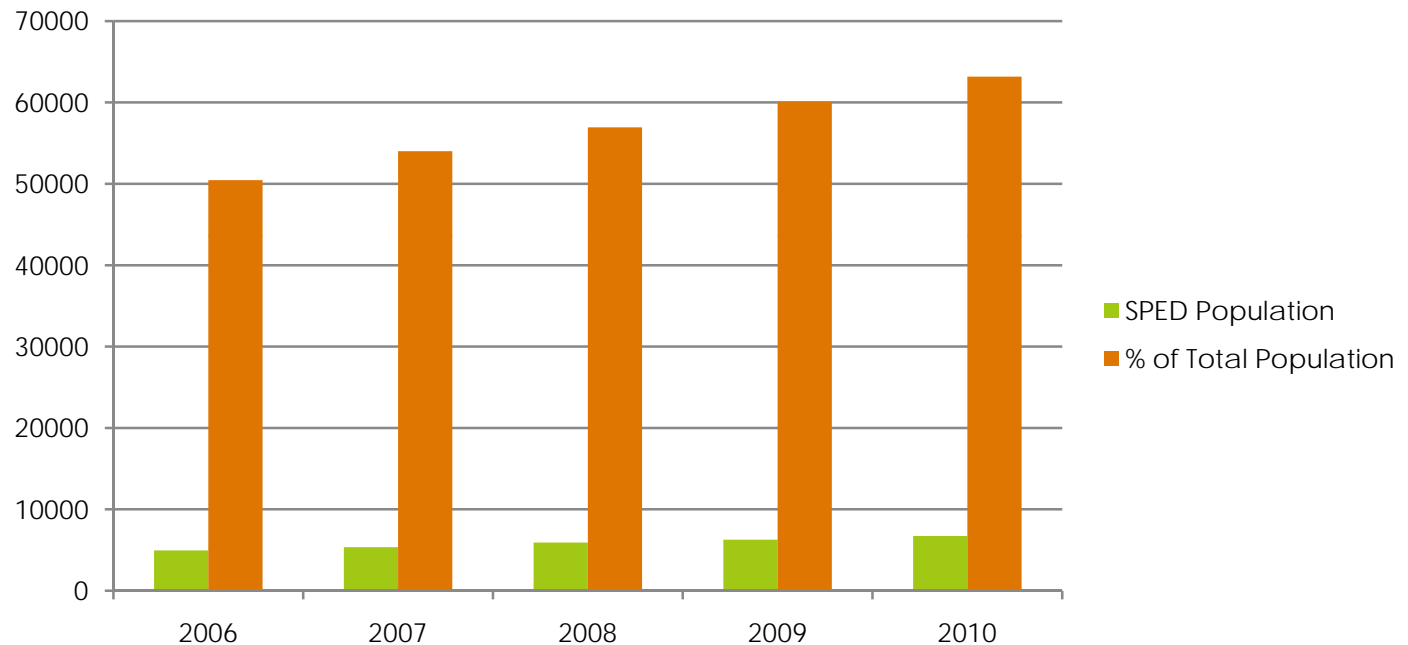
- 163,500 total Virginia students receiving special education (12/01/10) http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2010.pdf



- 6,723 total LCPS students receiving special education (12/01/10) http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2010.pdf

Approximately 10% of the student population receives some form of special education services.

Enrollment Trends for Special Education Loudoun County Public Schools



Students with disabilities continue to represent approximately 10% of the overall student population.

SPECIAL EDUCATION RESULTS

- ✧ More young children with disabilities receive high quality early interventions that prevent or reduce the future need for services.
- ✧ More children with disabilities are attending neighborhood schools, receiving access to the general education curriculum, and learning a wide variety of academic skills.
- ✧ More youths with disabilities graduate from high school.
- ✧ More youths with disabilities are enrolled in postsecondary programs.
- ✧ More young adults with disabilities are employed.

- *Thirty-Five Years of Progress in Educating Children With Disabilities Through IDEA*,
www.ed.gov/about/offices/list/osers/reports.html

Special Education aims for the same outcomes as general education:
Intellectual Growth, Individual Initiative, Mutual Respect, and
Productive Citizenship.

HIGH PRIORITY RECOMMENDATIONS

1. **Planning – Program Relocations from School to School and Relocations Within Individual Schools**
 - a. Discontinue the transfer of programs from school to school.
 - b. Place self-contained programs for autism, emotional and intellectual disabilities in the same school with the classroom makeup split into K-2 and 3-5 to maintain stability for students that are most vulnerable to transitions.
 - c. Designate appropriate resource space for special education instruction. No hallways, closets, small offices.
 - d. School capacity formulas include standards for dedicated space for students with disabilities, including the necessary budgeting for staffing and building resources to meet the students' needs.

Growth and Resource Parity

HIGH PRIORITY - continued

2. Transition Planning and Services

- SEAC recommends that LCPS continue an evaluation of the need to increase instructional transition services for students on the Autism Spectrum, students with emotional disabilities, and students with intellectual disabilities.

- Include a review of:
 - Community Based Instruction (CBI)
 - Community and Schools Together (CAST), and
 - Monroe Technology Center and their effectiveness and gaps in meeting student needs.

Equipping students with disabilities for postsecondary success in work and community life.

HIGH PRIORITY - continued

3. Planning-Long Range Planning for Early Childhood Special Education (ECSE) and Autism

- SEAC recommends that LCPS address the need for a short and long term master plan to deliver services to these two populations (2008-09 Annual Report and Current)

4. Planning and Staffing

- SEAC supports the effective recruitment, hiring, and retention of highly qualified staff (2008-09 Annual Report and Current)

- Manage the effects of growth
- Compensation, recruitment, retention of highly qualified staff

OTHER RECOMMENDATIONS

- Family Life Education for students who need modifications
- Continue efforts and programs that promote Inclusive Practices
- Awareness of pending 2012 ADA Revisions to appropriate LCPS Departments for review of possible impact on playgrounds and building accessibility

Strengthen programs that support the well-being of students with disabilities.

EMERGING ISSUES

Support for Students with Social and Behavior Challenges and the Review of Discipline Data

- Evaluate variance in discipline from school to school
- Seek 100% Positive Behavior Interventions and Support (PBIS) and Responsive Instruction (RI) participation in LCPS
 - SEAC recommends that LCPS provide additional behavioral support staff to meet this need.

- Improve social-emotional well-being of ALL students
- Prevent and reduce problem behaviors
- Enhance learning

SEAC ACCOMPLISHMENTS

- ✧ Launched *Recognition of Excellence in Special Education Awards*
- ✧ Hosted biannual Town Hall meeting
- ✧ 116% increase in meeting attendance from 2008-09 to 2010-11
- ✧ 153% increase SEAC PTA/PTO Representatives
 - ✧ 2009-2010 fifteen schools represented
 - ✧ 2010-2011 a total of 38 schools represented
- ✧ “Life After High School: A Handbook on Transition Planning for Students and Families”
- ✧ “When the Bus Stops Coming: Life After High School Transition Fair,” to convene on Saturday, March 24, 2012, from 8:30 a.m. to 1:00 p.m.



RECAP HIGH PRIORITY NEEDS

- Discontinue Practice of Program Relocations from School to School and Relocations Within Individual Schools
- Expand Transition Planning and Services
- Develop Long Range Planning for Early Childhood Special Education (ECSE) and Autism
- Staffing – recruit, train, retain

Realizing successful postsecondary outcomes is a goal we have for all students.



GET CONNECTED

SCHOOL BOARD MEMBERS

Get in touch with special education, plan a visit [with a resource teacher, a case manager, or one of our specialized programs.](#)

Witness the great accomplishments and progress of our students and the extraordinary individuals who devote their talents as special education educators.

Get to know these programs, get to know these students.

When you appreciate the unique gifts inside people of ALL abilities, EVERYONE grows.

SEAC THANKS

Dr. Mary Kealy, Assistant Superintendent for Pupil Services

Mary Kearney, Director of Special Education

FOR THEIR PROFESSIONALISM, COLLOBORATION,
AND OPEN DIALOGUE





Contact Information:

www.lcps.org, link to Parents,
and click on Special Education
Advisory Committee