



**2010-2011 ANNUAL REPORT
of the
SPECIAL EDUCATION ADVISORY
COMMITTEE
to the
Loudoun County School Board**

October 11, 2011





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References

Virginia's Special Education State Performance Plan

(http://www.doe.virginia.gov/special_ed/reports_plans_stats/index.shtml)

October 2009 SEAC Annual Report to the LCPS School Board

(<http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/103/SEACAnnualReportversion5.pdf>)

VDOE Family Life – Special Education, Fall 2005

(http://www.doe.virginia.gov/instruction/family_life_education/family_life_speced.pdf)

October 11, 2011

The Special Education Advisory Committee (SEAC) is pleased to present the annual report of recommendations and activities to the Loudoun County School Board for the school year 2010-2011. A formal presentation to the School Board was not provided for 2009-2010, however, the SEAC and the Pupil Services staff have continued to meet to review, revise, and plan for students with disabilities. We have evaluated the previous annual report and noted progress towards those recommendations, as well as identifying emerging trends and issues as a part of this report. Although much has been accomplished, we recognize that more work needs to be done to achieve our ultimate goal of successful postsecondary outcomes for every student.

The SEAC expresses our appreciation of the collaborative and effective relationship we have had with the Pupil Services staff and, especially, the Director of Special Education. This has provided SEAC with the opportunity to maintain an open dialogue regarding matters that are critical when evaluating the needs of students with disabilities who receive special education services in the Loudoun County Public Schools.

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## OVERVIEW

States are charged with the responsibility of identifying and providing special education for children with disabilities by way of the federal law IDEA (Individuals with Disabilities Education Act). Federal laws authorized under Section 504 of the Rehabilitation Act (Amendments of 1973) and the 1990 Americans with Disabilities Act (ADA) also ensure the educational rights of students with disabilities.

The state of Virginia has modeled its legal provisions after IDEA in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The functions of the SEAC, as specified by *Regulations Governing Special Education Programs for Children with Disabilities in Virginia (8 VAC 20-80-90 E.2)*, are to:

- 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 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 children 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.

## RECOMMENDATIONS – TOP PRIORITY

The SEAC reviewed the format and the content ideas to be addressed in the Annual Report. The recommendations to follow represent the top priorities in our identification of unmet needs and are submitted for consideration. A few of the recommendations are ones presented in the past and continue to be a relevant priority.

### **RECOMMENDATION 1:**

#### *Planning – Program Relocations from School to School and Relocations Within Individual Schools*

In the 2008-09 Annual Report, SEAC focused on the need for a long-range plan for students on the Autism Spectrum and Early Childhood Special Education students. The most recent input that has been received is that the planning for students with disabilities, especially the stability and the location of services, should be a top priority.

**SEAC strongly recommends that special education programs, such as autism, emotional and intellectual disabilities, no longer be transferred from school to school based on space availability.** SEAC is concerned that students with disabilities are relocated based on the availability of classroom space when schools become overcrowded. These programs are located within clusters to ensure the least restrictive environment for students. Displacing students and programs when schools reach capacity causes disruption to the special education student's program and results in transition issues. Once programs have been established in a school, they should remain unless the program is no longer needed to serve students within the cluster area.

**Further, SEAC also recommends that self-contained programs for autism, emotional and intellectual disabilities be located in the same school and that the classroom makeup be split, whenever possible, into K-2 and 3-5, to maintain stability for students that are most vulnerable to transitions.**

**In addition to program location, SEAC recommends that each school have appropriately designated resource classroom space and that this space is not lost to accommodate general education classrooms, electives, or specials.** This recommendation is to avoid the use of hallways, libraries, custodial rooms, and office space as special education instructional space.

**SEAC requests that 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.** It should be noted

that movement of programs/services is disruptive to the student. Students who are relocated typically lose ground academically, socially and behaviorally when transitioning to the new environment, especially students with autism, emotional and intellectual disabilities.

Included with this recommendation is a look at special education program movement for the last two years (Appendix B). Based on the number of elementary level programs for students with Autism, 4 of 24 programs were moved. The potential number of students impacted is 32.

For students with intellectual disabilities, 2 of the 12 elementary programs were moved. This represents approximately twenty students since the maximum number of students per State ratios is 10 students per class.

At the Early Childhood Special Education level, 2 of the 50 classroom programs were moved. This represents approximately twenty students.

While this data over a two-year period may appear insignificant, the feedback over the past several years portrays a much larger impact. It is likely that the relocations impact the same population of students resulting in multiple program moves for the students over a period of years and/or that a two year period does not portray a clear picture of the frequency of program moves.

It is important to note that documentation is not available for the more frequent movement of special education designated resource classroom space within a school in order to accommodate general education classrooms, electives, or specials. Special education instructional space is often relocated from a resource classroom to: a smaller classroom with several resource teachers sharing the space; a hallway with or without dividers; a room intended to be an office and often shared with other resource staff; and custodial closets .

## **RECOMMENDATION 2:** *Transition Planning and Services*

According to the State Performance Plan, transition is the ultimate outcome of the supports and services provided to students with disabilities (Appendix F and Appendix G). Therefore, SEAC believes that ongoing evaluation of transition services for certain students with disabilities is a top priority. The expectation is that students are prepared for opportunities beyond the high school setting when they exit Loudoun County Public Schools. The goal is to see students with disabilities go on to postsecondary education, secure meaningful employment, and achieve as much independence as possible in adulthood. This concern is magnified because students on the Autism Spectrum, as well as students with emotional and intellectual disabilities, have significant challenges. Current programs such as the

Community Based Work Experience, the Career Pathways, the Community and Schools Together (CAST), or the Monroe Technology Center do not typically serve these students.

To achieve this goal, **SEAC recommends that LCPS continue to conduct an evaluation of the need for an increase of instructional transition services for students on the Autism Spectrum, students with emotional disabilities, and students with intellectual disabilities. The review should include an analysis of Community Based Instruction (CBI), Community and Schools Together (CAST), and programs available at the Monroe Technology Center and their effectiveness and gaps in meeting student needs.**

### **RECOMMENDATION 3:**

*Planning-Long Range Planning for Early Childhood Special Education (ECSE) and Autism*  
(2008-09 Annual Report and Current)

**The SEAC continues to recommend that Loudoun County Public Schools address the need to develop a short and long term master plan for delivery of services to these two populations** (2008-09 Annual Report and Current). ECSE enrollment has grown 37% from 2005 to 2010 and for the most recent period 2009 to 2010 there was a 14% increase in ECSE students. For the same period, the Autism student population has increased 91% and is up 14% from 2009 to 2010.

The Department of Pupil Services, Office of Special Education, supports this recommendation and has already begun including the competencies in its teacher and paraprofessional training.

Two goals that LCPS staff would like to achieve are stability for program locations and keeping the length of bus rides within Loudoun's established guidelines. SEAC supports these goals.

*Data on the number of students with disabilities and the program locations are available in Appendix A and C.*

### **RECOMMENDATION 4:**

*Planning – Staffing*  
(2008-09 Annual Report and Current)

**The SEAC continues to support the recruitment, hiring, and retention of highly qualified staff.** The Director of Special Education continues to collaborate with representatives from the Department of Personnel Services to achieve this goal. For example, during the 2009-2010 and 2010-2011 school years, the Department of



Pupil Services established a mentor/coaching program for teachers new to Loudoun. It is expected that this type of support and investment will provide new staff with a network of support. The feedback from staff participating in this year long program has been very positive and demonstrates that LCPS is achieving our goal to connect staff and provide them with necessary support to meet their needs and the needs of students with disabilities.

While staff achieved progress towards the recommendation, much concern continues to exist resulting from feedback received from parents and educators at monthly meetings and the Town Hall as well as concerns due to the continued forecasts for increasing enrollment trends. Although the number of new LCPS special education employees has increased, the turnover in special education staff has remained constant. Attrition contributes significantly to the approximately 100 new staff hired each year. SEAC will continue to monitor and gather additional data for review and evaluation of staffing recruitment history, staffing attrition history, and the staff caseload history.

## OTHER NEEDS AND RECOMMENDATIONS

### 1. Family Life Education for Students Who Need Modifications

**SEAC recommends that the Office of Special Education, through collaboration with the Department of Instruction, provide an adapted Family Life Education (FLE) program for students with disabilities who need a modified curriculum.** The Virginia Department of Education Family Life Education makes available an option for Special Education to be utilized as the systemic framework for implementation. It is necessary to provide an adapted FLE curriculum that ensures effective instruction at the learning level of the individual student.

**SEAC also recommends that staff and parents are made aware of the availability of adapted program and that the Loudoun County Public Schools Family Life Education Opt-Out Forms be amended to include the option, “*My child will need instruction from the VDOE adapted program as specified in my child’s Individualized Education Plan.*”**

### 2. Inclusive Practices (2008-09 Annual Report and Current)

**SEAC recommends that LCPS continue to demonstrate their commitment to: inclusive practices, inclusive messages, and other practices in order to continue the promotion of a positive cultural change in the way students with special education needs are viewed by all employees and how students with disabilities are treated.** LCPS has invested in the Stetson Inclusive Practices approach and SEAC is supportive of continued expansion of this framework.

The recommendation on continuing to review Inclusive Practices is based on feedback from community that many teachers and administrators continue to view the special education population as inferior. Feedback that has been received note that this is demonstrated through impolite interactions with students and parents, lack of support in some schools in providing support such as peer mentor programs, lack of support for encouraging and making available after school activities participation for students with disabilities, and failure to appoint a parent representative to the Special Education Advisory Committee.

It should be noted that improvement in the appointment of SEAC Representatives has been noted over the past two years. There has been an increase in the number of schools with an appointed SEAC representative from 15 in 2009-2010 to 38 in 2010-2011. SEAC’s goal is to have 100% representation. Other examples of improvement include the visibility of SEAC in the community from its inclusion in the Annual Report for LCPS, inclusion in the LCPS Directory for families, and media coverage on the website and in local press releases.

### 3. Playgrounds

At the end of the 2010-2011 school year, a parent brought to the attention of SEAC a request for support of a PTA sponsored accessible/barrier free playground and the possibility that the ADA regulations may be revised in 2012, impacting playgrounds and building accessibility.

**SEAC recommends that the appropriate LCPS departments such as Planning, Support Services and Instruction evaluate the current ADA regulations, evaluate future revisions to the ADA regulations, and ensure that school administrators are aware of compliance requirements.** SEAC welcomes the opportunity to appoint a liaison to supply input to the LCPS administrative personnel assigned to building accessibility.

## EMERGING ISSUES

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

SEAC will continue to work with staff to evaluate whether needed supports for students with social and/or behavioral challenges are in place. This concern stems from public comments and whether proactive measures are in place to address student needs. An additional concern results from anecdotal information illustrating a great variance on how disciplinary matters are addressed from school to school. For example, two students disciplined for the same offense under the same circumstances at different schools result in Student A at School A receiving a suspension for two days while Student B at School B results in a meeting with the parents, a review of Student B's behavior plan, and no suspension. In Student A's case, the administration went directly to punishment as a response while for Student B, School B recognized that the behavior is an aspect of the disability and School B utilized the behavior plan and supports in place.

LCPS is commended for its support of frameworks such as Positive Behavior Interventions and Supports (PBIS) and Responsive Instruction. SEAC is interested in the number of schools that are participating in the PBIS and RI frameworks and outcome data. SEAC supports the school division's continued expansion of these initiatives and would like to see these two frameworks implemented in all LCPS. The research available on these evidence-based practices demonstrates the need to teach all students, not just students with disabilities, expected behaviors. Targeted and tiered interventions support students who are not meeting expected academic or behavioral targets.

**It is recommended that LCPS provide additional behavioral support staff to meet this need.**

To address the issue of discipline of students with disabilities, SEAC will review with staff the: expulsion and suspension data for students with disabilities compared to students without disabilities, data on the number of manifestation determination hearings, data on weapons and drug violations, and data on other disciplinary infractions such as stealing or bullying. SEAC will also study the application of district-wide disciplinary procedures by building administrators.

## **SUMMARY**

### **SEAC Recommendations and the School Board Goals**

#### Planning – Program Relocations

- *Student Achievement*- LCPS will identify and reduce the disparity in achievement among all educationally accepted subgroups.
- *Curriculum Development*-LCPS will enhance and expand alternative education programs.
- *Growth and Resource Parity* – LCPS will manage the effects of growth and use methods for assessing parity between older and newer schools to ensure that all students, faculty and staff have access to quality facilities, resources, and instructional programs, particularly students with disabilities.

#### Transition – Planning and Services

- *Student Achievement*-LCPS will identify and reduce the disparity in achievement among all educationally accepted subgroups.
- Curriculum Development -*
- LCPS will enhance and expand alternative education programs.
- LCPS will expand its academy programs to serve students with special interests and abilities.
- LCPS will review and revise career and technical programs to meet evolving employment and post-secondary educational requirements.
- LCPS high schools will expand opportunities for student involvement in school-sponsored co-curricular activities.
- LCPS will strive to incorporate 21st century global skills into the curriculum.
- Growth and Resource Parity-*
- LCPS will manage the effects of growth and use methods for assessing parity between older and newer schools to ensure that all students, faculty and staff have access to quality facilities, resources, and instructional programs.
- LCPS will provide necessary and sufficient district level staffing in order to maintain excellence in a large and rapidly growing system.

## Planning – Long Range Planning for Early Childhood Special Education and Autism

### *Growth and Resource Parity-*

- LCPS will manage the effects of growth and use methods for assessing parity between older and newer schools to ensure that all students, faculty and staff have access to quality facilities, resources, and instructional programs.
- LCPS will provide necessary and sufficient district level staffing in order to maintain excellence in a large and rapidly growing system.

## Planning – Staffing

### *Compensation, Recruitment, and Retention of Staff-*

LCPS will offer a competitive recruitment, compensation, and professional development package that will attract highly qualified candidates and retain employees who meet established performance standards.

- LCPS will continue to explore methods for improving the quantity and quality of instructional and team planning time.
- LCPS will increase recruitment and employment of minority applicants for teaching and administrative/supervisory positions.
- LCPS will expand support for National Board Certification and other forms of developing teacher excellence.

## Family Life Education – Access to Special Education Curriculum

- Student Achievement-LCPS will identify and reduce the disparity in achievement among all educationally accepted subgroups.
- Curriculum Development-LCPS will enhance and expand alternative education programs.
- Healthy, Safety, and Wellness-LCPS will promote programs that enhance students' and employees' health, safety, and well being.
- Health, Safety, and Wellness-LCPS will strengthen programs that support safe learning environments free of bullying, teasing, and physical violence.

## Inclusive Practices

### *Loudoun County Public Schools Mission Statement*

The mission of the Loudoun County Public Schools is to work closely with students, families, and the community to provide a superior education, safe schools, and a climate for success. The educational programs of Loudoun County Public Schools will strive to meet or exceed federal, state, and local requirements for assessment of achievement and to promote intellectual growth, individual initiative, mutual respect, and personal responsibility for productive citizenship.

## Playgrounds

### *Health, Safety, and Wellness*

- LCPS will promote programs that enhance students' and employees' health, safety, and wellbeing.

# STATUS OF OCTOBER 2009 RECOMMENDATIONS

## 1. Communication Between Home and School

The goal of this recommendation was to outline expectations for communication between staff and parents. SEAC recognized that the building administrator is responsible for the oversight of communication between staff and parents. To that end, it was suggested that building administrators, staff and parents outline expectations for the type and frequency of communication required so that a reasonable dialogue can be established. The communication link between home and school should not negatively impact instructional time. The SEAC is mindful of the time crunch that parents and staff experience and, therefore, it is recommended that the established protocol be one that is user friendly, easy to be completed by staff and easy for parents to understand.

A few examples mentioned were:

- At the elementary level, the student agenda can be used or a customized communication form. The customized communication form mentioned can be used for students with communication deficits. The document can address the major activities of a child's school day.
- At the middle school level, the agenda or a customized communication form can be used or a parent initiated email.
- Similarly, the agenda or email can be used at the high school level.
- Templates of forms are available for staff to review on VISION through the Case Manager's Handbook.

*SEAC will continue to work with staff to evaluate the progress of and process for implementing the communication between home and school for students with Individual Education Plans.*

## 2. Disability Training

Based on feedback from the Town Hall meetings and parent surveys, the SEAC recommended that LCPS develop a plan that sets a standard for general educators, (including "specials" such as Music, Art, PE), to receive appropriate information on the disabilities of students they teach.

Focus is continuing on this recommendation and examples of strategies and tools that can be used include:



- The “PASSPORT” document – this document provides critical information for educators regarding accommodations and goals for a student as well as a snapshot of the student’s strengths and challenges.
- The “Verification of Access” form – this document provides an opportunity for the student’s case manager to share pertinent information regarding the student’s individualized education program such as the student’s learning strengths and challenges and needed accommodations and supports.
- Use of well-respected websites - The Office of Special Education (Parent Resource Center) web pages provides a listing of available resources for staff and the community.
- A number of other ideas shared in the SEAC 2008-2009 Annual Report include providing an opportunity for schools to address the needs of students with disabilities in the School Improvement Plans and the opportunity to provide ongoing professional development through VISION, face-to- face training and online training opportunities. One example was the use of *Autismpro*. This program provides forty-five hours of training/support for staff for working with students on the autism spectrum.
- For students with more complex disabilities, team meetings can be used as an opportunity for ongoing training.

*SEAC will continue to work with staff to evaluate the progress of implementing the strategies and tools for general educators to receive appropriate information on the disabilities of their students and how the disability impacts the student in the classroom setting.*

**3. Recommendations from the previous SEAC Annual Report that have been addressed are:**

- The request to address emotional issues for students with disabilities. The Child Study Team addresses behavior assessments and mental health assessments. The Child Study Team addresses assessments after a student is referred for consideration of special education services as part of the evaluation process.
- Establishment of buddy programs – the Office of Guidance has taken on this request and it is included as a part of the ongoing support for students with disabilities.

The goal is to establish a cohesive approach of peer support to promote positive interactions between students with and without disabilities that can be replicated in each elementary, middle or high school.

*SEAC will continue to monitor peer support groups. The Office of Guidance Services developed the expectation for all elementary schools to implement a peer support program. SEAC will review the number of elementary schools offering a program. Additionally, SEAC will monitor the progress of developing peer mentor programs in the middle school and high school settings.*

- Continuation of the expansion of frameworks that support all students such as: Responsive Instruction, Positive Behavior Intervention and Supports and the *Stetson Step by Step Inclusive Practices* program.

## COMMITTEE ORGANIZATION

|                            |                                                                         |
|----------------------------|-------------------------------------------------------------------------|
| Chairperson:               | Lisa Glasgow                                                            |
| Past Chairperson:          | Jodi Folta                                                              |
| Vice Chair Communications: | Jodi Folta                                                              |
| Vice Chair Membership:     | Deana Czaban                                                            |
| Vice Chair Planning:       | Vacant                                                                  |
| Secretary:                 | Cathryn Rice                                                            |
| Staff Liaison:             | Mary M. Kearney<br>Director, Office of Special Education                |
| School Board Liaison:      | John Stevens                                                            |
| Committee Members:         | 14                                                                      |
| Subcommittees:             | Child Study/Child Find; Inclusive Practices;<br>Reading; and Transition |

## COMMITTEE ACCOMPLISHMENTS AND ACTIVITIES

The SEAC focused its activities during 2010-2011 in three areas:

1. Coordination with Pupil Services staff to meet and review, revise, and plan for students with disabilities;
2. Outreach efforts to improve communication with the constituency we serve, the families of children receiving special education services from the LCPS; and
3. Organizing support for the special education budget for the 2011-2012 school year.

### Meeting Attendance

- 116% increase in meeting attendance since 2008-09 (19 average attendance) to 2010-2011 (41 average attendance)
- 17% increase from 2009-10 (35) to 2010-2011 (41)

## **SEAC PTA/PTO/PTSO Representatives**

- 153% increase in schools represented by a SEAC Representative
  - 2009-2010 fifteen schools represented
  - 2010-2011 a total of 38 schools represented

## **Launched *Recognition of Excellence in Special Education Awards***

- 81 nominations received
- 20 recipients selected

## **Increased Outreach**

- Introduced comprehensive handbook, "Life After High School: A Handbook on Transition Planning for Students and Families," which provides details of the vast information for parents and students to prepare for the transition to post secondary life
- Initiated development of the first information fair, "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. in the LCPS Administration Building. This program is designed to aid students with more significant disabilities (IEP Diploma or Modified Diploma tracks) for post secondary life.
- SEAC description included in 2010-11 Annual Report Climate of Success, 2011-12 Guide and Directory, LCPS website (Headlines and Calendar), LCPS Facebook, and local newspapers.
- Established open dialogue with Superintendent Edgar B. Hatrick and the School Board Chair, John Stevens.
- Town Hall May 9, 2011
  - 110 attendees listed on the sign-in roster
  - 51 attendees completed written survey
- Introduction of Immediate Past Chair Position on the Executive Committee to improve transition of new officers.
- Introduced a new SEAC informational handout in a cost effective one page and one-sided flyer that communicates key SEAC benefits and activities in a clear and concise manner. Flyer is available on the SEAC website and has been distributed to each school for distribution.

## **Meetings**

- The SEAC Bylaws (Article VII-Meetings) requires that the committee hold at least six regular meetings from September through June. SEAC met eight times during the 2010-2011 school year: September 21, 2010; October 19, 2010; November 16, 2010; January 18, 2011; February 15, 2011; March 15, 2011; May 17, 2011; and June 14, 2011.

**Presentations provided at the monthly SEAC meetings:**

|                     |                                              |
|---------------------|----------------------------------------------|
| 2011-2012 Scheduled | Total of Seven Presentations Planned To Date |
|---------------------|----------------------------------------------|

|                |                                                                                                                                       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------|
| September 2011 | What Does Special Education Look Like For Your Child?<br>A Framework of How Special Education Is Delivered In<br>ECSE, ES, MS, and HS |
| October 2011   | Dr. Edgar B. Hatrick, Vision for Special Services in<br>Loudoun County                                                                |
| November 2011  | Introducing the New Standards Based IEP Process:<br>IEP Standards Based on Academic Goals                                             |
| January 2012   | Transition From High School To Adult Life:<br>Overview of LCPS Services and Programs                                                  |
| February 2012  | The Top Ten Questions You Should Ask Your Case<br>Manager                                                                             |
| March 2012     | Behavior Problems and Discipline                                                                                                      |
| April 2012     | Assistive Technology                                                                                                                  |

|           |                                       |
|-----------|---------------------------------------|
| 2010-2011 | Total of Eight Presentations Provided |
|-----------|---------------------------------------|

|                |                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------|
| September 2010 | Supporting Special Education Teacher Effectiveness                                              |
| October 2010   | Testing Options-Beyond SOLs                                                                     |
| November 2010  | Adequate Yearly Progress<br>Before and After School Activities Support for<br>Special Education |
| January 2011   | Social Skills Training in the School Day: A Critical Life<br>Skill                              |
| February 2011  | Advocacy for Special Education Programs and Funding                                             |
| March 2011     | Supporting Students in our Schools: Guidance Services                                           |
| May 2011       | Writing Skills                                                                                  |

|           |                                       |
|-----------|---------------------------------------|
| 2009-2010 | Total of Eight Presentations Provided |
|-----------|---------------------------------------|

|               |                                                                                                      |
|---------------|------------------------------------------------------------------------------------------------------|
| October 2009  | Curriculum and Instruction                                                                           |
| November 2009 | Precision Teaching                                                                                   |
| January 2010  | Extended School Year<br>The American Recovery and Reinvestment Act:<br>Funding for Special Education |
| February 2010 | Bullying Prevention                                                                                  |
| March 2010    | IEP Pitfalls                                                                                         |
| April 2010    | Behavior Support in the Special Education Setting                                                    |
| May 2010      | Stetson Inclusive Practices                                                                          |

Other SEAC activities included, but are not limited to, the following:

- Monthly meeting notices to SEAC members and mailing list
- Periodic notices distributed to SEAC members and mailing list alerting them to events of interest
- Post meeting summary distributed to SEAC Representatives highlighting information to share with their individual school
- Organized support for individuals to speak on behalf of the special education budget before the School Board and the Board of Supervisors
- Subcommittees (Inclusive Practices, Reading, Child Study/Child Find, and Transition)
- Ongoing follow-up and reporting on the previous Annual Report recommendations
- Met regularly with the LCPS administrators and personnel
- Connected with MSAAC Chair, Jeff Dunn, in order to begin dialogue for the coordination for collaboration of possible common interests.

## **TOWN HALL SUMMARY**

The biannual Town Hall Meeting, hosted by SEAC, was held on Monday, May 9, 2011, at the LCPS Administration Building. This event is a gathering of special education families, schools, and representatives from the community who come together to provide constructive feedback about systemic issues within the special education processes. The goal of the Town Hall is to facilitate a connection between the stakeholders and the schools.

The sign-in roster for the May 9<sup>th</sup> Town Hall lists 110 individuals who registered as attendees. Special guests attending included Superintendent Edgar Hatrick, School Board Chair, John Stevens, and Assistant Superintendent for Pupil Services, Dr. Mary Kealy. Panel participants from the LCPS administrative team included Mary Kearney, Director of Special Education; John Lody, Director of Diagnostic and Prevention Services; Melissa Hartman, Secondary Special Education Supervisor; Colleen Johnson, Elementary Special Education Supervisor and Allyson Pate, educator, Parent Resource Center.

SEAC received feedback at the Town Hall through public comments, written comments, and an attendee written survey. 17 individuals addressed the panel directly with a public comment, 14 submitted written comments (11 of the fourteen were also speakers), and 51 attendees completed the written survey.

There were many relevant comments and many were consistent with SEAC concerns. The public comments, written comments, and survey all shared the same main concerns. Main concerns that have been brought to SEAC's attention:

- Formal peer interactions and support mechanisms (social skills, peer mentor programs, self-advocacy)
- Mental Health and Behavioral Supports for Students (disciplinary actions, functional behavior plans, behavior assessments, etc.)
- Long Range Planning to meet special education needs (growing student population, trends of continued increase in Autism population, school capacity, classroom size, case manager caseloads, etc.)
- Staffing - Recruitment, hiring and retention of special education staff and professional development
- Transitions - successfully preparing students for adult life
- Program relocations both from school to school and within schools (negative impact on educational progress, inadequate instruction space, disruption, etc.)

The concerns cited are all included in this annual report as a recommendation or a matter undergoing further review. Appendix J is a summary of the Town Hall written survey.

## **PUBLIC COMMENT**

A public comment period is included on the agenda of each regular meeting. The public comment is designated to allow members of the community the opportunity to voice global concerns and matters of interest before the Committee and staff members. Individuals wishing to participate with public comment are limited to three minutes and are asked to provide written documentation of their concern to the Secretary at the conclusion of the public comment period. The Director of Special Education responds to individuals making public comment either immediately following the remarks or by providing written correspondence prior to the next scheduled SEAC meeting.

For the period September 2010 to June 2011, a total of 14 individuals presented public comments. Common themes include frequency of program relocations, inadequacy of providing programs and services in hallways, closets, and small offices, the need for social skills programs and curriculums, the need for peer mentor programs K-12, transition programs and services, and allergy awareness and use of 504 plans.

## **SUBCOMMITTEE SUMMARIES**

The subcommittees met throughout the year. The summary submitted for each appears below.

### Child Study/Child Find

This subcommittee is charged with studying the requirements and process related to Child Study, Child Find, 504 Plans, and Eligibility. The subcommittee met with the Mr. John Lody, Director of Diagnostic and Prevention Services; Dr. Heather Applegate, Supervisor, Diagnostic and Prevention Services and Erin Kirkland, Eligibility Coordinator. The subcommittee has identified that there is a need to improve communication and awareness between school staff and parents/guardians for administrators and educators to receive effective training on the data collection process for Child Study and Eligibility; and for administrators and educators to implement accommodations/modifications in a timely manner. A discussion of these findings and further review is ongoing at this time.

### Inclusive Practices

The Inclusive Practices Subcommittee is charged with evaluating the effectiveness of inclusive practices in the school district. The subcommittee's preliminary finding is that in order for inclusion to be embraced by school administrators and educators, that the message must come from the superintendent and also that staff development, support, and resources must be available to provide best practices of inclusion. The subcommittee will continue their evaluation of the effectiveness of inclusive practices.

### Reading

This subcommittee's objectives are: to study the establishment of an evaluation process to identify an appropriate reading program based on the student's unique needs (learning style, reading deficits) against programs available in the school district; and evaluate teacher training for different reading programs to ensure efficacy of identified programs. This is an ongoing area of discussion and review. The subcommittee has no recommendations at this time.

### Transition

The Transition Subcommittee objectives are to study the preparation for transition after graduation and to study the transition from middle school to high school. This committee was unique in that two of its members were LCPS staff, one from the Parent Resource Center and the other from the Special Education Transition Services Department. The Transition Subcommittee met numerous times with LCPS staff regarding Community Business Instruction, Community and Schools Together, Career Pathways and other transition programs and services. Additionally, the subcommittee toured various programs that offer supports for adults with disabilities for employment, job training, or for day care activities.



The subcommittee recognized that parents need more information on the “transition process” in order to actively participate in the process and ensure that students were adequately prepared for meaningful life after high school. The subcommittee determined that a “transition handbook,” which outlines and explains the full range of information for parents and students to prepare for the transition to post secondary life, would improve outcomes for students with disabilities. With administrative support and approval, the two LCPS staff subcommittee members developed a comprehensive transition handbook titled, “Life After High School: A Handbook on Transition Planning for Students and Families.” The handbook is available as a pdf document at [www.lcps.org](http://www.lcps.org), link to Parents, and then select Special Education Advisory Committee.

Another area of concern that the subcommittee identified is the information and resources that are available to assist parents and students who have more significant disabilities (IEP Diploma track / non college bound). Anecdotal information supported the belief that families are often unprepared for what their child’s options are after high school in terms of job training, waivers and Medicaid benefits, housing, guardianship, transportation, and social/community programs. The subcommittee requested that an Information Fair be held to give families important transition information. The event would be designed in a similar fashion to the LCPS College Fair. Again, with the leadership of our two LCPS staff subcommittee members and administrative support, **LCPS will host “When the Bus Stops Coming: Life After High School Transition Fair”** on March 24, 2012, from 8:30 a.m. to 1:00 p.m. at the LCPS Administration Building.

In conclusion, the Transition Subcommittee recommends that LCPS staff continue to conduct an evaluation of the need for additional instructional transition services for students with Autism Spectrum Disorders, emotional disabilities, and intellectual disabilities who are likely to be on the Modified Diploma or the IEP Diploma track. The review should include an analysis of Community Based Instruction (CBI), Community and Schools Together (CAST), and programs available at the Monroe Technology Center and their effectiveness and gaps in meeting student needs.



## APPENDIX A

| Breakdown of Special Education By Disability – December Child Count |             |             |             |             |             |
|---------------------------------------------------------------------|-------------|-------------|-------------|-------------|-------------|
|                                                                     | <b>2006</b> | <b>2007</b> | <b>2008</b> | <b>2009</b> | <b>2010</b> |
| ID                                                                  | 222         | 240         | 240         | 259         | 262         |
| SD                                                                  | 31          | 33          | 35          | 34          | 22          |
| DHH                                                                 | 62          | 72          | 77          | 79          | 84          |
| SLI                                                                 | 1031        | 1096        | 1269        | 1365        | 1374        |
| VI                                                                  | 21          | 30          | 24          | 24          | 30          |
| ED                                                                  | 417         | 434         | 452         | 461         | 484         |
| OI                                                                  | 51          | 58          | 63          | 70          | 70          |
| OHI                                                                 | 672         | 756         | 872         | 964         | 1103        |
| AUT                                                                 | 458         | 528         | 625         | 674         | 729         |
| SLD                                                                 | 1678        | 1772        | 1880        | 1947        | 2048        |
| DB                                                                  | 2           | 2           | 2           | 2           | 2           |
| MD                                                                  | 38          | 43          | 49          | 55          | 67          |
| DD                                                                  | 264         | 276         | 306         | 313         | 430         |
| TBI                                                                 | 13          | 10          | 16          | 16          | 14          |
| <b>Totals</b>                                                       | <b>4960</b> | <b>5350</b> | <b>5910</b> | <b>6263</b> | <b>6719</b> |
| % of Total of LCPS students                                         | 9.84%       | 9.91%       | 10.37%      | 10.42%      | 10.63%      |

## APPENDIX B

| <b>Special Education Program Moves</b>     |                             |                    |                              |
|--------------------------------------------|-----------------------------|--------------------|------------------------------|
| <b>Changes from 2009-2010 to 2010-2011</b> |                             |                    |                              |
| <b>Program</b>                             | <b>From</b>                 | <b>To</b>          | <b>Reason</b>                |
| ED                                         | Arcola                      | Buffalo Trail      | Opening new school           |
| ECSE                                       | Rosa Lee Carter/New Program | Buffalo Trail      | Opening new school           |
| ECSE                                       | Creighton's Corner          | Frances Hazel Reid | Space availability           |
| ED                                         | Sycolin Creek               | Frances Hazel Reid | Space availability           |
| ID                                         | New Program                 | Kenneth Culbert    | Growth in student population |
| Autism                                     | New Program                 | Pinebrook          | Growth in student population |
| Autism                                     | New Program                 | Sanders Corner     | Growth in student population |
|                                            |                             |                    |                              |
| Various Programs                           | Multiple locations          | Tuscarora HS       | Change in boundaries         |
| Various Programs                           | Multiple locations          | Woodgrove HS       | Change in boundaries         |

| <b>Changes from 2010-2011 to 2011-2012</b> |                    |                   |                              |
|--------------------------------------------|--------------------|-------------------|------------------------------|
| <b>Program</b>                             | <b>From</b>        | <b>To</b>         | <b>Reason</b>                |
| Autism                                     | Pinebrook          | Buffalo Trail     | Space availability           |
| ED                                         | New Program        | Buffalo Trail     | Specialized program          |
| Autism                                     | Mill Run           | Cedar Lane        | Space availability           |
| Autism                                     | Creighton's Corner | Various Locations | Space availability           |
| ECSE                                       | Round Hill         | Kenneth Culbert   | Specialized program          |
| ID                                         | Rosa Lee Carter    | Various Locations | Space availability           |
| ECSE                                       | Rosa Lee Carter    | Newton Lee        | Space availability           |
| Autism                                     | Various locations  | Round Hill        | Growth in student population |
| ID                                         | Sycolin Creek      | Seldens Landing   | Space availability           |
| Various Programs                           | Multiple locations | J. M. Lunsford    | Change in boundaries         |

## APPENDIX C

### 5-Year Trends of Autism Student Population Growth

The number of students at the Early Childhood level and the number of students with autism for the 2005/2006 through the 2010/2011 school year is noted in the chart below.

|                    |              | <u>Early Childhood Special Education</u> |             |             |             |             |             |
|--------------------|--------------|------------------------------------------|-------------|-------------|-------------|-------------|-------------|
|                    |              | <u>2005</u>                              | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
| <b>Preschool</b>   |              |                                          |             |             |             |             |             |
| #s                 |              | 508                                      | 519         | 527         | 607         | 612         | 698         |
|                    |              | <u>Autism</u>                            |             |             |             |             |             |
| <u>Grade Level</u> |              | <u>2005</u>                              | <u>2006</u> | <u>2007</u> | <u>2008</u> | <u>2009</u> | <u>2010</u> |
|                    | PK           | 25                                       | 27          | 45          | 40          | 26          | 35          |
|                    | K            | 45                                       | 50          | 42          | 51          | 50          | 55          |
|                    | 1            | 41                                       | 56          | 58          | 54          | 60          | 64          |
|                    | 2            | 37                                       | 45          | 57          | 64          | 62          | 70          |
|                    | 3            | 35                                       | 40          | 49          | 62          | 69          | 69          |
|                    | 4            | 41                                       | 45          | 44          | 53          | 58          | 67          |
|                    | 5            | 31                                       | 41          | 46          | 57          | 57          | 56          |
|                    | 6            | 31                                       | 31          | 43          | 52          | 56          | 48          |
|                    | 7            | 33                                       | 31          | 29          | 45          | 50          | 58          |
|                    | 8            | 21                                       | 33          | 34          | 34          | 45          | 51          |
|                    | 9            | 12                                       | 19          | 35          | 37          | 36          | 38          |
|                    | 10           | 12                                       | 13          | 19          | 33          | 37          | 42          |
|                    | 11           | 9                                        | 14          | 12          | 25          | 41          | 39          |
|                    | 12           | 7                                        | 13          | 15          | 18          | 27          | 18          |
|                    | <b>Total</b> | <b>380</b>                               | <b>458</b>  | <b>528</b>  | <b>625</b>  | <b>674</b>  | <b>729</b>  |

### Percentage of Increase in Autism

|      |        |
|------|--------|
| 2006 | 21%    |
| 2007 | 15.30% |
| 2008 | 18.50% |
| 2009 | 8%     |
| 2010 | 8%     |

## APPENDIX D

### Number of Classes for ECSE and Students with Autism by Cluster

The chart below notes the number of classes for ECSE and students with autism in each cluster. Each time a new school opens the Office of Special Education establishes services for students at the new locations. (It should be noted that finding a location for special education services in the Ashburn and Leesburg is challenging due to the population growth and available classrooms.)

| <b>Clusters</b>       |                       |  |      |        |
|-----------------------|-----------------------|--|------|--------|
| <b>Briar Woods HS</b> |                       |  | ECSE | Autism |
|                       | Briar Woods HS        |  |      | 1      |
|                       | Eagle Ridge MS        |  |      | 1      |
|                       | Stone Hill MS         |  |      | 2      |
|                       | Creighton's Corner ES |  |      | 1      |
|                       | Hillside ES           |  |      |        |
|                       | Legacy ES             |  | 2    | 1      |
|                       | Mill Run ES           |  |      |        |
|                       | Rosa Lee Carter ES    |  | 2    |        |
|                       |                       |  |      |        |
| <b>Broad Run HS</b>   |                       |  | ECSE | Autism |
|                       | Broad Run HS          |  |      | 1      |
|                       | Farmwell Station MS   |  |      | 1      |
|                       | Ashburn ES            |  | 1    |        |
|                       | Cedar Lane ES         |  | 3    | 1      |
|                       | Dominion Trail ES     |  |      |        |
|                       | Steuart Weller ES     |  | 2    | 3      |
|                       |                       |  |      |        |
| <b>Dominion HS</b>    |                       |  | ECSE | Autism |
|                       | Dominion HS           |  |      | 1      |
|                       | Seneca Ridge MS       |  |      | 2      |
|                       | Lowes Island ES       |  |      |        |
|                       | Meadowland ES         |  |      |        |
|                       | Sugarland ES          |  | 3    |        |

|                          |                   |  |      |        |
|--------------------------|-------------------|--|------|--------|
|                          |                   |  |      |        |
| <b>Clusters</b>          |                   |  |      |        |
| <b>Freedom HS</b>        |                   |  | ECSE | Autism |
|                          | Freedom HS        |  |      | 2      |
|                          | Mercer MS         |  |      | 1      |
|                          | Lunsford MS       |  |      | 1      |
|                          | Aldie ES          |  |      |        |
|                          | Arcola ES         |  | 2    | 1      |
|                          | Buffalo Trail ES  |  | 2    | 1      |
|                          | Hutchison Farm ES |  |      |        |
|                          | Liberty ES        |  | 2    | 1      |
|                          | Little River ES   |  |      |        |
|                          | Pinebrook ES      |  | 3    | 1      |
|                          |                   |  |      |        |
| <b>Heritage HS</b>       |                   |  | ECSE | Autism |
|                          | Heritage HS       |  |      | 3      |
|                          | Harper Park MS    |  |      | 2      |
|                          | Cool Spring ES    |  | 1    |        |
|                          | John Tolbert ES   |  |      |        |
|                          |                   |  |      |        |
| <b>Loudoun County HS</b> |                   |  | ECSE | Autism |
|                          | Loudoun County HS |  |      | 2      |
|                          | Simpson MS        |  |      | 1      |
|                          | Catoctin ES       |  | 1    |        |
|                          | Evergreen Mill ES |  |      |        |
|                          | Sycolin Creek ES  |  | 4    |        |
|                          |                   |  |      |        |
| <b>Loudoun Valley HS</b> |                   |  | ECSE | Autism |
|                          | Loudoun Valley HS |  |      | 2      |
|                          | Blue Ridge MS     |  |      | 1      |
|                          | Banneker ES       |  |      |        |
|                          | Emerick ES        |  |      |        |

|                         |                    |  |      |        |
|-------------------------|--------------------|--|------|--------|
|                         | Hamilton ES        |  |      | 1      |
|                         | Lincoln ES         |  |      |        |
|                         | Middleburg ES      |  |      |        |
|                         |                    |  |      |        |
| <b>Park View HS</b>     |                    |  | ECSE | Autism |
|                         | Park View HS       |  |      | 1      |
|                         | Sterling MS        |  |      | 1      |
|                         | Forest Grove ES    |  |      |        |
|                         | Guilford ES        |  | 2    |        |
|                         | Rolling Ridge ES   |  |      | 2      |
|                         | Sterling ES        |  |      |        |
|                         | Sully ES           |  | 1    |        |
|                         |                    |  |      |        |
| <b>Potomac Falls HS</b> |                    |  | ECSE | Autism |
|                         | Potomac Fall HS    |  |      | 2      |
|                         | River Bend MS      |  |      | 3      |
|                         | Algonkian ES       |  |      | 2      |
|                         | Countryside ES     |  | 2    | 1      |
|                         | Horizon ES         |  | 1    |        |
|                         | Potowmack ES       |  | 2    |        |
|                         |                    |  |      |        |
| <b>Stone Bridge HS</b>  |                    |  | ECSE | Autism |
|                         | Stone Bridge HS    |  |      | 1      |
|                         | Belmont Ridge MS   |  |      | 2      |
|                         | Belmont Station ES |  | 3    | 3      |
|                         | Newton-Lee ES      |  | 4    | 1      |
|                         | Sanders Corner ES  |  |      | 1      |
|                         | Seldens Landing ES |  |      |        |
|                         |                    |  |      |        |
| <b>Tuscarora HS</b>     |                    |  | ECSE | Autism |
|                         | Tuscarora HS       |  |      | 2      |
|                         | Smart's Mill MS    |  |      | 1      |
|                         | Ball's Bluff ES    |  |      |        |

|                     |                    |  |      |        |
|---------------------|--------------------|--|------|--------|
|                     | FH Reid ES         |  | 4    |        |
|                     | Leesburg ES        |  |      | 1      |
|                     | Lucketts ES        |  |      |        |
|                     |                    |  |      |        |
| <b>Woodgrove HS</b> |                    |  | ECSE | Autism |
|                     | Woodgrove HS       |  |      | 1      |
|                     | Harmony Middle     |  |      | 1      |
|                     | Hillsboro ES       |  |      |        |
|                     | Kenneth Culbert ES |  | 3    | 1      |
|                     | Lovettsville ES    |  |      | 1      |
|                     | Mountain View ES   |  | 3    |        |
|                     | Round Hill ES      |  | 2    | 1      |
|                     | Waterford ES       |  |      |        |



## APPENDIX E

### Elementary - Location of Special Education Services

| School             | ECSE | Autism | CC | ED | ID | MD | DHH | Totals |
|--------------------|------|--------|----|----|----|----|-----|--------|
| Aldie              |      |        | 1  |    |    |    |     | 1      |
| Algonkian          |      | 2      | 5  |    |    |    |     | 7      |
| Arcola             | 2    | 1      | 2  |    | 2  |    |     | 7      |
| Ashburn            | 1    |        | 4  |    |    |    |     | 5      |
| Ball's Bluff       |      |        | 6  |    |    |    |     | 6      |
| Banneker           |      |        | 2  |    |    |    |     | 2      |
| Belmont Station    | 3    | 3      | 7  |    |    |    |     | 13     |
| Buffalo Trail      | 2    | 1      | 2  | 2  |    |    |     | 7      |
| Catoctin           | 1    |        | 5  |    |    | 1  |     | 7      |
| Cedar Lane         | 3    | 1      | 6  |    |    |    |     | 10     |
| Cool Spring        | 1    |        | 7  |    |    |    |     | 8      |
| Countryside        | 2    | 1      | 5  |    |    |    |     | 8      |
| Creighton's Corner |      | 1      | 3  |    |    |    |     | 4      |
| Dominion Trail     |      |        | 5  |    |    |    |     | 5      |
| Emerick            |      |        | 3  |    |    |    |     | 3      |
| Evergreen Mill     |      |        | 4  |    |    |    |     | 4      |
| Forest Grove       |      |        | 3  |    |    | 1  |     | 4      |
| Guilford           | 2    |        | 4  |    |    |    |     | 6      |
| Hamilton           |      | 1      | 2  |    |    |    |     | 3      |
| Hazel Reid         | 4    |        | 5  | 2  |    |    | 2   | 13     |
| Hillsboro          |      |        | 1  |    |    |    |     | 1      |
| Hillside           |      |        | 6  |    |    |    |     | 6      |
| Horizon            | 1    |        | 3  |    | 1  | 1  |     | 6      |
| Hutchison Farm     |      |        | 4  |    |    |    |     | 4      |
| Kenneth Culbert    | 3    | 1      | 4  | 1  | 2  |    |     | 11     |
| Leesburg           |      | 1      | 4  | 1  |    |    |     | 6      |
| Legacy             | 2    | 1      | 4  |    |    |    |     | 7      |
| Liberty            | 2    | 1      | 5  |    |    |    |     | 8      |
| Lincoln            |      |        | 1  |    |    |    |     | 1      |
| Little River       |      |        | 3  |    |    |    |     | 3      |
| Lovettsville       |      | 1      | 3  |    |    |    |     | 4      |
| Lowes Island       |      |        | 3  |    |    |    |     | 3      |
| Lucketts           |      |        | 2  |    |    |    |     | 2      |
| Meadowland         |      |        | 2  |    |    |    |     | 2      |
| Middleburg         |      |        | 1  |    |    |    |     | 1      |
| Mill Run           |      |        | 4  |    |    |    |     | 4      |
| Mountain View      | 3    |        | 4  |    | 1  |    |     | 8      |
| Newton-Lee         | 4    | 1      | 4  |    | 1  |    |     | 10     |

## Elementary - Location of Special Education Services

| <b>School</b>       | <b>ECSE</b> | <b>Autism</b> | <b>CC</b> | <b>ED</b> | <b>ID</b> | <b>MD</b> | <b>DHH</b> | <b>Totals</b> |
|---------------------|-------------|---------------|-----------|-----------|-----------|-----------|------------|---------------|
| Pinebrook           | 3           | 1             | 6         |           | 1         |           |            | 11            |
| Potowmack           | 2           |               | 3         | 1         |           |           |            | 6             |
| Rolling Ridge       |             | 2             | 3         |           | 1         |           |            | 6             |
| Rosa Lee Carter     |             | 2             | 3         |           |           | 1         |            | 6             |
| Round Hill          | 2           | 1             | 3         |           |           |           |            | 6             |
| Sanders Corner      |             | 1             | 5         |           |           |           |            | 6             |
| Seldens Landing     |             |               | 5         |           | 2         |           |            | 7             |
| Sterling Elementary |             |               | 3         |           |           |           |            | 3             |
| Steuart Weller      | 2           | 3             | 5         |           |           |           |            | 10            |
| Sugarland           | 3           |               | 3         | 2         |           |           |            | 8             |
| Sully               | 1           |               | 2         |           | 1         |           |            | 4             |
| Sycolin Creek       | 4           |               | 5         |           |           | 1         |            | 10            |
| Tolbert             |             |               | 5         |           |           |           |            | 5             |
| Waterford           |             |               | 1         |           |           |           |            | 1             |

All schools provide related services of speech, occupational therapy, physical therapy and itinerant VI or DHH services.

## APPENDIX F

| Middle School - Location of Special Education Services                                                                   |        |    |    |    |    |     |        |
|--------------------------------------------------------------------------------------------------------------------------|--------|----|----|----|----|-----|--------|
| School                                                                                                                   | Autism | CC | ED | ID | MD | DHH | Totals |
| Belmont Ridge                                                                                                            | 2      | 11 | 1  | 1  | 1  |     | 16     |
| Blue Ridge                                                                                                               | 1      | 8  | 1  | 1  |    |     | 11     |
| Eagle Ridge                                                                                                              | 1      | 9  | 1  | 1  |    |     | 12     |
| Farmwell Station                                                                                                         | 1      | 12 | 1  | 1  |    |     | 15     |
| Harmony                                                                                                                  | 1      | 10 | 1  | 1  |    |     | 13     |
| Harper Park                                                                                                              | 2      | 10 | 1  | 1  |    |     | 14     |
| J. L. Simpson                                                                                                            | 1      | 12 | 1  | 1  | 1  |     | 16     |
| J. M. Lunsford                                                                                                           | 1      | 6  | 2  | 1  |    |     | 10     |
| Mercer                                                                                                                   | 1      | 7  | 1  | 1  |    |     | 10     |
| River Bend                                                                                                               | 3      | 11 | 1  | 1  | 1  |     | 17     |
| Seneca Ridge                                                                                                             | 2      | 10 | 1  | 1  |    |     | 14     |
| Smart's Mill                                                                                                             | 1      | 10 | 2  | 1  |    | 1   | 15     |
| Sterling Middle                                                                                                          | 1      | 9  | 2  | 1  |    |     | 13     |
| Stone Hill                                                                                                               | 2      | 7  | 1  | 1  |    |     | 11     |
| All schools provide related services of speech, occupational therapy, physical therapy and itinerant VI or DHH services. |        |    |    |    |    |     |        |

## APPENDIX G

| High School - Location of Special Education Services |        |    |    |    |    |     |             |
|------------------------------------------------------|--------|----|----|----|----|-----|-------------|
| School                                               | Autism | CC | ED | ID | MD | DHH | Transition* |
| Briar Woods                                          | 1      | 9  | 1  | 1  |    |     | 1           |
| Broad Run                                            | 1      | 12 | 2  | 2  |    |     | 1           |
| Dominion High                                        | 1      | 9  | 1  | 1  | 1  |     | 1           |
| Freedom                                              | 2      | 13 | 2  | 1  |    |     | 1           |
| Heritage                                             | 3      | 15 | 2  | 3  | 1  |     | 1           |
| Loudoun County                                       | 2      | 11 | 1  | 2  |    |     | 1           |
| Loudoun Valley                                       | 2      | 7  | 1  | 2  |    |     | 1           |
| Park View                                            | 1      | 9  | 2  | 1  |    |     | 1           |
| Potomac Falls                                        | 2      | 14 | 2  | 1  |    |     | 1           |
| Stone Bridge                                         | 1      | 12 | 1  | 1  | 1  |     | 1           |
| Tuscarora                                            | 2      | 13 | 2  | 2  |    | 1   | 1           |
| Woodgrove                                            | 1      | 12 | 2  | 2  |    |     | 1           |

All schools provide related services of speech, occupational therapy, physical therapy and itinerant VI or DHH services.

\* In addition to transition teachers at each high school, LCPS has four teachers that provide services to students ages 18-22.

## APPENDIX H

| Five Year Special Education Staffing |               |               |               |               |               |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|
|                                      | 2007-<br>2008 | 2008-<br>2009 | 2009-<br>2010 | 2010-<br>2011 | 2011-<br>2012 |
| Director                             | 1             | 1             | 1             | 1             | 1             |
| Supervisors                          | 10            | 10            | 10            | 11            | 11            |
| Deans                                | 4             | 4             | 4             | 4             | 4             |
| Coordinators                         | 2             | 4             | 4             | 4             | 3             |
| Specialists                          | 2             | 6             | 7             | 7             | 8             |
| Teachers                             | 712.2         | 771.2         | 816.2         | 805.9         | 818.9         |
| Teacher Assistants                   | 496.4         | 561.4         | 618.9         | 638.9         | 648.9         |
| Related Services<br>(OT/PT)          | 35            | 37            | 38            | 40            | 40            |
| Clerical Support                     | 10            | 10            | 10            | 10            | 10            |
| Young Adults Program                 | 4             | 4             | 4             | 4             | 4             |
| Juvenile Detention                   | 2             | 2             | 4             | 4             | 4             |
| Adult Jail                           | 1             | 1             | 1             | 1             | 1             |
|                                      | 1279.6        | 1411.6        | 1518.1        | 1530.8        | 1553.8        |

## APPENDIX I

| Participating Schools                                                                                |             |           |                |
|------------------------------------------------------------------------------------------------------|-------------|-----------|----------------|
| Positive Behavior Interventions and Supports, Responsive Instruction and Stetson Inclusive Practices |             |           |                |
| <b>Briar Woods Cluster</b>                                                                           |             |           |                |
|                                                                                                      | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Briar Woods                                                                                          |             |           |                |
| Eagle Ridge                                                                                          | X           | X         |                |
| Stone Hill                                                                                           | X           | X         |                |
| Creighton's Corner                                                                                   | X           |           |                |
| Hillside                                                                                             |             |           | X              |
| Legacy                                                                                               | X           |           |                |
| Mill Run                                                                                             |             |           |                |
| Rosa Lee Carter                                                                                      | X           |           | X              |
|                                                                                                      |             |           |                |
| <b>Broad Run Cluster</b>                                                                             |             |           |                |
|                                                                                                      | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Broad Run                                                                                            |             |           |                |
| Farmwell Station                                                                                     | X           | X         |                |
| Ashburn                                                                                              | X           |           | X              |
| Cedar Lane                                                                                           | X           | X         | X              |
| Dominion Trail                                                                                       |             |           | X              |
| Steuart Weller                                                                                       |             |           |                |
|                                                                                                      |             |           |                |
| <b>John Champe Cluster</b>                                                                           |             |           |                |
|                                                                                                      | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| John Champe                                                                                          |             |           |                |
| Mercer                                                                                               | X           |           |                |
| Aldie                                                                                                | X           |           |                |
| Arcola                                                                                               |             | X         | X              |
| Buffalo Trail                                                                                        |             |           |                |
| Pinebrook                                                                                            | X           | X         |                |
|                                                                                                      |             |           |                |

| <b>Dominion Cluster</b>       |             |           |                |
|-------------------------------|-------------|-----------|----------------|
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Dominion                      |             |           |                |
| Seneca Ridge                  | X           |           |                |
| Lowes Island                  |             |           | X              |
| Meadowland                    | X           | X         | X              |
| Sugarland                     |             |           |                |
|                               |             |           |                |
| <b>Freedom Cluster</b>        |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Freedom                       |             | X         |                |
| J. M. Lunsford                | X           |           |                |
| Hutchison Farm                | X           |           |                |
| Liberty                       | X           |           | X              |
| Little River                  | X           |           | X              |
|                               |             |           |                |
| <b>Heritage Cluster</b>       |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Heritage                      | X           |           |                |
| Harper Park                   | X           |           |                |
| Cool Spring                   | X           | X         | X              |
| Tolbert                       | X           | X         |                |
|                               |             |           |                |
| <b>Loudoun County Cluster</b> |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Loudoun County                |             | X         |                |
| Simpson                       |             |           |                |
| Catoctin                      | X           | X         | X              |
| Evergreen                     |             |           |                |
| Sycolin Creek                 | X           |           |                |
|                               |             |           |                |
|                               |             |           |                |
|                               |             |           |                |

|                               |             |           |                |
|-------------------------------|-------------|-----------|----------------|
| <b>Loudoun Valley Cluster</b> |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Loudoun Valley                |             | X         |                |
| Blue Ridge                    |             | X         |                |
| Banneker                      |             |           |                |
| Emerick                       | X           |           |                |
| Hamilton                      | X           | X         |                |
| Lincoln                       |             |           |                |
| Middleburg                    | X           |           |                |
|                               |             |           |                |
| <b>Park View Cluster</b>      |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Park View                     |             |           |                |
| Sterling Middle               | X           | X         |                |
| Forest Grove                  |             |           |                |
| Guilford                      | X           |           |                |
| Rolling Ridge                 | X           | X         |                |
| Sterling Elementary           | X           | X         | X              |
| Sully                         | X           |           |                |
|                               |             |           |                |
| <b>Potomac Falls Cluster</b>  |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Potomac Falls                 |             |           |                |
| River Bend                    |             | X         |                |
| Algonkian                     |             | X         |                |
| Countryside                   | X           |           | X              |
| Horizon                       | X           |           |                |
| Potowmack                     | X           |           |                |
|                               |             |           |                |
| <b>Stone Bridge Cluster</b>   |             |           |                |
|                               | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Stone Bridge                  |             |           |                |
| Belmont Ridge                 | X           |           |                |



|                           |             |           |                |
|---------------------------|-------------|-----------|----------------|
| Belmont Station           |             |           |                |
| Newton Lee                |             |           | X              |
| Sanders Corner            |             |           |                |
| Seldens Landing           | X           | X         | X              |
|                           |             |           |                |
|                           |             |           |                |
| <b>Tuscarora Cluster</b>  |             |           |                |
|                           | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Tuscarora                 | X           |           |                |
| Smart's                   |             |           |                |
| Ball's Bluff              | X           |           |                |
| Frances Hazel Reid        | X           |           |                |
| Leesburg                  |             |           |                |
| Lucketts                  | X           |           |                |
|                           |             |           |                |
|                           |             |           |                |
| <b>Woodgrove Cluster</b>  |             |           |                |
|                           | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Woodgrove                 | X           | X         |                |
| Harmony                   |             |           |                |
| Hillsboro                 |             |           | X              |
| Kenneth Culbert           | X           | X         |                |
| Lovettsville              | X           | X         |                |
| Mountain View             |             |           |                |
| Round Hill                |             |           |                |
| Waterford                 |             |           |                |
|                           |             |           |                |
| <b>Other Locations</b>    |             |           |                |
|                           | <b>PBIS</b> | <b>RI</b> | <b>Stetson</b> |
| Monroe Tech               | X           |           |                |
| Young Adults Program      | X           |           |                |
| Juvenile Detention Center | X           |           |                |

## APPENDIX J

### 2011 Town Hall Survey Summary

2011 Survey

Summary of Responses

My child's school level: Preschool (PS); Elementary School (ES); Middle School (MS); High School (HS)

| PS  | ES  | MS  | HS  | Blank |
|-----|-----|-----|-----|-------|
| 5   | 27  | 6   | 12  | 1     |
| 10% | 53% | 12% | 24% | 2%    |

My child's disability category is: [summarized separately](#)

|                                                                                                                                                                                            | Yes |     | No |     | NS |     | N/A |     |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|----|-----|----|-----|-----|-----|
|                                                                                                                                                                                            | #   | %   | #  | %   | #  | %   | #   | %   |
| My child feels welcome and a part of their school community.                                                                                                                               | 32  | 63% | 6  | 12% | 11 | 22% | 0   | 0%  |
| The level of inclusion in general education classes that my child is receiving is appropriate.                                                                                             | 36  | 71% | 6  | 12% | 5  | 10% | 1   | 2%  |
| My child's school ensures that school sponsored extra-curricular activities are accessible to students with disabilities.                                                                  | 20  | 39% | 11 | 22% | 17 | 33% | 0   | 0%  |
| My child's mental health and/or behavioral needs are addressed appropriately (Positive Behavior Support, Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP), etc.). | 24  | 47% | 11 | 22% | 3  | 6%  | 11  | 22% |
| The Principal/Asst. Principal have a thorough knowledge of special education programs and services available to my child.                                                                  | 19  | 37% | 16 | 31% | 15 | 29% | 0   | 0%  |
| The Principal/Asst. Principal are supportive of special education and set a positive tone in the building.                                                                                 | 23  | 45% | 16 | 31% | 10 | 20% | 0   | 0%  |
| If your child is 14 or older: My child's school regularly discusses Transition planning and options for post high school (i.e. education options, job opportunities, living arrangements). | 7   | 14% | 7  | 14% | 0  | 0%  | 32  | 63% |
| Overall, I am satisfied with the quality of my child's special education services and supports. If no, please explain:                                                                     | 24  | 47% | 21 | 41% | 2  | 4%  | 0   | 0%  |

[Separate listing of comments to be provided](#)

One goal of SEAC is to advise the LCPS school system of unmet needs and to submit periodic reports and recommendations regarding the education of students with disabilities. To help us in developing priorities and strategies, please rank the following issues from 1-15 with 1 needing *most* attention and 15 needing *least* attention at LCPS.

| Rank |                                                                                             | # Times in Top 5 |     |
|------|---------------------------------------------------------------------------------------------|------------------|-----|
| ___  | <b>Formal Peer Interactions and Support Mechanisms (Peer Support, Buddy programs, etc.)</b> | 24               | 47% |
| ___  | Bullying and Disability Harassment                                                          | 19               |     |
| ___  | <b>Mental Health and/or Behavioral Supports for Students</b>                                | 22               | 43% |
| ___  | Assistive Technology                                                                        | 15               |     |
| ___  | Early Intervention and Eligibility (includes Child Study and Child Find)                    | 18               |     |
| ___  | <b>Long Range Planning to Meet Special Education Needs</b>                                  | 25               | 49% |
| ___  | Secondary Transition (post high school) and Self Advocacy                                   | 10               |     |
| ___  | Transition Planning (ECSE to Elementary, Elementary to Middle, Middle to High School)       | 20               |     |
| ___  | <b>Recruitment, Hiring and Retention of Special Education Staff</b>                         | 33               | 65% |
| ___  | <b>Professional Development/Training for Staff Competencies, circle all that apply:</b>     | 22               | 43% |
| ___  | Disability Specific / Inclusive Practices / Behavior Management / Other (specify):          |                  |     |
| ___  | Transportation                                                                              | 2                |     |
| ___  | IEPs (Understanding the process, communication, accountability, etc.)                       | 21               |     |
| ___  | ESY (Extended School Year) Services                                                         | 8                |     |
| ___  | Modified Curriculum for Family Life Education                                               | 2                |     |
| ___  | Other (specify):                                                                            | 3                |     |

## APPENDIX K

### Recognition For Excellence in Supporting Special Education 2011 Award Recipients

This year we received 81 nominations representing 39 LCPS schools in addition to 2 non-school based nominations. There are 20 Award Recipients representing 16 schools in the 11 categories shown below. The awards were presented to the recipients on Tuesday, June 14, 2011, at the LCPS Administration Building, at the School Board meeting. A reception followed with more than 150 individuals attending.

| Category                       | Name of Person/Program Nominated: | School                     |
|--------------------------------|-----------------------------------|----------------------------|
| Administrator                  | James Dallas                      | Cedar Lane Elementary      |
| General Education - Elementary | MaryBeth Bechtel                  | Algonkian Elementary       |
| General Education - Secondary  | Greg Wolfe                        | Loudoun Valley High        |
| Paraprofessional               | Alyson Manning                    | Little River Elementary    |
| Parent                         | Muriel Forrest                    | JL Simpson Middle          |
| School Program - Elementary    | ECSE Autism Program (Beth Carl)   | Belmont Station Elementary |
| School Program - Secondary     | Susan Hill                        | Heritage High              |
| Special Education - ECSE       | Courtney Spudic                   | Countryside Elementary     |
| Special Education - Elementary | Danna Grier                       | Catoctin Elementary        |
|                                | Terrie Simmers                    | Hamilton Elementary        |
| Special Education - Secondary  | Cynthia Clark                     | Loudoun Valley High        |
| Student                        | Morgan Klug                       | Mercer Middle              |
|                                | Sarah Bruno                       | Mercer Middle              |
|                                | Megan Thornhill                   | Mercer Middle              |
|                                | Katherine (Katie) Mitlehner       | Eagle Ridge Middle         |
|                                | Lauren Marie Johnson              | Woodgrove High             |
|                                | Phoebe Lisle                      | Newton-Lee Elementary      |
|                                | Samantha Alto                     | Cedar Lane Elementary      |
|                                | Robert "Tripp" Tarro              | Dominion High School       |
|                                | Nicholas (Nick) Hallam            | Mountain View Elementary   |

## APPENDIX L

### SEAC PTO/PTA REPRESENTATIVES May 9, 2011

*SEAC strives to have at least one parent representative at each LCPS school to help support parents and provide important information. Data provided is as of May 9, 2011. Data as of October 2011 would not be accurate as the representatives are in transition as school's are notifying SEAC of discontinued appointments and new appointments.*

Gray = school is not represented/there is not a SEAC PTA/PTO Representative

|                              |                          |                              |
|------------------------------|--------------------------|------------------------------|
| Aldie ES                     | Guilford ES              | Park View HS                 |
| <b>Algonkian ES</b>          | <b>Hamilton ES</b>       | <b>Pinebrook ES</b>          |
| <b>Arcola ES</b>             | Harmony MS               | <b>Potomac Falls HS</b>      |
| Ashburn ES                   | <b>Harper Park MS</b>    | Potowmack ES                 |
| Ball's Bluff ES              | Heritage HS              | <b>Frances Hazel Reid ES</b> |
| Banneker ES                  | Hillsboro ES             | River Bend MS                |
| <b>Belmont Ridge MS</b>      | <b>Hillside ES</b>       | <b>Rolling Ridge ES</b>      |
| Briar Woods HS               | Horizon ES               | Round Hill ES                |
| <b>Broad Run HS</b>          | <b>Hutchison Farm ES</b> | <b>Sanders Corner ES</b>     |
| <b>Buffalo Trail ES</b>      | Leesburg ES              | <b>Seldens Landing ES</b>    |
| <b>Rosa Lee Carter ES</b>    | <b>Legacy ES</b>         | <b>Seneca Ridge MS</b>       |
| <b>Catoctin ES</b>           | Liberty ES               | J. Lupton Simpson MS         |
| <b>Cedar Lane ES</b>         | Lincoln ES               | <b>Smart's Mill MS</b>       |
| <b>Cool Spring ES</b>        | <b>Little River ES</b>   | <b>Sterling ES</b>           |
| Countryside ES               | Loudoun County HS        | Sterling MS                  |
| Creighton's Corner ES        | Loudoun Valley HS        | Stone Bridge HS              |
| <b>Kenneth W. Culbert ES</b> | <b>Lovettsville ES</b>   | Stone Hill MS                |
| <b>Dominion HS</b>           | <b>Lowes Island ES</b>   | Sugarland ES                 |
| <b>Dominion Trail ES</b>     | <b>Lucketts ES</b>       | Sully ES                     |
| Douglass School              | Meadowland ES            | <b>Sycolin Creek ES</b>      |
| <b>Eagle Ridge MS</b>        | <b>Mercer MS</b>         | John W. Tolbert Jr. ES       |
| Emerick ES                   | Middleburg ES            | Tuscarora HS                 |
| <b>Evergreen Mill ES</b>     | <b>Mill Run ES</b>       | <b>Waterford ES</b>          |
| Farmwell Station MS          | Monroe Technology        | <b>Steuart W. Weller ES</b>  |
| Forest Grove ES              | Mountain View ES         | Woodgrove HS                 |
| Freedom HS                   | <b>Newton-Lee ES</b>     |                              |

