



# SEAC Annual Report

Presented to the

Loudoun County School Board

October 23, 2012

# SPECIAL EDUCATION

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

(§ 22 .1-213 of the Code of Virginia; 34 CFR 300 .39)

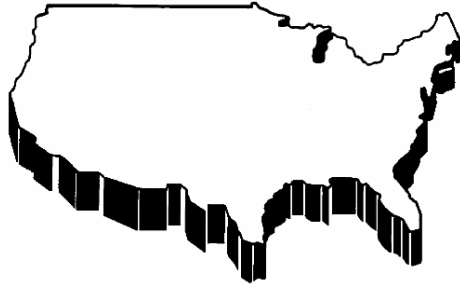
Required by Federal  
Legislation

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

Required by Commonwealth  
of Virginia

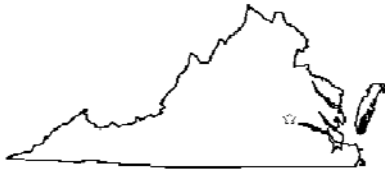
**Regulations Governing  
Special Education Programs  
for Children With Disabilities**  
(effective 07/07/09), 8 VAC 20-81-10 et seq.,  
and the Code of Virginia)

# BY THE NUMBERS



- 6.5 million students receiving special education in the United States (2009-10)

*[http://nces.ed.gov/programs/coe/indicator\\_cwd.asp](http://nces.ed.gov/programs/coe/indicator_cwd.asp)*



- 163,500 total Virginia students receiving special education (12/01/10)

*[http://www.doe.virginia.gov/special\\_ed/reports\\_plans\\_stats/child\\_count/2010.pdf](http://www.doe.virginia.gov/special_ed/reports_plans_stats/child_count/2010.pdf)\* December 2011 child count not yet available per VDOE staff.*



- 6,983 total LCPS students receiving special education (12/01/11) *LCPS Office of Special Education*

Approximately 13% of the national student population receives special education services. 10.66% of the LCPS student population receives special education services.

# HIGH PRIORITY RECOMMENDATIONS

## 1. District-Wide Conformity To The Implementation Of Inclusive Practices

- Clear message from the LCPS leadership supporting inclusive practices;
- School Administrators to establish and practice a clear mission for an inclusive school wide culture where individual differences are valued, embraced, and evident as demonstrated by:
  - Promoting academic and social-emotional growth of all students
  - Implementing evidence-based inclusive practices
  - Providing collaborative planning time for staff in the school structure
  - Engaging students with disabilities in a wide range of activities including the general education setting, nonacademic, and extracurricular activities

The important question for children with disabilities is not *whether*, but *how* they can be fully included as members of their schools, communities, and society.

# HIGH PRIORITY - continued

## 2. Transition Planning: ECSE to Elementary; Elementary to Middle School; and Middle School to High School

- Develop procedures for special education students transitioning from one level of education to the next:
  - Early Childhood Special Education to Elementary School
  - Elementary School to Middle School
  - Middle School to High School.
- Case managers and administrators from each level should be knowledgeable about the delivery of services, structure, and curriculum at the next level so that students can be adequately prepared for transitions.

The school environment and academic expectations change from one level of education to the next level.

# HIGH PRIORITY – Transition

## 2. Transition Planning: Age 14 to 21

A. Evaluate 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.

*Transition continued*

Transition services prepare students to make the transition from the world of school to the world of adulthood.

# HIGH PRIORITY - Transition

- B. Provide transportation to adequately support the CBI and CAST programs;
- C. That the Monroe Technology Center offer a two tiered program in order to provide education and training to prepare students with disabilities for employment that does not require licensure or certification; and
- D. Provide an additional FTE Transition Specialist to ensure that transition planning and services are adequately provided.

Transition services can include instruction, community experiences, the development of employment and other post-school adult living objectives, and (if appropriate) the acquisition of daily living skills and functional vocational assessment.

# HIGH PRIORITY - continued

## 3. Professional Development

SEAC recommends:

- A. Focus professional development to prepare and support general education teachers with a diverse classroom --- adapting instruction for specific content areas, inclusive practices, and behavior interventions.
  
- B. Increase awareness of existing student remediation programs and to provide staff training for the use and implementation of these programs.
  
- B. Establish criteria to ensure that administrators and case managers attend IEP training and implement the instruction received.

- Every child deserves an excellent teacher
- Effective teachers are career-long learners
- Professional development is a critical lever of improvement



# EMERGING ISSUES

- 1. Education Budget And Special Education**
  - IDEA Funding, Sequestration, Local Budget Climate
- 2. Technology In Education**
- 3. School Discipline**
  - SEAC again recommends that LCPS provide additional behavioral support staff.
- 4. Consistency And Accountability**

Emerging: to come up or arise, as a question or difficulty.

# SEAC ACCOMPLISHMENTS

- ✧ 39% increase in meeting attendance from 2010-11 (41) to 2011-12 (57)
- ✧ SEAC Representatives up 39% -- 2010-2011 (38 reps) to 2011-12 (53 reps)
- ✧ Awarded 51 individuals with the *2012 Recognition of Excellence in Special Education Awards*
- ✧ With collaboration of LCPS staff, offered the first information fair, “When the Bus Stops Coming: Life After High School Transition Fair,” on Saturday, March 24, 2012, with 163 attendees.
- ✧ Organized support for the 2012-13 special education budget

*“ Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has.”*  
- Margaret Mead

# RECAP OF HIGH PRIORITY NEEDS

- **DISTRICT-WIDE CONFORMITY TO INCLUSIVE PRACTICES**
  - *Will strengthen programs that support safe learning environments free of bullying, teasing, and physical violence – School Board Goal*
  - *Identify and reduce the disparity in achievement among all educationally accepted subgroups – School Board Goal*
  
- **TRANSITION PLANNING AND SERVICES FROM KINDERGARTEN TO CAREER**
  - *Ensure that all graduates demonstrate readiness for continuing education and entry level skills for immediate employment – School Board Goal*
  - *Will enhance and expand alternative education programs – School Board Goal*
  - *Will expand its academy programs to serve students with special interests and abilities – School Board Goal*
  - *Will review and revise career and technical programs to meet evolving employment and post-secondary educational outcomes – School Board Goal*
  
- **PROFESSIONAL DEVELOPMENT –TRAINING FOR THE DIVERSE CLASSROOM.**
  - *Offer a competitive professional development package – School Board Goal*



# GET CONNECTED

## SCHOOL BOARD MEMBERS

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

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

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

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

# SEAC THANKS

Dr. Mary Kealy, Assistant Superintendent for Pupil Services

Mary Kearney, Director of Special Education

Jill Turgeon, School Board Liaison

FOR THEIR PROFESSIONALISM, COLLABORATION,  
AND OPEN DIALOGUE





## Contact Information:

[www.lcps.org](http://www.lcps.org), link to Parents,  
and click on Special Education  
Advisory Committee