



ANNUAL REPORT

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Presented to the
Loudoun County School Board

December 1, 2015





TABLE OF CONTENTS

Executive Summary	<u>4</u>
Introduction	<u>6</u>
SEAC Purpose	<u>8</u>
Recommendations – Top Priorities	<u>9</u>
Areas of Concern	<u>16</u>
Status of October 2014 Recommendations	<u>19</u>
Committee Organization	<u>24</u>
Committee Updates	
Accomplishments and Activities	<u>25</u>
Meetings and Presentations	<u>28</u>
Public Comments	<u>30</u>
Subcommittee Summaries	<u>31</u>



APPENDICES

- A. SEAC Representatives by Voting District
- B. 2015 Recognition of Excellence in Special Education Awards
- C. Breakdown of Special Education by Disability
- D. Autism Rates by Grade Level
- E. Number of Classes for ECSE and Students with Autism by Cluster
- F. Special Education Services – Geographical and by Cluster
- G. Special Education Program Moves
- H. Least Restrictive Environment – Participation in General Education
- I. Special Education Staffing
- J. Summary of PBIS
- K. Responsive Instruction Schools by Cluster
- L. Stetson Inclusive Framework Schools by Cluster
- M. Summary of Federal Mandates



REFERENCES

October 2014 SEAC Annual Report to the LCPS School Board

<http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/103/presentations/2013-2014SEACAnnualReportfinal102714ver2.pdf>

Regulations Governing Special Education Programs for Children with Disabilities in Virginia

http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_v_a.pdf

Parent's Guide to Special Education

http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf

Guidelines for Educating Students with Autism Spectrum Disorders, October 2010

http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_guidelines.pdf

EXECUTIVE SUMMARY

COMMENDATIONS

- ✓ Adoption of the [LCPS Strategic Framework](#) which reflects stakeholder input and participation from SEAC, among others, to ensure that the LCPS mission, core beliefs and strategic actions represent all students.
- ✓ Continued support for Inclusive Practices, which recognizes that all students have the right to an education that supports their individual needs and calls for school communities to support teaching and learning so that all students are enabled to reach their highest potential.
- ✓ Continued collaboration among the stakeholders (families, students, communities) to meet or exceed federal, state, and local requirements for student achievement.
- ✓ Addition of the transition specialist FTE to the FY16 operating budget to begin to address the ongoing need to ensure that transition planning and services are adequately provided.
- ✓ Inclusion of the transition specialist as the special education representative on the planning and input committees of the Academies of Loudoun in order to continue to provide input and recommendations with respect to LCPS special education students.

RECOMMENDATIONS

- ✓ Continue to ensure that the school locations for programs for students with disabilities be maintained and not be relocated in order to ensure consistency in programming and reduction in transitions for students who are most vulnerable;
- ✓ Continue funding for existing special education services and provision of funding for required special education services;
- ✓ Continue the expansion of Inclusive Practices, implementing inclusive practices in 100% of schools to exceed state requirements (68% of special education students receiving 80% of their day in the general education environment);

- ✓ Continue to address the needs for leveled transitions and for postsecondary transitions;
- ✓ Continued support for families through the appointment of SEAC representatives, the provision of resources regarding the special education process and the scheduling of meetings to maintain a communication loop among the stakeholders.
- ✓ Near term attention to LCPS strategic actions which are aligned to identified needs and areas of concern regarding student achievement, discipline disproportionality and inclusive practices.
- ✓ Include funding for autism specialist, secondary and a transition specialist in the FY17 proposed budget to support secondary level students in school and community programs and post-secondary opportunities for education, employment and independent living (College, Career and Life).

INTRODUCTION

“The mission of Virginia’s public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens.”

VIRGINIA DEPARTMENT OF EDUCATION

“Empowering all students to make meaningful contributions to the world”

LCPS VISION 20/20 STRATEGIC FRAMEWORK

The Special Education Advisory Committee (SEAC) is pleased to present its 2014-2015 annual report to the Loudoun County School Board for your consideration. This report fulfills the requirements set forth by the Individuals with Disabilities Education Act (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

The purpose of special education is to provide a free and appropriate public education that prepares students with a secure and meaningful future as productive and independent citizens. For students with disabilities, life after high school varies based on the capabilities of each unique student and on the opportunities available and the preparation provided through public education.

The annual report identifies areas of need in the education of students with disabilities and recommendations for the provision of special education and related services. SEAC has reviewed the recommendations from the prior year, noted the progress towards those recommendations and identified emerging trends and issues for the current school year.

SEAC expresses appreciation for the ongoing collaborative and effective relationship with the Department of Pupil Services and, especially, the Director of the Office of Special Education, Mary M. Kearney. SEAC continues to benefit from open communication regarding critical matters when evaluating the needs of students with disabilities receiving special education services.

SEAC recognizes and commends Loudoun County Public Schools (LCPS) for its commitment to the education of students with disabilities. Specifically, we express appreciation for the following:

- Maintaining and lowering current class sizes. SEAC supports lower student-teacher ratios;
- Continuing support of Positive Behavioral Interventions and Supports (PBIS) which was fully implemented in all LCPS schools in the Fall 2015;

- Continued support for the LCPS Parent Resource Center (PRC). The PRC has been contacted by 1,581 parents and school staff with special education questions, problem solving, and request for resources for the July 1 – June 30 calendar year. PRC staff attend monthly SEAC meetings and collaborate on presentation topics to address identified areas of need in partnership with SEAC. The efforts of the PRC help to educate parents and encourage positive parent-school relationships that ultimately benefit the students;
- Increasing efforts to support quality inclusion. During the summer 2015 the Department of Pupil Services (DPS) again developed and delivered summer information sessions for new school based administrators including a session titled Implementing Inclusive Practices to Serve Special Education Students. The DPS Inclusive Practices subcommittee shared individual school data in August and November 2015 at the Special Education Contact meetings. School staff are completing the Inclusive Education Perception survey and will develop a School Action Plan based on the survey's indicators. A staff member has been identified for each school to serve as a liaison between the school and DPS as part of the DPS strategic action for Inclusive Practices. Each subcommittee member will support the schools with their action plans;
- Increasing the support of the Stetson Inclusive Practices framework providing system level inclusive practices supports from 54 schools last year to add 18 more schools by February 2016. The Stetson framework helps schools to develop a cultural change in the way students with special education needs are educated and viewed by all employees and how the needs of students with disabilities are addressed;
- Supporting SEAC representation and input in key LCPS stakeholder efforts such as this year's Stakeholders Work Group committee for the LCPS Vision 20/20 Strategic Planning initiative; and
- Adoption of the Disability History and Awareness Month Resolution to increase respect for persons with disabilities and to inform the public concerning their many contributions to society.

SEAC PURPOSE

The *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* reflect the state and federal requirements for the provision of special education and related services to children with disabilities in the Commonwealth. The functions of the SEAC, as specified by Section 8VAC20-81-230 D.2 of these regulations are to:

- Advise the local school division of needs in the education of students with disabilities;
- Participate in the development of priorities and strategies for meeting the identified needs of students with disabilities;
- Submit periodic reports and recommendations regarding the education of students 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 students 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 PRIORITIES

The recommendations addressing top priority needs are the result of information reviewed from SEAC subcommittee reports, formal public comments presented at SEAC meetings, comments and surveys, informational meetings with staff and the review of statistical data included in the Appendices. A number of previous recommendations continue to be relevant.

The top priorities that address areas of identified need are:

- 1) **Consistency in Programs and Services** – Provide clear, consistent, and understood practices and policies to ensure that students are receiving services that are available and appropriate;
- 2) **Quality Inclusion** – Provide an inclusive educational experience at each LCPS school;
- 3) **Transition Services** - Continue efforts to provide effective transition services and programs that prepare LCPS students with disabilities for life after high school.

PRIORITY 1: CONSISTENCY IN PROGRAMS AND SERVICES

(2010-2011, 2012-2013, 2013-2014, 2014-2015)

Programs for students with disabilities should not be relocated based on program capacity due to space needs of schools. Students with disabilities should have a similar experience from the time of referral through the delivery of special education services. Decisions about students' needs, the goals they should achieve, and how to receive their services varies significantly from student to student; classroom to classroom; and from school to school. Furthermore, compliance to regulations, including implementation of the Individual Education Program (IEP), also varies significantly. Students with disabilities need educational continuity and stability to achieve their goals.

RECOMMENDATION 1A – PROGRAM STABILITY

Once a special education program is located at a school, it should not be moved due to space issues;

Once specialized programs are established in an assigned school, the program should remain in the assigned school, unless the program is no longer needed to serve students within the cluster area;

Self-contained programs, whenever possible, should be located in the same school and the classroom makeup should be split, into K-2 and 3-5, to remain in the same school and maintain stability for students that are most vulnerable to transitions. There are currently self-contained programs for autism, emotional and intellectual disabilities in most clusters;

Each school has designated resource classroom space and this space is not lost to accommodate overcrowding, additional general education classrooms, electives, or specials; and

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.

RECOMMENDATION 1B – SERVICES, IMPLEMENTATION

Administrators and staff should be provided with clear, consistent and expected practices for the implementation of the special education process (identification and referral, evaluation, determination of eligibility, development of the IEP and determination of services, implementation of the IEP and reevaluation). Considerations to improve this implementation include:

- 1. On-going staff development opportunities for all administrators and educators;*
- 2. Documentation of staff development training completed should be included in the Teacher Performance Evaluation review;*
- 3. Creating a system wide environment of accountability at the school level with the expectation of evaluation; and*
- 4. Monitoring the fidelity of implementation of academic and behavior support as well as IEP implementation.*

Greater opportunities for staff development and ensuring that administrators and staff are provided with clear and consistent information can be achieved by staff accessing training modules that are easily accessible on Vision. Modules would also provide consistent information. The modules include topics such as:

- Identification and Referral
- Evaluation
- Determination of Eligibility
- Development of the IEP and Determination of Services
- Implementation of the IEP
- Reevaluation
- Data Collection
- Rights, roles and responsibilities of the parents in the IEP process
- Substitute teacher orientation specific to special education
- Leveled transitions
- Postsecondary transitions
- Preparation for IEP meeting
- Preparing IEP goal goals

When special education programs are most effective, school administrators have an appreciation for improving the integrity of the program and service delivery. Creating an environment of accountability is not about punishment, but rather should be viewed as the foundation for sustaining

high-quality processes where leaders seek feedback and receive evaluations that support improvement.

RECOMMENDATION 1C – SERVICES, AWARENESS

Continue to improve parent and staff awareness of policies, procedures, regulations and resources by:

- 1. Encouraging each school to appoint a SEAC Parent Representative to enhance the flow of communication to and from the parent community;*
- 2. Continuing to encourage school based administrators to provide information to parents of students in the referral process and for students identified for special education services about the Parent Resource Center, LCPS special education web resources and SEAC;*
- 3. Continuing to encourage schools to provide special education specific information such as special education contacts at the school level, resources available at the school and within the district, case manager role and responsibilities, schedules (bells, lunch), academic, etc. as a part of their Back-to-School activities;*
- 4. Encouraging schools to host quarterly special education parent information sessions on topics of interest to the special education community.*

The number of schools with SEAC representation is consistently over 83% and attendance at monthly SEAC meetings continues to remain strong. However, disparity continues to exist in parent and staff awareness of special education policies and practices, rights and responsibilities and available resources.

PRIORITY 2: QUALITY INCLUSION

(2008-2009, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015)

Providing an inclusive educational experience continues to be a major focus of SEAC. This annual report addresses quality inclusion as it applies to Least Restrictive Environment and in its application to teaching practices and school climate.

RECOMMENDATION 2A:

All schools will be staffed by administrators who establish and practice a clear mission for an inclusive school wide culture where individual differences are valued, embraced, and evident as demonstrated by:

- 1. Evidence of promoting cooperative and collaborative teaching practices;*
- 2. Evidence of promoting social-emotional growth of all students. Example - use of peer supports in the classroom and school activities;*
- 3. Implementation of evidence based inclusive practices. Example - the Stetson Inclusive Practices framework;*

4. *Provision of collaborative planning time for staff in the school structure. Example – utilizing responsible scheduling and offering professional learning communities;*
5. *Engagement of students with disabilities and other at risk populations in a wide range of activities including the general education setting, nonacademic, and extracurricular activities. Examples include peer supports, cooperative learning, and encouraging case managers to reach out to students and invite them to participate in school activities; and*
6. *Inclusion of a disability statement on **all** school materials for activities and programs. For example, “If, due to a disability, you need assistance to enable you to participate in this program or activity, contact (identify school contact) at (phone number) five working days before the event.”*

Public comments this past year continue to describe varying levels of school support for inclusive practices and that these differences impact the quality of special education programs and services within the school district.

True inclusion occurs only when a whole school community embraces diversity and establishes an environment in which every student, including those without disabilities, has the opportunity to succeed. According to the inclusive schools network, the most critical role in successful inclusive schools is the role of the principal.

RECOMMENDATION 2B:

Providing educators with ongoing professional development focused on skills needed to improve educating a diverse population of students in the general education setting with an emphasis on disability specific teaching strategies.

In addition to increasing awareness of programs available, greater opportunities for staff development are also possible by developing training modules that are easily accessible. The modules could be produced on topics such as, but not limited to:

- Differentiated Instruction
- Accommodations/Modifications
- Assistive Technology

PRIORITY 3: TRANSITION SERVICES

(2010-2011, 2012-2013, 2013-2014, 2014-2015)

Continue efforts to provide effective transition services and programs that prepare LCPS students with disabilities for life after high school.

RECOMMENDATION 3A: COMMUNITY BASED INSTRUCTION (CBI) AND COMMUNITY AND SCHOOLS TOGETHER (CAST) PROGRAMS

Refine existing CBI and CAST programs and services to expand the capacity and expand into other areas of the County.

CBI (Community Based Instruction)

The Community Based Work Experience program, also known as CBI, is an elective course for students with IEPs. CBI provides valuable work experience for students preparing for employment. This program serves students with disabilities in all grade levels and is not specific to Transition Services. CBI actually serves as two separate programs. One aspect of CBI provides community experience and instruction for students, for example learning how to shop for groceries from the planning, budget, on site at the store, transaction and the return from the store. The component of CBI for transition students provides community based work experience. The Transition Specialist has identified many areas in need of improvement. At this time, CBI is under the responsibility of a Special Education Supervisor as an added area of responsibility and requires greater transition specialization and much more time. Policies, procedures and frameworks for CBI are either non-existent or minimal.

CAST (Community and Schools Together)

The CAST program is for post-grad students who are accepted into the program through an application process in order to continue their career, college and life independence education and training for ultimate job placement and independent living. Integrated transition services is a collaborative model where schools, adult service providers, students and their families working together to prepare the student for post-secondary life. At this time, the CAST program is able to support 20 students. Currently, the program is not being maximized and should serve more students. At this time, the CAST program is at four locations, the Cascades Library, Rust Library, Gum Springs Library and Purcellville Library. By refining the program, expanding its capacity, and adding an additional program location LCPS will be able to serve more eligible students with disabilities.

The expansion of these options would afford secondary students with disabilities with necessary training for future employment opportunities; however, due to the lack of transportation (refer to recommendation 3B), students are unable to access these opportunities, thus impacting post high school employment in the community.

RECOMMENDATION 3B: TRANSPORTATION

Adequate funding be provided so that transportation is available to ensure reasonable (less than one hour) bus support for student transition services in the IEP such as Community Based Instruction (CBI) and Community and Schools Together (CAST) programs.

The transportation limitations addressed in last year's annual report have not improved. Insufficient transportation vehicles and drivers are the contributing factors to the problem, as well as some scheduling processes. Transition services and programs continue to have limited access to buses during the times needed and transportation arrangements are not flexible when there are schedule or activity changes with little notice.

Transition staff has submitted the recommendation to utilize LCPS approved transportation providers to supplement the LCPS fleet of buses. Specific recommendations are to contract services for half buses and vans, due to the small number of students generally being transported and the cost efficiency and flexibility it would provide. The request for this fleet supplementation has been expressed as urgent and for surplus funds to be utilized for this year.

RECOMMENDATION 3C: OTHER SERVICES

- *Provide a noncompetitive job training program that does not require licensure certification which would adequately prepare special education students with job skills needed for future employment in the community.*

A second tier would provide a curriculum to serve students who are not seeking licensure or certification and do require instruction through a modified curriculum focused on life and career skills. This modified curriculum would:

- Train for work and independent living skills;
 - Prepare students for the transition to a variety of post-secondary opportunities;
 - Provide students the skills needed for self-advocacy, independent living, and education for employment; and
 - Collaborate with post-secondary service providers to provide a seamless transition to post-secondary life.
- *An ongoing area of need for students with disabilities that must be addressed is to expand vocational training and education opportunities for students with disabilities. SEAC proposes that LCPS offer a specialized vocational program for students with disabilities so that they are prepared to enter the workforce upon graduation.*

The scheduled expansion of the C. S. Monroe Technology Center (MTC) as part of the planned Academies of Loudoun provides an opportunity for LCPS to include expanding required programs to serve students with disabilities.

SEAC supports transition services staff recommendations for the Monroe Career Assessment Center to be expanded to serve more students, as well as to be included in the Academies of Loudoun when the remainder of Monroe Technology's programming moves.

SEAC continues to support planning for opportunities for students with disabilities to have vocational training in the school setting when designing plans for the Academies of Loudoun.

Current programs such as the Community Based Work Experience, Community and Schools Together and today's Monroe Technology Center serve students seeking work experience and job skills. The majority of students with disabilities receive job training and life skills services at their home school with no consistency across schools. This subgroup of students with significant support needs in preparing for transition to adult life is on the rise in much part due to the growing identification of students with Autism Spectrum Disorders and will create a larger shortage of supports, services, and space.

- *Provide one life skills training classroom in each high school equipped with daily living materials for students to be taught to become independent and proficient.*

An evaluation of the overall transition programming has revealed that students require more comprehensive life skills training, which can be conducted at each high school if the appropriate resources are made available. The Aurora School at the Paxton Campus in Leesburg provides a similar life skills educational setting.

- *SEAC supports staff recommendations that an additional transition services FTE position be approved in the FY17 LCPS Operating Budget.*

The Transition Specialist has provided staff and the SEAC transition subcommittee with a view into the layers of transition services and the many varied needs of LCPS students. In order to fulfill these needs and to meet the needs of a growing student with disability enrollment, a new transition FTE position would provide the staff attention and specialization necessary to deliver effective transition services and programs that prepare LCPS students with disabilities for life after high school.

- *SEAC supports staff recommendation that an autism specialist, secondary level, be approved in the FY17 LCPS Operating Budget.*

See p. 17 (Autism Growth) and Appendix D.

AREAS OF CONCERN

FUNDING AND LOCAL BUDGET CLIMATE

The ability to maintain a high quality public education for LCPS students during unprecedented growth and recent years of challenging budget climate continues to be of great concern.

Class sizes, increased caseloads and transportation needs, diminishing tuition reimbursement funding, consistent local area rankings for low teacher pay and recent budget cuts are among the challenges to the resources available to help students make progress.

SEAC continues to advocate for existing funding for current staffing, programs and services and is requesting that funding for students with disabilities not be reduced.

STRATEGIC ACTIONS ALIGNED WITH IDENTIFIED NEEDS

The LCPS Vision 20/20 proposed Strategic Actions provided to the School Board in October 2015 include the following three action steps that are closely aligned with identified needs in special education. SEAC is pleased that the Superintendent and the School Board recognize the importance of these areas and the positive impact that collaborative efforts will have on students with disabilities in all schools.

STRATEGIC ACTION: CLOSING ACHIEVEMENT GAPS - DISCIPLINE DISPROPORTIONALITY
BY 2020, ALL SCHOOLS WILL REDUCE THE RATE OF SUSPENSION AND CLOSE THE DISCIPLINE DISPROPORTIONALITY GAP FOR STUDENTS WITH DISABILITIES, AFRICAN-AMERICAN, AND HISPANIC STUDENTS.

Of continued concern to SEAC is the disproportionate suspension rate for students with IEPs. Students with disabilities who are suspended or expelled from school cannot benefit from great teaching, positive peer interactions, and adult mentorship offered in class and in school. Also, suspending these students often fails to help them develop the skills and strategies they need to improve their behavior and avoid future problems. The Department of Pupil Services has identified this as one of its areas of focus and will be collecting and monitoring data to ensure that positive discipline practices are in place for students with disabilities.

In 2014 the School Board updated School Board Policy §5-55 Discipline Procedures for Students with Disabilities to include measures for school personnel to review, on a case-by-case basis: a student's IEP, any behavior intervention plan and consult with the child's special education teachers(s) to provide further guidance in considering any unique circumstances or harmful effects related to the incident before disciplining a student with a disability that violates a code of student conduct.

Specifically, discipline decisions should consider evidence based practices for students with an IEP and allow students to have clear, developmentally appropriate and proportional consequences for misbehavior. LCPS should use data and analysis to ensure that school discipline is applied fairly to all

students. Also, school administrators should have a menu of positive discipline options for students. In the case of students with disabilities, there should be a cooperative working relationship between school based administrators and special education administrators.

SEAC recommends near term attention to this identified strategic action to reduce the number of suspensions for students with disabilities and eliminate the disproportionality by using positive alternative approaches, such as restorative practices and individualized interventions through Tier 2 & Tier 3 PBIS (Behavior Intervention Plans, counseling, etc.)

STRATEGIC ACTION: CLOSING ACHIEVEMENT GAPS - STUDENT ACHIEVEMENT

BY 2020, ALL STUDENTS IN GAP GROUP 1 (ELL, SPECIAL EDUCATION, ECONOMICALLY DISADVANTAGED), GAP GROUP 2 (AFRICAN AMERICAN), AND GAP GROUP 3 (HISPANIC STUDENTS), WILL MEET OR EXCEED THE READING AND MATH ANNUAL MEASURABLE OBJECTIVES (AMO'S) FOR THESE PROFICIENCY GAP GROUPS.

The Department of Instruction's *Examining Results: Visioning for the Future* report delivered to the School Board on October 14, 2014 provides a comprehensive view of student learning and shows that overall, student achievement is steady over the past three years with 79-90% of students being proficient in the core content areas. However, when looking at specific student groups, student performance data shows gaps of 20%-30%. Specifically, there are areas for growth in at risk students, including students receiving special education services, where LCPS has identified large achievement gaps. The Department of Pupil Services and the Department of Instruction are collaborating to provide the needed supports to struggling students through tiered supports.

SEAC supports the efforts, programs and practices needed to address the challenges in narrowing the achievement gaps for at risk students so that LCPS maximizes the success of every student.

STRATEGIC ACTION: CLOSING ACHIEVEMENT GAPS: INCLUSIVE PRACTICES

BY 2020, ALL SCHOOLS WILL IMPLEMENT EFFECTIVE INCLUSIVE PRACTICES TO INCREASE PARTICIPATION OF STUDENTS WITH DISABILITIES IN GENERAL EDUCATION ENVIRONMENTS AND THEIR ACCESS TO THE GENERAL EDUCATION CURRICULUM

Efforts to address this identified strategic action should include consideration of the needs and recommendations outlined in this report under Priority 2 – Quality Inclusion.

AUTISM GROWTH

SEAC continues to monitor LCPS planning to meet the needs of the growing populations for early childhood special education (ECSE) and autism spectrum disorder (ASD). This annual report includes autism data by grade level in LCPS for the last 5 years (see Appendix D) which shows the growing challenge for LCPS: Until 2013, there were more students with autism at the elementary level in LCPS. Beginning in 2013, there are now more students with autism at the secondary and the growth rate of autism in the secondary level is steeper than that seen at the elementary level.

This trend emphasizes the need for planning in LCPS to address the autism growth and the changing needs of autistic students. For example, as these students age and respond to interventions during the elementary years they demonstrate improvements in communication, ability to transition and

willingness to initiate more with peers. The result is that students with autism are being included in the general education classroom setting at greater rates, and the demands for appropriate support and educational programming continues to change with this growth.

Another impact of the changing needs of students with autism is in the area of transition where there are significant challenges in finding the right job or career path and in identifying necessary supports for students with autism. Standard career planning and occupational assessments are not designed to evaluate the unique profiles, abilities and challenges of students on the autism spectrum. In addition, accommodations for these students differ from those historically provided by secondary level transition services.

SEAC recommends that LCPS strengthen transition planning, training and services in order to meet the needs of this population. Two additional positions are recommended to support these needs: autism specialist, secondary and a transition specialist.

STUDENT SAFETY

Students with disabilities are a high-risk group for sexual abuse as they are statistically more likely to be victimized. Due to their increased vulnerability, students with disabilities must be informed and in a position where they can protect themselves from abuse. Virginia's Family Life Education (FLE) is a specially designed curricula and teaching tools to address the many facets of human relationships, from developing social skills and friendships to assuming responsibility for one's own body, including sexuality. Students with disabilities can benefit from FLE instruction when it is modified and accessible based on individual learning needs.

SEAC has identified a need to make staff and parents aware that the LCPS FLE curriculum can be modified to ensure that FLE is accessible to students with disabilities based on their individual needs. In addition, clarification is needed to address which staff would be responsible for modifying the FLE curriculum for the student and for teaching FLE to the student.

Students with disabilities are also a high-risk group for adverse interactions with law enforcement personnel. Disability awareness and instructions for safe interactions with law enforcement, including School Resource Officers, and with School Safety Specialists, must be provided. We already know that students with disabilities have a much higher school discipline rate. Literature also reveals that persons with developmental disabilities "are estimated to have up to seven times more contacts with law enforcement agencies during their lifetimes (Office of Special Education and Rehabilitative Services News in Print, Winter, 1993)."

SEAC has identified a need to ensure system wide training for LCPS School Resource Officers and School Safety Officers. In addition, it is recommended that an introduction to students with disabilities at the school level is needed to ensure the safety of students with disabilities. Teaching safe interaction with law enforcement to students with disabilities should also be incorporated in the students' IEP and transition plan.

STATUS OF 2014 ANNUAL REPORT RECOMMENDATIONS

Provided by the Director of the Office of Special Education

RECOMMENDATIONS 2014	STATUS NOVEMBER 2015
<p><u>Priority 1: Consistency in Programs and Services</u></p>	
<p><u>Recommendation 1a:</u></p>	
<p><i>Once a special education program is located at a facility, it should not be moved due to space issues;</i></p> <p><i>Once specialized programs are established in an assigned school, the program should remain in the assigned school, unless the program is no longer needed to serve students within the cluster area;</i></p> <p><i>Self-contained programs, whenever possible, be located in the same school and that the classroom makeup be split, into K-2 and 3-5, to remain in the same school and maintain stability for students that are most vulnerable to transitions. There are currently self-contained programs for autism, emotional and intellectual disabilities in most clusters;</i></p> <p><i>Each school will designate resource classroom space and that this space is not lost to accommodate overcrowding, additional general education classrooms, electives, or specials; and</i></p> <p><i>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.</i></p>	<p>The Department of Pupil Services – Office of Special Education has used the listed factors in establishing and maintaining programs in assigned schools, in locating programs in planning/cluster areas, and in locating K-5 programs in the same school. There is a commitment to maintaining stability for programs and to co-locate programs by grade level to reduce the number of transitions for elementary-aged students.</p> <p>The Office of Special Education has worked closely with the Planning Office and the Transportation Office to further refine program placements as well as to reduce the length of the bus ride for students with disabilities for the upcoming school year.</p>

Recommendation 1b:

Administrators and staff should be provided with clear, consistent, and expected practices for the implementation of the special education process (identification and referral, evaluation, determination of eligibility, development of the IEP and determination of services, implementation of the IEP, and reevaluation)

LCPS has continued to provide professional development opportunities for all administrators and staff and these trainings are documented through My Learning Plan. It is the responsibility of the educator to maintain a record of their professional development activities. LCPS continues to implement measures to monitor the fidelity of academic and behavioral supports.

Recommendation 1c:

Continue to improve parent and staff awareness of policies, procedures, regulations and resources by:

- 1. Encouraging each school to appoint a SEAC Parent Representative to enhance the flow of communication to and from the parent community;*
- 2. Continuing to encourage school based administrators to provide information to parents of students in the referral process and for students identified for special education services about the Parent Resource Center, LCPS special education web resources, and SEAC. Information may be provided electronically via web pages and links or by hard copy;*
- 3. Continuing to encourage schools to provide special education specific information such as special education contacts at the school level, resources available at the school and within the district, case manager role and responsibilities, schedules (bells, lunch), academic, etc. as a part of their Back-to-School activities;*
- 4. Encouraging schools to host quarterly special education parent information sessions on topics of interest to the special education community.*

LCPS continues to encourage each school to appoint a SEAC Parent Representative as well as to encourage schools to provide parents information on the referral process. Also, schools are encouraged to distribute and share information with families on the available resources through the Parent Resource Center as well as the Virginia Department of Education.

PRIORITY 2: Quality Inclusion

Recommendation 2a:

All schools will be staffed by administrators who establish and practice a clear mission for an inclusive school wide culture where individual differences are valued, embraced, and evident as demonstrated by:

- 1. Evidence of promoting cooperative and collaborative teaching practices;*
- 2. Evidence of promoting social-emotional growth of all students. Example - use of peer supports in the classroom and school activities;*
- 3. Implementation of evidence based inclusive practices. Example - the Stetson Inclusive Practices framework;*
- 4. Provision of collaborative planning time for staff in the school structure. Example – utilizing responsible scheduling and offering professional learning communities;*
- 5. Engagement of students with disabilities and other at risk populations in a wide range of activities including the general education setting, nonacademic, and extracurricular activities. Examples include peer supports, cooperative learning, and encouraging case managers to reach out to students and invite them to participate in school activities; and*
- 6. Inclusion of a disability statement on all school materials for activities and programs. For example, “If, due to a disability, you need assistance to enable you to participate in this program or activity, contact (identify school contact) at (phone number) five working days before the event.*

LCPS continues to recruit administrators who focus on the mission of an inclusive school environment for all students. Fifty-four schools have completed training in the Stetson Inclusive Practices framework and will continue training for other schools during the 2015-2016 school year. At this time 18 schools are to receive training in January and February 2016. Further, LCPS encourages schools to plan activities for all students during Disabilities Awareness Month in October and Inclusive Practices Week in December.

SEAC supports the LCPS division and Department of Pupil Services Strategic Action for Inclusive Practices and related action steps to achieve student outcomes.

Recommendation 2b:

Providing educators with ongoing professional development focused on skills needed to improve educating a diverse population of students in the general education setting with an emphasis on disability specific teaching strategies.

The Office of Special Education continues to provide professional development to focus on addressing the needs of a diverse population of students with and without disabilities in the general education setting.

PRIORITY 3- Transition:

Leveled (ECSE-ES, ES-MS, MS-HS) and Post Graduate Transition Planning

The development of procedures for 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*
- *High School to Post Graduate Transition Planning*

- *Case managers and administrators from each level will become knowledgeable about student needs, the delivery of services, structure, and curriculum at the next level, so that student and staff can be adequately prepared and access to the curriculum can be effectively achieved;*
- *The “I’m Determined” one page summary of the student’s interests, strengths and challenges will continue to be used as one tool in communicating information to the school team;*
- *When developing the IEP, staff will incorporate appropriate student goals and objectives to prepare for an upcoming transition, focusing on self-advocacy and independence. For example, prior to the start of the 5th grade year, consider including in a student’s IEP goals and objectives*

The Office of Special Education continues to focus on these measures as a part of the transition process from level to level.

<p><i>that will be implemented during 5th grade to provide the student with knowledge and skills for middle school; and</i></p> <ul style="list-style-type: none"> ○ <i>Communications will occur with parents about the transition and that contact information is provided with the appropriate staff at the next level that will be able to answer questions and be points of contact.</i> 	
<p><u>Recommendation 3b: - Transportation Funding for Community Based Instruction (CBI) and Community and Schools Together (CAST)</u></p>	
<p><i>Adequate funding be provided so that transportation is available to ensure reasonable (less than one hour) bus support for student services in the IEP such as Community Based Instruction (CBI) and Community and Schools Together (CAST) programs.</i></p>	<p>The Office of Special Education continues to collaborate with the Transportation Office to achieve this goal. Discussion includes transportation alternatives to the use of school buses as the primary mode of transportation.</p>
<p><u>Recommendation 3c:</u></p>	
<p><i>LCPS to offer a two tiered program in order to provide education and training that adequately prepares special education students with job skills needed for a trade or job category that does not require certification or licensure.</i></p>	<p>This goal is continuing to be addressed through collaboration with the Department of Instruction and the Office of Career and Technical Education.</p>
<p><u>Recommendation 3d:</u></p>	
<p><i>A full-time FTE transition specialist be hired to ensure that transition planning and services are adequately provided</i></p>	<p>This position was cut and not funded in FY15 budget; however, this position was funded in the FY16 budget and fulfills a key role in developing and coordinating transition services for students on a 12-month basis.</p>

COMMITTEE ORGANIZATION

Chairperson:	Jodi Folta
Past Chairperson:	Lisa Glasgow
Vice Chair Communications:	Darcy Cunningham
Vice Chair Membership:	Lisa Glasgow
Vice Chair Planning:	Kimberly Jones
Secretary:	April Redmon
Staff Liaison:	Mary M. Kearney, Director of Special Education
School Board Liaison:	Jill Turgeon
Committee Members:	18 (as of November 17, 2015)
Subcommittees:	Inclusive Practices Planning: Early Childhood Special Education and Autism Spectrum Disorders Transition

COMMITTEE ACCOMPLISHMENTS AND ACTIVITIES

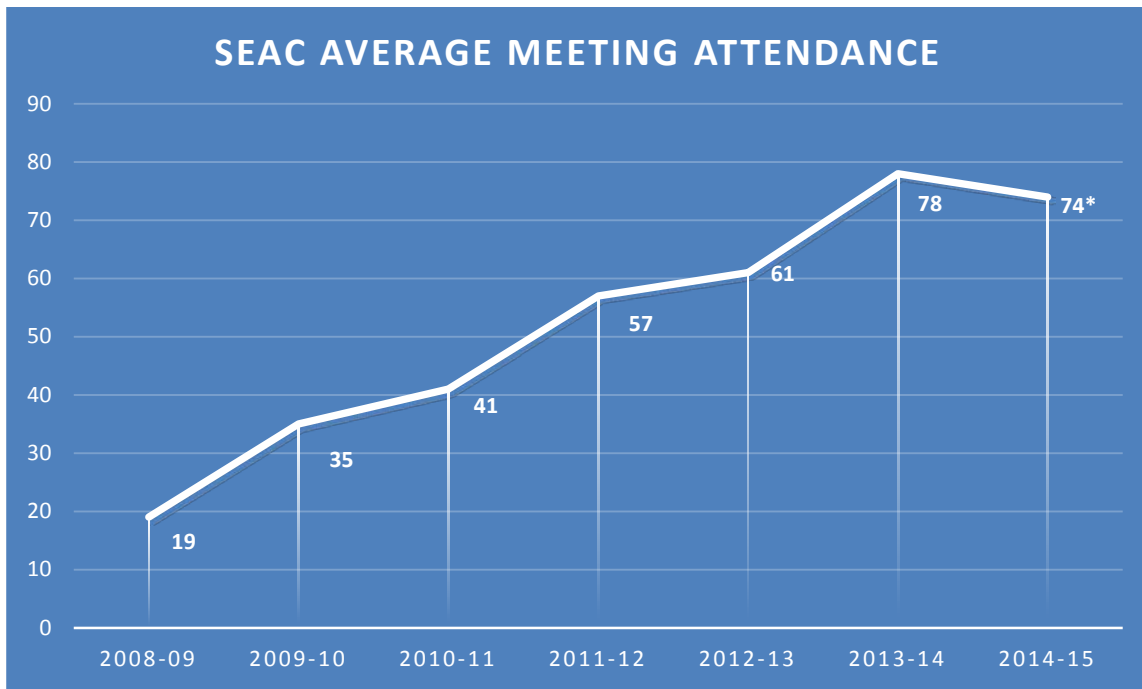
During the 2014-2015 school year, SEAC continued to focus its activities in these areas:

1. Identifying and communicating the unmet needs of students with disabilities;
2. Outreach efforts to improve communication with the constituency we serve, the families of students receiving special education services in LCPS;
3. Reviewing, providing input and advocating for the special education related areas of the fiscal year 2016 budget; and
4. Collaborating with key LCPS stakeholder groups (such as LEAP and MSACC).

MEETINGS AND ATTENDANCE

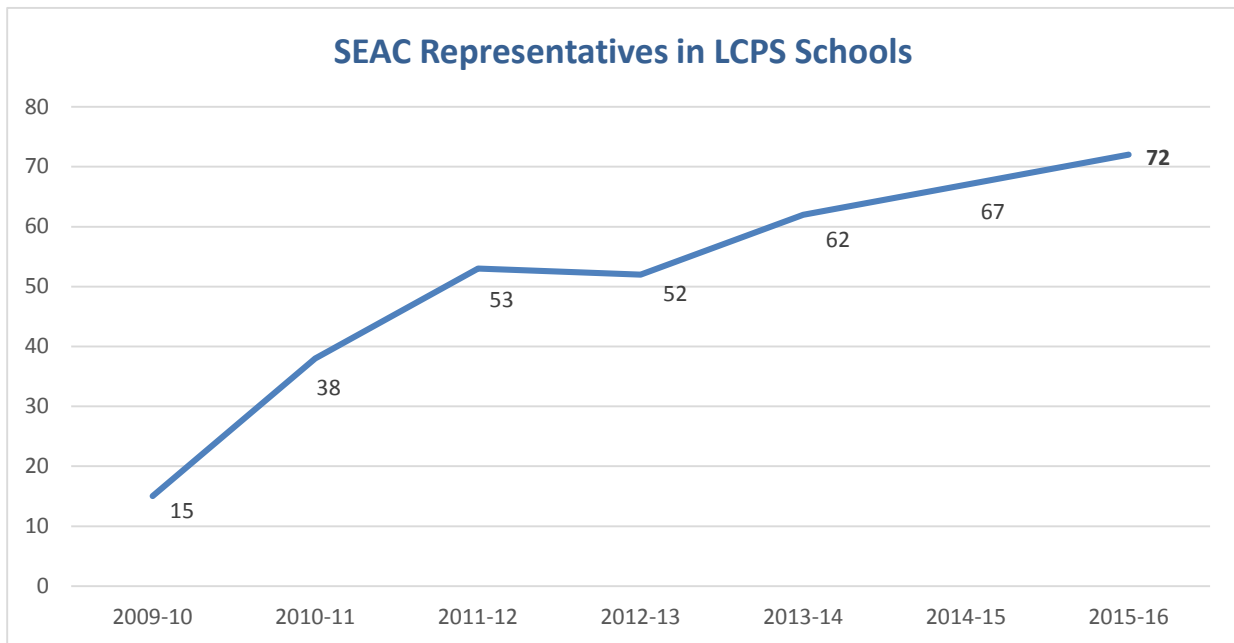
The SEAC Bylaws (Article VII-Meetings) require that the committee hold at least six regular meetings from September through June. SEAC met eight times during the 2014-2015 school year.

Attendance at monthly meetings remains strong. Beginning in October 2014 meetings are held in the LCPS school board room in order to accommodate group numbers that often exceed 100 attendees. For the first time, SEAC met in western Loudoun County at Harmony Middle School for the March 15, 2015 meeting. SEAC will continue to host at least one meeting per year in western Loudoun County.



*2014-2015 Average is 80 excluding the meeting held in western Loudoun County

SEAC REPRESENTATIVES



As of November 17, 2015, 72 schools (83%) have appointed SEAC Representatives, as shown in Appendix A. SEAC Representatives are appointed annually by each LCPS school parent teacher organization. We strive to have at least one parent representative at each school to provide valuable information about LCPS special education programs, services, and activities. In addition to communicating with their home school, the SEAC representative is also a communication link from the home school back to SEAC, serving as a resource that identifies possible systemic needs for students receiving special education services.

2015 RECOGNITION OF EXCELLENCE IN SPECIAL EDUCATION AWARDS

Twenty-eight individuals and programs were honored on May 19, 2015 at the fifth annual *Recognition for Excellence in Supporting Special Education Awards* ceremony. This award recognizes the significant impact the recipients make in the lives of students with disabilities through motivation, encouragement and support. The recipients serve as a role model to peers because their actions promote inclusion and an environment where every student is valued, welcomed and encouraged to succeed.

The continued support of our local businesses made it possible to provide each award recipient with a personalized plaque and a dessert reception.

OUTREACH

- Provide regular updates on SEAC and areas of interest for the special education community at www.facebook.com/loudounseac. Introduced in 2012, SEAC's Facebook page currently has more than 550 followers, an increase of close to 40% over the previous year.
- SEAC information included in the Annual Report Climate of Success, the Guide and Directory and on the LCPS website (Headlines and Calendar).
- Distributed email notices monthly during the school year to the approximately 400 individuals on the SEAC community roster to announce monthly meetings and updates on current activities.
- Together with the Director of Special Education, distributed a joint letter to all parents and caregivers of students with IEPs introducing them to SEAC and inviting them to attend the monthly meetings, events and activities.
- Collaborating with the MSAAC and LEAP leadership on areas of mutual interest, including the Joint Town Hall, disparities in school discipline and achievement and the annual LCPS budget.
- Presented "SEAC: Advocating for your Child" at a monthly LEAP meeting.
- SEAC Representatives provided regular updates to their individual schools about current SEAC activities, Parent Resource Center programs and LCPS special education information.
- Encouraged the special education community to attend the LEAP and MSAAC meetings, Parent Resource Center programs, School Board meetings and the Board of Supervisors meetings.

2014-2015 SEAC PRESENTATIONS

September 2014	Pupil Services and Special Education – Expectations for Students
October 2014	Inclusive Education Practices in LCPS – (Part 1)
November 2014	Presentation of the 2013-2014 SEAC Annual Report
December 2014	Superintendent Dr. Eric Williams – Welcome to LCPS and Perspective on Special Education
January 2015	No meeting due to inclement weather
February 2015	Inclusive Education Practices in LCPS – (Part 2)
March 2015	Panel Presentation: Special Education Administrative and Support Staff Who's Who?
April 2015	Incorporating Technology for Students in the Classroom
May 2015	Discipline: Local and State Changes

OTHER SEAC ACTIVITIES DURING THE YEAR

- Periodic notices distributed to SEAC members and mailing list alerting them to events of interest
- Monthly talking points 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
- Ongoing follow-up and reporting on the previous Annual Report recommendations
- Ongoing dialogue with the LCPS administrators and personnel on key concerns and needs
- Established a presence and effective communication during the FY 2016 budget process
- Attended a panel for the LCPS New Special Education Teacher Institute entitled "Transitioning Students with Disabilities" to provide information about SEAC and share personal experiences with transitioning
- Held a joint meeting with MSAAC: "Are we truly in touch with our students' needs? The care and well-being of the LCPS Student"
- Presented at LEAP meeting: SEAC: Advocating for your Child
- Represented SEAC on the Stakeholders Work Group, a special community committee to kick start the Vision 20/20 Strategic Planning project for Loudoun County Public Schools.
- Provided input to staff on the March 2015 Discipline Report addressing the recent identification of the disparity in discipline rates in special education students. SEAC will continue to work with staff to provide input on recommendations.
- Communication and collaboration with the Parent Resource Center staff to discuss special education programs and services

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. 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 2014 to May 2015, a total of 17 public comments were presented addressing areas of concern. The community's concerns regarding special education matters, included the following:

- Discipline disparity and inconsistencies in documentation of disciplinary action involving special education students
- The need for understanding and knowledge of dyslexia among LCPS educators and staff and the lack of fidelity in the provision of appropriate services for students with challenges
- The need for LCPS to provide a Family Life Education (FLE) curriculum that is geared to the special education population.
- Inconsistency in staff training and development in special education regulations, policies, procedures and IEP compliance
- Effective transition planning, training and development
- Proposed budget priorities and possible effects on special education services

SUBCOMMITTEE SUMMARIES

The subcommittees met throughout the year and the summaries appear below.

INCLUSIVE PRACTICES

The inclusive practices subcommittee meets as needed to monitor inclusive practices efforts and plans to review the Inclusive Education Perception to be provided by LCPS staff during 2015-2016. There are no updates to report at this time.

PLANNING: ECSE AND ASD

The Planning: ECSE (Early Childhood Special Education) and ASD (Autism Spectrum Disorder) Subcommittee is responsible for monitoring the LCPS near term and long term planning to meet the needs of the growing populations for ECSE and ASD. There are no updates to report at this time.

TRANSITION PLANNING AND SERVICES

The subcommittee objective is to expand, enhance, and implement a model program that demonstrates innovative approaches and diverse opportunities to facilitate the transition from school to adult life for persons with severe disabilities. This objective is supported by the following:

- Since 2011, SEAC has identified the need to broaden the transition opportunities at the Monroe Technology Center for students with disabilities seeking career and life skills in a non-competitive program;
- The Academies of Loudoun which includes moving the Monroe Technology Center to the Academies, expanding the facilities with the new name, Monroe Advanced Technical Academy, and creating valuable opportunities to offer a robust transition program and vast offerings;
- Once relocated, explore use of the old MTC facilities in order to offer training in trade skills for students that are not seeking licensure or certification; and
- The Employment First initiative for the Commonwealth of Virginia to increase opportunities for meaningful employment in integrated community settings for persons with intellectual and developmental disabilities necessitates providing successful transition planning for students with disabilities graduating from LCPS.

Subcommittee Priorities:

- 1) The Academies of Loudoun. The new facility should include instruction and administrative space for the LCPS special education transition program; the allocation of slots at the Academies of Loudoun for transition students and how many slots will be needed; and to provide flexibility for time spent at the Academies. The student's IEP may require more than two years, the current model, at the Academies.
- 2) Expand the current transition program offerings. Evaluate the possibilities of utilizing the current Monroe Technology Center facilities for providing job training to special education transition

TRANSITION PLANNING AND SERVICES (CONTINUED)

students; expansion of business opportunities to partner; and the exploration of new transition programs.

- 3) Transportation. There is a great need for improved and increased transportation to support transition services.
- 4) College Transition. Improve and expand the support for college bound IEP students.

APPENDIX A
SEAC REPRESENTATIVES IN LCPS SCHOOLS
AS OF NOVEMBER 17, 2015

SEAC strives to have at least one parent representative at each LCPS school to help support parents and provide important information. *Schools that are in red have not appointed a representative as of November 17, 2015.*

ALGONKIAN DISTRICT

Algonkian ES
Broad Run HS
Countryside ES
Dominion HS
Farmwell Station MS
Horizon ES
Lowes Island ES
Meadowland ES
Potomac Falls HS
Potowmack ES
River Bend MS
Seneca Ridge MS
Steuart W. Weller ES
Sugarland ES
Trailside MS

ASHBURN DISTRICT

Belmont Ridge MS
Belmont Station ES
Briar Woods HS
Broad Run HS
Cedar Lane ES
Creighton's Corner ES
Discovery ES
Eagle Ridge MS
Farmwell Station MS
Hillside ES
Mill Run ES
Newton-Lee ES
Riverside HS
Sanders Corner ES
Seldens Landing ES
Steuart W. Weller ES
Stone Bridge HS
Stone Hill MS
Trailside MS
Tuscarora HS

BLUE RIDGE DISTRICT

Aldie ES

Arcola ES
Banneker ES
Blue Ridge MS
Briar Woods HS
Buffalo Trail ES
Creighton's Corner ES
Eagle Ridge MS
Emerick ES
Harmony MS
Hillsboro ES
J. Lupton Simpson MS
John Champe HS
Kenneth W. Culbert ES
Legacy ES
Lincoln ES
Loudoun County HS
Loudoun Valley HS
Lovettsville ES
Mercer MS
Moorefield Station ES
Mountain View ES
Pinebrook ES
Rosa Lee Carter ES
Round Hill ES
Stone Mill MS
Sycolin Creek ES
Trailside MS
Woodgrove HS

BROAD RUN DISTRICT

Ashburn ES
Briar Woods HS
Broad Run HS
Cedar Lane ES
Countryside ES
Creighton's Corner ES
Discovery ES
Dominion Trail ES
Eagle Ridge MS
Farmwell Station MS
Forest Grove ES

Hillside ES
Legacy ES
Mill Run ES
Moorefield Station ES
Newton-Lee ES
Park View HS
Potomac Falls HS
Potowmack ES
River Bend MS
Rock Ridge HS
Rosa Lee Carter ES
Sterling ES
Sterling MS
Stewart W. Weller ES
Stone Hill MS
Trail Side MS

CATOCTIN DISTRICT

Ball's Bluff ES
Belmont Ridge MS
Blue Ridge MS
Catoctin ES
Cool Spring ES
Emerick ES
Evergreen Mill ES
Frances Hazel Reid ES
Frederick Douglass ES
Hamilton ES
Harper Park MS
Heritage HS
Hillsboro ES
J. Lupton Simpson MS
John W. Tolbert, Jr. ES
Kenneth W. Culbert ES
Lincoln ES
Loudoun County HS
Loudoun Valley HS
Lovettsville ES
Lucketts ES
Seldens Landing ES
Smart's Mill MS
Sycolin Creek ES
Tuscarora HS
Waterford ES
Woodgrove HS

DULLES DISTRICT

Arcola ES
Briar Woods HS
Broad Run HS

Buffalo Trail ES
Cardinal Ridge ES
Creighton's Corner ES
Freedom HS
Hutchison Farm ES
J. Michael Lunsford MS
John Champe HS
Legacy ES
Liberty ES
Little River ES
Mercer MS
Moorefield Station ES
Pinebrook ES
Rosa Lee Carter ES
Stewart W. Weller ES
Stone Hill MS

STERLING DISTRICT

Countryside ES
Dominion HS
Forest Grove ES
Guilford ES
Horizon ES
Lowe's Island ES
Meadowland ES
Park View HS
Potomac Falls HS
River Bend MS
Rolling Ridge ES
Seneca Ridge MS
Sterling ES
Sterling MS
Sugarland ES
Sully ES

LEESBURG DISTRICT

Ball's Bluff ES
Catoctin ES
Cool Spring ES
Evergreen Mill ES
Frances Hazel Reid ES
Frederick Douglass ES
Harper Park MS
Heritage HS
J. Lupton Simpson MS
John W. Tolbert ES
Leesburg ES
Loudoun County HS
Smart's Mill MS
Tuscarora HS

APPENDIX B
 RECOGNITION FOR EXCELLENCE IN SUPPORTING SPECIAL EDUCATION
 2015 AWARD RECIPIENTS

Category	Award Recipient	School
Administrator	Kevin Murphy	Little River Elementary School
Counselor	Caroline Fuhrman, PhD	Freedom High School
General Education	Leanne Fisher	Liberty Elementary School
General Education	Laura Mowers	Woodgrove High School
Paraprofessional	Debra Senchak	Horizon Elementary School
Special Education	Kate Forbes	Frederick Douglass Elementary School
Special Education	Molly Tew	Kenneth W. Culbert Elementary School
Special Education	Brook Robison	Eagle Ridge Middle School
Special Education	Susan Matyuf	Sterling Middle School
Special Education	Jo Ann Morrison	Dominion High School
Program	Celebrating Our Differences Day	Discovery Elementary School
Student	Bella Guerrero and Megan Helge	Cedar Lane Elementary School
Student	Sara Lewis and Emily Rapps	Cedar Lane Elementary School
Student	Christian Torreblanca	Countryside Elementary School
Student	Danitza Sanchezconcha-Carmona	Countryside Elementary School
Student	Mollie Lucas	Discovery Elementary School
Student	Margo Dumouchelle	Dominion Trail Elementary School
Student	Journey White	Rosa Lee Carter Elementary School
Student	Maria Paula Proano	Belmont Ridge Middle School
Student	Kylie James, Amanda DeLisle, Kennedy Knight and Rachel Brown	Heritage High School
Student	Natalie Clemm	Potomac Falls High School
Student	Brooke Basinger	Woodgrove High School
Student	Matt Whalen	Woodgrove High School

APPENDIX C

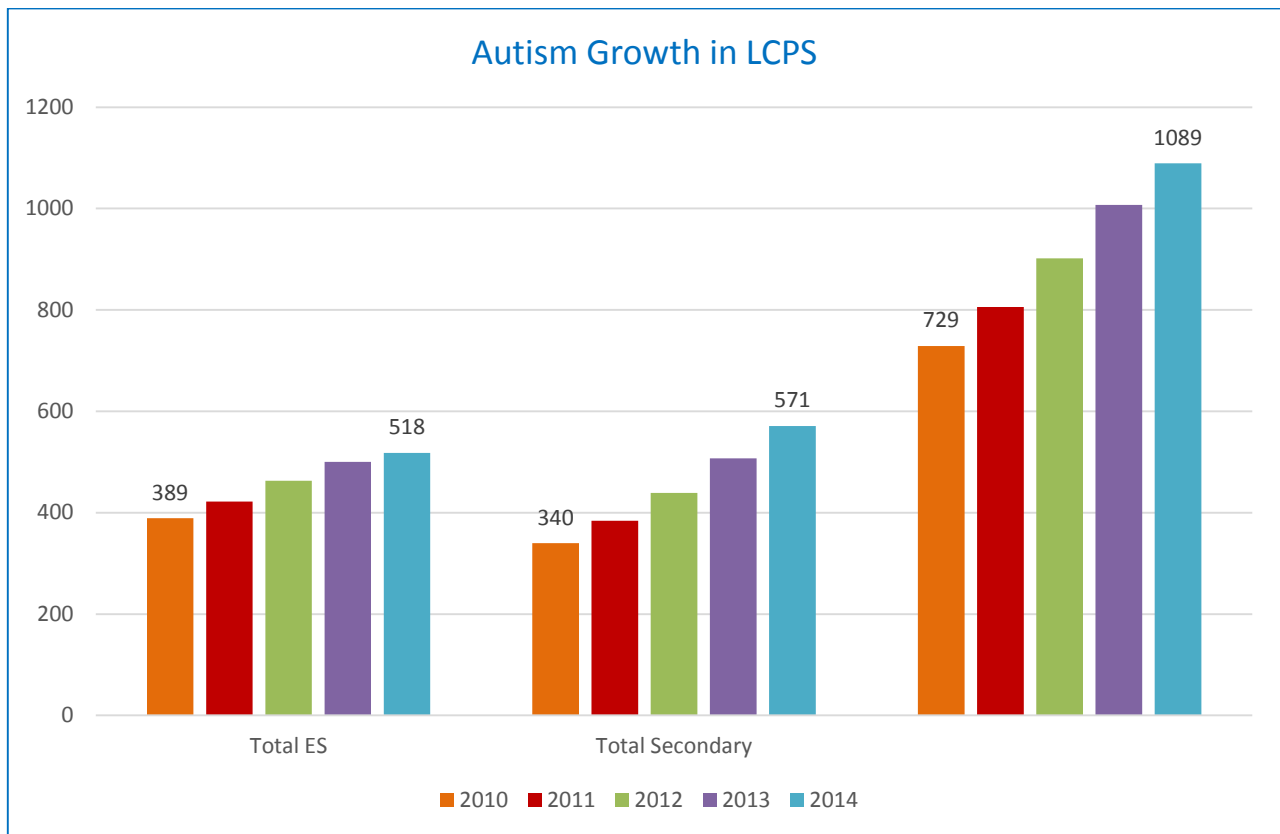
Breakdown of Special Education By Disability - December Child Count					
	2010	2011	2012	2013	2014
ID - Intellectual Disability	262	289	296	317	309
SD - Severe Disability*	22	10	0	0	0
DHH - Deaf and Hard of Hearing	84	94	107	123	128
SLI - Speech/Language	1374	1321	1349	1274	1253
ED - Emotional Disability	484	468	468	514	522
OI - Orthopedic Impairment	70	71	68	64	63
OHI - Other Health Impairment	1103	1190	1298	1465	1553
AUT - Autism	729	806	903	1007	1089
SLD - Specific Learning Disability	2048	2117	2195	2307	2496
DB - Deaf-Blind	2	2	2	2	1
MD - Multiple Disabilities	67	78	87	82	85
DD- Developmental Delay	430	491	519	550	592
TBI - Traumatic Brain Injury	14	15	16	15	16
VI - Visual Impairment	30	34	38	44	47
Total	6719	6986	7369	7764	8154
% of Total of LCPS students	10.63%	10.66%	10.78%	10.95%	11.10%

*As required by VDOE, students with severe disabilities (SD) were changed to students with multiple disabilities (MD).

APPENDIX D

LCPS AUTISM RATES BY GRADE LEVEL

	Elementary Level								Secondary Level								Total
	PK	KG	1	2	3	4	5	Total	6	7	8	9	10	11	12	Total	
2010	28	33	56	76	61	80	55	389	61	52	52	54	41	42	38	340	729
2011	32	25	52	75	82	69	87	422	66	66	56	58	56	44	38	384	806
2012	44	43	52	82	78	88	76	463	90	61	64	60	52	61	51	439	902
2013	50	32	65	71	98	88	96	500	88	98	68	70	60	52	71	507	1007
2014	68	34	66	87	80	97	86	518	100	86	102	76	72	61	74	571	1089



APPENDIX E
 LOUDOUN COUNTY PUBLIC SCHOOLS
 SPECIAL EDUCATION SERVICES: ECSE AND AUTISM
 2015-2016

Ashburn Planning Area		
Broad Run High School Cluster		
School	ECSE	Autism
Ashburn Elementary	2	
Discovery Elementary	3	
Dominion Trail Elementary	2	
Farmwell Station Middle School		1
Broad Run High School		2
Riverside High School Cluster		
Newton Lee Elementary	2	1
Seldens Landing Elementary		
Steuart Weller Elementary		2
Belmont Ridge Middle School		2
Riverside High School		1
Stone Bridge High School Cluster		
Belmont Station Elementary		2
Cedar Lane Elementary	2	2
Sanders Corner Elementary		2
Trailside Middle School		2
Stone Bridge High School		2
Dulles North Planning Area		
Briar Woods High School Cluster		
School	ECSE	Autism
Hillside Elementary	1	
Mill Run Elementary		
Moorefield Station Elementary	4	2
Eagle Ridge Middle School		1
Briar Woods High School		1
Rock Ridge High School Cluster		
Creighton's Corner Elementary		1
Legacy Elementary	2	
Rosa Lee Carter Elementary		2
Stone Hill Middle School		3
Rock Ridge High School		2

SPECIAL EDUCATION SERVICES: ECSE AND AUTISM
2015-2016

Central Loudoun Planning Area		
Heritage High School Cluster		
School	ECSE	Autism
Cool Spring Elementary	3	
John W. Tolbert Elementary		
Harper Park Middle School		2
Heritage High School		4
Loudoun County High School Cluster		
Catoctin Elementary	2	
Evergreen Mill Elementary	3	
Frederick Douglass Elementary	2	2
Sycolin Creek Elementary	2	
J. L. Simpson Middle School		2
Loudoun County High School		2
Tuscarora High School Cluster		
Ball's Bluff Elementary	2	
Frances Hazel Reid Elementary	2	
Leesburg Elementary		
Lucketts Elementary		
Smart's Mill Middle School		1
Tuscarora High School		2
Dulles South Planning Area		
Freedom High School Cluster		
School	ECSE	Autism
Cardinal Ridge Elementary		2
Hutchison Farm Elementary		
Liberty Elementary		
Little River Elementary	3	1
J. M. Lunsford Middle School		3
Freedom High School		2
John Champe High School Cluster		
Aldie Elementary		
Arcola Elementary	2	1
Buffalo Trail Elementary	2	2
Pinebrook Elementary		1
Mercer Middle School		1
John Champe High School		1

SPECIAL EDUCATION SERVICES: ECSE AND AUTISM
2015-2016

Eastern Loudoun Planning Area		
Dominion High School Cluster		
School	ECSE	Autism
Horizon Elementary	2	
Lowes Island Elementary		2
Meadowland Elementary		
Sugarland Elementary	2	
Seneca Ridge Middle School		1
Dominion High School		2
Park View High School Cluster		
Forest Grove Elementary	2	
Guilford Elementary		
Rolling Ridge Elementary		
Sterling Elementary		
Sully Elementary		
Sterling Middle School		2
Park View High School		2
Potomac Falls High School Cluster		
Algonkian Elementary		2
Countryside Elementary	2	1
Potowmack Elementary	2	1
River Bend Middle School		2
Potomac Falls High School		3
Western Loudoun Planning Area		
Loudoun Valley High School Cluster		
School	ECSE	Autism
Banneker Elementary		
Emerick Elementary		
Hamilton Elementary		2
Kenneth Culbert Elementary		
Lincoln Elementary		
Blue Ridge Middle School		2
Loudoun Valley High School		2
Woodgrove High School Cluster		
Hillsboro Elementary		
Lovettsville Elementary		1
Mountain View Elementary	3	
Round Hill Elementary	2	2
Waterford Elementary		
Harmony Middle School		1
Woodgrove High School		2

APPENDIX F

LOUDOUN COUNTY PUBLIC SCHOOLS SPECIAL EDUCATION SERVICES: PROGRAM LOCATIONS

2015-2016

Ashburn Planning Area								
Broad Run High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Ashburn Elementary	X		X					
Discovery Elementary	X		X	X				
Dominion Trail Elementary			X					
Farmwell Station Middle School		X	X	X	X			
Broad Run High School		X	X	X	X	X		X
Riverside High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Newton-Lee Elementary	X	X	X					
Seldens Landing Elementary								
Steuart Weller Elementary		X	X					
Belmont Ridge Middle School		X	X	X	X	X		
Riverside High School		X	X	X	X	X		X
Stone Bridge High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Belmont Station Elementary		X	X		X			
Cedar Lane Elementary	X	X	X					
Sanders Corner Elementary		X	X					
Trailside Middle School		X	X	X	X			
Stone Bridge High School		X	X	X	X	X		X
Dulles North Planning Area								
Briar Woods High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Hillside Elementary	X		X					
Mill Run Elementary			X					
Moorefield Station	X	X	X					
Eagle Ridge Middle School		X	X	X	X			
Briar Woods High School		X	X	X	X			X

Loudoun County Public Schools Special Education Services: Program Locations
2015-2016

Dulles North Planning Area (continued)								
Rock Ridge High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Creighton's Corner Elementary		X	X					
Legacy Elementary	X		X					
Rosa Lee Carter Elementary		X	X	X		X		
Stone Hill Middle School		X	X	X	X			
Rock Ridge High School		X	X	X	X			X
Central Loudoun Planning Area								
Heritage High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Cool Spring Elementary	X		X					
John W. Tolbert Elementary			X					
Harper Park Middle School		X	X	X	X		X	
Heritage High		X	X	X	X	X		X
Loudoun County High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH/Vision	Transition
Catoctin Elementary	X		X			X		
Evergreen Mill Elementary	X		X					
Frederick Douglass Elementary	X	X	X	X				
Sycolin Creek Elementary	X		X	X		X		
J. L. Simpson Middle School		X	X	X	X	X		
Loudoun County High School		X	X	X	X			X
Tuscarora High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH/Vision	Transition
Ball's Bluff Elementary	X		X	X				
Frances Hazel Reid Elementary	X		X				X	
Leesburg Elementary			X	X				
Lucketts Elementary			X					
Smart's Mill Middle School		X	X	X	X		X	
Tuscarora High School		X	X	X	X		X	X
Dulles South Planning Area								
Freedom High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Cardinal Ridge Elementary		X	X			X		
Hutchison Farm Elementary			X					
Liberty Elementary			X					
Little River Elementary	X	X	X					
J. M. Lunsford Middle School		X	X	X	X			
Freedom High School		X	X	X	X			X

Loudoun County Public Schools Special Education Services: Program Locations
2015-2016

Dulles South Planning Area (continued)								
John Champe High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Aldie Elementary			X					
Arcola Elementary	X	X	X					
Buffalo Trail Elementary	X	X	X		X			
Pinebrook Elementary		X	X		X			
Mercer Middle School		X	X	X	X			
John Champe High School		X	X	X	X			X
Eastern Loudoun Planning Area								
Dominion High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Lowes Island Elementary		X	X					
Meadowland Elementary	X		X					X
Sugarland Elementary	X		X					
Seneca Ridge Middle School		X	X	X	X	X		
Dominion High School		X	X	X	X	X		X
Park View High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Forest Grove Elementary	X		X			X		
Guilford Elementary			X				X	
Rolling Ridge Elementary			X		X			
Sterling Elementary			X					
Sully Elementary			X		X			
Sterling Middle School		X	X	X	X		X	
Park View High School		X	X	X	X			X
Potomac Falls High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Algonkian Elementary		X	X	X				
Countryside Elementary	X	X	X					
Horizon Elementary	X		X		X	X		
Potowmack Elementary	X	X	X					
River Bend Middle School		X	X	X	X	X		
Potomac Falls High School		X	X	X	X	X		X

Loudoun County Public Schools Special Education Services: Program Locations
2015-2016

Western Loudoun Planning Area								
Loudoun Valley High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Banneker Elementary			X					
Emerick Elementary			X					
Hamilton Elementary		X	X					
Lincoln Elementary			X					
Blue Ridge Middle		X	X	X	X	X		
Loudoun Valley High		X	X	X	X			X
Woodgrove High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	Transition
Hillsboro Elementary			X					
Kenneth Culbert Elementary			X	X	X			
Lovettsville Elementary		X	X					
Mountain View Elementary	X		X		X			
Round Hill Elementary	X	X	X					
Waterford Elementary			X					
Harmony Middle School		X	X	X	X			
Woodgrove High School		X	X	X	X	X	X	X

APPENDIX G

PROGRAM MOVES FOR THE 2015-2016 SCHOOL YEAR

Program	Moved from	Moved to	Reason
Early Childhood Special Education	Meadowland	Dominion Trail	Location closer to students' homes
Emotional Disabilities	Multiple Locations	Riverside HS	Opening of new school
Intellectual Disabilities	Multiple Locations	Riverside HS	Opening of new school
Autism	Multiple Locations	Rock Ridge HS	Opening of new school

APPENDIX H

LEAST RESTRICTIVE ENVIRONMENT – PARTICIPATION IN GENERAL EDUCATION

2014-2015

LEAST RESTRICTIVE ENVIRONMENT	<u>LCPS</u>	<u>STATE</u>
Students included in general education classroom 80% or more of the day	47%	68%
Students included in general education classroom less than or 40% of the day	18%	12%

APPENDIX I
SPECIAL EDUCATION STAFFING

Special Education Staffing 2011-2012 through 2015-2016					
Position	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016
Director	1	1	1	1	1
Supervisors	10	11	11	11	13
Deans	4	4	4	4	4
Coordinators	3	3	3	3	1
Specialists	7	7	8	8	6
Teachers	820.9	873.9	918.9	969.3	1007
Teacher Assistants	648.9	678.9	756.9	787.9	809.9
Related Services (OT/PT)	40	36	37.1	38.1	38.1
Clerical Support	11	11	11	11	9
Juvenile Detention	4.5	5.3	5.3	5.3	5.3
Adult Jail	1	1	1	1	1

APPENDIX J

2015 SUMMARY OF PBIS

- As of June 2015, all schools were trained in PBIS and full implementation is occurring throughout LCPS.
- Throughout the 7 years of PBIS implementation, the rate of violations has decreased from 20.69% to 18.31% since last school year; the percentage of students referred has correspondingly decreased from 9.4% to 8.6%; and the percentage of incidents involving out-of-school suspension (1.36%) and in-school restriction (4.5%) remained very low.
- Since 2007, PBIS schools have collectively gained 449 days of instructional time for students based on reductions in office discipline referrals compared to the baseline year. This has also freed the administrators from dealing with behavioral issues so that they can focus their attention on instructional support for students and staff.
- Sixty-five, or 93%, of the PBIS schools in cohorts 1-7 scored above the 80% criterion as measured on the post-School Wide Evaluation Tool (SET).
- The Tier 1 walkthrough results indicated that, across all 70 PBIS schools, 80% of students who were interviewed were able to state the school-wide expectations, 90% of staff were aware that there was an established PBIS team, 82% of staff were able to state the school-wide expectations, 84% of staff noted that they had taught the school-wide expectations.
- Upon a review of 2013 and 2014 PBIS Student Climate Survey Data, the greatest increase in positive ratings was noted at the middle school level with increases in positive perception of practice regarding rules and expectations, school safety, and opportunities for social-emotional learning.

APPENDIX K – RESPONSIVE INSTRUCTION (RI) SCHOOLS BY CLUSTER

Briar Woods Cluster	Broad Run Cluster	Rock Ridge Cluster	Stone Bridge Cluster
Hillside Elementary	Ashburn Elementary	Creighton's Corner Elementary	Belmont Station Elementary
Mill Run Elementary	Discovery Elementary	Legacy Elementary	Cedar Lane Elementary
Moorefield Station Elementary	Dominion Trail Elementary	Rosa Lee Carter Elementary	Sanders Corner Elementary
Eagle Ridge Middle	Farmwell Station Middle	Stone Hill Middle School	Trailside Middle
Briar Woods High	Broad Run High	Rock Ridge High	Stone Bridge High
Riverside High School	Heritage Cluster	Loudoun County Cluster	Tuscarora Cluster
Newton-Lee Elementary	Cool Spring Elementary	Catoctin Elementary	Ball's Bluff Elementary
Seldens Landing Elementary	Tolbert Elementary	Evergreen Mill Elementary	Frances Hazel Reid Elementary
Steuart Weller Elementary	Harper Park Middle	Frederick Douglass Elementary	Leesburg Elementary
Belmont Ridge Middle	Heritage High	Sycolin Creek Elementary	Lucketts Elementary
Riverside High		J. L. Simpson Middle	Smart's Mill Middle
		Loudoun County High	Tuscarora High

Freedom Cluster	John Champe Cluster	Dominion Cluster	Park View Cluster
Cardinal Ridge Elementary	Aldie Elementary	Horizon Elementary	Forest Grove Elementary
Hutchison Farm Elementary	Arcola Elementary	Lowes Island Elementary	Guilford Elementary
Liberty Elementary	Buffalo Trail Elementary	Meadowland Elementary	Rolling Ridge Elementary
Little River Elementary	Pinebrook Elementary	Sugarland Elementary	Sterling Elementary
J. M. Lunsford Middle	Mercer Middle	Seneca Ridge Middle	Sully Elementary
Freedom High	John Champe High	Dominion High	Sterling Middle
			Park View High
Potomac Falls Cluster	Loudoun Valley Cluster	Woodgrove Cluster	
Algonkian Elementary	Banneker Elementary	Hillsboro Elementary	RI schools reflected in red.
Countryside Elementary	Emerick Elementary	Lovettsville Elementary	
Potowmack Elementary	Hamilton Elementary	Mountain View Elementary	
River Bend Middle	Kenneth Culbert Elementary	Round Hill Elementary	
Potomac Falls High	Lincoln Elementary	Waterford Elementary	
	Blue Ridge Middle	Harmony Middle	
	Loudoun Valley High	Woodgrove High	

APPENDIX L - STETSON SCHOOLS BY CLUSTER

Briar Woods Cluster	Broad Run Cluster	Rock Ridge Cluster	Stone Bridge Cluster
Hillside Elementary	Ashburn Elementary	Creighton's Corner Elementary	Belmont Station Elementary
Mill Run Elementary	Discovery Elementary	Legacy Elementary	Cedar Lane Elementary
Moorefield Station Elementary	Dominion Trail Elementary	Rosa Lee Carter Elementary	Sanders Corner Elementary
Eagle Ridge Middle	Farmwell Station Middle	Stone Hill Middle School	Trailside Middle
Briar Woods High	Broad Run High	Rock Ridge High	Stone Bridge High
Riverside High School	Heritage Cluster	Loudoun County Cluster	Tuscarora Cluster
Newton-Lee Elementary	Cool Spring Elementary	Catoctin Elementary	Ball's Bluff Elementary
Seldens Landing Elementary	Tolbert Elementary	Evergreen Mill Elementary	Frances Hazel Reid Elementary
Steuart Weller Elementary	Harper Park Middle	Frederick Douglass Elementary	Leesburg Elementary
Belmont Ridge Middle	Heritage High	Sycolin Creek Elementary	Lucketts Elementary
Riverside High		J. L. Simpson Middle	Smart's Mill Middle
		Loudoun County High	Tuscarora High

Freedom Cluster	John Champe Cluster	Dominion Cluster	Park View Cluster
Cardinal Ridge Elementary	Aldie Elementary	Horizon Elementary	Forest Grove Elementary
Hutchison Farm Elementary	Arcola Elementary	Lowes Island Elementary	Guilford Elementary
Liberty Elementary	Buffalo Trail Elementary	Meadowland Elementary	Rolling Ridge Elementary
Little River Elementary	Pinebrook Elementary	Sugarland Elementary	Sterling Elementary
J. M. Lunsford Middle	Mercer Middle	Seneca Ridge Middle	Sully Elementary
Freedom High	John Champe High	Dominion High	Sterling Middle
			Park View High
Potomac Falls Cluster	Loudoun Valley Cluster	Woodgrove Cluster	
Algonkian Elementary	Banneker Elementary	Hillsboro Elementary	Schools trained in Stetson reflected in green
Countryside Elementary	Emerick Elementary	Lovettsville Elementary	
Potowmack Elementary	Hamilton Elementary	Mountain View Elementary	
River Bend Middle	Kenneth Culbert Elementary	Round Hill Elementary	
Potomac Falls High	Lincoln Elementary	Waterford Elementary	
	Blue Ridge Middle	Harmony Middle	
	Loudoun Valley High	Woodgrove High	

APPENDIX M

LEGAL REQUIREMENTS FOR THE PROVISION OF SPECIAL EDUCATION SERVICES

Loudoun County Public Schools shall comply with the following policies, procedures, and programs, which comply with the federal IDEA implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that the Virginia Department of Education (VDOE) has established in accordance with IDEA '04, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, age two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, which is collected, maintained, or used under IDEA '04, shall be protected.
- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, which is located within the geographic boundaries of the LEA, are identified, located, evaluated

and provided services, in accordance with the results of a timely and meaningful consultation process.

- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Program evaluation shall be conducted annually.
- Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.
- Valid and reliable data is submitted to VDOE, as requested, including regarding the performance goals and indicators established by VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect which are designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.
- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the State Assessment System.
- There will be on-going parent consultation.
- Funding will be used to develop and implement coordinated, early intervening educational services, as required.
- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities, who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.

