



# ANNUAL REPORT

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Presented to the  
Loudoun County School Board

November 29, 2016





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## REFERENCES

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December 1, 2015 SEAC Annual Report to the LCPS School Board

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/103/presentations/2014-2015 SEAC Annual Report 113015.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/103/presentations/2014-2015_SEAC_Annual_Report_113015.pdf)

Regulations Governing Special Education Programs for Children with Disabilities in Virginia

[http://www.doe.virginia.gov/special\\_ed/regulations/state/regs\\_speced\\_disability\\_va.pdf](http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf)

Parent's Guide to Special Education

[http://www.doe.virginia.gov/special\\_ed/parents/parents\\_guide.pdf](http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf)

Guidelines for Educating Students with Specific Learning Disabilities, January 2014

[http://www.doe.virginia.gov/special\\_ed/disabilities/learning\\_disability/learning\\_disabilities\\_guidelines.pdf](http://www.doe.virginia.gov/special_ed/disabilities/learning_disability/learning_disabilities_guidelines.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](http://www.doe.virginia.gov/special_ed/disabilities/autism/technical_asst_documents/autism_guidelines.pdf)

## EXECUTIVE SUMMARY

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### COMMENDATIONS

- ✓ Addition of the Transition specialist FTE and the Autism specialist FTE to the FY17 operating budget to continue to address the ongoing need to ensure that transition planning and autism services are adequately provided.
- ✓ 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.

### 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;
- ✓ 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;
- ✓ Continued attention to LCPS strategic actions that are aligned to identified needs and areas of concern regarding student achievement, discipline disproportionality and inclusive practices;
- ✓ Continued funding for existing special education services and provision of funding for required and additional special education staff;

- ✓ Increased attention to the identified needs in transition for additional staffing, adequate transportation and the expansion of programs and services.
- ✓ Include funding for a Dyslexia Specialist in the FY18 LCPS operating budget to advise the district of 'best practices' for early identification, professional development/training, appropriate and effective remediation as well as mentoring for teachers and assistance in the IEP process.
- ✓ Creation of an Assistive Technology Task Force, to include School Board Members and a Representative from the SEAC Dyslexia Subcommittee, to assess current Assistive Technology (AT) and Accessible Educational Materials (AEM), professional development and student accessibility (see page 41).
- ✓ Include funding for an Autism Supervisor in the FY18 LCPS operating budget to address the growing population and changing needs of the division's students with autism spectrum disorder (ASD) and similar education needs. This position would enable increased attention to division wide autism programs and services, including current and long-term planning and transition services.

## INTRODUCTION

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*“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 2015-2016 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 (FAPE) 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, Dr. Suzanne Jimenez. 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 current class sizes. SEAC supports lower student-teacher ratios;

- Continuing support of Positive Behavioral Interventions and Supports (PBIS) which has now been fully implemented in all LCPS schools;
- Continued support for the LCPS Parent Resource Services (PRS). Parent Resource Services has been contacted by 1,786 parents, 17 school staff and 25 community members with special education questions, problem solving, and request for resources during the July 1, 2015 – June 30, 2016 calendar year. PRS staff attend monthly SEAC meetings and collaborate on presentation topics to address identified areas of need in partnership with SEAC. The efforts of the PRS help to educate parents and encourage positive parent-school relationships that ultimately benefit the students;
- Increasing the implementation of the Stetson Inclusive Practices framework providing system level inclusive practices supports from 54 schools last year to add 18 more schools during FY16. 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.



## 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 and extracurricular 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.
- 4) **Dyslexia Services & Supports** – Provide early identification, appropriate teacher training, supports and services for students with the Specific Learning Disability of dyslexia.
- 5) **Autism Programs and Supports** – Enhance efforts to provide effective autism programs and services and implement current and long-term planning to address the growing population and changing needs of the division’s students with autism spectrum disorder (ASD) and similar education needs.

### PRIORITY 1: CONSISTENCY IN PROGRAMS AND SERVICES

*(2010-2011, 2012-2013, 2013-2014, 2014-2015, 2015-2016)*

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.

The division’s June 2016 Special Education Performance Report indicates that LCPS did not meet state standards for Indicator 8: Parental Involvement, which is a measure of “parents who report schools facilitated parent involvement as a means of improving services and results for children with

disabilities.” The state standard for this measure is >79% and the division’s performance was 75.61%, representing a significant decline from prior years’ rates and the first time in recent history that the state standard was not met.

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#### 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.*

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#### 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.

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#### 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 Parent Resource Services, 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;*
5. *Performance indicators for parental involvement should be reviewed at the school level and where necessary, implement improvements to address the participation of parents in regular and meaningful communication in order to improve services and results for students with disabilities in LCPS.*

The number of schools with SEAC representation is consistently near 80% 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. Additionally, the recently identified decline in the division's special education performance on Indicator 8 (Parent Involvement) warrants attention to improve the division's performance in order to meet or exceed the state target.

## PRIORITY 2: QUALITY INCLUSION

*(2008-2009, 2010-2011, 2011-2012, 2012-2013, 2013-2014, 2014-2015, 2015-2016)*

Providing an inclusive educational as well as extracurricular 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 in the classroom setting, unstructured settings such as lunch time and recess, and before and after school activities.

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### 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.”*
- 7. Performance indicators to measure and monitor leadership and decision making, student achievement and involvement and other measures to cultivate effective inclusive classrooms, nonacademic settings and extracurricular activities.*

Public comments and parent feedback continue to describe varying levels of school support for inclusive practices, particularly at the secondary level where academic and social complexity, pace of instruction and other factors create additional challenges for successful inclusion.

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.

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## RECOMMENDATION 2B:

*Continue to provide 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, 2015-16)*

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

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## RECOMMENDATION 3A: ONE (1) FTE DEDICATED TRANSITION SUPERVISOR

Transition Services falls under the responsibility of a Special Education Supervisor who is also responsible as a Special Education Supervisor and Autism Supervisor for Secondary Level. The Transition Supervisor oversees planning, preparation, and programs for students with IEPs. The subcommittee has determined that the scope, volume, and variety of Transition Services require the full attention of a dedicated FTE Transition Supervisor.

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## RECOMMENDATION 3B: ONE (1) FTE COMMUNITY INDEPENDENCE INSTRUCTION (CII) SPECIALIST RESPONSIBLE FOR ELEMENTARY AND SECONDARY IEP STUDENTS.

Community Independence Instruction (CII), formerly Community Based Instruction (CBI), is provided to students with IEPs. The program requires a full time specialist to ensure that procedures, preparation, and planning are developed and in place and that there is oversight to ensure that the program is effective, efficient, and consistently implemented throughout the school district.

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## RECOMMENDATION 3C: TRANSPORTATION

*Provide adequate transportation for community based transition programs, including Community Independence Instruction (CII) program and the Community and Schools Together (CAST) program.*

Transportation for transition services continues to be challenged by LCPS limitations and also by limitations of the public transportation system. Existing transportation vehicles and number of drivers are insufficient to support the transition program. Having individual vans available for each of the four CAST sites, use of contracted transportation service, and expanded use of LCPS transportation are necessary to expand the CII program and CAST program opportunities. The programs are limited because transportation is not always available when partnered businesses are available. This is an ongoing recommendation from previous annual reports.

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#### RECOMMENDATION 3D: OTHER SERVICES

*Continued expansion of work experience programs for IEP students aged 18-22 years old who need job skills but do not need certification or licensure.*

This may be accomplished by greater outreach within our business community as well as by providing a path through the Monroe Technology Center for students to participate and achieve skills without needing to receive licensure or certification. This is an ongoing recommendation from previous annual reports.

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#### RECOMMENDATION 3E: TRAINING

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

An evaluation of the overall transition programming continues to reveal 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. This recommendation was originally submitted in October 2015.

*Provide distributed vocational models to offer specific training at various school locations throughout the school district.*

### PRIORITY 4: DYSLEXIA SERVICES & SUPPORTS

(2015-16)

Provide early identification, appropriate teacher training, supports and services for students with the Specific Learning Disability of dyslexia.

To address the following recommendations, SEAC supports funding for a Dyslexia Specialist in the FY18 LCPS operating budget.

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#### RECOMMENDATION 4A: EARLY IDENTIFICATION OF STUDENTS WITH DYSLLEXIA

*LCPS should implement a universal screening tool that can be used to identify students who might be dyslexic or at risk for dyslexia. The purpose of screening is to identify students who are not mastering the specific skills that correlate with broader reading achievement. If LCPS continues to use the PALS assessment in K-2 as their universal screener, additional curriculum based measures (such as those listed on page 37 of the subcommittee's full report) are recommended to screen those students not able to meet the PALS benchmark. In addition, consideration should be given to early language impairment as well as family history of dyslexia.*

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#### RECOMMENDATION 4B: PROFESSIONAL DEVELOPMENT / TRAINING ON DYSLLEXIA

*LCPS should provide teacher and staff training on dyslexia to include an understanding of this specific learning disability, symptoms and warning signs, appropriate interventions and accommodations as well as effective assistive technology. Professional development should cover the following:*

- In-service day for teachers of reading and special education to participate in a 2 hour “Dyslexia for a Day” simulation in which they will experience the frustration and failure that dyslexic students face every day in all content areas. Program to be expanded to all general education teachers. (Simulation kits available at [www.dyslexiatraininginstitute.org](http://www.dyslexiatraininginstitute.org)).
- Teacher training on dyslexia offered to all teachers at every school, using the MindPlay modules, to increase awareness of students with dyslexia and dyslexia characteristics.
- In-service training with specialists from the International Dyslexia Association (IDA) or the Institute of Multisensory Education ([www.multisensoryeducation.net.au](http://www.multisensoryeducation.net.au)) to cover the history, current research and best practices for teaching dyslexic students.
- If LCPS implements a universal screening tool for dyslexia, teachers and Reading Specialists who are to conduct the screenings must receive adequate training on administration and interpretation of results.

*In addition, teachers and reading specialists who will be providing specialized reading services to dyslexic students should receive training in structured literacy that covers phonemic awareness, phonics, orthology, and morphology.*

Without training in remediation approaches that are effective for dyslexic students, teachers rely on general literacy strategies that work with non-dyslexic readers but result in dyslexic students not achieving reading proficiency in the primary grades. (See complete subcommittee report on page 35). LCPS specialized reading services should include the following:

- Pilot program in designated schools to use Orton-Gillingham based reading programs such as Wilson and Barton Reading and Spelling exclusively and with fidelity to the program developer's guidelines.
- Teachers who receive Structured Literacy Instruction should receive adequate training in order to pass the Tier 1 Certification in Structured Literacy that is provided by the Center for Effective Reading Instruction (CERI).



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#### RECOMMENDATION 4C: APPROPRIATE INTERVENTIONS

*Reading Specialists and Special Education Staff who will be working with dyslexic students to remediate academic deficits must be highly skilled in multisensory, structured language approach.*

Multisensory learning involves the use of visual, auditory and kinesthetic-tactile pathways simultaneously to enhance memory and learning of language. Current research, much of it supported by the National Institute of Child Health and Human Development (NICHD), has demonstrated the value of explicit, structured language teaching for all students, especially those with dyslexia.

SEAC supports LCPS's intent to develop a comprehensive plan for expanding current capacity to provide specialized reading (Structured Literacy) across the division. This plan should include "Tiered Reading Intervention Levels" that include those programs appropriate for students with dyslexia.

General Education and Special Education teachers who will work to remediate students identified with the Specific Learning Disability of dyslexia in grades K-12 must be certified in Structured Literacy Instruction (such as Orton-Gillingham). If Structured Literacy Instruction is to be implemented in student groups, groups must be limited to five students and be homogenous. For Tier 3 reading interventions, instruction may need to be delivered one-on-one.

*In conjunction with appropriate interventions, SEAC recommends effective progress monitoring that utilizes diagnostic tools, as opposed to teacher records and includes frequent communication and data provided to parents. At a minimum, this information should be included in the quarterly IEP progress reports.*

In order to appropriately meet the unique academic needs of the largest category of special education students and close the trending achievement gap, a new Dyslexia Specialist FTE position is needed. This critical position would provide the staff attention and specialization necessary to advise the district on 'best practices' for early identification, professional development/training, appropriate and effective remediation as well as mentoring for teachers and assistance in the IEP process. (See complete subcommittee report which begins on page 35).

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#### RECOMMENDATION 4D: ACCESS TO ASSISTIVE TECHNOLOGY

*Whenever possible, LCPS should use assistive technology in conjunction with remediation efforts and not as a replacement to learning skills that help alleviate deficits, such as decoding, encoding and reading fluency skills.*

In accordance with developing an IEP, consideration must also be given to a student's individual needs and user preferences when making decisions on assistive technology.

According to the International Dyslexia Association, assistive technology is defined as "any device, piece of equipment or system that helps bypass, work around or compensate for an individual's specific learning challenges." While LCPS does offer a variety of assistive technology options, public comment and input

from parents and advocates indicates that LCPS does not consistently or adequately provide dyslexic students access to accessible instructional materials (AIM) or assistive technology in all grade levels at all schools.

The International Dyslexia Association further states “while assistive technology is not a cure for dyslexia, it does provide alternative strategies for students to compensate for areas of weakness and capitalize on their strongest talents.” For example, a student who struggles with decoding and reading fluency but has age appropriate listening skills, will benefit from listening to audio textbooks.

- SEAC supports the dyslexia subcommittee’s suggestion to create an Assistive Technology Task Force, to include School Board Members and a Representative from the SEAC Dyslexia Subcommittee, in order to assess current Assistive Technology (AT) and Accessible Educational Materials (AEM), professional development and student accessibility (See complete subcommittee report for more on this topic on- page 35).

## PRIORITY 5: AUTISM PROGRAMS AND SERVICES

(2015-2016)

Enhance efforts to provide effective autism programs and services and implement current and long-term planning to address the growing population and changing needs of the division’s students with autism spectrum disorder (ASD) and similar education needs.

LCPS does not have a process in place to evaluate existing autism programs and services in order to identify strengths and respond to weaknesses, to ensure programs and services are effective and are implemented with uniform fidelity across the school division or to plan for growth and changing needs in the education of students with ASD.

This annual report includes LCPS autism data by grade level for the school years beginning 2010 through 2015 (see [Appendix E](#)). This data continues to demonstrate the autism growth 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 level and the growth rate of autism in the secondary level is steeper than that seen at the elementary level. This trend emphasizes the current need for planning within LCPS to address its autism growth and the changing needs of its students with ASD.

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### RECOMMENDATION 5 – ONE (1) FTE AUTISM SUPERVISOR

*Provide funding for an Autism Supervisor in the FY18 LCPS operating budget to address the following recommendations.*

LCPS should conduct or obtain a division wide assessment of its autism programs and services and periodically evaluate the current and expected state of programs, services and supports for children and transition-age students with ASD and similar educational needs.

LCPS should identify and then aggregate the data and trends needed to make informed decisions about the services and supports that are required to meet the needs of its autistic students. A comprehensive review of autism programs and services should measure how LCPS achieves individualized goals for students with ASD in the areas of behavior management, communication, social skills, independent living skills and preparation for college or post-secondary employment.

LCPS should evaluate and address current and expected needs for autism programs and services, including these identified areas of need:

1. *Implementation of current and long-term planning for autism programs, services and supports to address needs.* Current and long-term planning should address the division wide implementation of effective programs and services as well as respond to weaknesses or gaps. Effective planning should also identify current or expected changes, such as the current growth rate of students with ASD at LCPS. This growth is placing increased demands on services and supports as students are being included in the general education classroom setting at greater rates. The demands for appropriate support and educational programming continue to change with this growth.
2. *Improved training in instructional methods and behavioral techniques.* Training of administrators, principals, teachers (both general and special education), school psychologists, speech therapists, support staff and related services personnel continues to be an area of focus in LCPS.
3. *Program development and fidelity of program and services implementation.* The development of autism programs, such as an effective social skills program for all grade levels, and the fidelity of program implementation continues to be a critical need in LCPS.
4. *Improved transition planning, training and services in order to meet the unique needs of students with ASD moving from school to post-school activities.* Currently the LCPS autism and transition teams work together to develop transition opportunities for students with ASD and similar educational needs who are moving from to post-secondary education, integrated employment, adult services, independent living and/or community assisted arrangements.

There are significant challenges in finding the right job or career path and in identifying necessary supports for autistic students. 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.

## AREAS OF CONCERN

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### 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, transportation needs, diminishing tuition reimbursement funding as well as an anticipated budget gap are among the challenges to the resources available to help students make progress.

SEAC continues to advocate for existing funding for current staffing, additional staff as necessary to meet this populations' unique needs, differentiated resources, programs and services and is requesting that funding for students with disabilities not be reduced.

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### STRATEGIC ACTIONS ALIGNED WITH IDENTIFIED NEEDS

The LCPS Vision 20/20 Revised Strategic Actions adopted by the School Board in June 2016 include the following three action steps that are closely aligned with identified needs in special education. SEAC requests that the Superintendent and the School Board continue to recognize the importance of these areas and the positive impact that collaborative efforts will have on students with disabilities in all schools.

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#### STRATEGIC ACTION: CLOSING ACHIEVEMENT GAPS - DISCIPLINE DISPROPORTIONALITY

BY 2020, SCHOOLS WILL REDUCE THE DISCIPLINE DISPROPORTIONALITY GAP AND THE RATE OF SUSPENSION 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.

SEAC supports discipline decisions that use evidence based practices for students with IEPs that 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 to include restorative practices.

In the case of students with disabilities, there should be a cooperative working relationship between school based administrators and special education administrators. SEAC recommends continued 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 and individualized interventions through Tier 2 & Tier 3 PBIS (Behavior Intervention Plans, counseling, etc.)

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#### STRATEGIC ACTION: DELIVER EFFECTIVE AND EFFICIENT SUPPORT FOR STUDENT SUCCESS

LCPS WILL PROVIDE DIFFERENTIATED RESOURCES FOR SCHOOLS TO BETTER MEET THE NEEDS OF SOCIOECONOMICALLY DISADVANTAGED STUDENTS, ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION STUDENTS TO HELP CLOSE ACHIEVEMENT GAPS.

The Virginia Department of Education's division report provides a comprehensive view of student learning and shows that overall, student achievement is steady over the past three years (2013 – 2016) with 84-88% of students being proficient in the core content areas of reading and math. However, when looking at specific at risk student groups, including students receiving special education services, large achievement gaps of 25%-30% still exist.

For special education students identified as having a Specific Learning Disability, the achievement gap in the core content areas of reading and writing is even more significant. For this group of at risk students, the achievement gaps range between 50%-60% when compared to their same grade peers (See Appendix D- Grade 3). Unfortunately, this achievement gap appears to follow students with Specific Learning Disabilities into middle school (See Appendix D- Grade 8), which indicates that current interventions and methodology being used by LCPS to remediate students with specific learning disabilities are not effective. In order to close the gap for this subgroup, intensive and consistent reading intervention with instructors knowledgeable and skilled in structured literacy instruction is required.

SEAC supports continued collaboration between the Department of Pupil Services, the Department of Instruction and the Office of Special Education to develop strategic actions that will provide the additional staff, programs and practices needed to address closing the achievement gaps for at risk students. Since the National Center for Learning Disabilities confirms that 80% of those students identified with a Specific Learning Disability have a language disability like dyslexia, SEAC requests that the Superintendent and School Board give special consideration to the findings and recommendations of the Dyslexia Subcommittee as well.

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#### STRATEGIC ACTION: CLOSING ACHIEVEMENT GAPS: INCLUSIVE PRACTICES

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.

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## STUDENTS WITH DISABILITIES INTERACTIONS WITH LAW ENFORCEMENT

Students with disabilities are 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 Officers, must continue to be provided. We already know that students with disabilities have a much higher school discipline rate. Students with disabilities (served by IDEA) represent a quarter of students arrested and referred to law enforcement, even though they are only 12% of the overall student population (Civil Rights Data Collection (CRDC) March 2014).

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. While school resource officers can be valuable assets in creating a positive school environment, SEAC encourages school discipline matters to be handled by trained educators who might be better equipped to offer effective alternatives to exclusionary discipline practices. As indicated in the 2016 Department of Education "Dear Colleague Letter," repeated use of disciplinary actions may suggest that many children with disabilities may not be receiving appropriate behavioral interventions, supports and other strategies in their IEPs.

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## STUDENT SAFETY – MENTAL HEALTH

Students with disabilities, both physical disabilities and learning disabilities, are at a higher risk for mental health disorders (i.e. depression, anxiety, substance abuse, etc.). Research indicates that students with learning disabilities typically have higher rates of depression, and students with physical disabilities have more thoughts and attempts of suicide compared to students without disabilities. Additionally, students' risk for suicidal behavior has been shown to be higher if the disability is less visible. According to the Center for Disease Control & Prevention (CDC), up to one in five children living in the U.S. shows signs or symptoms of a mental health disorder in a given year. More concerning is that the National Institute of Health (NIH) indicates "most children, nearly 80%, who need mental health services won't get them."

SEAC has identified a need to educate school administrators, teachers and families about mental health disorders, its stigma and how to positively intervene in a coordinated system of care for students with disabilities. Families should have access to local resources and information on how to best advocate for their student's mental health needs, just as they receive advocacy information regarding other special education services. Additionally, staff should receive professional development training on appropriately assessing mental health threats for students with disabilities so that consideration can be given to the impact of the student's disability on their behavior.

SEAC is concerned that funding limitations will negatively impact the ability for students with disabilities to receive necessary mental health services. With fewer students able to receive mental

health services, students with disabilities will continue to be at higher risk for school failure, suspensions and expulsions as well as for mental health disorders – all of which impede successful learning in school. In data obtained in November 2016 from the Office of Diagnostic & Preventions Services, LCPS does not have comparable mental health staff support to address this increasing student need in comparison to other Northern VA school districts:

- LCPS has 38.5 school psychologists (1 psychologist per 2,043 students) and 29 social workers (1 social worker per 2,713 students)
- Fairfax County Public Schools employs 158 school psychologists (1 psychologist per 1,202 students) and 149.5 social workers (1 social worker per 1,270 students). At the high school level, this results in one or more psychologists, social workers along with another full-time mental health professional.
- Arlington Public Schools has adopted a three year plan to adjust their planning factor ratio for school psychologists and social workers from 1650:1 to 775:1, placing one psychologist and social worker in each school.
- Alexandria City Public Schools currently assigns 1 psychologist and social worker per school.

The National Association of School Psychologists (January 2015) recommends a maximum student-to-school psychologist ratio of 1,000-to-1 for the general population. For psychologists providing comprehensive and preventative services such as counseling, behavior interventions and crisis response, the National Association of School Psychologists states the ratio should not exceed 500 to 700 students per psychologist.

With an ever-increasing emphasis on academic achievement, SEAC is concerned that many students, including those with mental health disorders and those with disabilities who exhibit challenging behaviors will not be provided positive behavior supports or other preventative mental health interventions. In the words of Eric Rossen, Director of Professional Development and Standards at the National Association of School Psychologists, “addressing the mental health of students first is a prerequisite to learning, not an afterthought.”

## STATUS OF 2015 ANNUAL REPORT RECOMMENDATIONS

*Provided by the LCPS Director of the Office of Special Education*

RECOMMENDATIONS 2015	STATUS NOVEMBER 2016
<b>Priority 1: Consistency in Programs and Services</b>	
<u><b>Recommendation 1a:</b></u>	
<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>A number of new programs were begun during SY2015-16 and again in SY2016-17 to accommodate the growing number of students requiring placement in disability specific programs. Each school has at least one classroom space that has been designated for services for students with disabilities and identification of additional spaces is a collaborative effort between the Department of Pupil Services, the Department of Instruction and the Department of Support Services.</p>



<b><u>Recommendation 1b:</u></b>	
<i>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)</i>	All administrators participated in a “Back to the Basics” professional learning opportunity in August 2016. In addition a new course “What Every Special Education Administrator Needs to Know” was developed and is offered on a monthly basis as well as the monthly special education designee meeting.
<b><u>Recommendation 1c:</u></b>	
<p><i>Continue to improve parent and staff awareness of policies, procedures, regulations and resources by:</i></p> <ol style="list-style-type: none"> <li><i>1. Encouraging each school to appoint a SEAC Parent Representative to enhance the flow of communication to and from the parent community;</i></li> <li><i>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 Parent Resource Services, LCPS special education web resources, and SEAC. Information may be provided electronically via web pages and links or by hard copy;</i></li> <li><i>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;</i></li> </ol>	A letter to principals was sent to encourage the identification of a school-based representative for SEAC. All administrators have been advised of the new Parent Resource Services location and services and are encouraged to share information with parents. Special Education supervisors and the Parent Resource Services work with schools to encourage and provide regular workshops and opportunities for parents at the school-level.

<p>4. <i>Encouraging schools to host quarterly special education parent information sessions on topics of interest to the special education</i></p> <p>5. <i>Encouraging schools to host quarterly special education parent information sessions on topics of interest to the special education community.</i></p>	
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## **PRIORITY 2: Quality Inclusion**

### **Recommendation 2a:**

<p><i>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:</i></p> <ol style="list-style-type: none"> <li><i>1. Evidence of promoting cooperative and collaborative teaching practices;</i></li> <li><i>2. Evidence of promoting social-emotional growth of all students. Example - use of peer supports in the classroom and school activities;</i></li> <li><i>3. Implementation of evidence based inclusive practices. Example - the Stetson Inclusive Practices framework;</i></li> <li><i>4. Provision of collaborative planning time for staff in the school structure. Example – utilizing responsible scheduling and offering professional learning communities;</i></li> <li><i>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</i></li> </ol>	<p>As the division developed a Strategic Plan identifying division-wide priorities, a strategic action for inclusive practices was included. Schools were guided in the development of a school plan, and 100% of schools have developed and submitted plans for further development and support. Schools have received training and ongoing collaboration in the development of schedules, school-based initiatives and professional learning to increase the use of evidence-based practices to increase inclusive approaches in instruction and extra-curricular opportunities.</p>
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<p><i>managers to reach out to students and invite them to participate in school activities; and</i></p> <p><i>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.</i></p>	
<b><u>Recommendation 2b:</u></b>	
<p><i>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.</i></p>	<p>Professional learning opportunities have continued for school staff to focus on the implementation of the plans developed at each site to increase inclusive practices in instruction and community participation.</p>
<b>PRIORITY 3- Transition Services</b>	
<b><u>Recommendation 3a: Community Based Instruction (CBI) and Community and Schools Together (CAST) programs</u></b>	
<p><i>Refine existing CBI and CAST programs and services to expand the capacity and expand into other areas of the County.</i></p>	<p><i>We are currently restructuring the CII program to provide a focus on work-based learning opportunities throughout the county. The current practices are being reviewed and updated to provide students with more work-skills training opportunities.</i></p>
<b><u>Recommendation 3b: - Transportation Funding for Community Based Instruction (CBI) and Community and Schools Together (CAST)</u></b>	
<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</i></p>	<p><i>CII has now been restructured to provide students with opportunities within a 5-8 mile radius of the school of which they attend. This provides</i></p>

<p><i>Community Based Instruction (CBI) and Community and Schools Together (CAST) programs.</i></p>	<p><i>students with more time training on the work skills rather than transporting on the bus.</i></p> <p><i>CAST has 4 locations throughout the county Purcellville Library, Rust Library, Cascades Library and Regal Woods Community Center. CAST has been restructured this year to be able to provide more instructional opportunities for a more diverse student population.</i></p> <p><i>Even with the restructuring and the addition of Project Search, most students are not traveling more than an hour at this time.</i></p>
<p><b><u>Recommendation 3c: Other Services</u></b></p>	
<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>SEAC supports staff recommendations that an additional transition services FTE position be approved in the FY17 LCPS Operating Budget.</i></p> <p><i>SEAC supports staff recommendation that an autism specialist, secondary level, be approved in the FY17 LCPS Operating Budget.</i></p>	<p><i>Project Search has successfully been piloted at the National Conference Center. This site is determined in conjunction with the National Project Search Team.</i></p> <p><i>The Office of Special Education Transition team is working closely with the Career Assessment Center presently located at Monroe to examine possibilities for incorporating new practices in assessment and recommendations in collaboration with the Department of Instruction and Career and Technical Education.</i></p> <p><i>The additional transition specialist position was filled and supports the capacity building at schools as well as professional learning opportunities.</i></p> <p><i>An autism specialist was approved through the budget process and that position was filled. The position adds greater capacity to differentiate services and programming by instructional level and provides additional support for overall program development.</i></p>

## COMMITTEE ORGANIZATION

Chairperson:	Lorraine Hightower
Past Chairperson:	Jodi Folta
Vice Chair Communications:	Jodi Folta (position is open)
Vice Chair Membership:	Sharon Tropf
Vice Chair Planning:	April Redmon
Secretary:	Alison MacArthur
Staff Consultant:	Dr. Suzanne Jimenez
School Board Liaison:	Debbie Rose
Committee Members:	19 (as of November 10, 2016)
Subcommittees:	Transition Dyslexia Autism

## COMMITTEE ACCOMPLISHMENTS AND ACTIVITIES

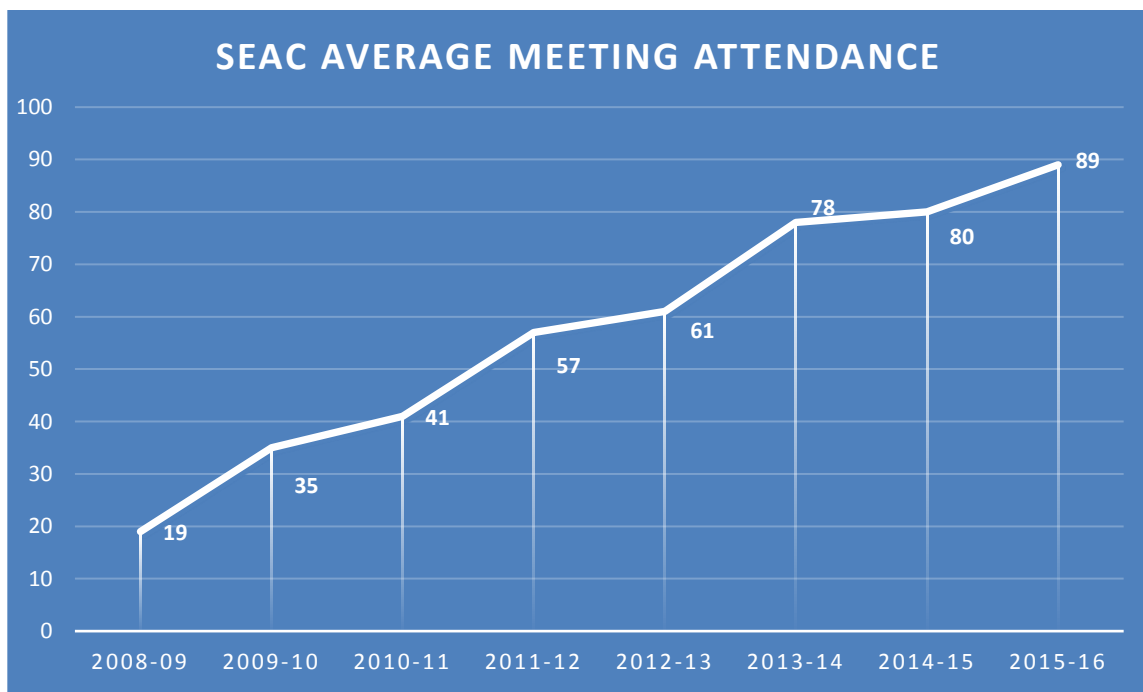
During the 2015-2016 school year, SEAC continued to focus its activities in these areas:

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 2017 budget; and
4. Collaborating with key LCPS stakeholder groups (such as LEAP and MSAAC).

### 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 seven times during the 2015-2016 school year.

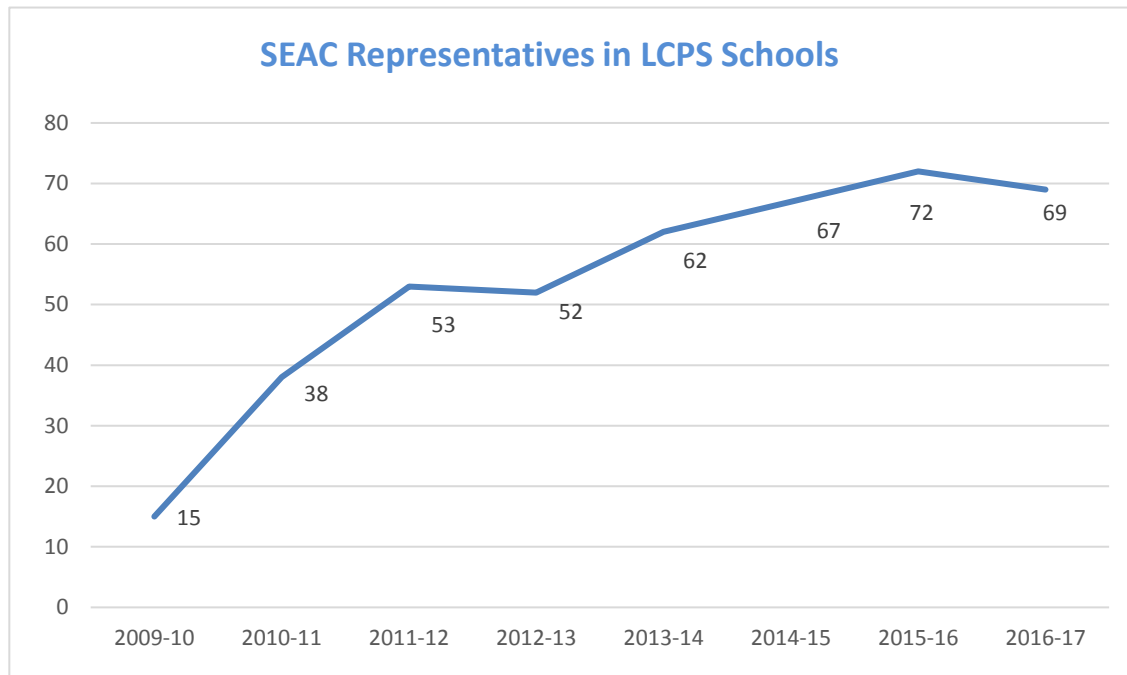
Attendance at monthly meetings remains strong. Beginning in October 2015 meetings are held in the LCPS school board room in order to accommodate group numbers that often exceed 100 attendees. As part of our continued outreach efforts, SEAC will meet in western Loudoun County at Harmony Middle School for the March 15, 2017 meeting.



\*2015-2016 average excludes the last meeting of the school year in May 2016

## SEAC REPRESENTATIVES

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As of November 8, 2016, 69 (78%) schools 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.

## 2016 RECOGNITION OF EXCELLENCE IN SPECIAL EDUCATION AWARDS

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Thirty-three individuals and programs were honored on May 19, 2016 at the sixth annual Recognition for Excellence in Supporting Special Education Awards ceremony, as shown in [Appendix B](#). This award recognizes the significant impact the recipients make in the lives of LCPS students with disabilities through motivation, encouragement and support. 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.

- Provided regular updates on SEAC and areas of interest for the special education community at [www.facebook.com/loudounseac](http://www.facebook.com/loudounseac). SEAC's Facebook page had 698 followers as of November 1, 2016, an increase of 27% over the previous year. Beginning in 2016 you can now follow SEAC on Twitter, you can find SEAC at [@lcps\\_seac](https://twitter.com/lcps_seac).
- SEAC information included in the annual LCPS Guide and Directory and on the LCPS website (Headlines and Calendar).
- Distributed email notices monthly during the school year to the approximately 450 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.
- Collaborated with the MSAAC and LEAP leadership on areas of mutual interest, including the Joint Town Hall, mental health and disparities in school discipline and achievement.
- 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.



## 2015-2016 SEAC PRESENTATIONS

October 2015	Project Lifesaver, Safety Discussion with representatives from Loudoun County Sheriff's Office and Leesburg Police
November 2015	Behavioral Supports, presented by Dr. Michelle Post, Behavioral Specialist and Jamilah Anderson, Autism Specialist
December 2015*	Partnership between Families and Schools, presented by Mary Kearney, Director of Special Education and Pamala Spiering, LCPS Parent Resource Center
January 2016	Transition, presented by Janet Clarke, Transition Specialist
February 2016	Joint Town Hall Meeting of SEAC, MSAAC and LEAP with the LCPS School Board and the Loudoun County Board of Supervisors
March 2016	Access to General Education Curriculum: Inclusive Practices, presented by Mary Kearney, Director of Special Education and Mark Nichols, AIM-VA, Assistive Technology Supervisor
April 2016	Supports and Services for Students with Autism, presented by Jamilah Anderson, Autism Specialist presented by Mary Kearney, Director of Special Education and Mark Nichols, AIM-VA, Assistive Technology Supervisor
May 2016	Positive Discipline, presented by Stefanie LaPolla, Behavior Support Coordinator

\*The December meeting was held at Harper Park Middle School, Leesburg.

## OTHER SEAC ACTIVITIES DURING THE YEAR

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- Periodic notices distributed to SEAC members and mailing list alerting them to events or developments of interest
- Monthly talking points distributed to SEAC Representatives highlighting information to share with their individual school
- Ongoing follow-up and reporting on the previous Annual Report recommendations
- Ongoing dialogue with LCPS administrators and personnel on key concerns and needs
- Established a presence and effective communication during the FY 2016 budget process
- Invited to participate in the professional development days for all ECSE teachers to provide information about resources for the families they work with, including what SEAC is about and shared a parent's perspective on the journey of special education
- Provided input to LEAP leadership to ensure that their School Board Candidate Forum of present and future school board members included the voice and concerns of LCPS special education community
- Held a joint meeting with MSAAC: "What do we want our School Board to know about our students?"
- Joined other community leaders to participate as an Educator for a Day in the program hosted by the Loudoun Education Association during American Education Week
- Provided special education resources and information to attendees at MSAAC's fourth annual academic symposium, *Putting Educational Equity First*
- Collaborated with the Leesburg Police and Loudoun County Sheriff's Office to present on student safety at the October 2015 meeting; over 100 guests were in attendance
- Collaborated with MSAAC and LEAP to hold a Joint Town Hall with the Loudoun County Board of Supervisors and the LCPS School Board members regarding how the county's budget will impact the school budget
- Communication and collaboration with the Parent Resource Center staff to discuss special education programs and services
- Transition meeting with incoming Director of Special Education to ensure continuity of planning and collaboration between SEAC and the department of special education

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 October 2015 to May 2016, a total of 11 public comments were presented addressing areas of concern. The community's concerns regarding special education matters, included the following:

- Lack of early identification and effective remediation for dyslexic students
- Desire to have a mild intellectual disability self-contained classroom for LCPS students
- Lack of professional development on dyslexia for teachers and staff
- Delayed and inadequate special education bus transportation
- SOL preparation support for students with disabilities
- Why each school doesn't have a special education classroom
- Effective interventions and access to assistive technology for LCPS dyslexic students
- Students with disabilities being left unattended on school bus
- Accessibility of print accessible instructional materials (AIM-VA) across the county for students with dyslexia and other disabilities
- Honors students who have IEPs receiving appropriate special education support
- Lack of School Board attendance at monthly SEAC meetings

## SUBCOMMITTEE REPORTS

The subcommittees met throughout the 2015-16 year and the reports appear below.

### AUTISM

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The autism subcommittee met inconsistently during the year; therefore LCPS staff members who served on the subcommittee submitted the following information.

LCPS provides the continuum of educational services to a total of 1,378 students identified on the Autism Spectrum as either a primary or secondary disability category. Autism programs are located within 23 of the 57 elementary schools. At the elementary level, autism programs are established to support grade level clusters of Early Childhood, K-2, and 3-5. Early Childhood Special Education-Autism (ECSE-A) provides three programs that support pre-K students with autism. Nineteen autism programs currently serve the K-2 population while seventeen autism programs support students in grades 3-5. The secondary level of programming is supported across fifteen middle and fifteen high schools. Currently, each secondary school is staffed to provide the continuum of services across all grade levels. Staffing in LCPS autism programs is one special education teacher and two teaching assistants. The majority of secondary schools exhibit staffing of two special education teachers and four teaching assistants to support the continuum of services and placements.

In addition to school based autism programs, LCPS provides an autism intensive support program that supports students with significant behavioral challenges in a lower staff to student ratio of five staff which includes a special education teacher and four behavior assistants to a maximum of six students. The autism intensive program is provided at each level. Elementary and Middle each offer two intensive programs while High school supports three intensive programs. The autism intensive program is designed to be a temporary placement to gain behavior stabilization that fosters collaboration between the base or attending school program and the intensive program to return the student to the least restrictive environment.

LCPS autism programs provide instruction to students using Applied Behavior Analysis (ABA) and Verbal Behavior (VB) principles. Strategies and interventions are selected based on the needs of the student and are not limited to a specific set of interventions. LCPS fosters a collaborative multi-disciplinary approach to instruction of students with ASD to meet academic, functional, behavioral, and communication needs in the least restrictive environment.

### DYSLEXIA

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The dyslexia subcommittee's initial objective is to determine whether parents, students and educational staff have the information and resources available to appropriately identify, support and remediate dyslexia and dyslexic children in Loudoun County Public Schools. This objective is supported by the following:

- Dyslexia, an unexpected language processing disorder, neurological in nature, can affect fluent reading, spelling, writing expression, math and learning a second language.
- Dyslexia is the most common type of “specific learning disability” and affects 80 percent of individuals who have a learning disability or as many as 1 in 5 students.
- Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Students with dyslexia experience difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities in spite of average to above average intelligence.
- Teachers and Reading Specialists in pre-service education, receive minimal instruction on how to teach reading and receive even less instruction on dyslexia.
- There is compelling scientific evidence that intervention using a research validated multi-sensory, direct, explicit, structured and sequential structured literacy approach in instructing pupils with dyslexia, improves literacy outcomes for most students with dyslexia or symptoms of dyslexia.
- Multiple studies have shown that early reading difficulties without appropriate remediation will have adverse affects leading to high school dropout, behavioral issues and socio-economic impact.

Over the course of this past school year, the dyslexia subcommittee has received input from parents, advocacy groups and teachers who believe that LCPS is reluctant to reference or use “dyslexia, dyscalculia, and dysgraphia” in evaluations, eligibility, or in developing IEPs. In data LCPS provided to the dyslexia subcommittee it states, “LCPS does not identify students with dyslexia, instead as part of IDEA regulations, we conduct evaluations to identify children who may have a specific learning disability, which includes dyslexia and other forms of learning disabilities.” However, in accordance with the Virginia Education Code and IDEA, the dyslexia subcommittee recommends that LCPS develop tools to identify dyslexic students or students with symptoms of dyslexia so that appropriate interventions and supports can be provided thus closing the achievement gap for students with specific learning disabilities.

The VDOE Regulations Governing Special Education Programs for Children with Disabilities in Virginia does distinguish dyslexia apart from other learning disabilities in this way (see 8VAC20-81-10. Definitions, “specific learning disability”):

Dyslexia is distinguished from other learning disabilities due to its weakness occurring at the phonological level. Dyslexia is a special learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

It is worth noting in the October 23, 2015, guidance letter from The Office of Special Education and Rehabilitation Services (OSERS) clarification was provided that “There is nothing in the IDEA that would prohibit the use of the term dyslexia, dyscalculia, and dysgraphia in IDEA evaluation, eligibility determinations, or IEP documents.” OSERS further encouraged states to “review their policies, procedures, and practices to ensure they do not prohibit the use of the terms dyslexia, dyscalculia, and dysgraphia in evaluations, eligibility, and IEP documents. OSERS encourages state educational agencies to remind their

local educational agencies of the importance of addressing the unique educational needs of children with specific learning disabilities resulting from dyslexia, dyscalculia, and dysgraphia during IEP team meetings and other meetings with parents under IDEA.”

For the purpose of working towards our objective, the dyslexia subcommittee identified four “Areas of Concern” with unmet needs:

- 1) Early Identification of students with dyslexia
- 2) Professional Development/ Training on dyslexia
- 3) Appropriate Interventions
- 4) Access to Assistive Technology

#### Early Identification of Students with Dyslexia

According to Dr. Richard Selznick, a nationally certified School Psychologist and Director of the Cooper Learning Center (a Division of The Department of Pediatrics at Cooper University) and author of the 2015 text, “Dyslexia Screening: Essential Concepts for Schools & Parents,” all children should be screened for dyslexia. Per Dr. Selznick, “A dyslexia screening is a tool for identifying children who are at risk for this learning disability, particularly in preschool, kindergarten, or first grade. This means that the screening does not diagnosis dyslexia. Rather, it identifies “predictor variables” that raise red flags, so parents and teachers can intervene early and effectively.”

A universal dyslexia screener is a tool for identifying children who may be at risk for dyslexia and for gathering information to assist those children. The value of this kind of screening is that it yields predictive information in a short period of time. With effective dyslexia screenings, teachers and parents can proactively counter a “wait and fail” mindset by utilizing evidence-based interventions very early in a child’s education.

According to Selznick, appropriate screenings/assessments must include:

1. Copying task (Developmental Test of Visual Motor Integration (Beery)
2. Name writing
3. Alphabet writing
4. Phonemic awareness (CTOPP-2, Woodcock Reading Mastery-3 or Lindamood Auditory Conceptualization Test)
5. Rapid naming task (CTOPP-2 or the RAN/RAS. In particular, the Rapid Object Naming and the Rapid Color Naming, or Rapid Letter Naming. )
6. Letter screening
7. Word reading

The dyslexia subcommittee recommends the following Screening/Assessment Tools:

- Shaywitz screener <http://downloads.pearsonclinical.com/videos/102016-shaywitz/The-Shaywitz-DyslexiaScreen-102016.mp4>

- Predictive Assessment of Reading (PAR) <http://www.redesetgrow.com/?products=predictive-assessment-of-reading-par>
- AIMSweb Tests of Early Literacy of Reading (<http://www.aimsweb.com/>)
- PALS ([www.palsvirginia.edu](http://www.palsvirginia.edu))
- DIBELS (<https://dibels.org/dibels.html>)

Additional Computer Adaptive Assessments\* include:

- Mindplay ([www.mindplay.com](http://www.mindplay.com))
- Lexia Learning (<http://www.lexialearning.com/> )
- Read 180 (<http://www.hmhco.com/products/read-180/?kw=reading>
- i-Ready (<http://www.curriculumassociates.com/products/iready/iready-adaptive-diagnostic-assessment.aspx#>)

\*Due to the way computer adaptive assessments are designed, it is not likely that all reading skill areas are addressed for individual students. Therefore, it is possible that students at risk for dyslexia might not be accurately identified with this type of assessment. Based on our research, curriculum based assessments should be the primary universal assessment tool used to identify students at risk for dyslexia.

## FINDINGS

Information provided to the Dyslexia Subcommittee indicates that LCPS currently uses the PALS and DRA as screening tools for reading skills in all schools at the beginning and end of each grade level. These benchmarks alone are too limited in scope to effectively identify students with dyslexia and do not take in to account a student's history of language impairment or a family history of dyslexia.

### Professional Development/ Training on dyslexia

In response to our questions about the current level of teacher training in LCPS that focuses on the knowledge of and best practices for teaching reading to dyslexic students, we received a generic listing of training and development that address division initiatives such as Project Based Learning and Personalized Learning as part of One to the World framework. These titles provide no evidence that either of the programs provide the specific training in reading methodology that is required to prepare teachers to provide an appropriate education under FAPE for dyslexic students. As stated in the LCPS response, *"each department makes decisions about priorities in their area and plans for teacher training and development."* However, the data from LCPS did not include any specific past or current training/development opportunities which would provide an understanding of the neurological basis of dyslexia and how it affects all areas of academic achievement or examine and provide training in the evidence based and proven method of Orton- Gillingham methodology and other reading programs based on the OG method.

Also stated in the response is that *"teachers can participate in graduate courses offered through LCPS with the George Mason University professional network."* While not an extensive survey, the dyslexia subcommittee looked at the statements provided by special education and reading teachers that they posted on their school web site and found that many of them obtain their graduate work from George

Mason, UVA, Virginia Tech and Shenandoah University. The dyslexia subcommittee was not able to do an in-depth study of the courses offered within the graduate level programs for Reading Specialists or Curriculum and Development at these institutions; however, the course names listed did not show any dedicated offerings on identifying dyslexia or appropriate interventions /programs that prove effective with dyslexia students. In addition, none of these universities are certified by the International Dyslexia Association (IDA) as being accredited to provide a certification to teachers as a dyslexia specialist. The accredited list of approved universities can be found at [www.dyslexiaida.org/university-programs](http://www.dyslexiaida.org/university-programs). It was noted that GMU is currently working on a graduate certificate in specialized reading approaches which may lead to certification with IDA. The Virginia Dyslexia Law passed in 2015 (effective July 2017) will require all newly licensed and recertification teachers to complete a course in dyslexia. However, even with this new legislation, implementation could take a period of 5 years for all current teachers to fulfill this requirement while dyslexic students will continue to be in the classrooms of non-prepared teachers where they will fall further behind in reading proficiency.

The current issue of Perspectives, (Volume 42, No. 4) a quarterly publication of the International Dyslexia Association (IDA) is titled “Teaching the Teachers: Eliminating the Gaps to Better Serve Children with Dyslexia.” This issue contains articles that discuss the failure of higher learning institutions to acknowledge that dyslexia does exist in students and the failure to prepare our teachers with research based, effective methods of meeting the unique learning needs of these students. Without this training in structured literacy that covers phonemic awareness, phonics, orthology, and morphology our teachers rely on general literacy strategies that work with non-dyslexic readers but result in dyslexic students not achieving reading proficiency in the primary grades. While some dyslexic students become eligible for special education services with an IEP or 504, most will continue throughout their education as struggling readers.

## FINDINGS

LCPS did provide an overview of current staff development and training but did not include a list of specialized training opportunities in the area of dyslexia. Nor was there any indication that a survey was conducted with teachers to assess their understanding of dyslexia and how best to incorporate best practices within the classroom and across the curriculum. The current model of using in-house staff/principals who do not meet the IDA certification standard does not provide the level of knowledge and methodology necessary to meet the needs of this increasing group of students. LCPS cannot wait for local universities to provide courses in dyslexia but should begin in-service training for the teaching staff so that this group of students receives appropriate and effective instruction in reading, spelling and writing.

## Appropriate Interventions

According to the International Dyslexia Association (IDA), the most difficult problem for students with dyslexia is learning to read. Fortunately, this challenge usually can be overcome with an effective reading approach such as structured literacy instruction (SLI). Popular reading approaches (i.e. Guided Reading or Balanced Literacy) are not effective for students with dyslexia because these approaches do not focus on the decoding skills struggling readers need in order to succeed.



Structured literacy (such as Orton-Gillingham) explicitly teaches systematic word identification/decoding strategies. These strategies benefit all struggling readers but are vital for those with dyslexia. When a student with dyslexia is taught the structure of the language using a structured, multisensory, explicit and systematic approach, they are able to improve their reading and spelling skills.

The International Dyslexia Association (IDA) describes Structured Literacy as instruction marked by several elements:

- **Phonology.** Phonology is the study of sound structure of spoken words and is a critical element of *Structured Language* instruction. Phonological awareness includes rhyming, counting words in spoken sentence, and clapping syllables in spoken words. An important aspect of phonological awareness is phonemic awareness or the ability to segment words into their component sounds, which are called phonemes.
- **Sound-Symbol Association.** Once students have developed the awareness of phonemes of spoken language, they must learn how to map the phonemes to symbols or printed letters. Sound-symbol association must be taught and mastered in two directions: visual to auditory (reading) and auditory to visual (spelling). Additionally, students must master the blending of sounds and letters into words as well as the segmenting of whole words into the individual sounds. The instruction of sound-symbol associations is often referred to as phonics. Although phonics is a component of *Structured Literacy*, it is embedded within a rich and deep language context.
- **Syllable Instruction.** A syllable is a unit of oral or written language with one vowel sound. Instruction includes teaching of the six basic syllable types in the English language: closed, vowel-consonant-*e*, open, consonant-*le*, *r*-controlled, and vowel pair. Knowledge of syllable types is an important organizing idea. By knowing the syllable type, the reader can better determine the sound of the vowel in the syllable. Syllable division rules heighten the reader's awareness of where a long, unfamiliar word may be divided for great accuracy in reading the word.
- **Morphology.** A morpheme is the smallest unit of meaning in the language. The Structured Literacy curriculum includes the study of base words, roots, prefixes, and suffixes. The word instructor, for example, contains the root *struct*, which means *to build*, the prefix *in*, which means *in* or *into*, and the suffix *or*, which means *one who*. An instructor is one who builds knowledge in his or her students.
- **Syntax.** Syntax is the set of principles that dictate the sequence and function of words in a sentence in order to convey meaning. This includes grammar, sentence variation, and the mechanics of language.
- **Semantics.** Semantics is that aspect of language concerned with meaning. The curriculum (from the beginning) must include instruction in the comprehension of written language.

Structured Literacy is distinctive from other reading approaches in the principles that guide how critical elements are taught:

- **Systematic and Cumulative.** *Structured Literacy* instruction is systematic and cumulative. Systematic means that the organization of material follows the logical order of the language. The sequence must begin with the easiest and most basic concepts and elements and progress methodically to more difficult concepts and elements. Cumulative means each step must be based on concepts previously learned.
- **Explicit Instruction.** *Structured Literacy* instruction requires the deliberate teaching of all concepts with continuous student-teacher interaction. It is not assumed that students will naturally deduce

these concepts on their own.

- **Diagnostic Teaching.** The teacher must be adept at individualized instruction. That is instruction that meets a student's needs. The instruction is based on careful and continuous assessment, both informally (for example, observation) and formally (for example, with standardized measures. The content presented must be mastered to the degree of automaticity. Automaticity is critical to freeing all the student's attention and cognitive resources for comprehension and expression.

In October 2016, the LCPS Office of Special Education stated that they "plan to collaborate with the Department of Instruction to develop a multi-year plan for research/development, implementation and evaluation of programs and services for students with dyslexia and services for students with dyslexia/characteristics of dyslexia." While SEAC is encouraged by this long range plan, many dyslexic students in LCPS continue to receive reading intervention services from teachers who are not trained in Structured Literacy and who often provide reading interventions in "small group formats" with students who have not been assessed to be at the same pre-diagnostic reading level. Furthermore, for those teachers who have received training on Structured Literacy, the extent and depth of their training is limited to a professional development workshop and does not provide them with certification for instruction. Implementing reading interventions without fidelity to research validated program recommendations will not allow students with dyslexia to make progress.

SEAC has also identified a need for more effective progress monitoring (using diagnostic assessments), to be used when evaluating dyslexic students and their quarterly progress with decoding, reading fluency, accuracy and comprehension skills. The data provided by LCPS indicates *"Since LCPS does not identify students as dyslexic, we do not maintain data on particular interventions for dyslexia. Effectiveness of particular interventions are measured by individual student progress and by the performance on standardized assessments in addition to other school or teacher specific measures."* Based on public comment and parent input, dyslexic students are not making expected progress in reading or written expression in spite of students spending years in specialized reading programs (See Appendix D) Parents have also expressed concern to SEAC that LCPS will not provide them with diagnostic data to support evidence of student progress in reading programs. Without consistent and effective progress monitoring, dyslexic students might spend years in specialized reading instruction or special education without ever acquiring functional decoding, encoding (spelling) and/or written expression skills.

#### Access to Assistive Technology

The SEAC Dyslexic Subcommittee work group for Assistive Technology (AT) met with LCPS administration on May 6, 2016 and requested data regarding specific Assistive Technology service and delivery questions. The answers provided from the LCPS Assistive Technology department on October 25, 2016, were not responsive to the questions posed. As a result, in an effort to establish a baseline and assess where LCPS is in their AT and Accessible Educational Materials (AEM) implementation, the Dyslexia Subcommittee work group for Assistive Technology recommends that a task force be created by the School Board, to include a SEAC Dyslexia Subcommittee member, in order to assess the following areas:

Area 1: Federal and State Laws Regarding Assistive Technology (AT) and Accessible Educational Materials (AEM)

Area 2: Current LCPS Assistive Technology (AT) and AEM Technical Assistance Documents

Area 3: Specific Supports for each school to create, acquire, provide, and distribute AEM

Area 4: Early Identification of students and use of AT and AEM in Grades K-3

Area 5: LCPS processes to identify, review, and match AT with educationally relevant tasks and document in IEP or 504 Plan

Area 6: Funding for professional development of teachers and consideration of allotment to cover student's IEP Team

Area 7: Inclusion of accessibility analysis as part of acquisition procedures before creating or acquiring emerging LCPS technology

#### Area 1: Federal and State Laws Regarding AT and AEM

Assistive Technology Devices and Services (AT) and Accessible Educational Materials (AEM) as defined by IDEA, ADA Title II, Section 504 and 508. Include a review of guidance documents from the Office of Civil Rights (OCR) examining AT and AEM provision to students with disabilities.

##### *Task Force Questions:*

- Does LCPS assistive technology and accessible educational material practices align with all Federal and State Laws for students with disabilities?
- Is school staff trained and knowledgeable about laws and current OCR guidance documents related to “effective communication” and independence obligations, accessible technology software and hardware requirements, accessibility related to teacher-created materials, including limitations related to math and science accessibility, etc.?

#### Area 2: Current LCPS AT and AEM Technical Assistance Documents

Is there a current LCPS AT and AEM technical assistance document collated into a book form, handed out to every Assistant Principal and utilized during every IEP or 504 plan meeting? Does the technical assistance document define terms, outline specific processes and procedures and provide tangible supports to school and IEP teams? Does the technical assistance document from LCPS clearly define all laws, OCR guidance and all LCPS policies and procedures for everything related to AT and AEM?

##### *Task Force Actions:*

- Clarification regarding “Bring Your Own Technology” (BYOT) policy and AT. The use of personal technology to provide educational material (BYOT) is not a necessity but a privilege. Assistive Technology is a necessity.
- District-wide training for clarification and understanding of Universal Design for Learning (UDL) and AT. This would include definition and understanding regarding differences of instructional

technology and supports located in the environment and the full Assistive Technology definition from IDEA and ADA. It must be clear UDL and AT are distinct but complementary. UDL is for designing curricula. What separates AT from UDL is that AT is individualized for a student with a disability and must be documented in the IEP or 504 Plan.

- Clarification regarding teacher's ability to "touch" personal devices that are documented as necessary in the IEP or 504 Plan. AT devices that are documented in the IEP/504 Plan becomes the responsibility of the School System. Therefore, the school system is responsible and is able to touch the AT devices.

### Area 3: Identify Specific Supports for Each School to Create, Acquire, Provide, and Distribute AEM

What are the specific supports that are put into place for each school to create, acquire, provide, and distribute accessible educational materials to students with disabilities? What is the training needed for the assistive technology required to access the educational materials?

#### *Task Force Considerations:*

- Materials required to be accessible include but are not limited to the following: Teacher-created materials, curriculum, class and district-wide assessments, benchmarking, online programs, personalized learning software, computer adaptive assessments.
- All materials used in the classroom must be accessible to students with disabilities. Emerging technology utilized in the classroom must be accessible to students with print-based disabilities. Requiring the use of an emerging technology in the classroom that is inaccessible to students with disabilities constitutes discrimination under the ADA and under Section 504. Students with disabilities must be able to acquire the same information, engage in the same interactions, and enjoy the same services as students without disabilities with substantially equivalent ease of use.

### Area 4: Early Identification of Students and Use of AT and AEM in Grades K-3

Is there early identification (K-3) of students who need assistive technology and accessible materials? Are younger students provided with AT and AEM? Are the students being accommodated while they are being remediated? Is there an unconscious barrier regarding accommodating while remediating?

#### *Task Force Considerations:*

- In order to decrease the achievement gap, it is necessary to start early (Kindergarten, 1st, and 2nd grade) in the student's educational life and provide accommodations (AT, AEM) while remediating for skill deficits with intensive targeted interventions. Remediation of skill deficits in reading, writing, spelling, and math is time- and personnel- intensive. Without simultaneous remediation and accommodation, a student may continue to experience an ongoing cycle of failure and continue to fall further behind his/her peers. Remediation and accommodation are not exclusive of each other and are complementary.
- AT and AEM should be incorporated early into a dyslexic student's education so that he/she is able to practice the skills necessary and effectively learn to use and practice the technology necessary in order to be independent and reach academic potential.

## Area 5: LCPS Processes to Identify, Review, and Match AT with Educationally Relevant Tasks and Document in IEP or 504 Plan

How are educationally relevant tasks for each instructional access area (i.e., reading, writing, spelling, organizing, thinking, math) being reviewed in consideration of AT? How are those educational tasks then matched to the needs of identified students with the appropriate technologies so that students with dyslexia have technological access across all content areas? How is it documented into the IEP?

### *Task Force Questions and Comments*

- Are good grades a determining factor and/or a deterrent in considering whether or not a dyslexic student should have AT or AEM accommodations listed in their IEP or 504 plans? Dyslexic students have inconsistent strengths and weaknesses and are an enigma to teachers and administrators. ADA maintains, “it is critical to reject the assumption that an individual who performs well academically or otherwise cannot be substantially limited in activities such as learning, reading, writing, thinking, or speaking.”<sup>1</sup>
- Is “effort” and “automaticity” taken into account when considering AT and AEM? The amount of “effort” it takes a Dyslexic student to read, write, spell, and do calculations are an important factor in considering AT and AEM accommodations. New guidance from ADA clarifies, “For the majority of the population, the basic mechanics of reading and writing do not pose extraordinary lifelong challenges; rather, recognizing and forming letters and words are effortless, unconscious, automatic processes. Because specific learning disabilities are neurologically-based impairments, the process of reading for an individual with a reading disability (e.g. dyslexia) is word-by-word, and otherwise cumbersome, painful, deliberate and slow—throughout life.”<sup>2</sup>

## Area 6: Funding for Professional Development of Teachers and Consideration of Allotment to Cover Student’s IEP Team

Funding for professional development and consideration for allotment to cover a student’s school team to help increase knowledge and use of AT software and successful integration into the classroom. IDEA 2004 requires schools to provide assistive technology training for the teachers, child, and family. (20 U.S.C. 1400(2)(E) & (F)) Training of teachers, students and family regarding Assistive Technology needed for accessibility of currently utilized curriculum software and hardware across all learning domains.

### *Task Force Actions:*

- Ensure that the technology is current and effective and that the educators have the skills to effectively pick and use the technology. Technological training, in both hardware and software uses is important for teachers and students.
- Specific training of teachers, students and family regarding Assistive Technology needed for accessibility of currently utilized curriculum, software and hardware across all learning domains.

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<sup>1</sup> [https://www.ada.gov/regs2016/final\\_rule\\_adaaa.html](https://www.ada.gov/regs2016/final_rule_adaaa.html)

<sup>2</sup> [https://www.ada.gov/regs2016/final\\_rule\\_adaaa.html](https://www.ada.gov/regs2016/final_rule_adaaa.html)

## Area 7: Inclusion of Accessibility Analysis as Part of Acquisition Procedures Before Creating or Acquiring Emerging Technology

All educational software and personalized learning should be aligned with accessibility standards including WCAG 2.0 (minimum level AA compliance) and Section 508 (or Section 508 Refresh once approved.)

### *Task Force Actions:*

- Ensure all LCPS created educational software and personalized learning software is created using best practices for accessibility.
- Ensure all educational software and personalized learning are evaluated for accessibility, including by users with disabilities, before purchase.

## TRANSITION PLANNING AND SERVICES

The Transition Subcommittee reviews the LCPS secondary transition process to ensure that our district provides effective planning, preparation, and programs to prepare students with disabilities to “lead productive and independent adult lives, to the maximum extent possible.” (20 U.S.C. 1400(c)(5)(A)(ii)).”

The subcommittee’s report to the Special Education Advisory Committee is based on the past year of work meeting with LCPS transition staff. We would like to thank LCPS Special Education Supervisor Bridget Gorey, Transition Specialist Janet Clarke, and Transition Specialist Mary Young. Their shared expertise, willingness to help us with our inquiries, and eagerness to continually improve the LCPS transition program were of tremendous value in helping us prepare this report.

What Is Transition? Achieving a life that is as independent and productive as possible is the ultimate goal of the IEP for the 8,575 LCPS students receiving special education services. That is, students who have Individual Education Plans (IEP). However, transition planning in the IEP begins at age 14 and continues up through age 22 to prepare the student for post-secondary outcomes, including education or training, employment, and community living and represents approximately 30% of the overall IEP student population.

Transition is a requirement of the Individuals with Disabilities Education Act (IDEA PL 101-476). Additionally, the U.S. Department of Education, Office of Special Education Programs requires states to submit annual transition services data as part of the 20 State Performance Plan indicators in the Annual Performance Report. Indicator 13 focuses on the development of IEPs that meet transition requirements. Specifically, “Percent of youth with Individualized Education Programs (IEPs) aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service’s needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))” (VDOE Indicator 13 Checklist, [http://www.pen.k12.va.us/info\\_management/data\\_collection/special\\_education/index.shtml](http://www.pen.k12.va.us/info_management/data_collection/special_education/index.shtml)).

Transition services include:

- Instruction on learning practical, independent skills
- Related services
- Community experiences
- Development of employment objectives
- Development of post-school adult living objectives
- Where appropriate, acquisition of daily living skills
- Where appropriate, functional vocational evaluation.

### LCPS Transition Programs

*Community Independence Instruction (CII) (formerly Community Based Instruction)*. The terminology for this transition program has changed to Community Independence Instruction (CII) to more adequately describe the purpose of the program, which is to gain independence across different settings. CII is comprised of individualized school and community-based lessons promoting self-determination, the transfer of skills to the community setting, problem solving, independence and critical life skills. The skills are first presented in the classroom or school, followed by practice in local businesses or organizations and include work based learning experiences and skills training, recreation/leisure skills and personal management/independent living skills. CII is an ongoing educational process designed to meet the goals of the student's transition plan, IEP goals, student interests, and school curriculum. Both the primary and secondary IEP populations receive CII.

Over the past year, Janet Clarke, Transition Specialist, and Mary Young, Transition Specialist, have participated on a VDOE committee to address community-based instruction to develop a best practice model. A statewide model will ensure great student success and a clear universal understanding of delivery.

The participation on this VDOE committee and evaluation of the current LCPS community based instruction program has resulted in:

- The need to change the name within LCPS from Community Based Instruction to Community Independence Instruction to adequately describe the program, because it includes both community-based independence instruction as well as work based learning experiences and training.
- The need to establish LCPS comprehensive policies, procedures, and frameworks.
- The need for comprehensive management and oversight of the CII program. At this time, CII is not an FTE position; it follows under the scope of an FTE special education supervisor who has many other responsibilities.

*Community and Schools Together (CAST)* The CAST program serves students with IEPs between the ages of 18 and 22. Students are provided with assistance in obtaining jobs in the community that match their

interests and goals. The program includes instruction on functional life skills and working with adult service providers in preparation for post-school life.

This past year, the program expanded to a two level program with an Introductory Level Program with three locations and a Proficiency Level Program with one location. The three introductory level CAST locations – Purcellville (3 students and 2 open slots), Leesburg (4 students and 1 open slot), and Ashburn (5 students and no open slots) and one proficiency level CAST program in Sterling (7 students and 3 open slots). Also new this year, students may now enroll at any time during the year.

*Project SEARCH* Project SEARCH was introduced this year due to the receipt of a grant. This program is similar to the CAST program in terms of the student population it serves. However, it differs because it operates on a business site that works as a partner in providing internships and employment by the end of the school year long program. The program requirements for selection involve “selected students who: a) have received an applied studies diploma b) are willing to participate in a 10-month program of classwork and unpaid internships c) apply and are accepted into the program, d) agree to the upcoming school year will be their last year of student services through LCPS, and e) have been determined eligible for competitive employment and in service status with the Department for Aging and Rehabilitative Services (DARS). The Project SEARCH program in LCPS is the National Conference Center Project SEARCH.” (LCPS Career and Transition Services Website, <http://www.lcps.org/Page/164616>)

There are currently nine students participating in this program. There will be 10 Project SEARCH slots open next year.

*Monroe Technology Center* There are 128 eleventh (11<sup>th</sup>) and twelfth (12<sup>th</sup>) grade IEP students participating in the Monroe Technology Center. There are 4 ‘returning senior’ IEP students at Monroe. The students are receiving career and technical training based on the VDOE curriculum. The program is in compliance with existing industry standards.





APPENDIX A  
SEAC REPRESENTATIVES IN LCPS SCHOOLS  
AT NOVEMBER 8, 2016

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SEAC strives to have at least one parent representative at each LCPS school to help support parents and provide important information. *Schools that are **highlighted in red** have not appointed a representative as of November 8, 2016.*

**ALGONKIAN DISTRICT**

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

**ASHBURN DISTRICT**

Belmont Ridge MS  
Belmont Station ES  
Briar Woods HS  
Broad Run HS  
**Cedar Lane 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

**BLUE RIDGE DISTRICT**

Aldie ES  
Arcola ES  
**Banneker ES**  
Blue Ridge MS

**BLUE RIDGE DISTRICT (continued)**

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

**BROAD RUN DISTRICT**

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

**BROAD RUN DISTRICT (continued)**

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  
 Stuart W. Weller ES  
 Stone Hill MS  
 Trail Side MS

**CATOCTIN DISTRICT**

Ball's Bluff ES  
 Belmont Ridge MS  
 Blue Ridge MS  
 Catoclin ES  
 Cool Spring ES  
 Emerick ES  
 Evergreen Mill ES  
 Frances Hazel Reid ES  
 Frederick Douglass ES  
 Hamilton ES  
 Harper Park MS  
 Heritage HS  
 Hillsboro Charter Academy  
 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  
 Buffalo Trail ES

**DULLES DISTRICT (continued)**

Cardinal Ridge ES  
 Discovery ES  
 Eagle Ridge MS  
 Freedom HS  
 Hutchison Farm ES  
 J. Michael Lunsford MS  
 John Champe HS  
 Liberty ES  
 Little River ES  
 Mercer MS  
 Moorefield Station ES  
 Pinebrook ES  
 Rosa Lee Carter ES  
 Stone Hill MS

**STERLING DISTRICT**

Countryside ES  
 Dominion HS  
 Forest Grove ES  
 Guilford ES  
 Horizon ES  
 Lowes 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  
 Catoclin 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 – 2016 AWARD RECIPIENTS

RECOGNITION FOR EXCELLENCE IN SUPPORTING SPECIAL EDUCATION

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Category	Recipient	School
Administrator	Daniel Lani	Evergreen Mill Elementary School
Support	Carol Davis, Diane Allen and Viviane Castaneda	Discovery Elementary School
General Education	Natalie Hall-Jackson and Cathy Tsao	Countryside Elementary School
General Education	Kelsey Struder	Stone Hill Middle School
Paraprofessional	Diane Grolimund	Moorefield Station Elementary School
Paraprofessional	Tyler Unikewicz	Trailside Middle School
Paraprofessional	Karen Grubbs	Park View High School
Special Education	Sue Waffle	Countryside Elementary School
Special Education	Shelley Wiederhold	John Champe High School
Parent	Richard Wilde	Blue Ridge Middle School
Program	J. Michael Lunsford Bridges Program	J. Michael Lunsford Middle School
Program	Intensive Behavior Support Programs	Heritage High School
Program	Sprout Therapeutic Riding and Education Center	Non School Based
Student	Jacob Green	Cedar Lane Elementary School
Student	Zachary Burton	Cedar Lane Elementary School
Student	Amin Saleh	Countryside Elementary School
Student	Melchizedek (Mel) King	Countryside Elementary School
Student	Thomas Simmons	Discovery Elementary School
Student	Madilyn Platko	Horizon Elementary School
Student	Callie Stapleton	Pinebrook Elementary School
Student	Angelina Daly	Rosa Lee Carter Elementary School
Student	Brianna Eckenrode	Rosa Lee Carter Elementary School
Student	Haley Clay	J. Michael Lunsford Middle School
Student	Teresa Smaltz	Broad Run High School
Student	Kayla Malaney	Loudoun County High School
Student	Jordan Croson	Loudoun Valley High School
Student	Trinity Kimberly	Potomac Falls High School
Student	Alexa Rohrer and Gabriella Gallegos	Stone Bridge High School
Student	Hanah Smith	Woodgrove High School

## APPENDIX C

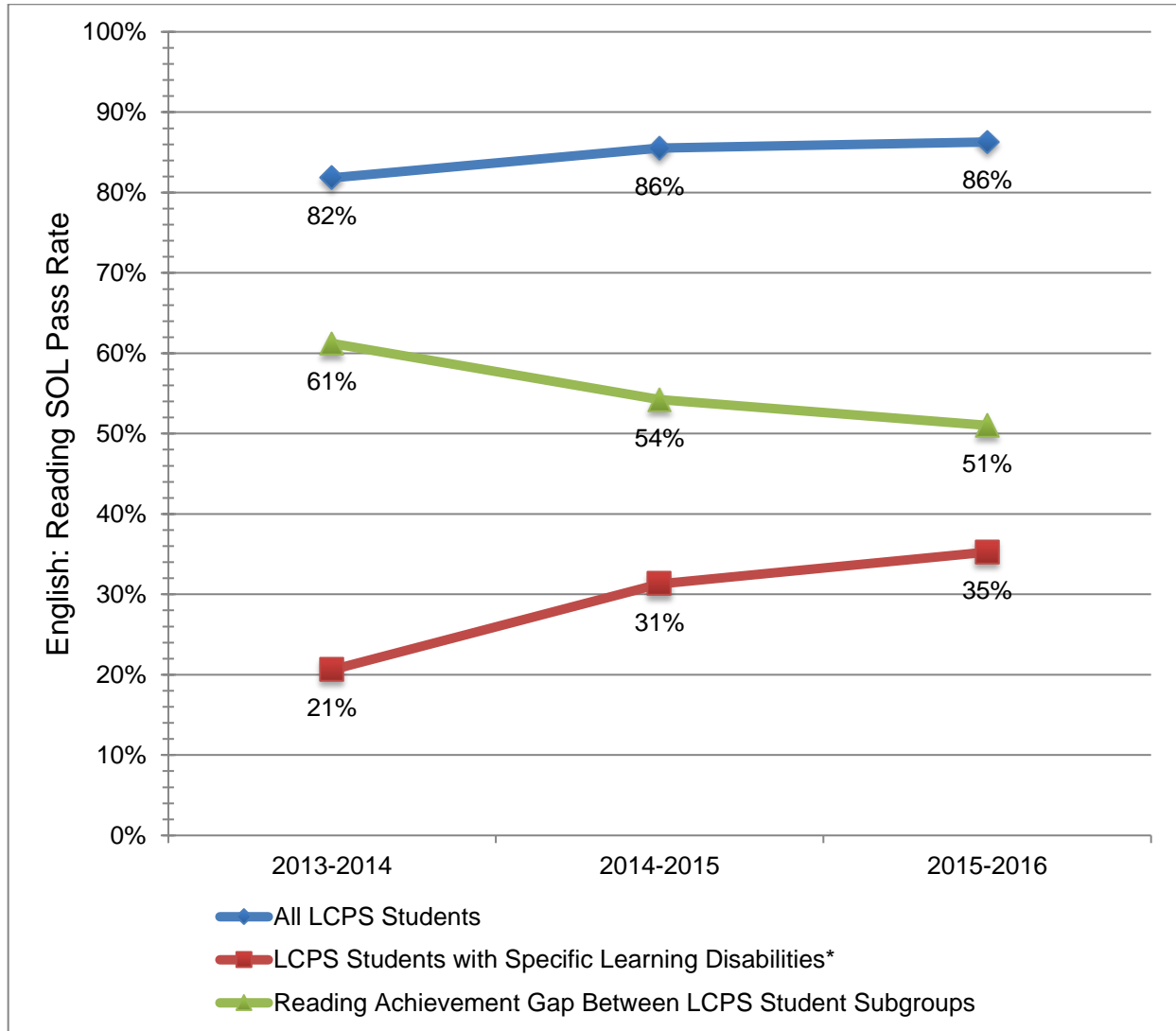
<b>Breakdown of Special Education By Disability - December Child Count</b>					
	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
ID - Intellectual Disability	289	296	317	309	321
SD - Severe Disability*	10	0	0	0	0
DHH - Deaf and Hard of Hearing	94	107	123	128	138
SLI - Speech/Language	1,321	1,349	1,274	1,253	1309
ED - Emotional Disability	468	468	514	522	557
OI - Orthopedic Impairment	71	68	64	63	59
OHI - Other Health Impairment	1,190	1,298	1,465	1,553	1621
AUT - Autism	806	903	1,007	1,089	1217
SLD - Specific Learning Disability	2,117	2,195	2,307	2,496	2584
DB - Deaf-Blind	2	2	2	1	1
MD - Multiple Disabilities	78	87	82	85	84
DD- Developmental Delay	491	519	550	592	623
TBI - Traumatic Brain Injury	15	16	15	16	13
VI - Visual Impairment	34	38	44	47	48
<b>Total</b>	<b>6,986</b>	<b>7,369</b>	<b>7,764</b>	<b>8,154</b>	<b>8,575</b>
<b>% of Total of LCPS students</b>	<b>10.66%</b>	<b>10.78%</b>	<b>10.95%</b>	<b>11.10%</b>	<b>11.24%</b>

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

## APPENDIX D

### ACHIEVEMENT GAP FOR STUDENTS WITH SPECIFIC LEARNING DISABILITY

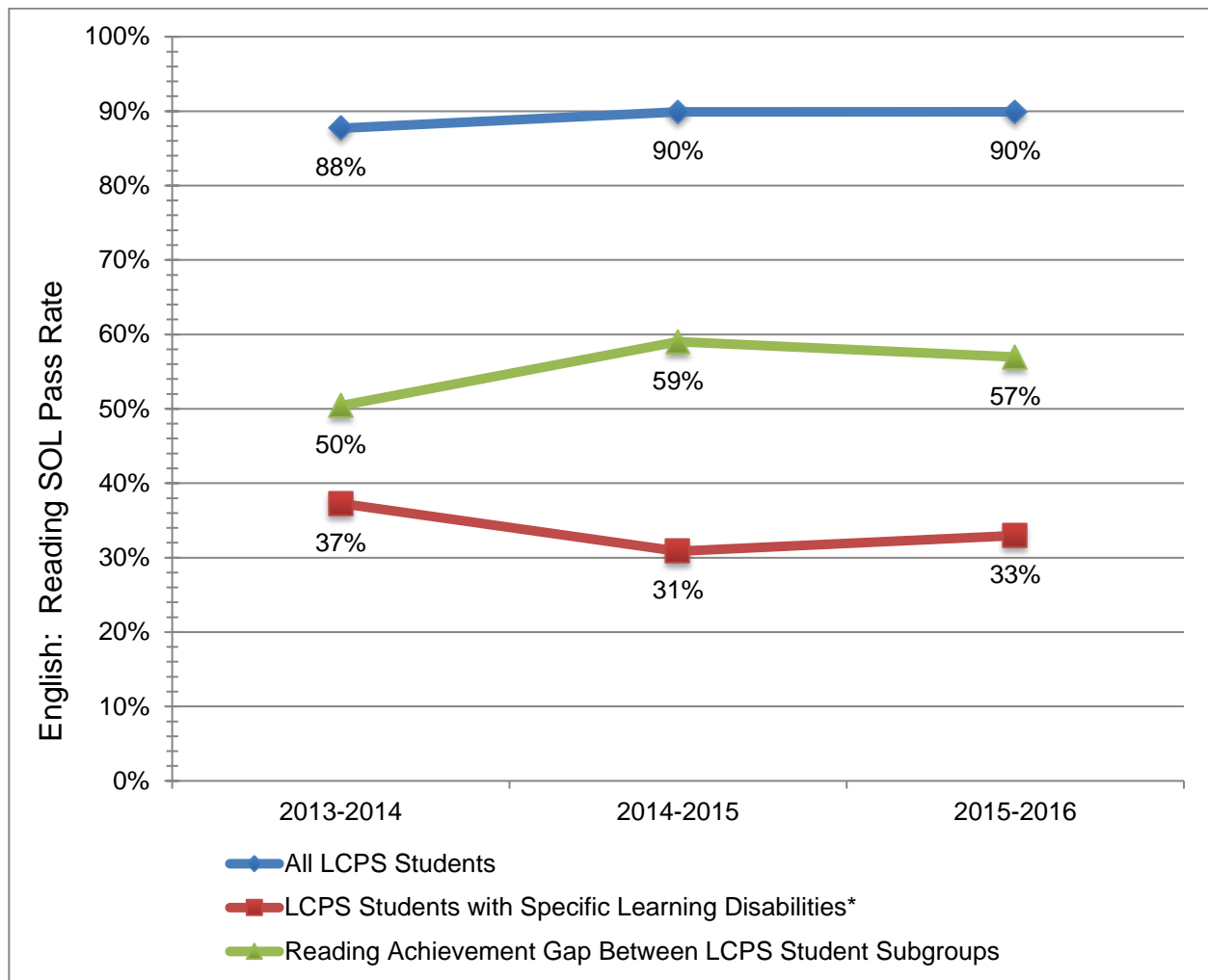
Figure 1. Grade 3 English Reading SOL Pass Rates and Achievement Gap



\*Students with read aloud accommodations are included in the data.

Figure 1 shows the Grade 3 English: Reading Standards of Learning (SOL) Pass Rates and Achievement Gaps between two LCPS student subgroups, All Students and Students with Specific Learning Disabilities (SLD). These percentages were taken from the Virginia SOL Assessment Build a Table on Virginia Department of Education (VDOE) website. (<http://bi.virginia.gov/BuildATab/rdPage.aspx>) Most students are not identified with SLD until their 3<sup>rd</sup> Grade year. By the 3<sup>rd</sup> grade year Students with Specific Learning Disabilities are already way behind their peers and struggling. Figure 1 indicates a 10% decrease in the achievement gap over the last 3 years.

Figure 2. Grade 8 English Reading SOL Pass Rates and Achievement Gap



\*Students with read aloud accommodations are included in the data.

Figure 2 shows the Grade 8 English: Reading Standards of Learning (SOL) Pass Rates and Achievement Gaps between two LCPS student subgroups, All Students and Students with Specific Learning Disabilities (SLD). Data was taken from the Virginia SOL Assessment Build a Table on Virginia Department of Education (VDOE) website.

(<http://bi.virginia.gov/BuildATab/rdPage.aspx>) Over the last three years, 8th Grade Students with SLD are still 50%-59% behind their peers (same percentages as 3rd grade.) It is important to note that many SLD students have a “read aloud” accommodation for the Reading SOL. The effect of the read aloud accommodation is unknown. However, it is not hard to surmise that if that variable could be controlled, the actual 8th grade SOL pass rate might be even more dismal. This indicates a critical need for intensive and consistent reading intervention with instructors knowledgeable and skilled in providing structured literacy programs [decoding, encoding, reading comprehension, fluency (accuracy, rate, corrected words per min)] to students with specific learning disabilities.

Figure 3. Grade 8 English Writing SOL Pass Rates and Achievement Gap

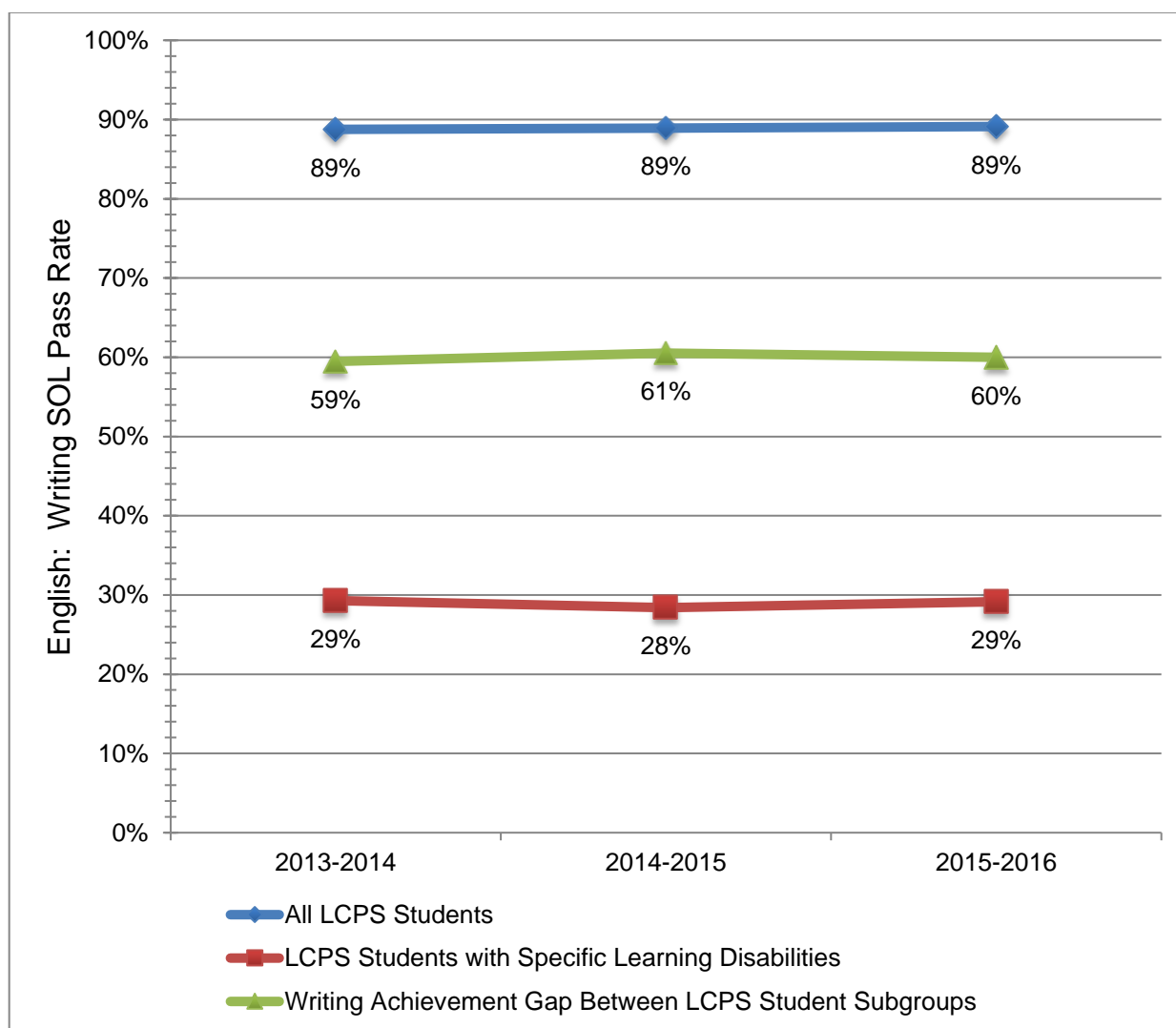


Figure 3 shows the Grade 8 English: Writing Standards of Learning (SOL) Pass Rates and Achievement Gaps between two LCPS student subgroups, All Students and Students with Specific Learning Disabilities (SLD). These percentages were taken from the Virginia SOL Assessment Build a Table on Virginia Department of Education (VDOE) website.

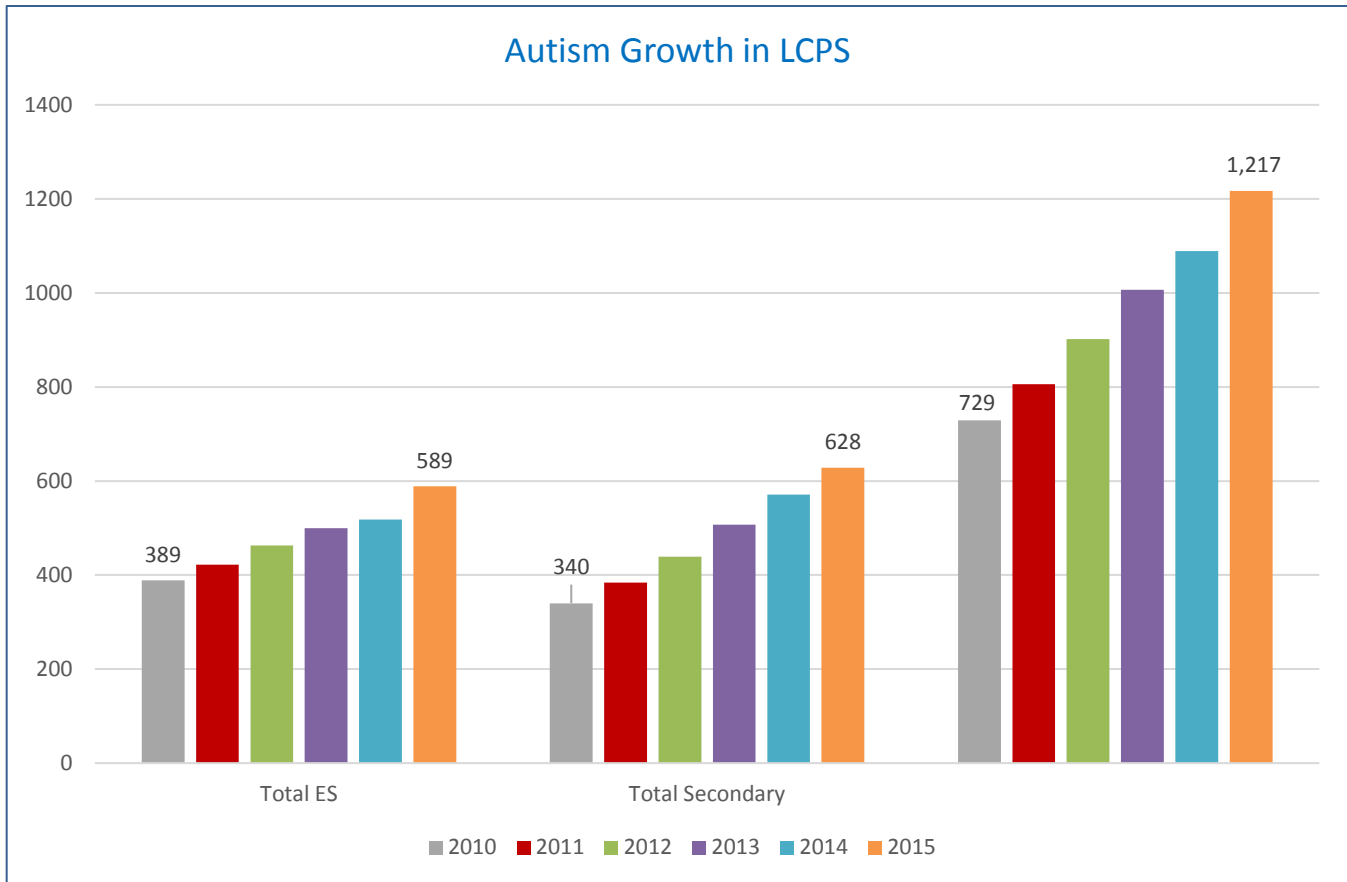
(<http://bi.virginia.gov/BuildATab/rdPage.aspx>) Over the last three years, only 29% of 8th Grade Students with SLD passed the English: Writing SOL. There is no trend of decreasing the Writing Achievement Gap between these 2 LCPS subgroups. Inaccurate and/or slow printed word recognition and poor spelling affect reading fluency, comprehension and written expression. The abilities in learning to read and write interact with each other. Thus, Figure 3 also supports the vital need for instructors who have extensive education and practice in the structured literacy programs/approach. Instructors skilled in the structured literacy approach are able to pinpoint weaknesses in the different components of writing and provide explicit systematic teaching in each area of written expression (handwriting, keyboarding, spelling, sentence structure, composition process).



## APPENDIX E

### LCPS AUTISM RATES BY GRADE LEVEL

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# APPENDIX F

## LCPS SPECIAL EDUCATION SERVICES: NUMBER OF ECSE & AUTISM BY CLUSTER

2015-2016

<b>Briar Woods Cluster</b>	<b>Broad Run Cluster</b>	<b>Rock Ridge Cluster</b>	<b>Stone Bridge Cluster</b>
ECSE - 4	ECSE -7 (1 is ECSE AUT)	ECSE - 4	ECSE - 2
Autism - 3	Autism - 0	Autism - 3	Autism - 5
<b>Riverside High Cluster</b>	<b>Heritage Cluster</b>	<b>Loudoun County Cluster</b>	<b>Tuscarora Cluster</b>
ECSE - 1 (ECSE MD)	ECSE -1	ECSE - 9 (1 is MD, 1 is ECSE AUT)	ECSE - 4 (2 DHH)
Autism - 4	Autism - 2	Autism - 2	Autism - 0
<b>Freedom Cluster</b>	<b>John Champe Cluster</b>	<b>Dominion Cluster</b>	<b>Park View Cluster</b>
ECSE - 6 (1 is ECSE MD)	ECSE - 2	ECSE - 7 (1 ECSE AUT, 1 GIFT/ Claude Moore)	ECSE- 2
Autism - 3	Autism - 3	Autism - 2	Autism -0
<b>Potomac Falls Cluster</b>	<b>Loudoun Valley Cluster</b>	<b>Woodgrove Cluster</b>	
ECSE - 2	ECSE - 0	ECSE - 5	
Autism - 4	Autism - 2	Autism - 3	

## APPENDIX G

### LCPS SPECIAL EDUCATION SERVICES: 2016-2017 PROGRAM LOCATIONS

<b>Ashburn - (Broad Run, Riverside and Stone Bridge Clusters)</b>							
<b>Schools</b>	<b>ECSE</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>
Ashburn Elementary	X		X			3	
Belmont Station Elementary		X	X		X		
Cedar Lane Elementary	X	X	X				
Discovery Elementary	X		X	X	X		
Dominion Trail Elementary	X		X				
Newton-Lee Elementary	X	X	X				
Sanders Corner Elementary		X	X				
Seldens Landing Elementary			X		X		
Steuart Weller Elementary		X	X				
<b>Dulles North - (Briar Woods and Rock Ridge Clusters)</b>							
<b>Schools</b>	<b>ECSE</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>
Creighton's Corner Elementary		X	X				
Hillside Elementary	X		X				
Legacy Elementary	X		X	X			
Madison's Trust	X	X	X			X	
Mill Run Elementary		X	X				
Moorefield Station Elementary	X	X	X				
Rosa Lee Carter Elementary			X		X		
<b>Dulles South - (Freedom and John Champe Clusters)</b>							
<b>Schools</b>	<b>ECSE</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>
Aldie Elementary			X				
Arcola Elementary	X	X	X				
Buffalo Trail Elementary		X	X		X		
Cardinal Ridge Elementary		X	X			X	
Hutchison Farm Elementary	X		X	X			
Liberty Elementary			X				
Little River Elementary	X	X	X				
Pinebrook Elementary		X	X		X		

### Eastern Loudoun - (Dominion, Park View and Potomac Falls Clusters)

Schools	ECSE	Autism	CC	ED	ID	MD	DHH
Algonkian Elementary		X	X	X			
Countryside Elementary		X	X				
Forest Grove Elementary	X		X			X	
Guilford Elementary			X				
Horizon Elementary	X		X		X	X	
Lowes Island Elementary		X	X				
Meadowland Elementary			X				
Potowmack Elementary	X	X	X				
Rolling Ridge Elementary			X		X		
Sterling Elementary			X				
Sugarland Elementary	X		X				
Sully Elementary			X		X		

### Central Loudoun - (Heritage, Loudoun County and Tuscarora Clusters)

Schools	ECSE	Autism	CC	ED	ID	MD	DHH
Ball's Bluff Elementary	X		X	X			
Catoctin Elementary	X		X			X	
Cool Spring Elementary	X		X				
Evergreen Mill Elementary	X		X				
Frances Hazel Reid Elementary	X		X				X
Frederick Douglass Elementary	X	X	X	X			
John W. Tolbert, Jr. Elementary		X	X		X		
Leesburg Elementary			X	X			
Lucketts Elementary			X				
Sycolin Creek Elementary	X		X	X		X	

### Western Loudoun - (Loudoun Valley and Woodgrove Clusters)

Schools	ECSE	Autism	CC	ED	ID	MD	DHH/Vision
Banneker Elementary			X				
Emerick Elementary			X				
Hamilton Elementary		X	X				
Hillsboro Elementary			X				
Kenneth Culbert Elementary			X	X	X	X	
Lincoln Elementary			X				
Lovettsville Elementary		X	X				
Mountain View Elementary	X		X		X		
Round Hill Elementary	X	X	X				
Waterford Elementary			X				

<b>Ashburn - (Broad Run, Riverside and Stone Bridge Clusters)</b>							
<b>Schools</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
Belmont Ridge Middle	X	X	X	X	X		
Farmwell Station Middle	X	X	X	X			
Trailside Middle	X	X	X	X			
Broad Run High	X	X	X	X	X		X
Riverside High	X	X	X	X			X
Stone Bridge High	X	X	X	X	X		X
<b>Dulles North - (Briar Woods and Rock Ridge Clusters)</b>							
<b>Schools</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
Eagle Ridge Middle	X	X	X	X			
Stone Hill Middle	X	X	X	X			
Briar Woods High	X	X	X	X			X
Rock Ridge High	X	X	X	X			X
<b>Dulles South - (Freedom and John Champe Clusters)</b>							
<b>Schools</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
J. M. Lunsford Middle	X	X	X	X			
Mercer Middle	X	X	X	X	X		
Freedom High	X	X	X	X			X
John Champe High	X	X	X	X			X
<b>Eastern Loudoun - (Dominion, Park View and Potomac Falls Clusters)</b>							
<b>Schools</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
River Bend Middle	X	X	X	X			
Seneca Ridge Middle	X	X	X	X	X		
Sterling Middle	X	X	X	X		X	
Dominion High	X	X	X	X	X		X
Park View High	X	X	X	X			X
Potomac Falls High	X	X	X	X	X		X

Central Loudoun - (Heritage, Loudoun County and Tuscarora Clusters)							
Schools	Autism	CC	ED	ID	MD	DHH/Vision	Transition
Harper Park Middle	X	X	X	X			
J. Lupton Simpson Middle	X	X	X	X	X		
Smart's Mill Middle	X	X	X	X		X - DHH	
Heritage High	X	X	X	X	X		X
Loudoun County High	X	X	X	X			X
Tuscarora High	X	X	X	X		X	X
Western Loudoun - (Loudoun Valley and Woodgrove Clusters)							
Schools	Autism	CC	ED	ID	MD	DHH/Vision	Transition
Blue Ridge Middle	X	X	X	X	X		
Harmony Middle	X	X	X	X			
Loudoun Valley High	X	X	X	X			X
Woodgrove High	X	X	X	X	X	X	X

## APPENDIX H

### PROGRAM MOVES FOR THE 2015-2016 SCHOOL YEAR

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Program	Moved from	Moved to	Reason
ECSE	Countryside Elementary	Horizon Elementary	Student need
Autism	Rosa Lee Carter Elementary	Madison's Trust Elementary	Opening new school
Multiple Disabilities	Rosa Lee Carter Elementary	Madison's Trust Elementary	Opening new school
ECSE	Buffalo Trail Elementary	Hutchison Farm Elementary	Student need
ECSE	Cool Spring Elementary	Hutchison Farm Elementary	Student need
ECSE	Sycolin Creek Elementary	Hutchison Farm Elementary	Student need
Multiple Disabilities	Mercer Middle	J. Michael Lunsford Middle	Student need

## APPENDIX I

### LEAST RESTRICTIVE ENVIRONMENT – PARTICIPATION IN GENERAL EDUCATION

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<b>LEAST RESTRICTIVE ENVIRONMENT</b>	<b>2015-2016 LCPS Performance</b>	<b>2015-2016 State Target</b>	<b>State Target Met</b>
Students included in general education classroom 80% or more of the day	65.96%*	≥68.0%	No
Students included in general education classroom less than 40% of the day	9.24%	≤12.0%	Yes
Students served in separate public or private school, residential, home-based or hospital facility	1.12%	≤3.5%	Yes

Source: June 1, 2016 Special Education Performance Report to VDOE

\* The LCPS Strategic Plan desired outcome benchmark for FY16 is 68%. Actual LCPS performance for FY16 is pending.



## APPENDIX J

### 2016 SUMMARY OF PBIS

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#### **Background:**

- Riverside HS had been trained in PBIS for the 2015 – 2016 school year and in June 2016, Madison's Trust Elementary was trained.
- 9 schools volunteered to be involved in a Tier 2 project during the 2015 -2016 school year with an additional 4 schools added for 2016 – 2017.
- All principals have default access to the PBIS Data Application.
- The Tiered Fidelity Inventory (TFI) is our sole required assessment and aligns with the action plan that each school is required to submit and then update quarterly.

#### **LCPS PBIS Outcome Data 2007 – 2015**

- 100% of the schools using the Positive Behavioral Interventions and Supports (PBIS) framework consistently used the PBIS data application on a monthly basis to make data-driven decisions regarding tiered level support for students. This is an increase of 8% from the 2014-2015 school year.
- Based on 16,712 students in grades 3-12 (at the high school level, three LCPS schools as well as Douglass School and the Juvenile Detention Center participated), survey results indicate that LCPS students report a positive school climate (scores of 3.0 to 4.0) based on the following scales: Rules and Expectations (3.17), School Safety (3.49) and Teacher-Student Relations (3.29).
- The rate of incidents involving in-school restriction was 3.76% (4.5% in the 2014-2015 school year) and the rate of incidents involving out-of-school suspension was 1.26% (1.36% in the 2014-2015 school year).
- When compared to 2007, schools implementing the PBIS framework have cumulatively gained 529 hours or 81 days of instructional time for students.

APPENDIX K – RESPONSIVE INSTRUCTION (RI) SCHOOLS (SHOWN IN RED) 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	Madison' Trust Elementary	Sanders Corner Elementary
Eagle Ridge Middle	Farmwell Station Middle	Rosa Lee Carter Elementary	Trailside Middle
Briar Woods High	Broad Run High	Stone Hill Middle School	Stone Bridge High
		Rock Ridge 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	
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 (SCHOOLS TRAINED IN STETSON REFLECTED IN GREEN)

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	Madison's Trust Elementary	Trailside Middle
Briar Woods High	Broad Run High	Stone Hill Middle	Stone Bridge High
		Rock Ridge High	
Riverside High Cluster	Heritage Cluster	Loudoun County Cluster	Tuscarora Cluster
Newton-Lee Elementary	Cool Spring Elementary	Catoctin Elementary	Ball's Bluff Elementary
Seldens Landing Elementary	John W. 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 Cluster		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	John Champe High	Dominion High	Sterling Middle
			Park View High
Potomac Falls Cluster	Loudoun Valley Cluster	Woodgrove Cluster	County Wide Facilities
Algonkian Elementary	Banneker Elementary	Lovettsville Elementary	C S Monroe
Countryside Elementary	Emerick Elementary	Mountain View Elementary	Douglass School
Potowmack Elementary	Hamilton Elementary	Round Hill Elementary	Juvenile Dentention Center
River Bend Middle	Kenneth Culbert Elementary	Waterford Elementary	
Potomac Falls High	Lincoln Elementary	Harmony Middle	
	Blue Ridge Middle	Woodgrove High	
	Loudoun Valley High		

## APPENDIX M

### LEGAL REQUIREMENTS FOR THE PROVISION OF SPECIAL EDUCATION SERVICES

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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 process of children with disabilities, and the performance of the LEA towards targets outlined in the Virginia's State Performance Plan.
- 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 education 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 of 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.