

Inclusive Practices in Loudoun County Public Schools Part 2

“Supporting All Students”

Debbie Dupree
Special Education
Supervisor



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Special Education
Supervisor

“The successful inclusion of children with disabilities and special needs in our school system relies on the belief that all children have equal access to a quality education. **Inclusive education isn’t a program, a place or a classroom. It is a way of understanding and living in the real world. Because, in fact, this is a world that has people of all different sizes, shapes, colors and abilities.”**

Nicole Eredics
Inclusion advocate, Educator



Special Education Performance Report

June 1, 2014

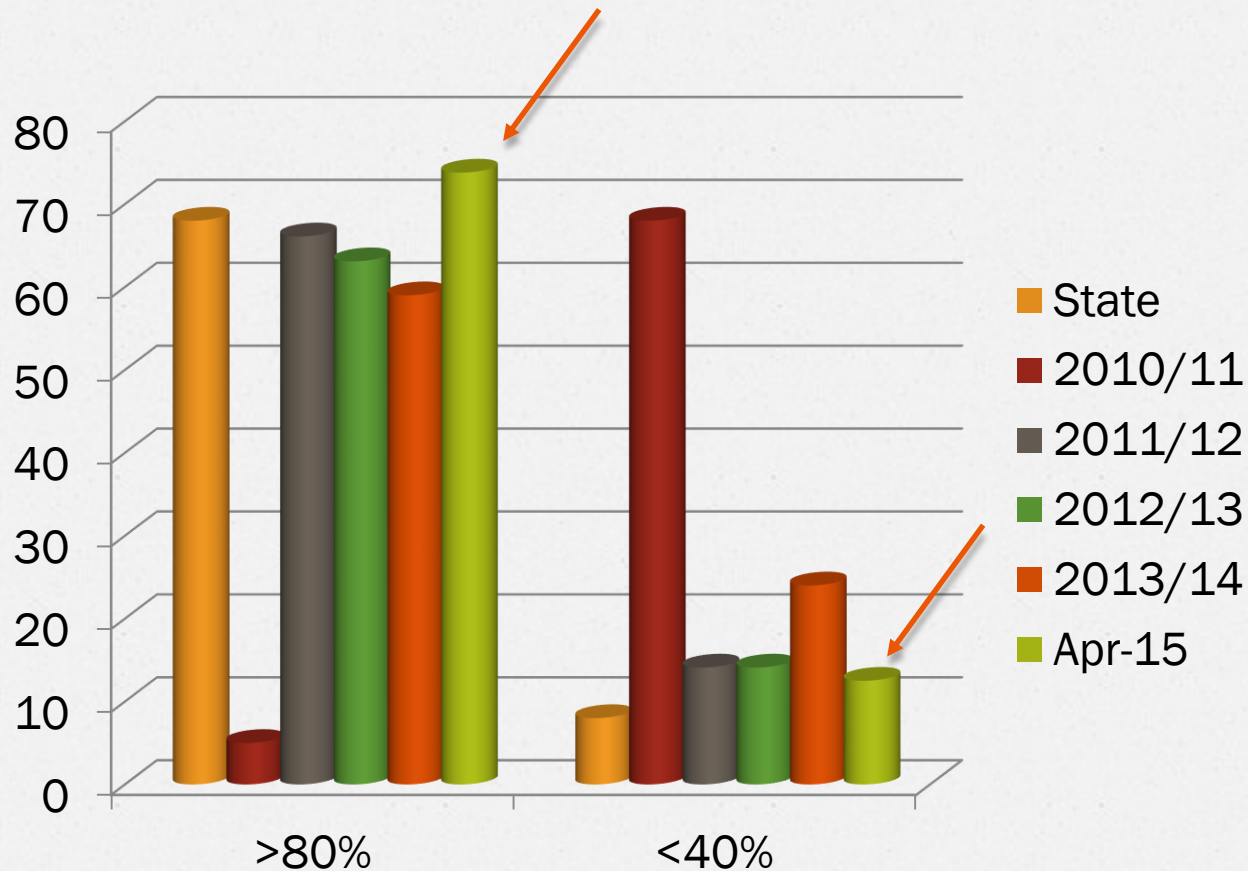
Indicator 5: School Age Least Restrictive Environment (LRE)

	2012-2013 Division Performance	2012- 2013 State Target	State Target Met
5a. Students included in regular classroom 80% or more of the day	63.1%	$\geq 68\%$	NO
5b. Students included in regular classroom less than 40% of the day.	14.1%	$\leq 8\%$	NO
5c. Students served in separate public or private school, residential, home-based or hospital facility.	1.2%	$\leq 1\%$	NO

Inclusion is.....

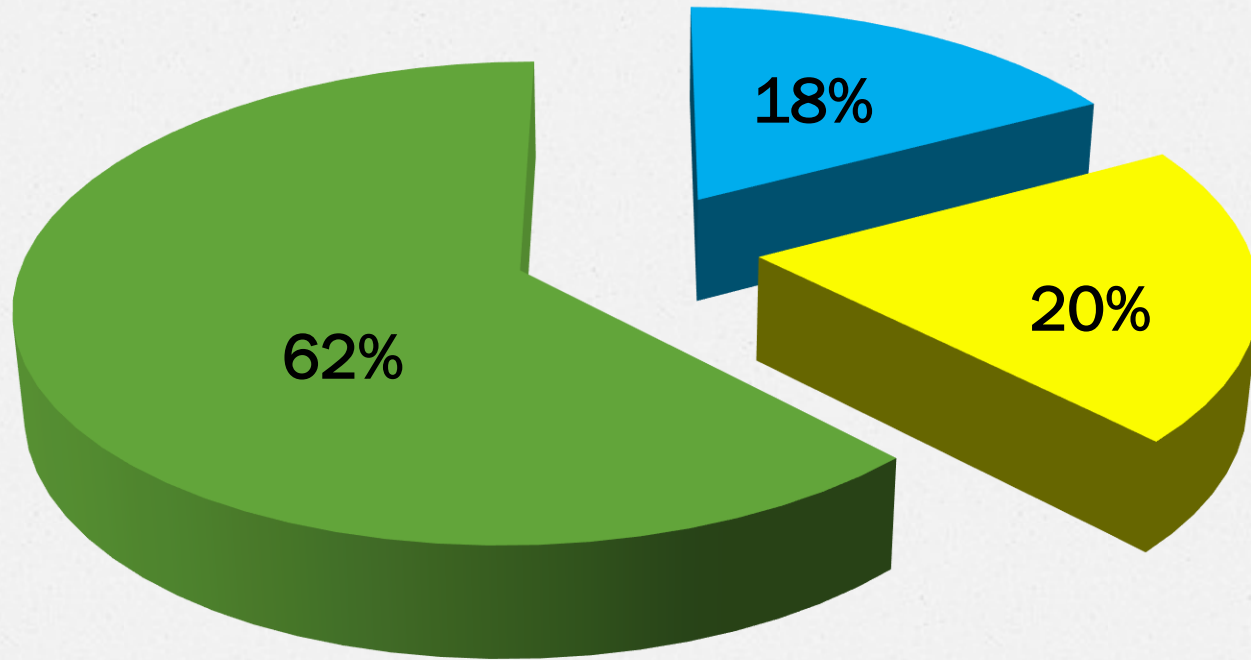
- o The practice of placing students with disabilities in general classrooms in accordance with the federal law. To the maximum extent possible, students with disabilities should be educated alongside their peers in general classrooms **unless “the nature or severity of the disability of a child is such that education in the general classroom with the use of supplementary aids and services cannot be achieved satisfactorily.”** (P.L. 94-142 20 U.S.C.1412(4)(A))

LCPS SWD Time Spent in General Education



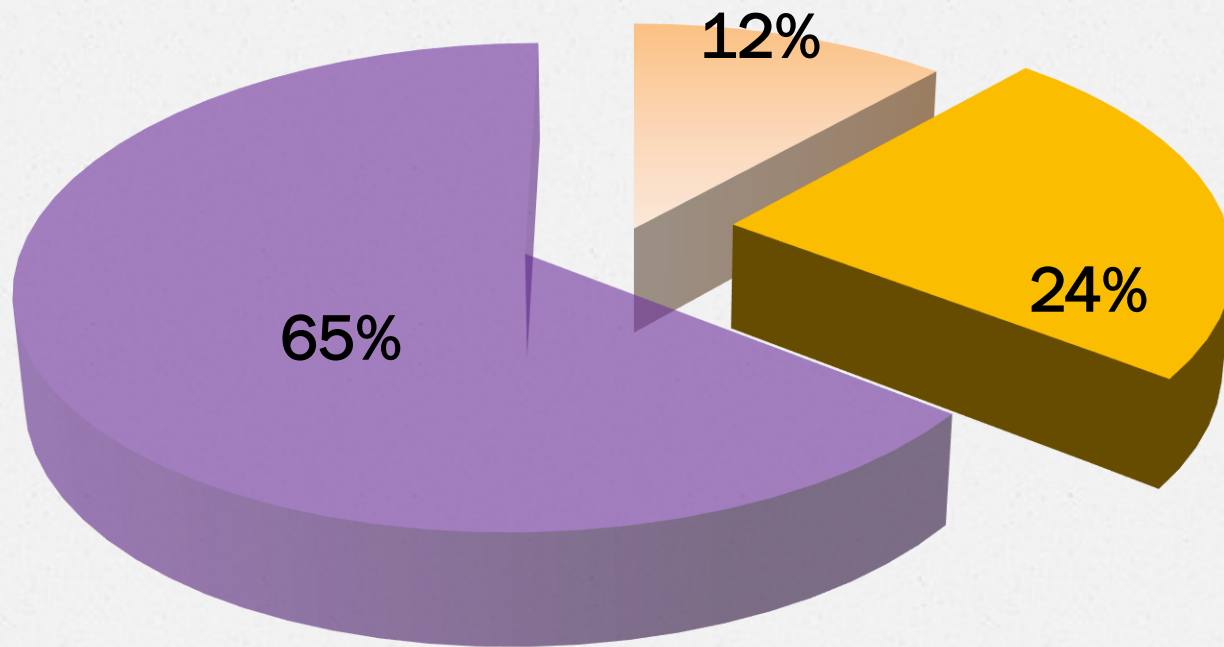
Indicator 5: School Age LRE

Based on IEP data from Phoenix SE, February 4, 2015



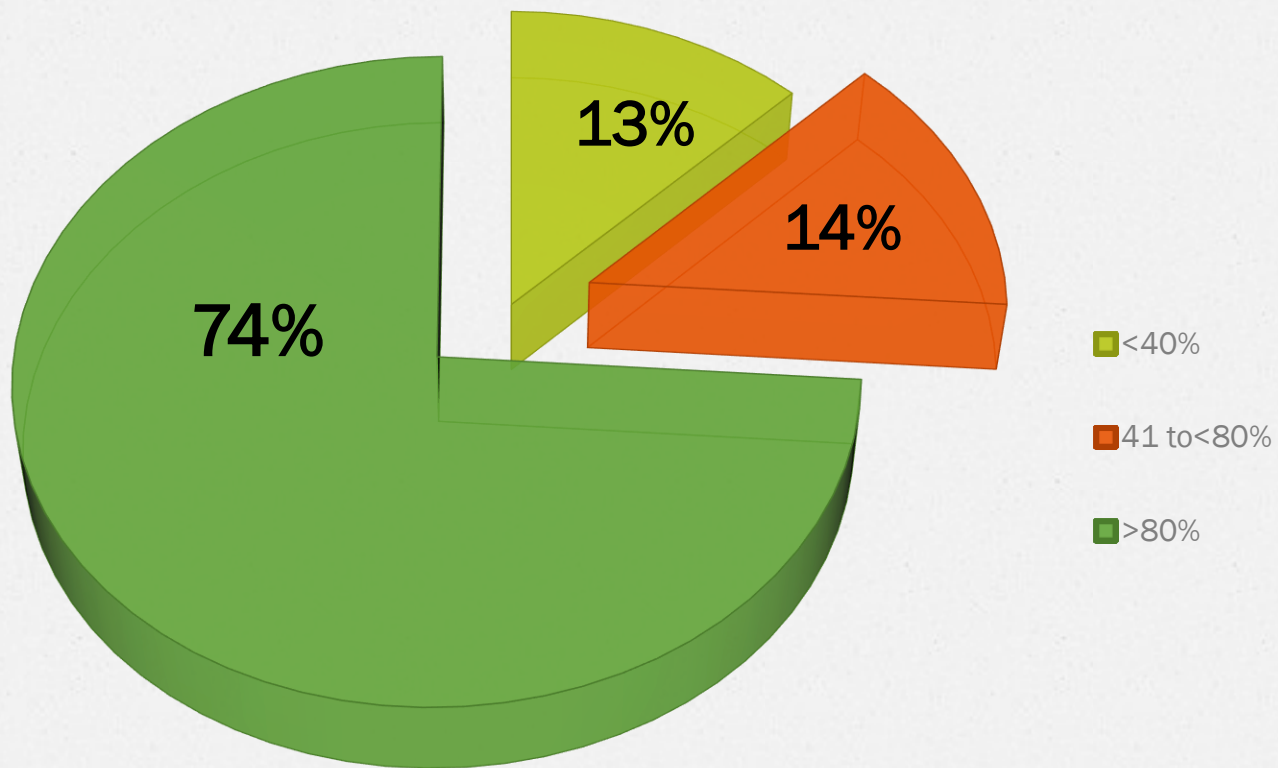
■ <40% ■ 41 to <80% ■ >80%

August 8, 2014 Data – Ages 6-22



■ <40% ■ 41 to <80% ■ >80%

September 30, 2014 Data – Ages 6-22



February 4, 2015 Data

County Wide Courageous Conversations/Activities

- o 2014 -2015
- o Monthly Special Education Designee/Contact Professional Development
 - o Focus of Goals throughout the school day
 - o Accommodations/Modifications Appropriate for Inclusion

County Wide Courageous Conversations

- o Inclusive Practices Monthly Series and Collaboration with Department of Instruction
 - o Monthly Elementary Assistant Principal Meetings
 - ❖ Data sharing
 - ❖ Inclusive Practices Panel of Schools
 - ❖ Class wide instructional and behavioral supports for inclusion

School Based Courageous Conversations

- o CLTs/PLCs
 - o Data sharing
 - o Planning
 - o Individual needs
- o IEP development
 - o Lesson Plan review (focus on core [first] instruction
 - o Accommodations/modifications
 - o Tiered supports
- o Co-teaching / Planning Professional Development
- o Administrative Professional Development

Moving Forward As A County

- o Focus (activities)
 - o Student Supports
 - o External
 - o Peers
 - o Support Facilitation
 - o Co Teaching

Focus

- o Building an Inclusive Practices culture in the Schools
- o Courageous conversations
- o Leadership Journeys on the Inclusive Continuum
- o Celebrating journey milestones and successes

Inclusive Practices in Loudoun County Public Schools “Supporting All Students”

