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

**Indicator 5: School Age Least Restrictive Environment (LRE)**

<table>
<thead>
<tr>
<th></th>
<th>2012-2013 Division Performance</th>
<th>2012-2013 State Target</th>
<th>State Target Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Students included in regular classroom 80% or more of the day</td>
<td>63.1%</td>
<td>≥ 68%</td>
<td>NO</td>
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<tr>
<td>5b. Students included in regular classroom less than 40% of the day.</td>
<td>14.1%</td>
<td>≤ 8%</td>
<td>NO</td>
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<tr>
<td>5c. Students served in separate public or private school, residential, home-based or hospital facility.</td>
<td>1.2%</td>
<td>≤ 1%</td>
<td>NO</td>
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Inclusion is......

0 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))
Indicator 5: School Age LRE

Based on IEP data from Phoenix SE, February 4, 2015
August 8, 2014 Data – Ages 6-22

- <40%: 18%
- 41 to <80%: 20%
- >80%: 62%
September 30, 2014 Data – Ages 6-22
February 4, 2015 Data
County Wide Courageous Conversations/Activities

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

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

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

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

- Building an Inclusive Practices culture in the Schools
- Courageous conversations
- Leadership Journeys on the Inclusive Continuum
- Celebrating journey milestones and successes
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“Supporting All Students”