Inclusive Practices in Loudoun County Public Schools

“Supporting All Students”

Debbie Dupree
Special Education Supervisor

Megan Wagner
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>
</tr>
<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......

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))
Inclusive Educators Believe in Miracles and ...

- Realize that inclusion is for all students
- Believe inclusion & individualization are synonymous
- Collaborate like they mean it
- Recognize 3 types of inclusion: physical, academic, social
- Recognize that instructional accommodations/scaffolding offer a” magic option” for almost every student.

Indicator 5: School Age LRE

LCPS SWD Time Spent in General Education

<table>
<thead>
<tr>
<th>Year</th>
<th>&gt;80%</th>
<th>&lt;40%</th>
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<tbody>
<tr>
<td>2010/11</td>
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<tr>
<td>2011/12</td>
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<td>2013/14</td>
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Based on IEP data from Phoenix SE, August 8, 2014
August 8, 2014 Data – Ages 6-22

- <40%: 62%
- 41 to <80%: 18%
- >80%: 20%
LCPS: Off and Running

- 2009 – present: Stetson Training

- By December 2014, 57 schools will be trained in the Stetson inclusive practices framework
Off and Running (cont’d)

- 2012-2013 Collaboration between Office of Special Education and the Special Education Advisory Committee (SEAC)
  - Inclusive Practices Subcommittee
  - Surveys – Knowledge and Implementation
    - Veteran Stetson framework schools
    - New Stetson framework schools
Off and Running (cont’d)

- Inclusive Practices Professional Development

- July 2014 Implementing Inclusive Practices to Serve Special Education Students
  - Audience: LCPS school administrators
Off and Running (cont’d)

- 2014 -2015
- Monthly Special Education Designee/Contact Professional Development
- Inclusive Practices Monthly Series and Collaboration with Department of Instruction
  - Monthly Elementary Assistant Principal Meetings
    - Data sharing
    - Use of Inclusive Education Perception/Knowledge Survey
    - Action Planning / School Based Professional Development
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”

Part 2.......

- School Based Inclusive Practices
- Update on our Journey