

Inclusive Practices in Loudoun County Public Schools

“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

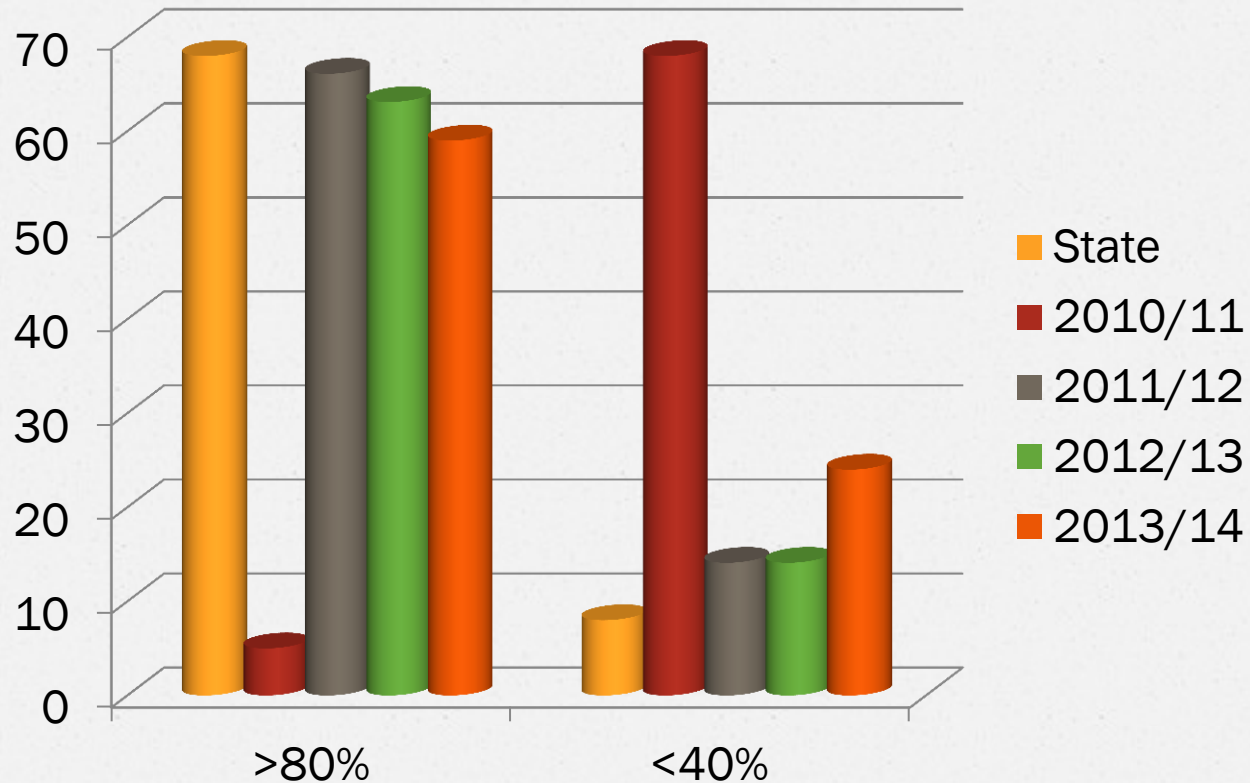
Inclusion is.....

- 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))

Inclusive Educators Believe in Miracles and ...

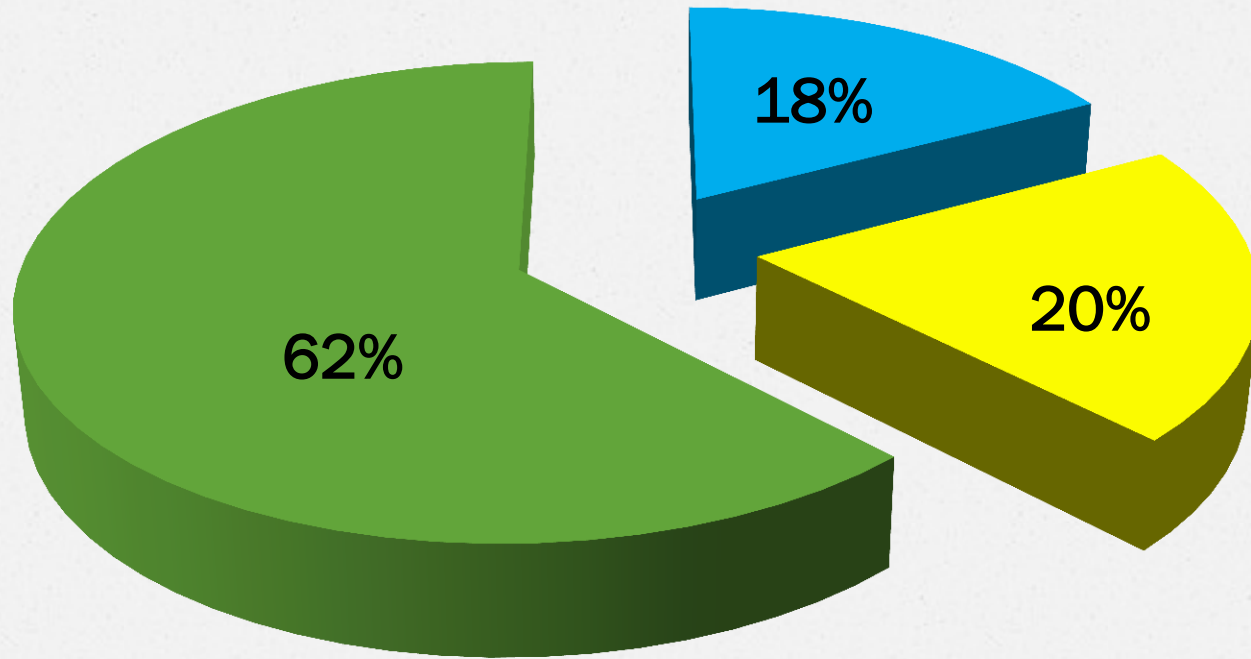
- o Realize that inclusion is for all students
- o Believe inclusion & individualization are synonymous
- o Collaborate like they mean it
- o Recognize 3 types of inclusion: physical, academic, social
- o Recognize that instructional accommodations/ scaffolding offer a "magic option" for almost every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

LCPS SWD Time Spent in General Education



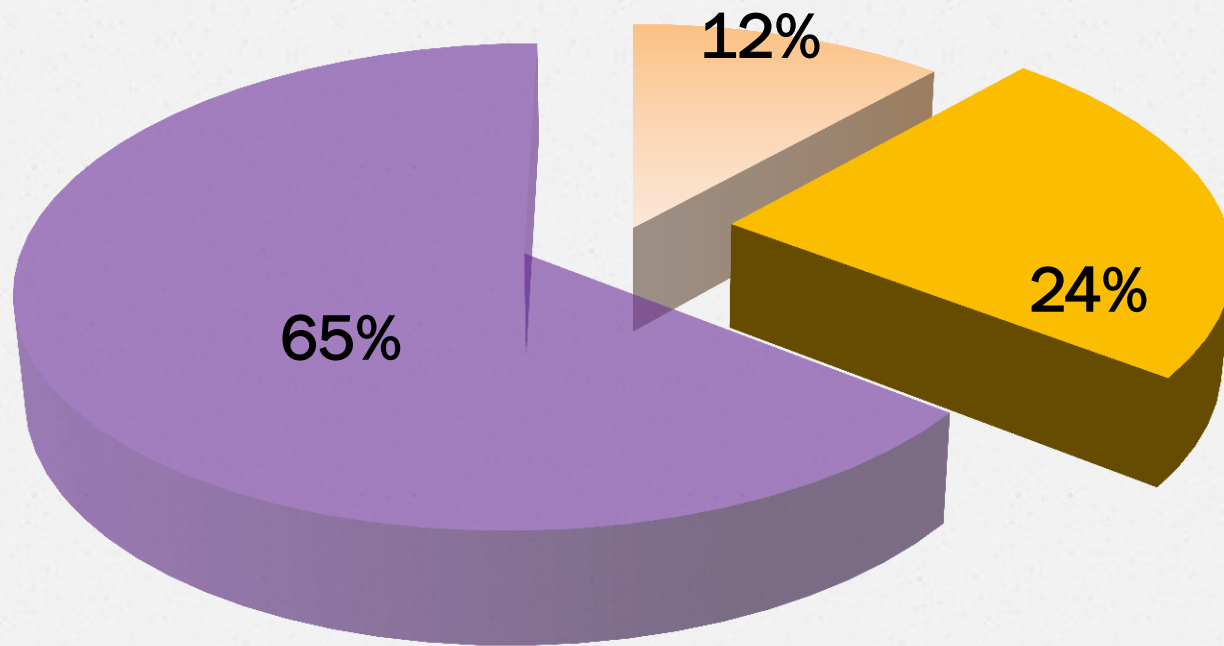
Indicator 5: School Age LRE

Based on IEP data from Phoenix SE, August 8, 2014



■ <40% ■ 41 to <80% ■ >80%

August 8, 2014 Data – Ages 6-22



■ <40% ■ 41 to <80% ■ >80%

September 30, 2014 Data – Ages 6-22

LCPS: Off and Running

- o 2009 – present: Stetson Training
- o By December 2014, 57 schools will be trained in the Stetson inclusive practices framework

Off and Running (cont'd)

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

Off and Running (cont'd)

- o Inclusive Practices Professional Development
- o July 2014 Implementing Inclusive Practices to Serve Special Education Students
 - o Audience: LCPS school administrators

Off and Running (cont'd)

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

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”

Part 2.....

- ❖ School Based Inclusive Practices
 - ❖ Update on our Journey

