### Topic: Inclusive Practices

<table>
<thead>
<tr>
<th>STRATEGIC ACTION</th>
<th>PERFORMANCE MEASURE</th>
<th>DESIRED OUTCOME</th>
<th>VIRGINIA</th>
<th>ACTUAL / PROJECTED</th>
<th>GOAL MET</th>
</tr>
</thead>
</table>
| 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. | • Special Education State Performance Report using the percentage of students with disabilities included in general education classroom 80% or more of the day  
• School by School data analysis of students’ percentage of time in general education settings | FY16 LCPS Baseline 68% (State Target 69%) | 63.36%   | 64.6%              | No       |
|                                                                                 |                                                                                      | FY17 69%                                | 64.0%    | 65.3%              | No       |
|                                                                                 |                                                                                      | FY18 69%                                |          | 68.3%              | No       |
|                                                                                 |                                                                                      | FY19 70%                                |          | 68.0%              | No       |
|                                                                                 |                                                                                      | FY20 70%                                |          |                    |          |
## LCPS Performance: 2013 - 2018 Trend

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>5a. Students included in regular classroom 80% or more of the day</strong></td>
<td>46.52%</td>
<td>65.96%</td>
<td>64.60%</td>
<td>65.31%</td>
<td>68.34%</td>
<td>68.0%</td>
</tr>
<tr>
<td></td>
<td>State Target &gt;= 68%</td>
<td>State Target &gt;=68%</td>
<td>State Target &gt;= 69%</td>
<td>State Target &gt;=69.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5b. Students included in regular classroom less than 40% of the day.</strong></td>
<td>10.9%</td>
<td>9.24%</td>
<td>12.84%</td>
<td>13.06%</td>
<td>9.78%</td>
<td>10.2%</td>
</tr>
<tr>
<td></td>
<td>State Target &lt;=12%</td>
<td>State Target &lt;= 12%</td>
<td>State Target &lt;=10%</td>
<td>State Target &lt;=10.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5c. Students served in separate public or private school, residential, home-based or hospital facility.</strong></td>
<td>1.21%</td>
<td>1.12%</td>
<td>1.11%</td>
<td>1.01%</td>
<td>1.01%</td>
<td>1.0%</td>
</tr>
<tr>
<td></td>
<td>State Target &lt;=3.5%</td>
<td>State Target &lt;=3.5%</td>
<td>State Target &lt;=3.0%</td>
<td>State Target &lt;=3.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Data released on June 1, 2019 will reflect outcomes from SY 2017-2018 based on December 2017 data. December 2018 data (SY 2018-2019) will be reported on June 1, 2020.
## Special Education State Reporting Report
### Comparative Data: 2016 - 2017

<table>
<thead>
<tr>
<th></th>
<th>State</th>
<th>Loudoun</th>
<th>Fairfax</th>
<th>Prince William</th>
<th>Arlington</th>
</tr>
</thead>
<tbody>
<tr>
<td>5a. Students included in regular classroom 80% or more of the day</td>
<td>64.0% State Target &gt;= 69%</td>
<td>65.3% State Target &gt;=69%</td>
<td>53.7% State Target &gt;= 69%</td>
<td>64.4% State Target &gt;=69.0%</td>
<td>63.3% State Target &gt;=69.0%</td>
</tr>
<tr>
<td>5b. Students included in regular classroom less than 40% of the day</td>
<td>10.9% State Target &lt;=10%</td>
<td>13.1% State Target &lt;= 10%</td>
<td>11.9% State Target &lt;=10%</td>
<td>11.7% State Target &lt;=10.0%</td>
<td>6.0% State Target &lt;=10.0%</td>
</tr>
<tr>
<td>5c. Students served in separate public or private school, residential, home-based or hospital facility</td>
<td>4.3% State Target &lt;= 3.0%</td>
<td>1.0% State Target &lt;=3.0%</td>
<td>4.1% State Target &lt;= 3.0%</td>
<td>3.2% State Target &lt;=3.0%</td>
<td>3.6% State Target &lt;=3.0%</td>
</tr>
</tbody>
</table>
As of March 2019:
According to LCPS data, the percentage of students with 80% or more of the day in general education is:

- Division Wide - 69.3%
- Elementary - 81.0%
- Middle/Intermediate - 63.9%
- High - 58.0%
Supporting Inclusive Practices

- Tiering Schools for Growth and Support
- Inclusive Action Plans
- Inclusive Schools Week
- Inclusive Opportunities and Support
- Unified Sports Teams
Monitoring and Tiered Support

Established criteria for tier placement and identified schools for strategic and targeted assistance

Established Frequency of Monitoring:
- Tier 1 monitoring = quarterly in conjunction with building-level Inclusive Action Plan review
- Tier 2 and 3 monitoring = expectation for monthly data review by schools; tier assignments reviewed quarterly by central office staff
## Tiering Schools Criteria

FY19 Desired Outcome: 70% SWDs included in GenEd setting for 80% or more of the day

<table>
<thead>
<tr>
<th>Tier I</th>
<th>Tier II</th>
<th>Tier III</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Periodic Monitoring)</td>
<td>(Strategic Assistance)</td>
<td>(Targeted Assistance)</td>
</tr>
<tr>
<td>Meets or exceeds benchmark</td>
<td>Approaching benchmark</td>
<td>Below benchmark</td>
</tr>
<tr>
<td>70% or greater</td>
<td>Between 60%-70%</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>
Inclusive Practices School Action Plans

• All schools have Inclusive Action Plans for 2018-2019
  • Developed an online link for each school’s Inclusive Action Plan

• Created and shared rubric tool to guide schools in the development and revision of current action plans

• Provide ongoing support to supervisors/schools for reviewing individual school plans

• Collaborate with DOI for additional input and support
# Action Plan: Example of Elementary

**Loudoun County Public Schools**  
Inclusive Practices: School Action Plan

<table>
<thead>
<tr>
<th>Action/Step</th>
<th>Staff/Responsible</th>
<th>Resources</th>
<th>Timeframe</th>
<th>Mastery</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master Schedule includes at least three weekly common planning days with general education and special education, EL, and/or reading specialist per grade level.</td>
<td>Master schedule committee/Admin</td>
<td>Master Schedule Specialists for Common Planning</td>
<td>August 2018</td>
<td>Copy of Master Schedule Unit plans</td>
<td></td>
</tr>
<tr>
<td>Maintain that at least one special education and EL inclusion classrooms per grade level have been identified in which co-teachers will implement strategies based on student needs and provide accommodations.</td>
<td>Admin/Grade Level Team Leaders</td>
<td>&quot;Co-Teaching Boot Camp Binder&quot; Student IEPs Student LEPs CS Documents</td>
<td>June 2018 Finalized by August 2018</td>
<td>Walk Thru Observations Classroom set up CLT Agendas</td>
<td></td>
</tr>
<tr>
<td>Quarterly half day planning time will be provided (if requested) to co-teaching teams (Sped, EL, Reading) following 1st quarter focusing on co-teaching strategies, problem solving, and using data to make decisions.</td>
<td>Co-Teaching Teams/Admin</td>
<td>Agendas for planning</td>
<td>2018-2019</td>
<td>Completed agenda turned into Admin</td>
<td></td>
</tr>
<tr>
<td>During CLT and half day planning meetings, special education and EL students will be identified and discussed to determine if remediation, intervention, or specialized instruction is required based on data collected.</td>
<td>CLT Facilitators/Admin</td>
<td>CLT Agendas Half Day Planning Agendas Data Walls</td>
<td>Weekly</td>
<td>CLT Agendas FAST Bridge Progress Monitor DRA PALS MAP</td>
<td></td>
</tr>
<tr>
<td>PD will be provided throughout the school year on co-teaching strategies and how to implement within the classroom.</td>
<td>PD Facilitators/Admin</td>
<td>PD Staff Survey Co-teaching rubrics Exit Ticket Staff Handouts</td>
<td>Monthly</td>
<td>Sped CLT Agendas Administrative Conferences Co-Teaching Rubrics Walk Through Observations Formal Evaluations Staff feedback forms</td>
<td></td>
</tr>
</tbody>
</table>

**George Elementary School** is a VDOE Co-teaching Demonstration site with two co-teaching teams. Sped Teams: VDOE demonstration teams/Admin  
VDOE resources and materials  
Time frame provided by VDOE  
Walk throughs by VDOE and admin  
Completed VDOE team assignments
## Action Plans - Example of Secondary

### Loudoun County Public Schools

#### Inclusive Practices: School Action Plan

<table>
<thead>
<tr>
<th>Action Steps</th>
<th>StaffResp</th>
<th>Resources</th>
<th>TimeFrame</th>
<th>Mastery</th>
<th>Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best Buddies - 1. Start a Best Buddies Club 2. Advertise for the group to get interest 3. Hold an interest meeting for all students. 4. Start meeting, elect officers, and planning initiatives to put in place at VVHS</td>
<td>Learning Resources Teachers</td>
<td>- Support from Activities Director - Advertisements on Morning Show/Scrolling announcements - Meeting Space/Time - Ideas for school initiatives</td>
<td>- Hold interest meeting by November ’18 - Start group by December ’18 - Plan first initiative by February ’19</td>
<td>A functioning club that meets on a consistent basis and plans/executes initiatives to promote inclusive practices.</td>
<td></td>
</tr>
</tbody>
</table>

| Inclusive Classrooms 1. Provide professional development for co-teachers 2. Reflections provided for co-teachers to determine how they felt the previous quarter went and goal setting for next quarter 3. Professional development outside of the building (i.e. Stetson Training) for 10% of co-teachers. | Co-Teachers (Learning Resources and General Education) Assistant Principal Learning Resources SALT | - Professional Development Lesson - Reflection/Goal Setting Quarterly Form - Professional Development ($$) | Quarterly | - All teachers trained in co-teaching models - Classroom observations that exude co-teaching practices - Reflections/Goal Setting provided to Assistant Principal - 10% of teachers attend an outside training | |
Inclusive Practices
Multi-Tiered System of Support (MTSS)

• Differentiated Multi-Tiered System of Support: Students are provided high quality core academic, behavioral, and social-emotional instruction as a universal approach for ALL learners.

• Differentiated support can be targeted or intensive evidence-based interventions which are progressed monitored to evaluate effectiveness.

• Specialized core instruction and support (Reading, Math, Behavioral)

• Secondary schools have a Unified Mental Health Team Action Plan focused on teams, practices, and professional learning.
Pyramids of Interventions

Behavioral Interventions
- Tier 1: Universal Strategies:
  - Define, Teach, Model, Reinforce School-wide Expectations
  - Differentiation
  - Classroom Management System (Physical Environment, Rule and Routines Procedures, Opportunities to Respond, Active Supervision, Behavior Specific Praise, Error Correction)
  - Equitable Classroom Practices
  - Restorative Communication
  - Relational MANDT
  - PEER

- Tier 2: Targeted Group Interventions:
  - Check-In/Check-Out
  - Small Group
  - Restorative Circles
  - Explicit Skill Instruction
  - Relational MANDT

- Tier 3: Intensive, Individual Interventions:
  - Functional Behavioral Assessment and Behavior Intervention Plan
  - Individual Behavior Plan/Intervention
  - Restorative Conferences
  - Technical MANDT

Academic Interventions
- Tier 1: Universal Strategies:
  - Feedback
  - Differentiation
  - Reciprocal Teaching
  - Teaching Self-Verbalization
  - Meta-Cognition Strategies
  - Peer Assisted Learning Strategies

- Tier 2: Targeted Group Interventions:
  - Targeted Evidence-Based Strategies/Intervention
  - Structured Flex/Resource
  - Tutoring
  - Check-In/Check-Out
  - Mentoring
  - Specialized Instruction (Reading, Math)

- Tier 3: Intensive, Individual Interventions:
  - Modified Instruction/Assessments
  - Alternate Assignments
  - Individualized Instruction
  - Specialized Instruction (e.g. Reading, Math)

Social-Emotional Interventions
- Tier 1: Universal Strategies:
  - Differentiation
  - (Reteach/Model/Reassess)
  - Sources of Strength
  - Classroom Counseling Lessons
  - PEER
  - Signs of Suicide
  - Signs of Suicide-Training Trusted Adults
  - Substance Abuse Prevention
  - Bullying Prevention (Stop-Walk-Talk & Expect Respect)

- Tier 2: Targeted Group Interventions:
  - Group Counseling
  - Threat Assessment
  - Restorative Circles
  - Support Groups
  - Tobacco Education Program

- Tier 3: Intensive, Individual Interventions:
  - Individual Counseling
  - Threat Assessment/Safety Plan
  - Restorative Conferences
  - Suicide Screening, Referral, Follow-Up
  - Insight Program
  - 10-Day Substance Abuse Program

Tier 2 Systems Planning and Problem Solving Teams: CLT, IT, SAT, Mental Health

Tier 1 Systems Planning Teams: PBIS, RTI, School Leadership, Mental Health
## Specialized Reading Instruction
### FY19 Professional Learning Participation

<table>
<thead>
<tr>
<th>Tier of Instruction</th>
<th>Course</th>
<th>Reading Teacher/ Specialist</th>
<th>Teacher, ELL</th>
<th>Teacher, General Ed</th>
<th>Teacher, Special Education</th>
<th>Central Office Staff</th>
<th>Total by course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>Fundamentals of Literacy Instruction (FOLI)</td>
<td>14</td>
<td>26</td>
<td>91</td>
<td>78</td>
<td>3</td>
<td>212</td>
</tr>
<tr>
<td>Tier 2/3</td>
<td>Comprehensive Orton-Gillingham</td>
<td>15</td>
<td>40</td>
<td>57</td>
<td>76</td>
<td>3</td>
<td>191</td>
</tr>
<tr>
<td></td>
<td>Intermediate Orton-Gillingham</td>
<td>10</td>
<td>16</td>
<td>13</td>
<td>51</td>
<td>2</td>
<td>92</td>
</tr>
<tr>
<td>Tier 3</td>
<td>Academy of Specialized Reading</td>
<td>17</td>
<td>11</td>
<td>10</td>
<td>62</td>
<td>1</td>
<td>101</td>
</tr>
<tr>
<td></td>
<td>Language! Live</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>39</td>
<td>5</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>Reading Mastery</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>142</td>
<td>10</td>
<td>152</td>
</tr>
<tr>
<td></td>
<td>Corrective Reading</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>148</td>
<td>10</td>
<td>161</td>
</tr>
<tr>
<td>Total by Position</td>
<td>58</td>
<td>94</td>
<td>172</td>
<td>596</td>
<td>34</td>
<td>954</td>
<td></td>
</tr>
</tbody>
</table>
## Professional Learning: Classroom Systems FY19

<table>
<thead>
<tr>
<th>Classroom Systems Sessions</th>
<th># LCPS Staff Attended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange Physical Environment and Employ Active Supervision</td>
<td>35</td>
</tr>
<tr>
<td>Behavior Specific Praise and Error Correction</td>
<td>339</td>
</tr>
<tr>
<td>Define/Teach/Acknowledge Rules and Routines</td>
<td>30</td>
</tr>
<tr>
<td>Group Contingencies and Opportunities to Respond</td>
<td>39</td>
</tr>
<tr>
<td>Error Correction (only)</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Trained</strong></td>
<td><strong>493</strong></td>
</tr>
</tbody>
</table>
ECSE supports a variety of inclusive opportunities for our preschool population.

• ECSE Resource Services: Inclusive opportunities for students age 2-5 currently supports 178 preschool students with disabilities. Services are provided within the home or community setting.

• Reverse Inclusion Program: Inclusive model that includes students with disabilities and typically developing students who live within the school community. All of the students are 4 years old and attend the program 5 days a week.

• Growing Inclusion for Tomorrow (GIFT): Partnership with Loudoun County Parks, Recreation and Community Services for students ages 3-5 co-teaching model at the Claude Moore Community Center.
Transition Services

Community Independence Instruction (CII) is one type of instruction for some students in elementary, middle and high school, which lead to school and outside community inclusive opportunities. CII focuses on work-based learning opportunities and independent living skills.
Transition Services

• Applied Studies Diploma students receive instruction for continued independence and employment training
• Virginia Association of Career and Technical Education recognized the LCPS career and transition curriculum for students ages 18-21 grounded in workplace readiness skills
Inclusive Schools Week
“Kaleidoscope of Friends”

https://vimeo.com/305132700?ref=tw-share
Unified Sports Teams

Special Olympics Unified Champion Schools Program Partnership: Five high schools and spreading the excitement to expand to other schools. Teams include basketball, track & field, and bocce
Looking Ahead

• Continue to monitor inclusive action planning and provide targeted support to schools for inclusive strategies

• Continue collaboration with DOI related to inclusive practices for specialized instruction and progress monitoring

• Continue to provide MTSS professional learning in the area of specialized instruction and behavioral supports
Looking Ahead

• Support phased implementation of a Social Emotional Learning curriculum at the elementary level

• Develop tools to support the alignment of MTSS, student achievement, inclusive practices, and strategic planning at the school level

• Promote inclusivity across the LCPS school community (Inclusive Schools Week, Unified Sports Teams, Partnerships, etc.)
Strategic Action Update: Inclusive Practices

Department of Pupil Services

April 9, 2019