

LUNENBURG COUNTY SCHOOLS GAP ANALYSIS OCTOBER 27, 2025



PIM | PRECISION
INFRASTRUCTURE
MANAGEMENT

Executive Summary

Background

This high-level review evaluates Lunenburg County Public Schools' (LCPS) ADA/Section 504 posture using publicly available information on the district website. The review focused on core program elements (policy visibility, request/grievance pathways, coordinator roles) and practical implementation signals (accommodations, interpreter processes, advisory structures). The goal is to identify existing frameworks, surface key gaps, and outline pragmatic steps to strengthen compliance, communication, and transparency.

Summary of Findings

Lunenburg County Public Schools provides clear contact information for Special Education and Student Services, and it includes a page for Parent and Student Resources describing instructional support programs. However, several foundational accessibility elements appear absent from public view: there is no ADA or web accessibility statement, no published grievance procedure, no identified ADA Coordinator, and no posted ADA Transition Plan.

While the district demonstrates caring engagement through special education contacts and parent information, there is no centralized page or policy framework outlining accessibility expectations, rights, and responsibilities under Title II. Without these artifacts, families and staff lack a clear path for requesting accommodations, resolving access issues, or understanding accessibility standards.

How to Read this Report

The following pages break down the findings in detail:

- **Strengths:** Identifies what the organization is doing well and the core components already in place.
- **Gaps & Unknowns:** Highlights areas where policies are missing, incomplete, or not publicly documented.
- **Key Risks:** Outlines the potential legal, digital, and transparency risks associated with current gaps.
- **Opportunities for Improvement:** Provides practical steps the organization can take to strengthen compliance and inclusion.
- **Conclusion:** Summarizes the overall compliance posture and next steps for the organization to move from compliance readiness to leadership.

Strengths

Overview

Lunenburg County Public Schools shows genuine intent to support inclusion and student success through visible Special Education and Student Services leadership, open channels for parent communication, and dedicated program pages. These reflect basic transparency and accessibility to educational supports.

Key Strengths

- **Published leadership contacts:** The Special Education section lists staff and supervisors for student services and related support.
- **Student and parent resources:** The district provides links to parent resources, including special education guidance and procedural safeguards.
- **Compliance awareness:** While not framed under ADA/504 specifically, the presence of clear instructional support pages suggests awareness of accommodation needs and responsiveness to families.
- **Community access:** Pages are readable and logically structured, offering plain-language entry points for families seeking help.

Summary

Lunenburg's public-facing student service materials form a starting point for equitable communication and accommodation. With clearer labeling and integration under an ADA/504 umbrella, these strengths can evolve into a cohesive accessibility program framework.

Gaps & Unknowns

Overview

The district's site lacks several foundational elements needed to demonstrate programmatic and digital compliance. Key missing components include statements, procedures, coordinator designation, and a transition plan.

Key Gaps

- No published ADA or Accessibility Statement describing districtwide commitment or digital standards
- No visible ADA/504 grievance procedure or accessible online complaint form
- ADA Coordinator not identified; responsibilities do not appear delineated
- No Transition Plan available for facilities, digital assets, or program access
- No centralized Accessibility Portal consolidating ADA resources, contacts, and policies
- No digital accessibility disclosures, such as WCAG conformance levels or testing summaries

Unknowns

- Whether LCPS performs periodic accessibility audits (facilities, websites, or documents)
- The extent of staff training on accommodation and accessibility obligation
- How accommodation requests and grievances are tracked and resolved
- Whether procurement or event planning includes accessibility requirements
- The existence of any districtwide oversight or reporting structure for ADA compliance

Summary

The absence of these public-facing elements creates significant visibility and accountability gaps. Without clear policies and contacts, stakeholders cannot easily navigate accommodation or grievance processes, and the district cannot easily demonstrate compliance progress.

Key Risks

Overview

Without foundational ADA/accessibility infrastructure, LCPS faces potential exposure in both programmatic and digital accessibility. Even though the district provides student support contacts, the lack of clear processes and published standards increases operational and legal risk.

Key Risks

- **Procedural risk:** No posted grievance process with defined steps or appeal options limits access to due process under Title II.
- **Digital risk:** No digital accessibility statement or public audit data leaves uncertainty about website or document compliance, raising reputational and legal risk.
- **Administrative risk:** No designated ADA Coordinator or governance framework may result in inconsistent handling of accommodation requests across schools.
- **Visibility risk:** Families and staff may be unaware of their rights or points of contact for accessibility-related issues.

Summary

Lunenburg's existing contact structures function well at an individual level, but the lack of districtwide clarity and documentation can lead to fragmented implementation, uneven responses, and noncompliance exposure.

Opportunities

Overview

Lunenburg County Public Schools can quickly build a cohesive ADA/504 framework by centralizing existing strengths, publishing key statements, and establishing clear ownership and accountability.

Key Opportunities

- **Create a centralized Accessibility Portal featuring:** ADA Statement, grievance procedure with timelines, Coordinator contact, interpreter/accommodation request instructions, and resource links.
- Designate an ADA Coordinator and publish their role, scope, and contact information.
- Develop and post a Grievance Procedure and accessible web form to ensure due process and consistency.
- Adopt and publish a Digital Accessibility Statement referencing WCAG 2.2 AA and describing ongoing remediation.
- Draft an ADA Transition Plan addressing facilities, digital, and program access improvements.
- Integrate accessibility language into procurement and event planning to promote proactive inclusion across departments.

Summary

These actions would transform Lunenburg's existing support channels into a transparent, measurable compliance framework, reducing risk, improving trust, and promoting equitable participation for all community members.

Conclusion

Lunenburg County Public Schools demonstrates compassion and responsiveness through its Special Education and Student Services programs, but lacks the formal ADA infrastructure that defines compliance maturity. The district is not starting from zero, foundational communication and student support already exist.

By formalizing these efforts into a public ADA framework, designating a Coordinator, publishing core policies, and developing a transition plan, Lunenburg can move from reactive support to proactive compliance leadership.

A small number of strategic updates can yield significant results: stronger transparency, consistent processes, and improved confidence among students, staff, parents, and community members.

Let's get started.

