

# Woodgrove High School

Purcellville, Virginia



Prepared for

Southern Association of Colleges and Schools Council on Accreditation and School Improvement  
Spring 2013

Standard 3



Loudoun County Public Schools  
Administration Building 21000 Education Court  
Ashburn, VA 20148

**Standard 3: Teaching and Assessing for Learning**

The school's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning.

**Indicator 3.12**

The school provides and coordinates learning support services to meet the unique learning needs of students.



**Description:**

LCPS supports and provides training and professional learning related to research on unique characteristics of learning.

C - GMU EDSE 628 (3 credits): Elementary Reading, Curriculum and Strategies for Students with Disabilities Who Access the General Education Curriculum

This course will apply research on instructional approaches in elementary curriculum for individuals with disabilities accessing the general education curriculum. It includes curriculum/instructional strategies in reading, language arts, mathematics, science, social studies, study skills, attention/memory, and peer mediated instruction. **This course is paid for by LCPS for Cohort # 10 students who have signed the Scholarship Agreement. All others should be prepared to pay GMU tuition rate at the first class. Special Education Licensure Cohort #10 members have enrollment priority.** *Open enrollment after that to staff who have a bachelor's degree.* **IMPORTANT NOTICE: If this is the first graduate class you are taking through GMU, you MUST bring a copy of a transcript indicating that you have COMPLETED your bachelor's degree and graduated.**

C - GMU EDSE 590 (3 credits): Research in Special Education - SPED Cohort 9

This course describes fundamental concepts and practices in educational research in special education. Specific applications of education research methods to problems in special education will be covered. Emphasis will be on reviewing and critiquing special education research and applied classroom research for teachers. **Course is intended for Special Education Licensure/M.Ed. Cohort #9 students. Cohort 9 members have enrollment priority.** *Open enrollment after that to staff who have a bachelor's degree.* **IMPORTANT NOTICE: If this is the first graduate class you are taking through GMU, you MUST bring a copy of a transcript indicating that you have COMPLETED your bachelor's degree and graduated.**

C - GMU EDSE 540: Characteristics of Students Who Access the General Education Curriculum

This course examines the characteristics of students with mild disabilities. Emphasis will be on etiology, contributing factors, conditions that affect learning, the challenges of identifying students with disabilities, and the need for academic, social, and emotional accommodations and support. **Cohort #11 members have priority enrollment status.** *Open enrollment after that to staff who have a bachelor's degree.* **Note: This is the first course offered for special education licensure COHORT #11 and will NOT be funded by LCPS. IMPORTANT NOTICE: If this is the first graduate class you are taking through GMU, you MUST bring a copy (unofficial) of a transcript indicating that you have been conferred a bachelor's degree.**



**Description:**


Data used to identify unique learning needs of students such as the Gates-MacGinitie Reading Tests.

1	Score type:	GE						
2	Student Name	Student ID	Class	Vocabulary	Comprehension	Total	Vocabulary	Compre
3				PHS	PHS	PHS	77	97
4				8.9	3.1	5.6	47	1
5				8.2	6.8	7.6	41	29
6				PHS	PHS	PHS	85	85
7				PHS	8.9	PHS	81	47
8				9.5	9.8	10.2	52	54
9				10.0	11.0	11.2	54	62
10				11.5	5.2	7.3	61	12
11				7.2	6.8	7.2	31	29
12				8.9	7.4	8.3	47	34
13				9.5	11.0	10.6	52	62
14				10.7	8.6	9.7	58	44
15				8.6	9.3	9.2	44	50
16				PHS	PHS	PHS	77	89
17				PHS	11.0	PHS	71	62
18				7.2	7.9	7.7	31	38
19				PHS	PHS	PHS	85	85
20				PHS	PHS	PHS	85	85
21				11.5	12.0	12.5	61	68
22				6.4	5.9	6.4	22	20
23				12.2	9.8	11.7	64	54



**Description:**

Data used to identify unique learning needs of students


**LOUDOUN COUNTY PUBLIC SCHOOLS**  
**SECTION 504**  
**PERMISSION FOR SECTION 504 EVALUATION**

Date of Meeting: \_\_\_\_\_

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_

LCPS shall establish standards and procedures for the evaluation and placement of students who, because of disability, need or are believed to need Section 504 accommodations. Parental consent is required prior to an initial evaluation to determine if a child has a qualifying disability under Section 504 of the Rehabilitation Act of 1973 as amended. In addition to a review of information from a variety of sources including aptitude and achievement tests, teacher recommendations, physical condition, social or cultural background, and adaptive behavior, the team recommends the following individual evaluations for the purpose of determining qualification under Section 504.

**EVALUATIONS REQUESTED:**

Teacher Evaluation Report       Other: \_\_\_\_\_  
 Classroom Observation       Other: \_\_\_\_\_

The Eligibility Committee meeting for your child is planned for the:  morning  afternoon on

\_\_\_\_\_ (Date)      \_\_\_\_\_ (Location)

**PERMISSION FOR EVALUATION:**

I DO give permission for Loudoun County Public Schools to administer the evaluations requested above.  
 I DO NOT give permission for Loudoun County Public Schools to administer the evaluations requested above.

\_\_\_\_\_ Parent Signature      \_\_\_\_\_ Date


For a list of services to assist you in understanding the enclosed document or any other aspect of the referral, evaluation, eligibility process, please contact the Office of Prevention and Diagnostic Services at 571-252-1016 or the Parent Resource Center at 571-252-2185 or visit the Loudoun County Public School's website at [lcps.org](http://lcps.org).

\_\_\_\_\_ Date parent received Section 504 Procedural Safeguards  
 \_\_\_\_\_ Date Permission for Evaluation and Procedural Safeguards were sent to the parents, if applicable



**Description:**

Data used to identify unique learning needs of students

	<b>LOUDOUN COUNTY PUBLIC SCHOOLS</b> <b>SECTION 504 PLAN</b> <b>ACCOMMODATIONS</b>
---	--

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ ID#: \_\_\_\_\_  
 School: \_\_\_\_\_ Grade: \_\_\_\_\_  
 Date of 504 Meeting: \_\_\_\_\_ Date of Annual Review: \_\_\_\_\_

*Note the following information from the Basis for Eligibility Determination form.*

Date of Initial Eligibility: \_\_\_\_\_  
 Mental or Physical Impairment: \_\_\_\_\_  
 Major Life Activity Substantially Limited: \_\_\_\_\_

*In interpreting evaluation data and making placement decisions,*

- The team carefully considered all documented information from a variety of sources, and determined:
- The student is eligible under Section 504 and requires accommodations (listed below).
  - The student is eligible under Section 504 but does NOT require accommodations at this time.
  - The student is no longer eligible under Section 504.

Comment: \_\_\_\_\_

*Individual accommodations are designed 1) to ensure equal access and equal opportunity to participate in programs and activities, 2) to meet the child's needs as adequately as the needs of nondisabled students are met, and 3) to address the substantial limitation in the major life activities identified above.*

Accommodations	Setting/Location
1. _____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



**Description:**  
 Data used to identify unique learning needs of students

Return To \_\_\_\_\_ By \_\_\_\_\_

LOUDOUN COUNTY PUBLIC SCHOOLS

**TEACHER\* INPUT REPORT (REFERRAL INFORMATION)**  
 To be Filled Out by Teacher If NOT the Referral Source

IDENTIFYING INFORMATION			
Student Name	Student Number	DOB	Male Female (Circle)
Parent Name		Grade	Subject
Please indicate Referral: <input type="checkbox"/> Teacher <input type="checkbox"/> Parent <input type="checkbox"/> Other			
CLASSROOM PERFORMANCE			
As the classroom teacher, please summarize the child's classroom performance in terms of academic achievement (i.e., reading/math levels), behavior (i.e., peer interactions, ability to self-regulate, ability to be redirected appropriately), social/emotional (i.e., other factors that may be affecting classroom performance), physical/health, and communication issues (i.e., speech or language skills).			
STRENGTHS OF THE CHILD			
Please share any <b>strengths</b> that contribute to the success or progress that the child can make in making in school.			
CURRENT INTERVENTIONS			
Please describe all interventions, accommodations, services, and resources that are <b>SPECIFIC</b> to that child including <b>504</b> data, if applicable.			
INTERVENTIONS AND PERSONS RESPONSIBLE	EXPECTED RESULTS (as Related to Referral Concerns)	DURATION OF INTERVENTIONS	PROJECTED DATE OF REVIEW OR FOLLOW-UP RESULTS AT REVIEW
ADDITIONAL COMMENTS			
Please share any additional comments related to this referral that would be beneficial to the Child Study Team (e.g., generating solutions that would assist in resolving the referral concerns).			
TEACHER* SIGNATURE			DATE

\*PARENT COMPLETES THIS FORM IF CHILD RECEIVES HOME INSTRUCTION (WHETHER TEACHER-DIRECTED OR SCHOOL-DIRECTED).





**Description:**

Data used to identify unique learning needs of students

Return To ..... By .....

LOUDOUN COUNTY PUBLIC SCHOOLS

**TEACHER\* EVALUATION REPORT  
 (SPEECH ELIGIBILITY INFORMATION)**

IDENTIFYING INFORMATION			
STUDENT NAME	DATE OF BIRTH	SCHOOL	
TEACHER*	GRADE K <input type="checkbox"/> AM <input type="checkbox"/> or <input type="checkbox"/> PM	SUBJECTS TAUGHT:	
FOR EACH ITEM BELOW, WRITE A BRIEF SUMMARY OF ANY CHANGES THAT HAVE OCCURRED SINCE THE REFERRAL WAS INITIATED. INCLUDE INFORMATION PERTINENT TO THE SPECIFIC REFERRAL CONCERNS.			
1. SUMMARIZE ATTENDANCE RECORD. INCLUDE ABSENCES, TARDIES, AND, WHEN POSSIBLE, EARLY DISMISSALS.			
2. SUMMARIZE SPEECH/LANGUAGE STRENGTHS:			
3. IDENTIFY ACADEMIC DIFFICULTIES RELATED TO SPEECH/LANGUAGE CONCERNS:			
4. CURRENT INSTRUCTIONAL LEVELS: <input type="checkbox"/> SOL RESULTS ATTACHED <input type="checkbox"/> PALS TEST RESULTS ATTACHED <input type="checkbox"/> REPORT CARD ATTACHED			
7. DESCRIBE PEER AND ADULT RELATIONSHIPS WITH REGARD TO SPEECH/LANGUAGE SKILLS:			
9. LIST ANY MEDICAL, VISION, OR HEARING CONCERNS. INCLUDE ANY DOCUMENTED MEDICAL DIAGNOSES OR MEDICATIONS TAKEN ON A REGULAR BASIS.			
10. RESULTS OF INTERVENTIONS IMPLEMENTED IN RESPONSE TO SPEECH/LANGUAGE CONCERNS			
INTERVENTION	DATE OF IMPLEMENTATION	DATE OF TERMINATION (IF APPLICABLE)	RESULTS
TEACHER* SIGNATURE			DATE

\*PARENT COMPLETES/SIGNS FORM IF CHILD RECEIVES HOME INSTRUCTION (WHETHER PRESCHOOL-AGED OR SCHOOL-AGED).





**Description:**  
 Data used to identify unique learning needs of students

**LOUDOUN COUNTY PUBLIC SCHOOLS  
 ASSESSMENTS TO CONSIDER REQUESTING WHEN SUSPECTING A DISABILITY**

EVALUATION COMPONENTS	DISABILITIES														
	AUT	DF BL	DF	DD	ED	HH	ID	MD	OI	OHI	OHI ADHD	SLD	SLI	TBI	VI
Social Birth History	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Psychological Evaluation	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Educational Evaluation	X	X	X	X	X	X	X	X	X	X	X	X		X	X
Classroom Observation (Required for ALL)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Developmental Evaluation	*	*	*	X	*	*	*	*	*	*	*	*		*	*
Teacher Evaluation Report (Required for ALL)	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Hearing Screening (Required for ALL initial evaluations)	X	X		X	X	X	X	X	X	X	X	X	X	X	X
Vision Screening		X												X	X
Speech-Language Evaluation	X	X		X		X	X	X				X	X	X	X
Functional Hearing		X	X			X								X	X
Functional Vision		X												X	X
Medical															
Other:															
Occupational Therapy Evaluation								X	X						
Physical Therapy Evaluation								X	X						
<u>Audiological</u>		X	X			X									
Preexisting documentation of medical physical condition									X	X				X	

\* A developmental evaluation is conducted in lieu of an educational evaluation for preschool-age children.



**Description:**

Data used to identify unique learning needs of students

<b>ELIGIBILITY: A CHECKLIST FOR SPECIAL EDUCATION CONTACTS</b>
<b>STUDENT NAME:</b>
<b>SCHEDULING/NOTIFICATION OF ELIGIBILITY COMMITTEE MEETING</b>
<input type="checkbox"/> Upon decision of a referral for evaluation, schedule the Eligibility Committee meeting to fall within 65 days of the referral for evaluation, using the 45/60 Day Eligibility Calendar and the monthly calendar for your local school. <ul style="list-style-type: none"> <li>▪ The Special Education Contact arranges interpreter to attend meeting, as necessary.</li> <li>▪ The eligibility coordinator has scheduled the time of the meeting and notified special education contacts of the date, time, and location of the meeting through distribution of the Eligibility Schedules.</li> <li>▪ The Special Education Contact then notifies school-based staff that is required to attend.</li> <li>▪ At least one week prior to the Eligibility Committee Meeting, the Office of Diagnostic and Prevention Services has notified the parent(s), in writing, of the date, time, location, and purpose of the meeting as well as who will be in attendance.</li> </ul>
<b>AVAILABILITY OF ASSESSMENT COMPONENTS</b>
<input type="checkbox"/> At least two days prior to the Eligibility Committee Meeting, copies of all central and school-based evaluations are to be made available to parent(s) at child's school. <ul style="list-style-type: none"> <li>▪ Copies of all assessments for initial preschool evaluations shall arrive at the Office of Diagnostic and Prevention Services no less than two days prior to the Eligibility Committee Meeting so that they will be available to the parent(s).</li> <li>▪ Two days prior to the Eligibility Committee Meeting, check the student file to ensure that all requested components have been received and notify the eligibility coordinator of any missing documents.</li> </ul> <input type="checkbox"/> Receipt of all components is documented in Encore.
<b>RESPONSIBILITY FOR RECORDS</b>
<input type="checkbox"/> Special Education Contact brings the following to the Eligibility Committee Meeting: <ul style="list-style-type: none"> <li>▪ Complete scholastic record</li> <li>▪ Copies of assessment reports</li> <li>▪ Discipline records</li> <li>▪ Current report cards</li> <li>▪ Other pertinent documents</li> </ul>
<b>ELIGIBILITY COMMITTEE MEETING</b>
<input type="checkbox"/> The Eligibility Coordinator ensures that the following staff members will be present at the meeting: <ul style="list-style-type: none"> <li><input type="checkbox"/> A school administrator</li> <li><input type="checkbox"/> A regular classroom teacher</li> <li><input type="checkbox"/> An individual who is qualified to conduct diagnostic examinations of children (evaluator)</li> <li><input type="checkbox"/> A special education teacher</li> <li><input type="checkbox"/> All assessments presented in summary form</li> </ul> <input type="checkbox"/> Committee considers data in conjunction with disability definition(s) and determines disability categories to be considered. <input type="checkbox"/> A <i>Basis for Eligibility Determination</i> document is completed by the eligibility coordinator for each disability category considered. <input type="checkbox"/> Committee reaches consensus. <input type="checkbox"/> <i>Summary of Eligibility Deliberations</i> document completed by the eligibility coordinator indicating Committee determination. <ul style="list-style-type: none"> <li>▪ Each committee member signs the <i>Summary of Eligibility Deliberations</i>.</li> <li>▪ Any committee member who disagrees with the consensus of the committee completes a <i>Dissenting Opinion</i> form, indicating their conclusions.</li> </ul> <input type="checkbox"/> Parent provided with copies of all documents.
<b>AFTER THE ELIGIBILITY COMMITTEE MEETING</b>
<input type="checkbox"/> The eligibility coordinator provides notification and documents to the following parties: <ul style="list-style-type: none"> <li>▪ Parent(s)</li> <li>▪ Special education contact</li> <li>▪ Related service providers</li> <li>▪ Special education supervisor, if appropriate</li> <li>▪ Case managers for tuition placed students</li> <li>▪ Central office file</li> </ul> <input type="checkbox"/> The eligibility coordinator will enter the information from the <i>Summary of Eligibility Deliberations</i> document into Encore.

Revised 8/09

RCST016



Loudoun County Public Schools  
Administration Building 21000 Education Court  
Ashburn, VA 20148

**Description:**

List of learning support services and student population served by such services

**SCHOOL, AGENCY, AND COMMUNITY STAFF AND RESOURCES  
AND SAMPLE INTERVENTIONS/ACCOMMODATIONS  
TO ASSIST A STUDENT IN THE CHILD STUDY TEAM PROCESS  
A GUIDE FOR SPECIAL EDUCATION CONTACTS**

<p><b>RESOURCES AVAILABLE TO ASSIST A STUDENT:</b> (INCLUDES SCHOOL, CENTRAL OFFICE, AGENCY, AND COMMUNITY RESOURCES) THESE RESOURCES CAN BE UTILIZED TO ASSIST A CHILD AT ANY TIME AND SHOULD BE DOCUMENTED AND/OR REQUESTED ON THE CHILD STUDY TEAM CASE REVIEW FORM AND/OR ON THE TEACHER INPUT FORM (AS APPLICABLE)</p>
<p>PRE-REFERRAL INTERVENTION MANUAL READING RESOURCE COORDINATOR GUIDANCE COUNSELOR ESL TEACHER STAFF OR STUDENT MENTORSHIP/PAL PEER TUTOR PARENT VOLUNTEER SCHOOL NURSE/RESOURCE NURSE/CLINIC AIDE PARENT RESOURCE CENTER REGULAR EDUCATION/CENTRAL OFFICE PERSONNEL (FOR ADDITIONAL RESOURCES OR PROGRAM ALTERNATIVES) MENTAL HEALTH SERVICES/PROGRAMS SUBSTANCE ABUSE SERVICES/PROGRAMS SOCIAL SERVICES DEPARTMENT COMMUNITY MENTAL HEALTH CENTER <del>HEADSTART</del> YOUTH SERVICES/OFFICES ON YOUTH RECREATION AND PARK PROGRAMS JUVENILE AND DOMESTIC RELATIONS COURTS HEALTH DEPARTMENT AND CLINIC UNITED WAY YMCA/YWCA</p>
<p><b>LCPS STAFF CONSULTATION/OBSERVATION OF STUDENTS</b> ANY OF THE FOLLOWING LCPS PERSONNEL MAY BE REQUESTED FOR A CONSULTATION/OBSERVATION OF A STUDENT. IT IS NOT NECESSARY TO OBTAIN PARENTAL PERMISSION TO DO SO. THIS RESOURCE MAY ALSO BE DOCUMENTED AND/OR REQUESTED ON THE CHILD STUDY TEAM CASE REVIEW FORM AND/OR ON THE TEACHER INPUT FORM (AS APPLICABLE)</p>
<p>OCCUPATIONAL THERAPIST PHYSICAL THERAPIST SPEECH/LANGUAGE PATHOLOGIST EDUCATIONAL DIAGNOSTICIAN SCHOOL PSYCHOLOGIST SCHOOL SOCIAL WORKER</p>
<p><b>INTERVENTIONS/ACCOMMODATIONS TO ASSIST A STUDENT</b> THE FOLLOWING IS A SAMPLE OF INTERVENTIONS THAT CAN BE IMPLEMENTED TO ASSIST A CHILD. ANY INTERVENTION THAT IS IMPLEMENTED SHOULD ADDRESS THE SPECIFIC CONCERNS RAISED REGARDING THE CHILD. INTERVENTIONS SHOULD BE SELECTED WITH EXPECTED RESULTS AS A TARGET, SHOULD LAST FOR A SPECIFIC DURATION OF TIME, AND SHOULD BE REVISITED TO MEASURE ACTUAL RESULTS AND MODIFY, CEASE, OR ADD SPECIFIC INTERVENTIONS AS APPROPRIATE</p>
<p>SHORTENED ASSIGNMENTS (COULD BE FOR SLOWER PROCESSING OF INFORMATION) MODIFIED ASSIGNMENTS/HOMEWORK (I.E., NOT ANSWERING IN COMPLETE SENTENCES IF WRITING IS AN ISSUE) ADAPTED INSTRUCTIONAL LEVELS (INSTRUCTION COULD EVEN BE GIVEN BY ANOTHER TEACHER TEACHING THAT LEVEL IF APPROPRIATE) SPECIAL MATERIALS (I.E., A "WINDOW OVERLAY" WHEN READING TO HELP THE CHILD TO FOCUS) MODIFIED TEST SITUATIONS (I.E., CONTENT AREA TESTS READ ALOUD BY TEACHER IF READING IS A PROBLEM) AFTER-SCHOOL TUTORING (COULD BE A SCHOOL-WIDE PROGRAM) BEHAVIOR MANAGEMENT SYSTEM (I.E., AN INDIVIDUALIZED BEHAVIOR/WORK CHART TARGETING 3 SPECIFIC PROBLEM BEHAVIORS) CONTRACT SYSTEM (I.E., FOR BEHAVIOR OR FOR HOMEWORK-RELATED ISSUES—WITH PARENT INVOLVEMENT IF EFFECTIVE) INDIVIDUALIZED INSTRUCTION (COULD USE PARENT VOLUNTEERS, SPECIAL LUNCH GROUP, ETC...) ADDITIONAL TIME ALLOWED FOR ASSIGNMENTS DIFFERENT INSTRUCTIONAL STRATEGIES (I.E., TOUCH MATH SYSTEM, SPECIAL READING PROGRAM, ETC...) SPECIAL PRE-SET SIGNAL FOR STUDENT (I.E., HAND SIGNAL GIVEN SPECIFICALLY BY TEACHER TO CUE CHILD) INDIVIDUALIZED SCHEDULE FOR STUDENT (I.E., PICTURE SCHEDULE WITH DAILY EVENTS TO KEEP CHILD FOCUSED) SUPPLEMENTAL INFORMATION IN A DIFFERENT MODALITY (I.E., COPY OF TEACHER'S NOTES IN ADDITION TO LECTURE) ORGANIZATIONAL STRATEGIES (I.E., STUDENT PLANNER INITIALED DAILY BY TEACHER AND PARENT, SPECIAL BOX FOR BELONGINGS...) ALTER ENVIRONMENT TO BENEFIT THE CHILD (I.E., FOR A STUDENT WHO DOES NOT SPEAK ENGLISH, LABEL ALL ITEMS IN THE ROOM) LEARNING TOOLS/AIDES (I.E., SPELL CHECK, GRAPHIC ORGANIZERS, CALCULATOR, NUMBER LINE ON DESK, MULTIPLICATION TABLES...) TEACHER MENTORSHIP (I.E. SPECIAL "ADULT PAL" TO CHECK IN WITH STUDENT EACH MORNING AND AFTERNOON...) VISUAL GUIDES (I.E., RED LINE DRAWN ON LEFT MARGIN OF PAGE TO ASSIST STUDENT WHEN WRITING, PICTURE SYMBOLS ON VOCAB. CARDS) ALTERNATIVE PROGRAM (I.E., SENDING A CHILD WHO DOES NOT SPEAK ENGLISH TO TWO LANGUAGE ARTS CLASSES PER DAY)</p>

THIS LIST, WHILE NOT EXHAUSTIVE, IS REPRESENTATIVE OF AVAILABLE RESOURCES.

RCST013



**Description:**

List of learning support services and student population served by such services.

**The following teachers assist:**

**School Within A School Program**

- Behavioral Support Assistant
- BIT Team- Behavior Intervention Team- a group of teachers trained in Mandt to provide assistance in crisis situation

**Autism Support Program**

- Behavioral Support Assistant
- BIT Team- Behavior Intervention Team- a group of teachers trained in Mandt to provide assistance in crisis situation

**Transition Teacher**

- Work Experience Program
- All SPED students receive vocational assessments that help create four to six year plans that align with guidance/graduation requirements
- Connect students with post-secondary/adult service agencies that will provide support for a successful transition from high school to post-secondary paths

**ID/MD/SD Program**

- CBI Program- Community Based Instruction
- Connect students with post-secondary/adult service agencies that will provide support for a successful transition from high school to post-secondary paths

**Special Education Teachers**

- Collaborate with general education teachers in order to provide learning support within the LRE for students
- Maintain Individualized Education Plans that enable students to access general education environment to the fullest extent
- Highly Qualified in particular content areas of study in order to provide more individualized instruction to meet the diverse needs of student learners.

**Special Education Teaching Assistants**

- provide support services to after direct instruction has been received

