



**ANNUAL REPORT**  
**of the**  
**SPECIAL EDUCATION ADVISORY**  
**COMMITTEE**  
**to the**  
**Loudoun County School Board**

October 23, 2012





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## References

October 2011 SEAC Annual Report to the LCPS School Board

[http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/103/presentations/SEAC ANNUAL REPORT 2010-20111013.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/Domain/103/presentations/SEAC%20ANNUAL%20REPORT%202010-20111013.pdf)

Regulations Governing Special Education Programs for Children with Disabilities in Virginia [http://www.doe.virginia.gov/special\\_ed/regulations/state/regs\\_speced\\_disability\\_va.pdf](http://www.doe.virginia.gov/special_ed/regulations/state/regs_speced_disability_va.pdf)

Parent's Guide to Special Education

[http://www.doe.virginia.gov/special\\_ed/parents/parents\\_guide.pdf](http://www.doe.virginia.gov/special_ed/parents/parents_guide.pdf)

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## INTRODUCTION

The Special Education Advisory Committee (SEAC) is pleased to present its annual report of recommendations and activities to the Loudoun County School Board. The ultimate goal of identifying the needs in the education of students with disabilities is to achieve successful post-secondary outcomes for every student.

The SEAC expresses our appreciation for the collaborative and effective relationship we have had with the Pupil Services staff and, especially, the Director of Special Education. This has provided SEAC with the opportunity to maintain an open dialogue regarding critical matters when evaluating the needs of students with disabilities who receive special education services in the Loudoun County Public Schools.

The SEAC recognizes and commends Loudoun County Public Schools for its commitment to the education of students with disabilities. Specifically, we express appreciation for the following:

- Recognizing the need to keep specialized programs located within clusters to ensure least restrictive environment for students (Planning);
- Maintaining current class sizes (Inclusive Practices);
- Continuing opportunities for professional development to improve best practices that provide teachers with a broad toolbox to reach a diverse classroom of students and improve their educational progress (Planning-Staffing);
- Supporting Positive Behavioral Interventions and Supports (PBIS). Currently, 52 LCPS schools provide school-wide PBIS. PBIS responds to an array of behavioral needs that benefit all students and benefit the disability community specifically as many special education students need supports to learn appropriate behaviors to comply with school rules (Inclusive Practices);
- Continued support for the LCPS Parent Resource Center (PRC). For 24 years, the LCPS PRC has assisted parents with questions, problem solving, providing resources, information and training sessions. The efforts of the PRC help to educate parents and encourage positive parent-school relationships that ultimately benefit the students (Planning); and
- School Board Adoption on October 11, 2012, of the Disability History and Awareness Month Resolution to increase respect for persons with disabilities and to inform the public concerning their many contributions to society (Inclusive Practices);

We support the LCPS mission statement, "...to work closely with students, families, and the community to provide a superior education, safe schools, and a climate for success. The educational programs of Loudoun County Public Schools will strive to meet or exceed federal, state, and local requirements for assessment of achievement and to promote intellectual growth, individual initiative, mutual respect, and personal responsibility for productive citizenship." The SEAC is encouraged by the school district's commitment to continuously improve in order to achieve this mission.

## SEAC PURPOSE

States are charged with the responsibility of identifying and providing special education for children with disabilities by way of the federal law IDEA (Individuals with Disabilities Education Act). Federal laws authorized under Section 504 of the Rehabilitation Act (Amendments of 1973) and the 1990 Americans with Disabilities Act (ADA) also ensure the educational rights of students with disabilities.

The state of Virginia has modeled its legal provisions after IDEA in the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The functions of the SEAC, as specified by *Regulations Governing Special Education Programs for Children with Disabilities in Virginia (8 VAC 20-80-90 E.2)*, are to:

- Advise the local school division of needs in the education of children with disabilities;
- Participate in the development of priorities and strategies for meeting the identified needs of children with disabilities;
- Submit periodic reports and recommendations regarding the education of children with disabilities to the division superintendent for transmission to the local school board;
- Assist the local school division in interpreting plans to the community for meeting the special needs of children with disabilities for educational services;
- Review the policies and procedures for the provision of special education and related services prior to submission to the local school board; and
- Participate in the review of the local school division's annual plan.

## RECOMMENDATIONS – TOP PRIORITY

The SEAC recommendations included in this report represent the top priorities of unmet needs and are submitted for consideration. A few of the recommendations are ones presented in the past and continue to be a relevant priority.

Top priorities:

- 1) District-wide conformity to the implementation of inclusive practices;
- 2) Transition Planning and Services; and
- 3) Professional Development

### **RECOMMENDATION 1:**

*District-Wide Conformity to the Implementation of Inclusive Practices  
(2008-09, 2011-12 and current Annual Report)*

The SEAC recommends that LCPS leadership continue to demonstrate their commitment to inclusive practices in order to provide a quality education and school culture for all students by:

1. Providing a clear message from the LCPS leadership supporting inclusive practices;
2. Providing schools with administrators who establish and practice a clear mission for an inclusive school wide culture where individual differences are valued, embraced, and evident as demonstrated by:
  - a. Promoting academic and social-emotional growth of all students
  - b. Implementing evidence-based inclusive practices
  - c. Providing collaborative planning time for staff in the school structure
  - d. Engaging students with disabilities in a wide range of activities including the general education setting, nonacademic, and extracurricular activities; and
3. Providing educators with professional development focused on skills needed to improve educating a diverse population of students in the general education setting.

LCPS has invested in the Stetson Inclusive Practices approach and SEAC is supportive of the continued expansion of this framework. The Stetson framework helps schools to develop a cultural change in the way students with special education needs are educated and viewed by all employees and how students with disabilities are treated.

The Individuals with Disabilities Education Improvement Act (IDEA 2004) supports inclusive practices through its requirement that “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling, or other removal of children with disabilities from the regular

educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily” (IDEA, 2004, 612(a)(5).

The SEAC has received regular feedback from the community through public comment, the May 2011 Town Hall, and monthly meeting dialogue revealing inconsistent delivery of special education services, placement, development of IEPs, response to discipline procedures, and level of support provided to students and staff. The efficacy of school administrators to provide a positive inclusive culture at their individual campus is profound. Because all administrators implement different school cultures, LCPS does not offer consistency in the implementation of inclusive practices and special education from school to school across the county. The SEAC recognizes the need for consistency by school administrators based on the feedback received in our monthly meetings and the 2011 Town Hall. Comments from parents about their experiences indicate that schools differ in their view of special education and these differences impact the quality of special education programs and services within the school district. Feedback also notes that many parents and students experience impolite interactions, lack of support in some schools in providing support such as peer mentor programs, lack of support for encouraging or making available after school activities for participation of students with disabilities, and the absence of an appointment of a parent representative to the Special Education Advisory Committee.

Inclusive practices provide a quality education for all students because these practices respond to a diverse classroom comprised of students that learn differently and learn at different rates.

Adopting district-wide conformity to inclusive practices has the potential to increase efficiencies by reducing the amount of conflicts that result from inconsistent implementation of IEPs, disciplinary procedures, and programs and services. These conflicts can result in a breakdown in communications and the creation of disputes between the school district and family that may lead to requests for mediation or due process hearings.

## **RECOMMENDATION 2:**

### *Transition Planning: Transitioning from ECSE to Elementary, Elementary To Middle School, and Middle School to High School Transition Planning and Services Age 14 To 21*

SEAC recommends the development of procedures for students transitioning from one level of education to the next:

- Early Childhood Special Education to Elementary School
- Elementary School to Middle School
- Middle School to High School.

SEAC recommends that case managers and administrators from each level become knowledgeable about the delivery of services, structure, and curriculum at the next level and so that students can be adequately prepared for transitions.

According to Merriam-Webster, transition is the passage from one state, stage, subject, or place to another. The school environment and academic expectations change from one level of education to the next. The transition is an adjustment for all students. The transition for students receiving special education is even greater as they require supports in order to be successful in their day -to -day functionality.

In many instances, parents and students are not prepared for the next educational level. They do not understand how services will be delivered at the next level, which are often different. The lack of preparation results in the potential for students to regress during the beginning of the next academic year in the new environment due to inappropriate IEP goals, IEP supports, IEP services, and student anxiety. Possible required procedures to address transitions might include:

- Continued training for administrators and case managers in order for them to adequately prepare IEPs and transition plans for students matriculating to the next level
- Incorporate into the IEP a plan that has developed appropriate objectives or activities for a successful transition
- Communication with parents/caretakers about the transition
- Preparing the student for the transition.



According to the State Performance Plan, transition is the ultimate outcome of the supports and services provided to students with disabilities. IDEA uses the term “transition services” as follows:

“The term ‘transition services’ means a coordinated set of activities for a child with a disability that (A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests ... ” (34 CFR 300.43 (a)) (20 U.S.C. 1401 (34))

SEAC believes that ongoing evaluation of transition services for students with more severe disabilities is a top priority. The expectation is that students are prepared for opportunities beyond the high school setting when they exit Loudoun County Public Schools. The goal is to see students with disabilities go on to post-secondary education, secure meaningful employment, and achieve as much independence as possible in adulthood. This concern is magnified because students on the Autism Spectrum, as well as students with emotional and intellectual disabilities, have significant challenges. Current programs such as the Community Based Work Experience, the Career Pathways, the Community and Schools Together (CAST), and the Monroe Technology Center do not typically serve these students.

Limitations in transportation are impacting both the CBI (Community Based Instruction) and CAST programs. These necessary programs are dependent upon reliable and efficient transportation to fulfill the transition goals of the students. Currently, CBI is compromised due to transportation logistics. Rather than participating in CBI that addresses specific IEP goals, the CBI is planned to accommodate several students during the CBI experience. For example, the CAST program is compromised due to transportation. Since buses are not available for many CAST students, teachers are using travel time to access the LCPS car fleet in Ashburn in lieu of buses. The time spent traveling to and from Ashburn to access the car results in a loss of time for the teacher to focus on planning, instruction, collaboration, etc.

Last year, SEAC recommended that a Transition Specialist be hired to oversee transition to ensure that students beginning at age 14 and older receive the required transition services. This position was proposed in the FY 2012-13 proposed staff budget and ultimately not approved due to budget constraints. SEAC requests that LCPS and the School Board support the addition of this position in order to adequately facilitate the student’s preparation for post-secondary life.

To achieve this goal, SEAC recommends:

1. That LCPS conduct an evaluation of the need for an increase of instructional transition services for students on the Autism Spectrum, students with emotional disabilities, and students with intellectual disabilities. The review should include an analysis of Community Based Instruction (CBI), Community and Schools Together (CAST), and programs available at the Monroe Technology Center and their effectiveness and gaps in meeting student needs;
2. That transportation be provided to adequately support the CBI and CAST programs;
3. That the Monroe Technology Center offer a two tiered program in order to provide education and training to prepare students with disabilities for employment that does not require licensure or certification; and
4. That an additional FTE Transition Specialist be hired to ensure that transition planning and services are adequately provided

The Monroe Technology Center currently has an enrollment totaling 549 students. 24% (132 students) of the overall student enrollment are students with disabilities. The February 28, 2012, Capital Improvement Program plans to begin construction on the expansion of Monroe in July 2017 with a scheduled opening scheduled for 2020-21.

### **RECOMMENDATION 3:** *Professional Development*

SEAC recommends that administrators and general educators receive quality professional development for adapting instruction for specific content areas, for inclusive practices, and for behavior interventions. These staff development opportunities can be used to teach staff the skills to assist students in the general education classroom who have IEPs. The professional development should be continuous learning and offered periodically, more than once a year.

According to the regulations, school districts are required to “provide in-service and staff development activities consistent with locally identified needs. Such activities may include in-school staff development endeavors, classes with college credit, or other activities which the school division determines to be appropriate for the needs of staff.” (8VAC20-450.10)

The Virginia Department of Education’s High-Quality Professional Development Criteria (April 2004) requires that high-quality professional development should:

“g) support the success of all learners including children with special needs and limited English proficiency; “Ensuring the success of all students, regardless of disability, language proficiency, or socio-economic status is a crucial goal for schools. It is important that professional development should address this goal. This clearly includes providing instruction in methods of teaching children of underserved and disadvantaged populations and with special needs, including the gifted; and giving teachers of limited English proficient (LEP) children, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to

those children, including the appropriate use of curricula and assessments.”

General education teachers face many challenges. Today’s diverse classrooms must respond to a multitude of needs, including the needs of students with IEPs. The majority of students with IEPs spend their day in the general education setting.

Teacher quality is a critical component in student achievement. Teachers share, with other professions, on the reliance for continuing education to improve their knowledge and skills. Quality teachers result in greater student achievement. Teachers who are adequately trained and prepared with strategies to adapt instruction are more confident and better able to meet the needs of their students. Continued professional development to reinforce teaching strategies and to learn new best practices is critical to providing a high quality education for all students.

SEAC recommends that LCPS increase the awareness of existing remediation programs that are available for instruction and to provide staff training for the use and implementation for these programs for students that require remediation.

Professional development is also recommended for administrators and case managers to improve the implementation of effective IEPs. The goals, accommodations, services, and modifications in IEPs vary from school to school and affect the quality of education for the student.

SEAC recommends the increased awareness of the availability of training for administrators and case managers in the development and implementation of IEPs and that criterion be established to ensure that administrators and case managers are attending the training and implementing the instruction received.

## **EMERGING ISSUES**

### **Education Budget and Special Education**

#### *IDEA Full Funding*

Special Education requires services above those specified in the general education curriculum. Since the inception of the Individuals with Disabilities Education Act (IDEA) the federal government has never come close to meeting its commitment to fund 40 percent of the national per pupil expenditure of every child in special education. This continued underfunding forces school districts including Loudoun County Public Schools to make up for the shortfall with delays in or reductions to other critical services.

#### *Sequestration*

Automatic, across-the board budget cuts, known as sequestration, will occur in January 2013 if Congress fails to develop a budget deficit reduction plan by the end of the year. Based on the Congressional Budget Office reports that sequestration would cut spending by 7.8 percent, the impacts to education budgets could be devastating, according to recent testimony from U.S.

Secretary of Education Arne Duncan. Duncan estimated that special education funding would face an estimated \$900 million in reductions that would take effect in the fall of 2013.

### *Local Budget Climate*

Earlier this month, the Loudoun County Board of Supervisors directed County Administrator Tim Helmstreet to create a FY14 county budget that reflects a 3-cent tax rate reduction in the Loudoun County Public Schools budget, which would result in a \$68.3 million shortfall.

While special education continues to be vastly underfunded, it represents a growing share of school budgets nationwide. Faced with continued economic downturn and increasing budget cuts, school systems are increasing attention to cost-effective budgets that focus on quality and effectiveness as means to achieve academic success.

## **Technology in Education**

The School Board Curriculum and Instruction Committee is currently considering Technology Plan Objectives to map the framework for the role of technology in Loudoun County Public Schools. Leveraging technology in the learning environment can expand teaching and benefit all students. Recent trends in appropriate integration of technology provide special education students with improved access and participation in the general education curriculum.

## **School Discipline**

According to "Educate Every Child: Promoting Positive Solutions to School Discipline in Virginia. A Report by the Legal Aid Justice Center's Just Children Program", Virginia's students with disabilities are more likely to be suspended and expelled than other students. The report showed that in 2010-2011, students with disabilities received short-term suspensions at a rate that was 2.4 times as high as the rate for non-disabled students and there are also significant discrepancies in long-term suspensions and expulsions. Additionally, the Virginia Department of Education was cited earlier this year by the U.S. Department of Education for failure to review the policies, procedures, and practices of school divisions with significant discrepancies in suspension and expulsion rates.

The LCPS School Board recently approved the creation of a Discipline Task Force to review the LCPS School Board's discipline policies to determine what if any changes should be made. The committee is comprised of members with diverse perspectives, including a representative of SEAC. Inclusion of key stakeholders such as SEAC on this Task Force is important as the concerns over discipline in at-risk populations such as students with disabilities continues to rise.

Targeted and tiered interventions to support students who are not meeting expected academic or behavioral targets. SEAC supports the district's continued expansion of the use of successful frameworks such as Positive Behavior Interventions and Supports (PBIS) and Responsive Instruction (RI). SEAC is interested in the number of schools that are participating in the PBIS and RI frameworks and outcome data. The research available on these evidence-based practices demonstrates the need to teach all students, not just students with disabilities, expected behaviors.

SEAC will continue to work with staff to evaluate whether needed supports for students with social and/or behavioral challenges are in place. This concern stems from public comments and whether proactive measures are in place to address the needs of students with disabilities.

**As in the 2011 annual report, SEAC again recommends that LCPS provide additional behavioral support staff to meet this need.**

## **Consistency and Accountability – Getting Results**

Monitoring and evaluating education services will gain importance as districts seek to achieve budget cuts and improve academic success through attention to quality and effectiveness.

SEAC continues to receive input concerning the variation in experiences and delivery of services in the special education population in the district. A critical foundation in addressing the variations in special education is the need for detailed, high-quality data on the population of students with disabilities and tracking the outcomes of students in special education. This data can provide information to drive meaningful expectations for performance, and allow the district to develop increasingly effective approaches to policymaking and school-based practice.

## STATUS OF 2011 ANNUAL REPORT RECOMMENDATIONS

RECOMMENDATIONS 2011	Status at October 2012
Recommendation 1: Program Stability	Moving in the right direction - see program location info
Recommendation 1: Program Stability K-2/3-5 in same school	Moving in the right direction - see program location info
Recommendation 1: Designated Resource Space in each school	Moving in the right direction - see program location info
Recommendation 1: Designated Resource Space included in school capacity formulas	This is included in the discussions with the Planning Office
Recommendation 2: Transition Planning and Services evaluate need for increase in instructional transition services for ASD, ED, and ID. Study CAST, CBI, and Monroe programs and their effectiveness in meeting student needs.	Included in the recommendations for the 2011-2012 SEAC Annual Report
Recommendation 3: Short and Long Term master plan for delivery of services to ECSE	Work in progress
Recommendation 3: Short and Long Term master plan for delivery of services to ASD	Work in progress
Recommendation 4: Recruitment, hiring, and retention of highly qualified staff	Continuous need - With the new teacher course provided, currently retaining 98 to 100% of the teachers.
Other: FLE modified curriculum	Work in progress
Other: FLE Amended OPT OUT Form for adapted program	completed
Other: Demonstrate Commitment to inclusive practices	Work in progress
Emerging: provide additional behavior support staff for students with social and behavior	Work in progress and staff requested in budget for 2014.

## COMMITTEE ORGANIZATION

Chairperson:	Lisa Glasgow
Past Chairperson:	Jodi Folta
Vice Chair Communications:	Jodi Folta
Vice Chair Membership:	April Redmon
Vice Chair Planning:	Amy DiBari
Secretary:	Megan Wagner
Staff Liaison:	Mary M. Kearney
Director, Office of Special Education	
School Board Liaison:	Jill Turgeon
Committee Members:	14
Subcommittees:	Child Find, Child Study, 504s Behavior/Discipline Inclusive Practices Transition Planning Planning - Autism Spectrum Disorders and Early Childhood Special Education Reading

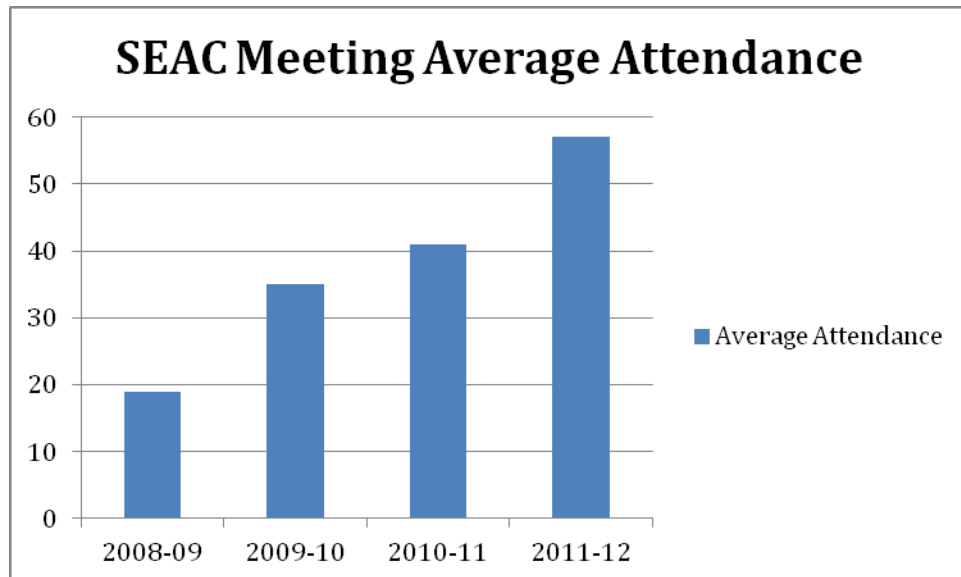
## COMMITTEE ACCOMPLISHMENTS AND ACTIVITIES

The SEAC focused its activities in three areas:

1. Coordination with Pupil Services staff to meet and review, revise, and plan for students with disabilities;
2. Outreach efforts to improve communication with the constituency we serve, the families of children receiving special education services from the LCPS; and
3. Organizing support for the special education budget for the 2012-2013 school year.

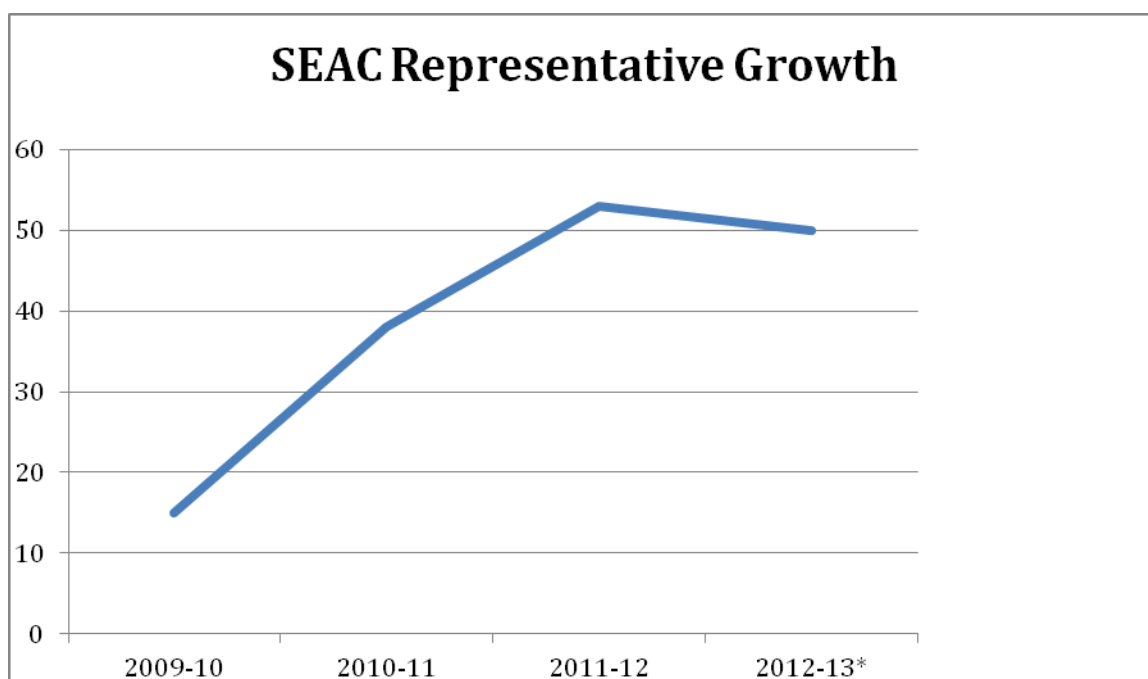
### Meeting Attendance

- 200% increase in meeting attendance since 2008-09 (19 average attendance) to 2011-12 (57 average attendance)
- 39% increase from 2010-2011 (41) to 2011-2012 (57)





## SEAC Representatives



*\*As of October 16, 2012, 50 schools have appointed SEAC Representatives. The fall of each school year is the new appointment recruitment period. New appointments will continue and will begin to taper off by the end of November.*

SEAC strives to have a representative in every school PTA/PTO to share information on current special education activities and to facilitate greater inclusion of the special needs community in PTA programming.

### **2012 Recognition of Excellence in Special Education Awards**

An award ceremony and reception was held on May 8, 2012, to honor and celebrate the 51 recipients of the Recognition of Excellence in Special Education Awards. Recipients are honored for making a meaningful difference in the lives of individuals in the disability community at Loudoun County Public Schools. This award recognizes the significant impact the recipients make in the lives of students with disabilities through motivation, encouragement and support. The recipients serve as a role model to peers because their actions promote inclusion and an environment where every student is valued, welcomed and encouraged to succeed.

The support of our local businesses made it possible to provide each recipient with a commemorative personalized plaque and a dessert reception. Also, a volunteer from Mercer Middle School provided cello music for the reception.

A complete listing of the 2012 recipients is included in the Appendix B.

### **Increased Outreach**

- Launched a SEAC Facebook page in January 2012.
- Collaborated with LCPS staff to launch the first information fair, “When the Bus Stops Coming: Life After High School Transition Fair,” on Saturday, March 24, 2012, from 8:30 a.m. to 1:00 p.m. in the LCPS Administration Building. 163 individuals attended this program to learn how to prepare students with more significant disabilities (IEP Diploma or Modified Diploma tracks) for post-secondary life.
- SEAC description included in 2012-13 Annual Report Climate of Success, 2012-13 Guide and Directory, LCPS website (Headlines and Calendar), LCPS Facebook, and local newspapers.
- Distributed a minimum of two emails notices each month to announce the upcoming monthly meeting.
- Introduced the first annual SEAC Representative Orientation meeting. SEAC Representatives serve as the communication link between SEAC and individual schools.
- Updated the SEAC informational handout, which continues to be a cost effective one page and one-sided flyer, communicating key SEAC benefits and activities in a clear and concise manner. The flyer is available on the SEAC website and has been distributed to each school for distribution.
- Together with the Director of Special Education, distributed a joint letter in August 2012 to all parents and caregivers of students with IEP’s introducing them to SEAC and inviting them to attend the monthly meetings, events, and activities

## Meetings

- The SEAC Bylaws (Article VII-Meetings) requires that the committee hold at least six regular meetings from September through June. SEAC met nine times during the 2011-2012 school year: September 20, 2011; October 18, 2011; November 15, 2011; December 6, 2011; January 17, 2012; February 21, 2012; March 20, 2012; April 17, 2012; and May 15, 2012.

### **Presentations provided at the monthly SEAC meetings:**

2012-2013	Total of Nine Presentations Planned To Date
September 2012	Superintendent's View on Special Education
October 2012	Inclusive Schools: How to Support, Develop, and Maintain Peer Mentor Programs
November 2012	Autism Spectrum Disorders In Our School District: Prevalence, Projected Growth, and the Role of the Autism Specialist
December 2012	Determination of Least Restrictive Environment And ESY Participation with Non Disabled Peers in Extracurricular Activities and Non Academic Activities
January 2013	Diploma Options/Paths: Including New Provisions for Students with Disabilities due to the Elimination of the Modified Standard Diploma
February 2013	Family Life Education and the Special Education Student
March 2013	The Hidden Curriculum and Other Social Skills Programs
April 2013	Student Led IEPs: I'm Determined
May 2013	Behavior Support and Modifications in the General Education Environment

2011-2012	Total of Eight Presentations Provided
September 2011	What Does Special Education Look Like For Your Child? A Framework of How Special Education Is Delivered In ECSE, ES, MS, and HS
October 2011	Dr. Edgar B. Hatrick, Vision for Special Services in Loudoun County
November 2011	Introducing the New Standards Based IEP Process: IEP Standards Based on Academic Goals
January 2012	Transition From High School to Adult Life: Overview of LCPS Services and Programs
February 2012	The Top Ten Questions You Should Ask Your Case Manager
March 2012	Behavior Problems and Discipline
April 2012	Assistive Technology
May 2012	MANDT Training: Addressing Challenging Behaviors Safely
2010-2011	Total of Eight Presentations Provided
September 2010	Supporting Special Education Teacher Effectiveness
October 2010	Testing Options-Beyond SOLs
November 2010	Adequate Yearly Progress Before and After School Activities Support for Special Education
January 2011	Social Skills Training in the School Day: A Critical Life Skill
February 2011	Advocacy for Special Education Programs and Funding
March 2011	Supporting Students in our Schools: Guidance Services
May 2011	Writing Skills

Other SEAC activities included, but are not limited to, the following:

- Periodic notices distributed to SEAC members and mailing list alerting them to events of interest
- Post meeting summary distributed to SEAC Representatives highlighting information to share with their individual school
- Organized support for individuals to speak on behalf of the special education budget before the School Board and the Board of Supervisors
- Subcommittees (Behavior/Discipline, Inclusive Practices, Reading, Child Study/Child Find, Planning-Autism and ECSE Growth, and Transition)
- Ongoing follow-up and reporting on the previous Annual Report recommendations
- Met regularly with the LCPS administrators and personnel
- Established a presence and effective communication during the FY 2013 budget process resulting in minimizing the negative impact on the proposed staffing levels for special education.
- Established a regular dialogue with LEA President.
- SEAC Officers attended the School Board's presentation of the FY 2013 budget to the Board of Supervisors
- SEAC Chair attended State SEAC regional meeting May 2012.
- SEAC Chair served on the LCPS Teacher Performance Evaluation Advisory Committee.

## **PUBLIC COMMENT**

A public comment period is included on the agenda of each regular meeting. The public comment is designated to allow members of the community the opportunity to voice global concerns and matters of interest before the Committee and staff members. Individuals wishing to participate with public comment are limited to three minutes and are asked to provide written documentation of their concern to the secretary. The Director of Special Education responds to individuals making public comment either immediately following the remarks or by providing written correspondence prior to the next scheduled SEAC meeting.

For the period September 2011 to June 2012, a total of 20 public comments were presented at SEAC meetings. Common themes included program stability and the frequency of program relocations, the lack of inclusive playgrounds, food allergy safety and awareness, standardized testing challenges, and the needs of the deaf and hard of hearing community.

## **SUBCOMMITTEE SUMMARIES**

The subcommittees met throughout the year. The summary submitted for each appears below.

### **Discipline/Behavior**

The Discipline/Behavior Subcommittee was formed to review relevant data to determine trends and identify issues and unmet needs in the areas of behavior and discipline for the disability student population. Due to the establishment of the School Board Discipline Task Force, this subcommittee has been discontinued.

### **Child Study/Child Find/504**

This subcommittee studied the requirements and process related to Child Study, Child Find, 504 Plans, and Eligibility. An emergency 504 plan may be implemented expeditiously when no further information is necessary. For example, a temporary medical condition that requires accommodations for a limited time period. The subcommittee recommends that an official procedure for submitting, reviewing, and implementing an emergency 504 plan be developed. SEAC will present this recommendation to staff for consideration.

### **Inclusive Practices**

The Inclusive Practices Subcommittee reviewed the effectiveness of inclusive practices in the school district. The subcommittee developed a checklist to evaluate a school's inclusive culture. A process for disseminating the checklist, assessing school culture, and recognizing those schools that provide an effective inclusive culture is under development. Amy DiBari, Chair of the Inclusive Practices Subcommittee, met with Mary Kearney, Director of Special Education, Marilyn Jackson, Supervisor of Guidance Services, and SEAC members Deana Czaban and Lisa Glasgow to review the status of peer mentor programs in grades K-12. The subcommittee has no recommendations at this time.

### **Planning: ECSE and ASD**

The Planning: ECSE (Early Childhood Special Education) and ASD (Autism Spectrum Disorder) Subcommittee is responsible for monitoring the LCPS near term and long term planning to meet the needs of the growing populations for ECSE and ASD. The subcommittee was only able to meet one time, in December 2011, and has no recommendations at this time.

### **Reading**

The focus of the Reading Subcommittee's work has centered on identifying areas of unmet needs for students who have significant reading deficits, students who are two or more years below grade level. The subcommittee has identified the need to collect data on the five reading components: phonemic awareness, phonics, vocabulary development, reading fluency and oral reading skills, and reading comprehension; the identification of appropriate remedial reading programs; and a review of teacher and consulting teacher training. The subcommittee has no additional recommendations at this time.

### Transition Planning and Services

The Transition Subcommittee objectives studied the preparation for transition after graduation, studied the outcomes of students who have graduated, and studied the transitions across all levels. Additionally, the subcommittee continues to monitor its 2011 recommendations that LCPS staff continue to conduct an evaluation of the need for additional instructional transition services for students with Autism Spectrum Disorders, emotional disabilities, and intellectual disabilities that are likely to be on the Modified Diploma or the IEP diploma track. The review should include an analysis of Community Based Instruction (CBI), Community and Schools Together (CAST), and programs available at the Monroe Technology Center and their effectiveness and gaps in meeting student needs.



**APPENDIX A**  
**SEAC PTO/PTA Representatives**  
**October 14, 2012**

SEAC strives to have at least one parent representative at each LCPS school to help support parents and provide important information. **Data provided is as of October 14, 2012.**

**RED=School is not represented/there is not a SEAC PTA/PTO Representative**

**Algonkian District**

Algonkian Elementary School  
Broad Run High School  
Countryside Elementary School  
Dominion High School  
**Farmwell Station Middle School**  
Horizon Elementary School  
Lowes Island Elementary School  
Meadowland Elementary School  
Potomac Falls High School  
Potowmack Elementary School  
River Bend Middle School  
Seneca Ridge Middle School  
Steuart W. Weller Elementary School  
**Sugarland Elementary School**

**Ashburn District**

Belmont Ridge Middle School  
**Belmont Station Elementary School**  
Briar Woods High School  
Broad Run High School  
Cedar Lane Elementary School  
Creighton's Corner Elementary School  
Eagle Ridge Middle School  
**Farmwell Station Middle School**  
**Hillside Elementary School**  
Mill Run Elementary School  
Newton-Lee Elementary School  
Sanders Corner Elementary School  
Seldens Landing Elementary School  
Steuart W. Weller Elementary School  
**Stone Bridge High School**  
Stone Hill Middle School  
Tuscarora High School

**Blue Ridge District**

Aldie Elementary School  
**Arcola Elementary School**  
**Banneker Elementary School**  
Blue Ridge Middle School  
Briar Woods High School  
Buffalo Trail Elementary School  
Creighton's Corner Elementary School

Eagle Ridge Middle School  
**Emerick Elementary School**  
**Harmony Middle School**  
**Hillsboro Elementary School**  
J. Lupton Simpson Middle School  
John Champe High School  
Kenneth W. Culbert Elementary School  
Legacy Elementary School  
**Lincoln Elementary School**  
Loudoun County High School  
Loudoun Valley High School  
**Lovettsville Elementary School**  
Mercer Middle School  
**Middleburg Elementary School**  
**Mountain View Elementary School**  
Pinebrook Elementary School  
Rosa Lee Carter Elementary School  
**Round Hill Elementary School**  
Stone Mill Middle School  
Sycolin Creek Elementary School  
**Woodgrove High School**

**Broad Run District**

Ashburn Elementary School  
Briar Woods High School  
Broad Run High School  
Cedar Lane Elementary School  
Countryside Elementary  
Creighton's Corner Elementary School  
Dominion Trail Elementary School  
Eagle Ridge Middle School  
**Farmwell Station Middle School**  
Forest Grove Elementary School  
**Hillside Elementary School**  
Legacy Elementary School  
Mill Run Elementary School  
Newton-Lee Elementary School  
**Park View High School**  
Potomac Falls High School  
Potowmack Elementary School  
River Bend Middle School  
Rosa Lee Carter Elementary School



## APPENDIX A - continued

### **Sterling Elementary School**

### **Sterling Middle School**

Steuart W. Weller Elementary School  
Stone Hill Middle School

### **Catoctin District**

### **Ball's Bluff Elementary School**

Belmont Ridge Middle School  
Blue Ridge Middle School

### **Catoctin Elementary School**

Cool Spring Elementary School

### **Emerick Elementary School**

### **Evergreen Mill Elementary School**

### **Frances Hazel Reid Elementary School**

Frederick Douglass Elementary School  
Hamilton Elementary School  
Harper Park Middle School

### **Heritage High School**

### **Hillsboro Elementary School**

J. Lupton Simpson Middle School  
John W. Tolbert, Jr. Elementary School  
Kenneth W. Culbert Elementary School  
Lincoln Elementary School  
Loudoun County High School  
Loudoun Valley High School

### **Lovettsville Elementary School**

Lucketts Elementary School  
Seldens Landing Elementary School

### **Smart's Mill Middle School**

Sycolin Creek Elementary School  
Tuscarora High School

### **Waterford Elementary School**

### **Woodgrove High School**

### **Dulles District**

### **Arcola Elementary School**

Briar Woods High School  
Broad Run High School  
Buffalo Trail Elementary School  
Creighton's Corner Elementary School  
Freedom High School

### **Hutchison Farm Elementary School**

J. Michael Lunsford Middle School  
John Champe High School

Legacy Elementary School

Liberty Elementary School

Little River Elementary School

Mercer Middle School

Pinebrook Elementary School

Rosa Lee Carter Elementary School

Steuart W. Weller Elementary School

Stone Hill Middle School

### **Sterling District**

Countryside Elementary School

Dominion High School

Forest Grove Elementary School

### **Guilford Elementary School**

Horizon Elementary School

Lowes Island Elementary School

Meadowland Elementary School

### **Park View High School**

Potomac Falls High School

River Bend Middle School

Rolling Ridge Elementary School

Seneca Ridge Middle School

### **Sterling Elementary School**

### **Sterling Middle School**

### **Sugarland Elementary School**

Sully Elementary School

### **Leesburg District**

### **Ball's Bluff Elementary School**

### **Catoctin Elementary School**

Cool Spring Elementary School

### **Evergreen Mill Elementary School**

### **Frances Hazel Reid Elementary School**

Frederick Douglass Elementary School

Harper Park Middle School

### **Heritage High School**

J. Lupton Simpson Middle School

John W. Tolbert, Jr. Elementary School

### **Leesburg Elementary School**

Loudoun County High School

### **Smart's Mill Middle School**

Tuscarora High School

## APPENDIX B

### 2012 Recognition of Excellence in Special Education Awards

<b>Educator</b>	<b>Charles Smith</b>	Blue Ridge Middle School
	<b>Jeffrey Hofmann</b>	Mercer Middle School
	<b>Jeremy Wright</b>	Woodgrove High School
	<b>Lori Lyons</b>	Sanders Corner Elementary School
	<b>Mary Young and Pamala Spiering</b>	NON SCHOOL BASED
	<b>Michele Hoisington</b>	J. Michael Lunsford Middle School
	<b>Sarah Reynolds</b>	Newton Lee Elementary School
	<b>Stacey Anderson</b>	Hutchison Farm Elementary School
	<b>Tammy Sandy</b>	Pinebrook Elementary School
<b>Parent</b>	<b>Cindy Larson</b>	Sycolin Creek Elementary School
<b>Program</b>	<b>Bright Life Buddies: Mrs. Dennis and Mrs. Ybarra-Peters</b>	Belmont Ridge Middle School
	<b>Cedar Lane Elementary ECSE</b>	Cedar Lane Elementary School
	<b>PAWS Ambassadors: Sarah Bruno, Julia Villagomez, Kyra Bowling, and Ian Pilgreen</b>	J. Michael Lunsford Middle School
	<b>Paws4People: Riki O'Brien and TOBI</b>	J. Michael Lunsford Middle School
<b>Student</b>	<b>Joseph Barnett</b>	NON SCHOOL BASED
<b>Student ES</b>	<b>Alexis Freire</b>	Frances Hazel Reid Elementary School
	<b>Brody Campbell</b>	Little River Elementary School
	<b>Cecilia McGrath, Cameron Cocozza, Helen Boyles, Matthew Brunelli, Simran Chauhan</b>	Cedar Lane Elementary School
	<b>Elise Bishoff</b>	Aldie Elementary School
	<b>Grace Riordan, Kate Sulek, Michaeline Tubman, Nicole Thomas, Savannah Reger</b>	Leesburg Elementary School
	<b>Madeline Parker</b>	Hillside Elementary School
	<b>Mary Sergi</b>	Dominion Trail Elementary School
	<b>Sarah Philip</b>	Frances Hazel Reid Elementary School
	<b>Schae Groton</b>	Cedar Lane Elementary School
<b>Student MS</b>	<b>Cameron Carr</b>	Smart's Mill Middle School
	<b>Jordan McKinney &amp; Jordan McEachin</b>	Mercer Middle School
	<b>Kassidy Ford</b>	Smart's Mill Middle School
	<b>Madeline (Maddie) Burton</b>	Eagle Ridge Middle School
	<b>Sarah Steppling, Emma Donovan, Sarah Ghaffari, and Elizabeth Klein</b>	J. Michael Lunsford Middle School
<b>Student HS</b>	<b>Aaron Palmer</b>	Stone Bridge High School
	<b>Heather Overheu</b>	Loudoun County High School
	<b>Keara Carpenter &amp; Jessica Carver</b>	Loudoun Valley High School
	<b>Megan Kowalewski</b>	Stone Bridge High School
	<b>Troy Taylor</b>	Loudoun Valley High School

## **APPENDIX C**

### **May 9, 2011, Town Hall Summary**

The biannual Town Hall Meeting, hosted by SEAC, was held on Monday, May 9, 2011, at the LCPS Administration Building. This event is a gathering of special education families, schools, and representatives from the community who come together to provide constructive feedback about systemic issues within the special education processes. The goal of the Town Hall is to facilitate a connection between the stakeholders and the schools.

The sign-in roster for the May 9<sup>th</sup> Town Hall lists 110 individuals who registered as attendees. Special guests attending included Superintendent Edgar Hatrick, School Board Chair, John Stevens, and Assistant Superintendent for Pupil Services, Dr. Mary Kealy. Panel participants from the LCPS administrative team included Mary Kearney, Director of Special Education; John Lody, Director of Diagnostic and Prevention Services; Melissa Hartman, Secondary Special Education Supervisor; Colleen Johnson, Elementary Special Education Supervisor and Allyson Pate, educator, Parent Resource Center.

SEAC received feedback at the Town Hall through public comments, written comments, and an attendee written survey. 17 individuals addressed the panel directly with a public comment, 14 submitted written comments (11 of the fourteen were also speakers), and 51 attendees completed the written survey.

There were many relevant comments and many were consistent with SEAC concerns. The public comments, written comments, and survey all shared the same main concerns. Main concerns that have been brought to SEAC's attention:

- Formal peer interactions and support mechanisms (social skills, peer mentor programs, self-advocacy)
- Mental Health and Behavioral Supports for Students (disciplinary actions, functional behavior plans, behavior assessments, etc.)
- Long Range Planning to meet special education needs (growing student population, trends of continued increase in Autism population, school capacity, classroom size, case manager caseloads, etc.)
- Staffing - Recruitment, hiring and retention of special education staff and professional development
- Transitions - successfully preparing students for adult life
- Program relocations both from school to school and within schools (negative impact on educational progress, inadequate instruction space, disruption, etc.)

## APPENDIX D

Breakdown of Special Education By Disability - December 1st Child Count					
	2007	2008	2009	2010	2011
ID - Intellectual Disability	240	240	259	262	289
SD - Severe Disability*	33	35	34	22	9
DHH - Deaf and Hard of Hearing	72	77	79	84	94
SLI - Speech/Language Impairment	1096	1269	1365	1374	1321
ED - Emotional Disability	434	452	461	484	468
OI - Orthopedic Impairment	58	63	70	70	71
OHI - Other Health Impairment	756	872	964	1103	1190
AUT - Autism	528	625	674	729	806
SLD - Specific Learning Disability	1772	1880	1947	2048	2117
DB - Deaf-Blind	2	2	2	2	2
MD - Multiple Disabilities	43	49	55	67	76
DD- Developmental Delay	276	306	313	430	491
TBI - Traumatic Brain Injury	10	16	16	14	15
VI - Vision Impairment	30	24	24	30	34
<b>Totals</b>	5350	5910	6263	6719	6983
% of Total of LCPS students	9.91%	10.37%	10.42%	10.63%	10.66%

\*As required by VDOE, by July 1, 2012 ,students with the SD (severe disabilities) designation will be changed to MD (multiple disabilities.)

## APPENDIX E

### Autism Growth

<u>Year</u>	<u>Number of Students</u>	<u>Percentage of Increase</u>
2000	71	
2001	158	55%
2002	206	30%
2003	249	17%
2004	308	19%
2005	380	18%
2006	458	17%
2007	528	14%
2008	625	15%
2009	674	7%
2010	729	7%
2011	806	9%

## APPENDIX F

### Number of Classes for ECSE and Students with Autism by Cluster 2012-2013

The chart below identifies the number of classes for ECSE and students with autism in each cluster. Each time a new school opens the Office of Special Education establishes services for students at the new locations.

<b>Clusters</b>				
<b>Briar Woods HS</b>			ECSE	Autism
	Briar Woods HS			2
	Eagle Ridge MS			2
	Stone Hill MS			3
	Creighton's Corner ES			1
	Hillside ES		1	
	Legacy ES		2	
	Mill Run ES			
	Rosa Lee Carter ES		2	
<b>Broad Run HS</b>			ECSE	Autism
	Broad Run HS			1
	Farmwell Station MS			1
	Ashburn ES		2	
	Cedar Lane ES		3	1
	Dominion Trail ES			
	Steuart Weller ES		2	3
<b>Dominion HS</b>			ECSE	Autism
	Dominion HS			2
	Seneca Ridge MS			2
	Lowes Island ES			1
	Meadowland ES			
	Sugarland ES		3	

<b>Clusters</b>				
<b>Freedom HS</b>			ECSE	Autism
	Freedom HS			2
	J. M. Lunsford MS			1
	Hutchison Farm ES			
	Liberty ES		2	1
	Little River ES			
<b>Heritage HS</b>			ECSE	Autism
	Heritage HS			3
	Harper Park MS			2
	Cool Spring ES		3	
	John Tolbert ES			
	Frederick Douglass		2	3
<b>John Champe HS</b>			ECSE	Autism
	John Champe HS			1
	Mercer MS			1
	Aldie ES			
	Arcola ES		2	1
	Buffalo Trail ES		2	1
	Pinebrook ES		1	1
<b>Loudoun County HS</b>			ECSE	Autism
	Loudoun County HS			2
	J. L. Simpson MS			2
	Catoctin ES		3	
	Evergreen Mill ES		3	
	Sycolin Creek ES		2	

[illegible]



<b>Clusters</b>				
<b>Stone Bridge HS</b>			ECSE	Autism
	Stone Bridge HS			1
	Belmont Ridge MS			2
	Belmont Station ES		1	2
	Newton-Lee ES		2	1
	Sanders Corner ES			1
	Seldens Landing ES			
<b>Tuscarora HS</b>			ECSE	Autism
	Tuscarora HS			3
	Smart's Mill MS			1
	Ball's Bluff ES		2	
	FH Reid ES		2	
	Leesburg ES			
	Lucketts ES			
<b>Woodgrove HS</b>			ECSE	Autism
	Woodgrove HS			2
	Harmony Middle			2
	Hillsboro ES			
	Kenneth Culbert ES		3	1
	Lovettsville ES			1
	Mountain View ES		1	
	Round Hill ES		2	1
	Waterford ES			

## APPENDIX G

### Special Education Services: Geographical Program Locations

Geographical Location							
Leesburg Area							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Ball's Bluff	X		X				
Catoctin	X		X			X	
Cool Spring	X		X				
Evergreen Mill	X		X				
Frances Hazel Reid	X		X				X
Frederick Douglass	X	X	X	X			
Tolbert			X				
Leesburg			X	X			
Lucketts			X				
Sycolin Creek	X		X	X		X	
Harper Park		X	X	X	X		
J. L. Simpson		X	X	X	X	X	
Smart's Mill		X	X	X	X		X
Heritage		X	X	X	X	X	
Loudoun County		X	X	X	X		X
Tuscarora	X	X	X	X	X	X	X

Geographical Location							
Ashburn Area							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Ashburn	X		X				
Belmont Station	X	X	X				
Cedar Lane	X	X	X				
Creighton's Corner		X	X				
Dominion Trail			X				
Hillside	X		X				X
Legacy	X		X				
Mill Run			X				
Newton-Lee	X	X	X		X		
Rosa Lee Carter		X	X			X	
Sanders Corner		X	X				
Seldens Landing			X		X		
Steuart Weller	X	X	X				
Belmont Ridge		X	X	X	X	X	
Eagle Ridge		X	X	X	X		
Farmwell Station		X	X	X	X	X	
Stone Hill		X	X	X	X	X	
Briar Woods		X	X	X	X		
Broad Run		X	X	X	X	X	
Stone Bridge		X	X	X	X	X	

Special Education Services: Geographical Program Locations  
Continued

Geographical Location							
Route 50 Corridor							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Aldie			X				
Arcola	X	X	X		X		
Buffalo Trail	X	X	X	X			
Hutchison Farm			X				
Liberty	X	X	X				
Little River			X				
Pinebrook	X	X	X		X		
J. M. Lunsford		X	X	X	X		
Mercer		X	X	X	X		
Freedom		X	X	X	X		
John Champe		X	X	X	X		

Geographical Location							
Sterling Area							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Algonkian		X	X				
Countryside	X	X	X				
Horizon	X		X		X	X	
Potowmack	X		X				
Lowes Island		X	X				
Meadowland			X				
Sugarland	X		X	X			
Forest Grove			X			X	
Guilford	X		X				
Rolling Ridge		X	X		X		
Sterling Elementary			X				
Sully	X		X		X		
River Bend		X	X	X	X	X	
Seneca Ridge		X	X	X	X	X	
Sterling Middle		X	X	X	X		
Dominion High		X	X	X	X	X	
Park View		X	X	X	X	X	
Potomac Falls		X	X	X	X	X	

Special Education Services: Geographical Program Locations  
Continued

Geographical Location							
Western Loudoun							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Banneker			X				
Emerick			X				
Hamilton		X	X				
Hillsboro			X				
Kenneth Culbert	X	X	X	X	X		
Lincoln			X				
Lovettsville		X	X				
Middleburg			X				
Mountain View	X		X		X		
Round Hill	X	X	X				
Waterford			X				
Blue Ridge		X	X	X	X		
Harmony		X	X	X	X		
Loudoun Valley		X	X	X	X	X	
Woodgrove		X	X	X	X	X	

## APPENDIX H

### Special Education Services: Location by Cluster

Ashburn Area							
Briar Woods High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Creighton's Corner		1	4				
Hillside	1		5				1
Legacy	2		4				
Mill Run			4				
Moorefield Station							
Rosa Lee Carter		2	3			1	
Broad Run High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Ashburn	2		4				
Cedar Lane	3	1	6				
Discovery							
Dominion Trail			6				
Steuart Weller	2	3	5				
Stone Bridge High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Belmont Station	1R	2	5				
Newton-Lee	2	1	4		1		
Sanders Corner		1	5.5				
Seldens Landing			5		2		
Leesburg Area							
Heritage High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Cool Spring	3		6				
Tolbert			5				
Loudoun County High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Catoctin	3		5			1	
Evergreen Mill	3		4				
Frederick Douglass	2	3	4	2			
Sycolin Creek	2		4	1		1	
Tuscarora High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Ball's Bluff	2		5				
Frances Hazel Reid	2		3				2
Leesburg			4	2			
Lucketts			2				

## Special Education Services: Location by Cluster

Route 50 Corridor Area							
Freedom High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Hutchison Farm			5				
Liberty	2	1	4				
Little River			4				
John Champe High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Aldie			1				
Arcola	2	1	2		2		
Buffalo Trail	2	1	2	2			
Pinebrook	1R	1	4		1		
Sterling Area							
Dominion High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Lowes Island		1	3				
Meadowland			2				
Sugarland	3		3	2			
Park View High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Forest Grove			3			1	
Guilford	2		4				
Rolling Ridge		2	3		1		
Sterling Elementary			4				
Sully	3		2		1		
Potomac Falls High School Cluster							
School	ECSE	Autism	CC	ED	ID	MD	DHH
Algonkian		2	5				
Countryside	2	1	5				
Horizon	2		3		1	1	
Potowmack	2		3				

Special Education Services: Location by Cluster

<b>Western Loudoun Area</b>							
<b>Loudoun Valley High School Cluster</b>							
<b>School</b>	<b>ECSE</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>
Banneker			2				
Emerick			3				
Hamilton		1	2				
Lincoln			1				
Middleburg			1				
<b>Woodgrove High School Cluster</b>							
<b>School</b>	<b>ECSE</b>	<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>
Hillsboro			1				
Kenneth Culbert	3	1	3	2	2		
Lovettsville		1	4				
Mountain View	1R		4		1		
Round Hill	2	1	3				
Waterford			1				

## APPENDIX I

<b>Special Education Program Moves</b>			
<b>Changes from 2011-2012 to 2012-2013</b>			
<b>Program</b>	<b>From</b>	<b>To</b>	<b>Reason</b>
ECSE	Various locations	Ashburn Elem	New program
ECSE		Ball's Bluff	Closer to home locations
ECSE	Sycolin Creek	Catoctin	Space availability
ECSE	Cedar Lane	Cool Spring	Closer to home locations
ECSE	Belmont Station	Evergreen Mill	Closer to home locations
ECSE	Mountain View	Frederick Douglass	Closer to home locations
ECSE	Legacy	Hillside	Space availability
ECSE	Various locations	Horizon	New program
ECSE	Pinebrook	Sully	Closer to home locations
ED	Frances Hazel Reid	Frederick Douglass	Space availability
ED	New Program	Buffalo Trail	Distribution of K-5
ED	New Program	Leesburg	Distribution of K-5
ED	Frances Hazel Reid	Sycolin Creek	Space availability
ED	Various locations	Kenneth Culbert	Distribution of K-5
ID	New Program	Kenneth Culbert	Growth in student population
Autism	Various Locations	Frederick Douglass	Closer to home locations
Autism	Various locations	Lowes Island	New program
Various Programs	Multiple locations	Frederick Douglass	Change in boundaries
Various Programs	Multiple locations	John Champe	Change in boundaries



## APPENDIX J

### Least Restrictive Environment – Participation in General Education 2011-12

Least Restrictive Environment - Participation in General Education	LCPS	State Target
5a. 80% or More of Time Inside Regular Classroom	68%	68%
5b. 40% or Less of Time Inside Regular Classroom	5%	8%

## APPENDIX K

Special Education Staffing 2008-2009 through 2012-13					
Position	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Director	1	1	1	1	1
Supervisors	10	10	10	11	11
Deans	4	4	4	4	4
Coordinators	4	4	4	3	3
Specialists	7	7	7	7	8
Teachers	778.2	820.2	811.9	820.9	873.8
Teacher Assistants	578.9	617.9	638.9	648.9	678.9
Related Services (OT/PT)	38	38	40	40	36.1
Clerical Support	10	10	10	11	11
Young Adults Program	5	5	5	5	5
Juvenile Detention	3	3	4.5	4.5	5.3
Adult Jail	1	1	1	1	1

## **APPENDIX L**

### **2012 Summary of PBIS**

- 93% of the schools using the Positive Behavior Interventions and Supports (PBIS) framework are using the PBIS data application to make data driven decisions regarding tiered level support for students.
- The PBIS Team Survey was administered to classroom teachers, specialists, and administrators regarding the effectiveness and components of PBIS in April of 2012. Responses were provided from 244 school-based individuals. Comments indicated strong agreement with items such as “I have taught the expectations to my students this year”, “I feel safe and comfortable in this school”, “My school has clearly defined expectations for appropriate behavior”, and “The students in my classroom feel safe and comfortable in this school.”
- Since 2007, the rate of office referrals has decreased by approximately 30%. This has resulted in a cumulative gain of approximately 91 hours or 14 days of instructional time for students. This has also freed the administrators from dealing with behavioral issues so that they can focus their attention on instructional support for students and staff.

## PBIS Schools by Cluster

Note: Blue highlight indicates PBIS Schools  
\* 2012-2013 new schools

County-Wide Facilities: 2 (Monroe Technology, Douglass School)

# APPENDIX N

## Responsive Instruction Schools by Cluster

RI SCHOOLS BY CLUSTER 2012			
Briar Woods High School Cluster	Briar Woods H.S.	John Champe High School Cluster	John Champe H.S.
	Eagle Ridge M.S.		Mercer M.S.
	Stone Hill M.S.		Aldie E.S.
	Creighton's Corner E.S.		Arcola E.S.
	Hillside E.S.		Buffalo Trail E.S.
	Legacy E.S.		Pinebrook E.S.
Broad Run High School Cluster	Mill Run E.S.	Loudoun County High School Cluster	Loudoun County H.S.
	Rosa Lee Carter E.S.		J. Lupton Simpson M.S.
			Catoctin E.S.
			Evergreen Mill E.S.
			Frederick Douglass E.S.
			Sycolin Creek E.S.
Dominion High School Cluster		Loudoun Valley High School Cluster	Loudoun Valley H.S.
			Blue Ridge M.S.
			Banneker E.S.
			Emerick E.S.
			Hamilton E.S.
			Lincoln E.S.
Freedom High School Cluster		Park View High School Cluster	Middleburg E.S.
			Park View H.S.
			Sterling M.S.
			Forest Grove E.S.
			Guilford E.S.
			Rolling Ridge E.S.
Heritage High School Cluster		County-Wide Programs (LCPS)	Sterling E.S.
			Sully E.S.
			C.S. Monroe Tech Ctr
			Douglass School
		Potomac Falls High School Cluster	Potomac Falls H.S.
			River Bend M.S.
Stone Bridge High School Cluster			Algonkian E.S.
			Countryside E.S.
			Horizon E.S.
			Potowmack E.S.
		Tuscarora High School Cluster	Tuscarora H.S.
			Smart's Mill M.S.
Woodgrove High School Cluster			Ball's Bluff E.S.
			Frances Hazel Reid E.S.
			Leesburg E.S.
			Lucketts E.S.
		Alternative Programs	Juvenile Detention Ctr
			Young Adults Program

Note: Green highlight indicates schools with RI Framework

## APPENDIX O

**STETSON SCHOOLS BY CLUSTER 2012**

<b>Briar Woods High School Cluster</b>	Briar Woods H.S. Eagle Ridge M.S. Stone Hill M.S. Creighton's Corner E.S. Hillside E.S. Legacy E.S. Mill Run E.S. Rosa Lee Carter E.S.	<b>John Champe High School Cluster</b>	John Champe H.S. Mercer M.S. Aldie E.S. Arcola E.S. Buffalo Trail E.S. Pinebrook E.S.	<b>Potomac Falls High School Cluster</b>	Potomac Falls H.S. River Bend M.S. Algonkian E.S. Countryside E.S. Horizon E.S. Potowmack E.S.
<b>Broad Run High School Cluster</b>	Broad Run H.S. Farmwell Station M.S. Ashburn E.S. Cedar Lane E.S. Dominion Trail E.S. Steuart Weller E.S.	<b>Loudoun County High School Cluster</b>	Loudoun County H.S. J. Lupton Simpson M.S. Catoclin E.S. Evergreen Mill E.S. Frederick Douglass E.S. Sycolin Creek E.S.	<b>Stone Bridge High School Cluster</b>	Stone Bridge H.S. Belmont Ridge M.S. Belmont Station ES Newton-Lee E.S. Sanders Corner E.S. Seldens Landing E.S.
<b>Dominion High School Cluster</b>	Dominion H.S. Seneca Ridge M.S. Lowes Island E.S. Meadowland E.S. Sugarland E.S.	<b>Loudoun Valley High School Cluster</b>	Loudoun Valley H.S. Blue Ridge M.S. Banneker E.S. Emerick E.S. Hamilton E.S. Lincoln E.S. Middleburg E.S.	<b>Tuscarora High School Cluster</b>	Tuscarora H.S. Smart's Mill M.S. Ball's Bluff E.S. Frances Hazel Reid E.S. Leesburg E.S. Lucketts E.S.
<b>Freedom High School Cluster</b>	Freedom H.S. J. Michael Lunsford M.S. Hutchison Farm E.S. Liberty E.S. Little River E.S.	<b>Park View High School Cluster</b>	Park View H.S. Sterling M.S. Forest Grove E.S. Guilford E.S. Rolling Ridge E.S. Sterling E.S. Sully E.S.	<b>Woodgrove High School Cluster</b>	Woodgrove H.S. Harmony M.S. Hillsboro E.S. Kenneth Culbert E.S. Lovettsville E.S. Mountain View E.S. Round Hill E.S. Waterford E.S.
<b>Heritage High School Cluster</b>	Heritage H.S. Harper Park M.S. Cool Spring E.S. John W. Tolbert E.S.	<b>County-Wide Programs (LCPS)</b>	C.S. Monroe Tech Ctr Douglass School	<b>Alternative Programs</b>	Juvenile Detention Ctr Young Adults Program

Note: Pink indicates schools using Stetson Framework

## **APPENDIX P**

### **Summary of Federal Mandates**

#### **Legal Requirements for the Provision of Special Education Services**

Loudoun County Public Schools shall comply with the following policies, procedures, and programs, which comply with the federal IDEA implementing regulations, including 34 CFR §§ 300.201-300.213, and which are consistent with the policies and procedures that the Virginia Department of Education (VDOE) has established in accordance with IDEA '04, and its federal implementing regulations, including 34 CFR §§ 300.101–300.163, and 300.165–300.174, to ensure each of the following:

- A free appropriate public education will be available for each child with disabilities, ages two to 21, inclusive.
- All children, ages two to 21, inclusive, residing in the LEA who have disabilities and need special education and related services, who have not been parentally-placed in a private or home school, are identified, located, evaluated, and placed in an appropriate educational program.
- An individualized education program will be maintained for each child with a disability, as required.
- To the maximum extent appropriate, children with disabilities will be educated with children who are nondisabled in the Least Restrictive Environment.
- Children with disabilities and their parents or guardians are guaranteed procedural safeguards in the process of identification, evaluation, educational placement, or the provision of a free appropriate public education, including the right to access dispute resolution options.
- Surrogate parents will be appointed, when appropriate, to act as advocates to serve the education interest of children, age two to 21, inclusive, who are suspected of being or are determined to be disabled.
- Testing and evaluative materials used for the purpose of classifying and placing children with disabilities are selected and administered so as not to be racially or culturally discriminatory.
- The confidentiality of personally identifiable information, which is collected, maintained, or used under IDEA '04, shall be protected.

- Children with disabilities, who are participating in Part C early intervention programs, and who will be participating in Part B preschool programs, will experience a smooth and effective transition between the programs.
- All children, ages two to 21, inclusive, who have disabilities and need special education and related services, and who are parentally-placed in a private school or home school, which is located within the geographic boundaries of the LEA, are identified, located, evaluated and provided services, in accordance with the results of a timely and meaningful consultation process.
- Homeless children with disabilities will be served in accordance with the requirements of the McKinney-Vento Homeless Assistance Act.
- Program evaluation shall be conducted annually.
- Special education and related service personnel, including paraprofessionals, are appropriately and adequately prepared and trained, and measurable steps will be taken to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities.
- Valid and reliable data is submitted to VDOE, as requested, including regarding the performance goals and indicators established by VDOE to determine the progress of children with disabilities, and the performance of the LEA toward targets outlined in Virginia's State Performance Plan.
- Policies and procedures will be in effect which are designed to prevent the inappropriate over identification or disproportionate representation by race and ethnicity of children as children with disabilities, including children with disabilities with a particular impairment.
- Children with disabilities are not required to obtain prescription medication as a condition of attending school, receiving an evaluation, or receiving special education and related services.
- Children with disabilities are given the right to participate in the State Assessment System.
- There will be on-going parent consultation.
- Funding will be used to develop and implement coordinated, early intervening educational services, as required.

- Children with disabilities who attend charter schools are provided services in the same manner as other children with disabilities, who attend public schools.
- Instructional materials will be provided to children with a visual impairment or other print disabilities in a timely manner.
- Efforts will be made to cooperate with the United States Department of Education (USED) to ensure the linkage of records pertaining to migratory children with disabilities.
- All documents relating to the LEA's eligibility under IDEA will be made available to the public.



# APPENDIX Q

## Sample Individual Education Plan

Loudoun County Public Schools  
Office of Special Education  
21000 Education Ct  
Ashburn, VA 20148  
Phone: 571-252-1011  
Fax: 571-252-1244

### Individualized Education Program



Student Name: [REDACTED] Home Phone: [REDACTED] Date: 06/12/2012  
Date Of Birth: 11/03/1998 Home Address: [REDACTED]  
Student No.: [REDACTED]

Age <b>13</b>	Gender <b>Female</b>	Grade <b>6</b>	Home School	Attending School [REDACTED] <b>MIDDLE SCHOOL</b>
Ethnicity <b>Hispanic</b>		Primary Language - Date Determined		Home Language - Date Determined
<b>Parent/Guardian</b>				
Name [REDACTED]		Home Phone	Name [REDACTED]	Home Phone
Address [REDACTED]		Work Phone	Address [REDACTED]	Work Phone
[REDACTED]		Emergency Phone	[REDACTED]	Emergency Phone

IEP Review Due Date : 06/11/2013 Re-evaluation Due Date:  
Interpreter Needed: ☐ Y ☒ N

The student and parents have been informed of his/her rights under IDEA. These rights will transfer from the parents to the student at age 18.  
Parent Initial \_\_\_\_\_ Student Initial \_\_\_\_\_.

#### B. IEP TEAM

The following were in attendance or consulted:

The following were in attendance:

Names		Position	Signature	Date
[REDACTED] JAMES	Present	Father	_____	_____
[REDACTED] TERESA	Present	Mother	_____	_____
[REDACTED]	Consulted	Student	_____	_____
[REDACTED]	Present	Case Manager	_____	_____
[REDACTED]	Present	Speech/Language Pathologist	_____	_____
[REDACTED]	Present	Occupational Therapist	_____	_____
[REDACTED]	Present	Physical Therapist	_____	_____
[REDACTED]	Present	Adapted PE Teacher	_____	_____
[REDACTED]	Present	General Education Teacher	_____	_____

Name [REDACTED]	Date of Birth 11/03/1998	Student Number [REDACTED]	Document Date 06/12/2012
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### C. PERTINENT MEDICAL INFORMATION

#### Health Issues

[REDACTED] has a medical diagnosis of Down Syndrome.

Additional medical information is on file in the nurse's office and in the teacher's file.

☒ Y ☐ N

#### D. TRANSITION, TESTING, BACKGROUND, AND PRESENT LEVELS OF ACADEMIC AND FUNCTIONAL PERFORMANCE

This section contains plans for post-secondary transition to career and employment (as applicable), current testing information, background information, and the present levels of academic and functional performance.

#### TRANSITION

**DIPLOMA STATUS:** Discuss at least annually, more often as appropriate. This student is a candidate for a(n):

- ☒ Advanced Studies Diploma      ☒ Standard Diploma  
☒ Modified Standard Diploma      ☒ IEP Diploma

Projected Graduation/Exit Date: 06/15/2018

Is the student projected to graduate/exit school this year? ☒ No ☐ Yes

If yes, inform the student and parents that a Summary of Performance will be provided prior to graduating/exiting school.

\* The IEP team and the student, where appropriate, may select the Modified Standard Diploma option at any point after the student's eighth grade year. When selecting the Modified Standard Diploma, it is essential to consider the student's need for occupational readiness upon school completion, including consideration of courses to prepare the student as a career and technical education program completer. (Use of local courses of study planning guide that includes the graduation requirements is recommended.)

**Note:** Special education and related services end upon receiving an Advanced Studies Diploma, Advanced Technical Diploma, Standard Diploma, or Technical Diploma. If the student receives a Modified Standard Diploma, Special Diploma, Certificate of Program Completion, a GAD or a GED Certificate, the student remains entitled to a free appropriate public education through age 21. If the student will graduate with an advanced or standard diploma during the term of the IEP, prior written notice must be completed.

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#### Summary of Performance

Will the student be graduating with a Standard, Technical, or higher level diploma or exceeding the age of eligibility this year? ☒ No ☐ Yes

If yes, a Summary of Performance must be provided to the student prior to graduating or exceeding the age of eligibility.

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#### Interagency Release of Information Form

Is there a current signed (by parent or adult student) release of confidential information on file with the school? ☒ No ☐ Yes

If no, discuss form for transition planning with student and family.

#### TRANSITION

##### ASSESSMENT RESULTS INCLUDING AGE-APPROPRIATE TRANSITION-BASED ASSESSMENTS

[REDACTED] will participate in age-appropriate transition-based assessments during the 2012-2013 school year to obtain additional information in the areas of post-secondary education, employment independent living skills, and training.

##### MEASURABLE POSTSECONDARY GOALS:

##### Education

By September 2018, [REDACTED] will enroll in a post-secondary education program to target functional academics in the areas of reading, writing, and math.

##### Employment

By November 2020, [REDACTED] will obtain employment in an area of interest.

##### Independent living skills, where appropriate

By September 2018, [REDACTED] will research housing options within a group home or assisted living facility.

Name [REDACTED]	Date of Birth 11/03/1998	Student Number [REDACTED]	Document Date 06/12/2012
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#### Training

By September 2018, [REDACTED] will enroll in a vocational/training program to learn job skills.

Goal Type	Coordinated Activities	Agency Responsible
Employment	Participate in role plays to demonstrate work-related skills	School
Training	Observe a worker in a community-based setting Follow written/picture list of duties/chores	School
Education	Receive information about the steps needed to successfully transition to college	School
Independent Living	Participate in lessons on community helpers, daily living skills, emergency procedures, and consumer skills	School

#### PROJECTED COURSE OF STUDY:

School Year: 2012-2013

Diploma Option: Advanced Studies Diploma, Standard Diploma, Modified Standard Diploma, IEP Diploma

#### Standardized Testing

##### Summary of Test History

Due to [REDACTED] deficits in overall cognitive functioning, she requires instruction to be provided on a modified curriculum. Therefore, she did not participate in the district benchmark assessments or the Virginia Standards of Learning (SOL) assessments.

[REDACTED] participated in the Virginia Alternate Assessment Program (VAAP) during the 2011-2012 school year in the areas of reading, math, and history. [REDACTED] achieved passing scores on all assessments.

##### Summary of Current Assessments

In September 2011, [REDACTED] was administered portions of the Brigance Comprehensive Inventory of Basic Skills II to determine grade level functioning in the areas of reading and math. It should be noted that portions of the assessment were modified to allow [REDACTED] to participate due to her difficulties with communication. [REDACTED] is currently reading on a pre-primer to primer level and is able to read short, predictable or repetitive text with assistance. With prompting, is able to use pictures and illustrations to assist with comprehension. [REDACTED] is able to identify and name the upper and lowercase letters of the alphabet, but has difficulty distinguishing between b, d, p, and q. She is able to write her first name without supports, and can copy her last name when provided with a visual. In math, [REDACTED] is able to identify some basic shapes (circle and triangle), recognize most numbers up to 10, and count pictures of objects up to 10. Overall, [REDACTED] math skills are assessed to be at an early Kindergarten level.

[REDACTED] requires assessments to be provided in a variety of formats in order to demonstrate improved academic growth. [REDACTED] is able to demonstrate understanding of learned skills through short, frequent, formative assessments that focus on one skill at a time. In addition, she also requires opportunities to respond orally to questions that are read aloud to her. [REDACTED] struggles with longer, summative assessments that assess larger chunks of information. [REDACTED] is able to answer questions that contain two answer choices with supporting visuals. She is also able to complete tasks that require her to match items. [REDACTED] struggles with answering open-ended questions, wh- questions, and yes/no questions accurately.

#### SUMMARY OF PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

##### Strengths of Student (Academic, Behavioral, Learning Characteristics)

[REDACTED] performs basic classroom tasks and daily routines independently, including unpacking and packing her backpack, utilizing her locker to store personal belongings, and manipulating a visual schedule. She is motivated by positive reinforcement systems, particularly when she has an opportunity to earn preferred activity time. [REDACTED] is able to complete tasks that she is familiar with and that are repetitive in nature, such as sorting objects by their attributes or completing basic jobs in the cafeteria (i.e. packaging cookies, refilling drink bins, organizing chips).

[REDACTED] is a social student and enjoys being with friends. With prompting, she is able to greet peers and adults appropriately, though she is beginning to initiate greetings with peers during hallway transitions and at the lunch table.

##### Needs as They Affect Learning

Due to deficits in overall cognitive functioning, [REDACTED] is performing significantly below grade level across all academic settings. Therefore, she requires instruction to be provided through a modified curriculum within a self-contained setting in the areas of reading, writing, math, science, and social sciences.

##### Reading:

[REDACTED] requires assistance to decode words at the pre-primer to primer level. She is able to match letter sounds to the appropriate letters of the alphabet, but struggles to translate this skill to sounding out unfamiliar words.

[REDACTED]

Name	Date of Birth	Student Number	Document Date
██████████	11/03/1998	██████████	06/12/2012

██████████ is able to use echo reading strategies to follow along with text that is read aloud to her. However, when asked comprehension questions about what she has just read, she has difficulty generating an answer, even when provided with answer choices and visual supports. ██████████ struggles significantly with identifying story elements (characters, setting, plot) and answering wh- questions.

**Writing:**

██████████ is able to write her first name with verbal reminders to include all letters. She is able to write her last name when given a visual model. ██████████ is able to copy sentences that are provided to her, but she requires assistance with letter formation and spacing. ██████████ is unable to generate her own original sentences, but can dictate basic thoughts to a scribe based on a given topic or visual (i.e. - "boy play ball", "██████████ at school"). She is currently learning to use a word processor to assist with writing tasks.

**Math:**

██████████ is currently working at the Kindergarten level in math. She is able to identify the numbers 0-15 with 60% accuracy. Her accuracy significantly decreases past the number 10. Without repeated review of numerals, her ability to demonstrate mastery is inconsistent. ██████████ is beginning to demonstrate understanding of one-to-one correspondence when counting sets of up to 15 objects, however, she requires verbal and physical prompts to point to each object as she counts orally. She is able to rote count up to 15 independently, but has great difficulty recalling numbers greater than 15. ██████████ has no concept of skip counting or number patterns and requires assistance with grouping objects.

██████████ is able to use concrete objects to demonstrate basic addition and subtraction problems, but she requires the use of a counting jig to assist with the correct amount of items needed for each problem. She has difficulty understanding the concept of "one more" and "one less" and identifying objects that are bigger or smaller.

██████████ is able to identify pennies, but is unable to distinguish between dimes, nickels, and quarters. She can tell time to the hour on both analog and digital clocks, but requires prompting to differentiate between the hour and minute hands.

**Communication:**

██████████ struggles to initiate conversations to share information, request help, share preferences, make comments, or ask questions. She primarily communicates using one or two word utterances. When answering questions and making requests, ██████████ requires frequent prompting and the use of familiar carrier phrases to increase the length of her sentences to three to four words. She also continues to need to be reminded to maintain eye-contact, look up at her communication partner, and use appropriate volume while speaking in order to increase her overall speech clarity and intelligibility. She is able to produce the /l/ and /t/ phoneme in initial and final position with minimal distortion at the single word level. However, intelligibility significantly decreases in connected speech.

**Behavior/Social Skills:**

With assistance, ██████████ is able to manipulate a visual schedule by moving pictures of completed tasks into a "finished" box. She requires review of the schedule for the day each morning so that she is aware of any changes to the daily routine. When ██████████ is unsure of what is coming next or sees an activity that she doesn't like, she will put her head down on her desk or walk away from her seat and refuse to begin the task. ██████████ requires frequent opportunities for breaks which are present on her visual schedule. Upon completion of assignments, she is rewarded with an activity of her choice (i.e. listening to music, dancing, puzzles, reading a book, etc).

**Gross Motor:**

██████████ currently receives physical therapy consult services. ██████████ is able to transition throughout the school building and classroom independently and safely. She currently walks up and down the bus stairs for transportation and during Community Based Instruction outings with assistance. ██████████ demonstrates that she can walk up and down the stairs safely and independently, however, when descending the stairs, she walks at a slower pace, one step at a time. In addition to physical therapy consultation, ██████████ also participates in adapted physical education to address gross motor concerns.

**Fine Motor:**

██████████ continues to require additional practice writing her first and last name using a visual model. She requires maximum verbal prompts for anchoring letters to a baseline, using appropriate sizing and space. ██████████ needs maximum verbal prompts in order to include all of the letters of her last name. Her legibility for her first and last name ranges between 40-70%. ██████████ is also working on writing numbers 0-9. She requires moderate verbal cues for number formation (particularly numbers 2, 3, 5, 6). Her legibility for numbers ranges between 60%-90% (her legibility with numbers significantly increases when writing in small square boxes). During writing tasks ██████████ tends to switch hands, but predominantly uses her left hand.

██████████ currently sits on a wedge to improve posture when completing tasks at her desk. However, no noticeable improvement has been observed at this time with the current wedge, and alternative devices will be explored during the school year.

**Adaptive/Life Skills:**

██████████ requires assistance with personal care and daily living skills, including engaging zippers, buttoning and unbuttoning clothing, and opening lunch containers. She is able to complete dressing routines independently, but she has difficulty manipulating clothing that is inside out. When she requires assistance to complete these tasks, she will not ask for help, and will instead sit and wait for someone to acknowledge her.

██████████

Name	Date of Birth	Student Number	Document Date
██████████	11/03/1998	██████████	06/12/2012

██████████ is currently learning job skills by working in the school cafeteria to restock drink bins, organize snack shelves, and package cookies. She requires shadow support with verbal and visual prompts provided in order to complete these tasks.

**Effect of disability on Progress in the General Curriculum and Needs of Student to Access the General Curriculum**

██████████ is a rising seventh grade student in Loudoun County Public Schools. She has a medical diagnosis of ██████████ and has received special education services since age two. ██████████ was most recently found eligible for special education services in January 2010 as a student with an ██████████

██████████ disability impacts her ability to access the general education curriculum. Evaluations completed as part of the eligibility process reveal deficits in overall cognitive functioning. Difficulties include visual and auditory processing, short term and long term memory, and overall processing speed. ██████████ is performing below grade level across all academic areas and requires instruction to be provided through a modified curriculum that includes simplified learning targets measured through short term objectives/benchmarks. She currently receives all academic instruction within a self-contained setting. She participates in elective classes and lunch with special education support in the general education setting. ██████████ requires specialized instruction and supports, including chunking of information into smaller units, repeated review and reteaching of newly learned concepts, visual supports, manipulatives, and frequent breaks in order to demonstrate improved academic growth.

**Parent Input for Enhancing Child's Education**

Parents have expressed that ██████████ enjoys school and is eager to get on the bus each morning. They state that ██████████ adjusted well to middle school, however, they are concerned about her current level of independence and her ability to self-advocate.

**Performance in General Education**

**Additional Information:**

██████████ participates in the general education setting with special education support for elective classes and lunch. Interventions and strategies that are currently being implemented within the general education and special education settings include: instruction/assessments provided in a small group setting (10 or fewer students); modified curriculum; visual schedule; frequent breaks; positive reinforcement system for behavior; information provided in smaller chunks; frequent review and reteaching of newly learned skills; directions simplified and repeated; text read aloud.

**Progress on IEP Goals:**

**Academic Goals:**

██████████ reading skills are emerging. She is able to identify the beginning sound in single syllable words, but she continues to have difficulty translating this skill to assist her with decoding whole words.

██████████ is making sufficient progress in math. She is able to count sets of up to 10 concrete objects or pictures independently with 70% accuracy. ██████████ continues to have difficulty identifying numbers beyond 10 and requires frequent opportunities for repeated review and practice of this skill.

**Speech Goals:**

██████████ is demonstrating sufficient progress towards communication goals. ██████████ will respond to questions about an actions in a picture with 2 to 4 word intelligible phrases with 70% accuracy using a pacing board. In structured group conversation with her peers, she needs to be verbally prompted to respond and cued to ask questions and make comments. Verbal models, pacing, and cues for eye-contact are required for ██████████ to engage in a conversational exchange of more than one turn.

**Motor Skills:**

██████████ is independent to don/doff her coat as well as gather her belongings. She has difficulty manipulating clothing that is inside out and requires help with knowing when something is on backwards. She is completing her locker routine with 80% accuracy in 4 out of 5 trials. ██████████ occasionally requires minimal verbal prompts in order to lock her locker successfully. When writing from a visual model and given maximum verbal prompts, ██████████ continues to be 70% accurate with the lower case alphabet, and 74% accurate with the uppercase alphabet. Without a visual model, accuracy in formation decreases significantly.

In APE, ██████████ continues to improve basic gross motor skills, including jumping rope, and throwing/catching a ball. She transitions throughout the classroom and school environment independently and safely.

**E. SPECIAL CONSIDERATIONS**

**Communication**

The team considered the student's needs for other communication services, supports and goals and determined that they are necessary.

██████████ requires specialized instruction and supports in the areas of articulation and expressive language.

Name [REDACTED]	Date of Birth 11/03/1998	Student Number [REDACTED]	Document Date 06/12/2012
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#### **Benchmarks/Short Term Objectives**

The team considered the need for benchmarks/short term objectives and determined that the student is in need of benchmarks/short term objectives.

Due to [REDACTED] deficits in cognitive functioning, she requires instruction to be provided on a modified curriculum with progress towards annual goals measured through benchmarks/short term objectives.

#### **Assistive Technology**

The team considered the student's need for Assistive Technology devices and services and determined that they are necessary.

Assistive technology needs are included in the accommodations for this student.

#### **Behavioral Needs**

The team considered the student's need for positive behavioral interventions, supports and strategies to address behaviors that impede learning of self or others and determined that these are not necessary.

#### **Student with Limited English Proficiency**

In the case of a student with limited English proficiency, consider the language needs of the student as those needs relate to the student's IEP. It has been determined that this student is not an English Language Learner.

#### **Blind/Visually Impaired**

In the case of a student who is blind or is visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the student's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the student. When considering that Braille is not appropriate for the child the IEP team may use the Functional Vision and Learning Media Assessment for Students who are Pre-Academic or Academic and Visually Impaired in Grades K-12 (FV/LMA) or similar instrument.

The team considered if the student has a visual impairment that requires Braille services in order to function at a level consistent with expected achievement and determined that they are not needed.

#### **Deaf/Hearing Impaired**

In the case of a student who is deaf or hard of hearing, consider the student's language and communication needs, opportunities for direct communications with peers and professional personnel in the student's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode. The IEP team may use the Virginia Communication Plan when considering the student's language and communication needs and supports that may be needed.

The team considered if the student has communication needs that require educational communication in an alternate mode preferred by the student and determined that this is not necessary.

Name	Date of Birth	Student Number	Document Date
	11/03/1998		06/12/2012

#### F. ANNUAL GOALS AND BENCHMARKS OR SHORT TERM OBJECTIVES

##### Annual Goal(s)

Progress reports on goals will be sent home in accordance with the grading periods.

ESY Progress Report	08/03/2012
Progress Period 1	11/16/2012
Progress Period 2	01/28/2013
Progress Period 3	04/10/2013
Progress Period 4	06/17/2013

##### Category: Academic Goals

By June 2013, given a passage that is read aloud and contains supporting illustrations/visuals, will orally identify the main character, setting, and one important event, with 80% accuracy as measured by a weekly checklist.

Given a passage that is read aloud and contains supporting illustrations/visuals, will orally identify the main character with 80% accuracy as measured by a weekly checklist. By Date: 11/16/2012

Given a passage that is read aloud and contains supporting illustrations/visuals, will orally identify the main character and setting with 80% accuracy as measured by a weekly checklist. By Date: 01/28/2013

Given a passage that is read aloud and contains supporting illustrations/visuals, will orally identify the main character, setting, and one important event, with 70% accuracy as measured by a weekly checklist. By Date: 04/10/2013

By June 2013, will independently read a list of 10 CVC words orally with 80% accuracy as measured by a weekly checklist.

will independently read a list of 5 CVC words orally with 80% accuracy as measured by a weekly checklist. By Date: 11/16/2012

will independently read a list of 8 CVC words orally with 80% accuracy as measured by a weekly checklist. By Date: 01/28/2013

will independently read a list of 10 CVC words orally with 70% accuracy as measured by a weekly checklist. By Date: 04/10/2013

By June 2013, will use concrete manipulatives to complete a worksheet of 5 addition or 5 subtraction problems with answers to 20 with 80% accuracy. Worksheets will be collected and reviewed biweekly.

will use concrete manipulatives to complete a worksheet of 5 addition or 5 subtraction problems with answers to 20 with 65% accuracy. Worksheets will be collected and reviewed biweekly. By Date: 11/16/2012

will use concrete manipulatives to complete a worksheet of 5 addition or 5 subtraction problems with answers to 20 with 70% accuracy. Worksheets will be collected and reviewed biweekly. By Date: 01/28/2013

will use concrete manipulatives to complete a worksheet of 5 addition or 5 subtraction problems with answers to 20 with 75% accuracy. Worksheets will be collected and reviewed biweekly. By Date: 04/10/2013

By June 2013, when presented with numbers in random order, will orally identify the numbers 1 through 30 with 80% accuracy as measured by weekly a checklist.

When presented with numbers in random order, will orally identify the numbers 1 through 15 with 80% accuracy as measured by weekly a checklist. By Date: 11/16/2012

When presented with numbers in random order, will orally identify the numbers 1 through 20 with 80% accuracy as measured by weekly a checklist. By Date: 01/28/2013

When presented with numbers in random order, will orally identify the numbers 1 through 25 with 80% accuracy as measured by weekly a checklist. By Date: 04/10/2013

##### Category: Speech

By June 2013, will respond to questions about her actions, environment, schedule, peers, and preferences with 2-3 word intelligible

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phrases with 90% accuracy in 4 out of 5 opportunities provided per quarter.

[REDACTED] will respond to questions about her actions, environment, schedule, peers, and preferences with 2 word intelligible phrases with 80% accuracy in 4 out of 5 opportunities per quarter. By Date: 11/16/2012

[REDACTED] will respond to questions about her actions, environment, schedule, peers, and preferences with 2-3 word intelligible phrases with 70% accuracy in 4 out of 5 opportunities per quarter. By Date: 01/28/2013

[REDACTED] will respond to questions about her actions, environment, schedule, peers, and preferences with 2-3 word intelligible phrases with 80% accuracy in 4 out of 5 opportunities per quarter. By Date: 04/10/2013

**Category: OT/PT**

By June 2013, [REDACTED] will write the upper and lower case letters of the alphabet using a visual model demonstrating 80% legibility in 4 out of 5 trials per quarter.

[REDACTED] will write the upper and lower case letters of the alphabet using a visual model demonstrating 60% legibility in 4 out of 5 trials per quarter. By Date: 11/16/2012

[REDACTED] will write the upper and lower case letters of the alphabet using a visual model demonstrating 70% legibility in 4 out of 5 trials per quarter. By Date: 01/28/2013

[REDACTED] will write the upper and lower case letters of the alphabet using a visual model demonstrating 80% legibility in 2 out of 5 trials per quarter. By Date: 04/10/2013

**Category: APE**

By June 2013, [REDACTED] will improve flexibility by completing SPECIFIC STRETCHES and hold for at least 5 seconds on 4 out of 5 trials:

1. Hamstring Stretch
2. Deltoid Stretch
3. Triceps Stretch
4. Butterfly Stretch



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# **G. SPECIAL EDUCATION ACCOMMODATIONS, SERVICES, AND RELATED SERVICES**

## **Accommodations**

Type	Accommodation	Location	Setting	Amount of Time Frequency
Instructional	Modified curriculum	General/Special Ed Classroom	Small Groups	When instruction is provided
Instructional	Text read aloud	General/Special Ed Classroom	Small Groups	When assignments/assessments are given
Testing	Text read aloud	General/Special Ed Classroom	Small Groups	When assignments/assessments are given
Instructional	Use of math manipulatives (including calculator)	General/Special Ed Classroom	Small Groups	When math calculations are required
Testing	Use of math manipulatives (including calculator)	Special Ed Classroom	Small Groups	When math calculations are required
Instructional	Access to word processor	General/Special Ed Classroom	Small Groups	When writing assignments are given
Instructional	Visual schedule	General/Special Ed Classroom	Small Groups	When school is in session
Environmental	Use of adapted lock	School	Small Groups	When accessing locker
Instructional	Frequent breaks	General/Special Ed Classroom	Small Groups	During instruction/assessments
Testing	Frequent breaks	Special Ed Classroom	Small Groups	During assessments
Instructional	Information presented in smaller chunks	General/Special Ed Classroom	Small Groups	When school is in session
Instructional	Additional wait time to allow for processing	General/Special Ed Classroom	Small Groups	During instruction
Instructional	Reduced number of problems/print on page	General/Special Ed Classroom	Small Groups	When assignments and assessments are given

## **Services**

Specially Designed Instruction	Location	Instructional Setting	Amount of Time		Begin Date	End Date	Begin Date	End Date
			Minutes	# of Times Frequency				
Functional Reading	Classroom	Special Education Classroom	90	5	every two weeks	08/27/2012	06/06/2013	
Functional Writing	Classroom	Special Education Classroom	90	5	every two weeks	08/27/2012	06/06/2013	
Functional Math	Classroom	Special Education Classroom	90	5	every two weeks	08/27/2012	06/06/2013	
Self-Contained Science	Classroom	Special Education Classroom	90	5	every two weeks	08/27/2012	06/06/2013	
Self-Contained Social Sciences/World Cultures	Classroom	Special Education Classroom	90	5	every two weeks	08/27/2012	06/06/2013	
Basic Skills	Classroom	Special Education Classroom	45	5	per week	08/27/2012	06/06/2013	
Community Based Instruction	School/Community	Special Education Classroom	120	1	per week	08/27/2012	06/06/2013	
Adapted Physical Education	Classroom	Special Education Classroom	45	5	per week	08/27/2012	06/06/2013	

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**Related Services**

The team considered the need for related services and determined that the student is in need of related services.

Related Services	Location	Instructional Setting	Amount of Time		Begin Date	End Date	Begin Date	End Date
			Minutes	# of Times	Frequency			
Speech Consult	Speech Room	Special Education Classroom	15	1	per week	08/27/2012	08/31/2012	
Speech Therapy	Speech Room	Special Education Classroom	30	2	per week	09/03/2012	06/06/2013	
Occupational Therapy Consult	Classroom	Special Education Classroom	15	1	per week	08/27/2012	08/31/2012	
Occupational Therapy	Classroom	Special Education Classroom	30	1	per week	09/03/2012	06/06/2013	
Physical Therapy Consult	Classroom	Special Education Classroom	30	1	every month	08/27/2012	06/06/2013	

Services are provided based on peer reviewed research to the extent practicable.

**Transportation:**

☒ Y ☐ N The student will receive Special Education transportation for the duration of this IEP due to the disability and to access the program site. Curb to curb transportation to address needs that are indicated in the IEP will be provided.

Student has significant needs in the areas of:

☒ minimal communication skills

**Indicate vehicle adaptations:**

☒ seat belt

**H. SUPPLEMENTARY AIDS AND SERVICES (ACCOMMODATIONS AND MODIFICATIONS)**

**Supplemental aids and Services**

To Be Provided Throughout the Duration of This IEP Unless Otherwise Noted. Services are provided based on peer reviewed research to the extent practicable.

**Program Supports for School Personnel**

☒ No program modifications or supports are required for the child to advance appropriately toward attaining annual goals.

☐ The following supports are necessary for school personnel in order for this student to benefit from instruction in the general education classroom:

**I. EXTENDED SCHOOL YEAR (ESY)**

The team considered the need for ESY The IEP team has determined that the student meets the criteria and is eligible for ESY

**J. TESTING**

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#### Participation in the State Accountability/Assessment System

Yes No N/A

- ☒ ☐ ☐ Discuss annually. If this is a testing year, will the student be at a grade level for which the student is eligible to participate in a state or division-wide assessment? If yes, continue to next question.
- ☒ ☐ ☐ Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Alternate Assessment Program (VAAP), which is based on Aligned Standards of Learning? If yes, complete the "VAAP Participation Criteria".
- ☒ ☐ ☐ Does the student meet the VAAP participation criteria? If yes, refer to the Aligned Standards of Learning for development of annual goals and short-term objectives or benchmarks.
- ☐ ☒ ☐ Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Grade Level Alternative (VGLA)? If yes, complete the "VGLA Participation Criteria" for each content considered.
- ☐ ☒ ☐ Does the student meet the VGLA participation criteria? If yes, determine for specific content area.
- ☐ ☒ ☐ Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Modified Achievement Standards Test (VMAST)? If yes, complete the "VMAST Participation Criteria" for each content considered.
- ☐ ☒ ☐ Does the student meet the VMAST participation criteria? If yes, determine for specific content area.
- ☐ ☒ ☐ Based on the Present Level of Academic Achievement and Functional Performance, is this student being considered for participation in the Virginia Substitute Evaluation Program? If yes, complete the "VSEP Participation Criteria".
- ☐ ☒ ☐ Does the student meet the VSEP participation criteria? If yes, determine for specific content area.

#### Participation In Statewide Assessments

Test	Non-Participant	Has Accommodation	Accommodations
Grade [REDACTED] Reading	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Grade 7 Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Grade [REDACTED] U.S. History II (United States History:1865 to Present)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
VAAP: English: Reading	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Frequent breaks, Text read aloud
VAAP: Math	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Frequent breaks, Text read aloud, Use of math manipulatives (including calculator)
VAAP: Social Sciences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Frequent breaks, Text read aloud

#### Explanation For Non-Participation And How The Student Will Be Assessed

If no is checked for any SOL Test, explain in the space below why the student **will not** participate in this test, the impact relative to promotion or graduation, how the student will be assessed in these areas, and the particular alternate or alternative assessment selected is appropriate. Refer to the VDOE's [Procedures for Participation of Students with Disabilities in Virginia's Accountability System](#) for guidance.

[REDACTED] receives instruction on a modified curriculum to address her areas of need, including academics, personal management, communication, and motor skills. [REDACTED] meets the criteria for and will participate in the VAAP for the 2012-2013 school year.

#### Participation In Division-Wide Assessments

Test	Non-Participant	Has Accommodation	Accommodations
Benchmark Test - English/Language Arts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Benchmark Test - Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Benchmark Test - Social Science	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
Benchmark Test - Math	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

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**Explanation For Non-Participation And How The Student Will Be Assessed**

If no is checked for any division-wide assessment, explain in the space below why the student **will not** participate in this test, the impact relative to promotion or graduation, how the student will be assessed in these areas, and the particular alternate or alternative assessment selected is appropriate. Refer to the VDOE's [Procedures for Participation of Students with Disabilities in Virginia's Accountability System](#) for guidance.

[REDACTED] receives instruction through a modified curriculum to address her areas of need, including academics, personal management, communication, and motor skills. [REDACTED] requires specially designed instruction and supports and participates in frequent, formative, classroom based assessments that correspond the Virginia Aligned Standards of Learning.

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**K. LEAST RESTRICTIVE ENVIRONMENT (LRE)**

☒ Public Day School (Ages 6-22 years)

**Rationale for LRE selection:**

**a. Progress in the general curriculum is impacted by the disability?**

[REDACTED] disability impacts her ability to access the general education curriculum. Evaluations completed as part of the eligibility process reveal deficits in overall cognitive functioning. Difficulties include visual and auditory processing, short term and long term memory, and overall processing speed. [REDACTED] is performing below grade level across all academic areas and requires instruction to be provided through a modified curriculum that includes simplified learning targets measured through short term objectives/benchmarks.

**c. Explain to what extent the student will not participate with non-disabled peers in academic and non-academic environments**

[REDACTED] requires specially designed instruction and supports and will not participate with non-disabled peers in the academic classes of: language arts, math, science, and history. In addition, she will not participate with non-disabled peers during adapted physical education classes and speech services.

[REDACTED] requires special transportation which may occur without access to non-disabled peers.

[REDACTED] will receive instruction within the general education setting for elective classes with special education support.

**L. PARENT (OR GUARDIAN) STATEMENT**

We understand that placement will be reviewed annually and more frequently, if necessary. We also understand we will be contacted if any placement changes are contemplated. Placement does not guarantee success; however, mutual cooperation will result in a greater degree of success in this program. We acknowledge that we have been notified and have received a copy of our due process rights pertaining to Special Education placement and have a basic understanding of these rights. We acknowledge that we have received a copy of the completed IEP form.

☒ I agree to the proposed placement in Special Education.

Signature below indicates permission for placement

\_\_\_\_\_  
Relationship to Student

☐ I do not agree to the proposed placement in Special Education.

Signature below denies permission for placement

\_\_\_\_\_  
Relationship to Student

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**PARENTAL CONSENT FOR BILLING PUBLIC INSURANCE LANGUAGE FOR THE IEP or IEP AMENDMENT**

For Medicaid or FAMIS (Family Access to Medical Insurance Securities) Insured Only

Consent to Release Information: I consent for VA Beach City Public Schools (LEA) to release information about my child's participation in services billed to Medicaid to participating physicians, other health care providers, the Department of Medical Assistance Services, and any Department of Medical Assistance Services billing agents, and any LEA billing agent as necessary to process Medicaid claims for reimbursement, Medicaid covered health-related services and the evaluations for services outlined in the IEP.

Procedural Safeguard: I understand my right to deny consent for the school system to access my child's Medicaid coverage to seek reimbursement for the health-related services provided will not affect delivery of these services to my child. I understand that my permission is voluntary and may be revoked at anytime. I also understand that I have the right to request copy of the records disclosed.

- ☒ I give consent for claims to be submitted to the State Medicaid Agency as described above, for the services outlined in the Individualize Education Program (IEP), including duration and frequency and/or evaluation for IEP services.
- ☐ I do not give consent.
- ☐ My child is ineligible for Medicaid.