



# ANNUAL REPORT

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Presented to the  
Loudoun County School Board

October 22, 2013





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## REFERENCES

October 2012 SEAC Annual Report to the LCPS School Board  
[http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/103/presentations/2012-13%20Annual%20Report%20Draftupdated3\\_1.pdf](http://www.lcps.org/cms/lib4/VA01000195/Centricity/domain/103/presentations/2012-13%20Annual%20Report%20Draftupdated3_1.pdf)

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

## INTRODUCTION

*"The mission of Virginia's public education system is to educate students in the fundamental knowledge and academic subjects that they need to become capable, responsible, and self-reliant citizens,"*  
<http://www.doe.virginia.gov/about/>.

The Special Education Advisory Committee (SEAC) is pleased to present its annual report to the Loudoun County School Board for your consideration. This report fulfills the requirements set forth by the Individuals with Disabilities Education Act (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia.

SEAC has reviewed the recommendations from the prior year, noted the progress towards those recommendations, and identified emerging trends and issues for the current school year.

The purpose of special education is to provide a free and appropriate public education that prepares students with a secure and meaningful future as productive and independent citizens. For students with disabilities, life after high school varies based on the capabilities of each unique student and on the opportunities available and the preparation provided through public education. Many students will graduate prepared for continued learning, many will enter the workforce having learned a valuable vocation, and others will have learned life skills and job skills but will still require supports and services to become as independent as possible. Therefore, the annual report is extremely relevant as it identifies the areas of need necessary for all students to graduate prepared to reach their fullest individual potential.

The SEAC expresses our appreciation for the collaborative and effective relationship we have had with the Pupil Services staff and, especially, the Director of the Office of Special Education, Mary M. Kearney. This has provided SEAC with the opportunity to maintain an open line of communication 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:

- Maintaining current class sizes. SEAC supports the restoration of smaller class sizes;
- Increasing support of Positive Behavioral Interventions and Supports (PBIS) and making it possible for every school by fall 2014 to implement this program. There are currently 70 PBIS schools, an increase of 18 new locations since last year.
- Continued support for the LCPS Parent Resource Center (PRC). The PRC has been contacted by 1,436 parents and school staff with questions, problem solving, and request for resources for the July 1 – June 30 calendar year. The efforts of the PRC help to educate parents and encourage positive parent-school relationships that ultimately benefit the students;
- Increasing the support of the Stetson Inclusive Practices framework providing system level inclusive practices supports, from 27 schools last year to 43 currently. 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 the needs of students with disabilities are addressed;

- Revising the LCPS Crisis Response Plan to include evacuation procedures for students with special needs;
- Chairman Eric Hornberger's adopted motion to modify the Principal Performance Evaluation to include inclusive practices as a performance indicator;
- Establishing a Discipline Task Force that included SEAC representation to review data, practices, standards and/or policies associated with student discipline within the school system and recommend modifications;
- School Board Adoption on October 8, 2013, 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; and
- Providing a 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."

## **SEAC PURPOSE**

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 PRIORITIES

The recommendations addressing top priority needs are the result of information reviewed from SEAC subcommittee reports, formal public comments presented at SEAC meetings, the SEAC Town Hall comments and survey, informational meetings with staff, and the review of statistical data included in the appendix. A number of previous recommendations continue to be relevant.

Top priorities identified that address areas of need:

- 1) **Consistency in Programs and Services** – Provide clear, consistent, and understood practices and policies to ensure that students are receiving services that are available and appropriate;
- 2) **Quality Inclusion** – Provide an inclusive educational experience at each LCPS school; and
- 3) **Leveled (ECSE-ES, ES-MS, MS-HS) and Post Graduate Transition Planning**  
Provide effective planning and preparation for students graduating to the next level with meaningful IEPs and ultimately to prepare students with disabilities to “lead productive and independent adult lives, to the maximum extent possible.” (20 U.S.C. 1400(c)(5)(A)(ii)).”

### Priority 1: Consistency in Programs and Services

Students with disabilities should have a similar experience from the time of referral through the delivery of special education services. Decisions about students’ needs, the goals they should achieve, and how to receive their services varies significantly from student to student; classroom to classroom; and from school to school. Furthermore, compliance to laws and regulations, including implementation of the Individual Education Program (IEP), also varies significantly.

#### Recommendation 1a:

*That administrators and staff are provided with clear, consistent, and expected practices for the implementation of the special education process (identification and referral, evaluation, determination of eligibility, development of the IEP and determination of services, implementation of the IEP, and reevaluation). Considerations to improve this implementation include:*

1. *Improving the on-going staff development opportunities for all administrators and educators;*
2. *Documentation from My Learning Plan of the staff development training completed should be included in the Teacher Performance Evaluation review; and*
3. *Increasing awareness of the availability of training in the development and implementation of IEPs.*

Greater opportunities for staff development and ensuring that administrators and staff are provided with clear and consistent information are possible by developing training modules that are easily accessible on Vision. Modules would also provide consistent information. The modules could be produced on topics such as:

- Identification and Referral
- Evaluation
- Determination of Eligibility
- Development of the IEP and Determination of Services
- Implementation of the IEP
- Reevaluation
- Data Collection
- Rights, roles and responsibilities of the parents in the IEP process
- Substitute teacher orientation specific to special education
- Leveled Transitions
- Postsecondary Transitions
- Preparation for IEP meeting
- Preparing IEP goals

### **Recommendation 1b:**

*Improve parent awareness of policies, procedures, regulations, and resources by:*

1. *Requiring school administrators to provide information to parents of students in the Referral process and for students identified for special education services about the Parent Resource Center; the Virginia Department of Education (VDOE) Parent's Guide to Special Education Handbook; LCPS special education web resources; and SEAC. Information may be provided electronically via web pages and links or by hard copy;*
2. *Encouraging schools as a part of their Back to School activities to also provide special education information such as special education contacts at the school level, resources available at the school and within the district, case manager role and responsibilities, schedules (bells, lunch), academic, etc. Some schools already offer Special Education Back To School programs;*
3. *Encouraging schools to host quarterly special education parent information sessions on topics of interest to the special education community; and*
4. *Continuing to encourage each school to appoint a SEAC Parent Representative to enhance the flow of communication to the parent community.*

It is evident in public comments provided at the monthly SEAC meetings and from the recent Town Hall that parents are not knowledgeable about special education regulations and services and are also not aware of the valuable resources available from LCPS and VDOE. SEAC has also learned that basic resource information provided to the schools is not being distributed to the parents. Examples of materials not being distributed to **all** families include the Parent's Guide to Special Education handbook, the Parent Resource Center information card, and the LCPS Section 504 brochure.



### Recommendation 1c:

*That currently available data be used to develop a reporting mechanism that tracks the outcomes for students with disabilities from early childhood special education through graduation.*

Outcome data will be helpful to address the variation in experiences and the delivery of services for special education students. Because IEPs are unique for each student and the progress towards goals is not a measure of academic performance, SEAC believes that other available data should be collected and evaluated to determine the performance of students with disabilities in order to know what's working and how best to move forward. For example, the Annual Measurable Objectives (AMOs) Proficiency Gaps "report the differences in performance of traditionally underperforming student subgroups as compared with AMOs." This and other data can be used to evaluate targeted outcomes for the students with disabilities population. Students without disabilities and students with disabilities should not have a wide disparity in performance. Analyzing available data can provide information to drive meaningful expectations for performance and allow LCPS to develop increasingly effective approaches to policymaking and best practices.

## **PRIORITY 2: Quality Inclusion**

*(2008-09, 2011-12, 2012-13)*

Providing an inclusive educational experience continues to be a major focus of SEAC. Our annual report addresses quality inclusion as it applies to Least Restrictive Environment and in its application to teaching practices and school climate.

### Recommendation 2a:

*That once specialized programs are established in an assigned school, the program should remain in the assigned school, unless the program is no longer needed to serve students within the cluster area;*

*That self-contained programs should be located in the same school and that the classroom makeup be split, whenever possible, into K-2 and 3-5, to stay in the same school and maintain stability for students that are most vulnerable to transitions. There are currently self-contained programs for autism, emotional, and intellectual disabilities;*

*That each school designate resource classroom space and that this space is not lost to accommodate overcrowding, additional general education classrooms, electives, or specials; and*

*That school capacity formulas include standards for dedicated space for students with disabilities, including the necessary budgeting for staffing and building resources to meet the students' needs.*

There continues to be much movement for special education students from school to school and within a school setting. SEAC strongly recommends that specialized special education programs, such as autism, emotional and intellectual disabilities, no longer be transferred from school to school based on space availability. Because the specialized programs are not provided in every school, the programs are located within clusters to ensure the least restrictive environment for students. However, SEAC is concerned that students with disabilities are relocated when their current school becomes overcrowded.

Displacing students and programs when schools reach capacity to new schools or schools with newly available space causes disruption to the special education student's progress. It is likely that the relocations impact the same population of students resulting in multiple program moves for students over a period of years. Included with this recommendation is a look at special education program movement for the last three years (Appendix G).

When a school reaches capacity or becomes overcrowded, general education classroom space and space for electives is given space priority and special education is relocated within the building. Special education instructional and/or service space is often relocated from a resource classroom to: a smaller classroom with several resource teachers sharing the space; a hallway with or without dividers; and a room intended to be an office and often shared with other resource staff. These alternatives are a disruption to learning due to the inappropriate use of the space, distractions, and loss of privacy as well as not providing equitable space that the general education population is provided.

### **Recommendation 2b:**

*That all schools are staffed by 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:*

- 1. Evidence of promoting cooperative and collaborative teaching practices;*
- 2. Evidence of promoting social-emotional growth of all students. Example - use of peer supports in the classroom and school activities;*
- 3. Implementation of evidenced based inclusive practices. Example - the Stetson Inclusive Practices framework;*
- 4. Provision of collaborative planning time for staff in the school structure. Example - utilizing responsible scheduling and offering professional learning communities;*
- 5. Engagement of students with disabilities and other at risk populations in a wide range of activities including the general education setting, nonacademic, and extracurricular activities. Examples include peer supports, cooperative learning, and encouraging case managers to reach out to students and invite them to participate in school activities; and*
- 6. Inclusion of a disability statement on **all** school materials for activities and programs. For example, "If, due to a disability, you need assistance to enable you to participate in this program or activity, contact (identify school contact) at (phone number) five working days before the event."*

Public comments this past year continue to describe varying levels of school support for inclusive practices and that these differences impact the quality of special education programs and services within the school district.

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. In addition to the benefits to special education students, inclusive practices also encourage efficiencies for the district. For example, the Stetson Inclusive Practices framework teaches responsible scheduling resulting in efficient use of special education staff. Another efficiency could be the decrease in conflicts that result from noncompliance to the IEP, laws, and regulations resulting from lack of interest in staff development and proficiency in these areas. By not being in compliance, time is spent resolving conflicts, holding mediation, or participating in due process hearings.

### **Recommendation 2c:**

*Providing educators with ongoing professional development focused on skills needed to improve educating a diverse population of students in the general education setting with an emphasis on disability specific teaching strategies.*

In addition to increasing awareness of programs available, greater opportunities for staff development are also possible by developing training modules that are easily accessible to staff on Vision. The modules could be produced organizing a development team of skilled teachers. The modules could be produced on topics such as, but not limited to:

- Queuing, Prompting, Independence
- Differentiated Instruction
- Accommodations/Modifications
- Assistive Technology

### **PRIORITY 3- Transition:**

#### **Leveled (ECSE-ES, ES-MS, MS-HS) and Post Graduate Transition Planning.**

Continue efforts to provide effective planning and preparation for students graduating to the next level with meaningful IEPs and ultimately to prepare students with disabilities to “lead productive and independent adult lives, to the maximum extent possible.” (20 U.S.C. 1400(c)(5)(A)(ii)).”

### **Recommendation 3a:**

*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*
- *High School to Post Graduate Transition Planning*

*That case managers and administrators from each level become knowledgeable about student needs, the delivery of services, structure, and curriculum at the next level, so that student and staff can be adequately prepared and access to the curriculum can be effectively achieved;*

*That the “I’m Determined” one page summary of the student’s interests, strengths and challenges continue to be used as one tool in communicating information to the school team.*

*That when developing the IEP, incorporate appropriate student goals and objectives to prepare for an upcoming transition, focusing on self-advocacy and independence. For example, prior to the start of the 5th grade year, consider including in a student’s IEP goals and objectives that will be implemented during 5th grade to provide the student with knowledge and skills for middle school; and*

*That communications occur with parents about the transition and that contact information is provided with the appropriate staff at the next level that will be able to answer questions and be points of contact.*

The structure and curriculum change from one level of education to the next. 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 instruction and 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.

**Recommendation 3b: - Transportation Funding for Community Based Instruction (CBI) and Community and Community and Schools Together (CAST)**

*That adequate funding for transportation is available to ensure reasonable (less than one hour) bus support for student services in the IEP such as CBI and CAST programs.*

CBI and CAST are programs that prepare our students with disabilities for life after high school. The Community Based Work Experience program, also known as CBI, is an elective course for students with IEPs. CBI provides valuable work experience for students preparing for employment. The CAST program is designed to assist students with intellectual disabilities a transition for post-secondary life. Students in CAST are between the ages of 18 and 22 and require employment and community participation support through integrated transition services. Integrated transition services is a collaborative model that has the schools, adult service providers, students and their families working together to prepare the student for post-secondary life. At this time, the CAST program is able to support 20 students.

The transportation limitations addressed in last year's annual report have not improved. Last year and again this year, teachers have had to use LCPS cars to transport students because LCPS buses could not be scheduled without sufficient notice. Buses must be scheduled by Wednesday for the following week and employers typically do not present schedules until Fridays. Adequate transportation is not guaranteed due to the restrictions of route buses and also due to work schedules that are not designed by the employer to accommodate school route buses. It is likely that a dedicated bus or buses for the CBI and CAST programs are necessary to ensure the success of these transition programs.

**RECOMMENDATION 3c:**

*That the C. S. Monroe Technology Center offers a two tiered program in order to provide education and training that adequately prepares IEP students with job skills needed for a trade or job category that does not require certification or licensure.*

The Monroe Technology Center currently has an enrollment totaling 535 students with 25.7% (138 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. SEAC supports planning for opportunities for students with disabilities to have training in this school setting when designing plans for the Monroe expansion.

**Recommendation 3d:**

*That a FTE transition specialist be hired to ensure that transition planning and services are adequately provided.*

For the third year, SEAC again recommends 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. Currently, the transition responsibilities are carried out as part of another FTE position. SEAC requests that a dedicated FTE transition specialist is needed to ensure successful preparation for post graduate transition planning.

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))

The recommendation for a Transition Specialist to provide a full-time position to transition services in order to ensure that our students are successfully prepared for employment and that our fulfillment of IDEA and the State Performance Plan are satisfied. This position would provide the needed staffing to facilitate a coordinated effort in transition services year round, not just during the 180 day school calendar.

## AREAS OF CONCERN

### 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.

#### *Local Budget Climate*

The Loudoun County Board of Supervisors directed County Administrator Tim Hemstreet to create a FY15 county budget using the equalized tax rate of \$1.16, with options to reduce the tax rate by as much as two cents. It is estimated that this will create a \$67 million shortfall for LCPS. Furthermore, members of the Finance, Government Services and Operations Committee believe that there are “quality reductions in the overall Loudoun County Public Schools budget to offset some of the anticipated funding gap,” Leesburg Today, September 11, 2013.

The preliminary \$1.16 equalized tax rate is a reduction of 4 ½ cents from the FY14 \$1.205 tax. The Board of Supervisors has reduced the tax rate each year since FY12. These reductions have occurred while LCPS enrollment has increased from 2010-11’s 63,184 to today’s total student enrollment of 70,652.

The ability to maintain a high quality public education for Loudoun County students during unprecedented growth while continuing to decrease funding for the schools is of great concern.

Class size, the diminishing tuition reimbursement funding, continuous WABE ranking for low teacher pay, and other results from budget deficits impacts the quality of staff drawn to special education as well as to LCPS.

### School Discipline

Last year, the School Board appointed a Discipline Task Force to review the LCPS School Board's discipline policies to determine what if any changes should be made. The task force was comprised of members with diverse perspectives, including a representative of SEAC. On August 13, 2013, the task force presented its findings to the School Board’s Discipline Committee.

Of concern to SEAC is the disproportionate suspension rate for students with IEPs rates. For the 2011-12 school year, 5.3% of the IEP population was suspended while 1.2% of the non-IEP population was suspended. Students with IEPs are 3.5 times more likely to be suspended than the overall population. Are teachers and other school staff making decisions based on the knowledge and practice for students with IEPs? This is an area that requires further review. A review of further review of discipline rates for this population is needed to understand the reason for disproportionality.

## **New Superintendent**

SEAC recognizes the superior leadership that retiring Superintendent Dr. Edgar B. Hatrick provides making it possible for LCPS to prosper during a period of fast paced growth and changing economies. SEAC appreciates and applauds Dr. Hatrick for his strong support of special education and inclusive schools during his long serving career as our superintendent.

SEAC requests that the new superintendent continues to provide strong leadership and support for our school leaders, teachers, and students in special education and seeks the best support available to students with disabilities. The committee also requests that special education stakeholders, including staff and parent(s), be included in the selection process for the new superintendent and that the new superintendent have a proven track record in supporting special education and inclusive practices.

## STATUS OF 2012 ANNUAL REPORT RECOMMENDATIONS

*Provided by the Director of the Office of Special Education*

RECOMMENDATIONS 2013	Status August 2013
Recommendation 1: Providing clear message from LCPS leadership supporting inclusive practices	Included in Principal Performance Evaluation
<p>Recommendation 1: Providing schools with administrators who establish and practice a clear mission for an inclusive school wide culture where individual differences are valued, embraced, evident as demonstrated by:</p> <ul style="list-style-type: none"> <li>a. Promoting academic and social-emotional growth of all students</li> <li>b. Implementing evidence-based inclusive practices</li> <li>c. Providing collaborative planning for staff in the school structure</li> <li>d. Engaging students with disabilities in a wide range of activities, including general education setting, nonacademic, and extracurricular activities.</li> </ul>	<p>Department of Pupil Services has offered and will continue to offer training on the evidence based practices of Positive Behavior Interventions and Supports (PBIS), Responsive Instruction (RI), and Stetson - "Step by Step Inclusive Practices" training. It is anticipated that all LCPS schools will have received training in the PBIS framework before the start of the 2014-2015 school year. Continuous training is provided in the RI framework and at this time 20 schools have implemented RI. Also, ongoing training is provided in Stetson and 36 schools are using the Stetson framework for planning for students with and without disabilities. In addition to these trainings, the Office of Special Education conducts monthly meetings with representatives from each school, the Special Education Contact Persons.</p>
Recommendation 1: Providing educators with professional development focused on skills needs to improve educating a diverse population of students in general education setting.	Professional development is provided on educating diverse populations as a part of the PBIS, RI and Stetson trainings. LCPS will continue to provide training in these frameworks.
Recommendation 2: Leveled Transitioning Procedures	Training in "I'm Determined" will be continued.
Recommendation 2: Case managers and administrators from each level become knowledgeable about the delivery of services, structure, and curriculum at the next level to adequately prepare students for transitions.	Training in the delivery of services, structure, and curriculum as students transition to the next level is an ongoing process.
Recommendation 2: 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.	The review of CBI and CAST programming is ongoing. The evaluation of available programming and the need for additional offerings at Monroe Tech will be conducted during the 2013-2014 school year.
Recommendation 2: That transportation be provided to adequately support the CBI and CAST programs.	The Office of Special Education continues to work with the Transportation Office to address the needs for students with disabilities.
Recommendation 2: 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.	The Office of Special Education will continue to work with Career and Technical Education Office on this concern.



Recommendation 2: That an additional FTE Transition Specialist be hired to ensure that transition planning and services are adequately provided to students with disabilities.	The Office of Special Education is planning to include this request in the FY15 budget.
Recommendation 3: That administrators and general educators receive 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 an offered periodically, more than once a year.	The Office of Special Education supports this idea and provides ongoing training for staff. Training includes opportunities provided to teachers in meetings conducted throughout the school year by specialists and consulting teachers.
Recommendation 3: 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 that require remediation.	The Office of Special Education supports this idea and provides ongoing training for staff.
Recommendation 3: 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.	The Office of Special Education supports this idea and provides ongoing training for staff. Monthly meetings are conducted with Special Education Contact Persons with follow-up training with school staff.

## COMMITTEE ORGANIZATION

Chairperson:	Lisa Glasgow
Past Chairperson:	Jodi Folta
Vice Chair Communications:	Amy DiBari
Vice Chair Membership:	April Redmon
Vice Chair Planning:	Jodi Folta
Secretary:	Megan Wagner
Staff Liaison: Director of Special Education	Mary M. Kearney
School Board Liaison:	Jill Turgeon
Committee Members:	16
Subcommittees:	Inclusive Practices Transition Planning Planning - Autism Spectrum Disorders and Early Childhood Special Education Reading

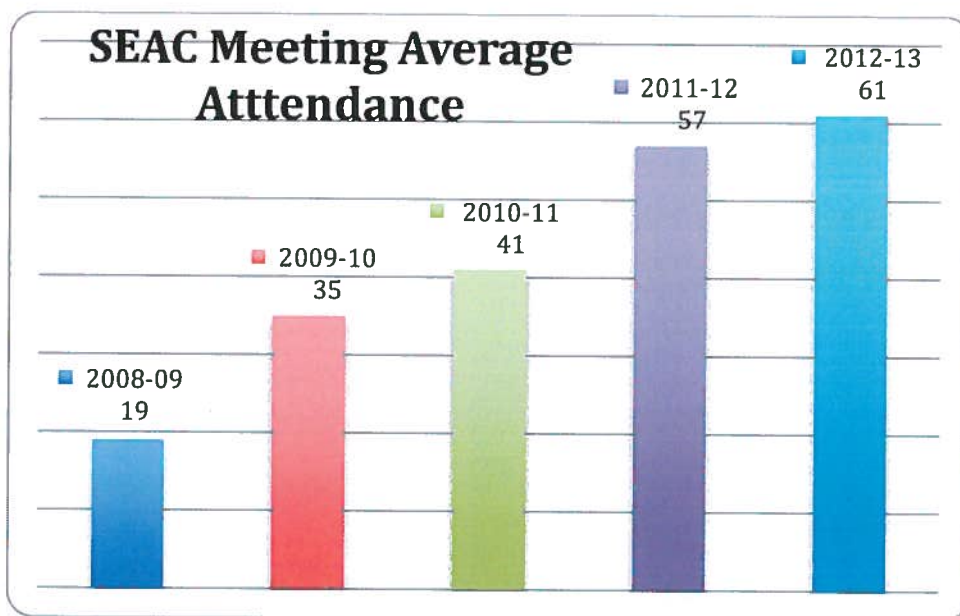
## COMMITTEE ACCOMPLISHMENTS AND ACTIVITIES

The SEAC focused its activities in three areas:

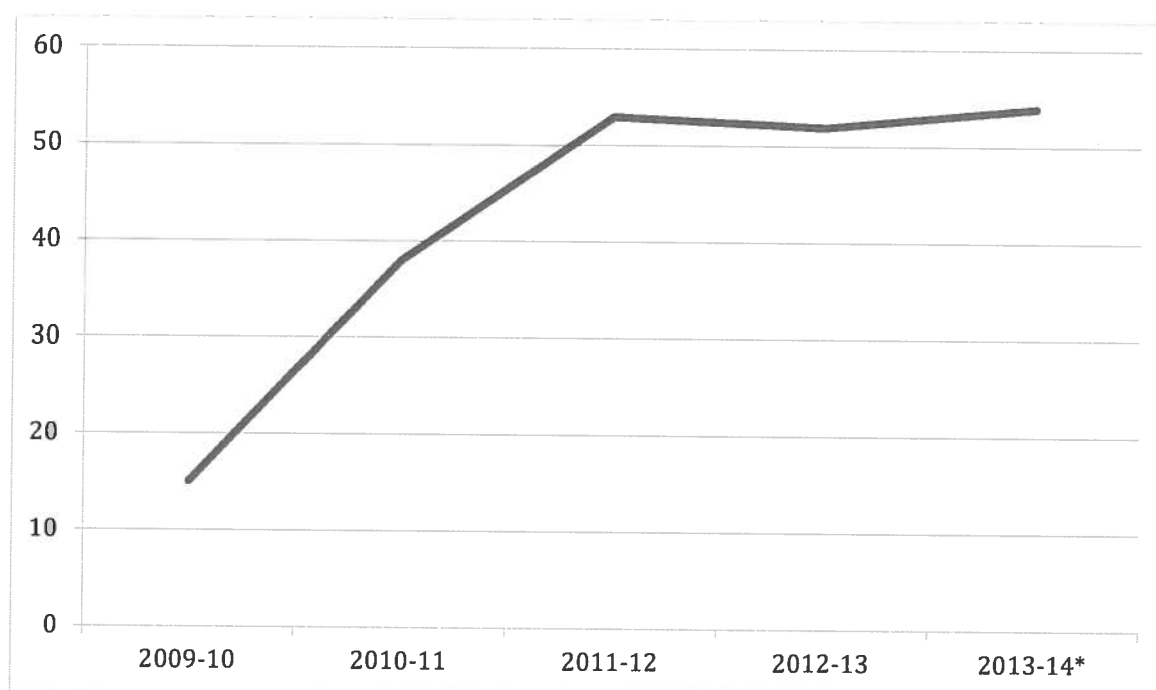
1. Identify the unmet needs of students with disabilities;
2. Outreach efforts to improve communication with the constituency we serve, the families of children receiving special education services from the LCPS; and
3. Organizing support for the special education budget for the 2013-2014 school year.

### Meeting Attendance

- 201% increase in meeting attendance since 2008-09 (19 average attendance) to 2012-13 (61 average attendance)
- 7% increase from 2011-2012 (57) to 2012-2013 (61)



### Number of SEAC Representatives - Growth Chart



*\*As of October 15, 2013, 54 schools have appointed SEAC Representatives. It is anticipated that a few additional appointments will be made during the remainder of the school year.*

SEAC strives to have a representative in every school to provide valuable information about LCPS special education programs, services, and activities. This program was introduced in 2009.

### **2013 Recognition of Excellence in Special Education Awards**

Thirty-four individuals and three programs were honored on May 28, 2013, at the Recognition for Excellence in Supporting Special Education Awards ceremony. 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. We were excited to welcome 400 attendees to the ceremony and reception and honored to have School Board Chairman, Eric Hornberger, Vice Chair Jill Turgeon, Superintendent Dr. Edgar B. Hatrick, Assistant Superintendent of Pupil Services Dr. Mary Kealy, and Director of the Office of Special Education Mary Kearney join us.

## Outreach

- Provide regular updates on SEAC and areas of interest for the special education community at [www.facebook.com/loudounseac](http://www.facebook.com/loudounseac). Introduced in 2012, SEAC's Facebook page currently has nearly 300 followers.
- SEAC description included in 2013-14 Annual Report Climate of Success, 2013-14 Guide and Directory, LCPS website (Headlines and Calendar), LCPS Facebook, and local newspapers.
- Distributed a minimum of two email notices each month during the school year to the approximately 450 individuals on the SEAC community roster to announce monthly meetings and updates on current activities.
- Hosted a Town Hall on April 18, 2013, attended by 141 individuals. There were 19 public comments presented to the panel.
- Together with the Director of Special Education, distributed a joint letter in August 2013 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.
- The SEAC chair was invited to attend and represent the advisory committee at school informational meetings for families of students with disabilities at the following locations: Stone Bridge High School; Hillside Elementary School; Horizon Elementary School; J. Michael Lunsford Middle School; and Little River Elementary School.
- SEAC staffed a very busy information booth at the MSAAC Academic Achievement Advisory Fair on February 9, 2013.
- SEAC Representatives provided regular updates to their individual schools about current SEAC activities, Parent Resource Center programs, and LCPS special education information.

## Meetings

- The SEAC Bylaws (Article VII-Meetings) require that the committee hold at least six regular meetings from September through June. SEAC met eight times during the 2012-2013 school year.

## 2012-2013 SEAC Presentations

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

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 (Inclusive Practices, Reading, 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 2014 budget process.
- SEAC represented on the Principal Performance Evaluation Committee
- SEAC represented on the School Board Discipline Task Force

## **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 2012 to June 2013, a total of 26 public comments were presented at SEAC meetings. Common themes included program stability and the frequency of program relocations, special education services, compliance to the IEP, food allergy safety and awareness, and staff development for specific disability training.

## **2013 TOWN HALL**

The biannual Town Hall Meeting, hosted by SEAC, was held on April 18, 2013, 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 listed 141 individuals who registered as attendees. Special guests attending included Superintendent Edgar Hatrick, School Board Chair Eric Hornberger, School Board vice Chair Jill Turgeon 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; Heather Cleary, Secondary Special Education Supervisor; Rick Berry, Elementary Special Education Supervisor and Allyson Pate, educator, Parent Resource Center.

SEAC receives feedback at the Town Hall through public comments and an attendee written survey. 19 individuals addressed the panel directly with a public comment and 56 attendees completed the written survey. There were many relevant comments and many were consistent with SEAC concerns. The public comments and survey all shared the same main concerns:

- Formal peer interactions and support mechanisms (social skills, peer mentor programs, self-advocacy)
- Compliance to the laws and regulations
- Compliance with the Individual Education Program
- 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.).

The concerns cited are all included in this annual report as a recommendation or a matter undergoing further review.

## SUBCOMMITTEE SUMMARIES

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

### Inclusive Practices

This Subcommittee developed a preliminary checklist to evaluate schools' inclusive practices, particularly in regards to the knowledge and practice associated with inclusive practices. Initially, the checklist will be distributed and assessed in experimentation as we assess the process and the county wide data received. The checklist will be rolled out in tiers and in phases. It will be distributed in the fall and spring. The first survey will be provided to the schools previously trained in the Stetson Inclusive Practices framework, then newly trained Stetson schools, followed by an opportunity to gain parental perception. The data collected will give central office staff feedback on where needs are associated with inclusive practices and what training and supports are needed.

### 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 continues to draft its recommendations.

### 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 met with the Director of the Office of Special Education and discussed reading assessments that are available, using the reading programs with certain disabilities, and also the identification process for these specialized reading programs. The subcommittee has no additional recommendations at this time.

### Transition Planning and Services

The subcommittee collected information from several resources including 1) descriptions of direct experiences, 2) meetings with subject matter experts, 3) review of available data and review of publications. In addition, a transition survey was administered to Special Education Administrators at each school. The following three objectives were addressed by the Transition Subcommittee: advise on transition needs and assist in recommendations to improve the effectiveness of transition services (ECSE to ES, ES to MS, MS to HS and HS to Adult); evaluate the transition outcomes for former students three years from completion of LCPS to determine effectiveness of transition services. (State Performance Plans Indicators 13 and 14); and evaluate the performance of the CBI and CAST programs and their fulfillment of Indicators 13 and 14.

The subcommittee will review the transition survey results over the course of the current year. The subcommittee learned that there is an absence of relational data correlations for analyzing student outcomes post high school and recommends no further action for the transition outcome objective as written. Recommendations for the CBI and CAST programs:

- Monitor the transportation situation closely in the coming months.
- Advocate, where possible, for expanded transportation support to these critical programs.





## APPENDIX A

### SEAC Representatives October 15, 2013

***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 15, 2013. Bold print indicates that there is not a SEAC Parent Representative at this time.***

#### **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 ES***  
***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  
Discovery Elementary School  
Mill Run Elementary School  
Newton-Lee Elementary School  
Sanders Corner Elementary School  
***Seldens Landing ES***  
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 School***  
Creighton's Corner Elementary School  
Discovery 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  
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**

### ***2013 Recognition for Excellence in Supporting Special Education Award Recipients***

<b>Category</b>	<b>Award Recipient</b>	<b>School</b>
Administrator Special Education	Christopher Painter	Horizon Elementary School
Administrator Special Education	Mark Nichols	NON SCHOOL BASED
ECSE Educator	Caitlyn Goyne	Evergreen Mill Elem. School
Related Services Educator	Rita Purcell Robertson	NON SCHOOL BASED
Special Education ES	Jane Ramirez	Potowmack Elem. School
General Education MS	Kim Grigley	J. Michael Lunsford Middle School
Special Education MS	Nicole Lewis	Stone Hill Middle School
Special Education HS	Kimberly Wiss Anselene	Dominion High School
Special Education Transition	Beth Lewter	Dominion High School
SPED Dept Chair	Jessica Pendleton	Park View High School
Paraprofessional ES	Mary Day	Dominion Trail Elem. School
Paraprofessional ES	Yvette Montoya	Sterling Elem. School
Paraprofessional HS	Judy Gray	Briar Woods High School
Paraprofessional MS	Beverly Gillis	Blue Ridge Middle School
Program	Bright Life Buddies/Bright Life Huskies/BUDS	Belmont Ridge Middle School, Tuscarora High School and Stone Bridge High School
Program	The Freedom High School Drama Department	Freedom High School
Program	Social Buddies	Sanders Corner Elem. School
Parent	Keri Schoenbrun	Cedar Lane Elem. School
Parent	Marina Blair	Dominion High School
Student	Amy Stone	Broad Run High School
Student	Anna Stratton	Loudoun Valley High School
Student	Cara Martino	Catoctin Elem. School
Student	Elijah Grate	Smart's Mill Middle School
Student	Grace Riordan and Kathryn "Katie" Sulek	Smart's Mill Middle School
Student	Jacob Fuentes	J. Michael Lunsford Middle School
Student	Jaden Modhera	Cedar Lane Elem. School
Student	Jared Brennan	River Bend Middle School
Student	Joshua "Josh" Grimard	Loudoun Valley High School
Student	Kayla Magill	Dominion High School
Student	Kiesha Campbell	Loudoun Valley High School
Student	Madison Kreber	Dominion High School
Student	Matthew St. Onge	J. L. Simpson Middle School
Student	Natalie Azzam	Dominion High School
Student	Riley McMullan	Mercer Middle School
Student	Taylor Thompson	Liberty Elem. School
Student	Timothy "Timmy" Landicho	J. L. Simpson Middle School

## **APPENDIX C**

<b>Breakdown of Special Education By Disability - December Child Count</b>					
	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>ID - Intellectual Disability</b>	240	259	262	289	296
<b>SD - Severe Disability*</b>	35	34	22	10	0
<b>DHH - Deaf and Hard of Hearing</b>	77	79	84	94	107
<b>SLI - Speech/Language Impairment</b>	1269	1365	1374	1321	1349
<b>ED - Emotional Disability</b>	452	461	484	468	491
<b>OI - Orthopedic Impairment</b>	63	70	70	71	68
<b>OHI - Other Health Impairment</b>	872	964	1103	1190	1298
<b>AUT - Autism</b>	625	674	729	806	903
<b>SLD - Specific Learning Disability</b>	1880	1947	2048	2117	2195
<b>DB - Deaf-Blind</b>	2	2	2	2	2
<b>MD - Multiple Disabilities</b>	49	55	67	78	87
<b>DD- Developmental Delay</b>	306	313	430	491	519
<b>TBI - Traumatic Brain Injury</b>	16	16	14	15	16
<b>VI - Visual Impairment</b>	24	24	30	34	38
<b>Totals</b>	5910	6263	6719	6986	7369
<b>% of Total of LCPS students</b>	10.37%	10.42%	10.63%	10.66%	10.78%

\*As required by VDOE, students with severe disabilities (SD) were changed to students with multiple disabilities (MD).

## **APPENDIX D**

Special Education Autism Growth		
Year	Number	% of Growth
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	8%
2012	903	9%

## APPENDIX E

### Loudoun County Public Schools Special Education Services: ECSE and Autism 2013-2014

Ashburn Area		
Briar Woods High School Cluster		
School	ECSE	Autism
Creighton's Corner		1
Hillside	1	
Legacy	2	
Mill Run		
Moorefield Station	3	2
Rosa Lee Carter		2
School		Autism
Eagle Ridge		2
Stone Hill		3
Briar Woods		2
Broad Run High School Cluster		
School	ECSE	Autism
Ashburn	2	
Cedar Lane	5	2
Discovery	3	
Dominion Trail		
Steuart Weller		2
School		Autism
Farmwell Station		2
Broad Run		2
Stone Bridge High School Cluster		
School	ECSE	Autism
Belmont Station		2
Newton-Lee	2	1
Sanders Corner		1
Seldens Landing		
School		Autism
Belmont Ridge		4
Stone Bridge		2

<b>Leesburg Area</b>		
<b>Heritage High School Cluster</b>		
<b>School</b>	<b>ECSE</b>	<b>Autism</b>
Cool Spring	3	
Tolbert		
<b>School</b>		<b>Autism</b>
Harper Park		2
Heritage		4
<b>Loudoun County High School Cluster</b>		
<b>School</b>	<b>ECSE</b>	<b>Autism</b>
Catoctin	3	
Evergreen Mill	3	
Frederick Douglass	2	2
Sycolin Creek	2	
<b>School</b>		<b>Autism</b>
J. L. Simpson		2
Loudoun County		2
<b>Tuscarora High School Cluster</b>		
<b>School</b>	<b>ECSE</b>	<b>Autism</b>
Ball's Bluff	2	
Frances Hazel Reid	2	
Leesburg		
Lucketts		
<b>School</b>		<b>Autism</b>
Smart's Mill		1
Tuscarora		2

Route 50 Corridor Area		
Freedom High School Cluster		
Liberty		
Little River	3	1
School		Autism
J. M. Lunsford		2
Freedom		2
John Champe High School Cluster		
School	ECSE	Autism
Aldie		
Arcola	2	1
Buffalo Trail	2	1
Pinebrook		1
School		Autism
Mercer		1
John Champe		1



Sterling Area		
Dominion High School Cluster		
School	ECSE	Autism
Lowes Island		2
Meadowland	2	
Sugarland	3	
School		Autism
Seneca Ridge		2
Dominion High		2
Park View High School Cluster		
School	ECSE	Autism
Forest Grove	2	
Guilford		
Rolling Ridge		
Sterling Elementary		
Sully		
School		Autism
Sterling Middle		2
Park View		2
Potomac Falls High School Cluster		
School	ECSE	Autism
Algonkian		2
Countryside	2	1
Horizon	2	
Potowmack	2	1
School		Autism
River Bend		4
Potomac Falls		4

<b>Western Loudoun Area</b>		
<b>Loudoun Valley High School Cluster</b>		
<b>School</b>	<b>ECSE</b>	<b>Autism</b>
Banneker		
Emerick		
Hamilton		1
Lincoln		
Middleburg		
<b>School</b>		<b>Autism</b>
Blue Ridge		1
Loudoun Valley		2
<b>Woodgrove High School Cluster</b>		
<b>School</b>	<b>ECSE</b>	<b>Autism</b>
Hillsboro		
Kenneth Culbert	3	1
Lovettsville		1
Mountain View	1	
Round Hill	2	1
Waterford		
<b>School</b>		<b>Autism</b>
Harmony		2
Woodgrove		2

## **APPENDIX F**

### Loudoun County Public Schools Special Education Services: Program Locations 2013-2014

<b>Ashburn Area</b>								
<b>Briar Woods 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>	
Creighton's Corner		X	X					
Hillside	X		X					
Legacy	X		X					
Mill Run			X					
Moorefield Station	X	X	X					
Rosa Lee Carter		X	X			X		
<b>School</b>		<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>	
Eagle Ridge		X	X	X	X			
Stone Hill		X	X	X	X			
<b>School</b>		<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
Briar Woods		X	X	X	X			X
<b>Broad Run 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>	
Ashburn	X		X					
Cedar Lane	X	X	X					
Discovery	X		X	X				
Dominion Trail			X					
Steuart Weller		X	X					
<b>School</b>		<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH</b>	
Farmwell Station		X	X	X	X	X		
<b>School</b>		<b>Autism</b>	<b>CC</b>	<b>ED</b>	<b>ID</b>	<b>MD</b>	<b>DHH/Vision</b>	<b>Transition</b>
Broad Run		X	X	X	X	X		X

Stone Bridge High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	
Belmont Station		X	X		X			
Newton-Lee	X	X	X					
Sanders Corner		X	X					
Seldens Landing			X		X			
School		Autism	CC	ED	ID	MD	DHH	
Belmont Ridge		X	X	X	X	X		
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Stone Bridge		X	X	X	X	X		X
Leesburg Area								
Heritage High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	
Cool Spring	X		X					
Tolbert			X					
School		Autism	CC	ED	ID	MD	DHH	
Harper Park		X	X	X	X		X	
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Heritage		X	X	X	X	X		X
Loudoun County High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	
Catoctin	X		X			X		
Evergreen Mill	X		X					
Frederick Douglass	X	X	X	X				
Sycolin Creek	X		X	X		X		
School		Autism	CC	ED	ID	MD	DHH	
J. L. Simpson		X	X	X	X	X		
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Loudoun County		X	X	X	X			X

**Tuscarora High School Cluster**

School	ECSE	Autism	CC	ED	ID	MD	DHH	
Ball's Bluff	X		X	X				
Frances Hazel Reid	X		X				X	
Leesburg			X	X				
Lucketts			X					
School		Autism	CC	ED	ID	MD	DHH	
Smart's Mill		X	X	X	X		X	
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Tuscarora		X	X	X	X		X	X

**Route 50 Corridor Area**

**Freedom High School Cluster**

School	ECSE	Autism	CC	ED	ID	MD	DHH	
Hutchison Farm			X					
Liberty			X					
Little River	X	X	X					
School		Autism	CC	ED	ID	MD	DHH	
J. M. Lunsford		X	X	X	X			
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Freedom		X	X	X	X			X

**John Champe High School Cluster**

School	ECSE	Autism	CC	ED	ID	MD	DHH	
Aldie			X					
Arcola	X	X	X					
Buffalo Trail	X	X	X		X			
Pinebrook		X	X		X			
School		Autism	CC	ED	ID	MD	DHH	
Mercer		X	X	X	X			
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
John Champe		X	X	X	X			X

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

Western Loudoun Area								
Loudoun Valley High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	
Banneker			X					
Emerick			X					
Hamilton		X	X					
Lincoln			X					
Middleburg			X					
School		Autism	CC	ED	ID	MD	DHH	
Blue Ridge		X	X	X	X	X		
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Loudoun Valley		X	X	X	X			X
Woodgrove High School Cluster								
School	ECSE	Autism	CC	ED	ID	MD	DHH	
Hillsboro			X					
Kenneth Culbert	X	X	X	X	X			
Lovettsville		X	X					
Mountain View	X		X		X			
Round Hill	X	X	X					
Waterford			X					
School		Autism	CC	ED	ID	MD	DHH	
Harmony		X	X	X	X			
School		Autism	CC	ED	ID	MD	DHH/Vision	Transition
Woodgrove High		X	X	X	X	X	X	X

## APPENDIX G

### Program Moves for the 2013-2014 School Year

Program	Moved from	Moved to	Reason
Emotional Disabilities	Frederick Douglass Elem	Ball's Bluff	Balancing of Special Education programs in Leesburg area
Emotional Disabilities	Buffalo Trail Elementary	Discovery Elem	Services for students closer to home
Intellectual Disabilities	Newton-Lee Elementary	Belmont Station	Restructuring of services from K-5 to K-2 and 3-5
Intellectual Disabilities	Arcola Elementary	Buffalo Trail	Enrollment growth at Arcola
Early Childhood Special Education	Steuart Weller Elem	Discovery Elem	Opening of new school
Early Childhood Special Education	Multiple Locations	Moorefield Elem	Opening of new school
Early Childhood Special Education	Sully Elementary	Forest Grove	Program growth at kindergarten level at Sully Elementary
Early Childhood Special Education	Guilford Elementary	Meadowland	Program growth at kindergarten level at Guilford Elem
Early Childhood Special Education	Liberty Elementary	Little River	Enrollment growth at Liberty
Autism	Frederick Douglass Elem	Cedar Lane ES	Services for students closer to home
Autism	Liberty Elementary	Little River	Enrollment growth at Liberty
Autism	Rolling Ridge Elementary	Lowes Island	Program growth at kindergarten level at Rolling Ridge
Autism	Rolling Ridge Elementary	Potowmack ES	Program growth at kindergarten level at Rolling Ridge



## **APPENDIX H**

### **LEAST RESTRICTIVE ENVIRONMENT – PARTICIPATION IN GENERAL EDUCATION 2012-2013**

<b>LEAST RESTRICTIVE ENVIRONMENT</b>	<b><u>LCPS</u></b>	<b><u>STATE</u></b>
Students included in general education classroom 80% or more of the day	66%	68%
Students included in general education classroom less than or 40% of the day	12%	8%

## **APPENDIX I**

<b>Special Education Staffing 2009-2010 through 2013-2014</b>					
<b>Position</b>	<b>2009-2010</b>	<b>2010-2011</b>	<b>2011-2012</b>	<b>2012-2013</b>	<b>2013-2014</b>
Director	1	1	1	1	1
Supervisors	10	10	11	11	11
Deans	4	4	4	4	4
Coordinators	4	4	3	3	3
Specialists	7	7	7	7	8
Teachers	820.2	811.9	820.9	873.9	918.9
Teacher Assistants	617.9	638.9	648.9	678.9	720.9
Related Services (OT/PT)	38	40	40	36.1	37.1
Clerical Support	10	10	11	11	11
Juvenile Detention	3	4.5	4.5	5.3	5.3
Adult Jail	1	1	1	1	1

## **APPENDIX J**

### **2013 Summary of PBIS**

- 94% of the schools using the Positive Behavioral 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 of PBIS in April of 2013. Responses were provided from 270 school-based individuals. Ratings reflect strong agreement with items such as students have been taught expectations, students feel comfortable and safe in school and in the classroom, and that students have clearly defined expectations for appropriate behavior.

## Appendix K - PBIS Schools by Cluster

<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.*
	Moorefield Station*
	Rosa Lee Carter E.S.

<b>Broad Run High School Cluster</b>	Broad Run H.S.
	Farmwell Station M.S.
	Ashburn E.S.
	Cedar Lane E.S.
	Discovery E.S.*
	Dominion Trail E.S.*
	Steuart Weller 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>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>Heritage High School Cluster</b>	Heritage H.S.
	Harper Park M.S.
	Cool Spring E.S.
	John W. Tolbert 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>Loudoun County High School Cluster</b>	Loudoun County H.S.*
	J. Lupton Simpson M.S.*
	Catoctin E.S.
	Evergreen Mill E.S.*
	Frederick Douglass E.S.
	Sycolin Creek 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>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>County-Wide Programs (LCPS)</b>	C.S. Monroe Tech Ctr
	Douglass School

Note: Purple highlight indicates PBIS Schools

\* 2013-2014 new schools

<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>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>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>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>Alternative Programs</b>	Juvenile Detention Ctr
	Young Adults Program

## Appendix L - Responsive Instruction School by Cluster

<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>Broad Run High School Cluster</b>	Broad Run H.S.
	Farmwell Station M.S.
	Ashburn E.S.
	Cedar Lane E.S.
	Discovery E.S.
	Dominion Trail E.S.*
	Steuart Weller 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>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>Heritage High School Cluster</b>	Heritage H.S.
	Harper Park M.S.
	Cool Spring E.S.
	John W. Tolbert 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>Loudoun County High School Cluster</b>	Loudoun County H.S.*
	J. Lupton Simpson M.S.*
	Catoctin E.S.
	Evergreen Mill E.S.*
	Frederick Douglass E.S.
	Sycolin Creek 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>School Cluster</b>	Park View H.S.
	Sterling M.S.
	Forest Grove E.S.
	Gulford E.S.
	Rolling Ridge E.S.
	Sterling E.S.
	Sully E.S.

<b>County-Wide Programs (LCPS)</b>	C.S. Monroe Tech Ctr
	Douglass School

<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>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>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>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>Alternative Programs</b>	Juvenile Detention Ctr
	Young Adults Program

Note: Blue highlight indicates RI Schools

RI schools = 20



## APPENDIX M - Stetson Schools by Cluster

<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>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>Dominion High School Cluster</b>	Dominion H. S.
	Seneca Ridge M.S.
	Lowes Island E.S.
	Meadowland E.S.
	Sugarland 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>Heritage High School Cluster</b>	Heritage H.S.
	Harper Park M.S.
	Cool Spring E.S.
	John W. Tolbert E.S.

Note: Pink highlight indicates schools that participated in Stetson Training  
 \* 2013-2014 new schools

<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>Loudoun County High School Cluster</b>	Loudoun County H.S.
	J.Lupton Simpson M.S.
	Catoctin E.S.
	Evergreen Mill E.S.
	Frederick Douglass E.S.
	Sycolin Creek 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>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>County-Wide Programs (LCPS)</b>	C.S. Monroe Tech Ctr
	Douglass School

<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>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>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>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>Alternative Programs</b>	Juvenile Detention Ctr
	Young Adults Program

## **APPENDIX N**

### **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 O

### Sample Individualized Education Program (IEP)

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

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.

#### 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.

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

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

[REDACTED] 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. [REDACTED] struggles significantly with identifying story elements (characters, setting, plot) and answering wh- questions.

**Writing:**

[REDACTED] 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. [REDACTED] is able to copy sentences that are provided to her, but she requires assistance with letter formation and spacing. [REDACTED] 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", "[REDACTED] at school"). She is currently learning to use a word processor to assist with writing tasks.

**Math:**

[REDACTED] 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. [REDACTED] 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. [REDACTED] has no concept of skip counting or number patterns and requires assistance with grouping objects.

[REDACTED] 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 modeling 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.

[REDACTED] 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:**

[REDACTED] 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, [REDACTED] 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, [REDACTED] 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 [REDACTED] 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. [REDACTED] 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:**

[REDACTED] currently receives physical therapy consult services. [REDACTED] 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. [REDACTED] 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, [REDACTED] also participates in adapted physical education to address gross motor concerns.

**Fine Motor:**

[REDACTED] 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. [REDACTED] 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%. [REDACTED] 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 [REDACTED] tends to switch hands, but predominantly uses her left hand.

[REDACTED] 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:**

[REDACTED] 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.

[REDACTED]

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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.

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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 (FVLMA) 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.

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#### 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.

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

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

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, 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.

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

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

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, 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				
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.