



The Service Planner

Albemarle County Schools Communication to Private, Parochial, Independent, and Home School Programs that Serve Students With Disabilities

Service Plans for Students with Disabilities

Students eligible to receive special education services as a child with a disability who attend a private, parochial, independent or home school programs located within Albemarle County are eligible to receive some special education services. The services, which are outlined in an individual private school service plan, are defined by Albemarle County Schools in consultation with private and home school representatives as well as with parent representatives.

The services are limited by the amount of "set aside" money Albemarle County is mandated to calculate and spend on this population.

Each year Albemarle County Schools invites private school

and parent representatives to attend a consultation meeting in order to assist Albemarle County Schools in determining the best way to utilize the dollars that are set aside. This year's meeting occurred on March 26 (Home School) and March 27 (Private Schools and Parent Representatives).

Below are the schools Albemarle County Schools is currently working with to identify and serve students eligible for special education.

- Albemarle Christian Academy
- Charlottesville Catholic School
- Charlottesville Day School at ACAC
- Charlottesville Waldorf School
- Covenant School (Upper School Only)
- Einstein School
- Free Union Country School
- Lafayette School and Treatment Center
- Little Keswick School
- Miller School
- Montessori Community School
- Peabody School
- St. Anne's - Belfield (Lower School Only)
- St. Bede's Latin School
- Tandem Friends School
- University Montessori
- *Home School Programs in Albemarle County* ■

Services for 2007-2008

As a result of the consultation meetings that occurred on March 26 and 27 (Meeting notes on page 3), Albemarle County Schools has determined the following will be the special services offered in Private School Service Plans:



a special education teacher to the child's teacher at the private or home school location, with an option to meet at a central location, by phone and/or via the internet (e-mail).

- Students would receive services during the active months of regular school in Albemarle County (8/23/07 - 6/2/08).
- Services would be provided indirectly, on a monthly basis, provided by
- Staff Development resources for Albemarle County Schools' Special Education Teacher in an effort to utilize the trainer model.
- Assistive Technology / Materials to expand Lending Library
- Speech and Language Pathologist and Occupational Therapist to provide 5 hours of consultation to the Albemarle County Special Education Teacher.



Pattie Watson is Albemarle County Schools' case manager for eligible special education students in private school and home school programs.

- Staff development offered two times during the 2007-2008 school year to home school parents and teachers of students with active service plans. ■

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Staff Development—Adding Tools to Our Toolbox



On April 18, 2007 Pattie Watson, Special Education Teacher and Pat Johnson, Speech Pathologist prepared a staff development opportunity for parents and teachers alike to learn more about speech and language services in the schools, special education. There was also an opportunity for participants to review available assistive technology available through the Lending Library for students with active service plans.

Pat Johnson described the special education process for students suspected of having a speech or language impairment, the scope of services and responsibilities of the speech and language pathologist in the public schools. Pat also provided guidance with regard to her experience with assistive technology for students with disabilities. She was available to provide support and answer questions for staff and parents regarding students with disabilities. Pattie Watson presented on the numerous resources and software items now available in the Assistive Technology Lending Library. She was also available to consult with teachers and parents.

In May, Pattie Watson will be facilitating another staff development opportunity. She will focus on classroom interventions and best practices as well as provide

participants with an opportunity to review and engage her once again on the resources available in the Lending Library. ■

Assistive Technology—The Lending Library

The Assistive Technology Lending Library is a free service provided by Albemarle County Schools as part of its work with students with a Service Plan. Below are the materials currently in the “Lending Library” that are available exclusively to students with active service plans. The resources are sorted by focus of intervention:

Articulation:

Software for Articulation Practice:

Just L, Just R, Just S, R Clusters, Consonant Clusters... and more.

Communication

Boardmaker - Software for communication systems using symbols vs. words.

Handwriting:

Handwriting Without Tears

Manipulatives & worksheets to aid students with formation, spacing, and attention to line.

Language & Social Skills:

Social Skills Builders: Various software titles; Peer Interaction and Language, Appropriate Social Behavior, Safety Precautions... and more.

Switch it Opposites: Language development software

Songs for Building Social Skill

How to Teach Communication Skills:

Manual for step by step guide to develop verbal and non-verbal communication with children.

Mathematics:

Eliminating Careless Error: Easy Learn & Teach Parents Manual - addresses careless errors and mistakes in mathematics

Mighty Math Software from Riverdeep:

Numerous games to Practice Calculation and Math Thinking Skills: Titles such as Calculating Crew, Number Heroes, Zoo Zillions

Technology Software: Aids in the mastery of Basic Fractions; Time & Money skills

Touchmath.com Products—These worksheets and workbooks utilize manipulatives to assist students learning to add, subtract, multiply and divide

Touchpoint foam numerals— Assist younger students with learning the “value” of a digit

Reading and Spelling:

Daily Reading Comprehension Software:

Helps students to understand the meaning of written language in sentences and passage

Edmark Reading Series – Levels 1 & 2 –

Reading software that helps students distinguish sounds and blend them together into sound units and words

Locutour Software: Phonemic Awareness—practice of letters & sounds and how they are sequenced to make syllables and words.

Manus Curriculums: Sight Words -

Levels 1 & 2 – Students learn to read sight & high-use words beginning with basic words & continuing with more advanced words.

Quick Reads Fluency Program - Short passages to practice repeatedly for fluency. Each passage has note taking activity and comprehension questions to aid in understanding.

Manus Curriculums: Teacher’s guide &

Spelling Springs: Levels 1-4 : Students learn to spell over 1300 high-use words quickly & easily.

Wilson Language Program – assists students to learn basic sounds and rules for reading and spelling.

Typing:

Mavis Beacon: Typing for Kids

Mavix Beacon Teaches Typing (ages 10+)

AlphaSmart Keyboard: allows students to write and print to a computer.

Software for Focus and Attention:

Locutour Products: Cognitive Rehabilitation

Software - software titles that include: Develop Skills to Attend and Remember Key Information, Developing Functional Memory & Attention Skills

Manus Curriculum: Handbook: How to

Teach Time Management, Organization, & Study Skills:

Writing:

Dragon Naturally Speaking - speech to text software—dictation product

Inspiration – Writing assistance & organization

Kidspiration – Writing assistance & organization

InspireData – Writing assistance for organization of non fiction and data

Writing with Symbols: Software to assist students to understand the meaning of words and sentences

Simple Sentence Structure: Software to teach basis sentence structure.

Manus Curriculum Guides: Outlines for Understanding & Writing about Literature ■

Consultation With Private, Parent and Home School Representatives

On March 26 and 27, 2007 meetings were held and each requirement for meaningful participation and input was opened up for discussion. In the course of approximately an hour the following were the recommendations made by the representative of private and home school parents on behalf of children eligible for special services:

March 26, 2007 – Home School Parent Representative Consultation Meeting

Parent representatives suggested networking with the home school cooperative in order to post notices about child find training or contacts that parents could use if they suspect their child has a disability.

Parents suggested utilizing sites (Virginia Institute of Autism) where parent support groups meet to post literature of parent meetings.

Parent representatives supported the assistive technology library and requested math interventions and support for writing and memorization be included in future consideration for software or resources.

Parent representatives strongly endorsed the use of support to implement and facilitate testing / assessments provided by /through Albemarle County Schools for students with a service plan.

Parent representatives suggested occupational therapy interventions and assessments for handwriting be considered. Parent representatives suggested that e-mail and written notification to parent be a standard procedure but it was also sug-

gested that notification to higher levels of authority in Albemarle Schools (i.e. School Board) be included in the event that funds are insufficient to serve all the children identified with a service plan.

Parent representatives suggested the home school be the site of the delivery of service despite the additional cost or allocation to travel for staff.

It was suggested that communication with Albemarle County base schools improve to allow home base schools to know what is available to children with disabilities in private or home school situation. Increased communication would also promote the timely development of service plans in the event a student is enrolled in a private or home school program by their parent.

Information about the policy and practices for students in home school programs with regard to involvement in extra-curricular activities was requested.

March 27, 2007 – Private, Independent, and Parochial and Parent Representative Consultation Meeting

It was suggested that parent and school representatives be invited to learn about Child Find activities much like the consultation meetings. It was suggested that teachers at the private schools be invited to attend as well, since they work directly with the children (vs. limiting invites to administration, for example).

Maintaining parent contact and direct communication with parents was suggested as the best way to communicate

any changes or to explain how the process works.

It was shared that the services

this past year were very valuable and it is suggested they continue.

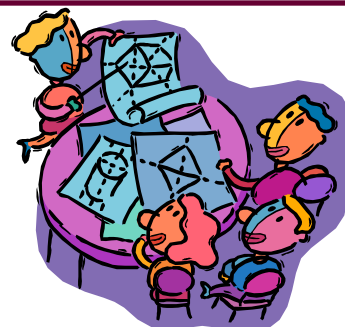
Staff development was noted by one private school representative as not as valuable and would like to see even a minimal amount of direct service be put in place even if it meant sacrificing staff development.

Representatives were open to the idea of a central location for the delivery of services.

In the event of insufficient funding it was requested that school and parents be notified as soon as possible, with hopefully 30 days of notice.

It was supported that staff be qualified (i.e. hold the appropriate Virginia Licensure) in relation to the delivery of services to children with disabilities.

It was suggested that if direct services were to be provided by a private provider (i.e. speech or occupational therapy) that the proportionate amount be paid using the hourly rate for school personnel as a base. The parent would be responsible for paying the remaining balance above the hourly rate for private services. ■



Staff Development Opportunities

For Teachers or Parent that Home School Children with Disabilities:

- **Forward ideas for staff development** Please send any / all ideas that would assist you when working with children with disabilities. Contact Pattie Watson via e-mail at: (pwatson@k12albemarle.org).

Consider topics such as

- *Reading Interventions*
- *Mathematics Interventions*
- *Writing Interventions*
- *Speech and Language Interventions*
- *Assistive Technology*
- *Handwriting Interventions*

- *Classroom Management*
- *Positive Behavioral Support*
- *Multi-Sensory Teaching*
- *Differentiation in Teaching*
- *Progress Monitoring*
- *Special Education Eligibility*
- *Special Education Classifications*



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Albemarle County does not discriminate on the basis of race, creed, sex, national origin, age, military service or disability. Reasonable accommodations will be provided to persons with disabilities, if requested.

CHILD FIND

All students, aged 2 – 21, inclusive, whether enrolled in public school or not, who are suspected of having a disability, shall be referred to the special education administrator or designee in Albemarle County Public Schools, who may initiate the process of determining eligibility for special education and related services. Anyone can request an initial evaluation for a student suspected of having a disability. To make a referral as a source outside of the public school, contact the Albemarle County’s Department of Special Education and Student Services at (434) 296-5885. Ask to speak to an administrator to make your request.

The administrator will request a review by the School Based Intervention Team to decide whether an evaluation should be completed or not. The request for review will occur within 5 business days of the receipt of the request for an evaluation. The decision about whether to evaluate shall be made within 10 business days of the request for review. The referring party and parent will be invited to the meeting.

It is important to note that special education evaluations are based on the suspicion of a disability that may require special education services. A request for testing for the purposes of “exploring concerns” or as a way to provide helpful information to the child’s teacher regarding the child’s learning style is inappropriate. An evaluation would only be conducted if the child is suspected of being a child with a disability and may need special education and related services. ■

Why is Albemarle County Schools Working with Private and Home School Programs?

Albemarle County Public Schools is required by Federal Law to provide special education and related services for children with disabilities who are enrolled by their parents in private schools or home school programs located within the Albemarle County School Division. Albemarle County Public Schools can provide services, including direct services, such as professional development for teachers, physical therapy, occupational therapy, and provide educational materials in specialized formats. Funds for these services are equal to a proportionate amount of the federal funds made available to Albemarle County under part B of the Individuals with Disabilities Education Act. The dollars available are directly related to the number of private school students located in the Albemarle County School Division.

The funds used to provide the special education and related services must be controlled and administered by Albemarle County Public Schools. In addition, Albemarle County Public Schools must provide the Virginia Department of Education the number of children enrolled by their parents in private schools evaluated by Albemarle County Public Schools, the number of such children determined to be children with disabilities, and the number of children served. ■