



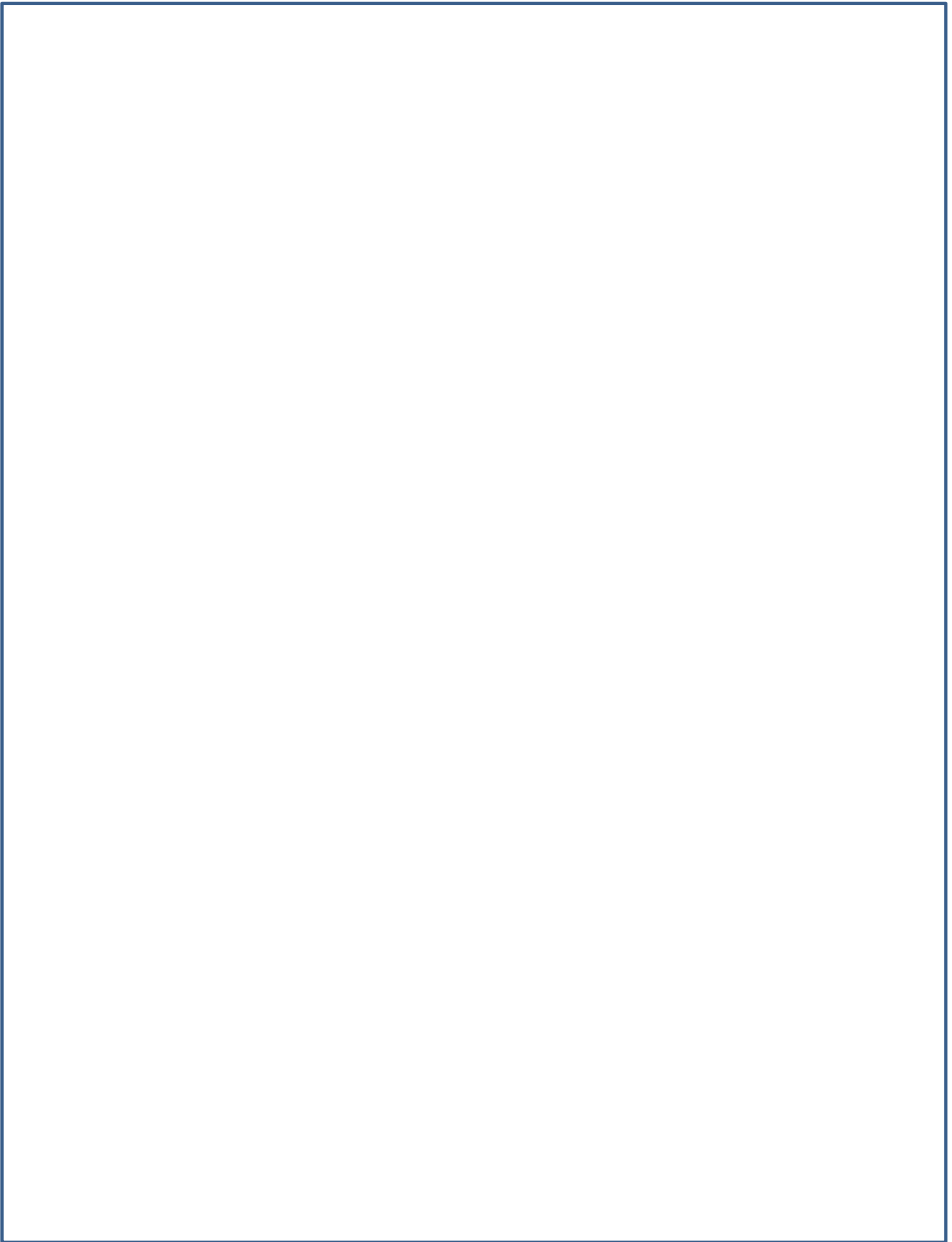
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If you are interested in learning more about special education and prefer to speak in Amharic, Arabic, Bengali, Mongolian, Russian, Spanish or another language, please contact the Special Education Parent Resource Center (PRC) at 703-228-7239.

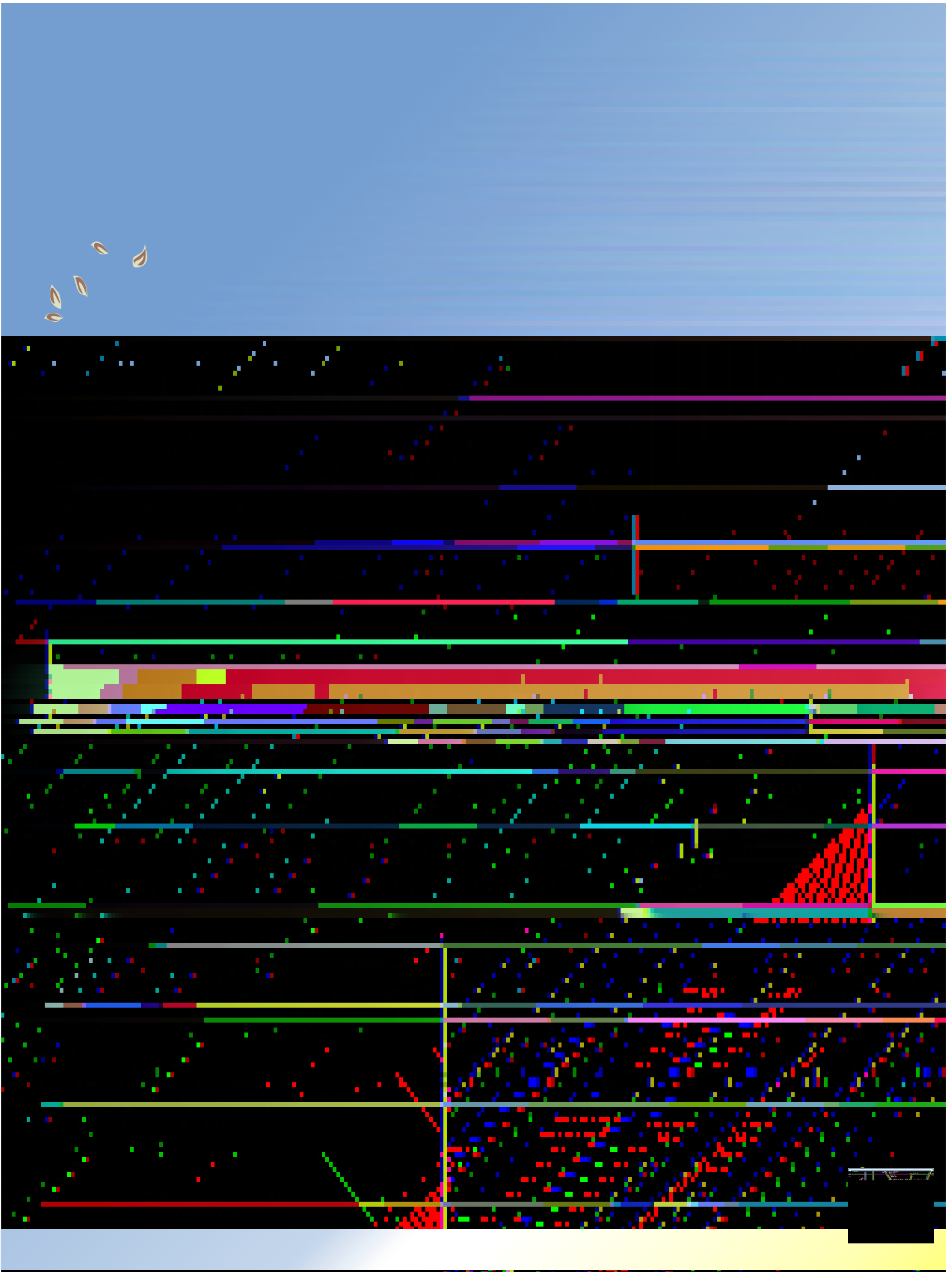
Arlington Public Schools has interpreters available by telephone, and we will be happy to assist you.

Si quiere saber más acerca de Educación Especial y prefiere hablar con alguien ya sea en español, amhárico, árabe, mongol, o bengalí, por favor, contacte el Centro de



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Arlington Public Schools
Special Education Parent Resource Center (PRC)
Syphax Academic Center at Sequoia Plaza
2110 Washington Boulevard, Suite 158
Arlington, VA 22204
www.apsva.us/prc
703-228-7239

The purpose of the PRC is to provide information and support to families of children with disabilities as they work with school staff to identify and meet their child's unique educational needs. The staff members at the PRC welcome all families to contact them to learn more about their child's disability, the special education process, advocacy, and how families can collaborate with school staff on behalf of their children. Through use of language interpreters, PRC staff members have the ability communicate with families who prefer to speak in languages other than English. The PRC also has parent liaisons who serve as school-based points of contacts to support and connect families with others in the community.

The PRC provides:

- x Free parent education sessions on disability and parenting topics throughout the school year
- x Lending library with materials relating to disabilities, parenting, and general and special education
- x Informational website at www.apsva.us/prc
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The Special Education Process

The Virginia Department of Education published the Parent's Guide to Special Education in 2010 to help families understand their rights and responsibilities, their children's rights, and schools' responsibilities in meeting the special needs of children.

The guide includes a description of the special education process, and what is required of you and Arlington Public Schools during each step of the process. Families are encouraged to review the guide prior to attending special education meetings.

This guide highlights each step of the special education process.







Student Support Team (SST) Meeting

Student Name : _____

Date: _____

Student Support Team
At A Glance

What is the Student Support Team (SST)?

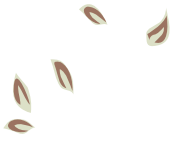
The SSTs a team assembled to assess the concerns and needs of any student referred.

Who are members of the SST?

Parent/Guardian, classroom teacher, special education







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Eligibility Committee Meeting

<p>Eligibility Committee At A Glance</p>	<p>What is the Eligibility Committee ? The Eligibility Committee is a team assembled to determine whether your child has a disability and is in need of special education and related services.</p> <p>Who are typically members of the Eligibility Committee ? Parent/Guardian, Principal/Assistant Principal or designee, Classroom Teacher, Special Education Teacher, Special Education Coordinator (SEC), School Nurse, School Psychologist, School Social Worker, related service providers, and/or others invited by school and/or family.</p> <p>What is discussed? <ul style="list-style-type: none"> x Each team member (including parent/guardian) will summarize their evaluation and input. x The team will review and carefully consider information from a variety of sources, including parent input, teacher recommendations, and evaluations that have been completed and presented. x The team will discuss whether the evaluations and information indicate a child with a disability, who, by reason thereof, needs special education and related services. </p> <p>What is determined?</p>
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Children with Disabilities in Virginia

Regulations Governing Special Education Programs for Children with Disabilities in Virginia
Virginia Department of Education

“Child with a disability” means a child evaluated in accordance with the provisions of this chapter as having an intellectual disability , a hearing impairment (including deafness), a speech or language impairment, a visual impairment (inclu



Individualized Education Program (IEP) Meeting

<p>Individualized Education Program (IEP) Meeting At A Glance</p>	<p>What is the Individualized Education Program? The Individualized Education Program (IEP) is a written document designed to meet your child's unique needs.</p> <p>Who are typically members of the IEP Team? Parent/Guardian, Principal/Assistant Principal or designee, Classroom Teacher, Special Education Teacher, Related Service Providers, your child, if appropriate, and/or others invited by school and/or family.</p> <p>What is discussed?</p> <ul style="list-style-type: none">x Your child's strengths and weaknesses, and present levels of academicx Your child's academic, developm
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Tips for Preparing
(continued)

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<p>Tips for Preparing Your school values your contributions.</p>	<ul style="list-style-type: none"> x Reflect on your child's strengths and weaknesses. x Review IEP progress reports, report cards, and/or other recent assessments. x Prepare and submit any private reports you wish to share. x Consider whether you think additional assessments are needed to determine eligibility or your child's educational needs. x If you feel additional assessments are needed, note which assessments you believe are needed, and be prepared to discuss the need(s). x Consider your family's priorities and desired outcomes for this meeting. Use the Talking Points section (below) to help organize your thoughts. x Note any questions you want to remember to ask at the meeting in the Questions section (below). x Contact the PRC to discuss how you can prepare for this meeting.
<p>My Role as a Parent or Guardian You are an equal and valuable member of the educational team.</p>	<ul style="list-style-type: none"> x Actively participate in discussion at the meeting. x Be comfortable sharing your input, thoughts and any concerns. x Ask questions and seek clarification as needed. <p>Note: Be aware that your consent is required for the school to conduct additional assessments. However, the school may proceed with assessments if the school has taken reasonable steps to obtain your consent and you have</p>



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Reevaluation Meeting

Reevaluation Meeting At A Glance

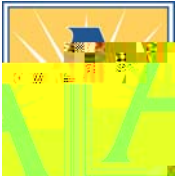
What is the Reevaluation Meeting?

At least every three years, the school must reevaluate your child to determine whether your child is still a child with a disability who is in need of special education and/or related services. In advance of the Reevaluation Meeting, a Reevaluation Planning Meeting will be held to decide whether additional assessments (testing, observations an



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Fast Fact (April 2010)

Secondary Transition: Why it is important to plan early.

The Individuals with Disabilities Education Act (IDEA) 2004 defines secondary transition as a coordinated set of activities designed to be within a results-oriented process, focused on improving the academic achievement and functional performance to facilitate movement from school to post-school activities. The purpose of transition planning for youth at age 14 and 16 is similar; good planning should address academic achievement and functional performance that will facilitate movement from school to post-school activities such as postsecondary education, career and technical education, integrated employment, continuing and adult education, adult services, independent living, and community participation.

Local educational agencies (LEAs) should begin no later than the first individualized education program (IEP) to be in effect when the student is 14 because high school diploma options and courses of study discussions beginning earlier than the 8th grade will enable the student to access high school courses needed for graduation. When the IEP team members discuss diploma options, they should refer to the graduation requirements. Regulations Establishing Standards for Accrediting Public Schools in Virginia. At both ages, 14 and 16, planning is based upon age appropriate transition assessments that outline the student's individual needs, strengths, preferences, and interests. Transition assessments may include observations, interviews, inventories, situational assessments, formal and informal assessments, as well as academic assessments. Transition services include activities needed to assist the student in reaching postsecondary goals and courses of study to support those secondary goals. Transition activities may include instruction, related services, community experience, employment and other adult living objectives, daily living skills, functional vocational evaluation. A discussion should take place with the student and parents, and others as needed, to determine the postsecondary goals or post-school vision for the student. Postsecondary goals are measurable and must be based on age appropriate transition assessments related to training, education, employment, and independent living skills, when necessary. Additionally, the goals are based on the student's needs, while considering the strengths, preferences and interests. As the IEP is updated annually, changes can be noted as the student gets older. At age 16, or earlier if appropriate, interagency responsibilities and linkages must be addressed in the IEP.

A summary of performance should be given to a student when they exit the secondary program. A summary, which



STANDARD DIPLOMA COURSE REQUIREMENTS 8 VAC 20 131 50.B

Discipline Area	Standard Credits: Effective with first-time ninth graders in 2011-2012 and beyond	Verified Credits: Effective for first-time ninth graders in 2003-2004 and beyond
English	4	Must earn passing score on both SOLs: <ul style="list-style-type: none"> • English 11 Reading • English 11 Writing
Mathematics Select at least two different courses from among: Algebra I, Geometry, Algebra Functions and Data Analysis, Algebra II, or other mathematics courses above the level of Algebra II.	3	Must earn passing score on one of the following SOLs: <ul style="list-style-type: none"> • Algebra 1 • Geometry • Algebra II
Laboratory Science Select courses from at least two different science disciplines: Earth Sciences, Biology, Chemistry, or Physics.	3	Must earn passing score on one of the following SOLs: <ul style="list-style-type: none"> • Earth Science • Biology • Chemistry
History & Social Sciences Courses completed to satisfy this requirement shall include: Both U.S./Virginia History and U.S./Virginia Government – plus one course in either World History or World Geography or both.	3	Must earn passing score on one of the following SOLs: <ul style="list-style-type: none"> • World History to 1500 AD • World History after 1500 AD • World Geography • U.S./Virginia History
Health & Physical Education	2	
Foreign Language, Fine Arts or Career & Technical Education Credits earned for this requirement shall include one credit in one or performing arts or career and technical education.	2	
Economics and Personal Finance	1	
Electives Courses to satisfy this requirement shall include at least two sequential electives.	4	
Student Selected Test A student may utilize additional tests for earning verified credit in: Computer Science, Technology, Career/ Technical Education, Economics, or other areas.		Choose one additional SOL from any discipline area listed above, except English.
Total	22	6

Note: Beginning with students entering ninth grade for the first time in 2013-2014, a student must also:

- Earn a board-approved career and technical education credential, and
- Successfully complete one virtual course, which may be non-credit bearing.

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Age of Eligibility

The "age of eligibility" means all eligible children with disabilities who have not graduated with a standard or advanced studies high school diploma who, because of such disabilities, are in need of special education and related services, and whose second birthday falls on or before September 30, and who have not reached their 22nd birthday on or before September 30 (2-21, inclusive) in accordance with the Code of Virginia.

Age of Majority

The "age of majority" means the age when the procedural safeguards and other rights are ordered to the parent or parents of a student with a disability transfer to the student. In Virginia the age of majority is 18. Notification of the age of majority must be given at least one year prior to the student's eighteenth birthday.

Standard vs. Verified Credits

A standard credit is based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course.

A verified credit is based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and achievement of a passing score on the end-of-course SOL test or additional test for that course as approved by the Board of Education. The passing score is 400.

Standard Diploma with Credit Accommodation

Credit accommodations provide alternatives for students with disabilities in earning the standard and verified credits required to graduate with a Standard Diploma.

Credit accommodations are:

- Assessments used to verify credits
- Locally awarded verified credits in core content areas
- Alternate course offerings to meet the standard credit requirements

These shall be determined by the student's IEP team, including the student when appropriate, at any point after the student's eighth-grade year.

A student must meet the following criteria to be eligible:

- Have a current IEP with standards-based content goals or a 504 plan.
- Have a disability that precludes him/her from achieving and progressing commensurate with grade level expectations, but is learning grade level content.
- Need significant instructional supports to access grade level SOL content and to show progress.
- Based on multiple objective measures of past performance, the student might not be expected to achieve the required standard and verified units of credit within the standard time frame.

Note: Students receiving accommodations must still earn the 22 standard credits and six verified credits required to graduate with a standard diploma.

Credit accommodations are not available for the Advanced Studies Diploma.

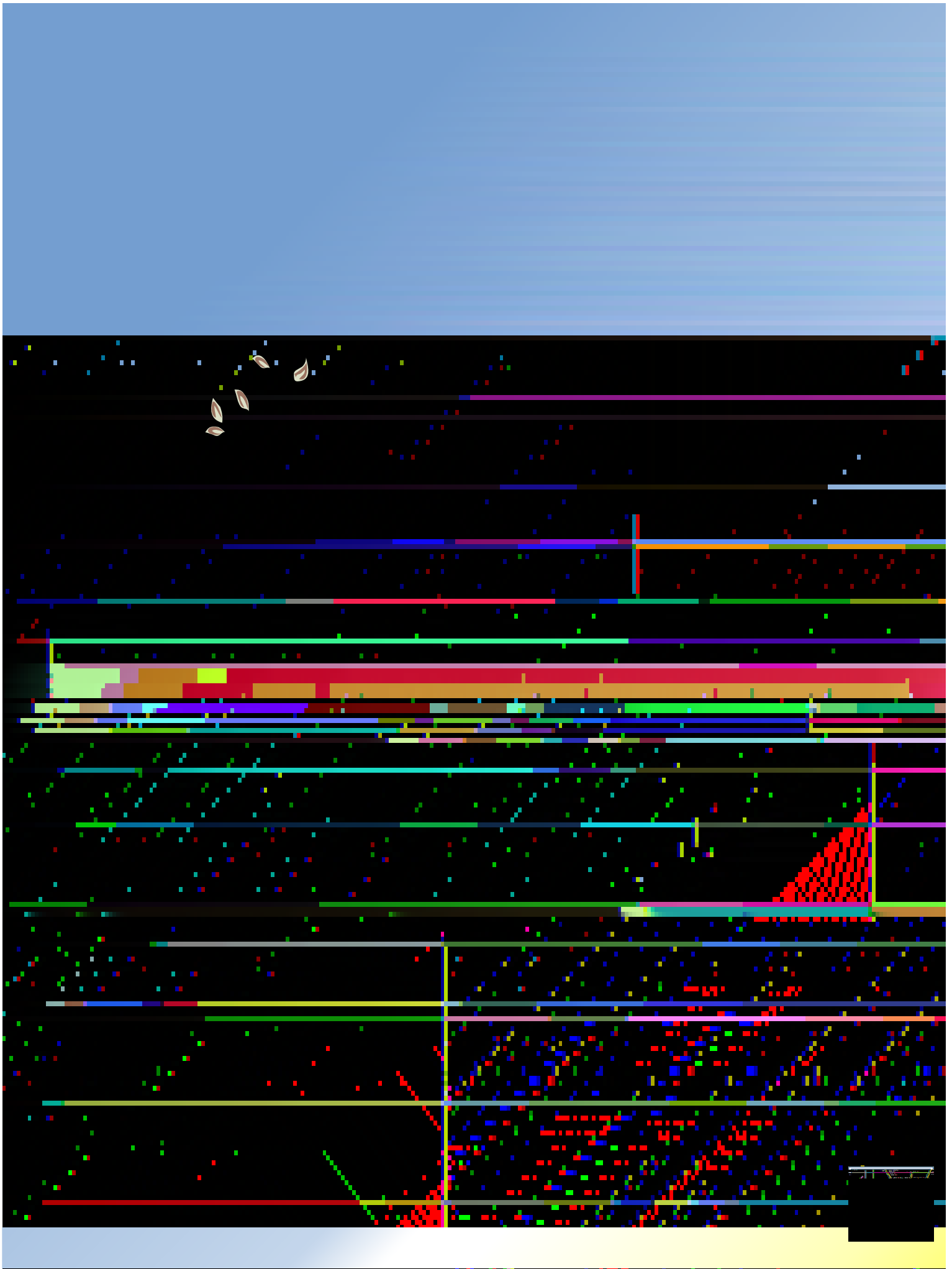
The Modified Standard Diploma will not be an option for students with disabilities who enter the ninth grade for the first time beginning in 2013-2014. Credit accommodations allow students with disabilities who previously would have pursued a Modified Standard Diploma to earn a Standard Diploma.

Dual Enrollment

Dual enrollment means a student is concurrently taking courses at both high school and college levels. Dual enrollment courses are geared toward high school juniors and seniors, although some sophomores may be eligible based on grades, recommendations and test scores. Dual enrollment students must demonstrate English and Math readiness, show strong attendance and exhibit mature behavior. Some of the Northern Virginia Community College (NVCC) courses may fulfill Virginia high school graduation requirements if the student has prior written approval of the high school principal, or for home schooled students, the approval of the appropriate authority. In some cases, NVCC has existing dual enrollment arrangements with local public schools whereby the college credits earned may be applied toward a high school diploma while also receiving college credit.

Reasons to dual enroll:

- Course is not offered at your school
- You want to get a head start in college
- You want to learn a career skill



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I'm New to Your Class, Let Me Introduce Myself

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