

Summary of Major Elements:

As indicated in Attachments A and B, both the Kilmer and Key Centers are special purpose schools. Fairfax County Public Schools is requesting approval of alternative accreditation plans for the Kilmer and Key Centers.

Students attending the Kilmer and Key Centers are ages 5-21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled--severe, intellectually disabled--moderate, multiple disabilities, traumatic brain injury, and/or autism. All students have significant cognitive disabilities, are significantly below age-/grade-level in their academic performance and receive instruction in self-contained classrooms.

For the accreditation ratings in 2010 based on assessments in 2009-2010, both Kilmer and Key Centers met full accreditation without the use of the alternative accreditation plan approved by the Virginia Board of Education on February 19, 2009.

All students at the Kilmer and Key Centers participate in the Virginia Alternate Assessment Program (VAAP). In order to participate in the VAAP, students meet the following criteria as required by the Virginia Department of Education (VDOE):

- have an IEP;
- demonstrate severe cognitive disabilities;
- need extensive, direct instruction in a curriculum based on Aligned Standards of Learning;
- require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and
- are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

The VAAP is administered to all students. It has been determined that students at both Kilmer and Key Centers demonstrate skills from the 3-month level up to approximately the 2nd and 3rd grade levels (up through age 21). This significant gap between the functioning level of many Kilmer and Key Center students and the lowest levels of the VAAP make it extremely difficult for students to demonstrate proficiency on many of the Aligned Standards of Learning (ASOL). Thus, these students require additional measures to determine if they are making sufficient progress in their instructional programs. These measures are proposed as part of the alternative accreditation plan outlined in Attachments A and B.

Students with severe intellectual disabilities require additional time to learn and generalize the most basic skills and, thus, remain in school longer than the typical four years. Kilmer and Key Center students remain in school until their eligibility runs out at age 22, at which time they are transitioned into a private facility. Both centers work closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility, and with no placement options, students remain at Kilmer and Key Center until age 22.

Most of the Kilmer and Key Center students who leave the school before age 22 do so for medical reasons. These students appear as dropouts when they withdraw for health reasons. Due to the fragility of some of the Kilmer and Key Center students, extreme medical conditions should not equate to dropping out of school. For this reason, Kilmer and Key Centers propose adjustments to the graduation rate as indicated in Attachments A and B.

As part of its request for alternative accreditation plans for Kilmer and Key Centers, Fairfax County Public Schools is requesting waivers of the following sections of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to accreditation calculations and to the Graduation and Completion Index (GCI) for accountability purposes.

8 VAC 20-131-280. Expectations for school accountability.

B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50 as specified below:

1. The percentage of students passing the Virginia assessment program tests in the four core academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.
2. The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. The accreditation rating of any school with a twelfth grade shall be determined based on achievement of required SOL pass rates and percentage points on the board's graduation and completion index. School accreditation shall be determined by the school's current year index points or a trailing three-year average of index points that includes the current year and the two most recent years, whichever is higher. The Board of Education's graduation and completion index shall include weighted points for diploma graduates (100 points), GED recipients (75 points), students not graduating but still in school (70 points), and students earning certificates of program completion (25 points). The Board of Education's graduation and completion index shall account for all students in the graduating class's ninth-grade cohort, plus students transferring in, minus students transferring out and deceased students. Those students who are not included in one of the preceding categories will also be included in the index.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Virginia Board of Education accept for first review the request for alternative accreditation plans from Fairfax County Public Schools for Kilmer and Key Centers.

Impact on Resources:

None

Timetable for Further Review/Action:

Final action will be requested at the June 23, 2011, meeting.

COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

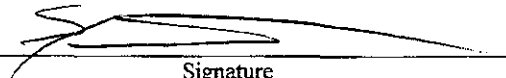
We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

3/24/11

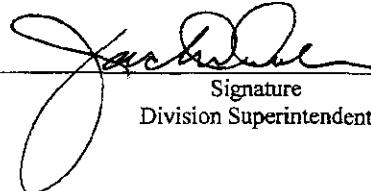
Date Approved
by the Local School Board

3/28/11

Submission Date



Signature
Chairman of the School Board



Signature
Division Superintendent

**Proposed Alternative Accreditation Plan
Kilmer Center
Fairfax County Public Schools**

School Name: Kilmer Center
Division: Fairfax County Public Schools
School Address: 8102 Wolftrap Road, Vienna, VA 22182
Contact Person: Mr. Michael Marsallo
Telephone Number: 571-226-8449
Email: Michael.Marsallo@fcps.edu
Proposed Duration: Three Years
Grade Levels Served: Ages 5-21, Special Education, ungraded
Number of Students enrolled by grade: 78 students: 1@K; 2@ 1; 5@ 2; 5@3; 1@4; 5@ 5;
2@ 6; 1@ 7; 6@ 8; 8@9; 6@ 10; 33@ 11 (ages 16-20);
3@ 12

I. Describe the mission and purpose of the school.

Mission: Kilmer Center strives to be a school that

- provides an enriched, stimulating, and safe educational environment for all, where students can be challenged toward greater levels of independence and integrated into the community;
- provides opportunities for students to experience the general curriculum; and
- works with families to promote cooperative relationships that enhance their quality of life.

Vision: Kilmer Center will be a school in which

- students are taught by qualified, enthusiastic staff;
- collaborative teaching occurs;
- students are taught from a structured curriculum;
- technology is used to enhance instruction and communication; and
- a school-wide approach to discipline is incorporated.

Commitments: To achieve our shared vision, we will

- develop curricular opportunities that are based upon students' strengths;
- utilize current technology and other strategies that maximize student involvement;
- align curriculum with local, state and national expectations;
- use data to make curricular/behavioral decisions/develop common assessments;
- attend relevant staff development opportunities and use acquired information to improve instruction;
- develop relevant communication systems that all students will use;
- group students as a team, for educational and behavioral purposes; and
- celebrate our successes together!

Goals: Through our shared mission, common vision, and collaborative commitments, we will

- improve student performance on Individualized Education Program (IEP) goals and objectives, and
- improve student performance on local, state, and national assessments.

II. Describe the characteristics of the student population served by the school. Include demographic information that identifies the subgroups attending the school, the criteria used to determine the students' placement in this school, and the policies governing parental involvement in determining the placement.

Students

- The 78 students at Kilmer Center are ages 5-21 and have been found eligible for special education services. Students are identified with the following special education designations: intellectually disabled--severe, intellectually disabled, multiple disabilities, and/or autism.
- All students have significant cognitive disabilities, are significantly below age/grade level in their academic performance and receive instruction in self-contained classrooms.
- Fifteen (15) students receive homebound instruction and are unable to attend school (even with nursing services) because of their medically fragile condition.
- Thirty (30) students receive services as students who are intellectually disabled--severe, use wheelchairs, and function in the 3-12 month range, based upon testing used for eligibility for special education services and IEP team decisions.
- Twenty-three (23) students receive services as students who are intellectually disabled--severe, are ambulatory, and function in the 6-18 month range based upon testing used for eligibility for special education services and IEP team decisions.
- Five (5) students receive services as intellectually disabled, based upon testing for eligibility for special education services and IEP team decisions. These students function no higher than the 1st-2nd grade level.
- Five (5) students have autism and are functioning no higher than the 1st-2nd grade level, based upon educational testing, IEP team decisions, and classroom performance.
- Thirty-eight (38) of the above students receive support from teachers of students with visual and hearing impairments and an audiologist.
- Sixty-six (66) students receive speech/language services; 49 receive occupational therapy services; 34 receive physical therapy services; and four (4) receive nursing services while in school and during transport to and from school.
- Student demographics reflect: 60% male; 40% female; Asian 37%; Black 8%; Hispanic 20%; white 39%; other 6%; 32% of the students receive free/reduced priced meals.

Placement

- Kilmer Center is a public day school and is considered the most restrictive educational placement along the continuum of options available within Fairfax County Public Schools, as defined by the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA).
- Students are placed at Kilmer Center through the IEP process, based upon a consensus of the IEP team (including parents) that the school is the least restrictive educational placement for the student. Prior to the IEP meeting, a student's goals and objectives are drafted by the educational team consisting of classroom staff and related service providers. Parental input is also sought, and the goals and objectives are formally presented at the meeting.
- Parents must sign an agreement at the IEP meeting to place their student at the Kilmer Center. Parents participate in the placement process and have the right to appeal the recommended placement if they disagree with the consensus of the IEP team. IEPs are conducted at least annually.
- At least every three years, more extensive evaluations may be completed to access the most up-to-date information available when determining placement. This re-evaluation may include a psychological evaluation, social case history, and updated evaluations by the teacher and other specialists.

III. Describe the instructional program and support services offered by the school. Include a profile of the teaching staff and its qualifications, characteristics of the program that makes it a special purpose school, any differentiated instructional methodologies used, and transition plans for the students.

- Students at Kilmer Center follow a modified instructional program based upon the following areas: personal management, recreation and leisure, school and community, vocational, motor skills, functional academics, communication, and social competence. Additionally, instruction in the core academic areas of reading, mathematics, science, and social studies is embedded throughout instruction which support the Aligned Standards of Learning (ASOL).
- Students are taught by highly-qualified teachers who are licensed and endorsed as special education teachers (severe disabilities, mental retardation, special education, adapted curriculum) by the Virginia Department of Education and as directed in the *No Child Left Behind Act of 2001* and the *Individuals with Disabilities Education Act of 2004*. Students are also provided support by classroom assistants.
- Because of their unique and complex medical and behavioral needs, students are supported by the following specialists: adapted physical education teachers; a music therapist; itinerant teachers for the visually impaired and hearing impaired; speech/language clinicians; physical and occupational therapists; a psychologist; a social worker; a vocational coordinator; and nurses (as a related service for four students).
- Students are placed at Kilmer Center because of the following conditions: cognitive and physical limitations; very challenging behaviors; and complex medical reasons that warrant such a restrictive placement. Thus, it is not a “neighborhood” school—Kilmer Center draws students from approximately half of the school system’s boundary areas.
- The school has arranged for a monthly consultation from a psychiatrist to assist families in the behavioral/medical management of the child.
- In-home support to families is coordinated by the school social worker through child specific teams, which has identified resources for respite, behavior management, and day-to-day supplies and care.
- Students are transported on special education buses from their homes to school and back. Every bus has an attendant to monitor health and behavioral concerns during transport. Nurses ride the bus to and from school with the students they support.
- The instructional program utilizes modified instructional materials, such as the Edmark reading and mathematics programs, mathematics for non-readers, step-up mathematics, e-books developed by teachers, online resources (News-to-You; EdHelper), augmentative communication devices, and the use of picture symbols for communication.
- Students are placed in classes with four to seven students supported by a teacher and two support staff.
- A majority of instruction has a teacher to student ratio of 1:1, and every student is on schedule to receive a Special Diploma.
- Technology is used to provide a means to communicate (augmentative communication devices), access/control of the environment (switches), and instructional support (e-books).
- The instructional program is drawn from the Aligned Standards of Learning (ASOL) and IEP goals in essential life skills areas.

Transition Planning

- Students are provided regular opportunities to develop skills outside of the school through community based instruction for academic, leisure, and vocational skills.

- At least annually, each student is considered for placement in a less restrictive educational setting by the IEP team. Approximately five to ten students successfully transition to less restrictive educational placements annually.
- Due to the nature of the challenging behaviors of some students, it may be necessary to refer the student to a more restrictive educational placement, either in a private day school or private residential school, if successful intervention strategies cannot be implemented.
- Prior to graduation, students and parents are invited to visit potential sites where adult services are offered. If acceptable, the student transitions from school to adult services.

IV. Describe the strategies and instruments used by the school to evaluate student progress toward established goals and objectives.

- Quarterly progress reports are issued on IEP goals and objectives.
- Data are collected at regular intervals through checklists, observations, and noting student participation as determined by the individual student's IEP.
- Brigance Inventory of Early Development is administered annually, at the time of the IEP.
- Re-evaluation testing is conducted at least every three years, which may include testing by the psychologist, social worker, teacher(s), and related service providers (speech, physical and occupational therapy).

V. Does the school meet the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F of the accrediting standards? (If not, waivers must be requested for each accreditation standard not being met.)

Yes, Kilmer Center meets Virginia's pre-accreditation eligibility requirements in terms of promotion/retention policies, coursework that promotes graduation, instructional programs to accommodate the student population, leadership and staffing requirements, and safety provisions.

VI. List each standard and provide a detailed explanation of why the standard is not appropriate for the school. (Note: Waivers of the assessment requirements of the *No Child Left Behind Act of 2001* and the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* are not available.)

8 VAC 20-131-280.B.1 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; The percentage of students passing the Virginia assessment program tests in the four academic areas administered in the school, with the accreditation rating calculated on a trailing three-year average that includes the current year scores and the scores from the two most recent years in each applicable academic area, or on the current year's scores, whichever is higher.

All students at Kilmer Center participate in the Virginia Alternate Assessment Program (VAAP), as determined through the IEP process. In order to participate in the VAAP, students meet the following criteria as required by the Virginia Department of Education (VDOE):

- have an IEP;
- demonstrate severe cognitive disabilities;
- need extensive, direct instruction in a curriculum based on Aligned Standards of Learning (ASOL);
- require intensive, frequent, and individualized instruction in a variety of settings to show achievement; and

- are working on goals other than those for a Modified Standard, Standard, or Advanced Studies Diploma.

The VAAP, which identifies ASOL, is first administered at the 3rd grade level with identified skills as low as the Kindergarten level. It has been determined that students at Kilmer Center demonstrate skills from the three-month level up to approximately the 2nd and 3rd grade levels (up through age 21). This significant gap between the functioning level of many Kilmer Center students and the lowest levels of the VAAP make it extremely difficult for our students to demonstrate proficiency on many of the ASOL and, thus, they require additional measures to determine if they are making sufficient progress in their instructional programs.

- 8 VAC 20-1313-280.B.2 Expectations for School Accountability – Each school shall be accredited based, primarily, on the achievement criteria established in 8 VAC 20-131-30 and in 8 VAC 20-131-50; (in part) The percentage of students graduating from or completing high school based on a graduation and completion index prescribed by the Board of Education. Specifically,
- a. A benchmark of 85 points must be met for full accreditation rating
 - b. A “Provisionally Accredited” rating may be achieved in years 2011 to 2015, with 80 to 84 points respectively
 - c. The graduation and completion index is based upon program completion four years after a student enters the 9th grade

Students with intellectual disabilities (severe) require additional time to learn and generalize the most basic skills and thus remain in school longer than the typical four years. Kilmer Center students remain in school until their eligibility runs out at age 22, at which time they are usually transitioned into a private facility. Kilmer Center works closely with the Fairfax County Community Services Board (CSB) to place students in appropriate facilities. However, CSB will not accept clients who still have school eligibility, and with no placement options, students remain at Kilmer Center until age 22. Those Kilmer Center students who leave the school before age 22 often do so for medical reasons. These students appear as dropouts when they withdraw for health reasons (Code W830). Under the current Graduation and Completion Index (GCI) guidelines, all dropouts receive 0 points. Due to the fragility of some of Kilmer Center’s students, extreme medical conditions should not equate to dropping out of school.

VII. List the standards or student academic achievement criteria on which you propose to base the school’s accreditation and provide a detailed rationale for selecting each. The standards/criteria must be objective, measurable, and related directly to the mission and purpose of the school. Provide data to support your rationale.

- Virginia Alternate Assessment Program
- Graduation Data
- Alternative Accreditation Plan (below)

Alternative Accreditation Plan – Academic Content Areas

All Kilmer Center students participate in the VAAP for the purpose of determining Adequate Yearly Progress (AYP) and meeting the requirements of the *No Child Left Behind Act of 2001*. To determine state accreditation, scores from the VAAP will be the first measure used, followed by the consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

Measure # 1

Virginia Alternate Assessment Program scores will be used to determine student achievement during the previous academic year and over a three-year average when state adjustments are applied. If student scores on the VAAP meet the accreditation benchmarks for Standard 8 VAC20-131-280, no adjustment will be necessary. If a core academic area fails to meet accreditation standards, an alternate accreditation calculation (Measure #2) will be implemented.

Measure # 2 – Alternate Accreditation Calculation

Points will be assigned to each student’s score in the grade level and content area (i.e., English, mathematics, science, and history/social science) that did not meet the accreditation benchmark, based on the performance level each student achieved on the VAAP and the cut scores identified by the VDOE.

Alternative Accreditation Index Score Calculations Illustrated**Calculation:****Total Points/Total Number of Students = Accreditation Rating**

Content Area:		Accreditation Benchmark:		
Performance Level	Number of Students	Number of Points	Total Points	Accreditation Rating
Pass Advanced		125		
Pass Proficient		100		
1 point below VAAP cut score		90		
More than 1 point below cut score		0		
TOTAL				

To achieve VDOE accreditation for each content area of the VAAP, student scores must meet the grade-level accreditation benchmarks or alternate benchmarks as determined by VDOE.

Example of Measure #2 Alternative Accreditation Index Score Calculations**Calculation:****Total Points/Total Number of Students = Accreditation Rating**

Content Area: English – Grades 6 to 12		Accreditation		
Benchmark: 70				
Performance Level	Number of Students	Number of Points	Total Points	Accreditation Rating
Pass Advanced	8	125	1000	
Pass Proficient	5	100	500	
1 point below VAAP cut score	0	90	0	
More than 1 point below cut score	9	0	0	
TOTAL	22		1500	68.2

If the accreditation benchmark is not achieved after Measure #2 adjustments are applied, Measure #3 criteria will be utilized.

