



Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

### **Summary of Major Elements:**

Key Center School provides a progressive learning environment for students, ages 5 to 22 years, with moderate-to-severe disabilities, autism, and multiple disabilities. The educational curriculum focuses on community based instruction, functional life skills, vocational training, academic skills, communication, and gross motor skills.

Concurrent conditions occur with most if not all Key Center students; these may include motorical or physical challenges, medical needs, and behavioral issues. Some students require full-time private nursing supports during the school day which is approved through the county health department. Some students are building resistance and/or endurance for the school day, therefore, they attend on a part-time basis until their strength or condition improves. Student health conditions often develop over the course of the school year that may require extended absences; this includes surgical needs and/or hospitalizations. Consequently, the school has a full-time homebound teacher to provide homebound services as needed.

Students are grouped within classroom settings based on needs and supports for their educational programming. Center-based classrooms have seven to eight students within a classroom supported by a classroom teacher, a public health training assistant, and a public health attendant. In addition, Key Center has a reduced ratio group of classes titled "Transition Program" for the purpose of offering intensive behavioral interventions. These students have demonstrated frequent and intense challenges to their previous classroom settings and require specific behavior plans and supports. The classroom teams have the same staffing for personnel to more adequately address the needs of these students. The overall goal is to assist these students to manage their skill and/or communication deficits to return to the school-based settings when the student is ready to return to the challenge.

Parent involvement and participation is both encouraged and expected with regard to educational programming. Parents attend annual individualized education program (IEP) meetings and advocate for students needs. Additional parent meetings or IEPs are often held throughout the school year to address changes in student performance or to discuss concerns about a student's involvement in their educational program. In addition to teachers and parents attending these meetings, specialists, clinical team members, and administrative presence is also noted--offering multiple perspectives and variety of resources for student benefit. Parent groups and trainings are often held throughout the school year to expand parental expertise, as well as to inform families of additional resources for students and/or families.

Each student has an opportunity to undergo a full evaluation every three years. The school psychologist performs psychological testing when needed, and the social worker completes an adaptive skill review, as well as updates to the family socio-cultural information. In addition, classroom teachers perform yearly educational testing in order to consistently reflect student performance in all areas.

Students may demonstrate a more consistent response to their educational programming at Key Center

School; therefore, requiring a review of their educational setting and transitions are discussed and/or initiated to review alternative options for school settings. Additional resources are accessed to help make a transition positive for the student and include additional Fairfax County Public Schools (FCPS) staff members. Parents visit and observe these recommended settings so that they may also ensure that adequate supports will be in place to facilitate a smooth transition and successful educational setting for the student.

Key Center School has a highly qualified staff. Most classroom teachers have received a master's degree or are in the process of earning one. Many have also reached the status of 'highly qualified' and/or have an additional endorsement in severe disabilities. Teachers who have not yet reached the status of highly qualified or completed their endorsement, are actively pursuing the status and are anticipating its completion by the end of this school year. Teachers are teamed by grade level to offer common planning time to meet, discuss lessons, and to brainstorm curricular challenges. The planning time is offered as students participate in two of four options each day, these include: music therapy, adapted physical education, and Learning is New Knowledge (LINK). The LINK class is unique to the school, yet it serves as another opportunity to promote individual skills such as task completion, following directions, and expressive and receptive language development. LINK also fosters many group skills as well, including wait time and turn taking. Students have art class weekly in order to access additional sensory and multi-modal experiences.

In addition to the many classroom-based and related service staff, Key Center's clinical team is composed of the principal, assistant principal, social worker, the school nurse, the Fairfax County public health nurse, two school psychologists, vocational coordinator, and two behavior specialists. The team meets weekly to address schoolwide, classroom-based, and individual student issues and concerns. Each clinical topic is reviewed, needed actions are determined and a clinical team member is designated to follow-up and report back on progress. Additional resources are also located in the school on a very frequent basis, including an audiologist, itinerants for vision and hearing, speech/language clinicians, occupational therapists, and physical therapists. These staff members support additional schools yet are located in the school as a base for their services and are often in the building over the course of the school day. Key Center School also has an English for Speakers of Other Languages (ESOL) teacher who supports students directly and is involved with the Parents as Educational Partners (PEP) program.

Key Center School offers a functional life skill curriculum with opportunities for academics, communication building, and social skill building all weaved within the curricular focus. The school has received full accreditation and has met Annual Yearly Progress (AYP) each year as a result of Virginia Alternate Assessment Program (VAAP) submissions. Students participate in the VAAP-based on the school district testing schedule, as required by law. This includes testing for all third through eighth graders and the students entering eleventh grade for the first time. The school improvement plan (SIP) reveals the commitment to addressing academic, life skills and responsibility to the community through various activities which focus on promoting student independence through functional activities.

Students participate in a variety of educational opportunities to enhance individual skills and to promote social skills. Each student will have IEP goals to include mathematics and reading skills, in addition to specific life skills the student is addressing. This offers the students experiences to parallel portions of the VAAP that align to the Standards of Learning (SOL), yet skills are task analyzed or broken down into increments to best meet their learning needs. The aligned SOL are described to equate to student performance at the 60-month level and are therefore too difficult for the students to address, much less

master due to their cognitive deficits.

The student's goals and objectives are established and agreed upon by parents, teachers and related service personnel at the annual IEP meeting. These IEP goals and objectives are reported to parents on a quarterly basis. Teachers and related staff determine a score for each objective and goal based on a compilation of information from various sources. With the goals and objectives individualized, the method of data collection has to be individualized and one standard form would not meet everyone's needs. All teachers use some variation of data sheets. They may be data sheets provided by specific sources (ABA data sheet adaptation), probe data sheets provided by administrators, or excel documents created by the teachers and therapists based on individual needs. Some of the variations of data sheets are: frequency data, prompting data, reinforcement data, and task/trial data.

Re-evaluations are completed every three years; this includes testing by the classroom teacher, the school psychologist, and school social worker. In addition, all students are given the Brigance Inventory of Early Development on a pre- and post-school year assessment schedule.

The school meets the pre-accreditation eligibility requirements outlined in 8 VAC 20-131-280.F of the Standards of Accreditation.

The Key Center is asking for a waiver for accreditation purposes for 8 VAC 20-131-280.B which bases accreditation on the percentage of students passing Virginia assessment program tests in core academic areas as follows:

- B. Each school shall be accredited based, primarily, on achievement of the criteria established in 8 VAC 20-131-30 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 number of students who successfully complete a remediation recovery program.
  3. Schools, with grade configurations that do not house a grade or offer courses for which SOL tests or additional tests approved by the Board of Education as outlined in 8 VAC 20-131-110 are administered, will be paired with another school in the division housing one or more of the grades in which SOL tests are administered. The pairing of such schools will be made upon the recommendation of the local superintendent. The schools should have a "feeder" relationship and the grades should be contiguous.

All students will be assessed in the VAAP as determined by the IEP process. Eligibility is based on educational, classroom performance, progress on individual goals and objectives from their IEP's and psychological testing. The VAAP identifies Aligned Standards of Learning (ASOL) which begins at the third-grade level, with some identified skills as low as the kindergarten level. There is a significant gap between the functioning level of the students at Key Center, and the lowest levels of the VAAP, which make it extremely difficult for students to demonstrate proficiency in the ASOL and therefore require a different manner to determine if they are making sufficient progress in their instructional programs.

The Key Center proposes an alternative accreditation plan. All students will participate in the VAAP for the purpose of determining progress and meeting the requirements of the No Child Left Behind Act. To determine the state’s accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If student scores on the VAAP meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary. If a core academic area fails to meet accreditation standards, then the following alternative system will be used:

Scores for each content area will be assigned a certain number of points, based on the “cut score” from VAAP for that content area. Scores for students at all grade levels tested will be combined for a composite score for each content area (because of the small pool of students at each grade level).

Content Area:

Cut Score:

Performance Level	Number of Students	Number of Points	Total Points
Pass Advanced		125	
Pass Proficient		100	
1 point below cut score		90	
More than 1 point below cut score		0	
TOTAL			

For each content area of the VAAP, student scores must average at least 70 points to achieve Virginia Department of Education (VDOE) accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:

- Student scores will be excluded from the accreditation rating calculation based on the adjustments allowed by current policy determined by the VDOE.
- Scores for students who are not in attendance for 75 percent of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75 percent) of instruction from the start of the school year to May 1 for their scores to be included.

The final step in implementing the alternative accreditation plan will be to determine a composite average by averaging the “final” scores of all areas assessed.

Performance Level	Reading Number of Students	Mathematics Number of Students	Science Number of Students	Social Studies Number of Students	Total Number of Students	Number of Points	Total Points
Pass Advanced						125	
Pass Proficient						100	
1 point below VAAP cut scores						90	
More than 1 point below VAAP cut scores						0	
TOTAL							

Calculation: Total Points/Total Number of Students = Accreditation Rating

Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators:

- 75 percent of all students will participate in the vocational training program over opportunities per week to develop and reinforce skills. Data will be collected via teachers and submitted monthly (October through April data).
- 90 percent of all students who are present on days for scheduled travel will participate in monthly Community-Based Instruction with appropriate or successful interactions over monthly probes.
- 75 percent of all students will utilize a personalized communication system over weekly trials. Data will be collected via teachers and submitted monthly (October through April data).

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept for first review the alternative accreditation plan from Fairfax County Public Schools for the Key Center.

**Impact on Resources:** There is no impact on the resources of the Department of Education.

**Timetable for Further Review/Action:** Final review on March 26, 2009.

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.

1/28/09

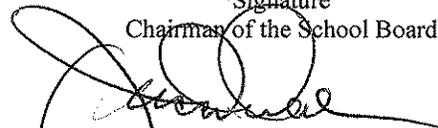
Date Approved  
by the Local School Board

1/28/09

Submission Date



Signature  
Chairman of the School Board



Signature  
Division Superintendent

*ALTERNATIVE ACCREDITATION PLAN*

<b>School Name</b>	<u>Key Center School</u>	<b>Division</b>	<u>Fairfax County Public Schools</u>
<b>School Address</b>	<u>6404 Franconia Road</u> <u>Springfield, VA 22150</u>		
<b>Contact Person</b>	<u>Tom Flick</u>	<b>Phone</b>	<u>703-313-4000</u>
<b>Fax</b>	<u>703-313-3945</u>	<b>E-mail Address</b>	<u>Thomas.Flick@fcps.edu</u>
<b>Proposed Duration of the Plan</b>	<u></u>		
<b>Grade Levels Served</b>	<u>Students with ages from 5 to 22 years of age</u>		
<b>No. Students Enrolled by Grade Level</b>	<u>115</u>		

*NOTE: The space provided will expand to accommodate the description if the form is prepared in Word.*

*I. Describe the mission and purpose of the school.*

**VISION**

Key Center School provides individualized educational programming to maximize the potential of each and every student. This programming provides the skills necessary for the student to participate to the best of his/her ability across all environments (home, work, school, community).

**MISSION**

Key Center School provides a progressive learning environment for students, ages 5 to 22 years, with moderate-to-severe disabilities, autism, and multiple disabilities. Our educational curriculum focuses on: community based instruction, functional life skills, vocational training, academic skills, communication, and gross motor skills.

**Key Center Staff:**

- collaborates to develop individualized educational programs
- welcomes and facilitates parent involvement and participation
- participates in opportunities for community based instruction, vocational training, and community outreach
- offers unique services and learning programs
- provides access to technology to enhance student learning and communication

**KEY CENTER SCHOOL—CORE VALUES/BELIEFS**

- All students are capable of learning.
- Learning occurs across all domains of a student's life—family, community, school.
- The teacher's role is to provide a positive learning environment with high student expectations
- We value the unique differences that our staff and students bring to our school community.

***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 attending Key Center School are between five (5) and twenty-two years of age (22). Areas of eligibility for students include: mental retardation, moderate retardation, severe disabilities, autism, and traumatic brain injury. Forty percent (40%) of Key Center families are on free or reduced status for school meals. Families who attend Key Center may live as far as a half hour to forty minutes within our half of the Fairfax County School District.

Concurrent conditions occur with most if not all Key Center students; these may include motorical or physical challenges, medical needs, and behavioral issues. Some students require full time private nursing supports during the school day which is approved through the county health department. Some students are building resistance and/or endurance for the school day, therefore they attend on a part-time basis until their strength or condition improves. Student health conditions often develop over the course of the school year that may require extended absences; this includes surgical needs and/or hospitalizations. Consequently, the school has a full time homebound teacher to provide homebound services as needed.

Students are grouped within classroom settings based on needs and supports for their educational programming. Center based classrooms have seven to eight students within a classroom supported by a classroom teacher, a Public Health Training Assistant, and a Public Health Attendant. In addition, Key Center has a reduced ratio group of classes titled "Transition Program" for the purpose of offering intensive behavioral interventions. These students have demonstrated frequent and intense challenges to their previous classroom settings and require specific behavior plans and supports. The classroom teams have the same staffing for personnel to more adequately address the needs of these students. The overall goal is to assist these students to manage their skill and/or communication deficits to return to the school based settings when the student is ready to return to the challenge.

Parent involvement and participation is both encouraged and expected with regard to educational programming. Parents attend annual IEP meetings and advocate for students needs. Additional parent meetings or IEPs are often held throughout the school year to address changes in student performance or to discuss concerns about a student's involvement in their educational program. In addition to teachers and parents attending these meetings, specialists, clinical team members, and administrative presence is also noted-offering multiple perspectives and variety of resources for student benefit. Parent groups and trainings are often held throughout the school year to expand parental expertise, as well as to inform families of additional resources for students and/or families.

Each student has an opportunity to undergo a full evaluation every three years. The school psychologist performs psychological testing when needed, and the social worker completes an adaptive skill review, as well updates to the family socio-cultural information. In addition, classroom teachers perform yearly educational testing in order to consistently reflect student performance in all areas.

Students may demonstrate a more consistent response to their educational programming at Key Center School, therefore requiring a review of their educational setting and transitions are discussed and/or initiated to review alternative options for school settings. Additional resources are accessed to help make a transition positive for the student and include additional FCPS staff members. Parents visit and observe these recommended settings so that they may also ensure that adequate supports will be in place to facilitate a smooth transition and successful educational setting for the student.

Ethnicity	2007-08	
	#	%
Asian or Pacific Islander	14	12.84
Black (Not of Hispanic Origin)	23	21.10
Hispanic	23	21.10
White (Not of Hispanic Origin)	42	38.53
Other	7	6.42

Free/Reduced - Priced Meals	2007-08	
	#	%
Yes	38	34.86
No	71	65.14

Enrollment	2007-08	
	#	%
General Education	0	0.00
English for Speakers of Other Languages	22	20.18
Special Education Services	109	100.00

English Proficiency	2007-08	
	#	%
English Proficient	55	50.46
Limited English Proficient	54	49.54

Gender	2007-08	
	#	%
Female	33	30.28
Male	76	69.72

Mobility Rate	2007-08	
	%	
Division	14.76	
School	NA	

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.

Key Center School has a highly qualified staff. Most classroom teachers have received a master's degree or are in the process of earning one. Many have also reached the status of 'highly qualified' and/or have an additional endorsement in severe disabilities. Teachers who have not yet reached the status of highly qualified or completed their endorsement, are actively pursuing the status and are anticipating its completion by the end of this school year. Teachers are teamed by grade level to offer common planning time to meet, discuss lessons, and to brainstorm

curricular challenges. The planning time is offered as students participate in two of four options each day, these include: music therapy, adapted physical education, and Learning is New Knowledge (LINK). The LINK class is unique to our school, yet it serves as another opportunity to promote individual skills such as task completion, following directions, and expressive and receptive language development. LINK also fosters many group skills as well, including wait time and turn taking. Students have Art class weekly in order to access additional sensory and multi-modal experiences.

In addition to the many classroom based and related service staff, Key Center's clinical team composed of the Principal, Assistant Principal, Social Worker, The school nurse, The Fairfax County Public Health Nurse, two School Psychologists, Vocational Coordinator, and two Behavior Specialists. The team meets weekly to address school-wide, classroom based, and individual student issues and concerns. Each clinical topic is reviewed, needed actions are determined and a clinical team member is designated to follow-up and report back on progress. Additional resources are also located in the school on a very frequent basis, including an audiologist, itinerants for vision and hearing, speech language clinicians, occupational therapists, and physical therapists. These staff members support additional schools yet are located in our school as a base for their services and are often in our building over the course of the school day. Key Center School also has an English for Speakers of Other Languages (ESOL) teacher who supports students directly and is involved with our Parents as Educational Partners (PEP) program.

Key Center provides a wealth of training for staff members. In addition to professional development for classroom teachers and related service providers on topics specific to our student and staff needs, we offer paraprofessional training for Assistants and Attendants to promote and expand the skills of those staff members supporting teachers. School based and district based staff members offer these trainings on a bi-weekly basis over the course of the school year. Staff members assisting in the Transition Program for students with behavioral challenges receive Professional Crisis Management (PCM) training to support students who are not always able to maintain positive responses to school challenges.

Key Center School offers a functional life skill curriculum with opportunities for academics, communication building, and social skill building all weaved within our curricular focus. The school has received full accreditation and has met Annual Yearly Progress (AYP) each year as a result of VAAP submissions. Students participate in the VAAP based on the school district testing schedule, as required by law. This includes testing for all third through eighth graders and the students entering eleventh grade for the first time. Our School Improvement Plan (SIP) reveals our commitment to addressing Academic, Life Skills and Responsibility to the Community through various activities which focus on promoting student independence through functional activities.

Students participate in a variety of educational opportunities to enhance individual skills and to promote social skills. Each student will have IEP goals to include Math and Reading skills, in addition to specific life skills the student is addressing. This offers the students experiences to parallel portions of the VAAP that align to the Standards of Learning, yet skills are task analyzed or broken down into increments to best meet their learning needs. The Aligned Standards of Learning are described to equate to student performance at the sixty month (60) level and are therefore too difficult for our students to address, much less master due to their cognitive deficits.

Speech and language clinicians, itinerants, and therapists consult frequently with teachers to enhance the students' curricular program.

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

The student's goals and objectives are established and agreed upon by parents, teachers and related service personnel at the annual IEP meeting. These IEP goals and objectives are reported to parents on a quarterly basis.

Teachers and related staff determine a score for each objective and goal based on a compilation of information from various sources. With the goals and objectives individualized, the method of data collection has to be individualized and one standard form would not meet everyone's needs. All teachers use some variation of data sheets. They may be data sheets provided by specific sources (ABA data sheet adaptation), probe data sheets provided by administrators, or excel documents created by the teachers and therapists based on individual needs. Some of the variations of data sheets are: frequency data, prompting data, reinforcement data, and task/trial data.

Reevaluations are completed every three years; this includes testing by the classroom teacher, the school psychologist, and school social worker.

In addition, all students are given the Brigance Inventory of Early Development on a pre and post school year assessment schedule.

<b>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.)</b>	X	Yes		No
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**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.)**

Standard: 8 VAC 20-131-280 Expectations for School Accountability

Key Center School is a program for students with Severe Disabilities. Students will be assessed in the Virginia Alternate Assessment Program (VAAP) as determined by the IEP process.

Eligibility is based on educational, classroom performance, progress on individual goals and objectives from their IEP's and psychological testing.

The VAAP identifies Aligned Standards of Learning (ASOL) which begins at the third grade level, with some identified skills as low as the kindergarten level. There is a significant gap between the functioning level of the students at Key Center, and the lowest levels of the VAAP, which make it extremely difficult for students to demonstrate proficiency in the ASOL's and therefore require a different manner to determine if they are making sufficient progress in their instructional programs.

**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.**

Students will be assessed with the VAAP.

## ALTERNATIVE ACCREDITATION PLAN

All students participate in the Virginia Alternate Assessment Program (VAAP) for the purpose of determining progress and meeting the requirements of the No Child Left Behind Act. To determine the state's accreditation rating, scores from the VAAP will be the first measure used, as well as consideration of alternative criteria based upon data from the VAAP and other measures of student progress.

If student scores on the Virginia Alternate Assessment Program (VAAP) meet the regular accreditation criteria for Standard 8 VAC 20-131-280, then no adjustment is necessary.

### Alternative Accreditation Calculation Proposal

If a core academic area fails to meet accreditation standards, then the following alternative system will be used.

Scores for each content area will be assigned a certain number of points, based on the "cut score" from VAAP for that content area. Scores for students at **all** grade levels tested will be combined for a composite score for **each** content area (because of the small pool of students at each grade level).

Content Area:

Cut Score:

Performance Level	Number of Students	Number of Points	Total Points
Pass Advanced		125	
Pass Proficient		100	
1 point below cut score		90	
More than 1 point below cut score		0	
TOTAL			

**For each content area of the VAAP, student scores must average at least 70 points to achieve VDOE accreditation for the identified content area. If a score of 70 is not achieved, the following accreditation adjustments will be applied:**

- Student scores will be excluded from the accreditation rating calculation based on the adjustments already determined by the VDOE.
- Scores for students who are not in attendance for 75% of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Thus, students must be present for at least 112 days (75%) of instruction from the start of the school year to May 1 for their scores to be included.

The final step in implementing the alternative accreditation plan will be to determine a composite average by averaging the "final" scores of all areas assessed.

Performance Level	Reading Number of Students	Mathematics Number of Students	Science Number of Students	Social Studies Number of Students	Total Number of Students	Number of Points	Total Points
Pass Advanced						125	
Pass Proficient						100	
1 point below VAAP cut scores						90	
More than 1 point below VAAP cut scores						0	
TOTAL							

**Calculation: Total Points/Total Number of Students = Accreditation Rating**

- Student scores will be excluded from the accreditation rating calculation based on the adjustments already determined by the VDOE.
- Scores for students who are not in attendance for 75% of the total number of instructional days during which evidence is being collected for the VAAP will be excluded from the accreditation rating calculation. This period of time is generally from the first day of school until May 1, which is approximately 150 days. Students must be present for at least 112 days (75%) of instruction from the start of the school year to May 1
- Three points will be added to the composite score for successful achievement of each of the following Achievement Indicators:
  - 75% of all students will participate in the vocational training program over 3 opportunities per week to develop and reinforce skills. Data will be collected via teachers and submitted monthly. (October through April data).
  - 90% of all students who are present on days for scheduled travel will participate in monthly Community-Based Instruction with appropriate or successful interactions over monthly probes.
  - 75% of all students will utilize a personalized communication system over weekly trials. Data will be collected via teachers and submitted monthly. (October through April data).

**VIII. Describe who was involved in the development of the proposed plan.**

Tom Flick, Principal	Nadia Jamai, Behavior Specialist
Ann Smith, Assistant Principal	Megan Burkhardt, Classroom Teacher
Carolyn Rapoza, Physical Therapist	Stephanie Merriam, Classroom Teacher
Jeanie Glasser, Vocational Coordinator	Nicole Bracken, School Based Technology Specialist
Lekkiah Pompey, Speech Language Clinician	Myrna Beck, School Psychologist

**IX. Describe the method(s) to be used in evaluating the success of the plan.**

- student progress as measured against evaluative criteria in plan
- success as determined by VDOE



FAIRFAX COUNTY  
PUBLIC SCHOOLS

Department of Accountability  
8115 Gatehouse Road  
Falls Church, Virginia 22042

February 6, 2009

Dr. Mark E. Emblidge, President  
Virginia Board of Education  
413 Stuart Circle, Suite 130  
Richmond, Virginia 23220

Dear Dr. Emblidge:

On page four, final paragraph, of the Request for Approval of an Alternative Accreditation Plan from Fairfax County Public Schools for Key Center, the statement below requires further clarification.

"Key Center School has a highly qualified staff. Most classroom teachers have received a master's degree or are in the process of earning one. Many have also reached the status of 'highly qualified' and/or have an additional endorsement in severe disabilities. **Teachers who have not yet reached the status of highly qualified or completed their endorsement, are actively pursuing the status and are anticipating its completion by the end of this school year.** Teachers are teamed by grade level to offer common planning time to meet, discuss lessons, and to brainstorm curricular challenges. The planning time is offered as students participate in two of four options each day, these include: music therapy, adapted physical education, and Learning is New Knowledge (LINK). The LINK class is unique to our school, yet it serves as another opportunity to promote individual skills such as task completion, following directions, and expressive and receptive language development. LINK also fosters many group skills as well, including wait time and turn taking. Students have Art class weekly in order to access additional sensory and multi-modal experiences."

The statement in bold - "**Teachers who have not yet reached the status of highly qualified or completed their endorsement, are actively pursuing the status and are anticipating its completion by the end of this school year.**" - is referring to the fact that all teachers at Key Center are either fully certified or provisionally licensed, and therefore are highly qualified teachers.

If you have any questions regarding this letter, please contact Kendra Weber, specialist, Office of Student Testing, at 703-208-7871, or Blair Robertson, specialist, Office of Educational Planning, at 571-423-1313.

Sincerely,

A handwritten signature in black ink, appearing to read 'PKM', written over a horizontal line.

Patrick K. Murphy, Ed.D.  
Assistant Superintendent

PKM/kew