

York County
302 Dare Road, Yorktown, VA 23692
PRIOR NOTICE

Name: Brandon Denny Turkatte School: Mount Vernon Elementary Meeting Date: 11/22/2019
Student ID: 240266 D.O.B.: 03/01/2012 Age: 7 Grade: 2nd Grade
Type of Meeting: IEP Meeting

Describe the action that the school division proposes or refuses to take:

The IEP team for YCSD proposed an addendum to the IEP for Brandon Turkatte. An new annual IEP was proposed in September of 2019 because it was time for Brandon's annaul review. At that time the team determined that a self-contained setting at MVES was the appropriate placement. Since Brandon had been approved for Homebound services, the IEP team adjusted the proposal to reflect Homebound services. Homebound was not a stay put placement, it was a temporary placement due to the need for Homebound. An extension of the Homebound services was denied. Therefore, the team proposed the IEP that reflects services to be delivered in the Communication Support Program (CSP) at Mount Vernon Elementary School. The team also proposed changes to the goals at the father's request.

Explanation of why the school division is proposing or refusing to take action:

Brandon has been receiving Homebound Services. Those services were not approved for additional time. Due to this, the IEP team needed to address how services would be provided and placement for those services. The team determined that Brandon's services can be delivered in the self-contained setting at MVES. Brandon has made progress in this placement in the past and this placement will meet his current needs. Ms. Turkatte feels that the program offered by YCSD is not adequate to meet Brandon's needs. The parents both gave descriptions of what they would like to see in a Special Education Program for student's with Autism. The team made the changes to the goals based on review of current progress reports.

Description of each evaluation procedure, assessment, record or report the school division used in deciding to propose or refuse the action:

The team reviewed the Progress Reports on Brandon's current goals. (Refer to Progress Report on current IEP goals.) The team also reviewed prior progress made on goals when he attended MVES during kindergarten. The team discussed goals that have been mastered. Ms. Turkatte provided documents that she wanted included in the current Present Level of Performance. It was noted that some of those documents were over four years old. Ms. Turkatte asked that documents she provided be included in the IEP. The IEP team considered those documents but did not feel it was appropriate to put the documents in the IEP since it was not presented as a document signed by a medical professional.

Description of any other choices that the team considered and the reasons why those choices were rejected:

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The team considered the progress on current goals and revised some goals to increase the rigor of the goal. The parent was proposing that the team consider homebased instruction as a placement. The parent shared documentation about Brandon's eating disorder 10/24/2019. There were several recommendations made in the document provided by the parent from Sentara. There is documentation that the therapy he is receiving at home is delivered daily by the parent. Other therapies are delivered by outside sources. The parent also has concerns about the amount of time it takes to transport Brandon to and from school. The parent requested that the team consider homebase services. The team rejected this because Brandon services can be delivered in the self-contained setting at MVES. This setting is less restrictive than homebase, and Brandon has made progress in this placement in the past. YCSD and the parent will complete the paperwork to release and exchange information to gain information on feeding and nutrition services. Brandon is receiving services at Sentara once a week and at VCU once every three to four months for nutrition.

Description of other reasons or other factors relevant as to why the school division proposed or refused the action:

Brandon's parents were concerned that the document denying homebound services was not received in a timely manner and did not have a signature. Ms. Turkatte indicated that she does not feel that Brandon would have the support he requires if attended the Communication Support Program at MVES. The proposal for homebased services made by Ms. Turkatte was considered. The team determined that Brandon could receive FAPE in a self-contained class in YCSD.

Resources for the parent to contact for help in understanding the Individuals with Disabilities Education Act (IDEA) and the related federal and Virginia Regulations:

VDOE website
VCU Center for Autism website
Dr. Crockett-Coordinator for Student Services YCSD
Dr. Gould-Director of Student Services YCSD

If this notice is not the initial referral for evaluation, explain how the parent was provided a copy of the procedural safeguards:

The parents were offered a copy of the procedural safeguards. Additional copies can be obtained at MVES.