

NEWSLETTER

October 2023



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COMPLIANCE CORNER:

Signing onto VA IEP:

Lately, there have been a lot of people who cannot sign onto VA IEP even though they were recently logged in. Please remember, we are using a single sign-on system, meaning you should use the same password that you use for ASPEN. You will not be able to reset your password through VA IEP. Please use the following credentials to log into the system. Website: <https://va.pcgeducation.com/varichmondcity>. Please note when logging in that you will use your email address up to @, followed by rps.edu.

DEC. 1 COUNT PREP:

Please ensure that all of your students are correctly tagged in ASPEN with the same eligibility category as they are tagged in VA IEP. This will help us get prepared for the Dec. 1 Count.

BA HOURS:

It has come to the attention of the Office of Exceptional Education that some schools have requested Behavioral Assistants to arrive early or stay late due to early bus arrivals or late departures. As a reminder, Behavioral Assistants are contracted for 7-hour work days. They are unable to routinely extend their hours beyond this schedule. If there is a consistent need for coverage during times outside of the regular school day, the school will need to make arrangements to staff those supervisory needs through school personnel.

Additionally, BAs are entitled to 30 minutes of break time without students. They can take all 30 minutes at once, or they can split it into two - 15 minute breaks.

OCTOBER ICC MEETINGS:

October 13 @ 1:00-2:30 - Elementary ICC Meeting (in person @ Norrell *change from the initial schedule)

October 17 @ 1:30-2:30 - New ICC Meeting (in person @ Norrell)

October 27 @ 1:00-2:30 - Secondary ICC Meeting (in person @ Norrell *change from the initial schedule)

November 28 @ 2:30-3:30 - ICC Advisory Committee (virtual)



RICHMOND SPECIAL EDUCATION ADVISORY COMMITTEE (R-SEAC)



Reminder: Our next R-SEAC meeting will be on November 15th. Please join us to continue to support our families of students with disabilities. More information regarding location will be forthcoming and will be posted on the website.

<https://www.rvaschools.net/academics/exceptional-education/special-education-advisory-committee-seac>

TRANSITION MENTOR TEACHERS

Darlene Slade: Huguenot High School, River City Middle School, Lucille Brown Middle School
dslade@rvaschools.net

Selina Wilson: John Marshall High School, Thomas Jefferson High School, Henderson Middle School, Albert Hill Middle School
swilson3@rvaschools.net

Karen Young: Richmond High School for the Arts, Boushall Middle School
kyoung2@rvaschools.net

Rebecca Parks: Armstrong High School, Martin Luther King Jr. Middle School, Dogwood Middle School
rpelleti@rvaschools.net

TRANSITION TIP



October is National Disability Awareness Month! During this month we have the opportunity to acknowledge the wonderful contributions that people with disabilities provide to the working economy. The first step to long term employment planning begins with connecting students and families to the Department of Aging and Rehabilitative services (DARS). DARS provides services to help people with disabilities secure employment and advance their skill sets. The Transition Mentor teachers work directly with DARS to connect students with their services.

Please contact the Transition Mentor Teacher assigned to your school with questions or requests. We look forward to working with you!

October Events:

Armstrong High School:

RBHA Information Session, October 2, 10:00 am

VSU On-Site Admissions, October 12, 11:30 am

Career Pathways, Pre-Ets services, October 11, 18, and 25, 10:00 am

Huguenot High School:

University of Virginia College Visit October 3, 10:00 am

Christopher Newport University Visit October 3, 3:00 pm

Radford University College Visit October 4, 10:00 am

Mary Baldwin College Visit October 4, 3:00 pm

Old Dominion University Visit October 5, 10:00 am

University of Richmond Visit October 5, 11:00 am

Lunch and Learn with DARS, Thursday, October 26, 11:30 am

Thomas Jefferson High School:

RBHA Information Session, 11:00 am

Richmond Technical Center:

J Sargeant Reynolds Informational Session, October 18, 1:00 pm

Richmond High School:

Virginia Commonwealth University College Visit October 3, 10:00 am

Old Dominion University College Representative Visit Oct 5, 10:00 am

Virginia Tech Representative Visit Oct 5, 1:00 pm

James Madison University Representative Visit Oct 17, 10:00 am

Radford University Representative Visit Oct 17, 1:00 pm

Virginia State University College Visit October 25, 10:00 am

Coaches in the classroom-Presented by RTC-Dress Etiquette, October 30, 2:30-4:00

John Marshall High School:

RBHA Information Session, October 17, 11:00 am

FOR ANY PARAPROFESSIONAL WORKING WITH STUDENTS WITH AUTISM

PARAPROFESSIONALS ONLINE COURSE FOR AUTISM SPECTRUM DISORDER

The Virginia Department of Education (VDOE) in collaboration with Virginia Commonwealth University's Autism Center for Education (VCU-ACE) has developed an online course to provide the most current training and information to fulfill HB325 training requirements. Registration for this self-paced course opened this month and may be taken by all educators, including paraprofessionals, teachers, administrators, support staff, and related service providers, who would like to know more about how to support students with ASD to be successful in the school setting.

The Autism Spectrum Disorder for Paraprofessionals: Providing Effective Instruction and Supports (PARAPro) is a self-paced course that will take approximately six hours to complete and provides ongoing access to training content for all registrants. Video presentations, activities, and knowledge checks are provided with each course module. Course modules include:

General Autism Competences
Comprehensive Instructional Programming
Communication and Social Skills
Environmental Structure and Visual Supports
Behavior

Promoting Independence and Self-Determination
Participants must pass the final quiz with a score of 80 percent or greater to obtain a certificate of completion. PARAPro registration and overview are available on the VCU-ACE website.

**IF YOU HAVE QUESTIONS ABOUT THIS ONLINE COURSE,
PLEASE EMAIL [AUTISMCENTER@VCU.EDU](mailto:autismcenter@vcu.edu) OR CONTACT
SAMANTHA GREGORY, SPECIALIST FOR AUTISM,
INTELLECTUAL DISABILITIES, AND ASSISTIVE TECHNOLOGY,
VDOE, AT SAMANTHA.GREGORY@DOE.VIRGINIA.GOV OR
(804) 371-7421.**



*The Code of Virginia, §
22.1-298.3, requires
paraprofessionals
assigned to work with a
teacher who has
primary oversight of
students with Autism
Spectrum Disorder
(ASD) to be trained in
student behavior
management within 60
days of assignment to
such responsibility.*

IS Intensive Support



INTENSIVE SUPPORT TEACHERS IN MIDDLE SCHOOL AND HIGH SCHOOL HAVE PLANNED FOR AND ARE NOW PARTICIPATING IN WORK BASED LEARNING SESSIONS IN THE COMMUNITY. Students have an opportunity to explore job options and in some cases they practice the skills associated with the job. This experience supports the students as they transition from secondary school to post secondary jobs in the community or post-secondary education.

BEST PRACTICE



Teachers! Always consider pretests as a "best practice" strategy before introducing new objectives for all subjects.

Pre-assessment provides a way for teachers to gather key information about what students know and are able to do prior to instruction, as well as what student interests and learning styles are.

Pre-assessments can be paper and pencil tasks or performance-based. They provide evidence to help teachers effectively match instruction with the needs of students. This includes decisions about content, pacing, materials, grouping, and specific learning activities. The Unique Learning System (ULS) - Which is the curriculum for our Intensive Support Classrooms - provides three links to pretests. The Benchmark assessments, the Monthly Checkpoint assessments, and - Something New and Wonderful - the "Courses" link under the Orange Snowflake on the ULS menu. Try them all!

Intensive Support Teachers: The Unique Learning System has added an exciting new feature to their academic Program. The new Menu includes a "Courses" link which is located on the Menu under the Orange Snowflake icon. You will find many targeted lessons for Math, Language Arts, Science, and History which can be accessed quickly, are interactive, and with the math lessons there are Pre-tests. Its worth looking into. Explore and Enjoy!!

Intensive Support Teachers: Administer the Unique Learning System Monthly Unit Checkpoint Pre-test at the beginning of the month before teaching the unit. At the end of the unit, administer the Monthly Unit Post-Test. The data collected for these assessments can be used for progress reports, grade level data reports, and IEP documentation.



Ambient Noise

For a productive and calming environment.

Ambient noise is a background noise that is helpful for students to focus on their academic tasks and can help increase student productivity.

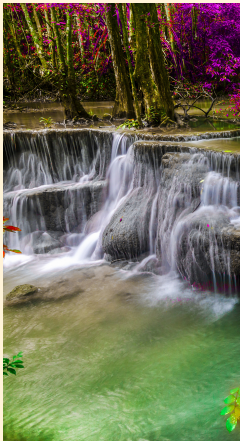
Ambient noise can include white noise, nature sounds, soothing music. Different sounds may be preferred over others and is an individual preference. Upbeat tempos may be selected for movement tasks and slower tempos may be selected for more sedate tasks. You can search "ambient noise" on YouTube.com and explore the various choices available.

For more information please check out this website:

<https://www.controlaltachieve.com/2016/10/ambient-sounds-for-students.html>

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ASSISTIVE TECHNOLOGY TIP OF THE MONTH:

TBI TIDBIT

"Students with TBI may present similarly to students with ADHD and LD. This chart lists some of the differences that may exist."

Comparison of Brain Injury, ADHD and LD

	Brain Injury	ADHD	Learning Disabilities
IQ	Not an indicator of future performance. Often IQ subtests decline	Typically average, IQ stable	Typically average, IQ stable
Cognitive Problems	Attention, memory, language comprehension, problem solving, judgement	Typically not associated with this condition, difficulties may emerge from impulsivity and inattention	Processing information and generalizing
Memory	Recent memory disorder with poor carryover of new learning	Inattention and poor concentration may look like memory issues	Mild memory problems
Academic Skill Levels	Some old skills remain, gaps in learning	Poor attention and concentration	Splinter skills
Acquisition of Academic Skills	Slowed, may plateau then progress	Interrupted by decreased concentration and attention	Slowed acquisition but stays



**HAVE SOME FANTASTIC
NEWS TO SHARE WITH US?**



FAMILY ENGAGEMENT SURVEY

*WE WANT TO
HEAR FROM YOU!*

2022 - 23 Indicator 8
Parent Survey - English
Version



2022 - 23 Indicator 8
Parent Survey-
En Español



Teachers, Please encourage your families to participate in the survey.



SPOTLIGHT

Spotlight on Ms. Eunike Bryant at Oak Grove Elementary who has stepped into a role as an Intensive Support teacher and has already made a huge, impactful impression on her students. Instruction, whether it is academic, functional, or social, is happening every minute of the day. Thank you for all that you do!!!

SHOUT OUT!

Shout out to Ms. Molly Boehm the librarian at Fisher Elementary School. She has collaborated with the Hearing Impaired (HI) and Intensive Support (IS) classes to start their "Jobs" this month.