

2024 SEAC ANNUAL REPORT

November 15, 2024

Introduction

This document represents the 2024 annual report of the Albemarle County Special Education Parent Advisory Committee (“SEAC”), which is an advisory body composed of parents of students who require special education services, other interested persons from the community, and educators in the field who have an interest in special education. Under state law, SEAC is charged with providing input and advice to the Albemarle County School Board (“School Board”) concerning the needs of children with disabilities receiving special education services and assists in the formulation and development of long-range plans for these children.¹

Data Sources

SEAC evaluated several data sources to help guide our discussion of current issues and recommendations for improving special education services in ACPS, which are described below.

A. SEAC Family Survey

This was the second consecutive year of SEAC developing a survey for ACPS families who receive special education services, following the first SEAC Family Survey conducted in the fall of 2023. The SEAC Family Survey was a collaborative effort between SEAC and ACPS’s Offices of Special Education, Strategic Planning, and Community Engagement.

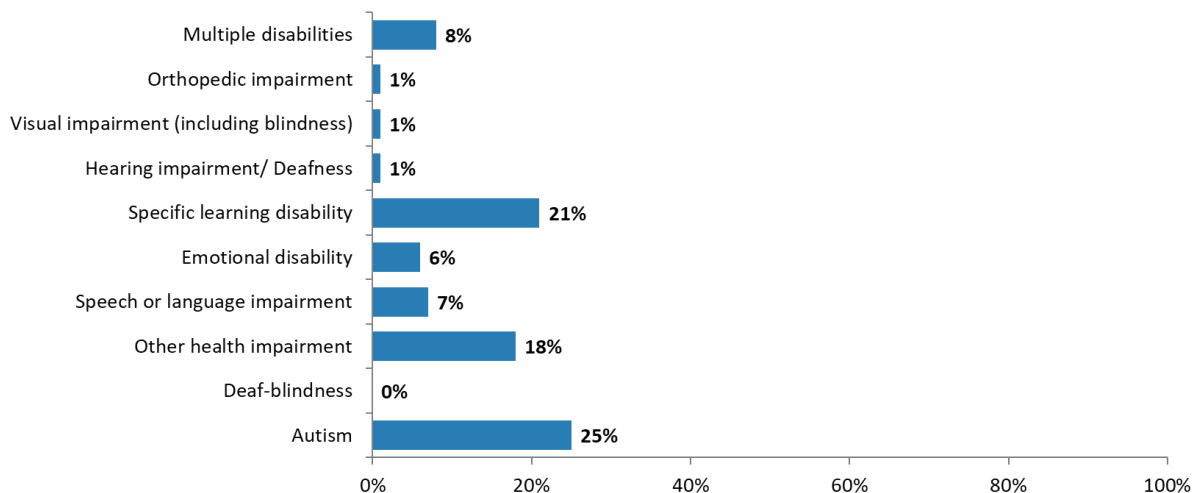
Our goals for the survey were two-fold: (1) to collect quantitative data on the experience of families in our community who have children receiving special education services; and (2) to determine if there are particular demographics or disability groups who are less engaged. SEAC received advice regarding the content and format of the survey questions from law students at the University of Virginia Law School’s Community Organization and Social Enterprise Clinic in the spring of 2024 and approved the survey instrument at its April 2024 meeting. The Office of Community Engagement distributed the survey to families receiving special education services in ACPS via email and text message (if they had one on file with ACPS) on Monday, October 7, with a follow up message one week after the survey launched. In addition, SEAC members reached out to their school communities, including by email, social media, and flyers with a QR code link to the survey (see Exhibit A), inviting parents and guardians of children receiving special education services to complete it. Families with more than one child who received special education services were instructed to complete a separate survey for each child. The emails, text, messages, and survey instrument were translated into several languages via automatic translation software. The survey remained open until Friday, October 18.

¹ 8 Va. Admin. Code § 20-81-230(D).

In total, 363 survey responses were received this year, which represents a 33% increase compared to last year's survey.² Responses were received from every single school in ACPS. In terms of demographics, of the families who responded, 75% identified their child as White, 12% as Black or African-American, 6% as Asian, 6% as other, 1% as American Indian/Native American or Alaskan Native; 9% declined to respond.³ Regarding education, 49% of respondents reported that the highest level of education that a parent or guardian had completed was a graduate or professional degree, 26% for bachelor's (undergraduate) degree, 7% for some college but no degree, 5% for an associates or technical degree, 7% for a high school diploma or equivalent (GED), 3% of some high school or less, and 3% declined to answer.

71% of survey respondents indicated their child had an Individualized Education Program (IEP), 23% had a 504, 3% had both an IEP and a 504, and 3% had neither (and thus were excluded from the remainder of the survey questions). 55% of respondents indicated their child had received special education services in ACPS for 1-3 years, 25% for 4-6 years, 13% for 7-9 years, and 7% for 10 or more years. When asked about their child's primary educational disability, 25% of respondents indicated autism, 21% indicated a specific learning disability, 18% other health impairment, 7% speech or language impairment, 6% emotional disability, 1% orthopedic impairment, 1% visual impairment (including blindness), 1% hearing impairment (including deafness), and 8% indicated their child had multiple disabilities. These responses are represented in Figure 1 below.

Figure 1: What Is Your Child's Primary Educational Disability?

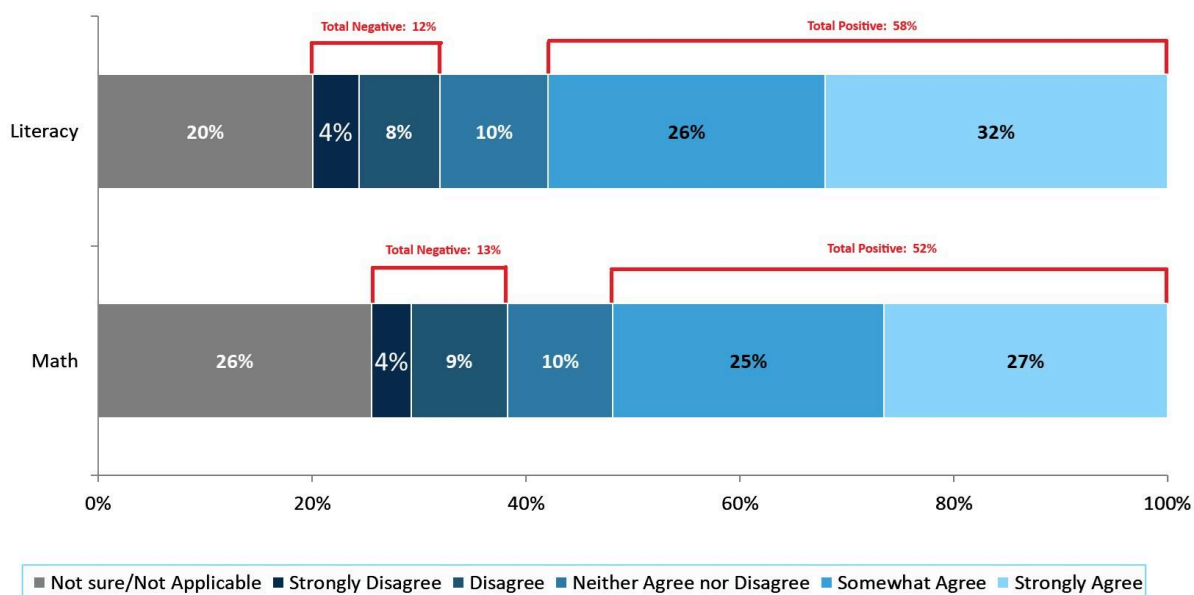


² For the 2023-2024 school year, 1804 students with disabilities were enrolled in ACPS. <https://www.k12albemarle.org/our-division>. This represents a 20% response rate.

³ The totals for this question are greater than 100% because respondents could check multiple categories that correspond to their child's identity.

The survey asked families a number of questions regarding the provision of special education services, whether their child’s academic goals and social/emotional needs were being met, the strengths and weaknesses of their child’s placement, and about expressing concerns regarding their child’s special education services. Regarding academics, for children with an IEP, 58% percent responded that they strongly (32%) or somewhat (26%) agree that the special education program was helping their child meet the academic goals for literacy (reading) in their IEP, 10% responded that they neither agree nor disagree, and 12% of respondents disagree (8%) or strongly disagree (4%); the remaining 20% responded not sure or not applicable. On math, for children with an IEP, 52% responded that they strongly (27%) or somewhat (25%) agree that the special education program was helping their child meet the academic goals in their IEP, 10% responded that they neither agree nor disagree, and 13% of respondents disagree (9%) or strongly disagree (4%); the remaining 26% responded not sure or not applicable. These results are depicted graphically in Figure 2 below.

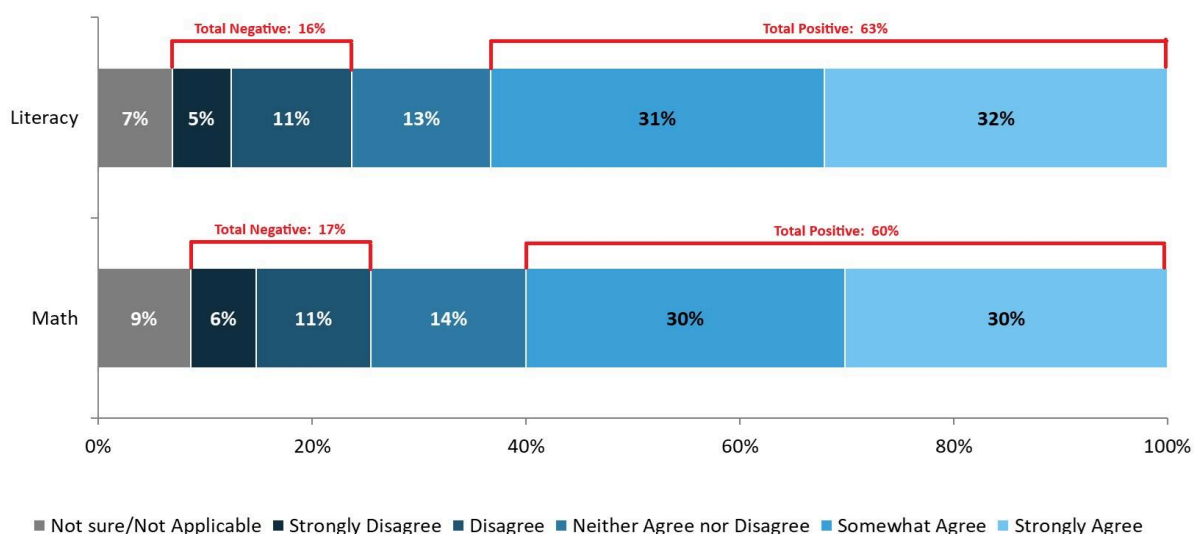
Figure 2: Do You Feel That the Special Education Program is Helping Your Child Meet The Academic Goals in Your Child’s IEP? (Children With an IEP Only)



In narrative comments following these questions, families mentioned that support for content seems to be weaker than support for reading; that special education teachers get academic results, but students have too little contact time with special education teachers, which impairs the progress toward their academic goals; and that executive functioning and “soft skills” like organization, social skills, and conversation are not taught but are important to students being academically successful.

Regarding the general education program, 63% of respondents said they strongly (32%) or somewhat (31%) agree that the general education program is helping their child meet their academic goals in literacy (reading), 13% neither agree nor disagree, 16% responded that they disagree (11%) or strongly disagree (5%) that their child's literacy goals are being met; the remaining 7% responded not sure or not applicable. Similarly, 60% of families responded that they strongly (30%) or somewhat (30%) agree that the general education program is helping their child meet their academic goals in math, 14% neither agree nor disagree, and 17% of respondents disagree (11%) or strongly (6%) disagree; the remaining 9% responded not sure or not applicable. These results are depicted graphically in Figure 3 below.

Figure 3: Do You Feel That the General Education Program is Helping Your Child Meet Academic Goals? (For All Children)

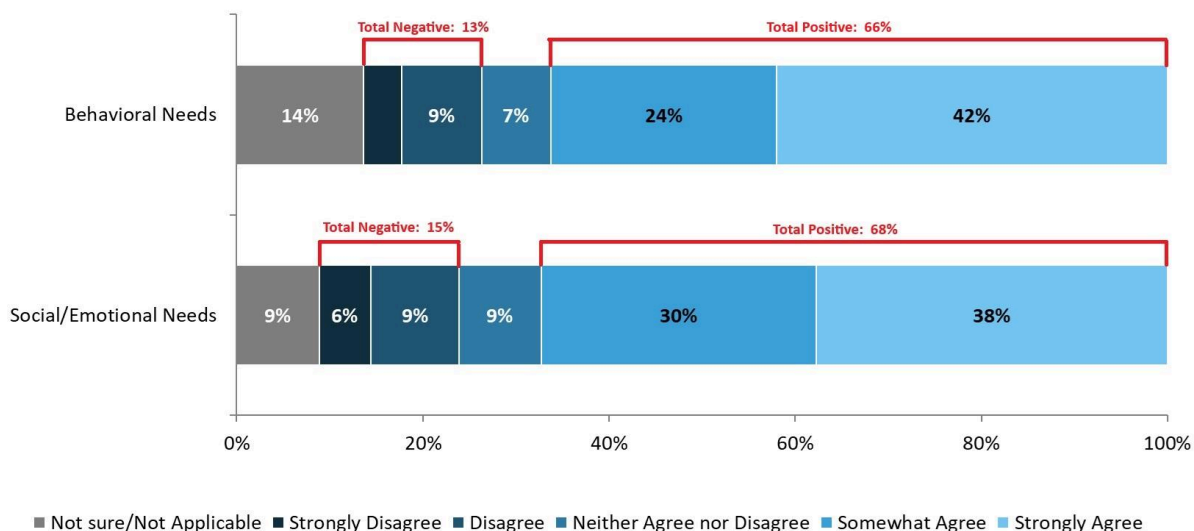


In narrative comments following these questions, families mentioned that the amount of time that general education teachers can devote to students with special needs is not always enough to keep them on pace, and that many special education students are lagging their age-group peers, but caregivers are not sure how to evaluate how appropriate the gap is for their student's specific education. Families also expressed that they have more concerns about students' learning in math than in other subjects, and that they had to advocate more for their students in the general education classroom than with the special education program.

The SEAC Family Survey also asked special education families how well their child's behavioral and social/emotional needs are being met in school. 66% percent of respondents said that they strongly (42%) or somewhat (24%) agree that their child's behavioral needs are being met, with 7% neither agreeing nor disagreeing and 13% either disagreeing (9%) or strongly disagreeing (4%); the remaining 14% indicated they were not sure or this was not applicable to their child. Similarly, 68% of respondents indicated that they strongly (42%) or somewhat (24%) agreed that their child's social and emotional needs were being in school, with 9% neither agreeing nor disagreeing, and 15% either disagreeing (9%) or strongly disagreeing

(6%); the remaining 9% indicated they were not sure or this was not applicable to their child. These findings are represented in Figure 4 below.

Figure 4: How Well Do You Feel Your Child's Behavioral and Social/Emotional Needs are Being Met in School? (For All Children)

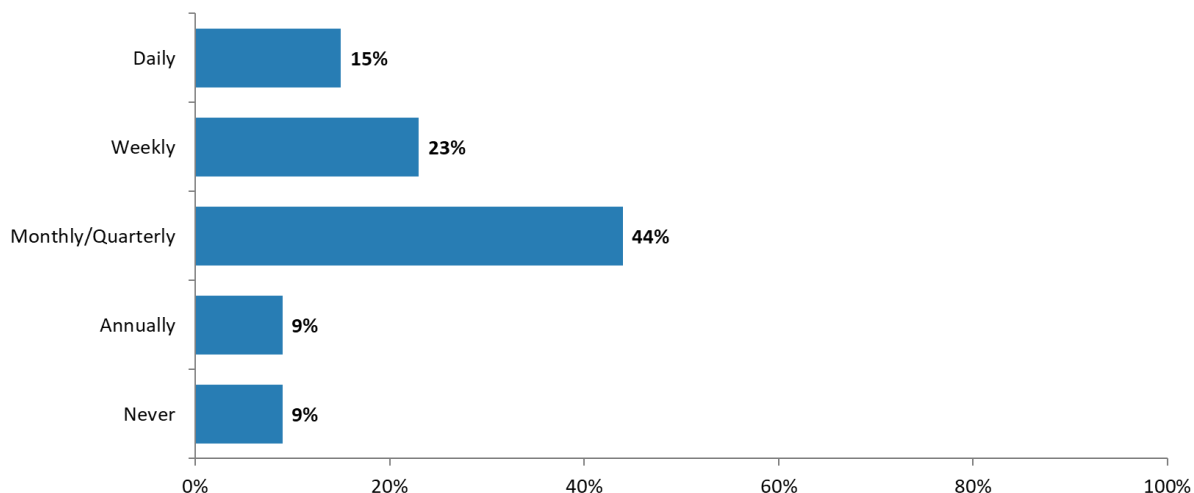


Common themes in narrative comments following these questions related to student anxiety and bullying and how they are being treated for students with special needs, and that many school-based behavioral issues are viewed through the lens of the student's disability, not the student as a whole. Respondents also mentioned the division's focus on students' social and emotional well-being has been a positive change for special education students.

Regarding strength of their child's special education placement as school, families most commonly noted accommodations (54%), special education services (50%), and general education services (49%), followed by special education team input (36%), progress monitoring (30%), and physical facilities/infrastructure (23%). Regarding weaknesses, families most commonly mentioned progress monitoring (43%), followed by special education services (29%), general education services (25%), accommodations (24%), special education team input (24%), and physical facilities/infrastructure (17%).

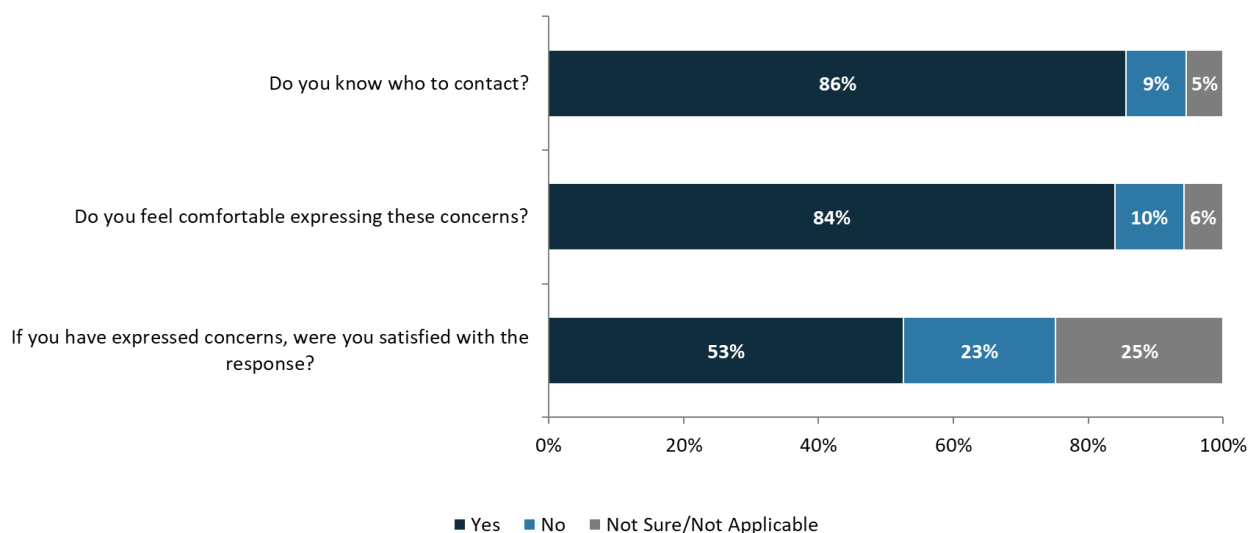
For students who have an IEP, family members were also asked about how often the child's special education teacher communicates with them. 38% of respondents said they communicated either daily (15%) or weekly (23%) with their teacher, while 44% indicated they communicated monthly or quarterly. 9% reported only communicating with their child's special education teacher annually, while 9% reported never receiving a communication. These findings are represented in Figure 5 below.

**Figure 5: How Often Does Your Child’s Special Education Teacher Communicate With You?
(Children With an IEP Only)**



When asked about expressing concerns regarding their child’s special education services, the vast majority (86%) of families responded that they knew who to contact, and a similar number (84%) said they felt comfortable expressing those concerns. Of families who expressed a concern, however, only 53% said they were satisfied with the response, with 23% indicating dissatisfaction with the response, and 25% replying with not sure or not applicable. The responses to these questions are displayed in Figure 6 below.

**Figure 6: When You Have a Concern About Your Child’s Special Education Services:
(For All Children)**



A complete copy of the slide deck containing the survey findings is attached as Exhibit B.

B. Family Council Family Survey

One limitation of the SEAC Family Survey is that it only surveys families who have a child that is already receiving special education services; it does not reflect the input of the broader ACPS community, including students who do not currently receive special education services but may qualify for them. This past spring, ACPS's Family Council, which is a separate organization, conducted its own survey of ACPS families.

A number of narrative comments in the Family Council Family Survey related to special education. For example, several commenters mentioned challenges facing twice-exceptional (2e) students, who have both a disability and are high-achieving/cognitively gifted, in obtaining special education services and learning materials that appropriately challenge them in school.⁴ Other commenters mentioned lack of progress and/or lack of support for students who are neurodiverse, including autism. In addition, several commenters whose child had a 504 complained about lack of communication from their child's schools and teachers and inconsistent implementation of their 504 plan. Finally, a couple of comments raised concerns about a perceived lack of equity in the allocation of special education resources across schools in the division.

A full copy of the narrative comments in the Family Council Survey relating to special education is attached as Exhibit C.

C. Standards of Learning (SOL) Assessment Results

The Virginia Standards of Learning ("SOL") assessments are a group of subject-matter tests administered annually to Virginia students in grades 3-11. Aggregate SOL assessment results are reported by the Virginia Department of Education ("VDOE") at the state, division, and school levels. SOL assessment results also include information on outcomes for particular subgroups of students, such as the student's race/ethnicity, gender, economic disadvantage, English learners, and students with disabilities. This allows for a comparison in SOL pass rates between all students and students with disabilities both within ACPS and in comparison to statewide results. This data indicates that there is a large and persistent gap in academic achievement between students with disabilities and the overall student population in ACPS.

Table 1 below shows the comparison between SOL pass rates for all ACPS students and ACPS students with disabilities in English: Reading for the 2021-22, 2022-23, and 2023-24 academic years, and the difference (achievement gap) between the two groups.

⁴ According to ACPS's Equity Table for 2023-2024, 27 of 1930 students with disabilities (1.4%) have been identified as gifted/talented, compared to 611 out of 12,037 ACPS students who are not disabled (5.1%). <https://www.k12albemarle.org/our-division/state-of-the-division/2024>. As the Parent Education Advocacy Training Center, many children who are twice exceptional "go unidentified even though they may need extra support to be successful." <https://peatc.org/wp-content/uploads/2020/12/Twice-Exceptional-Students.pdf>.

Table 1: SOL Pass Rate - English: Reading

| | 2021-22 | 2022-23 | 2023-24 |
|--|----------------|----------------|----------------|
| All ACPS Students | 75% | 74% | 75% |
| ACPS Students with Disabilities | 44% | 45% | 44% |
| <i>Difference (Achievement Gap)</i> | -31% | -29% | -31% |

Table 2 below shows the comparison between SOL pass rates for all ACPS students and ACPS students with disabilities in English: Writing for the 2021-22, 2022-23, and 2023-24 academic years, and the difference (achievement gap) between the two groups.

Table 2: SOL Pass Rate - English: Writing

| | 2021-22 | 2022-23 | 2023-24 |
|--|----------------|----------------|----------------|
| All ACPS Students | 67% | 73% | 78% |
| ACPS Students with Disabilities | 19% | 27% | 35% |
| <i>Difference (Achievement Gap)</i> | -48% | -46% | -43% |

Table 3 below shows the comparison between SOL pass rates for all ACPS students and ACPS students with disabilities in Mathematics for the 2021-22, 2022-23, and 2023-24 academic years, and the difference (achievement gap) between the two groups.

Table 3: SOL Pass Rate - Mathematics

| | 2021-22 | 2022-23 | 2023-24 |
|--|----------------|----------------|----------------|
| All ACPS Students | 66% | 69% | 72% |
| ACPS Students with Disabilities | 37% | 41% | 45% |
| <i>Difference (Achievement Gap)</i> | -29% | -28% | -27% |

Furthermore, ACPS's students with disabilities have SOL pass rates that are generally at or slightly below the statewide average. In English: Reading, 44% of students with disabilities in ACPS passed compared to 43% students with disabilities statewide in 2021-22, 45% in ACPS vs. 44% statewide in 2022-23, and 44% in ACPS vs. 45% statewide in 2023-24. For English: Writing, 19% of students with disabilities in ACPS passed the SOL compared to 24% of students with disabilities statewide in 2021-22, 27% in ACPS vs. 24% statewide in 2022-23, and 35% in ACPS

vs. 36% statewide in 2023-24. For Math, 37% of students with disabilities in ACPS passed the SOL compared to 39% of students with disabilities statewide in 2021-22, 41% in ACPS vs. 43% statewide in 2022-23, and 45% in ACPS vs. 45% statewide in 2023-24.

Issues and Recommendations

In light of this data, as well as feedback received from members of the special education community in ACPS, SEAC raises the following issues and recommendations for the School Board's awareness and consideration.

1. Increase Support for Meaningful Inclusion.

Inclusive learning communities have proven to be beneficial for both neurodivergent and neurotypical students. In accordance with this, we continually see an increase in general education teachers excited to serve students with disabilities—but needing more support in which to do so.

Inclusion can be measured by multiple parameters. Rigid measures of inclusion, such as state indicator 5A that accounts for the percentage of time that students with disabilities are included in mainstream classrooms for 80 percent or more of the day, are certainly valuable tools. However, there exist many additional parameters that are not currently monitored by federal or state governments and drive inclusion and success of both our disability community and our teaching staff. These critical features of an inclusive school include co-teaching and collaboration

In light of the academic gap for students with disabilities, it is essential that we focus on providing our teaching staff the appropriate level of supports to continue to implement meaningful inclusion: co-teaching, collaboration between general and special education teachers, students receiving services in their neighborhood base school, and a shared district-wide vision of inclusive school communities.

Most general education teachers do not receive specialized instruction for providing academic accommodations to students with disabilities during their formal education. We, however, expect them to find the time and learn these skills to provide high-quality academic accommodations to our special education students while not providing them the appropriate resources to do so. Our goal is not to suggest a one-size fits all approach to inclusion, but to make recommendations that we believe provide support for both general education and special education teachers to meet the needs of our families.

As we did in last year's report, we make the following two recommendations with the aim of providing high-quality academic instruction to our students with disabilities while supporting both our general education and special education teams. First, **we recommend that ACPS add two additional positions: a learning specialist and a behavior specialist.** These positions would serve as a coach to both general and special education teachers regarding

accommodations for academics and behavior. These positions also hold the unique ability to serve students whether they are in a BASE program or not, and whether they have an IEP, a 504, or both. In particular, the need for a behavioral specialist is critically important in light of the disproportionate rate at which students with disabilities are subject to out-of-school suspension in ACPS, which can also adversely affect their learning.⁵ While we are cognizant of the continued budget deficit, not funding these positions again for the upcoming academic year will only exacerbate the academic gap for our students with disabilities and further stress our staff striving for meaningful inclusion.

Second, **we recommend that ACPS include special education teachers and special education teaching assistants (TAs) in Professional Learning Community (PLC) time.** Having dedicated time to converse, collaborate, and learn from your colleagues is imperative to serve students in a co-teaching model. If the district does not plan for and allow this protected time, meaningful inclusion is less likely to occur.

2. Increase Support and Retention for Special Education Teaching Assistants

Our special education teaching assistants (“TAs”) are an integral part of school climate, meaningful inclusion, and academic and behavioral support for our disability community. They provide a voice for our students who are still learning to use their own during the critical social times of the day such as lunch time and during recess. They set the bar for how peers interact with our students in specials and hallway interactions as they are naturally embedded within their day. In collaboration with case managers and general education teachers they support our students in the classroom. They are, in fact, the only providers who see our students in all environments throughout the school, yet they remain underpaid and frequently undervalued as members of the team.

During classroom instruction, the TA’s job description is to carry out “instructional plans as designated by [the] special education teacher and the student’s IEP.” This description provides no mention of co-teaching or of the TA having a role in developing academic accommodations for students. However, we are hearing that TAs are also developing accommodations in accordance with students’ IEPs and in concert with special education and general education teachers. Many times, this appears to be done in real-time during a lesson, presumably because collaborative planning time for such is either severely limited or non-existent. Providing academic accommodations is not an easy task; however, many TAs felt if

⁵ According to ACPS’s Equity Table, during the 2023-24 school year, students with disabilities comprised 14% of ACPS’s student population, but 34% of students who received an out-of-school suspension were students with disabilities, and 40% of total incidents of out-of-school suspensions involved students with disabilities. To put it more starkly, 7.2% of students with disabilities in ACPS received an out-of-school suspension (138/1930), while only 2.2% of non-disabled students received an out-of-school suspension (267/12037) in 2023-24. Albemarle County Public Schools, *2024 State of the Division - Equity Table*, <https://www.k12albemarle.org/our-division/state-of-the-division/2024>.

they were not adapting the lesson in real time then the student would not be engaged, would miss sections of their academics, would become frustrated and engage in unwanted behaviors, and that their goals would be less likely to be met.

Special education TAs are contract positions within ACPS, and they are paid on a 10-month contract. As caseloads fluctuate, many TAs do not know until May of a school year if they will have a position for the following year. In addition, they are only paid for actual hours worked; holidays and non-student days are unpaid. The TA day is 7.25 hours and amounts to an average actual annual compensation of \$23,975.⁶ These issues can make it difficult to hire and retain qualified TAs. A list of open special education TA positions that are currently (as of November 15, 2024) being advertised by ACPS are included as Exhibit D.

In light of the above, **we recommend the following:**

- **The inclusion of TAs in shared planning time with the general education and/or special education teachers they support.** This would require not only the protected time and staff coverage but may also require an open dialogue with leadership regarding co-teaching and each individual's role in such.
- **An increase in the number of paid professional development (PD) days for special education TAs.** Currently there are four paid PD days, three of which occur before the school year begins. This does not allow for growth and additional training of special education TAs throughout the school year.
- **An analysis of how ACPS compensation compares to other local school divisions and a Position Analysis Questionnaire (PAQ),** as many Special Education Teaching Assistants appear to be performing critical components of co-teaching and upholding the school climates we value that are not listed in their current job description.

3. Special Education Services for Specialized Schools

An additional area for improvement is special education support for specialized schools attended by ACPS students. This is particularly important to achieve equity across the school division so that all students with disabilities can learn, grow, and thrive.

Center I serves up to 250 students, offering students the opportunity to explore career-oriented pathways in fields such as cybersecurity, game design, and media communications. Students in grades 10-12 who participate in Center I do so on a part-time basis, taking four classes on Center I's campus and four classes at their base high school.⁷ While

⁶ The current salary range for special education teaching assistants is from \$17.50 to \$21.25 per hour, depending on position, education, experience, and internal equity.

⁷ Albemarle County Public School, *Link Studio*, <https://centerone.k12albemarle.org/linkstudio>.

these students may receive special education services at their base high school, there is currently only 1 special education teacher based at Center I, with no special education TAs. We therefore **recommend that ACPS conduct an evaluation to determine whether additional special education teachers and/or teaching assistants are needed at Center I.** This is also important because Center II is expected to open for students in the 2026-27 academic year and will face a similar issue.

Post High is a program within ACPS that serves 18-22 year olds who have a variety of disabilities. The Post High program is designed to provide supported transitions from a traditional school setting to an adult life in the community. Students at Post High receive instruction in social skills, home living skills, community resources, and/or vocational-related skill development per their IEP. However, commenters in the SEAC Family Survey and the Family Council survey mentioned the need for additional resources for our Post High students. These needs may include pre-employment training and work with career support specialists. In addition, one commenter noted the high staff turnover rate at Post High. We therefore **recommend further research into meeting the needs of Post High students to ensure that they are equipped to enter the community upon the completion of their program.**

4. Increased Support for Mathematics Education

Another area for improvement is in mathematics for special education students. It is widely recognized that “[i]n the absence of intensive instruction and invention, students with mathematics difficulties and disabilities lag significantly behind their peers.”⁸

As mentioned above, there is a large and persistent achievement gap of almost 30% difference in pass SOL rates in ACPS between students who receive special education services and the overall student population. In addition, numerous SEAC Family Survey Respondents mentioned that their child struggled with mathematics, and several noted that they had to hire private math tutors due to the lack of school-based intervention resources.⁹ The Bellwether

⁸ Brittany L. Holt, Laura Isabell & Teresa Oettinger Motani, Council for Learning Disabilities, *Strategies and Interventions to Support Students with Mathematics Disabilities*, https://council-for-learning-disabilities.org/wp-content/uploads/2014/12/Math_Disabilities_Support.pdf (2014).

⁹ These comments included the following:

- “Special education is under-funded and under-staffed. ACPS needs a significant increase in teachers, interventionists, and Special Education staffing of all sorts. My child cannot reach her full potential without significant assistance. Her school is strapped for math specialists, so she no longer gets the required level of intervention. It is frankly embarrassing that we can't do better.”
- “We’ve not been very successful in math and have over the past 3 years paid a tutor [because] there is no in[-]school resources to help him.”

Report from last year also indicated the need to improve secondary mathematics education in ACPS more generally, including “high-intensity tutoring or an interventionist to work with identified students during the school day” and “invest[ing] in developing the content knowledge of school-based interventionists.”¹⁰

We therefore **recommend increased support for math education resources for students with disabilities**. This support may take a variety of forms, such as additional professional development on research-based best practices and strategies for mathematics instruction for children with disabilities and increased access to math tutoring and promoting awareness of this opportunity to families with disabilities.

5. Accessibility

The most basic form of meaningful inclusion is accessibility to the physical environment. To ensure that our students, staff, and community members have unfettered access to the physical environments of our public schools, we request the School Board’s support and partnership in completing audits of existing ACPS facilities. We **recommend that an accessibility and inclusion audit be conducted by a group of professional as well as volunteer community members (including students) at all schools and school grounds**, that the findings of this audit be shared with SEAC and the School Board, and that findings from the audit be used to inform building repairs and upgrades. This audit should include accessibility to digital resources for students with disabilities and alternatives as needed. In particular, the findings of this audit may help bolster requests to other governmental bodies for funding to support the school division’s Capital Improvement Plan (CIP).

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- “For math, we have a private tutor that supports our daughter... The Special Ed staff school typically bring our daughter for math services with a group of other kids because that is the best that the staffing available can do.”
 - “We were told in our last meeting that our child was not getting the math help she needed due to staffing issues.”
 - “We have been very disappointed in math education. Particularly, the way our child was treated by a regular education teacher in math--instead of meeting his IEP requirements, he pushed my child out of the class and into a lower level collab, since it was not a collab class and the teacher felt overwhelmed. We still do not feel like basic support/universal access is provided in math[.]”
 - “Goals are sometimes nebulous. Reading intervention for secondary students, particularly in high school is lacking as is math intervention.”

¹⁰ Albemarle County Public Schools, *Bellwether Recommendations Presentation for Translation*, <https://www.k12albemarle.org/our-departments/accountability/instructional-practices-audit/bellwether-recommendations>.

The Seven Principles of Universal Design were developed in 1997 by a working group of architects, product designers, engineers and environmental design researchers, led by Ronald Mace of North Carolina State University.¹¹ The intent of universal design is to “simplify life for everyone by making products, communications, and the physical environment more usable by as many people as possible at little or no extra cost.”¹² We would like to ask that the accessibility and inclusion audits of ACPs facilities be guided by the tenets of universal design:

- Equitable use: the design is useful to people with diverse abilities.
- Flexibility in use: the design accommodates a wide range of individual preferences and abilities.
- Simple and intuitive use: users are able to easily understand the design regardless of personal experience, knowledge, language skills or current concentration level
- Perceptible information: the design communicates necessary information effectively to use regardless of current light, visual, or sound conditions or the person’s abilities to read, see, or hear.
- Tolerance for error: the design minimizes hazards and the harmful consequences of accidental or unintended actions.
- Low physical effort: the design can be used efficiently and comfortably with minimal fatigue.
- Size and space for approach and use: the appropriate size and space is provided for approach, reach, manipulation and use regardless of person’s body size, posture or mobility.

Additionally, but intrinsically tied to our request for the accessibility and inclusion audit, **we recommend an audit of each school building related to the ability of students, staff (both teaching and non-teaching employees), and visitors to safely evacuate school buildings**, with particular attention paid to persons with mobility impairments, visual impairments, speech and hearing impairments and persons with medical conditions such as epilepsy and autism where-in sound and lights that are part of an emergency evacuation may cause an individual have have a response that impedes their ability to safely evacuate. The United Nations Educational, Scientific and Cultural Organization (UNESCO) released a report on inclusion and education in 2020 that provides a strong example of an access audit for schools.¹³

¹¹ Centre for Excellence in Universal Design, *The 7 Principles*, <https://universaldesign.ie/about-universal-design/the-7-principles> (last visited Nov. 15, 2024).

¹² Centers for Disease Control, *Disability and Health Inclusion Strategies*, <https://www.cdc.gov/ncbddd/disabilityandhealth/disability-strategies.html> (Sept. 15, 2020).

¹³ United Nations Educational, Scientific and Cultural Organization, *School Accessibility and Universal Design in School Infrastructure*, <https://unesdoc.unesco.org/ark:/48223/pf0000373656> (2020).

Conclusion

We appreciate the opportunity to advise the Superintendent and the School Board on how to continue improving special education services for children with disabilities and their families, and we look forward to continued collaboration on the issues identified in this report. We are all stronger together.

Sincerely,

Jessica Allen, Ivy Elementary (Vice Chair)
Margaret Baudinet, Murray Elementary
Jennifer Beard, Stony Point Elementary
Krystal Bitwa, Western Albemarle High School
Melanie Brittingham, Walton Middle School
Lisa Brown, Community Representative
Emily Burrill, Broadus Wood Elementary
Lisa Bushey, Hollymead Elementary
Elizabeth Cobb, Western Albemarle High School
Dee Curry, Scottsville Elementary
Laura DeNunzio, Brownsville Elementary
Tanya Evans, Community Representative
Caitlin Foley, Mountain View Elementary
Ashley Fore, Brownsville Elementary
Kate Gariepy, Community Representative
Christine Garland, Journey Middle School
Nicole Group, Community Lab School
Cate Hudtloff, Albemarle High School
Jaclyn Jacobson, Mountain View Elementary (Secretary)
Diane Johnson, Monticello High School
Tracy Magee, Ivy Elementary
Kendra Meiklejohn, Lakeside Middle School
Sam Peacoe, Burley Middle School
Katie Richard, Woodbrook Elementary
Daisy Rojas, Albemarle High School
Christopher Seaman, Henley Middle School (Chair)
Alex Silverman, Hollymead Elementary
Christian Simmers, Crozet Elementary
Betsey Soulsby, Community Representative
Teller Stalfort, Center I Representative
Grace Steljes, Stony Point Elementary
Lauren Thraves, Journey Middle School
Kateri Thunder, Community Representative
Amanda Vogel, Baker Butler Elementary

EXHIBIT A



BE A VOICE FOR OUR SPECIAL EDUCATION Community

HELP US

If your student has an IEP or a 504, your volunteer-led Special Education Advisory Committee (SEAC) is hoping you will take 15 minutes to share your experience with us.

GOAL

Advise the school board of our communities experience and work together to create meaningful change.



SURVEY LINK:



COMPLETE BY 10/18



Learn more about SEAC here:

www.k12albemarle.org/our-departments/special-education/special-education-advisory-committee

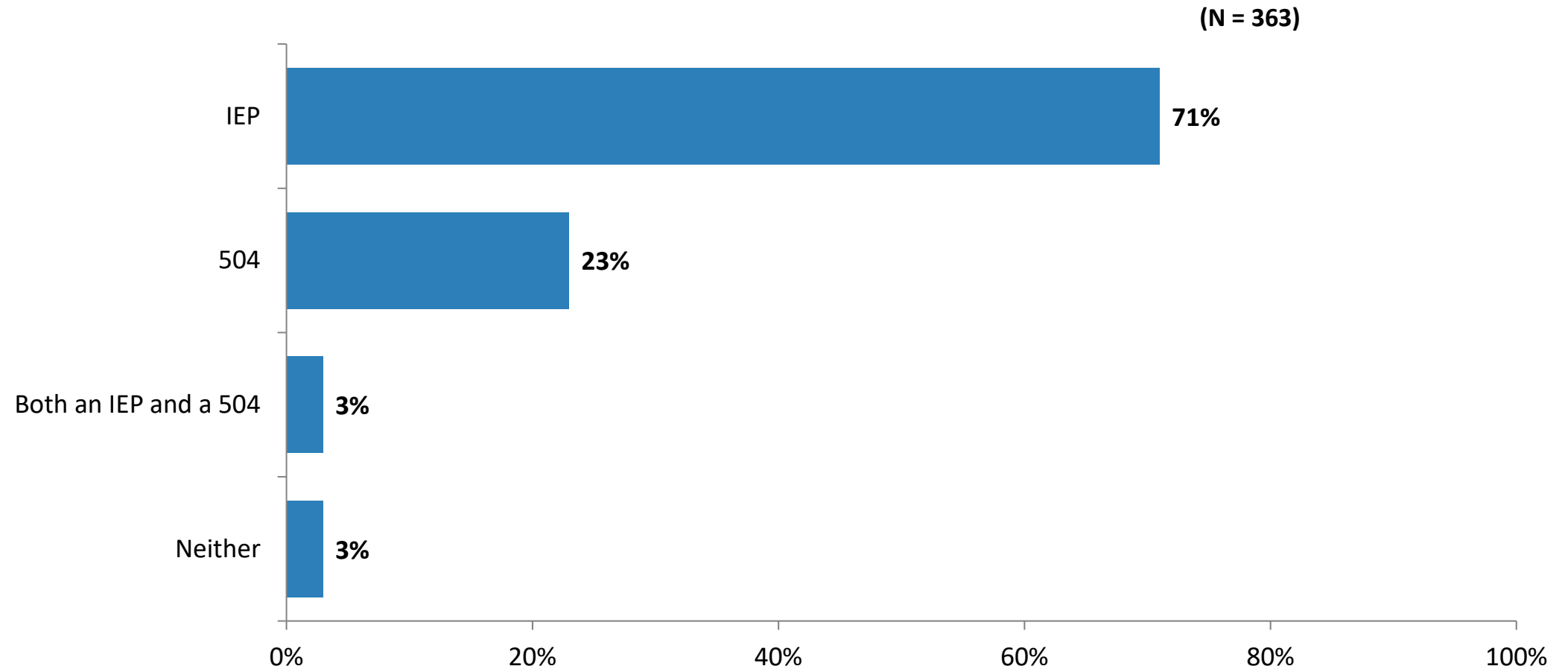
EXHIBIT B

SEAC Community Survey

Fall 2024

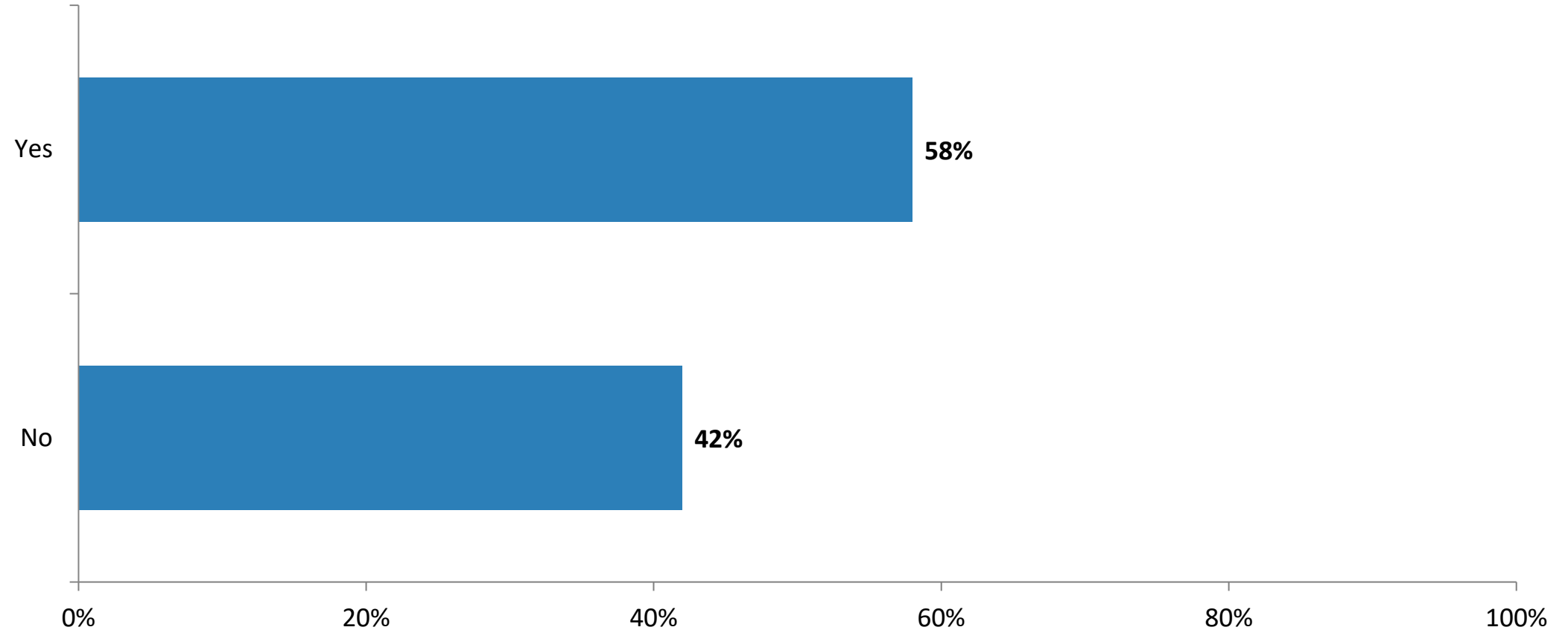


Does your child currently have an Individualized Education Plan (IEP) and/or 504?



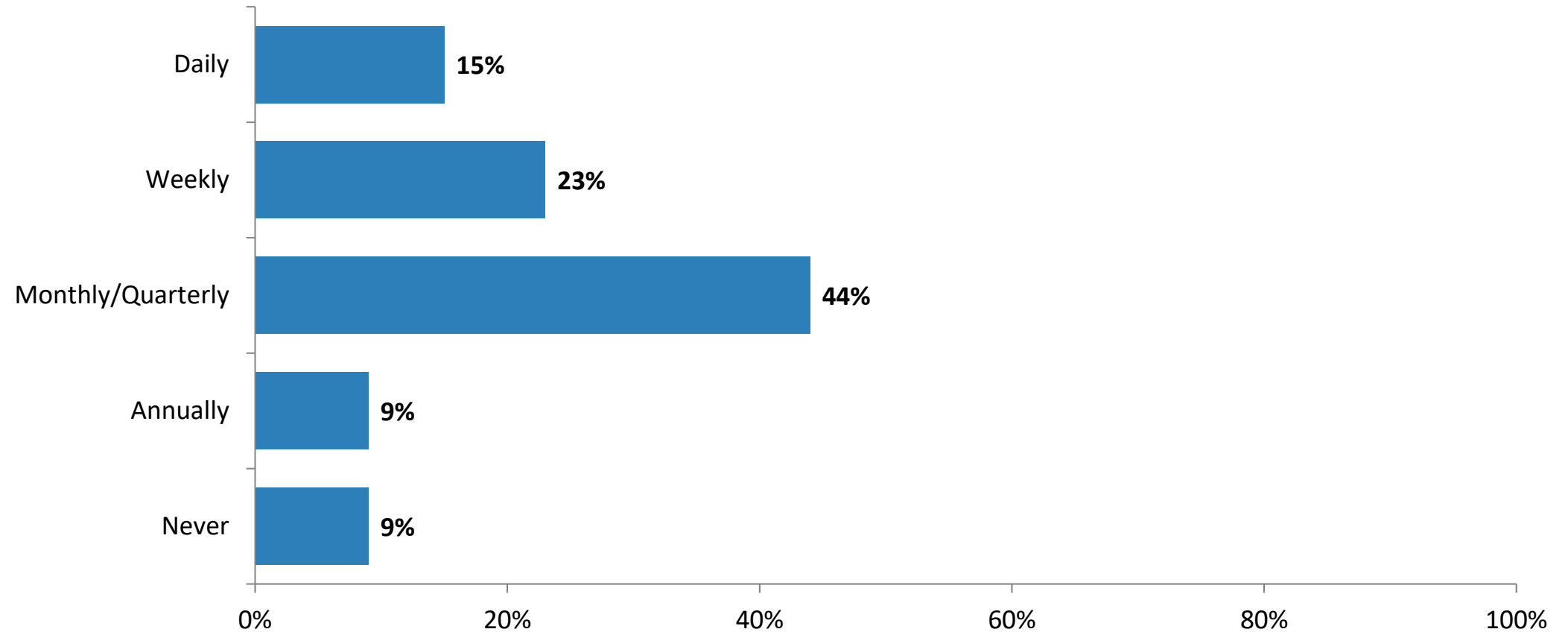
Prior to this survey, did you know that there was a volunteer-led Special Education Advisory Committee (SEAC) that provides a collective voice for our disability community?

(N = 350)

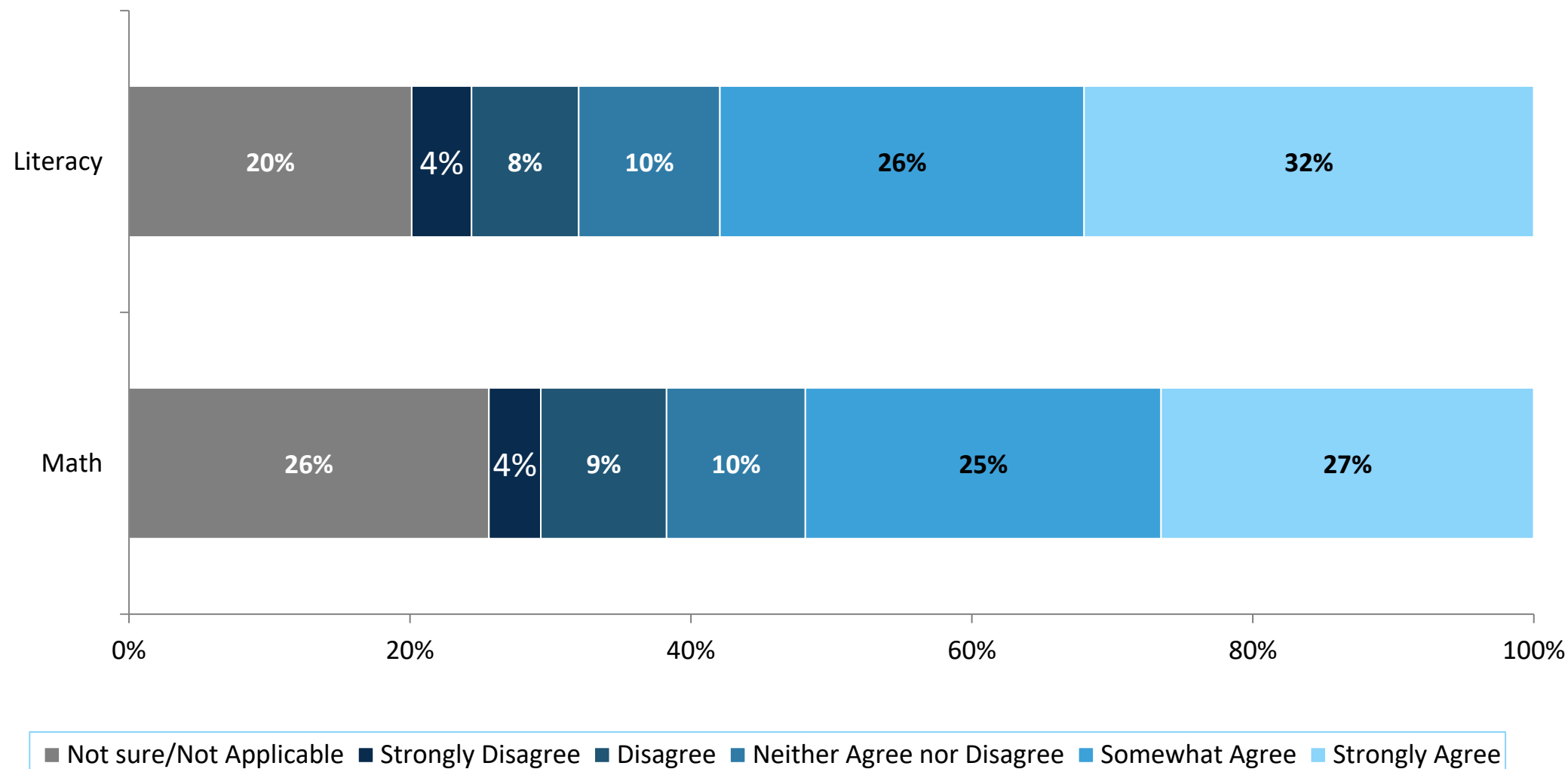


How often does your child's Special Education Teacher communicate with you?

(N = 267)



For children with an IEP: Do you feel that the special education program is helping your child meet the academic goals in your child's IEP?



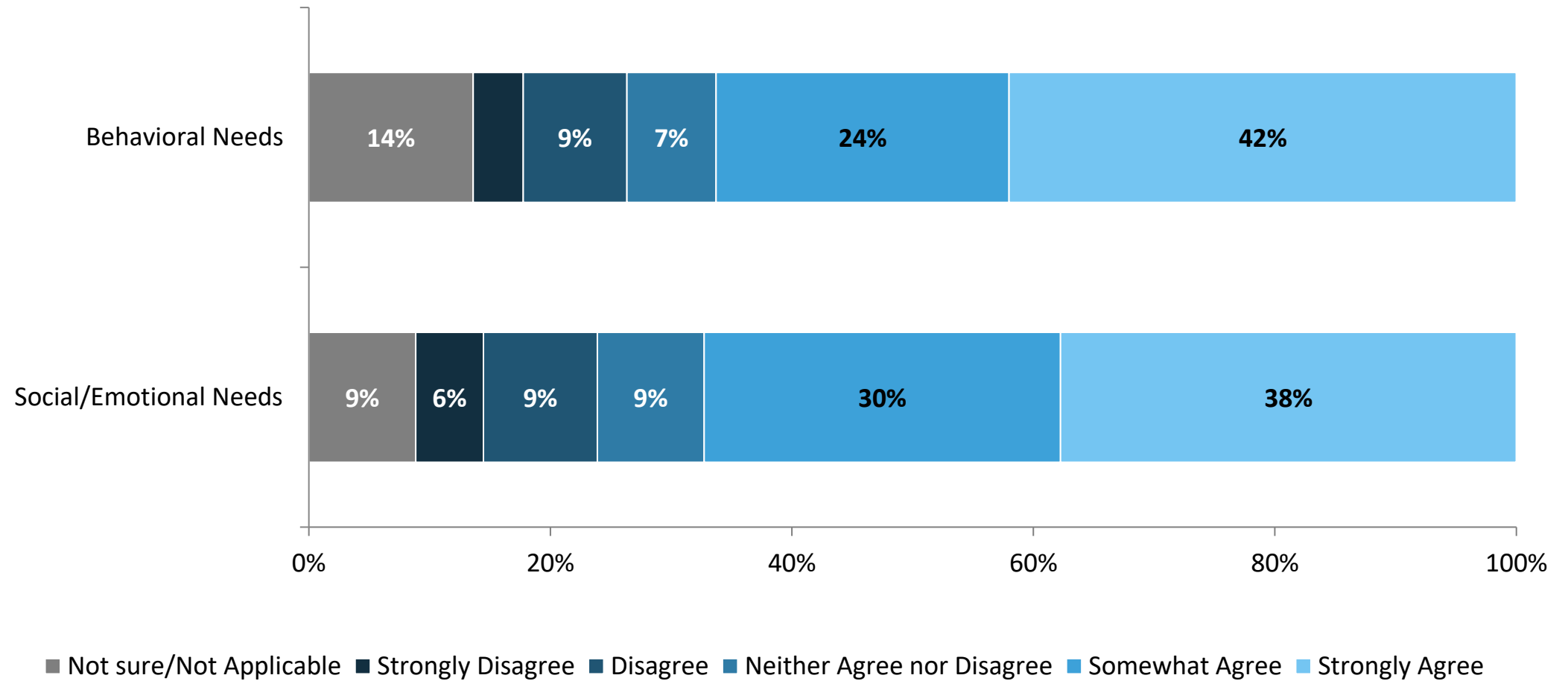
For children with an IEP: Do you feel that the special education program is helping your child meet the academic goals in your child's IEP?

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree | N/A | Total |
|----------|-------------------|----------|----------------------------|----------------|----------------|-----|-------|
| Literacy | 4% | 8% | 10% | 26% | 32% | 20% | 328 |
| | 14 | 25 | 33 | 85 | 105 | 66 | |
| Math | 4% | 9% | 10% | 25% | 27% | 26% | 324 |
| | 12 | 29 | 32 | 82 | 86 | 83 | |
| | | | | | | | |

Summary of Comments

- Support for content seems to be weaker than support for reading
- Special education teachers get academic results, but students have too little contact time with special education teachers and it impairs their progress toward their academic goals
 - Several comments noted utilizing outside tutors to supplement
- Soft skills and executive functioning (i.e. organization, memorization, social skills, conversation) are not taught, but are important to students being successful academically

How well do you feel your child's behavioral and social/emotional needs are being met in school?



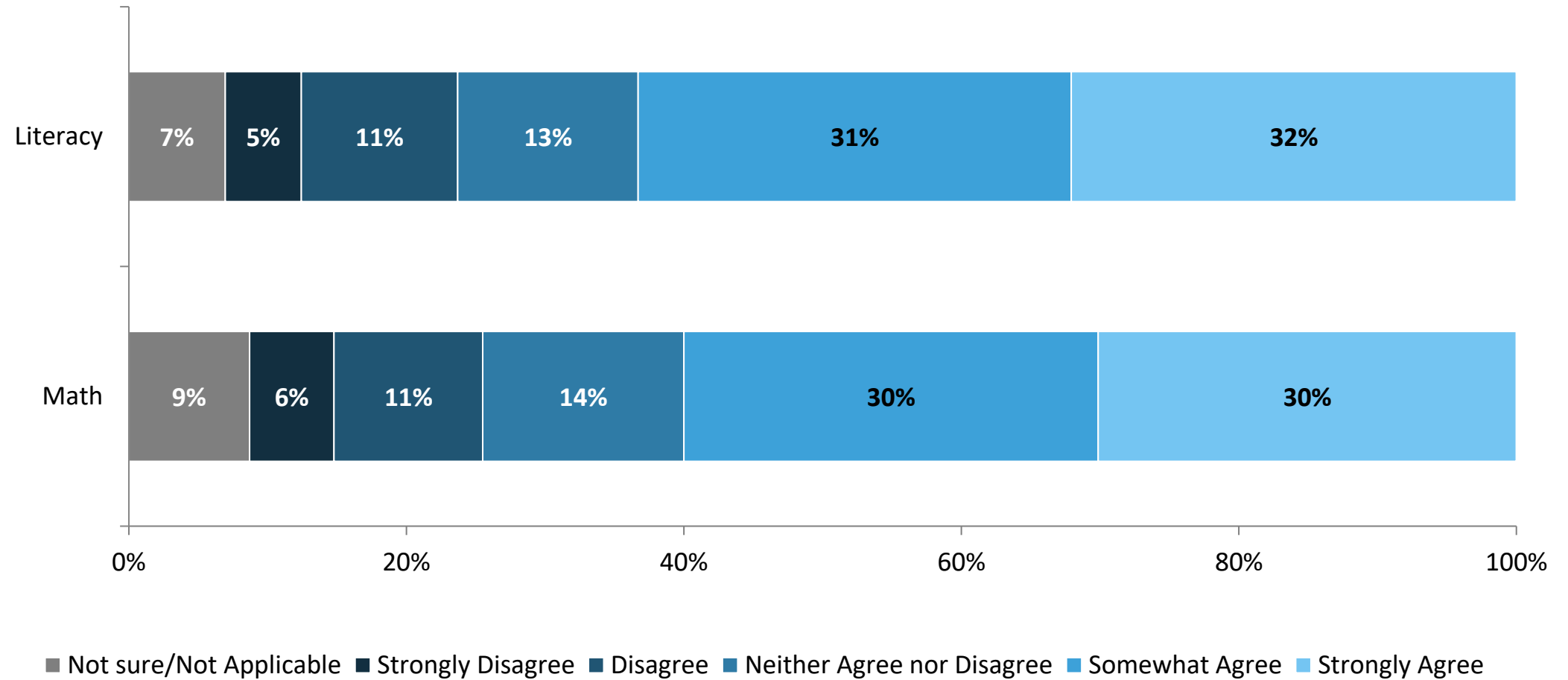
How well do you feel your child's behavioral and social/emotional needs are being met in school?

| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree | N/A | Total |
|------------------------|-------------------|----------|----------------------------|----------------|----------------|-----|-------|
| Behavioral Needs | 4% | 9% | 7% | 24% | 42% | 14% | 338 |
| | 14 | 29 | 25 | 82 | 142 | 46 | |
| Social/Emotional Needs | 6% | 9% | 9% | 30% | 38% | 9% | 339 |
| | 19 | 32 | 30 | 100 | 128 | 30 | |
| | | | | | | | |

Summary of Comments

- Common themes from the comments relate to student anxiety and bullying, and how there are treated for students with special needs
- The volume of communication seems to correlate highly with the support students receive, and their caregivers perceive
- Many school-based behavioral issues are viewed through the lens of the student's disability not the student as a whole
- The Division focus on students' social and emotional well-being has been a positive change for special education students as well

For all children: Do you feel that the general education program is helping your child meet the academic goals?



For all children: Do you feel that the general education program is helping your child meet the academic goals?

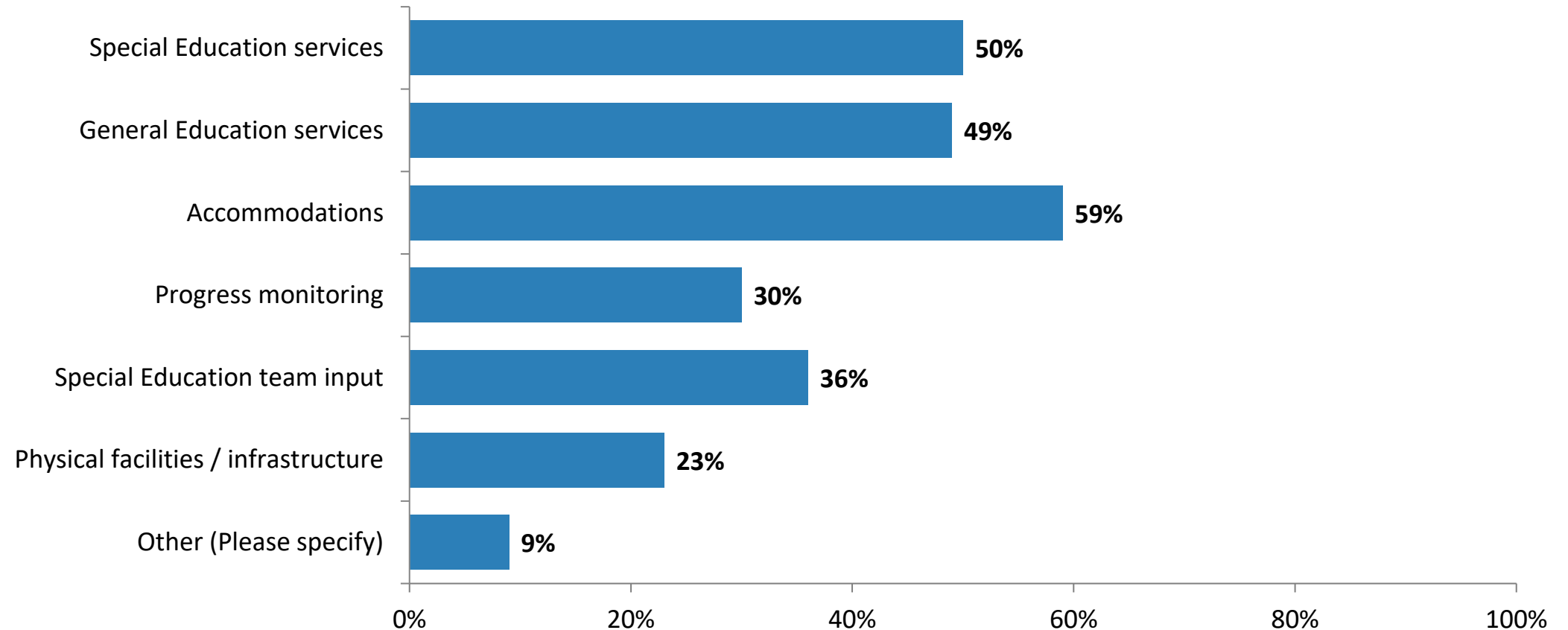
| | Strongly Disagree | Disagree | Neither Agree nor Disagree | Somewhat Agree | Strongly Agree | N/A | Total |
|----------|-------------------|----------|----------------------------|----------------|----------------|-----|-------|
| Literacy | 5% | 11% | 13% | 31% | 32% | 7% | 346 |
| | 19 | 39 | 45 | 108 | 111 | 24 | |
| Math | 6% | 11% | 14% | 30% | 30% | 9% | 345 |
| | 21 | 37 | 50 | 103 | 104 | 30 | |
| | | | | | | | |

Summary of Comments

- Caregivers frequently noted their role as an advocate, more so in the general education classroom than with the special education program
- Many special education students are lagging their same age peers, but caregivers are not sure how to evaluate how appropriate the gap is for their student's specific situation
- The amount of time general education teachers can devote to students with special needs is not always enough to keep them on pace
- There are more concerns about students' learning in math than other subjects

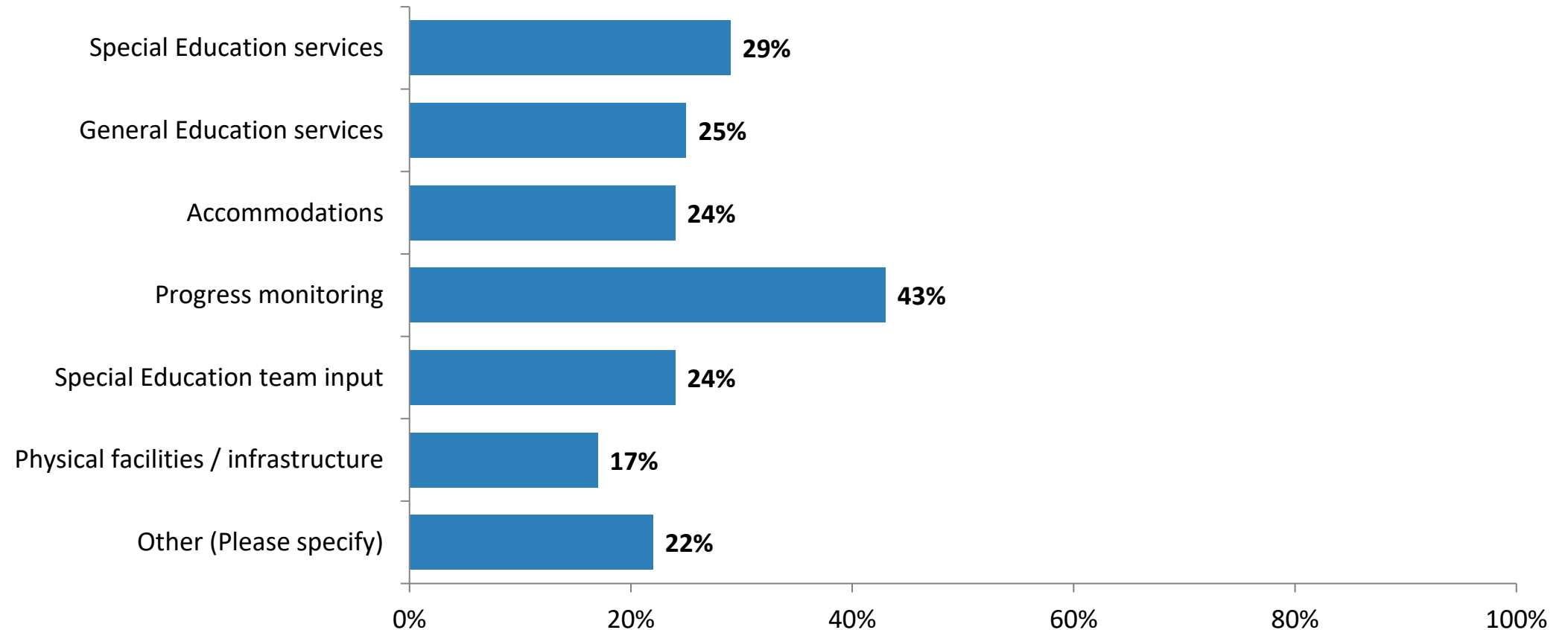
What do you feel are strengths in your child's placement at school? (Select all that apply)

(N = 324)

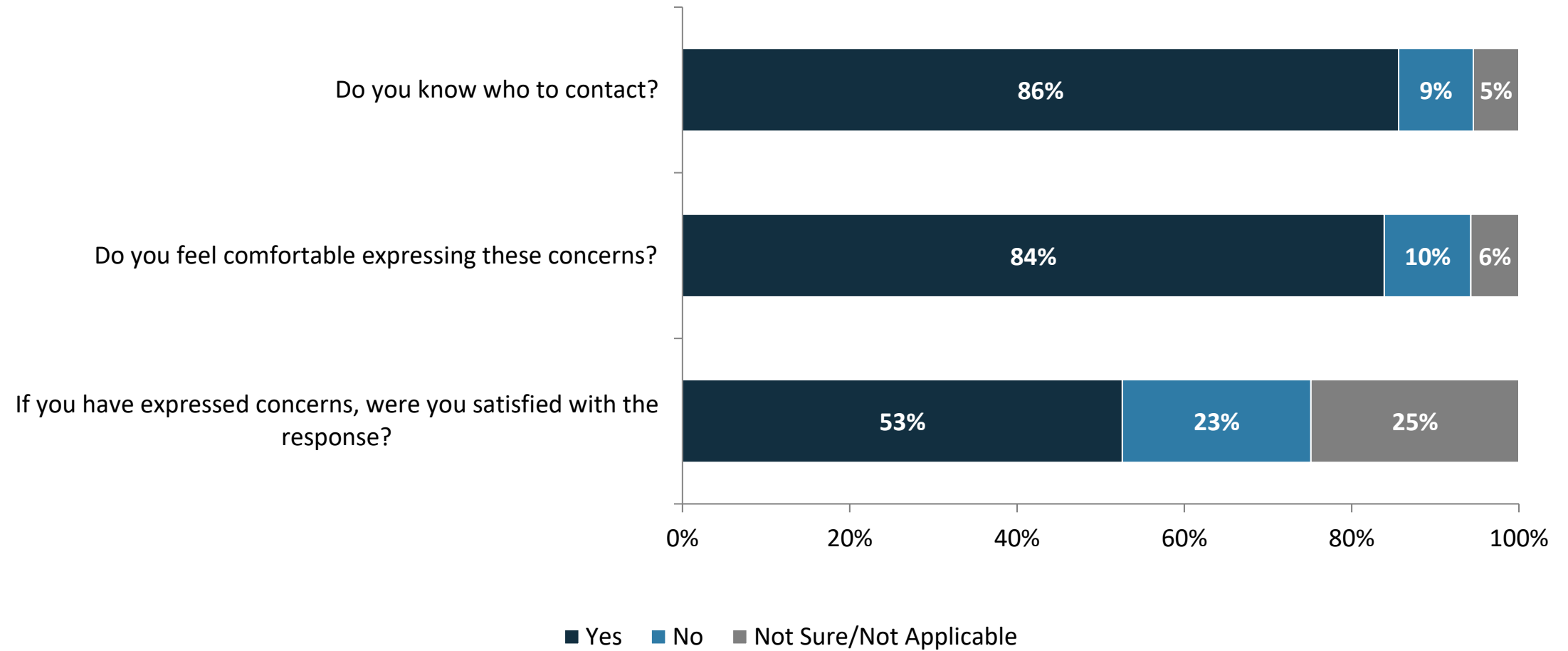


What do you feel are weaknesses in your child's placement at school? (Select all that apply)

(N = 258)



When you have a concern about your child's Special Education services:

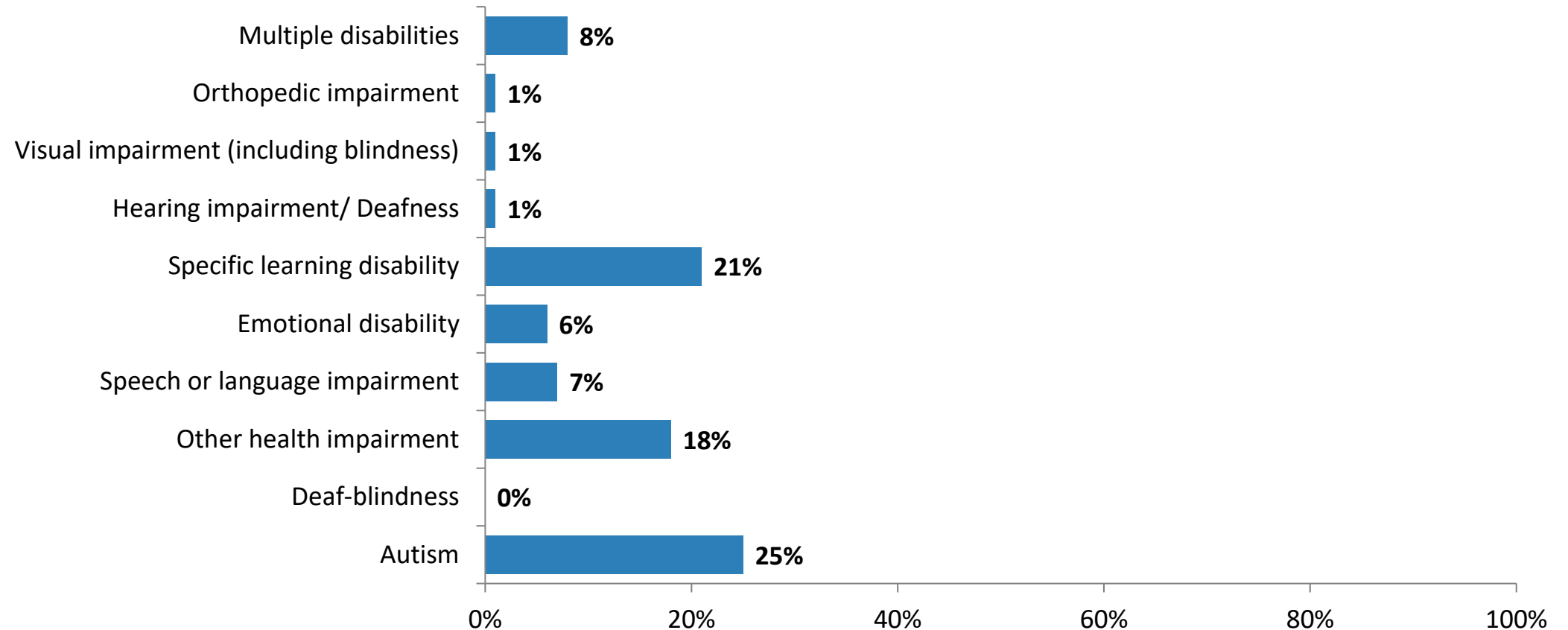


When you have a concern about your child's Special Education services:

| | Yes | No | N/A | Total |
|---|-----|-----|-----|-------|
| Do you know who to contact? | 86% | 9% | 5% | 348 |
| | 298 | 31 | 19 | |
| Do you feel comfortable expressing these concerns? | 84% | 10% | 6% | 348 |
| | 292 | 36 | 20 | |
| If you have expressed concerns, were you satisfied with the response? | 53% | 23% | 25% | 346 |
| | 182 | 78 | 86 | |
| | | | | |

What is your child's Primary Educational Disability?

(N = 321)

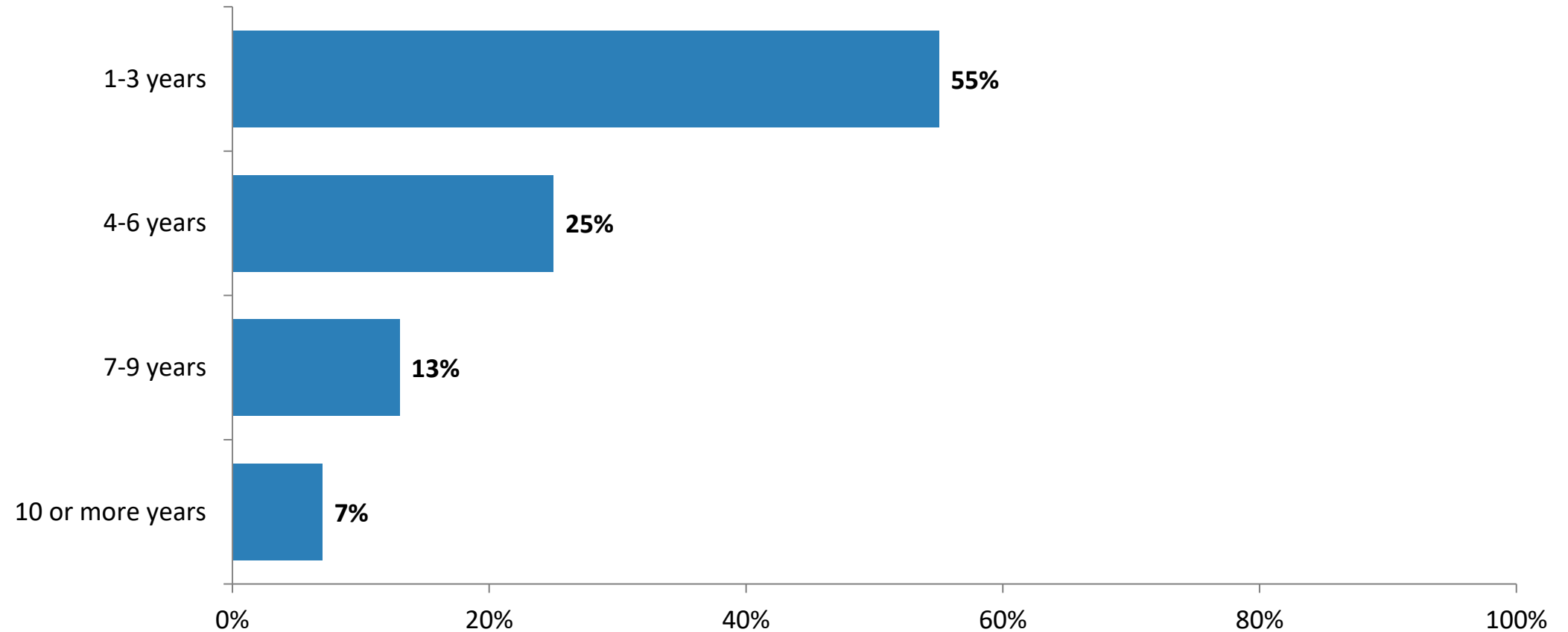


What is your child's Primary Educational Disability?

| Response | Count (N) | Percentage (%) |
|---|-----------|----------------|
| Multiple disabilities | 27 | 8% |
| Orthopedic impairment | 3 | 1% |
| Visual impairment (including blindness) | 4 | 1% |
| Hearing impairment/ Deafness | 2 | 1% |
| Specific learning disability | 69 | 21% |
| Emotional disability | 20 | 6% |
| Speech or language impairment | 23 | 7% |
| Other health impairment | 58 | 18% |
| Autism | 80 | 25% |
| Traumatic Brain Injury | 1 | 0% |
| Developmental delay | 19 | 6% |
| Intellectual Disability | 15 | 5% |

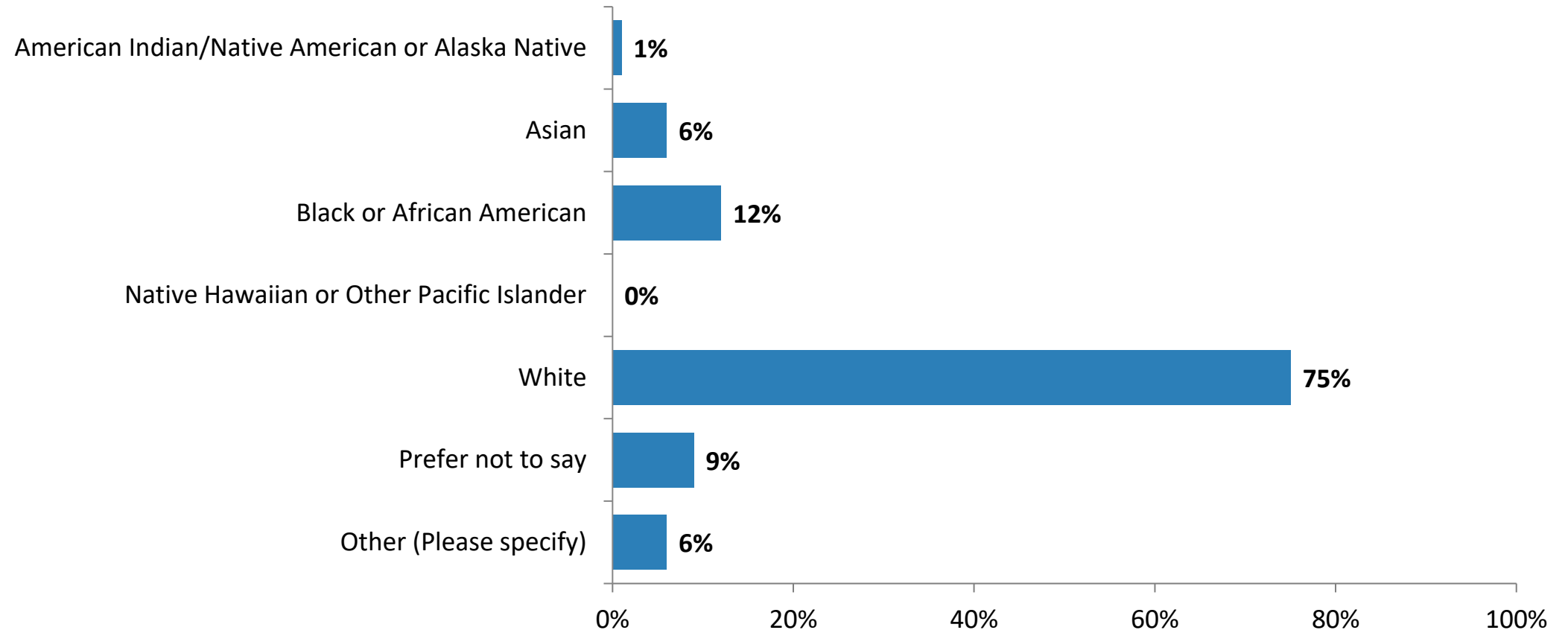
How long has your child received Special Education services in ACPS?

(N = 341)



Choose one or more races that you consider your child to be (check all that apply):

(N = 346)



What is the highest level of education that a parent or guardian of the child has completed?

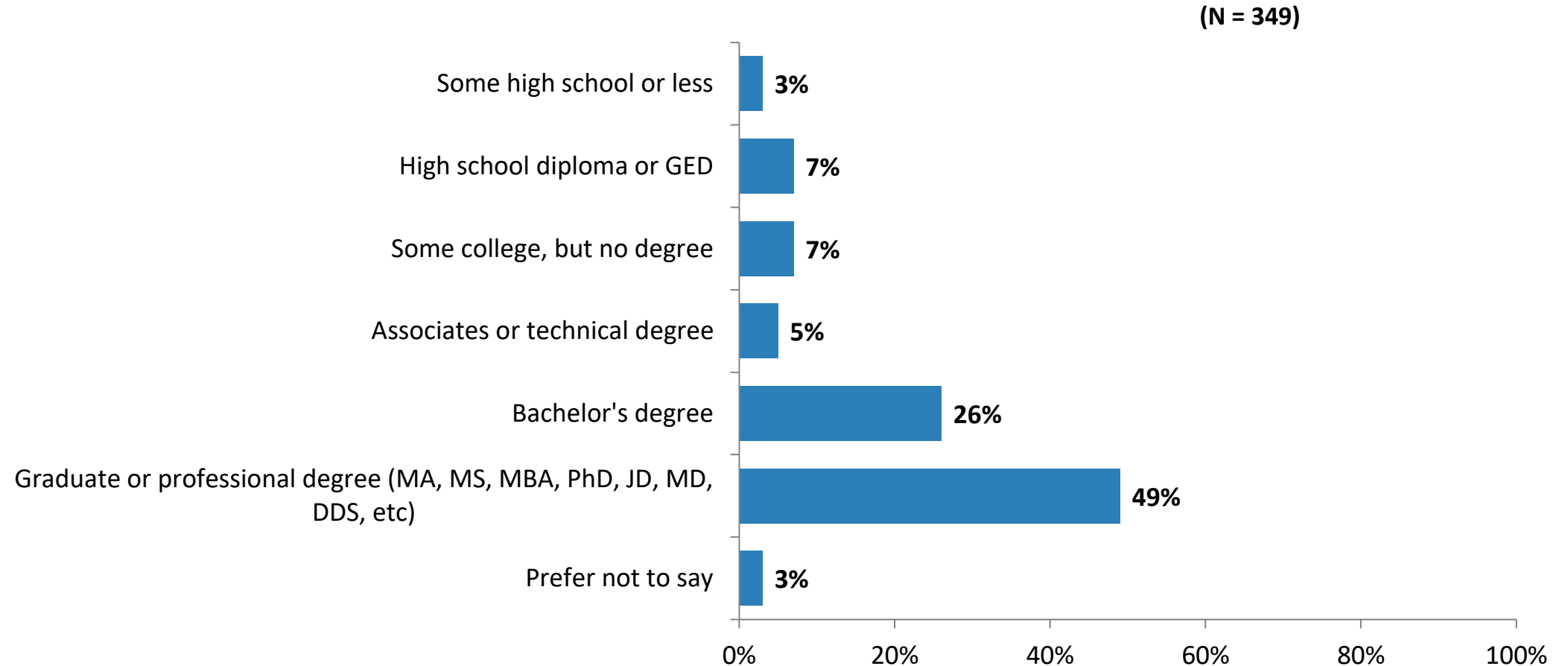


EXHIBIT C



**Family Council Survey
Spring 2024
Special Education Comments**

I also am made aware through my profession how unequal learning remains for students with disabilities or neurodivergence

Having the restrooms open at [HS]. The staff has been locking bathrooms during school hours to cut down on student smoking but this is a huge inconvenience to students that have medical issues and need to use the bathroom frequently. Some of the staff are being bullies about it.

I have children identified as twice exceptional (disability and gifted) and the division is implementing a number of policies that are applied equally but not equitably. For example every other day Ela and math for all students in middle school, algebra for all students in grade 8, and unleveled classes. This one size fits all approach is hurting our students with extra learning needs, and those who need opportunities for extension.

More B base teachers

Also its easier for the administration to determine special education services based on SOL scores (actually happening) instead of testing and diagnosis's leaving the family to pay for all services outside of school.

I have a gifted child I had to pull out of school and get homebound services for in order to get an appropriate education, and he's leaving ACPS after this school year. I have a rising 2nd grader who is similarly sensitive and neurodiverse, and Woodbrook is an intense environment. My kids' needs don't get met, and I appreciate our needs don't align with the majority, but there are no actual options for us to get our kids needs met that aren't nuclear.

My child has a 504 and documented need for help and without constant parent oversight she falls behind in every class.

I have one kid who has an IEP for autism, and she did NOT progress much this year, largely, in my opinion, because the SPED staff are ill-equipped to help such a vast array of disabilities and levels of functioning in their schools. My child will move to the next grade, but did not learn any study or organizational skills that will help her in the future. It's too bad because that's what she really needs to succeed.

Also, special education services/SBIT needs massive overhaul with better early intervention detection, protocols, communication with parents, & reporting progress. Without parents fighting tooth and nail for entitled protocols & services, our children get shoved along & slip through the cracks. Mine have.

The county turns their back on students with cognitive disabilities if grades are average.

Neurodivergence often coincides with increased mental cognition, and some psychologists consider very high IQ to be in itself a form of neurodivergence. It is necessary to meet the needs of this group of kids by providing them with material commensurate with their level of cognition.

I completely understand learning disabilities and other problems that come up with some children. Instead of bringing the entire class down, those with difficulties should be given extra help and encouragement so that all of our children are learning to their greatest potential.

My child struggles with a learning difference and the assessments and SOL testing have causes a lot of emotional turmoil due to the fact of the inequity of the tests. She should not be expected to take a test or assessment at a level she is not cognitively capable of.

Having ASD, my child struggles badly with his speech. He doesn't receive near enough speech therapy. I would be willing to pay for this type of support during the school day—perhaps on a sliding scale so it's accessible to everyone. After a full day of school, there's little focus time left for a young child, especially one with autism.

IEP support to help with literacy so children reading a year or more behind grade level can bring their reading and comprehension on grade level.

Special Education in ACPS is not well run and receives secondary focus to neurotypical student education. Prime example: Center 1 (and CATEC, I believe) do not have full-time, dedicated staff to ABASE students (students with autism who need specialized staff support). These students could be thriving if this was provided

| |
|--|
| and focused on. They have so much to offer but without this support, many of these students are having sub-par experiences. |
| There needs to be adequate space for Post High students as well as community supports to get these students out into the community often. The teachers at Post High do a great job but I'm sure could use more community support to provide opportunities for their students. |
| Because I have a child with learning disabilities that is currently in private school(because she was absolutely failing in public school), who is thriving there, but she will need to transition back to public school for high school. |
| Also, my daughter has ADHD so more help with kids who have special needs would be helpful to her and teachers. |
| I find that schools are reluctant to implement 504 Plans or IEPs. They don't want to start students on one even when there is a need for support, and then they spend every yearly meeting attempting to discontinue services or support. |
| Mi hiho es parte del programa de educacion especial, el cual es muy bueno pero el cual siempre viene bien reforzar y ayudar. Tambien creo que es importante involucrar a toda la comunidad educativa en entender estos temas para lograr una real inclusion. (My son is part of the special education program, which I think is very good but which is always good to reinforce and help. I also believe that it is important to involve the entire educational community in understanding these issues to achieve real inclusion.) |
| My son is a little behind but not enough to warrant IEP. Want to make sure he is well-supported |
| Having stable, energized teachers is so important! We have been disappointed to find a lot of teachers seemingly burned out at the middle school level, who address students and activities from a negative tone rather than a positive one (especially challenging for a kid who is very anxious!). This means that my kid with disabilities but also my high achiever were both passed along without often being seen or taught in the way that would allow progress for them individually. Teachers that are supported can support students! How can we make space for showing teachers full support for their work, expertise, and effort? |
| Students need more staff support in the sped community to support behavioral needs. Some students need 1:1 staffing support to support them academically throughout the entire day which allows an environment for other students to be able to focus/learn without disruptive peers and an overwhelmed teacher. Would like to see this added back into related services on more iep's. |
| I feel students with challenges (learning, behavior, mental) are at a disadvantage and are being labeled and are not receiving the necessary support needed to become successful. |
| If a child has a disability why are they expected to have the exact same requirements as the other students in the class? I think teachers need more support managing children with disabilities that affect behavior. I also think children with disabilities need more grace. If my child was missing an arm you would not expect them to do activities appropriate for a child with both arms, it would be modified. Since not all ' disabilities are visible, I would hope there will be more grace for them. |
| It's really frustrating that the option "disability" also includes "struggling learner." Every 2e family we know has opted to homeschool or send their 2e kid to private school bc ACPS cannot meet their needs. This is our story, too, and this survey that lumps kids with disabilities in with kids who struggle to learn reiterates this view within ACPS. As families of kids who are both neurodivergent and profoundly gifted there is no place for us within ACPS that adequately meets our needs. Do better. |
| My daughter received classroom modifications last year with 504 plan. We would email all teachers for updates/checking in and had very little response. My daughter entered 7th grade and we expected these same modifications to be in place but did not seem to have them. When learning assistance or tutoring was available, my daughter sat in front of a computer. She said she wasn't learning. |
| One child had a 504 started last year and frequent communication from teachers and counselor, but we didn't hear a word from the school or teachers this year. |
| My daughter has a 504, and comes home daily complaining of the disruptions in the classroom and how she cannot concentrate. There seems to be no accountability at any level for disruptive students. |
| My rising 6th grader has some attention issues and her scores aren't where I'd love for them to be. We'd love any extra attention, help, and tips and strategies for home. |
| Under "high-achieving students" and also "student mental health" - particularly talking about support for twice-exceptional (or 2E) students, who I feel are given very little regard. These are students who both have a |

disability (my kid has ADHD and is autistic) and also are high-achieving/cognitively gifted/whatever you want to call it. We've been denied a 504 or IEP because "she's doing great and doesn't need accommodations" but they have no idea how hard she works to mask herself in school...and seemingly they don't care, because she's "doing fine". She needs to be challenged AND ALSO to have supports for the struggles that come from being neurodivergent, and she doesn't get that.

I would love to know more about how students individual needs are meet and how TRT and SPED teachers collaborate in the classroom.

How is the school helping students with disabilities and helping them navigate their school and play ground equipment. Are they getting all of their irp needs met and the support they need in school and out of school.

Also, disability/accommodations are very unevenly distributed across our schools.

My 10th grader has a hard time learning and he is to embarrassed to ask for help and I told him that I had a learning disability has a teenager and it's nothing to be ashamed of we just learn differently but he doesn't see it that way he sees it as him being a retard so I think it should be more special ed classes but come up with a different title that's why a lot of kids don't ask for help

We have three kids with dyslexia and got zero support from Central Office even though our daughter was in the less than 1% in some areas. We also have a higher needs child who gets many services because he looks visibly different from other kids. This is inequitable as many disabilities are not visible and it has been apparent in our household how inequitable it is between siblings. 1/5 people have dyslexia and with early intervention they do well academically. With no help they are illiterate. Make a change.

EXHIBIT D

Albemarle County Public Schools
Special Education Teaching Assistant: Stone Robinson Elementary School -
2024-25 School Year (9468)

JOB POSTING

Job Details

| | |
|--------------------|---|
| <i>Title</i> | Special Education Teaching Assistant: Stone Robinson Elementary School - 2024-25 School Year |
| <i>Posting ID</i> | 9468 |
| <i>Description</i> | Special Education Teaching Assistant: Stone-Robinson Elementary School 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

In Albemarle County Public Schools, we work together as a team to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student!

We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of *every* child. In ACPS, "all" really means *all*.

ACPS employees enjoy competitive pay and benefits, including health & dental coverage, retirement, flexible spending accounts, paid time off, wellness program, discounts on gym memberships, and more! Be sure to check out our [website](#) to learn more about our [Division](#) and our [Schools](#).

ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Carries out follow-up and review lessons;
- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.);
- Assists teacher in maintaining appropriate level of classroom behavior and control;
- With classroom teacher's knowledge and approval, carries out appropriate discipline of students;
- Procures, sets up, and operates audio-visual equipment;
- Assists students in completion of learning tasks assigned by classroom teachers;
- Assists teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;

- Performs such duties as attendance recording and collection of lunch monies as directed by classroom teacher;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assisting with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech,
- Adapted Physical Education, and Vision;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with disabled students; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification. Bilingual in English and Spanish preferred.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other limited physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

Shift Type

Full-Time

Salary Range

\$17.50 - \$21.00 / Per Hour, depending on education, experience and internal equity

Location

Stone-Robinson Elementary School

Applications Accepted

Start Date

11/13/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Autism Base - Albemarle High School -
2024-25 School Year (9463)

JOB POSTING

Job Details

| | |
|--------------------|--|
| <i>Title</i> | Special Education Teaching Assistant: Autism Base - Albemarle High School - 2024-25 School Year |
| <i>Posting ID</i> | 9463 |
| <i>Description</i> | Special Education Teaching Assistant: Autism Base Albemarle High School 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

In Albemarle County Public Schools, we work together as a team to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student!

We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of every child. In ACPS, "all" really means *all*.

ACPS employees enjoy competitive pay and benefits, including health & dental coverage, retirement, flexible spending accounts, paid time off, wellness program, discounts on gym memberships, and more! Be sure to check out our [website](#) to learn more about our [Division](#) and our [Schools](#).

GENERAL DEFINITION OF WORK:

The Autism Assistant provides support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of students with Autism; assisting in implementing plans for instruction; monitoring student behavior; documenting activities and progress; and supporting students' IEP goals. The Autism Assistant will provide extended classroom support and follow up for students who receive special services; will monitor and model evidence/research based behavior intervention strategies based on recommendations by the special education teacher and/or Autism Specialists; help with data collection and analysis; communicate with special education teacher and/or behavior specialist regarding further needs; ensure that behavior interventions will be practiced with fidelity. The Autism Assistant will be a resource for equitable opportunities for students with Autism who display challenging behaviors and will work to maintain the interventions with existing supports in the school and will streamline the shift of responsibility to the school staff. All work is performed under the direction and supervision of the classroom teacher and Autism Specialists, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean-up activities, etc.);
- Assists students in completion of learning tasks assigned by classroom teachers;
- Lead and/or facilitate teaching of individuals in 1:1, small group, or whole class instruction;
- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Assist individual students as necessary to follow routines, follow directions, follow an individual schedule, and/or complete tasks;
- Assist in the development and implementation of individual student schedules;
- Assist in the preparation and delivery of the sensory program and sensory activities;
- Assist in the development and implementation of motor group activities;
- Assist in the development and implementation of discrete trial drills;
- Create alternative activities for independent work based on teacher directed activities;
- Assist with the development and implementation of student behavior plans;
- Assist in coordination of school and home supports and work tasks;
- Assist with data collection and facilitating accommodations as required by the classroom teacher or supervisor;
- Communicate effectively with special education teacher information to help facilitate the IEP goals of the students;
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Monitor student's attendance, behavioral and suspension data;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Provide direct support to staff by introducing and modeling research/evidence based interventions;
- Provide direct support to students by teaching and modeling research/evidence based interventions and curriculum;
- Coordinate with Behavior Specialists and school staff to implement behavior curriculum;
- Provide transition plans and support for students moving from one educational setting to another;
- Coordinate with Behavior Specialists and school staff to develop effective intervention plans;
- Coordinate with Autism Specialists and school staff to develop crisis/safety plans;
- Provide interventions to enable students to remain in school and/or help stabilize;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Autism Assistant will maintain a notebook that will be monitored by the special education teacher and Autism Specialists. It will contain the following: Weekly behavior logs to include observations and collected data; Behavior Intervention Plans (BIP's) with progress notes; Social Skills lesson plans, including social stories; Incident reports and office referrals; Log of communication with school staff, family, and outside agencies;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with

students with Autism; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

High school diploma or more education. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Job responsibilities include both inside and outside duties. Flexibility and patience are required. Must be self-motivated and able to complete job assignment. After hour work may be required. Must be able to work under stressful conditions. Knowledge of universal hygiene precautions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above

Shift Type

Full-Time

Salary Range

\$17.70 - \$21.25 / Per Hour, depending on education, experience and internal equity

Location

Albemarle High School

Applications Accepted

Start Date

11/08/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Curriculum Base - Brownsville
Elementary School - 2024-25 School Year (9453)

JOB POSTING

Job Details

| | |
|--------------------|--|
| <i>Title</i> | Special Education Teaching Assistant: Curriculum Base - Brownsville Elementary School - 2024-25 School Year |
| <i>Posting ID</i> | 9453 |
| <i>Description</i> | Special Education Teaching Assistant: Curriculum Base Brownsville Elementary School 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

In Albemarle County Public Schools, we work together as a team to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student!

We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of every child. In ACPS, "all" really means *all*.

ACPS employees enjoy competitive pay and benefits, including health & dental coverage, retirement, flexible spending accounts, paid time off, wellness program, discounts on gym memberships, and more! Be sure to check out our [website](#) to learn more about our [Division](#) and our [Schools](#).

GENERAL DEFINITION OF WORK:

The Autism Assistant provides support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of students with Autism; assisting in implementing plans for instruction; monitoring student behavior; documenting activities and progress; and supporting students' IEP goals. The Autism Assistant will provide extended classroom support and follow up for students who receive special services; will monitor and model evidence/research based behavior intervention strategies based on recommendations by the special education teacher and/or Autism Specialists; help with data collection and analysis; communicate with special education teacher and/or behavior specialist regarding further needs; ensure that behavior interventions will be practiced with fidelity. The Autism Assistant will be a resource for equitable opportunities for students with Autism who display challenging behaviors and will work to maintain the interventions with existing supports in the school and will streamline the shift of responsibility to the school staff. All work is performed under the direction and supervision of the classroom teacher and Autism Specialists, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean-up activities, etc.);
- Assists students in completion of learning tasks assigned by classroom teachers;
- Lead and/or facilitate teaching of individuals in 1:1, small group, or whole class instruction;
- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Assist individual students as necessary to follow routines, follow directions, follow an individual schedule, and/or complete tasks;
- Assist in the development and implementation of individual student schedules;
- Assist in the preparation and delivery of the sensory program and sensory activities;
- Assist in the development and implementation of motor group activities;
- Assist in the development and implementation of discrete trial drills;
- Create alternative activities for independent work based on teacher directed activities;
- Assist with the development and implementation of student behavior plans;
- Assist in coordination of school and home supports and work tasks;
- Assist with data collection and facilitating accommodations as required by the classroom teacher or supervisor;
- Communicate effectively with special education teacher information to help facilitate the IEP goals of the students;
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Monitor student's attendance, behavioral and suspension data;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Provide direct support to staff by introducing and modeling research/evidence based interventions;
- Provide direct support to students by teaching and modeling research/evidence based interventions and curriculum;
- Coordinate with Behavior Specialists and school staff to implement behavior curriculum;
- Provide transition plans and support for students moving from one educational setting to another;
- Coordinate with Behavior Specialists and school staff to develop effective intervention plans;
- Coordinate with Autism Specialists and school staff to develop crisis/safety plans;
- Provide interventions to enable students to remain in school and/or help stabilize;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Autism Assistant will maintain a notebook that will be monitored by the special education teacher and Autism Specialists. It will contain the following: Weekly behavior logs to include observations and collected data; Behavior Intervention Plans (BIP's) with progress notes; Social Skills lesson plans, including social stories; Incident reports and office referrals; Log of communication with school staff, family, and outside agencies;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with

students with Autism; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

High school diploma or more education. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Job responsibilities include both inside and outside duties. Flexibility and patience are required. Must be self-motivated and able to complete job assignment. After hour work may be required. Must be able to work under stressful conditions. Knowledge of universal hygiene precautions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above

Shift Type

Full-Time

Salary Range

\$17.67 - \$21.21 / Per Hour, depending on education, experience and internal equity

Location

Brownsville Elementary School

Applications Accepted

Start Date

10/31/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Behavior Base -Red Hill Elementary -
2024-25 School Year (9444)

JOB POSTING

Job Details

Title **Special Education Teaching Assistant: Behavior Base -Red Hill Elementary - 2024-25 School Year**

Posting ID **9444**

Description **Special Education Teaching Assistant: Behavior Base
Red Hill Elementary School
2024-25 School Year**

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

In Albemarle County Public Schools, we work together as a team to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student!

We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of every child. In ACPS, "all" really means *all*.

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GENERAL DEFINITION OF WORK:

Works primarily with those students who are: severely to profoundly limited in their ability to perform independently in terms of basic motor, sensory, cognitive and/or behavior function. Provides responsible para-professional, clerical, and human support in assisting the classroom teacher in the management and instruction of special education students; performs related tasks as required and directed. All work is performed under the direction and supervision of the special education teacher, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by special education teacher and the student's Individual Educational Plan (IEP).
- Maintains student training data according to prescribed procedures;
- Develops and maintains pleasant and orderly training environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.)
- Strictly adheres to a daily schedule which regularly and systematically account for the students' IEP.

- With special education teacher's supervision and direction, carries out appropriate behavior management programs;
- Procures, sets up, and operates audio-visual equipment;
- Assists special education teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;
- Performs such duties as attendance recording and collection of lunch monies as directed by special education teacher;
- Performs such clerical duties as typing, filing, and duplicating at direction of special education teacher;
- Supervises and trains students in lunchroom or during lunch period;
- Supervises and trains students during free time and other non-instructional periods as directed by special education teacher;
- Assists in maintenance of special education students' records, under the supervision of special education teacher and/or building principal;
- Performs other duties as assigned by special education teacher or principal;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assists with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech, Adapted Physical Education, and Vision.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled/handicapped students. Willing to learn specialized instructional/management techniques employed with disabled/handicapped students. Ability to communicate and develop effective working relationships with students, parents, and staff. Must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification. Assistance with Behavior Base Team.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 80 pounds, and other physical activities necessary for the movement and comfort of disabled students are required. Occasional travel with students on field trips may be necessary. Regular movement of students by wheelchairs and other mechanical devices may be required. Personal hygiene of disabled students in changing catheters, diapers and clothing is required. Training and immunization against blood-borne pathogens is necessary. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division-wide meetings and training activities beyond normal assigned hours is necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professionals may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Contact with children requires considerable empathy and understanding of students with disabilities.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

| | |
|---------------------|---|
| <i>Shift Type</i> | Full-Time |
| <i>Salary Range</i> | \$17.67 - \$21.21 / Per Hour, depending on education, experience and internal equity |
| <i>Location</i> | Red Hill Elementary School |

Applications Accepted

| | |
|-------------------|-------------------|
| <i>Start Date</i> | 10/24/2024 |
|-------------------|-------------------|

Albemarle County Public Schools
Special Education Teaching Assistant: Autism Base -Monticello High School -
2024-25 School Year (9423)

JOB POSTING

Job Details

| | |
|--------------------|---|
| <i>Title</i> | Special Education Teaching Assistant: Autism Base -Monticello High School - 2024-25 School Year |
| <i>Posting ID</i> | 9423 |
| <i>Description</i> | Special Education Teaching Assistant: Autism Base Monticello High School 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

In Albemarle County Public Schools, we work together as a team to end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student!

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GENERAL DEFINITION OF WORK:

The Autism Assistant provides support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of students with Autism; assisting in implementing plans for instruction; monitoring student behavior; documenting activities and progress; and supporting students' IEP goals. The Autism Assistant will provide extended classroom support and follow up for students who receive special services; will monitor and model evidence/research based behavior intervention strategies based on recommendations by the special education teacher and/or Autism Specialists; help with data collection and analysis; communicate with special education teacher and/or behavior specialist regarding further needs; ensure that behavior interventions will be practiced with fidelity. The Autism Assistant will be a resource for equitable opportunities for students with Autism who display challenging behaviors and will work to maintain the interventions with existing supports in the school and will streamline the shift of responsibility to the school staff. All work is performed under the direction and supervision of the classroom teacher and Autism Specialists, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean-up activities, etc.);
- Assists students in completion of learning tasks assigned by classroom teachers;
- Lead and/or facilitate teaching of individuals in 1:1, small group, or whole class instruction;
- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Assist individual students as necessary to follow routines, follow directions, follow an individual schedule, and/or complete tasks;
- Assist in the development and implementation of individual student schedules;
- Assist in the preparation and delivery of the sensory program and sensory activities;
- Assist in the development and implementation of motor group activities;
- Assist in the development and implementation of discrete trial drills;
- Create alternative activities for independent work based on teacher directed activities;
- Assist with the development and implementation of student behavior plans;
- Assist in coordination of school and home supports and work tasks;
- Assist with data collection and facilitating accommodations as required by the classroom teacher or supervisor;
- Communicate effectively with special education teacher information to help facilitate the IEP goals of the students;
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Monitor student's attendance, behavioral and suspension data;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Provide direct support to staff by introducing and modeling research/evidence based interventions;
- Provide direct support to students by teaching and modeling research/evidence based interventions and curriculum;
- Coordinate with Behavior Specialists and school staff to implement behavior curriculum;
- Provide transition plans and support for students moving from one educational setting to another;
- Coordinate with Behavior Specialists and school staff to develop effective intervention plans;
- Coordinate with Autism Specialists and school staff to develop crisis/safety plans;
- Provide interventions to enable students to remain in school and/or help stabilize;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Autism Assistant will maintain a notebook that will be monitored by the special education teacher and Autism Specialists. It will contain the following: Weekly behavior logs to include observations and collected data; Behavior Intervention Plans (BIP's) with progress notes; Social Skills lesson plans, including social stories; Incident reports and office referrals; Log of communication with school staff, family, and outside agencies;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with

students with Autism; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

High school diploma or more education. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Job responsibilities include both inside and outside duties. Flexibility and patience are required. Must be self-motivated and able to complete job assignment. After hour work may be required. Must be able to work under stressful conditions. Knowledge of universal hygiene precautions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above

Shift Type

Full-Time

Salary Range

\$17.70 - \$21.25 / Per Hour, depending on education, experience and internal equity

Location

Monticello High School

Applications Accepted

Start Date

10/17/2024

Albemarle County Public Schools

Special Education Teaching Assistant: Woodbrook Elementary School - 2024-25 School Year (9412)

JOB POSTING

Job Details

| | |
|--------------------|--|
| <i>Title</i> | Special Education Teaching Assistant: Woodbrook Elementary School - 2024-25 School Year |
| <i>Posting ID</i> | 9412 |
| <i>Description</i> | Special Education Teaching Assistant: Woodbrook Elementary School 2024-25 School Year |

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ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Carries out follow-up and review lessons;
- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.);
- Assists teacher in maintaining appropriate level of classroom behavior and control;
- With classroom teacher's knowledge and approval, carries out appropriate discipline of students;
- Procures, sets up, and operates audio-visual equipment;
- Assists students in completion of learning tasks assigned by classroom teachers;
- Assists teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;

- Performs such duties as attendance recording and collection of lunch monies as directed by classroom teacher;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assisting with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech,
- Adapted Physical Education, and Vision;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with disabled students; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification. Bilingual in English and Spanish preferred.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other limited physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

Shift Type

Full-Time

Salary Range

\$17.50 - \$21.00 / Per Hour, depending on education, experience and internal equity

Location

Woodbrook Elementary School

Applications Accepted

Start Date

10/15/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Autism Base - Burley Middle School -
2024-25 School Year (9233)

JOB POSTING

Job Details

| | |
|--------------------|---|
| <i>Title</i> | Special Education Teaching Assistant: Autism Base - Burley Middle School - 2024-25 School Year |
| <i>Posting ID</i> | 9233 |
| <i>Description</i> | Special Education Teaching Assistant: Autism Base Burley Middle School 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

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GENERAL DEFINITION OF WORK:

The Autism Assistant provides support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of students with Autism; assisting in implementing plans for instruction; monitoring student behavior; documenting activities and progress; and supporting students' IEP goals. The Autism Assistant will provide extended classroom support and follow up for students who receive special services; will monitor and model evidence/research based behavior intervention strategies based on recommendations by the special education teacher and/or Autism Specialists; help with data collection and analysis; communicate with special education teacher and/or behavior specialist regarding further needs; ensure that behavior interventions will be practiced with fidelity. The Autism Assistant will be a resource for equitable opportunities for students with Autism who display challenging behaviors and will work to maintain the interventions with existing supports in the school and will streamline the shift of responsibility to the school staff. All work is performed under the direction and supervision of the classroom teacher and Autism Specialists, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean-up activities, etc.);
- Assists students in completion of learning tasks assigned by classroom teachers;
- Lead and/or facilitate teaching of individuals in 1:1, small group, or whole class instruction;
- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Assist individual students as necessary to follow routines, follow directions, follow an individual schedule, and/or complete tasks;
- Assist in the development and implementation of individual student schedules;
- Assist in the preparation and delivery of the sensory program and sensory activities;
- Assist in the development and implementation of motor group activities;
- Assist in the development and implementation of discrete trial drills;
- Create alternative activities for independent work based on teacher directed activities;
- Assist with the development and implementation of student behavior plans;
- Assist in coordination of school and home supports and work tasks;
- Assist with data collection and facilitating accommodations as required by the classroom teacher or supervisor;
- Communicate effectively with special education teacher information to help facilitate the IEP goals of the students;
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Monitor student's attendance, behavioral and suspension data;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Provide direct support to staff by introducing and modeling research/evidence based interventions;
- Provide direct support to students by teaching and modeling research/evidence based interventions and curriculum;
- Coordinate with Behavior Specialists and school staff to implement behavior curriculum;
- Provide transition plans and support for students moving from one educational setting to another;
- Coordinate with Behavior Specialists and school staff to develop effective intervention plans;
- Coordinate with Autism Specialists and school staff to develop crisis/safety plans;
- Provide interventions to enable students to remain in school and/or help stabilize;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Autism Assistant will maintain a notebook that will be monitored by the special education teacher and Autism Specialists. It will contain the following: Weekly behavior logs to include observations and collected data; Behavior Intervention Plans (BIP's) with progress notes; Social Skills lesson plans, including social stories; Incident reports and office referrals; Log of communication with school staff, family, and outside agencies;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with

students with Autism; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

High school diploma or more education. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Job responsibilities include both inside and outside duties. Flexibility and patience are required. Must be self-motivated and able to complete job assignment. After hour work may be required. Must be able to work under stressful conditions. Knowledge of universal hygiene precautions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above

Shift Type

Full-Time

Salary Range

\$17.70 - \$21.25 / Per Hour, depending on education, experience and internal equity

Location

Burley Middle School

Applications Accepted

Start Date

10/15/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Curriculum Base - Mountain View
Elementary School - 2024-25 School Year (9413)

JOB POSTING

Job Details

Title **Special Education Teaching Assistant: Curriculum Base - Mountain View Elementary School - 2024-25 School Year**

Posting ID **9413**

Description **Special Education Teaching Assistant: Curriculum Base
Mountain View Elementary School
2024-25 School Year**

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

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We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of every child. In ACPS, "all" really means *all*.

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GENERAL DEFINITION OF WORK:

The Autism Assistant provides support to the instructional program with specific responsibility for assisting in the supervision, care and instruction of students with Autism; assisting in implementing plans for instruction; monitoring student behavior; documenting activities and progress; and supporting students' IEP goals. The Autism Assistant will provide extended classroom support and follow up for students who receive special services; will monitor and model evidence/research based behavior intervention strategies based on recommendations by the special education teacher and/or Autism Specialists; help with data collection and analysis; communicate with special education teacher and/or behavior specialist regarding further needs; ensure that behavior interventions will be practiced with fidelity. The Autism Assistant will be a resource for equitable opportunities for students with Autism who display challenging behaviors and will work to maintain the interventions with existing supports in the school and will streamline the shift of responsibility to the school staff. All work is performed under the direction and supervision of the classroom teacher and Autism Specialists, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean-up activities, etc.);
- Assists students in completion of learning tasks assigned by classroom teachers;
- Lead and/or facilitate teaching of individuals in 1:1, small group, or whole class instruction;
- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Assist individual students as necessary to follow routines, follow directions, follow an individual schedule, and/or complete tasks;
- Assist in the development and implementation of individual student schedules;
- Assist in the preparation and delivery of the sensory program and sensory activities;
- Assist in the development and implementation of motor group activities;
- Assist in the development and implementation of discrete trial drills;
- Create alternative activities for independent work based on teacher directed activities;
- Assist with the development and implementation of student behavior plans;
- Assist in coordination of school and home supports and work tasks;
- Assist with data collection and facilitating accommodations as required by the classroom teacher or supervisor;
- Communicate effectively with special education teacher information to help facilitate the IEP goals of the students;
- Demonstrate cooperation, openness for growth and willingness to contribute to a team approach to the educational program;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Monitor student's attendance, behavioral and suspension data;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Provide direct support to staff by introducing and modeling research/evidence based interventions;
- Provide direct support to students by teaching and modeling research/evidence based interventions and curriculum;
- Coordinate with Behavior Specialists and school staff to implement behavior curriculum;
- Provide transition plans and support for students moving from one educational setting to another;
- Coordinate with Behavior Specialists and school staff to develop effective intervention plans;
- Coordinate with Autism Specialists and school staff to develop crisis/safety plans;
- Provide interventions to enable students to remain in school and/or help stabilize;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Autism Assistant will maintain a notebook that will be monitored by the special education teacher and Autism Specialists. It will contain the following: Weekly behavior logs to include observations and collected data; Behavior Intervention Plans (BIP's) with progress notes; Social Skills lesson plans, including social stories; Incident reports and office referrals; Log of communication with school staff, family, and outside agencies;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with

students with Autism; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

High school diploma or more education. Possession of an equivalent combination of training and experience which provides the required knowledge, skills, and abilities for the position.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Must be able to work within various degrees of noise, temperature, and air quality. Interruptions of work are routine. Job responsibilities include both inside and outside duties. Flexibility and patience are required. Must be self-motivated and able to complete job assignment. After hour work may be required. Must be able to work under stressful conditions. Knowledge of universal hygiene precautions. May be subject to physical and emotional outbursts by students, including such behaviors as hitting, kicking, spitting, scratching and biting. Dexterity of hands and fingers assist/restrain students and to operate specialized equipment or office equipment. Sitting or standing for extended periods of time. Bending at the waist, kneeling or crouching to assist students. Seeing to read a variety of materials and monitor student activities. Hearing and speaking to exchange information. Reaching overhead, above the shoulders and horizontally. Lifting or moving children from wheelchair to tables or desks.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above

Shift Type

Full-Time

Salary Range

\$17.67 - \$21.21 / Per Hour, depending on education, experience and internal equity

Location

Mountain View Elem School

Applications Accepted

Start Date

10/09/2024

Albemarle County Public Schools
Special Education Teaching Assistant: Curriculum Base - Post High Program -
2024-25 School Year (9405)

JOB POSTING

Job Details

| | |
|--------------------|--|
| <i>Title</i> | Special Education Teaching Assistant: Curriculum Base - Post High Program - 2024-25 School Year |
| <i>Posting ID</i> | 9405 |
| <i>Description</i> | Special Education Teaching Assistant: Curriculum Base Post High Program 2024-25 School Year |

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

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GENERAL DEFINITION OF WORK:

Works primarily with those students who are: severely to profoundly limited in their ability to perform independently in terms of basic motor, sensory, cognitive and/or behavior function. Provides responsible para-professional, clerical, and human support in assisting the classroom teacher in the management and instruction of special education students; performs related tasks as required and directed. All work is performed under the direction and supervision of the special education teacher, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by special education teacher and the student's Individual Educational Plan (IEP).
- Maintains student training data according to prescribed procedures;
- Develops and maintains pleasant and orderly training environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.)
- Strictly adheres to a daily schedule which regularly and systematically account for the students' IEP.

- With special education teacher's supervision and direction, carries out appropriate behavior management programs;
- Procures, sets up, and operates audio-visual equipment;
- Assists special education teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;
- Performs such duties as attendance recording and collection of lunch monies as directed by special education teacher;
- Performs such clerical duties as typing, filing, and duplicating at direction of special education teacher;
- Supervises and trains students in lunchroom or during lunch period;
- Supervises and trains students during free time and other non-instructional periods as directed by special education teacher;
- Assists in maintenance of special education students' records, under the supervision of special education teacher and/or building principal;
- Performs other duties as assigned by special education teacher or principal;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assists with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech, Adapted Physical Education, and Vision.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled/handicapped students. Willing to learn specialized instructional/management techniques employed with disabled/handicapped students. Ability to communicate and develop effective working relationships with students, parents, and staff. Must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification. Assistance with Behavior Base Team.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 80 pounds, and other physical activities necessary for the movement and comfort of disabled students are required. Occasional travel with students on field trips may be necessary. Regular movement of students by wheelchairs and other mechanical devices may be required. Personal hygiene of disabled students in changing catheters, diapers and clothing is required. Training and immunization against blood-borne pathogens is necessary. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division-wide meetings and training activities beyond normal assigned hours is necessary. Daily personal and close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professionals may be required. Contacts with community and division-level staff may require considerable tact and diplomacy. Contact with children requires considerable empathy and understanding of students with disabilities.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

| | |
|---------------------|---|
| <i>Shift Type</i> | Full-Time |
| <i>Salary Range</i> | \$17.70 - \$21.25 / Per Hour, depending on education, experience and internal equity |
| <i>Location</i> | Post High Program |

Applications Accepted

| | |
|-------------------|-------------------|
| <i>Start Date</i> | 10/03/2024 |
|-------------------|-------------------|

Albemarle County Public Schools
Special Education Teaching Assistant: Agnor Elementary School - 2024-25
School Year (9397)

JOB POSTING

Job Details

Title

Special Education Teaching Assistant: Agnor Elementary School - 2024-25 School Year 9397

Posting ID

Description

**Special Education Teaching Assistant:
Agnor Elementary School
2024-25 School Year**

Are you looking to work in a school division where students are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society? Then look no further!

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We are the first public school division in Virginia, and among the first in the country, to develop and implement an [Anti-Racism policy](#) with the expressed purpose of building school communities that share the responsibility to recognize and end racism, eliminate inequitable practices that result in achievement gaps, and support the unique gifts, talents, and interests of every child. In ACPS, "all" really means *all*.

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ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Carries out follow-up and review lessons;
- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.);
- Assists teacher in maintaining appropriate level of classroom behavior and control;
- With classroom teacher's knowledge and approval, carries out appropriate discipline of students;
- Procures, sets up, and operates audio-visual equipment;
- Assists students in completion of learning tasks assigned by classroom teachers;
- Assists teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;
- Performs such duties as attendance recording and collection of lunch monies as directed by classroom teacher;

- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assisting with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech,
- Adapted Physical Education, and Vision;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with disabled students; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification. Bilingual in English and Spanish preferred.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other limited physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

Shift Type

Full-Time

Salary Range

\$17.50 - \$21.00 / Per Hour, depending on education, experience and internal equity

Location

Agnor Elementary School

Applications Accepted

Start Date

09/26/2024

Albemarle County Public Schools
Special Education Teaching Assistant (Temporary)- Stone-Robinson
Elementary School - 2024-25 School Year Only (9339)

JOB POSTING

Job Details

| | |
|--------------------|--|
| <i>Title</i> | Special Education Teaching Assistant (Temporary)- Stone-Robinson Elementary School - 2024-25 School Year Only |
| <i>Posting ID</i> | 9339 |
| <i>Description</i> | Teaching Assistant (Special Education) Agnor Elementary School 2024-25 School Year Only Temporary |

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GENERAL DEFINITION OF WORK:

Provides responsible administrative, clerical, and human support in assisting the classroom teacher in the management and instruction of students; performs related tasks as required and directed; all work is performed under the direction and supervision of the classroom teacher, however, the aide may independently carry out particular aspects of the instructional program which include activities outside of the normal school facility.

ESSENTIAL FUNCTIONS:

- Carries out instructional plans as designated by the classroom teacher and if appropriate the student's Individual Educational Plan (IEP);
- Carries out follow-up and review lessons;
- Develops and maintains pleasant and orderly classroom environment (e.g., maintain instructional materials, design bulletin boards, assist special education teacher and/or students in clean up activities, etc.);
- Assists teacher in maintaining appropriate level of classroom behavior and control;
- With classroom teacher's knowledge and approval, carries out appropriate discipline of students;
- Procures, sets up, and operates audio-visual equipment;

- Assists students in completion of learning tasks assigned by classroom teachers;
- Assists teacher in related instructional activities (e.g., field trips, library, assembly, etc.) as directed;
- Assists in physical movement of students from one learning environment to another;
- Performs such duties as attendance recording and collection of lunch monies as directed by classroom teacher;
- Performs such clerical duties as typing, filing, and duplicating at direction of classroom teacher;
- Supervises students in lunchroom or during lunch period;
- Supervises students during free time and other non-instructional periods as directed by classroom teacher;
- Under supervision of classroom teacher and/or building principal, assists in maintenance of students' records;
- Assists with toileting, feeding, and positioning of students;
- Participates in team meetings;
- Assists with medical related duties, i.e. catheterization, gastrointestinal feedings, assistive breathing devices, colostomy and ileostomy needs;
- Assisting with carry over of related services, i.e., Occupational Therapy, Physical Therapy, Speech,
- Adapted Physical Education, and Vision;
- Performs other duties as assigned by classroom teacher or principal.

KNOWLEDGE, SKILLS AND ABILITIES:

Ability to develop and maintain an empathetic attitude toward disabled students; willing to learn specialized instructional/management techniques employed with disabled students; ability to communicate and develop effective working relationships with students, parents, and staff; must be high school graduate or hold equivalence of a high school diploma and be willing to seek and maintain CPR certification.

EDUCATION AND EXPERIENCE:

Any combination of education and experience equivalent to graduation from high school including basic keyboard and filing training.

PHYSICAL CONDITIONS AND NATURE OF WORK CONTACTS:

Duties performed typically in school settings to include: classroom, gym, cafeteria, auditorium and recreational areas. Frequent walking, standing, light lifting, up to 40 pounds, and other limited physical activities are required. Occasional travel with students on field trips may be necessary. Occasional movement of students by wheelchairs and other mechanical devices may be required. Occasional lifting of equipment such as audio-visuals weighing up to 50 pounds may be required. Occasional attendance to parent conferences, building-level meetings and division wide meetings and training activities beyond normal assigned hours is necessary. Daily personal close contact with children to provide classroom management and learning environment support is required. Regular contact with other staff members, parents and medical professional may be required. Contacts with community and division-level staff may require considerable tact and diplomacy.

EVALUATION:

Performance will be evaluated on the ability and effectiveness in carrying out the above responsibilities.

Shift Type
Salary Range
Location

Part-Time
\$16.67 - \$16.67 / Per Hour, depending on education, experience and internal equity
Stone-Robinson Elementary School

Applications Accepted

Start Date

08/22/2024