

NEWPORT NEWS PUBLIC SCHOOLS

EXCEPTIONAL NEWS YOU CAN USE



March



Way to Go Carver Team!

- Their students with disabilities have answered 20,000 questions on IXL!!!
- Ms. Kelly Thomas' class was also were the first Carver class to get 100% attendance since they returned from winter break!!!!

Compliance Reminders:

The Federal and State definition of special education and specially designed instruction are:

Special Education

"**Special education**" means specially designed instruction, at no cost to the parent(s), to meet the unique needs of a child with a disability, including instruction conducted in a classroom, in the home, in hospitals, in institutions, and in other settings and instruction in physical education. The term includes each of the following if it meets the requirements of the definition of special education: (§ 22.1-213 of the *Code of Virginia*; 34 CFR 300.39)

1. Speech-language pathology services or any other related service, if the service is considered special education rather than a related service under state standards;
2. Vocational education; and
3. Travel training.

Specially Designed Instruction

"**Specially designed instruction**" means adapting, as appropriate to the needs of an eligible child, the content, methodology, or delivery of instruction: (34 CFR 300.39(b)(3))

1. To address the unique needs of the child that result from the child's disability; and
2. To ensure access of the child to the general curriculum, so that the child can meet the educational standards that apply to all children within the jurisdiction of the local educational agency.

Compliant Processes:

- Compliant Timelines (IEPs are reviewed annually, ECs are held triennially)
- Compliant IEPs: at a minimum, IEPs must have:
 - Present Level of Academic and Functional Performance
 - Statement: Impact of the Disability
 - Special Considerations/Factors for IEP Team consideration.
 - Annual Goals. ...
 - Benchmarks or Short-Term Objectives. ...
 - Measuring and Reporting Progress. (as often as regular education peers)
 - Special Education services
 - Related Services.
 - Supplementary Aids and Services.
 - Program Modifications for School Personnel. ...
 - Least Restrictive Environment
- Compliant SDI ([SDI File Cabinet](#))
- Scheduling (Do scheduled service minutes match the IEP?)
- Data Binder Reviews (Data collection supports collaborative provision of SDI)
- Service Delivery Verification (Instructional Walk-throughs)



Student Advancement Algebra I Institute Teachers,

Thank you so much for your giving your time to come together and discuss strategies for our students to be successful in Algebra I. Because you shared common misconceptions that your students experience, we discussed ways to remove these obstacles so that they may show their understanding. Your dedication continues to humble me every time we meet. Can't wait for our next session in March. For me, these pictures are a great visualization of our NNPS logo!



Here is a link to the Desmos Activities that we used during our session, <https://teacher.desmos.com/collection/63c6d3de0cddf9fb32bc1cf3>
Thank you again for your time, dedication and incredible discussion.

Mary Parrish
Secondary Math Supervisor



WELLNESS WINS

No current updates



HLP SPOTLIGHT


HLP 20: PROVIDE INTENSIVE INSTRUCTION

Teachers match the intensity of instruction to the intensity of the student's learning and behavioral challenges. Intensive instruction involves working with students with similar needs on a small number of high priority, clearly defined skills or concepts critical to academic success. Teachers group students based on common learning needs; clearly define learning goals; and use systematic, explicit, and well-paced instruction. They frequently monitor students' progress and adjust their instruction accordingly. Within intensive instruction, students have many opportunities to respond and receive immediate, corrective feedback with teachers and peers to practice what they are learning.



PEEP/ COLLABORATIVE KINDERGARTEN

No current updates



SOCIAL EMOTIONAL LEARNING

VCU offers an online course (PARAPro Course) that provides comprehensive training of the standards outlined in HB325 (requires that paraeducators assigned to work with a teacher who has primary oversight of students with autism spectrum disorders receive training in student behavior management).



TRANSITION

No current updates



COMPLIANCE

There have been recent updates to the available forms in Synergy SE. Teachers are now able to access the *IEP Team Member Excusal* form and the *Consent to Invite Outside Agency Personnel for Transition Planning* form directly in Synergy SE. These documents are available in the Ad Hoc Documents tab and should be used when appropriate.

IEP Team Member Excusal Form

The IEP Team Member Excusal form is required as documentation that the parent/guardian (or student if 18 years of age or older) and LEA have given written consent to excuse an IEP team member from a scheduled IEP meeting. As a reminder, IEP meetings must be scheduled at a mutually agreed upon date and time. In the event that a required

member of the IEP team is unable to attend, procedures for excusing the IEP team member must be followed: *a) written consent must be obtained from the parent **and** the LEA; b) the excused member must provide written input to the parent and the IEP team **prior** to the IEP meeting.* The special education teacher and the principal/designee **may not** be excused from the IEP meeting.

Consent to Invite an Outside Agency Form

The Consent to Invite an Outside Agency form is required as documentation that the parent/guardian (or student if 18 years of age or older) has given prior written consent for the school division representative to invite an outside agency representative to an IEP meeting. This form is used when the school division representative is proposing to invite the agency representative. It is not used when the parent/guardian (or student if 18 years of age or older) invites the outside agency representative to attend.

Teachers may reference the document [Guidance for Developing and Implementing Annual IEPs](#) (issued 8/17/2022) for detailed guidance and links to additional resources.

[Framework and Resources for Supporting Students with a Disability and English Language Learner Status](#)



[T and T Check for Understanding for Students with DHH Needs](#)



Expand your knowledge about research-based High Leverage Practices (HLPs) and earn certificates of participation with TTAC's Self-Paced Professional Learning sessions!

- [Setting the Stage for Learning - Consistent, Organized & Respectful Learning Environments \(HLP #7\) Summer 2022](#)
- [Active Engagement Strategies HLP #18 - Summer 2022](#)
- [Collaboration 101 \(HLP #1\)](#)
- [Differentiate with Flexible Grouping - HLP #17](#)
- [Explicit Instruction and Positive, Constructive Feedback that Motivates \(HLP #16 and HLP #8 & 22\) 2022-2023](#)
- [School Leaders, Administration & Instructional Coaches: Strategies for Teacher Retention and Support - Scale up with HLPs](#)

Virginia Assistive Technology, Tools, and Strategies Self-Paced Course: A short professional learning course on Virtual Virginia that provides an overview of the new Virginia Assistive Technology, Tools, and Strategies (VATTS): Consideration Guide and Resources

For questions, please contact the content specific Student Advancement Supervisor.