

# RRMS Special Education Department

January 30, 2020



# Welcome


Introductions



"I continue to believe  
that if children are  
given the necessary  
tools to succeed,  
they will succeed  
beyond their wildest  
dreams!"

David Vitter, U.S. senator

# Transition Process

- A transition IEP meeting will be held at your child's base school sometime soon.
  - Either myself or another teacher from Rocky Run will attend the meeting in order to learn more about your child and to help make decisions regarding placement.
  - Several different levels of service are provided at Middle school.
  - Several types of support electives are available to students with/without IEP's
  - Placement decisions can always be changed through the IEP addendum process.
  - 7th grade Orientation Day ...Week Before School Starts
- 

# Types of Special Education Support

**Special Education Support in a General Education Setting:** Large class size (25-30) Class is team taught by a Gen Ed teacher with Special Education support. Fast paced and grade level content

**Special Education/Small group setting:** Small class size, taught by a special educator and most of the time and IA. Grade level content. More modifications and reteaching opportunities.

**Support through Strategies for Success Class or other Elective**

**Support During Rock Time**

IEP decisions often end with a combination of levels of support.

Reading 7	LAP	Action Literacy 7	Power Math	Strategies for Success
Special Ed	General Ed	General Ed	General Ed	Special Ed
Not decoding, far below grade level	Decoding but still two years below grade level or more with comprehension	One year below grade level	Lacking foundational skills from elementary school	Lacking organization, may be overwhelmed with the concept of 7 classes in MS
Failing Reading SOL	420 or below/failing reading SOL scores	Almost or barely passing reading SOL	Failed math SOL	Main area of support needed is in organization, time management
Year long	Year long	One semester	Year long	Year long

# Reading 7

- Year long course

The reading 7 student needs intense decoding and comprehension intervention. This student has been receiving regular reading intervention in elementary school. The Reading 7 student has most likely not passed a Reading SOL.



# LAP (Formerly Read 180)

- Year long course

The LAP student has basic decoding skills but still struggles with comprehension. This student is reading two or more years below grade level according to DRA2 scores on either fiction or non-fiction. The Read 180 student has also most likely not passed or barely passed Reading SOLs.





# Action Literacy 7

- One semester

The Action Literacy student is one grade level behind according to DRA2 scores. This students may have strong comprehension with fiction but not nonfiction, or vice versa. This is not a student who reads at home or has much practice with reading. The Action Literacy students has SOL scores that are possibly passing but 420 or below.

**“(Because of this class) I read a lot more than I used to. I like love stories. “**

- 8<sup>th</sup> grade general education student

**“Before this class I used to barely read in my free time, but now, I LOVE reading.”**

- Rocky Run (Honors) student who took Action Literacy 7 and 8

# Power Math

Year long

This students has not been successful on Math SOLs, is lacking foundational skills, or is possibly a English Language Learner (Levels 4-6). This students has a 420 or below on most past Math SOLs.



# Strategies For Success


- Year long elective mostly for students in Team Taught/ AA Classes
- Focuses on teaching students both organization and skills.
- Some time is given for completing assignments and studying for tests, however, it is NOT study hall.

# Personal Development

- Designed for students requiring direct instruction and support with social skills
- Taught by a special education teacher with the support of clinical staff
- Students have the opportunity to learn appropriate behaviors and practice them with peers under the guidance of a teacher
- Counts as four hours of special education support in a special education setting



# What to Expect?

- Multiple teachers
  - Lockers
  - More homework...organization skills a MUST...FCPSON
  - SIS
  - More time for socializing and movement
  - Block Scheduling..Intervention Block
  - Trusted adults who care...Case Manager
  - Open Communication
  - Teamwork and Collaboration
  - Opportunities for Growth
- 

# Resources

[Parent Resource Center](#)

[FCPS Middle School Academics Page](#)



# Contact Information:

Melissa Witt---Department Chair--- [mfwitt@fcps.edu](mailto:mfwitt@fcps.edu)

Anna Slevin---Reading Specialist--- [agslevin@fcps.edu](mailto:agslevin@fcps.edu)

Young Hong---Director of Student Services --- [yjhong@fcps.edu](mailto:yjhong@fcps.edu)

Dr. Amy Goodloe---Principal---- [atgoodloe@fcps.edu](mailto:atgoodloe@fcps.edu)

Tom DeRusso--- Assistant Principal, 8th Grade---- [tgderusso@fcps.edu](mailto:tgderusso@fcps.edu)

Christine Sciabica---Assistant Principal, Special Education-- [cdsciabica@fcps.edu](mailto:cdsciabica@fcps.edu)

Please sign in and let me know if I can help you  
with anything.

