

# PRC News

Chesapeake Public Schools' Parent Resource Center  
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*“The capacity to learn is a **gift**; the ability to learn is a **skill**; the willingness to learn is a **choice**.”*

-Brian Herbert

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## A Gift That is Not Forgotten

Many of us have recently participated in a time of year marked by gift giving and receiving. Perhaps some of the gifts are already broken or put aside. One gift that we can give our children all year long is time.

Time spent with our children is far more valuable than words or presents. Listed below are some ways to give this gift of time.

- When children bring papers home from school, take time to look at them. Talk positively about their efforts. Remember, these papers represent an investment of hard work.
- Take time to read to your children. This can be a time of sharing and relaxing together.
- Play with your children. This will let them know that their words are important to you.
- Discuss good and bad things that happened to each of you that day. Begin to understand each other's feelings.
- Start a project or activity that you can do together. Begin a collection to share.

## **Special Education Services**

The Chesapeake Public Schools will implement on-going and continuous strategies to identify, locate, and evaluate children residing within its jurisdiction or children parentally placed in private schools (including those that are home-schooled or home-tutored) within its jurisdiction who are birth to age 21 inclusive and are suspected as having a disability and/or need special education and related services as defined in the Virginia Regulations.

Strategies will focus on: children in typical homes; children who are mobile, including those who are homeless or migrant, and who are wards of the state; children who are under 18, who are suspected of having a disability who need special education and related services, and who are incarcerated in a regional or local jail for ten (10) or more days; and children who are suspected of being children with disabilities, even though they are advancing from grade to grade. Any child who is identified as having a disability and qualifies for special education is entitled to a free appropriate public education designed to meet his/her needs.

Staff members are available to assist in the referral process for special education services and to explain the nature of disabilities, the early warning signs of disabilities, and the need for services to begin early. For additional information about 2-4 year old children suspected of having a disability, contact the Preschool Intake Team at 494-7600. For school-aged children, please contact your child's school, the special education administrator assigned to your child's home-zoned school at 494-7600, or the Parent Information Specialist at the Parent Resource Center at 482-5923.

## **Special Education Advisory Committee**

Chesapeake's Special Education Advisory Committee (SEAC) advises the school board, administrators, parents, and teachers of the educational needs for children with disabilities. The committee consists of parents, guardians, family members of children with disabilities, and representatives from public agencies. For more information about SEAC and when it meets, contact the Office of Special Education at the Edwards Wilson Center, 494-7600.

## **Special Education Transition Services**

The goal of transition planning is to prepare students with disabilities for life after high school. All students receiving special education services, including speech services, need assistance in their transition to life after graduation. Transition planning begins no later than grade 9 or age 14; whichever comes first. For more information on transition and to identify the transition specialist for your child's school, contact the Parent Resource Center, 482-5923.

## **How to Talk So Schools Will Listen From Parent Educational Advocacy Training Center (PEATC) fact sheet**

Teamwork is a major focus of the Individuals with Disabilities Education Act (IDEA). The law provides for parents being members of the teams that make decisions about their children's education. Parents are members of these teams and have rights and responsibilities as team members. They are partners in the education of their children.

With this partnership comes a welcomed responsibility. Parents need to understand and work towards building better partnerships and being an active member of their child's IEP team. Here are some tips for building better partnerships.

- **Practice the art of reframing.** Reframing is stating a problem in a way that makes it more manageable. For instance, if parents are feeling intimidated and overwhelmed, this statement might sound like: "We often feel overwhelmed at these meetings. We would like to bring someone who can help us understand the process and make more informed decisions."
- **State concerns positively.** State a problem or issue in a way that is likely to get a positive response from your team members. Remember to use "I" statements.
- **Model trust and respect.** When you want to bring someone to a school meeting, inform your team who is coming with you.
- **Let the teacher and the other school team members know your expectations.** Start early. Meet your child's IEP team. Requesting a draft of an IEP and sharing your goals for your child with the teacher will assist in the preparation of the final plan at the formal IEP meeting.
- **Work to build bridges. Share past experiences.** When parents have experienced difficult times with school in their own school life or their child's school life, it may be helpful to share those feelings with school personnel. "Last year was rough; but we want to start out on a new foot."

- **Make yourself known.** Go to school. Work with school groups such as the PTA. Be part of the school community.
- **Determine early** in the school year how you will communicate with the teacher and the school. Discuss with teachers the best way and time of day to communicate.
- **Be assertive.** Assertive means being knowledgeable of your child's needs and open to other ideas. Be specific and focused on your child.
- **Share your knowledge** with your child's teacher and with your IEP team. Who is your child? Complete a profile on your child. What are your child's strengths and abilities? What motivates your child? What are the challenges that you see? What are the adaptations and supports that help your child learn? This is valuable information that could take months for your child's teacher to learn.
- **Have a clear understanding** of the contents of your child's IEP. Share your understanding of goals, supports and accommodations with the team members to make sure there is a common understanding.

For more information on your role as a parent in your child's education process, contact the Parent Resource Center at 482-5923. Also visit the Parent Resource Center web site, <https://cpschools.com/parent-resource-center/>, to view our free winter/spring workshops.

# Upcoming Workshops

Unless otherwise stated, all workshops will be held at the Parent Resource Center. Please call the Parent Resource Center, 482-5923, to register for these sessions. Registration assists us in planning for materials and refreshments. A minimum of 10 participants is required for workshops to take place. If schools are closed due to inclement weather or if there is low registration for workshops, the workshop will be cancelled, and every effort will be made to reschedule it.

## Brown Bag Video Series

You are invited to join us to watch videos each month. Bring your lunch or snack and join us for a video and discussion. Popcorn and drinks will be provided. The video viewing time is from 12:00 noon until 1:30 p.m. on the following listed dates.

### Understanding The Defiant Child

January 30, 2019

This video provides a picture of Oppositional Defiant Disorder (ODD) and presents real-life scenes of family interactions and commentary from parents.

### Managing The Defiant Child

February 27, 2019

In this video you will see actual training sessions and hear group leader Dr. Gwen Edwards discuss concepts of child management and principles of managing defiant behavior.

### Hearts & Minds:

### Teens and Mental Illness

March 27, 2019

This video dispels the myths and decreases the stigma surrounding mental illness. Through the eyes of four young people, the video shows what it is like to have a mental illness and types of treatments.

### Behavior Complications

April 24, 2019

For children and adolescents with learning differences, behavioral problems can mask other learning problems or simply get in the way of academic success. In this video collection, you will explore how inappropriate behaviors and social difficulties can interfere with a child's success in school.



## Sibshops

- **January 31, 2019**
- **February 28, 2019**
- **March 21, 2019**
- **April 25, 2019**
- **May 9, 2019\***

Brothers and sisters of students with special needs have some individual challenges. These recreational workshops provide an opportunity for children 6 to 12 years to come together and share joys and challenges while playing games, cooking, eating, and participating in enjoyable activities. All Sibshops will be held at the PRC from 4:30 – 6:30 p.m. unless otherwise stated.

**\*Sibshops End-Of-The-Year Celebration will be held from 4:00 p.m. to 6:00 p.m.**



## Understanding Special Education (USE)

- **February 4, 2019**  
**9:00 a.m. – 11:00 a.m.**  
**6:00 p.m. – 8:00 p.m.**

This workshop is designed to help clarify special education procedures with topics focusing on rights and responsibilities under IDEA and IEP development.

## IEP Workshop

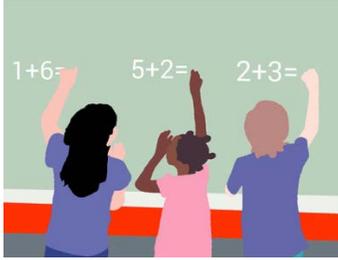
- **February 14, 2019**  
**9:00 a.m. – 11:00 a.m.**
- **February 7, 2019**  
**6:00 p.m. – 8:00 p.m.**

Planning the Individual Education Plan (IEP) in partnership with your child's education team is a very important part of meeting your child's educational needs. Please join us to prepare for this year's annual review of your child's IEP.

## Learning-Related Vision Problems—Classroom Modifications

- **March 5, 2019**  
**6:00 p.m. - 8:00 p.m.**

Many otherwise bright children struggle in school each year or require IEP's and 504 plans. The American Optometric Association reports that 60% of these problem learners have undiagnosed vision problems that significantly affect their classroom performance. Most startling, nearly all of these children have perfect eyesight. Dr. Kenneth Wescott will discuss how vision impacts learning and how to work around these visual problems in the classroom.



## Let's Get Organized! Data Collection & Record Keeping

- **March 4, 2019**  
**9:00 a.m. - 11:00 a.m.**

What do you do with all the paperwork involved in Special Education? How can you best communicate your needs with your child's school? Bring your paperwork with you as we talk about effective record keeping and communication and begin to organize your files.



## ABC's of Behavior

- **March 11, 2019**  
**9:00 a.m. – 11:00 a.m.**  
**6:00 p.m. – 8:00 p.m.**

This workshop is designed to help clarify the differences between positive behavior supports and behavior management. Participants will become familiar with the A, B, & C of all behaviors.



## Autism And Visual Development

- **April 8, 2019**  
**6:00 p.m. – 8:00 p.m.**

Over 50% of children with autism spectrum disorders display behaviors or "stims" that are indicators of visual problems. Good vision is more than 20/20 eyesight! It requires the ability to point the eyes at what you need to see and effortlessly use the eyes together as a team. Some symptoms of visual problems are so characteristic they are used to diagnose ASD. Join Dr. Kenneth Wescott as he discusses diagnosing and effective treatments.

## Tech Bytes

### Sharing Too Much

Did you know that once you send a photo online, there's no way to control it? It is out of your hands. Below are some tips to consider before you share.

- **Initiate Operation Profile Clean-Up.** Scrub your page of everything too personal, embarrassing, and illegal. Those pictures of you passed out next to the empty bottles are not going to look so cool when you start applying to college.
- **Stop. Think. Put your clothes back on!** Never take images of yourself that you wouldn't want everyone—your classmates, your teachers, your family, or your employer—to see.
- **Protect Your Space.** Use privacy settings and don't accept just anyone as a friend. Do some investigating – Who are they? Why would you hang out with them?

For more information on photo fate, go to:

<https://www.netismartz.org/RealLifeStories/YourPhotoFate>  
[www.netismartz.org](http://www.netismartz.org)

*For more information on Internet Safety, please contact the Parent Resource Center, 482-5923*

## Frequently Asked Question (FAQs) in Special Education

### Q. What is the purpose of a functional behavior assessment?

**A.** The purpose of a functional behavior assessment is to identify behavior that interferes with learning for the child and/or his/her classmates. An assessment is necessary so a positive behavior intervention plan can be developed for the child by the Individualized Education Plan (IEP) team. The assessment is the observation of a child's behavior by a school administrator, teacher, or behavior specialist and the objective recording of these behaviors. It is the information that will help the IEP team to develop positive behavior supports to prevent daily disruptions in the classroom. The positive behavior intervention plan is to help the child respond appropriately or to eliminate the environmental causes of the behavior.

## Parent Resource Center

### Hours of Operation

#### Monday & Tuesday

9:00 a.m. – 5:00 p.m.

#### Wednesday thru Friday

8:00 a.m. – 4:00 p.m.

Evening and Saturday hours are available by appointment. Please feel free to stop by or call for an appointment. The PRC is occasionally closed due to staff attendance at meetings or conferences.

LaEunice O. Brown  
Information Specialist

