

PUPIL SERVICES UPDATES

Kenai Peninsula Borough School District

907-714-8881

October 2011

The New Year has Started!



Do all of your students who receive special transportation need it? If so, are they getting it?

- Contact each of your students' parents to introduce yourself as the point of contact for their child..
- Build and maintain trust between the parent & the school.

Don't forget that all services in the IEPs are in effect from the first day of the new 2011-2012 school year. Did you start your year by following these suggested practices?

- Sped Database—review each of your electronic records in the sped database.
- IEPs—Review each student's IEP to familiarize yourself with each one's educational program. Mark your planning calendar with IEP annual review dates and plan with your school psyche for all 3-year reevals.
- Related Services—Check the IEP Summary of Services to ensure that all services are being provided.
- General Education Teachers—Provide the general education teachers with the accommodations for each of the students in his/her classes. Discuss how any paraprofessional supports will be used.

- Be sure that all adults who have contact with students with Behavior Support Plans and Crisis Plans are aware of the plans and how to interact with students based on the plan.

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Coming Soon...

Mandt Trainings:

October 27, 28—Central KPBSD
 1 Day Recertification Trainings November 10, 11—Central KPBSD
 October 11, October 12—Homer
 November 9—Central KPBSD
 2 Day Initial Trainings
 October 13, 14—Homer

1st Semester IEP Dates and Deadlines:

Oct. 8 IEP Saturday
 Dec. 10 IEP Saturday
 Jan. 13 1st Sem. Paperwork Due

“Very few serious disputes arise between school personnel and parents of children with disabilities as long as trust is high and communication open and clear.”

(from “Better IEP Meetings: Everyone Wins)



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PONDER THIS...

The way we communicate can create lots of opportunities for students to problem solve and think.

Consider the following examples:

"Line up" vs. "It's time for recess!"

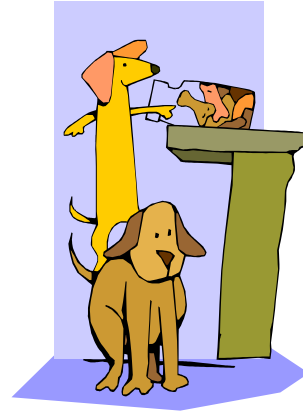
"Pick up your pencil" vs. "Oops!"

"Go get your backpack" vs. "I think you forgot something."

Notice the difference between the two. The first requires compliance, a great skill, no doubt, but limiting. The second requires the student to figure out what the problem is and also the solution. This builds competence and independence, two things we want for all students!

"spotlight the problem, not the solution" -

— Lauren Wilson



Kindergarten teachers—
Did you update the
minutes for your new
students from preschool??

Pupil Services on the KPBSD Homepage!! Check out Pupil Services on the KPBSD Homepage!! Check out Pupil Services on the

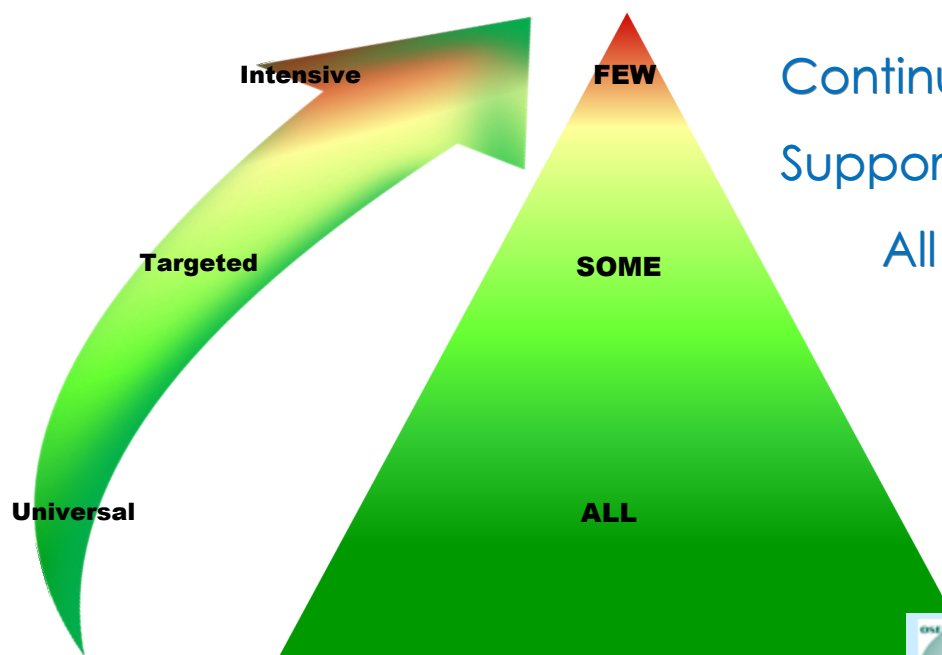
FOLLOWING THE PROCESS HELPS ALL!

RtI

Continuum
Support for
All

"RtI is designed to maximize the achievement of all students, regardless of where they are at within the educational framework."

<http://www.primary-education-oasis.com/response-to-intervention.html>



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DID YOU KNOW??

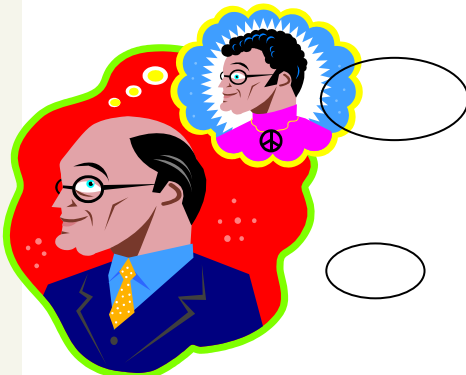
Both Section 504 (of the 1973 Employment Rehabilitation Act) and IDEA are concerned with identifying and meeting the needs of students with disabilities. However, being two different laws, they have two different definitions of “disability” which means we have to keep both in mind when working with the disabled population. The section 504 definition is more general and nearly all students who qualify as disabled under IDEA will meet the section 504 definition, i.e. the student has a medical or psychological impairment that substantially limits a major life function. The reverse is not true—not all students who qualify under section 504 will meet the specific disability categories or definitions under IDEA.

Given that school districts have a mandatory proactive child-find obligation under both laws, this situation forces teams to carefully consider whether a student who is being dismissed or exited from special education would still be eligible under section 504. It is a good practice prior to exiting or dismissing a student from special education to consult with your school/site 504 coordinator to insure that proper procedures are followed, requisite documentation is completed, and that eligibility under section 504 is considered. Teams may frequently find that students still meet the disability eligibility requirements under section 504 but do not need accommodations in the school setting so no plan is required. Furthermore, it is rarely necessary to consider section 504 while a student is on an IEP under IDEA because the IEP process and protections suffice for section 504.

Did you remember to invite your students' related services personnel to their meetings? They are very important and necessary members of IEP teams and need to be included at each meeting!



Something you'd like to see here? Have questions? Contact your school's program coordinator- Bob, Kevin, or Denise- We are here to help!!

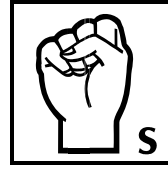
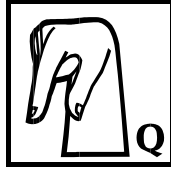
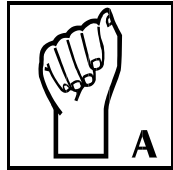
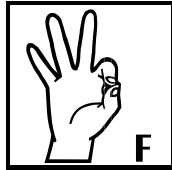


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Q: If a student breaks his/her dominant arm, is a 504 Accommodation Plan necessary to make accommodations on the state tests?

A: No. According to the new *Participation Guidelines* from the state, “students with transitory impairments (impairment with an actual or expected duration of six months or less) are not regarded as individuals with disabilities if the impairment is transitory and minor.” See the *Participation Guidelines*, pg. 10, for more information. Full guidelines are available online at

http://www.eed.alaska.gov/tls/assessment/pdf_files/ParticipationGuidelinesWeb_2011.pdf

Q: What are the proficient scores for the HSGQE (High School Graduation Qualifying Exam)?

A: Reading: 287; Writing 304; Math 328

Q: I submitted my students’ application for their HSGQE. The exam is in October. How do I know if the modifications were approved?

A: Any HSGQE modifications which do not have a corresponding “Date approved” in the database are still considered pending and should not be implemented during the fall HSGQE re-test. Case managers can contact Laura Rhyner if they believe modifications that are listed as pending should be listed as approved.

Q: How about use of CDs or readers during the HSGQE?

A: CD recordings of the test questions for the writing and math tests are available to order from the state. If you have students who need test questions read aloud, and for whom CD recordings of the test would be appropriate, please make sure that the accommodations box for “Using test contractor audio version of the HSGQE on writing and mathematics tests,” is checked on the IEP. If this accommodation is necessary and the box is not checked on the student’s IEP, you will need to do an amendment to add the accommodation. For students who are first-time HSGQE testers, this box may not have been checked on previous IEPs.

Q: What are the proficiency scores for the SBAs (Standards-Based Assessments)?

A: Reading: 300; Writing: 300; Math: 300

Q: Why did I get an email from Darla or Rebecca about my paperwork, and why is there a red “M” showing on a student of mine in the database?

A: Paperwork is to be completed and sent home to parents within two (2) weeks after the close of the meeting. Case managers have one (1) additional week to have paperwork in the hands of Darla or Rebecca at the District Office. If paperwork is not received at the District Office within three (3) weeks of the meeting held, a “red M” will be marked in the sped database and an email will be sent to the case manager. If a second reminder is needed, the email will be sent to the case manager and copied to the school principal.

Q: Is it all right to write I:I adult or aide in a student’s IEP?

A: At times, IEP teams may determine that a student requires additional adult support for a student to be able to benefit from the services provided through their IEPs. Refrain from stating in IEPs that a student needs a one-to-one aide. Instead state the need: Student requires additional adult support for instruction and behavior throughout the school day, or for whatever the IEP determined need is. And always consult with your program coordinator.