



PUPIL SERVICES UPDATES

Kenai Peninsula Borough School District

907-714-8881

December 2011

What's up with the Newsletter?

This is the third installment of the KPBSD Pupil Services Newsletter. Some may be thinking, "Wow, that's a lot to read!" Some may say to themselves, "I never realized there could be so many reminders." Still others may think, "Geez, I just asked that question, and now it's an FAQ! What's going on?"

Well, our newsletter is a way to get a lot of information out to a lot of people in an efficient manner— and yes, a question that you asked may be included at some time! If you have something cool to share, send it our way!

We recommend that you read this newsletter monthly as there may be reminders that you need to have to complete your job effectively, upcoming deadlines or even something you never knew!

If you missed an issue, go to the Pupil Services or Special Education page from the KPBSD Website. You will find all current and past newsletters right at the top of the page.

Keep Reading!!

Have you visited the KPBSD website lately? Thanks to an awesome new webmaster, it has a new look. That means the Pupil Services page is new and improved too! If you have anything that you would like to see posted on the website, contact the Pupil Services Department for consideration!



HELP!

We all need HELP at times! Please ask when you need it! Pupil Services is here for you!

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"The single biggest problem in communication is the illusion that it has taken place."

—George Bernard Shaw

Coming Soon...

12/5-8/2012—State Compliance Monitoring—Seward Area

1/13/2012—Tourette's Syndrome Association Presentation (more info coming)

1/19/2012—The State of Autism (Skyview HS 6:00-7:30 pm)

2/16/2012—Executive Functioning in Autism (Skyview HS 6:00-7:30 pm)

3/15/2012—Sensory Processing in Autism (Skyview HS 6:00-7:30 pm)

1st Semester IEP Dates and Deadlines:

Dec. 10 IEP Saturday
(Have you registered on Avatar?)

Jan. 13 ALL 1st Semester Paperwork Due

Mandt Trainings:

1 Day Recertification Trainings
December 2—Central KPBSD
January 13—Nakanu
January 19—Central KPBSD

*No 2-day initial trainings until February 2012.



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WRITING THE PLAAFP IN AN IEP

The Present Levels of Academic Achievement and Functional Performance (PLAAFP) must tell the current story of the student. Some may say that it should pass the "Stranger Test," meaning if a third party who did not know the student were to read the PLAAFP in that student's IEP, would that third party understand all about where that student is currently performing both academically and functionally? If not, then the PLAAFP is not adequate. These are some important items to include in a well-written PLAAFP, however it is NOT an all inclusive list.

1. Includes strengths regarding academic, behavioral, social, communication, fine motor, gross motor, life skills, etc. as appropriate to the student. As kind as it is, strengths are not that a child is pretty or has a charming smile—those are subjective statements and opinions of the writer, not strengths of the student.

2. Includes statement of HOW disability affects involvement/progress in general education, not just a statement of what the disability is.

This should be clearly written. If a general education teacher understands how the student's disability would affect his/her classroom involvement from this statement, then it is appropriately written.

3. Section related to current functioning needs to be very clear. This is not a section to talk about a student's weaknesses, but rather a prescription of their needs. This section must include functioning regarding academic, behavioral, social, communication, fine motor, gross motor, life skills, mobility, etc. as appropriate to the student. This section must also include the most recent State Standard's Based Assessment (SBA) scores (several years may be appropriate to include if there is a need to compare years). This section may include relevant current educational evaluation information from the most recent 3-year reevaluation.

4. Agency comments are required whenever an outside agency is involved in the student's program or has relevant information to their educational experience.

5. Parent/ Student comments need to be documented clearly and updated each year. A statement that the parent did not attend the meeting is not acceptable for this section. The case manager is still responsible to speak to the parents about their concerns, needs and to obtain any other information relevant to the IEP.

The PLAAFP is not about quantity or length, it is about quality and clarity.





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IMPORTANT HSGQE NEWSFLASH!! IMPORTANT HSGQE

For the upcoming HSGQE testing in April, CD recordings of the test questions for the writing and math tests are available to order from the state. **These audio CDs are ordered several months before testing begins**, and it is important that accommodations are properly documented in student IEPs so that we have an accurate count when ordering materials from the state.

There are a number of high school students who have an accommodation in their IEPs for "Reading or signing math, science or writing test questions on the state required examinations to the student." 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 writing and mathematics tests," is checked on the IEP.

Presentation - Test Items

- ☐ Reading or signing math, science or writing items on the state required examinations to the student.
- ☐ Using test contractor signing DVD of HSGQE writing and mathematics tests.
- ☐ Using test contractor audio version of HSGQE writing and mathematics tests if available.

If this accommodation is necessary and the box is not already 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.

If the student needs a person to read the test questions aloud (rather than using an audio recording), then "Reading or signing, math, science or writing items..." would be the appropriate accommodation to select. For the HSGQE, non-certified staff (ex. paraprofessionals) can act as readers or scribes but they must be directly supervised by a certified proctor.

Accommodations used for testing MUST correspond with those that are used on a regular basis in the classroom. New or unfamiliar accommodations



Next Issue:

Enough about Compliance, I Teach Too!

More Secondary Transition



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"To **effectively** communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

-Anthony Robbins

Post-Secondary Transition

The transition plan of the IEP is to be completed by a student's 16th birthday and should be updated each year until the student exits our system.

On the statement of needed transition services page, there are only three areas that may be not applicable to a particular student—Related Services, Daily Living, and Functional/Vocational Assessment. All other areas **must** have a statement of needs/activities to support the student's high school transition.

The measurable post-secondary goals must be clear and directed towards the goals the student has for after high school. Of particular importance is the Baseline (Present Level) section. This tells everyone where the student is and ALL areas must be updated at least annually. More on transition in the next issue. *Take your time with this and always be sure to include the student.*



related services corner adapted physical education (ape)

In short, APE services are provided to ensure that students with disabilities have access to programs designed to develop physical and motor fitness.

At KPBSD, we focus on a consultative/ collaborative model of services where the APES (specialist) communicates suggestions and ideas to a student's team, conveys safety issues to all staff, disseminates information and resources regarding disabilities.

There is so much that our **APES Carolyn Hitzler** does for our students! Want to know more? Drop her a line.

You can also check out the shared folder by going to My Computer→ S-Drive→ District-wide Staff Shared Folder→ Adapted PE Resources

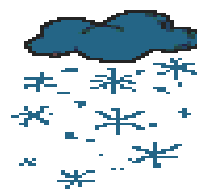


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Q: There are times when a parent is not present at a meeting, but there are places in the paperwork that need to be signed. What do I do?

A: The short answer is: it depends. Here are some situations:

1. Annual IEP Review Coversheet: Documents who was present and participated in the IEP meeting, therefore, if the parent was not in attendance (which should be the exception, not the norm), the sheet should not be sent home to be signed. Document that parents were provided the Procedural Safeguards Notice (PSN) and if grade appropriate, options for student taking the High School Graduation Qualifying Exam (HSGQE) in the Other Relevant Factors of the Prior Written Notice (PWN).

If a parent participated by phone, please print on the parent signature line "attended via telephone." Do not sign for the parent on the line.

2. Consent for Evaluation/ Re-evaluation: Parent must sign. Verbal consent is not acceptable. Be sure to call the parent and review the information, then send the consent form home to be signed.
3. Consent for Initial Placement in Special Education: Parent must sign. Verbal consent is not acceptable. Be sure to call the parent and review the information, then send the consent form home to be signed.

Q: What is the IN criteria that I have heard about?

A: IN stands for Intensive Needs. The IN criteria refers to a funding source for students who meet the criteria. Program managers have a checklist that is used to determine if a student meets this criteria. Program managers also document in the Sped Launcher Database when a student meets the criteria. Eligibility is determined annually. When there will be major changes to aspects of the IEP for students who meet the eligibility criteria for IN funding, please check in with your program manager as there may be additional information that needs to be discussed.

Q: How can I tell in the Sped Launcher Database whether my students meet the IN criteria?

A: There is a statement on the IEP Info Screen for the student. If the student does not meet the criteria, there will be no statement. If the student meets the criteria, this statement will appear:

IEP Information					
		Meeting Invitation Dates	PWII Dates	Date(s) IEP Amended	
IEP Mtg. Date	8/29/2011	1 8/27/2007	1 10/17/2011	1 10/17/2011	Case Mgr.
IEP Exp. Date	8/28/2012	2 12/3/2007	2 9/5/2009	2 5/10/2011	Certification
Last Eval Date	9/1/2009	3 8/21/2008	3 8/30/2010		Status
3-yr. Re-eval Date	8/31/2012	4 8/11/2009	4 5/10/2011		Type Of IEP Review
Exit Date		5 8/20/2009	5 8/31/2011		Progress Reports
Dt. Trans. Rights	5/2/2008	6 8/25/2011			

Intensive Needs Student - Be sure IEP Meets Intensive Criteria - Call Program Managers with Questions

Interpreter Needed
Surrogate/Foster Needed
Surrogate/Foster Phone