



PUPIL SERVICES UPDATES

Kenai Peninsula Borough School District

907-714-8881

February 2012

WHAT'S NEW AT YOUR NEIGHBORHOOD SCHOOL?

Let's start with a look at our whole KPBSD!

44 schools— 14 elementary, 4 middle (6-8 and 7-8), 11 Secondary (7-12 and 9-12), 10 small (K-12), 4 charter schools, 1 home school program

Land area of KPBSD—25,600 square miles (Bigger than West Virginia. Bigger than Rhode Island, Connecticut, Massachusetts & New Hampshire. Bigger than Massachusetts and New Jersey. At least this is what the internet says!)

Total Employees—1,301—Kenai Peninsula's largest employer!

3 schools implementing PBIS school-wide (check out the 3-part story in the Communications tab of the KPBSD website)

Look at how the district special education populations have changed over the past 11 years!

| | 01-02 | 02-03 | 03-04 | 04-05 | 05-06 | 06-07 | 07-08 | 08-09 | 09-10 | 10-11 | 11-12 | % Change |
|--------------------------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|----------|
| Autism | 16 | 20 | 23 | 34 | 38 | 44 | 44 | 54 | 63 | 65 | 74 | 362.5 |
| Developmentally Delayed | 46 | 73 | 91 | 104 | 109 | 117 | 122 | 110 | 123 | 134 | 127 | 176.1 |
| Emotional Disturbance | 71 | 91 | 87 | 73 | 66 | 72 | 59 | 54 | 47 | 49 | 59 | 16.9 |
| Hearing Impaired | 11 | 7 | 12 | 8 | 9 | 8 | 8 | 9 | 5 | 9 | 9 | 18.2 |
| Cognitive Impairment | 34 | 39 | 37 | 41 | 38 | 38 | 35 | 30 | 29 | 29 | 38 | 11.8 |
| Multiple Disabilities | 36 | 35 | 35 | 37 | 34 | 37 | 30 | 26 | 26 | 26 | 30 | 16.7 |
| Orthopedic Impairments | 10 | 10 | 8 | 8 | 8 | 7 | 7 | 9 | 9 | 10 | 7 | 30.0 |
| Other Health Impairments | 59 | 68 | 104 | 135 | 143 | 151 | 165 | 168 | 188 | 186 | 203 | 244.1 |
| Specific Learning Disabilities | 657 | 654 | 621 | 624 | 630 | 627 | 573 | 543 | 484 | 472 | 501 | 23.7 |
| Speech or Language Impairments | 300 | 294 | 307 | 299 | 267 | 296 | 312 | 344 | 338 | 367 | 353 | 17.7 |
| Traumatic Brain Injury | 7 | 6 | 7 | 5 | 3 | 4 | 2 | 4 | 4 | 4 | 7 | 0.0 |
| Visual Impairments | 6 | 4 | 6 | 6 | 5 | 6 | 5 | 5 | 5 | 6 | 7 | 16.7 |

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Coming Soon...

2/16/2012—Executive Functioning in Autism (Borough Conference Room 3rd Floor 6:00-7:30 pm)

3/15/2012—Sensory Processing in Autism (Borough Conference Room 3rd Floor 6:00-7:30 pm)

3/19-21/2012—AARC Roadshow visiting SoHi/SMS and Homer

Dates and Deadlines:

Feb. 3 New 2012 modified HSGQE applications due to state

Feb. 17 Revised applications/resubmittals due

Dates and Deadlines:

Feb. 25 IEP Saturday (Did you sign up in Avatar?)

May 9 All IEP Paperwork due to the district Office

Mandt Trainings:

1-day Recertification

February 1—Central

2-day initial

February 2 & 3—Central (Last one of the year!!)



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Confidentiality!

Confidentiality is a given with special education. Here are some important points to remember!

- ♥ Special education student records are protected by both the Family Educational Rights and Privacy Act (FERPA) and Individuals with Disabilities Education Act (IDEA).
- ♥ Student records are defined as containing information directly related to a student and are maintained by an educational agency or institution.
- ♥ Personally identifiable information is the student's name, name and address of the parents, social security or student number, biometric records or other indirect identifiers (see FAQs regarding personally identifiable information in emails).
- ♥ Districts must not disclose information related to other students—i.e. discuss other students at one student's IEP meeting, have another's paperwork in plain sight at one's IEP meeting, etc.
- ♥ There are only a few exceptions of what can be disclosed without a parent's consent—when in doubt get it in writing (or ask)!!

—From "Student Record Privacy: What Districts Can, Should and Must Do to Comply with FERPA and IDEA" from LRP Conferences

Presented by Daniel A. Osher, Esq. through LRP Conferences

Next Issue:

- ⇒ What's new at your neighborhood school?
- ⇒ 6 Tips for Conflict Reduction and Resolution
- ⇒ The Alaska Braille Challenge

What the world really needs is
more love and less paperwork.

—Pearl Bailey





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Tourette Syndrome Association Training Review

On January 13, 2012, teachers, paraprofessionals, related services providers, and administrators attend the Tourette Syndrome (TS) training at the Challenger Center. Ms. Kathy Giordano, educational specialist from the Tourette Syndrome Association, trained those present in the symptoms and educational impact that Tourette Syndrome has on our students.

TS is a neurobiological disorder and is genetic. Each generation does not generally have the same version of the disorder. Due to the nature of the disorder, symptoms will vary from person to person, but one must have more than one motor and vocal tic to be considered for the diagnosis. Symptoms also change in appearance and frequency, and severity and intensity for a person. "The only consistent thing about TS is the inconsistency."

In order to assist students with TS in managing their symptoms and tics, reduce their stress—provide extended time, avoid timed tests and activities, provide breaks when needed, reduce homework, provide a scribe or access to a word processor, allow lunch in a location other than the cafeteria, and develop an individualized plan with the students for stress reduction, etc.

Typical strengths for students with TS include: creative writing, art, sensitive, music, athletics, distractible (away from a compulsion), focused, science, creativity, and humor.

Typical related issues for students with TS include: tics, ADHD, OCD, anxiety, sensory issues, poor social skills, learning disabilities, impulsivity, executive dysfunctions, sleep disorders, difficulty inhibiting, giftedness, poor handwriting.

It is sometimes easier to have students with obvious symptoms and tics because the explanation for the behavior is easier. If the symptoms are mild, it may look like a bad behavior. If your explanation of a behavior is that the student is "being bad," then the response is to punish. If you understand that this is a neurological disorder, then you can ignore the behaviors or find other ways to work with them.

All participants received CDs/ DVDs as resources. Visit with a colleague who attended if you would like to borrow these items! We also have a set available for check out at Pupil Services.

For more information and resources, visit http://www.tsa-usa.org/aMedical/whatists_cov.html

Related Services Corner

Occupational Therapy (OT)

KPBSD employs 5 occupational therapists. OT is a related service to assist students with disabilities in accessing their special education program. OT can include working on handwriting or fine motor skills, sensory difficulties, organization of the workspace in and around the desk, and working with the teacher to modify the classroom and/or adapt learning materials to facilitate successful participation.

What does your friendly neighborhood OT want you to know?

- Related services, including OT, should not be added /dropped/changed without the provider's consultation and presence at the meeting.
- If a student with an IEP has an OT concern, the case manager should contact the OT to discuss the nature of the concern—sensory or fine motor needs. Teams need to understand that these needs do not automatically move the student towards an evaluation. It may be normal, may be able to succeed with simply interventions.
 - Refer to the "Interventions for Classroom Difficulties" and the flowcharts for students with IEPs and without to receive OT support at the KPBSD website
- OTs do not write stand alone goals—must be attached to or supporting an educational goal.
- OT consult services don't have specified service minutes and do not have a link to a goal. Consult is appropriate when the team needs support for the student. Consult is provided to the student's team, but the OT may need to observe student to give suggestions.

If you have questions, contact your school's occupational therapist! They are a wealth of information and always ready to help!!

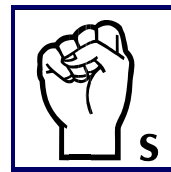
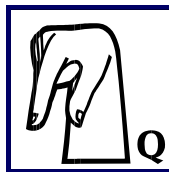
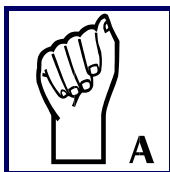
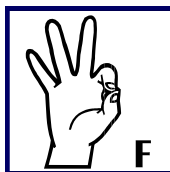


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Q: I send emails about students all the time. What is acceptable to put in emails and what is the best way to identify the student?

A: As you read earlier in the newsletter, nearly any way that you might refer to a student in an email (initials, name, student number, etc.) would cause that email to include “personally identifiable information.” In an email, you may refer to a student in the way that is most comfortable for you. Anyway that you do, though, identifies that student. Therefore, you need to consider two things:

1. Using less obvious identifiers such as initials will maintain greater confidentiality if the email is sent to the wrong person (just make sure the person you are sending it to knows who you are talking about).
2. More importantly, it isn't as much *how* you identify the student, but more *what you say* about the student. you would not want information from an email to become public, then don't write it! Make a phone call instead!

One recommendation is to use initials in the subject line and the student's name in the body. By using initials in the subject line, if you leave your email screen open and someone walks by, they won't see names of students.

Also, don't hold on to emails indefinitely. Use what you need and delete them. Once they are deleted and not “stored” in any electronic file or folder, it is not considered a student record.

Q: I am holding my 3-year in March, but I already held my annual review this year. Why do I need to do the IEP again?

A: Consider it the “3-year re-evaluation cycle.” For every evaluation cycle, there is a pre-evaluation to determine assessments, an eligibility meeting to review the assessments, and an IEP to document changes based on information gathered from the assessments. So, even though you already held the IEP annual for the year, your eligibility/ESER has to conclude with a review of the IEP, and hence, an IEP document. If you refer to our IEP checklist, you will see all the documents that need to be submitted with a 3-year re-evaluation, and an IEP is one of them!

“In the arithmetic of love, one plus one equals everything, and two minus one equals nothing.”

—Mignon McLaughlin

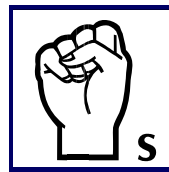
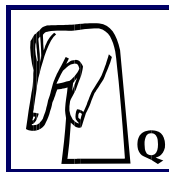
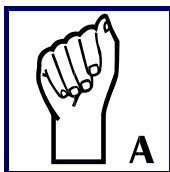
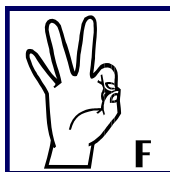


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Q: Do I really have to hold my IEP before the annual review date? See, the weather has been so bad/ the parent couldn't make it/ my dog ate my paperwork/ (insert additional excuse here...)

A: In a word, YES! This past month, we have had more IEPs that were out of compliance than in the whole school year so far.

The federal and state law requires that IEPs are reviewed annually. In order to remain in compliance AND provide the most current and effective program for the child, the IEP needs to be completed before the date of the previous IEP.

Recognizing that there are extenuating circumstances that sometimes arise, please plan ahead! It is crucial to plan to hold your IEP two weeks ahead of the due date. This allows for more time to reschedule if needed due to any number of problems that may arise.

Q: We have a new student or a student is moving! What do we do with the files?

A: If a student has recently enrolled in your school from within the district or is moving to another school within the district, the school can transfer the files. If a student is enrolling from outside of the district or is transferring to a school outside of the district, the records request needs to go through the secretaries at the district office. Please contact Rebecca or Darla to ensure full receipt or transfer of the student's records.

Q: We have a student who is in referral for special education or 504 or we have a "pending" 504 plan. ? The student is going to be suspended for more than 10 days due to a behavioral incident. Do we have to do the manifestation determination?

A: Once there is a suspected disability or impairment, the procedural safeguards apply to that child. By nature of having the child in referral or having developed a 504 plan that is being reviewed by the district, the team at the school is suspecting the student has a disability. The procedural safeguards that are provided to the parent include protections for disciplinary infractions.

Q: Are nurses a part of a student's team?

A: Each team member on a student's IEP or 504 team has a valuable role to play. When a student has any kind of a medical condition or diagnosis, nurses need to be aware of the student and fully informed of the student's condition. In addition, though there may not be specific medical needs addressed in the IEP or 504 plan, a nurse's presence at team meetings allows the nurse, as it does all team members, to be informed of the student's program and needs. Their attendance also benefits the team in the clarification and interpretation of medical information in the student's file or shared by the parent at the meeting. Get friendly with your school's nurse!



Assumptions are the termites of relationships. ~ Henry Winkler