

Welcome Back to the 2012—2013 School Year!!

Here's what's new and review!

- ◇ KPBSD has determined that initial evaluations must be completed within 60 CALENDAR days. 3-year reevaluations must never pass their expiration date. More information on evaluations and time-lines to come as the state revises regulations.
- ◇ We have to report that secondary transition agencies were invited to transition meetings. EVERY time a transition agency is invited to a meeting they must be included on the meeting invitation.
 - ◇ If you want to include a transition agency as a service provider in the transition section of a student's IEP, that agency must have been invited to and attended the IEP meeting and agreed to provide the service. Consent to invite agencies is coming soon too!
- ◇ ESER ⇒ IEP: The educational needs statements on the ESER need to be listed in priority order and must relate to all areas identified through the evaluation. (For more information, see FAQs, pg. 5)

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Coming Soon...

Dates and Deadlines:

Language! Curriculum Training	September 10, 11 & 12 (Tustumena)
Autism Seminar 209: Bullying	September 20 (via polycom to Homer High, Seward PD room, Seldovia, District Office)
Secondary Transition Training	September 26, 27 OR 28 (Tustumena)
IEP Saturday	October 13 (Homer, Seward, Soldotna)
1st Sem. Paperwork Deadline	January 11, 2013

September MANDT Trainings :

One-day Recerts—

Central: 9/6 or 9/20

Seward: 9/11

Homer: 9/25 or 9/26

Two-day Initials—

Seward: 9/12 & 13

IM THINKING ABOUT...

Your program coordinators are here to help! Please contact us if you have questions!

—Bob Ermold, Kevin Downs and Denise Kelly

SAVE THESE DATES

12-13 SY IEP SATURDAYS

October 13, 2012

December 15, 2012

February 23, 2013

April 27, 2013

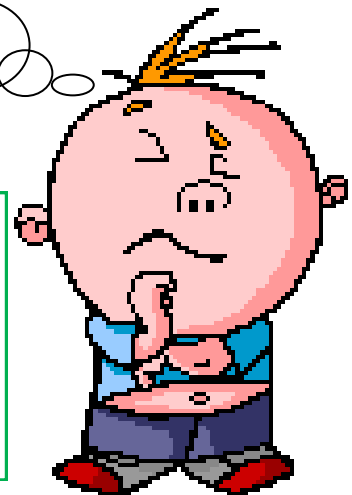
REGISTER IN AVATAR!!

Ideas for the newsletter?

Questions you'd like to see answered? Contact Denise Kelly!

Next Issue:

- ⇒ Seminar review: Autism, Asperger's, Sensory, & ADHD by Peter Gundunas & Mitchell Pioch, Skyview High
- ⇒ Some thoughts on math instruction




LRP e-connections Legal review

Take these steps to increase parent satisfaction with IEP process

A recent study found that about 70 percent of parents of students with disabilities are satisfied with the IEP process. The study also identified two groups of parents that reported less satisfaction with the IEP process: parents of students with behavioral challenges and economically disadvantaged. Parents of students with challenging behaviors generally are frustrated with the IEP process when they don't see dramatic improvement in their child's behavior. Economically disadvantaged parents may have difficulty finding time to attend IEP meetings or understanding the IEP process. Here are some tips from special ed administrators:

1. **Accommodate parents' busy schedules.** Get creative—break up one long meeting into several shorter meetings, suggest a conference call, or propose meeting before the school day starts.
2. **Accommodate parents with language barriers.** Contact your program coordinator if you think an interpreter is needed at the IEP meeting. Provide a copy of the Notice of Procedural Safeguards and any PWNs in their primary language.
3. **Be upfront about how long it may take to modify difficult behavior.** Discuss as a team the problem behaviors to address first, which should be the most disruptive or dangerous behaviors. This way, parents know what the district is focusing on and won't expect all of the child's problem behaviors to improve at the same time. Assure parents that you will monitor the student for incremental progress and changes in behavior and notify them of such changes. Explain that the team will reconvene if the child does not respond to interventions after one grading period.
4. **Explain IEP process in simple terms.** Language barriers or unfamiliarity with special education can make it difficult for parents to understand complex special ed terminology and acronyms. It is imperative that parents believe there is a staff member who will help them to understand the IEP process. They should be aware of what they should never leave an IEP meeting without and what they should look for in their child's IEP.

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We will be posting all notices that are sent out to the Pupil Services public folder in Outlook!
If you need a quick place to look for an email from Laura Rhyner, or a Mandt training schedule, etc. check it out! You might add it to your favorites so you can check it often!!

All Public Folders → Discussions → Pupil Services



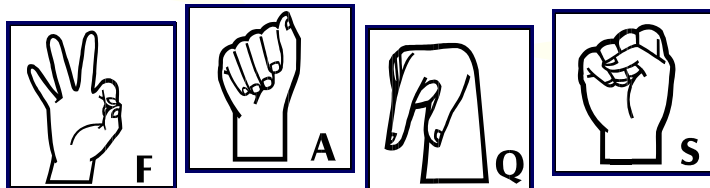
Helping Students Develop Friendships

Parents and professionals often struggle with helping children learn to be good friends or to understand the complexities of social interactions. Below are a number of strategies that can help children develop friendships.

1. **Get Involved** – Participate in community sports teams, art programs, and special events. These are wonderful opportunities for children to engage in structured activities with peers. Ask professionals and support groups for information on these programs or check your community newspapers, centers, and websites.
2. **Leverage the Child's Interests** – If the goal of enrolling a child in a program is to provide opportunities for making friends, look for activities the child enjoys. If a child is particularly shy, look for activities that initially have less direct contact. Tumbling and swimming are examples of individual sports while soccer and basketball involve more contact with peers.
3. **Role Play Difficult Skills** – Practicing social skills is a way to work on specific aspects of social interactions. For example, if you notice your child stands too close to peers or repeatedly asks the same questions, help them learn about personal space or conversational skills through role play.
4. **Provide Examples** – While reading books or watching television, explain social situations to children. Point out how helping others, using kind words, and listening when friends talk are ways to be a good friend. When characters are being hurtful or invading someone's personal space, point these actions out and ask the child what the character could do differently to be a better friend.
5. **Model Being Good to Others** – Part of being well liked and being a good friend is being kind. Demonstrate kindness by saying nice things about and to others. Point out when a co-worker does something thoughtful and how this makes you feel about them. If your child is sympathetic or says something complimentary, tell them their actions made you happy.
6. **Do Not Force Friendships** – Just like adults, children get along better with some peers than others. Teaching children to be kind and to include everyone in activities is important, but they do not have to be best friends with everyone.

To receive a free customizable children's book on waiting, visit our website: www.sandbox-learning.com Copyright © 2006 by Sandbox Learning. All Rights Reserved.

The special ed teacher evaluation component 4b has changed! Take a minute to review it and ask questions!



Q: On my Summary of Services page, I need to include a category of service that is not listed in the database. What do I do?

A: In most instances, you will not need to add what is not already listed. Most services your school provides will fall under a special education academic or behavior service or one of the common related services. If the team feels the need to specify a service outside of what is listed, fill in the “Other” field on the Summary of Services page.

However, you can clarify services in the Additional Comments field. This might include clarifying that the “Reading” minutes will be focused on pre-academics or that the “Writing” minutes include 30 minutes in general ed 5 days a week and 30 minutes in sped 4 days a week. Please do not use the summary of services to match with a student’s class schedule.

Q: I have a student that uses the Dragon Speak program. What areas of the IEP do I need to include that information?

A: Dragon Speak can be used as an assistive technology accommodation. You will include a description of the student’s strengths and needs related to this accommodation in the PLAAFP. You will mark the “Yes” box next to the assistive technology question in the Special Factors section of the IEP. You will include Dragon Speak in the Program Modification/Accommodations page with a description of when and how it is to be used. Finally, if it is being used as an accommodation for testing, mark the box for “Using a computer without spell or grammar checker.”

Q: Which day is the first day of an evaluation timeline?

A: The date the parent writes on the consent to evaluate is the first day of the timeline, i.e. if the meeting is at 5:00 pm on August 15, the first day to count is August 15. However, if the parent did not sign the consent at the meeting and returned it to you at a later date, the timeline begins on the date that the district (school) received the consent. Either way, write the received date at the bottom of the consent form and include that date in the database.

Q: What is the purpose of turning in my paperwork from a meeting within two weeks? I have so much to do.

A: There are two main reasons for this. The first and most important reason is that if it isn’t turned into Central Office in two weeks, it likely hasn’t been provided to parents within two weeks. Parents have a right to this information within a reasonable amount of time. Secondly, Central Office needs time to review and file the paperwork and must have the most current paperwork always in the file in the event that records are requested from another district.

Q: Are the educational needs statement fields on the ESER supposed to be in any particular order?

A: Yes! Once the evaluation process is complete and the IEP team reviewed the evaluation data, the team must identify and prioritize the educational needs. At the meeting, the team will list the needs in priority order and the recommendations to meet those needs. The team may discuss and determine that there are too many needs to address with a one year IEP and will choose to work on the first few needs for the upcoming IEP year. If that happens, you must provide an explanation of that discussion in the PLAAFP so that it is clear that these needs were not forgotten.