



# PROGRESS NOTES

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## Develop Relationships to Discuss Student Needs

It is important to build a relationship with families early in the student's education. When talking about the student, emphasize what school services or specialized instruction might be able to help the student in academic and non academic areas. Eric Hartwig says, "The challenges of the child's disability are the beginning of the conversation, not the end."

Be certain to put student progress in context. Discussion should be explicit about the context that we are grading students in and explain how these grades relate to the context of grade level standards. The student's report card compared to the IEP progress reports can provide some talking points for this.

Always correct misconceptions and move forward. If you think that parents came away from a meeting with an incorrect view of their child, take steps to correct that. Ask the parent how they felt the meeting went and ask what they took away from the meeting. Allow time to reconvene the meeting if necessary. Take a break or reschedule a follow up.

Take the time to read the crowd. Establishing and maintaining relationships with families through honest and open communication will allow all students to grow!

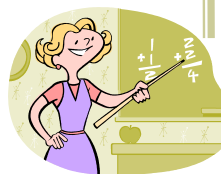
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"The best teachers are those who tell you where to look but don't tell you what to see."

Alexandra K. Trentor

## Coming Soon...



National Book Awards Week	November 17-21
Veterans' Day - THANK YOU for your service!	November 11
Early Release Day	November 26
National Educational Support Professionals Day (SLPs & SLPAs, School Psyches, OTs, PTs, educational interpreters)	November 19
Substitute Educators' Day	November 21
Thanksgiving - Take a break and give some thanks!!!	November 27 - 28
Stay Home Because You're Well Day	November 30

## November MANDT Trainings :

### Two-day Initials—

11/6 AND 11/7 - Central Pen

11/20 AND 11/21 - Central Pen



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Thank you to our Educational Support Professionals who work with our students everyday! The work that you do makes a difference for all of our students and you are an inspiration to all staff!

### What If ?

*Let's suppose just for a moment, what if there weren't any ESP  
What would become of our schools and where would education be  
If not for the dedication of each Education Support Professional  
How could our schools ever survive or even function at all*

*For the bus driver wouldn't be there to pick up children along the way  
The doors wouldn't be unlocked, the lights on, or the buildings heated each day  
The aides wouldn't be there to help those children with a special need  
Or the cooks wouldn't have a hot and tasty meal ready for all to feed*

*School security wouldn't be there to watch over the children with care  
Each child's records wouldn't be the secretary's load to bear  
The computers would crash without the technician to keep them up to date  
And not for the maintenance personnel, one can only guess the school's fate*

*And there are many more that give so much, each in a different capacity  
For to each ESP, education is far more than just another job or utility  
Education is each child's future, the hope and prayers of our nation  
For that future, each day, ESP give their work, love, and dedication*

*Written by Dave Arnold—Custodian at Brownstone Elementary School in Illinois*

### GOALS OF THE MONTH

**Goal:** The student will respond during interactions with peers by making comments or asking questions that are appropriate within the context of the conversation with 100% accuracy in 5 consecutive opportunities.

**Objective 1:** When engaged in interactions with peers, the student will respond with at least one question or comment that is appropriate within the context of the conversation with 100% accuracy in 5 consecutive opportunities.

**Objective 2:** When engaged in interactions with peers, the student will respond with at least two questions or comments that are appropriate within the context of the conversation with 100% accuracy in 5 consecutive opportunities.

**Objective 3:** When engaged in interactions with peers, the student will respond with both questions and comments that are appropriate within the context of the conversation with 100% accuracy in 5 consecutive opportunities.

**Goal:** When prompted by the teacher (e.g. "Eyes on Me."), the student will demonstrate paying attention by responding to the teacher's alerting cues, looking at the teacher, and actively participating in an activity for at least 10 minutes in 3 consecutive trials.

**Objective 1:** When prompted by the teacher (e.g. "Eyes on Me."), the student will demonstrate paying attention by responding to the teacher's alerting cues, looking at the teacher, and actively participating in an activity for at least 5 minutes in 3 consecutive trials.

**Objective 2:** When prompted by the teacher (e.g. "Eyes on Me."), the student will demonstrate paying attention by responding to the teacher's alerting cues, looking at the teacher, and actively participating in an activity for at least 7 minutes in 3 consecutive trials.

**Objective 3:** When prompted by the teacher (e.g. "Eyes on Me."), the student will demonstrate paying attention by responding to the teacher's alerting cues, looking at the teacher, and actively participating in an activity for at least 10 minutes in 3 consecutive trials.



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### Meet Kris Kempf

Did you know that we have a great resource in our district for creating visuals for students and classrooms? Her name is Kirsten "Kris" Kempf! Kris is an SLP- A at Soldotna Elementary and is a great resource for creating all things visual! These are some of the things that she can do:

- Create visual schedules - write a list of icons needed for the specific schedule. Email the list to Kris and she will create the schedule per your specifications.
- Create a social story - Write a social story in a word document. Email the story to Kris. She will import Boardmaker icons, pictures from the web, or real pictures that you send to her by email, organize it, laminate it (if for long - term use) and construct a book.
- Create a PECS book - Send the list of categories and pictures needed to Kris. She will create the pics, laminate, and Velcro per your specifications. If you supply the PECS book, she will assemble the book to your specifications.
- Create a visually structured task - Take a picture of the task or sketch it out and send to Kris via email. If it requires special materials, you will need to provide those. She will create and assemble the task.
- Create basic artic, phonology or language activities - Kris can use Boardmaker, web pics, etc. to create bingo boards, speech sound cards, etc. for a fraction of the cost of commercially available products.
- Create other visuals - "First - then" strips, "I am working for..." charts, etc.
- Invite Kris to your school to demonstrate the basics of Boardmaker to your sped team. It can be a cumbersome program to learn, but with a quick lesson, it can be much easier to navigate.

### Reminders!

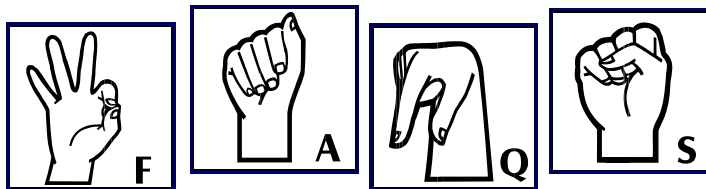
- Don't forget that you must invite itinerant personnel associated with particular students to the meetings for those students. Because they are at many buildings, give them some notice!!
- When creating a meeting invitation, you MUST document all of the purposes of a meeting. If it is an eligibility determination and an IEP meeting, both purposes must be listed.
- For out of district IEPs, you only need to input the IEP and ESER dates, goals and objectives, summary of services, LRE checklist, special factors, and ESER needs and recommendations. You can list "See out of district IEP" for all other sections.



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### Q: As case manager, what paperwork am I responsible for submitting to Central Office?

A: Case managers are ultimately responsible for ensuring that ALL necessary IEP and ESER paperwork is submitted to Central Office after a meeting is held. Here are a few things to keep in mind:

- Use the IEP checklist in the database, and include it with your paperwork when you send it in to Darla or Rebecca. This makes everyone's life easier as our secretaries can quickly glance at the checklist to see which paperwork they should expect to find in the envelope. If there are any special circumstances or oddities with your paperwork, the IEP checklist is a great place to jot the secretaries a quick note.

- If you are waiting on another member of the IEP team to complete their portion of the paperwork (for example an individual report that is part of the ESER), don't let that delay the rest of the paperwork process. Submit what paperwork you have to Central Office, and make a note on the checklist that the particular report is not yet complete so that Darla and Rebecca can follow up with the appropriate personnel to ensure that the paperwork gets submitted. (**Related Services Providers**—please note that individual reports should be complete prior to the ESER meeting).

- In situations where there are multiple personnel working on a set of paperwork (e.g. you're working with your school psychologist to complete an FBA and BIP), make sure you are coordinating with the rest of the team to submit all of the necessary paperwork. The simplest way is to gather all of the paperwork at the school level, and then submit it as one complete packet to Central Office. If you do have multiple people sending paperwork into Central Office, make sure you communicate as a team to be certain that a complete set of paperwork is submitted. You can use the checklist amongst your school-based team to ensure that all necessary components are covered.

### Q: Who fills out the information on an ESER?

A: Case managers are responsible for entering all IEP and ESER information in the database, unless the database specifically notes that it is the responsibility of someone else. Notable examples include the LD portion of the ESER which is the responsibility of the school psychologist, or any goals / objectives / progress reports that are associated with a related service (e.g. speech goals), which should be completed by the related services provider. The content of the Needs and Recommendations portion of the ESER should be determined by the IEP team as a whole, but entering that information into the database is the responsibility of the case manager.

MISTAKES  
are proof that you are  
TRYING

November