



# PROGRESS NOTES

907-714-8881 January 2015

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## Instructional Adaptations

**"Rules for Keeping Track of Assignments."** Display these in the classroom:

1. Write your assignment exactly as your teacher gives it.
2. Write the word "book," "workbook," or "worksheet."
3. Write the page number.
4. Write all important information, such as "Part A, numbers 1 - 10."
5. Write the day and date (and class period if applicable) the assignment is due.
6. Have parent initial the assignment planner / sheet.

## Note Taking

1. Provide a skeleton outline that includes the main ideas so students fill in supporting details
2. Copy a reliable student's notes to supplement the student's notes.
3. Allow time at the end of class for students to compare notes with peers or the teacher.
4. Use a handout or class instruction to show a model set of notes before note taking is completed.
5. Have students skilled in note taking sit near a student with special needs. Encourage note sharing.
6. Provide drill in finding subheadings to determine if students noted all main ideas. Show completed notes during class.
7. Allow students time to correct notes, review concepts, or read another student's notes to check for note completeness.
8. Highlight important sections of class notes.
9. Encourage students to balance their notes with images and words, and to take notes in colored pencils.
10. Explicitly teacher note taking and shortcuts in note taking.
11. Consider accepting a set of rewritten and illustrated notes as an alternative to an assignment.

*Thanks to KPBSD school psychologist, Dr. Terese Kashi for providing the information for this series of newsletter articles*

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## Coming Soon...

Putting the FASD Puzzle Together for Success	January 9
Make Your Dreams Come True Day	January 13
Vacation Day	January 19
Penguin Awareness Day	January 20
Pre-K Collaboration	January 22
Compliment Day	January 24
FASD Think Tank	January 26
Secondary Collaboration	January 27
AMP It Up Day	January 29

**Mandt Trainings -  
Last of the School  
Year!!**

**Recertification train-  
ings:**

**I/16 OR I/28 -**

**Central Pen**

**Initial trainings:**

**I/29 AND I/30 -**

**Central Pen**



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### GOALS OF THE MONTH

**Math Goal:** The student will know and apply end of Kindergarten math skills progressing from an average of 73% to 95% accuracy.

**Objective 1:** Counting: The student will rote count to 50 without a mistake, over 3 consecutive trials.

**Objective 2:** Numbers: The student will identify numbers 0-20 with 100% accuracy over 3 consecutive trials.

**Objective 3:** Math Fluency-Addition: Given addition facts with sums 0 to 20, in two minutes the student will verbally solve 50 problems correctly, averaged over 3 consecutive trials.

**Reading Goal:** The student will know and apply end of Kindergarten reading skills progressing from 69% to 95% accuracy.

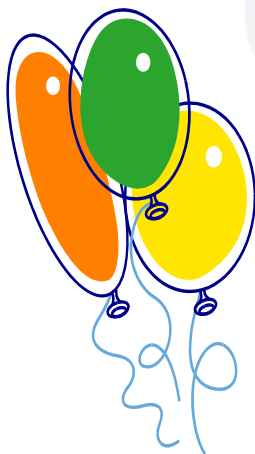
**Objective 1:** Letter Names: The student will identify the names of the 52 letters of the alphabet (upper and lowercase) with 100% accuracy over 3 consecutive trials.

**Objective 2:** Letter Sounds: The student will identify the sound of the 26 letters of the alphabet (most common consonant sounds and short vowel sound) with 95% accuracy averaged over 3 consecutive trials.

**Objective 3:** Reading Words: When presented with CVC words with all five vowels, the student will read the words with 70% accuracy over 3 consecutive trials.

## CELEBRATIONS!

*If you have celebrations from your school to share, please email Denise Kelly. If not, we will find them!*



Congratulations to the following folks for their upcoming presentations at the Alaska State Special Education Conference (ASSEC) in February!

- ◆ Monica Stockburger & Trina Uvaas: Student-Led IEPs for all Students
- ◆ Holly Abel: Best-practices in Presenting Evaluation Results: How to Write and Share Reports that Build Relationships
- ◆ Clayton Holland & Deb Evensen: Evolution toward a Solution
- ◆ Angie Nelson & Tracy Brown: Teaching Social Skills
- ◆ Jordana Engebretsen: Digital Learning for Special Education Students
- ◆ Holly Zwink & Robanne Stading: Best practice, researched based instructional strategies for all grade levels

GOOD LUCK TO YOU ALL!!



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## SHORTENED DAYS FOR STUDENTS

Is there a student who you have been considering for a shortened school day? These intensive interventions must be carefully thought out and not be a reaction to an issue. The following tips will help to ensure that the school is not denying a student access to an equal educational opportunity due to a shortened day.

Consider the appropriateness of the shortened day:

1. What is the purpose of the shortened day for this student? Does a shortened day fulfill this purpose or is there an alternative?
2. Is a shortened day the student's LRE? What documentation do you have?
3. Would positive behavioral support, trained staff, supplementary aids or services, or a different strategy meet the student's needs?
4. Is this decision driven purely by student needs?
5. Will the student be missing time to develop social skills, such as during lunch or on field trips?
6. Is there a current FBA and BIP?

Always collaborate with parents and keep thorough documentation of the discussions, parental input and decisions made regarding shortened days.

As a staff, determine if there is additional training that you need in order to be able to successfully provide a full day instructional environment for all students.

Whenever considering a shortened day for a student, consult with your school's program coordinator for guidelines and additional questions to ask!!

--from LRP Special Ed Connections Newsletter

"We never know which lives we influence, or when, or why."

-Stephen King



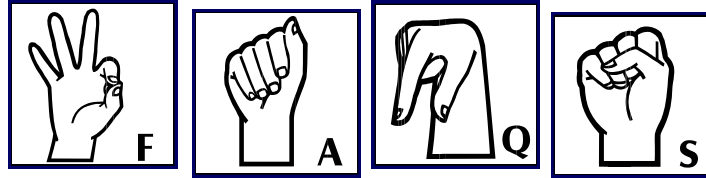


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**Q: Is it appropriate for me to invite the P.E or music teacher to be the general education rep at an IEP meeting?**

A: The teacher serving as the general education representative must have knowledge of the general education curriculum and should have information related to the area of disability. So, if the student has motor planning issues, or social skills issues of which a music or P.E. teacher may have knowledge relevant for the IEP team, they can certainly be the general education teacher. For a student with difficulties reading, it would likely not be appropriate.

**Q: Do I have to have a district rep and who can be the district rep at my IEP meeting?**

A: A District Representative must be in attendance at all IEP meetings. This duty falls on the principal unless a designee is appointed by the principal to function as the District Representative (this should happen only on rare occasions).

The following criteria must be considered when appointing a teacher to act as a District Representative for the KPBSD. According to the state special education handbook, the appointee must be:

- Qualified to provide, or supervise the provision of special education
- Knowledgeable about the general education curriculum
- Knowledgeable about the availability of resources of the District with the authority of commit district resources and ensure that whatever services set out in the IEP will be provided.

Based on the above criteria, only another administrator, special education teacher, or a related service provider can be assigned to act as District Representative.

