



## PUPIL SERVICES UPDATES

Kenai Peninsula Borough School District

907-714-8881

March 2012

### 55 gentle ways to take care of yourself when you're busy, busy, busy

Winter can take a heavy toll on one's physical and mental state of mind. We want to encourage you all to take calculated measures to take care of yourself so that you will go into Spring refreshed and renewed! If you don't take care of yourself, then who will?

#### Ask for help

There's nothing wrong with asking for help, and you'll quickly learn that most people around you actually love to be asked! It makes them feel useful and important. What usually helps the most is to get help to do the normal things; cooking, shopping and regular every-day tasks. However, don't underestimate how important the people in your life can be when it comes to feedback, motivation and supporting your self-confidence regarding the important work you're doing.

#### Get enough sleep

An oldie, but a goodie. This old advice is not only essential when it comes to self-care, it is also absolutely essential when it comes to being able to do your best. Particularly important when it comes to exam periods and work stress, sleep will help you achieve. It's easy to think that a few extra hours of work will do you more good, but it won't. Sleep will.

#### Eat healthy and green food

I know it's tempting to order pizza, but it really pays off to take your time to cook and eat nutritious and healthy food. Not only will it help you achieve better, it will also boost your mood! I truly recommend heading over to [The Stonesoup](#) for some quick and easy recipes. Most of these recipes can be made in less than 10 minutes!

#### Take 5 minutes in the morning to just stretch and breathe

If you start your day in a stressful way, you'll probably feel stressed for the rest of the day as well. Make sure your morning starts with 5 minutes of silence and ease. Stand up and stretch your body to make you as tall as you can be. Then bend over and touch the ground. Stretch again. Try to just feel your body and pay attention to your breath. Starting the day in a way like this will make you more relaxed as well.

#### Breathe

Do I need to say more? When stress builds up, take five seconds off and just breathe. Deep.

You can find the other 50 ways when you visit:

<http://www.thefreedomexperiment.com/2011/10/28/55-gentle-ways-to-take-care-of-yourself-when-youre-busy-busy-busy/>

**\*\*Gentlemen, though some of the items seem geared towards women, don't discount the ideas. You have to take care of yourselves too!**

### Coming Soon...

3/5—3/9/2012—TEACCH

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

3/19 & 21/2012—AARC Taylor Crowe Roadshow visiting SoHi/SMS and Homer

#### Dates and Deadlines:

April 28 IEP Saturday

May 9 All IEP Paperwork due to the district Office

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WISHIN' YOU A POT O' GOLD, AND ALL THE JOY YOUR HEART CAN HOLD.

**What's New at your neighborhood school?**

**CONNECTIONS HOME SCHOOL PROGRAM**

**There is a lot to know about the special education services through our district's homeschool program!**

*Direct Services:* Students enrolled in the Connections program may receive direct special education services from the school in their attendance area. Connections students may attend up to two hours per day at the school. These two hours can include a combination of special and general education minutes. All KPBSD special education students may receive the full continuum of special education services at the home school based upon IEP team determination; however, enrollment of more than two hours at the student's home school may change the student's enrollment status at the Connections Home School Program.

*Consult Services:* Special education consultative services will be provided monthly. The Connections special education teacher will consult with the parent(s) and the general education advisor regarding educational methodology, accommodations and materials.

*Related Services:* All related services (i.e., speech, physical therapy, occupational therapy, vision, hearing) will be provided at the attendance area school.

Parents/guardians must contact the special education staff or principal at the school in their child's attendance area in order to make arrangements for direct or related services. Students will be enrolled in Connections and remotely enrolled at the local area attendance school through PowerSchool. Remote enrollments are tracked in the sped database and case managers should contact Laura, Darla or Rebecca if a Connections student will be receiving direct services.

*Revocation of Services:* Parents/ guardians who do not want to have their child receive special education services have the option of completing a revocation (exit) form. The student would no longer be eligible for special education services or any accommodations.

### Case Management

*Attendance Area School Case Management:* A special education teacher at the attendance area school will be the case manager if the student receives direct special education services at the school.

*Connections Case Management:* The Connections special education teacher will case manage any students who are receiving consult services from the Connections office and are not receiving direct special education services from the school.

*Speech and Language Case Management:* When a student receives speech services at the school as the only service, then the SLP will case manage the student.

### Assessment Location

*Attendance Area School:* Students who are receiving direct special education services from the attendance area school will participate in required state testing at that school.

*Connections:* Students who are enrolled for consult special education services will test with Connections.

*Exceptions:* Exceptions to the testing location may occur. The decision on where to test will be determined by the needs of the student and the most appropriate testing environment for that individual.

Want to know more? Call the Connections office in Central Peninsula– 714-8880, Seward– 224-9080 or Homer– 226-1880



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### The Alaska Braille Challenge

On February 17, 2012 our two Braille readers from Kenai Middle School participated in “Braille Challenge Alaska”, a State competition held in Anchorage.

Students from different areas of the State met at the offices of the Anchorage School District. The contestants were divided into categories according to age and Braille skills. Our students participated in tests of speed and accuracy, proofreading, comprehension and graph reading. The winners of the Braille Challenge Alaska will go to the nationals and compete with Braille readers from other states.

While students were participating in the Braille Challenge, parents, teachers and others were gathering together for very informative workshops. The Alaska Parent’s of Blind Children organized a parent seminar. A variety of subjects were discussed, such as Looking Good without Looking, Recreational Opportunities, Looking Forward to the Future, and much more.

The KPBSD Vision Program, John Clare, Jordana Engebretsen, Peggy Jones and Holly Downs would like to express thanks to our School District. Thanks for the support for our Vision Program! Special thanks to Bob Ermold, our supervisor who traveled with us to the Alaska Braille Challenge.

Article submitted by Jordana Engebretsen, Vision Teacher at Kenai Middle School

## Related Services Corner

### Speech and Language

Related services are “those supportive services that are required to assist a child with disabilities to benefit from special education. If a child does not need special education, there can be no related services provided under an IEP since a related service must be necessary for a child to benefit from special education.” (AK Sped Handbook, 2007).

When a person has trouble understanding others (*receptive language*), or sharing thoughts, ideas, and feelings completely (*expressive language*), then he/ she has a *language disorder*. For example, Jane has a receptive and expressive language disorder. She does not have a good understanding of the meaning of words and how and when to use them. Because of this, she has trouble following directions and speaking in long sentences.

When a person is unable to produce speech sounds correctly or fluently, or has problems with his/ her voice, then he/ she has a *speech disorder*. Children who stutter, and people whose voices sound hoarse or nasal have speech problems as well. For example, Tommy has a speech disorder that makes him hard to understand. If his lips, tongue, and mouth are not moved at the right time, then what he says will not sound right.

An individual may say words clearly and use long, complex sentences with correct grammar, but still have a communication problem, if he/ she has not mastered the rules for social language known as *pragmatics*. For example, you have invited your friend over for dinner. Your child sees your friend reach for some cookies and says, “Better not take those, or you’ll get even bigger.” You’re embarrassed that your child could speak so rudely. However your child may not know how to use language appropriately in social situations and did not mean harm by the comment.

**Have questions? Contact your school’s Speech-Language Pathologist! They are eager to help!**



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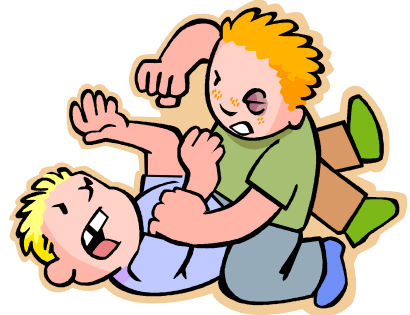
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### Conflict Reduction and Resolution

Adults are instrumental in creating environments that reduce conflict and in teaching children skills for resolving conflict. Below are helpful ideas for parents and professionals to use across a variety of environments.



- 1. Create an Environment that Reduces Conflicts** - Rules and routines avoid many conflicts because they set expectations for children. There will always be toys and activities that allow only one or two children to participate at a time. By using rules and routines to create a system that allows children to share resources, you reduce conflicts. For example, allow children to use the computer for 10 minutes when it is their turn on the schedule or let Bobby pick the family television show every other night.
- 2. Take Time to Calm Down** - Children need to learn to resolve some conflicts on their own. When children have different opinions or are upset, a break from the situation may be necessary. Teach children to remove themselves from the situation and discuss things when both parties are calm.
- 3. Use 'I' in Conversations** - Teach children to use phrases that help other children understand their point of view rather than blaming the other person. Often children do not realize why another child is upset or what they could do to make the situation better. For example, if a child is pushed by another child encourage them to use phrases like, "I was sad when you pushed me" or "I fell into the wall and I have a bump." These phrases explain what happened and why it was upsetting to the child better than phrases like, "You hurt me." When children use "I" phrases they talk about how they feel which is hard for another child to dispute.
- 4. Take the Time to Problem Solve** - If children have a difficult conflict to resolve, give them examples of solutions or help them think of alternatives. For example, if two children argue about who gets to use the water fountain first, suggest letting one of them go first for the water fountain and the other one be the line leader (or go first next time for the water fountain). Younger children may need examples of alternatives while older children may be able to create their own alternatives. Explain to children that compromise involves give and take and learning to find creative alternatives that satisfy both people.
- 5. Put Things in Writing** - Whether making a list of possible solutions, creating a schedule of chores, or outlining rules for a game, seeing expectations on paper reminds children and adults how to approach different situations. Teachers and children both can easily forget whose turn it is for class jobs and other school activities. An easy to read schedule in a convenient location can reduce disputes about many roles and routines. If there is a dispute, work with the children to brainstorm a list of possible resolutions. Then choose the best solution for all parties. This is a calming activity that teaches children problem solving and compromise.
- 6. Teach Children to Recognize When to Seek an Adult's Help** - Often children are unable to resolve conflicts on their own and an adult must be a mediator. Let children know an adult should be informed immediately when safety is a concern, for example when a child is being bullied. Children also should know they need an adult when they are unable to settle a reoccurring dispute. Simple ground rules or changes to the environment imposed by an adult often can save children from stressful and unproductive attempts at resolving a conflict. For example, if children repeatedly argue over a board game's rules, an adult can post the 'house' rules or the game's instructions.

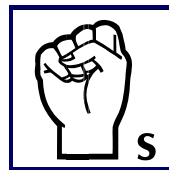
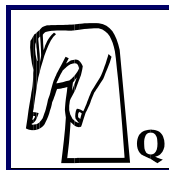
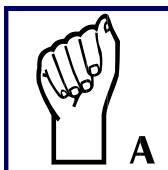
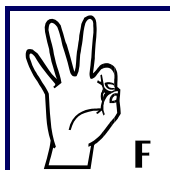


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**Q: I wasn't able to attend the IEP Saturday. What did I miss?**

**A:** Clayton Holland sent an email to all certified special education staff dated February 25, 2012. Here are the main points:

- Students' IEP accommodations can now be found in PowerSchool.
- The Gen/Sped Teacher option has been taken out of the database (summary of services). General education teachers cannot be the supervisor or the provider of special education services. You do not need to change any IEPs that have already been turned in, but this needs to be updated as you write IEPs from March 1 on.
- Vision and Hearing should not be checked on the Consent to Evaluate unless the student is actually going to be evaluated by a specialist, in which case, the specialist would include a report in the database for the ESER. All students are screened and therefore consent is not needed for the annual nurse's report, which includes the vision and hearing screening.
- Building school psychologists will be responsible for requesting and storing Woodcock-Johnson protocols for use at each school. In the future, if you need a protocol, contact the school psychologist rather than the district office. Until the Normative Updates are available on the district server, give your completed WJ protocols (with the raw scores calculated) to your school psychologist who will arrange to get them scored using the new norms. If you have questions, contact your school psychologist or your program coordinator.

**Q: I have been in "the business" for a long time. I know what needs to be done and when. Why would you say that I should use the IEP Checklist from the database?**

**A:** Everyone needs a reminder now and again. By following the process laid out on the IEP checklist, you are most likely to not forget any paperwork or any information. It is also really helpful for the secretaries at the District Office to ensure that they have received everything that you intended to send. Because the checklist is updated from time to time, print a copy directly from the "Blank Forms" section of the database so you will always have the most up-to-date version.

**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.

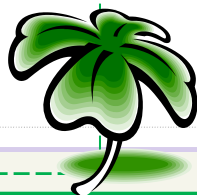
**\*\*Update to this answer:** This includes the idea that there are two deadlines when 3 years come around and BOTH need to be met. The annual review must be held prior to the IEP Annual Review Date. The 3-year re-evaluation must be held prior to the 3-year Re-evaluation Due Date. When in doubt, please ask!!

### NEXT ISSUE:

Story Champs

The Ins and Outs of Meeting Invitations

Project Search



### an OLD IRISH PROVERB

may you work like you don't need  
the money,  
Love like you've never been  
hurt, and  
dance like no one is watching!