



907-714-8881

## PUPIL SERVICES UPDATES

April 2012

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### The Ins & Outs of Meeting Invitations

A meeting invitation is the district's official way of encouraging parent and student participation in the IEP process. There are several parts to a meeting invitation and each part is extremely important. Here they are part by part:

Kenai Peninsula Borough School District Written Invitation to Meeting	
Student's Name: Person, Ima	Date: 2/9/2007
Student ID: P125694	School: Hope School

The demographic information at the top of the invitation needs to be accurate. The date in this section is the date that you are sending the invitation home.

Dear Parent/Guardian:

You are invited to attend a meeting regarding your child's educational needs. If your child is 16 years of age or older, the purpose of this meeting is to develop a transition plan. If this meeting is also for transition planning, your child has been invited to attend the meeting. We have also invited the following persons to participate in this meeting:

This introductory paragraph of the invitation explains that the invitation is to the parent. It also explains that if the student is 16 and the meeting is regarding transition planning, the student has been invited to the meeting.

Name _____	Position _____
Name _____	Position _____

This section is for KPBSD to document who we have invited to the meeting to ensure a full, legal team. Because the invitation's salutation is to the parents, you do not need to include the parents on the list of invitees. As a reminder for parents, please list the student if he/ she has been invited to the meeting. If you are inviting a representative from any outside agency for the purposes of secondary transition, the representative must be listed in this section.

For this section, you are to list only those members of the student's team who have been invited to the meeting by KPBSD, keeping in mind the purpose of the meeting. You must include an administrator (district representative) and a special education teacher. For students who participate in the general education environment, you must include not less than one general education teacher of the child. It is rare that a student's team will not include a general education teacher. It is acceptable to not include names of invitees, but rather focus on the position of those who have been invited. KPBSD is not responsible for listing those who are invited by the parent.

You may invite others who have special expertise or knowledge regarding your child. Please inform me if you intend to invite other participants.

Though we would like to have notice when a parent has invited additional participants, they are not required to inform the school. We must welcome those additional members as a support to the parents and the student.

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### Coming Soon...



- 4/11/12 Disability Awareness Day at Soldotna Elem.
- 4/12/12 Movie Night "Wretches & Jabberers" at Soldotna Elem.
- 4/19/12 Autism Lecture Series—The Young Adult Transition: Tangible Steps to Independence
- 5/17/2012 Autism Lecture Series—Special Education Law

### Dates and Deadlines:

- April 20 Last submittal of school-based referrals; Complete ESY determinations
- April 28 IEP Saturday
- May 9 All IEP paperwork due to the district office

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

**PROJECT SEARCH**

Have you heard? KPBSD is looking forward to being the fourth Project Search site in the state! With the support and guidance of the Governor's Council on Disabilities, KPBSD has begun the initial steps in developing vocational internships with our local business partner, Central Peninsula Hospital (CPH).

Project Search is a secondary transition program for students ages 18-22 with special needs. KPBSD and CPH will place students in internships in the hospital for one year. Students will experience three different jobs while gaining employability and job specific skills. The ultimate goal for the end of the year is for these students to be ready to compete in our community's competitive job market!

KPBSD has committed a teacher position to this project. That teacher's classroom will be at CPH. The curriculum will be furnished by Project Search. Interns are still students of the district and must attend daily, and IEPs continue to be in effect.

Though the plan for the 2012-2013 school year is to begin Project Search in the Central Peninsula, transition activities are occurring across our district. Preparing for post-secondary transition is an exciting time for students and teachers. Project Search is just one opportunity on our district's continuum for transition. For more information about Project Search, please contact Denise Kelly!

"I glanced out the window at the signs of spring. The sky was almost blue, the trees were almost budding, the sun was almost bright."

— Millard Kaufman, *Bowl of Cherries*

**NEXT ISSUE:**

**Story Champs** (sorry we missed it in this issue)

**End of the year to-dos**

**Related Services Corner—Counseling**



Meeting Invitations, continued from pg. 1

The purpose of this meeting is:		
<input type="checkbox"/> Pre-evaluation Planning	<input type="checkbox"/> Transition Planning	<input type="checkbox"/> Other...
<input checked="" type="checkbox"/> Eligibility Determination	<input type="checkbox"/> Consider Extended School Year	
<input checked="" type="checkbox"/> IEP Development/Review	<input type="checkbox"/> Manifestation Determination	

Planning ahead for the meeting is crucial for this section. The parent must be notified of what will be discussed at the meeting. Be certain to mark what the meeting will be regarding. If a topic isn't marked, the topic shouldn't be discussed.

This meeting is scheduled for <u>Monday</u> , 2/19/2007 at 3:00 PM			
Location: <u>Hope School</u>	Day of Week	Date	Time of Day
Please check in at the school office for the room location. If this time is not convenient, please call Laura Rhyner at 714-8898 to reschedule the meeting.			
Sincerely,			

Be sure to include the correct date and time (including am or pm) of the scheduled meeting in this section. The location will populate as the school which the student is enrolled. If this location is not correct, be sure to correct it. Be sure that the name of the person to contact to reschedule is accurate, and sign the invitation.

Date of telephone or letter contact:
Person contacted:
Result:
<input type="checkbox"/> Meeting confirmed
<input type="checkbox"/> Cannot attend; proceed without me
<input type="checkbox"/> No answer
<input type="checkbox"/> Rescheduled for: _____ at _____
Other:

This is the section to document all contacts with the parent/guardian in setting up this meeting. If there was no answer the first time, you should document additional attempts. Parents must be invited to the meeting at least 10 school days in advance unless all agree to an earlier date. If this occurs, document this agreement on the "Other" line.

Person(s) excused with parent permission: <small>Note: An administrator is a required IEP participant. For students participating in GLEB, at least one GLEB teacher must participate.</small>	
Name	Position
Name	Position
Name	Position
Parent Signature	

The Alaska State Special Education manual (revised in 2009 and currently under revision) states an IEP team member may be excused from an IEP meeting if the parent and the district agree that the member is not necessary because his/her area of the curriculum or related service will not be modified or discussed. If a member is excused, the parent and district must consent in writing, and the excused team member must submit, in writing to the parent and the IEP team, input into the development of the IEP PRIOR to the meeting.

KPBSD has determined that an administrator and at least one general education teacher must participate in the meeting. Excusals of other members must be planned as the excused member must submit written input to the team prior to the meeting. This should not be used for those members who didn't show up or who had a conflicting appointment unless those members submitted input to the team in writing for the meeting. Effort must be made for an appropriate replacement of that member if that is the case. KPBSD has an obligation to ensure that members of the team whose service or curriculum will be discussed are at the meeting.



We want to ensure that meeting invitations are completed accurately so that parents are well informed about the meetings they are being asked to attend. If you have any questions, please contact your school's program coordinator!

*Spring is when you feel like whistling even with a shoe full of slush. ~Doug Larson*

**MATH INSTRUCTION...YOU CAN DO IT!**

Why is mathematics instruction so difficult, scary even, to some students... and teachers? Is it because of a lack of confidence? Is it because *you* haven't received adequate instruction? Or maybe because you only have a surface understanding of mathematical concepts and not a deep understanding of how to explain math to someone else? Whatever the reason, it is time to become a math teacher—a teacher of math! Enjoy math as some of your colleagues do and help and encourage the same from your students!! We will begin a series of articles for next school year regarding math and math instruction! Here are some tidbits to start!

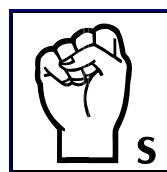
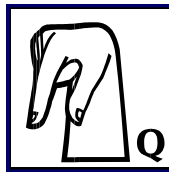
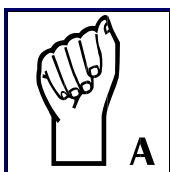
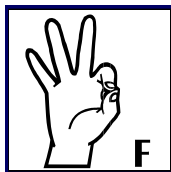
What constitutes effective instruction in algebra? (Gersten, Clarke, & Witzel, 2008) Model approaches to solve problems (using teacher and student think alouds), sequence examples that asks students to discriminate problem types, include frequent practice and review, integrate word problems and computation, use visuals and planned sequence of representations.

*Recommendation from the IES R+I Math Panel (Gersten, et al, 2009)*  
When teaching math that is new or difficult, instruction should be *explicit and systematic*. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review.

Studies showed that when faced with multi-step problems, students frequently attempted to solve the problems by randomly combining numbers instead of implementing a solution strategy step by step. The process of encouraging students to verbalize their thinking—by talking, writing, or drawing the steps they used in solving a problem—was consistently effective.” (NCTM Research Brief, p.2)

**EXTENDED SCHOOL YEAR (a.k.a. ESY) REMINDERS**

- ⇒ All determinations for ESY eligibility need to be completed to the greatest extent possible by April 20. If you cannot meet that timeline, please contact Bob Ermold.
- ⇒ For students who are eligible, mark the appropriate IEP goals to be addressed during ESY, keeping in mind what their qualified need is and that ESY is 3 hours a day 3 days a week. Make sure you choose targeted goals!
- ⇒ Check your email for the parent letter to send home. Bob Ermold sent it on Wednesday, April 4. Case managers need to have that completed by parents as soon as possible!
- ⇒ Any questions regarding ESY, contact Bob Ermold or your school's program coordinator.



**Q: I keep getting reminded that I need to include more on the PLAAFPs. Where do I find the info I am being asked to include?**

A: Information for all areas of the PLAAFP needs to be gathered from a variety of sources. You will get a lot of the information from your ESER, if the evaluation was held recently. If not, some of that information may still be relevant, but you will also need to get information from a variety of other sources, i.e. SBA or HSGQE scores, your IEP team members, curriculum based measures and classroom assessments, IEP progress reports, etc.

Please review December's newsletter and ask your program coordinator if you have any questions!! And remember: *At each annual review, the PLAAFP must be updated with the student's current information!*

**Q: What is the 45-day timeline from consent to ESER?**

A: The day that parents sign consent for any evaluation, a 45-school day timeline begins. The team has 45 school days from the date consent is signed to the date of the determination of eligibility. The 45 schools days **must be counted carefully** from the date of consent to the date of the meeting to determine eligibility (ESER). Remember to count **only school days**. \*\*Note: Ideally all individual evaluation reports will be completed and available to the team, including the parent, prior to the meeting—around the 30 day mark of the timeline.

There have been several situations in the past few weeks where the timeline has been miscalculated resulting in timelines that are past due. Be sure to count and recount!

**Q: Why does it feel like the paperwork that I turn in is being “nit-picked”?**

A: The paperwork that is kept in the district office is a student's official educational record. The file must be maintained with a high level of professionalism. Documents contained therein cannot have spelling errors, incorrect dates, white-out, crossed out dates and words, etc. If you think about it, as educators, would we accept work from our students that had those kinds of errors?

Here are some things to be extra watchful of in regards to the signature cover page:

- Ensure that you have the correct student's cover page at your IEP meeting.
- Once you print it, check that ALL dates at the top of the page are correct and match the meeting date.
- Check that you have secured the parent signature on all applicable lines and boxes.

**“THE FIRST DAY OF SPRING IS ONE THING, AND THE FIRST SPRING DAY IS ANOTHER. THE DIFFERENCE BETWEEN THEM IS SOMETIMES AS GREAT AS A MONTH.**

**—HENRY VAN DYKE**

