

Adaptations for Students with Disabilities

Students with disabilities often struggle with general education classroom work. Whether the environment is too distracting or they can't understand what they are being asked, students need our help to adapt their environment and instruction for success. The final newsletters of the year will include some concrete ways to adapt for students. One way is to lower the readability of questions while maintaining the same content. Here are some examples of how easy that is:

Original Question	Revised Question
Compare and contrast the deciduous forest and the tundra.	How are the deciduous forest and tundra alike? How are they different?
Plants respond to things in their environment. List three stimuli to which most plants respond.	Name three things to which plants respond.
Name those structures that are found in both plant cells and animals cells.	What parts do animal cells and plant cells have in common?
Distinguish between a nuclear reaction and a chemical reaction.	What is a nuclear reaction? What is a chemical reaction?
Identify some of the plants and animals that live in freshwater habitats and some that live in marine habitats.	Name a plant and animal that lives in the freshwater habitat. Name <i>01405</i> a plant and animal that lives in the saltwater (marine) habitat.
Discuss reasons why animals hibernate.	Why do certain animals hibernate during the winter?
Volcanoes are produced by what conditions?	What causes volcanoes?
Laura Thomas needs insurance for her personal belongings but not for her residence since she lives in an apartment. If her semiannual insurance premium is \$47.00, what amount will she have to pay for 2 years?	Laura Thomas lives in an apartment and needs to insure her belongings. The insurance premium costs \$47.00 every 6 months (semiannually). How much will she pay in two years?

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"If you only have one smile in you, give it to the people you love."

Maya Angelou

Breaking down questions into more manageable parts and choosing a word choice that students can independently understand can help students to be successful in general education!

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

Coming Soon...

National School Counseling Week	February 3 - 7, 2014
National Stop Bullying Day	February 9, 2014
Love Your Pet Day	February 20, 2014
IEP Saturday	February 22, 2014
Secondary Resource Teacher Collaboration	February 24, 2014
Inconvenience Yourself Day	February 26, 2014



Announcing Monthly Newsletter Giveaways!!

Dear Progress Notes Readers,

I don't know about all of you, but when I get my monthly statement from HEA, the first two things that I look at are: (1.) What's the damage this month? and (2.) Is my account number somewhere in this newsletter? (not yet, but still holding out hope!)

What I have learned from HEA is that not only is it pretty cool to think that I might get 50 bucks off my next bill, but for that small payout, they have persuaded me to skim through their newsletter. I truly don't think that I ever would have read it if there hadn't been "something in it for me." Now that I do skim through it to see if my number is listed, I find that some of the articles are actually interesting and informative.

As the "editor" of our KPBSD Progress Notes newsletter, I will be joining the ranks of those at HEA and will be scattering employee "e" numbers throughout our monthly newsletter. Because we will not be offering \$50, we can place more than 3 in our newsletter. We will be placing **10 "e" numbers** in each newsletter until the end of the school year. If you are on the list to receive this newsletter via email, you could have your "e" number hidden. If you find your "e" number, all you have to do is email me and let me know you are in there. I'll confirm it and your small token of appreciation for skimming through the newsletter will be sent to you immediately! It is that easy!!

Start now and look through this newsletter to see if you are a winner!

Thanks to everyone for reading the newsletter and referring back to the information presented! As always, if you have suggestions for stories or to make this newsletter more meaningful, please let me know!

Sincerely yours, Denise Kelly

CELEBRATIONS!



We want to have a special spot each month for celebrations of excellence and learning within our district. If you have a celebration about a colleague, a school or about yourself, email it to Denise Kelly!

**Congratulations to the Homer High School
Special Education Department!**

First, the department was nominated for the annual Inclusive Practices Award. Representatives from the department will be present at the Alaska State Special Education Conference in Anchorage on Tuesday, February 11.

Second, Homer High School has introduced *00801* a new job training program to the area in collaboration with South Peninsula Hospital!

Way to go Homer High!

**FBA's (Functional Behavior Assessments) and
BIPs/ PBSPs (Behavior Intervention Plans / Positive Behavior Support
Plans) - More (& a Little Different) Information!!!**

Consent to Evaluate is required when the school will use additional testing data to complete the FBA - meaning a BASC or other 10762 specific assessment. If additional testing info is not required, then a consent to evaluate is not needed. All general ed students must still go through Iteam for a FBA referral. Regardless of how a FBA is initiated, parents must always understand what is happening and why.

Guidelines for turning in your BIPs / PBSPs include:

1. In general, if a BIP is written for severe behavior where interventions such as using restraints, safe rooms or contacting the police are included in the plan, signatures should be gathered from team members including the parent. For all others, signatures are not required.
2. For a BIP developed in coordination with the annual review, turn in the BIP with the other paperwork as a part of the IEP.
3. For a BIP developed outside of the annual review, the following paperwork is needed: Invitation to a meeting, BIP, PWN (include the wording that the BIP will be updated as needed and how that will be communicated with the parent), and a signature page if #1 above is a factor.

And.... 02566 FBAs will soon be available in the sped database!!

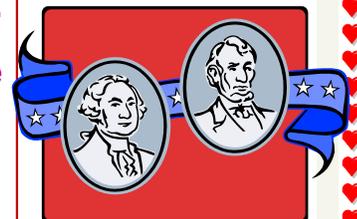
Questions? **Contact your school psychologist for more information.**

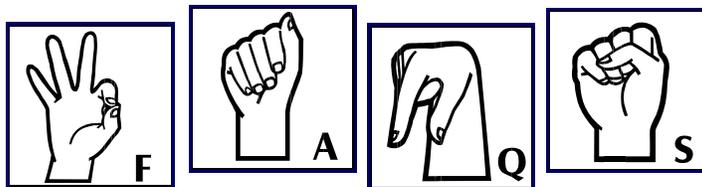
Reminders!

Special Education co-teachers cannot sign on the general education teacher line at IEP meetings. The special ed co-teacher in that class is a critical asset to the meeting, but does not meet the federal regulation of a general ed teacher at the meeting.

All IEPs and ESERs that will expire between August 2014 and September 15, 2014 MUST be completed before the May 9, 2014 paperwork deadline.

Mark your calendars and start now!!





Q: Am I allowed to videotape a student in my class?

A: Our KPBSD Special Education Manual provides information regarding videotaping students. It says: (1) Parent / Guardian permission should be acquired before recording - explanation of purpose should be shared with parents (purpose cannot be to document behaviors or to show parents how a *10635* student acts at school); (2) No emailing of videos – use thumb drive or disc to share with team members (limit number of copies) or view as a group; (3) Video copies are considered part of a working file and should be destroyed after use or the current academic year; (4) No other students may be included in the video; (5) Video recordings are to be taken on borough-labeled devices only, not on personal phones or devices. **Notify your program coordinator if you have a need to video tape a student in your class.**

Q: I have a student who has been suspended long term. How do I know what services need to be provided while the student is out?

A: The most famous legal answer for a situation like this is “It depends!” It depends because the law requires that “the child is afforded the opportunity to continue to appropriately progress in the general curriculum, continue to receive the IEP services and continue to participate with non-disabled children to the extent they would in their current *02211* placement.” In order to accomplish this, the IEP team, including a general education teacher, must meet to make an individualized determination for that student. A general guideline is to provide at least the amount of service time allocated in the student’s IEP; however that may be too much or not enough depending on the suspension, situation, placement, etc. When in doubt, consult your program coordinator!

Q: I have an student in an intensive needs / self-contained classroom who doesn't participate in a general education class at all. Am I required to have a general education teacher at the IEP meeting?

A: The *01469* answer is once again, “It depends! (but usually yes)” IDEA says that members of the IEP team include “not less than one regular education teacher of the child (if the child is, or may be, participating in the regular education environment).” Their role is specifically to assist with the “determination of (i) Appropriate positive behavioral interventions and supports and other strategies for the child; and (ii) Supplementary aids and services, program modifications, and support for school personnel.” With those legal requirements in mind, there could be a perception to the team, the parent and to the student if a general ed teacher is not present - “this child is not or *may not* ever participate in the general ed environment.” Input from a general ed teacher assists teams for ALL students and even if not currently participating in general ed *02511* classes, all students should have the expertise of a general ed teacher available at their IEP meetings.