



# PROGRESS NOTES

907-714-8881

April 2014

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## Effectively Shortening Assignments

When students have *00026* learning difficulties, it often takes them more time to complete assignments. Shortened assignments that still provide necessary practice allow the student to complete work in a reasonable period without undue pressure and frustration.

1. Identify terminology, concepts, and skills that are most important and require that these items be completed first.
2. Star the essential items, allowing bonus points for other items completed.
3. Reduce the number of questions or problems to be done at one time. Shorter assignments made more frequently provide the same amount of practice.
4. Shorten time spent by allowing alternate formats to showing work. Allow the student to tape responses or give answers to a classmate who can write them for the student. *10957*
5. Give slower readers modified or related stories that teach the same concepts.
6. Cut a long worksheet into smaller segments and give the student one segment at a time. When one segment is completed, hand out the next. Follow this procedure until all segments are completed. When tasks are long or complex, many students have difficulty completing them,
7. Create a card file for the student that contains definitions of frequently used words.
8. Providing photocopies with fill-in-the-blank tasks can shorten assignments as well as promote learning of new words.
9. Have student create a mind map / graphic organizer as an alternative to one or more assignments. This *02248* is an especially effective strategy for concept association.
10. Look for alternative ways to assess student learning. For example, have students create a piece of art or write a poem that gives evidence for a level of understanding.

Always determine the purpose of shortening assignments for a particular student first in order to determine the most effective way to provide that accommodation.

*Thanks to KPBSD school psychologist, Dr. Terese Kashi,  
for providing the 02079 information for this series of newsletter articles.*

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Some people  
dream of  
success while  
others wake  
up and work  
hard at it.

--Winston Churchill

## Coming Soon...

APRIL is **National Autism Awareness Month** &  
**National Humor Month!**

ESY Determinations Due & Last School-Based Referrals	April 1, 2014
Elementary Resource Collaboration	April 14, 2014
National High Five Day	April 17, 2014
Administrative Professionals' Day	April 23, 2014
IN <i>00747</i> Collaboration	April 25, 2014

Upcoming May dates:

IEP Saturday (Last of the year!!)	May 3, 2014
Paperwork <i>00311</i> due to D.O.	May 9, 2014



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### Monthly Newsletter

#### Giveaways!!

For 11515 the first month of the monthly newsletter giveaway using employee numbers, there was a 70% prize collection rate! The following e#s were not claimed and still can be until the end of this school year!  
10635 01405 11241

Look again this month!! Since there was not a newsletter for March, there will be 20 numbers scattered 01319 throughout this newsletter!

### AUTISM AWARENESS WALK

APRIL 19, 2014

11 AM - 2 PM

### SOLDOTNA MIDDLE SCHOOL

Volunteers still needed!

Contacts: **Jerri Braun:** jbraun@borough.kenai.ak.us or penautismwalk@yahoo.com **Tonja Updike:** tonja@acsalaska.net

Need a fun, cheap, physical activity for indoors?

#### Make your own carpet skates!!

Cut 2 pieces of construction paper in the shape of shoes (or ovals or rectangles 00720), but larger than feet. Run them through the laminator twice. Attach a couple of strips of sticky back Velcro (the rough side) to one side of the shapes. 02656 Socks will stick to the Velcro and the kids can skate on the carpet!

## 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!

Thank you **John Clare** for taking three students with special needs to visit AVTEC to see what the training and education options are after high school!

Hats off to you and to all secondary teachers who have taken students to explore the post-secondary world for your commitment to transition planning for our students!



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### Three Pointers to Strong Prior Written Notices

1. Be specific about the district's proposed actions. What exactly is the DISTRICT going to do or not do, not what has the parent requested? If there is more than one reason for a district's proposed actions, include all of the reasons why the district is proposing or refusing.
2. Don't make promises you can't keep. Avoid naming teachers or particular classrooms and making those decisions based solely on parent request. Make sure that parents know that the district will ensure that the child receives his services in an appropriate setting and will monitor his progress.
3. Identify options considered and rejected, including parent concerns. In state complaints, parents often allege that schools did not consider information or evaluations that they provided or that they didn't consider one of their concerns. The prior written notice is the first place to go to see what was discussed and decided at an IEP meeting.

It is equally important to remember that the prior written notice is not a transcript of what was said at the IEP meeting. The document should eliminate all doubts or misunderstandings about what is being proposed or refused by the district.

-- From LRP eConnections Newsletter

Questions? **Contact your school's program coordinator for more information.**

*"The difference between ordinary and extraordinary is that little extra."*

*--Jimmy Johnson*

ALWAYS USE THE

[Click Here to Create Blank PWN](#)

BUTTON WHEN CREATING A NEW PWN. THIS KEEPS THE PWNS IN ORDER IN THE DATABASE AND PREVENTS MISTAKES FROM NOT DELETING ALL THE INFORMATION FROM A PRIOR PWN

# Reminders!

**All IEPs and ESERs that will expire between August 2014 and September 15, 2014 MUST be completed before the May 9, 2014 paperwork deadline. 00036**

**Mark your calendars and start now!!**

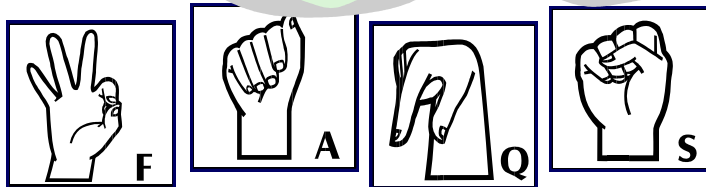


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**Q: Please remind me what I should consider for extracurricular and non - academic activity accommodations and 02068 modifications.**

A: Here is what we 00656 offered in our January 2013 newsletter!

## **Participate in extracurricular and other nonacademic activities**

Intended to provide student with equal access to nonacademic activities. Because this section will include extracurricular, which could be activities outside of the school day, this section should be clear as to whether the accommodations and modifications are for nonacademic or extracurricular. For instance, if the student requires assistance from an adult during PE class (refuses to participate in some activities), but could participate on their own in an afterschool basketball class (loves basketball), these accommodations should be clearly delineated here.

**Training activities:** Behavior management, how to provide accommodations and modifications, characteristics associated with a disability, effective use of a paraprofessional, assistive technology availability and use

**Other:** Co-teaching, peer tutoring, buddy system, paraprofessional assistance

**Q: Why do I need to write my IEP end dates for a full year if the student is a senior and clearly going to graduate in the spring? And what if the student is aging out?**

A: IEPs are living , legal documents that span a whole calendar year. Though we may be certain that a student will meet the requirements to graduate, IF the student did not, at the end of the school year, we would have an IEP that was 08380 expired for a student who is eligible and would return.

For students who are aging out, but their IEP is due, we are legally responsible for maintaining a CURRENT IEP for all students, even if the duration of the IEP would be only a few weeks. If we did not complete an IEP for the student, we would be out of 00208 compliance legally.

