



PROGRESS NOTES

907-714-8881

September 2014

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WELCOME BACK TO SCHOOL!

BBQ WAS FABULOUS! SO HAPPY TO SEE FAMILIAR AND NEW FACES! IT'S GOING TO BE A GREAT YEAR!



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Coming Soon...

Substitute Teacher Appreciation Week September 7 - 12

Deaf Awareness Week September 21 - 28

National No Rhyme (Nor Reason Day) September 1

Labor Day Holiday September 1

Fetal Alcohol Spectrum Disorders Day September 9

Early Release Day for Collaboration September 18

Full Moon September 19

IEP Saturday October 11

September MANDT Trainings :

One-day Recerts—

9/5—Central Peninsula

9/10—Seward

9/25—Homer

Two-day Initials—

9/11 AND 9/12—Seward



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I have got to remember to
put these IEP Saturday dates
on my calendar!

October 11, 2014

December 13, 2014

February 28, 2015

May 2, 2015

Your program

coordinators are here to help!

Kevin Downs x8812

Bob Ermold x8893

Elizabeth Falk x8895

If you are attending IEP Saturdays or any training in the district, you **MUST sign up in Avatar aka Generation Ready.**

Avatar works just like online shopping. You can put items in the cart, but until you check out, they won't send them to you. Be sure to **CHECK OUT** in Avatar or you are not registered. If you are not registered, you may not be paid (if it is a stipend), your school may have to cover your substitute, or you may be asked to leave the training!
Get really comfortable with AVATAR now!!



Our greatest weakness lies in giving up. The most certain way to succeed is always to try just one more time.

-- Thomas A. Edison



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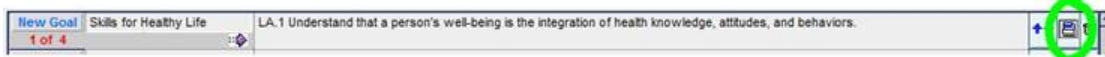
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A Hodge-Podge Page

Don't need to print the goals for all of the standards in your IEPs? Do this:

On the Goals and Objectives screen in the database, when the standards are displayed there is a small "Print" icon next to each standard:



When you click on that icon, it will give you the option to print either the "Report" or the "Goals/Objs" for that standard. Clicking on "Report" will print out the report for the goals associated with that standard only.



Writing a Written Notice in the database?? Click the "Create New Written Notice" button at the bottom of the screen. Don't just write over an old one!

If you have been considering Extended School Year for a student and just never really had the data, now is a good time to collect some data on the student's skills to be able to compare with where they were at the end of last year or after Winter Break.

Your job is not to make the decision of whether a student qualifies, but rather to take the data so that the TEAM can make that decision!!

Some things to check out!!

Start the year with a motivational video! Got grit?

www.ted.com/talks/angela_lee_duckworth_the_key_to_success_grit

Something for everyone at these websites!

<http://interactivesites.weebly.com> www.teacherspayteachers.com



Check out the Pupil Services Resource Page! Find everything that you never knew you needed - including items that are posted in the Pupil Services Discussion folder. <http://pupilservices.blogs.kpbsd.k12.ak.us/wpmu/>



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Guiding Questions when Writing your PLAAFPs

When writing the PLAAFP for your IEPs, make sure all of the information is current and that within the PLAAFP, you cover these guiding questions:

1. Description of Student: Age? Disability? Strengths? Areas of improvement?, etc.
2. Academic Functioning: Areas of academic strength? Areas of academic weakness? Data and information that supports level of academic functioning?, etc.
3. State and District-Based Assessments: Performance on the most recent assessments? Student performance on past assessments defining growth or regression?, etc.
4. Functional Performance: Routine activities of everyday living the child completes independently and with support? Leisure activities? Includes adaptive/ self-help skills and needs.
5. Social, Emotional, and Behavioral: How behavior impedes the student's learning or the learning of others? Manage and express emotions? Socialize with peers? Adults? or Staff? Precipitating factors triggering inappropriate behaviors? Function of the student's inappropriate behavior(s)? Strategies that are effective for improving appropriate socialization? Emotional expression and/or behavior of the student?
7. Medical, Health, and Sensory: Medications? Side effects? Taken during the school day? Diagnosed medical conditions? Environmental factors that prohibit or improve the student's participation and performance?
8. Related Service's Input (If applicable): Description of the related service and its connection to the student's disability and participation in general ed and sped services? Student progress towards previous goals
9. Transportation (If applicable): Description of need for transportation? Supports required during transportation? (i.e. wheelchair? seat harness? etc)
10. Early Childhood (If applicable): Daily activities? Level of involvement and support for each of the activities? Scores on early childhood test measures.

Appreciated and adapted from the South West Region School District



"FIRST THEY IGNORE YOU. THEN THEY LAUGH AT YOU. THEN THEY FIGHT YOU. THEN YOU WIN." - MAHATMA GANDHI

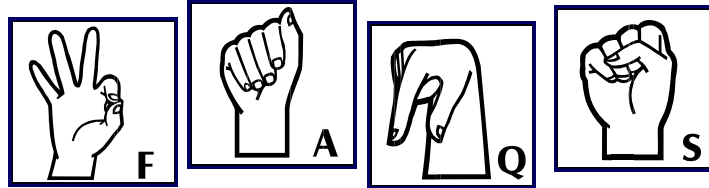


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Some oldies, but goodies!

- Q: How do I input the minutes in and minutes out of general ed on the summary of services page?
- A: Students may receive special education services in the general education or special education classroom or a combination of the two. In order to appropriately determine a student's LRE, the amount of time that a student participates with his or her non-disabled peers must be determined. One example is: a student has 50 minutes of Reading in the IEP and has 20 minutes in the general ed classroom and pulled out to special ed for the other 30 minutes. On the summary of services, 20 minutes is inputted in the Minutes IN and 30 minutes is inputted in the Minutes OUT on the reading line.
- Q: Which day is the first day of an evaluation timeline?
- A: The timeline begins on the date that the district (school) received the consent. If at a meeting, the parent signs and dates the consent to evaluate then the date of the meeting is the first day of the timeline. If the parent did not sign the consent at a meeting, but returned it to you at a later date, the day the school received it is the first day of the timeline. Either way, write the received date at the bottom of the consent form and include that date in the database for documentation.
- Q: What does the Red M next to the student's name in the database mean?
- A: The Red M signifies that a meeting was held at least 3 weeks ago and Pupil Services has not received the original paperwork from the meeting OR Pupil Services has received some paperwork but some paperwork is missing. Original paperwork is due to Pupil Services and a copy of the paperwork is due to parents within 3 weeks of the date of the meeting.
- Q: What should we keep in the building files at our schools?
- A: Keep COPIES at the school and send the originals to district office - ALWAYS!! A copy of each of these documents must be kept: (1) current IEP, (2) most recent ESER, (3) most recent individual evaluation reports, (4) invitations for most recent IEP meetings, (5) PWNs since the last IEP meeting, (6) consent for initial placement, (7) progress reports since last IEP.
- Q: What should I write in the PLAAFP under "Parent comments/ concerns...", specifically when the parent doesn't attend the IEP meeting?
- A: This section of the PLAAFP is for the parents' words regarding their children. This should be what parents say they want for their child or any concerns that they may have. Some examples include: "Parents work with Johnny at home. They are concerned that he takes 3 hours to complete his homework," or "Johnny's parents were not able to attend the meeting. When setting up the meeting, Johnny's parents expressed they would like the team to discuss accommodations to allow him to be successful in his general ed math class."

Non-examples include: "Parents did not attend the IEP meeting" or "None at this time."

When you learn, teach. When you get, give.

Maya Angelou (1928 - 2014)

