



PROGRESS NOTES

907-714-8881

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The Social Well-Being of Children

Every Friday afternoon, Chase's teacher asks her students to take out a piece of paper and write down the names of four children with whom they'd like to sit the following week. The children know that these requests may or may not be honored. She also asks the students to nominate one student whom they believe has been an exceptional classroom citizen that week. All ballots are privately submitted to her and every single Friday afternoon, after the students go home, Chase's teacher takes out those slips of paper, places them in front of her and studies them. She looks for patterns:

- Who is not getting requested by anyone else?
- Who doesn't even know who to request?
- Who never gets noticed enough to be nominated?
- Who had a million friends last week and none this week?

Chase's teacher is not looking for a new seeking chart or exceptional citizens. Chase's teacher is looking for lonely children. She's looking for children struggling to connect with other children. She's identifying students who are falling through the cracks of the class's social life. She is discovering whose gifts are going unnoticed by their peers. And she's pinning down - right away - who's being bullied and who is doing the bullying.

-- Glennon Doyle Melton's blog, Momastery

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Coming Soon...

Bullying Prevention Month

National School Bus Safety Week	October 20 - 24
World Teachers Day	October 5
World Day of Bullying Prevention / Blue Shirt Day	October 6
National Bring Your Teddy Bear To Work Day	October 8
National Boss's Day	October 16
Inservice Day	October 17
Early Release	October 29
Haunted Refrigerator Night	October 30
Parent Conferences	October 30 and October 31

October MANDT Trainings :

One-day Recerts—

10/22 OR 10/23 OR 10/24 OR
10/29—Central Peninsula

10/7 OR 10/8—Homer

Two-day Initials—

10/9 AND 10/10—Homer



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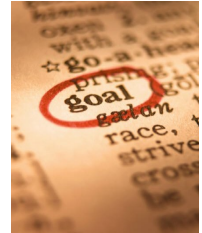
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GOALS OF THE MONTH

Some teachers had a great idea and we are using it! Since Pupil Services sees so many goals and objectives throughout the year, and you all don't get to see each others', we are going to pick out the best of the best each month and share them with all of you! You may see one of yours. You may save these for when you are stuck. Either way, sharing is caring!



Given an opportunity and time to complete a task, Student will maintain an organized work space on 95% of the school days.

Given an opportunity and time to complete a task, Student will maintain an organized work space on 60% of the school days.

Given an opportunity and time to complete a task, Student will maintain an organized work space on 75% of the school days.

Given an opportunity and time to complete a task, Student will maintain an organized work space on 85% of the school days.

Student will independently complete a planner on a daily basis with 95% accuracy in filling in his daily homework, planning for long term assignments and prioritizing what he needs to complete.

With minimal assistance, Student will complete a planner on a daily basis with 90% accuracy in filling in his daily homework, planning for long term assignments and prioritizing what he needs to complete.

With minimal assistance, Student will complete a planner on a daily basis with 95% accuracy in filling in his daily homework, planning for long term assignments and prioritizing what he needs to complete.

Student will independently complete a planner on a daily basis with 95% accuracy in filling in his daily homework, planning for long term assignments and prioritizing what he needs to complete.

On a weekly basis, Student will independently review his grade reports to determine his current grade in each of his classes and if he is missing any work 100% of the time. He will write missing work into his planner and check it off as it is completed.

On a weekly basis and with minimal assistance, Student will review his grade reports to determine his current grade in each of his classes and if he is missing any work 90% of the time. He will write missing work into his planner and check it off as it is completed.

On a weekly basis and with minimal assistance, Student will review his grade reports to determine his current grade in each of his classes and if he is missing any work 95% of the time. He will write missing work into his planner and check it off as it is completed.

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Out - of - District IEPs*

What do you need to know for students who transfer into KPBSD with an out of district IEP?

The first step is that the team must determine whether to accept the eligibility and the IEP established by the previous district. This decision must be made within 10 days of the student enrolling.

The team may accept both the eligibility and the IEP, even if the IEP requires minor revisions to align with the services provided by KPBSD. The IEP team does not need to conduct an IEP meeting if the current IEP is available, the parents agree with it and the IEP team finds it appropriate. If this is the case, acceptance can be accomplished through an IEP amendment by phone.

The team may reject the eligibility and/or the IEP. However, FAPE must be provided to the student based on the eligibility and IEP developed in the previous district until a new evaluation is conducted and/or a new IEP is developed.

For more information regarding what paperwork needs to be completed for out of district IEPs, please visit the Pupil Services Resource Page and look up key words- Out of District.

*This information is slightly different than newsletters past. Please review carefully.

Celebrating PBIS in our Schools

Positive Behavioral Interventions & Supports: (PBIS) Positive Impact – Something for your school to think about?

In 2013-14 K-Beach Elementary, Nikolaevsk School and Soldotna Elementary began their first year of implementation. Other schools who continued a previously established PBIS framework included Homer Flex, Nikiski North Star Elementary, Ninilchik School, Redoubt Elementary, and Sterling Elementary. In 2014-15, three schools will begin implementing PBIS practices: Razdolna School, Voznesenka School, and West Homer Elementary.

PBIS practices have direct impact on the learning of students in participating KPBSD schools.

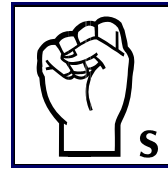
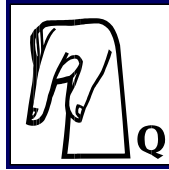
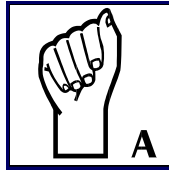
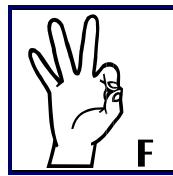
In the eight schools implementing PBIS in 2013-14 there was a combined total of 362 fewer Office Discipline Referrals than last school year. This equates to an estimated gain of 16,290 minutes of academic engaged time for students in the schools, which is the equivalent of 271.5 hours or roughly 45 school days of learning!



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Q: One of the students on my caseload is under the custody of the Office of Children's Services (OCS). What do I need to know?

A: The first, best thing to do is to contact the Pupil Services Compliance Secretary for your school. OCS is not the legal guardian and cannot sign the paperwork as the legal guardian. Depending on the student's situation, a family member or a foster parent may serve as the guardian for IEP purposes. Or a surrogate parent may need to be appointed for the student. A call to the district office compliance secretaries will help determine what the next steps are for the student.

Q: Should I bring a draft IEP with me to an IEP meeting??

A: If you bring a new proposed draft of the IEP to the meeting, the most important thing to do is to mark it as DRAFT and ensure that everyone at the table knows that the draft will be reviewed at this meeting and changes made. If you do bring a draft, make notes on your copy of what changes team members would like to make. In potentially contentious cases, save the copy with your notes on it so that it can be referred to if a parent has a question. Another option is to bring a copy of the current IEP and make changes where needed on that copy. A n effective case manager brings some sort of draft to work from so that the meeting can stay on track.

CELEBRATIONS!

Congratulations to Central Peninsula Project SEARCH



On September 29, Project SEARCH partners, CPH, KPBSD, DVR, Frontier and GCDSE were awarded the 100% Employment Award from Project SEARCH international! For the past two years (our first two years!) of the program, 100% of the Project SEARCH interns earned gainful employment in our community. Congratulations to the interns, families and partners of Central Peninsula Project SEARCH!