



# PROGRESS NOTES

907-714-8881

December 2014

Page 1

## Ready for Break? Did you take data for ESY?

With the winter break fast approaching, now is the time to collect data to inform your ESY decisions. Use data to drive ESY decisions. When data does not indicate that a child needs ESY services, talk to parents who are looking for help over the summer about what other options are available to them in the community.

By collecting data before and after breaks, you can look to see if a student has regressed over the break and whether that regression is limiting the student's access to their FAPE. In addition, you can determine whether the student has a significantly long recoupment rate to acclimating back to school and learning. Though regression and recoupment is not a required criteria for eligibility for ESY, it still provides a solid purpose to data collection.

Focus on the data, but be sensitive to parent needs and requests. Sometimes they really may just need someplace for their child to go for the summer. Discuss the ESY request, including eligibility for ESY is based on need not benefit, discuss data collected and get the parent's opinion about whether the student qualifies for the service.

If the student does not need ESY for FAPE, help the parent to understand other options available in the community. There may be community summer programs, other summer school options, or camps that they may want to explore on their own.

**Students are NOT automatically eligible for ESY every year because they were eligible the year before or even for the past 10 years. ESY eligibility is determined annually based on the student's current IEP. Data is required to make these decisions. Take the opportunity before the break to collect data.**

--LRP Sped Connections Newsletter

Contents	
Ready for Break? Did you take data for ESY?	1
Coming Soon	1
Goals of the Month	2
Celebrations	2
Standards-Based Reporting Bulletin Board	3
A Holiday Word Search - Just for Fun	4



## Coming Soon...

Human Rights Week	December 10-17
Alternate Assessment Qualified Assessor Trainings	December 3, 4, and 5
International Day of Persons With Disabilities	December 3
National Cookie Day	December 4
IEP Saturday	December 13
Cat Herders Day	December 15
In-Service Day	December 19
Winter Break	December 22 - January 2
Look On The Bright Side Day	December 31

**No Mandt Trainings  
in December**



## PROGRESS NOTES

907-714-8881

December 2014

Page 2

### GOAL OF THE MONTH

**Language Goal:** The student will demonstrate command of the conventions of standard English grammar and usage when writing by learning to correctly write letters, numbers to 20, and use phonics skills to write words.

**Objective 1:** Writing Numbers: When verbally given a number 0-20, the student will write the number using correct form on all 21 numbers.

**Objective 2:** Writing Letters: When verbally given a lowercase letter without a model, the student will write the letter using correct form on 24 out of 26 letters.

**Objective 3:** Spelling: The student will spell three letter CVC words following a letter-sound-relationship with 90% accuracy.

### CELEBRATIONS!!

*(If you have celebrations to share from your school, please email Denise Kelly. If not, we will find them!)*

The Redoubt Special Education Staff review their philosophy each year as a way refocusing their energy on the students. Below are the "Redoubt Philosophies":

1. Our focus is the students. Our job is to be teachers to students. Students have to come first.
2. We teach through academic and behavioral lessons and modeling appropriate behavior. We attempt to model calm behavior and learning. We follow plans that are put in place.
3. We have high expectations for our students. We want them to learn as much as possible.
4. We value ourselves, our roles, and what we can offer to our students.
5. We work best when we are consistent have clear expectations and directions and use common language with students.
6. If these kids were "easy" we wouldn't be working with them.
7. School has to be a positive experience for our students. We need to make what we're teaching as exciting and positive as possible.
8. We strive to make connections with our students. Students in special education have the highest drop out numbers. The more they are connected, the better their education.
9. We ask kids to try their best so we need to try our best as well. We ask kids to do things that are hard or not fun and we have to do hard and not fun things as well.
10. We are part of a bigger team; not only a special education team, but a school team, a district team and a community team.
11. We attempt to build independence in our students. We build independence by:
  - Providing expectations of rules and behaviors
  - Providing specific assignments with clear completion points
  - Allowing students to work independently
  - Encourage students to self-monitor and ask for breaks if needed
  - Providing a predictable schedule
12. We keep in mind our job is difficult; however, it must remain confidential to protect the rights of our students.



## PROGRESS NOTES

907-714-8881

December 2014

Page 3

Standards based reporting is a new concept to many of our KPBSD teachers. This is one resource teacher's view on the changes and opportunities this has brought about.

This is our year of change! This is the year of embracing standards in alignment with student learning. This is new to many of us at the 4,5,6<sup>th</sup> level at West Homer Elementary. As we shift our thinking around the standards referenced reporting that we are embarking upon throughout the district, I am excited about it! I find this type of reporting with our students to be creating a whirlwind that is positive and forward thinking for all of us. I see multiple advantages for educators, parents and students. It does, however, require a shift in our thinking and our approach.

Here are a few of the advantages as I see them:

More collaboration with general education and special education to meet the learning styles of all students

A greater understanding of grade level expectations in alignment with the curriculum

Discussion of goals & discussion of strategies.

Increased inclusion

Increased differentiation of instruction

Increased co-teaching opportunities

Sharing of materials, ideas, expertise

Increased creativity and effectiveness of instruction

Students taking responsibility for their learning

Keeping our minds challenged to reach for new dimensions with our special needs students



I am especially excited because standards referenced reporting is a catalyst that is bringing general education and special education together with a similar mindset in serving students. As special education teachers, we have been operating in the world of standards and goals and objectives since Individual Education Plans became a reality. Thank you, IDEA.

My resource students have asked many questions. They have found this new scoring method to be difficult to see how the 0-4 applies to them. My explanation; "We are no longer thinking along the lines of A-F. We are not basing your grade upon percentages. You are receiving a score based upon your learning, your progress, your achievements." The good news? I now have more to say on their progress reports each quarter! (Bulletin board descriptors from Kristine Nannini)

Thanks for sharing Becky Paul from West Homer Elementary!





# PROGRESS NOTES

907-714-8881

December 2014

Page 4

A Holiday Word Search - Just for Fun!

## Winter Compound Word Search

W Y Y R E S U H T A R N G T F  
D H F E D N I I F G A P N L I  
D U Q K O R O R Z M X I M U R  
E A V C O F U C W D M P O U E  
Y O E A N I K O E R Y J L A P  
J Z Y R T E N O E N G Z L B L  
D D S C B S V P Y F I S A U A  
L U A T B R P E X Z V P B I C  
J K D U W E E V R Y I A W O E  
E R T N P Y L G K G Q I O L C  
Q N O R M N C Z N E R W N F E  
T A O C R E V O V I H E S Z D  
W I N T E R T I M E G M E E F  
F M O U I T G M E S E O T N B  
X D Q G J O Y A L N T T X K L

Evergreen  
Fireplace  
Fruitcake  
Gingerbread  
Nutcracker  
Overcoat

Peppermint  
Pinecone  
Snowball  
Snowman  
Wintertime

