



Alternate Assessment Update

Alternate Assessment—Beginning this year the Alternate Assessment will reflect the PEAKS State assessment and test only grades 3 through 9.

* Science is the exception—Science continues to be tested at 4th, 8th and 10th grade for both tests.

Friendly Reminders

1. **MSBSD ESY Timelines:** Annual IEP meetings held between August – February Parent conference days: complete ESY eligibility and ESY IEP amendment at IEP meeting. Annual IEP meetings held after February Parent conference day: hold ESY Amendment meeting prior to February Parent conference day and submit amendment to SSS by March 1st.

All ESY paperwork must be completed at the meeting, including ESY Amendment with goals/objectives, eligibility, registration, and transportation.

2. **iPlan:** Transportation forms must be updated this year for all students who have Special Transportation on their IEP. This must be done on or before the annual IEP meeting. (this change is also written in the process book). The transportation form itself has changed. Be sure to complete the form accurately and entirely at the meeting before submitting to your Records Specialist.

3. Vision & Hearing screenings are not to be included in the ESER. The ESER sections labeled Vision or Hearing are for the Teacher of the Visually Impaired and / or the Audiologist to complete when an actual evaluation has been conducted by them.

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Special Dates of Interests:

- PD/PC Days—Oct 30-31
- Nov 10th—PD Day
- Nov 23-24—Holiday
- Dec 21—End 2nd Quarter
- Dec 22—Work Day
- Dec 25—Jan 7—Holiday Break



IEP meetings: Mandatory team members

The IDEA identifies a number of individuals who must participate in every IEP meeting. It also lists individuals who must attend IEP meetings in certain circumstances, as well as those who may attend IEP meetings at the parent's or district's discretion.

The team must include at least one **general education teacher** of the child if the student is or may be participating in the general education environment.

- "Of the child." A general education teacher qualifies as a teacher "of the child" if she is or may be responsible for implementing all or part of the student's IEP. 64 Fed. Reg. 12,477 (1999).
- Participation in general education. There may be situations in which a student with a disability attends a separate school. ED has stated that if the district has no reason to anticipate a change in the student's participation during the next 12 months, it does not need to include a general education teacher on the student's IEP team. 64 Fed. Reg. 12,583 (1999). However, ED also stated that such circumstances are rare, and that most student's IEP teams will need to include a general education teacher. Id.

The IEP team needs to include at least one **special education teacher** of the child, or, where appropriate, at least one special education provider of the child.

- "Of the child." A special education teacher satisfies the "of the child" requirement if she is or will be responsible for implementing the student's IEP. 71 Fed. Reg. 46,670 (2006).
- Teacher vs. service provider. Some IDEA-eligible students do not require modifications to classroom instruction; they only require speech-language therapy, occupational therapy, or physical therapy to receive an educational benefit. If those related services qualify as "specialized instruction" under state law, the district should invite at least one of those service providers to attend the IEP meeting. 64 Fed. Reg. 12,477 (1999). However, if the student receives specialized academic instruction in addition to related services, the district should invite at least one of the student's special education teachers.

The individual selected as the **district representative** must be:

- Qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities;
- Knowledgeable about the general education curriculum; and
- Knowledgeable about the availability of district resources.

Only an individual who meets all three requirements can serve as the district representative at IEP meetings. ED has recommended that the individual selected to be the district representative also have the authority to commit district resources and ensure that the district will actually provide the services listed in the student's IEP. 71 Fed. Reg. 46,670 (2006).

Aside from these qualification requirements, there are no limits on who can serve as the district representative. Possible candidates include principals, special education administrators, and school psychologists. It's also possible for another district team member (i.e., the special education teacher, or the individual who can interpret the instructional implications of evaluation results) to fill this role, provided that team member also meets the criteria for the district representative.

Each IEP team must include **"an individual who can interpret the instructional implications of evaluation results,"** or an individual who can look at the student's evaluative data and explain what it means. This could be a school psychologist, a guidance counselor, a social worker, a related services provider, or any other individual who can interpret and explain the evaluative data for the team.

The general education teacher, special education teacher, or district representative may also serve as the individual who can interpret the instructional implications of evaluation results.

The IEP team should include the student "whenever appropriate." The general rule is that the student's participation is "appropriate" if his attendance will help the team to develop his IEP or provide him with a direct benefit. 71 Fed. Reg. 46,671 (2006).

NOTE: The district must invite the **student** to the IEP meeting if the team intends to discuss his postsecondary transition goals and services. Unless the student has reached the age of majority under state law or the parent does not have the right to act on the student's behalf, the parent decides whether the student will attend the meeting. 71 Fed. Reg. 46,671 (2006).

Amy E. Siefert, Esq., covers special education legal issues for LRP Publications. October 19, 2017

Technology / Accommodations

New to the district—Read & Write available to all students!

Boost reading and writing confidence across all types of content and devices, in class, at work, and at home!

Wonderfully intuitive and easy-to-use, Read&Write for Google Chrome™ provides personalized support to make documents, web pages and common file types in Google Drive (including: Google Docs, PDF, ePub & Kes) more accessible. It's designed to help everyone engage with digital content in a way that suits his/her abilities and learning styles.

Read & Write offers a range of powerful support tools to help you gain confidence with reading, writing, studying and research, including:

- Text-to-speech to hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- Text and picture dictionaries to see the meaning of words explained
- With speech-to-text, dictate words to assist with writing, proofreading & studying
- Word prediction offers suggestions for the current or next word as you type
- Collect highlights from text in documents or the web for summarizing and research
- Create and listen to voice notes directly inside of Google Docs
- Simplify and summarize text on web pages to remove ads and other copy that can be distracting

Look for more on Read & Write from the Ed Techs (Specifically—Victoria Flint) in the office of Instruction!

teacher
(noun)
a person who helps
you solve problems
you'd never have
without them.
More pics on www.jmfunny.net

Kudos and Accolades

- **Mary Doohar CCC/SLP**, for earning the Alaska Speech Language Hearing Association clinician of the year. She will be recognized at the American Speech Language Association national convention in November in Los Angeles. This award is for advancement of knowledge in clinical practice as evidenced by significant recent accomplishment within the past 6 years in speech-language pathology and/or audiology. Her nomination was earned for her work in providing train-

ing and leadership in the area of swallowing.

If you know of individuals who have accomplished things or shined in a way you think noteworthy, please send them to the SSS office via a Resource Specialist or other persons working in our office. Let's be proud, supportive and share!

Documentation Reminders / Updates

- ◆ **If a student has consult services in his/her IEP:** be sure to document those consult services on your attendance forms (an addition to the key may be made to designate consult teacher only) and in your therapy notes (if it isn't written down it didn't happen)
- ◆ **Hearing and Vision sections in an ESER:** this should be blank unless consent was granted and an actual hearing or vision evaluation / assessment has been completed by a certified audiologist or teacher of the visually impaired
- ◆ **Students with behavior, or emotional disabilities:** review modifications and supports (section #9 in IEP) for extra-curricular activities annually by activity desired (See iPlan section 9 note library—Extracurricular Activities, Supports determined by activity)
- ◆ **Copy of ESER to parents:** There must be evidence that parents received a copy of the ESER and supporting documents. There is a check box on Report 4 of the ESER. It can also be documented in the Written Notice.
- ◆ **Required IEP participants:** Special Education, General Education, District Rep, must attend the meeting. If one individual is not there, the meeting must not continue. If persons are not available for these required roles, the meeting must be rescheduled. No signatures can be obtained on the participation page without actually participating.
- ◆ **Restraint and Seclusion Reporting:** according to Board Policy BP 5142.3, once Restraint and Seclusion reports are signed by building administrator, a copy of the report is sent home to parents. Although this may happen on a day following the incident, a phone call informing the parent of the incident is required the same day as the incident.
- ◆ **Evaluations:** only evaluate what you have consent for and only get consent for what you are going to evaluate...evaluation planning meetings can help avoid errors and be sure to include related service providers when appropriate.
- ◆ **IEP Present Levels:** complete each area of disability, test scores alone are not enough...elaborate with anecdotal information and describe what the scores mean. This is a snap shot of the student at this point in time.
- ◆ **Service Page Minutes:** times indicated in the services page are considered weekly minutes unless otherwise noted.
- ◆ **Written Notice:** the written notice indicates what the IEP team will do after the meeting (ie. will evaluate..., will implement..., etc. etc.) based on decisions during the meeting.
- ◆ **Annual IEP Meetings:** when conducting a mid three year annual IEP review, good practice would be to review the ESER prior to writing a new IEP to avoid including things not listed in the ESER as educational needs.

Preparing students for success.

Directors Corner Wisdom (Trick or Treat-this could have been you!)

1872 Instructions to Teachers Mason Street School San Diego Co. Historical Days Association

1. Teachers will fill lamps, clean chimneys and trim wicks each day.
2. Each teacher will bring a scuttle of coal and a bucket of water for the day's use.
3. Make your pens carefully. You may whittle nibs for the individual tastes of children.
4. Men teachers may take one evening a week for courting purposes or two evenings a week if they go to church regularly.
5. After ten hours in the school the teacher should spend the remaining time reading the Bible and other good books.
6. Women teachers who marry or engage in other unseemly conduct will be dismissed.
7. Every teacher who smokes, uses liquor in any form, frequents pool or public halls, or gets shaved in a barber shop will give good reasons to suspect his worth, intentions, integrity and honesty.
8. The teacher who performs his labors faithfully without fault for five years will be give an increase of 25 cents a week in his pay - providing the Board of Education approves.

