Beyond the Basics

November 1, 2018
Middle School

Agenda

Curriculum

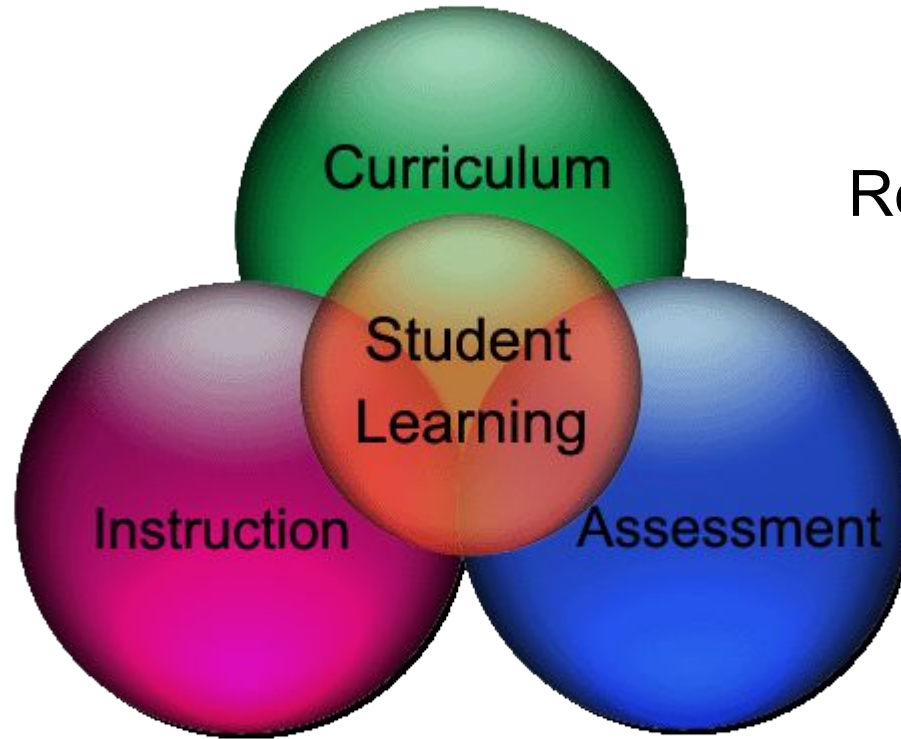Alternative Language Services (ALS)

Procedural Safeguards

Para Management

Goalview & SCRAM

Schools implementing Language! Live ELA curriculum: Go with Stacey

Everyone else: Remain here

Curriculum Breakouts

Corner #1:   Resource/ABS

Corner #2:   ACC

Corner #3:   ECC & Jordan Valley

Guiding Discussion Questions

- How are you supplementing _____ ?
- Wh at is working for you?
- What challenges are you having that you are trying to resolve?

Alternative Language Services

Procedural Safeguards

UTAH STATE BOARD OF EDUCATION
SPECIAL EDUCATION RIGHTS OF
PARENTS AND CHILDREN

PROCEDURAL SAFEGUARDS NOTICE

Procedural Safeguards Summary for Teachers and/or LEA

Here is a copy of the Procedural Safeguards. Included you will find detailed information regarding your right to:

- **Be notified in writing before any changes or actions are taken.**

- **Refuse or give consent before testing or placement decisions are made.**

- **Review your child's educational records.**

- **Participate in meetings held about your child.**

- **Receive regular reports about your child's progress on IEP goals.**

- **Know your child's rights related to discipline.**

- **Understand the procedures to follow if you have concerns regarding the special education program of your child.**

Reminder: Procedural Safeguards should be provided at least one time a year, as well as upon initial referral, when a parent or the school requests an evaluation, or upon receipt of the first state complaint or due process complaint in that school year.

Revised 09/18

- Quick
- Parent friendly explanations
- Staff reference
- NOT to be handed out, but reviewed

Critical Need Paraprofessionals

David and Tif

What are Critical Need Paraprofessionals?

- Critical Need Paraprofessionals (CNP) are aides hired to provide support to a specific student when there is a significant medical, behavioral or academic need that cannot be met with existing staff.
  - CNP's are:
    - meant to be a short-term support
    - reviewed regularly to determine on-going need
    - attached to a student, if the student moves to another school, so does the para and/or hours, if the student leaves CSD, the CNP hours end.
    - hired by the school

CNP application Sections 1-2

Special Education
Critical Needs Paraeducator Request Form
(To be completed by school special education staff)

Office use Only

Approved ☐   Not Approved ☐

Student Name(s) (#s): _____   DATE _____

School: _____ Sp. Ed Classification(s) _____ Grade(s): _____

Sp. Ed Teacher(s): _____ Gen. Ed. Teacher(s): _____

Teacher Specialist: _____

Is this the   ☐ Initial Request
               ☐ Continued Request – date of first request _____ / _____ / _____

Document the need for a support assistant by answering the following questions:

1. Reasons for request

☐ Academic Assistance   ☐ Toileting
☐ Adapting general curriculum   ☐ Feeding/lunch
☐ Monitoring behavior & transitions   ☐ Bus Assistance
☐ Safety issue   ☐ Classroom assistance
☐ Self Help   ☐ Data collection

2. If behavioral issues are a concern for this request then does the student(s) have a current Behavior Plan?   ☐ YES   ☐ NO   ☐ Developing

Section 3

3 What personal supports have been consulted with or used to help with this student (OT. PT, School Psychologist, Speech and Language Pathologist, Teacher Specialist, Behavior Specialist, other school personal, peer tutors, etc.)? What were the results of that consultation or implementation?

WHO?	Results	DATE
Occupational Therapist	Report attached- OT services	10/19/16
School Psychologist	School Psychologist Services on IEP Observation Data Attached	09/08/16
Speech/Language Pathologist	Details on IEP No additional support needed	09/08/16
Teacher Specialist	Email attached	10/19/16
Other Service Provider		

Section 4

4. What alternative supports/accommodations have been provided to the student or options discussed prior to the request for a para?

Supports/Accommodations	Initiated/Discussed	Results
Self-Contained Classroom	initiated 10/6/16	Needs one-on-one support to be safe and successful
Shortened School Day	initiated 10/6/16	He attends school from 9 AM to 10:30 AM

Section 5

5. Review the student's day by period or activity and indicate the times and support needed.

ACTIVITY/CLASS	TIME (START AND FINISH)	*ACCOMMODATIONS NEEDED*	*WHY?*	*WHO?*
Morning Work, GE classroom	9:00-9:10	Help with morning routine, staying seated, and staying on-task	Luke is unable to complete these tasks independently	Currently the principal
Whole Group Instruction-ELA, GE classroom	9:10-9:30	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Currently the principal
Independent seat work-ELA, GE classroom	9:30-9:45	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal
Whole Group Instruction-Math, GE classroom	9:45-10:00	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal
Independent Seat Work-Math, GE classroom	10:00-10:15	Re-teaching concepts, staying seated, staying on-task, and completing work	Luke is unable to complete these tasks independently	Achievement coach and principal

Section 5 cont'd-Examples

Current Class Caseload **without** a critical needs paraeducator. We have to have one-on-one support each day so the following people participate to ensure each minute is covered while Luke is here:

> Principal
> Achievement Coach
> School Psychologist
> Administrative Assistant
> Resource Teacher
> Speech and Language Pathologist

Luke needs to be walked into the school and taken to class at the beginning of each day and escorted to his parents at the end of his school day. Luke runs away when he is not escorted. He is not aware of his surroundings.

Monday:	Escorted by the principal
9:00-9:30	General education classroom with the principal
9:30-9:45	Observation/data collection in general education classroom with the achievement coach and principal
9:45-10:15	General education classroom with principal or achievement coach
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, or administrative assistant

Tues-Thur:	Escorted by the resource teacher into school
9:00-9:35	Special education classroom with the resource teacher
9:35-10:15	General education classroom with the school psychologist, principal, achievement coach, or speech pathologist
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, school psychologist or administrative assistant

Friday:	Escorted by the principal or achievement coach
9:00-9:30	General education classroom with the principal
9:30-9:45	Observation/data collection in general education classroom with the achievement coach and principal
9:45-10:15	General education classroom with principal or achievement coach
10:15-10:30	Recess- one-on-one support for safety with the principal, achievement coach, or administrative assistant

Current Class Caseload **with** a critical needs paraeducator.

Monday:	Escorted by the CNP
9:00-10:15	General education classroom with para support
10:15-10:30	Recess- one-on-one support for safety with the para

Tuesday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Wednesday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Thursday:	Escorted by CNP
9:00-9:30	General education classroom with para support
9:30-9:45	Special education classroom with the resource teacher
9:45-10:15	General Education classroom with para support
10:15-10:30	Recess- with para support

Friday: Escorted by the CNP

9:00-10:15	General education classroom with para support
10:15-10:30	Recess- one-on-one support for safety with the para

Sections 6-7

6. Total hours requesting 12.5

7. Daily Hours: Monday 2.5 Tuesday 2.5 Wednesday 2.5 Thursday 2.5 Friday 2.5

Sections 8-10

8. Indicate which student goal(s) from the IEP will require para assistance in order to be attained.

Goal:	Luke will use his words to communicate instead of grunting, whining, screaming, or yelling, with no more than five verbal outbursts as measured by classroom observations conducted every three weeks.
Goal:	Luke will maintain an average 60% on-task rate of behavior as measured by classroom observations conducted every three weeks.
Goal:	When given his pre-written name, Luke will trace the letters legibily across three daily trials.
Goal:	Luke will correctly identify 4/5 shapes (including: circle, triangle, square, rectangle, hexagon) across 4/5 probes.
Goal:	Luke will be able to orally county to 20 across three trials.
Goal:	

9. Projected need

☐ Short-term: 2 – 6 weeks (i.e. to help with transitions, BIP implementation etc.)

☒ Long-term: 6 or more weeks

☐ End of current school year (Continued need will be reviewed)

10. Describe your plan to fade the additional classroom support while increasing student independence through this school year: *(Please see guidelines below)*

The critical need para will start out one-on-one with Luke as he struggles to stay on-task, stay seated, complete work, and interact appropriately with peers. As Luke demonstrates better self-control based on his daily behavior tracking sheets, the para will monitor Luke's behaviors from a short distance, provide encouragement to complete tasks independently, and intervene as necessary. Once Luke has shown he is capable of demonstrating self-control 75% of the time, the para will increase the distance at which they monitor Luke, and decrease their daily hours until the data from Luke's daily behavior tracking sheets shows that he is capable of demonstrating self-control 90% of the time independently with no incidences of aggression towards peers.

Sections 11-15

11. ☒ A current detailed staff schedule is attached to this request (without the use of the critical needs para)

12. ☒ A projected schedule is attached to this request (critical needs para is included and times he/she would support)

13. ☒ Current class list/caseload is attached to this request

14. ☒ Are there any relevant family or environment factors that are impacting this students performance at school? ☒ YES (please attach notes) ☐ NO

15. ☐ Include all relevant data that identifies the need for the additional support

Sections 11-15 Cont'd

Resource Caseload
2016-2017

Teacher: Mr. Kenobi- Part time teacher (20 hours weekly)

Student Name:	Minutes:
Luke	100 minutes weekly
Leah	240 minutes weekly
Vader	60 minutes weekly
Chewy	150 minutes weekly
Jabba	150 minutes weekly
Bobba	30 minutes weekly
Anakin	120 minutes weekly
Jar Jar	475 minutes weekly
Lando	300 minutes weekly
Solo	120 minutes weekly
Total:	1745 minutes weekly

Other considerations

Luke's Father works in Provo for USPS. He is required to get excusal notes when he takes time off to deal with Luke. He also works for Uber. He is the main source of transportation for Luke to and from school.

Luke's mother has many health and mental health issues that prevent her from driving Luke to school, answering the phone or answering the door. Luke's mother often spends all day in bed. She is Luke's main caregiver during the day. Luke's mother believes that he is socially inept, has low academic skills, and behavior issues.

Luke often comes to school hungry. Luke completed potty training just before he turned 5 years old. He is constantly making noises, screaming, shouting, and mumbling when he doesn't know people. He will also hit and kick others.

Attendance has not been consistent. Due to his family circumstances, he is often not able to be brought to school. Transportation is a huge issue.

Attendance so far:
8/30/16: absent
9/6/16: absent
9/8/16: absent
9/14/16: absent
9/22/16: absent
9/28/16: absent
10/6/16: absent
10/7/16: absent
10/12/16: absent
10/13/2016: absent

What we are looking for when reviewing CNP applications

- Completeness
- What building level supports have been tried and their outcomes.
- Student and staff schedules and specific times of need
- How and when the CNP will be serving the student
- What specific IEP goals will be supported by the CNP
- Duration of the need
- Plan to reduce time and fade CNP
- Other extenuating circumstances

CNP Review Process

- Based on Section 9 (Projected need), the need for that critical need para will be re-evaluated:
  - after 2-6 weeks,
  - 6 or more weeks,
  - or after the end of the year.

- Teacher specialists perform observations, collect data and consult with SpEd Program Administrators to determine if the CNP is still needed.

- School notified by Teacher specialists or Special Education department

Questions???

Working With Paras

Join with the **Kahoot! app** or at **kahoot.it**

Please go to the following app or website. A code will be coming! Get ready to test your knowledge!

Kahoot!

https://create.kahoot.it/kahoots/my-kahoots
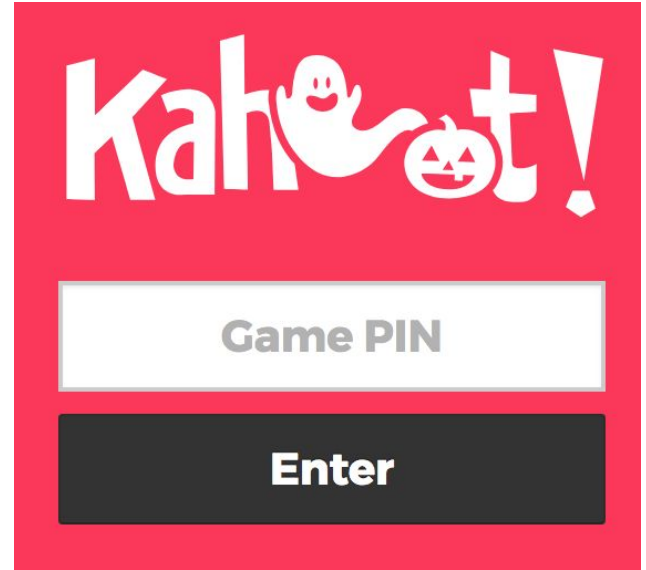
To Teachers:
What Paraeducators Want You to Know

1. Know the paraeducator's name, background, and interests.
2. Be familiar with district policies for paraeducators.
3. View the teacher and paraeducator as a team.
4. Share your classroom expectations with paraeducators.
5. Define specific roles and responsibilities for paraeducators and teachers.
6. Direct and supervise the paraeducators - it is the teacher's responsibility.
7. Communicate with paraeducators.
8. Recognize that paraeducators have experience and knowledge to share.
9. As the teacher, take ownership of all students.
10. Show respect for paraeducators.

HOW TO (CONSTRUCTIVELY) DISAGREE WITH YOUR BOSS - FAST COMPANY

- Build Trust
  - Trust is at the center of all good employee-employer relations
  - Without trust you will never convince your supervisor, your idea is better
  - Go the extra mile when the opportunity presents itself
  - Show that you care about your working relationship, not just your work
  - Ensure your performance is consistent.
    - Arrive on time
    - Limit cell phone use (even if they are not)
    - Dress appropriate to the job

LET THE SMALL STUFF SLIDE

- Just as your boss has been placed in their job for a reason, you've been selected for yours

- When you approach regarding trivial matters, you send the message that you are losing sight of the big-picture, conveying incompetence or lack of initiative

- Your supervisor is busy! Pick your battles!

SAY IT TACTFULLY

- Tact, says Benjamin Franklin, is about "remembering not only to say the right thing in the right place, but far more difficult still, to leave unsaid the wrong thing at the tempting moment."

- When it's time to disagree, the way you say it may make all the difference

- If you hedge and apologize or become confrontational, you may lose trust

- Confer in private

- Point out your view

Be calm, focused, clear and firm when you speak

GET THE TIMING RIGHT

- Timing and tact go hand in hand

- Be sensitive to your supervisors personality

- Schedule a short meeting

UNDERSTAND WHAT IS AT STAKE

- There's nothing worse than a know-it-all that doesn't have their facts straight

- Be clear that you have a firm grasp on the issue you're raising

- Keep the conversation focused

- Anticipate the counterargument

- Gather resources and data to back you case, this will bring credibility

KNOW WHEN TO BACK DOWN

- Not all arguments can be won

- If your supervisor refuses to consider your argument, respect their decision and ensure that they know, they still have your full support

- Be gracious

SCRAM FORM
Updated Aug. 2016 sm

CANYONS School District

School Year: 2017-2018

Birthdate: 4/15/05   Student ID 9876543

Case Manager: Ana Rodriguez

Date of last IEP: 1/31/18

STUDENT INFORMATION

Student Name: Stacey Nofsinger

School: Halloween Alley Middle School

Parent/Guardian Keith & Paula

***Exit Codes**
A: Return to Regular Placement
S: Service Change
D: Reached maximum age (end of term following the 22nd birthday)
...ted school (use for any transfer, dropout, or high school comp.)
...ent is still enrolled

Entry Date	Exit Date	Exit Code***
4/16/18		

School Transferring to: _____

SPECIAL EDUCATION SERVICES PROVIDED

KEY: G: General Education class; **S:** Special Education class; **O:** Other setting   **D:** Daily; **W:** Weekly; **M:** Monthly; **O:** Other frequency

Special Education Services:	Provider Initials	Location	Amount of Time	Frequency	Weekly Minutes
Resource	AR	☐G ☒S ☐O	577	☐D ☒W ☐M ☐O	577
Related Services:					
Psych	NB	☐G ☒S ☐O	30	☐D ☒W ☐M ☐O	30
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
		☐G ☐S ☐O		☐D ☐W ☐M ☐O	
				Total Minutes Per Week	607
(This number determines SCRAM Time Service Pattern Code.) Total Weekly Minutes Divide by 5 = **Average Minutes/Day**					121

Provider initials on the bottom section need to match Case Manager name on top right.

SCRAM Entry Date

STUDENT INFORMATION

Student Name:	Stacey Nofsinger	**Birthdate:** 4/15/05	**Student ID** 9876543	
School:	Halloween Alley Middle School	**Case Manager:** Ana Rodriguez		
Parent/Guardian	Keith & Paula	**Date of last IEP:** 1/31/18		

Entry Date	Exit Date	Exit Code***	***Exit Codes
4/16/18	4/15/18	S	**A:** Return to Regular Placement **S:** Service Change **D:** Reached maximum age (end of term following the 22nd birthday) **X:** Exited school (use for any transfer, dropout, or high school comp.) **Blank:** Leave blank if student is still enrolled
School Transferring to:			

If services are changing - Entry date must change. It <u>CAN'T</u> be the first day of school year.

Goalview Updates

- The assessment page has been changed to RISE (replacing SAGE).
- Utah Aspire Plus has been added as an option

- If you get a "document is too large" error when uploading documents, you will need to compress them or upload them in chunks

RISE

READINESS
IMPROVEMENT
SUCCESS
EMPOWERMENT

'Assessment Begins' date on Evaluation Data Review

You can leave this blank and then write it in after you get permission signed OR

Try and project the date you will begin 1-2 weeks out from when you send the form.

○ Existing data ARE NOT sufficient to determine continued eligibility and the nature and extent of special education

Areas to be Assessed:
- ☐ Intellectual/Cognitive
- ☑ Academic
- ☑ Communication
- ☐ Psychomotor
- ☐ Motor
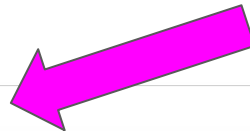- ☐ Adaptive
- ☐ Social/Behavioral
- ☑ Hearing
- ☐ Vision
- ☑ Vocational/Transition

Assessment Begins: 11/01/18

Revocation VS. Exit

<u>Revocation of Services</u> and <u>Exit from services</u> are two different forms and have 2 different meanings for ending the special education service for students.

Reasons to complete the EXIT form:

1. The IEP team has determined the student <u>no longer qualifies</u> for special education services and is returning to a general education placement.

2. A <u>parent requests</u> that the student no longer receive special education services.

3. A student is <u>graduating</u> from high school.

Exit - No Longer Qualifies

This is done through an IEP team decision and only after the

team has completed the following steps:

- Evaluation Data Review
- Evaluation Results Summary (ERS)
- Eligibility Form
- Change of placement

Exit due to Parent Request

This is done because a <u>unilateral decision is made by a parent</u> to revoke their students' services. This should be done AFTER:

- A meeting is held with parents and they choose to revoke services
- Revocation of Services form is filled out
- Written Prior Notice is completed with teacher specialist

Revocation of Services

This is a <u>unilateral decision made by parents</u> to revoke special education services for their student. The team should meet with parents to obtain the reason for their decision to revoke services and have a discussion about what that means for their student. It would mean that their student would no longer have special education services or be serviced under IDEA for FAPE.

Revocation Process

After meeting with parents and a decision has been made you would:

1. Complete the Revocation of Services Form (on the WEEBLY).
2. Upload the signed form to Goalview.
3. With your teacher specialist, complete the Written Prior Notice on Goalview. This should be done within 10 days of the Revocation. Special Education Services should continue until this form is filled out and given/sent to parents.
4. Fill out the Exit form on Goalview checking "parent request".

KEEP CALM AND REVOKE ACCESS