# BEYOND THE BASICS **JANUARY 2019**

## HOUSEKEEPING:



IEP & File Transfer Binders (checklist, walk them through it)
(30 minutes)

Dates: ESY, File Transfer (5)

Tell it on the mountain (35)

## JANUARY TOPICS

Out of State (Allison-am/pm, Carin-am

Michele -pm, Jana- pm) (20 min)

Intakes from school to school (Carin - am, Michele -pm) (20 min)

File Transfer Policy/Procedures/e-certify (Andrew - both) (10 Min)

In State (Allison-am/pm, Carin-am, Michele -pm, Jana- pm)(10) Skyward Indicators (buttons) (Lane) (10 min)

70+35=105)

Service Pattern IEP Language (what it's called, CNP, Directed Studies, science/ss do not belong) (Jana - pm, Kelsey - am/pm, Derick - am) (15, min)

Transition (20 min) (Jana - pm, Kelsey - am/pm, Allison - am/pm, Transition Team)

Brain Break (Andrew)(10 min)

105+45=150

Echos of the mountain (10 min) – Carin am, Kelsey pm Commitment (5 min) – Carin am, Kelsey pm

150+15=165

- Notice of Mtg sent home minimum of 5 days
- Purpose of NofM
- Finalizing Dates
- Uploads
- RISE checkboxes
- ASPIRE
- Change Case Manager
- Referral Folders



## FILE PROCEDURES



WHAT DO I DO WHEN I AM SENDING A FILE TO ANOTHER SCHOOL?



# Place this document in your File Transfer Binder.



## Canyons School District Procedure for Transferring Special Education Files

#### **OUTGOING FILES**

- To send a file to another school you <u>must</u> have a <u>written</u> Request for Records from the school requesting the file (a telephone call does <u>not</u> substitute a written request).
- 2. Record the request on your File Transfer Record Form (found on the Weebly).
  - · Send the entire file to any public or charter school in Utah.
    - Check the Utah State Office of Education (USOE) at <a href="http://schools.utah.gov/main/">http://schools.utah.gov/main/</a> if you are unsure about a school classification.
    - Include a Receipt for Confidential Student File form with each file you send.
    - When the form is returned place it your File Transfer Binder.
- If the file is being sent out-of-state or to a private school <u>DO NOT SEND THE FILE, SEND ONLY</u> COPIES.
  - The original file is retained in your inactive files for five years and then sent to the state archives.
- 4. Make copies of the most recent (when sending out of district, out of state or private school):
  - IEP.
  - Referral
  - Permission to Evaluate
  - Team Evaluation Summary (ERS)
  - Determination of Eligibility
  - Behavior Intervention Plan (if applicable)
  - Initial Placement Form
  - · Change of Placement (if applicable)
  - · Health Care Plan (if applicable)
- 5. Give the copies/file requested to your school secretary to mail with the Certified Mail Ticket.
  - · Your school's front office will send the file using e-certify mail.
- 6. When sending files within Canyons School District send via district mail.
  - . Include a Receipt for Confidential Student Files with each file sent.
  - Record on your File Transfer Record form when and where you sent the file.









## What is e-certify?

\*Electronic receipt and tracking system for student records.

\*Obtain tickets from your secretary.

\*If you need confirmation of delivery contact Kristy Sayre or Christine Gardner in special education.

STUDENT ID#	
BUILDING LOCATION	
DESTINATION LOCATION & ADDRESS	
DESTINATION / PERSON	
ADDRESS	
CITY, STATE, ZIP	
OTHER INFORMATION	

Must complete this ticket and give to secretary with file.



#### Special Education and Related Services Receipt for Confidential Student Files

Please sign, date, and return via fax 801-826-5055

Sending	Receiving
District	District
School	School
Teacher Name	Teacher Name
Address	Address
City, State, & Zip	City, State, & Zip
Student's Name	
Birth Date	
The undersigned has received the ab	ove student's file from Canyons School District.
Signature	Date

revised 1/19

\*File must include Receipt for Confidential Student Files when sending a file.

\*When it's returned place in your file transfer binder.



Document all transferring files
-Form found on the weebly



#### Transfer of Files - Special Education

hool Name:			4				,	
Please maintain this record when transferring any files								
Student Name		Date	Method of		Receiving School &	Received by		
Last	First	Transferred	Transfer	Delivered by	District	please print	Signature	
			,					





Skittles for all



- × Orange: How one student has positively impacted you this year?
- × Purple: One thing you have learned about yourself this year?
- × Red: One great memory you have from this year?
- × Green: What is the most adventurous thing you have done this year?
- Yellow: One thing you appreciate about your career?



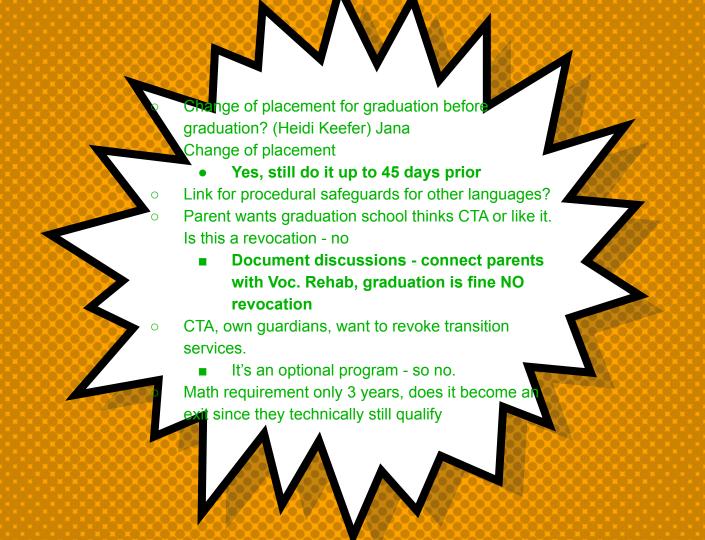


Marbled Bandana



- Count out into teams.
- Walk your bandana as a team to your designated spot.





## SERVICE PATTERNS ON THE IEP AND SCRAM

What are service patterns?

- The special education services we are providing
- Math, Reading, Writing, Transition, Related
   Services and Personal Care Services
- All services need to be connected to the IEP goals

### **USE YOUR GOALVIEW DROPDOWN MENU TO GUIDE YOUR SERVICES**

**Special Education Services** 

Adapted P.E.

**Hearing Services** 

Math Applied Skills

Math Basic Skills

Other Services

✓ Reading Basic Skills Reading Comprehension

Speech and Language Therapy

**Transition Services** 

Vision Services

Written Language

Related Services: Other=Personal Care

Adapted P.E.

**Assistive Technology Services** 

**Audiological Services** 

✓ Counseling Services

**Hearing Services** 

Interpreting for the Deaf Services

Occupational Therapy

Orientation and Mobility Services

Other Related Services

Physical Therapy

Speech and/or Language Services

**Vision Services** 









## SPECIAL ED SERVICES, NOT THE CLASS

- ★ Reading Goal= Reading Service
- ★ Math Goal= Math Service
- ★ Writing Goal= Writing Service
- ★ Transition Goal= Transition Service
- ★ Communication Goal= Communication Services

<u>Science</u>- is a class not a Service pattern (count minutes under reading or behavior ect.)

<u>Directed Studies</u>- is a class not a service pattern (count minutes under reading or math or other special education service)

<u>Co-taught</u>- is a class not a service pattern (count minutes under math, reading, writing, or other services connected to IEP goals)

## SO WHAT DOES IT LOOK LIKE?

Service		Locations		Provider		Minute	s/Frequency	SCRAM min/wk
Reading Basic Skills	<b>\$</b>	Special Education Class	•	Cushing, Carin	•	180	Every Other   \$	450
Reading Comprehension	<b>\$</b>	General Education Class	•	Cushing, Carin	•	90	Every Other   \$	225
Transition Services	<b>\$</b>	Special Education Class	•	Cushing, Carin	<b>♦</b>	90	Every Other   \$	225
Math Applied Skills	<b>\$</b>	General Education Class	•	Cushing, Carin	<b>♦</b>	90	Every Other   \$	225
?	<b>♦</b>	?	•	?	•		? \$	
?	•	?	•	?	•		? \$	
?	<b>\$</b>	?	•	?	<b>♦</b>		? \$	
elated Services Luke requires to ben	efit from his Sp	ecial Education:						
Service		Location		Provider		Minute	es/Frequency	SCRAM min/wk
Counseling Services	<b>♦</b>	Other Location	<b>\$</b>	Other	•	30	Weekly \$	30
		counseling office						
Other Related Services	•	General Education Class	•	Cushing, Carin	•	60	Daily \$	300
Personal Care - Behavior Suppor	+	-						

## SERVICES WITHIN OUR CONTINUUM

ECC ACC

- × CNP=not counted
- History & ScienceNo goals evenw/UAA and DLM
- Only count if connect to Goals
- Other could include a function skills service

- ACC/ABS
  - CNPs Not counted
  - Paras in general ed class for behavior=
     Personal Care services & log
  - No history or science label

#### Resource

- CNPs Not Counted
- No history or science label
- Count minutes according to student disability

Personal Care services can be counted even if a para is the one providing the services But we always count the service not the person!

## PERSONAL CARE SERVICES

When do we count behaviors under special education services?

- When we are providing specialized instruction
- × Explicit teaching of behavior skills Goal Oriented for teaching skills

Ex. 30 minutes of social skills instruction

When do we count behavior supports under personal care services as a related services?

When we are managing behavior simultaneously with other teaching or services- Goal oriented for Behavior but not required for other personal care categories.

Ex. During Math and Reading Managing behaviors or implementing behavior intervention plan

Teachers and Paras can both provide personal care services w/a log

## IEP vs. SCRAM

pecial Education services Luke needs to achieve his annu			Minute	s/Frequency	SCRAM min/wk
	Service		180	Every Other I	450
2	Reading Basic Skills	•	90	Every Other I	225
3	Reading Comprehension	<b>\$</b>	90	Every Other I	=
)	Transition Services	•	90	Every Other I	
3	Math Applied Skills	<b>\$</b>	90		
9	?	<b>\$</b>		?	•
3	?	<b>\$</b>		?	•
3	?	<b>*</b>		?	<b>\$</b>
ela	ted Services Luke requires to benefit	from his Special			
	Service		Minute	s/Frequency	SCRAM min/wk
3	Counseling Services	<b>\$</b>	30	Weekly	\$ 30
)	Other Related Services	<b>\$</b>	60	Daily	\$ 300
	Personal Care - Behavior Support		00	Duny	



Group Scenarios used to determine service patterns on IEP



## Out of State Eval Procedure (K-22)

May be done concurrently with IEP (see other side)

File Received: Meet with your school team (LEA as appropriate) and review the following:

## Evaluation data - DATA REVIEW To determine eligibility

- Is it current?
- What does this data tell us?
- Any additional data required?



Within 5 - 10 school days of <u>receiving the file</u>, convene an IEP meeting with parents to discuss and answer the questions about the current evaluation data (**LEA needed**)

YES

Does the current data meet the criteria for one of the 13 categories in Utah? (check state rules - section II p. 19-54)



#### YES

(Current data meets Utah requirements)

Complete **Evaluation Data Review** form on Goalview.

Document in Evaluation Results

Summary (ERS) data from Out of State eligibility. Transfer all data verbatim. Print and attach to Out of State documentation.

(scores are sufficient with note to see original attached documents)

Complete **Eligibility form** in Goalview for appropriate eligibility category.

(IEP team signatures required)





#### NO

(Current data does not meet Utah requirements)

Complete <b>Evaluation Data Review</b> form on Goalview, indicating what data needs to be gathered.	
Complete Consent for Evaluation based on data review - indicate reasons for evaluation.	
Complete testing & determine eligibility within 45 school days.  If eligible, complete ERS & Eligibility forms.  If not eligible, complete ERS, Eligibility & Placement forms.	
Determine whether IEP needs to be amended based on new information, if	П

student is eligible.

## **Out of State IEP Procedures**

(K-22)

May be done concurrently with Evaluation (see other side)



File Received: Meet with your school team (LEA as appropriate) and review the following:

#### **Current Out of State IEP**

**Present Levels** 

Goals/Progress Reports

Service times (for all providers)

Behavior plans

Transition

Within 5 - 10 school days of <u>receiving the file</u>, convene an IEP meeting with parents to discuss and answer the questions about the current IEP (**LEA needed**)



Can the current IEP be implemented as written?



#### YES

#### **NO CHANGES NEEDED - including minutes**

(all team members including parents satisfied with IEP)

#### Goalview

Document in PLAAFP acceptance of Out of State IEP. Transfer (goals, accommodations & services) from the IEP to Goalview. Print and attach to Out of State IEP. No new signatures (document in meeting notes) (Maintain Out of State IEP date)

Implement IEP as written and agreed upon (meeting notes)

**Complete SCRAM** 

Complete **initial placement** for **Utah** (required parent signature)

**Complete Medicaid** 

(send to Medicaid Office @ Jordan Valley)





#### NO ANY CHANGES TO IEP

(School team and/or parents are not satisfied with ANY part of the IEP, including minutes)

Create newly developed IEP in Goalview with changes determined by IEP team (New IEP date)

Implement IEP as written and agreed upon (meeting notes)

**Complete SCRAM** 

Complete initial placement for Utah (required parent signature)

**Complete Medicaid** 

(send to Medicaid Office @ Jordan Valley)





All students will increase their level of participation in their IEP meetings by one rubric level



## Rubric

Level 0	Level 1	Level 2	Level 3	Level 4	Level 5
·Student does not attend the meeting · Student does not participate in planning for the meeting	·Student does not attend the meeting ·Student participates in planning for the meeting (sending invitations, etc) ·Student helps create a portfolio or powerpoint for use during the meeting	·Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint	·Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members	· Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting ·Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members ·Student shares strengths/ weaknesses · Student answers questions · Student gives input	·Student participates in planning for the meeting (sending invitations, etc) · Student attends the IEP meeting · Student shares portfolio or powerpoint · Student participates in welcoming and introducing team members · Student shares strengths/ weaknesses · Student answers questions · Student gives input · Student expresses their progress on goals · Student shares ideas for new goals

## ACTIVITY

YOU are the student:

Let's pretend that the milk is the location of the IEP meeting.

Each drop of food coloring represents the people that will be attending your IEP.

Put a drop or two of each color a little from the center.

Red is your family.

Yellow is the people that support you at school. This can be your special education teacher(s), your regular education teacher(s), principal, counselor, nurse, or anyone else that helps you when you are at school.

Blue is people that can help you after graduation. This is your vocational rehabilitation counselor, DSPD support coordinator, your Independent Living trainer.

Green is anyone else you would like to invite. This can be your coach, your best friend, anyone that has your back.





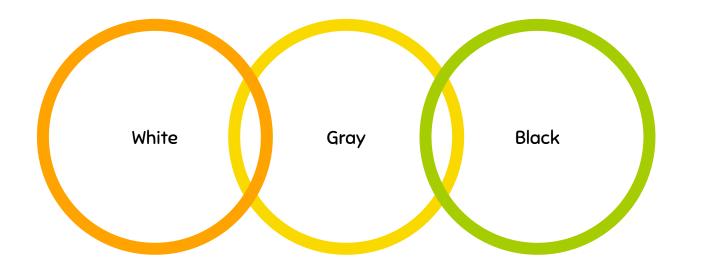
Whoa! That's a big number, aren't you proud?



### AND TABLES TO COMPARE DATA

	Α	В	С
Yellow	10	20	7
Blue	30	15	10
Orange	5	24	16

### USE CHARTS TO EXPLAIN YOUR IDEAS



# 89,526,124\$ That's a lot of money

185,244 USERS
And a lot of users

**100%** Total success!

# A PICTURE IS WORTH A THOUSAND WORDS

A complex idea can be conveyed with just a single still image, namely making it possible to absorb large amounts of data quickly.



# OUR PROCESS IS EASY last second first

### LET'S REVIEW SOME CONCEPTS

#### Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

#### Yellow

Is the color of gold, butter and ripe lemons. In the spectrum of visible light, yellow is found between green and orange.

#### Blue

Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

#### Blue

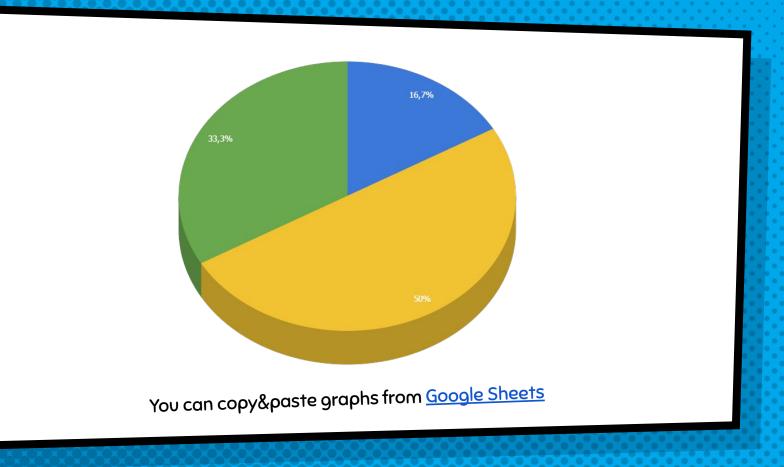
Is the colour of the clear sky and the deep sea. It is located between violet and green on the optical spectrum.

#### Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.

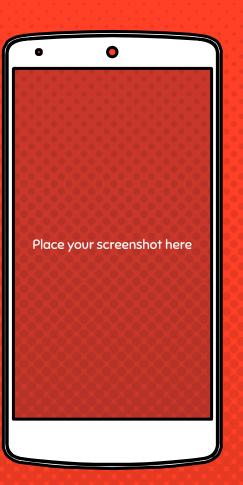
#### Red

Is the color of blood, and because of this it has historically been associated with sacrifice, danger and courage.



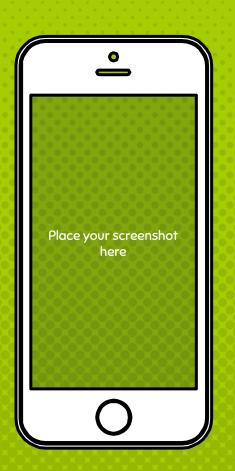
# ANDROID PROJECT

Show and explain your web, app or software projects using these gadget templates.



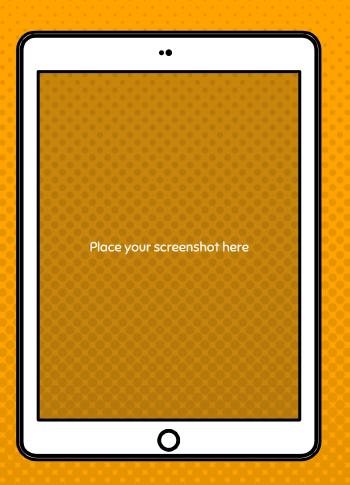
## IPHONE PROJECT

Show and explain your web, app or software projects using these gadget templates.



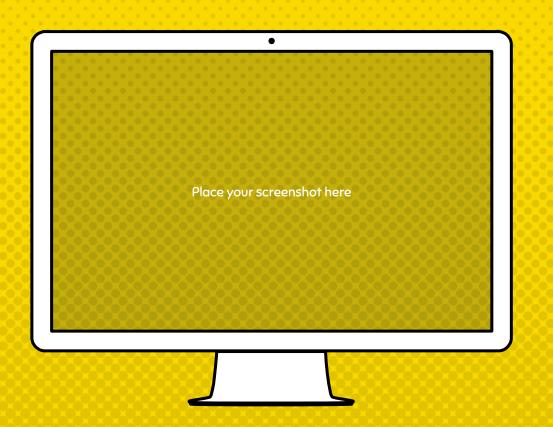
# TABLET PROJECT

Show and explain your web, app or software projects using these gadget templates.



## DESKTOP PROJECT

Show and explain your web, app or software projects using these gadget templates.





Any questions?

You can find me at @username & user@mail.me

#### CREDITS

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- × Presentation template by SlidesCarnival
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