

# SPEDITION NEWSLETTER

OFFICE OF SPECIAL SERVICES AND STUDENT EQUITY

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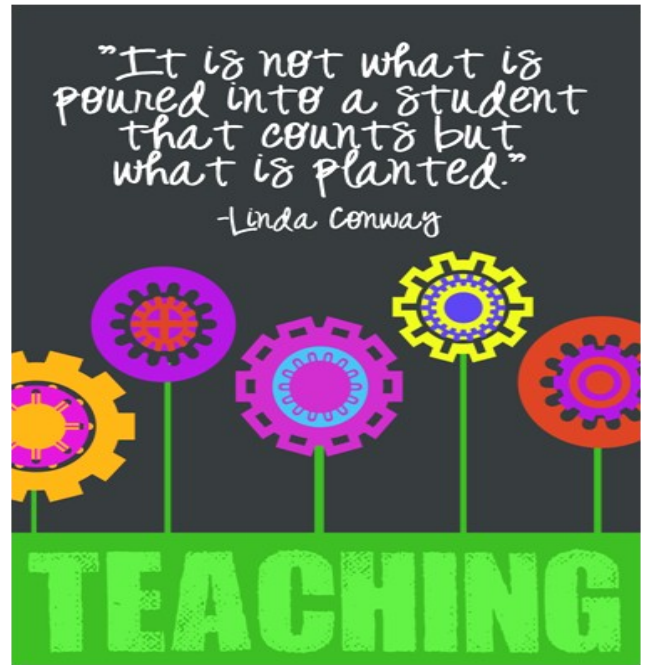
### Happy New Year!

### Working Together...

### Making a Difference!

Our Vision: All Students Can Learn.

*Our Goal: To provide services and supports to meet the individual needs of all students, in order to afford educational opportunities in the least restrictive environment appropriate to their needs.*



### Inside this issue:

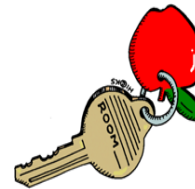
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## KEYS TO SUCCESS

Remember:

1. Meeting date and offer of FAPE date on IEP's **MUST** match.
2. Parent signature is on all applicable forms.
3. Prescriptions for OT and PT service must be renewed every year.
4. Personal Care Forms must be renewed every year and signed by a licensed provider—NOT the teacher.
5. Physician orders and nursing care plans are needed for

students who require medical care while in school must be updated annually.



6. All Special Education paperwork must be submitted to the SPED office **within five days from the meeting.**
7. Special requests such as DSR should be on the front of the IEP so we know to process DSR paperwork.
8. ALL TEAM change of place-

ment recommendations **MUST** be submitted to and approved by the Special Education Director, Dr. A. Jamison.

9. All Transfers **MUST** be submitted for approval by the Director. Transfers between buildings/programs will require **seven school days** turn-around time so proper steps are accomplished. These requests must be brought to the office immediately upon completion of the meeting.

## IEP CHECKLIST



- At least two attempts to contact the parent **MUST** be made by staff and should be documented on the first page of the IEP. Notate if the parent did not attend the IEP.
- MET and REED information is listed on the case folder.
- Eligibility and primary disability is indicated.
- Least Restrictive Environments considerations are addressed in the IEP.
- Appropriate programs and services are identified with specific time and frequency of services indicated.
- Quarterly progress reports are completed in conjunction with report cards.
- Secondary transition information must be completed.
- Transportation is available for students in self-contained classrooms.
- State and district assessments with any special accommodations **MUST** be documented in the IEP.

## WRITING the PLAAF

The foundation for all goals is written in the PLAAF section of the IEP. Identify the impact of the student's disability to succeed in the general population. A well-written PLAAF will state the baseline data to write measurable goals for the individual.



A well-written goal contains:

1. The ending date for achieving the goal.
2. What behavior the student will demonstrate.
3. What level, degree, or condition the student will perform.
4. How will mastery of the goal will be evaluated?

When writing post secondary goals, try not to accept a "don't know" or no

response from a student. Help them speculated, develop, clarify, explore options in training, education, employment, independent living.

There are many websites that students can use to help them explore some of these options beyond their EDP that is created in seventh and/or eighth grade and is updated annually. The U.S. Bureau of Labor and Statistics offers resources ([www.bls.gov/k12/](http://www.bls.gov/k12/)) for students and teachers.

A "**SMART**" goal should be:

- S—Specific
- M—Measurable
- A—Action words
- R—Realistic & Relevant
- T—Time limited

## PLAAF CHECKLIST



1. List the student's needs as identified on the MET cover sheet.
2. Explain why these needs will be addressed and other needs will not.
3. Explain in detail how each need affects the student's performance in the general education curriculum.
4. Identify the accommodations needed and why.
5. Explain why the student needs to receive services outside the general education setting.
6. Provide the rationale for when the student is to be pulled out of class to receive services. Or provide the rationale for why the services will be provided within the regular classroom.
7. Define how long the student is to be pulled out of the regular education class; or, how much time is needed to provide special education services within the regular classroom.

# SECOND SEMESTER



Second Semester begins January 27, 2020. If your student is nearing completion of 12th grade or ageing out from Kennedy Center,

then your IEP's need to reflect graduation completion. Please check the box for "graduation" or "other" on the invitation. Should the parent ask about placement at Kennedy Center, there is a referral process that MUST be completed before that step can be administered. Contact the office for a copy of the referral documents.

Transition goals are needed for stu-

dents beginning with the ninth grade.

Beginning in April, documents for senior exits and transitions to Kennedy Center should be completed by May 1st. A copy of the referral packet and IEP should be provided to Kennedy and to the SPED office.

Beginning April 13th:

IEP and amendment meetings for moves to Pontiac High School should be scheduled and completed by May 8th. All paperwork should be sent to the SPED office within 5 days of the meeting. If your student needs a self-contained classroom, please invite the high school staff to the meeting.

Elementary move-up IEP and amendment meetings need to begin April 27th. Fifth grade to sixth grade transitions should be completed between April 27th and May 21st. All paperwork should be sent to the SPED office within 5 days of each meeting. If your student needs a self-contained classroom, please invite the middle school staff to the meeting.

Preschool moves to Kindergarten need to begin May 11th and be completed by May 28th. If the student needs a smaller environment, please check with the office for possible locations based upon recommendation and not necessarily the home address.

## ATTENDANCE VERSUS TRUANCY

Attendance is a daily/hourly responsibility of the classroom teacher that MUST be put into the attendance module. Excused absences need written documentation for the following:

- Illness of student
- Recovery from an accident
- Required court attendance

- Professional appointments –i.e. Doctor or Dentist
- Death in the immediate family

Excessive absences, cutting class, and walking the in the halls are to be reported to the counselor, the office secretary, and the principal for reporting to truancy.



We all know some may physically be in the room, but their conscience is off wandering around. Hopefully some osmosis is happening while

the student is sitting in class.

## WHAT TO DO WITH TEACHER FILES

Please remember:

Teacher files follow the student from teacher to teacher, building to building. Please do not send teacher files to the SPED office. The originals for all IEP's, METS, evaluations, REEDS, etc. are kept in the Special Education files.

So what to do with the teacher file?

As a teacher, if the parent says we are moving to xyz school/city, remind the parents to tell the new school to send a record request to Pontiac Schools. Take your teacher file to the school secretary, who then takes that with the CA (general education file) and sends them to the central enrollment office with a note stating that parent came to

the school and said the family is moving to xyz. The central enrollment office will then forward the files to the new district.

**NOTE: If you have teacher files that are more than five years old—then, you must shred them.**



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## THE SEVEN FACTORS

A series of revisions to Michigan's Zero Tolerance laws took effect August 1, 2017. The change requires districts to conduct a thorough review of local student discipline policies and procedures.

- The law requires consideration of seven factors in EVERY case of suspension or expulsion EXCEPT FIREARMS.
- Administrators need to use the new factors as justification to not suspend or

expel a pupil, even for a "zero tolerance" offense, EXCEPT FIREARMS.

- There is rebuttable presumption that any suspension over 10 days is unjustified "unless the district can demonstrate that it considered each of the factors".
- Districts must consider using restorative practices as an alternative to, or in addition to, suspension.

### THE DISTRICT MUST CONSIDER IN ALL CASES

#### EXCEPT FIREARMS:

1. Student's age.
2. Student's disciplinary history.
3. Seriousness of offense.
4. Whether student has a disability.
5. Whether violation threatened health/safety.
6. Whether to use restorative practices.

7. Whether lesser intervention is appropriate.



## Black and White Chili

Crock-Pot

Nonstick cooking spray

- 1 pound boneless, skinless chicken breast, cut into 3/4" cubes
- 1 c. chopped onion
- 1 can Great Northern beans or cannellini, rinsed and drained
- 1 can black beans, rinsed and drained
- 1 can stewed tomatoes
- 2 T Texas-style chili seasoning mix

1. Spray a large skillet with cooking spray, heat over medium heat.



Add chicken and onion; cook and stir 5 minutes or until chicken is browned.

2. Combine chicken mixture, beans, tomatoes and chili seasoning in a Crock-pot. Cover; cook on low 4-4 1/2 hours.

Serving suggestions: serve over cooked rice or pasta. Top with sour cream, chives, fresh chopped onion, shredded cheese, or a slice of avocado. Serve with some thick slices of crusty bread.