

SPEDITION NEWSLETTER

Arnella Jamison, Ph.D., Director
Jennifer Parker, Supervisor

Kelley Williams, Superintendent
Dr. Kimberly Leverette, Associate Superintendent

"There are so many ways to recognize Autism Awareness Month that go beyond the color blue – choose something that resonates with you and be the light! Be the light that goes beyond Autism Awareness to Autism Action, Autism Acceptance, Autism Access and Autism Advancement."



NESCA Neuropsychology & Education Services
for Children & Adolescents

APRIL IS NATIONAL AUTISM AWARENESS MONTH

AUTISM IS NOT

CAUSED BY POOR PARENTING,
TRAUMA, ABUSE OR NEGLECT.

Recent data indicates
AUTISM IMPACTS

ONE IN **58**
CHILDREN



AUTISM IS A

DEVELOPMENTAL DISABILITY.

It begins during early development
either prenatal or by the age of 3.

AUTISM IS NOT
A MENTAL OR EMOTIONAL
ILLNESS.



PARTS OF AN IEP

what they are and why they are important

The PLAAFP Statement

- A well-crafted PLAAFP will describe a student's strengths and weaknesses, in terms of what they can and cannot do,
- in objective and measurable language.
- Describing the breakdown of skill development in this way will inform the starting point for which specialized instruction
- will occur and for which subsequent goals and objectives will be based – otherwise termed baseline data.
- IDEA 300.320(a)(1)
- 71 Fed. 46,662 Reg. (2006)
- 71 Fed. Reg. 46,579 (2006)

Understandable Language

Consistent with 34 CFR § 300.503(c)(1)(i) of the IDEA, the IEP and written notice must be provided in language understandable to the general public

“Look for...”

- Data is easily understood
- Skill and target are identified objectively
- Allows understanding for all IEP team members, including the parent

A Complete PLAAFP

Data

Based on the DIBELS Oral Reading Fluency Assessment given in September 2021, the student read 25 words per minute at the 3rd grade level with 70% accuracy. The benchmark for the beginning of 3rd grade is 70 words per minute at 95% accuracy.

Impact

Student's limited fluency impacts his/her ability to read grade level text and complete class work independently.

Resulting Needs

Student will need specially designed reading instruction to increase fluency, as well as accommodations when reading grade level text for classwork and assessments.

Special Factors to Consider

MANDATED

Must be considered at every IEP:

- ☐ The **communication** needs of the student, and
- ☐ The need for **assistive technology** devices and services for the student

“Consider” means **follow through:**

- ✓ within IEP (PLAAFP and goals and/or SAS), or
- ✓ in Notice

ON the FAPE page in person and virtual

NOTICE FOR PROVISION OF SERVICES INDIVIDUALIZED EDUCATION PROGRAM

The *Individuals with Disabilities Education Act (IDEA)* mandates that the district proposes to initiate or change the educational placement of the student or the student; or when they refuse to initiate or change the educational placement of the student.

You are receiving this notice for

Student: _____
 Attending Building: _____

The district is delivering this notice via: In person

- ☒ You are receiving this notice because we are offering the provision of FAPE on 2/8/2023 and will be located at PSD / Kennedy Center.

/ProvFAPE_Template.aspx?sectioncode=9_MIIPTFAPE&validatemode=False

Special Education Electronic Form Software - Version 2022.

Ident: 20001723	Grade: 14	Ethnicity: Disabil
Birthdate: 6/4/2001	Gender: F	

Pontiac City

Save Save & Print Report

Top Bottom

Jayla Renee Student ID: 20001723

Grade: 14 Birth Date: 6/4/2001

Other: In person and virtual

01/30/2023

✓ **GENERAL EDUCATION CURRICULUM - MATH**

Involvement and progress in the general education curriculum, or participation in age-appropriate activities for preschool students.

Baseline Data:

Money Math Rubric 2/2023 K. is inconsistent in the area of Math Money Rubric 1/2024. K identifies and know values of coins and bill. He can count the nickels, dimes and quarters up to a dollar independently.

His struggles come when it's time to give change for \$1.00- and \$5.00-dollar bills. He is inconsistent when counting the change back for either of the bills. In the class practice, he could correctly count the change for a dollar 2/5x tries (40%). He showed similar struggles with the \$5.00 dollar bill.

**New Goal
Reporting
Inside
the
IEP**

- Student Progress Report ●
- By 2/2023, K will demonstrate improvement of 30% to 70% using the Money Math Rubric
- 06/13/2022 Student continues to show money math growth, using the money math rubric
- 11/11/2022 K continues, due to high absents, show low growth.

While K did not progress during this time, the decrease cannot be based on virtual instruction because K has poor attendance in both in-person and online classes.

Impact and Resulting Needs:

K struggles making change to a \$1.00. He is scores 40% on the Money math Rubric

Results Needed: K will be apart of the Kennedy Snack, Spring Plant Sale, Gift Shop and PAES Lab using the cash register and calculator. The Money Math Class will include math games, manipulatives along with peers

NO DATE

Unless.....there is a break in service or Move-up IEP

IEP		IEP Team Meeting Date: 4/8/2021	
Special Education Services and Programs			
SERVICES			
Related Service/Rule Number Direct/Consult	Specific Amount of Time and Frequency	Location Duration*	
290 - Speech and Language Service Direct	Time: 20.00 to 30.00 MINS Freq: 2 to 4 / MO	GE/SE - PSD Begin: <input type="text"/> End: <input type="text"/>	Del
			Add
PROGRAMS			
Program/Rule Number Departmentalized	Specific Amount of Time and Frequency	Location Duration*	
340.1749a - Elementary Resource Departmentalized? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Time: 4.00 to 5.00 HRS Freq: Per WK	Pontiac School District Begin: <input type="text"/> End: <input type="text"/>	Del
			Add
<input type="checkbox"/> The program(s) listed above is included under the ISD operational Plan (R 340.1832(e)).			

Medicaid Billing

- * As a Para, did you move to another classroom? Did you inform the Sped office? (7523)
- * As a Para, did you move to another building? Did you inform the Sped office? (7523)
- * Did you check the student's eligibility?
- * Do you have a current Personal Care Form?
- * Did you mark your billing "Read To Bill"?
- * Did you make corrections from the previous month, if any, and mark them "Ready to Bill"?
- * Did you forget your password? Call the help desk at 248.209.2060.
- * If a student was absent for the day or a part of the day, you may notice a red notebook next to the date of service. This is a filter to make sure you are not billing for a student in error.
- * Need help, click the link
- * [Personal Care](#)
- * [Direct Service](#)



IEP CHECK LIST

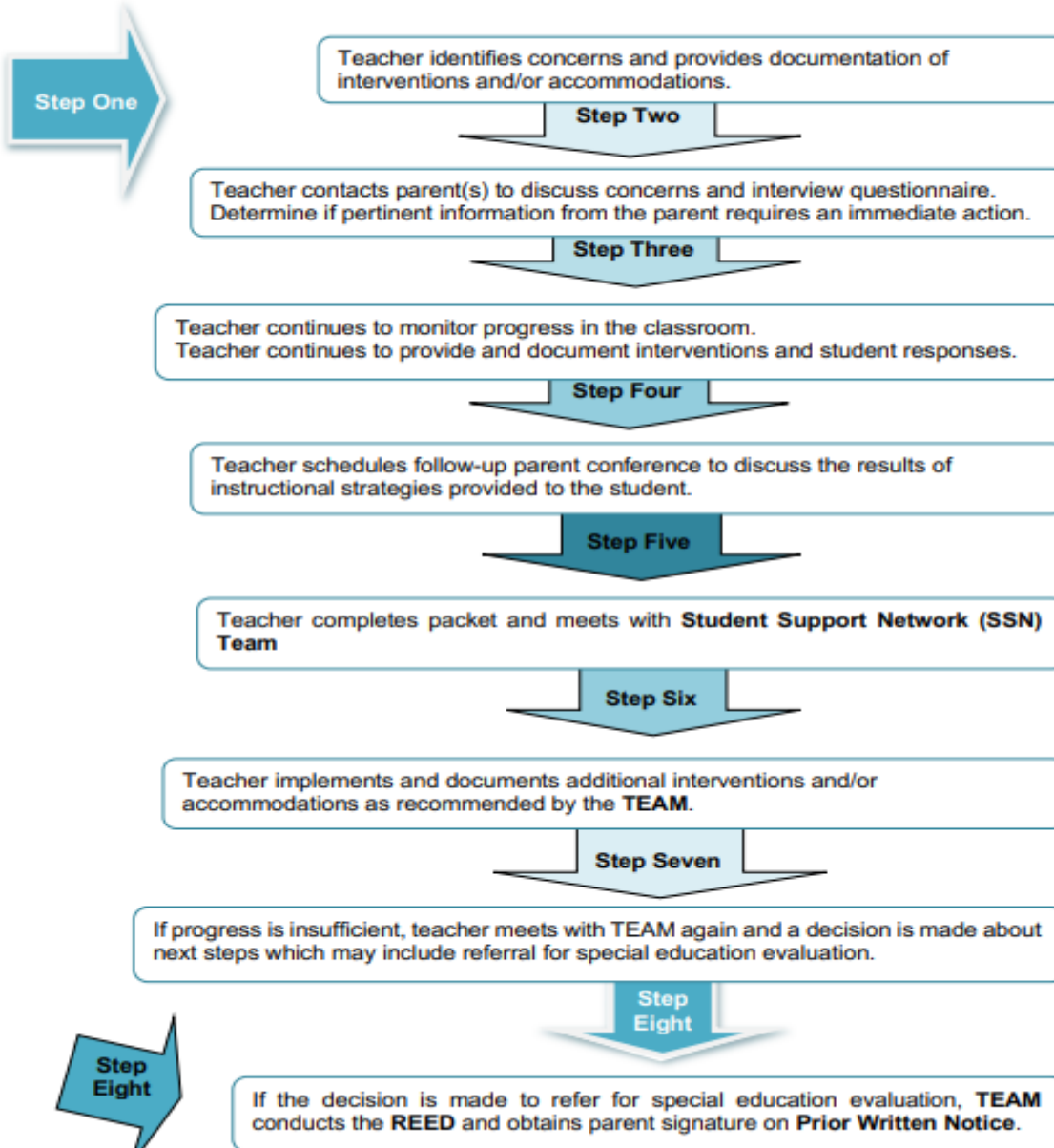
- ⇒ At least two parent contacts are documented. Note if the parent did not attend / did not respond IEP.
- ⇒ MET and REED information and dates are indicated on the green jacket for reevaluations.
- ⇒ All dates and student identification are completed accurately.
- ⇒ All participant signatures are completed on all necessary forms.
- ⇒ All reports are attached to MET report.
- ⇒ Eligibility is the primary disability.
- ⇒ Include the invitation for the REED and the separate invitation for the IEP meeting.
- ⇒ Appropriate programs and services are identified. Specific time and frequency of services are indicated.
- ⇒ Appropriated support/related services are indicated.
- ⇒ Least Restrictive Environment (LRE) considerations are addressed.
- ⇒ Quarterly progress reports are completed in conjunction with report cards. A copy of most recent progress report should accompany the IEP to the office.
- ⇒ Transportation concerns have been addressed.



TO PROPERLY USE THE VALIDATE BUTTON

- ◇ From the IEP Menu, click on the triangle next to IEP Demographics.
- ◇ Next click on the tab that says "Perform Operation requiring Entire Form Access".
- ◇ Then click on the "Validate Form" button.
- ◇ Now click on each area in red that pops up on the right side of the screen, make the necessary corrections.
- ◇ Continue to go back to the "Perform Operations Requiring Entire Form Access" page until you can see the "Mark IEP Complete" turn black.
- ◇ Click on the "Mark IEP Complete" a warning will pop up twice, say "OK" both times.

STEPS IN THE STUDENT SUPPORT NETWORK (SSN)



Is this concern a bad behavior or habit?

What can be worked out in the class with student, teacher, parent?

**OFFICE OF SPECIAL SERVICES
AND STUDENT EQUITY**

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**All paperwork for
IEP's - annual
and reevalua-
tions—MUST BE
submitted to the
office within 5
days after the
meeting has
been held.**



School District of Pontiac
Office of Special Services and
Student Equity

47200 Woodward Ave
Pontiac MI 48342

Phone: 248-451-7523
Fax: 248-451-7542



April

⇒ Review IEP's of ALL Special Ed Students on your case-load.

⇒ Review 3 year IEP Dates / Annual IEP Dates.

⇒ Case managers should complete IEP at a glance for regular education teachers. Or use the Report to Classroom Teachers available in SEEFS.

⇒ Review caseload / identify students / make corrections on Student Transfer Form.

⇒ ALL Emotionally Impaired (EI) students MUST have a current BIP.

