

May 2012

ECE Summer Professional-Development Overview

Welcome to our summer professional-development (PD) edition of *Exceptionally Yours*! This newsletter contains many articles about our summer sessions and conference offerings across the state. We look forward to seeing everyone there!

JCPS is offering ECE PD in one single location to **any ECE certified teacher** in June and August. Our June session is **June 5 through 7**, located at Jeffersontown High School. PD sessions will be offered from 8:30 to 11:30 a.m. and from 1 to 4 p.m. **These sessions will be available on pdCentral beginning May 21 at 4 p.m. to give everyone an equal chance to register for sessions.**

From **August 6 to 9**, we will be at Fairdale High School. **Monday, August 6**, sessions will be available between 8:30 a.m. to 4 p.m.; however, **August 7 to 9**, sessions will be available from 8:30 a.m. to 8:30 p.m. to allow more flexibility to attend trainings. Many sessions (listed at right) will be repeated in both JCPS locations, for your convenience; those listed in red will only be offered in August.

By **May 21**, the Kentucky Department of Education (KDE) is projected to have trained someone from each region on the new Individual Education Program (IEP) Training and Guidance Document to increase the consistency of the IEP across the state. We hope to offer IEP Training in June and August; however, this will depend on the completion of the materials needed for the training. Everyone may want to plan on attending an IEP session due to possible changes in the IEP this year. Also, we hope to discuss the possible changes in the use of accommodations during state assessments and how to word this on the student's IEP.

Scholarships are available to attend the Learning Disability Association (LDA) Conference for coteacher pairs on a first-come, first-served basis. If you are currently coteaching or plan to coteach with someone for the first time and are looking for an opportunity to attend a training together, please check out the LDA article "Coteaching: Helping All Students Succeed!"

Also, one Exceptional Child Education (ECE) teacher from each school has the opportunity to get his or her registration paid to **either** the Behavior Institute (BI) or Kentucky Autism Training Center (KATC). The informational articles in this newsletter will explain the process of attaining that registration. Other articles will describe many of the informative Jefferson County Public Schools (JCPS) PD that will be offered this summer. Please take the time to read about them before you sign up in order to ensure that **you** are getting what **you** need to make our students succeed!

JCPS Sessions for ECE Teachers Teaching Diploma-Bound Students	
KCAS Differentiation in ES/MS/HS—ELA	KCAS Differentiation in ES/MS/HS—Math
IEP Training	Coteaching Sessions for ES/MS/HS
Functional Based Thinking	Replacement Behavior
Utilizing the ILP to Prepare Students for Postsecondary and Self Advocacy (MS/HS)	Analyzing Student Behavior Data
Second Steps for ES and MS	Analyzing Student Academic Data
School Connect for HS	What Is Specially Designed Instruction?
Design and Produce Behavior Supports (ES/MS/HS)	Classroom in a Box for LD/EBDSC Teachers only (August only) three-day PD
RTI	

JCPS Sessions for ECE Teachers Teaching Alternate Students	
ELSB	Alternate K-PREP: Elementary Writing
Organization and Classroom Management	Assessing Skills of Young Learners
Alternate K-PREP Overview	Classroom Technology
Alternate K-PREP: ES/MS and HS Math	Multidisciplinary Approach
Systematic Instruction	Alternate K-PREP: ES/MS and HS Reading
Alternate K-PREP: ES/MS/HS Writing	Autism and the Rage Cycle
Building With Stories: ES/MS and HS	Embedding Social Interactions
Unique and News-2-You	Using Movement to Impact Attention and Learning: A Sensory-Motor Approach
Multidisciplinary Approach	Transition Best Practices (August only)
Sign Language (Basic and Intermediate)	CBI Refresher (August only)
Individualized Visual Supports	

Sessions Open to All Certified ECE Teachers Unless Noted	
Reading Mastery—Advanced	
SM for Reading and Math	Completing ReCES/Reevaluations (August only)
Pragmatic Language for the ASD Student	Read and Write Gold (August only)
Intervention Programs: SuccessMaker for Reading, Math, and Study Island	Data Collection and Analysis for SLP (August only)
Corrective Reading Basic and Advanced	Autism Boot Camp for School Teams (August 6–10; possible different location)
Cultural Sensitivity/Including Samuel (August only)	KTEA Training (August only)
BoardMaker Plus and SMART Boards (August only)	Augmentative Communication (August only)

Autism Boot Camp • August 6–8

Join us for a three-day, 18-hour intensive boot camp to receive training on Evidence-Based Practices (EBP) and Student-Centered Problem Solving for students with Autism Spectrum Disorders (ASD). EBPs that will be addressed in the boot camp are based on research literature. The following EBPs will include, but not be limited to, Antecedent-Based Interventions, Systematic Instructional Practices, Functional Behavior Assessment, Reinforcement, Functional Communication, Social Skills Training, and Visual Supports.

We created the boot camp to address the needs of teams (at least two staff members per school) working with students with ASD. Therefore, **participants must attend as teams**. A team could include an ECE teacher, general education teacher, instructional assistants, SLP, OT, and/or PT. The goal involves learning EBPs with a specific student or classroom in mind. At the end of the boot camp, teams will have a Comprehensive Autism Planning System developed for the first day of school. Look for more information regarding this training on pdCentral. If you have questions, please contact Trish Gallagher at **485-3280**.

Read&Write Gold in JCPS

During the 2010-11 school year, the ECE Department worked hard to implement Read&Write GOLD (RWG) version 9 in our schools. Teachers attended numerous trainings during the school day and had the option of attending trainings over the summer. Additional training was offered for each school to send one person designated to be the RWG point person to help update and/or troubleshoot this text reader.

We have seen some increase in the use of RWG in 2011-12. Some whole schools have embraced this technology, while others are implementing in pockets within our schools. We (ECE and Gheens Math Resource staff) have also worked with several ECE middle school teachers on using RWG in Math classrooms to enhance student instruction. It has been used in two different settings: 1) for Mathematical Reflections and 2) for Closure and Formative Assessment.

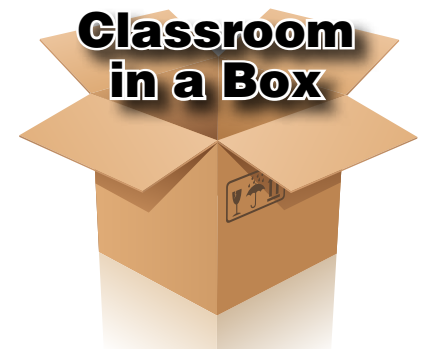
All JCPS student computers have been updated to version 10, which took some time and collaboration with Management Information Systems (MIS). Any student (not just ECE) has access to and can benefit from the use of the program. Version 10 has brought us some great new features, such as Vocabulary List Builder, Picture Dictionary, Verb Checker, Paragraph Translation, and Confusable Words. The Read&Write GOLD Cohort, in collaboration with each school's consulting teacher and RWG point person, has provided version 10 training over the course of



the school year for both ECE and general education teachers in numerous schools. If your school is interested in training, contact your ECE consulting teacher and he or she will work with the RWG Cohort to set up a training session.

The ECE Department is also providing Basic and Advanced Read&Write GOLD trainings over the summer. Sessions **for ECE teachers** will be held during the **August 6–9** sessions. Any ECE teacher interested in basic or advanced training on RWG is encouraged to register! Knowledge of Read&Write GOLD 10 can benefit Low- and High-Incidence ECE teachers, general education teachers, English as a Second Language (ESL) teachers, and instructional assistants. Read about the Classified Institute, and check out pdCentral for trainings for classified staff.

LD/MMD/EBD



This **18-hour** August PD is for kindergarten through grade-twelve teachers who will be teaching in an **LD/MMD/EBD self-contained unit** during 2012-13. Participants will be given research-based academic and behavior materials, resources, and data collection tools to ensure student success. Instructional and behavioral strategies to increase academic performance of self-contained students will be threaded throughout the session. Other shared topics will include working with an assistant, behavior management strategies, token economies, differentiated instruction, how to blend instruction for various grade levels, and how to manage and collect data for a student's FBA/BIP and IEP. Follow-up support cohort sessions throughout the year will be provided for all participants.

2011-12 Work Transition Program Attendance Awards

Perfect Attendance

Andrew Zirnheld

Excellent Attendance (1 to 2 absences)

Delquan Healy (1)

Harold Elzy (2)

Ryan Thomas (1)

Drew Dever (2)

Derek Marchman (2)

Derrick Neal (2)

Demitri Ramsey (2)

Lauren Roberson (2)

JCPS Offers Online Support for Reading and Math for Tier 2/3 Students Through the Summer!

By Rebecca Doyel, RTI Project Manager/ECE Specialist



Students in grades three through eight who need additional support in reading and math now have a wonderful opportunity to enhance their skills at school and during the summer! The district has made access to online support in reading and math available through two computer programs. SuccessMaker and Study Island are available for online use during the school day for Tier 2/3 **and** after school for students in need of additional instructional time. That means anywhere at any time!

Students can receive extra support in reading and math connected to their daily learning at school. Both SuccessMaker and Study Island offer an engaging, technology-based environment for instruction, support, and encouragement for those students who need additional help with reading and/or math. All a student needs is access to the Internet in order to take advantage of this resource.

All across the district, students were enrolled in SuccessMaker or Study Island based on their individual instructional needs in reading and/or math. Participating students can access these programs via the Internet by visiting the JCPS homepage at www.jcpsky.net and clicking on *Students*. Then the student simply clicks on the *Study Island* or *SuccessMaker* link. Students log in with their district-assigned username and password. This information was sent to principals, RTI leads, and SuccessMaker leads.

Additionally, access to SuccessMaker and Study Island is available at many before- and after-school Learning Place Programs across the community. Parents can visit www.jcpsky.net to find a Learning Place near their home. If parents do not have access to a computer or the Internet, they can call the district's Volunteer Talent Center (VTC) at **485-3710**. District personnel will be happy to assist them. We hope everyone will use this wonderful opportunity to help our students who need additional support in reading and/or math.



Below is more information about each program.



SuccessMaker

What: SuccessMaker Reading/Math is a dynamic software program that individualizes student learning based on students' demonstrated knowledge and mastery at each learning level. It connects with the students' experience at school. Concepts and skills in reading/math are presented to the students at their learning level while supporting them with additional instruction, helpful tools, and targeted practice.

When: Students can access anytime during and outside of the school day for 20-minute sessions.

Where: You can access via the JCPS homepage. Click on *Student*, and follow the *SuccessMaker* link.

How: Students can log on using their JCPS login and password. They select the curriculum course they have been assigned for their session—Reading and/or Math—and work for their allotted time (typically 20 minutes). During the time students are working, please allow them to work **on their own** as much as possible. The program makes adjustments and different tools are available based on their performance. Students log out of the program at the end of the session.



Study Island

What: Study Island is a completely Web-based program, which allows students to access instructional support from any computer with an Internet connection and a standard Web browser. Study Island is a dynamic, self-paced program that allows students to have fun while they review skills in reading, math, science, and social studies. Students will study in standard test format, in interactive game mode, or using

interactive response systems. The program reinforces what has been taught at school. Students earn blue ribbons as they master the skills.

When: Students can access Study Island anytime during and outside of the school day for 20- to 30-minute sessions.

Where: You can access via the JCPS homepage. Click *Student*, and follow the *Study Island* link.

How: Students log on to Study Island using their username and password. They select a curriculum to start with—Reading, Math, Science, or Social Studies. Students complete 20- to 30-minute sessions. Once students complete a session, they log out of the program.

Technical Basics for Study Island and SuccessMaker

The computer the student uses to access Study Island and/or SuccessMaker should have at least these basics:

- Internet connection—DSL or higher
- PC Operating System—Windows XP, Vista or 7
- MAC OS—10.5 or 10.6
- Processor—2 GHz or more
- Memory—2 GB
- JAVA Version (JRE)—1.5 or higher

Technical Tips and Support

If Study Island or SuccessMaker is running slow, taking a long time to load, or freezes:

- Check the Internet connection speed and cable.
- Check the version of JAVA under computer properties and possibly update.
- Log out, and log back in.
- If the program says “busy,” try again in a few minutes.

Individual Learning Plan; a Great Student Transition Resource

The Individual Learning Plan (ILP) helps students explore, plan, and prepare for their future! Each year, Kentucky students grades six through twelve are required to complete an ILP. The ILP is a Web-based tool that allows students to record and keep the following:

- Career goals
- Awards and recognitions
- Education goals
- Hobbies and interests
- Assessment results
- Community service
- Personal goals
- Work experience
- High school education plan
- Journals
- Extracurricular activities
- Résumés

The ILP includes **Career Cruising**, a career exploration and planning tool, which students use to explore postsecondary options and to develop an individualized career plan. The Career Cruising component enables students to:

- Explore careers that match their skills and interests.
- Research colleges and technical schools.
- Explore military careers.
- Find scholarships.
- Research how to pay for college.
- Take assessments, including Career Matchmaker and the Learning Styles Inventory. (The Career Matchmaker and the Learning Styles Inventory are assessment tools that are components of the ILP.)

Additionally, the ILP includes *The Employment Guide*, which provides students with valuable advice for all stages of their career search. *The Employment Guide* assists students as they:

- Develop a job search plan.
- Write a résumé and cover letter.
- Prepare for an interview.
- Prepare for the first day on the job.

Furthermore, The Résumé Builder is included in the ILP to help students format and print professional-looking résumés. The ILP and its components are a valuable resource for career exploration and guidance for students as they plan their future. Summer PD will be offered to explore how to use the ILP to enhance student success as they transition to postsecondary life.

Lassiter Students Go to the Moon!



The GRAIL MoonKAM (Knowledge Acquired by Middle school students) is a public outreach project lead by Sally Ride. The project is designed to engage middle school students in lunar exploration using the GRAIL satellites that are orbiting the moon. According to the MoonKAM Web site, <https://moonkam.ucsd.edu/>, tens of thousands of fifth- to eighth-grade students from all around the country will participate in this project. Seven of those students are in Cathy Grant's FMD class at Lassiter Middle School.

"I first heard about the project on News-2-You, an adapted newspaper for students with disabilities," says Grant. "Then I submitted the application to NASA, and we were accepted."

The project is Web-based; the students can log in to a special Web site and explore the moon. They click on different parts of the moon, and then they can submit the latitude and longitude of a spot they are interested in. A week later, the satellite will send a picture to the Web site that can be downloaded and printed to keep.

"We are taking pictures of mountains on the moon," said Noah, a sixth-grade student at Lassiter, as he pointed to the spot he wanted to explore.

The students are learning more than just space. "They are connected to something bigger than their immediate surroundings," says Grant. She has been able to tie this project into a variety of standards for the Kentucky Alternate Assessment in science, social studies, and writing. They are also learning to use classroom technology in a new way. The MoonKAM project is all Web-based, so the students are getting instruction using the SMART Board, and classroom computers. Ms. Grant is able to project the moon onto the SMART Board, and using the touchscreen, the students can click, drag, and zoom to the areas that interest them. This adaptation makes it more accessible to students with disabilities and ensures that the whole class is able to participate. "I had to adapt some of the beginning activities to simplify them," says Grant, "but it's already formatted very simply so we can log on to the Web site and do direct instruction from the SMART Board."

"This is a once-in-a-lifetime opportunity," says Grant. "It's something they will be able to keep and share with their families. They are participating in a national event that is part of history!"



A “Professional” Approach to Participation in PD

With summer PD approaching, a few things are worth mentioning as staff members register for upcoming PD sessions.

All PD participants are reminded that, due to liability issues:

- Children are not allowed at PD sessions.
- Animals are not allowed at PD sessions. (Service animals are an exception.)

As a general courtesy, all PD participants are reminded to:

- Turn cell phones **off** or **on vibrate**.
- Take **important** calls in the hallway.
- Avoid texting during PD sessions.
- Avoid checking e-mail and/or using a personal computer during PD sessions.

All PD participants are reminded to cancel their registration on pdCentral if the need arises to miss a scheduled session. This will open the spot to another JCPS employee.

Record Review Update

Congratulations to counselors, ARC chairpersons, and teachers for the completion of Record Review 2012. More than 1,200 files were reviewed in February and March. Whew! Reviewers provided counselors with a copy of the Record Review Follow-Up Form identifying school strengths, areas for clarification and training, and outstanding questions. Counselors also have a copy of the Record Review Worksheet with reviewer comments for each reviewed file. Verbal reports from psychologists, consulting teachers, and program staff indicate that counselors, ARC chairs, and ECE teachers are more aware of Record Review requirements. Consulting teachers thought the first-of-the-year IEP Overview training helped start the year with more effective student IEPs. Yay, team!

Record Review fulfills a federal and state mandate for continuous monitoring, and the record review process offers numerous benefits:

- The record review document and corresponding training clarify special education requirements.
- Counselors, ARC chairpersons, and ECE teachers know critical content of special education forms, including referral, evaluation planning, eligibility determination, Conference Summary documentation, IEP development, and data collection.

- Consulting teachers and psychologists provide targeted training for teachers and departments based on the specific needs identified on the Record Review Follow-Up Form.
- Better understanding of special education requirements yields better services for ECE students.

Considering that the record review data collection process ended in March, there is work to be done. ECE VanHoose staff will review school data and the Record Review Follow-Up Forms for outstanding questions. Norm Terry, transition specialist, will work with school staff on any middle school/high school file needing correction of transition requirements. School reports will be sent to counselors in May. Data will be compiled by grade groups to identify district strengths and areas of need and will serve as the basis of summer ARC Chairperson Update training.

The ECE Department is considering more efficient and effective ways to conduct the record review process for the 2012-13 school year (e.g., desk audits via Infinite Campus with documentation checks in the school; 5 percent of files in the fall and 5 percent of files in the spring). Please send suggestions for Record Review 2012-13 to Terry Ray, VanHoose, 4th Floor.

STARFISH AWARD

Congratulations

to Mildred Payne, ECE Placement coordinator, who was awarded the 2011 Starfish Award at the ECE Department holiday luncheon. The Starfish Award is given annually to a classified or certified member of ECE Assessment, Placement, or Programming who exemplifies the message of the Starfish story: one person making a difference in the life of a student, parent, teacher, or colleague. Mildred received this award for her commitment to upholding high professional standards and for the level of care she continually demonstrated to all students of Jefferson County. Although now retired, Mildred will always be remembered for the sacrifices she made for the sake of students throughout the district. Highly revered by community agencies throughout the city, Mildred was seen as a friend, a leader, an advocate, a colleague, but above all, a professional.



The following ECE members were also recognized for the award:

John Biedenbender
(consulting teacher)

Karen Blanton
(ECE instructional assistant)

Alayna McDade
(psychologist)

Nan Scott
(consulting teacher)

Felicia Ward
(BEST mentor)

Connie Wilson
(ECE coordinator of programs)

Behavior, Communication, Instruction—Pulling it all together to ensure student success: ECE PD Classified Employee Institute

Want more knowledge on increasing the communication skills of your students? Want to gain an understanding of how to positively impact student behavior? Want to understand how to offer instruction that guarantees student progress in core content and functional skills? If your answer is yes, then the 2012 Classified Employee Institute for our ECE teacher assistants is the place you need to be this summer.

Held on **June 18, 19, and 20** at Liberty High School, there will be sessions offered on working with students in ECE Programs. This year, the sessions for ECE will focus on the areas of behavior, communication, and instruction. Additionally, the two-day Community-Based Instruction sessions will be held for both teachers and teacher assistants. Below is a summary of the sessions by day. Watch for a notice for when the sessions will be on pdCentral and described in greater detail. Unless otherwise stated, all sessions are three hours and most are repeated at least once. There will also be sessions offered outside of ECE that may be of interest to you and that you would find beneficial. Additional sessions will also be offered to those teacher assistants working in EBD classrooms.

June 18

Session Focus: Communication

- Boardmaker Plus
- Social Skills
- Increasing Participation and Communication for Students With Significant Disabilities via Unique Learning
- Functional Communication
- Social Communication
- Assistive Technology
- Including Samuel

June 19

Session Focus: Behavior

- CBI, Part I (six hours)
- Positive Behavior Supports
- Implementing a Behavior Intervention Plan (MD/FMD/Autism)
- Sensory Strategies
- Understanding Family Dynamics
- The Rage Cycle

June 20

Session Focus: Instruction

- CBI, Part II (six hours)
- Unique Learning
- Early Literacy Skills Builder (Elementary only)
- Promoting Independence
- Read&Write GOLD
- Adapting and Modifying Classroom Materials and Instruction
- Systematic Instruction
- Data Collection

After Two Years, It's Back!

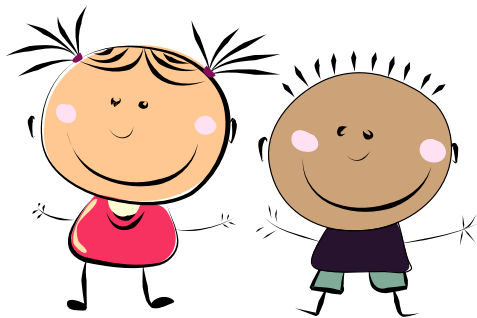
Behavior Institute 2012

Lexington Convention Center
Lexington, Kentucky
June 27 and 28

The JCPS ECE Department will send one person from each school to either the Autism Institute or Behavior Institute. An e-mail was sent to each principal, department chair, and/or team leader in March explaining this process. The deadline for this one “freebie” is May 14!

Twelve hours of PD credit will be presented to participants who attend both days. The Behavior Institute is sponsored by the Kentucky Council for Children with Behavior Disorders (KyCCBD), KDE, Kentucky’s System to Enhance Early Development (KY SEED) through the Kentucky Division of Behavioral Health, the Kentucky Autism Training Center, and the Central Kentucky Special Education Cooperative. This conference offers behavioral and instructional strategies. Presenters will offer workshops that will help teachers with universal, targeted, and intensive strategies.

Travis Brown, Mr. Mojo, will be the keynote speaker and will conduct sessions on antibullying strategies. Other out-of-state speakers are **Marcia Tate**, who will offer instructional strategies that engage learners. **Diana Browning Wright** is back again from California and will present strategies to help teachers remove behavioral barriers to academic success and help teachers provide effective instruction for all learners. **Marleen Wong** will present on Childhood Traumatic Stress and its impact in the school setting.



Kentucky Autism Training Center's Autism Institute Is Back!

2012 Autism Institute

Putting the Pieces Together Through Collaboration:
Bridges to a Brighter Future

University of Louisville (UofL), Shelby Campus



June 18, 19, and 20

The JCPS ECE Department will send one person from each school to either the Autism Institute or Behavior Institute. An e-mail was sent to each principal, department chair, and/or team leader in March explaining this process. The deadline for this one "freebie" is **May 14!**

PD credit will be offered for **certain** sessions (listed below) that pertain to educators:

- Planning a Comprehensive Program for Individuals With Autism Spectrum Disorders: Using Evidence-Based Practices Across Service Systems
- Supporting Adults With ASD to Succeed in the Workplace
- Implementing Evidence-Based Practices Through Coaching and Support
- Teaching Children With Autism Spectrum Disorders About Personal Safety
- Overview of Evidence-Based Practices for Young Children With ASD
- Aligning IEPs to Common Core State Standards
- Binoculars, Teachers, and Thermostats: Supporting Students With High-Functioning Autism in Inclusive Environments
- Evidence-Based Interventions Addressing Challenging Behaviors in Individuals With an Autism Spectrum Disorder
- Using Activity Schedules to Increase Independence for Individuals With Autism
- Bright Kids on the Spectrum: Making the Most of Academic Strengths in Students With ASD
- All Kids Can Succeed: Effective Interventions for Behavioral and Social Challenges
- Teaching Mathematics to Students With Disabilities
- Ethical and Professional Standards for Behavior Analysts and Other Service Providers
- Verbal Behavior

For preschool teachers only:

- Promoting Social-Communication and Play in Preschoolers With Autism Spectrum Disorders
- Overview of Services for Young Children
- Early Childhood Literacy



LDA of Kentucky Presents Our 2012 Seminar

Coteaching: Helping All Students Succeed!

with **Dr. Marilyn Friend**

Friday, June 22, 2012

9 a.m. to 4 p.m. (ET)

Ramada Bluegrass Convention Center
9700 Bluegrass Parkway
Louisville, KY 40299

JCPS scholarships are available for coteaching pairs on a first-come, first-served basis. Please call Valerie Baker at **485-6087** to register. The deadline for this scholarship is **May 14** (or sooner if the funds run out).

The purpose of this workshop is to provide an overview of coteaching. This six-hour training will cover how to effectively plan, implement, and evaluate coteaching programs. Participants will be able to explore the least restrictive environment and to understand how it operates. You will also be able to discuss how this relates to your own practices and concerns that you may have concerning coteaching. The goal is that each student will reach his or her potential to the fullest extent possible. Also, participants are able to take their practices to the next level. Schools may use any left-over monies from their collaboration grant to send individuals or school pairs on their own! If schools would like to register on their own, please go to www.ldaofky.org/.

