

Clare-Gladwin RESD

Special Education Matters



Marty Combs, Director mcombs@cgresd.net 989-386-8616
Mike Simon, Principal msimon@cgresd.net 989-386-8629
Jill Radosta, Supervisor-Monitor jradosta@cgresd.net 989-386-8614

Eight Weeks to Wellness Challenge

Marty Combs,
CGRESD Director of Special Education

Following the holiday season it will be time again for the Eight Weeks to Wellness Challenge which is slated to start on January 9, 2017. Participants will earn points for their team by exercising, eating healthy, getting enough rest, etc. They will send their weekly points sheet to their team captain each week. Team totals will be posted for all to see. Last year we had 44 individuals represent 11 teams. We hope to have many teams organize again this year. Our insurance carrier SET/SEG has even gotten in on the action by generously donating three hundred dollars in Visa gift cards which will be distributed to each member of the top two teams. Let's get healthy together and have a little fun in the process!



Medicaid Tip:

Consult services are not a Medicaid covered service.





Holiday News from the Area School

Mike Simon,
CGRESD Area School Principal

Wow, the Area School is so fortunate to have such strong support from the staff and community! The following items all show the support and commitment to our students.

The annual PTO Wreath Sale was a huge success this year selling 223 wreaths! The funds raised will go toward the playground upgrades which include a new pavilion. I am looking forward to using the pavilion this summer!

The Christmas Families program was in full force this year under the leadership of Melissa Kleiman. We were able to adopt two families and a classroom this year with everyone's support. It is such a great feeling to see the Area School Conference Room full of gifts for the families. I would like to thank everyone that helped organize, buy, and deliver the gifts.

I can't mention the Christmas Families program unless I thank the Clare Eagle Riders. This group has been so supportive of the Christmas Family program and the Area School students for about three years. They are very generous with their support of our students and families. This group also gives two families meals at Thanksgiving and Christmas. If you see or know someone from the Clare Eagle Riders, please say thank you for all of their support!

Santa and the Clare County Reserves were at the Area School on December 9th. This year Santa prepared personalized t-shirts and a stuffed elf doll for each student. The design on the front of the t-shirt was designed by an Area School student. Thank you to Jennifer Warren, the Clare County Reserve Officers, and Carl and Pam Hoskey for organizing this annual event.

Thank you for your support of the Area School students and staff.

THE NEW PLAAFP

Jill Radosta,
CGRESD Special Education Supervisor/Monitor

For most of the school districts the look of the Present Level of Academic Achievement and Functional Performance (PLAAFP) will be changing on January 3, 2017. Training took place during the months of November and December on the new PLAAFP and most people who write IEPs participated. Here are the key discussion items that will help you when using this new format:

Baseline Data:

Report and describe current data about the area of concern. Baseline data may include: curriculum-based assessments, student work, observations, parent input, progress monitoring data, grade-level common assessments, universal screening data, State test results, checklists, report cards/grades, IEP progress reports, attendance, informal assessments, criterion referenced assessments, standardized assessments, achievement assessment, behavior data, discipline data and written input from various staff.

Data used in any part of the IEP must be current (no more than 12 months old).

***THIS IS REQUIRED
FOR EACH AREA
OF CONCERN
IDENTIFIED
THROUGH THE
EVALUATION
PROCESS OR BY
THE IEP TEAM
BASED ON
CURRENT DATA.***

Impact:

How this area of concern gets in the way of the student's ability to participate and make progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children).

***THIS IS REQUIRED
FOR EACH AREA
OF CONCERN
LISTED IN THE
PRESENT LEVEL***

Resulting Needs

Identify the needed special education (accommodation, modification, specialized instruction, related service, program) that will allow the student to participate and make progress in the common core state standards and/or classroom environment (or in age-appropriate activities for preschool children). **Identify whether or not a goal will be developed**

***THIS IS REQUIRED
FOR EACH GOAL,
SUPPLEMENTAL AID,
SERVICE and/or
PROGRAM NEEDED.***

THE NEW PLAAFP Continued:

	Baseline Data	Impact and Resulting Needs
Gen Ed Curriculum Secondary Transition Etc.	If a student does not have a need in one or more areas (i.e., not at an age that requires a transition IEP or does not receive OT) simply write N/A in that section.	Impact: Resulting Needs: These headings will not be in the IEP process but using these will help keep your information organized when developing your PLAAFP.

Additional Tips for Baseline Data

Report the baseline data and **describe** what the data means for each area of need. Current student performance and comparative data, based on typical age/grade level expectations, should be included. This will allow the IEP team to clearly identify gaps and set reasonable expectations for the student.

General Education Curriculum (or age-appropriate activities for preschool children)

- Provide and describe data that identifies the student’s involvement and progress in the common core standards and/or classroom environment.
- Specify academic area(s) of need as indicated by the data.
- For students with a Specific Learning Disability (SLD), the area(s) of eligibility that apply to the student must be specified with data. However, other areas of need must also be addressed.

Secondary Transition Assessments

- Includes age-appropriate assessment data related to training, education, employment and (as appropriate) independent living skills.
- Explain what the assessment data means for the student’s transition into post-secondary life.

Communication/Speech & Language

- Provide and describe data that identifies the communication/speech and language needs of the student.
- Data in this section may also support the need for assistive technology to address hearing or augmentative communication needs.
- For students with a speech and language impairment, data should support specific area of eligibility.

THE NEW PLAAFP Continued:

Social-Emotional/Behavioral

- Provide and describe data identifying how the behaviors are affecting the student's progress in the common core standards and/or classroom environment (or in age-appropriate activities for preschool children.)
- For student with an Emotional Impairment (EI), the indicators of eligibility that apply to the student should be specified with data.
- For students with behavioral or mood disorders provide observational data, functional behavioral assessments, success with behavior intervention plans, or other data to identify the student's behavioral needs.
- For students with Autism Spectrum Disorder (ASD), the indicators of eligibility that apply to the student should be specified with data

Perception/Motor/Mobility

- Provide and describe data that identifies gross and fine motor coordination, balance and limb/body mobility
- For students with Visual Impairment (VI), provide and describe data provided by an orientation and mobility specialist, if necessary.

Adaptive/Independent Living Skills

- Includes skills needed to:
 - Access general curriculum
 - Demonstrate proficiency in the general curriculum
 - Live independently

Medical

- Includes health, vision, hearing or other physical/medical issues.
- Include any relevant information provided by medical personnel.

